

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO.: AAC 13-28

COMMITTEE DATE: April 23, 2013

BOARD DATE: April 30, 2013

APPLICATION OF MGH INSTITUTE OF HEALTH PROFESSIONS TO AWARD THE DOCTOR OF OCCUPATIONAL THERAPY

MOVED: The Board of Higher Education hereby approves the Articles of Amendment of the **MGH Institute of Health Professions** to award the **Doctor of Occupational Therapy**.

Authority: Massachusetts General Laws, Chapter 69, Section 30 et seq.

Contact: Dr. Shelley Tinkham, Assistant Commissioner for Academic, P-16 and Veterans Policy

INTENT BOARD OF HIGHER EDUCATION

MGH Institute of Health Professions

Doctor of Occupational Therapy

April 2013

MGH Institute of Health Professions (MGH-IHP), a New England Association of Schools and Colleges (NEASC)-accredited independent graduate school of health sciences, located in Boston, MA, is seeking approval to offer the Doctor of Occupational Therapy (OTD). The purpose of the OTD program is to prepare occupational therapists for entry into professional practice.

The profession of occupational therapy uses the term “occupation” to capture the breadth and meaning of everyday activity. Areas of occupation include activities of daily living (such as bathing and dressing), instrumental activities of daily living (such as shopping and driving), rest and sleep, work, play, leisure and social participation. Occupational therapists are uniquely trained in activity analysis. The practice of occupational therapy (OT) involves the therapeutic use of everyday life activities (occupations) to assist individuals in coping with roles and situations in home, school, workplace, community, and other settings. They focus on the transaction between the client’s abilities, the demands of the activity, the context, and the environment.

There are currently two routes of entry into the profession of occupational therapy, the entry-level master’s (MSOT) and the entry-level doctorate (OTD). Programs at both levels are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). OTD programs provide students with additional preparation above the MSOT in leadership, policy analysis, advocacy, theory and research. Graduates of the proposed MGH-IHP OTD program will be clinician–scholars who demonstrate competency in entry-level occupational therapy practice as well as advanced skills in a designated area of interest (clinical practice, research skills, administration, leadership, program and policy development, advocacy, or education).

The demand for occupational therapists is on the rise. *US News and World Reports* ranks occupational therapy as number five on its list of “best healthcare jobs of 2012” and number ten on the “best jobs of 2012” for all occupations. Citing several job outlook reports, the *Wall Street Journal* reported 64 open jobs in OT for every 100 working in the field. According to the Bureau of Labor and Statistics, employment of occupational therapists (OTs) is expected to increase by 26% between 2008 and 2018. The increasing elderly population and the need for integrated services for school age children with disabilities are two major factors driving growth in the OT profession. In geriatrics, the combination of older adults in need of direct OT services in hospital and rehabilitative settings, as well as in industries looking to more effectively meet the demands of this aging population (e.g. product interface/design; urban planning) are areas of clear need.

According to the American Occupational Therapy Association (AOTA) *2010 Compensation and Workforce Study*, hospitals, schools, and long term care/skilled nursing facilities collectively account for the primary work setting of more than two thirds of occupational therapy practitioners (67.7%). Geographic data by region revealed that the most prevalent work locations are in the northeast and the north central regions. The number of applications to OT

programs has continued to increase over the past several years. Applications to OT programs in 2011 are up 42% from 2010; in 2010 there were 18,015 completed applications for 6,054 slots in entry-level occupational therapy programs as reported by the AOTA. Although the MGH-IHP does not currently have an OT program, the School of Health and Rehabilitation Sciences has programs in physical therapy and speech language pathology. The Admissions Office reports frequent contact from prospective students with interest in OT. According to the institution, there are currently no entry-level OTD programs in Boston or New England.

The proposed Doctor of Occupational Therapy was developed in consultation with academic administration and department chairs of the School of Health and Rehabilitation Sciences, where the program will be housed. It was approved by MGH-IHP faculty governance and then by the Massachusetts General Hospital Board of Trustees on December 16, 2011.

INSTITUTIONAL OVERVIEW

MGH Institute of Health Professions was founded in 1977 and incorporated as a subsidiary of Massachusetts General Hospital in 1985. The Institute's mission is to "prepare health professionals and advance care for a diverse society through leadership in education, clinical practice, research and scholarship, professional service, and community engagement". The Institute offers doctoral and master's degrees, certificates of advanced study and continuing education to practicing professionals as well as to baccalaureate-educated individuals entering health care from another field. MGH Institute of Health Professions has the authority in the Commonwealth of Massachusetts to grant the Bachelor of Science in Radiologic Technology, Respiratory Therapy, Nursing; the Master of Science in Dietetics, Nursing, Physical Therapy, Speech Pathology, Clinical Investigation, Rehabilitation Sciences and Health Profession Education; as well as the Doctor of Nursing Practice, the Doctor of Physical Therapy, and the Doctor of Philosophy in Rehabilitation Sciences. MGH Institute of Health Professions is now seeking authority to grant the Doctor of Occupational Therapy.

ACADEMIC AND RELATED MATTERS

Curriculum (Attachment A)

Students must complete a minimum of 100 credit hours over 3 years of full-time study. The curriculum includes two levels of fieldwork for students, in which they gain knowledge of the field and needs of the client and develop into competent, entry-level generalist occupational therapists. Once students successfully complete all coursework and level II fieldwork, and pass a competency requirement, they may begin their doctoral experiential component. The goal of the experiential component is to develop advanced skills beyond the generalist level. This component is an integral part of the OTD curriculum design and includes an in-depth field experience in one of the following areas: clinical practice skills, research skills, leadership, advocacy, or education. The doctoral experiential component must be a minimum of 16 full-time weeks (640 hours). The student must be mentored by an individual with expertise consistent with the student's area of focus (e.g., if the student's focus is occupational therapy treatment for neonates – they must be mentored by a therapist in the Neonatal Intensive Care Unit). The mentor does not have to be an occupational therapist, thereby allowing for an interprofessional mentorship model.

Students who successfully complete the Institute's OTD program will:

- Articulate and apply therapeutic use of everyday life activities (occupations) with individuals or populations to support health and participation across the lifespan.
- Apply a critical foundation of evidence based professional knowledge, skills, and attitudes.
- Effectively communicate and work interprofessionally with those who receive and provide care.
- Be prepared to be a lifelong learner and critically reflect on one's own thoughts and actions to reason professionally and deliver best practice.
- Advance the knowledge base of occupational therapy through scholarly activities.
- Excel in complex practice environments that provide occupational therapy services.
- Relate theory to practice and demonstrate synthesis of advanced knowledge in a specialized practice area through completion of a doctoral field experience and scholarly project.
- Demonstrate a commitment to community engagement and social responsibility.
- Articulate insights gained from field experience to selected issues in health care and engage in diverse perspectives when integrating this knowledge.
- Demonstrate active involvement in professional development, leadership and advocacy within health care and the profession of occupational therapy.

Admission Requirements

MGH-IHP plans to join the OT Centralized Application Service (OTCAS), which currently incorporates 66 OT programs, including all OTD programs. To be considered for acceptance into the MGH-IHP OTD program the candidate must meet the following admission criteria:

1. The candidate must hold a bachelor's degree from an accredited college or university with a minimum of a 3.0 undergraduate GPA. Degrees in progress will be considered as long as there are no more than two outstanding courses at the time of admission. Official transcripts are required.
2. The candidate must complete and submit the official results of the GRE (verbal, quantitative, and analytical section scores). GRE scores must be earned within the last 5 years.
3. All candidates must show satisfactory completion of the following pre-requisites at the college level: biology (with lab), anatomy and physiology (with lab), 2 psychology courses (e.g. intro to psychology, abnormal psychology, and / or developmental psychology), a human development course, and statistics.
4. The candidate must complete at least 40 hours of observation, work, and/or volunteer experience with a population similar to those served by occupational therapists. Details of this experience are required. At least 10 hours of this time must be documented with a licensed occupational therapist.
5. The candidate must submit two letters of recommendation. One of these letters must be from an individual in the health or education sector. Letters should address the candidate's potential for graduate education/scholarly study and the candidate's qualifications for work as a health professional.
6. Personal interviews will be required in the admissions process. Qualified applicants will be invited for an onsite interview with a faculty member.

If the candidate is accepted into the OTD program, they will be required to submit results of a criminal background check (CORI).

Tuition and Fees

The cost for a credit hour is \$1,010; the estimated total cost for the program is \$101,000 plus student fees.

Projected Enrollment

MGH-IHP expects to begin with 25 students in the first year. It also expects a high retention rate because of the quality of the students being admitted and the level of attention each will receive.

PROGRAM ENROLLMENT PROJECTION

	# of Students Year 1	# of Students Year 2	# of Students Year 3	# of Students Year 4
New Full Time	25	32	35	35
Continuing Full Time		23	23 30	30 33
New Part Time				
Continuing Part Time				
Totals	25	55	88	98

RESOURCES AND BUDGET (Attachment B)

Administration and Faculty

The proposed Doctor of Occupational Therapy will be housed within the School for Health and Rehabilitation Sciences. To date, MGH-IHP has appointed two faculty members. The program director has been appointed at the Associate Professor and the clinical fieldwork coordinator has been appointed as a Clinical Associate Professor. When fully staffed, the program will have 7 full time and 10 adjunct clinical faculty members to deliver the curriculum. All full-time faculty members will hold a doctoral degree and be licensed occupational therapists in the Commonwealth of Massachusetts. The program will have a department chair, an entry-level program director/associate chair, and a director of clinical education. In the first year five full-time faculty members will be recruited.

Library and Information Technology

MGH-IHP provides students, faculty, and staff access to a universal set of learning, information, and technology resources in addition to resources specific to each academic program. Treadwell Library provides resources and services to the MGH-IHP community. Its collection covers a broad range of clinical and research areas, and most of the collection is easily

accessible online from any location. Access includes all but two of the library's online databases and 99% of 1,400 periodical titles to which the library subscribes. The library also offers access to several thousand more electronic journals through database subscriptions. Interlibrary loan for journal articles is available to all students and faculty regardless of location and is available for book loan to onsite students and faculty. Access to other libraries, such as the medical library of Spaulding Rehabilitation Hospital and Harvard Medical School's Countway Library, is also available. In addition, students, faculty, and staff who are Massachusetts residents have access to the Boston Public Library.

Physical Resources

The MGH Institute of Health Professions is located in the Charlestown Navy Yard in the city of Boston. The primary academic facility is located in the Catherine Filene Shouse Building at 36 First Avenue. The 62,000 square foot Shouse building houses classrooms and faculty offices, as well as academic support offices. Key learning areas within the Shouse Building include the Nursing Skills Laboratory, a Clinical Simulation Center for home care and acute care, and the Ruth Sleeper Learning Center, a 10 station Health Assessment Unit. Also within the Shouse Building are the clinical service units of the Institute including a 12-room comprehensive Speech-Language-Literacy Center and a new Physical Therapy Center for Clinical Education and Health Promotion. Additional conference rooms and student study spaces are also available. The cost estimate for occupational therapy supplies and equipment to support the new OTD program are included in the full program budget. This capital and start up inventory will include standardized tests, therapy equipment and supplies.

Financial Resources

The budget for the proposed program is provided in Attachment B.

PROGRAM EFFECTIVENESS

The program curriculum, policies and procedures will undergo annual internal review (and modification if required) by the OTD curriculum committee comprised of all of the full time and adjunct faculty that are associated with the new OTD program. Included in this review will be input from the OTD advisory council and clinical instructors since they are key stakeholders in the program's development. Focus groups with students in a town hall venue will be held to provide formative feedback in the first few years the program.

Once accredited, the program is required to "routinely and systematically analyze data to determine the extent to which the program is meeting its stated goals and objectives". Programs are required to submit an annual report to the Accreditation Council for Occupational Therapy Education (ACOTE) to provide trend data on key indicators including: general program information, applicants and student enrollment, faculty resources, program operations, budget & resources and outcomes. Outcome analysis includes faculty effectiveness, student progression and retention, fieldwork and experiential component performance, student evaluation of fieldwork and experiential component experience, student satisfaction with the program, graduates' performance on the National Board for Certification in Occupational Therapy certification exam, graduates' job placement and performance based on employer satisfaction, and graduates' scholarly activity.

All of the academic programs at the MGH Institute of Health Professions are scheduled for periodic review by external committees comprised of distinguished experts in each of the disciplines being evaluated. Under this system, the OTD Program would be evaluated by an external committee of experts in occupational therapy every 5 years.

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

External Review

The proposal was reviewed by Charlotte Royeen, PhD, Saint Louis University; Rene Padilla, PhD., Creighton University; and Susan Stark, PhD., Washington University School of Medicine. Documentation that informed the Visiting Committee report was the MGH paper application, supplemental information and the online Faculty Handbook (approved 2010). A conference call among the reviewers supplemented the paper review of the proposal.

After reviewing this information, the reviewers made the following recommendations:

- Develop a contingency plan to address how curriculum would be delivered if faculty hiring targets were not met and demonstrate that the workload anticipated of full-time faculty would be adequate to ensure adequate coverage of both courses and experiential credits.
- Show how MGH-IHP faculty from other academic areas would support the proposed program particularly in the first 3 years of operation.
- Provide evidence of commitment from clinical sites for the required fieldwork and doctoral experience.
- Describe how MGH-IHP would ensure fairness and equity in admissions interviews for students.
- Show how space will be specifically dedicated to the OTD program and provide a description of how shared space would be allocated.

Institutional Response

In response, the MGH-IHP provided a contingency plan to cover curricular demands if faculty hiring does meet the proposed schedule. MGH-IHP would use experienced clinicians, faculty from other schools within MGH-IHP and adjunct faculty as means of fulfilling the teaching load until sufficient full-time faculty were hired. Faculty from other institute programs will be used to support content in interprofessional education, foundations of teaching and learning, interprofessional electives, and anatomy and kinesiology. The institution provided documentation indicating commitments from 68 sites for clinical placements. MGH-IHP provided sample interview questions and interview rating sheets in response to the request concerning the fairness of application interviews. A cadre of faculty will be trained to conduct the interviews. Lastly, the institution provided information on space usage and allocation for both the current space and anticipated future space that will be allocated to the new program

PUBLIC HEARING

The required public hearing was held in the Board of Higher Education office on Thursday, April 18, 2013. No comments were offered in opposition to the proposed program.

STAFF ANALYSIS AND RECOMMENDATION

After a thorough evaluation of all documentation submitted, staff is satisfied that the proposal of MGH Institute of Health Professions to award the **Doctor of Occupational Therapy** degree meets the requirements for NEASC-accredited institutions outlined in 610 CMR 2.08. Recommendation is for approval.

ATTACHMENT A: CURRICULUM OUTLINE

Appendix G – Revised OTD Program Curriculum Outline

Major Required (Core) Courses (Total # of courses required = 39)		
Course Number	Course Title	Credit Hours
OT 620	Interprofessional Socialization and Collaboration	2
OT 601	Clinical Anatomy	4
OT 630	Human Development and Occupation Across the Lifespan	3
OT 602	Neuroscience	4
OT 621	Professional Reasoning I: Critical Inquiry and Decision making	1
OT 640	Health Conditions: Epidemiology, Pathophysiology and Prevention	3
OT 603	Movement, Context and Occupational Performance	3
OT 650	Foundations of Occupational Therapy Practice	2
OT 660	Level I Fieldwork 1	1
OT 610	Research Process I: Foundations and Professional Literature	2
OT 770	Occupational Therapy in Mental Health	4
OT 651	Occupation, Community and Culture	2
OT 652	Communication, Collaboration and Therapeutic Modes	2
OT 653	Foundations in Teaching and Learning	2
OT 622	Professional Reasoning II: Measurement, Theory and Application	1
OT 661	Level I Fieldwork 2	1
OT 771	Occupational Therapy in Physical Dysfunction	4
OT 773	Leadership and Management; Policy, Delivery and Systems	3
OT 662	Level I Fieldwork 3	1
OT 611	Research Process II: Methods and Design	2
OT 772	Splinting, Orthotics, and Prosthetics	2
OT 775	Occupational Therapy in Children and Youth	4
OT 710	Professional Reasoning III: Environment and Participation	1
OT 663	Level I Fieldwork 4	1
OT 760	Fieldwork Seminar	1
OT 763	Participation and Productive Aging	4

OT 612	Research Process III: Implementation	2
OT 870	Cognition, Perception and Occupation Throughout the Lifespan	3
HP 820	Ethical Issues in Healthcare	2
OT 802	Interprofessional Health Promotion and Community Practice	2
OT 664	Level I Fieldwork 5	1
OT 761	Level II Fieldwork 1	6
OT 762	Level II Fieldwork 2	6
OT 880	Professional Competencies	1
OT 810	Professional Reasoning IV: Integrated Seminar and Synthesis	2
OT 885	Advanced Doctoral Experience	8
OT 894	Research IV: Dissemination and Capstone	1
	SubTotal # Core Credits Required	94
<i>Elective Course Choices (Total courses required = minimum of 2) (attach list of choices if needed)</i>		
HP-622	Pharmacology	3
HP 706	Genetics for Health Care Professionals: Principles	1
HP-713	Course Design & Measurement of Learning Outcomes	3
HP-714	Teaching Practicum	3
HP-717	Survey of Health Care Informatics	3
HP-718	Simulation in Health Care Education	3
HP-719	Ehealth/Consumer Health Informatics	3
HP-725	Healthcare Information Systems	3
HP-729	Human Computer Interaction	3
HP-735	Healthcare Operations and Management	3
HP-741	Technology in Education	3
HP-742	Innovations Seminar	1
HP-744	Research Methods in Education	3
HP-745	Ethical, Legal & Technical Standards in Health Information	3
HP-755	Clinical Documentations & Knowledge Management	3
HP-815	Decision Science	3
HP-826	Immigrant and Refugee Health	3
HP 822	Living with Death and Grief	3
NH-730	Outcomes Measurement	3
NH-740	Health Care Economics & Financing	3
NH-751	Self-Care in Mind, Body, Spirit Health	1

NH-752	Research Methods and Critique in Mind, Body, Spirit, Health and Healing	1
NH-760	Integrative Mind Body Spirits Interventions Theory 1	3
NH-762	Integrative Mind Body Spirits Interventions Theory 2	3
NH-842	International Health	3
PH-621	Essentials of Pharmacology	1
PH-640	Spine: Treat of Lumbopelvic & Cervicothoracic Dysfunction	4
PH-740	Management of the Geriatric Patient from ICU to Home Care	2
PH-750	Diagnostic Imaging	2
PH-842	Exercise Physiology with Lab	3
CH-740	Early Intervention: Birth to 3	2
CH-800	Pediatric Swallow & Feed Disorders	1
CH-835	Augmentative Communication	2
CH-836	Theoretical & Practical Approach to Counseling	2
CH-837	Tracheostomy/Ventilation Issues in a Medical Setting	1
	SubTotal # Elective Credits Required	6
<i>Curriculum Summary</i>		
Total number of courses required for the degree		39
Total credit hours required for degree		100

ATTACHMENT B: BUDGET PROJECTION

<i>One Time/ Start Up Costs</i>		<i>Annual Expenses</i>			
Planning Year	Cost Categories	Year 1	Year 2	Year 3	Year 4
\$226,951	Full Time Faculty (Salary & Fringe)	\$650,917	\$908,998	\$1,065,603	\$1,105,642
	Part Time/Adjunct Faculty (Salary & Fringe)	\$24,420	\$24,420	\$24,420	\$24,420
\$26,600	Staff	\$61,640	\$123,363	\$128,005	\$132,815
\$423,686	General Administrative Costs	\$744,880	\$977,130	\$1,102,560	\$1,147,134
	Instructional Materials, Library Acquisitions	\$30,700	\$32,200	\$33,700	\$35,280
\$125,865	Facilities/ Space/ Equipment	\$269,177	\$365,981	\$416,836	\$432,895
0	Field & Clinical Resources				
\$20,000	Marketing	\$10,000	\$10,000	\$10,000	\$10,000
	Other (Specify)				
\$16,000	Outside Consultants/ Reviews	\$5,000			
\$76,453	Financial Aid	\$129,167	\$286,055	\$432,873	\$450,193
\$915,555	TOTALS	\$1,925,901	\$2,728,147	\$3,213,998	\$3,338,378

<i>One Time/Start-Up Support</i>		<i>Annual Income</i>			
	Revenue Sources	Year 1	Year 2	Year 3	Year 4
	Grants				
\$72,812	Tuition	1,118,325	2,476,668	3,747,820	3,897,773
\$3,641	Fees	55,916	123,833	187,391	194,889
	Departmental				
689,102	Reallocated Funds	451,660	127,646		
	Other (specify)				
\$150,000	Gifts	300,000			
\$915,555	TOTALS	\$1,925,901	\$2,728,147	\$3,935,211	\$4,092,662

Appendix J - Faculty Form

Summary of Faculty Who Will Teach in Proposed Program							
Please list full-time faculty first, alphabetically by last name. Add additional rows as necessary.							
Name of faculty member (Name, Degree and Field, Title)	Check if Tenured	Courses Taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	Number of sections	Division of College of Employment	Full- or Part- time in Program	Full- or part-time in other department or program (Please specify)	Sites where individual will teach program courses
Example:							
Apple, Thomas Ph.D. in Criminal Justice Assistant Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> • Intro to Bus (C,OL) • Management (C) • Research Methods (C) 	(2) (3) (3)	Evening	Full-Time	No	<ul style="list-style-type: none"> • Main Campus • Quincy campus
Regina F. Doherty OTD, MS, OTR/L Associate Professor and Program Director	The MGH Institute does not have an academic tenure system.	<ul style="list-style-type: none"> • Interprofessional Socialization • Professional Reasoning I • Ethical Issues in Healthcare 	1 1 1	Occupational Therapy	Full time	No	<ul style="list-style-type: none"> • Main Campus
Faculty Number 2 PhD	The MGH Institute does not have an academic	<ul style="list-style-type: none"> • Clinical Anatomy • Neuroscience • Movement • Cognition 	1	Occupational Therapy	Full time	No	<ul style="list-style-type: none"> • Main Campus

	c tenure system.						
Faculty Number 3 OTD or PhD	The MGH Institute does not have an academic tenure system.	<ul style="list-style-type: none"> • Leadership and Management: Policy, Delivery and Systems • Foundations of Occupational Therapy Practice • Professional Reasoning II: Environment and Participation • Interprofessional Health Promotion and Community Practice • Occupation, Community and Culture 	1 1 1 1 1	Occupational Therapy	Full time	No	• Main Campus
Faculty Number 4 PhD	The MGH Institute does not have an academic tenure system.	<ul style="list-style-type: none"> • Research Process I: Foundations and Professional Literature • Research Process II: Methods and Design • Research Process III: Implementation • Professional Reasoning IV: Integrated Seminar and Synthesis 	1 1 1 1	Occupational Therapy	Full time: MGH Institute	Yes – Full time OTD Program, Part time PhD Program	• Main Campus

Faculty Number 5 OTD or PhD	The MGH Institute does not have an academic tenure system.	<ul style="list-style-type: none"> • Occupational Therapy in Physical Dysfunction • Splinting, Orthotics, and Prosthetics • Participation and Productive Aging • Communication, Collaboration, and Therapeutic Modes • Professional Competencies 	1 1 1 1	Occupational Therapy	Full time: MGH Institute	No	• Main Campus
Faculty Number 6 OTD or PhD	The MGH Institute does not have an academic tenure system.	<ul style="list-style-type: none"> • Human Development and Occupation Across the Lifespan • Occupational Therapy in Children and Youth • Occupational Therapy in Mental Health • Research IV: Dissemination and Capstone • Professional Competencies 	1	Occupational Therapy	Full time: MGH Institute	No	• Main Campus
Faculty Number 7 / Director of Clinical Education OTD or PhD	The MGH Institute does not have an academic	<ul style="list-style-type: none"> • Fieldwork Seminar • Level II Fieldwork 1 • Level II Fieldwork 2 	1 1 1	Occupational Therapy	Full time: MGH Institute	No	• Main Campus

	c tenure system.	<ul style="list-style-type: none"> • Advanced Doctoral Experience • Professional Competencies 	1 1				
Adjunct Clinical Faculty 1	The MGH Institute does not have an academic tenure system.	<ul style="list-style-type: none"> • Foundations of Teaching and Learning • Professional Reasoning III 	1 1	Occupational Therapy	Full time: No	No	• Main Campus
Adjunct Clinical Faculty 2	The MGH Institute does not have an academic tenure system.	<ul style="list-style-type: none"> • Advanced Doctoral Experience 	1	Occupational Therapy	Full time: No	No	• Main Campus
Adjunct Clinical Faculty 3	The MGH Institute does not have an academic tenure system.	<ul style="list-style-type: none"> • Advanced Doctoral Experience 	1	Occupational Therapy	Full time: No	No	• Main Campus
Adjunct Clinical Faculty 4	The MGH Institute does not have an academic tenure system.	<ul style="list-style-type: none"> • Advanced Doctoral Experience 	1	Occupational Therapy	Full time: No	No	• Main Campus
Adjunct Clinical Faculty 5	The MGH	<ul style="list-style-type: none"> • Advanced Doctoral 	1	Occupational Therapy	Full time: No	No	• Main Campus

	Institute does not have an academic tenure system.	Experience					
Adjunct Clinical Faculty 6	The MGH Institute does not have an academic tenure system.	<ul style="list-style-type: none"> Advanced Doctoral Experience 	1	Occupational Therapy	Full time: No	No	<ul style="list-style-type: none"> Main Campus
Adjunct Clinical Faculty 7	The MGH Institute does not have an academic tenure system.	<ul style="list-style-type: none"> Advanced Doctoral Experience 	1	Occupational Therapy	Full time: No	No	<ul style="list-style-type: none"> Main Campus
Adjunct Clinical Faculty 8	The MGH Institute does not have an academic tenure system.	<ul style="list-style-type: none"> Advanced Doctoral Experience 	1	Occupational Therapy	Full time: No	No	<ul style="list-style-type: none"> Main Campus
Adjunct Clinical Faculty 9	The MGH Institute does not have an academic tenure system.	<ul style="list-style-type: none"> Advanced Doctoral Experience 	1	Occupational Therapy	Full time: No	No	<ul style="list-style-type: none"> Main Campus

Adjunct Clinical Faculty 10	The MGH Institute does not have an academic tenure system.	<ul style="list-style-type: none"> • Advanced Doctoral Experience 	1	Occupational Therapy	Full time: No	No	<ul style="list-style-type: none"> • Main Campus
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