Department of Physical Therapy

Master of Science in Physical Therapy for International Students

Program Manual
For Students Entering September, 2015

Please keep this manual as a reference
The policies in this manual are subject to revision.

Revised August 2015
# Program Manual

**Master of Sciences in Physical Therapy for International Students**

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Part I: Academic Policies and Procedures

1. ADVISING

1.1. FACULTY ADVISOR

Each student will be assigned an Academic Advisor for the duration of matriculation at the Institute. The Academic Advisor will:

a) Assist the student in creating and implementing a course of study which will be reevaluated each semester and serve as a guide throughout the program.
b) Register all new students for their first semester. Authorize student registration in the spring semester for registration for the remaining semesters.
c) Advise students about relevant Institute and program academic policies when petitioning for waivers or unusual circumstances and bring petitions to the Department of Physical Therapy Faculty
d) Review the student’s academic record each semester and provide academic counseling when necessary.

Students are required to communicate with their Advisors each semester to review their academic performance, and develop strategies for continued growth. Students should meet with individual faculty in specific courses to discuss difficulties related to course content. Students are encouraged to meet with their Academic Advisors to discuss issues regarding personal problems that may impact on learning and professional development. Students should also feel free to approach the Chair or Associate Chair at any time to talk about issues related to the program.

1.2. ACADEMIC SUPPORT SERVICES

The Office of Student Affairs (OSA) is located in Building 39 and can assist you with accessing academic support services. Students are encouraged to take advantage of these services for personal or academic needs. Detailed information on student services can be found in the Institute Online Student Handbook. Online students can access these services by contacting the OSA at 617-726-3140.

1.3. EMPLOYEE ASSISTANCE PROGRAM

The Employee Assistance Program (EAP) assists Institute students in dealing with personal problems that may pose a threat to their health or 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. Initial consultation is free of charge and may be initiated by calling 1-866-724-4EAP The EAP maintains a large network of carefully screened resources for all types of problems. The nearest EAP is located at MGH at 175 Cambridge Street, room 3-320. There are offices in many locations so call to find an office nearest you.

EAP Office Hours:  
Mon Wed Fri  8:00 a.m. – 5:00 p.m.  
Tue Thu  8:00 a.m. – 6:00 p.m.
2. **GRADES**

2.1. **GRADE EQUIVALENTS**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Grade Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93 &amp; above</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79</td>
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<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

2.2. **ACADEMIC PERFORMANCE**

2.2.1. Written Exam and Course Grade Policy

For all courses with written exams, the weighted average of the written exams must be 73 or better to receive a passing grade for the course. The weighting of written exam grades is specified in course syllabi. In the absence of a weighting scheme in the syllabus, all written exams are weighted equally. The syllabus will also identify whether quizzes are included in the weighted average of written exams.

If a student fails to attain a weighted written average of 73 or better, a grade of F for the course will be assigned regardless of the grades achieved in other graded components of the course.

For students receiving a written exam average of 73 or better, the course grade is determined by the weighting of all graded components of the course as specified in the course syllabus.

2.2.2. Grade Point Average

At the conclusion of each semester of the program all students’ records will be reviewed. Students must maintain a cumulative GPA of 3.0. If this standard is not met at the end of any semester, a student will be on probation during the following semester. The student may be on probation for no more than 2 contiguous semesters. Students who fail to achieve a cumulative GPA of 3.0 or greater after being on probation for 2 contiguous semesters will be dismissed from the program.

All students must have an overall GPA of “B” (3.0) or better in order to complete a MS degree or Certificate of Advanced Study requirements.

2.2.3. Pre-requisites

Course prerequisites and co-requisites are specified in each course syllabus. If no prerequisites or co-requisites are identified in the syllabus, see Course Descriptions in the
2.2.4. Incompletes

Students must obtain consent from the Course Instructor to take an “Incomplete” in any course. The Course Instructor will specify the terms of the “Incomplete” and the date on which the work is to be completed. Consent must be approved prior to the last day for the submission of grades for that term. If course work is not completed by the end of the semester and consent is not obtained for an “Incomplete,” a grade of “F” will be recorded automatically. (Check the Registrar policy about grades.)

2.2.5. Course Failures (MSPT Class of 2017 only)

A student who fails a course will be offered a remedial course if the failure is the first and only course failure incurred by the student and if there are not otherwise grounds for dismissal.

   a) The content, coverage and format of the remedial course will be determined by the instructor(s) of the failed course.
   b) The remedial course constitutes a repetition of the failed course and a course may only be repeated once.
   c) A student will be dismissed from the program if a grade of “C” or better is not achieved in the remedial course.
   d) Failure of a second, subsequent course will result in dismissal from the program.

2.2.6. Continuing Study After Course Failure

A student will continue with his or her program of study as long as a remedial course that serves as a retake of the failed course is completed or in progress at the time of the start of the new term. Proceeding with the usual program of study while completing a remedial course will require additional diligence, strong time management skills, and proactive use of supporting resources to successfully complete all requirements.

Unsatisfactory Completion Unsatisfactory completion of two or more courses, will result in a recommendation for termination from the program.

2.2.7. Academic Probation

Students on academic probation (see section 2.2.4.) must achieve a semester GPA of 3.0 for each semester while on probation.

3. ASSIGNMENTS AND EXAMS

3.1. Written Assignments

3.1.1. Type-Written Work

All written assignments must be submitted typewritten, double-spaced, and 12 font (unless otherwise specified by the professor). The program requires that each student own or have personal access to a computer.
3.1.2. Style Standards

The American Medical Association (AMA) Manual of Style, 8th Ed, will be used as the standard for all written work. Copies can be found in Treadwell Library. Style manuals cannot be removed from this site. Instructions for AMA format can also be found on the APTA website at www.apta.org under “Guidelines for Authors for Physical Therapy.”

3.1.3. Failed Assignments

Please refer to individual course syllabi for guidelines regarding failed assignments.

3.2. Exams

3.2.1. Schedules

Instructors will schedule exams at the start 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.

3.2.2. Attendance at Examinations

If a student is unable to attend a written, oral, or practical examination, the student must notify the Course 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 Course Instructor in advance will result in a lowered grade for that exam at the discretion of the Course Instructor.

If a student misses an exam, the student must make arrangements with the Course Instructor to take the exam. The Course Instructor determines the format of the exam.

3.2.3. Take-Home or Distance Learning Exams

Faculty will provide instructions for the degree of interaction permitted for take-home or distance learning exams. If students are expected to work independently, discussion or questions should be directed to the Course Faculty only. Discussion should not take place outside of the course unless instructions specify otherwise. This action could result in academic termination. (See section 8.2. “Academic Integrity.”)

3.2.4. Written Examination Policy

a) Written Exams:

For all courses with written exams, the weighted average of the written exams must be 73 or better to receive a passing grade for the course. The weighting of written exam grades is specified in course syllabi. In the absence of a weighting scheme in the syllabus, all written exams are weighted equally. The syllabus will also identify whether quizzes are included in the weighted average of written exams.

If a student fails to attain a weighted written average of 73 or better, the highest grade a student can receive is a C- grade for the course.

For students receiving a written exam average of 73 or better, the course grade is determined by the weighting of all graded components of the course as specified in
the course syllabus.

b) Failure of a Written Exam (MSPT Class of 2017 Only)

1) A student who receives less than 73 on a written exam will have the option to repeat the exam at a time and date to be determined by the faculty of record, typically at the end of the course and prior to the final exam.

2) The exam grade on the retake will be the earned grade for that exam not to exceed a grade of 73 and will be used on computation of the course grade.

3) No more than one exam in a course may be retaken.

4) Cumulative final exams for a course are exempt from the retake policy.

5) Remediation of weaknesses evident in the initial exam failure is the responsibility of the student who will have access to the resources typically available to a student seeking academic support.

6) The exam to be repeated will not be made available to the student once the usual class exam review procedure for that course is concluded.

3.2.5. Practical Exams/Competencies/Oral Case Analyses in Clinical Courses

a) In clinical courses, all practical/oral assessments and competencies must be passed to achieve a passing grade in that course. Unless otherwise specified in the course syllabus, a passing grade for a graded practical/oral assessment is 73 or better. Essential criteria related to safety and professional behavior must also be met to pass a practical assessment.

1) Competency is defined as an assessment of the student’s psychomotor skill in performing specific examination or intervention procedures. Competencies are specific to the clinical course in which the skill is taught.

2) Practical is defined as an assessment of the student’s clinical decision making, affective and psychomotor skills in selecting and performing specific examination or intervention procedures as applied to a case. Practicals may involve integration of knowledge and skills across courses and previous terms. Performance on a practical will affect the grade for that specific clinical course only.

3) Integrated Practical is defined as an assessment of the student’s clinical decision making, affective, and psychomotor skills in selecting and performing specific examination or intervention procedures as applied to a case. Integrated practicals will test knowledge and skills across courses and previous terms. Performance on an integrated practical will affect the grades for all designated courses for that term.

4) Oral Case Analysis is defined as an assessment of the student’s clinical decision-making process and ability to effectively communicate this process. Oral case analysis will test integration of knowledge across all courses and previous terms. Performance on an oral case analysis will affect the grades for all designated courses for that term.

b) Competency tests are graded Pass/Fail. Students must demonstrate competence prior to the end of the course in order to successfully complete the course.
c) A student must pass each practical/oral assessment in a course. If a student fails such an assessment, one retake is allowed. The student must pass the retake with a grade of 73 or better at which time the failing grade for that assessment will be replaced with a grade of 73. In a course in which there is more than one practical/oral assessment, only one retake per course is permitted. Failure of more than one practical/oral assessment in a course will result in a failure for the course. A student who fails a second practical or oral assessment or who fails the retake of a practical or oral assessment will be assigned the course grade earned by the weighted average of all course grade elements, not to exceed a grade of C-.

d) If a student fails a practical/oral assessment, the student must contact the course instructor within 48 hours of notification of the failure to schedule the make-up exam. The retake exam day, time and place are at the discretion of the course instructor. Remediation prior to a make-up exam is the responsibility of the student. However, an appointment with the course instructor may help the student to identify problems and to develop remediation strategies prior to the make-up exam.

e) When a practical exam/oral assessment or competency is being given, students are prohibited from speaking with other students about the content or format of the exam until all students have been tested.

f) In all simulated patient testing conditions including competencies and practical/oral assessments, students must demonstrate the ability to make timely decisions and take timely action in anticipation of or in response to patient/client circumstances that reflect actual patient-care conditions, including time and resource constraints.

3.2.6. Dispute of Exam or Assignment Grades

A student who wishes to question a grade on an exam or assignment must do so within 3 school days of the Course Instructor’s review of the exam in class or from the day the assignment is returned. In the case of final examinations, students will have 3 school days from the date of notification of their grade by the Course Instructor. Requests for review of a grade must be submitted to the Course Instructor in writing, with documentation supporting the request. The Course Instructor is responsible for responding to the student within 5 school days from receipt of the complaint. Extenuating circumstances, such as semester breaks or temporary unavailability of faculty, may necessitate a longer interval between the request and resolution. The faculty decision will be final.

3.2.7. Accommodations During Required Class Activities

Students who require accommodations during exams or timed class activities must have on file a current Disability Services Request Form with the Office of Student Affairs (Please refer to Section 12.2 - Accommodations for Disabilities). Students who are requesting accommodations must follow the procedures established by the Office of Student Services, including assuming responsibility for working with course faculty in advance of each occasion for which accommodations are appropriate to arrange provision of accommodations. Faculty will not provide accommodations except those that are officially approved by the Manager of Student and Disability Services.
If the accommodations require scheduling a quiet room for the exam, the Manager of Student and Disability Services will notify faculty and the student about room assignment.

Students must be aware that accommodations given in the classroom or during exams are not automatically transferrable to the clinical setting. Students are expected to work with the Manager of Student and Disability Services (OSA) and the Clinical Education Team relative to any accommodations requested for the clinical setting.

3.2.8 Academic Difficulty

Course faculty will meet with a student if he or she is determined to be in jeopardy of failing at mid-semester. Students who are at academic risk in a course may request a tutor by applying in writing to the faculty of record for the course, providing a rationale for the need for tutoring services. If approved by the faculty of record considering the student’s academic status in the course as well as available tutors and resources, a tutor will be identified for a student at no cost to the student. Tutoring may be done individually or in small groups, depending on resources. Once a tutor is identified for a student, it is the student’s responsibility to work with the tutor on the timing and frequency of tutoring sessions based on the tutor’s availability.

4. ATTENDANCE

4.1. Notification of Absences and Tardiness

For all academic courses, students must notify Course Faculty in advance if they are unable to attend class. Messages can be left for faculty using voicemail, email, or in the program office voicemail (617-726-8009). Messages should indicate the length of and reasons for the absence. Absences will only be excused for acceptable reasons, such as emergencies, religious observance, or illness. Social events or vacations are not considered acceptable reasons for absence. The academic calendar is published well in advance to allow for planning these events. NOTE: STUDENTS ON VISAS MUST ADHERE TO U.S. POLICIES REGARDING CERTIFICATION OF FULL-TIME ATTENDANCE. ANY VIOLATION OF THIS ATTENDANCE POLICY MUST BE REPORTED BY FACULTY TO THE PROGRAM COORDINATOR.

For proposed absences other than for the three reasons listed above, the student will request permission and approval by the program coordinator at least one month prior to the planned absence. The request must be approved by the program coordinator.

Consistent attendance is considered one element of professional behavior, and chronic or unexcused absences or lateness will be addressed within that context, according to the discretion of individual Course Faculty. Unexcused absences and tardiness are not acceptable behavior in clinical courses (clinical observations) and may result in punitive action.

5. FACULTY AND STUDENT COMMUNICATION

5.1. Electronic Mail (Email)

Each student will receive an IHP email address. Email will be the primary mechanism for communication between faculty and students, and for all Institute communication. Students should check their IHP email often. NOTE: IHP addresses are the sole mechanism for communication from Office of Students Affairs (OSA), and students are strongly urged to use this email
address.

5.2. POSTED NOTICES

Class notices will be posted via email. Make sure your email address is correct in Ionline so faculty can regularly communicate with you. Many notices are also posted through D2L. Be sure to check Ionline notices regularly.

5.3. OFFICE HOURS

Each faculty member will post a weekly schedule through the courseware or outside their office with identified office hours when they are available to meet with students. Students can also schedule appointments individually with faculty.

5.4. VOICEMAIL

All faculty have voicemail. However, the preferred method of communication is email. Students can also leave messages for faculty with the program office voicemail (617-726-8009).

6. COURSE EVALUATIONS

Student input is a valuable component of curriculum evaluation. 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, Academic Advisors, and/or the Program Director.

6.1. FORMAL COURSE EVALUATIONS

Student input is sought on a formal basis at the end of each term for evaluation of courses, professors, and teaching assistants. A standard format is used for each evaluation. Students are requested to complete appropriate evaluations through online evaluations. All standardized responses will be tallied into percent response. This information is forwarded to the Chair, Course Coordinator, and Course Faculty. Students are requested to provide written comments on the rating form for the course and faculty. Written comments will be reviewed by the Chair, Course Coordinator, Course Faculty, and Curriculum Committee.

6.2. PURPOSE OF COURSE EVALUATIONS

Course evaluation responses are used by program faculty as part of curriculum evaluation to assess course effectiveness and to guide revisions to courses and the overall program. Responses are also used as part of faculty assessment and are included in faculty dossiers for reappointment and promotion.

7. COURSE READING MATERIALS

7.1. BOOK LISTS AND PURCHASING TEXT BOOKS AND REQUIRED MATERIAL

A listing of required readings and books is provided in each course syllabus. Students are responsible for purchasing textbooks. The Institute's designated bookstore is an online bookstore. Students should check the following website for the list of required books for each course: mghihp.textbookx.com. All students will be required to purchase “IHP PT Kit.” Students must have the kit for use at the start of the fall semester. Each student will need his/her own
equipment. The student must replace lost or misplaced equipment. Information regarding purchase of this kit will be provided on the orientation 101 D2L site.

7.2. **SUPPLEMENTAL READINGS**

7.2.1 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. Any copying of the supplemental course packet is a violation of the copyright law and will be considered a serious breach of professional behavior. Mechanisms for purchase of these materials will be announced.

7.2.2. Reserved Readings

Faculty may elect to place copyrighted readings on reserve. For onsite courses, copies of each reading will be on reserve at the Treadwell Library Reserve Desk. For online courses, reserve articles will be given as PDF files.

8. **PROFESSIONAL BEHAVIOR**

8.1. **CODE OF ETHICS**

Students are expected to adhere to the principles delineated in the “Code of Ethics and Standards of Practice of the American Physical Therapy Association” (outlined in the Guide to Physical Therapy Practice on www.apta.org).

8.2 **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 Committee on Academic Policies and Procedures and will be subject to disciplinary action as specified in the IHP Catalog. **Students should be aware that faculty, at their discretion, may use plagiarism software to check the integrity of student work**

8.2.1. Collusion

*Another way to think of the word “collusion” is the unauthorized or unacceptable collaboration of students.* At the MGH IHP, many course activities and assignments include group projects. The expectation of these projects is the appropriate collaboration of students to achieve a course assignment. These projects are well-defined by the Course Instructors. Any other “cooperative” efforts between or among students is not appropriate and may constitute as collusion. **One example could be a take-home exam. The Course Instructor may have specified**
that notes or references may be used. But unless explicitly stated by the Course Instructor, students may not work together or seek advice from another in completing the examination.

8.2.2. Distortion

This refers to falsifying, misrepresenting, or making up facts or citing references that do not exist. The Code of Federal Regulations is very clear in these terms regarding the conduct of research and managing research data. Please review the following website for more information: http://www.nsf.gov/oig/resmisreg.pdf

The breaches of academic integrity certainly apply to any assigned formal, oral, or written work presented by students.

8.2.3. Plagiarism

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

8.3. 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 Post Professional Program in Physical Therapy:

8.3.1. Notification of Concern

In the academic setting, Course Instructors or the Academic Advisor may notify the student about inappropriate behaviors WITH A “NOTIFICATION OF CONCERN” SENT FROM THE FACULTY MEMBER, ACADEMIC ADVISOR, AND PROGRAM COORDINATOR. If warranted, either an oral or written warning may be generated. If inappropriate behaviors are cited on subsequent occasions, faculty may choose to further discuss the incident with the student, or the incident may be reported to CAPP for action.

8.3.2. Lowered/Failing Grade

A student may receive a lowered grade or a failing grade in an academic or clinical course at the discretion of the Course Instructor, with documentation of inappropriate professional behaviors or violations of professional conduct.

8.3.3. Remedial Action

Clinical or academic faculty may require certain remedial actions on the part of the student as a contingency to continuing in the program or passing the course.

8.3.4. Academic Probation

Students may be placed on academic probation for a defined period of time which requires the achievement of a semester GPA of 3.0. (See section 2.2.5. “Academic Probation.”)

8.3.5. Termination

The Committee on Academic Policies and procedures may terminate a student from the program because of unacceptable conduct in the academic or clinical setting, following due
process and written notification and documentation of the infraction. Students have the right to appeal this decision and/or to initiate grievance procedures for disciplinary action, according to the processes delineated in the Online IHP Student Handbook.

Further information on guidelines for conduct and procedures related to disciplinary action are delineated in the Online IHP Student Handbook:

http://www.mghihp.edu/StudentServices/policies.html#grading

9. ESSENTIAL FUNCTIONS AND SKILLS

In accordance with the provisions and philosophy of the Americans with Disabilities Act (ADA), the Post Professional Faculty are committed to providing appropriate learning experiences that maximize every student’s potential and to working with students with disabilities to determine if there are ways to assist them in performing essential functions and skills to meet educational standards. The MGH Institute of Health Professions will consider any applicant who meets its academic criteria and demonstrates the ability to perform or to learn to perform the skills listed in this policy with or without reasonable accommodations consistent with the Americans with Disabilities Act. Any applicant with questions about these essential functions and skills is strongly encouraged to contact the Student Services Coordinator in the Office of Student Affairs (studentlife@mghihp.edu).

Prospective students are sent the ‘Essential Functions and Skills” list at time of acceptance to the program. All students will be held to the same standards and must be able to perform the essential functions and skills of their positions with or without reasonable accommodations. Upon request, reasonable accommodations will receive due consideration.

9.1. ESSENTIAL FUNCTIONS

The following essential functions are considered necessary for full participation:

a) Students must be able to read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient-therapist relationships.

b) Students must participate in intellectual activities requiring critical thinking, judgment, analysis, conceptualization of spatial relationships, problem-solving, and planning within reasonable time frames and within a multitask setting.

c) Students may participate in clinical and laboratory experiences that require exposure of body parts and palpation of body structures by faculty and students of both sexes.

d) Students must have verbal and non-verbal interpersonal and communication skills that are consistent with productive classroom participation, respectful interactions with faculty, students, and staff, and development of appropriate therapeutic relationships.

e) Students must possess the emotional health required for full use of their intellectual abilities, adaptation to change, exercise of good judgment, and safe completion of all responsibilities.
9.2. **Essential Skills**

As part of the ongoing professional education process, students will typically engage in physical activity that requires:

- sitting for long periods
- standing for 2-4 hours per day (6-8 hours in clinical practice settings)
- walking
- climbing stairs
- twisting
- bending
- reaching
- lifting
- using auditory, visual, and tactile senses to receive instructions and to evaluate and treat patients
- continuous use of hands with firm grasp and manual dexterity
- the exertion of push/pull forces
- coordination of verbal, manual, and gross motor activities
- movement from place to place and position to position with safe speed, strength, coordination, and endurance for handling equipment, classmates, and patients
- standing and walking while supporting a classmate who is simulating a disability or supporting a patient with a disability

9.3. **Accommodations for Disability**

To be eligible for disability-related services, individuals must have a documented disability as defined by section 504 of the Rehabilitation Act and/or the Americans With Disabilities Act (ADA) of 1990. Eligible disabilities include physical and mental impairments which may include but are not limited to vision, hearing, mobility, learning, systemic, psychiatric, and brain injury that substantially limit one or more major life activity.

Students with disabilities are encouraged to contact the Office of Student and Disability Services. Disability evaluations from an appropriate professional must have been performed within five years of the date of submission; otherwise students will be asked to submit a current evaluation at their own expense. If the initial documentation is incomplete or inadequate to determine the extent of the disability and appropriate accommodations, Student and Disability Services has the discretion to require supplemental assessment of a disability, and may be able to provide assistance in locating appropriate, licensed evaluators. All information provided will be kept confidential except as required by law.

When a student receives an official letter notifying him or her of granting of accommodations for a course through the Office of Student and Disability Services (usually via email delivery), the course faculty member is also notified of those accommodations. It is the student’s responsibility to make an appointment with the course coordinator (or one of the primary course faculty) within 3 business days of the notification letter to arrange a meeting with the faculty member to discuss implementation of the accommodations for that course.

Please consult the Institute Catalog for more details.
9.4. MEDICAL, PHYSICAL, OR PSYCHOLOGICAL PROBLEMS

Students often experience medical, psychological, or physical problems that do not qualify as disability but that could impact their full participation in educational activities. Students must inform faculty if they have any problems that could interfere with specific class, laboratory, or clinical activities or that might be exacerbated by such activity. Students are responsible for being evaluated by an appropriate healthcare provider to determine the extent of physical or psychological problems and the protective strategies that should be employed. Faculty are not responsible for evaluating students’ physical conditions. Students are required to provide written documentation from a healthcare provider regarding specific health-related limitations and/or clearance to fully participate in learning experiences. Documentation should be given to Course Instructors or the Course Coordinator (for team taught courses). Faculty and students will work together to determine strategies or accommodations that will allow as full participation as possible with maximized learning experiences.

If problems preclude sufficient participation in class or clinical activities to fulfill course requirements, the student may receive an “Incomplete” grade for the course. The Course Faculty will determine what specific class material, assignments, or exams must be completed. “Incompletes” generally has to be made up before the start of the next semester or before working in the Physical Therapy Center for Clinical Education and Health Promotion (the Center). Specific deadlines will be stipulated on the “Petition for an Incomplete Grade” Form which must be filed with the Registrar. Depending on the extent of material missed and the student’s ability to make up the work in a timely fashion, the student may not be able to continue into the following semester or to work in the Center. This situation would disrupt the sequence of the curriculum, requiring that the student take a “Leave of Absence” until the sequence can be resumed usually the following year.

Students are also encouraged to take advantage of the Employee Assistance Program (EAP) at Massachusetts General Hospital for counseling services (see the Online IHP Student Handbook).

10. INFORMED CONSENT

10.1. CLASSROOM AND LABORATORY EXPERIENCES

Students in the Post Professional Physical Therapy Programs are informed of potential risks involved with participation in classroom and laboratory activities via the “Consent Form for Classroom, Laboratory, and Clinical Experiences” (see Appendix C.) This form is given to students at the start of the program and should be signed by the student and Academic Advisor. Students are asked to remain cognizant of potential risks to their health and safety as they progress through the program and to take responsibility for preventing harm to themselves and others. If students feel they have conditions that may increase risks, they must notify Course Faculty in advance so that preventive or adaptive measures can be taken.

10.2. GUEST PARTICIPATION IN LEARNING ACTIVITIES

When patients or other individuals serve as subjects for demonstration or practice in class or laboratories, they will be given an “Informed Consent” Form describing the types of interaction they will face, what activities they will be part of, potential risks to their participation, and precautions taken (see the consent form in Appendix C).
10.3. RESEARCH PROJECTS

Students involved in directed research are required to complete the “Collaborative IRB Training Initiative” through the University of Miami (http://www.miami.edu/citireg/) prior to engaging in research activities. All studies that involve the participation of human subjects must be reviewed and approved by an institutional review board in the proposal stage to assure compliance with ethical standards for conducting human studies research. Proposals for projects done at the IHP are reviewed by the IRB at Spaulding Rehabilitation Hospital. Regulations, standards, and guidelines for submission of proposals can be found on the Partners website (mghra.partners.org).

11. PHYSICAL THERAPY LABORATORIES

Students are expected to adhere to all safety guidelines in the use of the Physical Therapy Laboratories.

11.1 LABORATORY GUIDELINES

11.1.1
Universal precautions and infection control practices must be used when indicated.

11.1.2.
In case of any emergency, use the laboratory telephone to call MGH Security at 6-0528. Notify them of your location at 36 1st Avenue (Building 36) or 2CC and ask for appropriate assistance.

11.1.3.
Students are responsible for following established protocols for use of all laboratory equipment and therapeutic procedures.

11.1.4.
Students are responsible for adhering to appropriate body mechanics at all times.

11.1.5.
Students are responsible for identifying conditions, for which precautions or contraindications may be considered, and for developing appropriate adaptations or requesting necessary accommodations.

11.1.6.
Students are responsible for demonstrating concern for their own safety and the safety of others in all laboratory activities.

11.1.7.
Students are responsible for maintaining cleanliness and organization in the lab, including:

   a) Changing pillow cases and sheets on each treatment table

   b) Setting up two chairs at each treatment table at the end of the lab

   c) Wiping down treatment tables that are not covered with an appropriate cleansing solution

   d) Placing all dirty laundry in the appropriate receptacle in the linen closet
e) Returning all equipment to designated areas

f) All food and drink brought into the lab must be discarded in appropriate containers outside the lab.

11.1.8.  
Students may use equipment in the laboratories or PT Center outside of class times during hours when the buildings are open for purposes of skills practice only. Students must use the lab equipment with at least one other IHP PT student in the lab with them for safety reasons. Equipment is not for personal use at any time.

11.1.9  
When lab sessions are finished, students must return lab furniture to its original configuration. This includes, but is not limited to, open lab sessions, independent study, and regular classroom sessions.

12. PETITIONS  
Students maintain the right to petition the Committee on Academic Policies and Procedures for any variance from standard policy or procedure. Faculty authorize the Committee on Academic Policy and Procedure to act on their behalf in making determinations as to a student’s academic status or in response to a student petition.

12.1. FORMAT OF PETITIONS  
Petitions should be submitted to the Committee on Academic Policies and Procedures through the academic advisor. Petitions should include the specific request, a complete explanation of why the request is being made, and must include supporting documentation to justify why the petition should be granted.

A form is available from the Office of Student Affairs for petitions for Leave of Absence and petitions for grades of Incomplete. All other petitions should be submitted in the form of a letter addressed to the student’s academic advisor or the Committee on Academic Policies and Procedures. Petition letters attached to IHP emails are acceptable.

12.2. APPROVAL OF PETITIONS  
All petitions must be approved by majority vote of the Committee on Academic Policies and Procedures. The Chair of the Department will inform the student in writing of the outcome of the petition process.

13. OSHA REQUIREMENTS, CPR, and HIPAA TRAINING FOR CLINICAL STUDY

13.1. UNIVERSAL PRECAUTIONS  
Students involved in patient care as part of their degree requirement, who have not received training, are required to attend an Institute-sponsored training session on OSHA and Universal Precautions in the fall of the first year of study. Thereafter, students complete any further training as required by their clinical preceptor/residency sites.
13.2. HIPPA TRAINING
All students are required to complete HIPAA training as part of student orientation.

13.3. CURRENT STATUS
Students are required to sign a form verifying that they have completed both the OSHA and HIPAA by at the time of registration.

13.4. IMMUNIZATIONS
13.4.1. Immunization Policy
All matriculated students must comply with the Institute’s policy on immunization. This policy will be communicated through the Office of Student Affairs. Students will not be permitted to attend academic classes or work in the Center if out of compliance.

13.5. CPR CERTIFICATION
Students must have the ability to independently perform cardiopulmonary resuscitation (CPR) and qualify for CPR certification.

14. COURSE EXEMPTIONS AND CREDIT BY EXAMINATION
Students may petition for exemption of courses according to guidelines set forth in the Online IHP Student Handbook.

Students may also petition to obtain course credit by examination if they believe their life or work experience qualifies them in that content area. Policies related to credit by examination are delineated in the Online IHP Student Handbook.

15. AWARDS AND FELLOWSHIPS
Post Professional students are eligible to be nominated for the following awards and fellowships:

Marjorie K. Ionta Post Professional Award for Clinical Excellence

Marjorie K. Ionta Grant
The Ionta Award is named in honor of Professor Emerita Marjorie K. Ionta who was Chief Physical Therapist in the Department of Rehabilitation Medicine at Massachusetts General Hospital from 1958 to 1981. The award is presented to individuals in the Graduate Programs in Physical Therapy who have demonstrated growth and a consistent, excellent performance coupled with outstanding humanistic qualities. This is a $500.00 award.

Barbara Adams Award
The Adams Fund, created by Barbara Adams, has been established to offer financial support for graduate education for physical therapists at the Institute. The "Adams Fellow(s)" is given to students in the Graduate Programs in Physical Therapy who show evidence of leadership abilities, service to the profession, and the potential to make a significant contribution as a clinical scholar. This is a $2000.00 award.

Mary Mankin Prize
The Mary Mankin Prize is awarded to a student in the Post Professional Physical Therapy Program who is judged by the faculty to have the most outstanding master’s thesis for the year. The prize was established in 1992 by Institute Honorary Trustee Henry J. Mankin and his wife Carole in memory of Dr. Mankin’s mother. This carries a $500.00 award.

DATATEL SCHOLARSHIP
This is an Institute scholarship program for currently enrolled students. Students should contact OSA for information on the scholarship.

16. AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA)

16.1. AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA)
Students are encouraged to become student members of the American Physical Therapy Association (APTA). Applications for membership are available in the program office. The APTA can be accessed via their website at http://www.apta.org. The national office is located at 1111 North Fairfax St, Alexandria, VA 22314 (800-999-APTA). Membership services can be reached at extension 3124.

The APTA offers membership in 19 sections which represent special interest groups. Student rates are available for membership as listed on the membership application. Sections provide a forum for therapists with similar interests to interact, share professional experiences, and further the activities of the profession in that content area. Many sections publish newsletters or journals that provide information on research, clinical practice, and health policy issues related to that section.

16.2. MASSACHUSETTS CHAPTER
The American Physical Therapy Association of Massachusetts represents more than 2,200 therapists in the Commonwealth of Massachusetts. The Chapter office phone number is 617-429-1325. The chapter homepage can be accessed at http://www.aptaofma.org. The chapter office can be reached via email at aptaofma@aptaofma.org
PART II: Specific Requirements for Degree and Certificate

1. MASTER OF SCIENCE IN PHYSICAL THERAPY FOR INTERNATIONAL STUDENTS

1.1 CREDIT REQUIREMENTS AND LENGTH OF STUDY

Students must complete 39 credits of study for the Master of Science degree. The program is 39-42 credits (See Appendix A.)

1.2. MAXIMUM TIME LIMIT FOR DEGREE COMPLETION

All degree requirements must be completed within seven years from the date of matriculation as a student.

1.3. TRANSFER CREDITS – SIX CREDITS PRIOR TO MATRICULATION

Students may transfer a maximum of two academic courses or 6 credits for graduate study completed at another institution that would satisfy program requirements. Undergraduate courses will not be considered for transfer credit. Students must petition the Physical Therapy Faculty for acceptance of transfer credits. Students must attach course syllabi, transcripts, and any other requested documentation to the petition. Petitions should be submitted through the Program Coordinator.

Transfer credits are not counted toward the GPA and will only be considered for courses with a grade of “B” or better. Transfer credits can only be applied for courses that have not been applied towards another degree.

1.3.1. Time Limits of Transfer Credits

The “shelf life” of courses in the Post Professional Physical Therapy Program is seven (7) years. The credit value of courses older than 7 years will not be applied to the total required for graduation.

1.3.2. Petition to Waive Time Limit on Transfer Credits

Students who have taken courses that are now older than the 7 year limit may petition through his/her Academic Advisor to waive the 7 year limit. The Program Faculty will consider approving such a petition if the student has demonstrated an appropriate level of knowledge and understanding of the course material.

1.3.3. Demonstration of Achievement

This achievement may be demonstrated by such activities as 1) having taught the course material in formal continuing education, in-service programs, or entry-level classes 2) conducting thesis work in the content area and 3) having prepared a research or scholarly paper in the content area. In the event that the petition is denied, the student will be required to retake the course.
1.4 Grading and Minimum Course Grades

All students must have an overall GPA of “B” (3.0) or better in order to complete the Master of Science degree and certificate requirements. No more than two courses in which the student received a "C" can be counted towards the MS degree. A grade of "F" in two courses may be grounds for dismissal. A grade less than “C” in any remediated course may be grounds for dismissal. (See above for policy on remedial courses.)

**COURSE FACULTY SHOULD MEET WITH A STUDENT WHEN A STUDENT IS DETERMINED AT MID-SEMESTER TO BE IN JEOPARDY OF FAILING THE COURSE.**

All courses in the Master of Science Program must be taken for a letter grade.

1.5 Conversion from a Master of Science Degree to Certificate of Advanced Study Program

Students who are working toward the Master of Science degree may apply to convert to the Certificate of Advanced Study any time through the standard program change process. Matriculated students must have a cumulative grade point average of 3.0 or better to petition to convert to the CAS in Physical Therapy. Students petition to their Academic Advisor who presents the petition to Coordinator of the MS Program. Once approved, the student must complete a “Program Change” form available under “Important Forms” on the Registrar’s webpage and have it signed by the Academic Advisor and Program Coordinator.

1.5.1. Limitations on Conversion

No more than 6 credits earned as a non-degree student can be applied to the MS or CAS.

1.5.2. Limitations for Conversion for International Students

Conversion from the MS to the CAS requires that students meet the CAS curriculum requirements. CAS requirements must be completed within two semesters. Students must discuss any changes in the program of study with the Institute's International Student Advisor and how these changes may impact their visa status prior to filing the program change form. **International students enrolled in the CAS are NOT eligible to complete the optional practical training (OPT) post graduation.**

1.6. International Students

1.6.1. International Student Employment

Because of visa and licensure restrictions, International students may not be employed outside the Partners system. (Contact the Office of Student Affairs for more information). However, they are eligible to be graduate assistants after the first semester of study. Students must contact the Office of Student Affairs for information on employment positions at IHP and to determine whether they are eligible to apply for positions in Partners system.
1.7. DIRECTED RESEARCH OPTION

Students who are approved to take for the Directed Research option (by petition only) work with a Faculty Advisor to develop a proposal and carry out some aspect of a research project. Research projects may involve clinical data collection, case studies, systematic reviews, or secondary analysis of data that have been collected previously.

2. CERTIFICATE OF ADVANCED STUDY

2.1. CREDIT REQUIREMENTS AND LENGTH OF STUDY

The Certificate of Advanced Study is awarded upon completion of a minimum of six courses totaling 15-18 credits from the Master of Science in Physical Therapy for International Students curriculum. Courses must be selected in consultation with and approved by a student’s Academic Advisor.
# CURRICULUM PLAN: MASTER OF SCIENCE IN PHYSICAL THERAPY FOR INTERNATIONAL STUDENTS

## Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP 818: IMPACT 1 (1 credit)</td>
<td>HP 819: Interprofessional Practice II (1 Credit)</td>
</tr>
<tr>
<td>PT 601: Clinical Management 1 (2 credits)</td>
<td>PT 602: Clinical Management 2 (2 credits)</td>
</tr>
<tr>
<td>PT 644: Concepts of Motor Control (3 credits)</td>
<td>PT 605: Cardiopulmonary Clinical Lab (2 credits)</td>
</tr>
<tr>
<td>PT 654: Critical Inquiry 1 (2 credits)</td>
<td>PT 642: Extremities (4 credit)</td>
</tr>
<tr>
<td>PT 865: Intro to Pt/Client Management Framework (2 credits)</td>
<td>PT 665: Practicum: PT Center (1 credit)</td>
</tr>
<tr>
<td><strong>Total Credits: 10</strong></td>
<td>PT 684: Critical Inquiry 2 (2 credits)</td>
</tr>
</tbody>
</table>

### Summer

| PT 603: Clinical Management 3 (2 credits)                            |
| PT 785: Diagnostic Screening (2 credits)                             |
| PT 864: Spine: Treatment of Lumbopelvic and Cervicothoracic Dysfunction (4 credits) |
| or                                                                  |
| PT 643: Examination and Treatment of Neuromuscular Disorders (4 credits) |
| PT 895: Directed Research 1* (1 credit)                             |
| **Total Credits: 8-9**                                               |

## Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 750: Diagnostic Imaging (2 credits)</td>
<td>PT 825: Professional Issues for non-US Trained PTs</td>
</tr>
<tr>
<td>PH 740: ICU to Home Care (non-Directed Research Students) (2 credits)</td>
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<tr>
<td>PT 657: Teaching Procedural Interventions (2 credits)</td>
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<tr>
<td>PT 675: Comprehensive Case§ (3/1 credits)</td>
<td></td>
</tr>
<tr>
<td>PT 896: Directed Research 2* (3 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits: 8-9</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Total Degree Credits: 39

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*Students wishing to elect the Directed Research option (PT 895 and PT 896) must petition for approval.

§ Comprehensive Case is a 3 credit course for students who are not taking the directed research option.
and 1 credit for the students taking directed research.
Master of Science in Physical Therapy Program
Philosophy and Goals

PROGRAM MISSION
The mission of the Graduate Programs in Physical Therapy is to serve and respond to the needs of the Physical Therapy profession, the Institute, the community, and society through:

- Integration of clinical decision making with education and research to foster physical therapy as a doctoring profession within an interdisciplinary health care system;
- Education of competent, scholarly physical therapists at the professional and advanced levels;
- Promotion of professionalism, commitment to life-long learning, and humanistic concern;
- Promotion of scholarship in research, education, and clinical practice;
- Provision of leadership in the development of academic and clinical education models

The International Master of Science in Physical Therapy Program is based on a philosophy that values the development of clinical skills and clinical decision-making within the student’s area of clinical focus. The program provides foundations in decision-making, scientific inquiry, and clinical measurement in addition to basic and clinical sciences, enhanced through exposure to clinical experiences within the U.S. Health Care System. Due to the variety of our students’ preparation and backgrounds prior to entering our program, the student’s course of study concentrates on developing skills to optimize delivery of care for the total patient.

- The program will focus on preparing you to examine, evaluate and treat a variety of patients with difficulties in the musculoskeletal, cardiopulmonary, neuromuscular and integumentary systems.
- Developing your skills in communication with the healthcare team, patient education, critical thinking and development of the PT plan of care will enhance your ability to provide optimal care to patients with a variety of diagnoses.
- You will be given opportunities to focus on your area of interest in neurology or orthopedics through integrated case-based activities, clinical activities and elective offerings.

Curricular goals include:

- Exposure to the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems to integrate aspects of the whole patient into a physical therapy plan of care.
- Promoting culturally competent care to all patients or clients, with recognition of the variety of students’ cultural backgrounds.
- Achievement of critical thinking and analytical thought within a context of evidence-based practice, sufficient to discuss complex patients, including discussions around
difficult clinical decisions about diagnosis, prognosis, and interventions based on a comprehensive examination and evaluation process.

✓ Improvement of clinical skills and broadening of their application using practice patients, simulated activities, and selected clinical experiences.

**Clinical Management Courses**

All students in the Master of Science program participate in a series of three Clinical Management courses that focus directly on clinical skills and decision-making related to patient care. These courses provide opportunities to practice and enhance hands-on skills, and to learn how to apply these skills to various patient diagnoses. Seminar sessions allow students to discuss cultural and academic issues that impact graduate education and the physical therapy profession. The final course in this sequence is a clinical experience where students will work directly with patients in a physical therapy clinic at the Institute. Students will have a chance to focus on the provision of care for adult and geriatric patients with neurological or orthopedic problems.

**Capstone Project**

All students in the Master of Science program will complete a capstone project that will provide an opportunity for comprehensive analysis. Most students will present a Comprehensive Case Study in their final semester, demonstrating a full understanding of diagnosis, prognosis and intervention procedures on a complex patient. Some students may complete a thesis research project, based on faculty scholarship. The thesis option will only be available to students who fulfill specific academic criteria, and who are recommended by a faculty member.
CONSENT FORM FOR CLASSROOM, LABORATORY, AND CLINICAL EXPERIENCES

As a Physical Therapy student, you must learn to evaluate and treat a variety of conditions as well as participate in health promotion. Techniques involved in this endeavor are largely “hands-on” or involve the use of machinery and thermal agents. To assure your competence, you will be asked to practice various hands-on techniques and use various pieces of equipment safely. These skills will be practiced on you by other students in your class who have varying levels of competency, as well as by you on other students. In addition, your learning entails the dissection of a human cadaver.

Types of activities students will be expected to perform: Treatment and examination techniques may involve palpation for anatomical structures, resistance to muscle contraction, stretching and compressing of anatomical structures, mobilization of joint and soft tissue structures, assistive exercises, positioning, mobility and transfer techniques, and other active body movements such as gait training, stair climbing, and aerobic exercise. Use of machinery, mechanical devices, and thermal agents includes, but is not limited to, the use of mechanical traction, therapeutic electrical stimulation devices, hot packs, ice, and ultrasound. In human dissection, you will use sharp scalpels and bone saws.

Potential risks: While the laboratory environment will be controlled to minimize risks, the following potential risks are rare but possible: In having the above techniques practiced on you, or in performing the techniques on other students, you may experience muscle soreness, strain, sprains, tearing of connective tissue, syncope or falls, allergic reactions, infections, and their sequelae. In having electrical and thermal agents applied to you, you may experience slight electrical shocks, burns, or frostbite. In the dissection labs, you may cut yourself with the scalpel or bone saw.

Potential benefits: In practicing the skills required of a licensed Physical Therapist in a supportive and educational setting, you will be prepared to effectively, efficiently, and safely evaluate and treat patients. In having the skills practiced on you, you will gain an appreciation of the experiences of actual patients.

Methods used to reduce the potential risks: In all scheduled learning formats and environments, you will have faculty members as teachers and facilitators to instruct you and correct you in the required skills. Their instruction will include the precautions, contraindications, and safe application of the techniques they will teach you. In all cases, the environment of any lab will be controlled to minimize risks, and faculty will indicate the appropriate use of any protective equipment. Faculty will be aware of and carry out any necessary emergency procedures. At times,
students may choose to practice lab techniques outside of scheduled class times without faculty supervision. This situation may increase the chance of the risks outlined. You are not permitted to use electrical or deep thermal modalities without the direct supervision of a licensed Physical Therapist.

You will be asked to disclose in confidence any conditions which may increase the risks described above or prevent you from fully participating as a provider or receiver of the activities that are part of your student experience.

**During clinical laboratory sessions, you are not permitted to practice techniques on a fellow student who has an actual problem or condition for which Physical Therapy may be a recommended treatment.**

**Clinical Education:** I understand that I will participate in the process of clinical assignments, as delineated in the Physical Therapy Program Manual. Clinical education assignments are made with student input and are based on student learning needs and availability of appropriate clinical sites. The Director of Clinical Education will decide final assignments for all clinical experiences. I will participate in the experiences to which I am assigned. I understand that I am responsible for reviewing materials from my assigned sites and for complying with all regulations of that facility, including required immunizations, in a timely fashion.

Assignments for part-time experiences will be within a reasonable traveling distance from the Institute, but may not be accessible by public transportation. Full-time experiences may require that I relocate for an extended period, 10 weeks for full-time experiences, and up to one year for the clinical internship. I understand that I am responsible for my own housing and transportation costs for all clinical education experiences.

**Students’ rights:** I understand that I have the right to refuse to participate in any situation in which I feel I am not safe, my health is jeopardized, or my religious or cultural beliefs are jeopardized. If I feel the environment is unsafe, I may request that the faculty member make reasonable modifications that will improve the safety of the environment. I also understand that course grading requirements may include specific competencies in evaluation and treatment. Assuming that I have no condition which would prevent me from fully participating in the role of a patient or a Physical Therapist, I understand that I will not be able to receive credit within the course for these experiences if I choose not to participate.

I understand that I may ask questions about the activities required within the curriculum at any time. If I have further questions about my participation in laboratory experiences, I can contact Pamela Levangie, DPT, DSc, FAPTA, Chair of the Department of Physical Therapy at 617-726-8009 or my Academic Advisor. I have been given a copy of this consent form as part of my Program Manual in the Master of Science Program in Physical Therapy.

**Injury Statement:** I understand that in the event of an injury to me during any school activities I will be assisted in finding appropriate medical care, which will be covered under the provisions of my health insurance policy. The MGH Institute of Health Professions is not responsible for the costs of healthcare associated with activities that are part of the educational program.

**Disclosure:** I have the following conditions which I believe may place me at increased risk for performing or receiving the various techniques performed during the student experience.
I have discussed the information contained in this form with ___________________________ and I have answered questions to the best of my ability.

_________________________  __________________
Academic Advisor          Date

I understand my responsibilities and the potential risks, and I agree to participate in learning experiences as outlined above. Any questions I have about my expected participation in this program have been answered to my satisfaction. I understand that by signing this consent form I am not waiving any of my legal rights.

_________________________  __________________
Signature:                Date

_________________________
Name (Print)
PRESS/PRESS/PRESS/PRESS PHOTO/PHOTO/PHOTO/PHOTO VIDEO/VIDEO/VIDEO/VIDEO PUBLICITY PUBLICITY PUBLICITY RELEASE RELEASE RELEASE FORM FORM FORM

NAME:                                                         ADDRESS:                                                         DATE: 
PHONE:                                                        EMAIL: 

CONSENT TO (select all that apply): □ Audio Recordings 
□ Videotape Recordings 
□ Motion Pictures 
□ Photographs 
□ Electronic Images (including images posted on the Internet) 

SUMMARY: This form says that you give your permission to be photographed, filmed, taped, or otherwise recorded for educational or promotional activities of the MGH Institute of Health Professions, and that you give this permission for free.

In the interest of promoting the MGH Institute of Health Professions, informing the public or prospective students concerning activities at the Institute, or for educational, scientific, or promotional purposes, I consent to the taking of audio recordings, videotape recording, motion pictures, photographs, or other electronic images, as indicated above. I authorize this under the following conditions:

1) The photographs, motion pictures, recordings, or images shall be used for publicity, educational, scientific or other purposes, including, for example, release of a tape or images over the Internet or the distribution of a videotape or CD-ROM. Such images or information may be published and republished, exhibited either separately or in connection with each other, in professional journals, medical books, and/or other media, including the Internet, or used for any other purpose deemed in the interest of the Institute.

2) I waive all rights I may have to any claims for payment or royalties in connection with any exhibition, televising or other showing of these films, tapes, photographs, or images, including any release or broadcast of them on the Internet, regardless of whether such exhibition, televising, release, broadcast, or other showing is under philanthropic, commercial, institutional, or private sponsorship, and irrespective of whether a fee for admission or film rental or other charge is assessed.

3) I understand that photographs, films, tapes or other images may be edited, modified, or retouched for artistic purposes, to withhold identity, or for other graphic production reasons which may or may not be within the Institute’s control.

4) I acknowledge that it is my responsibility to obtain any necessary permission for my use of copyrighted materials in any lectures, discussions, presentations, performances, etc. recorded, videotaped, broadcast, or otherwise memorialized by the Partners Video Department (or comparable entity). Furthermore, I acknowledge that it is my responsibility to arrange with the Partners Video Department for the making of any necessary acknowledgements of public or private sponsorship of my research, materials, lectures, discussions, presentations, performances etc. to be recorded, videotaped, broadcast or memorialized.

In addition, I □ do □ do not (select one) consent to be identified by name in the film, photograph, videotape, audio recording, or electronic image broadcast or released on the Internet and other media.

Signed: 

Witness: 

32
NOTIFICATION OF CONCERN

TO:

FROM:

COURSE(S):

DATE:

It has come to my attention that there are one or more areas of professional performance on your part that need attention leading to this Notification of Concern. A Notification of Concern is issued when the student is determined to inconsistently meet one or more of the professional performance criteria (or when there have been one or more particular incidents of concern relative to professional performance criteria). A Notification of Concern is intended to assist the student with professional development in such a way that professionalism is enhanced and subsequent similar or more serious problems are avoided as you continue in the academic and clinical portions of the program.

The area(s) of concern is/are identified as your ability to:

RESPONSIBILITY:

☐ Be punctual and dependable.
☐ Complete responsibilities in a timely manner
☐ Follow through with assigned or accepted responsibilities.
☐ Know and abide by relevant policies and procedures (e.g. for the University and its facilities, the Program and its resources, program-related clinical setting).
☐ Use scheduled meeting times effectively.

Comments/Examples:

SELF-DIRECTEDNESS:

☐ Seek out and make use of a breadth of available and appropriate resources.
☐ Independently pursue learning without being consistently dependent upon others or over-utilizing any one set of resources in a way that might limit access to others.
☐ Initiate completion of responsibilities without waiting for direction or reminders from others.
Comments/Examples:

COMMUNICATION:
- Use a volume and clarity of speech that is understandable to the listener or audience.
- Utilize an appropriate level and type of language for the person, group and/or situation.
- Utilize a tone and attitude that demonstrates respect for others and their roles (e.g. peers in program-related situations, faculty, staff, clinicians, patients, families, other health professionals).
- Present or discuss one’s own views in a way that demonstrates respect for those with opposing viewpoints.
- Maintain appropriate body language and non-verbal cues in a way that demonstrates respect for others.
- Be attentive and respectful when others are speaking.

Comments/Examples:

PROFESSIONALISM:
- Be honest and demonstrate integrity in all situations.
- Maintain personal boundaries that are appropriate for the situation.
- Voice criticisms and negative perspectives, when necessary, in an appropriate way and at appropriate times.
- Respect those with opposing opinions
- Respect the role and contribution of others to one’s education and to health care delivery.
- Respect confidentiality of others when called for.
- Accept and respond appropriately to criticism.
- Demonstrate sensitivity for interpersonal differences, including cultural, racial, religious and gender.
- Dress and maintain a level of personal cleanliness that is appropriate for a given situation.

Comments/Examples:

COLLABORATION:
- Collaborate effectively with others in a way that facilitates achievement of goals or objectives.
- Manage or attempt to manage conflict in constructive ways.

Comments/Examples:
Given this Notification of Concern, it is your responsibility to (1) acknowledge receipt of the NOC within 3 days of the date on this memo, and (2) contact and meet with me within the next 10 days. In this meeting, we will discuss the areas of weakness noted here, as well as your strategies for strengthening your performance and minimizing future problems. If there are subsequent instances of lapses in professional performance, documentation (including this and any other Notifications of Concern issued to you during your time in the program) will be referred to the Committee on Academic Policy and Procedure for review. The Committee will consider whether disciplinary action is warranted (see the section on Disciplinary Action in your Program Manual). It should be noted that a Notification of Concern in the PT Department is what the IHP Catalog refers to as an “Oral Warning”. Please also recognize that the Academic Support Counselor for the School of Health and Rehabilitation Sciences is available as a resource to you. If you have any questions or concerns, please address these to me or to Pamela Levangie, Chair of the Department.
The students in the Entry Level DPT Program are responsible for reading and understanding the policies and procedures that reflect the purposes and requirements of the academic and clinical programs at the MGH Institute of Health Professions, as provided in the IHP Online Catalog and the Professional Program in Physical Therapy Program Manual.

The statements contained within the Program Manual serve as a supplement to the catalog, delineating policies and procedures that are specific to the Entry Level DPT Program.

The Program Manual has three parts: Part I contains policies and procedures related to the academic portion of the Professional Program; Part II contains policies and procedures related to the clinical education portion of the program; and Part III contains important reference documents that relate to program policies and professional standards. Documents within this last section will be used by the student throughout the program in a variety of courses, clinical activities and class projects.

I understand that I am responsible for knowing and abiding by the policies and procedures contained within the IHP Online Catalog and the Program Manual for the Entry Level DPT Program. All questions have been answered to my satisfaction. I understand these policies are subject to revision, and that I will receive due notice of any changes that are relevant to my status in the program.

__________________________  ________________________
Name (please print)  Date

__________________________
Signature