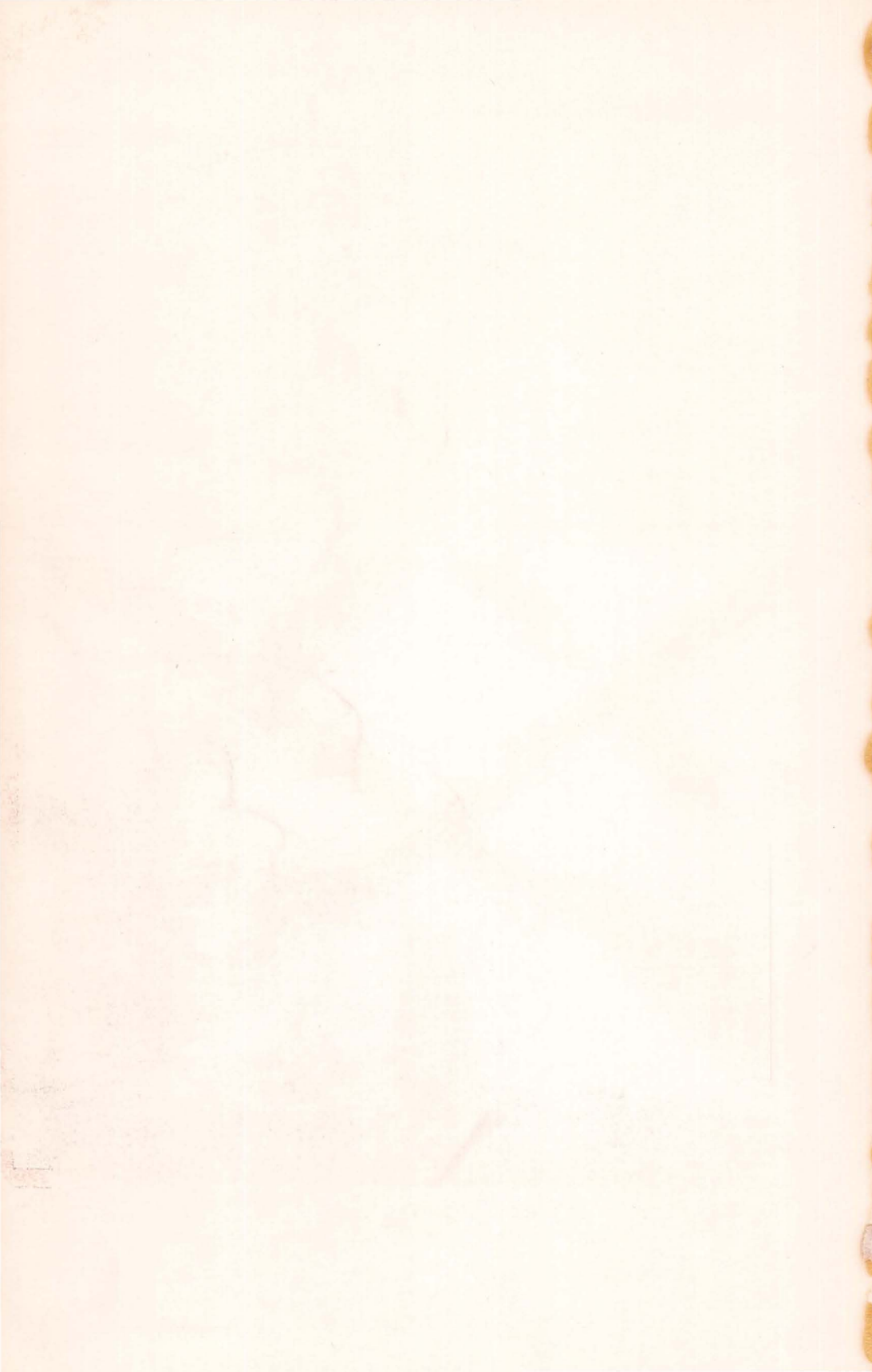


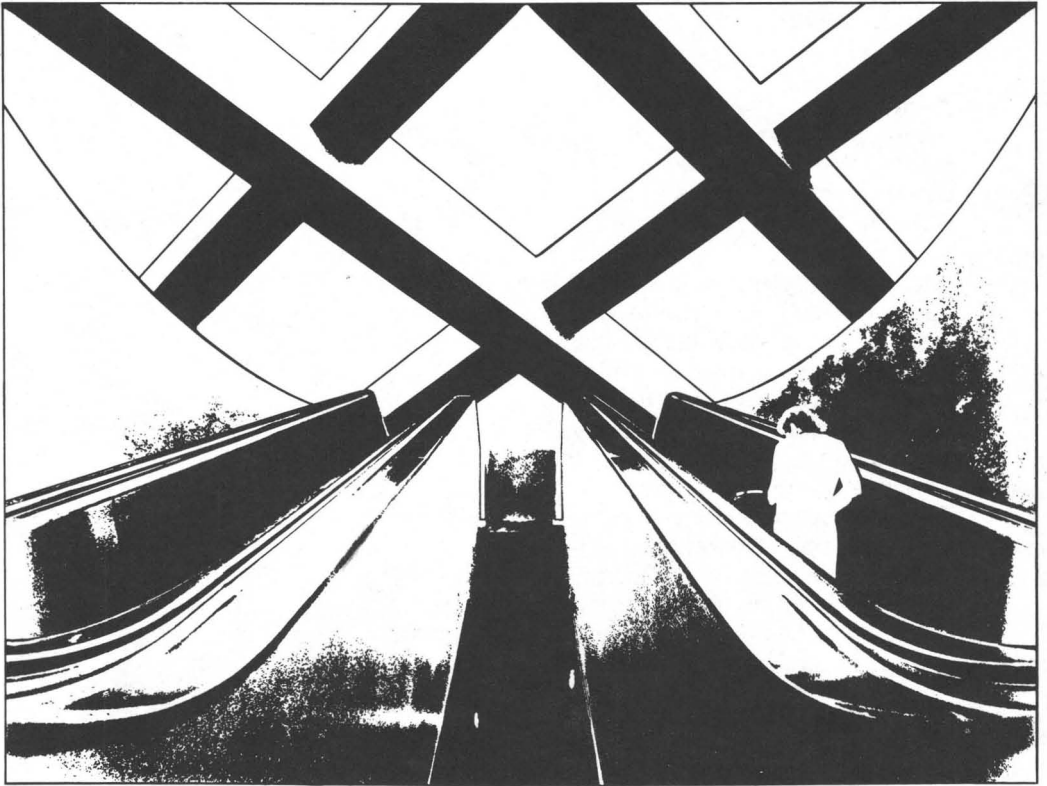
HEALTH
SCIENCES
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BULLETIN
1981-82



STATE UNIVERSITY OF NEW YORK AT STONY BROOK



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STATE UNIVERSITY OF NEW YORK AT STONY BROOK

VOLUME X

March 1, 1981

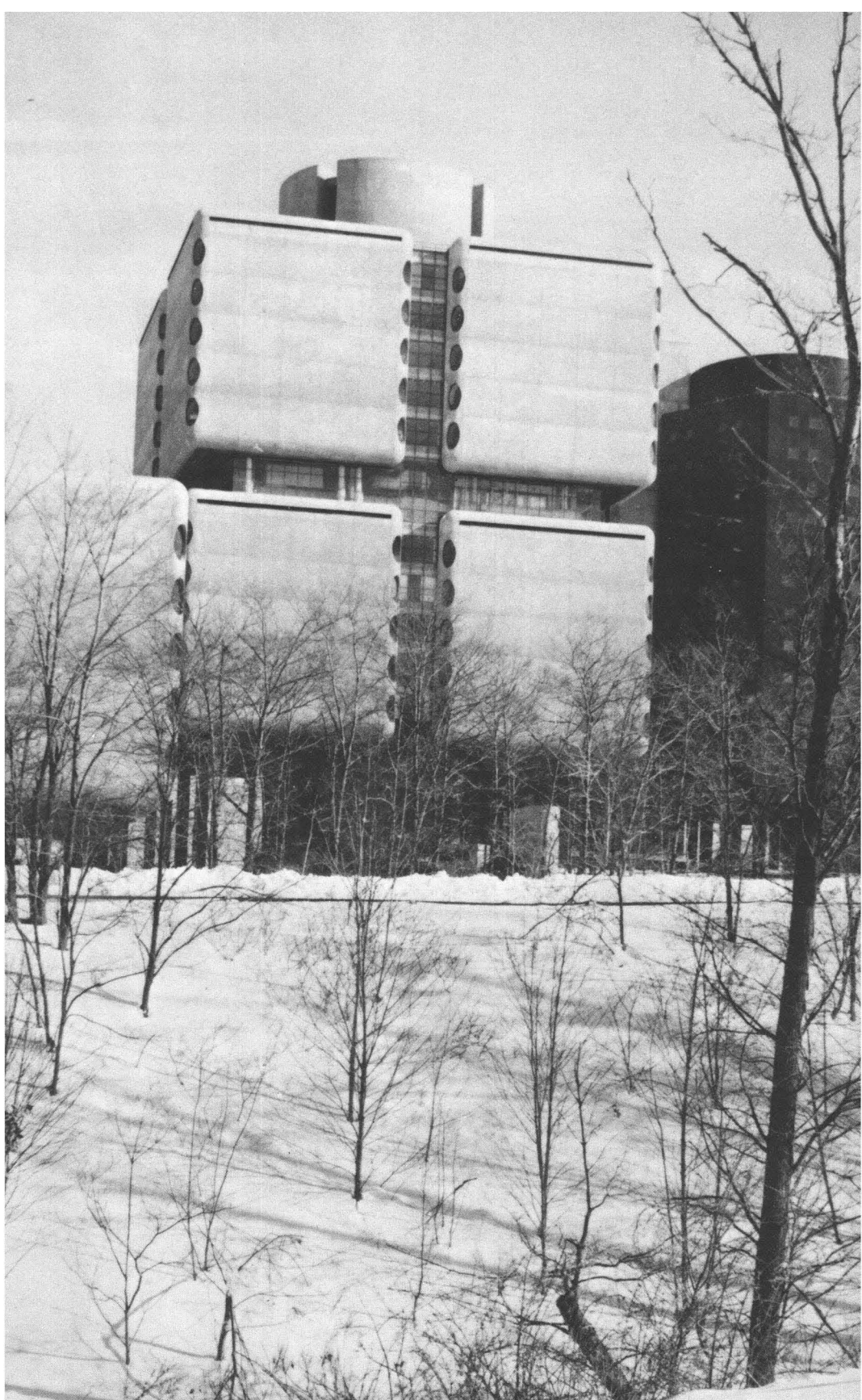
Address

Health Sciences Center
State University of New York at Stony Brook
Stony Brook, New York 11794

The University represents that the information in this publication is accurate as of the press date. Circumstances may require that a given course be withdrawn, or that alternate offerings be made. All applicants are reminded that the State University of New York at Stony Brook is subject to the policies promulgated by the Board of Trustees of the State University of New York (SUNY). Fees and charges are set forth in accordance with such policies and may well change in response to alterations in policy or actions of the legislature, during the period covered by this publication. The University reserves the right to change its policies without notice.

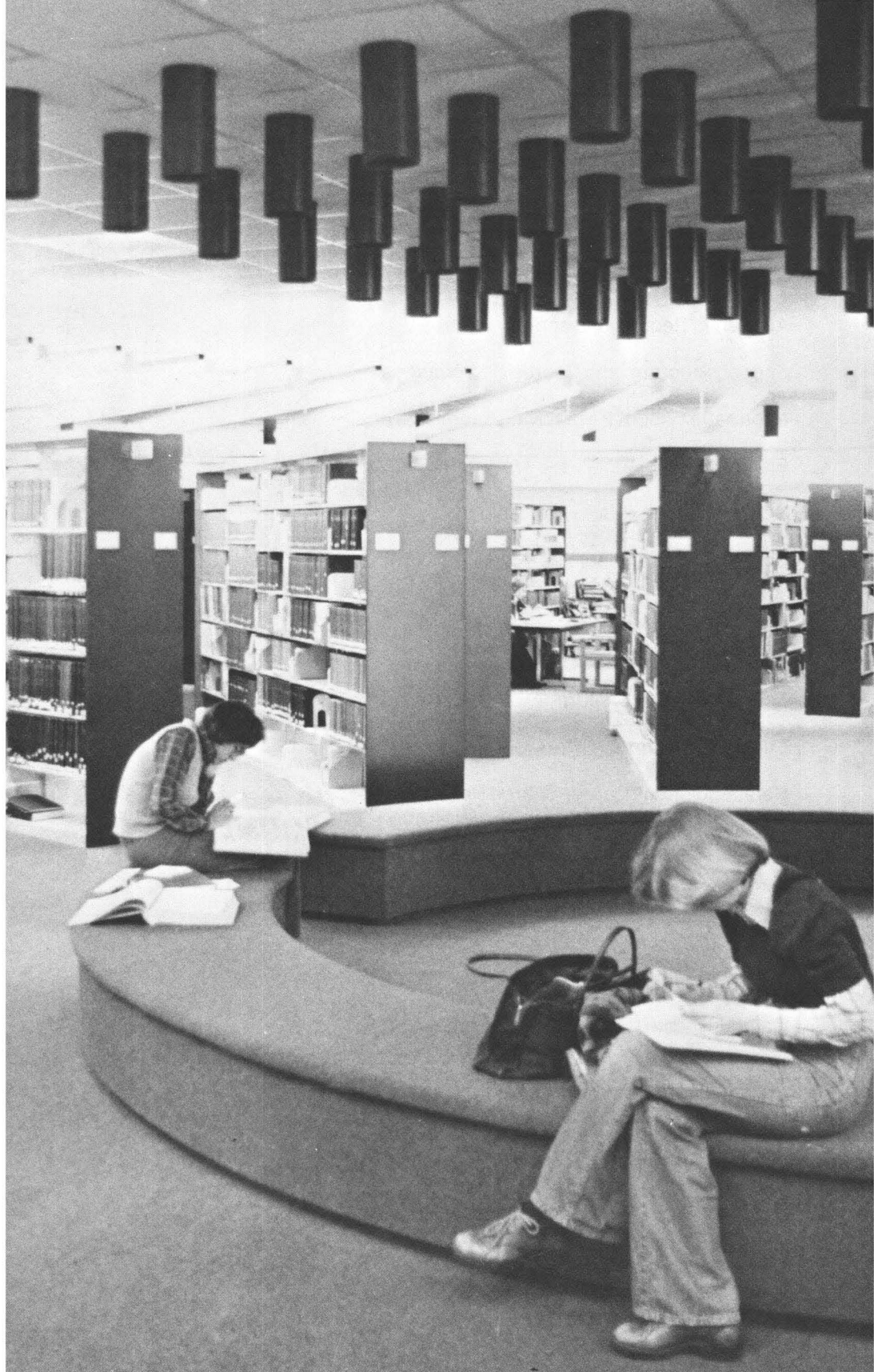
The State University of New York at Stony Brook does not discriminate on the basis of race, sex, religion, national origin, age, disability, or marital status—in admission, and treatment of students and employees.





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Academic Calendar

The Health Sciences Center academic calendar is composed of modules of 5 weeks in length and courses consist of 1,2,3 or more modules as determined by the academic faculty of each School. Students will be informed by the School of the number of modules required for each course.

The Health Sciences Center fall and spring academic periods are comparable to University semesters for purposes of registration and payment of tuition and fees.

A course may be added or dropped, and the Credit or Pass/No Credit option changed, only within the first two weeks of the first module of a course, regardless of the number of modules required to complete the course.

HEALTH SCIENCES CENTER ACADEMIC CALENDAR 1981-1982

Fall 1981

September 3, Thursday	HSC registration
September 7, Monday	Labor Day (no day or evening classes)
September 8, Tuesday	Modules 1, E, G, and N classes and add/drop begin
	Main Campus Fall Semester and Social Welfare term A classes, add/drop, and late registration begin (\$20 late fee assessed)
September 18, Friday	Modules 1, E, G and N add/drop end
September 21, Monday	HSC late registration ends
	Last day for HSC undergraduates to add/drop in term A
	Main Campus and Social Welfare late registration end
	Last day for Main Campus and Social Welfare undergraduates to add courses
	Last day for Main Campus and Social Welfare graduate and undergraduate students to drop courses without receiving a recorded W (withdrawal)
	Last day for Main Campus and Social Welfare students to drop a course without tuition liability

September 28, Monday	Rosh Hashanah begins (no classes after 4:30 P.M.)
September 29 and 30, Tuesday and Wednesday	Rosh Hashanah recess
October 7, Wednesday	Last day to file for December graduation Last day for Main Campus and Social Welfare graduate students to add or withdraw from a course (W will be recorded for Withdrawal)
	Yom Kippur begins (no classes after 4:30 P.M.)
October 8, Thursday	Yom Kippur (no day or evening classes)
October 9, Friday	Module 1 classes end
October 12, Monday	Modules 2, F, O and Q classes and add/drop begin
	Columbus Day (classes in session)
October 23, Friday	Modules 2, F, O and Q add/drop end
October 30, Friday	Last day for removal of Incomplete and NR (No Record) grades for all students from the Spring and Summer Semesters
November 3, Tuesday	Election Day (classes in session)
November 9, Monday	Last day for Main Campus undergraduate students and Social Welfare graduate and undergraduate students to change courses to or from Pass/No Credit
November 13, Friday	Modules 2 and E classes end
November 16, Monday	Modules 3, P, R and S add/drop end classes begin
	Advance registration for Spring Semester begins
November 25, Wednesday	Thanksgiving recess begins at close of classes
November 30, Monday	Thanksgiving recess ends, classes resume
	Modules 3, P, R and S add/drop end
December 7, Monday	Bills for Spring Semester mailed to pre-registered students
December 17, Thursday	Main Campus Fall Semester final examinations begin
December 23, Wednesday	Modules 3, F and G classes end Main Campus Semester and Social Welfare term A end

Spring 1982

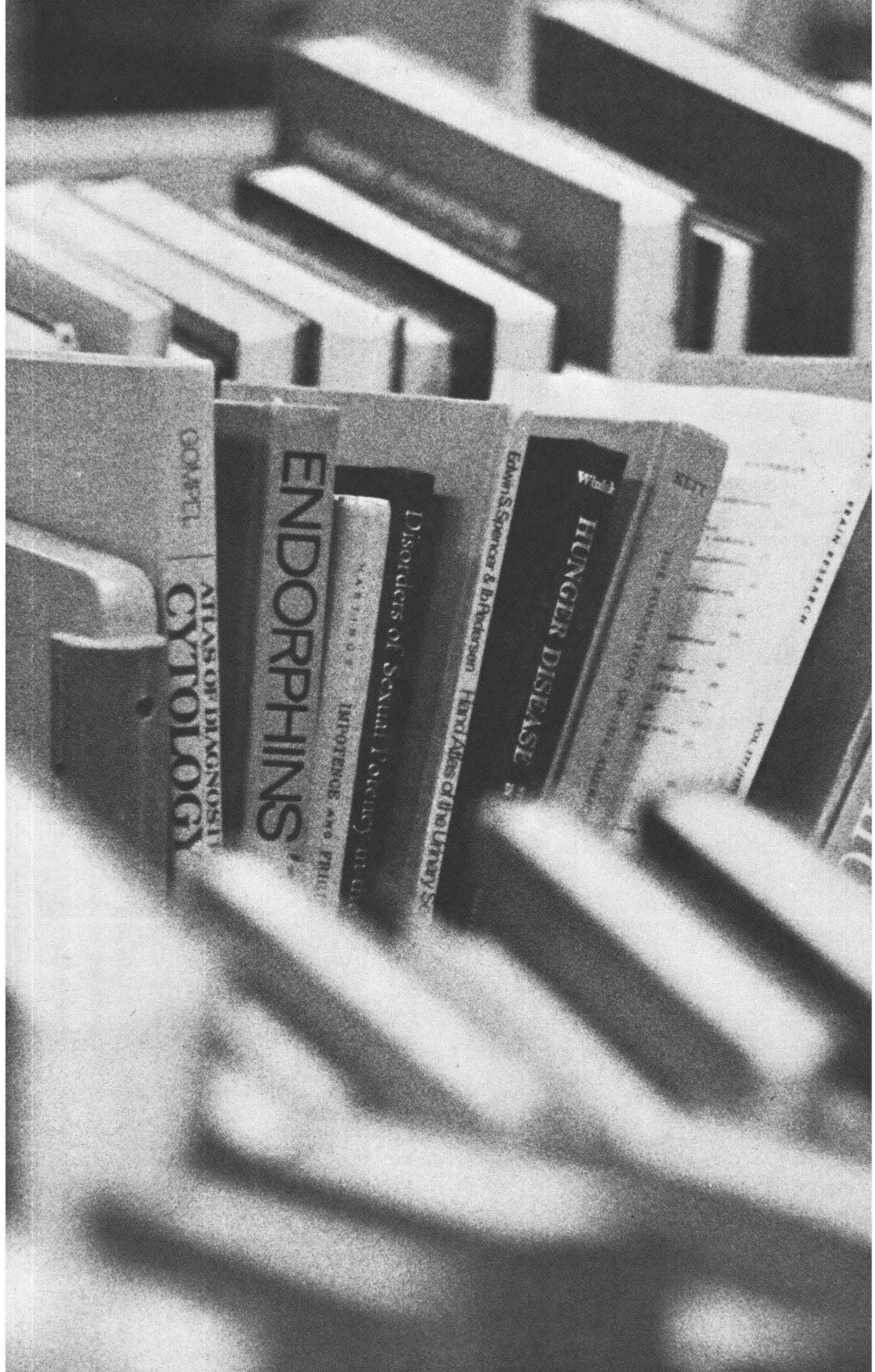
January 4, Monday	HSC registration: Nursing and Allied Health Professions Modules 4, H, J and T classes and add/drop begin (Basic Sciences) Last day to mail payment of Spring Semester fees for preregistered students
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January 5, Tuesday	Modules 4, H, J and T classes and add/drop begin (Allied Health Professions and Nursing)
January 15, Friday	HSC late registration ends Modules 4, H, J and T add/drop end
January 21, Thursday	Last day for preregistered students to pay Spring Semester fees in person without late payment penalty
January 27, 28 and 29, Wednesday, Thursday and Friday	Final registration and payment of fees for Main Campus and Social Welfare students not previously registered
February 1, Monday	Main Campus Spring Semester and Social Welfare term B classes, add/drop and late registration begin (\$20 late fee assessed)
February 5, Friday	Last day for HSC undergraduates to add/drop in term B Modules 4, N, O and P classes end
February 8, Monday	Modules 5, I, U, W and Y classes and add/drop begin
February 12, Friday	Lincoln's Birthday (classes in session) Main Campus and Social Welfare late registration end Last day for Main Campus and Social Welfare undergraduate students to add courses or for Main Campus and Social Welfare graduate and undergraduate students to drop courses without receiving a recorded W (Withdrawal) Last day for Main Campus and Social Welfare students to drop a course without tuition liability
February 19, Friday	Modules 5, I, U, W and Y add/drop end Last day to file for May or June graduation
February 22, Monday	Washington's Birthday (classes in session)
February 26, Friday	Last day for Main Campus and Social Welfare graduate students to add or withdraw from a course (W will be recorded for Withdrawal)
March 12, Friday	Modules 5, H, Q and R classes end
March 13, Saturday	HSC recess begins
March 15, Monday	Last day for removal of Incomplete and NR (No Record) grades for all students from the Fall Semester
March 22, Monday	Modules 6, V, X and Z classes and add/drop begin HSC recess ends

April 2, Friday	Modules 6, V, X and Z add/drop end Last day for Main Campus undergraduate and Social Welfare graduate and undergraduate students to change courses to or from Pass/No Credit Main Campus and Social Welfare Spring recess begins at close of classes Classes suspended
April 8 and 9, Thursday and Friday	
April 11, Sunday	Easter Sunday
April 12, Monday	Main Campus and Social Welfare term B resume
April 19, Monday	Advance registration for Fall 1982 begins
April 23, Friday	Modules 6, I, J and S classes end
April 26, Monday	Modules 7, K and M add/drop end add/drop begin
May 7, Friday	Modules 7, K and M classes and
May 13, Thursday	Main Campus Fall Semester final examinations begin
May 19, Wednesday	Main Campus Spring Semester and Social Welfare term B end
May 23, Sunday	Commencement
May 28, Friday	Modules 7, T, U and V classes end
May 31, Monday	Memorial Day observed (no day or evening classes)
June 1, Tuesday	Modules 8 and L add/drop begin
June 11, Friday	Modules 8 and L add/drop end
July 2, Friday	Modules 8, K, W and X classes end
August 6, Friday	Modules L, M, Y and Z classes end

Summer 1982

July 5, Monday	Module 9 classes and add/drop begin
July 16, Friday	Module 9 add/drop ends
August 6, Friday	Module 9 classes end



GOAL 1 | **ATLAS OF DIAGNOSTIC CYTOLOGY**

ENDOPHINS

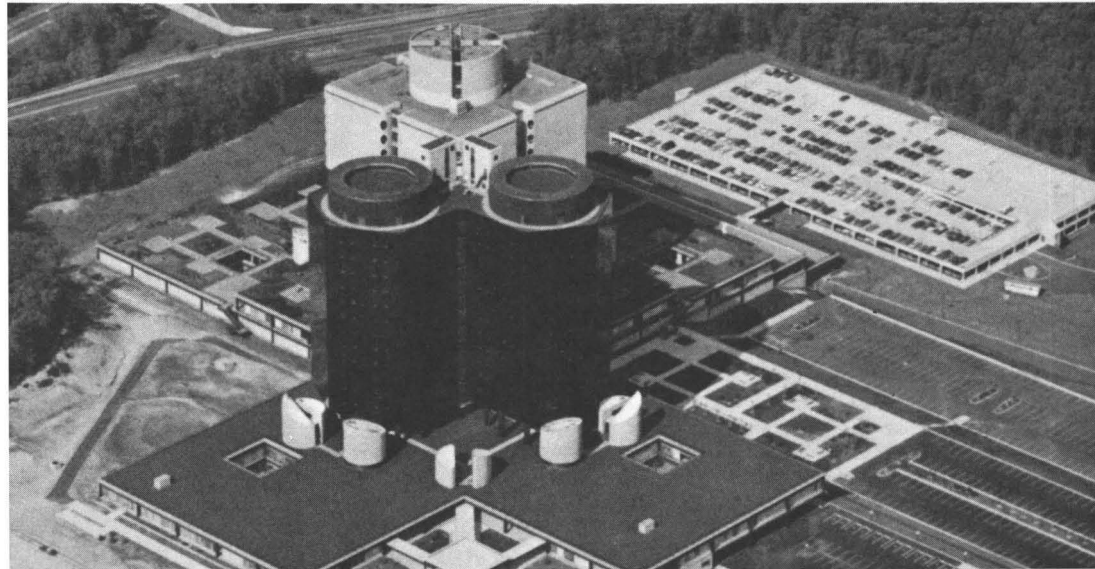
Disorders of Sexual Function in the Male
IMBOTENCE AND PHYLLO...

HUNGER DISEASE

WILEY

BRAIN RESEARCH

l to r: Northport Veterans Administration Medical Center—Northport, N.Y.; Long Island Jewish-Hillside Medical Center/Queens Hospital Center—New Hyde Park, N.Y.; Hospital of the Medical Research Center, Brookhaven National Laboratory—Upton, N.Y.; Nassau County Medical Center—East Meadow, N.Y.; Health Sciences Center, State University of New York at Stony Brook—Stony Brook, N.Y.



Health Sciences Center Overview

The Health Sciences Center is a major division of the State University of New York at Stony Brook, located on the north shore of Long Island 60 miles east of New York City. It is the fourth and newest health center in the SUNY system.

The decision to develop a new Health Sciences Center at Stony Brook grew out of the Muir Commission Report presented to former Governor Rockefeller in 1963, which assessed the State's immediate health manpower and service needs. Noting that the then 2½ million residents of the two Long Island counties of Nassau and Suffolk were among the largest populations in the United States not served by an academic medical center, the Muir Commission recommended the development of a Health Sciences Center within the State University at Stony Brook to meet the health, teaching and related service needs of the Long Island geographic area.

The Health Sciences Center now consists of five schools: the Schools of Allied Health Professions, Dental Medicine, Medicine, Nursing, and Social Welfare. In addition, a full range of professional, technical, and laboratory resources is available to the Center, providing academic support services for students and faculty.

The Health Sciences Center has also established a partnership with four Long Island Hospitals, referred to as "clinical campuses," where students receive their essential patient care experience in the "field." These are Hospital of the Medical Research Center, Brookhaven National Laboratory; Long Island Jewish-Hillside Medical Center and the Queens Hospital Center Affiliation of LIJ-HMC; Nassau County Medical Center; and Northport Veterans Administration Medical Center. In addition, the five Schools have affiliation agreements with over 80 other hospitals and health agencies in the Long Island area.

The date each School opened and the degrees now conferred are:

School of Allied Health Professions	1970	B.S., M.S.
School of Dental Medicine	1973	D.D.S.
School of Medicine	1971	M.D., Ph.D.
School of Nursing	1970	B.S., M.S.
School of Social Welfare	1971	B.S., M.S.W.

Objectives of the Center

- To increase the supply and proficiency of health professionals in fields of demonstrated regional, State, and national need.
- To provide health care of sufficient variety and quality to enable professional education and related research to occur.
- To sustain an environment in which research in health and related disciplines can flourish.
- To emerge as a regional resource for advanced education, patient care, and research in broad areas of health.

Buildings and Facilities

The Health Sciences Schools share instructional space, multidisciplinary laboratories, lecture halls, and the support services of the Division of Laboratory Animal Resources, the Health Sciences Center Library, Media Services, and the Office of Student Services. (Students who wish detailed information on the extensive laboratory facilities available for various academic programs are encouraged to address their inquiries to the appropriate School or department. Further information on shared resources may be found on page 203.

Planning for a new dental facility as part of the Center is presently underway and it is expected that the School of Dental Medicine will move from its temporary facilities by the mid-eighties, bringing all of the five Schools of the Center to one location.

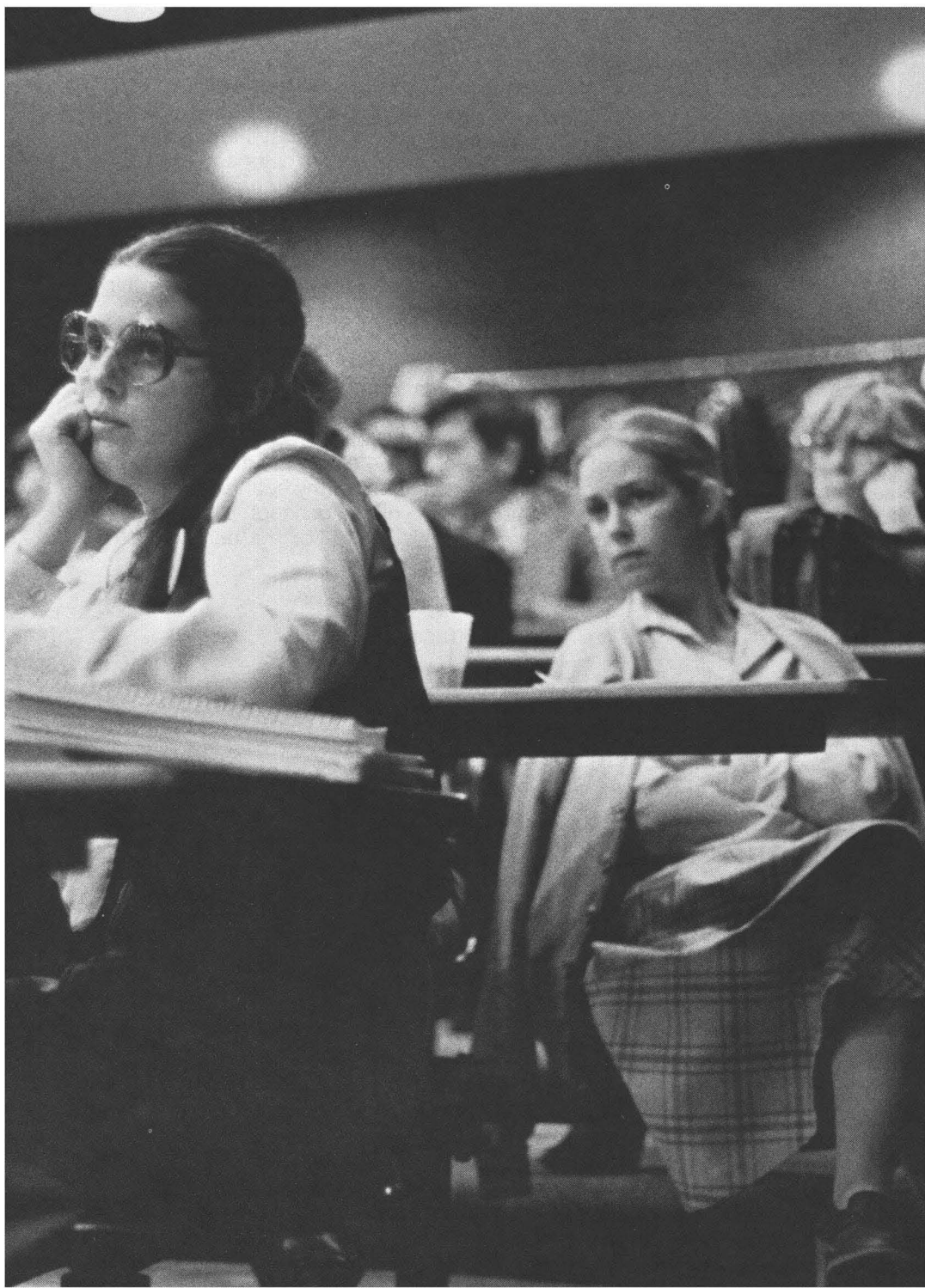
The University Hospital, a central teaching facility for all the educational programs of the Health Sciences Center, opened in February 1980. University Hospital includes surgical suites, laboratories, emergency and ambulatory care units capable of handling up to 300,000 visits per year, and ancillary facilities. When fully operational, nearly half of the 540-bed hospital will be dedicated to intensive and specialty care.

Specialized services in the hospital will include an open heart surgery program, a comprehensive renal dialysis facility, a transplant service, full perinatal care (including high-risk obstetrics, and neonatal and pediatric intensive care units), acute psychiatric services for adults and children, and a broad-based diagnostic and therapeutic rehabilitation program.

While the University Hospital will provide a hospital teaching environment for students, the Health Sciences Center will continue to utilize the clinical facilities currently being provided for its students in Long Island hospitals and health agencies which have entered into partnership agreements with the Health Sciences Center.

The Center and the Community

At present, over 2,000 skilled professionals from the Long Island region have faculty appointments and participate in the Schools of the Center. All Health Sciences Center students, as part of their clinical training or field work, work for a specific time with some of the Long Island health and welfare agencies. Continuing education for many health professions is offered by the Schools. The Center also sponsors conferences, workshops, and lectures on major health issues for the general community.



Health Sciences Center Admissions

Admission to all Health Sciences Center programs is by formal application only. Standards set by professional accrediting bodies limit enrollments in each of the programs, and therefore admission is on a selective basis. Admissions to Health Sciences Center programs are generally conducted for the fall only.

Programs presently admit full-time students only, except where otherwise noted in descriptions of individual programs elsewhere in this *Bulletin*. *All of the Center's baccalaureate programs are upper division programs.

Each School of the Health Sciences Center is responsible for determining its own admissions policy and for selecting its own students. Information about each School's admissions policy, criteria and prerequisites can be found under that School's entry in this *Bulletin*.

Admissions decisions in all programs are made independently of an applicant's ability to finance his/her own education. Students interested in applying for financial aid should refer to that section in this *Bulletin*.

Most programs require one or more interviews for all applicants who are seriously considered. Ordinarily interviews are arranged at the program's, rather than the applicant's, request. Applicants are invited to interviews by telephone or letter. Any further information about a specific program's interview policy and operation can be found in the School or program section in this *Bulletin*.

Applicants will be notified of the program's decision as soon as possible. All Health Sciences Center programs attempt to have their entering classes selected no later than the end of May.

*Some faculty members of various Health Sciences Center Schools also teach courses under the auspices of the Center for Continuing and Developing Education (CED) on the main campus. This is a part-time evening program that leads to a Master of Arts in Liberal Studies (M.A./L.S.) degree. Students who enroll in Health Sciences Center courses through the CED program are not Health Sciences Center students. Information about applying to the CED program can be obtained by writing to the Center for Continuing and Developing Education, State University of New York at Stony Brook, Stony Brook, New York 11794.

Undergraduate Programs

All of the Health Sciences Center's baccalaureate programs are upper division programs. There are no first-year admissions to the Health Sciences Center. High School students interested in eventual enrollment in any of the Health Sciences Center baccalaureate programs must apply for admission to the State University at Stony Brook or to another college to complete their lower division undergraduate work.

Academic advisement about prerequisites for admission and course and program content is available from each of the Schools of the Center. It is recommended that applicants seek academic advisement early. Please contact:

School of Allied Health Professions

Robert O. Hawkins, Jr., Associate Dean, (516) 246-2253

School of Nursing

Office of Admissions, (516) 246-2376

School of Social Welfare

Janet Steele-Holloway, Assistant Dean for Admissions and Recruitment, (516) 246-2141

Graduate Programs

Admission to the master's degree programs in Social Welfare, Nursing, and Health Sciences, and to the Ph.D. programs in the School of Medicine is at entry level only; credits accumulated in these or similar fields prior to matriculation will be evaluated on an individual basis to determine whether previous graduate work can be applied toward the Stony Brook degree.

Academic advisement about prerequisites for admission and course and program content is available. It is recommended that applicants seek academic advisement early. Please contact:

School of Allied Health Professions

(516) 246-2393

School of Medicine

Basic Science Departments

Nicholas Delihias, Associate Dean, (516) 246-2312

School of Nursing

Office of Admissions, (516) 246-2376

School of Social Welfare

Office of Admissions, (516) 246-2636

Dental Medicine and Medicine

Admission to these programs is highly selective. Although applicants with two years of college work may apply—assuming one-year courses in biology, physics, inorganic chemistry, and organic chemistry are completed by matriculation—prospective students are reminded that it is very rare for a student with minimum preparation to be shown preference over the hundreds with baccalaureate degrees who must necessarily be turned away. Interested applicants should refer to the statements on ad-

missions in the sections of the Schools of Dental Medicine and Medicine in this *Bulletin*.

Academic advisement about prerequisites for admission and course and program content is available. It is recommended that applicants seek academic advisement early. Please contact:

School of Dental Medicine

Office of Admissions, (516) 246-2805

School of Medicine

Office of Admissions, (516) 246-2113

Requests for Applications

Applicants to the Schools of Dental Medicine and Medicine may request applications beginning in June of the year prior to the fall for which the applicant is seeking admission. Applications to programs in all other Schools can be obtained beginning in mid-fall of the year prior to the fall for which the applicant is seeking admission. The following chart identifies the appropriate program code and the proper address and telephone number for each program.

School and Program*

School of Allied Health Professions	Program Code**	Deadline Date
Baccalaureate Programs (Bachelor of Science)		
Physical Therapy	HAY	January 15
Medical Technology	HAD	March 1
Cardiorespiratory Sciences	HAT	March 1
Physician's Assistant Education	HAP	January 15
Graduate Program (Master of Science)		
Health Sciences	HAS	April 1 for Fall, October 1 for Spring

*For applications and information for the Schools of Allied Health Professions, Nursing, and Social Welfare, please contact:

Office of Student Services
 Level 5, Room 040, Health Sciences Center
 State University of New York at Stony Brook
 Stony Brook, N.Y. 11794
 Telephone: (516) 246-2109

In their application requests, individuals should indicate the specific program, the academic level (graduate or undergraduate), and whether full or part time. This information is crucial because application procedures differ from program to program. Students who are currently matriculated in non-HSC programs at Stony Brook should so state when requesting an application.

**The code letters are used to designate the various Health Sciences Center Schools and programs. The first letter H indicates Health Sciences, the second letter indicates the School, and the third letter indicates either the program, the department, or the type of instruction. These code letters, when used as part of a course number, indicate the School and department giving the instruction.

School and Program*

	Program Code**	Deadline Date
School of Dental Medicine Doctor of Dental Surgery (D.D.S.) For applications and information please contact: School of Dental Medicine Office of Dental Admissions South Campus, 167 Building L SUNY at Stony Brook Stony Brook, N.Y. 11794 Telephone: (516) 246-2805	HD	January 1
School of Medicine Doctor of Medicine (M.D.) M.D./Ph.D. Program M.D. with Special Distinction in Research Fifth Pathway Program For applications and information contact: School of Medicine, Office of Admissions Health Sciences Center SUNY at Stony Brook Stony Brook, N.Y. 11794 Telephone: (516) 246-2113 Graduate Programs in the Basic Sciences (Ph.D.): Anatomical Sciences Pathology Microbiology Physiology/Biophysics Pharmacological Sciences Oral Biology and Pathology For applications and information write: Anatomical Sciences, Pathology, Physiology/Biophysics or Pharmacological Sciences: Basic Health Sciences Tower SUNY at Stony Brook Stony Brook, N.Y. 11794	HM HF HBA HBP HBM HBY HBH HBO	December 15

School and Program***Program
Code******Deadline
Date****Microbiology:**

Life Sciences Laboratory
 Building
 SUNY at Stony Brook
 Stony Brook, N.Y. 11794

Oral Biology and Pathology:
 South Campus, 196 Building L
 SUNY at Stony Brook
 Stony Brook, N.Y. 11794

School of Nursing

Baccalaureate Program (B.S.)	HNI	January 31
Registered Nurse Baccalaureate Program (B.S.)	HNC	January 31
Graduate Program (M.S.)	HNG	None

School of Social Welfare

Baccalaureate Program (B.S.)	HWU	
Graduate Program (M.S.W.)	HWG	March 15

*For applications and information for the Schools of Allied Health Professions, Nursing, and Social Welfare, please contact:

Office of Student Services
 Level 5, Room 040, Health Sciences Center
 State University of New York at Stony Brook
 Stony Brook, N.Y. 11794
 Telephone: (516) 246-2109

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Academic Regulations And Procedures

The academic regulations and procedures in each of the following sections apply to all undergraduate and graduate students in Schools of the Health Sciences Center unless differences are clearly indicated in the heading or wording of the section. Regulations and procedures that are specific to a School or degree program, including exceptions to the following regulations, are listed in the School or program section of this *Bulletin*.

Registration

Completion of registration in accordance with instructions issued by the Health Sciences Center Office of Student Services is a prerequisite to class attendance. Registration after the close of the announced final registration period requires the payment of a late registration fee of \$20. Registration is not permitted after the end of the second week of classes. A student is not considered registered until the appropriate forms have been filed with the University Registrar through the Office of Student Services and arrangements regarding tuition and fees have been made with the University Office of Student Accounts.

In exceptional circumstances, students, with the approval of their academic adviser and the Program Director, may appeal to the School Committee on Academic Standing for retroactive registration. If approved by the committee, late registration and payments will be possible according to procedures implemented through the Health Sciences Center Office of Student Services.

Registration and subsequent changes in registration will occur according to the Health Sciences Center academic calendar for each program. (See page 58 of this *Bulletin*.)

Graduate Student Registration and Matriculation

All candidates for a graduate degree must complete registration according to the regular registration procedures and as stated above for each academic period. Students must maintain matriculation by registering for at least a one-credit course in research or independent study during each academic period for which they are maintaining matriculation. To be eligible to receive a degree, a student must maintain matriculation for the academic periods prior to and including the period in which the

degree is awarded. This includes those graduate students who are not taking classes but are using the library, laboratories, or computer facilities; who are consulting with the faculty while working on their dissertations, clinical experience, or independent study; and who are preparing for or taking required examinations. Students who hold graduate traineeships, research assistantships, or fellowships must be registered as full-time students.

Graduate students who will be supported on faculty research grants or assistantships, traineeships, and fellowships during the summer must be registered in approved courses in the summer session.

Course Load

A full-time student may register for no less than 12 credits for the Fall or Spring academic period and no more than the maximum credit load established for the program by each School. A student who wishes to register for less than 12 credits or for more than the program maximum must have written approval of the academic adviser and the Dean. Eligibility rules for scholarships and other forms of assistance may permit calculation of full-time credit load at less than 12 credits in a particular academic period. Questions on this status should be directed to the adviser or the Office of the Dean.

Change of Registration

A student may change his/her registration only by completing the appropriate request form, including signature of the instructor, and then obtaining the approval of the advisor for the proposed change. Forms for this purpose are available from the Health Sciences Center Office of Student Services.

No course may be added or dropped after the second week of classes. In special cases resulting from delayed decision on waiver or similar matters, time limits may be appealed, and if approved by the advisor, the instructor(s), and the Dean, may be authorized up to two weeks before the end of the course.

Auditing

Auditing refers to the practice of attending a course for informational instruction only. No credit is granted for such work nor is any record kept of the student's participation in the course. The privilege of auditing courses is reserved to regularly enrolled University students. A student who wishes to audit a course must first obtain the permission of the instructor. No petition to change from audit to credit status will be allowed after the second week of classes.

Challenge Program

The University has established a Challenge Program which permits undergraduates to earn advance placement credit and course credit by taking examinations instead of regular courses. Courses for which examinations are permitted are recommended by the faculty of a degree program and approved by the Dean. No more than five courses (including credit from advanced placement examinations) can be credited to any student from challenge examinations, and no prerequisite for a

course already passed may be included. Questions on this program should be directed to the adviser or the Office of the Dean.

Assignment of Grades

In each course, final grades are given at the end of the appropriate module and are recorded by the University at the end of each academic period, except in courses designated by the School as part of a grading sequence in which a final grade is given only after the sequence has been completed.

Grades assigned at the completion of a course are as follows: A (superior), B (good), C (satisfactory), D (minimum passing), F (failure). An exception to this is that unless stated specifically in the School's policy, D grades may not be assigned to graduate students in a graduate level course. In addition, the following marks may be awarded at the end of the course:

Incompletes

Incomplete (I) may be given at the discretion of the instructor when a student is unable to complete all course requirements because of circumstances beyond his or her control. If a letter grade is not reported by the deadline date appearing in the academic calendar, the grade of I will automatically be changed to F or NC (no credit). Under unusual circumstances an instructor may extend the period for completing the course requirements. In this case, the instructor must notify the Office of Student Services in writing of the new deadline.

No Record (NR) Grades

An instructor may assign a temporary grade of No Record (NR) only for students who have never, to the instructor's knowledge, participated in the course in any way. An NR report is not to be interpreted as a grade but only as a temporary indication of a state of affairs which requires prompt resolution, leading either to removal of the course from a student's program (whenever it has appeared as a result of an error in recording the registration information submitted by the student), or to assignment of a grade. If a final grade is not reported by the deadline date appearing in the academic calendar, the grade of F or NC, as appropriate, will be recorded.

Pass/No Credit

A Pass/No Credit (P/NC) option permits students to explore various areas of the curriculum with less immediate pressure for grades. "Pass" or "No Credit" is not used in the calculation of grade point averages. Under this option, a student may elect to have the final grade in a course recorded on the official academic record either as P (pass) if the reported grade is A, B, C, or D, or as NC if the reported grade is W (withdraw) or F. The Pass/No Credit option may be used by the Health Sciences Center students only as indicated below:

A. The faculty of the School in which the student is enrolled decides which courses must be taken under the letter grade system: A, B, C, D, F.

B. A student must designate the Pass/No Credit option for a course at the time of registration, or on or before the closing date for electing such

option. After that date a student may not change this designation.

C. Questions about the applicability of the Pass/No Credit option to individual situations should be discussed with the student's faculty advisor.

Reserved

A reserved (R) grade indicates attendance for zero credit during the first course in a sequence for which a final grade and total credits will be assigned only at the completion of the sequence.

Satisfactory/Unsatisfactory

A Satisfactory/Unsatisfactory (S/U) grading policy may be used in specially designated courses where finer grading distinctions are impractical, and an S/U grading policy is announced in the course description. No other grades may be assigned in such courses and students may not elect to take such courses for P/NC.

Withdraw

The letter (W) indicates withdrawal from a course.

Grade Point Average and Certification for Graduation

For the purposes of determining grade point averages, letter grades have the following values: A-4 points, B-3 points, C-2 points, D-1 point, and F-0 points. Other grades are not included in the grade point average. To compute the cumulative grade point average, the number of points equivalent to the letter grade earned in a given course is multiplied by the number of credit hours for that course; the total number of points earned in all courses is then divided by the total number of credit hours for which the student has been registered.

Grades and courses appearing on the student's academic record at the time of certification for the degree cannot be changed subsequently. No student will be permitted to graduate with the grade of "F", "I" or "NR" on the academic record except in exceptional circumstances and if permission is granted by the Dean of the School.

Repeating Courses

With the adviser's approval, a student may repeat a course in which a D, F, NC, or W is received. All grades having assigned points and credit hours will be included in the grade point average, but a given course which has been repeated may be counted only once in satisfying credit-hour requirements.

Grade Reports

Grade reports are prepared as quickly as possible after the conclusion of each academic period; they are mailed directly to the student's local address at the end of the fall period and to the home address supplied by the student at the end of the spring period and summer session.

Classification of Students

For the purpose of interpreting academic regulations, undergraduate students will be classified as juniors after completion of 57-84 credits, and as seniors after completion of 85 or more credits.

Academic Standing

The academic standing of students is subject to the policies of the Health Sciences Center School in which the student is enrolled. Each School has a Committee on Academic Standing which is advisory to the Dean. Appeals from decisions of deans are directed to the Vice President for Health Sciences. Similar procedures are followed in cases where academic dishonesty is alleged to have occurred.

Requirements for the Bachelor's Degree

All Health Sciences Center candidates for bachelor's degrees must satisfy the following general and School requirements for the specific degree. For graduation, at least 120 credit hours of passing work must have been completed in approved courses with the minimum cumulative grade point average specified by the School. A cumulative grade point average of at least 2.00 is required for all work undertaken after admission to a School. The general Health Sciences Center requirements for the bachelor's degree are:

A. Proficiency in English Composition 3 credits

All entering students are expected to demonstrate competence in the clear and logical expression of ideas in written English. This requirement may be met by passing the English proficiency examination or by completing EGC 101 English Composition.

B. Natural Sciences and Mathematics 6-8 credits

This requirement may be met by completing 2 semester courses from the offerings of the following departments, divisions or Schools: biological sciences, chemistry, earth and space sciences, engineering, mathematical sciences, physics, and basic sciences.

C. Social and Behavioral Sciences 6-8 credits

This requirement may be met by completing 2 semester courses from the offerings of the following departments or interdisciplinary programs: Africana studies* anthropology, economics, history, linguistics, political sciences, psychology, social sciences, interdisciplinary program (SSC), sociology, and appropriate interdisciplinary courses offered in the Health Sciences Center. (Student teaching courses may not be used to meet this requirement.)

D. Arts and Humanities 6-8 credits

Two semester courses to be chosen from among the offerings of the following departments or interdisciplinary programs: Africana studies*, art, Chinese, classics and classical languages, comparative literature, English, French, Germanic and Slavic languages, Hebrew, Hispanic languages, Italian, music, philosophy, religious studies, theatre arts, and appropriate courses offered by the Department of Community and Preventive Medicine, School of Medicine.

Equivalent or transfer credit to fulfill general University requirements is determined by the Health Sciences Center School to which the student is admitted in consultation with the Office of the Vice President for Health Sciences

*Appropriate choices are identified in lists heading the sections of the *Undergraduate Bulletin* where the courses are described.

Application for Graduation

In order to become a candidate for graduation, a student must file an application with the Health Sciences Center Office of Student Services before the deadline for applications for the final year. A student who applies for graduation and then fails to qualify for the degree must reapply, indicating the revised date of the proposed graduation. Late application requires the approval of the student's adviser, the School Committee on Academic Standing, and the Dean of the School.

Graduation With Honors

A candidate for the bachelor's degree may receive School or departmental honors for superior performance upon recommendation of the faculty of the School in which the student is enrolled. Such honors are indicated on the student's diploma.

The criteria for University honors include 1) completion of at least 60 credits at Stony Brook, and 2) letter grades assigned to at least 80 percent of the student's work. Students in the 98th percentile or higher shall receive highest honors; those in the 93rd-97.9th percentile shall receive high honors; and those in the 85th-92.9th percentile shall receive honors.

University-Wide Awards and Honors

The University pays tribute to its outstanding students through the conferring of awards, election to honorary societies, and granting of departmental and University honors. The following University awards are presented each year:

Ward Melville Valedictory Award

In honor of its first Chairman, the Council of the State University of New York at Stony Brook annually presents the University's most distinguished undergraduate honor, the Ward Melville Valedictory Award, to the graduating senior who has attained the highest academic average during four years at Stony Brook.

William J. Sullivan Award

The William J. Sullivan Award is presented annually by the Council of the State University of New York at Stony Brook in honor of Justice William J. Sullivan, retired Chairman of the Council. The Sullivan Award is the most prestigious service award the University can present to a graduating senior. It represents the University's recognition of particularly outstanding service contributions to the development of academic and student life on the campus.

H. Lee Dennison Award

The H. Lee Dennison Award, named in honor of Suffolk County's first chief executive, is presented by the Council of the State University of New York at Stony Brook to the graduating senior who entered Stony Brook as a transfer student, completed at least 60 credits of letter grade work at Stony Brook, and attained the most outstanding academic record at Stony Brook in that work.

The Distinguished Community Service Award

The Distinguished Community Service Award is presented annually by the Stony Brook Foundation to a graduating senior in recognition of particularly outstanding contributions to public service in the Long Island region. This award is sponsored through a grant from the Suffolk County Federal Savings and Loan Association.

United University Professions Award

The State University of New York at Stony Brook presents the United University Professions Award to that member of the graduating class who has most displayed an unselfish concern for the promotion and protection of human rights and values.

Elizabeth D. Couey Award

The State University of New York at Stony Brook presents the Stony Brook Union, Elizabeth D. Couey Award annually in memory of the first Coordinator of Student Activities.

Charles D. Breitel Pre-law Scholarship

The Charles D. Breitel Pre-law Scholarship, named in honor of the Chief Justice of the New York State Court of Appeals, is presented annually by the University and the Suffolk County Bar Association. The award of \$500, supported by the generosity of the Bar Association, is made on the basis of scholarship, character, and need. Seniors whose permanent home address is in Suffolk County, and who are admitted to at least one accredited law school, are eligible.

Junior Class Award

The Junior Class Award is presented annually by the University Association of the State University of New York at Stony Brook to two outstanding juniors in recognition of academic excellence and personal contributions to the University community.

Faculty-Student Association Campus Life Award

The Faculty-Student Association awards a scholarship in recognition of outstanding contributions to the quality of campus life. Awards are given to students in good academic standing who have created or revitalized programs or projects that meet evident needs of the campus community, serve a large number of people, and have the potential to continue in future years.

The Elisabeth Luce Moore Fellowship

The Elisabeth Luce Moore Fellowship in International and Religious Studies is presented annually by the Stony Brook Foundation to a deserving Stony Brook student who demonstrates outstanding academic potential and gives promise of contributions of unusual stature to the fostering of international understanding and/or the appreciation of religious values.

The George B. Costigan Scholarship

The George B. Costigan Scholarship is presented annually by the Council of the State University of New York at Stony Brook in honor of George B. Costigan, retired Chairman of the Council. This scholarship is presented to a junior or senior at Stony Brook who is a graduate of one of the two year colleges on Long Island and who has best used his enrollment at that college to mature in character, awareness, and learning, in fulfillment of the University's motto, "To Learn—To Search—To Serve."

The Health Sciences Health and Public Affairs Scholarship Award

The Health and Public Affairs Scholarship Awards were created in conjunction with a Visiting Lecture in Health and Public Affairs in 1978. The awards recognize Health Sciences Center students interested in the relationship of health and public affairs, who have strong records in preparation for their professions. The scholarship program is sponsored by the Health Sciences Center and the Center's Student Association. At least two awards are made annually, one to a prebaccalaureate and one to a postbaccalaureate student. Recipients of the scholarships are selected by the Health and Public Affairs Lecture and Scholarship Committee and are announced each spring at the annual Visiting Lecture in Health and Public Affairs.

The Health Sciences Undergraduate Award

The Health Sciences Undergraduate Award is presented annually by the University Association of the State University of New York at Stony Brook to a junior in the Health Sciences Center for academic excellence and outstanding, non-academic service activities on campus and in the community.

The Mortimer Kreuter Scholarship

The Mortimer Kreuter Scholarship is awarded each year by a Fund committee to a mature person who needs financial assistance in order to return to or continue his/her undergraduate or graduate education.

Richard B. Moore Scholarship

The Richard B. Moore Scholarship, established by the Stony Brook Foundation to honor the memory of the distinguished civil rights activist and historian, provides annual recognition for a Stony Brook student of African heritage with outstanding academic potential.

Honorary Societies

Induction into an honorary society also acknowledges outstanding academic performance on the part of a student.

Phi Beta Kappa is a national honorary society devoted to the promotion of scholarly attainment in liberal arts and sciences. Election to *Phi Beta Kappa* is based not only on high grades, but also on breadth, balance, and proportion in the candidates' programs.

Sigma Xi is a national honorary society for achievement in pure or applied scientific research. Any student associated with the State Universi-

ty of New York at Stony Brook who has through initial research achievements shown a marked aptitude for research which is expected in due course to lead to the fulfillment of the requirements for full membership may be nominated and elected as an Associate Member of *Sigma Xi*.

Requirements for Graduate, M.D., and D.D.S. Degrees

All candidates for graduate, M.D., and D.D.S. degrees should consult the section of this *Bulletin* pertaining to the School involved.

Double Degrees and Double Majors Involving the College of Arts and Sciences and the Health Sciences Center

Students at Stony Brook may simultaneously earn baccalaureate degrees from both the College of Arts and Sciences and the Health Sciences Center if they have been admitted formally to each unit and fulfilled the criteria and requirements outlined below. The double degree may include either a Bachelor of Arts or a Bachelor of Science degree from the College of Arts and Sciences. The degree from the Health Sciences Center will be a Bachelor of Science.

The second baccalaureate degree will be given only when (1) a concentration in the second field has been completed in a time span greater than required for one degree, *i.e.*, normally five years of full-time study; and (2) a candidate has competency in two essentially different areas of specialization, *i.e.* in a Health Sciences Center program and a College of Arts and Sciences major.

To earn credit towards a second degree, a student must fulfill the following requirements: (1) minimum total credits, 144; (2) minimum liberal arts credits, 90; (3) the distribution and proficiency requirements of the College of Arts and Sciences, the completion of which also satisfies the general requirements of the Health Sciences Center; (4) minimum Stony Brook liberal arts credits, 36 (of which at least 15 must be in upper division courses); (5) minimum Health Sciences Center credits as determined by the department and School of the selected major; and (6) minimum quality point average and minimum unduplicated course work as required for each degree.

Only double degrees, not double majors, may be earned by students studying jointly in the Schools of Nursing or Social Welfare and the College of Arts and Sciences. Students in the School of Allied Health Profession may earn either a double degree or a double major. For a double major, all current guidelines and regulations apply except that the distribution requirements are those currently in effect for the Health Sciences Center programs.

Changing to Colleges of Arts and Sciences or Engineering and Applied Sciences.

Students enrolled in a School of the Health Sciences Center who wish to leave the Health Sciences Center and pursue work in either the College of Arts and Sciences or the College of Engineering and Applied Sciences must have received written notice of admission to one of those colleges before filing a change of major card with the Health Sciences Center Of-

Office of Student Services. When filed, the change of major card must show the approval of the chairman of the department of the new major, and the director of the Health Sciences Center School program from which the student has withdrawn.

Transcripts

Students who desire transcripts of their academic record, either for their own use or for forwarding to some other institution or agency, should submit their request in writing to the Office of Records at least two weeks before the transcript is needed except at the end-of-semester peak period when additional time should be allowed. Students will be provided with one free transcript upon request to the Office of Records. A fee of \$2 is charged for each additional transcript. Payment is made to the Bursar and the receipt submitted to the Office of Records with the transcript request. Partial transcripts of students' records are not issued.

Official transcripts of work taken at other institutions which have been presented for admission or evaluation of credit cannot be copied or reissued. If a transcript of this work is needed, it should be obtained directly from the institution concerned.

The University and Health Sciences Center reserve the right to withhold issuance of a transcript for any student who has failed to meet any financial obligations.

Residence

For a student to be certified for a degree, he or she must have earned the equivalent of one year of full-time study as a student in the School. Graduate students must maintain matriculation by registration for a one-credit research or independent studies course until graduation. Exceptions for programmatic reasons are noted under applicable programs in this *Bulletin*.

Summer Study Elsewhere

To insure that projected courses will be fully acceptable for transfer credit, students planning to take summer courses elsewhere should discuss plans in advance with their academic advisors to obtain assistance in determining intended courses and their School equivalents. After receipt by the Office of Student Services of an official transcript indicating that the student has completed the courses with an acceptable grade, appropriate transfer credit will be granted.

Graduate Study Away From Campus

Normally it is expected that a graduate student's course of study and research will be conducted at the Health Sciences Center under the direct guidance of the faculty of the program in which the degree is sought and with the facilities immediately available or close by; for example, at Brookhaven National and Cold Spring Harbor Laboratories, hospitals, and other institutions on Long Island, or at libraries in New York City. However, there may be circumstances in which the student's work would be facilitated by being done at another institution or research

facility. In such cases, the School may give permission for the student to carry on work away from the campus. Permission is ordinarily based on the following factors:

1. The reasons for the request.
2. The conditions under which the student's work away from campus is to be performed, supervised, and evaluated.
3. The registration of the student as a graduate student in the School and payment of the necessary fees. A student who is supported by a stipend or grant from State funds, or from University monitored federal and private sources, must be registered as a full-time student. If the student is employed elsewhere, in a position not under the University or Health Sciences Center jurisdiction, matriculation may be maintained by registering for at least one credit of research or independent study in each academic period.
4. Agreement by the Dean of the School that permission for the student to do work away from the campus will not diminish the School's capability to fulfill its commitments.
5. An agreement from the institution where the student's work is to be performed, in which acceptance of responsibility for its supervision is made. In the case of archival research or field work, a statement of authorization for the student to use such resources must be obtained.
6. The approval of the student's academic adviser.

Graduate Student Exchange Credits

When the special educational needs of a graduate student at one campus of State University of New York can be served best by taking a course for credit at another institution in the system, the student should obtain a statement from the Dean of the School recommending admission of the student to take the desired course at the visited institution. The recommendation should state that the student has the prerequisites for the course and that, if the course is successfully completed, credit for it will be accepted toward the degree. The statement from the Dean should then be sent to the Dean of the Graduate School of the visited institution, who will clear it with the instructor of the course and the Chairperson of the department concerned. When approval is obtained, the student will be admitted as a special student for purposes of taking the course requested. The student will pay appropriate tuition and fees at the visited institution. If the student has a waiver of tuition at his or her home institution, the waiver will be recognized by the visited institution. At the completion of the course, the visited institution will, on request, send a transcript to the student's home institution. This exchange is restricted to courses not available at the home institution.

Transferred Graduate Credits from Other Universities

A candidate for the master's degree may petition the School to accept credits from another institution toward his or her degree. The School has the responsibility of deciding on the applicability of credits to the specific program. Normally, transfer credit will be limited to no more than 6 credits.

Foreign Students

In addition to meeting the academic requirements for admission to graduate or undergraduate programs in the Health Sciences Center, international students are also expected to have fulfilled the following University and Immigration and Naturalization Department regulations:

1. Completion of a University Financial Affidavit indicating that the student has sufficient funding to pay for his/her educational and personal expenses while in the United States. In addition, the student must provide a statement from his/her bank or employer confirming that the funds indicated on the Financial Affidavit are available to the student.

2. A minimum score of 550 for undergraduate study and 500 for graduate study on the Test of English as a Foreign Language (TOEFL) is required. Official transcripts and records must be translated and submitted as documentation of academic work.

Withdrawal From the Health Sciences Center

Withdrawal from the Health Sciences Center, for any reason, will be recorded only when the form entitled "Withdrawal from the University" has been completed and submitted to the Health Sciences Center Office of Student Services. The date upon which this form is filed, and not the date of the last class attendance, is considered the official day of withdrawal. Non-attendance or notification to the instructors does not constitute official withdrawal.

Unauthorized Withdrawal

A student who leaves a School without obtaining an official withdrawal may forfeit the privilege of honorable dismissal and the prospect of readmission, and will be reported as having failed all courses.

Leave of Absence

Leave of absence may be obtained for a specified time as determined by the School. Students should follow the procedure for withdrawal from the Health Sciences Center.

Medical Leaves of Absence and Suspension

Most students who leave the Center for medical reasons will do so voluntarily after discussions with medical and academic advisors. A request for a medical leave of absence is normally initiated by a student, approved by the Dean of his or her School in consultation with the Director of the University Health Service, and entered on the University records by the Health Sciences Center Office of Student Services.

On occasion, however, there is disagreement between a student and a School as to whether the student's continued presence at the Center is against the best interests of himself/herself or others.

When a disagreement arises, the following steps will be taken to insure the rights of the student and other members of the Health Sciences Center community.

Initiating Requests for Medical Evaluation: The Dean of a Health

Sciences School will request an evaluation of the student from the Director of the University Health Service.

Initial Evaluation: The Director of the University Health Service will evaluate the student's health status and review any medical opinion submitted on the student's behalf. The Director of the University Health Service will forward a summary of the evaluation and opinion as to what action is in the student's best interest to the Dean who requested the evaluation.

Administrative Action: The Dean of the School in which the student is enrolled will act upon the evidence and communicate a decision to the student. If the student is granted a leave of absence or a suspension, the decision must indicate the criteria that must be met for the student to be readmitted.

Appeal: If a student does not concur with the action taken by the Dean, an appeal may be directed to the School's Committee on Academic Standing, which is advisory to the Dean. If the Dean's decision remains unchanged after review of the Committee's recommendation, a further appeal may be directed to the Vice President for Health Sciences.

Readmission after Medical Suspension: The Dean will indicate what documentation will be necessary to demonstrate readiness to resume studies at the Center. That documentation will be submitted by the School to the Director of the University Health Service for a judgement of its adequacy. The Director of the University Health Service may require additional evidence. If readmission is denied by the Dean, the student may use the appeal process described in *Appeal*, above.

Readmission to the Health Sciences Center

Students who have withdrawn or been suspended and who wish to be readmitted ordinarily must apply for readmission through the appropriate Health Sciences Center admissions office. In view of the enrollment pressures, applications for readmission should be filed at least two months prior to the academic period for which readmission is desired. If the student has attended another institution since leaving the Health Sciences Center, an official transcript must be submitted. Each School will determine readmission according to its established policies.

Notices to Students

Students who are the subject of warnings, probation, suspension, or termination will be notified in writing. The notice will indicate the action which has occurred to cause a change in status; the duration of the status or the response required to modify the status; whether there is an appeal mechanism and its time limits; and who should be contacted for further information. If suspension from a School is involved, the student will be advised of the date when he/she will become eligible for consideration for readmission.

Student Educational Records

The Family Educational Rights and Privacy Act permits current or former students to inspect and review their educational records. Students are

also accorded the right to a hearing in order to question the contents of their educational records. Written consent of students may be required before personally identifiable information about them will be released from their educational records as provided by law.

Specific guidelines and procedures are contained in PR-106, "*Compliance with Family Rights and Privacy Act.*" contained in the *Administrative Organization, Policies, and Procedures Manual* of the University. A copy of this manual is available in the Reference Room of the Melville Library.

After administrative remedies available at the University have been exhausted, inquiries or complaints may be filed with the Family Educational Rights and Privacy Act Office, Department of Education, 330 Independence Avenue S.W., Washington, D.C. 20201.

Equivalent Opportunity/Religious Absences

Some students may be unable to attend classes on certain days because of religious beliefs. Section 224-a of the Education Law provides that:

1) No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he/she is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day or days.

2) Any student in an institution of higher education who is unable, because of religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3) It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of religious beliefs, an equivalent opportunity to make up any examination, study, or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4) If classes, examinations, study, or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study, or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

5) In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any students because of their availing themselves of the provisions of this section.

6) Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the Supreme Court of the county in which such institution of higher education is located for the enforcement of his/her rights under this section.

7) As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of the State University of New York, or of the Board of Higher Education of the City of New York, or any community college.

Changes in Regulations and Course Offerings

Changes in academic regulations or course offerings will be communicated to students as soon as possible. Information in this *Bulletin* is subject to change for appropriate reasons.

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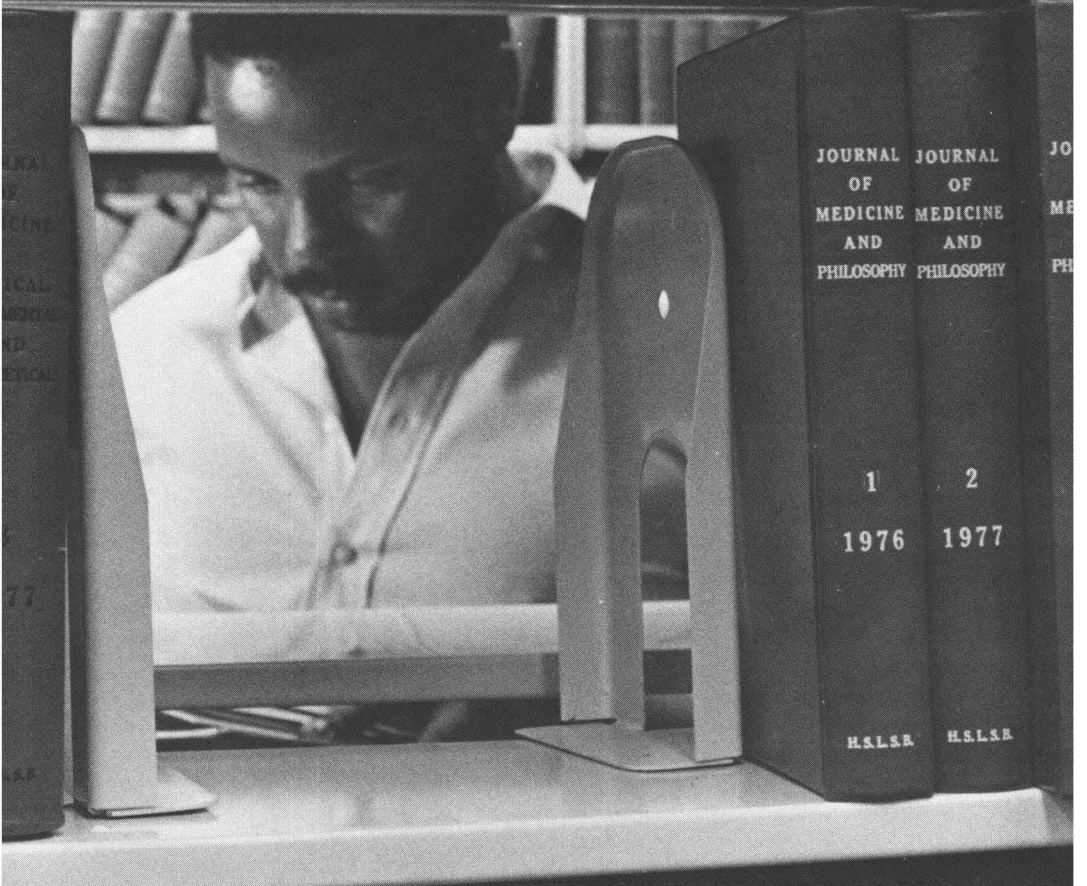
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School, Program, And Course Designations

The code letters given below are used to designate the various Health Sciences Center Schools and programs.

The first letter is always H for Health Sciences, the second letter indicates the School, and the third letter indicates either the program, the department, or the type of instruction.

The same code letters, when used as part of a course number, indicate the School and department giving the instruction.

School of Allied Health Professions

HAD	Medical Technology
HAH	Health Sciences Communications
HAP	Physician's Assistant Education
HAS	Allied Health Resources
HAT	Cardiorespiratory Sciences
HAY	Physical Therapy

School of Dental Medicine

HD	Dental Medicine
HDC	Children's Dentistry
HDH	Dental Health
HDI	Interdisciplinary Dentistry
HDM	Dental Medicine
HDO	Oral Biology and Pathology
HDP	Periodontics
HDR	Restorative Dentistry
HDS	Oral Surgery

School of Medicine

HBA	Anatomical Sciences
HBB	Biomathematics
HBC	Biochemistry
HBH	Pharmacological Sciences
HBI	Interdisciplinary Basic Sciences
HBM	Microbiology
HBO	Oral Biology and Pathology
HBP	Pathology
HBY	Physiology/Biophysics
HF	Fifth Pathway
HM	Medicine
HMC	Community and Preventive Medicine
HMK	Pediatric Medicine
HMM	Medicine
HMO	Obstetrics and Gynecology
HMP	Psychiatry

School of Nursing

HNC	Registered Nurse Baccalaureate Program
HNG	Graduate Nursing
HNI	Undergraduate Nursing

School of Social Welfare

HWC	Social Welfare
HWG	Graduate Social Welfare
HWU	Undergraduate Social Welfare
HWI	Social Welfare In-service
HWP	Social Welfare Part-time Graduate
HWT	Social Welfare Tutorial

Information About Fees, Living Expenses And Housing

Tuition and Fees

Registration is not complete until a student pays all fees and charges which are due and payable by the first day of classes unless properly deferred. Tuition and fees are based on the schedule printed below. All fees and charges are subject to change without notice.

ACADEMIC YEAR CHARGES

<i>Tuition for Full-Time Study</i>	<i>First Semester</i>	<i>Second Semester</i>	<i>Year</i>
<i>Undergraduates</i>			
N.Y. State Resident	\$ 525.00	\$ 525.00	\$ 1,050.00
Non-resident	\$ 875.00	\$ 875.00	\$ 1,750.00
<i>Graduates</i>			
N.Y. State Resident	\$ 850.00	\$ 850.00	\$ 1,700.00
Non-resident	\$ 1,092.50	\$ 1,092.50	\$ 2,185.00
<i>Professionals (Medicine and Dental Medicine)</i>			
N.Y. State Resident	\$ 2,150.00	\$ 2,150.00	\$ 4,300.00
Non-resident	\$ 3,150.00	\$ 3,150.00	\$ 6,300.00
<i>Tuition for Part-Time Study</i>			
<i>Part-Time Undergraduate</i>			
N.Y. State Resident	\$ 35.00 per credit hour		
Non-resident	\$ 58.50 per credit hour		
<i>Part-Time Graduate</i>			
N.Y. State Resident	\$ 71.00 per credit hour		
Non-resident	\$ 91.50 per credit hour		

General Fees

College Fee

Full-time student*	\$ 12.50	\$ 12.50	\$ 25.00
Part-time student (Per semester)			
credit hour	\$.85	\$.85	

Student Activity Fee**

Undergraduate full-time	\$ 45.00	\$ 35.00	\$ 80.00
Graduate	\$ 10.00	\$ 10.00	\$ 20.00

Housing (Double occupancy) \$ 550.00 \$ 550.00 \$1,100.00

Meal Plan (Optional) \$ 330.00—\$ 555.00 per semester
depending on which type of
meal plan is requested

Cooking Fee (All dormitory
residents not on Meal Plan) \$ 55.00 \$ 55.00 \$ 110.00

Late Registration Fee \$ 20.00

Returned Check Fee \$ 5.00

Lost I.D. Card \$ 3.00

Health Insurance (Optional) \$ 84.00

Transcript Fee (One at no charge) \$ 2.00 each

Advance Tuition Deposit (Applies
toward first semester
charges for freshmen
and transfers only) \$ 50.00

Advance Housing Deposit (Applies
toward first semester charges) \$ 75.00

Summer Session Charges***

Tuition

Undergraduate

N.Y. State Resident	\$ 35.00 per credit hour
Non-resident	\$ 58.50 per credit hour

Graduate

N.Y. State Resident	\$ 71.00 per credit hour
Non-resident	\$ 91.50 per credit hour

General Fees

College Fee \$.85 per credit hr.

Student Activity Fee \$ 15.00 per Summer Session
(undergraduates only)

Late Registration Fee \$ 20.00

*12 credits or more is full-time

**This fee set by the Undergraduate and Graduate student governments.

***HSC Summer Special Term is Module 9 and is comparable to Main Campus Summer Session for purposes of payment of tuition and fees.

Housing Fees

<i>Housing—Double Occupancy</i>	<i>Room Charge</i>	<i>Cooking Fee</i>
May 19–June 28	\$ 150.00	\$ 9.00
June 29–August 2	\$ 125.00	\$ 7.50
August 3–August 29	\$ 100.00	\$ 6.00

Fees and Charges

Payment

All fees and charges for a given academic period must be paid in full or properly deferred prior to the first day of classes. All checks must be payable to "SUNY at Stony Brook." Post-dated checks are not accepted. Payment can be made by credit card (Master Charge and VISA only).

Students making payment on or after the first day of classes, during the late registration period, or pre-registered students making payment after pre-billing due date, shall be required to pay a late registration fee of \$20. This fee may not be waived and is non-deferrable. The late registration period ends at the close of the second week of classes of each academic period.

Deferment

Students receiving awards provided by the State of New York, managed by the University, or payable to the University, may utilize deferment equal to the amount of the award. Documented proof of the award and the amount must be presented at time of payment to apply the deferment to the account.

When deferring bills, the student should present a notarized Power of Attorney card to the Bursar's Office. All deferments expire six (6) weeks after the first day of classes. Only tuition, room and board charges may be deferred. Deferment may be granted to students for the following types of awards:

1) *Tuition Assistance/Regents Scholarship Awards*: Students who have received a TAP/Regents award notice may obtain a deferment upon presentation to the Bursar's Office.

2) *Basic Educational Opportunity Grant*: Students will receive an award notice (Student Eligibility Report) from the federal government. This notice must be submitted to the Office of Student Services for approval. The approved student copy of the Student Eligibility Report must be submitted to the Bursar's Office to complete deferment.

3) *Veterans' Education Benefits*: Students who are eligible for veterans' benefits should obtain an application from the Veterans' Office. Incoming students who are veterans are advised to contact the Veterans' Office concerning veterans' benefits as soon as possible.

The 1972 G.I. Bill amendments provide for advance payment of up to two months of G.I. benefits to be available for the veterans upon registration, but in no case earlier than 30 days prior to the beginning of the

enrollment period. The advance payment check will be mailed directly to the University and held there for the veteran. Veterans will be notified directly by the Veterans Administration.

Deferment based upon veterans' benefits may be obtained by submitting to the Bursar's Office a copy of the Deferment form prepared and signed by the Stony Brook Office of Veterans Affairs. For veterans whose educational benefits are paid directly to the University, present an Eligibility Award Certificate from the Veterans Administration to the Bursar's Office.

4) *Office of Vocational Rehabilitation*: Deferment based upon Office of Vocational Rehabilitation benefits may be obtained by presentation of an award letter indicating the amount of the award and period covered from the Office of Vocational Rehabilitation. All such letters must be accompanied by a Tuition Assistance Award Certificate, if applicable.

5) *Private, Public, or Industrial Scholarships, Grants, Internships and Loans (Including Foreign Student Government Scholarships and Vocational Rehabilitation Grants)*: All students who can present notification of awards payable to the University or jointly payable to the University and the student in the above categories are eligible for an award credit equal to the amount of the award. In cases where the award is payable to the student or to the University and the student, the student will be required to complete a notarized Power of Attorney form to be presented at the Bursar's Office in order to receive an award credit.

6) *Health Sciences Center Awards*: All recipients of HSC scholarships and loans (i.e., Health Professions Loan, Nursing Scholarships) should submit a copy of their award letter from the Office of Student Services in the Health Sciences Center with their bill to complete their deferment.

7) *University Employment*: Graduate students employed on Teaching Assistant, Graduate Assistant, or Research Assistant lines may defer charges up to one-half of their semester salary.

Refund Policy

All requests for refunds must be submitted in writing to the Office of Student Accounts, State University of New York at Stony Brook, Stony Brook, New York 11794.

Pre-Enrollment Tuition Deposits

Each new student is required to pay an advance tuition deposit of \$50. Deposits for the fall semester are due May 1, or 30 days after admission is offered, whichever is later, and are applied against charges incurred by the student in the first semester. Requests for refunds will be granted under the following conditions:

1. If a student is admitted prior to April 1, the written request for refund must be received in the Office of Student Services by May 1. Those students admitted after April 1 must submit a written request for refund to the Office of Student Accounts within 30 days of admission.

2. If a student has enrolled in another SUNY institution and provides satisfactory proof of such enrollment to the Office of Student Accounts, a refund will be granted.

Housing Deposits

Each student is required to pay a \$75 advance room deposit when requesting a future room assignment; this deposit will be applied to the housing charges of the first semester. Refunds of the \$75 housing deposit will be made if the student applies in writing for the refund before July 1.

Tuition

The first day of class session, as published by the University, shall be considered the first day of the semester, quarter, or other term and Saturday of the week in which this first class session occurs shall be deemed the end of the first week for refund purposes. (Since campus offices are not open for business on Saturday, cancellations and withdrawal must be effected during the Monday through Friday office working hours.)

A student who does not attend any class sessions after Saturday of the first week and who notifies the Office of Student Services of any intent to cancel registration on or before the second Saturday following the first day of classes shall be deemed to have cancelled registration during the first week.

Certification of the effective date of withdrawal must be made by the Health Sciences Center Office of Student Services. A withdrawal card must be completed and returned to the Office of Student Services on the date of withdrawal. To expedite refunds the Student Accounts copy of the withdrawal card should be presented with the refund request.

No money shall be refunded for tuition unless application for refund is made within one year after the end of the term for which the tuition requested to be refunded was paid to the State University.

Students who withdraw from the University or part-time students decreasing their academic load shall be *liable* for payment of tuition in accordance with the following schedule:

<i>Liability During</i>	<i>Semester</i>	<i>Special Session</i>
First week	0	0
Second week	30%	70%
Third week	50%	100%
Fourth week	70%	
Fifth week	100%	

Exception for Military Service

There shall be no tuition or fee liability established for a student who withdraws to enter military service prior to the end of an academic term for those courses in which he/she does not receive academic credit. Acceptable proof must be submitted.

Room Fee

Once a student has registered and occupied a room, refunds will not be granted for room payments for that quarter. Exceptional situations are referred by the Office of Student Services to the Office of Student Accounts.

Meal Plan Fee

Meal Plan refund requests must be made in writing to the Faculty Student Association, Stony Brook Union.

Student Activity Fee

As determined by Polity (the undergraduate student government) and the Graduate Student Organization, full refunds will be granted if the student withdraws within the first two weeks of classes. No refunds will be granted for withdrawals after the second week of classes.

Cooking Fee

The cooking fee will be refundable if the student has enrolled in the Meal Plan. The amount of such refund is to be determined by University policy in effect at the time.

College Fee, Late Registration Fee, and Lost ID Card Fee

These fees are not refundable.

Refunds Caused by Overpayment or Processing Errors

Refunds of amounts paid will be made when a student overpays University fees or when the student pays fees which are erroneous.

Other Expenses

Education-Related Expenses

These include primarily the estimated costs of transportation to clinical facilities, of books and other instructional materials, and of uniforms. Education-related expenses for students in the Health Sciences Center average approximately \$1,000 for the academic year. More information can be obtained from the different Health Sciences Center Schools. Details on textbook costs can be obtained through the Health Sciences Center Bookstore, located on Level 2. Bookstore hours are Mon.-Thurs., 9:00 a.m.-5:00 p.m. and Fri., 9:00 a.m.-4:00 p.m.

Personal and Living Expenses

These will vary greatly depending upon the kind of living accommodations selected, personal spending patterns, size of family, etc. Basically, applicants should keep in mind that the Stony Brook vicinity is a high-cost area. It should be noted that the academic calendar for most Health Sciences students is 10 rather than 9 months. For medical and dental students it is 11 months, and for the Physician's Assistant Education Program it is 12 months.

Transportation

Public transportation for recreational use, for commuting between off-campus residences and the Health Sciences Center, and to clinical facilities is grossly inadequate. Therefore, students are advised to have private transportation available if possible. There is a parking structure adjacent to the Health Sciences Center. Rates are \$.50 per hour, \$3.00 per day, or \$15.00 per month. Free parking is also available in South

“P-Lot” for students. Bus service is available from South “P-Lot” to the Health Sciences Center and to other points on the campus.

Housing

On-Campus Housing

The University residence halls are arranged in complexes called quadrangles; each quadrangle normally accommodates approximately 1,000 students. Living arrangements include single rooms (limited number), double rooms and both four- and six-person suites. Every student is provided with a bed, bureau, study desk, chair and closet. Each residence hall contains public lounges, study areas, laundry and recreation facilities. Cafeterias operate in some of the quadrangles.

Cost

The rate for campus housing for double occupancy is \$550.00 per semester. There is an additional charge for on- and off-campus telephone service installed in a room. An advance room deposit of at least \$75.00 will be required to reserve a space.

Each student living on campus who does not participate in a pre-paid meal plan is charged an additional \$55.00 per semester cooking fee.

All campus housing rates are subject to change without prior notice.

Request for Campus Housing

Students currently enrolled in the Health Sciences Center and Stony Brook students who are applying to any of the Health Sciences Center programs for the following fall have an opportunity to select housing accommodations in the spring. Students newly admitted to the Health Sciences Center from other educational institutions will be given information on applying for on-campus housing at the time they are accepted; they may not request on-campus housing until they are admitted.

Questions concerning campus accommodations should be addressed to the Office of Residence Life, located on the first floor of the Administration Building, telephone number (516) 246-7006.

Off-Campus Housing

Many students prefer to live in off-campus housing. Clinical or field assignments may have a bearing on where a student chooses to live. The Health Sciences Center Schools do not provide free housing at clinical sites for students.

Those who choose to seek off-campus accommodations should begin looking as early as possible. Off-campus housing is generally not within walking distance; it is also relatively scarce and expensive. Rentals of apartments or houses for less than \$200 a month are difficult to find. Most rentals require a nine - or twelve-month lease.

The University's Off-Campus Housing Office lists rentals within a 20-mile radius of the campus. The office is open from 10:00 a.m. to 4:00 p.m. Monday through Friday; it is located on the third floor of the Administration Building.



Financial Assistance

Financial aid for Health Sciences Center students falls into three major categories: programs administered by off-campus agencies to which the student applies directly; special funds administered by the Health Sciences Center, and campus-based programs administered by the campus Office of Financial Aid. In all cases, the Health Sciences Center Office of Student Services acts as liaison between the student and the agency involved by providing relevant information, assisting with application forms, forwarding pertinent documentation, and coordinating the award process. The first contact for a Health Sciences Center student interested in applying for financial aid should be the Office of Student Services in the Health Sciences Center.

ALL FINANCIAL AID PROGRAMS ARE BASED SOLELY ON FINANCIAL NEED. A student's financial need is determined by comparing the yearly costs of attendance at Stony Brook with the student's resources. These resources may include family contribution, savings from summer earnings, social security, veterans' benefits, earnings from employment, student savings, and funds from scholarships and loans, other than those administered by the Main Campus and the Health Sciences Center.

Special Funds for Health Sciences Students

Dental and medical students may qualify for a number of loan and scholarship programs such as the Exceptional Need Scholarship for first year students, the Health Professions Loans, the Regents Scholarship for Professional Education, and the State University Tuition Waivers. Information about these and other funds can be obtained at the admissions offices of the School of Dental Medicine and the School of Medicine.

Undergraduate nursing students may be eligible for the Nursing Loan and the Nursing Scholarship administered by the Office of Student Services. Information on application procedures and eligibility requirements is available at the Office of Student Services.

Graduate nursing students may be eligible for Graduate Nurse Traineeships from the Division of Nursing, Health Resources Administration, Public Health Service. Students who specialize in mental health may be eligible for Mental Health Nurse Traineeships available from the National Institute of Mental Health. Some teaching and graduate

assistantships are also available. Graduate nursing students can also apply for the Nursing Loans and Scholarships administered by the Office of Student Services.

Graduate social welfare students may qualify for a limited number of teaching assistantships at the discretion of the School of Social Welfare. Some grants and stipends are also available to students in exceptional need. For information contact the School of Social Welfare's Office of Student Affairs.

Off-Campus Programs of Financial Aid

Tuition Assistance Program (TAP)

This state-funded grant is for full-time matriculated graduate and undergraduate New York State residents. Awards from this program apply only toward tuition. Maximum awards are the full cost of tuition and college fee for undergraduate students and are \$300 per semester for graduate and professional students.

The applicant must complete and send the Student Payment Application to the New York State Higher Education Services Corporation in Albany by early summer. (The application process takes at least two months.) The TAP agency will mail an award certificate to the student's permanent address indicating the amount of the award. This certificate must be presented to the Bursar's Office at the time of payment to defer the amount of tuition equal to the amount of the TAP award (See "Deferment," page 43 of this *Bulletin*.)

Pell Grant—Basic Educational Opportunity Grant (BEOG)

Funded by the Federal government, this grant is available to full or part-time (6 or more credits per semester) matriculated undergraduate students.

The applicant should send the completed BEOG application to the Iowa Processing Center by early summer. (Application process takes at least one month.) After processing, BEOG will mail a "Student Eligibility Report" to the student's permanent address. All three copies of this document must be mailed to the Health Sciences Center Office of Student Services for certification. After certification and calculation of the award, the student will receive a copy of the "Student Eligibility Report" that may be used for deferment against his/her University bill at the time of payment.

New York State Higher Education Service Corporation Loan (NYSHESC)

This loan program is for New York State residents only. Students must be matriculated for a least 6 credits per semester. Maximum yearly amounts for full-time study are \$2,500 for dependent undergraduates, \$3,000 for independent undergraduates, \$5,000 for graduates, and \$7,500 for dental and medical students. Applications are available at any participating bank or credit union. The application process takes approximately 6 to 8 weeks.

If not a resident of New York State, a student may apply for the Guaranteed Loan Program in his/her home state.

Veterans' Benefits

Eligible students must file with the Office of Veterans Affairs, 132 Humanities Building, Main Campus. This office will assist in the procedure of notifying the Veterans Administration of the student's change in schools.

Campus-Based Programs of Financial Aid

These programs are processed by the Main Campus Office of Financial Aid after referral of students' files by the Health Sciences Center Office of Student Services.

National Direct Student Loan (NDSL)

This loan is funded by the Federal government, based on financial need, for *graduate and undergraduate students*. Repayment begins six months after graduation or leaving college for other reasons. A student may be allowed up to 10 years to repay the loan. During the repayment period the student will be charged four per cent of the unpaid balance of the loan principal. (*Note: Nursing students are not eligible for this loan.*)

Supplemental Educational Opportunity Grant (SEOG)

This grant is funded by the Federal government for *undergraduate students* with exceptional financial need. If a student received this grant at a previous college, he/she must submit a "Financial Aid Transcript" from the college's financial aid office.

College Work Study Program

This part-time work program is based on financial need. Maximum number of work hours is 15 hours per week. Graduate and undergraduate students are eligible to apply.

Student Employment

The Stony Brook program of employment is only for undergraduate students; it should not be confused with the College Work Study Program. It has different application forms, hourly rates and time periods.

Application Procedure

Students interested in applying for any of the special funds for Health Sciences Center students and/or the campus-based funds must complete two (2) application forms as follows:

- 1) The Financial Aid Form (FAF) produced and analyzed by the College Scholarship Service in Princeton, New Jersey and
- 2) The Institutional Application for Financial Aid produced by the Health Sciences Center at Stony Brook.

Both forms are available at the Office of Student Services.

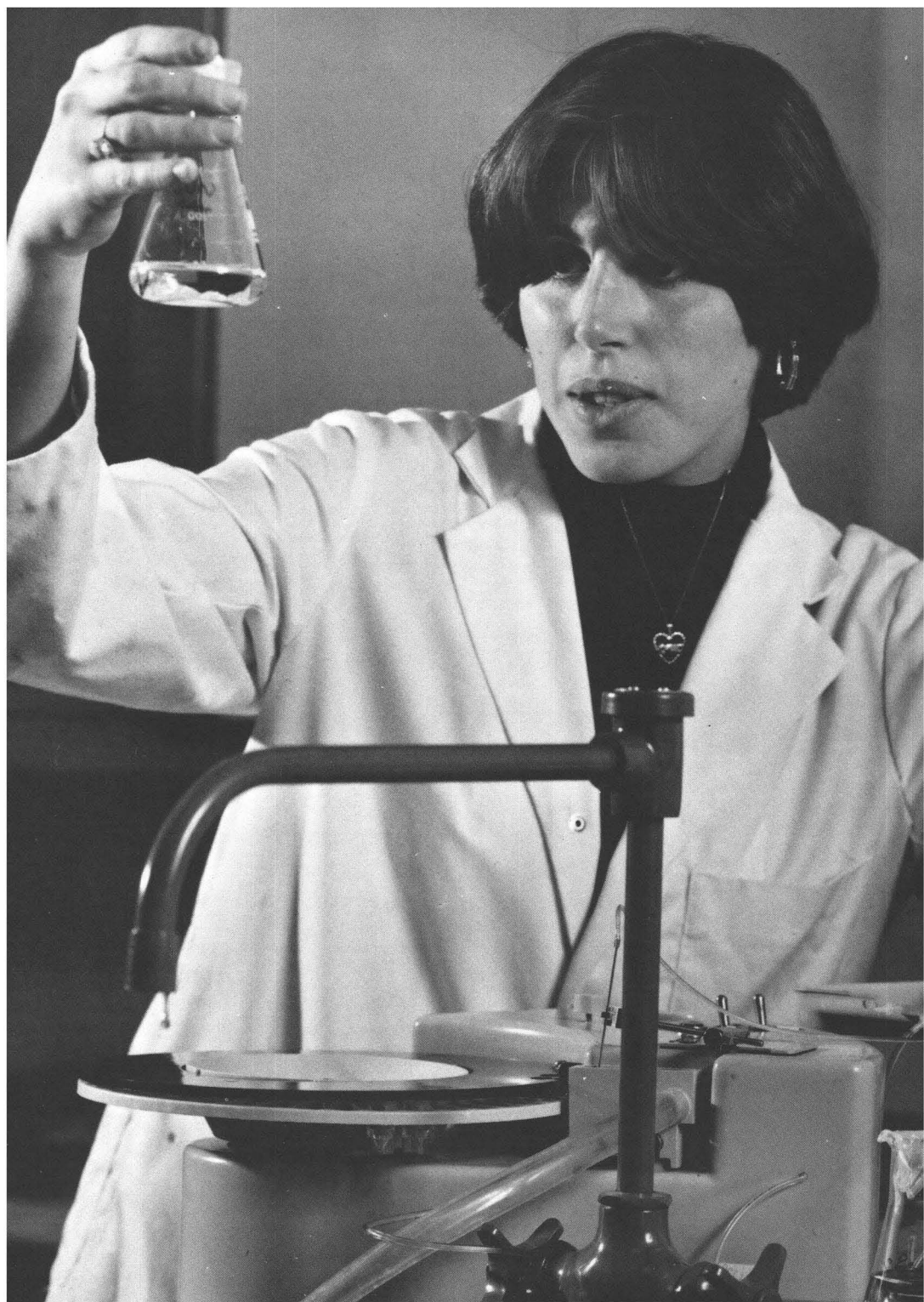
All financial aid programs require students to apply each year by the established deadline, usually February 1st. Information on deadlines for

applications and assistance on financial aid is available at the Office of Student Services.

Further Information

More detailed information on programs of financial assistance can be found in the 1981-83 *Undergraduate Bulletin*.





School of Allied Health Professions

Dean: Edmund J. McTernan

Associate Dean: Robert O. Hawkins, Jr.

Assistant Dean: Martin H. Rosenfeld

Assistants to the Dean: Joan M. Kenny, Eleanor Kra

Director, Continuing Professional Education: Elaine Freidman

About the School of Allied Health Professions

The complexity of high quality, modern medical care requires so many kinds of knowledge and skills that a large team—rather than any one individual or single professional group—must be called into action to provide the best possible health care for our contemporary society. In the modern medical center, as many as 125 different kinds of health-related specialists stand ready to utilize their skills and knowledge.

More than 40 distinct and different categories of health professionals have joined the physician and the nurse on this modern health care team. Each has a special set of competencies applicable to individual or social health problems. In the practice of their specialties, all allied health professionals work in a colleague status with physicians and nurses. Historically, different allied health professions originated in the patient care area; early training for each specialty was obtained on the job. Within recent years, the concept of the School of Allied Health Professions as a separate but integral part of the Health Sciences Center concerned with the education of these various specialists has arisen. The School of Allied Health Professions provides an environment in which expertise and resources can be consolidated towards the goal of more effective and more efficient education of several allied health profession groups, with the added advantage of providing opportunities to help the graduates understand their role in the context of total health care, rather than within the narrow limitations of their unique field.

Faced with an almost overwhelming challenge in terms of the great numbers of allied health personnel needed now and in the future, schools of this genre across the nation have tended to respond in more innovative ways than other kinds of institutions not faced with a similar challenge. It is almost a generic characteristic of these schools to focus first on the questions of social and educational relevance, rather than upon academic tradition and custom. The School of Allied Health Professions at the Health Sciences Center, State University of New York at Stony Brook, is no exception.

Admission to the School of Allied Health Professions may be gained by candidates with different kinds of academic backgrounds. Ordinarily, students enter after gaining two years of college credit on the main campus at Stony Brook, in other universities, colleges or community colleges. Specific course requirements for admission have been kept to a minimum to permit flexibility. In general the question asked is, "Is this candidate able to carry the academic load of the junior year in the school?" Program curricula include special prerequisite requirements because of the requirements of accrediting bodies outside the University. Counseling is available to former service corpsmen, to health care personnel in lower level jobs, to adult students, and to others in need of this kind of assistance.

The School is organized into five departments: Allied Health Resources, Cardiorespiratory Sciences, Medical Technology, Physical Therapy, and Physician's Assistant Education.

One graduate program leading to a Master of Science in Health Sciences and four undergraduate programs leading to a Bachelor of Science with certification in a specific professional field are offered by the School. The undergraduate programs are planned over a two-year period covering the junior and senior years.

The following programs are offered in the School during the 1981-82 academic year:

Department of Allied Health Resources

Program in Health Sciences (M.S. degree)

Department of Cardiorespiratory Sciences

Program in Cardiorespiratory Sciences (B.S. degree)

Department of Medical Technology

Program in Medical Technology (B.S. degree)

Department of Physical Therapy

Program in Physical Therapy (B.S. degree)

Department of Physician's Assistant Education

Program for Physician's Assistant Education (B.S. degree)

Students in the baccalaureate programs pursue core and elective curricula, as well as the courses required for competence in their specific professional field, so that graduates have the benefit of broad orientation to the health field, to the life and behavioral sciences, and to research which the core and elective program provides.

Goals and Objectives

The School of Allied Health Professions is committed to:

The cultivation of the health sciences as university disciplines. The School cannot fully anticipate the future in health care and prepare for it without the most intimate relationship with the biological sciences, humanities, social sciences, and other professional schools in the University. How to make the resources of a School of Allied Health Professions available to all University disciplines is a major concern today. In this effort, the School of Allied Professions has the advantages of physical proximity, concurrent growth, and cooperative planning with the Center and the University.

Unity and cooperation in the health professions. Optimal health care delivery necessitates communication and a precise definition of functions among the steadily increasing areas of allied health professions. Too often each health profession has approached the care of the patient in isolation. The School considers it essential that medicine, dental medicine, nursing, and allied health professions develop their education and service programs conjointly.

Expanding opportunities for cooperative interaction with the community by making the educational, research, and service resources of the School readily accessible to the community. The School also intends to make available to the professional community its resources for continuing education, specialized consultative personnel and physical facilities in order to support and maximize the delivery of health care to the surrounding area.

Maximizing the contribution of allied health professions in the provision of comprehensive patient care. The School, in collaboration with other units of the Health Sciences Center, must also deal directly with the question of designing and operating new models of patient care with sensitivity to the needs and problems of the health consumer.

Promoting innovation in the educational process and in the curricula of every program. Approaches utilized are a core curriculum, continuing clinical experience interdisciplinary seminars and visual aids.

Continuing education in all the health professions, which is essential for updating knowledge and technical skills mandated by continuous scientific and medical progress.

Maintaining the human and compassionate aspects of health care in the highly technical systems of health care now emerging. In the education of health professionals within the School, the role of the patient as an active participant in the provision of comprehensive health care is viewed as complementary to the fullest restoration of health.

The recruitment and admission of minority students within its programs, recognizing that social and economic barriers continue to limit the entry of minorities to the health professions. Further, the School is committed in both concept and practice toward the employment of the most qualified faculty without regard to age, sex, or ethnic or racial backgrounds.

Undergraduate Admission

Students seeking admission to the undergraduate programs of the School of Allied Health Professions, either from the general program at Stony Brook or from other institutions, must be specifically accepted to the School and to the program they have selected.

Requirements for Entrance

General admission requirements for candidates to the four baccalaureate programs of the School are: a cumulative average of 2.5, and completion of 57 semester hours of credit including three credits in English composition, 6–8 credits in natural sciences, 6–8 credits in social and behavioral sciences, and 6–8 credits in arts and humanities. (See page 27, *Requirements for the Bachelor's Degree*, for lists of specific areas of study to satisfy these requirements.) Transfer credit is given for course work completed with grades of C or better. Applicants are also required to take the Allied Health Professions Admission Test given by the Psychological Corporation located at 304 East 45th Street, New York, N.Y. 10017.

Specific programs have additional requirements. *Please check the admission requirements for entrance to the specific program to which admission is sought.* Refer to the section entitled "Health Sciences Center Admissions" at the beginning of this *Bulletin* for application information.

There is no restriction regarding the amount of time taken to complete the required credits although most students do so in two to three years.

Selection Factors and Procedures

Programs within the School base selection of students on several factors. Experience in the particular field or in the health care system, evidence of ability to succeed academically, and demonstrated concern for human beings are considered as primary selection factors. These factors are judged by letters of recommendation, personal interviews, transcripts, and by personal statements from the applicants.

Admission to the School is determined by the School's Admissions Committee, which is composed of a faculty representative from each department and two student representatives. The Admissions Committee of each program reviews the candidates' transcripts, records, and application form, conducts interviews, and makes recommendations to the School's Admissions Committee. Offers of admission are made in order of merit; although applicants may meet minimum admission requirements, they might not be offered admission since places are limited by available space.

Insurance

Students admitted to the School are required to purchase liability insurance prior to participation in clinical assignments. (Approximate cost is \$12 to \$15 per year.)

Clinical sites also require students to have proof of health insurance before beginning clinical rotations. It is the individual student's responsibility to arrange appropriate coverage.

Physical Examination and History

Documentation of satisfactory health status prior to beginning classes is required. Documentation must include a health history and physical examination report, completed by a licensed physician (M.D. or D.O.), Registered Physician's Assistant, or Registered Nurse Practitioner, completed not earlier than six months prior to entry into the School, and a report of Chest X-Ray or Patch Test for Tuberculosis, completed within the same time period. A note certifying to completion of the examination is not acceptable; a complete examination report is required. This documentation is submitted to the Health Sciences Center Office of Student Services and is forwarded to the University Health Service as part of the student's health record. The School requires an additional health report at the beginning of the senior year.

Graduate Admission

Candidates for admission to graduate study are expected to hold a bachelor's degree from a recognized institution of higher learning. A "B" average in undergraduate study will be required for admission to the graduate program; however, other factors indicating competence and promise will be taken into consideration, including letters of recommendation, personal interviews, and personal statements by the applicant. Students with an unsatisfactory academic history who show evidence of ability in other ways may petition for conditional admission, in order to gain an opportunity to prove their ability to successfully carry the course work in the first term of graduate study in the School.

The Master's Program in Health Sciences is offered on either a full-time or part-time basis, with the number of candidates accepted strictly limited to permit close student faculty interaction. In addition to holding an acceptable baccalaureate degree, each candidate must hold appropriate professional status (*i.e.* registration, certification, or licensure) in a health field, and have practiced in that field for at least one year on a full-time basis (or the equivalent in part-time practice). Candidates must indicate an intention to pursue their careers as teachers, supervisors, or researchers in the health professions.

For application procedures, see the section entitled "Health Sciences Center Admissions" at the beginning of the *Bulletin*.

Academic Information

Academic counseling is available to students of the School. Program faculty will provide academic counseling upon request.

Financial aid, part-time employment, etc. is sometimes available in limited amounts. A small amount of such support is available *only* to students in specified programs in the School, and limited special support is available from time to time to students of the several Schools of the Health Sciences Center. In addition, students may qualify for some of the general support programs administered by the University. For advice and detailed information, an appointment should be made with the Office of Student Services, Health Sciences Center. (See the "Financial Assistance" section of this *Bulletin*.)

Academic Standing

The School of Allied Health Professions recognizes the necessity for knowledge as well as superior behavioral, ethical, and clinical standards. Students are evaluated on knowledge, professional competence and skill, adherence to professional codes of ethics, sensitivity to patient and community needs, ability to work with and relate to peers and other members of the health care team, attitude, attendance, punctuality, and appearance. Students who do not demonstrate these important qualities may be subject to a warning and subsequently to probation. These standards foster the team concept of health care delivery and have been established to protect the rights of the patients and communities served by the Health Sciences Center.

Undergraduate students must maintain an overall grade point average of 2.0 and a 2.5 minimum average in required *professional* courses, to remain in good standing. Any student who earns a grade point average below 2.0 overall or 2.5 in professional courses will normally be placed on probation for the following period, and terminated if his/her average does not attain those levels at the end of the probationary period. Graduate students must maintain an overall grade point average of 3.0 to remain in good standing. Normally, no student on probation will be permitted to participate in the required periods of full-time clinical practice. Specific programs may have additional academic criteria or requirements. Please refer to individual program sections for details.

Dean's List

A Dean's List of superior undergraduate students is compiled at the end of the fourth and eighth modules of each academic year. To be eligible for the 1981-82 Allied Health Professions Dean's List, students must be matriculated full-time in a baccalaureate program of the School and have a grade point average of at least 3.60 for seniors or 3.45 for juniors.

Academic Dishonesty

Academic dishonesty shall be defined as misrepresentation of authorship or in any fashion falsifying part or all of any work submitted or intended to be submitted for academic credit. Such misrepresentation or falsification includes but is not limited to the use of supportive documentation, mechanical aids, or mutual cooperation not authorized by the faculty.

The principles of academic dishonesty also apply to those courses taken during the clinical or internship phases of any program which are taken for credit or otherwise required for completion of a program. Owing to the critical nature of such requirements and student responsibility for the welfare of patients and institutions providing medical care, academic dishonesty is further defined to include the falsification of patient or institutional records, knowingly violating accepted codes of professional ethics, or knowingly engaging in activities which might endanger the health or welfare of patients or resident institutions.

The penalty for any substantiated act of academic dishonesty is immediate termination of the student's matriculation in the School.

Appeals of Probation or Termination

Students may appeal probation or termination by requesting reconsideration of this decision by the Dean.

Classification of Students

A student must have earned a minimum of 57 semester hours of credit to be considered a third-year student, and therefore acceptable for the professional program of the School. A minimum of 85 such credits is required for fourth-year standing. Less-than-full-time study is permitted, through part-time non-matriculated student status, for persons already employed in the health care system and for others with special needs or interests. Approval of part-time non-matriculated student status must be obtained from the Office of the Dean of the School.

Mathematics courses are not specifically required for admission; however, a reasonable command of general mathematics through trigonometry will be necessary for success in the academic program of the School. The Allied Health Professions Admissions Test includes a portion on mathematics. In addition, a basic mathematics diagnostic test is given to all new students during orientation. Students who do not achieve a satisfactory score are required to complete a mathematics review course during the first two modules of the junior year.

All other academic regulations in effect at Stony Brook, and in the Health Sciences Center, ordinarily apply to students of this School. Consult the section entitled "Academic Regulations and Procedures" at the beginning of this *Bulletin* for further information.

Recommended Freshman and Sophomore Curricula

It is the general policy of the School to avoid to the greatest extent possible specific prerequisite course requirements. The purpose of this policy is to permit the greatest possible flexibility in evaluating the records of candidates for admission. Emphasis is placed upon the extent to which the student is prepared through training and experience to pursue the program.

It is recommended that the student interested in a career in the allied health professions choose a sufficient number of courses in the physical and natural sciences to develop a broad understanding of these fields of study. A spectrum of courses in the social and behavioral sciences is also recommended.

In the case of a few curricula, rigid accreditation criteria force the School to specify special prerequisite course work. Prospective students should consult the information which is given in subsequent pages of the *Bulletin* relating to the particular curriculum in which they are interested for special recommendations or prerequisite requirements.

Programs in the School have certain prerequisites which dictate the selection of particular courses in the freshman and sophomore years. These are listed as "admission requirements" under the heading for the specific program in the following pages.

Faculty members of the School are available to serve as advisers to freshmen and sophomores who aspire to programs in the School of Allied

Health Professions. Consult the Office of the Associate Dean for assistance in acquiring a faculty adviser. Undergraduate students interested in applying to an upper division program are encouraged to seek faculty advisement early.

Core and Elective Curricula

In addition to the specific professional program required for qualification in their fields, all students registered for the undergraduate programs of the School will take the following core program *and* no less than four (4) credits of electives, or demonstrate equivalent knowledge:

	<i>Credits</i>
HBP 310 Pathology	3
HAS 300 Issues in Health Care	1
HAS 335 Medical Ethics	1
HAS 350 Introduction to Statistics	2
HAS 400 Team Approach to Health Care	2

The four required credits from the following elective courses will be completed according to program advisement:

HAS 306 Human Sexuality	2
HAS 320 Nutrition	1
HAS 329 Patient Education	1
HAS 332 Management Concepts for Allied Health Professionals	2
HAS 333 Group Dynamics	1
HAS 351 Research Design	1
HAS 393 Caring for the Elderly	1
HAS 430 Health Economics	1
HAS 490 Research Tutorial	2

Academic Calendar

The School of Allied Health Professions is one of the few schools within the University system that is faced with the need to concurrently meet the requirements of academic validity and professional criteria at the undergraduate level. These mandates, joined with the geographic problems incurred in obtaining suitable clinical experience in the Long Island area, make adherence to the usual academic calendar an impossibility. In order to meet these professional needs without totally preventing potentials for student involvement with other units of the campus, a special calendar has been developed. This calendar provides for modules of five weeks in length; courses consist of one, two, three, or more modules as determined by the academic faculty.

Clinical Resources

Long-range plans anticipate heavy utilization of University Hospital for clinical instruction of students in the programs of the School. In addition, there will be intensive student instruction at the clinical campuses associated with the Health Sciences Center. Other sections of this

Bulletin describe University Hospital, and detail shared resources. In addition to these resources, which now exceed 2,000 beds, the School negotiates affiliation arrangements with other clinical facilities for use in student instruction.

Each program director is free, in consultation with the Dean, to select and use those clinical resources which will provide the best possible range and quality of instruction for students. Therefore, not all programs necessarily send students to any one hospital. Each program director can provide, upon request, information about current arrangements for clinical instruction for his/her student group.

EACH STUDENT IS PERSONALLY RESPONSIBLE FOR ARRANGING HIS/HER OWN TRANSPORTATION TO AND FROM CLINICAL ASSIGNMENTS.

Graduation and Degree Requirements

Candidates for the Bachelor of Science Degree

Candidates must have earned a minimum of 120 semester hours of credit (including credit granted for proficiency examinations, etc.), with a grade point average of 2.0 during the junior and senior years of study. (Refer to "Requirements for the Bachelor's Degree" in this *Bulletin* for a complete description.)

All candidates for graduation must complete the general degree requirements, School, core, and elective curricula and specific program requirements.

Candidates for the Master's Degree

A minimum of 36 semester hours of graduate study is required, at least 30 of which must be completed at Stony Brook. A cumulative grade point average of 3.0 (B) is required for graduation; the minimum passing grade is 2.0 (C). See program descriptions for specific requirements.

Residence

Degree requirements which prescribe academic residence may be in conflict with the patterns of academic study and clinical practice under some programs. Any approved alternate method of satisfaction of these requirements will be described under the program.

Courses

Courses offered by the School are intended for matriculated Allied Health students only. However, those marked with the symbol * are open on a limited basis, with permission of the instructor, to other students. Priority is given to Health Sciences Center students.

Some courses offered by the School are open to *part-time non-matriculated students*. To obtain specific information about or an application for part-time, non-matriculated status, write to the Coordinator for Part-Time, Non-Matriculated Students, Dean's Office, School of Allied Health Professions, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, New York 11794.

Continuing Professional Education

The School of Allied Health Professions recognizes a strong responsibility to serve as a resource and information center for practicing allied health professionals. The School sponsors many continuing professional education activities, which are an integral part of the School's program.

To respond to the needs of the professional constituency, programs may be scheduled in the late afternoon, evening, or on weekends and may be located on campus, in the community, or at remote locations. They are offered in intensive workshop or extended course format.

DEPARTMENT OF ALLIED HEALTH RESOURCES

Acting Chairman: Rose Walton

Professors: James Brindle (Emeritus), Edmund J. McTernan, Peter Rogatz, Ursula C. Schwerin, H. Barry Waldman.

Associate Professors: Ruth E. Baines, Warren L. Balinsky, Michael S. Elliott, Sidney Feinberg, Sanford M. Gerstel, Bruce A. Gould, Robert O. Hawkins, Jr., Robert Markowitz

Assistant Professors: Elizabeth G. Armstrong, Robert G. Becker, Robert C. Brice, Thomas H. Cranshaw, James J. Culhane, Ruth P. Cusack, Martin Dawson, Albert Dicker, Thomas W. Egan, Joseph K. Fitzpatrick, Francis Fosmire, Lawrence H. Gold, George Goldberg, Arnold H. Goldstein, Theodore A. Jospe, Martin Karris, Alan M. Leiken, Stanley J. Masiak, Jane Porcino, Rajeshwar Prasad, Murray Rimmer, Alan Rosenblut, Edmund A. Schwesinger, Jr., Blossom Silberman, Rose Walton, Robert Wild

Instructors: Della M. Ambrogi, Annette Choolfaian, Edward L. Feldman, Elaine L. Friedman, Joseph A. Levi, Robert S. Lord, Gerald Mazzola, Roger V. Phelps, John Sherman, Leon F. Teramo

Lecturer: Abigail November

This department offers core and elective courses for the School's four undergraduate programs; provides instruction leading to the degree of Master of Science for health professionals interested in research, teaching, or supervision; and administers the Gerontology Project and other special programs for allied health professionals.

Program in Health Sciences Leading to the Degree of Master of Science

This program is open to qualified health professionals who wish to pursue careers in teaching, supervision, or research within their own professional fields.

Admission Requirements

In addition to the graduate admission requirements for the School of Allied Health Professions, all candidates must submit Graduate Record Examination or Miller Analogy Test scores.

Program Requirements

Candidates must complete a minimum of 36 credits and satisfy the specific interdisciplinary, track, and internship requirements described below. Courses are chosen with program advisement and approval.

Interdisciplinary: Candidates must successfully complete courses to show understanding and competence in the following areas: medical care delivery, written communication, research methodology, and interpersonal skills

Track: Candidates must select a specialty track of teaching, supervision, or research and complete 14 track credits.

Internship: Candidates must complete a 12-credit internship/practicum. A committee of three persons, chosen by the candidate with the program director's approval, will review the candidate's internship/practicum and meet with the candidate to evaluate the experience.

Thesis: With permission of the program director, a master's thesis may be completed for 4 to 6 credits in lieu of a portion of the internship/practicum or electives. Research track candidates are encouraged to complete a thesis.

Gerontology Project

Project Director: Edmund J. McTernan

Coordinator: Jane Porcino

With the support of a grant from the Division of Allied Health Manpower, Bureau of Health Manpower Education, National Institutes of Health, the School of Allied Health Professions is conducting a gerontology project. This project is expanding gerontological instruction in the School's curricula by offering courses and lectures about the generic health and social service problems experienced by elderly persons. Courses are open to students enrolled in the Health Sciences Center and the University. Special courses offered under the auspices of the School's continuing education program are open to matriculating and non-matriculating students, the elderly and other consumers.

Courses

HAS 151 Preparation for Statistics

Arithmetic, algebra, exponents, and graphing needed for elementary statistics. Requires permission of the instructor, whose decision will be based on results of a preliminary diagnostic test.

1 credit, Modules 1-2, Professor Fox

***HAS 300 Issues in Health Care**

Examines major issues influencing health care delivery. Emphasis on analysis of significance of these issues to the allied health professions. Organization of the delivery system, professional roles, quality control, cost controls, health agencies and alternative delivery models, consumer lifestyles, and health statistics are included.

1 credit, Modules 1-2, Dr. McTernan

HAS 306 Human Sexuality

Presents psychosexual development, sex myths, male and female sexual behavior, paraphilia, alternate life styles, contraception and venereal disease, sexual dysfunction, and sex therapy in a lecture-discussion group format. Limited to 30 students; admission by permission of instructor.

2 credits, Modules 1-2 and Modules 5-6, Professors Hawkins and Silberman

***HAS 320 Nutrition**

Introduces human nutritional needs and the changing requirements during the life cycle. Explores controversies surrounding nutrition.

1 credit, Modules 1-2, Ms. November

***HAS 329 Introduction to Patient Education**

Provides an overview of the concept of patient education. Considers current trends and related research regarding the planning of patient education programs in hospitals and other health care organizations.

1 credit, Modules 1-2, Dr. Gould

***HAS 332 Management Concepts for Allied Health Professionals**

Coping with bureaucracies as agent, participant, and consumer Consideration of the human dimensions of personnel, financial and materials management as related to the service functions of health agencies.

2 credits, Modules 5-6, Professor Jospe and SAHP Faculty

***HAS 333 Group Dynamics for Health Professionals**

Assists students in improving interpersonal interactions. Through structured exercises, principles of interpersonal relations and group dynamics are illustrated. Specific attention to health-related work experiences.

1 credit, Modules 1-2, Dr. Walton

HAS 335 Medical Ethics

Examines ethical and legal considerations in health practice including health law, consent, malpractice, regulation of health practice, professionalism, professional codes of ethics, and ethical dilemmas.

1 credit, Modules 5-6, Dr. Pollack

***HAS 350 Introduction to Statistics**

Discusses elements of biostatistics, graphs and tables, descriptive statics, probability, populations of samples, normal distribution, hypothesis testing, and computers.

2 credits, Modules 3-4, Dr. Leiken

***HAS 351 Research Design**

Basic elements of a research design, including confidence intervals, sampling procedures, analysis of data, types of research, literature searches, hypothesis statements, term definition, variable control, report writing.

Prerequisite: HAS 350 or permission of instructor.

1 Credit, Modules 5-6, Dr. Leiken

***HAS 393 Caring for the Elderly**

An interdisciplinary course introducing students to gerontology. Emphasis on sensitivity to the health and sociological issues unique to the geriatric person.

1 credit, Modules 1-2 and Modules 5-6, Dr. Porcino

HAS 399 Allied Health Independent Study

A course of study providing students in the School of Allied Health Professions with the opportunity to undertake independently a special project involving advanced readings, reports, discussions, research, or special course work on topics or problems of his/her choosing, with the guidance of an assigned faculty member. Projects must have the approval of the Academic Standing Committee of the School of Allied Health Professions prior to registration.

Variable credits 1-6, Modules 1-3 and Modules 4-6, SAHP Faculty

HAS 400 Team Approach to Health Care

Multidisciplinary groups of allied health professions students observe and critique the team approach to health care, including performance of patient evaluation and treatment planning as well as analysis of treatment plans provided by various health agencies. Emphasis on an overview of the current state of health care teams and community resources. Designed to increase written and oral communication skills through an analysis of the organization of the health care system.

Prerequisite: HAS 300.

2 Credits, Modules 5-6, Dr. McTernan

***HAS 430 Health Economics**

Introduces basic economic concepts as they relate to the economic issues existing in the health field. Analyzes issues such as labor shortages and productivity, consumer demand, hospital inflation, and the impact of insurance on costs and utilization of health services. Emphasis on cost-benefit analysis as a useful tool when allocating resources and considering alternative delivery systems in the health field.

1 credit, Modules 1-2, Dr. Leiken

HAS 490 Research Tutorial

Each student will conduct an original research project.

Prerequisite: HAS 351.

2 credits, Modules 5-8, Dr. Leiken

***HAS 505 Human Sexuality: Attitudes**

Presents issues related to sexual mores and folkways in contemporary life, including premarital and extramarital relations, conception and contraception, homosexuality, heterosexuality, transexuality, and venereal disease as a personal and public health problem. Permission of the instructor required during the previous semester. Open to CED students.

3 credits, Spring Semester, Professor Hawkins

***HAS 507 Clinical Nutrition**

Explores nutrition as an integral part of the disease process (in etiology as well as treatment) particularly in such major degenerative diseases as cancer, diabetes mellitus, hypertension and ASHD. Students will identify individuals and groups most at risk for the development of these disorders. Preventive education is stressed and students will also integrate basic nutritional concepts, physiological and psychological factors for total care of the individual.

Prerequisite: Basic course in nutrition, biochemistry and/or physiology recommended. Permission of instructor required.

3 credits, Spring Semester, Ms. November.

***HAS 510 Community Resources for the Elderly: Implications for Health Practitioners**

An interdisciplinary course which explores basic community services available to the elderly on the federal, state, and local levels, and examines new and innovative programs. Students interview persons over 60 and visit facilities for the elderly. Open to all undergraduate and graduate students with permission of the instructor.

3 credits, Spring Semester, Dr. Porcino

***HAS 512 Biology of Aging**

A multidisciplinary course which focuses attention on the biological changes, both anatomical and physiological, in the aging individual. Presents lectures and discussion by authorities in gerontology, biology and pathology.

3 credits, Spring Semester, Dr. Porcino

***HAS 515 Measurement and Evaluation in Health Professions Education**

Explores issues of measurement and evaluation in educational institutions. Emphasizes approaches to testing, types of instruments, reliability, validity, and item analysis, and examines methods and approaches to evaluation of research.

2 credits, Modules 1-2, Dr. Armstrong

***HAS 518 Health Care of the Older Woman in American Society**

Examines the unique problems and concerns of older women. Includes program and planning implications. Relates the special physical and mental health issues of women over 40 to their social and economic role in American society. Designed for students working with or interested in working with older people. Open to undergraduate students with permission of the instructor.

3 credits, Fall Semester, Dr. Porcino

***HAS 520 Educational Planning for the Health Field**

Presents and elaborates a framework for the systematic design, implementation, and evaluation of education and training programs for health professionals.

Prerequisite: HAS 582 or permission of instructor.

2 credits, Spring Semester, Dr. Gould

***HAS 529 Patient Education**

See HAS 329. Patient Education project and paper required.

2 credits, Fall Semester, Dr. Gould

***HAS 530 Health Economics**

See HAS 430. The graduate student will utilize his/her knowledge to review existing policies and formulate alternative measures aimed at improving the health care delivery system.

2 credits, Modules 1-2 and 5-6, Dr. Leiken

***HAS 531 Medical Care Organization**

Comprehensive overview of the U.S. system of medical care. Analyzes key issues, political and economic forces, and the problems of achieving the optimum goals of effectively and efficiently planned, managed, coordinated, and financed delivery of health services at all levels.

3 credits, Spring Semester, Dr. Waldman

***HAS 533 Group Dynamics for Health Professionals**

See HAS 333. Designed to develop basic leadership skills in group work.

2 Credits, Fall and Spring Semesters, Dr. Walton

***HAS 535 Financial Management**

Examines the philosophical, technical and practical aspects of financial management procedures related to budgeting in health care institutions. Includes accounting, progress reporting, status analysis, auditing.
2 credits, Fall Semester, Mr. Lord

***HAS 537 Resource Management: Planning and Budgeting**

Describes the external forces that affect health care agency operation, increasing evolution of laws, agency regulations, and controls that apply to health organizations. Includes elements of planning and budgeting that apply to the internal functioning of health care institutions. Emphasis on development of management ability and departmental relationship to the total agency's activities.
Prerequisite: HAS 535 or permission of instructor.

3 credits, Spring Semester, Professors Elliott, Karris and Mr. Phelps

***HAS 538 Health Economics and Public Policy**

An in-depth analysis of the effects of economic policy on health care and the effects of public policy on the economy. Introduces basic economic and statistical concepts and their use in analyzing health policy. Includes the effect of HMO's, certificate of need legislation, PSRO's, and health insurance on hospital costs and utilization.

3 credits, Spring Semester, Dr. Leiken

***HAS 539 Planning and Operational Analysis**

Studies in the application of quantitative analysis techniques in health planning and administrative problem-solving; location and market research; econometrics; development of measurement methods for assessing productivity, performance, cost effectiveness, and quality of care; delphi and forecasting techniques, network analysis and scheduling; quantitative and simulated decision-making; use of choice and systems theories as an aid to management and in estimating alternative policy "futures."

3 credits, Spring Semester, Dr. Balinsky

***HAS 547 Grantsmanship in the Health Professions**

Acquaints student with the grantsmanship process, in both federal and private domains. Focus is on research, design, preparation, and submission of grant applications.

2 credits, Spring Semester, Dr. McTernan and Ms. Friedman

***HAS 550 Statistics**

Instruction in the use of descriptive statistics such as means, medians, standard deviations and histograms to report results of experiments. Illustrates how inferences can be made from hypothesis testing and regression analysis. Includes analysis of the validity and appropriateness of statistical techniques employed by researchers in their professional health fields.

3 credits, Fall Semester, Dr. Leiken

HAS 551 Research Design

Explores selected models commonly implemented in the investigation of specific health and health care delivery problems. Emphasizes conceptual understanding of research design and methodology and the structured investigation of problems in allied health. Appraises selected research studies and requires the formulation of a research proposal for the development of a masters's thesis.

2 credits, Spring Semester, SAHP Faculty

***HAS 552 Statistics and Applied Econometrics**

Examines statistics and regression analysis. Basic statistical concepts and methods include: hypothesis testing, confidence intervals, T-test, and chi-square test. Includes formulation of linear regression models, the collection of data, and the use of computers to estimate these models.

3 credits, Fall Semester, Dr. Leiken

***HAS 557 Health Program Evaluation**

Examines the practical role of research in definition of health problems and in identification of alternative courses of action. Discusses concepts of research and evaluation, research designs, evaluation techniques and indices, examples of program evaluation, and implementing research findings. Sources and uses of data and epidemiology.

3 credits, Spring Semester

***HAS 562 Teaching Strategies for Health Professionals**

Examines selection and use of teaching strategies including group discussions, lectures, workshops/demonstrations, simulations, workbooks, self-instructional materials, and audiovisual resources. Problems, examples, and some classroom practice provided. Requires selection and development of an individual teaching problem or project for presentation, discussion, and evaluation.

Prerequisite: HAS 565 or permission of instructor.

3 credits, Spring Semester, Dr. Armstrong

***HAS 582 Seminar in Curriculum Design**

Discussion of problems and processes of curriculum design in the health fields. Includes developing a rationale for curriculum design, components and levels of educational design, implementation problems, and evaluation for curriculum improvement.

2 credits, Fall Semester, Dr. Gould

HAS 584 Internship: Health Professions Education

Internship assignment open only to degree candidates in the teaching track of the M.S. in Health Sciences Program. Includes seminar on internship experiences for students registered for 6 to 12 credits internship.) Allows student to test, under supervised circumstances, ability to apply theory learned in program courses to the experience of teaching in the allied health field.

Variable credits 2-12, Fall and Spring Semesters, Dr. Walton

HAS 586 Internship: Health Professions Supervision

Internship assignment open only to degree candidates in the supervision track of the M.S. in Health Sciences Program. (Includes seminar on internship experiences for students registered for 6 to 12 credits internship.) Allows student to apply theory learned functioning as a supervisor in the practice of an allied health profession.

Variable Credits 2-12, Fall and Spring Semesters, Dr. Walton

HAS 588 Practicum: Health Science Research

Practicum experience in research, open only to degree candidates in the research track of the M.S. in Health Sciences Program. (In-

cludes seminar on practicum experiences for students registered for 6 to 12 credits practicum.) Allows student to apply and demonstrate knowledge of research methodology by either conducting or participating in a major research effort under the supervision of an experienced researcher.

Variable credits 2-12, Fall and Spring Semesters, Dr. Walton

HAS 590 Independent Study

Proposals for independent study in allied health must be submitted through the director of the graduate program to the Committee on Academic Standing of the School of Allied Health Professions for approval prior to registration for this course.

Variable credits 1-6, Fall and Spring Semesters, SAHP Faculty

***HAS 591 Readings in Allied Health**

Supplements formal course work in the health sciences by focusing attention on a wide range of topics of contemporary interest in allied health education, administration or research, through specialized readings under faculty supervision. Topics include: curriculum development, educational technology, health communications, research methodology, gerontology, patient education and health economics and policy.

Variable credits 1-3, Fall, Spring and Summer Semesters, SAHP Faculty

HAS 599 Thesis Supervision/MSHS

Course open to students in the M.S. in Health Sciences Program who wish to complete a thesis in partial fulfillment of the requirements for the degree.

Variable credits 4-6, Fall and Spring Semesters, MSHS Faculty

DEPARTMENT OF CARDIORESPIRATORY SCIENCES

Chairman pro tem: William J. Treanor

Professor: Edward H. Bergofsky

Associate Professors: Edgar L. Anderson, Jr., Robert Schick, William J. Treanor

Assistant Professors: Douglas G. Perry, Richard F. Pino

Instructors: Gloria A. Anderson, Louis J. Anetrella, Vincent P. Caruso, Lawrence J. Chiara, Robert Z. Cogen, Joy Cregg, E. Jane Eaton-Montenero, Rosemary A. Graham, William E. Hanford, Judith E. Juliano, Harold A. Lanni, R. Wayne Lawson, Stephen Lowenstein, James Nieves, William J. Reilly, Richard H. Rosenfeld, Cathleen A. Seibert, Alex Stenzler, Ingrid Woytowitz

Lecturers: Christine Bulan, Louis J. Caramante, Robert G. Gulotta, Sandra Matuscavage, Nancy B. Navarro, Robert C. Spina

Program in Cardiorespiratory Sciences Leading to the Degree of Bachelor of Science

Program Director pro tem: William J. Treanor

Medical Director: Edward H. Bergofsky, M.D.

The Department of Cardiorespiratory Sciences offers an upper-division program leading to the degree of Bachelor of Science. Students are trained to function either in the administration of respiratory therapy procedures, or to conduct diagnostic procedures in cardiopulmonary laboratories.

The program is not intended for individuals whose career goal is the practice of routine cardiopulmonary or respiratory therapy procedures; technical programs conducted in community colleges and hospitals are the appropriate educational choice towards such a goal. Individuals who aspire to careers as supervisors, teachers, or research participants in the field of respiratory therapy or cardiopulmonary technology will find this curriculum appropriate for these objectives.

The program is accredited by the American Medical Association, Joint Review Committee on Respiratory Therapy Education, and the National Society for Cardiopulmonary Technology.

The School's Certificate of Professional Achievement in Cardiorespiratory Sciences is awarded upon satisfactory completion of all course work.

Admission Requirements

Candidates for the Cardiorespiratory Sciences (CRS) Program must meet the admission requirements of the School of Allied Health Professions (see page 58 of this *Bulletin*). The requirements may be fulfilled through previous college studies completed.

In addition to the general academic requirements for junior status in

the School of Allied Health Professions, the Department of Cardiorespiratory Sciences requires candidates to have successfully completed two semesters of biology, a semester of chemistry, a semester of physics, and a semester of college algebra. Courses in physiology or in anatomy and physiology are strongly recommended.

Admission is not limited to graduates of associate degree programs for registered respiratory therapists or cardiopulmonary technologists; however, this background is beneficial.

Program Requirements

Cardiorespiratory Sciences students must complete the core and elective course requirements of the School of Allied Health Professions. In addition, the following courses are required:

<i>Basic Science/Other Allied Health Courses</i>		<i>Credits</i>
HBA 460	Regional Human Anatomy	3
HBA 471	Human Microscopic Anatomy	4
HBH 331	Fundamentals of Pharmacology	5
HBY 350	Physiology	4
HAD 320	Medical and Public Health Microbiology	3
HAD 351	Medical Instrumentation	2

Professional Courses

JUNIOR YEAR

HAT 302	EKG Technique and Interpretation	1
HAT 306	Patient Evaluation for Cardiorespiratory Sciences	1
HAT 307	Non-Invasive Cardiovascular Tests	1
HAT 359	Pulmonary Physiology for Cardiorespiratory Sciences	3
HAT 361	Theory of Respiratory Diagnosis and Treatment	3
HAT 362	Respiratory Therapy Technique	2
HAT 363	Diagnostic Pulmonary Function Tests	2
HAT 395	Clinical Practicum for CRS: Basic Respiratory Therapy*	5
HAT 396	Clinical Practicum for CRS: Pulmonary Function*	5
HAT 397	Clinical Practicum for CRS: Non-Invasive CV Techniques*	2.5
HAT 398	Clinical Practicum for CRS: Airway Management*	2.5

SENIOR YEAR

HAT 401	Introduction to Perfusion Technology	1
HAT 461	Theory of Cardiovascular Diagnosis and Treatment	3
HAT 462	Cardiovascular Diagnosis and Treatment Practices	2
HAT 463	Ventilators	3
HAT 464	Neonatal and Pediatric Mechanical Ventilation	1
HAT 490	Introduction to Clinical Education—CRS	2

*Clinical Practicum will consist of full-time clinical instruction and practice (for a total of seven modules) in the clinical campuses and at other affiliated health care facilities.

HAT 491	Special Studies in CRS	2
HAT 495	Clinical Practicum for CRS: Acute Respiratory Care*	5
HAT 496	Clinical Practicum for CRS: Cardiovascular Perfusion*	2.5
HAT 497	Clinical Practicum for CRS: Cardiac Catheterization*	2.5
HAT 498	Clinical Practicum for CRS: Student Teaching*	5
HAT 48X	Selected Clinical Practicum (one clinical practicum chosen from course numbers HAT 480 through HAT 488 with approval of faculty advisor and department chairman)	5

Courses

HAT 302 EKG Technique and Interpretation

Provides the basic technical and interpretive skills required to execute and read an electrocardiogram.

Prerequisite: Permission of instructor.
1 credit, Modules 3-4, Professor Treanor

HAT 306 Patient Evaluation for Cardiorespiratory Sciences

Provides concept of data base, historical information, chief complaint and present illness, chest physical examination and the formulation of a problem list.

1 credit, Module 2, Professor Anderson

HAT 307 Non-Invasive Cardiovascular Tests

Preparation for clinical cardiovascular non-invasive testing. Includes history-taking and physical examination of the cardiac patient, techniques such as VCG, PCG, UCG and stress testing, utilization of equipment, and measurements and calculations pertinent to testing.

Prerequisite: Permission of instructor
1 credit, Modules 3-4, Professor Treanor

HAT 359 Pulmonary Physiology for Cardiorespiratory Sciences

Presents a detailed study of the physiology of human respiration, including functional anatomy, ventilation, diffusion, blood flow, gas transport, acid-base states, mechanics, regulation of ventilation centrally and peripherally, defense mechanisms, and nonrespiratory function.

2 credits, Modules 1-2, Mr. Lawson

HAT 361 Theory of Respiratory Diagnosis and Treatment

A comprehensive study of the etiology, diagnosis, pathogenesis, pathophysiology, treatment, and prognosis of various types of pulmonary pathologies.

3 credits, Modules 5-6, Mr. Lawson

HAT 362 Respiratory Therapy Technique

Explores the need for administration of therapeutic gases and humidification, their effect on various body systems, contraindications and toxic effects. Emphasis on various modes of monitoring such as auscultation, sphygmomanometry, oximetry, ventilometry, and relationship of vital signs to respiratory care.

Prerequisite: HAT 359.
2 credits, Modules 5-6, Mr. Lawson

HAT 363 Diagnostic Pulmonary Function Tests

Provides basic technical skills of pulmonary function testing prerequisite to clinical practice and instruction in the use of various blood gas analyzers, spirometers, screening apparatus, etc. Topics include use and maintenance of equipment, relationship of test results to various pathologies and appropriate patient-operator safety.

Prerequisite: HAT 359.
2 credits, Modules 5-6, Mrs. Eaton-Montenero

HAT 395 Clinical Practicum for CRS: Basic Respiratory Therapy

An introduction to the clinical application of basic respiratory procedures such as oxygen administration, aerosol therapy, IPPB, arterial punctures and other monitoring and diagnostic procedures.

5 credits, Modules 7, 8 or 9, Mr. Lawson

HAT 396 Clinical Practicum for CRS: Pulmonary Function

Clinical application of spirometry, diffusion studies, blood gas analysis, flow volume loops, body plethysmography, He dilution, nitrogen wash-outs, and bronchodilator responses.

5 credits, Modules 7, 8 or 9, Professor Treanor and Mrs. Eaton-Montenero

**HAT 397 Clinical Practicum for CRS:
Non-Invasive CV Techniques**

Introduces clinical application of non-invasive cardiovascular testing. Includes electrocardiography, echocardiography, stress testing and systolic time interval measurements and others. Students gain experience in histories and physicals for the cardiovascular patient. Prerequisites: HAT 302, HAT 306 and HAT 307.

2.5 credits, Modules 7, 8 or 9, Professor Treanor

**HAT 398 Clinical Practicum for CRS:
Airway Management**

Introduces the use of mechanical, cognitive, and decisional skills required in managing the airway of critically ill patients. Simulated pre- and post-tests on mannequins monitor the effect of exposure to actual patient management under supervision. Case reports are presented by students in a problem-oriented manner.

Prerequisites: HAT 306, HAT 361, HAT 362 and HAT 363.

2.5 credits, Modules 7, 8 or 9, Professor Anderson and Mrs. Anderson

**HAT 401 Introduction to Perfusion
Technology**

An introduction to cardiovascular perfusion during open-heart surgery and other critical clinical situations that require emergency support/implementation of various systems. Includes pulsatile assist devices, balloon pumps, total donor-blood exchange, and long-term by-pass support. Laboratory session implements lecture material.

Prerequisite: Permission of instructors.

1 credit, Modules 1-2, Mrs. Eaton-Montenero

**HAT 461 Theory of Cardiovascular
Diagnosis and Treatment**

A detailed study of the normal vs. pathologic cardiovascular conditions encountered in the clinical field. Medical and surgical management are emphasized. Topics include anatomy, physiology, and regulation of the cardiovascular system, diagnostic tools, diseases, and their treatments.

Prerequisites: HAT 302, HAT 307 and HAT 397 or permission of instructor.

3 credits, Modules 1-2, Professor Treanor

HAT 462 Cardiovascular Techniques

Practical application of the major components of invasive cardiovascular technology. Lectures and labs include EKG and monitoring, cardiac catheterization, HIS Bundle Studies, aseptic technique, and cardiopulmonary resuscitation.

Corequisite: HAT 461.

2 credits, Modules 1-2, Professor Treanor

HAT 463 Ventilators

The mechanics, functions, maintenance, and repair of ventilators along with the rationale for their use. Introduction to the flow sheet for monitoring the progress of the intensive respiratory care patient.

3 credits, Modules 1-2, Mr. Lawson

**HAT 464 Neonatal and Pediatric
Mechanical Ventilation**

Examines neonatal and pediatric anatomy physiology, and pathology relating to mechanical ventilatory management of patients. Includes analysis of neonatal and pediatric ventilator function in terms of mechanics and suitability in clinical application.

Prerequisite: HAT 463.

1 credit, Module 2, Mr. Lawson

HAT 480 Cardiac Catheterization

An extension of HAT 497. Students add to their knowledge in monitoring and calibrating and are involved in significant research projects in this discipline. Requires approval of faculty adviser and department chairman.

Prerequisite: HAT 497.

5 credits, Module 7 or 8, Professor Treanor

HAT 481 Extracorporeal Circulation

An extension of HAT 496. Theory, application and operation of the heart pump. Requires approval of faculty adviser and department chairman.

Prerequisite: HAT 496.

5 credits, Module 7 or 8, Mrs. Eaton-Montenero

HAT 482 Cardiac Monitoring

An extension of HAT 397. Provides experience in mobile telemetry, CPR, monitoring and therapeutic techniques of a coronary care unit in specialized clinical departments. Requires approval of faculty adviser and department chairman.

Prerequisite: HAT 397.

5 credits, Module 7 or 8, Professor Treanor

HAT 483 Ventilation and Anesthesia

An extension of HAT 398. Detailed exploration of airway management, pharmacology, controlled and assisted ventilation, monitoring techniques, fluid therapy, administration of general anesthetics, and the immediate post-anesthetic recovery period. Requires approval of faculty adviser and department chairman.

Prerequisite: HAT 398.

5 credits, Module 7 or 8, Professor Anderson and Mrs. Anderson

HAT 484 Cardiorespiratory Management of the Newborn

An extension of HAT 495. Presents in-depth diagnostic and therapeutic concepts utilized in pediatric and neonatal intensive care as well as other areas related to the holistic care of the newborn. Emphasis on specific technical procedures that differ from the adult patient. Requires approval of faculty adviser and department chairman.

Prerequisite: HAT 464 and HAT 495.

5 credits, Module 7 or 8, Mr. Lawson

HAT 485 Continuous Ventilation

An extension of HAT 495. Provides experience in the care of patients who receive continuous mechanical ventilation. In-depth exploration of aspects of ventilatory management that have profound effects upon the quality of this critical care. Requires approval of the faculty adviser and department chairman.

Prerequisite: HAT 495.

5 credits, Module 7 or 8, Mr. Lawson

HAT 486 Pulmonary Function Testing

An extension of HAT 396. In-depth study of pulmonary function techniques including research and use of sophisticated monitoring equipment like mass spectrometers. Requires approval of faculty adviser and department chairman.

Prerequisite: HAT 396.

5 credits, Module 7 or 8, Mrs. Eaton-Montenero

HAT 487 Cardiorespiratory Rehabilitation

An extension of HAT 395, HAT 495 and HAT 496. In-depth study of program planning and evaluation, chest physical therapy, and other cardiorespiratory rehabilitative and supportive techniques. Requires approval of faculty adviser and department chairman.

Prerequisites: HAT 395, HAT 495.

5 credits, Module 7 or 8, Professors Anderson and Treanor

HAT 488 Departmental and Educational Management

Provides an overview of the administration of a hospital, steps involved in policy development and implementation, budget development and third party reimbursement, and relates these concepts to the management of a service department within the larger organization. Equal time spent with hospital administrative officers and in actual department supervision. Requires approval of faculty ad-

viser and department chairman.

Prerequisite: HAT 495.

5 credits, Module 7 or 8, Professor Anderson

HAT 490 Introduction to Clinical Education—CRS

Prepares senior students to transmit skills and knowledge in CRS to junior students in the clinical area. Also prepares seniors for a clinical practicum that is accountable for part of the time required by accrediting agencies.

Prerequisites: HAT 495 and HAT 496.

2 credits, Modules 5-6, Professor Treanor

HAT 491 Special Studies in CRS

Students' development of a forecasting system will direct their management of a simulated case of "acute respiratory distress." This model will also allow the faculty to evaluate and the students to strengthen their ability in patient evaluation and therapeutic and diagnostic management. Faculty are available for consultation, especially during the laboratory sessions.

Prerequisites: HAT 306, HAT 395, HAT 396, HAT 397, HAT 398, HAT 495, and HAT 496.

2 credits, Modules 5-6, Professor Anderson

HAT 492 Independent Study—CRS

Proposals for independent study in Cardiorespiratory Sciences must be submitted through the department chairman to the Committee on Academic Standing of the School of Allied Health Professions for approval prior to registration for this course.

Variable credits, 1-6, Modules 1-2 and Modules 5-6, Professor Anderson and CRS Faculty

HAT 495 Clinical Practicum for CRS: Acute Respiratory Care

Affiliation with three different services on clinical campus sites allows each student to practice: a) in an area of acute respiratory care, b) in a cardiac catheterization laboratory, and c) in an area related to extracorporeal circulation.

5 credits, Module 3 or 4, Mr. Lawson

HAT 496 Clinical Practicum for CRS: Cardiovascular Perfusion

An introduction to techniques utilized in assisting and/or replacing the function of the heart and/or lungs. Provides experience in setting up, operating and discontinuing right and left heart bypass and other assistive modalities.

Prerequisites: HAT 461 and HAT 462.

2.5 credits, Module 3 or 4, Mrs. Eaton-Montenero

**HAT 497 Clinical Practicum for CRS:
Cardiac Catheterization**

Provides clinical experience in invasive cardiovascular techniques and instruction in the theoretical and technical skills of cardiac catheterizations, HIS Bundle Studies, and pacemaker implantation and evaluation.

Prerequisites: HAT 461 and HAT 462.
2.5 credits, Module 3 or 4, Professor Treanor

**HAT 498 Clinical Practicum for CRS:
Student Teaching**

Affiliation with three different medical services allows each student to practice student teaching to junior students with faculty supervision and involvement with the active administrative functions of a department. These clinical practices account for part of the time required by the accrediting agencies.

Prerequisites: HAT 490, HAT 491, HAT 495 and HAS 332.

5 credits, Module 7 or 8, Professor Anderson and CRS Faculty

DEPARTMENT OF MEDICAL TECHNOLOGY

Chairman: Martin H. Rosenfeld

Vice Chairman: George Tortora

Professors: Velio A. Marsocci, Martin H. Rosenfeld

Associate Professors: Barbara S. Ciechowski, Julius M. Elias, Craig A. Lehmann, George Tortora

Assistant Professors: Frances Finkelstein, Louis L. Gaynor, Howard Lane, Kathleen McEnerney, Sandra Witkowski

Instructors: Isadore Gubernick, Anne E. Kahn, Robert J. Kanter, Solomon Silfen

Program in Medical Technology Leading to the Degree of Bachelor of Science

Program Director: Martin H. Rosenfeld

Medical Adviser: Marvin Kushner, M.D.

The Department of Medical Technology offers an upper division program leading to the degree of Bachelor of Science. Students are prepared for careers as professional laboratory scientists who, by employing a wide variety of sophisticated equipment and skills, are capable of scientifically analyzing physical data to assist other members of the health care team in the diagnosis and treatment of disease. Graduates of the program may apply their knowledge of medical technology in a variety of areas such as biochemistry, hematology, blood banking, and microbiology. They are employed in hospitals, private laboratories, research laboratories, the pharmaceutical industry, and other scientific and technology related industries.

The program is accredited by the American Medical Association Council on Medical Education and the National Accrediting Agency for Clinical Laboratory Science.

The School's Certificate of Professional Achievement in Medical Technology is awarded upon satisfactory completion of all required course work and satisfactory performance on a written comprehensive examination given near the end of the senior year.

Admission Requirements

Candidates for the Medical Technology Program must meet the admission requirements of the School of Allied Health Professions (see page 58 of this *Bulletin*). The requirements may be fulfilled through previous college studies completed.

In addition to the general academic requirements for junior status in the School of Allied Health Professions, the Department of Medical Technology requires candidates to have successfully completed 16 hours of chemistry, and 8 hours of biology (with laboratories).^{*} Courses in physics and calculus are strongly recommended.

The department also recommends courses in general microbiology, genetics, and biology involving a molecular approach, including genetic control of synthesis and structure of proteins, anaerobic glycolysis and cell energy pathways, and structure and function of DNA and RNA.

Program Requirements

Medical technology students must complete the core and elective course requirements of the School of Allied Health Professions. In addition, the following courses are required:

Basic Science Courses	Credits
<i>JUNIOR YEAR</i>	
HBA 472 Human Microscopic Anatomy	6
HBC 331 Introductory Biochemistry	3
HBY 350 Physiology	4
<i>SENIOR YEAR</i>	
HBP 532 Immunology	2
Professional Courses	
<i>JUNIOR YEAR</i>	
HAD 311 Biochemistry	1
HAD 313 Clinical Biochemistry	2
HAD 315 Hematology I	2
HAD 316 General Microbiology	2
HAD 317 Medical Microbiology	2
HAD 380 Clinical Microbiology I	2

^{*}A provisional acceptance may be granted if, upon the judgement of department faculty, there are exceptional circumstances concerning department prerequisites.

HAD 381	Clinical Microbiology II	2
HAD 383	Clinical Biochemistry Lab	2
HAD 385	Hematology I Lab	2
HAD 395	Clinical Practicum I, Medical Technology*	10

SENIOR YEAR

HAD 351	Medical Instrumentation	2
HAD 410	Automation	2
HAD 411	Clinical Biochemistry II	2
HAD 412	Clinical Biochemistry III	3
HAD 414	Hematology II Lecture	1.5
HAD 415	Clinical Serology	2
HAD 416	Immuno-hematology	1.5
HAD 425	Parasitology	3
HAD 426	Current Concepts in Diagnostic Histopathology	1.5
HAD 451	Medical Instrumentation II	1
HAD 480	Clinical Biochemistry Lab II	2
HAD 485	Hematology II Lab	2
HAD 486	Immuno-hematology Lab	1.5
HAD 493	Advanced Seminar in Medical Technology	3
HAD 495	Clinical Practicum II, Medical Technology*	10

*Clinical experience consists of full-time supervised practice, with seminars, in our affiliated hospital laboratories for a total of 20 weeks (10 weeks each in the junior and senior years).

Note: Students enrolled in the Medical Technology Program must take both the lecture and the lab in any course so offered, and must pass both to receive credit for either.

Courses

HAD 310 Clinical Lab Practice

Lecture and laboratory exercises in general clinical laboratory practice. Topics include general hematology, microbiology, urinalysis, and parasitology. For Allied Health students not enrolled in the Medical Technology Program.

2 credits, Modules 3-4, Professors Ciechowski and Lehmann

HAD 311 Biochemistry

Examines physiological and biochemical mechanisms which form the basis for further study in subsequent courses in clinical biochemistry. Topics include carbohydrates, lipids, proteins and enzyme kinetics.

Prerequisites: Organic chemistry and permission of instructor.

1 credit, Module 4, Dr. Rosenfeld.

HAD 313 Clinical Biochemistry

Examines physiological and biochemical mechanisms involved in the utilization of diagnostic procedures in the medical laboratory

Prerequisites: HAD 311 and permission of instructor.

Corequisite: HAD 383.

2 credits, Modules 5-6, Dr. Rosenfeld

HAD 315 Hematology I

A comprehensive study of the human hemopoietic system and its relationship to other organ systems. Includes morphological and biochemical relationships of erythropoiesis and leukopoiesis to healthy vs. disease states and lab application of current methods in hematologic analysis.

Prerequisite: Permission of instructor.

Corequisite: HAD 385.

2 credits, Modules 5-6, Professor Ciechowski

HAD 316 General Microbiology

Presents the biology of eucaryotic and prokaryotic microorganisms as well as consideration of microbial form, structure, function, physiology, metabolism, growth and genetics. Some applications of microbiology considered, including dairy, food and water bacteriology.

Prerequisite: Permission of instructor.

2 credits, Modules 1-2, Dr. Tortora

HAD 317 Medical Microbiology

A comprehensive study of the nature and epidemiology of infectious disease, and the role of microorganisms in health and disease. Includes clinical effects of microbial infection on the human host: utilization of biochemical, morphologic, and serologic characteristics in the speciation of microorganisms; mode of action of the major classes of antibacterials; and rationale of *in vitro* determination of microbial sensitivity to chemotherapeutic agents.

Prerequisite: HAD 316 and permission of instructor.

2 credits, Modules 3-4, Dr. Tortora

HAD 319 Medical Microbiology for Physician's Assistants

A study of microorganisms involved in health and disease and their relation to the host. Emphasis on microorganisms commonly encountered in clinical practice of the physician's assistant.

Prerequisite: General biology.

1 credit, Modules 3-4, Dr. Tortora

HAD 320 Medical and Public Health Microbiology

A study of microorganisms important in health and disease. Includes host-parasite relationships, epidemiology, infectious disease prevention and control in the hospital community.

Prerequisite: Permission of instructor.

3 credits, Modules 5-6, Dr. Tortora

HAD 351 Medical Instrumentation

Explores principles of physics, mechanics, and electronics related to the application of instrumentation in the biomedical area. Includes types of instruments, quality control, identification of malfunction and safety considerations.

2 credits, Modules 5-6, Professor Marsocci

HAD 380 Clinical Microbiology I

Practical experience in the isolation and identification of microorganisms commonly encountered in the clinical laboratory. Morphologic, biochemical, and serologic techniques of the clinical laboratory are studied

using microorganisms involved in human disease.

Prerequisites: HAD 316 and HAD 317.

2 credits, Modules 3-4, Dr. Tortora

HAD 381 Clinical Microbiology II

A continuation of HAD 380.

Prerequisite: HAD 316 and HAD 317.

2 credits, Modules 5-6, Dr. Tortora

HAD 383 Clinical Biochemistry Lab

Laboratory exercise in conjunction with HAD 313.

2 credits, Modules 5-6, Dr. Rosenfeld and Professor Lehmann

HAD 385 Hematology I Lab

Laboratory exercise in conjunction with HAD 315.

2 credits, Modules 5-6, Professor Ciechowski

HAD 390 Independent Study in Diagnostic Technologies

Proposals for special projects involving advanced readings, reports and discussions, or research on selected topics must be submitted through the department chairman to the Committee on Academic Standing of the School for approval prior to registration for this course.

Variable credits, 1-6, Modules 1-3 and Modules 4-6, Dr. Rosenfeld and Faculty

HAD 395 Clinical Practicum II Medical Technology

Instructions and practice of laboratory procedures in clinical chemistry, microbiology, immunohematology in an approved hospital laboratory on a full-time basis for a five-week period.

10 credits, Modules 7-8, Dr. Rosenfeld and Faculty

HAD 410 Automation

Theory, clinical laboratory application, and analysis of automated instrumentation including assembly, calibration, and quality control of instrumentation as well as a project designed to adapt instrumental analysis to automated methodologies.

2 credits, Modules 1-2, Professor Lehmann

HAD 411 Clinical Biochemistry II

A continuation of HAD 313.

Prerequisite: HAD 313.

Corequisite: HAD 480.

2 credits, Modules 1-2, Dr. Rosenfeld

HAD 412 Clinical Biochemistry III

Preparation of reagents, standards, controls and instrumentation in special diagnostic chemistry procedures. Introduces laboratory instruction and supervision. Requires stu-

dents to present a one-hour lecture and a six-hour lab on an assigned topic.

Prerequisite: HAD 383 and HAD 480.

3 credits, Modules 7-8, Dr. Rosenfeld and Professor Lehmann.

HAD 414 Hematology II Lecture

The study of mechanisms of normal hemostasis and derangements caused by disease or by anticoagulant therapy and the consideration of renal physiology, pathophysiology of urinary tract disease and characteristic changes observed in the laboratory.

Prerequisite: HAD 315.

1.5 credits, Modules 1-2, Professor Ciechowski

HAD 415 Clinical Serology

A study of the antibody-antigen reactions and the use of current techniques employed for their assay. Discussions of the immunologic responses of the host-infectious agent interaction and their demonstration via techniques such as precipitation, agglutination and complement fixation.

Prerequisite: Permission of instructor.

2 credits, Modules 5-6, Professor McEnerney

HAD 416 Immunohematology

Examines basic immunology, the human blood groups and blood group genetics, hemolytic disease of the newborn, transfusion therapy and current blood bank practice.

Prerequisite: HAD 315 or permission of instructor. Corequisite: HAD 486.

1.5 credits, Modules 1-2, Professor McEnerney.

HAD 425 Parasitology

A comprehensive study of parasites of man and related hosts with special emphasis on those of medical importance. Lectures pertain to host-parasite relationships and the role of the parasite in pathogenesis. Laboratory exercises acquaint students with current methods for concentration, isolation and identification of parasites of medical importance including stain and culture methodologies.

3 credits, Modules 7-8, Dr. Tortora

HAD 426 Current Concepts in Diagnostic Histopathology

A basic course in routine and specialized histological methods geared to satisfy all needs of a general histological laboratory. Includes instruction/practice in microanatomy, tissue preparative procedures, all forms of microtomy and routine as well as key tissue stains. Familiarizes technologists with histological, laboratory techniques used in

medical, veterinary, industrial, and academic settings.

1.5 credits, Modules 5-6, Professor Elias

HAD 427 Histology Lab

Elective laboratory portion of HAD 426 and taken in conjunction with HAD 426.

Prerequisite: Permission of instructor.

1.5 credits, Modules 5-6, Professor Elias

HAD 451 Medical Instrumentation II

A continuation of HAD 351 and a laboratory for learning the use of electronic testing equipment to trouble-shoot laboratory and other biomedical instrumentation. Includes theoretical and practical consideration of the operation of equipment used.

Prerequisite: HAD 351.

1 credit, Module 7, Professor Marsocci

HAD 470 Introduction to Nuclear Medicine Technology

Explores basic principles of nuclear medicine and their application to clinical diagnosis. Includes an introduction to nuclear physics, instrumentation in the nuclear medicine laboratory, radiation biology and safety and various *in vivo* and *in vitro* diagnostic methods utilizing radionuclides. Laboratory procedures are included on an hours-arranged basis.

2 credits, Modules 7-8, Professor McEnerney

HAD 480 Clinical Biochemistry Lab II

A continuation of HAD 303. Taken in conjunction with HAD 411.

Prerequisite: HAD 383.

2 credits, Modules 1-2, Dr. Rosenfeld and Professor Lehmann

HAD 485 Hematology II Lab

Laboratory exercises correlated to HAD 414. Taken in conjunction with HAD 414.

2 credits, Modules 1-2, Professor Ciechowski

HAD 486 Immunohematology Lab

Laboratory exercises correlate to HAD 416. Includes trips to selected blood processing centers. Taken in conjunction with HAD 416.

2 credits, Modules 1-2, Professor McEnerney.

HAD 490 Independent Study/Medical Technology

Proposals for special projects in medical technology involving readings, research, and laboratory problems must be submitted through the department chairman to the Committee on Academic Standing of the School for approval prior to registration for this course.

Variable credits 1-6, Modules 1-3 and Modules 4-6, Dr. Rosenfeld and Faculty

HAD 493 Advanced Seminar in Medical Technology

Guided discussions of laboratory problems and case studies. Integrates all areas of medical technology for a comprehensive coverage of laboratory medicine.

Prerequisite: HAD 495.

3 credits, Modules 7-8, Medical Technology Faculty

HAD 495 Clinical Practicum II/Medical Technology

Full-time clinical experience in Medical Technology.

10 credits, Modules 3-4, Dr. Rosenfeld and Faculty

HAD 500 Survey of Clinical Biochemistry

Explores physiological and biochemical mechanisms involved in the utilization of laboratory data obtained by procedures in the medical laboratory. Topics include carbohydrates, lipids, proteins, enzymes, laboratory data utilization.

Prerequisite: Permission of instructor.

2 credits, Modules 3-4, Dr. Rosenfeld

HAD 505 Cytogenic Laboratory Techniques

Provides practical experience in the construction and analysis of pedigrees, cell and tissue culture, cell harvesting, slide preparation, microscopic techniques, photomicrography, karyotype analysis, correlation of karyotypic and phenotypic syndromes and dermatoglyphic analysis.

Prerequisite: Permission of department chairman.

1.5 credits, Modules to be determined

HAD 510 Clinical Laboratory Medicine for Nurse Practitioners - Lecture

Medical areas covered include hematology urinalysis, blood banking, chemistry, electrolyte and water balance and blood gases. Emphasizes interpretation of laboratory data and selective ordering.

Prerequisites: Biochemistry and HBM 531.

1 credit, Modules 7-8, Professors Ciechowski and Lehmann

HAD 511 Clinical Laboratory Medicine for Nurse Practitioners-Laboratory

Skills course emphasizing laboratory methods in hematology, urinalysis, blood banking and microbiology.

Prerequisite/Corequisite: HAD 510.

1 credit, Modules 7-8, Professors Ciechowski and Lehmann

HAD 570 Introduction to Nuclear Medicine Technology

See HAD 470.

2 credits, Modules 7-8, Professor McEnerney

HAD 590 Independent Study/Medical Technology

Proposals for special projects in Medical Technology must be submitted through the department chairman to the Committee on Academic Standing of the School for approval prior to registration for this course.

Variable credits 1-6, Modules 1-3 and Modules 4-6, Dr. Rosenfeld and Faculty

HAD 596 Seminar in Immunohematology

A course for graduate medical technologists involved with decision making in immunohematology. Includes the immune process, immunogenetics, perinatal immunohematology problems, unfavorable effects associated with transfusion, component therapy, and the administrative policy and practices of blood banking.

Prerequisite: HAD 416 or equivalent and permission of instructor.

3 credits, Spring Semester, Professor McEnerney and Mr. Borley

***HAH 390 Independent Study/Health Sciences Media Technology**

Independent study in media technologies and techniques. Proposals must be submitted to the Committee on Academic Standing of the School of Allied Health Professions for approval prior to registration for this course.

Variable credits 1-4, Modules 2-3, Mr. Herskovitz

DEPARTMENT OF PHYSICAL THERAPY

Chairman: Jacob S. Schleichkorn

Associate Professors: Marsha Z. Laufer, Clifton S. Mereday, Jacob S. Schleichkorn

Assistant Professors: John Beazley, Gustave V. Conti, Louis H. Cress, Roslyn Davidson, Barbara S. Grumback, Joseph Kahn, Isabel Levine, Joan D. Mohr

Instructors: Cheryl Gonzalez, Iris A. Grucela, Robert Intravaia, Richard W. Johnson, Patricia A. Ramo, James Rumsey, Janice M. Sniffen, Sharon J. Waldman, Ivan S. Yankowitz, Linda J. Zane

Program in Physical Therapy Leading to the Degree of Bachelor of Science

Program Director: Jacob S. Schleichkorn

The Department of Physical Therapy offers an upper division program leading to the degree of Bachelor of Science.

Physical therapy may be defined as treatment of patients through a variety of therapeutic procedures such as exercise, stimulation of learning and motor activity, and application of physical agents. It includes instructing and motivating patients and their families towards a defined goal of self-sufficiency. Physical therapists use evaluation and testing in diagnosis and determination of degree of physical impairment and interpret the tests for planning and initiation of treatment programs.

Graduates of the program are prepared to practice direct patient care as well as to pursue careers in research, administration, consultation, supervision and community health affairs.

The program is accredited by the American Physical Therapy Association.

The School's Certificate of Professional Achievement in Physical Therapy is awarded upon satisfactory completion of all course work.

Admission Requirements

Candidates for the Physical Therapy Program must meet the admission requirements of the School of Allied Health Professions (see page 58 of this *Bulletin*). The requirements may be fulfilled through previous college studies completed.

In addition to the general academic requirements for junior status in the School of Allied Health Professions, the Department of Physical Therapy requires candidates to have successfully completed one year of chemistry, one year of physics and one year of biology, all with laboratories and designed for science majors. Preference will be given to candidates who have completed required course work by the end of the spring semester of the year for which application is made. Experience in

rehabilitation is a vital and important factor in the selection of students. Factors considered in the admissions process are detailed in the *Bulletin* section on undergraduate admissions.

Program Requirements

Physical therapy students must complete the core and elective course requirements of the School of Allied Health Professions. In addition, the following courses are required:

Basic Science Courses **Credits**

JUNIOR YEAR

HBA 461	Regional Human Anatomy	4
HBA 471	Human Microscopic Anatomy	4
HBY 350	Physiology	4

SENIOR YEAR

HBA 410	Principles of Neuroscience	2
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Professional Courses

JUNIOR YEAR

HAY 315	Foundations of Physical Therapy	1
HAY 316	Physical Therapy Procedures I—Hydrotherapy	2
HAY 317	Physical Therapy Procedures II—Massage	1
HAY 318	Electrotherapy I	2
HAY 319	Kinesiology	5
HAY 320	Human Growth and Development	2
HAY 321	Therapeutic Exercise	3
HAY 322	Introduction to Rehabilitation Techniques	4
HAY 396	Clinical Practice I*	5

SENIOR YEAR

HAY 402	Psycho-Social Aspects of Disability	2
HAY 415	Clinical Medicine	3
HAY 416	Electrotherapy II	2
HAY 418	Rehabilitation Procedures I	4
HAY 420	Prosthetics and Orthotics	4
HAY 421	Orthopedic Physical Therapy	4
HAY 422	Rehabilitation Procedures II	3
HAY 493	Physical Therapy Seminar	2
HAY 496	Clinical Practice II*	5
HAY 497	Clinical Practice III*	10

*Clinical Practice will consist of full-time clinical instruction and practice in the clinical campuses and other affiliated patient-care facilities.

Courses

HAY 315 Foundations of Physical Therapy

Introduces the historical and ethical foundations of physical therapy; examines the professional role and responsibilities of physical therapists.

1 credit, Modules 1-2, Professor Grumbach

HAY 316 Physical Therapy Procedures 1—Hydrotherapy

Presents the rationale for therapeutic application of superficial heat and cold. Emphasis on physiological responses, indications, and contraindications to heat and cold treatment techniques. Laboratory sessions provide practical experience for safe administration of specific treatment procedures. Guest lecturers participate.

2 credits, Module 3, Ms. Waldman

HAY 317 Physical Therapy Procedures II Massage

Introduces basic principles, techniques, and practical application of therapeutic massage. Emphasis on physiological effects, indications, contraindications, and proper positioning, and includes soft tissue palpation and bony identification.

1 credit, Module 4, Ms. Waldman

HAY 318 Electrotherapy I

Introduces thermo-electric equipment and techniques related to physical therapy, including the physics of electrotherapy. Includes demonstrations of techniques applied to various disease entities seen in rehabilitation.

2 credits, Modules 5-6, Professor Kahn

HAY 319 Kinesiology - Scientific Foundations

Explores kinetics and kinematics of normal, purposeful, human movement, and integrates knowledge of human anatomy, physiology, mechanics, and biomechanics to the human body. Includes evaluation procedures such as manual muscle testing and measurement of joint range of motion.

Prerequisites: HBA 461, HBA 470, and HBY 350.

5 credits, Modules 5-6, Professor Mereday

HAY 320 Human Growth and Development

Presents growth and development in the first two years of life and explores major causes of disability. Covers early identification, initial evaluation, referrals, approaches to care and

community resources as well as incidence, etiology, and prognosis. Guest lecturers participate.

Prerequisite: Permission of instructor.

2 credits, Modules 5-6, Professor Schleichkorn

HAY 321 Therapeutic Exercise

Presents the rationale for therapeutic exercise. Topics include techniques related to ambulation activities, ADL, and basic therapeutic exercises.

Prerequisites: HAY 316 and HAY 317.

3 credits, Modules 5-6, Professor Mereday

HAY 322 Introduction to Rehabilitation Techniques

Introduces various rehabilitative procedures including ADL, progressive ambulation, Bobath, Rood, PNF and Brunnstrum techniques. Prepares students to deal with major treatment techniques encountered in initial clinical experience. Includes lecture, labs, demonstrations and field trips.

Prerequisite: HAY 319.

4 credits, Module 7, Ms. Waldman

HAY 396 Physical Therapy Clinical Practice I

A five-week, full-time supervised clinical assignment in an affiliated hospital or other health facility.

Prerequisites: HAY 316, HAY 317, HAY 318 and HAY 319.

5 credits, Module 8, Professor Grumbach

HAY 402 Psycho-Social Aspects of Disability

Emphasizes psycho-social aspects of disability as they affect the handicapped individual, family and community. Presentations relate to recognition of psycho-social problems and how they can be better understood, minimized, or eliminated. Guest lecturers participate.

Prerequisite: Permission of instructor.

2 credits, Modules 1-2, Professor Schleichkorn

HAY 415 Clinical Medicine

A study of the patho-physiology of specific disease entities and application of pathophysiology to formulating principles of patient evaluation and treatment. Emphasis on generating treatment goals and rehabilitation programs appropriate for disability. Guest lecturers will participate.

3 credits, Modules 1-2, Professor Grumbach

HAY 416 Electrotherapy II

Examines principles of electro-physics and the physiological effects of low-voltage currents and introduces electro-therapeutic modalities and procedures used in the treatment of commonly encountered clinical syndrome.

Prerequisite: HAY 318.

2 credits, Modules 2-3, Professor Kahn

HAY 418 Rehabilitation Procedures I

Integrates knowledge of neurophysiology, the development sequence, motor learning, and perceptual evaluation with specific neuro-physiological therapeutic exercise approaches.

Prerequisites: HAY 316, HAY 317, HAY 318, HAY 319, and HAY 321.

4 credits, Modules 1-2, Ms. Waldman

HAY 420 Prosthetics and Orthotics

Introduces clinical application and evaluation of prosthetics and orthotics and other appliances utilized to assist patients in achieving maximum self-sufficiency and independence. Includes normal ambulation, identification of gait deviations and the assistive devices used to improve function. Explores the principles of fit and alignment.

Prerequisite: HAY 319.

4 credits, Modules 1-2, Professor Mereday

HAY 421 Orthopedic Physical Therapy

Presents procedures and techniques in the physical therapy management of specific orthopedic syndromes. Emphasis on functional anatomy, articular structures, assessment procedures and application of mobilizing techniques in treatment of spinal and extremity articular dysfunction. Guest lecturers will participate.

4 credits, Module 3, Professor Mereday

**HAY 422 Rehabilitation Procedures II
(Cardiopulmonary Rehabilitation)**

Emphasizes evaluation and treatment of the respiratory and cardiac patient. Reviews normal and pathological function of the lungs and heart. Introduces physical assessment, stress testing, and exercise programs for rehabilitation of patients with cardiopulmonary disabilities. Students become certified as basic rescuers in CPR. Laboratory sessions reinforce practical application of treatment procedures. Guest lecturers participate.

3 credits, Modules 5-6, Professor Grumback

HAY 493 Physical Therapy Seminar

A review of major areas covered in the senior year. Emphasis on advanced approaches in rehabilitation. Includes health plans, legal matters and ethics. Guest lectures participate. Students have the opportunity to discuss topics of special concern prior to completion of the program.

2 credits, Modules 5-6, Professor Schleichkorn

HAY 496 Clinical Practice II

A senior clinical affiliation experience of five weeks duration in an affiliated center providing application of training under supervision of clinical educators.

5 credits, Module 4, Professor Grumback

HAY 497 Clinical Practice III

A ten-week, full-time clinical practice which finalizes all didactic and clinical experience for the senior student. Students spend six to eight weeks in a traditional health care setting and two to four weeks in a nontraditional or specialized area of physical therapy practice. Prerequisite: HAY 496.

10 credits, Modules 7-8, Professor Grumback

DEPARTMENT OF PHYSICIAN'S ASSISTANT EDUCATION

Chairman: Edward Brown, Jr.

Vice Chairman: Lucille H. Messier

Associate Professor: Edward Brown, Jr.

Assistant Professors: Stuart M. Copperman, Philip S. Heilpern, Arnold Jaffe, Paul Lombardo, Lucille H. Messier, Nanci C. Rice

Instructors: Ashton Besse, Steven F. Cogan, James Doody, Alan S. Fribourg, Thelma Georgeson, James A. Griffin, Frank J. King, Patricia W. McKeon, Juanita Maxwell, Eray Oge, Steven C. Reiner, Elizabeth S. Rothstein, Rein Tideiksaar, Silas A. Williams.

Lecturers: Richard L. Miller, William F. Riesterer

Program for Physician's Assistant Education Leading to the Degree of Bachelor of Science

Program Director: Edward Brown, Jr.

The Department of Physician's Assistant Education offers an upper division program leading to the degree of Bachelor of Science.

The program consists of 100 weeks of didactic and clinical training over a two-year period. Graduates are prepared to practice as assistants to the primary care physician, taking thorough medical histories and performing physical examinations, collecting the data, and presenting it in such a way that the physician is aware of the medical problem and can determine the appropriate diagnosis and therapy. Although functioning under the supervision and responsibility of a physician, the physician's assistant may, under defined rules and circumstances, perform diagnostic and therapeutic procedures without the direct surveillance of the physician. He/she may also coordinate the roles of other health care team members.

Physician's assistants have proved most effective in extending improved health care to larger populations. They have special impact in areas which have traditionally been medically underserved. Graduates are encouraged to work in such areas of medical need. They are employed in hospitals, clinics, private and group practices, and in industry.

The program is accredited by the American Medical Association, Joint Review Committee on Educational Programs for Physician's Assistants.

The School's Certificate of Professional Achievement for Physician's Assistants is awarded upon satisfactory completion of all course work.

Admission Requirements

Candidates for the Physician's Assistant Education Program must meet the admission requirements of the School of Allied Health Professions

(see page 58 of this *Bulletin*). The requirements may be fulfilled through previous college studies completed.*

In addition to the general academic requirements for junior status in the School of Allied Health Professions, the Department of Physician's Assistant Education requires that fulfillment of the natural sciences requirement consist of completion of six or more credits in the biological sciences and, additionally, completion of at least three semester credits each in mathematics, chemistry, and microbiology. Course work in sociology and psychology is strongly recommended.

The department also requires a minimum of one year's experience in direct patient care, either full-time or through equivalent accumulation of 2,000 hours. This requirement can be fulfilled by experience such as that of an orderly, nurses' aide, registered nurse, medic or emergency medical technician.

The physician's assistant training is heavily directed toward community medicine involvement, especially in disadvantaged and rural areas in the realm of family practice.

Program Requirements

Physician's Assistant students must complete the core and elective course requirements of the School of Allied Health Professions. In addition, the following professional courses are required:

<i>Didactic Courses</i>		<i>Credits</i>
HBA 300	Human Biology	5
HBA 360	Regional Human Anatomy	3
HAP 303	Radiology	2
HAP 308	Psychiatry for Physician's Assistants	3
HAP 350	Signs and Symptoms: Clinical Medicine I	approx.
HAP 351	Signs and Symptoms: Clinical Medicine II	36
HAP 352	Signs and Symptoms: Clinical Medicine III	
HAD 310	Clinical Laboratory	2
HAD 319	Medical Microbiology for Physician's Assistants	1
HBH 331	Fundamentals of Pharmacology	5

*Formal armed forces or professional school courses may in some cases be approved for credit by the Admissions Committee of the School of Allied Health Professions.

Clinical Clerkships

Credits

HAP 470	General Medicine: Clinical Clerkship	5
HAP 471	Obstetrics and Gynecology: Clinical Clerkship	8
HAP 472	General Surgery: Clinical Clerkship	6
HAP 473	Pediatrics: Clinical Clerkship	5
HAP 474	Emergency Room: Clinical Clerkship	5
HAP 475	Psychiatry: Clinical Clerkship	4
HAP 476	Medicine Preceptorship: Clinical Clerkship	5
HAP 477	Pediatrics Preceptorship: Clinical Clerkship	5
HAP 478	Final Elective: Clinical Clerkship	4
HAP 479	Geriatrics: Clinical Clerkship	5
HAP 480	Orthopedics: Clinical Clerkship	4

Special Academic Requirements

In addition to the overall academic policies of the School of Allied Health Professions, the Physician's Assistant Education Program requires that students maintain at least a 2.5 cumulative grade point average for all clinical clerkships. The following courses *must* be passed with a minimum grade of C before a student will be permitted to continue in the program:

- HBA 300 Human Biology
- HBA 360 Regional Human Anatomy
- HBH 331 Fundamentals of Pharmacology

Courses

HAP 303 Radiology

Introduces principles of radiation and radiology techniques, with particular emphasis on the interpretation of X-ray films. Limited to Physician's Assistant students.
2 credits, Modules 5-6, Dr. Baron

HAP 308 Psychiatry for Physician's Assistants

Introduces psychiatry and an approach to general evaluation of patients with emotional problems. Emphasis on social patterns, which exert a profound impact on mental functioning.

3 credits, 3-module duration, Modules to be determined, Dr. Heilpern

HAP 350, 351, 352 Signs & Symptoms: Clinical Medicine I, II & III

Preparation for clinical rotations through a systems and problem-oriented approach dealing with the patient in a clinical context. Emphasizes physical examination, evaluation, procedures, and problem solving. Prerequisites: A grade of C or better is required before beginning next course in sequence.

36 credits, Modules 1-8, Professors Messier and Rice

The following courses in the HAP 470 number sequence are all full-time clinical rotations for Physician's Assistant students only.

HAP 470 General Medicine: Clinical Clerkship

Applies principles of general medicine learned in HAP 350, 351, and 352 to hospital-based practice. Supervised, ongoing patient contact exposes the student to a variety of acute and chronic medical conditions. Em-

phasis on data gathering, differential diagnosis, patient management, diagnostic and therapeutic skills, and follow-up care.

5 credits, one-module duration, Modules in Fall and Spring semesters to be determined, Mr. Griffin and Clinical Staff

**HAP 471 Obstetrics and Gynecology:
Clinical Clerkship**

Applies principles of ob/gyn learned in HAP 351 to hospital-based practice. Emphasis as in HAP 470 including pre- and post-partum care, pelvic examinations, contraception, and normal labor and delivery.

8 credits, two-module duration, Modules in Fall and Spring Semesters to be determined, Mr. Griffin and Clinical Staff

**HAP 472 General Surgery:
Clinical Clerkship**

Applies principles of general medicine to the patient presenting with common surgical or urological problems. Supervised exposure to an in-patient, ambulatory care setting with emphasis on data gathering, differential diagnosis, patient management, and communications skills. Operating room technique, wound evaluation, suturing and appropriate triage and referral skills are stressed.

6 credits, one-module duration, Modules in Fall and Spring Semesters to be determined, Mr. Griffin and Clinical Staff

HAP 473 Pediatrics: Clinical Clerkship

Applies principles of pediatrics to hospital-based practice. Emphasis as in HAP 470 including normal growth and development, newborn evaluation, and evaluation of well and sick children.

5 credits, one-module duration, Modules in Fall and Spring Semesters to be determined, Professor Lombardo and Clinical Staff

**HAP 474 Emergency Room:
Clinical Clerkship**

Provides supervised exposure to acute primary care problems of the emergency room patient. Emphasis on directed history and physical examination, triage, management of episodic illness, life-saving techniques, treatment of shock, and handling of emergency room equipment.

5 credits, one-module duration, Modules in Fall and Spring Semesters to be determined, Professor Lombardo and Clinical Staff

HAP 475 Psychiatry: Clinical Clerkship

Applies principles of psychiatry learned in HAP 308 to hospital-based, inpatient/out-patient care setting. Emphasis on recognition and triage of common psychiatric problems, performance of the mental status examination, patient interaction skills, and patient

follow-up.

4 credits, one-module duration, Modules in Fall and Spring Semesters to be determined, Professor Lombardo and Clinical Staff

**HAP 476 Medicine Preceptorship:
Clinical Clerkship**

Applies principles of general medicine learned in HAP 350, 351, and 470 to a physician's office practice. Emphasis as in HAP 470.

5 credits, one-module duration, Modules in Fall and Spring Semesters to be determined, Mr. Griffin and Clinical Staff

**HAP 477 Pediatrics Preceptorship:
Clinical Clerkship**

Applies principles of pediatrics learned in HAP 350, 351, and 473 to a physician's office practice. Emphasis as in HAP 470.

5 credits, one-module duration, Modules in Fall and Spring Semesters to be determined, Professor Lombardo and Clinical Staff

**HAP 478 Final Elective:
Clinical Clerkship**

Final clinical experience in an area of medicine selected by the student. Provides an opportunity to apply, integrate, and reaffirm skills including data gathering, patient management and interaction, differential diagnosis, and diagnostic and therapeutic procedures.

Prerequisites: All Physician's Assistant courses.

4 credits, Module 9, Professor Lombardo

HAP 479 Geriatrics: Clinical Clerkship

Applies principles of geriatrics with emphasis on data gathering and management of chronic care patients. Stresses psychosocial problems confronting the elderly patient.

5 credits, one-module duration, Modules in Fall and Spring Semesters to be determined, Professor Lombardo and Clinical Staff

**HAP 480 Orthopedics:
Clinical Clerkship**

Provides an opportunity to refine skills acquired in HAP 472 emphasizing evaluation and management of common orthopedic problems, data gathering, splinting, immobilization, and wound evaluation.

4 credits, one-module duration, Modules in Fall and Spring Semesters to be determined, Mr. Griffin and Clinical Staff.

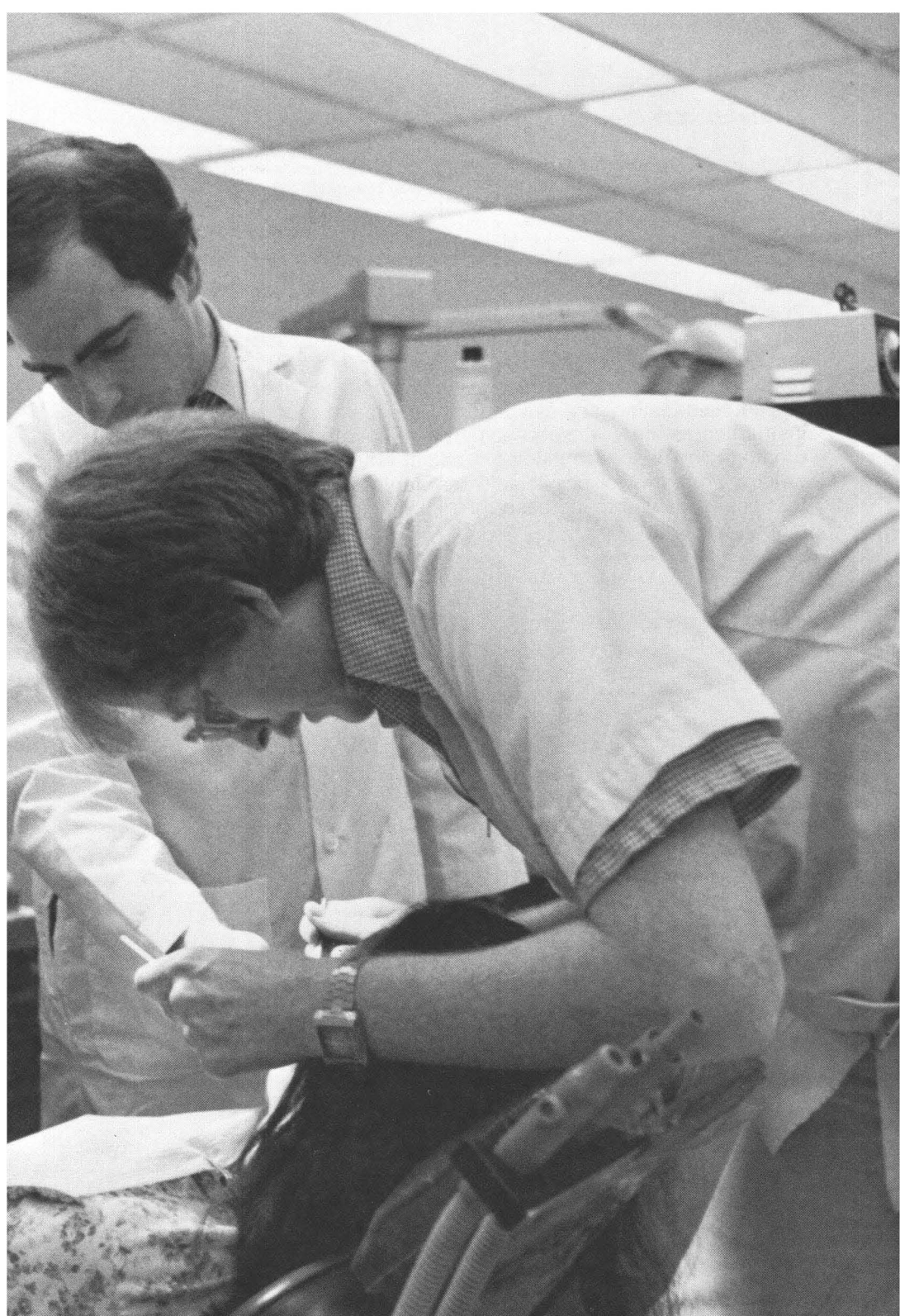
Mental Health Project

Modules of Training in Mental Health for Physician's Assistants

Project Director: Edward Brown, Jr.

Project Staff: Suzanne McMillan

Funded by the National Institute of Mental Health, the Department of Physician's Assistant Education is conducting a four-year project to develop curriculum in mental health for physician's assistants. The project encompasses both a formal assessment of the needs of practicing physician's assistants for mental health training, and the subsequent design, field testing, and evaluation of basic and specialized modules of instruction to meet those needs. The materials developed will be appropriate for use in continuing medical education and undergraduate training programs for physician's assistants as well as other health professionals desiring to increase their knowledge and skills in the area of mental health.



School of Dental Medicine

Acting Dean: Philius R. Garant

Associate Dean: Louis Boucher (Planning and Construction)

Assistant Deans: Gary S. Leske (Curriculum and Student Affairs),
Edward R. Schlissel (Clinical Affairs)
Sharon von Bock (Administrative Affairs)

Assistants to the Dean: Anne H. Clarke, Phyllis Brody

The School of Dental Medicine is accredited by the Council on Dental Education of the American Dental Association. The School provides a broad educational background and trains graduates to enter into general practice, specialty practice, public health, teaching and/or research. The School has incorporated the disciplines of prosthodontics, operative dentistry, endodontics and dental materials into a single department of Restorative Dentistry. Orthodontics and Pedodontics have been combined into a Department of Children's Dentistry.

Dental students, as well as students in medicine and students from other health science fields, take the same courses in anatomy, biological chemistry, microbiology, pathology, pharmacology and physiology. The correlation of these sciences with dentistry is primarily provided by the faculty of the Department of Oral Biology and Pathology. The School has strong ties with a number of satellite hospitals, including Long Island Jewish-Hillside Medical Center and the Veterans Administration Medical Center at Northport. These hospitals and Stony Brook's University Hospital familiarize students with the systemic aspects of dental disease, enabling participation as active members of a health care team.

Small class size allows students to receive more personalized instruction. Didactic as well as clinical instruction is adapted to the needs of the student.

Admission Requirements

The School of Dental Medicine hopes to acquire a student body representative of a variety of backgrounds, experiences and interests. The School will rigorously examine preparation and promise for creative work in dental medicine of all students in whom the School is seriously interested. It is

recommended that applicants have a high degree of manual dexterity and demonstrated competence in science.

Decisions will be influenced by an applicant's scholarship, aptitude, character, personality, and promise of future value to society through the dental profession. There is no discrimination in the admissions review and selection process on the basis of sex, race, religion, national origin, age, marital status, and physical and mental disability. Residents of New York constitute a majority of applicants and the entering class reflects this fact.

By State law, applicants must have completed a minimum of two years of college before matriculation; however, the applicant should be aware that the vast majority of dental students accepted at Stony Brook have an undergraduate degree. All applicants to the School of Dental Medicine are required to complete the appropriate one-year introductory courses with laboratory in inorganic chemistry, organic chemistry, physics, biology (zoology) prior to admission to the School. One year of mathematics, preferably calculus or statistics, and a year of social and behavioral sciences is also required.

In addition, the School requires an evaluation from the applicant's college preprofessional advisory committee. In the absence of such a committee, letters of evaluation are required from at least two faculty members. The School requires that evaluation data be transmitted directly to the School of Dental Medicine. Interviews are included in the admissions process; applicants will be notified if interviews are required. At that time, a special examination is administered to test an applicant's manual skills at no expense to the applicant.

The School participates in the centralized American Association of Dental Schools Application Service (AADSAS). This service allows applicants to apply to a number of participating schools through the submission of a single set of data to the Measurement Research Center in Iowa City. The School does not require a separate application form. Applications for this service may be obtained from the Office of Admissions, School of Dental Medicine, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, New York 11794. (See "Health Sciences Center Admissions," page 17 of this *Bulletin* for further information.)

All applicants are required to take the Dental Aptitude Test (DAT). The deadline for submission of the completed application to the centralized service is January 1. Applications postmarked after midnight, January 1 will not be considered. There are no application fees beyond the fee required by the central service. The School observes the agreement of the American Association of Dental Schools regarding the admission of students and will not offer places prior to December 1 of the year prior to matriculation.

Clinical Facilities (Dental Care Center)

Coordinated clinical education in all disciplines is provided in an environment that facilitates the treatment of patients in the instructional environment. The student learns, early in his/her career, to work with auxiliary personnel, including dental assistants, dental hygienists and dental technicians. A faculty composed primarily of full-time educator/clinicians guides the training of the students enrolled in all programs of the School.

Physical facilities are equipped to support the diverse educational, research, and patient care programs offered at the School. The patient treatment facilities are attractive and convenient for patients, and provide a maximum degree of privacy.

Seventy dental operatories, similar to those used in the general practice of dentistry, provide treatment areas for students and faculty. Sixteen of these operatories are built in a unique cluster arrangement designed for optimal utilization when staffed and operated as a group practice facility. The other operatories enable dental students to work alone or in concert with dental auxiliaries as a team. Special suites are available for the teaching and practice of oral surgery and radiology.

Basic Non-Clinical Education

Students in the School receive approximately 1,000 hours of instruction in the traditional basic sciences (anatomy, biochemistry, cytology, microbiology, physiology, pharmacology, genetics, and general pathology). Since this instruction is fundamental to all students in dentistry and medicine, most courses are taken jointly by these students. Students are provided with in-depth exposure to the normal and pathological aspects of the structure and function of the oral tissues and to material from the social and behavioral sciences in the School of Dental Medicine.

Basic Clinical Education

The clinical component of the educational program is provided by the Departments of Children's Dentistry, Periodontics, Restorative Dentistry, Dental Health, Oral Biology and Pathology, and Oral and Maxillofacial Surgery. Conjoint courses are offered in oral diagnosis, radiology, occlusion, pain control, and emergency care. Students are introduced to patients and patient care in a carefully controlled environment according to a timetable tailored to each student's ability. Students often act as subjects as part of their educational experience and training.

Students are taught how to obtain a psychosocial history and how to incorporate this information into the total treatment plan for the patient. This part of the program is taught by members of the faculty of the Department of Dental Health. Preclinical technical experience is given immediately prior to the student's undertaking the treatments for assigned patients. Most didactic teaching and preclinical laboratory experience is completed by the end of the second year. The principal clinical experience begins in the second year. The student is responsible for the complete care of the patients. When the services of a specialist are required, the student refers to and attends the service of the chosen specialist. All phases of patient care are closely supervised by the professional staff.

Students are trained in the efficient use of dental assistants in a special program of Dental Auxiliary utilization (DAU) and management. The objective of the program is to teach new concepts of dental health care delivery by training dental students to be able to effectively and efficiently practice "four-handed, sit-down" dentistry. Specially trained den-

tal assistant teachers work with the students to accomplish these objectives.

During the fourth year, students are taught to utilize new and established diagnostic techniques during the process of diagnosis, treatment planning, and monitoring of therapy. Additionally, qualifying students may participate in one of the many elective programs offered by the various departments of the School or the hospitals of the various clinical campuses.

Dental School Curriculum

The following program represents the curriculum requirements for dental students:

FIRST YEAR

<i>Course</i>	<i>Course Title</i>	<i>No. of Hours</i>	<i>Semester</i>
HD 506/HBA 530	Human Microscopic Anatomy	128	Fall
HD 507/HBC 531	Biochemistry	60	Fall
HD 509/HBA 521	Gross Anatomy—Head and Neck	150	Spring
HD 511/HBY 531	Physiology	96	Fall
HD 514/HBP 531	Pathology	95	Spring
HD 515/HBM 531	Medical Microbiology	80	Spring
HD 516/HBA 522	Neuroanatomy	26	Spring
HD 518/HBA 533	Genetics	30	Spring
HDH 501	Health Care Systems	56	Fall
HDI 502	Pain Control	28	Spring
HDM 501	Physiologic Emergencies	3	Spring
HDM 502	Radiology	20	Spring
HDO 501	Oral Biology and Pathology	53	Spring
HDP 501	Preventive Periodontics	57	Spring
HDR 501	Dental Morphology and Introduction to Occlusion	84	Fall
HDR 502	Operative Dentistry Technique	131	Spring
HDR 503	Restorative Clinic	63	Spring
HDS 501	Patient Evaluation	28	Spring

SECOND YEAR

HD 617/HBH 531	Pharmacology	96	Spring
HDC 601	Children's Dentistry Didactic	135	Fall and Spring
HDC 602	Children's Dentistry Clinic	70	Fall and Spring
HDH 602	Analysis of Literature and Statistics	40	Fall and Spring
HDH 603	Behavioral Interactions	50	Fall and Spring

<i>Course</i>	<i>Course Title</i>	<i>No. of Hours</i>	<i>Semester</i>
HDI 602	Pain Control	36	Fall
HDM 601	Physiologic Emergencies	24	Fall
HDM 602	Radiology	49	Fall and Spring
HDO 601	Oral Biology and Pathology	100	Fall and Spring
HDP 601	Treatment of Periodontal Disease	102	Fall and Spring
HDR 602	Endodontics	40	Fall
HDR 603	Fixed Partial Prosthodontics	141	Fall and Spring
HDR 604	Dental Materials	16	Spring
HDR 606	General Restorative Clinic	302	Fall and Spring
HDR 607	Dental Auxiliary Utilization	8	Spring
HDS 601	Oral and Maxillofacial Surgery	53	Fall and Spring

THIRD YEAR

HDC 701	Children's Dentistry Didactic	56	Fall and Spring
HDC 702	Children's Dentistry Clinic	232	Fall and Spring
HDH 701	Law and Ethics in Dental Practice	26	Fall
HDH 703	Current Dental Health Issues	32	Spring
HDH 705	Dental Practice Administration	28	Spring
HDM 701	Physiologic Emergencies	4	Fall
HDO 701	Oral Pathology	60	Fall and Spring
HDO 702	Pathology Conference	20	Fall and Spring
HDO 703	Oral Diagnostics	46	Fall and Spring
HDO 704	Oral Facial Genetics	24	Fall and Spring
HDO 705	Oral Medicine	16	Fall
HDO 706	Clinical Pharmacology	16	Fall
HDP 701	Periodontal Clinics	96	Fall and Spring
HDP 702	Student Case Presentations	20	Fall and Spring
HDR 702	Complete Removal Partial Denture Prosthodontics	160	Fall
HDR 703	Restorative Dentistry Clinic	290	Fall and Spring
HDR 707	Dental Auxiliary Utilization	62	Fall and Spring
HDR 711	Additional Restorative Clinic	82	Spring
HDR 712	Advanced Restorative Instruction	38	Spring

THIRD YEAR (Cont.)

<i>Course</i>	<i>Course Title</i>	<i>No. of Hours</i>	<i>Semester</i>
HDS 701	Oral and Maxillofacial Surgery	30	Fall and Spring
HDS 702	Patient Evaluation/ Medicine for Dental Students	88	Fall and Spring

FOURTH YEAR

HDH 802	Latest Issues in Dental Health and Practical Administration	17	Spring
HDH 807	Dental Health—Patient Care	36	Fall and Spring
HDI 807	Comprehensive Patient Care (CPC) Board	36	Spring
HDI 808	Hospital Dentistry	80	Fall
HDM 801	Physiologic Emergencies	3	Fall
HDO 802	Pathology Conference	8	Fall and Spring
HDO 807	Oral Biology and Pathology—Patient Care	36	Fall and Spring
HDP 802	Case Presentations	8	Fall and Spring
HDP 807	Periodontal-Patient Care	108	Fall and Spring
HDR 807	Restorative Dentistry-Patient Care	470	Fall and Spring
HDR 808	Restorative Dentistry Clinic	320	Spring
HDS 801	Oral and Maxillofacial Surgery Rotations	40	Fall
HDS 807	Oral and Maxillofacial Surgery-Patient Care	36	Fall and Spring

FOURTH YEAR ELECTIVES

HDC 810	Pedodontic Research	320	Spring
HDC 811	Clinical Pedodontics-Long Island Jewish-Hillside Medical Center	320	Spring
HDC 812	Clinical Orthodontics-Long Island Jewish-Hillside Medical Center/ Health Sciences Center	320	Spring
HDC 813	Clinical Pedodontics-Brookdale Medical Center	320	Spring

FOURTH YEAR ELECTIVES (Cont.)

<i>Course</i>	<i>Course Title</i>	<i>No. of Hours</i>	<i>Semester</i>
HDH 811	Health Policies and Delivery	40	Spring
HDH 812	Systems Methodology	40	Spring
HDH 813	Administration—Long Island Jewish-Hillside Medical Center	320	Spring
HDO 810	Oral Pathology—Long Island Jewish-Hillside Medical Center	320	Spring
HDO 811	Research—Oral Biology and Pathology	320	Spring
HDP 810	Clinical Periodontics-Northport Veterans Administration Medical Center	320	Spring
HDP 811	Research in Periodontology	320	Spring
HDR 810	Continuing Experience—Clinical Restorative Dentistry	up to 320	Spring
HDR 813	General Dental Practice—Monument Valley Hospital	320	Spring
HDR 814	General Dentistry—Northport Veterans Administration Medical Center	320	Spring
HDR 815	General Dentistry—Long Island Jewish-Hillside Medical Center	320	Spring
HDR 818	Research in Dental Materials Science	up to 320	Spring
HDS 810	Hospital Oral and Maxillofacial Surgery—Northport Veterans Administration Medical Center	320	Spring
HDS 811	Hospital Oral and Maxillofacial Surgery-Queens Hospital Center affiliation of Long Island Jewish-Hillside Medical Center	320	Spring

FOURTH YEAR ELECTIVES (Cont.)

<i>Course</i>	<i>Course Title</i>	<i>No. of Hours</i>	<i>Semester</i>
HDS 812	Inpatient General Anesthesiology—Long Island Jewish-Hillside Medical Center	320	Spring
HDS 813	Inpatient General Anesthesiology—Northport Veterans Administration Medical Center	320	Spring

Continuing Education

The School of Dental Medicine recognizes that dental education does not end with the award of a dental degree, and is committed to continuing education. Courses in the various clinical and related basic science disciplines are offered each year by the School's faculty to the dental communities of Queens, Nassau, and Suffolk Counties. This includes dentists, dental students, residents, educators, and dental auxiliaries.

DEPARTMENT OF CHILDREN'S DENTISTRY

Professor: Louis W. Ripa, Jr. (Chairman)

Associate Professors: Fred S. Ferguson, Leonard Gorelick, Stephen R. Hall, Norman Hirsh, Gary S. Leske, Richard Pasternak, Samuel Rosen

Assistant Professors: Stanley Alexander, Michael Apton, Stuart J. Balaban, Frederick Berlin, Charles I. Citron, Sumner Cohen, S. Charles Conarck, Richard D. Faber, Uriel Federbush, Leonard G. Gallo, Philip Glaser, Stephen B. Gold, Robert B. Goldman, Howard Grindlinger, Richard C. Kardovich, Jack Y. Littman, Howard Miller, Stephen H. Paley, Albert Reitman, Howard J. Ruderman, Morris Scherr, Daubert Telsey, Howard M. Tichler, Martin J. Valins, Pasquale A. Vitagliano, Stanley L. Wein, Gary L. Weinberger

The program in Children's Dentistry commences in the first quarter of the second year. Initially, the student is introduced to the preventive aspects of dental care in children. Dental caries prevention is especially stressed, including the use of systemic and topical fluorides, occlusal sealant application, and diet modification. Restorative care and appliance therapy for children is also taught with equal emphasis placed upon the technical aspects of treatment and treatment rationale. The development of occlusion from the prenatal period through adolescence is presented, and what constitutes a "normal" occlusion is described. Students learn to recognize

malocclusion, identify the concomitant etiologic factors, and are taught to prevent, intercept, or treat minor problems of the occlusion. The didactic program continues in the third year with emphasis on behavior management in children, orthodontic considerations for the adult patient, and literature review. Clinical sessions in Children's Dentistry are conducted in the students' second and third years.

Courses

HDC 601 Children's Dentistry-Didactic

An introduction to pedodontics, orthodontics, and clinical caries prevention with emphasis on the normal child's dentition, dental abnormalities, pulp therapy, operative procedures, treatment of traumatic injuries, growth and development of the jaws, cranium and dentition, normal occlusion and malocclusion, orthodontic diagnosis including cephalometrics, interceptive and corrective treatment. Stresses rationale, caries prevention theory of and importance of dietary factors. Includes laboratory.

135 course hours, Fall and Spring Semesters, Dr. Ripa and Faculty

HDC 602 Children's Dentistry Clinic

Provides clinical experience for the preventive, interceptive, corrective, operative, surgical treatment of children. Faculty supervision.

Prerequisite: HDC 601 Laboratory Component

70 course hours, Fall and Spring Semesters, Dr. Ripa and Faculty

HDC 701 Children's Dentistry-Didactic

An introduction to behavior management of the child dental patient, orthodontic tooth movement, and orthodontics for adult patients. Includes laboratory sessions in minor tooth movement and orthodontic and pedodontic literature review seminars.

Prerequisite: HDC 601.

56 course hours, Fall and Spring Semesters, Dr. Ripa and Faculty

HDC 702 Children's Dentistry Clinic

Provides clinical experience in comprehensive patient care for preschool, school-age, and adolescent patients, dental care for the handicapped, and orthodontic treatment on

adults undergoing other kinds of dental care.

Prerequisite: HDC 602.

232 course hours, Fall and Spring Semesters, Dr. Ripa and Faculty

HDC 810 Pedodontic Research

Clinical pedodontics and clinical or laboratory research conducted at the School or in the field.

Prerequisites: HDC 601 and 602, HDC 701 and 702.

320 course hours, Spring Semester, Faculty

HDC 811 Clinical Pedodontics-Long Island Jewish-Hillside Medical Center

Clinical pedodontics in the hospital setting.

Prerequisites: HDC 601 and 602, HDC 701 and 702.

320 course hours, Spring Semester, Clinical Faculty

HDC 812 Clinical Orthodontics—Long Island Jewish-Hillside Medical Center/Health Sciences Center

Clinical orthodontics at Long Island Jewish-Hillside Medical Center or at the School.

Prerequisites: HDC 601 and 602, HDC 701 and 702.

320 course hours, Spring Semester, Clinical Faculty

HDC 813 Clinical Pedodontics—Brookdale Medical Center

Clinical pedodontics at Brookdale Medical Center.

Prerequisites: HDC 601 and 602, HDC 701 and 702.

320 course hours, Spring Semester, Clinical Faculty

DEPARTMENT OF DENTAL HEALTH

Professors: Saul Kamen, Burton R. Pollack, Seymour L. Roistacher, H. Barry Waldman (Chairman)

Associate Professor: Mortimer L. Shakun

Assistant Professors: Stanley E. Siegel, Burton S. Wasserman

Lecturers: Eugene Feinstein, Martin J. Feldman, Arthur I. Hazelwood, Joseph J. Nichols, Samuel Plotnick, William Steibel

Instructor: Rosalie D. Marinelli

The program in Dental Health is designed to enhance a recognition of the individual's professional role and responsibility to his/her patients, their families, and the general community.

Throughout the first year, the department offers a course series consisting of seminar sessions and field trips to serve as an introduction to the general field of health care services. The series focuses upon the organization and component aspects of the health delivery system of this country and how they affect the dentists and their patients.

During the second year, a two-part series on the introduction to behavioral interaction is offered which includes a series of didactic sessions whose aim is to (1) define learning in terms of behavioral change, (2) consider behavioral science implications in the dental situation, and (3) assure effective interviewing and communication skills. These sessions are followed by a series of field study projects which are used to put these skills into practice in the dental care setting. Also, during the second year, a two-quarter sequence is offered on the analysis of health literature. The emphasis is on the "what and why" aspects of the use of statistical procedures, rather than on the "how" to actually do the computations involved in statistical analysis.

In the third year, a series of seminars is presented to focus the students' attention on currently important issues in public policy and dentistry. Throughout the third and fourth years, a practice management, ethics and jurisprudence course sequence affords the student a general view and understanding of practice establishment and administration in terms of the legality of practice acts. In addition to the formal course outlined above, the department organizes, in cooperation with other clinical departments, a series of rotations within local community health care centers. The timing of these opportunities depends upon the development and the level of advancement of individual students.

Courses

HDH 501 Health Care Systems

An introduction to the organization and component aspects of the health delivery system in the United States. Emphasis on the effect on the patient, the provider, health institu-

tions, and the general community. Includes field trips to a variety of health delivery modalities.

56 course hours, Fall Semester, Dr. Waldman and Faculty

HDM 502 Radiology

Basic physical principles of radiology and radiation safety. Demonstration of intraoral, extraoral and panoramic radiographic techniques.

20 course hours, Spring Semester, Dr. Shakun

HDH 602 Analysis of Literature and Statistics

An introduction to the basic concepts of statistics and experimental design with emphasis on organization of data, graphs and tables, probability, descriptive statistics, measures of central tendency and variation, the normal distribution, confidence intervals, hypothesis testing, and elements of research design.

40 course hours, Fall and Spring Semesters, Dr. Shakun

HDM 602 Radiology

The application of radiographic technique, clinical interpretation, and the critical appraisal of the quality of radiographs.

49 course hours, Fall and Spring Semesters, Dr. Shakun

HDH 603 Behavioral Interactions

An introduction to behavioral science in dental health care delivery including the psychological aspects of dentist-patient relations. Includes experimental workshop in communication skills and interpersonal relations. Explores situations and problems relating to student interactions. Emphasis on self-assessment, interpersonal risk-taking, and understanding the impact persons have on each other.

50 course hours, Fall and Spring Semesters, Dr. Siegel

HDH 701 Law and Ethics in Dental Practice

Presents legal and ethical considerations in the practice of dentistry, the history of governmental regulations over the health professions, and current statutes controlling the practice of dentistry and dental hygiene. Examines the judicial process with emphasis on the New York State court system. Explores the issues of professional negligence, malpractice, ethics, statutory control, the court's control over dental practice, and the influence of society and the organized profession.

26 course hours, Fall Semester, Dr. Pollack

HDH 703 Current Dental Health Issues

A continuation of HDH 501. Emphasizes health insurance, national health programs, developing problems in the delivery of dental services, and the health systems of other countries as comparative models.

32 course hours, Spring Semester, Dr. Waldman

HDH 705 Dental Practice Administration

An introduction to the establishment and management aspects of dental practice.

28 course hours, Spring Semester, Dr. Siegel

HDH 802 Latest Issues in Dental Health and Practical Administration

Explores changes in dental care including peer review, mandatory continuing education requirements, advertisement, and the use of denturists and expanded duty auxiliaries.

17 course hours, Spring Semester, Dr. Waldman

HDH 807 Dental Health-Patient Care

Small group discussion of comprehensive patient care in terms of variations of medical, psychological, economic and other factors which could impact on the planning and/or treatment.

36 course hours, Fall and Spring Semesters, Dr. Waldman and Faculty

HDH 811 Health Policies and Delivery

Individual study and independent analysis of health policy issues affecting dental care delivery.

40 course hours, Spring Semester, Drs. Waldman and Pollack

HDH 812 Systems Methodology

Presents the basic concepts of system analysis and operations research and their relationship to the health care delivery system. Includes the design and analysis of management planning models and simulation of systems.

40 course hours, Spring Semester, Dr. Shakun

HDH 813 Administration—Long Island Jewish-Hillside Medical Center

Clinical experience in the administration of a dental service in a teaching hospital setting.

320 course hours, Spring Semester, Dr. Eisenbud and Faculty

DEPARTMENT OF DENTAL MEDICINE

Professors: James E. Mulvihill, J. Howard Oaks

Associate Professors: Richard Adelson, Leonard Andors, Bernard G. Borden, Gerald M. Kelner, Paul Kornfeld

Assistant Professors: Robert J. Fink, Morton A. Fishman, Lewis J. Gilmore, Murray M. Hilton, Jacob M. Levy, John J. Mongiardo, Stephen Morris, David E. Parker, Robert P. Reiner, Alvin M. Sarnoff, Gerald H. Waldman, Ronald Wender, William J. Whitehorn, Gilbert E. Winn

Instructor: Steven A. Milhauser

DEPARTMENT OF ORAL BIOLOGY AND PATHOLOGY

Professors: Leon Eisenbud, Philius R. Garant, Lorne M. Golub, A. John Gwinnett, Israel Kleinberg (Chairman), Leo M. Sreebny

Associate Professors: Howell O. Archard, Hershall W. Kaufman, Thomas F. McNamara, Jerry J. Pollock, James J. Sciubba, Lorne B. Taichman

Assistant Professors: Norman Busch, Robi Chatterjee, B. Kalman Friedman, Arthur D. Goren, Nungavarm S. Ramamurthy

Lecturer: Moon-II Cho

The department offers approximately 365 hours of didactic instruction relevant to the understanding of biological and molecular processes involved in oral disease. During the first two years of the predoctoral program, the subject matter deals with the biology of embryological development of the face and oral cavity, oral mineralized tissues, dental supporting tissue, oral microbiota, salivary glands and their products, oral mucous membranes, and the various sensory and oral motor systems of the mouth. The sequencing of the units is designed to obtain maximum integration between concurrently offered basic science and clinical courses.

The clinical campus at the Long Island Jewish-Hillside Medical Center provides a valuable resource for teaching the oral pathology and oral medicine segments of the department's programs in the latter two years of the curriculum. Where possible, the didactic subject matter is coupled with actual patient examination and clinico-pathological conferences. Emphasis is placed on the interrelationships of pathology, clinical behavior, prognosis, therapeutic modality and the biologic nature of the disease entity.

The department has developed a unique course in oral diagnostics in the third and fourth years of the dental program which offers basic and practical experience in laboratory and familiarizes students with those investigative clinical procedures used in the diagnosis and monitoring of

the effectiveness of treatment of a patient.

The Department of Oral Biology and Pathology offers graduate programs leading to the M.S. or Ph.D. degree in conjunction with the School of Medicine. The main function of this program is to train oral biology educators and researchers to staff dental schools, to train researchers for dental research institutes and dental industrial laboratories, and to provide relevant basic science training for dentists taking postdoctoral specialty training. The course work consists of an in-depth exposure to knowledge, directly and indirectly related to oral biology and its related sciences, and is coupled with appropriate individual research and tutorial programs.

Courses

HDO 501 Oral Biology and Pathology

Introduces the molecular structure, biochemical, and physiological and developmental anatomy of the systems constituting the oral apparatus. Covers the embryological development of the face and oral cavity, the biology of the oral mucous membranes, and the biology of the dental mineralized tissues.

53 course hours, Spring Semester, Dr. Kleinberg and Faculty

HDO 601 Oral Biology and Pathology

A continuation of HDO 501 covering the biology of the supporting tissues, the biology of the salivary glands and their products, the microbiology of the oral cavity, and oral motor and sensory systems.

Prerequisites: HDO 501 or permission of department, HBC 531, HBM 531.

100 course hours, Fall and Spring Semesters, Dr. Kleinberg and Faculty

HDO 701 Oral Pathology

Covers the clinical and histopathologic manifestations of acquired, inherited and neoplastic diseases of the human oral cavity. Topics include benign and malignant tumors of bone, odontogenic and non-odontogenic cysts and tumors, mucosal and salivary gland diseases, and oral manifestations of systemic diseases.

Prerequisites: HBA 530, HBP 531, HDO 601.
60 course hours, Fall and Spring Semesters, Drs. Archard, Eisenbud and Sciubba

HDO 702 Pathology Conference

Clinico-pathologic case presentations designed to develop differential diagnosis skills.

Prerequisites: HBP 531, HDO 601.
20 course hours, Fall and Spring Semesters, Drs. Sciubba, Eisenbud and Archard

HDO 703 Oral Diagnostics

Covers the biochemical, physiological, microbiological and electronic principles involved in a variety of techniques used as aids in the diagnosis of oral diseases.

Prerequisites: HDO 501 and 601.

46 course hours, Fall and Spring Semesters, Dr. Kleinberg and Faculty

HDO 704 Oral Facial Genetics

Focuses on the utilization, preparation and analysis of basic human genetics in clinical situations. Covers genetic disorders of the craniofacial complex and dentistry for the multiple handicapped patient.

Prerequisite: HBA 533 or permission of instructor.

24 course hours, Fall and Spring Semesters, Dr. Taichman

HDO 705 Oral Medicine

Introduces patient care relating to stomatologic and dermatologic disease, neurologic abnormalities, hematologic disturbances, and the physiologically compromised patient.

Prerequisites: HBP 531, HDO 601.

16 course hours, Fall Semester, Dr. Sciubba and Faculty

HDO 706 Clinical Pharmacology

Covers pharmacology in dental practice with emphasis on clinical usage of antibiotics, sedatives, tranquilizers and analgesics. Drug interactions and side effects are discussed.

Prerequisite: HBH 531.

16 course hours, Fall Semester, Dr. Golub and Faculty

HDO 802 Pathology Conference

Continuation of HDO 702.

8 course hours, Fall and Spring Semesters, Drs. Sciubba, Eisenbud and Archard

**HDO 807 Oral Biology and Pathology—
Patient Care**

The clinical continuation of HDO 703 in which the principles of Oral Diagnostics are applied to patient care.

Prerequisite: HDO 703.

36 course hours, Fall and Spring Semesters, Faculty

**HDO 810 Oral Pathology - Long Island
Jewish-Hillside Medical Center**

Participation in conference, operating room procedures, pathology laboratory proce-

dures, grand rounds and autopsies in a hospital setting.

320 course hours, Spring Semester, Clinical Faculty

**HDO 811 Research - Oral Biology and
Pathology**

Participation in a research project under faculty supervision. Research paper required.

320 course hours, Spring Semester, Dr. Kleinberg and Faculty

DEPARTMENT OF ORAL AND MAXILLOFACIAL SURGERY

Professor: Martin Stern (Chairman)

Associate Professors: Bertram Blum, Gerald M. Cozzi, Allan L. Firestein, Arthur H. Friedlander, Eugene Friedman, Daniel B. Goodstein, Robert Himmelfarb, Paul S. Kaufman, Stephen A. Sachs, Mark Swerdloff

Assistant Professors: Ronald A. Barr, Richard Berg, William F. Boyd, Arthur E. Danziger, John G. Esposito, Stuart M. Goldberg, Donald Gross, Leonard R. Hoffman, Joel F. Holubar, Johnathan B. Kameron, Robert F. Meier, Harvey Meranus, Jack Miller, William L. O'Connell, Steven L. Roberts, Edward Santora, Jr., Howard J. Schare, David Schwartz, Charles Stroh, Richard N. Sussman, Joel S. Tieg, Nils G. Wallen, Stanley Youdelman

The teaching program in oral and maxillofacial surgery is designed with the dual purpose of preparing students for the performance of minor surgical procedures as well as recognizing and understanding the clinical management of those diseases commonly found within the domain of the oral surgeon. The students receive instruction and acquire skill in the manipulation of soft and hard tissues, i.e. flap procedures, alveoplasty, and suturing techniques. They also acquire skill in the removal of unimpacted teeth. The program provides insight into the surgical management of more complex problems such as fractures, impactions, salivary gland diseases, tumors, and developmental abnormalities and instruction in patient evaluation, pain and anxiety control, and the management of physiological emergencies.

Courses

HDS 501 Patient Evaluation

Introduces deviations caused by several general disease categories which affect the head and neck region, and the relationship to dental therapy. Topics include oral mucosal diseases, myofascial pain dysfunction syn-

drome, neoplasia, metabolic and endocrine disorders, trauma, oral manifestations of systemic disease, and the role of the dentist in the team management of oral cancer.

28 course hours, Spring Semester, Faculty

HDM 501 Physiologic Emergencies

Covers diagnosis, management and prevention of medical emergencies. Certification in cardiopulmonary resuscitation required.

3 course hours, Spring Semester, Drs. Andors and Wender

HDI 502 Pain Control

Introduces psychophysiology of pain, pharmacology of local anesthetics, and the techniques of local block anesthesia.

28 course hours, Spring Semester, Drs. Andors, Parker and Reiner

HDM 601 Physiologic Emergencies

A continuation of HDM 501.

Prerequisite: HDM 501.

24 course hours, Fall Semester, Drs. Andors and Wender

HDS 601 Oral and Maxillofacial Surgery

Examines diseases and injuries treated by oral and maxillofacial surgeons, and develops an understanding of the surgery of hard and soft tissues as it applies to oral disease. Clinical experiences include diagnosis, surgical and adjunctive treatment of diseases, injuries, and congenital defects of the human jaws and associated structures.

Prerequisites: HDS 501, HD1 502, HDM 501.
53 course hours, Fall and Spring Semesters, Faculty

HDI 602 Pain Control

Introduces intravenous conscious sedation and nitrous oxide analgesic theory, including relevant pharmacology and physiology of the respiratory and cardiovascular systems. Covers patient selection, evaluation, technique and rationale.

36 course hours, Fall Semester, Drs. Andors, Parker and Reiner

HDM 701 Physiologic Emergencies

A continuation of HDM 501.

Prerequisites: HDM 501 and 601.

4 course hours, Fall Semester, Drs. Andors and Wender

HDS 701 Oral and Maxillofacial Surgery

Presents recent advances in oral and maxillofacial surgery therapy and research. Includes patient encounters to develop proficiency in basic exodontia and minor oral surgery. Includes guest lecturers.

Prerequisites: HDI 602, HDM 601, HDS 601.
30 course hours, Fall and Spring Semesters, Faculty

HDS 702 Patient Evaluation/Medicine for Dental Students

Introduces clinical medicine and its relation-

ship to dentistry. Covers the physical signs, symptoms and laboratory values of the various organ systems in health and disease, and the application of this knowledge to patients in ambulatory care and hospital settings with emphasis on oral manifestations and dental treatment modifications required by the medically compromised patient.

Prerequisites: HDI 602, HDM 601, HDS 601.
88 course hours, Fall and Spring Semesters, Faculty

HDM 810 Physiologic Emergencies

A continuation of HDM 501.

Prerequisites: HDM 501, 601 and 701.

3 course hours, Fall Semester, Drs. Andors and Wender

HDS 801 Oral and Maxillofacial Surgery Rotations

Clinical experience in the diagnosis and treatment of more complex problems of the oral and maxillofacial region. Covers surgical odontectomies and the surgical and adjunctive treatment of diseases of the salivary glands, paranasal sinuses and infections of the regions of the head and neck, and the application of this knowledge to the patient. Emphasis on need for interdisciplinary consultation.

Prerequisites: HDM 701, HDS 701 and 702.
40 course hours, Fall Semester, Faculty

HDS 807 Oral and Maxillofacial Surgery—Patient Care

See HDS 801.

Prerequisites: HDM 701, HDS 701 and 702.
36 course hours, Fall and Spring Semesters, Faculty

HDS 810 Hospital Oral and Maxillofacial Surgery—Northport Veterans Administration Medical Center

Clinical experience in the independent management of surgical problems common in the practice of dentistry. Emphasis on the removal of multi-rooted teeth, mucoperiosteal flaps, alveoloplasties and biopsy, and the application of this knowledge to the patient.

Prerequisites: HDM 701, HDS 701 and 702.
320 course hours, Spring Semester, Clinical Faculty

HDS 811 Hospital Oral and Maxillofacial Surgery—Queens Hospital Center affiliation of Long Island Jewish-Hillside Medical Center

See HDS 810.

320 course hours, Spring Semester, Clinical Faculty

HDS 812 Inpatient General Anesthesiology - Long Island Jewish-Hillside Medical Center

Clinical experience in the biological and physical sciences relevant to the administration of general anesthesia and the application of this knowledge to the patient. Focus on physical examination and evaluation of laboratory data relating to the patient's medical status. Includes direct participation in the administration of general anesthetics, the support of cardiorespiratory functions,

and the management of the post-anesthetic sequelae of general anesthetics.

Prerequisites: HDM 701, HDS 701 and 702.
320 course hours, Spring Semester, Clinical Faculty

HDS 813 Inpatient General Anesthesiology—Northport Veterans Administration Medical Center

See HDS 812.
320 course hours, Spring Semester, Clinical Faculty

DEPARTMENT OF PERIODONTICS

Professor: Paul N. Baer (Chairman)

Associate Professors: Carl Blacharsh, Mitchell T. Cantor, Vincent J. Iacono, Stanley Kitzis, Jules Klingsberg, Elizabeth Pitz (Adjunct), Morton L. Shapiro, Martin Sternig

Assistant Professors: Mark S. Berg, Alexander J. Corsair, Donald S. Cox, Edward M. Cummings, Robert Davenport, Arnold D. Flam, Jack H. Goetz, Blasco C. Gomes, Robert I. Kaplan, Harold Kopman, Barry M. Libin, Stephen Mender, Frederick Nislow, Howard A. Popper, Richard A. Roth, Barry D. Solzberg, Bernard Telsey

The program in periodontics is designed as an introduction to the field. Through a series of lectures, seminars, demonstrations and clinical assignment, the basic knowledge and skills that are essential to the prevention and treatment of periodontal disease are presented. Upon completion of this program, the student is capable of differentiating a healthy from a diseased periodontium. A thorough knowledge of all local etiologic factors responsible for periodontal disease and methods of preventing its onset is stressed. Utilizing this knowledge and experience, the student will be capable of establishing a correct diagnosis and of treating those patients afflicted with early clinical manifestations of periodontal disease.

Courses

HDP 501 Preventive Periodontics

Covers the clinical and microscopic anatomy and physiology of the periodontium in health and disease, the factors responsible for the various periodontal diseases and the application of this knowledge to the patient.

57 course hours, Spring Semester, Dr. Baer and Faculty

HDP 601 Treatment of Periodontal Disease

Lectures, seminars and clinical experience covering diagnosis, treatment planning, prognosis, therapy, and the overall management of the patient with periodontal disease.

Prerequisite: HDP 501.
102 course hours, Fall and Spring Semesters, Dr. Baer and Faculty

HDP 701 Periodontal Clinics

A continuation of HDP 601. Emphasis on the application of knowledge and the treatment of patients with advanced disease or medical or psychological problems requiring special care. Includes seminars on the temporomandibular joint and occlusion.

Prerequisite: HDP 601.

96 course hours, Fall and Spring Semesters, Dr. Baer and Faculty

HDP 702 Student Case Presentations

The presentation of completed cases. Requires documentation and treatment and therapy rationale.

20 course hours, Fall and Spring Semesters, Dr. Gomes

HDP 802 Case Presentations

A continuation of HDP 702.

Prerequisite: HDP 702.

8 course hours, Fall and Spring Semesters, Dr. Gomes

HDP 807 Periodontal-Patient Care

A continuation of the clinical portion of HDP 701.

Prerequisite: HDP 701.

108 course hours, Fall and Spring Semesters, Dr. Baer and Faculty

HDP 810 Clinical Periodontics-Northport Veterans Administration Medical Center

The application of knowledge in the care of the patients with special medical or psychological needs. Limited enrollment.

320 course hours, Spring Semester, Dr. Davenport and Faculty

HDP 811 Research in Periodontology

Participation in any one of several ongoing departmental clinical or laboratory projects. Limited enrollment.

Prerequisites: HDP 701 and recommendation of the course director or department chairman.

320 course hours, Spring Semester, Clinical Faculty

DEPARTMENT OF RESTORATIVE DENTISTRY

Professors: Louis J. Boucher (Chairman), John Osborne

Associate Professors: Edward W. Antos, Stanley A. Busch, Eugene A. Cohen, Jerome Kaufman, Sidney LaPook, Richard M. Moodnick, Gonzalo Pardo, Robert B. Raskin, Robert P. Renner, Edward R. Schlissel, Alvin L. Solomon, Joseph K. Spector

Assistant Professors: David A. Abroff, Paul Albora, William J. Baron, Stuart A. Berman, Howard I. Blum, Howard Burger, Leigh R. Busch, Norman Busch, Frank T. Bushfield, James J. Cancro, Francis A. Cincotta, Daniel Cunningham, Richard J. Durnan, Fran W. Eichler, Stanley Einbender, Douglas Foerth, Seymour Friedman, Stanley Frommer, Melvin Ganz, Irving Gelston, Eugene G. Givens, Joel T. Gluck, Harold Gottlieb, Richard Greenfield, Richard I. Herman, Richard F. Jarmain, Dennis S. Kahn, Alan B. Klopman, Theodore J. Klopman, Alan D. Kronish, Robert S. Lewis, Herman A. Litwin, George A. Lopez, Bernard B. Luftig, Sanford Lyman, Sanford L. Mailman, Murray K. Marin, Bruce A. Merriam, John J. O'Connor, Francis B. Olsen, George C. O'Malley, Barry Ortenberg, Joseph D. Osipow, Thomas Peacock, Allen C. Peyser, Marshall A. Polan, John B. Rampulla, I. Lloyd Roberts, Robert L. Rubel, Martin I. Schachter, Peter Shaw, Lester Schiff, Milton A. Schlein, Joseph L. Schwadron, Kathy L. Schweyer, Terry Shapiro, Harvey R. Silber, Stanley R. Spiro, Claude W. Springer, Nathan Trotter, Richard S. Turner, Charles Ullo, Michael Weisenberg, Sol Weitzman, Burton Weitzner, Bernard G. Williams, G. Gene Wilson

Instructors: Harold Adler, Peter Friedman, Janice L. Gillespie, Allan A. Goodstein, Bruce T. Michnick, Ronald J. Rosen.

The Department of Restorative Dentistry encompasses the clinical disciplines of operative dentistry, fixed and removal prosthodontics, endodontics, and dental materials. Department responsibilities also include instruction in dental anatomy and occlusion.

During the first year, the student is introduced to dental restorative procedures through a course in tooth morphology (dental anatomy) and to preclinical exercises in operative dentistry and the preclinical orientation. By the latter part of the year, the student is performing simple operative procedures (simple dental restorations) for patients. During the second year, this is expanded to include the other clinical disciplines as well.

At the outset of the clinical experience, the student is oriented toward patient needs rather than toward departmental disciplines. Moreover, the activities are clinic rather than laboratory oriented.

During the third and fourth years, having established familiarity with patient management in the clinical environment, students refine their skills and develop expertise which will enable them to practice dentistry at the time of graduation.

A course in Dental Auxiliary Utilization (DAU) is presented during the second and third years. General concepts are taught through a series of lectures and demonstrations illustrating the efficient use of auxiliary personnel. Students are also given the opportunity to work with dental auxiliaries when treating patients during periodic DAU clinic assignments.

Early exposure to patients on a broad front is possible because of the team approach which is employed in the clinical setting. The student is supervised by a clinical teacher who personally executes the difficult portions of the treatment task while supervising the student who performs the simpler ones. As student skill and experience grow, the team leader (teacher) permits the student to perform more of the difficult treatment. Individualized instruction is utilized in the teaching program so that, insofar as possible, the students can progress at their own rate. Moreover, opportunity is given for students who have mastered basic skills to engage in clinical activity which meets their particular interest.

Courses

HDR 501 Dental Morphology and Introduction to Occlusion

Introduces the morphology of the permanent dentition with emphasis on eye-hand coordination, dental inlay wax manipulation, reproduction of tooth crown contours in three dimension with wax, and some basic factors of occlusion and their relation to tooth morphology.

84 course hours, Fall Semester, Faculty

HDR 502 Operative Dentistry Technique

Introduces the classification of carious lesions, methods of caries diagnosis, charting of carious lesions, and the integration of these with operative concepts, techniques and materials used in preparing and restoring the natural dentition. Includes laboratory exercises.

131 course hours, Spring Semester, Dr. Givens and Faculty

HDR 503 Restorative Clinic

Introduction to the clinical facility and actual patient treatment. Includes patient assignment.

63 course hours, Spring Semester, Faculty

HDR 602 Endodontics

Introduction to the biology and pathology of the pulp and the periapical tissues, and the principles of endodontic diagnostic and treatment procedures. Laboratory included.

Prerequisites: HDR 501, 502 and 503.

40 course hours, Fall Semester, Dr. Friedman

HDR 603 Fixed Partial Prosthodontics

Introduces the concept of occlusion and fixed partial denture theory and principles, including the techniques for fabricating occlusal surfaces of teeth in wax compatible with these concepts. Covers impression techniques and the development of diagnostic and practical skills related to the laboratory procedures for the fabrication of dental castings and multi-unit fixed restoration.

Prerequisites: HDR 501, 502 and 503.

141 course hours, Fall and Spring Semesters, Dr. Ullo and Faculty

HDR 604 Dental Materials

Introduces the structure of matter and the physical and mechanical properties of selected dental materials fundamental to restorative dentistry. Emphasis on evaluating materials for clinical application compatible with the guidelines and specifications of the Food and Drug Administration and the American Dental Association.

16 course hours, Spring Semester, Dr. Osborne and Faculty

HDR 606 General Restorative Clinic

Clinical experience in the application of operative procedures. Includes supportive laboratory assignments. Advancement to more independent levels of instruction and patient treatment based on ability.

Prerequisite: HDR 503.

302 course hours, Fall and Spring Semesters, Faculty

HDR 607 Dental Auxiliary Utilization

Focus on principles of work simplification, ergonomic design of the dental operator, and the efficient utilization of auxiliaries for dental office management. Examines the economic, business and legal concepts associated with personnel, and patient management in private practice.

8 course hours, Spring Semester, Dr. Pardo

HDR 702 Complete Removal Partial Denture Prosthodontics

Presents principles and laboratory procedures for the treatment of the partially and completely edentulous patient. Covers diagnosis, treatment planning, survey and design analysis, prosthodontic terminology, biologic and anatomic factors, and the basic prosthodontic principles and practices in the fabrication of complete and removable partial denture prosthesis.

Prerequisites: HDR 603 and 606.

160 course hours, Fall Semester, Faculty

HDR 703 Restorative Dentistry Clinic

The clinical continuation of HDR 606. Emphasis on coordinated treatment within the disciplines of endodontics, operative dentistry, fixed partial prosthodontics, and removable prosthodontics.

Prerequisite: HDR 606.

290 course hours, Fall and Spring Semesters, Faculty

HDR 707 Dental Auxiliary Utilization

The clinical continuation of HDR 607. The development of knowledge and skills in four-handed, sit-down dentistry and patient management.

62 course hours, Fall and Spring Semesters, Dr. Pardo

HDR 711 Additional Restorative Clinic

The clinical continuation of HDR 702. Focus on complete and removable prosthodontic care.

Prerequisite: HDR 702.

82 course hours, Spring Semester, Dr. Boucher and Faculty

HDR 712 Advanced Restorative Instruction

A comprehensive review of restorative dentistry. Guest lecturers.

Prerequisite: HDR 702.

38 course hours, Spring Semester, Dr. Givens and Faculty

HDR 807 Restorative Dentistry—Patient Care

A continuation of HDR 703 and HDR 711. Emphasis on the development of clinical judgment and expertise through experience in a wide range of treatment modalities.

Prerequisites: HDR 703 and 711.

470 course hours, Fall and Spring Semesters, Dr. Givens and Faculty

HDR 808 Restorative Dentistry Clinic

A continuation of HDR 807 providing additional experience in endodontics, operative dentistry, fixed partial and removable prosthodontics. Emphasis on the development of independent judgement, insight, and the provision of comprehensive patient care.

320 course hours, Spring Semester, Dr. Givens and Faculty

**HDR 810 Continuing Experience—
Clinical Restorative Dentistry**

An additional clinical experience in restorative dentistry (prosthodontics, operative dentistry, endodontics).

Up to 320 course hours, Spring Semester, Dr. Boucher and Faculty

**HDR 813 General Dental Practice—
Monument Valley Hospital**

Clinical experience in the provisions of comprehensive dental patient care to native Americans (Navaho/Hopi) on the Navaho Indian Reservation in Monument Valley, Utah/Arizona. Limited enrollment.

320 course hours, Spring Semester. Dr. Renner and Faculty

**HDR 814 General Dentistry—Northport
Veterans Administration Medical
Center**

Clinical experience in the general practice management and care of hospitalized and ambulatory patients with a multitude of organic and psychiatric disorders.

320 course hours, Spring Semester, Dr. Mongiardo and Faculty

**HDR 815 General Dentistry—Long Island
Jewish-Hillside Medical Center**

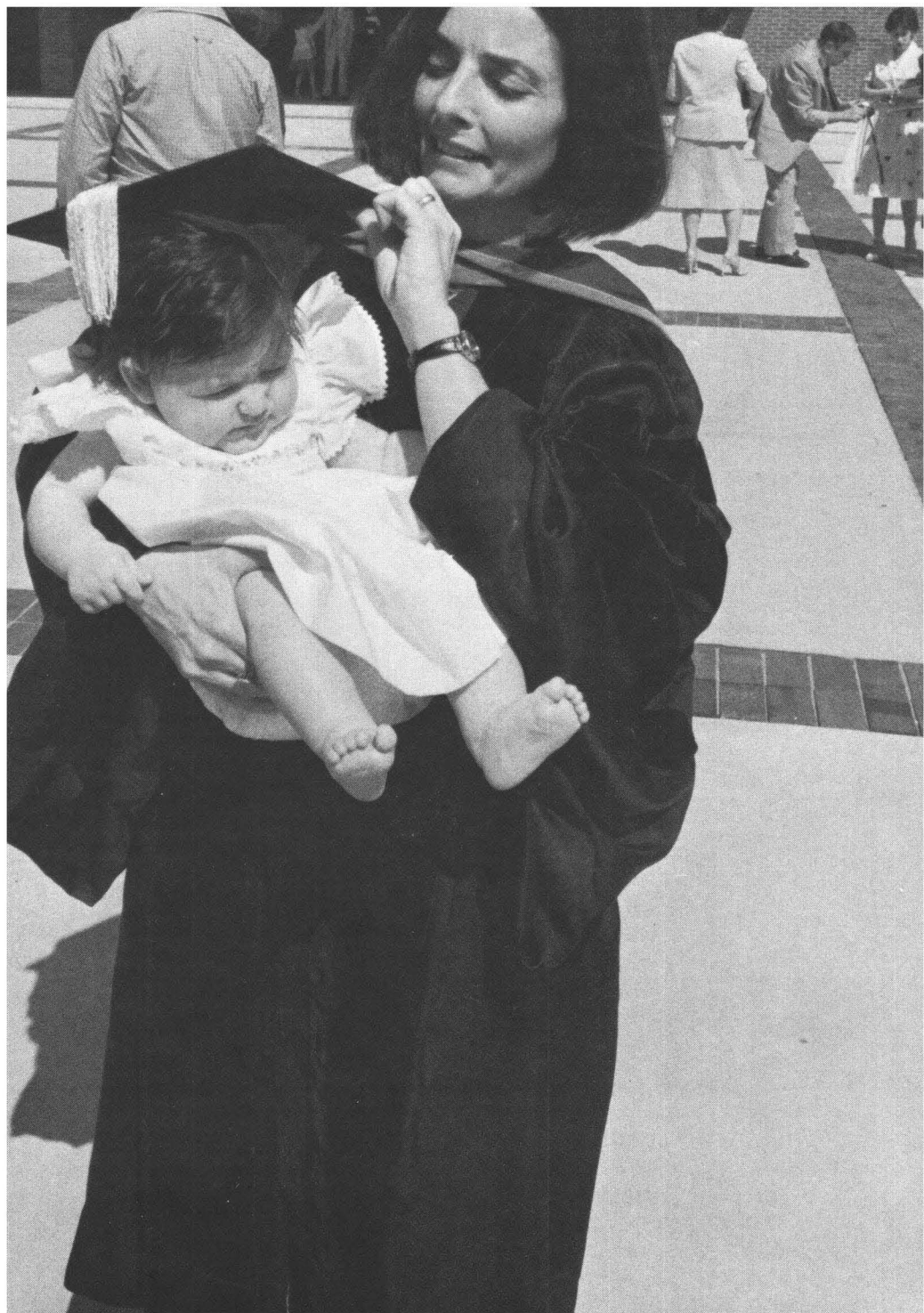
Clinical experience in hospital dentistry for the medically compromised, psychologically impaired, and socially handicapped patient.

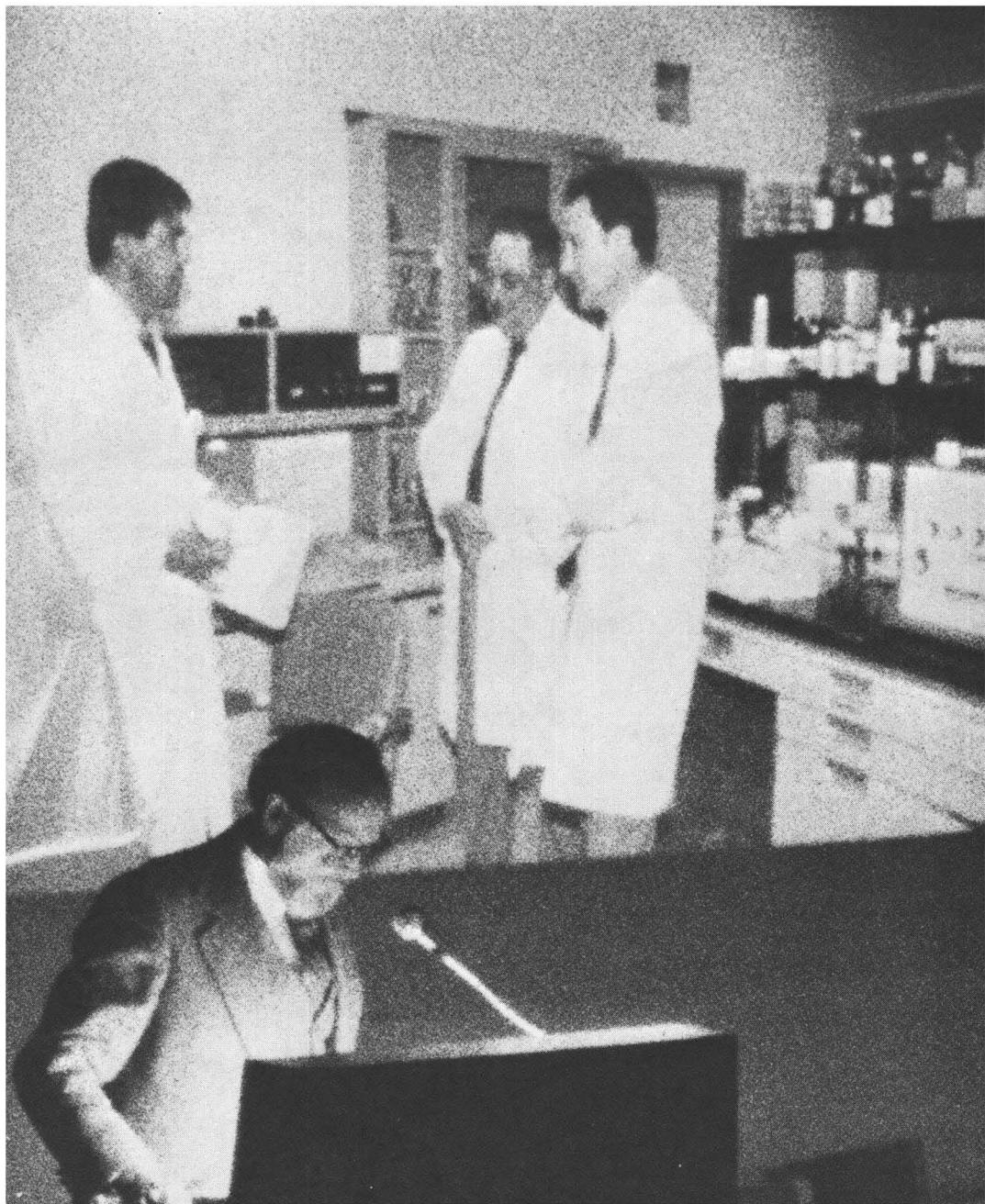
320 course hours, Spring Semester, Dr. Eisenbud and Faculty

**HDR 818 Research in Dental Materials
Science**

Clinical and laboratory research in a selected area of dental materials science under faculty supervision.

Up to 320 course hours, Spring Semester, Drs. Osborne and Schlissel





School of Medicine

Dean: Marvin Kuschner

Associate Deans: David A. Bowers (Administration)
Francis Conrad (Veterans Affairs)
Thomas S. Cottrell (Clinical Affairs)
Nicholas Delihias (Basic Sciences)
Aldustus Jordan (Student and Minority Affairs)
Tamarath K. Yolles (Continuing Education)

Assistant Dean for Medical Admissions: Debra Gillers

Assistants to the Dean: Carmen Gwinner, Dorothy T. Gregory,
Rosalie Rozensky

The School of Medicine consists of basic science and clinical departments which have the responsibility for preclinical and clinical instruction of students in all the Schools of the Health Sciences Center as well as University-wide responsibility to students in other schools on the campus and on affiliated campuses. Basic science departments include the Departments of Anatomical Sciences, Biochemistry, Microbiology, Oral Biology and Pathology, Pathology, Pharmacological Sciences, and Physiology and Biophysics. Clinical departments include the Departments of Anesthesiology, Community and Preventive Medicine, Dermatology, Family Medicine, Medicine, Neurology, Obstetrics and Gynecology, Ophthalmology, Orthopaedics, Otorhinolaryngology, Pediatrics, Physical Medicine and Rehabilitation, Psychiatry and Behavioral Science, Radiology, Surgery, and Urologic Surgery. In addition to instruction at the undergraduate and professional levels, these departments have major responsibility for graduate, postgraduate, and continuing education. Graduate programs in basic science are closely coordinated with those in the Division of Biological Sciences and are conducted under the general regulations of the Graduate Council and the Vice Provost for Research and Graduate Studies.

It is the goal of each of these departments to (1) integrate as rapidly as possible new scientific knowledge and the advances of basic research into the training of every health professional, (2) promote input from all

University disciplines into education and research in the health sciences, and (3) to ensure that every health care professional trained in the School is prepared to provide the highest level of patient care. In the basic sciences, these efforts are enhanced by collaboration with colleagues at the Hospital of the Medical Research Center, Brookhaven National Laboratory; the Cold Spring Harbor Laboratory for Quantitative Biology and other research installations in the vicinity. In the clinical departments, these objectives are enhanced by the new University Hospital as well as the clinical affiliates of the Long Island Jewish-Hillside Medical Center and its Queens Hospital Center affiliation, the Nassau County Medical Center, the Northport Veterans Administration Medical Center and various community clinical facilities integrated under a variety of arrangements.

Admissions

The New Medical College Admission Test (MCAT) must have been taken in the year prior to the year for which the student seeks admission. By State law, applicants must have completed a minimum of two years of college before matriculation; however, medical school admissions committees are usually reluctant to reject applicants with more complete education preparation in favor of a person with only minimal preparation. It is required that all applicants complete the appropriate one-year introductory courses with laboratory in biology, physics, inorganic chemistry, organic chemistry, and English.

It is the School's hope to acquire a student body representative of a variety of backgrounds, experiences, and interests. The School will examine rigorously the preparation and promise for creative work in medicine of all those students in whom it is most seriously interested. If a student presents no more than the minimum academic work in science, he/she should have other attributes indicating that the individual can learn the sciences basic to medicine. Although it is desired that many backgrounds will be represented in the student body, the School does not attempt to maintain a quota to fill for any one "category" of student. It does, however, want to make clear its commitment to seek a significant representation in its student body from groups who have long remained under-represented in medicine.

Grades, new MCAT scores, letters of evaluation, extracurricular, and work experiences are carefully examined. Motivational and personal characteristics as indicated in an individual's application, letters of evaluation, and a personal interview are also a major part of the admissions assessment.*

Decisions will be influenced by an applicant's scholarship, aptitude, character, personality, and promise of future value to society through the medical profession. There is no discrimination in the admissions review

*The submission of false or misleading information in the application materials or in connection with the application process shall be grounds for rejection. If such submission is discovered after the rendering of an offer of admission, matriculation in the School, or award of the degree, it shall be grounds for withdrawal of the acceptance offer, for dismissal, or for revocation of degree.

and selection process on the basis of sex, race, religion, national origin, age, marital status, and disability. Residents of New York constitute the majority of applicants, and the entering class reflects this fact.

All questions concerning admission should be addressed to: Office of Admissions, School of Medicine, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, New York 11794 (516) 246-2113.

Fifth Pathway Program / Supervised Clinical Rotation

The Fifth Pathway Program was recognized in 1971 by the Council on Medical Education of the American Medical Association. The program provides a one-year period of supervised clinical clerkships equivalent to those received by students in American medical schools for students who have completed their medical education outside of the United States. Successful completion of the program enables students to enter postgraduate training programs on the same basis as the graduates of American medical schools.

The School of Medicine, in conjunction with four cooperating hospitals, sponsors a program for 45 students per year. The cooperating hospitals are: Queens Hospital Center of the Long Island Jewish-Hillside Medical Center, Nassau Hospital, the Nassau County Medical Center, and Mercy Hospital.

Applicants must provide complete admissions information, including undergraduate and medical school transcripts, letters of recommendation, and a passing score on either the ECFMG examinations or the Part I examination of the National Board of Medical Examiners.

Tuition for the program is \$6,000 per year. A special opportunity for tuition waiver is available for students who are considering professional training in psychiatry through a program sponsored by the New York State Department of Mental Health. Inquiries regarding the program should be addressed to:

Fifth Pathway Program
Office of Admissions, School of Medicine
Health Sciences Center
State University of New York at Stony Brook
Stony Brook, New York 11794

M.D. Curriculum

The M.D. curriculum in the School of Medicine is a series of courses offered by individual departments or integrated units that are planned and taught in an interdisciplinary manner by faculty from many departments.

The first-year curriculum consists of basic science courses, which include biochemistry, embryology, genetics, gross anatomy, microbiology, microscopic anatomy, neuroanatomy, pathology, and physiology. In addition, three other courses are required: *Introduction to Clinical Medicine* introduces interviewing, history taking, and physical examination skills;

Introduction to Community and Preventive Medicine covers biostatistics, epidemiology, and health care delivery, and *Social Issues in Medicine* exposes the students to problems and methods in medical ethics and legal medicine.

The second-year curriculum consists primarily of organ systems courses. These are integrated presentations of basic science and clinical teaching. The major course is *A Systems Approach to the Medical Sciences*. This includes coverage of the Blood, Cardiovascular, Endocrine, Gastrointestinal, Musculoskeletal, Neurosciences, Renal, Reproductive, and Respiratory Systems. A separate *Psychobiology* system and a *Pharmacology* course are included in the second-year curriculum.

The third-year curriculum is comprised of full-time clinical clerkships offered on a rotating basis in *Medicine* (12 weeks), *Obstetrics and Gynecology* (6 weeks), *Pediatrics* (6 weeks), *Primary Care* (6 weeks), *Psychiatry* (6 weeks), and *Surgery* (12 weeks).

The fourth-year curriculum consists of five months of selectives and four months of electives. The following selectives are offered: *Subinternships in Family Medicine, Obstetrics and Gynecology, Pediatrics or Psychiatry, Surgical Subspecialties, Community and Preventive Medicine, Consultation Liaison Psychiatry, Diagnostic Imaging, Laboratory Medicine, Neurology, or Orthopaedics*. Electives are offered within or outside of the Stony Brook consortium; those outside must be approved by the Dean of Medicine.

During the four years, a student's acquisition of clinical and laboratory skills necessitates attendance and demonstration of competence at patient-contact exercises and animal laboratories.

M.D./Ph.D. Program

The M.D./Ph.D. program normally requires six years to complete. During the first two years, the M.D./Ph.D. curriculum is identical to the M.D. curriculum with two exceptions. M.D./Ph.D. candidates are not required to take *Introduction to Clinical Medicine, Introduction to Community Medicine* or *Social Issues in Medicine* in the second year. Instead, advanced seminars in the basic sciences are required. Curriculum requirements in the third and fourth years are devoted to research. At the conclusion of the two-year research period, M.D./Ph.D. candidates are required to complete the *Introduction to Clinical Medicine, Introduction to Community and Preventive Medicine, and Social Issues in Medicine* courses. Candidates complete full-time clerkships in the fifth year, and selectives, electives, and, if necessary, completion of the Ph.D. requirements during the sixth year.

M.D. with Special Distinction in Research Program

This program is structured like the M.D. program. However, students are expected to complete research prior to the first year and before and after the second year; this should result in a thesis in the senior year.

Academic Standing

Grades for courses leading to the M.D. degree are indicated as Satisfac-

tory/Unsatisfactory, although this may be modified for incoming classes in the future. Satisfactory/Unsatisfactory grading is based on reports from course directors to the Committee on Academic Standing. This Committee recommends to the Dean of Medicine whether a student should progress to the next academic year and eventually receives the M.D. degree. The Committee on Academic Standing also evaluates reports of academic dishonesty and makes recommendations to the Dean.

In cases of academic difficulty or dishonesty, the student is offered an opportunity to request a formal hearing before the Committee on Academic Standing. These decisions may be appealed to the Dean of Medicine and the Vice President for Health Sciences.

In instances of medical disability, the Dean will request a medical evaluation of the student. If a medical leave of absence is granted, criteria for readmission to the School is specified by the Dean of Medicine.

Graduate Programs in Basic Sciences

Doctoral programs are offered in Anatomical Sciences, Microbiology, Oral Biology and Pathology, Pathology, Pharmacological Sciences, and Physiology and Biophysics. Doctoral programs currently available are described in detail in the 1980-82 *Graduate Bulletin*. Inquiries regarding graduate admission to a specific department should be addressed to the director of the department's graduate program.

Financial Aid

Through the generosity of the faculty and friends of the School of Medicine, two revolving loan funds are available for students in the School. The School of Medicine Revolving Loan Fund is available for emergency loans on a short-term basis, and is supported by contributions from the faculty of the School of Medicine.

The Murrayl Meiselas Memorial Loan Fund has been established by friends and family members to honor her memory. Loans will be made available to deserving students.

Inquiries concerning these and other sources of financial aid should be directed to the School of Medicine Financial Aid Officer. For additional financial data, refer to the "Financial Assistance" section of this *Bulletin*.

DEPARTMENT OF ANATOMICAL SCIENCES

Chairman: Maynard M. Dewey

Professors: Maynard M. Dewey, Shih-fang Fan, Madeline M. Fusco, Gabor B. Inke, Harvey J. Karten, S. Murray Sherman, Betty M. Twarog

Associate Professors: Norman C. Creel, John G. Fleagle, Jack T. Stern, Jr., Benjamin Walcott, David L. Williamson

Assistant Professors: Peter R. Brink, Joel S. Gordon, Eric J. Hauber, William L. Jungers, Jr., Russell A. Mittermeier (Adjunct), Carl M. Palatnik,

Joav M. Prives, Randall L. Susman, Barbara J. Panessa-Warren, James R. Wilson

Lecturers: Jean K. Moore

This department conducts graduate studies leading to the Ph.D. degree, through its own and interdisciplinary programs. It also provides instruction in the anatomical sciences for students in the Schools of Allied Health Professions, Dental Medicine, Medicine, and Nursing. In addition, the department participates in the teaching of undergraduates in biology, anthropology, psychology, and art, and postdoctorals in clinical specialties such as surgery.

Courses

HBA 300 Human Biology

Principles and substance of human biology for those students who have limited background in the physical and biological sciences, but who require a knowledge of the structure and function of the human body.

Prerequisite: Permission of instructor for non-Health Sciences students.

5 credits, Fall Modules, Drs. Dewey, Walcott and Twarog

HBA 320 Anatomy for Artists

Provides the development of elementary techniques and perspectives in the Art Department. Focus on the human skull and parts of the skeleton. Participation in laboratory demonstrations using models, dissections and other materials. Requires maintenance of a portfolio of drawings.

Prerequisite: ARS 151 or 152 and permission of instructor.

2 credits, Fall Semester, Drs. Susman, Countey and Inke

HBA 321 Anatomy for Artists

Laboratory demonstrations of the human cadaver. Examination on laboratory work under the supervision of the Art Department using available laboratory and other materials. Final grades based on laboratory examinations and student's portfolio.

Prerequisites: HBA 320 and permission of instructor.

2 credits, Spring Semester, Drs. Susman, Countey and Inke

HBA 360 Regional Human Anatomy

An introduction to the gross structure and organization of the human body in the laboratory setting.

Prerequisite: Permission of instructor for non-Health Sciences students.

3 credits, Fall Modules, Drs. Susman, Creel and Jungers

HBA 364 Primate and Human Evolution

A consideration of the evolution of non-human primates and humans from the viewpoints of the fossil record and comparative morphology of living forms. Includes the origin of primates, the radiation into major groups, the diversity of living primates, and human emergence. Emphasis on relating the structure of fossil and living forms to behavior. Lecture/laboratory.

Prerequisites: Permission of instructor, ANT 120/121 and an introductory course in biology.

4 credits, Spring Semester, Drs. Stern, Creel and Fleagle

HBA 393, 394 Special Topics from the Anatomical Sciences Literature

Tutorial readings in anatomical sciences with periodic conferences, reports and examinations arranged with the instructor.

Open to junior or senior students.

Prerequisite: Permission of instructor.

Variable credit, 1-2 per semester, Fall and Spring Semesters, Staff

HBA 398, 399 Research Projects in Anatomical Sciences

An independent research project under faculty supervision with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. Project report required. May be repeated.

Prerequisite: Laboratory experience and permission of instructor.

2-4 credits per semester, Fall and Spring Semesters, Staff

HBA 410 Principles of Neuroscience

Designed for physical therapy students. Reviews basic neurophysiological mechanisms and neuroanatomy, and considers the neural systems involved in the control of

movement.

Prerequisite: Permission of instructor.

2 credits, Fall Modules, Drs. Fusco, Brink and Moore

HBA 460 Regional Human Anatomy—A

An overview of the gross anatomy of the human body with emphasis on the anatomy of the thorax. Study of the organs within the thoracic cavity is covered in extra periods.

Prerequisite: Permission of instructor for non-Health Sciences students.

4 credits, Fall Modules, Drs. Susman, Creel and Jungers

HBA 461 Regional Human Anatomy—B

An overview of the gross anatomy of the human body with emphasis on the anatomy of the limbs. A study of the upper and lower extremities is covered in extra periods.

Prerequisite: Permission of instructor for non-Health Sciences students.

4 credits, Fall Modules, Drs. Susman, Creel and Jungers

HBA 470 Human Microscopic Anatomy—A

Provides the fundamentals of human microscopic anatomy with emphasis on the relationships between structure and function of cells and tissues of the body. Supplemented by tutorial laboratory sessions.

Prerequisite: Permission of instructor for non-Health Sciences students.

3 credits, Fall Modules, Staff

HBA 471 Human Microscopic Anatomy—B

Provides the fundamentals of human microscopic anatomy with emphasis on the relationships between structure and function of cells, tissues and selected organ systems of the body. Supplemented by tutorial laboratory sessions.

Prerequisite: Permission of instructor for non-Health Sciences students.

4 credits, Fall Modules, Staff

HBA 472 Human Microscopic Anatomy—C

Provides the fundamentals of human microscopic anatomy with emphasis on the relationships between structure and function of cells, tissues and organ systems. Supplemented by tutorial laboratory sessions.

Prerequisite: Permission of instructor for non-Health Sciences students.

6 credits, Fall Modules, Staff

HBA 521 Gross Anatomy of Head, Neck and Thorax

Tutorial laboratories with emphasis on dissections of the human head, neck and

thorax. Includes an introduction to human neuroanatomy.

Prerequisite: Permission of instructor.

4 credits, Spring Modules, Dr. Inke

HBA 522 Neuroanatomy for Dental Students

An overview of the structure and organization of the human central nervous system. Special emphasis on cranial nerves and major functional pathways. Laboratory included.

Prerequisite: Permission of instructor.

2 credits, Modules 4-5, Dr. Moore and Staff

HBA 530 Microscopic Structure of the Human Body

A basic understanding of the cytology and histology of the human body. Emphasis on the integration of structure and function. Self-study laboratory included.

Prerequisite: Permission of instructor.

6 credits, Fall Modules, Drs. Dewey and Brink

HBA 531 Gross Anatomy of the Human Body

Tutorial laboratories with emphasis on dissection of the entire human body. Includes functional and topographic anatomy, clinical correlations and an introduction to radiology.

Prerequisite: Permission of instructor.

7 credits, Spring Modules, Drs. Stern and Fleagle

HBA 532 Human Embryology

The development of human structure with emphasis on normal adult anatomy and the more common congenital anomalies. Covers the events of early embryonic formation and subsequent organogenesis, reproductive physiology and an introduction to developmental mechanisms.

Prerequisite: HBA 530 and concurrently with or after HBA 521/531 and permission of instructor.

2 credits, Spring Modules, Drs. Dewey and Stern

HBA 533 Basic Medical Genetics

Fundamentals of genetics with emphasis on medical aspects; coverage includes autosomal-x-linkage, gene linkage and chromosome mapping, chromosomal aberrations, multiple allelic systems, population genetics and human genetic counseling.

Prerequisite: Permission of instructor for non-Health Sciences students.

2 credits, Spring Modules, Drs. Williamson and Creel

HBA 534 Neuroanatomy for Medical Students

An overview of the structure and organization of the human central nervous system. Special emphasis on functional pathways. Laboratory included.

Prerequisite: Permission of instructor.
1 credit, Module 7, Dr. Moore

HBA 560 Advanced Regional Anatomy

Advanced human gross anatomy for graduate students or advanced undergraduates in biology, anthropology and other life sciences. Prerequisite: Permission of instructor.

Variable credits, 3-8 per semester, Fall and Spring Semesters, Dr. Fleagle and Staff

HBA 562 Techniques in Electron Microscopy

Tutorial laboratory with emphasis on how to fix and embed tissues, the preparation of ultrathin sections, processing electron microscope photographs, and the interpretation of ultrastructural details. Theory of electron optics covered, where applicable, and stresses methods in routine maintenance of an electron microscope.

Prerequisite: Permission of instructor.
Variable credits, 1-4, Fall and Spring Semesters, Drs. Walcott and Dewey

HBA 563 Aspects of Animal Mechanics

An introduction to biomechanics. Covers free-body mechanics and kinetics as applied to vertebrate locomotion. Includes the structure and physiology of muscle as it relates to adaptations of the musculo-skeletal system. Prerequisite: Introductory physics and biology or permission of instructor.

2 credits, Spring Semester, Odd Years. Drs. Stern and Jungers.

HBA 564 Primate Evolution

The taxonomic relationships of the primates and their evolutionary history as documented by the fossil record and structural and chemical evidence. Emphasis on human lineage. Laboratory included. Open to senior undergraduates.

Prerequisite: Permission of instructor.
4 credits, Spring Semester, Even Years, Dr. Fleagle

HBA 565 Human Evolution

Survey of the fossil record of human evolution from the later Tertiary through the Pleistocene with emphasis on the record of morphological evolution including evolution of the skull, teeth and limbs. Includes the ape-human furcation, radiation of the early hominids, the evolution of *Homo erectus*,

Neanderthal man, later human ancestors, the evolution of the brain and intelligence, bipedalism and other morphological complexes. Utilization of comparative anatomical material, fossil casts, and slide collection.

Prerequisite: Permission of instructor.
4 credits, Spring Semester, Odd Years, Dr. Susman

HBA 580 Comparative Anatomy and Evolution of Mammals

The comparative anatomy of living mammals. Laboratory dissection with emphasis on relating structural diversity to behavior. Supplemented by seminars on the evolution of major groups of mammals and anatomical diversity among different taxa. Seminar can be taken separately as HBA 581.

Prerequisites: Previous course in human or vertebrate anatomy and permission of instructor.

4 credits, Fall Semester, Odd Years, Dr. Fleagle

HBA 581 Evolution of Mammals

A consideration of the evolution and radiation of mammals from the Mesozoic to the present from an anatomical and paleontological perspective. Emphasis on the characteristic morphological features of major groups, the functional significance of anatomical characteristics and the mammalian fossil record.

Prerequisite: Permission of instructor.
2 credits, Fall Semester, Odd Years, Dr. Fleagle

HBA 582 Comparative Anatomy of Primates

The comparative anatomy of living primates. Laboratory dissection with emphasis on relating structural diversity to behavior and biomechanics.

Prerequisite: HBA 364 and previous course in human or vertebrate anatomy and permission of instructor.

4 credits, Fall Semester, Dr. Fleagle and Staff

HBA 590 Projects in Anatomical Sciences

Individual laboratory projects closely supervised by faculty members to be carried out in staff research laboratories.

Prerequisite: Permission of instructor.
1-6 credits per semester, Fall and Spring Semesters, Staff

HBA 656 Cell Biology

An introduction to the structural organization of cells and tissues as they relate to function. Emphasis on cell organelle structure and function in specialized cells in tissues. Covers the organization and interaction of cells in tissues and comparative examples of tissues from vertebrates and invertebrates.

Prerequisite: Baccalaureate degree in science or permission of instructor.
3 credits, Spring Semester, Drs. Dewey, Walcott, Brink and Staff

HBA 657 Developmental Biology

The developing systems at all levels from the morphological to the molecular utilizing material from both animal and plant kingdoms. Emphasis on cellular aspects of non-equilibrium systems with special attention to gametogenesis, genetic control of early development, translational control of protein synthesis, the role of cell division and cell movements, and cell-cell interactions in defining developing systems.

Prerequisite: Permission of instructor.
3 credits, Fall Semester, Staff

HBA 659 Cellular Neurobiology

The structural and functional aspects of neurons that subserve their role as elements in signal processing networks. Emphasis on signal propagation within and between neurons, including the concepts of facilitation, inhibition, spatial and temporal integration. Membrane and cytoplasmic specializations associated with sensory transduction, transmitter synthesis and renewal and synaptic transmission will be discussed.

Prerequisites: 1 year each Physics, Physiology, Math through Calculus.
3 credits, Fall Semester, Even Years,

HBA 661 Methods in Research

Involvement in a research project supervised by staff members in their research laboratories.

Prerequisite: Permission of instructor.
Variable and repetitive credit, 1-12 per semester, Fall and Spring Semesters, Staff

HBA 690 Graduate Seminar

Seminars by graduate students on current literature in the areas of the anatomical sciences.

Prerequisite: Permission of instructor.
2 credits each, Fall and Spring Semesters, Staff

HBA 692 Advanced Topics in Anatomical Sciences Literature

Tutorial readings in anatomical sciences with periodic conferences, reports and examinations arranged with the instructor.

Prerequisite: Permission of instructor.
Variable and repetitive credit, 1-2 per semester, Fall and Spring Semesters, Staff

HBA 694 Thesis Research

Original investigation under supervision of thesis adviser and committee.

Prerequisite: Permission of thesis adviser.
Variable and repetitive credit, 1-12 per semester, Fall and Spring Semesters, Staff

HBA 695 Practicum in Teaching

Practical instruction in the teaching of anatomical sciences carried out under faculty supervision.

Prerequisite: Permission of instructor.
Variable and repetitive credit, 1-4 per semester, Fall and Spring Semesters, Staff

HBA 760 Postgraduate Clinical Anatomy of the Head and Neck

Gross and radiological anatomy, embryology, and neuroanatomy of the head and neck, with special emphasis on applications for oral surgeons, otolaryngologists and ophthalmologists. Lectures, dissections, prosections, seminar discussions, and clinical presentations with their anatomical correlates.

Prerequisite: Permission of instructor.
Variable credit, Spring Semester, Drs. Inke and Stern (Oral Surgery)

HBA 800 Full-Time Summer Research

Full-time laboratory research projects supervised by staff members.

Prerequisites: Permission of instructor and full-time graduate student status.
0 credit, Summer Session, Staff

DEPARTMENT OF ANESTHESIOLOGY

Chairman: Paul J. Poppers

Vice Chairman for Clinical Affairs: Gerald L. Wolf

Professors: Simon Halevy, Paul J. Poppers, Edward C. Sinnott, Sylvan Surks

Associate Professors: Emanuel Feldman, Aaron F. Kopman, Marilyn M. Kritchman, Gerald L. Wolf, Stuart B. Wollman

Assistant Professors: Laurence E. Balfus, Elena C. Baruh, Isabel Buen-camino, Frank A. Cerzosimo, Jess Edward, Charles M. Fermon, Kenneth J. Freese, Myrtle Johnson, Pratap A. Kale, Rajanikant D. Kamat, Sumner Kaufman, William F. Kraft, Bernard Krasner, William Ladner, Leona Laskin, Stuart J. Leavitt, Robert M. Oliverio, Jr., Naomi L. Raphael, Robert D. Redston, Martin Rosenblum, Sanda Rosenthal, Burton Rubin, Chunilal Ruder, Paul G. Sari, Michael N. Skaredoff, Oswald G. Smith, Lawrence Steinberg, Lily E. Tsapogas

Instructors: Epifania M. Adaniel, Jo Anne Betta, Danilo A. deSoto, Maria R.G. Lagade, Joseph Michaels, Rosario A. Reyes, Marcelle Salman, Jose M. Sanchez, Jetse Van Vliet, Gauri S. Waingankar, Edward M. Washington

The Department of Anesthesiology provides undergraduate instruction in the clinical science of the specialty, and the physiology, pharmacology, and biochemistry in which it is founded. Emphasis is placed upon the integration of basic and clinical sciences and upon an interdisciplinary approach to attain optimal care of the patients. Instruction is provided to medical and dental students in the second year of training and during their clinical clerkship. Those students interested in more advanced training are encouraged to apply for an elective, during which they will be exposed to all aspects of clinical anesthesia management of surgical and obstetrical patients. They will administer anesthesia under supervision, participate in pre- and post-operative care, and become familiar with specialized aspects, such as intensive care, cardio-pulmonary resuscitation, cardiac and neurosurgical anesthesia, perinatal medicine, and the therapy of chronic pain. The opportunity to participate in ongoing clinical research projects and all teaching exercises is readily available.

In its graduate program the department provides a four-year training program of residents specializing in anesthesiology. It offers similar clinical training of two-to-twelve months duration to medical and dental house officers in other specialties.

Postgraduate training in subspecialties and clinical research is available to physicians who have completed the basic requirements toward specialization.

Through scheduled conferences, seminars, and symposia the Department of Anesthesiology aims to extend continuing medical education to staff and community practitioners.

DEPARTMENT OF BIOCHEMISTRY

Chairman: Bernard S. Dudock

Professors: Vincent P. Cirillo, Masayori Inouye, Monica Riley, Joseph F. Sambrook (Adjunct), Richard Setlow (Adjunct), Elliot N. Shaw (Adjunct), Melvin V. Simpson, F. William Studier (Adjunct)

Associate Professors: Norman Arnheim, Bernard S. Dudock, Martin Freundlich, Carl Moos, Abigail November, Raghupathy V. Sarma, Jakob H. Schmidt, Sanford R. Simon, Rolf Sternglanz

Assistant Professors: Kenneth Marcu, Carl J. Scandella

This Department offers fundamental courses in biochemistry to students in the health professions as well as to undergraduates and graduates in biology. Its graduate studies are centered around an interdisciplinary program in molecular biology.

Courses*

HBC 331 Introductory Biochemistry

An introduction to biochemistry covering all aspects of metabolism and the synthesis, structure and function of DNA, RNA and protein. Stresses the medical significance of these aspects of biochemistry.

3 credits, Fall Modules, Dr. Schechter

HBC 531 Principles of Biochemistry

Introduces the principles of biochemistry in animal systems with emphasis on intermediary metabolism including the generation of metabolic energy and the biosynthesis of macromolecular precursors, the structure and biological activity of nucleic acids, and the biosynthesis of proteins.

Prerequisites: Organic chemistry or permission of instructor.

4 credits, Fall Modules, Drs. Freundlich, Schmidt and Dudock

BMO 504 DNA, RNA, Protein Synthesis

Considers special topics in nucleic acid replication transcription, and protein synthesis, both *in vivo* and *in vitro*.

2 credits, Spring Semester, Alternate Years, Dr. Arnheim

BMO 505 Microbial Regulatory Mechanisms

Current concepts of regulatory mechanisms involved in intermediary metabolism with emphasis on major metabolic pathways and their regulation.

2 credits, Fall Semester, Alternate Years, Dr. Freundlich

BMO 506 Transport

Covers molecular and ion transport mechanisms in microorganisms, higher cells and the cellular organelles. Emphasis on the molecular basis of transport functions, their genetic and physiological control, and energy coupling mechanisms in active transport. Membrane structure, chemical composition, and biosynthesis considered in terms of role in membrane transport.

2 credits, Spring Semester, Alternate Years, Dr. Cirillo

BMO 507 Neurochemistry

Correlation of chemistry and nerve cell function. Covers classical neurochemistry (chemical composition and metabolism of important constituents of the brain) as well as functional neurochemistry (molecular basis of synaptic transmission, axonal conduction, sensory physiology, interneuronal recognition and synapse plasticity). Also, related topics such as neuropharmacology and neurodoctrinology.

Prerequisite: BMO 520, 521.

2 credits, Fall Semester, Alternate Years, Dr. Schmidt

BMO 509, 510 Experimental Biochemistry

An introduction to modern biochemical research techniques in the laboratory setting. Includes rotating participation in consultation with the course director on original investigation of faculty.

Variable credit, Fall and Spring Semesters, Staff

BMO 513 Enzymes

The general study of enzyme structure and function, including chemical catalysis, thermodynamics of rate enhancement, the active site, and the evolution of catalytic efficiency. Covers the chemical properties of amino acids, peptides, and proteins; protein structure determination; steady-state kinetics; transient phenomena; ligand binding; catalytic mechanisms; and enzyme regulation. Special emphasis on the application of spectroscopic techniques to enzymology.

Prerequisites: BMO 520, 521 or permission of instructor.

4 credits, Fall Semester, Staff

BMO 517 Biomembranes

Examines the molecular architecture of membranes; the organization, functions and assembly of lipids and proteins in biological membranes; and biophysical phenomena such as diffusion and conductivity, which are amenable to detailed molecular analysis.

Prerequisite: Permission of instructor.
3 credits, Spring Semester, Drs. Scandella and McLaughlin

BMO 520, 521 Principles of Biochemistry

A comprehensive survey of modern biochemistry. Includes proteins, membranes, the biosynthesis and degradation of carbohydrates, lipids and amino acids, energy transformation, and the structure and function of nucleic acids.

3 credits each, Fall and Spring Semesters, Staff

BMO 599 Research

Original investigation under the supervision of a staff member.

Credit to be arranged, Fall and Spring Semesters, Staff

BMO 601, 602 Colloquium in Molecular Biology

Visiting scientists present current research findings in molecular and cellular biology.

1 credit each, Fall and Spring Semesters

BMO 603, 604 Student Seminar in Molecular Biology

Seminars given by graduate students on recent work taken from literature in the area of molecular or cellular biology.

1 credit each, Fall and Spring Semesters

BMO 605, 606 Molecular Biology Workshop

Progress reports by faculty members, post-doctoral fellows and advanced graduate students on current research.

1 credit each, Fall and Spring Semesters

BMO 685-688 Advanced Seminars

Topics to be arranged.

Variable and repetitive credit, Fall and Spring Semesters

BMO 699 Research

Original investigation under supervision of a research committee.

Prerequisite: Advancement to candidacy.

Credit to be arranged, Fall and Spring Semesters, Staff

DEPARTMENT OF COMMUNITY AND PREVENTIVE MEDICINE

Chairman: Andre O. Varma

Professors: Rose Laub Coser, John J. Dowling, Donald H. Eisenberg, John W. Fertig, Daniel M. Fox, David Harris, Howard R. Kelman, Robert K. Match, Mary C. McLaughlin, David E. Weeks, Tamarath K. Yolles

Associate Professors: Aaron D. Chaves, Roger D. Cohen, Leo Gitman, Steven Jonas, Dorothy S. Lane, Walter J. O'Connor, Martin Posner, Alfred L. Scherzer, Andre O. Varma

Assistant Professors: Gerald Adelson, Michael S. Elliott, Phillip E. Jacobs, M. Cristina Leske, Martin Lowy, Nancy R. Mendell, Robert H. Niebling, Rosario J. Romano, Norman B. Schell, George M. Wheatley

Instructors: Bruce B. Davidow, David Evans, Henry S. Hoffman, James H. Korjus, Ellin Massey

Lecturers: Helen Blank, Stanley B. Burns, Joseph L. Fleiss, Kenneth L. Pearson, Carol Rudman, Oliver C. Schepers, Judith Simon, James Terry, Peter C. Williams, Mahfouz H. Zaki

Community medicine is concerned with population or communities rather than with individuals. It is broadly concerned with health maintenance and disease prevention and with improving the delivery of health care. Community medicine has three basic sciences: epidemiology, biostatistics, and health care delivery systems analysis. The clinical discipline of community and preventive medicine is the planning, operation and evaluation of health maintenance, disease prevention, and

health care programs, as well as the practice of field and applied epidemiology.

This department has three major goals: to teach the discipline, to carry out research therein, and to assist operating health services agencies on Long Island in the planning, operation and evaluation of programs. The teaching program presently has four principal components. In the first year a 60-hour *Introduction to Community and Preventive Medicine*. A 20-hour course, *Social Issues in Medicine* is also offered. Disease epidemiology is presented on an integrated basis throughout the second year of the curriculum, and a broad range of electives and selectives, from clinical experience in a neighborhood health center to basic research in epidemiology and health services systems, is offered in the fourth year.

DEPARTMENT OF DERMATOLOGY

Associate Professors: Ralph W. Grover, Richard K. Scher

Assistant Professors: Bernard S. Potter, John P. Ruppe, Jr.

The Department of Dermatology is concerned with the teaching of diseases of the skin and of the dermatologic manifestations of systemic diseases. Major emphasis placed on the consideration of the skin as an organ with special problems in physiology and pathophysiology .

Particular interest given to the effect of environmental agents on the skin as a determinant of local and generalized diseases. The teaching of dermatology is largely conducted during periods of instruction in *Medicine* and *Surgery* and through elective courses in *Dermatology* and *Experimental Dermatology*.

DEPARTMENT OF FAMILY MEDICINE

Chairman: Melville G. Rosen

Professors: Jack Froom, Sidney Merlis, Melville G. Rosen

Associate Professors: Clement J. Boccalini, Allan H. Bruckheim, Clive Caplan, Daniel Friedman, Maurice Goldenhar, Joseph T. Judge, W. Paul Reagan, William R. Smith

Assistant Professors: Thomas M. Alderson, Harvey J. Amsterdam, T. David Annear, Stephen B. Arluck, Lee L. Bateman, George Bernhardt, David M. Bikoff, Robert S. Bobrow, Richard Bonanno, Penny W. Budoff, Louis Bush, Frank Calabro, Gustavo A. Camargo, Salvatore V. Catena, Robert Cherniak, George F. Christ, Arthur J. Cohen, Samuel Cytryn, Hans H. Czopp, Ralph Davidoff, Arthur Dickerman, Henry C. Domb, Robert Edelman, Walter C. Eichacker, Michael M. Fishkin, Edith M. Forsyth, Arthur Frankel, Theodore Fried, Joseph Geller, Malvin A. Goldner, Milton Gordon, Douglas T. Greaves, Ronald Hames, Joseph A. Harder, Robert A. Held, Alfred S. Howe, Louis A. Ingrisano, Samuel Jackson, Marks George Jacoby, Morton Jagust, Devendra P. Jhamb, Stuart N. Kandel, David Kessler, Scott D. Kirsch, Elise H. Korman, Jerome W. Lehrfeld,

Kenneth B. Levites, Abraham S. Ludwig, Milton Matlin, Herbert C. Mayer, Mario Milazzo, Melvin Morrel, Joseph A. Morsello, Gavin Moynihan, John J. Murphy, Miguel A. Nadal, Alan J. Nelson, Robert S. Nissan, Vincent A. O'Brien, Joseph G. Olivieri, Arthur C. Quackenbush, Richard F. Qualliotine, Geroge R. Raniolo, Elspeth M. Reagan, Paul G. Rossano, Steven Samuels, Lorenzo A. Sanesi, Ralph Sasto, Irwin L. Schwartz, Eugenio B. Sevidal, Barrett D. Sklar, William J. Squires, Albert W. Stahman, Allen Turtel, Leonard Weitzman

Instructors: Jose A. Aguero, Mark J. Decker, Alan A. Fantauzzo, Edward L. Feldman, John Franco, Harvey R. Gross, Gerald J. Hevern, Joyce E. Honorof, Arlene A. Johnson, Winifred Jolly, Ferdinand Kann, Ruth Langer, Juanita Maxwell, Kevin McCarthy, Robert T. Mullaney, Jitendra A. Shah, Carlos Torres-Lemir, Mark D. Wasserman, Lawrence I. Weissman

This department has the responsibility of teaching concepts and skills relating to primary, family oriented health care with emphasis on assuming responsibility for the care of all members of the family on a continuing basis. Management of common illnesses, problem-solving, health maintenance and the relationship of psychosocial and environmental factors to the genesis of illness is also emphasized.

In the first-year curriculum, the Department has a major responsibility for *Introduction to Clinical Medicine*. The Family Medicine curriculum is integrated into systems teaching in the second year and a required clerkship in Family Medicine is offered in the third year. In the fourth year a subinternship in Family Medicine is offered as a selective. Ongoing electives for medical students include *Introduction to the Family* and *Nutrition* and preceptorships are also offered to enhance clinical experience.

The department has been active in the development of Family Medicine residency programs at affiliated hospitals. Approved programs at Southside Hospital, the Community Hospital at Glen Cove, Brookhaven Memorial Hospital, South Nassau Communities Hospital, and University Hospital at Stony Brook, with their Family Practice Centers, also serve as clinical sites for the undergraduate medical students enrolled in other Schools in the Center.

The department has teaching and clinical responsibilities in the ambulatory and inpatient areas of University Hospital and has an active continuing medical education program, including annual review courses and Grand Rounds.

DEPARTMENT OF MEDICINE

Chairman: Harry W. Fritts, Jr.

Clinical Campus Chairmen:

- Hospital of the Medical Research Center,
- Brookhaven National Laboratory Donald Borg
- Nassau County Medical Center David W. Westring

Long Island Jewish/Hillside Medical Center and
 Queens Hospital Center Affiliation Edward Meilman
 Veterans Administration Medical Center,
 Northport Martin R. Liebowitz

Professors: John F. Aloia, Simmy Bank, Edward H. Bergofsky, Jesse M. Berkowitz, Victor P. Bond, Stanton H. Cohn, Eugene P. Cronkite, Harry W. Fritts, Jr., Arthur P. Grollman, Robert I. Hamby, Leonard D. Hamilton, George J. Kaloyanides, Allen P. Kaplan, Irwin Katzka, Howard D. Kolodny, Joseph M. Letteri, Lester M. Levy, Leslie S. Libow, Martin R. Liebowitz, Edward Meilman, Leonard E. Meiselas, Edmund D. Pellegrino, Kanti R. Rai, Fred Rosner, Herman D. Ruskin, John R. Sachs, Arthur Sawitsky, Robert Schick, Lawrence Sherman, Walton W. Shreeve, Kingsley M. Stevens, Samuel Zoneraich

Associate Professors: Arthur Berken, Sheldon P. Blau, Arnold G. Blumberg, Pradeep Chandra, Barry S. Coller, Engracio P. Cortes, Alfred M. Darrow, Leo Fishel, Jr., Irwin H. Friedman, Howard L. Frucht, G. Murthy Gollapudi, Robert A. Greenwald, Hans W. Grunwald, Irwin Hoffman, William C. Hollis, Junichi Iwai, Morris L. Jampol, Jolyon Jesty, Faroque A. Khan, Knud D. Knudsen, Frank Lamberta, Robert N. Levy, Robert J. Michtom, Marilyn E. Miller, Sanford Pariser, Ely Perlman, Ilene H. Raisfeld, Ira L. Rezak, Martin S. Roginsky, Conrad Rosenberg, Charles M. Samet, Marilyn T. Schittone, Joseph Shapiro, Joel E. Sherlock, Lawrence Silver, Felix A. Silverstone, Gertrude R. Sobel, E. Marvin Sokol, Sorel Sulimovici, Philip Sumner, Herbert Susskind, Morton Urivetzky, Stephen Weinstein, Irwin M. Weinstock, David W. Westring, Stuart L. Yunis, Italo Zanzi, Erwin H. Zimmerman, Olga Zoneraich, Stanley Zucker

Assistant Professors: Robert S. Aaron, Beverly H. Abbott, Bert Abel, Herbert M. Archer, Eugene M. Aronow, Syed N. Asad, Vincent Avila, Charles S. Baraf, Selim Baruh, Nerlige G. Basavaraju, John L. Bateman, Donald J. Behr, Zachary H. Benjamin, James S. Bernstein, Marvin Bernstein, Robert W. Bertcher, Jodumutt G. Bhat, Francis P. Bilello, Leonard M. Birch, Richard S. Blum, Daryl E. Bohning, Douglas L. Brand, B. Lawrence Brennan, Christos P. Carvounis, Thomas C. Catalano, Satish K. Chawla, Rajinder K. Chitkara, Howard Citrin, Walter J. Clarkson, Jr., Joan E. Clemmons, Burke A. Cunha, Marvin Dannenberg, Edward T. Davison, Thomas B. Delaney, Michael R. Delman, Frank J. DeMento, Myles R. Desner, Oscar A. Devera, John F. DiStefano, Troy E. Dixon, Michael R. Dubin, Kermit G. Dwork, Thomas J. Ekkers, Michael D. Falkove, David Farr, Stephen E. Feffer, Michael Feinstein, Norbert Felber, Sidney Fenig, Joseph Fierstein, Renee A. Fleischer, Philip R. Fleishman, Leonard Fox, William D. Franklin, Albert L. Freedman, Bertram Fuchs, Osvaldo J. Fulco, Stephen W. Furst, Aaron Ganz, Willa S. Gartenhaus, Philip M. Gelber, Mathew I. Gelfand, Alan C. Geller, Berhane Ghebrehiwet, Edward Gillie, Paul A. Gitman, Richard L. Golden, Steven L. Goldman, Robert Z. Goldstein, Larry Good, Mark A. Goodman, Peter D. Gorevic, Gilbert Graham, Michael N. Greenblatt, Martin Greenfield, Seymour Greenwald, Marvin L. Gross, Frank L. Gruber, Mohinder P. Gup-

ta, Max I. Hamburger, Eugene Heller, Edward I. Henry, Joseph Hilsenrath, William H. Hoffman, Melvin Holden, Ingolf Holm-Andersen, Charles M. Holtzman, Edward J. Hotchkiss, Ronald A. Housman, Tony Chung-Soo Hsu, Mae B. Hultin, Adam Hurewitz, Stanley Hyman, Irwin Ingwer, Jesse H. Jampol, Gary R. Joachim, Ernesto A. Jonas, Richard S. Joseph, Lawrence Jurkowitz, Inderjit Katyal, Stanley Katz, Howard O. Kerpen, Leonard Kertzner, Melvin J. Klein, Robert J. Kramer, Walter N. Kromholz, Lawrence S. Kryle, Harvey Kuschner, James P.G. Kwee, James W. Ledwith, Marvin I. Lepaw, Fred Leventhal, Milton L. Levine, Richard A. Lipton, Fred Y. Lobovsky, Alfred S. Lowenstein, Robert R. Lowy, Alfred Lubart, Harold Ludman, Arnold D. Lurie, David T. Lyon, Harvey L. Madell, Vincent V. Madonia, Herbert Malamud, George I. Mallis, Lawton V. Manderson, Philip A. Mantia, Maxwell J. Marder, Catherine T. Marino, Kenneth Master, Evangelos Mavrogeorgis, Joseph E. May, Frederick R. Mebel, Eli Menachemi, Edgar M. Mendizabal, Jacob M. Meron, Lester L. Merritts, George Miller, Prem S. Misra, Paul L. Mitchell, Felix A. Monaco, Howard D. Morgenbesser, Gerard W. Moskowitz, Abdul G. Mundia, David J. Mykoff, Richard W. Nagler, Parthasarathy Narasimhan, Laurence I. Novick, Okogbue Okezie, Seymour Olshin, Ida M. Onorato, Leo G. Parmer, Raymond J. Pastore, Marius L. Pessah, Edward P. Petreshock, Elizabeth A. Phillips, Lawrence M. Pinkus, Walter Pinsker, Lester N. Ploss, Martin D. Podgainy, Harvey Poliakoff, Robert J. Porcelli, Vincent W. Prestly, Ronald A. Primis, Elliot M. Puritz, Robert J. Rabinowitz, Herbert B. Radack, Francis E. Raia, B. Linga Raju, Frank Ratner, Robert J. Reza, Seymour D. Ritter, Gerald S. Roberts, Gilbert A. Rosenblum, David S. Rosenthal, Stuart W. Rosner, Bernard M. Rosof, Gilbert L. Ross, Michael S. Rost, Ivan K. Rothman, Javad Rouhani, Harold S. Sandhaus, Arnold E. Sands, Gerald E. Schattner, Joseph D. Schattner, Ira H. Scheinerman, Martin Schick, Robert Schick, Jules J. Seckler, Fattah E. Shahidi, Rajasekar Sham, Frederick T. Sherman, Herbert I. Silverberg, Michael Silverberg, Sidonie A. Silverberg, Joseph I. Singer, Amar J. Singh, Amajit Singh II, Gerald C. Smaldone, Jack Soterakis, Stanley Spellman, Alvin Stein, Harry Steinberg, Howard R. Steinberg, Jacob Swinkin, Sidney H. Tabor, Basil Tatsis, Eugene M. Teich, Yunyong Thongcharoen, Louis H. Tiger, Allan H. Toffler, Nora Varsano-Aharon, Ashok N. Vaswani, Stanley M. Vickers, Irving Wecksell, Clement Weinstein, Marvin I. Winston, Evelyn Wolf, Ching-Hui Wu, Lewis D. Yecies, James H. Yeh, Melvin W. Young, Qamar M. Zaman, Mohammad H. Zarrabi, Stephen M. Zeldis

Instructors: Leonard A. Arbeit, Jeffrey R. Ashkin, Sharwan K. Bagla, Sheila Bagla, Peter R. Barra, Lionel Barrau, Ronald S. Bennett, Elena R. Berkowitz, Richard E. Berman, Charles I. Bloomgarden, Edward Braverman, Paul K. Brodsky, Stephen Brodsky, William R. Brugge, V. William Caracci, Georgia Carvounis, Ralph Caselnova, Michael P. Cesa, Miguel A. Cima, David E. Cohen, William J. Cohn, Eugene M. Cooper, Vijay K. Das, Ruth G. Diaz, Joel Dlugash, Harvey B. Etes, Stuart L. Feldman, Joel C. Fink, Kenneth I. Fishberger, Cornelius J. Foley, W. Michael Foster, Leonilda Giedraitis, Barry R. Gimbel, Gino L. Giorgini, Jr., Bernard Gittleman, Francis X. Gleason, Nathan Gordon, Michael R. Green, Isaak I. Halegoua, Maurice Halioua, Alan I. Harris, Aaron Harrison, Louis R. Heisler, Rosalind Hopmeier, Zita K. Hsia, Kenneth S. Hurst, Paul M.

Hyman, Ekambaram Ilamathi, Louis J. Imbriano, Krishana K. Jajoo, Shashi B. Jhamb, Robert C. Johnson, Anoop Kapoor, Hacik Karabedian, Eugene M. Kern, Janith S. Kice, Lawrence M. Kleinman, Herman S. Kremer, James M. Krivo, Vincent J. LaBombardi, Edward F. Lanigan, William Lefing, Agim Leka, Harvey L. Lerner, Lewis M. Levin, Mark D. Lipshutz, Alan Lucks, Paul A. Lusman, Harish K. Malhotra, Augustus G. Mantia, Robert M. Marcus, Jeffrey W. Marx, Richard L. Miller, Perry J. Millman, Hachiro Nakamura, Arain M. Nawaz, Stuart J. Nelson, Stephen M. Newman, Donald P. Orofino, John A. Ostuni, Lawrence J. Pacernick, Charles V. Palilla, Tobia A. Palma, Shashikant A. Patel, John F. Perilli, Bala Hari Pillai, Jerome Pincus, Valery A. Portnoi, Rajendra Prasad, Tasneem Ramchandran, Albert H. Riccio, Francis J. Safina, Hugo R. Salerno, Simon Sanchez, Rajiv Saxena, Harvey Schildkraut, Paul I. Schneiderman, Arnold W. Schreiber, John J. Scomillio, Stanley A. Shanies, Sheldon C. Simon, Kenneth F. Solinsky, Alan Spielberg, Hebbalmath Thippeswamy, Djin Y. Tjioe, Ira M. Turner, Srinivasan Vasudevan, Paul V. Wayne, Marc A. Weinberg, Howard F. Wunderlich, Myron J. Zitt

Lecturers: William S. Battersby, Walter B. Essman

The Department of Medicine encompasses the departments at the four clinical campuses listed above, plus the departments at South Nassau Communities Hospital. The combined faculties of these institutions are charged with responsibility for: (a) helping teach introductory medicine, (b) helping plan and deliver the curriculum of systems teaching, (c) supervising the Clerkship in Medicine, (d) organizing electives in the medical specialties, (e) training house officers and research fellows, and (f) providing continuing education in medicine. These efforts are coordinated by an Executive Committee, consisting of both appointed and elected members.

One goal of the department is exemplified in the design of the Medical Clerkships. Under the tutelage of preceptors, the students learn the arts, skills and modes of reasoning used in making diagnoses and managing patients. In addition, the students become a part of the medical staff delivering patient care. These activities are supplemented by conferences, lectures and demonstrations. The study of the patient as a keystone to learning medicine is stressed throughout.

A second goal is evident in the postgraduate programs which offer training in research. Electives are available to senior students, and postdoctoral traineeships are available in both applied and basic research for senior house officers who plan academic careers.

A third goal, the provision of continuing education, is pursued at the various hospitals through regularly scheduled rounds and conferences. These activities, aimed not only at members of the staff but at all health care professionals, emphasize the importance of interdisciplinary approaches in analyzing problems, whether at the bedside or in the laboratory.

DEPARTMENT OF MICROBIOLOGY

Chairman: Arnold J. Levine

Professors: William R. Bauer, John J. Dunn (Adjunct), Arnold J. Levine, Jane K. Setlow (Adjunct), Thomas E. Shenk, Peter Tegtmeier, Eckard A. Wimmer

Associate Professors: Irving Abrahams (Adjunct), Carl W. Anderson (Adjunct), Ahmad Bukhari (Adjunct), Nicholas Delihhas, Eugene R. Katz, Charles W. Kim, Eiichi Ohtsubo, Maria T. Pavlova (Adjunct)

Assistant Professors: James R. Broach, Joan S. Brugge, Carol A. Carter, Stephen P. Friedling (Adjunct), Ann B. Jacobson, Walter Keller (Adjunct), Joseph J. Lucas, Christopher S. Matkovic (Adjunct), Hisako H. Ohtsubo, William C. Topp (Adjunct)

Lecturers: Karen Armstrong, Dorothea H. Scandella

The department provides instruction in the biology of microorganisms and microbe-host relationships to students in all of the health professions. It also offers such allied undergraduate and graduate courses as are needed for majors in biology and in the health-related professions.

A major responsibility is the development of departmental and interdisciplinary programs for graduate study and research. The department has particularly close relationships with the Division of Biological Sciences and anticipates close relationships with the Division of Infectious Diseases in the Departments of Medicine and Pediatrics.

Courses

HBM 320 General Microbiology

Emphasis on molecular structure and function of bacteria and viruses, mechanisms of antibiotic action, and resistance and basic immunology. Includes representative examples of well known infectious disease processes at the molecular level, such as occur with diphtheria. Satisfies the microbiology requirement for admission to nursing, veterinarian and optometry professional schools.

Prerequisites: CHE 112 and 133, BIO 152 and 231 and permission of instructor.
3 credits, Spring Semester, Dr. Delihhas

HBM 321 General Microbiology Laboratory

A complement to HBM 320, the optional laboratory covers basic and applied microbiological methods. Techniques such as growth of bacteria in liquid and agar media, quantitative methods of determination of bacterial concentration, antibiotic sensitivity and Gram staining are included. For pre-health sciences profession students.

Prerequisites: CHE 112 and 133, BIO 152 and 231 and permission of instructor.
Corequisite: HBM 320.

1 credit, Spring Semester, Staff

HBM 393, 394 Special Topics from the Microbiology Literature

Tutorial readings in microbiology with

periodic conferences, reports, and examinations arranged with the instructor. Open to junior or senior students.

Prerequisite: Permission of instructor.
1-2 credits per semester, Fall and Spring Semesters, Staff

HBM 398, 399 Research Project in Microbiology

An independent, research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings and reporting of results. Project report required. The course may be repeated.

Prerequisites: Laboratory experience and permission of the supervising instructor.
2-4 credits per semester, Fall and Spring Semesters, Staff

HBM 501 Laboratory Techniques in Nucleic Acids

Introduction to a broad range of procedures used in the analysis of biologically relevant nucleic acid species. The techniques covered include structural analysis of a cloned gene by heteroduplex mapping, restriction enzyme mapping, and Southern blot transfer; transcriptional analysis by Northern blotting and R. loop procedures; and sequences analysis using both Maxam-Gilbert and Sanger techniques.

Prerequisite: Permission of instructor.
4 credits, Fall Semester, Dr. Broach

HBM 503 Molecular Genetics

Introduces the classical work and current developments in prokaryotic and eukaryotic genetic systems.

3 credits, Fall Semester, Dr. Shenk

HBM 504 Topics in Molecular Genetics

Examination of current research efforts in several fields of molecular genetics, focusing on regulation of gene expression and development in various prokaryotic and eukaryotic organisms.

2 credits, Spring Semester, Dr. Ohtsubo

HBM 505 Biological Macro-molecules

Examination of the nature of biopolymers from several perspectives. Structure, structural transitions, polymer-polymer and polymer-small molecule interactions, and macromolecular aggregates, including macromolecules, the nucleic acids (both DNA and RNA), proteins and nucleo-protein complexes. Emphasis on relevant experimental techniques, including principles of physical chemistry and centrifugation, spectroscopy, magnetic resonance, electrophoresis and rapid kinetic methods.

3 credits, Spring Semester, Dr. Bauer and Staff

HBM 509, 510 Experimental Microbiology

An introduction to modern microbiological research. During this course, the student rotates through two professors' laboratories spending approximately one-half semester in each. The selection of laboratories is made by the student in consultation with his advisory committee. By taking part in ongoing projects the student will learn experimental procedures and techniques and become acquainted with research opportunities in the departments.

Prerequisites: Matriculation in a graduate program and permission of the departmental faculty.

Variable credit, 1-4 credits per semester, Fall and Spring Semesters, Staff

HBM 531 Medical Microbiology

Presents information derived from molecular and experimental cellular biology and provides a foundation for understanding the basic aspects of the growth, regulation, structure, and function of viruses, prokaryotic and eukaryotic cells. Extrapolation and application of basic concepts of microbiology to human disease will be made.

4 credits, Spring Modules, Drs. Carter, Levine, Wimmer and Staff

HBM 599 Graduate Research

Original investigations under faculty supervision.

Prerequisite: Permission of instructor.

Variable credit, 3-8 per semester, Fall and Spring Semesters, Staff

HBM 611 Animal Cells

Covers the primary structures of animal cells, a survey of cell and tissue culture techniques, regulation of growth in normal and transformed cells, structure and organization of chromatin and mechanisms of replication and transcription of the genome, with material serving as background for a critical evaluation of the recent research literature.

Prerequisite: Permission of instructor.

3 credits, Fall Semester, Dr. Lucas

HBM 612 Animal Virology

Animal Virology describes the molecular mechanisms used by animal viruses to replicate nucleic acids and control gene expression. Several viruses are covered in great experimental detail to illustrate the methodology used to investigate viruses. Considers attributes of all major virus groups. Focus on original data rather than review articles.

Prerequisite: Permission of instructor.

3 credits, Fall Semester, Dr. Tegtmeier

HBM 621, 622 Short Courses in Microbiology

On occasion the Department will present short courses covering topics in microbiology at an advanced level. Classes will meet one or two periods for three to five weeks. Announcement of the courses will be made by sending notices to University departments.

Prerequisite: Permission of instructor.

1 credit, Fall and Spring Semesters, Staff

HBM 631 Molecular Aspects of Immunology

Examines immunology and cell biology with emphasis on structure and genetics of immunoglobulins, transplantation genetics, the T-locus of mice, teratocarcinomas, genetics of cell-cell interactions, development of lymphoid series of cells. Basic concepts derived from experimental immunology are applied to human disease to provide an understanding of the molecular bases of infection.

Prerequisite: Permission of instructor.

2 credits, Spring Semester, Dr. Levine and Staff

HBM 690 Microbiology Seminar

A weekly meeting devoted to current work in the department and lectures by invited speakers.

Prerequisite: Permission of instructor.
1 credit each semester, Repetitive, Fall and Spring Semesters, Staff

HBM 691 Readings in Microbiology Literature

Readings in microbiology literature covering animal cells and animal viruses.

Prerequisite: Permission of instructor.
1 credit, Spring Semester, Dr. Brugge

HBM 694 Thesis Research in Microbiology

For the student who has been admitted to

candidacy. Original research will be under the supervision of the Thesis Adviser and Advisory Committee.

Prerequisite: Permission of thesis adviser.
Variable credit, 1-9 credits per semester, Fall and Spring Semesters, Staff

HBM 800 Full-time Summer Research

Full-time laboratory research projects supervised by staff members.

Prerequisite: Permission of instructor and full-time graduate student status.
0 credit, Summer Semester, Staff

DEPARTMENT OF NEUROLOGY

Chairman: Robert Y. Moore

Professors: Sydney Louis, Robert Y. Moore, Morton Nathanson, Arthur D. Rosen

Associate Professors: Richard R. Carruthers, Steven H. Horowitz, Robert J. Mones

Assistant Professors: Bernard W. Berkowitz, Nicholas T. Carnevale, Patricia K. Coyle, Lisgar B. Eckardt, Peter Lichtenfeld, Richard A. Pearl, Joseph N. Riley, Robert Sherman, Arnold B. Serman, Philip C. Su, Ramakrishna Tallapragada

Instructors: Marcia Box-Satlow, Ira R. Casson, Anne Remmes, Gertraud E. Tejera

Lecturer: Karen Bulloch

The Department of Neurology provides instruction at all levels of medical education. The faculty is involved in planning instruction in neurosciences and participating in teaching of neuroanatomy, neurophysiology, neurochemistry, neuropharmacology, neuropathology, and an introduction to clinical neurology in the preclinical years. In the third year a clerkship offers intensive instruction in evaluation and care of neurological patients. A selective in neurology is available to fourth-year students who desire a more extensive contact with evaluation and care of the neurological patient. A residency program is offered postgraduate physicians to prepare them for board certification.

DEPARTMENT OF OBSTETRICS AND GYNECOLOGY

Chairman: Martin L. Stone

Professors: Fred Benjamin, Joseph J. Rovinsky, Martin L. Stone

Associate Professors: M. Maurice Abitbol, Victor Alinovi, Anthony J. Barbaccia, Edward N. Cartnick, Donald M. Casper, Stephen A. Gettinger, Victor Halitsky, Burton A. Krumholz, Harold W. Mayberger, Karl M. Neimand, Leonard L. Ostreich, Stanley Renner, John S. Rienzo, Joel Robins, Milton Rosenberg, Eugene D. Schwartz, Bernard J. Sicuranza, Nergesh A. Tejani, Ira H. Tepper, Linda Tseng, Arthur Weinberg, Robert R. Weiss

Assistant Professors: Elenita Alvarez, Jahangir Ayromlooi, David A. Baker, Melvin Berlin, Oliver J. Blaber, Robert E. Block, Frank Bonura, Donald F. Bruhn, Damiano A. Buffa, George J. Bures, Franklin J. Cannizzaro, Debabrata Chakrabarty, Sidney S. Chen, Herbert Chessin, Maurice Cohen, Frank R. Collier, Joel J. Cooper, Stanley Deutsch, William H. DeVries, Daniel M. Divack, Dean I. Dobbin, Stuart A. Eigen, Edward R. Fogarty, Daniel D. Friedman, Seymour Fuchs, Mark I. Funt, Burton Garfinkel, James R. Giambalvo, Anthony M. Giammarino, Alan Gibstein, Mark P. Gold, Theodore L. Goldberg, Bennet J. Hess, Lawrence A. Horn, Steven A. Klein, Alfred Lapin, Douglas S. Lee, Abraham M. Lenobel, Gerard A. Levi, Bernard L. Lieberman, James N. Macri, Warren Madell, Charles T. Mann, William J. Mann, Jr., David A. Marzouk, Daniel J. Mason, Martin Matalon, Lawrence J. Minei, Steven A. Mintzer, Noel O. Mohammed, Seymour J. Molinoff, William A. Mooney, Romeo J. Perez, G. Michael Peters, Barry D. Podell, Bernard Polatsch, Bernard Pollock, Joseph Pugliese, Martin Rabin, Charles I. Rosenblum, Zev Rosenwaks, Steven I. Ross, Emanuel J. Rubin, Robert M. Schrier, Paul J.R. Schlessinger, Robert S. Schwartz, Robert H. Seinfeld, Howard L. Ser, Thomas J. Sheehy, Jr., Michael M. Sher, David M. Shobin, Melvin Shuter, Ira J. Spector, Irving Spodek, Farhad Talebian, William E. Tesauro, James B. Tormey, Jr., Carolyn Trunca, Daniel S. Turner, Lawrence H. Tydings, Dinesh Vagher, Robert N. Van Son, Patrick F. Vetere, Harry L. Wachen

Instructors: Judah Bauman, Michael Beckerman, John Brooks, Harvey N. Brown, Stanley M. Brown, Louis T. Cardi, William I. Ciaravino, Arthur Cohen, Charles B. Edinger, Howard G. Gelfand, Lawrence J. Lippert, John G. Meagher, Jay A. Miller, Howard Gordon Nathanson, Ronald E. Ostrove, Stuart T. Rosenberg, Stephen A. Senreich, Howard M. Siglag, Sidney Wain, Henrietta Wallace, Edward W. Weigers

The Department of Obstetrics and Gynecology is responsible for instruction of medical students in each phase of their development.

During the first-year curriculum, the department participates in the *Introduction to Clinical Medicine* course. Students are taught male and female genito-urinary physical examinations in an innovative program using prepared "professional patients." Following the study of exam techniques utilizing audio-visual aids and pelvic models, small groups of students spend one session with a physician instructor and specially trained professional patients who assist the individual student in conducting the exam. The objective of the program is to maximize the ability of students to perform expert, productive, non-traumatic genital exams and to minimize the initial technical and psychological difficulties of the exam.

Second-year medical students have an intensive three-week course in *reproduction biology*. Building on and expanding the students' knowledge of the basic sciences, this course covers every aspect of human reproduction and the normal and abnormal conditions of the female reproductive system.

The clinical clerkship in *obstetrics and gynecology* is a six-week core curriculum presentation for students to become intimately involved with the ambulatory and hospital care of female patients with pregnancy and/or diseases of the reproductive tract. Educational objectives are attained through didactic lectures, seminars, rounds, and clinical exposure—the latter essentially by integration into the service as a sub-intern. In addition to experience with examination, diagnosis, and principles of treatment, opportunities are provided for exposure to the preventive medicine aspects of the discipline, including family planning, adolescent guidance, cancer screening, patient education, and detection and prenatal health.

For students already career oriented in obstetrics and gynecology and for those who desire greater depths than permitted by the "core" curriculum, fourth-year electives are offered in maternal-fetal medicine (high-risk pregnancy), reproductive endocrinology and infertility, human genetics, and gynecological surgery and oncology. Participation in faculty projects as well as in independent student research projects utilizing the department's laboratory facilities in cytogenetics, endocrinology, neural tube defects, immunology, and virology is encouraged.

It is the department's principal goal to train physicians who will not only maintain but improve the highest standards in women's health care.

DEPARTMENT OF OPHTHALMOLOGY

Professors: Peter H. Ballen, Jorge Buxton, Gerald B. Kara, David A. Rosen

Associate Professors: Robert T. Goldberg, Seymour Goodstein, Peter J.G. Maris, Charles B. Tulevech

Assistant Professors: Charles R. Beyrer, Stanley E. Bogaty, Joseph Crapotta, Norbert Fethke, John E. Flynn, George Goodman, David S. Karan, Harold Kirshner, Elly I. Llovera, Thomas J.P. McGowan, Arthur E. Merz, Irene Nasaduke, Jack S. Nauheim, David A. Page, Henry D. Perry, Peter Schwartz, Edward L. Seretan, Yale Solomon, Gerald S. Stoller, Robert R. Strome, Burton S. Sultan, Victor F. Villadolid, Joel Weintraub

Instructor: Richard G. Lennon

DEPARTMENT OF ORAL BIOLOGY AND PATHOLOGY

Chairman: Israel Kleinberg

Professors: Leon Eisenbud, Philius R. Garant, Lorne M. Golub, A. John Gwinnett, Israel Kleinberg, Leo M. Sreebny

Associate Professors: Howell O. Archard, Hershall W. Kaufman,

Thomas F. McNamara, Jerry J. Pollock, James J. Sciubba, Lorne B. Taichman

Assistant Professors: Norman Busch, B. Kalman Friedman, Arthur D. Goren

Research Assistant Professors: Robi Chatterjee, Nungavarm S. Ramamurthy

Lecturer: Moon-II Cho

The department is located in the School of Dental Medicine and is responsible for instruction to the undergraduate dental student in that body of basic knowledge relevant to the understanding of the biological and molecular processes involved in oral disease. In this regard, the department acts as a bridge between the traditional basic sciences and the clinical sciences related to oral health. The department has made a major commitment to the development of new diagnostic approaches for use in the prevention and management of oral disease. At the graduate level, the department, in cooperation with the other basic sciences, offers advanced instruction leading to the M.S. and Ph.D. degrees.

Courses

HBO 500 Biology of the Oral Mineralized Tissues

A consideration of the normal and abnormal tallography, ultrastructure, and metabolism of the calcium phosphates involved in the formation and physiological and pathological resorption of the various mineralized tissues found in or associated with the oral cavity (enamel, dentin, dementum, bone). Ectopic calcifications and calculus formation will also be examined.

Prerequisites: Oral Biology and Pathology or its equivalent and permission of the instructor. *3 credits, Fall and Spring Semesters, Dr. Kaufman*

HBO 510 Salivary Metabolism and Secretion

A consideration of the normal and abnormal structure and function of the glandular systems found in the oral cavity with emphasis on the composition, regulations and functions of the secretions from the major and minor salivary glands.

Prerequisites: Oral Biology and Pathology or its equivalent and permission of instructor. *3 credits, Fall and Spring Semesters, Drs. Kleinberg and Pollock*

HBO 520 Oral Microbial Systems

A consideration of the structural composition, metabolism and environmental relationships of the bacterial systems formed on and

in association with the oral hard and soft tissues. Includes specific and mixed bacterial populations and their role in oral disease.

Prerequisites: Oral Biology and Pathology or its equivalent and permission of instructor. *3 credits, Fall and Spring Semesters, Drs. McNamara, Pollock and Kleinberg*

HBO 530 Molecular Biology and Pathology of the Periodontium

A consideration of the ultrastructure and biochemical composition of the periodontal tissues, the microbial interrelation with the organic and inorganic components of the periodontal tissues, the biochemical dynamics of gingival inflammation and wound healing, and the metabolic processes responsible for the composition and flow of gingival crevice fluid.

Prerequisites: Oral Biology and Pathology or its equivalent and permission of instructor. *3 credits, Fall and Spring Semesters, Drs. Golub and Garant*

HBO 535 Epithelial Keratinization and Differentiation

A consideration of the role of stabilization of gene expression in the development and maturation of mammalian cells and tissues with emphasis on differentiation in skin and cartilage and alterations in the differentiative process leading to pathological disorders.

Prerequisites: Permission of instructor re-

quired. Suggested: HBP 531; students must have had background in cellular biochemistry.

3 credits, Spring Semester, Dr. Taichman

HBO 545 Sugar and Man

Examines the biologic factors which influence the role played by sugar in the development of human disease. Includes the chemistry and metabolism of sugar and the regulation of the oral microbial flora by sucrose and sugar substitutes.

Prerequisite: Permission of instructor.

3 credits, Fall and Spring Semesters, Dr. Sreebny

HBO 550 Molecular Basis of the Morphogenesis and Pathogenesis of the Oral and Related Tissues

A consideration of the basic mechanisms involved in differentiation, growth and development, and tumor formation utilizing the biology and pathology of the oral apparatus.

Prerequisites: Oral Biology and Pathology or its equivalent and permission of instructor.

3 credits, Fall and Spring Semesters, Drs. Taichman and Gwinnett

HBO 560 Biology and Pathology I

The molecular structure, biochemical and physiological function, developmental anatomy and pathology of the various systems that constitute the oral apparatus. Topics include The Embryological Development of the Face and Oral Cavity, and The Biology and Pathology of the Oral Mineralized Tissues.

Prerequisites: Undergraduate degree in basic science and permission of instructor.

3 credits, Fall and Spring Semesters, Dr. Kleinberg and Faculty

HBO 561 Oral Biology and Pathology II

See HBO 560. Topics include The Biology and Pathology of the Periodontal Structures, and the Microbiology of the Oral Cavity.

Prerequisites: Undergraduate degree in basic science and permission of instructor.

3 credits, Fall and Spring Semesters, Dr. Kleinberg and Faculty

HBO 562 Oral Biology and Pathology III

See HBO 560. Topics include The Biology and Pathology of the Salivary Glands and Their Products, and The Biology and Pathology of the Oral Mucous Membranes.

Prerequisites: Undergraduate degree in basic science and permission of instructor.

3 credits, Fall and Spring Semesters, Dr. Kleinberg and Faculty

HBO 563 Oral Biology and Pathology IV

See HBO 560. Topics include, The Biology and Pathology of the Oral Sensory Systems, and The Biology and Pathology of Oral Motor Systems.

Prerequisites: Undergraduate degree in basic science and permission of instructor.

3 credits, Fall and Spring Semesters, Dr. Kleinberg and Faculty.

HBO 590 Research Projects in Oral Biology and Pathology

Individual laboratory projects under faculty supervision to be carried out in research laboratories.

Prerequisites: Enrollment in a master's or doctoral program.

3 credits, Fall and Spring Semesters, Dr. Pollock

HBO 599 Graduate Research

Original investigations under the supervision of a faculty member.

Prerequisite: Permission of instructor.

Variable credits, 1-12 per semester, Fall and Spring Semesters, Faculty

HBO 690 Oral Biology and Pathology Seminars

Research seminars by students, staff and visiting scientists.

Prerequisite: Permission of instructor.

1 credit, repetitive, Fall and Spring Semesters, Dr. Pollock

HBO 694 Thesis Research in Oral Biology and Pathology

Original investigation under the supervision of a staff member.

Prerequisite: Permission of thesis adviser.

Variable credits, 1-12 per semester, Fall and Spring Semesters, Faculty

HBO 695 Oral Biology and Pathology Teaching Practicum

Practice instruction in the teaching of Oral Biology and Pathology at the undergraduate level carried out under faculty orientation and supervision.

Prerequisite: Permission of instructor.

Variable credits, 1-4 per semester, Fall and Spring Semesters

HBO 800 Full-time Summer Research

Full-time laboratory research projects under supervision of staff members.

Prerequisites: Permission of instructor and full-time graduate student status.

0 credit, Summer Semester, Staff

DEPARTMENT OF ORTHOPAEDICS

Chairman: Roger Dee

Professors: Roger Dee, John E. Handelsman, Leroy S. Lavine, Sidney Sacks

Associate Professors: Adrian R. Coren, Herbert C. Fett, Jr., E. Raymond Goodrich, Martin A. Gruber, Richard S. Laskin, Michael T. Manley, John B. Manly, Jack T. Stern, Jr.

Assistant Professors: Marie A. Badalamente, Arthur M. Bernhang, George M. Brown, Jorge S. Cerruti, Joseph E. Farrell, Richard P. Giliberty, Sherwood W. Greiner, Ray A. Haag, N. Pierre Helou, Lawrence C. Hurst, Arnold M. Illman, Spyros Karas, Harold A. Kozinn, Andrew W. Lawrence, Jerome Lawrence, Paul C. Lehmueller, Jimmy U. Lin, Irving G. Manning, Ronald M. Match, Philip J. Mayer, M. Ather Mirza, Carlos F. Montero, Alice Marie Murnane, John J. O'Connor, Craig B. Ordway, Barbara J. Panessa-Warren, Stuart B. Polisner, Michael P. Rafiy, Paul M. Ross, Howard J. Rubenstein, Walter A. Trenkle, Jay E. Wagner, Leonard S. Weiss, Arthur Young, Alan J. Zimmerman

Instructors: Charles J. Bleifeld, Noah S. Finkel, Karl Friedman

This department concerns itself with the teaching of the musculoskeletal problems that include children's orthopaedics, traumas, sports medicine, emergency treatment of the multiple injury, and hand surgery. Additional programs in spinal surgery and joint replacement surgery are an important part of the department's activity.

DEPARTMENT OF PATHOLOGY

Acting Chairman: Frederick Miller

Professors: Lauren V. Ackerman, James I. Berkman, John L. Duffy, Henry D. Isenberg, Aaron Janoff, Janis V. Klavins, Marvin Kuschner (Chairman), Bernard P. Lane, Leslie Lukash, Frederick Miller, Vincent S. Palladino, Felix Rapaport (Immunology-Transplantation), Arthur Sawitsky, Claire A. Shellabarger, Leon Sokoloff, Gilbert Solitare, Sidney B. Weinberg

Associate Professors: Radoslav Bachvaroff (Immunology), Matthew J. Bennett, Arland L. Carsten, Arjun D. Chanana, Barry S. Collier (Hematology), Thomas S. Cottrell, Robert T. Drew, Louis Ferraro, Gerald C. Finkel, Dennis Galanakis, Joseph J. Guarneri, Darrel D. Joel, Philip B. Kane, Yin Chen Lee, Nancy S. Peress, Mildred E. Phillips, Norbert Platt, Irving Rappaport, Arthur F. Rosenthal, Richard Singer, Zelma Wessely, Edward C. Zaino

Assistant Professors: Belinda Aftalion, Jak N. Albukerk, Leo Altman, Victor Azueta, Jorge Benach, Ann G. Benjamin, Milton M. Dana, Lucy L. Feiner, David A. Floering, Henry P. Godfrey, Gail S. Habicht, Eva O. Hajdu, Margaret Ann Harris, Carl Ilardi, Cynthia Kaplan, Ahmed Khapra, Hilda Laufer, Jen H. Lin, Amalie Loesevitz, Alan B. MacDonald, James S. Magidson, Cahir McDevitt, Yousri Mishriki, Laura Molho, James D. Moraitis, Alexander Ocampo, Arthur Plurad, Jonas Scherer, Daniel N. Slatkin, Ralph G. Thorn, Elsa Valderrama, Marian Waxman

Instructors: Shahida Asad, David M. Bernstein, Daniel L. Costa, Carl S. Klass, Rabia N. Mir, Richard White

This department is concerned with the pathogenesis of disease as well as with its manifestations and diagnosis. The department serves as a bridge between the preclinical and clinical sciences for students, clinicians and nonclinicians at all stages of training. The department has responsibility for teaching students in each School of the Health Sciences Center, in the College of Arts and Sciences, and in the Graduate School. It also has responsibilities, the department operates the hospital laboratories. At the physicians, house staff and practitioners. In addition to its teaching responsibilities, the department operates the hospital laboratories. At the graduate level, programs leading to the Ph.D. degree are developed within the department and in cooperation with other departments.

Courses

HBP 310 Pathology

A study of the basic mechanisms of disease and the pathophysiology of the important illnesses of man. Primarily for Health Sciences Center students, others admitted with special permission.

Prerequisites: Permission of instructor, BIO 151 and 152.

3 credits, Fall Semester, Dr. Phillips

HBP 390 Selected Topics in Experimental Pathology

Faculty will cover a broad spectrum of topics including cardiovascular disease, arthritis, defects in the immune system, connective tissue diseases, transplantation immunology, experimental carcinogenesis, immuno- and histochemistry, radiation pathology, tumor immunology, environmental pollutants and chronic obstructive lung disease, and cell culture as a tool for the study of disease. An understanding of Biochemistry is useful. Prerequisite: Advanced courses in Biology. 3 credits, Fall Semester, Drs. Godfrey and Janoff

HBP 393, 394 Special Topics from the Pathology Literature

Tutorial readings in pathology, with periodic

conferences, reports, and examinations arranged with the instructor. Open to juniors or seniors.

Prerequisite: Permission of instructor.

1-2 credits per semester, Fall and Spring Semesters

HBP 398, 399 Research Project in Pathology

An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. Project report required. This course may be repeated.

Prerequisites: Laboratory experience and permission of the supervising instructor.

2-4 credits per semester, Fall and Spring Semesters

HBP 531 General Pathology

Introduction to the nature and causes of disease, death, reaction to injury, and repair. Analysis of associated structural changes in cells and tissues, with reference to their functional correlates.

Prerequisites: Histology, gross anatomy, physiology and biochemistry, prior or concurrent microbiology and permission of in-

structor.

6 credits with lab, 3 credits without lab, Spring Modules, Course Coordinator: Dr. Miller

HBP 532 Immunology

A general introduction to the principles of immunology for professional students including definition of antigens and antibodies, description of cellular events in the immune response, theories of antibody formation, mechanism of inflammation, hypersensitivity states, and diseases associated with responsiveness of the immune system. Biochemistry, genetics and histology helpful.

Prerequisites: Advanced course in biology and permission of instructor.

2 credits, Spring Modules, Course Coordinator: Dr. Miller

HBP 533 Basic Immunology

Basic principles of immunology for graduate students in the biological sciences including definition of antigens and antibodies, specificity of the immune response, serological quantitation of proteins and hormones, immunoglobulin structure, the genetics of immunoglobulin synthesis, cellular cooperation in the immune response, hypersensitivity, tolerance, transplantation. Open to advanced undergraduates.

Prerequisites: Advanced courses in biology and biochemistry and permission of instructor.

3 credits, Fall Semester, Course Coordinators: Drs. Godfrey and Habicht

HBP 535 Cell and Tissue Injury

A study of cellular mechanisms in disease with consideration of types of and chemical agents which can injure cells or aggregates of cells and the nature of the interaction between the injurious agents and the x-target tissue or cells. Emphasis on cellular alterations occurring as a consequence of the injury or as a response to the injury, and the ultrastructural and molecular aspects of injury and the response to injury. Experimental models which permit elucidation of the mechanisms underlying human disease.

Prerequisite: HBP 531 or permission of instructor.

2 credits, Spring Semester, Dr. Lane

HBP 552 Radiopathology

A consideration of the biological and pathological effects of ionizing radiations in living organisms, with emphasis on cellular, molecular and atomic mechanisms.

Prerequisite: HBP 531.

1 credit, Fall and Spring Semesters, by special arrangement with instructor, Staff

HBP 553 Pathology of Neoplasia

A study of the nature and behavior of neoplastic tissue, the etiologies of cancer, the effect of tumors upon the host. Includes laboratories to acquaint the student lacking a background in histology or physiology with the appearance and behavior of cancer on the tissue and organ level.

Prerequisite: Permission of instructor.

2 credits, Spring Semester, Course Coordinator: Dr. Miller; Instructors: Staff (Special laboratory: Dr. Lane)

HBP 554 Advanced Immunology

Mechanisms of injury produced by immunological reactions in tissues, autoimmune diseases, immunodeficiency diseases. Supervised laboratory experience in selected topics in immunochemistry or immunology can be arranged.

Prerequisite: HBP 531 or 533.

2 credits, Spring Semester, Staff

HBP 555 Biology of Phagocytes

A discussion of monocytes, macrophages, and neutrophilic leukocytes of mammalian species, with emphasis on man. Topics include kinetics, cell biology, chemotaxis metabolism, physiological functions, immunological actions and pathological roles of phagocytic cells.

Prerequisites: HBC 331 or 531 (HBP 531 and 532 also recommended).

2 credits, Fall Semester, Drs. Janoff and White

HBP 561 Electron Microscopy for Experimental Pathologists

Use of the electron microscope (EM), alone and in conjunction with other methodologies in studies of biological dysfunction. Special techniques include histochemistry, enzyme histochemistry, immunohistochemistry, diffraction, stereo-EM and scanning EM. Design of protocols, preparation and interpretation of data.

Prerequisite: Permission of instructor.

Variable credits, 2-6 per semester, Fall and Spring Semesters, Dr. Lane

HBP 563 Histochemistry

Application of histochemical techniques (enzyme histochemistry, radioautography, cytophotometry, electron histochemistry and immunohistochemistry) to the analysis of chemical components of cells and tissues.

Prerequisites: HBP 531 or 533 and permission of instructor.

3 credits, Fall Semester, Professor Elias

HBP 590 Seminars in Immunology

A series of monthly seminars focusing on research in progress by the participants, current journal articles in the field of immunobiology, and prepared reviews of specified areas in the general field.

Prerequisite: Permission of instructor.

1 credit per semester, Fall and Spring Semesters, Staff; Course Coordinator: Dr. Godfrey

HBP 621 Clinical Histopathology

Histologic study of human pathologic anatomy as seen in surgical biopsy and necropsy tissues. Emphasis on correlation between clinical presentations of human disease and histomorphology. Special reference to diagnostic and therapeutic implications of the pathologic process. Designed for students in the health professions.

Prerequisite: Permission of instructor.

Variable credits 1-3, Fall Semester, Staff; Course Coordinators: Drs. Miller and Kane

HBP 622 Clinical Pathologic Correlations: Gross Pathology

Correlative exercises in clinical pathology and human gross anatomic pathology including surgical biopsy material. Open to students in medical sciences.

Prerequisite: Permission of instructor.

Variable credits, 1-3, Fall Semester, Staff; Course Directors: Drs. Kane and Miller

HBP 690 Seminar in Pathology

Seminar in major topics in experimental pathology by students, staff and visiting scientists.

Prerequisites: Permission of instructor. Open only to pathology graduate students.

Variable and repetitive credits, 1-4 per semester, Fall and Spring Semesters, Drs. Phillips and Godfrey

HBP 691 Journal Club in Pathology

Critical discussion of selected topics in experimental and descriptive pathology with presentation of papers from the literature.

Prerequisite: Permission of instructor.

2 credits, Fall and Spring Semesters, Drs. Godfrey and Janoff

HBP 692 Advanced Tutorial in Experimental Pathology

An advanced tutorial in pathology under faculty supervision with emphasis on material not normally experienced in didactic course work. Directed readings and other educational experiences may relate to either preparation for thesis research or for the Ph.D. qualifying examinations.

Prerequisites: Permission of instructor and

successful completion of Program Committee assigned courses.

Variable credits, 1-12 per semester, Fall and Spring Semesters, Staff

HBP 694 Thesis Research in Pathology

Original investigation under the supervision of a staff member.

Prerequisite: Permission of instructor.

Variable and repetitive credits, 1-12 per semester, Fall and Spring Semesters, Staff

HBP 695 Teaching Practicum in Pathology

Practice instructions in the teaching of pathology carried out under faculty orientation and supervision.

Prerequisite: Permission of instructor.

Variable and repetitive credits, 1-4 per semester, Fall and Spring Semesters, Staff

HBP 800 Full-time Summer Research

Full-time laboratory research projects supervised by staff members.

Prerequisites: Permission of instructor and full-time graduate student status.

0 credit, Summer Semester, Staff

HBP 961 Seminars in Correlative Pathology and Medicine

Weekly seminars on current inpatient and outpatient problems at the Northport Veterans Administration Medical Center evaluated with reference to clinicopathological correlations and implications for diagnostic, therapeutic and preventive medicine. Primarily for health sciences professionals.

Prerequisite: Permission of staff.

1 credit each semester, repetitive, Fall and Spring Semesters, Dr. Kane and Staff

HBP 963 Seminars in Surgical Pathology (Oral)

Monthly seminars on inpatient and outpatient problems at the Northport Veterans Administration Medical Center with particular reference to clinicopathological correlations and the application of laboratory findings to the diagnosis, treatment and prevention of oral disease. Primarily for health sciences professionals.

Prerequisite: Permission of staff.

1 credit each, Fall and Spring Semesters, Drs. Friedlander and Singer

HBP 964 Advanced Surgical Pathology

A postgraduate approach to the diagnosis and management of diseases encountered by the surgical pathologist. Emphasis on sophisticated problems and recent advances in the understanding of pathologic processes.

ses. Primarily for health sciences professionals.

Prerequisite: Permission of instructor.

2 credits, Fall and Spring Semesters, Dr. Ackerman

HBP 965 Practicums in Diagnostic Histochemistry

Lectures and practical exercises on the procedural details of the various methods used in diagnostic histochemistry. Emphasis on the use of fluorescence microscopy, enzyme histochemistry, immunohistologic methods and requisite special stains used in the analysis of various clinical entities, and diseases of the skin, kidney, muscle, lymphoid and hematopoietic tissues. Primarily for health sciences professionals.

Prerequisite: Permission of instructor.

Variable credits, 1-3, Spring Semester, Professor Elias

HBP 966 Hematology Conference

In-depth instruction on a given aspect of hematology, oncology or immunology. Staff from medicine, pathology, and nuclear medicine participate, and there is usually a case presentation to introduce the subject. Various teaching aids, such as review of pathological material, are used. Primarily for health sciences professionals.

Prerequisite: Permission of instructor.

Variable credits, 1-3, Fall, Spring and Summer Semesters 1 and II, Dr. Collier

HBP 967 Tumor Conference

A consideration of various problems in the management of patients with a malignancy and recommend a course of therapy for each patient including a review of a particular aspect of cancer treatment or natural

history in depth. The conference also functions as the link between the hospital and the Eastern Oncology Cooperative Group. Primarily for health sciences professionals.

Prerequisite: Permission of instructor.

Variable credits, 1-3, Fall, Spring and Summer Semesters I and II, Dr. Ackerman

HBP 968 Advanced Clinical Pathologic Correlations: Gross Pathology

Postgraduate correlative exercises in human gross pathologic anatomy with emphasis on the gross pathologic basis for altered function and clinical manifestations of disease. Open to physicians and others with advanced degrees in medical sciences.

Prerequisite: Permission of instructor.

Variable credits, 1-3, Fall and Spring Semesters, Dr. Kane

HBP 969 Surgical Pathology for Residents in Pathology

Presentation of advanced Surgical Pathology cases in conference form and review of problem areas. Primarily for health sciences professionals.

Prerequisite: Permission of instructor.

Variable credits, 1-3, Fall and Spring Semesters, Dr. Ackerman

HBP 970 Gross Neuropathology

A clinical-pathological correlation session with emphasis on the history, physical findings and clinical cases. Includes a brain cutting session and examination. Primarily for health sciences professionals.

Prerequisite: Permission of instructor.

Variable credits, 1-3, Fall and Spring Semesters, Dr. Peress

DEPARTMENT OF PEDIATRICS

Chairman: John C. Partin

Professors: Platon J. Collipp, Hossein K. Ghadimi, Norman L. Gootman, Marvin Green, Philip Lanzkowsky, Philip J. Lipsitz, Howard C. Mofenson, John C. Partin, Carl E. Pochedly, Avron H. Ross, Maxwell Stillerman

Associate Professors: Cyril A.L. Abrams, David Annunziato, Filippo A. Balboni, Marvin L. Blumberg, Leatrice G. Borofsky, John B. Branche, Gerald Ente, Lydia H.D. Eviatar, Irvin M. Fradkin, Herbert I. Goldman, Jack D. Gorvoy, Joseph Greensher, Gungor Karayalcin, V.T. Maddaiah, Jerome

E. Maisel, Florence N. Marshall, Dov B. Nudel, Howard E. Scalettar, Arnold Schussheim, I. Ronald Shenker, Jack Sherman, S. David Sternberg, Maurice Teitel, Peter S. Tolins

Assistant Professors: Hedda Acs, Renu R. Aggarwal, Milton Agulnek, Albert Aharon, Viswanathan Balachandar, Ballambattu R. Bhat, Thomas Biancaniello, William H. Bikoff, Stanley D. Blatt, Bruce N. Bogard, Harriet S. Boxer, Sandra C. Brunson, Russell S. Burdge, Frank F. Cappelli, Marie B. Casalino, Joseph S. Chiaramonte, Sanda Clejan, Herrick J. Cohen, John A. Colucci, Quintin C. Columna, Stuart M. Copperman, Bernard M. Curtjs, James Dick, Edmund DiLello, Charles J. Dunn, Michael Epner, Nelson S. Erhart, Philip Eskes, Stanley Everett, Robert S. Festa, Sheila J.C. Flitman, Bernard G. Gauthier, Mohammad Ghofrani, Theodore M. Ginsberg, Hershel H. Glatt, Arnold J. Goldman, Sanford E. Goldzier II, Abby J. Greenberg, Gerald R. Hartman, Irene D. Hassett, Martin Hauptman, Joel E. Hershey, Charles Hoffman, Martin H. Jacobs, Yelleshpur Jayaram, Stephen P. Katz, Harry King, Marvin Klein, Harvey A. Kolker, Marion L. Koomey, Ivan R. Koota, Betty Chi-mei Lee Kuo, Fedor A. Kuritzkes, Theresa C. Kutz, Harold L. Levine, Boris Lustik, Steven Maitinsky, Paul S. Mandala, Stephen P. Mantagos, Avelina M. Maralit, Leonard J. Marino, Raga A. Massih, Thomas G. McLoughlin, Thomas P. McManus, Ruth A. Miller, Sheldon Miller, Gerald A. Mondschein, Seymour B. Musiker, Michael P. Nussbaum, Jagan N. Pahuja, Anil G. Palekar, Neil M. Palladino, Nirmala Parashurama, Stephen Parles, Paul H. Penzer, John C. Pisacano, Mark A. Raifman, Bernard A. Schmierer, Philip Schneider, Howard Schreiber, Arthur J. Schwager, Eugene Schwalb, William Schwartz, Alan L. Shanske, Ashok C. Shende, Albert Sherwyn, Saroja Siddharth, Daniel R. Silbert, Henry B. So, Yussef Soleymanikashi, Alfred I. Spieler, Milton L. Spinner, Howard S. Stein, Allen S. Steinhardt, Barbara Stewart, Norman Stillman, Leonard Sussman, Michael F. Weiss, Nathan S. Weiss, Jacob J. Wiener

Instructors: Richard C. Ancona, Charles C. Baldwin, Harvey Bernstein, Gilbert A. Dick, Beverly R. Fischer, Lazar Fruchter, Louis M. Goldblum, Alan S. Goldstein, Krishna K. Gupta, Audrey G. Heimler, Roy Horowitz, Kenneth G. Huml, Donald P. Lawrence, Marc M. Levine, Gary J. Lieberman, Vera I. Maitinsky, Richard E. Manners, Reginald D. McLaughlin, Oneall E. Parris, Karen M. Payette, Shahina Qureshi, Fredric M. Suser, Susan E. Trecartin

The pediatric teaching program is a three-year program designed to provide a solid foundation for clinical practice or for further study in the pediatric specialties including pediatric research.

The program emphasizes basic principles of scientific medicine and reasoning and treats pediatrics as an organic continuum in which the individual pediatrician must function to coordinate complex systems of disease prevention as well as treatment. Special emphasis is placed on community and ambulatory practice.

The program is based at University Hospital which provides 50 pediatric beds, 34 newborn intensive care beds, 20 bassinets and an active Ambulatory Care Pavilion. In addition, the service operates in the Coram

Health Center, an Ambulatory Care Center of Suffolk County; and for Adolescent Medicine, in the University Health Service which provides for 23,000 ambulatory encounters per year.

Elective experiences are available in all fields of pediatrics, either at University Hospital or at affiliated programs at Nassau County Medical Center or Long Island Jewish-Hillside Medical Center.

DEPARTMENT OF PHARMACOLOGICAL SCIENCES

Chairman: Arthur P. Grollman

Distinguished Professor: Seymour S. Cohen

Professors: Arthur P. Grollman, Francis Johnson, Edward Reich, Cheng-Wen Wu

Associate Professors: Moises Eisenberg, Allen Krantz, Hene H. Raisfeld, David L. Williams, Felicia Ying-Hsiueh Wu

Assistant Professors: Paul J. Brynes, Craig C. Malbon, Alan McLaughlin (Adjunct), Masaru Takeshita

Instructors: Francoise Capony, Charles R. Iden, Philip Marcus

The department has major teaching functions in the Schools of the Health Sciences Center; however, it is also a University-wide department providing graduate and upper division instruction for students in other schools and continuing education for physicians in the community. The aim of the department is to provide knowledge and experience relating to drugs, ranging from molecular structure and function through the full range of pharmacodynamics to clinical pharmacology and toxicology. Teaching is directed towards drugs and other chemicals, as modifiers of cell and organ function, emphasizing principles of drug action at the cellular and enzymatic levels, drug distribution, drug metabolism, drug excretion, and the evaluation and testing of pharmacologic agents in man. Departmental faculty participate in several interdisciplinary graduate programs.

Courses

HBH 100 Drugs and Society

Analysis of modern concepts in the mechanism of action and application of some important drugs. Primarily for undergraduate science majors with the view of creating an appreciation of the nature of research on drugs and chemicals and their profound influence on all members of society.

Introductory courses in biology and chemistry helpful, but not required.

1 credit, Fall Semester, Dr. Grollman

HBH 330 Selected Topics in Pharmacology

Introduction to basic principles of drug absorption, metabolism, distribution and elimination. Examines the pharmacology of the autonomic nervous system, and the cardiovascular, renal and respiratory systems, antibiotics and the chemotherapy of viral and cancer diseases.

Prerequisite: Open only to physical therapy and cardiorespiratory sciences students.

3 credits, Spring Semester, Dr. Eisenberg

HBH 331 Fundamentals of Pharmacology

Emphasizes basic principles that underlie actions of drugs on physiological processes with particular reference to therapeutic and toxic actions. Primarily for Nursing and Allied Health students.

Prerequisites: HBA 300 or BIO 206, or HBY 350 or BIO 230 and permission of instructor.
5 credits, Spring Semester, Staff

HBH 372 Molecular Pharmacology

Examines the nature and aims of selectivity and the need to build selectivity into a drug molecule, with emphasis on the action of drugs (and other biologically active agents) on cells. Covers underlying physical and chemical principles including the nature of receptors, distribution phenomena, structure-action relationships, drug metabolism, chemotherapy, and pharmacodynamics. The second part of the course deals with the three cardinal principles of selectivity, namely the use of favorable differences in distribution, biochemistry, and cell structure. Crosslisted with CHE 461.

Prerequisite: CHE 322 or 332, BIO 361.
3 credits, Fall Semester, Dr. Krantz

HBH 393, 394 Topics in Pharmacology

Tutorial readings in pharmacology with periodic conferences, reports and examinations arranged with the instructor. Open to junior or senior students.

Prerequisite: Permission of instructor.
1 - 2 credits per semester, Fall and Spring Semesters, Staff

HBH 396, 398, 399 Research Project in Pharmacology

Independent research under faculty supervision, with emphasis on principles of experimental design, data collection, evaluation of findings and reporting of results. Project report required. This course may be repeated.

Prerequisites: Laboratory experience and permission of supervising instructor.
2-4 credits per semester, Summer, Fall and Spring Semesters, Staff

HBH 531 Pharmacological Basis of Therapeutics

Basic principles that underlie actions of drugs on physiological processes with particular reference to therapeutic and toxic actions. Primarily for medical, dental and graduate students.

Prerequisite: Physiology, biochemistry or permission of instructor.
5 credits, Spring Modules, Staff

HBH 533 Graduate Orientation in Pharmacology

Basic principles that underlie actions of

drugs on physiological processes. A supplementary course in pharmacology for graduate students (required for Pharmacology graduate students). Group discussion of current research topics in Pharmacology. Concurrent with HBH 531.

Prerequisite: Permission of instructor.
6 credits, Spring Semester, Dr. Cohen, Staff

HBH 541 Medicinal Chemistry

The molecular mechanisms of drug action and its relationship structure, with emphasis on stereochemistry, functional groups and charge distribution. Some aspects of the synthesis of drugs, covering both natural and synthetic molecules. Possible future developments.

Prerequisite: Permission of instructor.
3 credits, Fall Semester, Dr. Johnson

HBH 543 Principles of Toxicology

An examination of basic concepts of modern toxicology. Emphasis on biochemistry and pathology of toxicants. Topics discussed include: kinetics of absorption, distribution and elimination of toxicants; metabolism of exogenous substances; mutagenesis; chemical carcinogenesis; inhalation toxicity, organ toxicity; and detection and evaluation of toxicants, and other toxicology related areas.

Prerequisite: Permission of instructor.
3 credits, Fall Semester, Staff

HBH 545 Laboratory Techniques in Pharmacology and Toxicology

On site demonstrations of selected methods used in toxicologic research. The principles, mechanics, and limitations of methods used in forensic pathology, animal studies, mutagen and carcinogenesis testing discussed. Specific techniques in electron microscopes and methods used in the detection of toxins such as radioimmunoassay, chromatography (gas liquid) and mass and atomic absorption spectroscopy demonstrated. Procedures for safe handling of toxic substances in laboratory research discussed and demonstrated.

Prerequisite: Permission of instructor.
1 credit, Fall Semester, Staff

HBH 550 Biophysics

Theoretical background and application of current physical techniques to the study of molecular mechanisms of biological functions. Includes spectroscopy, diffusion processes, noise and fluctuation, interfacial phenomena.

Prerequisite: Physical chemistry or permission of instructor.
3 credits, Fall Semester, Dr. Eisenberg

HBH 560 Topics in Biochemical Pharmacology

Examines the biochemical characteristics of drug and hormone action. Several drugs, hormones, and neurotransmitters will be examined in detail to illustrate: the interaction of drugs and hormones with cellular receptors, bonding forces and determinants of specificity in drug receptor interactions, the central role of adenylyl cyclase in pharmacological regulation, transduction of the chemical signal to the pharmacological response, mechanisms of drug entry into cells. Emphasis on current concepts and experimental approaches.

Prerequisites: Graduate biochemistry and permission of instructor.

3 credits, Spring Semester, Alternate Years, Drs. Williams, Brynes, Grollman, Cohen, Benjamin and Malbon

HBH 580 Selected Topics in Pharmacology

Student seminars and readings on topics to be arranged through consultation with staff.

Prerequisite: Permission of instructor.

Variable and repetitive credits, 1-8 per semester, Fall and Spring Semesters, Staff

HBH 590 Pharmacology Seminars

Advanced research seminars by staff and visiting lecturers.

Prerequisite: Permission of instructor.

1 credit, repetitive, Fall and Spring Semesters

HBH 599 Graduate Research in Pharmacological Sciences

Original research projects under faculty supervision.

Prerequisite: Permission of instructor.

Variable credits, 1-12 per semester, Fall and Spring Semesters, Staff

HBH 650 Clinical Pharmacology

A clinically oriented seminar emphasizing rational therapeutics. Patients are studied at the bedside to illustrate therapeutic problems.

Prerequisite: Permission of instructor.

Variable credits, 2-4 per semester, Spring Semester, Dr. Raisfeld

HBH 694 Thesis Research in Pharmacology

Original investigation undertaken as part of the Ph.D. program under supervision of thesis adviser and committee.

Prerequisite: Permission of thesis adviser.

Variable and repetitive credits, 1-12 per semester, Fall and Spring Semesters

HBH 800 Full-time Summer Research

Full-time laboratory research projects supervised by staff members.

Prerequisites: Permission of instructor and full-time graduate student status.

0 credit, Summer Semester, Staff

DEPARTMENT OF PHYSICAL MEDICINE AND REHABILITATION

Professor: Lawrence W. Friedmann

Associate Professors: Arminius Cassvan, Raoul C. Psaki

Assistant Professors: David G. Armesto, Marshall G. Finkle, Andrew A. Fischer, Daoud B. Karam, Reuben Leass, Edgar L. Marin

Instructors: S. Pani Akuthota, Ernesto S. Capulong, Raymond K. Elias, Carlos A. Montorfano, Guan-Hiok Yu

The Department of Physical Medicine and Rehabilitation provides educational experience for students at several points in the curriculum including exposure to rehabilitation medicine during the musculoskeletal system teaching; electives are available during the clinical track phase of the curriculum.

DEPARTMENT OF PHYSIOLOGY AND BIOPHYSICS

Chairman: William G. Van der Kloot

Professors: Roland Benz, Joel E. Brown, Paul G. LeFevre, Harvey M. Levy, William G. Van der Kloot

Associate Professors: William B. Benjamin, Marian E. LeFevre, Stuart G.A. McLaughlin

Assistant Professors: John B. Cabot, Chris Clausen, Ira S. Cohen, Stanley J. Masiak, Leon C. Moore, Kamal K. Shukla, Gary R. Strichartz

Instructor: Maurice Halioua

This department offers a diversified program of studies ranging from the physics of cell membranes to the function of the central nervous system. Physiology and Biophysics has responsibility for teaching in all the Schools of the Health Sciences Center, for undergraduate sequences in biology, and for graduate studies. The latter includes departmental and interdisciplinary graduate programs. The inclusion of biophysics with physiology is seen as a means to foster the application of the techniques of physics and engineering to investigational problems in medicine and biology at all levels of biological organization.

Courses

HBY 302 Vertebrate Systems Physiology

The study of several vertebrate organ systems as examples of biological organization and control. Emphasis on comparative approach to the physiology of animal organ systems.

Prerequisite: BIO 201.

3 credits, Spring Semester, Even Years, Staff

HBY 310 Cell Physiology

The physiology of animal cells: excitation, conduction, transduction, transport, motility, secretion, and responses to transmitters and hormones.

Prerequisite: Physics 101 or 103, Biology 230. Not open to students who have taken Biology 333.

3 credits, Spring Semester, Even Years, Dr. Brown and Staff

HBY 350 Physiology

The normal functioning of human tissues and organs, and their regulation and integration by the nervous and endocrine systems. Special emphasis on physiological control systems and the preservation of the constancy of the internal environment.

Prerequisites: College courses in biology and chemistry and some background in physical sciences or permission of the instructor.

4 credits, Fall Semester, Dr. LeFevre and Staff

HBY 393, 394 Special Topics from Physiology and Biophysics Literature

Tutorial readings in physiology and biophysics with periodic conferences, reports and examinations arranged with the instructor. Open to junior and senior students.

Prerequisite: Permission of instructor.

Variable credits, 1-2 each, Fall and Spring Semesters, Staff

HBY 398, 399 Research Project in Physiology and Biophysics

An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. Project report required. This course may be repeated.

Prerequisites: Laboratory experience and permission of the supervising instructor.

2-4 credits per semester, Fall and Spring Semesters, Staff

HBY 506 Transport

Study of molecular and ion transport mechanisms in microorganisms, higher cells, and the cellular organelles. Emphasis on the molecular basis of transport functions, their genetic and physiological control and energy coupling mechanisms in active transport. Membrane structure, chemical composition, and biosynthesis considered in terms of their role in membrane transport. (Cross listed with BMO 506)

Prerequisite: Permission of instructor.

2 credits, Spring Semester, Even Years, Drs. Cirillo, LeFevre and Simon

HBY 531 Introduction to Mammalian Physiology

An introduction at the graduate level to physiology, with emphasis on man. The principle of cellular physiology, followed by an introduction to the circulatory, respiratory, gastrointestinal, renal, endocrine and nervous systems.

Prerequisites: Admission to medical or dental school or permission of instructor.

5 credits, Fall Module, Dr. Van der Kloot

HBY 551 Membrane Physiology and Biophysics

The molecular structure of biological membranes, using NMR, spin labels, X-rays, DTC. A review of fundamental concepts relevant to the study of solute permeation through membranes by considering successively the properties of a thin film of hydrocarbon, a phospholipid bilayer, a bilayer with pores and channels, and finally, a biological membrane.

Prerequisite: Permission of instructor.

3 credits, Spring Semester, Dr. McLaughlin

HBY 552 Physiology and Pharmacology of Excitable Membranes

A survey of origins of electrophysiological phenomena; the ionic theory of resting and action potentials, the physical and chemical properties of membrane ionic conductances, and the biophysics and physiology of sensory organs. Stresses the understanding of electrophysiological phenomena in terms of molecular mechanisms. One semester of calculus is recommended. Open to graduate students and advanced undergraduates.

Prerequisite: Permission of instructor.

3 credits, Fall Semester, Odd Years, Dr. Strichartz

HBY 553 Synapses

Biophysics, physiology, and pharmacology of synaptic transmission. The neuromuscular junction used as model to develop basic concepts.

Prerequisite: Calculus, physiology or neurophysiology, physics.

3 credits, Spring Semester, Even Years, Drs. Cohen and Van der Kloot

HBY 590 Special Topics in Physiology and Biophysics

Student seminars on topics to be arranged through consultation with faculty members.

Prerequisite: Permission of instructor.

Variable and repetitive credits, 1-2 per semester, Fall and Spring Semesters, Staff

HBY 591 Physiology and Biophysics Research

Original investigation under the supervision of a staff member.

Prerequisite: Permission of instructor.

Variable and repetitive credits, 1-12 per semester, Fall and Spring Semesters, Staff

HBY 690 Seminar in Physiology and Biophysics

Seminars and discussions on major topics in physiology and biophysics by students, staff and visiting scientists.

Prerequisite: Permission of thesis adviser.

Variable and repetitive credits, 1-12 per semester, Fall and Spring Semesters, Staff

HBY 695 Practicum in Teaching in Physiology and Biophysics

Practical experience and instruction in the teaching of physiology and biophysics carried out under faculty orientation and supervision.

Prerequisite: Permission of instructor.

Variable and repetitive credits, 1-4 per semester, Fall and Spring Semesters, Staff

HBY 800 Full-time Summer Research

Full-time laboratory research projects supervised by staff members.

Prerequisites: Permission of instructor and full-time graduate status.

0 credit, Summer Semester, Staff

DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCE

Acting Chairman: Sherman N. Kieffer

Professors: Henry Brill, H. Warren Dunham, Saul Feldman, Max Fink, Richard Green, Leon D. Hankoff, Harry I. Kalish, Harvey J. Karten, Stuart L. Keill, Sherman N. Kieffer, Leonard Krasner, Samuel R. Lehrman, Robert M. Liebert, Joseph LoPiccolo, Esther S. Marcus, A. Louis McGarry, Sidney Merlis, Walter S. Neff, Benjamin Pasamanick, Charles J. Rabiner, Lewis L. Robbins, Eli A. Rubinstein, Henry I. Schneer, William J. Turner, Bernard Turskey, Richard E. Whalen, Stanley F. Yolles

Associate Professors: Hyman S. Barahal, William P. Benjamin, Irving Bialer, Beverly Birns, Leonard S. Brahen, Pasquale A. Carone, Frederick B. Charatan, Melvin Cohen, Francis E. Conrad, Anthony B. Correoso, Robert M. Derman, Charles H. Doering, Irwin Fand, Gerald A. Green, Richard S. Green, Eugene H. Kaplan, Ernest Kovacs, Leonard W. Krinsky, Gabriel V. Laury, Harold A. Levine, Milton G. Lodge, Robert L. Marcus, Hagop Mashikian, Morton G. Miller, Merrill M. Mitler, Shepherd Nathan, George L. Nicklin, Sanford Oxenhorn, Herbert M. Perr, Alfred P. Pinard, Stephen L. Rachlin, James E. Ramseur, Ellis Richardsón, Anthony D. Romeo, Mollie Schildkrout, Isidore Shapiro, Lester E. Shapiro, Frederick A. Struve III, Olga von Tauber, Herbert F. Waldhorn, Herbert Waltzer, Allen Willner, Bertrand G. Winsberg, Philip Zeidenberg

Assistant Professors: Mark J. Adair, Fred F. Allison, Herbert S. Anhalt, Jose M. Arasmo, Paul Aronow, Antranig O. Arslanian, Sylvia L. Axelrod, Samuel H. Bailine, Aaron Balasny, Charles J. Barbanel, Howard Becker, Carlton H. Blake, Robert M. Blume, Sheila B. Blume, Andrew B. Bremness, Charles M. Brody, Janet A. Camp, Christopher R. Carlson, Patrick F. Carone, Robert E. Cetlin, Robert M. Chalfin, Basudeo Chaudhary, Leon Cohen, Richard M. Cohen, James N. Crovello, Leah Davidson, David C. Dillon, Marvin Drucker, Suresh C. Dwivedi, Eva V. Ebin, Edward H. Einhorn, Jerome S. Fass, Joseph H. Feldman, June T. Feldman, Martin P. Fischer, Leonard C. Frank, Alvarado Fraser, Marie R. Friedman, Richard Friedman, Joseph B. Furst, Francis S. Gagliardi, Juan Garcia, Peter R. Gerkin, Abraham G. Glenn, Steven J. Glick, Linda G. Gochfeld, Philip Goldberg, Harry H. Gonda, Warren Goodman, James H. Gordon, Paul G. Gregory, Marc H. Grusensky, Calvin H. Haber, Pierre M. Hahn, Arthur A. Hauser, Jr., Martin A. Hayman, Julia R. Heiman, Basalingappa L. Hungund, Martin Hurvitz, John P. Iafrate, Won-Gi Im, Edward S. Israel, Albert V. Jessen, John M. Kane, Roslyn Kantor, Stuart L. Kaplan, Arnold N. Katzoff, Seymour Keitlen, Fereidoon Kharabi, Hugo S. Kierszenbaum, Warren L. King, Ira A. Kishner, Elizabeth A. Kolin, Charles R. Korrol, Barry A. Kramer, Ganesan Krishnamoorthy, Wilhelm Krumholz, George Krupp, Samuel S. Kupietz, Khin M. Latt, Han S. Lee, Jaedu Lee, John J. Lee, Melvin S. Levine, Herbert J. Levowitz, Bruce R. Levy, Vera B. Liang, Richard M. Linchitz, Marion E. Long, Peter Luke, Gerald M. Lutzer, Edward H. Malone, Robert Marantz, Julius Marcus, Robert D. Martin, Jeffrey A. Mattes, Lawrence F. McDonald, Julius G. Mendel, Irwin E. Mendelsohn,

Daniel Miller, Chang Hyun Min, Yahya Moadel, Samuel Mowerman, Jon A. Neiditch, Sheldon Novick, Tadao Ogura, Herman Oliver, Stuart E. Pace, Yiannis G. Papakostas, Anthony A. Pelosi, Selwyn J. Pereira, John R. Pitrelli, Donald M. Postel, Stephen N. Price, Nasrollah Rashidi, Joel P. Redfield, Allen Reichman, Milton Ressel, Rita S. Reuben, Bruce I. Rosen, Ira Rosenblatt, Randolph Rosenthal, Gerald Roskin, Julius Rubin, Albert Rutsky, Muthukrishna Sabanayagam, Kishore R. Saraf, Stephen M. Saravay, Maurice S. Satin, Nisson Schechter, Egon K. Schlatter, Jack Schnee, Mark Schoenberg, Sallie S. Schumacher, Jose L. Seligson, Stanley Shapiro, Lawrence Sheff, Rosalind B. Silver, Michael W. Slome, Joseph M. Sokol, Sanford P. Solomon, Charoen Somvongsiri, Joyce N. Sprafkin, Alice S. Stahl, Ruth Stark, Herbert Steinberg, Maurice D. Steinberg, Arthur A. Stone, Suphi Surmeli, H. Lawrence Sutton, Jeffrey Sverd, Attia I. Sweillam, Walter J. Tardy, Mallie C. Taylor, Sheldon Tesser, Charles Tkacz, Beca Tomim, Narendra K. Trivedi, Thomas A. Troiano, Yogendra Upadhyay, Sivachandra M. Vallury, Stephen J. Weiler, James G. Wheeler, Leonard White, Kenneth R. Wilkes, Margaret G. Woerner, Arthur Wolpert, Paul E. Yarden, Stephen L. Zaslow, Robert J. Zimin, Charlotte M. Zitrin, Richard M. Zoppa, Max Zuger

Instructors: Lois B. Berenson, Joseph A. Campanella, Jeffrey A. Fine, Edgar M. Frenkel, Peter M. Irwin, Norman J. Kanter, Jeffrey M. Kochnower, Martin B. Koretzky, John C. Luke, Jane B. Mandel, James E. March, Alan N. Meisel, Patricia B. Quinn, Roman S. Sanchez, Gilbert K. Seligman, Julij G. Tosheff, Anthony Verga

Background

During the 1960's, psychiatry in America developed from a profession in which therapist and patient traditionally interacted on a one-to-one basis into a profession concerned additionally with the mental health of communities and the development of comprehensive mental health programs designed to serve the total population.

The concepts of community psychiatry have broadened and deepened to encompass the range of behavioral sciences, in efforts to meet human needs and prevent emotional disturbance, as well as to treat persons already mentally ill.

The Department of Psychiatry and Behavioral Science at Stony Brook is firmly based within these concepts. Its teaching, research and service programs are being developed simultaneously; and its students and faculty are professionally involved in providing mental health care for the residents of Long Island communities which range from rural hamlets on the eastern tip of the Island through sizable towns in western Suffolk and Nassau Counties.

Just as problems within the population range from the those of migrant agricultural workers to those of affluent suburbanites, so do the opportunities to develop students' skills in both the undergraduate curriculum and the residency program of the department.

The department, in keeping with its philosophy and professional orientation, has major investments in the uncovering of new knowledge, the application of research findings, and the planning and provision of adequate and appropriate mental health services.

For faculty and students alike, the demographic and physical environments that make up the Long Island scene provide a setting conducive to innovation, investigation and experimentation in establishing a University-community service relationship.

The department has developed administrative and operative agreements with the New York State Office of Mental Health; the five State institutions in Suffolk County; the Veterans Administration; the Suffolk County Division of Community Mental Health Services; the Southside Hospital; the South Nassau Communities Hospital; the Long Island Jewish-Hillside Medical Center and its Queens Hospital Center affiliation; the Hospital of the Medical Research Center, Brookhaven National Laboratory; and the Nassau County Medical Center to be mutually involved in research, training of professionals, and the delivery of mental health services.

These resources are available to the department in carrying forward the objectives of each of its Divisions: Clinical Psychiatry, Behavioral Sciences, Mental Retardation and Human Development, Child Psychiatry, and Mental Health Administration.

Service Responsibilities

The departmental divisions, in concert with the department's affiliated institutions, have the professional responsibility for providing mental health services within a catchment area of approximately 300,000 persons and for the veteran population of Long Island.

To meet this responsibility the department operates psychiatric services at University Hospital, a 100-bed teaching service at Central Islip Psychiatric Center, and a 60-bed acute inpatient service and a 366-bed chronic care service at the Northport Veterans Administration Medical Center. Its professional involvement also includes three outpatient clinics, 10 Veterans Administration satellite clinics and two outreach clinics. In addition, there are the bed facilities and services of the Suffolk Developmental Center and the Sagamore Children's Psychiatric Center.

A close working relationship with the Suffolk County Division for Community Mental Health Services makes available a wide range of county community mental health programs.

Opportunities exist not only for clinical experiences in outpatient, day care and consultation programs, but also for elective programs in mental health administration, planning, etc. County funded and operated mental health programs employ a wide variety of treatment techniques and utilize multidisciplinary mental health teams for delivery of care.

Long Island Research Institute

The Long Island Research Institute is a mental health research facility of the New York State Office of Mental Health. It is operated in close affiliation with the Department of Psychiatry and Behavioral Science of the Health Sciences Center. The Chairman of the Department of Psychiatry and Behavioral Science serves as the Director of the Institute. Staff receive joint appointments to the department and to the institute. All laboratories are used conjointly.

This Institute is one of the five research institutes of the New York State Department of Mental Hygiene. It is an applied research facility whose mission is closely related to the operation "service delivery" programs of the State. Its mission is reflected in its organization. There are six principal divisions, each made up of a number of related laboratories.

These divisions are concerned with investigations in the areas of treatment and its outcomes and evaluation; development and evaluation of new diagnostic procedures; epidemiology and community psychiatry especially related to the discharged patient; biology, physiology and behavior as related to diagnosis, treatment and rehabilitation of the mentally handicapped, including, but not limited to, the aged, children and adolescents and the addicted.

Research

The research interests of the Department of Psychiatry and Behavioral Science are broad. Clinical investigations include: demographic, family history and phenomenology studies in affective disease and schizophrenia, and the diagnostic validity of these disorders. Other investigations include: psychophysiological and neurobiological studies, evaluations of treatment methods and programs, the clinical applications of sleep research, psychological, physiological and clinical studies of human sexuality; the classification and treatment of developmental disabilities; and epidemiological studies to aid in the administration and delivery of mental health services. All research efforts coordinate basic science and clinical investigation with clinical services and medical school and psychiatric residency education programs.

Training

Undergraduate

The department has implemented its commitment to an interdisciplinary approach to mental health throughout its curricular activities. Within the undergraduate curriculum of the Medical School, the Department of Psychiatry and Behavioral Science offers:

1) Introduction to interviewing (first year) within an interdepartmental Introduction to Clinical Medicine course.

2) A six-week Psychobiology System (second year), which is part of the "Systems" teaching. This system includes an introduction to the behavioral sciences, to the biological bases of behavior, to the psychological bases of behavior and to human sexuality.

3) Within systems other than Psychobiology, sessions on the psychological and psychiatric aspects of the etiology, diagnosis, and management of particular diseases or conditions.

4) A six-week required Clinical Clerkship in Clinical Psychiatry (third year).

5) The department offers advanced supervision of interviewing and patient management within the Clinical Clerkship in Medicine (third year).

6) A psychiatry "track" available to students in their third and fourth years on an elective basis. This "track" is designed for students who are interested in a career in psychiatry.

7) Electives within the department include research and clinical opportunities in a wide variety of settings.

Residency Training

The Department of Psychiatry and Behavioral Science offers a four-year residency program in psychiatry with the first year designed as a categorical postgraduate-1 "mixed" clinical experience. The residency program will provide a broad variety of situations, subjects and settings from which students may select their learning experiences. The fundamental philosophy of these programs is that psychiatry is a medical specialty and the program goal is to train a physician who specializes in the treatment and understanding of diseases and abnormalities which manifest themselves in behavioral change; that such a physician be well grounded in practice in public service settings (i.e., hospital, clinic, community mental health center or research center); be familiar with concepts and practices of administration of mental health; and that this physician understand that his/her practice of medicine does not occur in a vacuum, but within the structure of the medical community and the community in which his/her patients live.

DEPARTMENT OF RADIOLOGY

Chairman: Morton A. Meyers

Professors: Leslie L. Alexander, Isamettin M. Aral, Joseph P. Arcomano, Harold L. Atkins, Murray G. Baron, Gerald W. Bennett, Aaron B. Brill, Gerald Irwin, Paul C. Lauterbur, Morton A. Meyers

Associate Professors: Meyer L. Alpert, Francis M. Bagnasco, Dvorah Balsam, Alan E. Baum, Elizabeth T. Cancroft, Harold Chiat, Claude Yuk Chong, David H. Faegenburg, Ralph G. Fairchild, Murray Fuhrman, Mortimer B. Heller, Clifford E. Hotte, Adam Lande, Perry R. Mandel, Zvi H. Oster, Catherine L. Wingate, Albert Zilkha

Assistant Professors: Sultan Ali Ahmed, Roger S. Baim, Paul Bonheim, Klaus W. Buzzi, Seymour H. Cagan, Nicholas R. Capece, Victor M. Cruz, Stanley L. Deckoff, Jack S. Deitch, Arthur D. Drazan, Marlene R. Eckstein, Frederick Elias, Heywood Y. Epstein, Senghao Fong, Michael J. Goffin, Burton M. Gold, Allan G. Goldman, Kenneth J. Goodman, Stanley L. Green, Nasser H. Hassani, Margery A. Heneghan, Matthew T. Higgins, Robert J. Hochstim, David L. Jellinger, Margaret Johnstone, Frederick N. Kansler, Arfa Khan, Sheila S. Kumari, Ira J. Langer, James Lash, Won J. Lee, Normand J. Michaud, Danuta P. Montorfano, Paul L. Novotny, Edward A. Perkes, George P. Pillari, Anjur R. Ramchandran, Lawrence S. Ross, Dennis R. Rossi, Raymond L. Saperstein, Bruce I. Saxe, Prantika Som, Mahmood N. Tafreshi, Albert S. Trachtenberg, Frances M. Vernace, Seymour Wasserman, Miklos Weinberger, Melvyn L. Weiner, Edward S. Wind, William G. Wolff, Jerome Zwanger

Instructors: Ronald F. Goldstein, Bruce Herzog, Frank W. Kveton, Jack Levine, Warren D. Palmer, Nicholas F. Pizzolato, Arthur Siegel, Susan M. Tuck

Radiology, including conventional diagnostic radiology, computed tomography, ultrasonography, nuclear medicine, and radiobiology, is not only a clinical discipline in itself, but is supportive in the essential applications of several of the basic sciences and most of the other clinical specialties.

In the first year, radiology is useful within *Introduction to Clinical Medicine* and particularly in the understanding of anatomic relationships *in vivo*. It plays a very important role in the core curriculum of the second year in the knowledge of pathophysiology of the various systems. A detailed course in clinical radiology is presented throughout the third year, and a highly popular selective course in diagnostic imaging is given in the fourth year.

In addition, radiology provides support throughout the clinical curriculum in the diagnosis and management of patients. An increasing choice of electives is offered.

DEPARTMENT OF SURGERY

Chairman: Harry S. Soroff

Professors: Irving M. Ariel, Jerrold M. Becker, Gerard P. Burns, Clarence Dennis, Anthony Di Benedetto, Joseph A. Epstein, Ralph Ger, Fabio Giron, William W. Heroy, Donald E. Janelli, Felix Rapaport, Leonard R. Rubin, Harry S. Soroff, Martin Spatz, Ira Teicher, Norman B. Thomson, Makis J. Tsapogas, Leslie Wise, B. George Wisoff

Associate Professors: William G. Abel, Joseph N. Attie, William B. Ayers, Radoslav Bachvaroff, Stanley D. Berliner, Burton Bronsther, Lowell Brown, Gerald W. Buetow, Leonard C. Burson, Arjun D. Chanana, John W. V. Cordice, Elizabeth Coryllos, Ray S. Crampton, Philip Crastnopol, Robert E. Decker, Harry C. Essig, George W. Flint, Murry N. Friedman, Julius W. Garvey, Morton Goldfarb, Frank M. Green, I. Melbourne Greenberg, Myron J. Jacobson, Bernard Lanter, David M. Leivy, Irving B. Margolis, Lawrence A. Massarella, Jack W. McElwain, James D. McMahon, Manucher Mohtashemi, Samuel Movsas, Sylvain Pitzele, Elsa K. Rahn, Calvin L. Rasweiler, Alan D. Rosenthal, Stuart Ross, Edward P. Ryan, Robert W. Sengstaken, Raymond N. Shapiro, John W. Shepard, Alex M. Stone, Eugene Thiessen, Henry W. Thompson, Milton Tuerk, Robert W. Unangst, Richard H. Walden, Allan Wolpowitz

Assistant Professors: Martin W. Abrams, Alfred A. Adamo, Kwabena A. Addei, Michael J. Attkiss, Alfred A. Azzoni, Bert R. Bach, Mohan R. Badhey, Henry H. Bard, Neil M. Barton, Joseph M. Bennett, Renato B. Berroya, Paul W. Braunstein, Fred Bromberg, Hang S. Byun, Joseph R. Cali, M. George Chandy, John B. Chang, Irving F. Chanin, Andrew T. Cole, John DeAngelis, Vincent DeAngelis, Stephen L. Deckoff, Nicholas J. DeVito, Rodolfo T. Domingo, William Doscher, Alfred Edinburgh, Massoud Eghrari, Robert Fardelman, Johanna C. Fisher, David A. Frucht, Ariel H. Garcia, Samuel M. Gelfand, Stanley W. Gensler, Jonathan V. Goldstein, Joseph Gordon, John G. Hansen, Marvin L. Hartstein, Keith S. Heller, Joseph G. Herbstritt, Waldemar F. Hermann, Herbert Hershey, George Hines, Bert S. Horowitz, John C. K. Hui, Turhan Ilkay, John A. Jacobey, O. Joshua Jurmann, Stratos G. Kantounis, Alan W. Kaplan, Himeko Kashiwabara, William S. Kasper, Theodor Kaufman, Sardar A. Khan, Dong Kyo Kim, Alan M. Kisner, Maurice Klein, David Kleiner, Arnold Koopersmith, Lester N. Krawitt, Eugene Kuchner, Dennis J. Lafer, James J. LaVine, Dianne C. Leeb, David M. Leivy, Leroy R. Levin, Nicholas C. LiCalzi, Juan Lin, Thomas I. Longworth, M. Douglas MacLean, Jr., Robert Malkin, Hormoz Mansouri, Harry J. Mayer, Michael Mesbah, Nathaniel B. Messinger, Peter A. Miceli, Frank Miller, Frank A. Monteleone, William E. Morse, Alan Mortazavi, Jerome D. Nataro, Salvatore L. Noto, Leon M. Oxman, Thomas J. Palmieri, Pratap P. Patel, Victor Perlow, Frank Pindyck, Joseph Pistocchi, Nicholas M. Poloukhine, Calvin L. Rasweiler, Henry C. Reusch, Bernard Rodier, Charles E. Rogers, Carlos A. Romero, Samuel J. Roth, Walter H. Rubins, Bernard J. Ryan, Peter A. Salzer, Selim T. Samaan, Arnold F. Sammis, Jr., Dominick Sampogna, Delfin S. Santos, Ira J. Schneider, Martin L. Schulman, Wesley E. Scott, James R. Seymour, Marvin Shapiro, Pad-

manabhan Siddharth, Michael Slippen, Alvin J. Slovin, Ezri Sokol, Danilo B. Soriano, Leonard Stein, Theodore A. Stein, Bettie M. Steinberg, Richard L. Stivelman, Maganlal K. Sutaria, Richard D. Sweeney, Mary Ann Tinker, Perry Tirschwell, Byron M. Treitler, Daniel Weisz, David J. Wexler, Howard R. Wexler, Aaron Wigdor, Lewis E. Williams, Martin Winick, Harry Wogalter, David P. Wolk, William Yankiver, Nadim Zilka, S. Paul Zola

Instructors: Lawrence Brickman, Richard A. Giery, Juan Grullon, Delfin P. Hamad, Felix V. Llamido, Ronald D. Logosso, Charlotte Mandell, Daniel S. McCally, Jr., Anthony M. Pennisi, Audrey F. Raisbeck, Sanford A. Ratzan, Peter S. Ravitz, Robert Rubin, Barry H. Schwibner, Richard J. Strauss, Robert B. Swersky, Nicolas Szabo, Wayne Waltzer

Lecturer: Walter L. Phillips

The Department of Surgery is organized into a series of sections each with its own chief. These sections include General, Cardiac, Thoracic, Plastic, Transplantation, and Vascular Surgery.

The Department of Surgery has the following responsibilities: 1) the provision of consultations and operative surgery for patients; 2) the provision of surgical aspects of diagnosis in the core curriculum in the preclinical years; 3) the supervision of a Residency Program in General Surgery which is of five years duration; 4) the organization and supervision of clinical clerkships; 5) the offering of electives in the final year; 6) the preparation of individuals who choose the specific branches of surgery; and 7) the investigation of relevant problems of surgical sciences.

Surgery will continue to develop depth in its subspecialties, some of which will be organized into separate departments or sections, such as ophthalmology, otorhinolaryngology, and urologic surgery. The faculty of each one of these specialties is responsible for the management of patients with diseases relevant to its area of specialty, supervises a residency program which has been established for this subspecialty, and is involved in the development of education and research in this specialized area.

DEPARTMENT OF UROLOGIC SURGERY

Associate Professors: Andrew T. Cole, Albert P. Sutton

Assistant Professors: Henry J. Abrams, Stephen I. Braitman, Mitchell I. Buchbinder, Howard N. Christ, John R. DeFilippi, Sears E. Edwards, Michael A. Ferragamo, Jr., Stuart Kase, Albert S. Katz, Bhushan Khashu, Leo Krauss, Stanley J. Landau, Chin Wong Lee, Nathan A. Newman, William C. Porter, Jr. Lawrence Ravich, William H. Seery



School of Nursing

Acting Dean: Lenora J. McClean

Program Directors: Marion D. Lewis, Basic Baccalaureate Program
Paula B. Hunter, Master of Science Program
Carole L. Blair, Registered Nurse Baccalaureate Program
Rose S. Meyers, Continuing Professional Education

Assistant Dean for Administration: Stephen B. Lourie

Assistant to the Dean: Jacqueline Deasy

Associate in Continuing Education: Susan Arnett

Professor: Lenora J. McClean

Associate Professors: Carole L. Blair, Marion D. Lewis

Assistant Professors: Judith M. Bearup, Ora James Bouey, Ruth C. Brown, Barbara A. Charles, Doretta J. Dick, Rita S. Fogel, Marcia Geraghty, Patricia A. Gorzka, Rory C. Joltin, Anita M. Leach, Barbara M. McCarthy, Patricia O'Neill, Elizabeth Porter, Sally Anne Schuckman, Yvonne Singletary, Helena Terr, Gale M. Waldman, Maureen M. Whalen, Madeline N. Zunno (Emeritus)

Instructors: Joan E. Cohen, Martha A. Driessnach-Hill, Yvonne Harmon

Lecturers: Robert L. Harvey, Paula B. Hunter, Ann K. Welbourne

Clinical Associate Professors: Josephine Paterson, Elizabeth Szczurowski, Loretta Zderad

Clinical Assistant Professors: Edith M. Augustson, Sylvia Carlson, Mary P. Hayes, Ethel Hicks, Susan Martin, Rose A. Richmond, Elaine H. Strock, Bessie B. Urquhart

Clinical Instructors: Josephine M. Alvarez, Jean A. Dietz, Mary C. Duda, Arlene M. Fitzmaurice, Juanita Maxwell

Overview of the School of Nursing

The School of Nursing offers educational opportunities to men and women who wish to prepare themselves for the responsibilities of professional health care practice in a dynamic and rapidly changing society. The baccalaureate curriculum prepares basic and registered nurse students to become knowledgeable participants in the delivery of comprehensive health care within communities as well as hospitals and other health care agencies. The Master of Science curriculum prepares students to become direct providers of family and mental health care services in a variety of community settings, as well as clinical specialties in the care of high-risk mothers, infants, and the critically ill and injured. Programs at both levels of education are designed to maximize the potential and the participation of nurses in health care delivery to meet the public's need for accessible, high quality services in order to maintain health as well as treat illness.

Students are considered consumers of the educational programs; individual learning needs, consideration of students' past and present educational experiences, career goals, and areas of general interest are used as guidelines in tailoring the curriculum. Teaching objectives deal with ways of knowing, rules of evidence, critical assessment of data, and application of problem-solving techniques to health-illness problems.

Continuing Education

The School of Nursing recognizes that education is a process of life-long learning. The School is committed to continuing professional education through short-term, non-credit courses. Courses are designed to meet the needs and interests of nurses in the region and expert faculty provide outstanding learning experiences. A separate bulletin is published each spring and fall.

Student Advisement

All students in the School of Nursing are assigned an adviser. The adviser carries the major responsibility for ongoing counseling, assessment, and dissemination of information regarding the advisee's status. The Program Director, the Academic Standing Committee, and the School of Nursing Office of Student Services are kept informed of identified problems. Advisement sessions are held at each registration period, at mid-semester, and at the end of each semester. Problems not resolved at the adviser level are referred to the Academic Standing Committee and Program Directors. Decisions made at this level are communicated, in writing, to the student.

Academic Advisement

Monthly meetings are held in the School on the first Wednesday of each month in Room 202, Level 2, Health Sciences Center. They are open to all applicants interested in the program. Individual advisement is available at time of admission.

Graduation Requirements

Bachelor of Science Degree: Candidates must complete the general University requirements and all requirements for the major in nursing with

a minimum grade of C. (Refer to "Requirements for the Bachelor's Degree" in this *Bulletin* for a complete description.)

Master of Science Degree: Candidates must complete all requirements of the program with a minimum grade average of B.

Scholarships and Financial Aid

Limited scholarships and financial aid programs are available. Information is available from the Office of Student Services, Health Sciences Center. (See "Financial Assistance" section in this *Bulletin*.)

Tuition and Fees

Tuition and fees for the School of Nursing correspond to those fees applicable to the general University program. For detailed information, consult the section in this *Bulletin* entitled "Information About Fees, Living Expenses, and Housing."

Clinical Resources

Students' clinical experiences take place in a variety of hospitals and community agencies in Nassau and Suffolk Counties, in addition to University Hospital and clinical campuses associated with the Health Sciences Center. EACH STUDENT IS PERSONALLY RESPONSIBLE FOR ARRANGING HIS/HER OWN TRANSPORTATION TO AND FROM CLINICAL ASSIGNMENTS.

Academic Standards

The criteria for students maintaining enrollment in good standing in the School of Nursing follows:

1) Adequacy in performance in all academic and clinical elements of the programs. Undergraduate students must maintain an overall grade point average of 2.0 and graduate students must maintain a 3.0.

2) Academic honesty.

Failure to meet academic standards may result in any of the following actions:

Warning: A student is placed "on warning" when poor performance is demonstrated mid-semester.

Jeopardy: A student is placed "in jeopardy" if courses are failed at the end of a given semester.

Suspension: A student is placed on suspension (a mandated temporary leave) when achievement and improvement have not been demonstrated during the period of jeopardy.

Termination: A student will be terminated when he/she has a second failure in the same clinical course, when the G.P.A. is less than 2.0 (undergraduate) or 3.0 (graduate), or when academic dishonesty has been demonstrated.

A student will be dismissed based upon academic performance, clinical performance, and/or academic dishonesty.

Academic Dishonesty

Academic dishonesty shall be defined as the misrepresentation of the authorship or in any fashion falsifying part or all of any work submitted for

academic credit. A student found guilty of academic dishonesty shall, upon warning, be terminated from the program.

Appeals

The School of Nursing's policies on appeals are consistent with those of the Health Sciences Center and the University and are published in the *Student Handbook*.

UNDERGRADUATE PROGRAM

The baccalaureate program offers a Bachelor of Science degree with a nursing major which combines knowledge from the social/behavioral, physical/biological sciences and the humanities, with clinical practice and content. The curriculum helps students to integrate theory and principles basic to health care with practical strategies for application of theory to needs and problems of consumers of health care services. Curriculum is organized around the concept of man throughout the life cycle, functioning within a constellation of interacting factors which constitute the human environment. Relationship between factors determine the quality of life and impact on health status and functioning. The family as an open system forms the central unit of study as well as consumer participation in health care delivery. Research integral to nursing practice is also introduced.

Course work is sequential and culminates in a semester of independent study which provides an opportunity for students to synthesize knowledge in pursuit of clinical study and experience in an area of choice.

The baccalaureate program is an upper division program, accepting basic and registered nurse students with a minimum of 57 earned college credits. The undergraduate program prepares basic students to take the State Licensure Examination for registered professional nurses and is fully accredited by the National League for Nursing.

Academic Requirements for Admission

Successful completion of 57 non-nursing college credits is required. It is strongly recommended that these credits include the University degree requirements. (Refer to page 27 of this *Bulletin* for "Requirements for the Bachelor's Degree.") The following are required within the 57 non-nursing credits:

<i>Course</i>	<i>Credits</i>
<i>English Composition</i>	3
<i>Introductory Psychology</i>	3
<i>Development of Child Psychology</i>	3
<i>Introductory Sociology</i>	3
<i>Human Biology</i>	4
<i>General College Chemistry</i>	4-6
<i>Microbiology</i>	4

Application Procedure

Applicants should apply directly to the Office of Student Services for admission. The School admits students only in the fall of each year.

In addition to submitting the formal application for admission and supporting documents, applicants must also submit the following:

1) Three letters of recommendation. At least one reference should be from a current or former professor.

2) Personal Statement. Included in the application are a series of questions directed to eliciting responses from applicants relative to their interest in health, nursing and the expressed goals of the School of Nursing. Applicants are expected to respond to these questions in the most comprehensive manner possible. This is an integral part of the application and will be scrutinized carefully by the Admissions Committee.

Application Information

For applications and information, call or write: Office of Student Services, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, New York 11794. Telephone (516) 246-2109.

Curriculum

The baccalaureate curriculum is organized around the concepts of health maintenance and prevention of illness, and consumer participation in health care as well as restoration and rehabilitation. It focuses on the relationship of health status to environmental factors, and on role development of the professional nurse in problem and strategies of health care delivery.

Required courses are divided into four areas of study: Basic Sciences; Clinical Nursing Practice; Foundations of Professional Nursing; and Interdisciplinary Electives.

Clinical study is organized around the individual and family throughout the life-cycle from preconception through senescence with emphasis on assessment and maintenance of health in the community as well as intervention with health problems in health care facilities. Students develop the rationale and skills for systematic appraisal of individual and family and community health status and utilization of these data in nursing practice. The following courses are required:

BASIC SCIENCE REQUIREMENTS

<i>Course</i>	<i>Course Title</i>	<i>Credits</i>
HBA 300	Human Biology	5
HBP 310	Pathology	3
HBH 331	Pharmacology	5

FOUNDATIONS OF PROFESSIONAL NURSING

HNI 301	Biomathematics	1
HNI 350	Perspectives in Nursing Practice	2
HNI 362	Ecological Framework for Nursing Practice	2
HNI 363	Nutrition	1
HNI 366	Group Theory	2
HNI 440	Research in Nursing	2
HNI 479	Professional and Legal Implications of Nursing Practice	2

CLINICAL NURSING PRACTICE

Course	Course Title	Credits
HNI 364	Data Base for Nursing Intervention	6
HNI 374	Family of Young Adulthood	9
HNI 375	Family of Childhood and Adolescence	9
HNI 476	Family of Middle Adulthood	9
HNI 477	Family of Late Adulthood	9
HNI 478	Guided Independent Study in Nursing Practice	6
Interdisciplinary Electives		4-6

Courses

HNI 301 Biomathematics

Emphasis on conversion math and metric values used in nursing and health care.

1 credit, Fall Semester, Faculty

HNI 350 Perspectives in Nursing Practice

Focuses on historical, social, economic and political perspectives on the development of nursing education and practice in the United States. Emphasis on understanding the social mission and conceptual framework of the School of Nursing, values, and the role of nursing in the health care industry. Examines social and legal forces influencing the development of nursing and scope of practice.

2 credits, Fall Semester, Professor McClean

HNI 362 Ecological Framework for Nursing Practice

Study of the relationship of man to environmental factors affecting health status and functioning. Explores wellness, health, and illness as expressions of life processes in man's continued interaction with his environment throughout the life cycle.

2 credits, Modules 1-3, Faculty

HNI 363 Nutrition

An introduction to the basic elements of nutrition and normal and therapeutic diets. Assesses the nutritional needs and problems of individuals, families, and communities across the life cycle. Emphasis on preventive teaching. Explores selected sociological and ecological implications.

1 credit, Modules 4-5, Professor Dick

HNI 364 Data Base for Nursing Intervention

A basic core course with emphasis on developing a data base on human needs and

health status through observation and communication. Includes skill development in assessment of physical status, psychosocial development, and family and community factors which influence health. Uses nursing process as a framework for data collection and planning interventions for health maintenance. Includes laboratory and clinical placements.

6 credits, Modules 1-3, Professor Harmon

HNI 366 Group Theory

Stresses those elements of human relations which facilitate learning about the self, the group (both primary and secondary), organizations, and institutions in communities. Development of process and systems interventions.

2 credits, Spring Semester, Junior Year, Faculty

HNI 374 Family of Young Adulthood

Focuses on the processes of the expanding family from conception through the newborn period and the nature of the setting provided for the developmental stages of each of its members. Emphasis on the developmental stage of the young adult and the relationship between stress-related life events and vulnerability to illness. Individuals, family, and community viewed as open, interacting systems. Explores primary, secondary and tertiary levels of prevention at each life stage and the concept of developing and implementing programs of wellness management. Includes a study of Maslow's hierarchy of needs within the person as an approach to studying the human behavior of a young adult. Includes clinical experiences.

9 credits, Winter, Junior Year, Professor Geraghty

HNI 375 Family of Childhood and Adolescence

Focus on growth and development of children and adolescents within the context of the open systems interaction of families and communities. Primary, secondary and tertiary prevention integrative to the nursing process is used to develop appropriate strategies for nursing interventions for health problems most common to this age group. Includes clinical experiences.

9 credits, Spring, Junior Year, Faculty

HNI 440 Research in Nursing

Focuses on selected models commonly used in the investigation of health and health care delivery problems. Emphasis on conceptual understanding of design and methodology, including basic knowledge necessary for the development of structured investigation of nursing problems.

2 credits, Fall Semester, Professor Lewis

HNI 476 Family of Middle Adulthood

Focuses on the development processes, adaptations, and common health problems of individuals in the middle life stage and as members of families and communities. Primary, secondary and tertiary prevention integrative to the nursing process is used to develop appropriate strategies for nursing interventions for health problems. Emphasis on development of self-direction and critical analysis of problems. Includes clinical experiences in hospital and community facilities.

9 credits, Fall Semester, Senior Year, Faculty

HNI 477 Family of Late Adulthood

Focuses on the life style, development processes, adaptations, and common health problems and individuals during late adulthood. Theories and problems of aging will include biological, sociological, cultural, and psychological. Explores major issues and current concepts of health care for the aged as well as health problems using primary, secondary and tertiary prevention integrative to nursing process.

9 credits, Spring Semester, Faculty

HNI 478 Guided Independent Study in Nursing Practice

The final component of the senior year. A study of a selected nursing problem of practical significance through nursing process. Student-designed learning experience requires faculty approval and a designated clinical preceptor.

6 credits, Spring Semester, Faculty

HNI 479 Professional and Legal Implications of Nursing Practice

Focuses on the concept of professional socialization regarding past, present and future roles of nursing. Emphasis on exploration of bureaucratic conflict indigenous to practice settings and fundamental problems related to leadership role of nurses as practitioners and administrators.

2 credits, Spring Semester, Professor McClean

REGISTERED NURSE OPPORTUNITIES LEADING TO A BACCALAUREATE DEGREE

Opportunities for completion of the baccalaureate degree by graduates of associate degree and diploma programs are predicated on the belief of the School of Nursing faculty that as adult learners, these students possess unique characteristics of diverse life, educational and clinical experience, a high level of motivation which fosters independent and collaborative learning. Through this program, students complete baccalaureate education and prepare for additional career opportunities.

This program is for registered nurse students who have built upon knowledge acquired through education and experience. Academic credit may be obtained through successful passage of challenge, written and clinical judgement examinations in selected elements of the clinical nursing major. The four baccalaureate College Proficiency Examinations in Nursing are no longer required for admission.

Part-time study is available. Part-time students are expected to complete the program within five years. Enrollment in certain courses may be limited depending upon demand and availability of teaching facilities and resources.

Applications and Admissions

Applications for admission must be filed by January 31, 1982 for the Fall Semester. Admission is available only in the Fall Semester.

Admission to the clinical nursing sequence is limited to those who can be accommodated by existing clinical facilities and nursing faculty resources.

Inquiries regarding Registered Nurse Opportunities should be addressed to: Carole L. Blair, Director, Registered Nurse Baccalaureate Program, School of Nursing, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, New York 11794. Telephone (516) 246-2819.

Curriculum

Learning opportunities for registered nurses are an integral element of the baccalaureate program. The curriculum is divided into four areas: Basic Sciences, Professional Socialization, Clinical Nursing Practice and Interdisciplinary Electives. The following courses are required:

BASIC SCIENCE REQUIREMENTS

<i>Course</i>	<i>Course Title</i>	<i>Credits</i>
HBP 310	Pathology	3
HBH 331	Pharmacology	5

PROFESSIONAL SPECIALIZATION COURSES

HNC 356	Perspectives in Nursing Practice	2
HNC 362	Ecological Framework of Nursing Practice	2
HNC 368	Group Theory: Process and Development	2
HNC 379	Professional and Legal Implications of Nursing Practice	2
HNC 440	Research in Nursing	2

CLINICAL NURSING PRACTICE

HNC 364	Advanced Data Base in Nursing Practice	6
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CHALLENGE EXAMINATIONS (WRITTEN AND CLINICAL JUDGEMENT) FOR ADVANCED STANDING IN CLINICAL NURSING

Upon completion of HNC 364 Advanced Data Base in Nursing Practice, students will be eligible to take challenge examinations in the following life-cycle courses:

- HNC 374 Family of the Young Adult (5 credits)
- HNC 375 Family of Childhood and Adolescence (5 credits)
- HNC 476 Family of Middle Adult (5 credits)
- HNC 477 Family of Late Adult (5 credits)

The purpose of the examinations is to determine students' educational needs so that individualized programming can be developed. A total of 20 credits may be obtained through successful completion of challenge examinations; failure will require enrollment in the appropriate course(s). Students may take each examination one time.

HNC 469	Nursing Practice with Families in Communities	4
HNC 470	Guided Independent Study in Nursing Practice	6
HNC 472	Guided Readings	Variable
Interdisciplinary Electives		6

Courses

HNC 356 Perspectives in Nursing Practice

Focuses on historical, social, economic and political perspectives on the development of nursing education and practice in the United States. Emphasis on understanding the social mission and conceptual framework of the School, values, and the role of nursing in the health care industry. Examines social and legal forces that influence the development of nursing and scope of practice.

2 credits, Fall Semester, Professor McClean

HNC 362 Ecological Framework for Nursing Practice

Focuses on the relationship between man and his environment. Explores the relationship of physical, biological, psychosocial, political, cultural and economic factors which determine the quality and nature of man's relationship to his environment and impact on health status and functioning. Analysis of selected broad ecological problems enables students to identify priorities of nursing and health care.

2 credits, Modules 1-3, Professor Harmon

HNC 364 Advanced Data Base in Nursing Practice

Focuses on the multidimensional health assessment of the individual in the context of the family and community. Essential elements of the history and physical assessment will include recognition of high risk factors, potential environmental hazards, and familial health legacy and characteristics that influence health. Emphasis on the individual's right to participate in decision making concerning health care options. The health assessment forms the basis for determining nursing care priorities and appropriate health teaching.

Prerequisites: Successful completion of four out of five Professional Socialization courses and Basic Science requirements.

6 credits, Modules 1-3 and 6-8, Faculty

HNC 379 Professional and Legal Implications of Nursing Practice

Content deals with the changing parameters of legal liability of practicing nurses. Review of present nursing practice will be followed by exploration of basic principles of changing responsibility and increased liability. Special emphasis on the so-called "expansion" of the nursing role through preparation for participation in primary care delivery.

2 credits, Spring Semester, Professor McClean

HNC 440 Research in Nursing

An introduction to research in nursing. Focuses on selected models commonly used in the investigation of health and health care delivery problems. Emphasis on conceptual understanding of design and methodology, including the basic knowledge necessary for the development of structural investigation of nursing problems.

2 credits, Fall Semester, Professor Lewis

HNC 469 Nursing Practice with Families in Communities

Preparation for participation in the delivery of primary and acute care in a variety of settings. Focuses on the major development processes, including health needs and problems across the life cycle. Identification and application of primary, secondary and tertiary levels of prevention in each of the open systems (individual, family, and community). Explores Maslow's hierarchy of needs as inherent to appropriate interventions for health problems in various age groups. Emphasis on self-directed critical analysis of problems.

Clinical experiences in setting where primary/acute problems predominate, including hospital and community resources.

Prerequisites: Successful completion of all Professional Socialization courses, HNC 364 and challenge examinations or HNC 374, 375, 476 and 477.

8 credits, Modules 1-3 and 4-6, Professor Blair and Faculty

HNC 470 Guided Independent Study in Nursing Practice

A study of a selected nursing problem of practical significance through nursing pro-

cess. Student-designed learning experience requires faculty approval and a designated clinical preceptor.

Prerequisite: Successful completion of all required courses.

6 credits, Fall and Spring Semesters, Faculty

HNC 472 Guided Readings

An independent guided reading program with a selected member of the faculty.

Prerequisite: Permission of instructor.

Variable credit and repetitive credits up to six, Fall and Spring Semesters, Faculty

GRADUATE PROGRAM

The graduate program offers advanced clinical preparations leading to a Master of Science degree in four areas of specialization: *Family Health, Mental Health, Perinatal Care, and Critical Care*. The core curriculum provides a strong knowledge base for advanced clinical study and family oriented practice including: basic sciences, theory of family organization and functioning, critical analysis of political and professional issues, research and theory development in nursing, and analysis of clinical problems with strategies of systemic assessment, intervention, and evaluation. Course work in the biological sciences is provided by the School of Medicine and affords students opportunities to study with students in medicine, dentistry and other allied health fields.

Preparation includes immersion in clinical activities in the area of chosen specialization; students work closely with School of Medicine faculty and students, and other health professionals under the general supervision of School of Nursing faculty. Advanced clinical nursing in the area of specialization is provided in the curriculum and taught by nursing faculty, utilizing a variety of other interdisciplinary resources.

The final element of the graduate program involves an independent study opportunity to prepare students for practice as direct providers. Learning objectives are developed and implemented by students. Opportunities are available for independent study in a variety of regions of the United States or in other countries under joint auspices of the international education programs and the School of Nursing.

Academic Requirements for Admission

Candidates for admission to full- or part-time study in the graduate program must hold a baccalaureate degree in nursing and Professional Nurse Registration. A strong previous academic achievement (G.P.A. of 3.0) is required. Upper division courses in physics, human anatomy, and organic chemistry are strongly recommended.

Graduate Record Examination

The result of the Aptitude Test of the Graduate Record Examination (GRE) is required of all prospective graduate students. Students who have taken

the GRE should request the Educational Testing Service to forward their scores directly to the School of Nursing.

Applications

Applicants should send applications and credentials to the Office of Student Services, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, New York 11794. Applicants should schedule a personal interview through the Office of the Director of the Graduate Program, School of Nursing (516) 246-2385.

Curriculum

The graduate program curriculum provides for the development of a strong knowledge base in basic sciences and nursing followed by intensive clinical experience and study in the selected area of specialization. Skills in scientific inquiry and theory development in nursing are gained through course work and clinical research projects. Students may take an independent study clinical placement as their final program element or substitute electives throughout the final program phase.

Basic Science Requirements

Students in primary care areas are required to complete courses in physiology, pharmacology, and pathology for students. Clinical specialization determines specific science requirements.

Behavioral Science Requirements

Students specializing in mental health have behavioral science requirements which should be explored with an academic adviser.

FIRST YEAR REQUIRED COURSES

<i>Course</i>	<i>Course Title</i>	<i>Credits</i>
HNG 520	Primary Health Care I	6
HNG 521	Primary Health Care II	6
HNG 530	Contemporary Issues in Nursing, Health and Social Policy I	2
HNG 531	Contemporary Issues in Nursing, Health and Social Policy II	2
HNG 545	Guided Readings (Elective)	Up to 6
HNG 550	Research Design	2
HNG 563	Theories of Family Interactions and Therapeutic Interventions	2
HNG 564	Human Sexuality and Health Care	2
HNG 582	Research Methodology	2

SECOND YEAR REQUIRED COURSES

HNG 533	Leadership in Health Care Organizations	1
HNG 580	Clinical Research Seminar and Project I	3
HNG 581	Clinical Research Seminar and Project II	3

CLINICAL NURSING COURSES

Course	Course Title	Credits
HNG 565	Advanced Theory and Practice in Family Health Nursing I	8
HNG 566	Advanced Theory and Practice in Family Health Nursing II	8
HNG 575	Advanced Theory and Practice in Critical Care Nursing I	8
HNG 576	Advanced Theory and Practice in Critical Care Nursing II	8
HNG 578	Advanced Theory and Practice in Mental Health Nursing I	8
HNG 579	Advanced Theory and Practice in Mental Health Nursing II	8
HNG 585	Independent Field Study	4
HNG 587	Advanced Theory and Practice in Perinatal Nursing I	8
HNG 588	Advanced Theory and Practice in Perinatal Nursing II	8

Courses

HNG 520 Primary Health Care I

Provides a foundation in assessment of health needs and problems as the first step in refining clinical judgement for planning comprehensive primary health care. Augments and refines ability with the introduction of more complex variables and new knowledge of concurrent graduate health sciences. Emphasis on obtaining an accurate, thorough, and comprehensive data base from which the student learns to interpret the complex relationships among signs and symptoms

6 credits, Modules 1-4, Faculty

HNG 521 Primary Health Care II

Integrates nursing theories and the skills of investigation with the skills of nursing diagnosis and intervention for patients and families. Delineation of a differential diagnosis and appropriate interventions in selected patient population problems throughout the life cycle. Emphasis on assessing the needs of the patient within the family in the areas of education, counseling and goal setting.

Prerequisite: HNG 520, required basic sciences and permission of faculty.

Corequisite: Required basic sciences (spring offerings).

6 credits, Modules 5-8, Faculty

HNG 530 Contemporary Issues in Nursing, Health, and Social Policy I

The study of historical and current issues in

professional nursing. Emphasis on the relationship of nursing to social, political and economic changes in the United States. Examines origins of nurse practitioner movement and problems in development.

2 credits, Modules 1-3, Professor Hunter

HNG 531 Contemporary Issues in Nursing, Health, and Social Policy II

A continuation of HNG 530.

2 credits, Modules 5-7, Professor Hunter

HNG 533 Leadership in Health Care Organizations

The study of organizational dynamics in health care systems. Topics include theories of leadership and management, organizational planning, understanding the organizational environment and its constraints, problem-solving and decision-making, communication and committees, interpersonal relations, and budget.

1 credit, Modules 5-6, Professor Hunter

HNG 545 Guided Readings

Study format and objectives will be developed and implemented by students as electives. Faculty serve as preceptors.

Up to 6 credits, Modules 1-6, Faculty

HNG 550 Research Design

Study of the research process as it relates to nursing theory and practice. Particular emphasis on understanding various types of research designs, their advantages. Current

nursing research used as examples for class discussion. The ability to critically analyze published research studies and the relevance for clinical practice and theory stressed.

3 credits, Modules 2-4, Professor Welbourne

HNG 563 Theories of Family Interactions and Therapeutic Interventions

Includes theories such as family, systems, communications, role, and crisis. The developmental approach will be used to demonstrate family dynamics. Covers family structure assessments, communication patterns, therapist-family interaction dynamics and the implementation of various therapeutic techniques.

2 credits, Modules 1-3, Faculty

HNG 564 Human Sexuality and Health Care

Integrates theories and information about human sexuality with the relevant theories and content from nursing and other health sciences. Presents issues in the context of family dynamics, the autonomy of the individual, and the life cycle. Emphasis on the relation of human sexuality to psychosocial factors, health, illness, and the educational and counseling role of the nurse practitioner.

2 credits, Modules 5-7, Professor Welbourne

HNG 565 Advanced Theory and Practice in Family Health Nursing I

Application of advanced theories and analysis of primary care practice. Emphasis on synthesis and evaluation of health care delivery. Individual practice, and social and biological phenomena. Reviews ethical and legal concerns. Clinical preparation emphasizes total health of family members within family and community systems.

Prerequisites: HNG 520 and 521, required basic sciences and permission of faculty.

8 credits, Modules 1-3, Professors Joltin, Waldman, McCarthy and Charles

HNG 566 Advanced Theory and Practice in Family Health Nursing II

A continuation of HNG 565.

8 credits, Modules 4-6, Professors Joltin, Waldman, McCarthy and Charles

HNG 575 Advanced Theory and Practice in Critical Care Nursing I

Intensive clinical practice in the care of adults with acute and chronic illness with emphasis on providing care on a continuum, from the acute stage through outcome utilizing the nursing process. Considers ecological antecedents and concomitant factors. The role of the nurse practitioner in a critical and tertiary care setting will be incorporated in facilitating patient and family participation in health promotion, maintenance and restoration via teaching and counseling. Analysis and evaluation of ethical and legal concerns interwoven.

Prerequisites: HNG 521 and required basic sciences.

8 credits, Modules 1-3, Professor Fogel

HNG 576 Advanced Theory and Practice in Critical Care Nursing II

A continuation of HNG 575.

8 credits, Modules 4-6, Professor Fogel

HNG 578 Advanced Theory and Practice in Mental Health Nursing I

Study and clinical application of intervention strategies necessary for management of mental health needs of underserved populations (individuals, families, groups, and communities). A theoretical base for the selection of modalities will be developed and analyzed from interpersonal, family, and behavioral theorists with emphasis on prevention and crisis intervention. Clinical experiences include patient contacts with multidisciplinary teams in liaison psychiatry, family therapy community clinics, and ambulatory clinics.

8 credits, Modules 1-3, Professor Singletary

HNG 579 Advanced Theory and Practice in Mental Health Nursing II

A continuation of HNG 578.

8 credits, Modules 4-6, Professor Singletary

HNG 580 Clinical Research Seminar and Project I

Provides an advanced information and understanding about the nursing research process. Includes the definition of a specific, limited clinical research problem and a pilot project. Content focuses on research questions and issues related to student projects and instrumentation, development of procedures, data analysis, interpretation and the application of findings to theory and practice.

Prerequisite: HNG 582.

3 credits, Modules 1-3, Professors Welbourne, Hunter, McClean and Blair

HNG 581 Clinical Research Seminar and Project II

A continuation of HNG 580.
3 credits, Modules 4-6, Professors Welbourne, Hunter and Blair

HNG 582 Research Methodology

Analysis and evaluation of selected health-related research. A review of commonly employed designs and methods. Emphasis on selected quantitative methods and statistical skills.

Prerequisite: HNG 550.
2 credits, Modules 5-7, Professor Welbourne

HNG 585 Independent Field Study

Provides students an opportunity to further synthesize and develop individual practice role as a nurse practitioner. Individual learning needs and professional goals provide framework to develop the specific objectives for clinical experience. Clinical placements in advanced nursing practice, nursing research, and/or the leadership component of clinical specialization, or in those areas of the United States and other countries where health care is most needed is encouraged.

Prerequisite: Completion of all other courses in the Graduate Program.
4 credits, Modules 7-8, Faculty

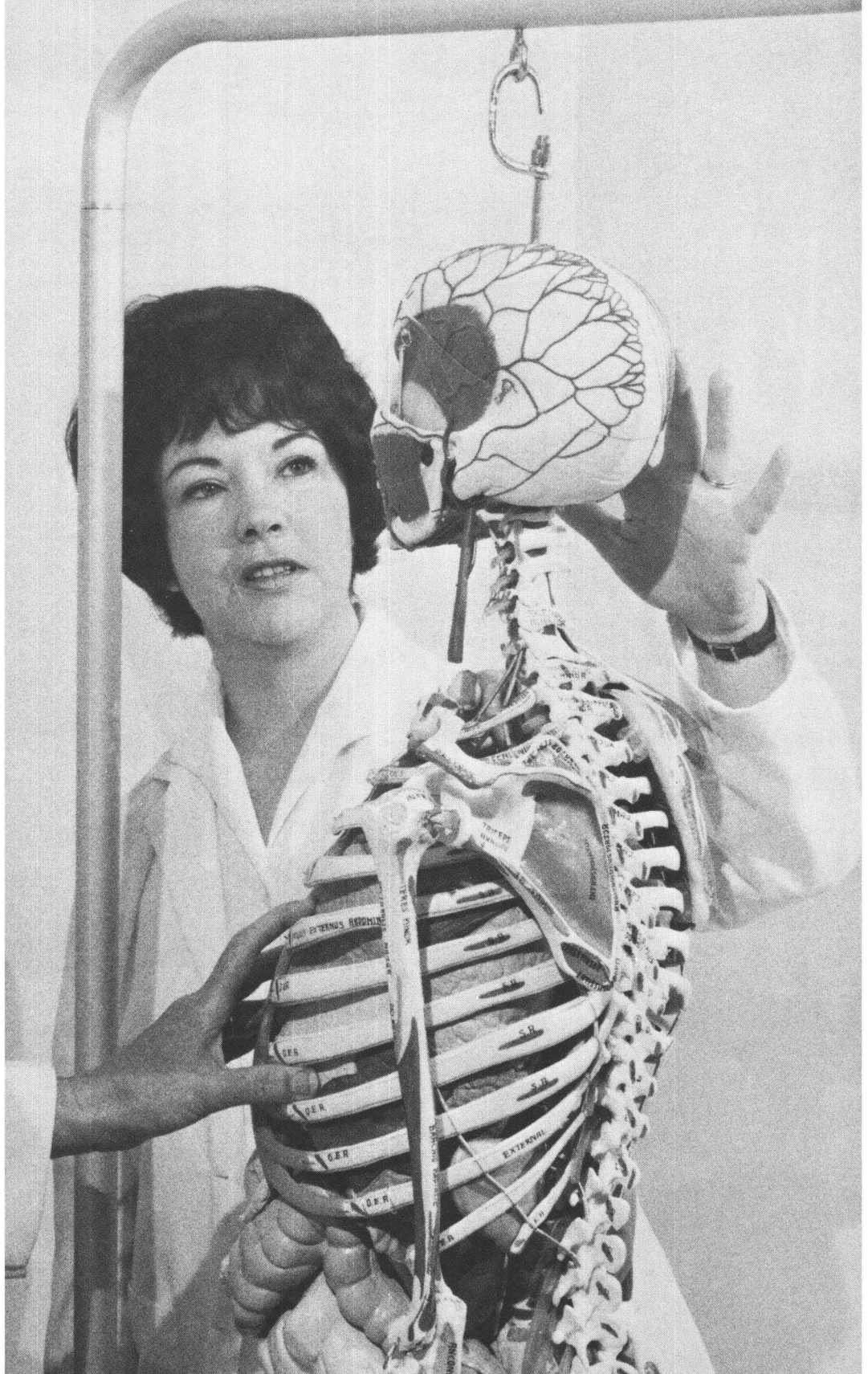
HNG 587 Advanced Theory and Practice in Perinatal Nursing I

Analysis and application of theory relating to the health problems of high-risk mothers, fetuses, neonates, and families. Emphasis on life-threatening problems and the significance of risk factors on the health and adjustment capability of the family, community, and society as a whole. Clinical experiences focus on primary, secondary and tertiary prevention including ambulatory care and home visits as well as antepartum, labor and delivery, postpartum, nursery, and neonatal intensive care. Selected patients and their families are followed throughout pregnancy and early parenting.

Prerequisites: HNG 520, required basic sciences courses, and permission of faculty.
8 credits, Modules 1-3, Professors Whalen and Charles

HNG 588 Advanced Theory and Practice in Perinatal Nursing II

A continuation of HNG 587.
Prerequisites: HNG 521, required basic sciences courses, and permission of faculty.
8 credits, Modules 4-6, Professors Whalen and Charles





School of Social Welfare

Dean: Ruth A. Brandwein

Associate Dean for Academic Affairs: Stephen M. Rose

Assistant Dean for Administration: Evelyn Hersh

Assistant Dean for Admissions and Recruitment: Janet Steele-Holloway

Director of Graduate Program: Angel Campos

Director of One-Year Residency Program: John M. Haynes

Director of Undergraduate Program: Lynne Soine

Director of Field Instruction: Eve R. Lodge

Assistant to the Dean: Brenda Braithwaite

FACULTY

Professors: Ruth A. Brandwein, Hyman Frankel, Robert Lefferts, Esther S. Marcus, Stephen M. Rose

Associate Professors: Frances Brisbane, William H. Button, Angel Campos, Harvey A. Farberman, Neil L. Friedman, John M. Haynes, Pearl Jordan, Dorothy Headley-Knox, S. Karie Nabinet, Reginald C. Wells

Assistant Professors: Eve R. Lodge, Elinor Polansky, Stanley R. Siegel, Lynne Soine, Janet Steele-Holloway, E. Jean Scully

Lecturers: Bruce Black, Lemuel Coley, Barbara Goldberg, Howard Litwin, Agnes Richardson, Sara Jane Spaulding, Carlos M. Vidal

Instructor: Rochelle Wolfson

CLINICAL FACULTY

Professor: Abraham Lurie

Associate Professors: Patricia Goodman, Stowe W. Hausner, Phyllis Simmons, Alfred Stamm

Assistant Professors: John J. Ackerman, Esther Cameron, Donna Chaglasian, Catherine M. Cobleigh, June T. Feldman, James A. Gibson, Kate Hardcastle, Erna Kaplan, Paul F. Koprowski, Arthur E. Littman, Robert J. O'Connor, Jane Porcino, Arlene Siegelwaks, Blossom Silberman, Michael W. Slome, Michael O. Smith

Instructors: Ronald Armstrong, Martin Carroll, Jane I. Cash, Teresa Clemente, Linda Devin-Sheehan, Janet C. Doig, Sylvia A. Ebert, Edward L. Feldman, David M. Frankle, Theatrice Gentry, Winifred Jolly, Anita Kaufman, Edward Kubik, Ilga Liepa, Anne Marie Marchetti, Eileen A. Metchik, Lynn King Morris, Ruth Fey Myers, George Proferes, Carl D. Reiter, Fred S. Ringler, Karen O. Schulte, Peter Vallely, Diana B. Weintraub

STAFF

The Program for Training for the Public and Community Social Services (Title XX)

Project Director: Stowe W. Hausner

Assistant Director: Diana B. Weintraub

Assistant to the Director: Betty-Jean Wrase

Assistant to the Director: (Fiscal Affairs): Jane Pomeranz

Senior Program Associate (Purchase): Alfred Stamm

Program Coordinator (Nassau & Suffolk County Training): James A. Gibson

Program Associate: Robert J. O'Connor

Senior Field Work Supervisor: Matilde Campos

The Mental Health Project

Project Director: Stephen M. Rose

Associate Director: Donna Chaglasian

Project Coordinators: The Sayville Project: Peggy Jackson, Judith Jones
Aging and Mental Health: Dale Selwyn
Legal Advocacy: Ettie Taichman
Program Evaluation: Bruce Black

Sudden Infant Death Center

Associate Project Director: E. Jean Scully

Assistant for Community Education & Training: Vivian Kessler

Counselor: James Deegan

Epidemiological Study/Family Nurse Practitioner: Mary Anne Dumas

Mission and Educational Philosophy

The purpose of the School of Social Welfare is to provide a learning environment for those individuals who wish to deepen and extend their knowledge and skills in bringing about social change. The School provides a place for the development of committed, analytical, and knowledgeable students who are interested in alleviating and preventing human suffering and shaping social programs and policies. It seeks to prepare students to undertake the difficult task of improving service delivery and institutional structures in the areas of health, mental health, public and community services, income maintenance, welfare, and other social services.

The School is committed to training professional social workers to identify and respond to the needs and interests of those groups of people historically exploited and devalued in our society and to changing services and professional practice to meet the needs and interests of specific target groups. The historic values of social justice, empowerment, and self-determination are central to the curriculum and provide the focus of our educational rationale. The School is organized to teach theory and practice through both classroom and field work learning. The curriculum is designed to train socially conscious, skilled practitioners at all levels of intervention.

A sense of mission combined with the highest quality of intellectual relevance permeates the learning environment of the School. Ideas and action, commitment and competence are simultaneously emphasized. With grounding in a systems approach to practice, the School provides a setting and range of resources for the exploration of the interrelationship of different societal levels of intervention and patterns of action that are prerequisites to addressing social problems.

A major thrust of the School's program is to provide both cognitive and applied opportunities to assist the student in developing appropriate analytical skills and approaches to serve people. Such approaches require that social problems are seen as susceptible to the disciplined analysis required for professional practice.

To achieve these objectives the educational experience must include exposure to a broad range of social, psychological, political, philosophical, and economic explanatory concepts regarding societal processes, social problems, and social change and an opportunity to be involved in the process of social change in relationship to the broad field of social welfare.

Programs

The School's programs are designed to prepare students for various levels of professional practice in the field of social welfare. These programs include: a full-time, two-year undergraduate program for upper division students leading to the Bachelor of Science (Social Welfare) degree; a full-time, two-year graduate program leading to the Master of Social Welfare (M.S.W.) degree; and a One-Year Residency Program (OYR) in which qualified students attend school on a part-time basis for two of three years, leading to the Master of Social Welfare (M.S.W.) degree. Students also have an opportunity to develop individualized joint M.S.W.-Ph.D. programs with other graduate departments in the University.

Both the graduate and undergraduate programs of the School of Social Welfare have been fully accredited by the Council on Social Work Education.

Admissions

The fundamental criteria for admissions to graduate and undergraduate programs include academic achievement, commitment and concern for social change, involvement in social welfare and change activities, and demonstrated potential for successful completion of the program. Applicants to the undergraduate program must have completed 57 credits as well as having met general University requirements (see *Undergraduate Bulletin*). Except in special circumstances, applicants to the graduate program must hold a bachelor's degree. Student applications will be reviewed as received until March 15. (For further information about admissions procedures, see the section on "Health Sciences Center Admissions" in this *Bulletin*).

Academic Standing

The School of Social Welfare recognizes the necessity for professional ethical and practice standards as well as academic excellence. Policies and procedures regarding academic standing are designed to be responsive to individual situations as early as possible in order to avoid the development of serious problems later. The School has the responsibility to make decisions regarding a student's ability to perform in accordance with accepted academic and professional standards. It has the responsibility and the right to review and act within School, Health Sciences Center, and University policies on student academic standing issues.

All students must maintain an overall grade point average of B (3.0) to remain in good standing. Students must also maintain a similar average for courses graded Satisfactory/Unsatisfactory (S/U). Any student who earns a grade point average below B (3.0) will normally be placed on academic probation for the following semester and will be considered for termination if his/her grade point average does not reach a B (3.0) by the end of the probationary period. Students with two (2) or more Unsatisfactory (U) or No Credit (NC) grades in any one semester, or two (2) or more Unsatisfactory (U) or No Credit (NC) grades in any two consecutive semesters of enrollment, will be considered to have a grade point average below B. Students who receive an unsatisfactory grade in field work (HWC 300 or HWC 500) for any one semester will also be considered to have a grade point average below B.

Consideration of a student's academic standing may be initiated in the following situations: (a) failure to maintain a grade point average of B or better; (b) failure to meet satisfactory standards in course work or in field work; (c) difficulty in planning or carrying out the required educational program to be developed with the adviser; (d) apparent violation of the honor system with respect to independent work on exams and papers (in accordance with University policies). After the necessary review procedures have been followed, the appropriate division in the School may recommend to the Dean that a student be placed on probation, suspended, or terminated from the program.

Academic Honesty and Professional Ethics

Students may not misrepresent the authorship, or, in any fashion, falsify part or all of any work submitted or intended to be submitted for academic credit. Such misrepresentation shall include, but not be limited to the use of supportive documentation, mechanical aides, or mutual cooperation not authorized by the faculty.

Standards of behavior appropriate to professional social work must be met by students in the field work placements required of all students in the program. These standards demand honesty in keeping records, and attention to professional ethics as defined in the NASW Code of Ethics in all activities which affect the health or welfare of clients and relationships with colleagues.

The penalty for any substantiated act of academic dishonesty or a breach of professional ethics shall be dismissal from the School.

Appeals of Probation, Suspension or Termination

Actions taken by a division in accordance with the procedures outlined may be appealed to the School of Social Welfare Committee on Academic Standing. Appeals must be in writing and addressed to the Chairperson of the Committee, with a copy to the Dean, within seven days after the student receives the written decision of the division.

Actions of the Committee on Academic Standing may be appealed in writing to the Dean within seven days of receipt of the committee's action.

An appeal beyond the School should be directed to the Vice President for Health Sciences.

Financial Assistance

The School of Social Welfare attempts to provide stipends and scholarship awards on the basis of need. However, with increasing demands on limited funds, students are urged to seek external funding for their education. Applications and inquiries should be made through the Office of Student Services, Level 5, HSC. (For more information, see sections on "Information About Fees, Living Expenses, and Housing" and "Financial Assistance" in this *Bulletin*).

Field Work

As part of the curriculum requirements students are assigned to field work experience in health and human service agencies where they are supervised by professional social work instructors. Students must complete a minimum of 16 credits of field work, typically accrued at the rate of two credits per day, per semester.

A variety of field work experiences are available to social welfare students in agencies such as hospitals; health planning, counseling and mental health agencies; health and social service departments; schools; and youth programs. In addition, there are School-sponsored individual and group projects that are carried out by students and faculty in areas such as mental health, consumer advocacy, counseling programs, community organization, and research in areas such as health, mental health and welfare. Both traditional and innovative forms of field work are available. Field work and practicum sites are listed at the end of this section of the *Bulletin*.

UNDERGRADUATE PROGRAM

The undergraduate program offers a sequence of courses undertaken simultaneously with field placement. The curriculum provides a generic, first-year foundation and a more focused second-year curriculum in health, mental health, youth services, and public and community services. Graduates are prepared for entry-level professional positions in a wide range of health and human services institutions. The program also provides a firm base for graduate study.

Dean's List

Formal, institutional recognition of outstanding academic achievement is awarded to students in the form of a Dean's list. Any undergraduate student who achieves a 4.0 grade point average in a semester will receive this distinction and it will be reflected on the official University transcript.

Academic Requirements for Admission to Undergraduate Program

Applicants to the undergraduate program must achieve upper division status before seeking admission to the School. The School encourages applications from transfer students as well as applicants from Stony Brook.

Interested students are advised to complete all general University requirements by the end of their second year of undergraduate work. Students should have a broad liberal arts base, have taken elective courses in the social and behavioral sciences and have a good command of written and oral communication skills.

Candidates for admission are evaluated on academic performance and demonstrated interest in the social welfare field. Such interest may be evidenced by paid employment in the field of social welfare, volunteer work or experience in organizing programs and activities aimed at social improvement.

Graduation Requirements

Candidates for the Bachelor of Science degree (Social Welfare) must:

- 1) meet the general requirements of the University that are described earlier in this *Bulletin*
- 2) complete all course and field work requirements of the School of Social Welfare which are described later in this section
- 3) complete a senior year project under the supervision of a faculty sponsor
- 4) complete 70 credits as part of the School of Social Welfare's program

Organization of the Curriculum

The curriculum in the undergraduate program is organized around four substantive areas of knowledge and skills: *Human Behavior and the Social Environment*; *Social Welfare Policies and Services*; *Research and Administration*; *Social Welfare Practice and Practicum in Social Welfare Methods*.

The following program represents the curriculum for the Bachelor of Science (Social Work) student:

JUNIOR YEAR

FALL SEMESTER

<i>Course</i>	<i>Course Title</i>	<i>Credits</i>
HWC 300	Field Placement	4
HWC 301	Practice Processes in Social Work I	3
HWC 305	Human Behavior in the Social Environment I	3
HWC 307	Professional Communication in Social Work Practice I	3
HWC 309	Integrating Seminar I	2
HWC 311	Social Policy, Social Problems and Social Work I	3
		<hr/>
		18

SPRING SEMESTER

HWC 300	Field Placement	4
HWC 302	Practice Processes in Social Work II	3
HWC 306	Human Behavior in the Social Environment II	3
HWC 308	Professional Communication in Social Work Practice II	3
HWC 310	Integrating Seminar II	2
HWC 312	Social Policy, Social Problems and Social Work II	3
		<hr/>
		18

SENIOR YEAR

FALL SEMESTER

HWC 300	Field Placement	4
HWC 303	Practice Processes in Social Work III	3
HWC 313	Research in Social Work	3
HWC 315	Integrating Seminar III	2
	Two Electives	6
		<hr/>
		18

SPRING SEMESTER

HWC 300	Field Placement	4
HWC 304	Practice Processes in Social Work IV	3
HWC 314	Senior Project Seminar	3
	Two Electives	6
		<hr/>
		16

Students are required to take courses HWC 300 through HWC 315. Students may choose elective courses offered by the School of Social Welfare, by other Schools of the Health Sciences Center, or by other University departments. The School offers HWC 316 through HWC 398 as electives. Elective offerings may vary from semester to semester.

Courses

HWC 300 Field Placement

Placement in practice settings conducive to generic, multi-level, early intervention and prevention framework. Field instruction provided by an M.S.W.

4 credits, Fall and Spring Semesters

HWC 301/302 Practice Processes in Social Work I and II

Examines purposes and functions of major social work processes including: relationship building; needs assessment; problem identification and definition; goal determination; contracting; information gathering and investigation; assessment and evaluation; selection of appropriate roles, methods and intervention strategies; implementation of activities to be carried out; termination; and evaluation.

3 credits, Fall and Spring Semesters, Faculty

HWC 303 Practice Processes in Social Work III

A continuation of HWC 301/302. Within the framework of social work processes, methods are categorized as follows: individual, family, group, community, agency and system.

3 credits, Fall Semester, Faculty

HWC 304 Practice Processes in Social Work IV

A continuation of HWC 301/302. Focuses on further development and refinement of concepts and skills underlying an integrated practice, preventive approach to entry-level professional practice.

3 credits, Spring Semester, Faculty

HWC 305/306 Human Behavior in the Social Environment I and II

Presents knowledge relevant to human development and behavior from a holistic and comprehensive perspective. Focus on identifying, analyzing and assessing the interrelationships of influences in understanding human behavior. Equal consideration given to social, political, economic, psychological, cultural and biological aspects of human development and behavior.

3 credits, Fall and Spring Semesters, Faculty

HWC 307/308 Professional Communication in Social Work Practice I and II

Addresses the full range of requisite communication skills for professional social work practice regardless of method or setting. Includes principles of effective communication theory, functions and purposes of communication, roles of communicators, interviewing, listening, observing, report and proposal writing.

3 credits, Fall and Spring Semesters, Professors Soine and Steele-Holloway

HWC 309/310 Integrating Seminar I and II

Provides an overall framework for the integration of course work and field work. Integrates liberal arts with the historical development of the profession. Focuses on socialization to the profession, including value-base, goals and purposes. Provides forum for the on-going integration of social work course content and field placement experience.

2 credits, Fall and Spring Semesters, Faculty

HWC 311/312 Social Policy, Social Problems and Social Work: Historical Analysis, I and II

Details the development of social policy. Examines the social, political, and economic aspects of a particular period as the framework for explaining the resulting identification of "social problems." Analyzes the development of the profession and its response to and impact upon social problems and social institutions.

3 credits, Fall and Spring Semesters, Faculty

HWC 313 Research in Social Work

Provides an understanding of various research methods utilized in social work practice. Identifies uses of research for the professional practitioner at each level of practice.

3 credits, Fall semester, Faculty

HWC 314 Senior Project Seminar

Provides supervision, structure and resources to students in the selection and completion of their Senior Project.

3 credits, Spring Semester, Faculty

HWC 315 Integrating Seminar III

A continuation of HWC 309/310.

2 credits, Fall Semester, Faculty

HWC 320 The Juvenile Justice System

Addresses various components of juvenile justice system. Emphasis on identifying historical development of law, policies, procedures and practices. Includes concepts of prevention, delinquency diversion and other recent developments in juvenile justice.

3 credits, Fall Semester, Faculty

HWC 321 Social Planning, Community Organization and Administration

Examines relationship between social planning, community organization and administration in the context of social policy. Emphasis on identifying knowledge and skills necessary for positive social planning, utilizing both community organization and program administration.

3 credits, Fall Semester, Faculty

HWC 325 Women and Health Care

See HWC 525.

3 credits, Fall and Spring Semesters,
Professor Polansky

HWC 329 The Ethnic Family

See HWC 529.

3 credits, Spring Semester, Professor Mella

HWC 330 Criminal Justice and Corrections

Examines criminal justice process including police function from arrest to arraignment, pre-trial alternatives of release on cognizance, bail, diversion, jail, prosecution function; judicial function, including sentencing to corrections. Emphasis on role and function of social welfare discipline in criminal justice system.

3 credits, Fall Semester, Professor Nabinet

HWC 338 Identification and Utilization of Community Resources

See HWC 538.

3 credits, Spring Semester, Faculty

HWC 341 Impact of Chronic Disabilities

See HWC 541.

3 credits, Spring Semester, Professor
Polansky

HWC 348 Ethnicity, Sex, Age, Class and Social Welfare

See HWC 548.

3 credits, Spring Semester, Professors Wells
and Nabinet

HWC 351 Law and Social Change

See HWC 551.

3 credits, Fall Semester, Professor Frankel

HWC 360 Health Care and the Social Worker

Explores current and potential roles of social worker from the perspective of health care policy concepts. Focuses on ways of influencing health services to best reflect community and individual need. Emphasizes basic social work and health care concepts and values which inform and effect service, professionalism, and community utilization. Examines specific aspects of health and disease and the differential impact upon people's lives.

3 credits, Fall Semester, Professor Polansky

HWC 361 Implications of Racism on Social Welfare

Develops a sense of awareness among participants regarding the effect of racism on the delivery of services.

3 credits, Fall Semester, Professor Wells

HWC 367 Overview of Aging

Focuses on specific aspects of aging and the older person in our society. Provides a backdrop for the development of innovative and interdisciplinary services and advocacy programs.

3 credits, Fall Semester, Faculty

HWC 396 Literature and Social Work

See HWC 596.

3 credits, Spring Semester, Professor Coley

GRADUATE PROGRAM

The graduate program prepares students with the needed theoretical and practical expertise to function with maximum competence at different administrative or policy levels in social welfare fields or in the provision of direct services to individuals, families, and groups. The School provides opportunities for study and practice that utilize the wealth of interdisciplinary resources available in the Health Sciences Center and throughout the University.

Program Requirements

Credits

The full-time graduate program requires the completion of 64 credits typically taken over four full semesters. A minimum of 16 of these credits must be earned in field work. Full-time students are required to register for a minimum of 12 hours per semester. Students must request special permission from the Dean to register for more than 18 credits per semester. Students who enter the program with prior graduate study may apply for advanced standing.

Master's Projects

All students must successfully complete a master's project in accordance with specified policies of the School.

Educational Plan

Students progress through the program is formally assessed by the student and faculty adviser as part of the School's academic review process which includes the development of an educational plan and regular assessments.

The educational planning process is the primary means by which students formulate their educational programs with the help of faculty advisers. It is subject to revision as students develop and sharpen their interests and goals.

Students are required to write and periodically update their educational plan. A completed and accepted educational plan is a basic part of the requirement for graduation. These plans must be approved by the student's adviser and the director of the graduate program.

Graduation Requirements

Candidates for the Master of Social Welfare degree must complete:

- 1) All course and field work program requirements of the School as described in this section
- 2) Educational plans and a master's project under the supervision of a faculty sponsor
- 3) 64 credits in courses approved by the School, a minimum of 16 of which must be in field work.

Curriculum Structure and Content

The curriculum is structured according to both substantive areas and levels of practice. The three major divisions or sequences of the curriculum are *Integrated Practice; Planning, Administration, and Research;* and the *Mental Health Project*.

Integrated Practice

Integrated Practice focuses on direct service to individuals, families, and small groups, recognizing the impact of economic, cultural, and social forces. It attempts to provide a set of theories and practice approaches which acknowledge the individual in his/her environment.

The first-year curriculum focuses on theory and a general set of analytic and practice skills. In the second year all Integrated Practice students select an emphasis in one of three areas of practice: *Health, Mental Health, or Public and Community Social Services*. The second-year curriculum is also structured to develop more advanced practice skills.

First Year

FALL SEMESTER

<i>Course</i>	<i>Course Title</i>	<i>Credits</i>
HWC 500	Field Work	4-6
HWC 503	Human Behavior in the Social Environment I	3
HWC 510	Parameters of Social Policy	3
HWC 513	Integrated Practice I	3
HWC 572	Analysis of Service Delivery Systems	3
		16-18

SPRING SEMESTER

HWC 500	Field Work	4-6
HWC 504	Human Behavior in the Social Environment II	3
HWC 514	Integrated Practice II	3
HWC 534	Uses of Social Research	3
HWC 539	Social and Organizational Change	3
		16-18

Second Year

FALL SEMESTER

HWC 500	Field Work	4-6
HWC 515	Integrated Practice III	3
HWC 538	Identification and Utilization of Community Resources	3
2 Electives*	6
		16-18

SPRING SEMESTER

HWC 500	Field Work	4-6
HWC 516	Integrated Practice IV	3
HWC 508	Master's Project	3
2 Electives*	6
		16-18

Planning, Administration and Research

The curriculum focuses both theory and practice skills on the development, implementation and evaluation of social policies and programs. It provides a conceptual framework which includes analysis of political, economical, cultural and social impact on target populations.

*Elective offerings vary from semester to semester.

Practice courses provide for skill development in policy analysis, program planning and development, program evaluation and other research methodologies and administration.

First Year

FALL SEMESTER

<i>Course</i>	<i>Course Title</i>	<i>Credits</i>
HWC 500	Field Work	4-6
HWC 505	Self and Society	3
HWC 565	Program Planning and Development I	3
HWC 572	Analysis of Service Delivery Systems	3
HWC 587	Social Research I	3
		16-18

SPRING SEMESTER

HWC 500	Field Work	4-6
HWC 510	Parameters of Social Policy	3
HWC 566	Program Planning and Development II	3
HWC 584	Community Analysis and Organization	3
HWC 588	Social Research II	3
		16-18

Second Year

FALL SEMESTER

HWC 500	Field Work	4-6
HWC 539	Social and Organizational Change	3
3 Electives (at least one in practice)*		9
		16-18

SPRING SEMESTER

HWC 500	Field Work	4-6
HWC 508	Master's Project	3
3 Electives (at least one in practice)*		9
		16-18

Mental Health Project

The Mental Health Project offers an opportunity for intensive study in advocacy and empowerment in the area of mental health aftercare.

The Community Mental Health Aftercare and Advocacy Project consists of four field work components and related courses that address issues and problems in community-based mental health care. Primary

*Elective offerings vary from semester to semester.

focus is on meeting the concrete needs of the client group, while advocating changes that expand their rights and entitlements.

The project includes courses from the regular curriculum of the School and provides specially designed and supervised field work bearing on the issues of deinstitutionalization and community-based care. Special project-based courses are offered, and two to three days' field work in a project-sponsored field setting is required.

First Year

FALL SEMESTER

<i>Course</i>	<i>Course Title</i>	<i>Credits</i>
HWC 500	Field Work	4-6
HWC 505	Self and Society	3
HWC 510	Parameters of Social Policy	3
HWC 572	Analysis of Service Delivery Systems	3
HWC 590	Mental Health Project Seminar	4
		17-19

SPRING SEMESTER

HWC 500	Field Work	4-6
HWC 534	Uses of Social Research	3
HWC 539	Social and Organizational Change	3
HWC 590	Mental Health Project Seminar	4
HWC 594	Deinstitutionalization	3
		17-19

Second Year

FALL SEMESTER

HWC 500	Field Work	4-6
HWC 591	Mental Health Project Seminar	4
2-3 Electives	6-9
		17-19

SPRING SEMESTER

HWC 500	Field Work	4-6
HWC 508	Master's Project	3
HWC 592	Mental Health Project Seminar	4
1-2 Electives	3-6
		14-19

All courses not specifically listed in the above programs are electives.

One-Year Residency Program

The One-Year Residency Program (OYR) is designed for persons currently working full-time in the field of social welfare who have a minimum of three years full-time, supervised, social welfare experience. "One-Year Residency" refers to the year the applicant is required to spend in the field and be registered as a full-time student. Students enroll in courses required or suggested by their particular sequence.

The program is normally completed in three years. In the first year, the student is required to complete 15 to 16 credits. To accommodate working students some courses are offered in the late afternoon and/or evening. Students must successfully complete the first year of the program with a minimum grade average of B prior to acceptance into the year of residency.

Students complete their residency in their place of employment in the second year. The field work requirements are completed through an assignment of four days per week, earning 8 credits per semester. Students are also required to complete a minimum of 2 courses per semester, so that their credit load for the year adds up to a minimum of 28 credits but no more than 40 credits.

All remaining degree requirements* are completed in the third year.

The general program design for OYR students is:

<i>Year I</i>	<i>Year II</i>	<i>Year III</i>
Required courses (2-3 per semester) 12-18 credits/year	4 days field work 2 practice courses per semester 28 credits/year	Complete requirements, plus Electives and Master's Project (3-4 per semester) †2-24 credits/year

The key to acceptance into the program is an agreement entered into by both the applicant and his/her agency stipulating the School's requirements for practicum during the year of residency. This signed agreement is reaffirmed prior to the start of the program residency year.

Under the terms of the agreement, the agency is committed to providing the appropriate learning assignments and supervision which are different from the student's usual employment situation. Details of the field work assignment are determined and approved by the Office of Field Instruction prior to the student's entry into the residency year of the program and must meet the requirements of this program.

During the residency year, the student's field work occurs in his/her agency for four full working days each week for each of two semesters. The field work tasks must be at the level normally expected of a second-year graduate student. The student must be supervised by a social worker who holds a Master of Social Work degree and who is not or has not been his/her supervisor in the past.

One-Year Residency students may choose either the *Integrated Practice or Planning, Administration and Research* sequence.

*In the event employment circumstances require it, students may petition for a credit load (for Years I and III) of less than outlined above. However, the program must be completed within three years of starting the residency year. The required Master's Project may be completed in Year II or III.

Courses

HWC 500 Field Work

Placement in practice settings related to student's educational interests and needs. Field instruction by qualified M.S.W.'s. Students will be graded S/U.

4-6 credits, Fall and Spring Semesters

HWC 503/504 Human Behavior and the Social Environment

An introduction to the prevailing theory regarding human growth and development. A systematic critique of the ideological base of the theory. Examines theory from the perspective of racism, sexism, age and class factors. Required of all first year *Integrated Practice* students.

3 credits, Fall and Spring Semesters,
Professors Knox and Gibson

HWC 505 Self and Society

Examines the self/society relation. Emphasis on the identification of assumptions implicit in dominant theories and social welfare problem definitions. Identifies bases of race, sex, class and age discrimination. Required of all first year students in *Planning, Administration, and Research* and in the *Mental Health Project*.

3 credits, Fall Semester, Professor Rose

HWC 506 Human Sexuality

Identifies personal attitudes and judgments about sexually related problems; critically examines factual information derived from research in human sexuality and covers a wide range of sexual behavior from a knowledge base. Includes practice in counseling. Grading is by contract with the instructor. Class size limited to 20.

3 credits, Fall Semester, Professor Hawkins

HWC 507/508 Master's Project

Students are required to enroll in either HWC 507 or HWC 508 with a specific faculty member who will assist them in developing a Master's Project. Students graded S/U.

HWC 510 Parameters of Social Policy

Reviews the definition and scope of problems in the fields of health, education, welfare, and housing. Examines how the ideology of the broader society is reflected in these and how program development is influenced by them. Required of all students.

3 credits, Spring Semester, Professors Haynes and Lefferts

HWC 511 Economics and Health Policy

An in-depth analysis of the effects of economic policy on health care and the effect of health policy on the economy. Covers

basic economic and statistical concepts and the use of these concepts to analyze health policy. Includes the effect of HMO's, certificate of need legislation, PSRO's and health insurance on hospital costs and utilization.

3 credits, Professor Leiken

HWC 513 Integrated Practice I

An introduction to the concepts and techniques constituting the practice of social work including general social work practice with individuals, families, groups, communities, and organizations, and develops beginning facility with the range of basic practice methods. Required of all first year *Integrated Practice* students.

3 credits, Fall Semester, Professors Campos, Jordan, Siegel and Faculty

HWC 514 Integrated Practice II

A continuation of HWC 513 with special focus on substantive areas of practice (health, mental health, public and community services).

3 credits, Fall and Spring Semesters, Faculty

HWC 517 Psychopathology and Psychopharmacology

An overview of the major psychiatric disorders and the psychotropic drugs utilized in their treatment. Critiques the biologic treatments of psychiatric and neurological conditions commonly seen in mental health facilities, including the complexities involved in drug management: such as indications, contraindications, side effects, risks, and changes over time.

3 credits, Faculty

HWC 518 Group Work I

An introduction to the theories, events, and processes that occur in small groups. Identifies factors which influence and define these experiences. Explores issues of authority and control, exchange of feelings, problem definitions, and feedback. Analyzes individual and group behaviors with emphasis on utilization of groups in processes of social change.

3 credits, Fall Semester, Professor Steele-Holloway

HWC 519 Group Work II

Advanced preparation for experienced group participants and facilitators having skills and understandings of basic group process. Reviews and analyzes literature relating to group practice and skills in relationship to theoretical and practice goals and experiences of class members and their consti-

tuencies in the field. Students graded S/U. Prerequisites: HWC 518 or permission of instructor.

3 credits, Spring Semester, Professor Steele-Holloway

HWC 523 Managing Conflict

Examines theories of conflict resolution and their social work application in helping families, co-workers and communities. Develops the concept of mediation as an intervention strategy in family and work disputes and in community problems. Emphasis on empowering previously disenfranchised groups.

3 credits, Spring Semester, Professor Haynes

HWC 525 Women and Health Care

Identifies the systematic lack of quality in care offered to historically oppressed groups. Identifies rights and special needs of women as patients, family members and citizens at large, which are infringed upon by laws, administrative policies, professional attitudes and lack of programs. Seeks to develop new models of care for women which are based on peer control and reviews.

3 credits, Professor Polansky

HWC 527 Introduction to Family Systems

Provides a comparative analysis of four models of family systems theory and practice. Examines theoretical and practical aspects of concern to family systems workers such as the worker's own family, feminism, violence, and death in the family. Covers techniques of intervention generic to family systems practice. Students graded S/U.

3 credits, Professor Siegel

HWC 528 Crisis Intervention

Seminar and workshop techniques in the theory and practice of crisis intervention. Covers crisis theory including types of crises, characteristics and stages of crisis, differential reaction to crisis and adaptive and maladaptive coping strategies. Principles of primary, secondary and tertiary prevention are examined; explores general and specific techniques. Emphasis on the ethics of suicide prevention and the demands of crisis intervention work on the helper. Students graded S/U.

3 credits, Professor Marcus

HWC 529 The Ethnic Family

Focuses on relational component of social work intervention with ethnic families

(American Indians, Blacks, Hispanics, and Asian Americans). Emphasis on the utilization of the dual perspective approach as a frame of reference within the theoretical boundaries of the systems formulation. The dual perspective enables the worker/student to begin "where the client is..." in terms of the ethnic and cultural differences from the dominant culture. Provides experiential learning stressing knowledge of ethnic factors, empathy, history and cultural aspects.

3 credits, Professor Mella

HWC 530 Criminal Justice and Corrections

See HWC 330.

3 credits, Fall Semester, Professor Nabinet

HWC 533 Family Intervention: Theory and Practice

Practice seminar focuses on family and marital problems. Emphasis on the environmental, social, economic, psychological and institutional pressures that affect family dysfunction. Includes skilled intervention with families. Considers broader implications for service delivery and program development. Critiques current theories of family therapy.

3 credits, Professor Marcus

HWC 534/535 Administration and Management I and II

An orientation to basic issues, problems and theoretical perspectives associated with the management and administration of organizations providing social services. Emphasis on budgeting, policy formulation, planning, personnel administration, community and board relations and citizen participation.

3 credits, Professor Spaulding

HWC 537 Supervision: Theory and Practice

Examines principles, practices and issues in professional supervision including: overview, history, definition, and methods of other helping professions; administrative, educational and helping aspects of supervision; technology; learning patterns of supervisees; supervisory patterns and process; evaluation content and process; and areas of tension in supervision.

3 credits, Fall Semester, Professor Marcus

HWC 538 Identification and Utilization of Community Resources

Provides a working knowledge of the legal rights and entitlements of clients and an overview of relevant services and programs in Suffolk County, with special reference to the legislative basis for those services;

develops techniques for answering the delivery of service; identifies advocacy techniques and grievance systems including legal recourse.

3 credits, Faculty

HWC 539 Social and Organizational Change

Examines various theories of social and political change and analyzes usefulness and implications for social welfare practice.

3 credits, Faculty

HWC 541 Impact of Chronic Disability

Focus on social-emotional-economic impact of chronic illness and methods of assisting individuals and affected families. Identifies appropriate networks and referrals for the chronically ill; includes development and implementation of appropriate strategies to assist the families of the chronically ill.

3 credits, Professor Polansky

HWC 542 Overview of Alcoholism

Examines attitudes toward the use of alcohol and the medical, social, psychological, and economic aspects of alcoholism. Includes cultural and physical influences of drinking, common characteristics of alcoholics and problem drinkers, a historical perspective about approaches to help the alcoholic, and identification of local treatment resources and a critique of their function and impact on the problem and disease of alcoholism.

3 credits, Fall Semester, Professor Brisbane

HWC 545 Alcoholism and the Family

A continuation of HWC 542. Attention to roles of men and women including single parenting. Examines the effect of parental alcoholism on children. Participants required to attend a meeting of the popular peer fellowship helping resources for alcoholics and the spouses of alcoholics; Alcoholics Anonymous, Al-Anon, and in addition to thoroughly familiarize themselves with literature on Ala-Teen.

3 credits, Professor Brisbane

HWC 547 Staff Development

Explores theories and techniques of staff development and supervision as tools of administration and social change. Covers the expansion of knowledge and skills relative to the use of these theories and techniques in the recruitment, selection, training and supervision of staff, helping the organization and/or agency to function more efficiently and effectively through specific training and organizational change efforts; helping professionals and paraprofessional workers perform their job effectively through increased awareness, knowledge and skills develop-

ment; and develops competency in the design and implementation of staff development training programs and in the utilization of supervisory techniques.

3 credits, Professor Campos

HWC 548 Ethnicity, Sex, Age, Class and Social Welfare

Provides a set of key ideas concerning racial, ethnic, sexual, and class relations. Includes comparisons of the experiences of different racial and ethnic groups (Asians, Blacks, Caucasians, and Hispanics) within the United States.

3 credits, Professors Wells and Nabinet

HWC 551 Law and Social Change

An introduction to the interrelationship of the legal process in the U.S. and the profession of social work including the legal process in general and social welfare law in particular. Focuses on the implications for effective practice of social work.

3 credits, Fall Semester, Professor Frankel

HWC 552 Social Planning

An introduction to the elements and process of social planning. Introduces social planning as one of the key vehicles for social change. The process of planning and the provision of alternative planning are critical to enabling and serving people. Explores and examines the role of the planner and policy maker.

3 credits, Professor Campos

HWC 554 Social Work and the Legal System

Focuses upon social worker's involvement with the legal system. Covers impact of increasing client's legal rights upon the discretion and power which the social worker exercises with respect to the client; ethical demands of confidentiality vs. legal limitations of social work privilege; potential liability of social worker for malpractice; the social worker in court as a witness attempting to translate his/her judgment as to a caseworker plan into legal process; assisting the worker in understanding the legal rights of the client (housing, consumer, equal employment, etc.) HWC 551 is not a prerequisite for this course.

3 credits, Spring Semester, Professor Frankel

HWC 556 Proposal Writing

A comprehensive study of the principles used in preparing research, program, training, demonstration and other types of pro-

posals; practice in developing skills writing; and locating and accessing funding sources.
3 credits, Faculty

HWC 557 Using Computers

An introduction to utilization of computer facilities. Includes preparation of data for coding and keypunching, and utilization of Data-Text Primer to develop a computer readable code book and subsequently to process and produce a basic statistical profile of data to be assigned. Assigned project required.

3 credits, Professor Button

HWC 558 Research and Computers

A continuation of HWC 557.

3 credits, Faculty

HWC 559 Systems Theory and Analysis

An introduction to general systems theory and to methods of system analysis as a tool in policy analysis, program planning, administration, and research and evaluation design.

3 credits, Professor Lefferts

HWC 560 Health Care and the Social Worker

Explores current and potential roles of the social worker from the perspective of health care policy concepts. Identifies effective ways to promote strength in people who use health care services and ways of influencing services to best reflect the community and individual need. Covers basic social work and health care concepts and values which inform and effect service.

3 credits, Professor Polansky

HWC 561 Implications of Racism on Social Welfare

Examines personal and institutional racism in the U.S. Covers effects of racism and subjugation of Third World people.

3 credits, Professor Wells

HWC 565 Program Planning and Development I

An integrated and basic practice course for Planning, Administration and Research students. Particular focus on systems theory. Reviews social planning literature and the practice of social planning. Focus on the substantive and political complexities of developing and implementing social programs.

3 credits, Fall Semester, Faculty

HWC 566 Program Planning and Development II

A continuation of HWC 565.

3 credits, Spring Semester, Faculty

HWC 567 Overview of Aging

Focuses on specific aspects of aging and the older person in our society. Provides a backdrop for the development of innovative and interdisciplinary services and advocacy programs. Explores the myth and ideologies surrounding the area of middle and advanced years and the evolution of a new concept of social work within the field of gerontology.

3 credits, Professor Selwyn

HWC 572 Analysis of Service Delivery Systems

Theory and analysis of service delivery systems. Includes development of analytic framework; identification of organizational factors affecting the provision of services. Focuses on the historical, social, political and economic determinants of selected social service areas.

3 credits, Fall Semester, Faculty

HWC 573 Uses of Social Research

Introduces concept, terminology, procedures, methods, and structural characteristics of scientific investigations conducted by social, psychological and bio-medical researchers in the discovery of new or the reappraisal of existing knowledge in their respective fields; develops ability to critically appraise and evaluate strengths and limitations of reported scientific research generic to field of study; develops ability to prepare plan for conducting an independent investigation or research undertaking and an awareness of the additional statistical, methodological and theoretical knowledge required.

3 credits, Faculty

HWC 577 Program Evaluation

An in-depth analysis of both the technical requirements of program evaluation and the organizational and political constraints which limit the evaluation process. Techniques in the design and implementation of evaluation research in the health and social welfare fields.

Prerequisite: HWC 587.

3 credits, Faculty

HWC 584 Community Analysis and Organization

Relates theories of community organization with student's field practice. Examines method, social welfare planning, and social action. Discusses role of the organizer from enabler to advocate. Relates practice problems to theoretical classroom discussion.

3 credits, Professor Haynes

HWC 587 Social Research I

An introduction to basic research skills necessary for administration and program

planning/evaluation, including a workshop for the practice of skills. Assignments geared to individual areas of interest. Covers role of research in social work, ethics and values. Required for *Planning, Administration and Research* students.

3 credits, Fall Semester, Professors Farberman, Button

HWC 588 Social Research II

A continuation of HWC 587. Required for *Planning, Administration and Research* students.

3 credits, Spring Semester, Professors Farberman and Button

HWC 590 Mental Health Project Seminar I

Provides field supervision and support, synthesizes the experiences of field work settings and allows comprehension of strategy for advocacy based upon the setting dynamics. Students graded S/U. Required for *Mental Health Project* students. Limited enrollment.

4 credits, Professor Rose and Faculty

HWC 591 Mental Health Project Seminar II

A continuation of HWC 590. Required of *Mental Health Project* students.

4 credits, Professor Rose and Faculty

HWC 594 Deinstitutionalization

Examines the historical basis of interaction between political economy and the design and delivery of mental health services. Addresses development of ideological and cost-benefits skills as part of policy analysis. Public sector and benefits are also examined. The necessity for historical understanding of policy-making contexts are developed as a base from which to develop strategy.

3 credits, Professor Rose

HWC 595 Special Topics in Social Welfare

1-3 credits, Faculty

HWC 596 Literature and Social Work

Fiction course. Readings by Charles Dickens, Richard Wright, Sol Yurick, George Konrad and Saul Bellow. Chosen for their direct relationship to social work.

3 credits, Professor Coley

HWC 597 Intervention With Children

Preparation for work with school-age children from various socio-economic and racial groups who are generally unserved in our society. Covers the system's impact on their growth and development. Focus on theoretical concepts on development. Examines stress points using a psychosocial and cultural approach and intervention methods, i.e., play techniques, parent involvement, advocacy and mediation with the school and community sources to enhance the child's potential.

3 credits, Professor Knox

HWC 598 Health Myths and Realities of Aging

Examines the current stereotypic profile of the elderly attending to such factors as "Biological Decline" vs. social environmental and social structural influences; "being old" vs. aging, a normal growth process; powerlessness vs. changing social roles and self image. Covers the development of necessary advanced social work practice skills in such areas as needs assessment, social and legal advocacy, individual-family counseling, interdisciplinary and collaborative group approaches, and creative linkage forging.

3 credits, Professor Jordan

HWC 599 Independent Study

Independent study with an individual faculty member.

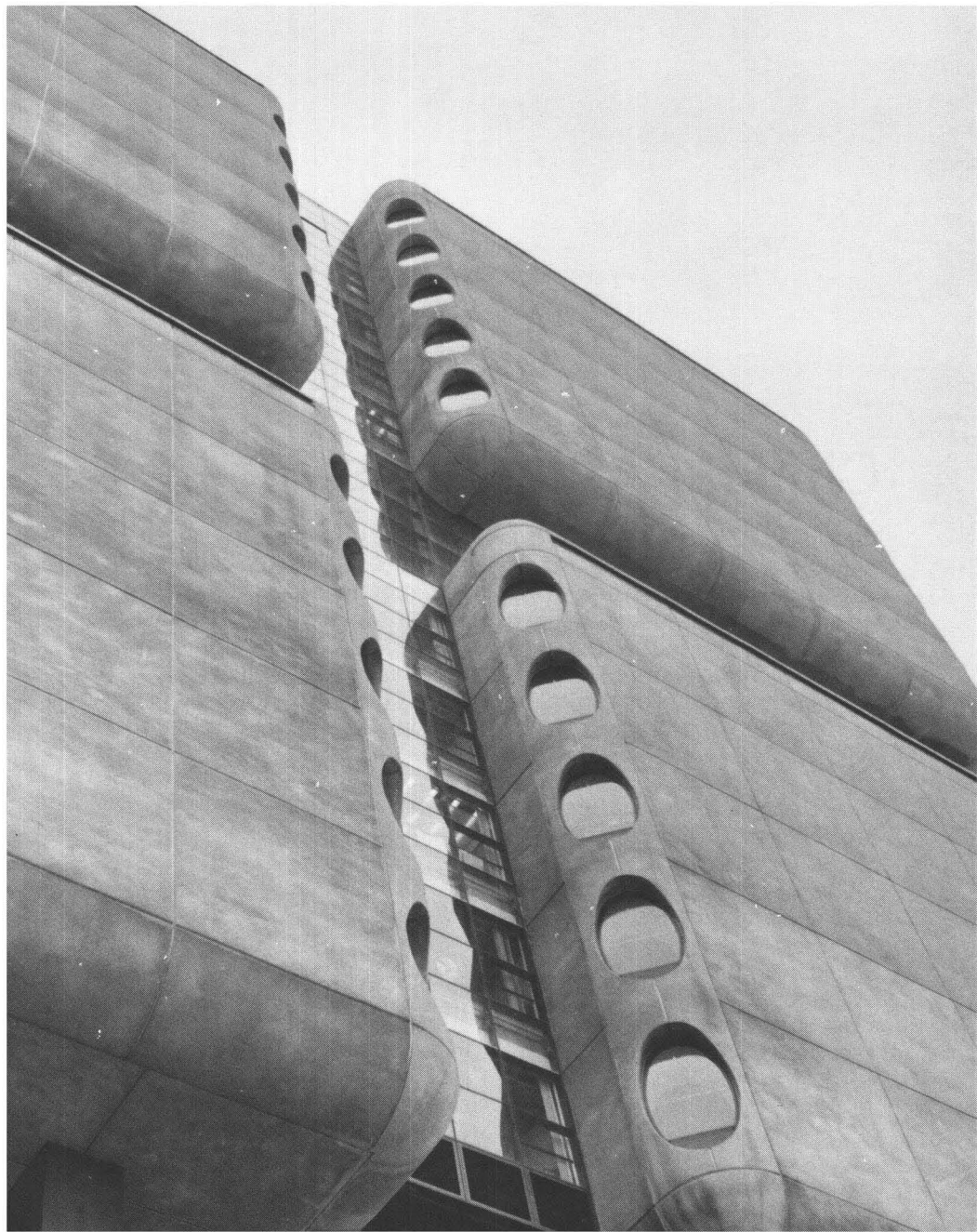
1-3 credits, Faculty

Field Work and Practicum Sites Utilized by the School of Social Welfare

Alternative School Program, Harborfields High School; Greenlawn, N.Y.
Association for the Help of Retarded Children; Bohemia, N.Y.
Babylon Youth Bureau, Dispositional Alternatives Project; North Babylon, N.Y.
Bay Shore Mini-Center, Babylon Mental Health Clinic, Health Services; Bay Shore, N.Y.
Bellevue Hospital Center, Geriatric Unit 2N; New York, N.Y.
Berkshire Farms Center; Yaphank, N.Y.
Betances Health Unit; New York, N.Y.
Brentwood Family Health Center; Family Medicine Research Program;
Mental Health Center; Brentwood; N.Y.; Hauppauge, N.Y.
Brentwood YDC; Brentwood, N.Y.
Brookhaven Sanctuary; Patchogue, N.Y.
Brookhaven Town Youth Bureau, Three Village Community and Youth Services; Port
Jefferson, N.Y.
Brunswick Hospital; Amityville, N.Y.
Catholic Charities, Community Life Center; Patchogue, N.Y.; Laurel, N.Y.
Cedar Lodge Nursing Home; Center Moriches, N.Y.
Central Islip Psychiatric Center; Central Islip, N.Y.:
Charles K. Post Center; Central Islip, N.Y.
Farmingville Mental Health Clinic; Farmingville, N.Y.
McArthur Mental Health Clinic; Holbrook, N.Y.
Moffitt Mental Health Clinic
Montauk Mental Health Clinic; East Islip, N.Y.
Riverhead Mental Health Clinic; Riverhead, N.Y.
Central Labor Rehabilitation Council of New York, Inc.; New York, N.Y.
City of New York, Human Resources Administration; Jamaica, N.Y.
College Adapter Program, Youth Component; Bronx, N.Y.
Colony South Brooklyn Houses, Center #6; Brooklyn, N.Y.
Community Health Plan of Suffolk; Hauppauge, N.Y.
Comsewogue School District; Port Jefferson Station, N.Y.
Connetquot YDC; Bohemia, N.Y.
Concern; Port Jefferson, N.Y.
Consolation Residence; West Islip, N.Y.
Copaigue Youth Council; Copiague, N.Y.
Coram YMCA, Coram, N.Y. CUNY Regional Resource Center; New York, N.Y.
District of Columbia Department of Human Resources, Mental Health
Administration for Forensic and Psychiatric Services; Washington, D.C.
The Door; New York, N.Y.
Eastern Farm Workers Association; Bellport, N.Y.
East Northport YDA; East Northport, N.Y.
Family Counseling Service of West Hampton; West Hampton Beach, N.Y.
Family Service Association of Nassau; Hempstead, N.Y.
Family Service League, Inc.; FACILE, Suffolk County; Huntington, N.Y.:
North Fork Counseling Service; Mattituck, N.Y.
West Islip Counseling Service; West Islip, N.Y.
Huntington Counseling Service; Huntington, N.Y.
Family Studies Center; Huntington, N.Y.
Farmingville After-Care Clinic; Mental Health Center; Farmingville, N.Y.
Samuel Field YMWHA; Little Neck, N.Y.
Freeport Family Counseling Center; Freeport, N.Y.
Freeport Hospital; Freeport, N.Y.
Gestalt Learning Center; Centerport, N.Y.
Good Samaritan Nursing Home; Sayville, N.Y.
Harborfields School District, Old Field Junior High School; Greenlawn, N.Y.
Healthouse; St. James, N.Y.

Hope for Youth; Westbury, N.Y.
 Huguenot Mental Health Center; New Rochelle, N.Y.
 Huntington Station YDA; Huntington Station; N.Y.
 Independent Group Home Living Program; Riverhead, N.Y.
 Individualized Rehabilitation; Long Beach, N.Y.
 Institute for Human Identity; New York, N.Y.
 Islip Runaway Program, Town of Islip; Bay Shore, N.Y.
 Islip Women's Center; Oakdale, New York
 Jamaica Service Center for Older Adults; Jamaica, N.Y.
 Jewish Board of Family and Children Services; Hawthorne, N.Y.
 John T. Mather Memorial Hospital; Port Jefferson, N.Y.
 Kings Park Psychiatric Center; Kings Park, N.Y.
 Lake Grove School; Lake Grove, N.Y.
 La Union Hispanica; Patchogue, N.Y.
 Lindenhurst School District; Lindenhurst, N.Y.
 LINK; Lynbrook, N.Y.
 Little Plains Elementary School; Huntington, N.Y.
 Long Beach Memorial Hospital; Long Beach, N.Y.
 Long Island Affirmative Action Program; Melville, N.Y.
 Long Island Cancer Council; Melville, N.Y.
 Long Island Council on Alcoholism; Garden City, N.Y.
 Long Island Jewish-Hillside Medical Center, Department of Social Work; Glen Oaks, N.Y.
 Long Island Sickle Cell Project; Plainview, N.Y.
 MaryHaven Center of Hope, Children's Center; Port Jefferson, N.Y.
 MaryHaven Rehabilitation Center; Yaphank, N.Y.
 Mercy Hospital Family Counseling; Hempstead, N.Y.
 Mount Carmel Guild; Newark, New Jersey.
 Robert C. Murphy Jr. High School; Stony Brook, N.Y.
 Nassau County Department of Drug and Alcohol Addiction; Mineola, N.Y.
 Nassau County Department of Drug and Alcohol (Alttox Unit); East Meadow, N.Y.
 Nassau County Hispanic Foundation, Inc.; Hempstead, N.Y.
 Nassau County Medical Center; East Meadow, N.Y.
 Nassau Pre-Trial Service; Garden City, N.Y.
 Nassau/Suffolk Health Systems Agency; Melville, N.Y.
 National Congress of Neighborhood Women; Brooklyn, N.Y.
 National Urban League, Inc., Administration of Justice Division; Manhattan, N.Y.
 New York Diabetes Association; Melville, N.Y.
 New York Medical Center for Comprehensive Health Practice; New York, N.Y.
 New York State Division for Youth
 New York State Division of Human Rights, N.Y.S. Office Building; Hauppauge, N.Y.; Tower II,
 World Trade Center; New York, N.Y.
 North Shore University Hospital; Manhasset, N.Y.
 North Suffolk Mental Health Center, Suffolk Mother's Center; Smithtown, N.Y.
 PEOPLE; Bethpage, N.Y.
 People's Firehouse, Inc., Housing and Community Service Center; Brooklyn, N.Y.
 Pilgrim Psychiatric Center; Family Care; Community Support System for Nassau County;
 West Brentwood, N.Y.
 Planned Parenthood; Huntington, N.Y.
 Port Jefferson Youth Bureau, Three Village Community and Youth Services; Stony Brook, N.Y.
 C.W. Post College; Brookville, N.Y.
 PRICE Counseling Center; Farmingdale, N.Y.
 The Program for Training for the Public and Community Social Services, School of Social
 Welfare, Title XX, State University of New York at Stony Brook; Stony Brook, N.Y.
 Hauppauge Learning Center; Hauppauge, N.Y.
 Patchogue Learning Center; Patchogue, N.Y.
 Project Return (Pyramid); New York, N.Y.
 Prospect Hospital, Alcoholism Program; Bronx, N.Y.
 Queens Parent-Child Association, Bureau of Child Welfare; Jamaica, N.Y.
 Rape Crisis Program, St. Vincent's Hospital, Department of Community Medicine;
 New York, N.Y.

Reflections; Plainview, N.Y.
 Riverhead Mental Health Clinic; Riverhead, N.Y.
 Roosevelt Mental Health Center; Roosevelt, N.Y.
 Sagamore Children's Center; Melville, N.Y.
 St. Charles Hospital, Social Services Department; Port Jefferson, N.Y.
 St. James Nursing Home; St. James, N.Y.
 St. John's Hospital, Psychiatric Unit; Smithtown, N.Y.
 St. Luke's Alcoholism Comprehensive Treatment Program; New York, N.Y.
 Seabury Barn; Stony Brook, N.Y.
 Skills, Unlimited; Oakdale, N.Y.
 Smithtown General Hospital; Smithtown, N.Y.
 Smithtown School District; Smithtown, N.Y.
 Smithtown Senior Nutrition Program; Smithtown, N.Y.
 South Beach Psychiatric Center; Brooklyn, N.Y.
 South Nassau Communities Hospital, Mental Health Clinic; Oceanside, N.Y.
 South Oaks Hospital; Amityville, N.Y.
 South Shore Child Guidance Center; Freeport, N.Y.
 Southside Hospital, Department of Family Medicine, Social Work Department;
 Bay Shore, N.Y.
 Steinway Child and Family Development Center; Astoria, N.Y.
 State of New York Executive Department, Division of Human Rights; New York, N.Y.
 State University of New York at Stony Brook; Stony Brook, N.Y.
 International Student Office
 Office for the Disabled Students
 Office of the Vice President, Student Affairs
 School of Allied Health Professions, Gerontology
 School of Social Welfare, Mental Health Project
 School of Social Welfare, Graduate Program
 SIDS (Sudden Infant Death Syndrome) Center
 Sis/Bro Program
 University Counseling Center
 University Hospital
 Suffolk Child Development Center; Patchogue and Smithtown, N.Y.
 Suffolk County Conference on Juvenile and Criminal Justice; Bay Shore, N.Y.
 Suffolk County Community Council; Smithtown, N.Y.
 Suffolk County Correctional Facility, Sherriff's Office; Yaphank, N.Y.
 Suffolk County Department of Probation; Yaphank, N.Y.
 Suffolk County Drug Abuse Treatment Program; Hauppauge, N.Y.
 Suffolk County Health Department, Infirmary; Yaphank, N.Y.
 Suffolk County Health Department, Home Health Services; Hauppauge, N.Y.
 Suffolk County Legislature, Budget Review Office, Executive Legislative Buildings;
 Hauppauge, N.Y.
 Suffolk County Mental Health Center; Hauppauge, N.Y.
 Suffolk County Youth Bureau; Riverhead, N.Y.
 Suffolk Developmental Center; Melville, N.Y.
 Syosset's Concern Against Narcotics (SCAN); Syosset, N.Y.
 Teachers and Writers Collaboration Program; New York, N.Y.
 Town of Islip, Department of Human Development, Youth Bureau; Islip, N.Y.
 Transitional Services for New York, Inc., Suffolk County Division; West Brentwood, N.Y.
 Veteran's Administration Hospital; Northport, N.Y.
 VIBS (Victims Information Bureau of Suffolk); Hauppauge, N.Y.
 Ward Melville High School; Setauket, N.Y.
 West Suffolk Young Men's and Young Women's Hebrew Association; Smithtown, N.Y.
 Youth Outreach Program



Clinical Affiliations

The Health Sciences Center and its Schools have affiliations with many institutions and agencies. Four of these affiliations—Hospital of the Medical Research Center, Brookhaven National Laboratory; Long Island Jewish-Hillside Medical Center and Queens Hospital Center Affiliation of LIJ-HMC; Nassau County Medical Center; and Northport Veterans Administration Medical Center—were begun early in the history of the inception of the Center and were called clinical campuses. These institutions continue to be major resources for the educational, research, and clinical programs of the Schools.

Hospital of the Medical Research Center, Brookhaven National Laboratory

Dean of the Clinical Campus: Eugene P. Cronkite

Chairman of the Medical Department: Donald C. Borg

Brookhaven National Laboratory Medical Research Center is exclusively a research institution, a component of the Brookhaven National Laboratory, a national research center located in Upton, New York and operated by Associated Universities, Inc. for the United States Department of Energy.

The Medical Department sponsors both basic and applied research dedicated to the improvement of man's health. Administrative organization of the department consists of three units: the Hospital, Research Laboratories, and the Industrial Medicine Clinic. The Research Program is comprised of four major activities: Environmental Health Sciences Program, Nuclear Medicine and Medical Applications of Nuclear Technology, Genetics and Biochemical Sciences, and Host Defense Sciences. The main function of the coordinator of each of these groups is to foster both intra-and intermural cooperation among these research activities.

The broad framework of the department permits investigation in many areas, encourages collaboration with neighboring academic and health care institutions, and fosters interaction with the other scientific disciplines at Brookhaven. Interests range from studies of cellular biochemistry to investigations of respiratory physiology in health and disease.

The 44-bed hospital of the Medical Research Center is equipped and operated to provide high standards of services to both in-patient and out-patients.

There are no formal courses or clinical clerkships for students at Brookhaven. The learning experience in the Medical Department provides training in research for students in the scientific, medical, and health-related professions.

Long Island Jewish-Hillside Medical Center and Queens Hospital Center/Jewish Institute for Geriatric Care

President, LIJ-HMC: Robert K. Match

Long Island Jewish-Hillside Medical Center/Queens Hospital Center/Jewish Institute for Geriatric Care is composed of two medical centers and a geriatric medical care facility covering a large area of Long Island in Queens and Nassau Counties.

The Long Island Jewish-Hillside Medical Center (LIJ-HMC) is a non-profit 693-bed facility on a 50-acre site in New Hyde Park, located on the boundary of Queens and Nassau Counties. It consists of a 490-bed general hospital and 203-bed psychiatric hospital.

Under a contractual affiliation initiated in 1964 at the request of the City of New York, and presently continuing with the New York City Health and Hospital Corporation, LIJ-HMC has assumed additional responsibilities for the planning, organization, and delivery of all professional health services, except nursing, at the Queens Hospital Center (QHC). The QHC is a 750-bed municipal facility centrally situated within New York City's borough of Queens. Located on a 20-acre site in Jamaica, the Center is the borough's largest medical care facility.

In addition, adjacent to the New Hyde Park site is the Community Health Program of Queens-Nassau, Inc., a comprehensive pre-paid hospital-based group practice. Opened in the late fall of 1973, this facility is designed to provide pre-paid health care for a target population of 25,000 individuals.

Situated on the New Hyde Park site is the 527-bed Jewish Institute for Geriatric Care (JIGC). The JIGC is a medical care facility for geriatric patients exclusively; LIJ-HMC has the responsibility for the supportive backup of professional health care services at JIGC.

Planning for a 150-bed regional children's hospital medical care facility is underway, and construction is scheduled to begin this year.

Nassau County Medical Center

Superintendent: Donald H. Eisenberg

Dean of the Clinical Campus: Avron H. Ross

With its 644-bed Dynamic Care Building, the Nassau County Medical Center is a public general hospital, located in East Meadow. The 19-story Dynamic Care Building contains more than one million square feet of

usable space. More than 70 out-patient clinics at the Center cover virtually every sub-specialty.

Special medical features of the Nassau County Medical Center include a suite for complex surgery; an artificial kidney center providing dialysis treatment for Long Islanders with failing kidney functions; a burn center; a rehabilitation center; a neonatal intensive care unit; a high-risk obstetrical service for mothers with anticipated birth problems; and highly sophisticated telecommunication between ambulances and the Medical Center providing patients with heart attacks or other critical conditions with treatment "from the scene to the hospital."

The hospital includes a 150-seat amphitheater and auditorium for lectures and symposiums; domed operating rooms containing galleries for medical students; a 9,000-volume medical library; classrooms and laboratories on each patient floor; and a closed-circuit television system, including a studio, to monitor procedures for educational purposes.

Northport Veterans Administration Medical Center

Hospital Director: William L. Hodson

The Northport Veterans Administration Medical Center offers an extremely large facility, newly expanded with the completion of a 470-bed Medical-Surgical Building. Facilities include an expanded laboratory with an electron microscope, radiology and nuclear medicine service, dental clinic, audiology and speech pathology service, cardiac catheterization laboratory, and many others. The number of beds in the entire facility totals 919.

The education program within the Medical Center includes in-service professional and administrative training in addition to a very large educational program for students. Some 1,500 students are in the Medical Center's teaching program with 200 sessions offered yearly. Students come from about 19 educational institutions including the Health Sciences Center at Stony Brook.

Residency programs with on-site program chiefs exist in the following areas: general medicine, surgery, neurology, dentistry, optometry, nuclear medicine, ophthalmology, orthopaedics and hospital administration. Fellowships in the following medical sub-specialties also exist: cardiology, nephrology, pulmonary medicine, hematology/oncology, gastroenterology, endocrinology, and rheumatology.

In addition, psychiatric residents have major rotations through the Medical Center.

The Medical Center is the site of the Northeast Regional Medical Education Center (RMEC), one of six centers providing continuing medical education to Veterans Administration Medical Center personnel throughout the country. The RMEC has a staff of educational specialists who provide support to educational programs which includes need assessment, the selection of the appropriate education methodology, course design, assessment of results, and media support.

The large, sophisticated two-way closed-circuit TV system has been in-

stalled in Building 12, complete with a studio. Closed-circuit TV sets have been installed throughout the main medical-surgical buildings.

The Health Sciences Center's School of Medicine has accepted primary responsibility for staff and faculty recruitment for psychiatric, and medical and surgical services at the Northport Veterans Administration Medical Center. A large number of the Veterans Administration Medical Center's clinical staff hold faculty appointments within the Schools of the Health Sciences Center.

Clinical Affiliations

Since its inception, the Health Sciences Center has entered into contractual affiliations with various Long Island hospitals, nursing homes, departments of State and local governments, and health, education and welfare agencies, which provide clinical experience opportunities for Health Sciences Center students. These agreements, in effect, have resulted in a partnership relationship between local health providers and the University in developing academic programs at the Health Sciences Center. The interaction between the University health professions students and faculty, and Long Island hospitals and agencies, is seen as a major and progressive step in the continuing planning, coordination, and development of health services in this region.

The University's affiliation agreements, current as of January 1, 1981, are as follow:

Affiliate

A. Holly Patterson Home
Allied Services for the Handicapped, Inc.
Associated Therapies

Beth Abraham Hospital

Board of Cooperative Education Services (BOCES)
Brookhaven Memorial Hospital

Brookhaven National Laboratory
Brunswick Hospital Center
Burke Rehabilitation Center
Canton-Potsdam Hospital
Central General Hospital
Central Islip Psychiatric Center

Central Suffolk Hospital

Children's Hospital (Denver)

HSC School

Allied Health Professions, Nursing
Allied Health Professions

Allied Health Professions (Physical Therapy)
Allied Health Professions (Physician's Assistant Education)
Allied Health Professions (Medical Technology), Dental Medicine
Medicine (Community and Preventive Medicine, Family Medicine, Psychiatry and Behavioral Science), Nursing
All Schools
Allied Health Professions
Allied Health Professions
Allied Health Professions (Physical Therapy)
Allied Health Professions (Physical Therapy)
Allied Health Professions, Nursing, Social Welfare
Allied Health Professions (Medical Technology)
Allied Health Professions (Cardiorespiratory Sciences)

Children's Hospital and Rehabilitation Center of Utica	Allied Health Professions (Physical Therapy)
Community Health Program of Queens-Nassau, Inc.	Nursing
Community Hospital at Glen Cove	Allied Health Professions (Physical Therapy), Medicine (Family Medicine), Nursing, Social Welfare
Creedmoor Psychiatric Center	Nursing
Dominican Sisters of the Sick Poor	Nursing
Duke University Medical Center	Allied Health Professions (Physical Therapy)
East Nassau Medical Group	Allied Health Professions (Physical Therapy)
Freeport Hospital	Nursing
Gaylord Hospital	Allied Health Professions (Physical Therapy)
Good Samaritan Hospital	Allied Health Professions, Medicine (Social Sciences and Humanities)
Hamptons Hospital and Medical Center	All Schools
Harlem Hospital	Nursing
Harmansville Rehabilitation Center	Allied Health Professions (Physical Therapy)
Hempstead General Hospital	Allied Health Professions, Nursing
Hospital of the Albert Einstein College of Medicine	Allied Health Professions
Human Resources School	Allied Health Professions (Physical Therapy)
Huntington Hospital	Medicine (Surgery), Nursing
Institute of Rehabilitative Medicine, New York University Medical Center	Allied Health Professions
Jamaica Hospital of Jamaica	Dental Medicine
J.F. Kennedy Medical Center (Robert Wood Johnson, Jr. Rehabilitation Institute)	Allied Health Professions (Physical Therapy)
John T. Mather Memorial Hospital	Allied Health Professions (Medical Technology, Physical Therapy), Nursing
Kings Park Psychiatric Center	Medicine (Social Sciences and Humanities), Nursing
Little Village School	Allied Health Professions (Physical Therapy)
Long Beach Memorial Hospital	Allied Health Professions, Nursing
Long Island Jewish-Hillside Medical Center/Queens Hospital Center Affiliation	All Schools
Long Island Research Institute (Central Islip)	Medicine (Psychiatry and Behavioral Science)
Meadowbrook Medical Education and Research Foundation	Medicine
Memorial Hospital for Cancer and Allied Diseases	Nursing
Mercy Hospital	Allied Health Professions, Medicine (Surgery)
Mercy Hospital and Medical Center (San Diego)	Nursing
Nassau County Medical Center	All Schools
Nassau Hospital	Medicine (Orthopaedics, Surgery), Nursing
New Rochelle Hospital Medical Center	Allied Health Professions (Physical Therapy)
New York Eye and Ear Infirmary	Medicine
New York State Office of Mental Health	Medicine (Psychiatry and Behavioral Science), Social Welfare
Norfolk General Hospital	Allied Health Professions (Physical Therapy)

Northport Veterans Administration Medical Center	All Schools
North Shore University Hospital	Allied Health Professions (Physical Therapy), Social Welfare
Oak Hollow Nursing Center	Allied Health Professions
Orlando Regional Medical Center, Inc.	Allied Health Professions (Physical Therapy)
Orthopedic Rehabilitation Services	Allied Health Professions (Physical Therapy)
Our Lady of Lourdes Hospital	Allied Health Professions (Cardio- respiratory Sciences)
Overlook Hospital	Allied Health Professions (Physical Therapy)
Peninsula Hospital Center	Allied Health Professions, Medicine (Surgery)
Phelps Memorial Hospital	Allied Health Professions
Physical Therapy Associates, Inc.	Allied Health Professions (Physical Therapy)
Pilgrim Psychiatric Center	Nursing
Planned Parenthood of East Suffolk, Inc.	Allied Health Professions
Planned Parenthood of Nassau County, Inc.	Allied Health Professions (Physician's Assistant Education)
Planned Parenthood of Suffolk County	Nursing
Presbyterian Hospital	Nursing
Project PRYME/Medical Health and Research Association of New York City, Inc.	Allied Health Professions
The Protestant Episcopal Church Homes, Inc., Spalding Rehabilitation Center	Allied Health Professions (Physical Therapy)
Putnam Community Hospital	Allied Health Professions
Raritan Valley Hospital, The College of Medicine and Dentistry of New Jersey	Allied Health Professions (Physical Therapy)
Rocky Mountain Rehabilitation Center, Inc.	Allied Health Professions (Physical Therapy)
Roscoe Community Nursing Home Co., Inc	Allied Health Professions
Smithtown General Hospital	Nursing
Southampton Hospital	Nursing
South Nassau Communities Hospital	Allied Health Professions, Medicine (Family Medicine, Surgery)
South Oaks Psychiatric Hospital	Nursing
Southside Hospital	Allied Health Professions, Medicine (Family Medicine), Social Welfare
St. Charles Hospital	Allied Health Professions (Medical Tech- nology, Physical Therapy), Nursing
St. Francis Hospital	Allied Health Professions, Medicine (Surgery), Nursing
St. James Nursing Home	Allied Health Professions, Nursing
St. John's Episcopal Hospital	Allied Health Professions (Medical Technology), Nursing
St. Joseph's Hospital	Allied Health Professions (Physical Therapy)
St. Luke's Hospital of Middleborough	Allied Health Professions (Physical Therapy)
St. Mary's Hospital for Children, Inc.	Allied Health Professions (Physical Therapy)

Suffolk Association for the Help of
Retarded Children
Suffolk, County of

Suffolk County Community College
Suffolk Developmental Center
Suffolk Infirmary at Yaphank
Suffolk Rehabilitation Center for
Physically Handicapped, Inc.
Syosset Hospital
Tompkins County Hospital

United Cerebral Palsey Association
of Schenectady
United Cerebral Palsey Treatment
and Rehabilitation Center
University of North Carolina

Waterville Osteopathic Hospital

Yale-New Haven Hospital

Allied Health Professions (Physical
Therapy)
Allied Health Professions (Physician's
Assistant Education), Nursing, Social
Welfare

Dental Medicine
Allied Health Professions
Nursing
Allied Health Professions

Allied Health Professions
Allied Health Professions (Physical
Therapy)

Allied Health Professions (Physical
Therapy)
Allied Health Professions

Allied Health Professions (Physical
Therapy)

Allied Health Professions (Physical
Therapy)

Allied Health Professions

Health Sciences Center Shared Resources

The nature of the Health Sciences Center calls for close cooperation in the support of the academic, scientific, and administrative functions common to the programs and needs of more than one School. This constitutes an important integrative force in the intellectual life of the Center. Of special importance are the center-wide activities of the following divisions and support services: 1) Health Sciences Center Library, 2) Laboratory Animal Resources, 3) Media Services, 4) Office of Student Services.

Health Sciences Center Library

Director: Ruth Marcolina

The Health Sciences Library, located on Level 3 of the Center, serves the educational and research needs of the faculty, staff, and students in the Schools of the Health Sciences Center and the University community. It also functions as a regional resource assisting health care professionals throughout Nassau and Suffolk Counties as a subcontractor for The New York and New Jersey Regional Medical Library located at the New York Academy of Medicine in New York City.

Currently the Library collections approximate 169,000 volumes. Periodical and serial titles received number 3,340 covering the fields of allied health, basic sciences, dental medicine, medicine, nursing, and social welfare.

Computer terminals access 31 data bases at Bibliographic Retrieval Services, Inc., Scotia, New York, and the National Library of Medicine, Bethesda, Maryland, providing bibliographic printouts of journal citations in fields relating to health care delivery. Interlibrary loan services further augment local holdings by providing access to other collections held nationally, with out-of-scope materials available from the Frank Melville, Jr. Memorial Library.

Orientation to the Library is provided by the reference staff, and group sessions of formal instructions in the use of specific bibliographic searching tools are scheduled on request. Assistance in accessing the Library

facility and collections is found in the "Guide to the Health Sciences Library." Library hours are: Monday-Thursday, 8:30 a.m.-11:00 p.m.; Friday and Saturday, 8:30 a.m.-5 p.m.; Sunday, 1-9 p.m.

Division of Laboratory Animal Resources

Director: Helgard Niewisch

The Division of Laboratory Animal Resources (DLAR), in addition to its services and research programs, provides for educational activities at several academic levels. The service aspect of DLAR directs itself to the multifaceted responsibility of procurement, manipulation, and maintenance of the various species housed within the facility. Research activities within the DLAR have centered around projects involving investigation of laboratory animal disease. The educational activities described below cover facilities and a description of course offerings.

Facilities

Facilities for the teaching activities of the laboratory animal resources unit are located primarily within classroom areas administered by the unit. Many of the informal and specialized teaching or training activities will involve service laboratories or animal maintenance areas within the unit. The facility has a library-conference room for reference works and seminar sessions. Teaching assistance programs may be carried out either within DLAR facilities, or at the School where the course (of which the assistance is a part) is given.

Programs

A program is projected for divisional (Laboratory Animal Care) personnel who will at the beginning of their employment be mainly unskilled. The objectives of this program are to introduce them to the sophisticated technology of laboratory animal care and to encourage an appreciation for an understanding of research methods. These curricula may lead to three levels of certification: Assistant Laboratory Animal Technician, Laboratory Animal Technician, and Laboratory Animal Technologist. The course will take place within the DLAR and continue throughout the year. Each weekly course will be one hour and consist of lectures, films and demonstrations. The course outline will follow the educational literature and references of the American Association for Laboratory Animal Science. The courses will be open to DLAR personnel, Health Sciences personnel, students and animal care personnel from neighboring institutions with permission of the director.

Health Sciences Media Services

Director: Antol H. Herskovitz

Health Sciences Media Services has major responsibilities for the application of current developments in media techniques and educational

technology to the support of Health Sciences Center programs in education, research, patient care, and administration. It is also responsible for the communications network linking the Center with clinical campuses and other health care institutions in the region. This effort includes extensive programs in decentralized continuing education for physicians, dentists, nurses, and other health professionals.

Health Sciences Media Services operates facilities to support the production, observation, distribution, and reproduction of audiovisual materials. Educational materials from parallel curricula in other institutions are being reviewed for possible adoption or adaptation.

The facilities include a photographic, television, and motion picture studio, a photography laboratory, and a medical illustration studio. Six lecture halls in the Health Sciences Center are used for instruction, lectures by visitors, and meetings.

Office of Student Services

Director of Student Services: Eleanor M. Schetlin

The Office of Student Services provides assistance to Health Sciences Center students and Schools with the processes leading to admissions, financial aid, registration, academic records, housing, degree certification, student employment, housing, and student activities. It functions as an administrative liaison office between and among the Schools of the Health Sciences Center and various University administrative offices.

Further information in each of these areas may be found in the appropriate sections of this *Bulletin*.

The University

Background

The State University of New York at Stony Brook is recognized as one of the nation's finest universities. It offers excellent programs in a broad spectrum of academic subjects, conducts major research often of international significance and manages many vital public service projects.

In recent years Stony Brook has become one of the nation's fastest growing public comprehensive university centers in research and development activity. Internationally renowned faculty offer courses from the undergraduate to the doctoral level for 16,300 students through about 100 undergraduate and graduate departments and interdisciplinary programs. Extensive resources and fine support services help foster intellectual and personal growth.

In 1960, the State Board of Regents and the late Governor Nelson Rockefeller established Stony Brook's mandate as a comprehensive University Center, to "stand with the finest in the country." In its latest reaccreditation, Stony Brook was praised for the quality of its programs and recognized for so quickly becoming "an institution of national stature."

Founded in 1957 at Oyster Bay, Long Island as a State University College to prepare secondary school teachers of mathematics and science, the young school moved in 1962 to its present location on Suffolk County's north shore.

Since then, Stony Brook has grown to encompass 98 buildings on 1,000 acres. The faculty has grown from about 175 to 1,000, the student body from 1,000 to 16,300, and the annual budget from about \$3 million to \$120 million.

The University serves the complex, growing Long Island region through research into area problems; through cooperative programs with governmental agencies at the Federal State and local levels; through response to the extraordinary demand for higher education opportunity from the region; and as one of Long Island's largest employers. Stony Brook strives to develop programs of the highest quality in areas of great public need, including health sciences, engineering and applied sciences, public policy, marine and environmental sciences and the arts.

Location

Stony Brook is located about 60 miles east of Manhattan on the wooded north shore of Long Island, convenient to New York City's cultural life and Suffolk County's tranquil, recreational countryside and seashores. Brookhaven National Laboratory and the Cold Spring Harbor Laboratory are not far away. Located in the restored village of Stony Brook at the geographical center of Long Island, the campus is some 60 miles west of Montauk Point. It is within minutes of New York State's richest farmland and clam beds, its spectacular Atlantic beaches, the craggy coastline and cliffs of Long Island's north shore and its picturesque village greens and gracious country homes. Long Island's hundreds of miles of magnificent coastline attract many swimming, boating and fishing enthusiasts from around the world.

Campus

Stony Brook's bustling academic community is situated within a thousand acres of fields and woodland. Bicycle paths, an apple orchard, park benches, a duck pond and spacious plazas complement modern laboratories and classroom buildings.

Surrounding the Frank Melville, Jr. Memorial Library at the center of the campus are the major academic buildings for arts and sciences and engineering, the Van de Graaff nuclear accelerator, the Administration Building, Lecture Center, Laboratory Office Building, Educational Communications Center, Computing Center, Stony Brook Union, Gymnasium, a parking garage, and other service and activities buildings. Stony Brook's Fine Arts Center, located between the Library and Administration Building, provides superb performing arts facilities and houses the Departments of Theatre Arts, Music and Art. A spacious outdoor plaza in which concerts may be held connects the Library, Stony Brook Union and Fine Arts Center in the middle of the campus. The Social and Behavioral Sciences Building houses many academic departments as well as the Center for Continuing Education.

Encircling the academic buildings are six residential quadrangles with living space for about 1,000 students each. In addition, a 240-bed apartment complex opened in 1980. The quads are the basic social units for on-campus students, providing residence halls, dining rooms and a diversity of student-sponsored enterprises and social facilities. About half of the undergraduate student body lives on campus.

South of the Main Campus is the 26-acre Ashley Schiff nature preserve. Beyond these woods and linked to the Main Campus by a shuttle bus service is the South Campus, where 11 functionally adaptable single story buildings provide flexible space for emerging University programs.

The Health Sciences Center lies east of Nicolls Road. Preliminary authority has been granted for construction of the permanent facility for the School of Dental Medicine. A 1,000-car parking structure and a 450-car outdoor parking lot are adjacent to the Health Sciences Center.

Students

Stony Brook's current enrollment is about 16,300 (11,500 undergraduates and 4,800 graduate students, including about 2,000 part-time graduate stu-

dents enrolled in continuing education programs). Approximately 64% of Stony Brook's undergraduates come from Nassau and Suffolk Counties, 24% are from New York City and 94% are from New York State. Foreign students from some 69 countries represent about 5% of the total student body. At any one time more than 100 Stony Brook students are studying abroad in approved exchange programs in such diverse countries as Canada, Denmark, Colombia, People's Republic of China, and Poland.

One cannot generalize about students' experiences at Stony Brook. The wide range of undergraduate programs means that some will be highly selective and competitive while others are far less so, although the University aims at high standards in all its programs. Its record in placing graduates in the nation's best graduate and professional programs indicates the campus' successes in making high quality programs available to a broad and diverse student body.

Academic Programs

The broad range and high quality of programs at Stony Brook give undergraduates opportunities to pursue both traditional and innovative curricula. Students are encouraged to sample widely, or to delve deeply into one field, guided by nationally famous scholars. The undergraduate curriculum benefits from the special resources that a comprehensive university center can provide. The calibre of faculty, strong in pure and applied research and in the creative arts, results in excellent teaching and in program offerings at the forefront of rapidly changing areas of knowledge.

The *College of Arts and Sciences* offers departmental and interdepartmental or interdisciplinary majors, programs leading to provisional certification in secondary education, and a variety of minor programs. Minors are not required and do not in themselves lead to a degree. An interdisciplinary or interdepartmental major allows a student to explore a broad study area from the perspective of several disciplines. In some cases the program's own courses examine an intellectual program from the point of view of several disciplines. In other cases the major allows students to choose courses from several departments. Within any major in the College, a student may undertake independent study projects. This option allows the student in consultation with appropriate faculty members, to develop an individual course of academic investigation and study. Through this option, qualified upper division students may also participate in the research projects of faculty members. Several departments offer internships through which the knowledge gained in classroom study is applied to the world of work.

The *College of Engineering and Applied Sciences* has gained a wide reputation for its innovative programs emphasizing the intensive relationship between technology and people, programs which define engineering as the intelligent use of science for the benefit of people. It provides students with opportunities to work with industry in a wide variety of engineering fields. Three approved major programs in engineering give the student enough latitude to plan programs within traditional engineering disciplines or in new interdisciplinary fields. The curriculum is much more flexible than at many other schools of engineering and applied sciences.

The engineering degree programs place a strong emphasis on individual design and research projects in the junior and senior years, when students are encouraged to work closely with members of the faculty on projects of interest to them. Programs in the applied science area emphasize applications of analytical techniques to a wide variety of technical and societal problems.

The *W. Averell Harriman College for Urban and Policy Sciences* provides comprehensive education and research for the public sector, offering programs to prepare governmental service professionals with the capability for combining highly technical expertise with broad analysis of policy. Named for one of New York's most distinguished public servants, the College trains students for careers primarily as analysts, planners, and managers. The curriculum and degree requirements are described in the *Graduate Bulletin*. Although the College's main program is at the graduate level, it also offers an accelerated curriculum in which a student who has completed 60 credits and demonstrated aptitude for quantitative analysis and an interest in public service can earn the B.A. and M.S. degrees in three years (a total of five undergraduate/graduate years).

The *Health Sciences Center* with its five schools and its new 540-bed teaching and research hospital is the fastest growing unit of the University. Undergraduate degree programs are offered in the Schools of Allied Health Professions, Nursing, and Social Welfare. Many health, sciences courses are open to upper division students from the Main Campus.

The *Center for Continuing Education* offers the opportunity to attend school part-time either to complete an undergraduate degree or to study at the graduate level. Its programs are designed to make it easier for people who work during the day to continue their education, and for this reason most of the classes in these programs are offered in the late afternoon and evening. One program, the Undergraduate Evening Program, makes it possible for students who have completed 57 or more college credits to earn a bachelor's degree. At the graduate level, the Center offers an interdisciplinary Master of Arts in Liberal Studies degree. Students seeking the degree are required to complete a 30-credit program of study and two masters essays usually chosen from among those used to satisfy graduate course requirements.

The *Graduate School* offers advanced degree programs in many fields leading to the master's and doctorate degrees. Stony Brook's advanced graduate programs have constantly received exceptionally high ratings from external evaluation agencies and many are internationally recognized.

The following degrees are offered at Stony Brook: Bachelor of Arts, B.A.; Bachelor of Engineering, B.E.; Bachelor of Science, B.S.; Master of Arts, M.A.; Master of Arts in Liberal Studies, M.A./L.S.; Master of Music, M.Mus.; Master of Science, M.S.; Master of Social Welfare, M.S.W.; Doctor of Dental Surgery, D.D.S.; Doctor of Medicine, M.D.; Doctor of Philosophy, Ph.D.; Doctor of Musical Arts, D.M.A.; and Doctor of Arts in foreign languages, D.A.

As part of the State University of New York, the University at Stony Brook is accredited by the Middle States Association of Colleges and

Secondary Schools. The College of Engineering is accredited by the Accreditation Board for Engineering and Technology, Inc. The Department of Chemistry is accredited by the American Chemical Society.

Academic journals emanating from the University include: *Anthropology*, *Archives of Sexual Behavior*, *Art Criticism*, *Biological Psychiatry*, *Bulletin of Research in the Humanities*, *Evolution*, *Gradiva*, *Heat Transfer—Japanese Research*, *Journal of Applied Behavior Analysis*, *Journal of College Science Teaching*, *Journal of Educational Technology Systems*, *Marine Biology Letters*, *Mental Retardation and Developmental Disabilities*, *The Physics Teacher*, *Previews of Heat and Mass Transfer*, *Quarterly Review of Biology*, *Symbolic Interaction*, and *Transplantation Proceedings*.

Faculty and Research

The vast majority of Stony Brook's 1,000 faculty members hold doctoral degrees and 90% or more are engaged in active research leading to publication, much of it supported by external grants and contracts. The Middle States Association had high praise for Stony Brook's faculty in its latest campus reaccreditation report, noting that "several departments rank among the top in the country and most are of a very high level of quality as measured in terms of professional reputation and scholarly activities." The faculty-student ratio is about one faculty member for every 16 students.

Among the faculty with whom undergraduates study are Distinguished Teaching Professors John Truxal in engineering and Elof Carlson in biological sciences, and several recipients of the State University Chancellor's Award for Excellence in Teaching. In recent years undergraduate courses have been taught by such eminent faculty as Einstein Professor C.N. Yang, the Nobel Laureate in physics; Distinguished Professor Lewis Coser and Justus Buchler in sociology and philosophy respectively; Pulitzer Prize winning poet Louis Simpson in English; National Book Award winner Charles Rosen in music; best-selling author Thomas Flanagan (*The Year of the French*); and art critic Lawrence Alloway.

The Stony Brook faculty includes ten members of the American Academy of Arts and Sciences, seven members of the National Academy of Sciences, and one member of the National Academy of Engineering. More than 300 scholars from 40 countries research and teach at Stony Brook for various periods of time throughout the year.

Autistic children, cancer, lasers, moon rocks, recombinant DNA, the psychology of political attitudes and behavior, the social history of American slavery, and urban problems are but a few of hundreds of research subjects currently under examination by faculty and students at Stony Brook. This past year Stony Brook faculty attracted some \$25 million from the federal government and private foundations and individuals to support research. Over 500 sponsored projects are actively being pursued, including scientific studies, training programs, public service projects, educational activities and library support.

University Libraries

The Stony Brook campus is endowed with a number of libraries established to meet the information needs of students and faculty. The Frank Melville, Jr. Memorial Library, the main library building, provides both an intellectual and physical focal point for the campus and is among the largest academic libraries in the nation. Within the architecturally distinctive Melville building are collections serving the social sciences, humanities, fine arts, and music. These collections are particularly strong in English, Western European and Latin American literature, as well as in modern Western history and Latin American history. Special departments in the library provide ready access to current fiction and non-fiction, current periodicals, government documents, maps, microforms and legal matters. Other facilities of note are a music listening center, a student lounge and a variety of individualized study carrels. The full range of library services, including open stack privileges and data base searches, are available to all students.

Five branch science libraries are located in departmental buildings—biology, chemistry, earth and space sciences, engineering and mathematics/physics. There is also a Health Sciences Library in the *Health Sciences Center*. Collectively the University Libraries contain over 125,000 bound volumes and 1,600,000 publications in microformat.

Other resources in the main library building include the William Butler Yeats Archives, the Poetry Center, and the Institute for Advanced Studies of World Religions.

Computing Center

Stony Brook's Computing Center, located at the west side of the Engineering Quadrangle, is a major centralized facility to service the computing needs of instruction, research and administration. By supporting both local and remote batch access and a large network of interactive terminals, the Computing Center makes extensive computing capabilities available to the campus community.

The central computer complex consists of a UNIVAC 1100/82A system with four million characters of main memory, two billion characters of on-line disk storage and a peripheral complement of tape drives, printers and card processing equipment. More than 180 remote devices are located on the campus and are connected via a communications network. A tape library of more than 6,000 magnetic tapes provides for storage of users' programs and data in machine accessible form.

The Computing Center operates three shifts each day, five days a week, plus one shift on Saturday. There are usually unattended operations (no operators present) for the remainder of the weekend. The Center is open for authorized student access each weekday from 8:30 a.m. to 11:30 p.m. and from 9 a.m. to 4 p.m. on Saturdays. During recesses or intersession it is open Monday through Friday, 8 a.m. to 5 p.m. and is closed Saturday and Sunday.

Gymnasium

The gymnasium building, which includes a swimming pool, large and small gyms, squash and handball courts, exercise and universal gym rooms, and

a dance studio, is open seven days a week from 8 a.m. to midnight except on the eve of a major holiday, when it closes at 4 p.m. The gymnasium is also closed on major holidays.

Other physical education facilities include tennis courts, a quarter-mile track and separate fields for baseball, softball, soccer and intramural football.

Most facilities may be used for recreational purposes when they are not scheduled for classes, intramural or intercollegiate events, or special events. Current schedules of recreation hours may be obtained in the Physical Education Office. Hours are subject to change depending on availability of staff.

Stony Book Union

The Stony Brook Union is the campus center for social, recreational and cultural activities at Stony Book. It was designed to provide space for activities which enhance the academic environment. It is open to all students, faculty, staff, and community.

The Union is a place to relax, to gather with friends. It is a place to view a film, hear a concert, or watch television. Individuals may take a craft or photography course, browse through the Barnes and Noble Bookstore, buy records at discount prices, get a haircut, bowl, play billiards, eat a quick snack or enjoy a leisurely meal.

The Union has space for many kinds of events. There are ten meeting and conference rooms, an auditorium which seats 365 persons and a ballroom that can accommodate 600. The art gallery displays the works of campus and community artists, and is open weekdays for browsing.

The Union has hosted China Weekend, Caribbean Week, Caricature Week, Handicapped Awareness and Career Development Symposiums, as well as 'Superdance '80' for the benefit of the Muscular Dystrophy Association. Activities fairs and poster and art print sales are offered every semester.

The University Information Center, located in the Union lobby, is a campus-wide resource center. Campus directory information, campus maps, bus and train schedules, and concert, film and other events information are available. The Information Center's phone number is 246-3636. Coming soon will be 'Info-Line,' a taped, campus telephone information system.

The Office of Student Activities offers professional programming assistance to campus clubs and services. The Activities Calendar Office publishes a calendar of campus events each semester. Monthly updates are published during the last week of every month and are delivered throughout the campus. Copy deadline for the calendar is the 15th of the month preceding publication.

The Faculty-Student Association (FSA) operates many Union services—check cashing, SCOOP Records, food services, the meal plan office—and several eating places in the Union: Lackmann Cafeteria, the Knosh Deli, the Cookie Clown Snack Bar, Dales' Ice Cream Parlor, and the End of the Bridge Restaurant and Cocktail Lounge.

The Rainy Night House, a student-run cafe, serves specialty teas, beer, brownies and other pastries. Often campus talent is booked to entertain patrons.

The Union Craft Center offers workshops in ceramics, blacksmithing, Chinese cooking, photography, silk-screening, leatherwork and many other crafts. The non-credit classes are taught by professional and student staff, and are open to all. Fees are nominal. For information call 246-3657.

The Union provides headquarters for many student groups such as Polity (the undergraduate student government), Women's Center, Gay Student Union, ENACT (*Environmental Action*) and NYPIRG (a consumer interest group).

Hours: During the Fall and Spring Semesters, the Union is open Monday through Thursday, 8 a.m. to 1 a.m.; Friday, 8 a.m. to 2 a.m.; Saturday, 10 a.m. to 2 a.m.; and Sunday, 10 a.m. to 1 a.m. During recess or intermission, it is open Monday through Friday, 8 a.m. to 5 p.m. and is closed Saturday and Sunday.

Summer session hours are Monday through Friday, 8 a.m. to 8 p.m.; and Saturday and Sunday, 10 a.m. to 5 p.m. The Union is closed New Year's Day, Easter Sunday, Memorial Day, Independence Day, Labor Day, Thanksgiving and Christmas Day.

Note: Union hours are subject to change from year to year and even within the year. For building hours information, call 246-3636.

Special Centers and Institutes

The *Center for Contemporary Arts and Letters* develops campus art and letters holdings in print and electronic media and sponsors visits by practitioners and critics of the arts; the *Center for Industrial Cooperation* links the research resources of the university to the needs of Long Island industry, especially in areas of high technology; the *Center for Photographic Images of Medicine and Health Care* in the School of Medicine collects, catalogs and disseminates slide duplicates of historical photographs relating to medicine and health care, develops curriculum materials based on photographic images and promotes research; the *Economic Research Bureau*, in cooperation with other University units and community agencies, conducts research in policy problems in health economics, public finance and regional economics; the *Educational Communications Center* helps develop more effective teaching methods through the use of media and other technical aids; the *Educational Products Information Exchange Institute* is a non-profit consumer agency for educational materials and equipment, chartered by the Board of Regents of the State of New York; Stony Brook's branch of *Empire State College*, The State University of New York's non-traditional learning arm, offers study towards associate and bachelor's degrees without formal class attendance; the *Institute for Advanced Studies of World Religions*, a privately endowed foundation, assists the study and teaching of world religions, particularly Asian systems, through its library containing over 50,500 volumes, 590 periodical titles, and over 21,000 rear manuscripts in microfilm, informational services (including bibliographic reports on research in progress world-wide), translation program, book publication program, research program, and international relations.

The *Institute for Energy Research* explores new areas of energy policy and related research and regularly conducts energy management training programs for energy experts from around the world; the *Institute for International Studies*, drawing on University and community resources, encourages research and sponsors seminars and conferences on problems of international concern; the *Institute for Theoretical Physics* has a faculty of 13 and has guest scientists and visitors numbering about 100 every year, working in various aspects of elementary particle theory and nuclear theory; the *Institute for Urban Sciences Research*, the research arm of the W. Averell Harriman College for Urban and Policy Sciences, organizes and carries out research projects and programs on public policy problems and issues; the privately endowed *Institute of American Studies* conducts a summer graduate program for outstanding high school social sciences teachers; the non-profit *International Art of Jazz, Inc.* provides concerts, workshops and an arts-in-education program for elementary, secondary and college students throughout New York State, utilizing the art form in non-traditional ways as a medium of communications for intercultural awareness and understanding; the *Laboratory for Behavioral Research* houses experimental, computer-controlled laboratories for the study and analysis of political judgement; the *Laboratory for Energy Technology* considers the technical, economic, and societal measures of excellence and acceptability of energy systems in terms of available energy technology options and examines the efficiency, conservation and environmental aspects of renewable and other energy technologies against these general measures of excellence and acceptability; the *Laboratory for Planetary Atmospheres Research* comprises an interdisciplinary program in atmospheric science between the College of Engineering and Applied Sciences and the Department of Earth and Space Sciences; the *Long Island Regional Advisory Council on Higher Education* is a consortium of colleges and universities on Long Island dedicated to improved educational effectiveness through inter-institutional cooperation.

The *Marine Sciences Research Center* conducts research cruises, performs studies in oceans, bays, harbors and lakes, and manages the *Flax Pond Laboratory*, a 146-acre tidal salt marsh research facility near the campus; the *Museum Computer Network*, now headquartered on campus, works to help many of the world's major museums and other institutions make their collections and related information more accessible by computerizing museum files and archives; the *Museum of Long Island Natural Sciences*, which houses permanent and special temporary exhibits and has the largest collection of natural history objects on Long Island, is engaged in research and provides programs in Long Island's geological and ecological developments for both adults and school children; the *National Coordinating Center for Curriculum Development* develops and implements curriculum materials aimed at increasing the number of minority engineers; members of the *Nuclear Structure Laboratory* conduct nuclear physics research on an FN tandem Van de Graaff accelerator and are currently developing the first University-based super-conducting LINAC booster in the world to expand research capability in heavy ion research; the *Poetry Center* maintains a collection of poetry

as well as video and audio cassette recordings of poets reading from their own works, and sponsors readings by established and younger poets, and lectures and symposia on the relationships of the humanities to the other disciplines.

The *Research Group for Human Development and Educational Policy* studies the academic and non-academic functioning of students, faculty, and administrators at Stony Brook and other institutions nationwide and participates in the implementation of its recommendations; the *Research Foundation* administers grants and contract funds supporting sponsored research, training and related programs carried out by, or supervised by, University faculty; the *Science and Mathematics Teaching Center* assists Long Island math and science teachers in curriculum planning and the development of special resource materials; the *Stony Brook Foundation, Inc.*, a not-for-profit corporation formed to encourage and accept gifts and endowments in support of University programs, as well as scholarship and loan programs for needy students, also seeks support for University programs which cannot otherwise be supported by the State budget; the *Stony Brook Radiation Laboratory* is an organized research unit in which members work primarily on a variety of problems on the frontiers of nuclear physics and elementary particle physics; *Taproot Workshops, Inc.*, a non-profit, county-wide organization supported by grants from the New York State Council on the Arts and the Suffolk County Legislature, teaches creative writing to elderly people in congregate centers and nursing homes; the *William Butler Yeats Archives* has available for research purposes a comprehensive microfilm collection of Yeats' manuscript materials.

Campus Activities

A wide variety of lectures, seminars, concerts, exhibits, theatrical performances, movies and sporting events are scheduled regularly during the academic year. Some recent well-known speakers at Stony Brook have included comedian-activist Dick Gregory, author-historian Barbara Tuchman, sportsman Jim Bouton, Nobel physicist Rosalyn Yalow, playwright-musician Elizabeth Swados, composer John Cage, Indian spiritual leader Sri Chinmoy, environmentalist Barry Commoner, actor James Whitmore and Watergate personality G. Gordon Liddy.

Art galleries in the Fine Arts Center, in the Library, and in the Stony Brook Union offer regularly changing exhibitions of works by on- and off-campus artists. The Museum of Long Island Natural Sciences, located in the Earth and Space Sciences Building, houses a continuous showing of dioramas depicting natural Long Island scenes, as well as special temporary exhibits. An average of five films are shown weekly on campus, including vintage and current productions; usually admission is free for students. The campus enjoys an average of one classical music concert per day, including student recitals and performances by faculty and visiting artists.

The Fine Arts Center sponsors several subscription series of concerts, theatre and dance. In its first three seasons, it has brought internationally acclaimed performers to Long Island, including Rudolph Serkin, the Bartok

Quartet, Isaac Stern, Andre Watts, Itzhak Perlman, the Jose Limon Dance Company, and the Alvin Ailey Repertory Ensemble. Recent campus theatrical productions included "The Belle of Amherst" starring Julie Harris as Emily Dickinson; and performances by the Warsaw Mime and the National Theatre of the Deaf.

Popular student-sponsored concerts recently on campus have included performances by Jerry Garcia, the Allman Brothers, Richie Havens, Carly Simon, Chuck Mangione, George Benson, The Ramones, Frank Zappa, and Jimmy Cliff.

Musically inclined students find creative outlets for their abilities in the University Band, University Orchestra, University Chorus, and Stony Brook Chamber Singers. Theatrical-minded students are encouraged to participate in open auditions for campus theatre productions.

Polity, the undergraduate student organization, and its related groups, particularly the Student Activities Board, sponsor many campus activities. Polity presently funds more than 100 student interest clubs and organizations which in many cases complement students' academic work. Varied student interests are represented by groups as diverse as the Pre-Med Society, Stony Brook Karate Club, Black Students United, Jazz Club, French Club, Sailing Club, Fencing Club, Geological Society, and Science Fiction Forum. Groups of 25 students or more interested in forming such organizations are eligible for Polity funding.

Stony Brook fields varsity teams in 16 intercollegiate sports competing through the National Collegiate Athletic Association (NCAA), the Eastern Collegiate Athletic Association (ECAC) and the Association for Intercollegiate Athletics for Women. In 1980, the men's varsity soccer team captured the co-championship of the ECAC Division III New York-New Jersey area finishing with a 9-4-3 record. The football club qualified for the 1980 National Collegiate Football Association playoffs with a 6-1-1 mark and the number four ranking in the country. The men's basketball team made it to the NCAA Division III playoffs for the fourth consecutive season and guard Mel Walker and forward Rich Malave were named to the ECAC All-East team.

The campus student newspaper, *Statesman*, is published three times weekly during the academic year with a circulation of 10,000 on campus and in the local community. Other student publications include *Stony Brook Press*, an alternate student newspaper; *Black World*, a newspaper focusing primarily on news of interest to the black community on campus; *The Shining Star*, a newspaper for the Jewish campus community; *The Hapten*, a newspaper issued by the medical students; *Fortnight*, a feature magazine; *Soundings*, a literary magazine; *Specula*, the campus yearbook; and *Stony Brook Engineer*, a magazine published by the engineering students. WUSB-FM (90.1), the University radio station, programs a wide variety of music, sports, and talk shows for the campus and Long Island community.

Campus ministries serve student religious concerns through the Interfaith Center, offering regularly scheduled Jewish, Catholic, and Protestant services and activities which are open to all. Religious and personal counseling services for students of these and other denominations also

are provided through the Interfaith Center. The Catholic ministry offers a Newman Club for students, and religious and social services and activities in a Catholic "parish" atmosphere for the campus community. United Ministries in Higher Education on Long Island, the ministry of six Protestant denominations, conducts a project-oriented ministry which seeks to promote a creative, reciprocal interaction among campus, church, and community-at-large in the service of human needs from the perspective of the communities of faith it represents. The B'nai B'rith Hillel Foundation offers religious, social, and cultural services as well as personal counseling for students and faculty. It is the umbrella organization for all the Jewish activities at Stony Brook.

The International Student Organization meets student interest in various cultural traditions, as do other groups including the Asian Student Association, India Association, African Students Association, Latin American Student Organization, and Caribbean Association.

Community Ties

Over 350 concerts, lectures, films, theatre productions, art exhibits and sports events on campus are open to the public each semester.

With more than 6,000 people on the overall campus payroll, Stony Brook is one of Long Island's largest employers. Recent studies indicate that the University generates over \$300 million annually in direct and indirect economic impact on Long Island.

In many ways, the University works with surrounding communities to provide services and to help solve area problems. The Computing Center assists numerous colleges, research centers and governmental agencies. Student teachers serve in local secondary schools, and numerous educational projects involve close University-school cooperation. The Point of Woods School at the University provides opportunities for hyperactive elementary schoolchildren to become productive students. The recently opened 540-bed University Hospital offers sophisticated medical, surgical, psychiatric and emergency facilities. In addition, the University offers community residents a number of other health care services, such as those provided by the Dental Care Center, Psychological Center, Sex Therapy Clinic, Sudden Infant Death Syndrome Information and Counseling Center, and Laboratory for Arthritis and Related Disease. The Marine Sciences Research Center, the Statewide center for marine research, undertakes projects on a wide variety of marine related subjects ranging from regional erosion and pollution problems to management of the fishing industry. The W. Averell Harriman College for Urban and Policy Sciences works with governmental agencies at all levels to help solve problems in fields such as energy, federal government budgeting, efficiency and organization, sanitation, waste disposal, zoning and transportation. The Economic Research Bureau, in cooperation with other University units and community agencies, conducts research in policy problems in health economics, public finance and regional economics. Several hundred Stony Brook students annually participate in community volunteer programs in tutoring, recreation, health care and other areas. The Association for Community-University Cooperation works to develop positive relation-

ships between the University and the community through an annual series of "town-gown" programs and events.

Student Service Information

Student Affairs

The Office of Student Affairs, located in the Administration Building, is responsible for admissions, financial aids, and records services; and for the support and direction of the Office of Residence Life, the University Counseling Center, Career Development, Special Programs, and the Stony Brook Union. The Office also serves as a student referral and information center for campus and community resources.

Residence Life

Residence life at Stony Brook is an integral part of students' educational experience, offering opportunities for social, intellectual, interpersonal, and intercultural development. Governance and activities vary, but within each residential college students are encouraged to become involved in all aspects of residential living. Students take part in college legislatures, in student-run businesses, and in campus-wide committees and task forces concerned with life in the residence halls. The professional staff, student staff, and residents establish regulations and customs by which each building functions within the larger University. This emphasis on individual responsibility is intended to promote personal growth and a positive experience for those students who live on campus.

The residential colleges, each housing from 200 to 400 students, are arranged in complexes called quadrangles, which accommodate approximately 1,000 students each. Every quadrangle, although an integral part of the entire residential community, has its own unique atmosphere. All colleges house men and women with varying academic interests from all four classes. Both new and returning students have an opportunity to request assignment to specific residence halls, although returning students have the higher priority for such choices.

Each building has public lounges, study areas, laundry rooms, and recreational facilities. Some residential quadrangles have dining halls in operation. Students may choose to participate in one of several meal plans or they may pay a Cooking Fee and prepare their own meals.

A full-time Residence Hall Director (RHD) lives in each building. RHD's are staff members of the Office of Residence Life. The RHD is assisted by a staff of Resident Assistants and Managerial Assistants, part-time student staff members on each corridor or wing. The staff combines building management with a strong emphasis on enhancing individual and group life within the buildings through community development, programs, advising, and counseling.

Unmarried new students under the age of 21 are usually required to live in the residence halls when there is space available.

Stage XVI, the University's new apartment complex, is designed to house graduate, married and Health Sciences students. Single parents with children are also eligible to apply for accommodations in the complex. The apartments have one, two or three bedrooms, a kitchen, livingroom and bathroom. All apartments are furnished. Agreements are made on a 12-month basis. The cost varies depending on the size of the apartment and the number of occupants.

Information regarding the above Residence Life programs and/or procedures for applying for housing can be obtained by writing to the Residence Life Office or calling (516) 246-7006, 7007.

Health Care Services

The University Health Service is available to all Stony Brook students and meets most students' needs for primary health care. It is located in the Infirmary Building, but is organized as part of the Ambulatory Care Division of University Hospital.

A walk-in clinic in which students are seen on a first-come, first-served basis, is open seven days a week. Students may also make appointments for specialty services. Routine laboratory tests are performed in the Health Service, and its pharmacy stocks most frequently prescribed medications. Pharmaceuticals are sold at slightly above cost and there are charges for certain laboratory tests and for allergy injections. All other services provided in the Infirmary are free of charge. However, students are responsible for the costs of any other medical care they require and are strongly urged to carry health insurance. An insurance plan designed for Stony Brook students is made available by the Faculty Student Association.

The Infirmary Building also houses the Stony Brook Volunteer Ambulance Corps, the University Counseling Center and Eros. The Ambulance Corps responds to medical emergencies on campus and provides medically necessary transportation. The Counseling Center provides individual, group, family and marital counseling and psychotherapy to students experiencing psychological difficulties as well as programs for personal growth and enrichment. Eros is a student-run counseling organization.

Off-Campus Housing Service

An off-campus housing service is available to assist students in finding off-campus living arrangements. This service, including listings for available facilities and tenant information, can be obtained by visiting the Off-Campus Housing Office.

Commuter College

The Commuter College is expected to move to a new location in the Stony Brook Union during the spring of 1981. Commuters as well as other members of the University community will find a quiet place to study, a comfortable environment in which to relax between classes, a well designed area for lunch or meeting old and new friends. A typing and media room

will also be available. The Commuter College will also sponsor campus events such as films, holiday parties and theatre and ski trips. Often special events are offered at reduced rates for commuters. Commuters may well find the Commuter College to be a productive center for information exchange, campus-based social life, the development of study groups, access to student government and organizations and the enrichment of the experience of being an active Stony Brook commuting student.

Returning Student Network

Recognizing some of the special concerns of adult students, the Returning Student Network has established various services, such as special orientation sessions and workshops to help adult students cope with the responsibilities of work, family and school. Many key offices on campus have designated special returning student advisers to offer information and assistance to older students.

Career Development Office

The Career Development Office assists all students and alumni with career planning and acts as a resource for information on full-time permanent employment. Individual and group consultation with students is emphasized while periodic critical self-examination assists students in relating academic expertise to aspirations for future professional involvement and advancement.

An on-campus recruitment program permits interested seniors and graduate students to meet with prospective employers and graduate school representatives, and a credentials service is provided to support students in their application for jobs or advanced study. These records are maintained permanently.

Students are encouraged to participate in the Student Volunteer Service Program (VITAL), in which experience in specific career areas is received by working with agencies and institutions seeking student volunteers.

Group discussions are held to assist students and alumni in writing resumes and to develop individual systems for applying for employment. As part of the Career Development Office's Out-Reach Program, visits are made by the career counselors to residence halls and campus departments in order to provide a broad exposure to career-related information.

The Career Development Resource Library has information pertaining to employment opportunities in business, government, social service, and education. Relevant materials are available on career planning, teaching certification, health careers, graduate and professional school admissions testing, graduate school and financial aid information and recruitment options.

Other services offered include information and applications for examinations required by various graduate and professional programs (i.e., the GRE, LSAT, GMAT, DAT, NTE, Actuarial Exam, MCAT, TOEFL, OAT, AHPAT and Pharmacy Test), an annual career information conference and a library of taped descriptions of various careers by people actually engaged in the careers being discussed.

It is suggested that students visit the Career Development Office and become familiar with the services it provides. The office, located in the

Library Building, Room W-0550, is open weekdays from 8:30 a.m. to 5:00 p.m. Its telephone number is (516) 246-7023/4

Veterans Affairs

The Office of Veterans Affairs provides counseling for veterans and veterans' dependents eligible to receive educational benefits. These students are urged to contact that office concerning their eligibility as soon as possible.

Foreign Student Affairs

The Office of Foreign Student Affairs assists students and faculty from other countries with finances, housing, government regulations (including immigration and tax concerns), cross-cultural differences and other general matters. Questions relating to academics are usually handled by academic advisers within the individual's school or department. The foreign student affairs staff works with community groups and student organizations to provide a varied program of activities during the year, including tours and trips, discussion groups, home hospitality, speaking engagements and other events.

English as a Foreign Language

This program includes diagnosis and testing as well as classes aimed at raising students' ability to understand, speak, read and write standard English to the level of United States college students.

American Living Institute

Stony Brook offers a "Summer Institute for American Living," a program of courses and activities in American language and culture designed to meet the separate and special needs of foreign scholars, their spouses and dependent children. Participants in the Institute attend classes, visit American homes and join excursions to urban, suburban and rural places of cultural and historic interest. Admission is open to all foreign students who have attained a high school education or its equivalent and to dependent spouses and children accompanying them.

Upward Bound

The Office of Upward Bound administers a compensatory education program for high school students from eastern Suffolk County. The purpose of the program, which includes a summer residential component, is to motivate and prepare high school students to go on to some form of post-secondary education.

Campus Judiciary Office

The Campus Judiciary Office administers the University Student Conduct Code, the regulations and procedures for student discipline in non-academic matters.

Office of the Disabled

The Office of the Disabled coordinates services to disabled students and will assist them in application to the University, admission and orientation procedures. (The academic admission requirements and procedures for

disabled students are the same as for all other applicants.) The Office will also help in the following areas: housing, meals, medical assistance (coordination with the Director of the University Health Service), recreation, academic needs and progress, special parking permits, facilities, financial aid and transportation.

A small Center for the Disabled, located in the Reserve Room of the Melville Library, emphasizes service to visually and physically disabled students and faculty. The Library also offers extra services such as special study carrels and a paging service in the stacks for disabled students.

It is strongly recommended that after admission, students who are disabled identify themselves prior to the start of classes. These students should call 246-6051. An early start will permit the evaluation of possible problems and will provide time to work out solutions.

Child Care Services

The University has day care services for children ranging in age from two months to five years. There are three on-campus facilities staffed with professionals who are assisted by students enrolled in course work practice. Each of the three centers specializes in a particular age group and curricular approach. The centers are open from 7:30 a.m. to 6 p.m., and fees are charged on a sliding scale.

Directories

State University of New York

Trustees

General Statement

Campuses

State University at Stony Brook

Council

Officers of Administration

Health Sciences Center

Administration

Faculty and Staff

State University Of New York

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<i>Secretary of the University</i>	Martha J. Downey, B.S., M.A.
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<i>Vice Chancellor for Finance and Business</i>	Harry K. Spindler, B.A., M.P.A.

GENERAL STATEMENT

State University's 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New York citizens and comprise the nation's largest, centrally managed system of public higher education.

When founded in 1948, the University consolidated 29 State-operated, but unaffiliated, institutions. In response to need, the University has grown to a point where its impact is felt educationally, culturally, and economically the length and breadth of the State.

More than 370,000 students are pursuing traditional study in classrooms or are working at home, at their own pace, through such innovative institutions as Empire State College, whose students follow individualized and often non-traditional paths to a degree. Of the total enrollment more than 100,000 students are 24 years or older, reflecting State University's services to specific constituencies, such as refresher courses for the professional community, continuing educational opportunities for returning servicemen and personal enrichment for the more mature persons.

State University's research contributions are helping to solve some of modern society's most urgent problems. It was a State University scientist who first warned the world of potentially harmful mercury deposits in canned fish, and another who made the connection between automobile and industrial smoke combining to cause changes in weather patterns. Other University researchers continue important studies in such wide-ranging areas as immunology, marine biology, sickle-cell anemia and organ transplantation.

More than 1,000 public service activities are currently being pursued on State University campuses. Examples of these efforts include: special training courses for local government personnel, State Civil Service personnel, and the unemployed; participation by campus personnel in joint community planning or project work; and campus-community arrangements for community use of campus facilities.

A distinguished faculty includes nationally and internationally recognized figures in all the major disciplines. Their efforts are recognized each year in the form of such prestigious awards as Fulbright-Hayes, Guggenheim, and Danforth Fellowships.

The University offers a wide diversity of what are considered the more conventional career fields, such as engineering, medicine, literature, dairy farming, medical technology, accounting, social work, forestry, and automotive technology. Additionally, its responsiveness to progress in all areas of learning and to tomorrow's developing societal needs has resulted in concentrations which include pollution, urban studies, computer science, immunology, preservation of national resources, and microbiology.

SUNY programs for the educationally and economically disadvantaged have become models for delivering better learning opportunities to a once-forgotten segment of society. Educational Opportunity Centers offer high school equivalency and college preparatory courses to provide young people and adults with the opportunity to begin college or to learn marketable skills. In addition, campus-based Educational Opportunity Programs pro-

vide counseling, developmental education, and financial aid to disadvantaged students in traditional degree programs.

Overall, at its EOC's, two-year colleges, four-year campuses, and university and medical centers, the University offers 3,600 academic programs. Degree opportunities range from two-year associate programs to doctoral studies offered at 12 senior campuses.

The 30 two-year community colleges operating under the program of State University play a unique role in the expansion of educational opportunity, by providing local industry with trained technicians in a wide variety of occupational curriculums; by providing transfer options to students who wish to go on and earn advanced degrees; and by providing the community with yet another source for technical and professional upgrading as well as personal enrichment.

During its brief history, State University has graduated more than 705,000 alumni, the majority of whom are pursuing their careers in communities across the State.

State University is governed by a Board of Trustees, appointed by the Governor, which directly determines the policies to be followed by the 34 State-supported campuses. Community colleges have their own local boards of trustees whose relationship to the SUNY board is defined by law. The State contributes one-third to 40 per cent of their operating cost and one-half of their capital costs.

The State University motto is: "To Learn—To Search—To Serve."

CAMPUSES

University Centers

State University of New York at Albany
State University of New York at Binghamton
State University of New York at Buffalo
State University of New York at Stony Brook

Colleges of Arts and Science

Empire State College
State University College at Brockport
State University College at Buffalo
State University College at Cortland
State University College at Fredonia
State University College at Geneseo
State University College at New Paltz
State University College at Old Westbury
State University College at Oneonta
State University College at Oswego
State University College at Plattsburgh
State University College at Potsdam
State University College at Purchase

Colleges and Centers for the Health Sciences

Downstate Medical Center at Brooklyn
Upstate Medical Center at Syracuse
College of Optometry at New York City
Health Sciences Center at Buffalo*
Health Sciences Center at Stony Brook*

Agricultural and Technical Colleges

Agricultural and Technical College at Alfred
Agricultural and Technical College at Canton
Agricultural and Technical College at Cobleskill
Agricultural and Technical College at Delhi
Agricultural and Technical College at Farmingdale
Agricultural and Technical College at Morrisville

*The Health Sciences Centers at Buffalo and Stony Brook are operated under the administration of their respective University Centers.

Specialized Colleges

College of Environmental Science and Forestry at Syracuse
Maritime College at Fort Schuyler
College of Technology at Utica/Rome
Fashion Institute of Technology at New York City**

*Statutory Colleges****

College of Agriculture and Life Sciences at Cornell University
College of Ceramics at Alfred University
College of Human Ecology at Cornell University
School of Industrial and Labor Relations at Cornell University
College of Veterinary Medicine at Cornell University

Community Colleges

(Locally-sponsored, two-year colleges under the program of State University)

Adirondack Community College at Glens Falls
Broome Community College at Binghamton
Cayuga County Community College at Auburn
Clinton Community College at Plattsburgh
Columbia-Greene Community College at Hudson
Community College of the Finger Lakes at Canandaigua
Corning Community College at Corning
Dutchess Community College at Poughkeepsie
Erie Community College at Williamsville, Buffalo and Orchard Park
Fashion Institute of Technology at New York City**
Fulton-Montgomery Community College at Johnstown
Genesee Community College at Batavia
Herkimer County Community College at Herkimer
Hudson Valley Community College at Troy
Jamestown Community College at Jamestown
Jefferson Community College at Watertown
Mohawk Valley Community College at Utica
Monroe Community College at Rochester
Nassau Community College at Garden City
Niagara County Community College at Sanborn

**While authorized to offer such baccalaureate and master's degree programs as may be approved pursuant to the provisions of the Master Plan, in addition to the associate degree, the Fashion Institute of Technology is financed and administered in the manner provided for community colleges.

***These operate as "contract colleges" on the campuses of independent universities.

North Country Community College at Saranac Lake
Onondaga Community College at Syracuse
Orange County Community College at Middletown
Rockland Community College at Suffern
Schenectady County Community College at Schenectady
Suffolk County Community College at Selden, Riverhead, and Brentwood
Sullivan County Community College at Loch Sheldrake
Tompkins Cortland Community College at Dryden
Ulster County Community College at Stone Ridge
Westchester Community College at Valhalla

State University Of New York At Stony Brook

MEMBERS OF THE COUNCIL

Subject to powers of State University trustees defined by law, the operations and affairs of the State University at Stony Brook are supervised locally by a ten-member Council. Nine are appointed by the Governor; the tenth, a student member with all the rights and responsibilities of the other members, is elected by the student body. All positions listed are correct as of March 21, 1981.

R. Christian Anderson, *Chairman*
Brookhaven

Aaron B. Donner,
Bayshore

Leonard L. Eichenholtz
Valley Stream

L. Donald Jaffin
Manhasset

Donald J. Leahy
Flushing

Betty G. Ostrander
Southampton

Peter J. Papadakos
St. James

Lawrence Siegel
Stony Brook
(student member)

Ena D. Townsend
Central Islip

Andrew E. Ullmann
Northport

OFFICERS OF ADMINISTRATION

All positions are correct as of March 1, 1981

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President

James B. Black, B.S.
*Vice President for
University Affairs*

Michael S. Elliott, B.A., M.S.
*Vice President for Hospital
Affairs; Executive Director
of the University Hospital*

Sidney Gelber, A.B., M.A., Ph.D.
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Carl E. Hanes, Jr., B.S.C.
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J. Howard Oaks, A.B., D.M.D.
*Vice President for
Health Sciences*

Elizabeth Wadsworth, A.B., M.A.,
Ph.D.
*Vice President for
Student Affairs*

Health Sciences Center

OFFICERS OF ADMINISTRATION

J. Howard Oaks, A.B., D.M.D.
*Vice President for Health
Sciences*

Ruth A. Brandwein, B.A., M.S.W.,
Ph.D.
Dean, School of Social Welfare

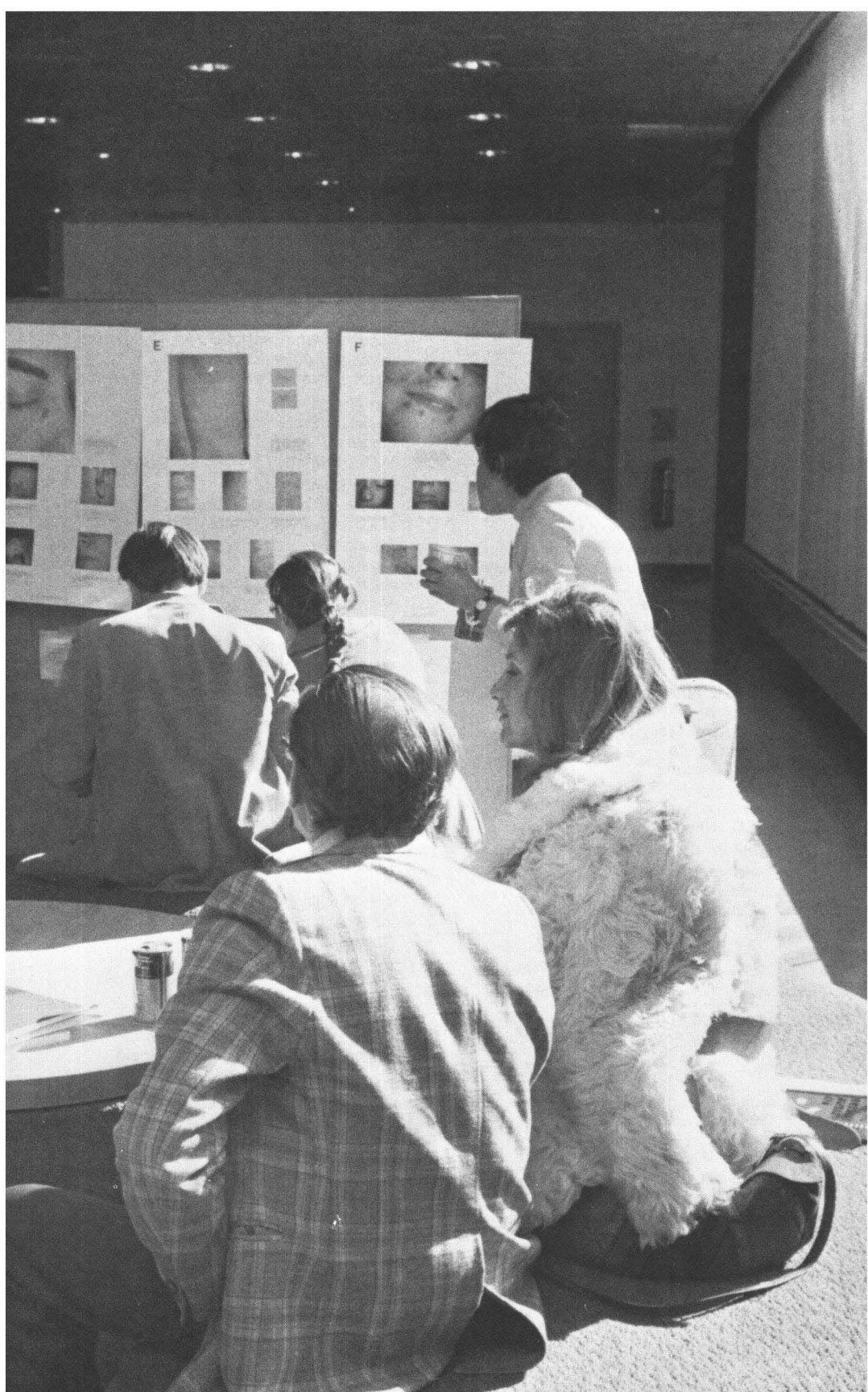
Michael S. Elliott, B.A., M.S.
*Vice President for Hospital
Affairs and Executive
Director of the University
Hospital*

Philius R. Garant, B.S., D.M.D.
*Acting Dean, School of Dental
Medicine*

Marvin Kuschner, A.B., M.D.
Dean, School of Medicine

Lenora J. McClean, B.S.N.E., M.A.,
Ed.D.
Acting Dean, School of Nursing

Edmund J. McTernan, B.S., M.S.,
M.P.H., Ed.D.
*Dean, School of Allied Health
Professions*



FACULTY AND STAFF

For the most up-to-date listing of faculty and staff, please consult the Campus Directory. Staff listings are indicated by degree and title only. (Effective March 1, 1981)

- Robert S. Aaron
Assistant Professor of Clinical Medicine
M.D., Long Island College of Medicine
- Beverly H. Abbott
Assistant Professor of Clinical Medicine
M.D., Downstate Medical Center
- Bert Abel
Assistant Professor of Clinical Medicine
M.D., University of Lausanne,
Switzerland
- William G. Abel
Clinical Associate Professor of Surgery
M.D., Columbia University
- M. Maurice Abitbol
*Associate Professor of Clinical
Obstetrics and Gynecology*
M.D., Paris Medical School and New
York University
- Irving Abrahams
*Clinical Associate Professor of
Microbiology*
Ph.D., Cornell University
- Cyril A. L. Abrams
Associate Professor of Pediatrics
M.D., University of Witwatersrand,
South Africa
- Henry J. Abrams
*Assistant Professor of Clinical Surgery
(Urology)*
M.D., New York Medical College
- Martin W. Abrams
*Assistant Professor of Surgery
(Pediatrics)*
M.D., Chicago Medical School
- Allan Lewis Abramson
*Associate Professor of
Otorhinolaryngology*
M.D., Downstate Medical Center
- David Allen Abroff
*Assistant Professor of Restorative
Dentistry*
D.D.S., New York University
- Virginia Accetta, M.S.
*Clinical Nursing Specialist,
University Hospital*
- John J. Ackerman
*Clinical Assistant Professor of Social
Welfare*
M.S.W., Adelphi University
- Lauren V. Ackerman
Professor of Pathology
M.D., University of Rochester
- Hedda Acs
Assistant Professor of Pediatrics
M.D., Medical School of Budapest,
Hungary
- Mark J. Adair
*Assistant Professor of Clinical
Psychiatry (Clinical Psychology)*
Ph.D., University of Missouri
- Alfred A. Adamo
*Assistant Professor of Clinical
Surgery*
M.D., Downstate Medical Center
- Epifania M. Adaniel
Instructor in Anesthesiology
M.D., University of Santo Tomas,
Philippines
- Kwabena A. Addei
Assistant Professor of Clinical Surgery
M.D., New York Medical College
- Gerald Adelson
*Assistant Professor of Clinical
Community and Preventive Medicine*
M.S.S., Adelphi University
- Richard Adelson
Associate Professor of Dental Medicine
D.D.S., University of Pennsylvania
- Harold Adler
*Instructor in Clinical Restorative
Dentistry*
D.D.S., University of Pittsburgh
- Belinde Aftalion
*Clinical Assistant Professor of
Pathology*
M.D., University of Madrid, Spain
- Renu R. Aggarwal
*Assistant Professor of
Pediatrics*
M.B.B.S., College of Medical Sciences,
India
- Jose A. Agüero
Instructor in Clinical Family Medicine
M.D., University of Zaragoza, Spain
- Milton Agulnek
*Assistant Professor of Clinical
Pediatrics*
M.D., New York University
- Albert Aharon
Assistant Professor of Pediatrics
M.D., Medical Faculty, Bulgaria
- Sultan Ali Ahmed
Assistant Professor of Radiology
M.B.B.S., King Edward Medical College,
Pakistan

- Sheila G. Aide, B.S.N.
*Teaching Hospital Nurse Anesthetist,
University Hospital*
- S. Pani Akuthota
*Instructor in Rehabilitation Medicine
M.D., Osmania Medical College, India*
- Paul Albora
*Clinical Assistant Professor of
Restorative Dentistry
D.D.S., New York University*
- Jak N. Albukerk
*Clinical Assistant Professor of
Pathology
M.D., University of Istanbul, Turkey*
- Thomas M. Alderson
*Assistant Professor of Clinical Family
Medicine
M.D., University of Texas Medical
Branch at Galveston*
- Leslie L. Alexander
*Professor of Radiology
M.D., Howard University*
- Stanley Alexander
*Assistant Professor of Children's
Dentistry
D.M.D., Tufts University*
- Victor Alinovi
*Clinical Associate Professor of
Obstetrics and Gynecology
M.D., Long Island College of Medicine*
- Robert E. Allen
*Technical Assistant, Ultrasound
University Hospital*
- Edward Alleyne, M.S.
*Associate Nursing Director,
University Hospital*
- Fred F. Allison
*Assistant Professor of Clinical
Psychiatry
M.D., University of Bologna, Italy*
- John F. Aloia
*Professor of Medicine
M.D., Creighton Medical School*
- Meyer L. Alpert
*Associate Professor of Clinical
Radiology
M.D., Middlesex Medical School*
- Leo Altman
*Clinical Assistant Professor of
Pathology
M.D., University of Basel, Switzerland*
- Elenita Alvarez
*Assistant Professor of Obstetrics and
Gynecology
M.D., University of Santo Tomas,
Philippines*
- Emilio M. Alvarez, B.S.
*Assistant for University Financial
Analysis, University Hospital*
- Josephine M. Alvarez
*Clinical Instructor in Nursing
B.S., State University of New York at
Stony Brook*
- Della M. Ambrogi
*Clinical Instructor in Health Sciences
(Allied Health Resources)
M.S., State University of New York at
Stony Brook*
- Harvey J. Amsterdam
*Assistant Professor of Clinical Family
Medicine
M.D., Tulane University*
- Richard C. Ancona
*Clinical Instructor in Pediatrics
M.D., University of Bonn, Germany*
- Sharon L. Andersen, M.S.
*Associate Nursing Director,
University Hospital*
- Carl W. Anderson
*Adjunct Associate Professor of
Microbiology
Ph.D., Washington University*
- Edgar L. Anderson, Jr.
*Associate Professor of Health Sciences
and Chairman, Department of Cardio-
respiratory Sciences
M.S., State University of New York at
Stony Brook*
- Gloria A. Anderson
*Clinical Instructor in Health Sciences
(Cardiorespiratory Sciences)
B.S.N., Long Island University*
- Leonard Andors
*Clinical Associate Professor of
Dental Medicine
D.D.S., New York University*
- Linda Andrecs, B.S.
*Technical Specialist, Personnel,
University Hospital*
- Louis J. Anetrella
*Clinical Instructor in Health Sciences
(Cardiorespiratory Sciences)*
- Herbert S. Anhalt
*Assistant Professor of Clinical
Psychiatry
M.D., Temple University*
- T. David Annear
*Assistant Professor of Clinical Family
Medicine
M.D., St. George's Hospital, England*
- David Annunziato
*Associate Professor of Clinical
Pediatrics
M.D., Long Island College of Medicine*
- Edward W. Antos
*Clinical Associate Professor
of Restorative Dentistry (Prosthodontics)
D.D.S., University of Pennsylvania*

- Michael Apton
Clinical Assistant Professor of Children's Dentistry
D.D.S., Columbia University
- Isamettin M. Aral
Professor of Clinical Radiology
M.D., St. Joseph University, Lebanon
- Jose M. Arasmo
Assistant Professor of Clinical Psychiatry
M.D., Far Eastern University, Philippines
- Leonard A. Arbeit
Instructor in Medicine (Nephrology)
M.D., Upstate Medical Center
- Howell O. Archard
Associate Professor of Oral Biology and Pathology
D.D.S., Columbia University
- Herbert M. Archer
Assistant Professor of Clinical Medicine
M.D., New York Medical College
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- Karen Armstrong
Lecturer of Microbiology
Ph.D., University of Minnesota
- Elizabeth G. Armstrong
Clinical Assistant Professor in Health Sciences (Allied Health Resources)
Ph.D., Boston College
- Ronald Armstrong
Clinical Instructor in Social Welfare
M.S.W., Adelphi University
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Ph.D., University of California at Berkeley
- Janet M. Arnold
Assistant Nursing Director, University Hospital
- Eugene M. Aronow
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M.D., Albert Einstein College of Medicine
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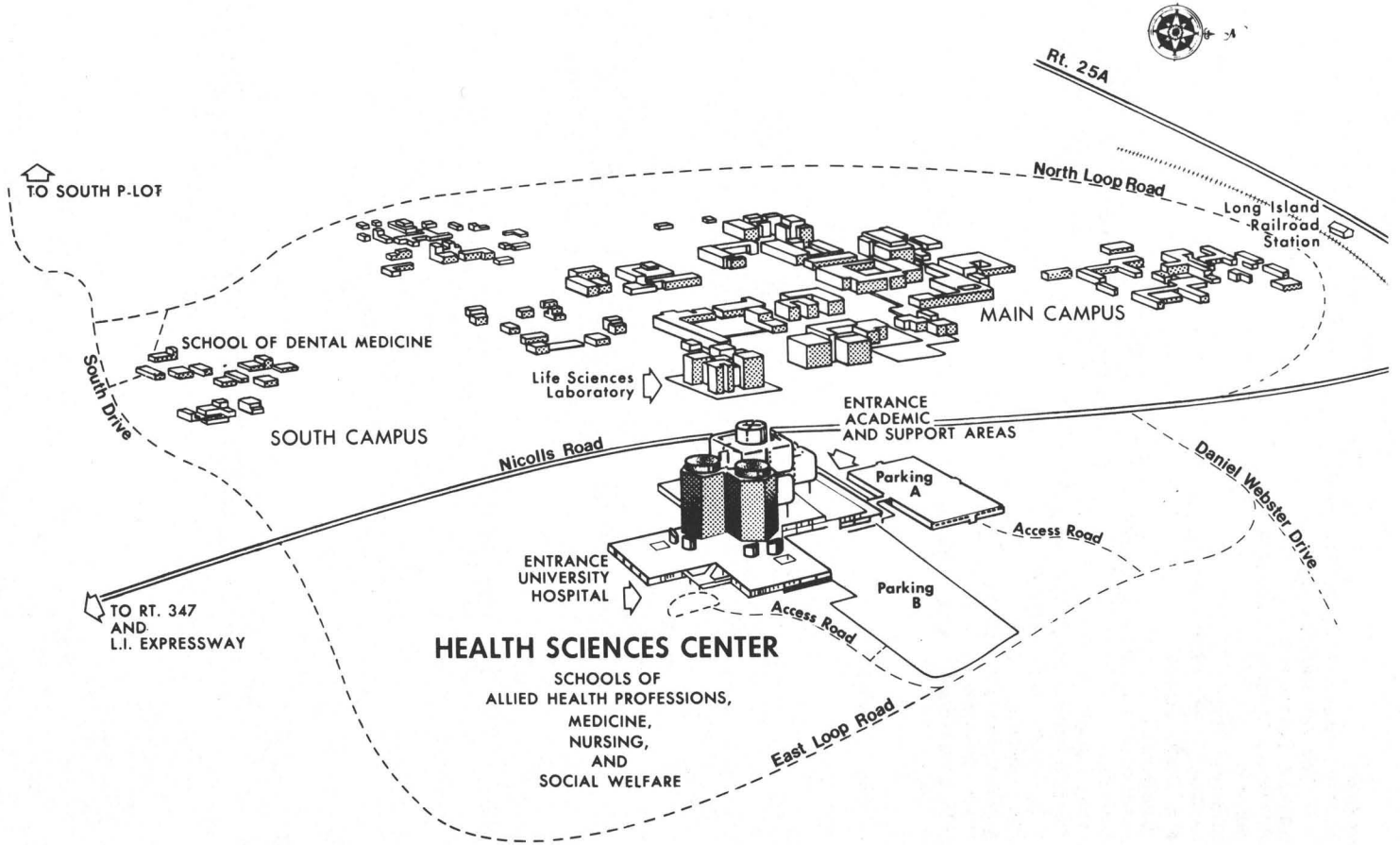
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TRANSPORTATIONS TO THE CENTER

Cars

The Health Sciences Center can be approached from the Long Island Expressway (495) by the Northern and Southern State Parkways, or by Routes 25, 25A, 27 or 347. These are east-west routes which feed into Nicolls Road. The University is nine miles north of the Expressway's Exit 62N, and 2 miles north of Route 347, which connects with Route 25 and the Northern State Parkway.

Ferries

The Bridgeport and Port Jefferson Ferry Company provides service from Connecticut to Long Island between mid-May and mid-October. Sailing time is about 90 minutes. For further information, call (516) 473-0286.

The Cross Sound Ferry Service, Inc. provides year-round service on the Orient Point/New London Ferry. Sailing time is about 90 minutes. For further information, call (516) 323-2415.

Planes

Service is through Kennedy International and LaGuardia Airports, 50 miles west of Stony Brook. Several airlines provide direct service to Long Island's MacArthur Airport, 10 miles south of the campus. Airport limousine and taxi services are available 24 hours a day to and from each of the three airports.

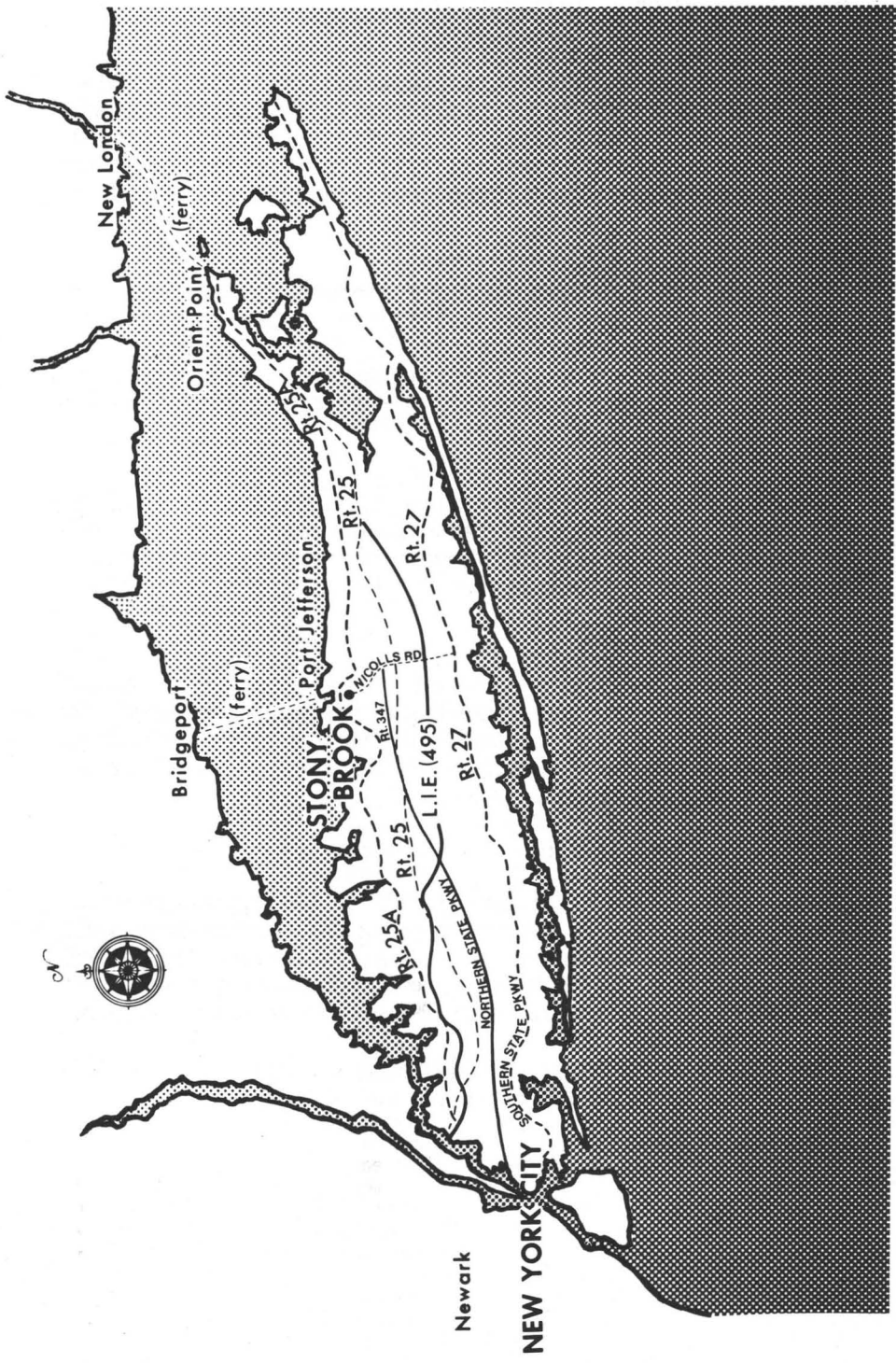
Trains

The Long Island Railroad's (LIRR) Port Jefferson Branch from Pennsylvania Station (Manhattan) and the LIRR spurs in Brooklyn and Queens provide service to Stony Brook. Travelers must change from electric to diesel trains at either Jamaica or Huntington to reach the Stony Brook station. Free buses run from the station to the Center.

PARKING FOR THE CENTER

Visitors to the Center may use either of two paid parking areas (see map). A parking structure (Lot A) adjacent to the Center accommodates 1,000 cars. Entrance to the Center from the structure is via Level 2. Parking Lot B is adjacent to the Hospital. Both lots are open 24 hours a day, seven days a week. A \$3.00 parking deposit is required. Parking rates are set at \$3.00 per day or \$.50 per hour.

Free parking is also available at South P-Lot. An express bus travels to and from the Health Sciences Center every 15 minutes.



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Stony Brook
Stony Brook, New York 11794
(516) 246-2109

Written inquiries about specific Schools of
the Health Sciences Center may be
addressed to the following:

School of Allied Health Professions:
Office of Student Services
Level 5, Room 040, Health Sciences
Center

School of Dental Medicine:
Office of Dental Admissions
School of Dental Medicine
167 Building L, South Campus

School of Medicine:
Office of Medical Admissions
School of Medicine
Level 4, Room 040, Health Science
Center

School of Nursing:
Office of Student Services
Level 5, Room 040, Health Sciences
Center

School of Social Welfare:
Office of Student Services
Level 5, Room 040, Health Sciences
Center

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STATE UNIVERSITY OF NEW YORK AT STONY BROOK
STONY BROOK, NEW YORK 11794