1975-76 Health Sciences Center Bulletin

STATE UNIVERSITY OF NEW YORK AT STONY BROOK

The Bicentennial
In observation of the Bicentennial, the cover of this year's catalogs reproduces the Long Island portion of a British engraving made by William Fadden, geographer to the king, in 1779. Stony Brook is located where the word "Brookhaven" appears on the map. The University's Institute for Colonial Studies keeps microfilmed archives of many similar original documents, including a growing collection of materials on Colonial Long Island.

1975-76 Health Sciences Center Bulletin

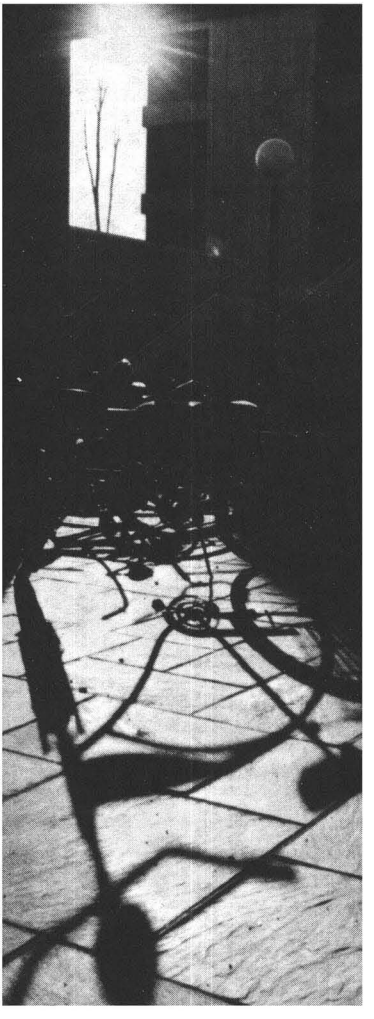
STATE UNIVERSITY OF NEW YORK AT STONY BROOK

VOLUME V

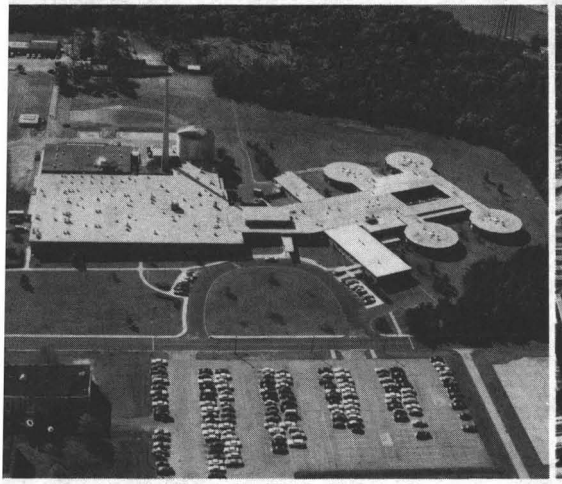
Information current through February 24, 1975.

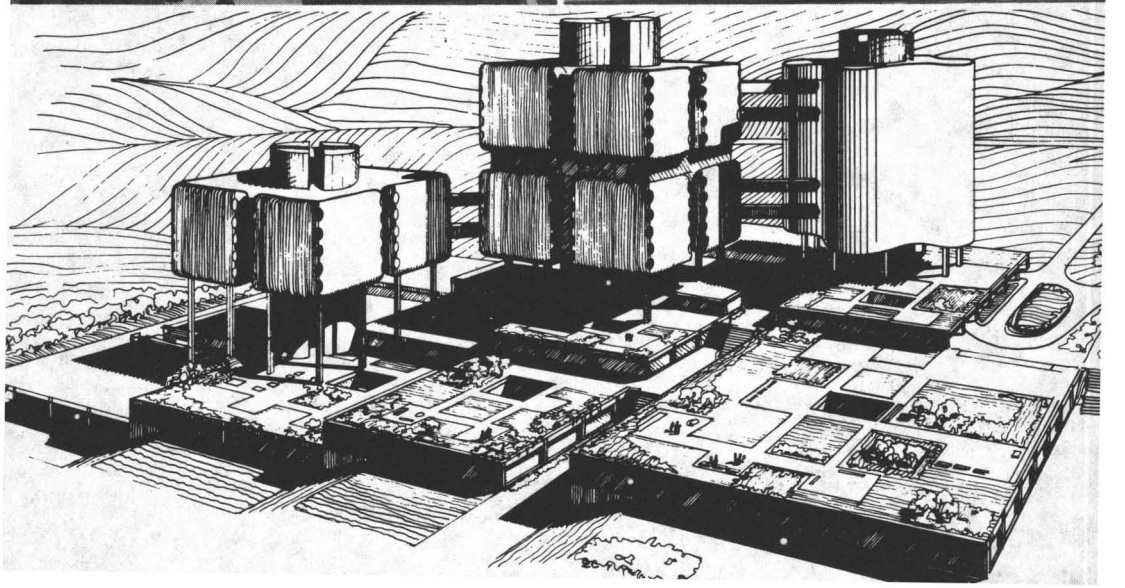
Address and Phone
Health Sciences Center
State University of New York at Stony Brook
Stony Brook, New York 11794
(516) 444-2100

All programs at the State University of New York at Stony Brook are offered subject to change depending upon the grant, continuance or discontinuance of funds and/or approval or disapproval of programs by appropriate authorities in the executive and legislative branches of New York State.



l. to r.: Veterans Administration Hospital — Northport, N.Y.; Long Island Jewish — Hillside Medical Center / Queens Hospital Center — New Hyde Park, N.Y.; 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.





Contents

1975-76
Academic Calendar

Each quarter consists of approximately ten weeks of classwork.

Quarter 1

August 25-29	Advisement and academic planning
August 28, Thursday	Registration for quarters 1 and 2
August 29, Friday	Summer session grades due in Health Sciences Center Office of Student Services
September 1, Monday	Labor Day recess
September 2, Tuesday	Quarter 1 classes begin; late registration period begins
September 6, Saturday	Rosh Hashanah recess from Friday, September 5, at 4 p.m.
September 12, Friday	Last day to add or drop a quarter 1 course; last day to change P/NC (Pass/No Credit) option for quarter 1 courses; end of late registration period
September 15, Monday	Yom Kippur recess until Monday, September 15, at 5 p.m.
September 26, Friday	Last day to file application for December graduation* (applies to students taking core campus courses only)
October 7, Tuesday	Last day to remove "Incomplete" and NR (no record) grades from spring quarter 4 and summer session
October 28, Tuesday	Last day to file application for January graduation*
November 3-7, Monday-Friday	Advance registration for spring quarters 3 and 4
November 8, Saturday	Quarter 1 classes end at noon

Quarter 2

November 10, Monday	Quarter 2 classes begin
November 14, Friday	Quarter 1 grades due in Health Sciences Center Office of Student Services
November 21, Friday	Last day to add or drop a quarter 2 course; last day to change P/NC (Pass/No Credit) option for quarter 2 courses
November 26, Wednesday	Thanksgiving recess begins at close of classes
December 1, Monday	Classes resume
December 15, Monday	Last day to remove "Incomplete" and NR (no record) grades from quarter 1
December 20, Saturday	Winter recess begins at noon
January 5, Monday	Quarter 2 classes resume
January 26-30, Monday-Friday	Review and examinations; registration—1 p.m.-4 p.m. for quarters 3 and 4
January 30, Friday	Quarter 2 ends; last day to file application for May graduation* (applies to students taking core campus courses only)

Quarter 3

February 2, Monday	Quarter 3 classes begin; late registration period begins
February 6, Friday	Quarter 2 grades due in Health Sciences Center Office of Student Services
February 13, Friday	End of late registration period; last day to add or drop a quarter 3 course; last day to change P/NC (Pass/No Credit) option for quarter 3 courses

February 27, Friday	Last day to file application for June graduation*
March 8, Monday	Last day to remove "Incomplete" and NR (no record) grades from quarter 2
April 5-10, Monday-Saturday	Review and examinations; quarter 3 ends at noon, April 10
April 10-17, Saturday-Saturday	Spring recess begins at close of classes on April 10

Quarter 4

April 19, Monday	Quarter 4 classes begin
April 19-23, Monday-Friday	Advance registration for fall quarters 1 and 2
April 23, Friday	Quarter 3 grades due in Health Sciences Center Office of Student Services
April 30, Friday	Last day to add or drop a quarter 4 course; last day to change P/NC (Pass/No Credit) option for quarter 4 courses
May 24, Monday	Memorial Day recess
May 25, Tuesday	Last day to remove "Incomplete" and NR (no record) grades from quarter 3
June 21-26, Monday-Saturday	Review and examinations; quarter 4 ends at noon on June 26
June 25, Friday	Last day to file application for August graduation* (applies only to students taking summer session courses)

Summer Session 1976

June 28, Monday	Summer session classes begin
July 6, Tuesday	Quarter 4 grades due in Health Sciences Center Office of Student Services
August 23-27, Monday-Friday	Advisement and academic planning for fall quarters 1 and 2
August 26, Thursday	Registration for quarters 1 and 2
August 28, Saturday	End of summer session

* For all students who have not applied previously for the graduation date

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, 50 miles east of New York City. It is an integral part of the Stony Brook campus, evidencing in a university setting the interrelationship between the health sciences and all the professions. This Health Sciences Center is the fourth health center in the SUNY system and the first to be established new from the planning stage.

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 a medical education institution, the Muir Commission recommended the development of a Health Sciences Center within the State University at Stony Brook to fulfill the health teaching and service needs of the Long Island geographic area with a comprehensive approach to health care.

The Health Sciences Center now consists of seven Schools: The Schools of Allied Health Professions, Basic Health Sciences, Dental Medicine, Medicine, Nursing, Podiatric Medicine, and Social Welfare. In addition, the Center receives support services from Media Services, Biomedical Computer Services, Laboratory Animal Resources, the Health Sciences Center Library, Social Sciences and Humanities, the Office of Student Services, and University Health Services.

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: Brookhaven National Laboratory Medical Research Center; Long Island Jewish-Hillside Medical Center/Queens Hospital Center; Nassau County Medical Center; and Northport Veterans Administration Hospital. An agreement has also been signed between the Health Sciences Center and the Hamptons Hospital and Medical Center currently under construction in Westhampton Beach, establishing this as a future clinical campus for Stony Brook. In addition, the six schools have limited affiliation agreements with over 40 other hospitals and health agencies in the Long Island area.

The combined full-time enrollment of all six schools for 1974-75 was approximately 900. The estimated enrollment for 1975-76 is almost 1100.

The opening dates of each school and the degrees conferred are:

School of Allied Health Professions	1970	B.S., M.S.
School of Basic Health Sciences	1970	M.S., Ph.D.
School of Dental Medicine	1973	D.D.S.
School of Medicine	1971	M.D.
School of Nursing	1970	B.S.
School of Podiatric Medicine	1975	D.P.M.
School of Social Welfare	1971	B.S., M.S.W.

Commitments of the Center

A major academic challenge in all the health sciences is to diminish any discontinuity in values between professional education and social purpose by designing programs which are based in science and technology but are also responsive to human values and social needs. Toward this end, each of the six component schools of the Health Sciences Center is guided by a set of common commitments, although each expresses these in terms most relevant to its mission. These commitments are the skeletal framework underpinning the design of all the Health Sciences Center academic program.

First, the Center is committed to the cultivation of the *health sciences as university disciplines.* The Health Sciences Center 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 health sciences center available to all university disciplines is a major academic concern today. In this effort, Stony Brook has the advantages of physical proximity, concurrent growth and cooperative planning in interrelating the Center and the University.

A second major commitment is to develop *a Center for all the health sciences* which emphasizes 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 health professions. Too often each health profession has approached the care of the patient in an isolated way. The Health Sciences Center considers it essential that medicine, dental medicine, nursing, and other health professions develop their education and service programs conjointly.

A third major commitment is to develop cooperative *interaction with the community* in which the Center resides, making its resources available to this community. Continuing education, hospital agreements, sharing of technical facilities, specialized personnel and equipment are all ways the resources of the new Center are or can become available to the Long Island community.

Fourth, an important corollary to the Center's community commitment is the need *to experiment in how best to deliver health care.* Much of recent federal legislation, regional medical planning, and comprehensive health planning reflect public awareness of the need for innovation in patterns of providing medical care. The Center must deal directly with this question by designing and operating new models of patient care with sensitivity to the needs and problems of the consumer-patient.

Fifth, the Center is committed to avoiding rigid programs, developing instead *flexible and variable curricula geared to student needs and interest and more consonant* with the principles of graduate education. Seminar and tutorial teaching have assumed prominence as the curriculum has become more flexible and student-centered. Technologic aids—the computer, television, film automated carrels—supplant many of the usual lectures and laboratory sessions.

A sixth major commitment is to *continuing education in all the health professions,* essential for updating knowledge and technical skills mandated by continuous scientific and medical progress.

A seventh major commitment is *to maintain the human and compassionate aspects of health care* in the highly technical systems of health care now emerging. In the education of health professionals at the Center, special attention is given to underscoring the humanistic, ethical, social, historical and economic dimensions of health through a close interchange with the university disciplines and their actual involvement in clinical teaching as described earlier.

Buildings and Facilities

Temporary Facilities

At present, the Health Sciences Center has available nine buildings on the University South Campus totaling over 300,000 square feet in area. These permanent structures are completely air-conditioned, and contain modern teaching and laboratory research equipment. One two-story building of over 100,000 square feet for offices, teaching facilities, and research laboratories is available on the main campus.

Various schools and offices are located in the following buildings:

Building "A" houses the Health Sciences Center Library.

Building "C" contains the administrative offices of the Vice President for the Health Sciences: Academic Affairs, Finance and Management, Personnel, Community Affairs, Minority Affairs, Student Services; the offices of the Dean of the School of Medicine, the University Hospital, some offices and/or laboratories for Pathology, Obstetrics and Gynecology, the mail center, and a classroom.

Building "D" contains research labs, faculty offices for the Department of Pathology, and a large facility for the Division of Laboratory Animal Resources.

Building "E" contains the office of the Dean of Basic Health Sciences, research laboratories and offices for the Department of Physiology and Biophysics, and some administrative offices.

Building "F" houses the School of Allied Health Professions, its offices, research facilities, classrooms, and other teaching laboratory spaces.

Building "G" houses the School of Nursing and the School of Social Welfare, their teaching laboratories and classrooms, as well as offices and research facilities for the faculty.

Building "H" contains facilities for Media Services and Biomedical Computer Services which provides computer and audio-visual services for the seven schools, teaching facilities for the Department of Medicine, and the office of the Dean for medical and dental students. A lecture hall in this building is used for meetings of up to 60 people.

Buildings "K" and "L" house the offices and clinical faculty of the School of Dental Medicine. The Office of the Dean of Dental Medicine, administrative and faculty offices and research facilities are located in Building "L". Clinical facilities are in Building "K".

A *Lab-Office Building* (sometimes called "Surge 1") located on the north campus is currently used as a teaching building for the Schools of Basic Health Sciences and Medicine. It also contains administration and faculty offices, and research laboratories for the Departments of Anatomy, Community Medicine, Family Medicine, Psychiatry, and Social Sciences and Humanities. This building also has an animal research facility and an electron microscopy suite.

The *Graduate Biology Building* located on the north campus contains offices and laboratories for several departments of the School of Basic Health Sciences, including Microbiology, Pharmacological

Sciences, Biochemistry, and the Multidisciplinary Laboratories. It also contains the offices of the School of Podiatric Medicine.

Clinical facilities which provide the needed hospital teaching environment for all students are located in Long Island hospitals, health departments, and health agencies which have entered into partnership agreements with the Health Sciences Center. Four hospitals are specifically designated as clinical campuses. These are the Brookhaven National Medical Department at Upton, Long Island Jewish-Hillside Medical Center/Queens Hospital Center with headquarters at New Hyde Park, Nassau County Medical Center at East Meadow, and the Veterans Administration Hospital at Northport.

An agreement has also been signed between the Health Sciences Center and the Hamptons Hospital and Medical Center currently being built in Westhampton Beach, establishing this as a future clinical campus for Stony Brook.

In addition to these four major clinical campuses, the Health Sciences Center has executed more than 40 contracts or agreements with other hospitals, agencies, or health care providers in Nassau and Suffolk Counties offering further sources of clinical experience for Health Sciences Center students.

Permanent Facilities

The permanent facilities for the Health Sciences Center are under construction on a 200-acre site on the east side of Nicolls Road adjacent to the main campus. The towers and buildings will have nearly two million square feet of area, over 3000 separate room spaces, and will be one of the largest health education centers in the country.

Construction of the Center will be completed in increments in the next few years. Occupancy of the first stage is expected in 1975 while the building of the second and third stages continues.

The architectural design for the permanent buildings has been shaped both to the Stony Brook topography and to the technical and humanistic requirements of the program. The facility will be an extensive megastructure dug seven stories into the side of a hill, above which a series of towers will rise, one ten stories high.

The megastructure will contain Schools of Allied Health Professions, Basic Health Sciences, Nursing, Medicine, Podiatric Medicine and Social Welfare, as well as the library, auditoriums, restaurants, etc. Hidden from view on underground levels below the schools and pedestrian traffic will be the truck traffic and building services. Much of the megastructure space is flexible; its use and character may change often during the next 20 years. The roof pattern from floor to floor will follow the slope of the hill so that it becomes a part of the topography.

From the megastructure base will rise clinical science research towers and a basic science research tower. Alongside the first section of the megastructure base will be another section devoted to hospital service laboratories and outpatient clinics. Atop this will be

the twin tower hospital, housing bed patients to a total of 540. These individual buildings will be served by cores which will reach down into the base structure below for elevator traffic, material supply, and supply of utilities. Combined, the megastructure base and its towers will form the campus for the health sciences. This megastructure development will be the largest single building in either Nassau or Suffolk Counties and already its top is the highest structure above sea level in the area.

The Center and The Community

With a basic commitment to orient graduates toward community involvement by improving health care in their own local communities, the Health Sciences Center is extensively involved in many Long Island communities. Activities include: (1) a network of hospital consortia, including four clinical campuses, (2) interaction with the Long Island agencies planning the delivery, coordination and development of health services, (3) continuing education for the multi-disciplined range of health professionals, (4) consultation and health education programs for consumer groups, and (5) experimentation in different modes of delivering health care, especially for the poor and minorities.

The community has a direct and continuing input into the Health Sciences Center through several avenues. At present, over 800 skilled professionals from the Long Island region have faculty appointments and participate as full faculty members. All Health Sciences Center students, as part of their clinical training or field work, plus their faculty supervisors, work at one time or another with some of the Long Island health and welfare agencies; some of the senior staff in these agencies function as student supervisors.

The Center has taken a public service and education role by sponsoring many conferences, workshops, and lectures on the major health issues of the day, specifically for community participation.

Another aspect of the Center's basic community commitment is the Center's current special effort to recruit personnel for administrative, faculty, and staff positions at the Health Sciences Center from minority, poor, and under-represented groups.

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.

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* Some faculty members of various Health Sciences Center schools also teach courses under the auspices of the Center for Continuing Education (CED) on the main campus. This is a part-time evening program that leads to a masters degree in liberal studies. 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 Education, Humanities Building, State University of New York at Stony Brook, Stony Brook, New York 11794.

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.*

Requests for Application

Applicants to the Schools of Medicine, Dental Medicine and Podiatric 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.

Telephone requests for application forms and for instructions on submitting applications should be directed as follows: M.D. and D.D.S. programs, (516) 444-2113; D.P.M., (516) 444-2607; all other programs, (516) 444-2109.

Written requests for applications should be addressed as follows:

Committee on Admissions *(insert program code given below)*
Health Sciences Center
State University of New York at Stony Brook
Stony Brook, New York 11794

Please use the following chart to find the appropriate program code:

SCHOOL AND PROGRAM	*PROGRAM CODE*
School of Allied Health Professions	
Baccalaureate Programs (Bachelor of Science)	
Physical Therapy	HAY
Medical Technology	HAD
Cardiopulmonary Technology/Respiratory Therapy	HAT
Community and School Health Education	HAC
Health Sciences Technology	HAM
Certificate Program	
Physician Associate	HAP
Graduate Programs (Master of Science)	
Health Services Administration	HAA
Allied Health Sciences	HAS
School of Basic Health Sciences	
Ph.D. Programs	
Anatomical Sciences	HBA
Pathology	HBP
Microbiology	HBM
Physiology/Biophysics	HBY
Pharmacology	HBH

*School of Dental Medicine***	
Doctor of Dental Surgery (D.D.S.)	HD
School of Medicine	
Doctor of Medicine (M.D.)	HM
School of Nursing	
Baccalaureate Program (Bachelor of Science)	HNI
Graduate Program (Master of Science)	
School of Podiatric Medicine	
Doctor of Podiatric Medicine (D.P.M.)	HPM
School of Social Welfare	
Baccalaureate Program (Bachelor of Science)	HWU
Graduate Program (Master of Social Welfare)	HWG

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

Eligibility

Admission decisions in all programs are made independently of consideration of an applicant's ability to finance his/her own education. Applications for financial aid are sent only to those students who have been admitted to a program.

Undergraduate Programs

All of the Health Sciences Center's baccalaureate programs are upper-division programs. There are no freshman 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 freshman and sophomore years.

Applications to undergraduate programs are accepted from transfer applicants and from current Stony Brook students. Stony Brook undergraduate students are not automatically admitted to Health Sci-

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**Prospective applicants to the School of Dental Medicine will receive a card with which to request an application from the American Association of Dental Schools Applicant Service (AADSAS), a national application service that forwards applications to the school. The same card can be obtained from college predental advisers or from other dental schools that participate in the national service.

***The only exception to the above statement of eligibility applies to the Physician Associate program. Applicants to this two-year certificate program need not have completed college work, although they must be able to perform college work at the junior level, and they must have had at least one year of full-time experience in the delivery of health care.

ences Center programs; they should note that admission to any of the undergraduate programs is *not* simply a "change of major." All Stony Brook students who desire admission to a Health Sciences Center program *must* file the formal application required by the program of their choice.

In order to be eligible for consideration for any of the baccalaureate programs, a student must have completed a minimum of 57 university credits or their equivalent (i.e., be eligible for junior status) prior to the date for which admission is sought. The required or recommended distribution of those credits varies for each program, and students should consult the section of this *Bulletin* pertaining to the program in which they are interested. Eligibility must be verified by official college transcripts or by certification of achievement on college equivalency or proficiency examinations.

Graduate Programs

Admission to the masters degree programs in Social Welfare, Health Services Administration and Allied Health Sciences, and to the doctoral program in the School of Basic Health Sciences 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.

Medicine, Dental Medicine and Podiatric 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 a minimum preparation to be shown preference over the hundreds with more complete preparation who must necessarily be turned away. Readers should refer to the statements on admissions in the sections on the Schools of Medicine, Dental Medicine and Podiatric Medicine in this *Bulletin.*

Further Information About the Advisability of Applying and About Program Prerequisites and Content

Undergraduate Programs

School of Allied Health Professions (B.S.)—Robert Hawkins, Associate Dean, (516) 444-2253.

School of Nursing (B.S.)—Robert Harvey, Assistant Dean, (516) 444-2165.

School of Social Welfare (B.S.)—Dr. Michael Reisch, Acting Director of Admissions and Student Services, (516) 444-2144.

Graduate Programs

School of Allied Health Professions

Health Services Administration (M.S.)—Dr. Thomas Dunaye, Director, (516) 444-2132.

Allied Health Sciences (M.S.)—Dr. Martin Rosenfeld, Director, (516) 444-2258.

School of Basic Health Sciences

Doctoral Programs (Ph.D.)—Dr. M. M. Fusco, Associate Dean, (516) 444-2430.

School of Dental Medicine (D.M.D.)—Office of Admissions, (516) 444-2113.

School of Medicine (M.D.)—Office of Admissions, (516) 444-2113.

School of Nursing (M.S.)—Dr. Lenora McLean, Director of Graduate Programs, (516) 444-2380.

School of Podiatric Medicine (D.P.M.)—Dean's Office, (516) 444-2072.

School of Social Welfare (M.S.W.)—Dr. Michael Reisch, Director of Admission and Social Services, (516) 444-2144.

Application Deadlines

Schools of Allied Health Professions, Basic Health Sciences, Nursing, and Social Welfare:

Applications for programs in the Schools of Allied Health Professions, Basic Health Sciences, Nursing, and Social Welfare, should be postmarked by January 15.

Late applications will be considered only if space permits. While the deadlines apply to the application form only, applicants are encouraged to see that all suplementary materials (as requested by each program) are received as close to that date as possible.

School of Dental Medicine

Any application received by the centralized application service (AADSAS) after January 15, 1976 (for fall 1976 admission) will not be forwarded to Stony Brook's School of Dental Medicine.

School of Medicine

Applications for the Fall 1976 entering class in the School of Medicine may be filed between July 1, 1975 and December 15, 1975. Applications will not be permitted after December 15, 1975.

School of Podiatric Medicine

Applications for the fall 1976 entering class in the School of Podiatric Medicine should be postmarked by January 15, 1976.

Application Instructions

Information on all required supplemental materials (e.g., transcripts, letters of recommendation, test scores, etc.) will be included in appli-

cation packets for each program. All such supplemental materials are to be submitted to the Committee on Admissions (include program code in parentheses), according to the instructions contained in the application packet.

All transfer applicants to *undergraduate* Health Sciences Center programs must send a SUNY application (S1) to the SUNY Admissions Processing Center in Albany. The S1 application will be sent along with the appropriate Health Sciences Center application to all prospective transfer applicants.

Students applying to the *undergraduate* programs in the Health Sciences Center should *not* contact the Undergraduate Admissions Office at Stony Brook; that office is responsible for admission to the Colleges of Arts and Sciences and Engineering only.

Students applying to graduate programs in the Health Sciences Center should *not* contact the Graduate School at Stony Brook for information concerning application.

Communication with Applicants

Applicants will receive acknowledgment of receipt of their applications and will be notified if any essential contents of their admission folders are lacking. Written inquiries about the contents of admission folders should be addressed to the appropriate Committee on Admissions; telephone inquiries about the contents of admission folders should be directed to the numbers listed under "Requests for Applications" above.

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 April.

Interviews

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.*

Information About Fees, Living Expenses And Housing

Tuition

The following *annual* schedule applies for full-time students for the 1975-76 academic year; tuition and other fees are subject to change without prior notice.

New York State Resident	
Upper Division Undergraduate	$ 800
Graduate	1200
Medicine, Dental Medicine, Podiatric Medicine	1600
Out-of-State Student	
Upper Division Undergraduate	1300
Graduate	1500
Medicine, Dental Medicine, Podiatric Medicine	2000

When part-time programs are developed, students will pay tuition on a per credit basis.

University Fees

Students are required to pay one or more university fees that will probably range in 1975-76 from about $25 to $125 annually, depending upon a student's level (undergraduate, graduate, medical/dental/podiatric medicine) and upon whether the student commutes or not. In addition, students entering Stony Brook for the first time are required to pay an advance tuition deposit of $50.

Students will be charged a fee of $20 for late registration and late payments. These charges may be waived in exceptional circumstances.

University fees will be prorated for part time students.

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 baccalaureate degree programs in allied health and nursing are estimated to be approximately $500 for the academic year; for students in the baccalaureate degree program in the School of Social Welfare, the estimate is $300. At the graduate level, the estimates are $350 for the School of Social Welfare and $400 for the School of Allied Health Professions (Health Services Administration and Allied Health Sciences programs). The estimate for the School of Medicine is $500; for the School of Dental Medicine, it is $300; for the School of Podiatric Medicine, it is $500.

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 students is ten rather than nine months. For medical and dental students it is 11 months, and for the masters-degree program in health services administration and the physician associate program it is 12 months.

Apartment and house rentals under $200 a month are difficult to find and frequently are a 15-minute drive from the campus. In general, University housing is less expensive than off-campus housing, unless the latter is shared by several students.

Food

Prepaid meal plans will probably be available for any student desiring to participate, but they will not be mandatory for students in the health sciences. Present plans for 1975-76 are to operate cafeterias in some but not all of the six residential quadrangles. Any student may use

these cafeterias on a cash basis. Food service is also provided in the Stony Brook Union.

At present, all residence halls have limited cooking facilities, which the University is attempting to expand.

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 free bus service around the campus, including the commuters' parking area and the railroad station.

On-campus Housing

Description: Space for unmarried undergraduate, graduate, medical, and dental students is available in the campus residence halls.

There will probably be a limited number of accommodations in the residence halls for married couples without children. These will include both double rooms on a corridor and two-bedroom dormitory suites. Stoves and refrigerators are not provided; small appliances are permitted.

The University residence halls are arranged in complexes called quadrangles; each quadrangle normally accommodates approximately 1000 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 1975-76 rate for campus housing for single students is $650 per academic year. There is an additional charge for on- and off-campus telephone service installed in a room. Room billing for Health Sciences Center students is based upon their four academic quarters, at the rate of $162.50 per academic quarter. This rate is based upon occupancy in a double room (on a corridor or in a suite); students wishing to occupy a double room by themselves must pay a higher rate not yet determined. An advance room deposit of at least $75 will be required to reserve a space.

Married students desiring on-campus housing should contact the housing office immediately upon acceptance to the University.

Each student living on campus who does not participate in a prepaid meal plan is charged an additional $12.50 per academic quarter cooking fee.

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

Requesting 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 should not request on-campus housing until they are admitted.

The assignment of campus housing accommodations for both single and married Health Sciences Center students is coordinated through the Health Sciences Center Office of Student Services. Questions concerning campus accommodations should be addressed initially to that office rather than to the campus's Housing Office.

Off-campus Housing

Many students prefer to locate off-campus housing. All students should consult the section of this *Bulletin* on their school or program to learn what their clinical or field assignments will be, because this may have a bearing on whether they choose to live on or near the campus or further away in the direction of their clinical assignments. None of the Health Sciences Center schools provide free housing at clinical sites for its 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 12 month lease.

The University's Housing Office lists rentals within a 20-mile radius of the campus. The facilities of that office can be used in-person only. The office is open from 10:00 a.m. to 4:00 p.m. Monday through Friday; it is located in the Administration Building.

Students who want to find other Health Sciences Center students with whom to locate and share off-campus housing may use the Health Sciences Center Office of Student Services to facilitate these arrangements. The Office of Student Services does not ordinarily have rental listings, however.

Financial Assistance

Registration is not complete until a student has paid all fees and charges which are due and payable for the first day of classes unless properly deferred.

Health Sciences students may qualify for a variety of state, federal, and private programs of financial assistance which are administered by the Health Sciences Center Office of Student Services or by the Financial Aid Office of the University, which serves all undergraduate and graduate students. To avoid confusion arising from this shared responsibility, all Health Sciences students who need financial assistance should direct their inquiries to the Office of Student Services in the Health Sciences Center. Information on *non*-institutionally administered programs of student aid—i.e., those for which the student applies directly to outside foundations or organizations—is also collected and made available by the Office of Student Services in the Health Sciences Center.

The aid for which health sciences students may qualify varies from school to school and from program to program within the Health Sciences Center. These special funds, available only to students who have been admitted to specified programs, are all administered by the Health Sciences Center. (Examples are the Nursing Loans and Scholarships, funded by the federal government.)

Students admitted to any of the programs at the Health Sciences Center will be given an opportunity *after* acceptance to file an application for financial assistance funds. At that time, more information for students in the various schools should be available. The Office of Student Services will notify applicants of opportunities, deadlines, procedures, etc. for University-wide forms of aid for which they might qualify.

All decisions regarding admission to the Health Sciences Center are made independently of a student's financial status. Subsequently, financial aid decisions are made solely on the basis of financial need and of available funds.

The total amount of available support from both university-wide and Health Sciences Center resources may be below the level of student needs. The Health Sciencs Center will endeavor to see that students with financial needs are not discriminated against in their pursuit of educiation in the health fields. However, students will do well to seek out in their own communities support programs of which this Center may be unaware.

Tuition Scholarships and Loans for New York State Residents

Students who have been residents of New York for at least one year are eligible to apply for the following two non-institutionally administered programs.

Tuition Assistance Program: Tuition assistance is available depending on the student and parents' taxable income for the previous tax year. Scholarship awards vary depending upon income from $100 up to full tuition costs each year for taxable incomes below $20,000.

Students should address application requests and questions regarding the Tuition Assistance Program to the Regents Examination and Scholarship Center, State Education Department, 99 Washington Avenue, Albany, New York 12210. Although applications for a given academic year are accepted through the end of that year, it is wise for students to apply shortly after July 1 of the summer preceding the fall term in which they will matriculate, so that they may be notified of their awards before receiving the tuition bill.

New York Hgher Education Assistance Corporation/Federal Guaranteed Loan Program (NYHEAC): The New York Higher Education Assistance Corporation administers a program of federally guaranteed and insured bank loans in New York state. A student who has been a New York resident for a year and whose family's adjusted income is under $15,000 is eligible to apply. If a family's income is over $15,000 but there are extenuating circumstances making it necessary for the student to borrow to meet school expenses, an explanatory letter should accompany the loan application. Students can obtain applications from a local lending institution, bank, savings and loan association, or credit union. The total time required for processing applications through the lending institution and NYHEAC is between

six and eight weeks. Therefore, applicants are encouraged to apply before June 1 for academic work beginning the following fall.

Special Funds Administered by the Health Sciences Center

Federal Health Professions Education Assistance Act: Students enrolled in the School of Medicine, Dental Medicine, Podiatric Medicine, and Nursing may qualify for grants and/or loans under the Federal Health Professions Educational Assistance Act. Loans from this source are more liberal in interest rates and repayment times than are other state and federal programs.

Physician Associate Program: Students enrolled in the Physician Associate program may qualify for grants funded by a private foundation under the sponsorship of the Dean of the School of Allied Health Professions.

Social Welfare Teaching Assistantships: Graduate students in the School of Social Welfare may qualify for a limited number of teaching assistantships at the discretion of the school. Some grants and stipends are also available to students in exceptional need.

Armed Forces Scholarship Program: Students of Dentistry, Medicine and Podiatric Medicine are eligible to apply for a scholarship under the terms of the Armed Forces Health Professions Scholarship Program. This program provides a limited number of students a yearly stipend of $5,300, full tuition and certain other academic expenses. Students who gain entrance into the program must accept a Reserve Commission in the Medical Service Corps while fulfilling their degree requirements. They are obligated to spend one year on active duty as a commissioned officer for each academic year of participation in the program. The minimum period of obligaton is 2 years of active service. Further information concerning this program may be obtained from the recruiting services of the specific branch of the armed forces to which the student may be interested in applying.

Payment of Fees and Charges

All fees and charges for a given academic session 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.

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 $15.00. This fee may not be waived, and is non-deferrable. The late registration period ends at the close of the second week of classes.

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.

Deferment may be granted to students for the following types of awards:

1. *Regents College Scholarships and Regents Tuition Assistance Awards:* All New York State residents are encouraged to file for Regents Tuition Assistance Awards. Incoming students and students who have not received their application form by June 11 should immediately obtain the application form from the Financial Aid Office. (Students should apply for all Regents Awards at the earliest possible date, preferably no later than June 10, if they expect to receive award certification from the Regents prior to the beginning of classes in the fall. Students are reminded that failure to file an application in a timely manner can preclude their receiving award credit or deferment.)

When paying bills students should present a notarized Power of Attorney card and award certification to the Bursar's Office to be eligible for an award credit. Students who have not received a Regents award notice may obtain a deferment upon presentation to the Financial Aid Office of the stub from the Regents Schoiarship and/or Tuition Assistance Award Notice from the previous year, and the certified return receipt from the Regents Scholarship Examination Center indicating submission of the current year's application.

2. *National Direct Student Loan, SEOG/EOP:* Students who have filed applications prior to the specified deadlines and who qualify for awards receive award letters from the Financial Aid Office by mid-June. Acceptance of these awards must be returned to the Financial Aid Office promptly. Deferment will be granted upon presentation of the award letter to the Bursar's Office.

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

4. *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 Veteran Affairs. For veterans whose educational benefits are paid directly to the Univer-

sity, present an Eligibility Award Certificate from the Veterans Administration to the Bursar's Office.

5. *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 Assistant Award Certificate, if applicable.

6. *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 notarized power of attorney form to be presented at the Bursar's Office in order to receive an award credit.

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

8. *Hardship Deferments:* Students experiencing severe financial hardship based on extraordinary personal circumstances may request deferment of financial charges for only tuition, room and board. Such requests should be made in the Student Affairs Office (third floor Administration Building) before registration. Full documentation will be required. Failure to submit an applicaton for awards or financial assistance for which a student is eligible will not be accepted as a basis for a hardship deferment.

Students with financial hardship may be eligible for short term bank loans at low interest rates. Eligibility for such loans is determined by the Financial Aid Office.

9. *University Employment:* Graduate students employed as Teaching Assistant, Graduate Assistant, or Research Assistant lines may defer charges up to ½ of their semester salary. Only tuition, room and board charges may be deferred. All deferments expire six (6) weeks after the first day of classes and must be supported by a notarized power of attorney and deferment form.

Refunds

All requests for refund of Tuition, Room, Cooking fee, and Activity fee, must be made in writing to the Office of Student Accounts, Room 254, Administration Building. College fee, late registration fee and lost ID card fee are non-refundable. The first day of class session 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.

Tuition

All requests for refund of Tuition, Room, Cooking fee, and Activity fee, must be made in writing to the Office of Student Accounts,

	Semester	Summer Session (Six Week Term)
1st Week	0%	0%
2nd Week	30%	70%
3rd Week	50%	100%
4th Week	70%	
5th Week	100%	

(Due to the fact that campus offices are not open for business on Saturday, cancellations, and withdrawals must be effected during the Monday through Friday office working hours)

Note: It is interpreted that a student who does not attend any class sessions after Saturday of the first week and who notifies the college 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 Office of Records and Studies (Registrar). A withdrawal card available at the Registrar's Office must be completed and returned to that office on the date you withdraw. To expedite your refund the Student Accounts copy of the withdrawal card should be submitted with your refund request.

No money shall be refunded 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 State University.

Exception

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 does not receive academic credit. Proof must be submitted.

Room and Cooking Fee

Once a student has registered and occupied a room, no refund will be granted for room payment made for that *quarter* and no refund for the *semester* cooking fee. Refund requests for room must be accompanied by verification of the move-out date by the University Housing Office.

Student Activity Fee

As determined by Polity (Undergraduate Student Government) and the CED Student Government full refunds will be granted if the student

withdraws within the first two weeks of classes. No refund will be granted for withdrawals after the second week of classes.

Meal Plan

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

Advance Tuition Deposit

Request for refund will be granted under the following conditions:

If a student is admitted prior to April 1, the written request for refund must be received in the Admissions Office by May 1. Those admitted after April must submit their written request for refund to the Admissions Office within 30 days.

Advance Housing Deposit

Request for refund will be granted if application is made in writing before July 1.

Summer Session

Summer Session charges are as follows:

Tuition	
Undergraduates (N.Y. State Resident) Lower Division	$21.50 per cr. hr.
Undergraduates (N.Y. State Resident) Upper Division	26.75 per cr. hr.
Undergraduates (Out-of-State Resident) Lower Division	35.75 per cr. hr.
Undergraduates (Out-of-State Resident) Upper Division	43.50 per cr. hr.
Graduate and CED Students (N.Y. State Resident)	40.00 per cr. hr.
Graduate and CED Students (Out-of-State Resident)	50.00 per cr. hr.
Physical Education Courses	22.50 (most courses)

Fees

Room, double occupancy	$14.00 per week
College Fee	.85 per cr. hr.
Student Service Fee	5.00
Late Registration Fee	15.00

For further information please see the *Summer Session Bulletin.*

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 sections 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 service charge of $15. 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 Business Office.

In exceptional circumstances, students, with the approval of their academic advisor 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 HSC Office of Student Services.

Simultaneous registration for two consecutive quarters shall not impose on students special hardships which do not apply to students registered on a semester basis. Time limits which apply to registration and changes of registration shall apply to each quarter separately, using the HSC Academic Calendar as a guide. Similarly, students who withdraw during the first quarter of a sequence shall not be recorded as registered for the second quarter.

Graduate Student Registration and Matriculation

All candidates for a graduate degree must complete registration as stated above for each academic period.

In addition, students not taking classes 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 and must do so according to the regular registration procedures. 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 or teaching 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 for six credits 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 more than the program maximum must have written approval of the academic advisor 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 advisor or the office of the Dean.

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 petitions to change from audit to credit status will be allowed after the second week of classes.

Assignment of Grades

In each course, final grades are given at the end of the academic period, except in courses designated by the school as part of a grading sequence. In such courses an R grade is given at the end of the first course in the sequence and a final letter grade 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). In addition, the following marks may be awarded at the end of the course.

I (incomplete) indicates that part of the work for the course has not been completed and is not a permanent grade.

WP (withdrawn passing) indicates withdrawal from a course while the student is doing passing work or before evaluation is possible.

WF (withdrawn failing) indicates withdrawal from a course while the student is doing failing work.

R (reserved) indicates attendance during the first course in a sequence, final grade for which will be assigned only after the completion of the sequence.

S (satisfactory) and U (unsatisfactory) indicate evaluation of performance in specially-designated courses.

WS (withdrawn satisfactory) indicates withdrawal from a specially-designated course while the student is doing passing work or before evaluation is possible.

WU (withdrawn unsatisfactory) indicates withdrawal from a specially-designated course while the student is doing unsatisfactory work.

Pass/No Credit Option

A pass/no credit option permits students to explore various areas of the curriculum with less immediate pressure for grades. In calculating grade point averages "Pass" or "No Credit" is not used in the calculation. 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, or C, or as NC (No Credit) if the

reported grade is WP, WF, WS, WU, D, 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 adviser.

Satisfactory/Unsatisfactory Grading Policy

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. An S grade represents A, B, or C grades only. A U grade represents D or F grades.

Incompletes

I (incomplete) may be given at the discretion of the instructor when a student fails 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. Under unusual circumstances an instructor may extend the period for completing the course requirements. In this case, the instructor must notify the HSC Office of Student Services in writing of the new deadline.

No Record (NR) Grades

The temporary grade of NR (No Record) must be removed from the student's record by either deleting the course, if the registration for it was an error in recording, or replacing it with a grade. If a final grade is not reported during the following academic period according to the deadline date in the academic calendar, the grade of F or NC, as appropriate, will be recorded.

Graduation Certification

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 "I" or "NR" on the academic record except in exceptional circumstances and if permission is granted by the Dean of the School.

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 none may be included for any course which is prerequisite for a course already passed. Questions on this program should be directed to the advisor or the Office of the Dean.

Grade Point Average

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-no 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. Only courses taken while enrolled in a program in the Health Sciences Center shall be included.

Change of Registration

A student may change his or 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.

After the second week of classes in each academic quarter no course may be added or dropped. 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 quarter.

Requirements for the Bachelors Degree

All candidates for bachelors degrees must satisfy all general University and school requirements for the specific degree. For graduation, at least 120 credit hours of passing work must have been completed in approved courses. A cumulative grade point average of at least 2.00 is required for all work undertaken after admission to a school. The general University requirements for the bachelors 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 EGL 101 English Composition.

B. Natural Sciences and Mathematics.....6-8 credits
Two semester courses, to be chosen from among the offerings of the following departments, divisions, or schools: biological sciences, chemistry, earth and space sciences, mathematical sciences, physics, and basic health sciences.

NOTE: ESI 098, 100, 190, 191, 200, MSM 101, and MSM 102 are not aceptable to satisfy this requirement.

C. Social and Behavioral Sciences.....6-8 credits
Two semester courses, to be chosen from among the offerings of the following departments or interdisciplinary programs: anthropology, Asian studies, Black studies, economics, education, history, Ibero-American studies (IAS), political science, psychology, Puerto Rican studies, social sciences, interdisciplinary program (SSC), sociology, and appropriate courses in the Division of Social Sciences and Humanities of the Health Sciences Center. (Student teaching courses may not be used to meet this requirement.)

NOTE: EDU 350, 352, 354, 355, PRS 202 and various Black studies courses, as listed in the *Undergraduate Bulletin,* are not acceptable to satisfy 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: art, black studies, Chinese, classics and classical languages, comparative literature, English, French, Germanic and Slavic languages, Hebrew, Hispanic languages, Italian, linguistics, music, philosophy, theatre arts, and appropriate courses in the Division of Social Sciences and Humanities of the Health Sciences Center.

NOTE: Not acceptable to satisfy the arts and humanities requirement are the following courses:

1. Art: the first two semesters of the studio courses ART 120, 121, 122, 123, 124, 126;
2. Music: performance of studio courses MUS 114, 115, 116, 151 and the first two semesters of MUS 161-169 and MUS 261-299;
3. English courses in composition: EGL 101, 102, 107, 108;
4. Theatre Arts courses: THR 114, 116, 130, 230;
5. Foreign language courses below the intermediate, i.e., second year level;
6. Black studies as listed in the *Undergraduate Bulletin.*

E. Credit toward the degree will not be awarded for physical education courses in excess of 4 credits.

F. For graduation at least 120 credit hours of satisfactory work must be completed, with a cumulative grade point average during the last four academic periods of at least 2.00, i.e., C-level.

Equivalent or transfer credit to fulfill the 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 the Health Sciences.

Requirements for Graduate Degrees

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

Repeating Courses

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

Classification of Students

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

Grade Reports

Grade reports are prepared as quickly as possible after the conclusion of each academic period and 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 as soon as possible after the end of the final examination period. Students whose grades fall below required minimum averages at the end of any quarter will be placed on probation and their grades will be reported to them at that time. Removal from probation will be handled in the same manner.

Academic Standing

Academic standing of students is subject to both minimum University standards and 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 the Health Sciences who seeks advice from an ad hoc committee consisting of one student, one faculty member, and one Dean, drawn from schools other than the one in which the student is enrolled. Similar procedures are followed in cases where academic dishonesty is alleged to have occurred.

Graduation With Honors

A candidate for the bachelors 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.

Application For Graduation

In order to become a candidate for graduation, a student must file an application at the time of registration 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.

Combined Undergraduate Program

Ordinarily the demands of professional undergraduate Health Sciences Center programs preclude a student's simultaneously completing both the undergraduate Health Sciences Center program and a major subject in the College of Arts and Sciences. However, in exceptional cases, a Health Sciences Center student may be permitted to complete requirements for a Bachelor of Science in a Health Sciences Center program and in an undergraduate major in the College of Arts and Sciences. In order to do so, the student must have been officially admitted to the Health Sciences Center program (see chapter on Health Sciences Center Admissions) and received permission to pursue both programs from both the Dean of the Health Sciences Center school and from the appropriate person or office on the north campus. While students completing two programs receive only one degree—that of the Health Sciences Center program—their transcript will show completion of the major requirements in the College of Arts and Sciences.

Changing to College of Arts and Sciences or Engineering

Students already 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 must have received written notice of admission to one of those colleges before filing a change of major card with the Health Sciences Center 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, are asked to submit their request in writing to the Office of Records and Studies at least two weeks before the transcript is needed except at the end-of-semester peak period when additional time should be allowed. Students who have graduated will be provided with one free transcript upon request to the University Registrar. A fee of $2 is charged for each additional transcript. Payment is made to the Bursar and the receipt submitted to the Registrar along with the transcript request. Partial transcripts of student's 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 all financial obligations.

Residence

For a student to be certified for a degree, he or she must have earned a minimum of 36 credits as a full-time 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 advisers 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 the Island, or libraries in New York City. However, there may be circumstances in which the student's work would be facilitated by being done away from the

campus 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 branch in the system, he or she 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 chairman 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 masters 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.

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. These forms may be obtained from the 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 formal withdrawal. Students who officially withdraw after the first two weeks but on or before the day of the last class meeting prior to final examinations will receive the grade of WP or WF for each course in which they are registered.

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. Leaves of absence may be granted with readmission by deferred enrollment.

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 advisers. 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 are disagreements 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 recognition of the rights of the student and other members of the Health Sciences Center community.

1. *Initiating Requests for Medical Evaluation:* The Dean of a Health Sciences Center school will request an evaluation from the Director of the University Health Service.
2. *Initial Evaluation:* The Director of University Health Service will make an evaluation of the student's health status after consultation with members of his staff and review of any medical opinion the student submits on his or her own behalf. The Director of University Health Service will forward a summary of his evaluation and his opinion as to what action is in the student's best interest to the Dean who initiated the request for evaluation.
3. *Administrative Action:* The Dean of the School in which the student is enrolled will act upon the evidence and communicate his decision to the student, indicating at the same time the criteria that must be met for the student to be readmitted.
4. *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. Appeals from decisions of a School's Committee may be directed to the Vice President for the Health Sciences who will seek advice from an ad hoc committee.
5. *Readmission After Medical Suspension:* If a student is suspended for medical reasons, the Dean will indicate what documentation will be necessary to demonstrate readiness to resume studies at the Center. When the student applies for readmission, that documentation will be submitted by the School to the Director of University Health Service for a judgment of its adequacy. The Director of University Health Service may require additional evidence. Appeals of decisions by Deans to deny readmission may be made by the student to the School Committee on Academic Standing, and the Vice President.

Readmission to the Health Sciences Center

Students who have withdrawn or been suspended and who wish to be readmitted must apply for readmission through the Health Sciences Center Office of Admissions. In view of the increasing 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 before the application will be considered. Each school will determine readmission according to its established policies.

Notices to Students

Students who are the subject of warnings, probation, suspension, termination or expulsion will be promptly 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 or she will become eligible for consideration for readmission.

Changes in Regulations and Course Offerings

Change 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.

School, Program and Course Designations

The code letters given below are used to designate the various Health Sciences Center schools and programs to which students may be admitted. 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

HAA	Health Services Administration
HAC	Community and School Health Education
HAD	Medical Technology
HAM	Health Sciences Technology
HAP	Physician Associate
HAS	Allied Health Sciences
HAT	Cardiopulmonary Technology/Respiratory Therapy
HAU	ITTP and Alcohol Education
HAX	Special program (unspecified)
HAY	Physical Therapy

School of Basic Health Sciences

HBA	Anatomy
HBB	Biomathematics
HBC	Biochemistry
HBH	Pharmacology
HBM	Microbiology
HBP	Pathology
HBY	Physiology

School of Dental Medicine

HD	Dental Medicine

School of Medicine

HM	Medicine

School of Nursing

HNI	Nursing
HNP	Nursing Pilot Program

School of Podiatric Medicine

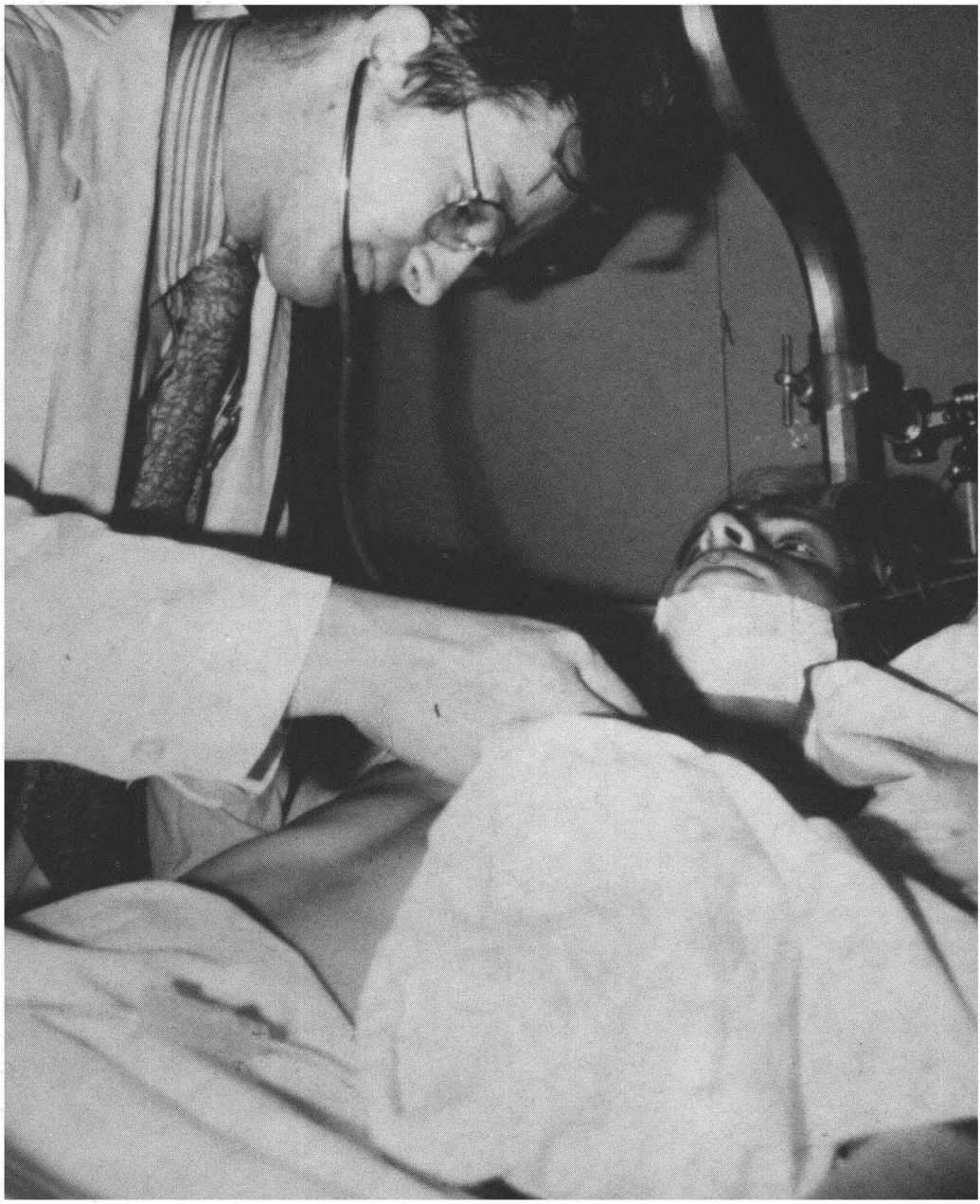
HPM	Podiatric Medicine

School of Social Welfare

HW	Social Welfare

Division of Social Sciences and Humanities

HSH	Social Sciences and Humanities (Center-wide courses)



School of Allied Health Professions

Dean: Edmund J. McTernan
Assoc. Dean: Robert O. Hawkins, Jr.
Asst. Dean: Martin H. Rosenfeld
Assistant to the Dean: Sister Eleanor Boegel

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. The stereotyped concept of the kindly old family physician responding to a call for help with his black bag, possibly assisted by his faithful nurse, has been replaced by that of the modern medical center, in which as many as 125 different kinds of health-related specialists stand ready to utilize their own skills and knowledge, plus a dazzling array of complex equipment.

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 which he or she is ready to bring to bear on individual or social health problems. In the practice of their specialties, all of these allied health professionals work in a colleague status with physicians and nurses. Historically, these different allied health professions originated in the patient care area, and 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 a milieu 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 rele-

vance, 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 to this rule.

Admission to the School of Allied Health Professions at Stony Brook may be gained by candidates with different kinds of academic backgrounds. Ordinarily, students will enter after gaining two years of college credit on the main campus at Stony Brook, in other universities, colleges, or community colleges, or by demonstrating equivalent educational background. Specific course requirements for admission have been kept to the absolute minimum to permit this kind of flexibility. In general the question asked is, "Is this candidate able to carry the academic load of the junior year in the school?" Some curricula have special prerequisite requirements because of the requirements of accrediting bodies outside the University. Special counseling assistance 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.

Most programs of the school are planned over a two-year sequence covering the junior and senior years of baccalaureate education, and at the graduate level. Most programs lead to the degree of Bachelor of Science or Master of Science, with certification in a specific professional field.

The school is organized into four divisions: Administrative Programs, Diagnostic Programs, Therapeutic Programs, and Community and Mental Health Programs. In addition, a separate Office of Research and Teaching Resources supports all four basic program divisions.

Information about the programs of these divisions may be obtained from the Associate Dean. The following programs were offered in 1974-75.

Division of Administrative Programs
Program in Health Services Administration (M.S. degree)
Division of Community and Mental Health Programs
Program in Community and School Health (B.S. degree)
Division of Diagnostic Programs
Program in Medical Technology (B.S. degree)
Course in Laboratory Animal Medicine
Division of Therapeutic Programs
Program in Cardiopulmonary Technology/Respiratory Therapy (B.S. degree)
Program in Physical Therapy (B.S. degree)
Program for Physician Associates (Certificate and B.S. Degree)
Interdisciplinary Programs
Program in Health Sciences (M.S. degree)

Students in all programs will pursue a core curriculum as well as the courses required for competence in their specific professional field. In general, all students will take the core programs; some students

may—because of prior experience or professional goals—be excused from some of the core program, but in general graduates of the school will have had the benefit of the broad orientation to the health field, to the life and behavioral sciences, and to research which the core program provides.

Undergraduate Admission

The school is an upper division school and does not accept freshman applicants. *High school graduates seeking to enter as freshmen* must apply as candidates for admission to the general freshman program at Stony Brook (see the current *Undergraduate Bulletin* of the State University of New York at Stony Brook). Although freshmen and sophomores are considered general University students, they are encouraged to make their aspirations known to the Associate Dean of the school or to the program director of the specific program to which they aspire. Faculty members of the school are available to serve as advisors to students in the freshman and sophomore years.

Freshman candidates must meet the general Stony Brook admission requirements as specified in the *Undergraduate Bulletin.*

Students seeking admission to the junior year 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, since these are professional programs with strictly limited capacity.

Requirements for Entrance

General admissions requirements for the School of Allied Health Professions are: a cumulative average of 2.5, and completion of 57 semester hours of credit including three credits in English composition, and 6-8 credits in arts and humanities. In addition, applicants are required to take the Allied Health Professions admissions test given by the Psychological Corporation, 304 E. 45th St., New York, N.Y. 10017.

Specific programs may have additional requirements. *Please check the special requirements for entrance to the specific program to which admission is sought.* For admissions procedures (where to get the application, what to do, etc.) see the section on Health Sciences Center Admissions at the beginning of this *Bulletin.*

Selection Factors

All 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 are judged by letters of recommendation, personal interviews, transcripts, and by personal statements from the applicants.

Selection Procedure

Admission into the school is determined by the school's Admission

Committee, composed of a faculty representative from each division, a student representative and a representative from the Health Sciences Center Equal Opportunity Committee. The school's Admission Committee receives recommendations from the admissions committee of each program, which reviews the candidate's transcripts, records, and application form, and conducts interviews.

Insurance
Students admitted to the School of Allied Health Professions shall be required to purchase liability insurance prior to participation in clinical assignments. (Approximate cost $12.00 to $15.00 per year.)

Physical Examination and History
Every student admitted to the School of Allied Health Professions must submit documentation of satisfactory health status prior to beginning classes. This documentation must include a health history and physical examination report, completed by a licensed physician (M.D. or D.O.), Registered Physician Associate, 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 must be submitted to the Health Sciences Center Office of Student Services for recording, after which it will be forwarded to the University Health Service for filing in the student's record maintained there.

Graduate Admission

The School of Allied Health Professions will offer programs leading to the degree of Master of Science during its first few years of operation; additional graduate degree programs will be added in future years.

Candidates for admission to graduate study will ordinarily be expected to hold a bachelors degree from a recognized institution of higher learning; this may be waived only in exceptional instances, for candidates of unusual maturity and demonstrated ability. Ordinarily, 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. 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 carry successfully the course work in the first term of graduate study in the school.

Preference for admission to graduate study will ordinarily be given to *academically qualified candidates* with at least one year of full-time, paid working experience in the health services field.

The Program in Health Services Administration is primarily a *full-time* program. A very limited number of candidates with exceptional maturity and related work experience may be admitted on a

part-time basis. Part-time students will be admitted only when a program plan can be developed which permits completion of the educational program (including required clinical experience) without loss of any of the program's goals and objectives.

The 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 one of the allied health fields, 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 of pursuing their careers as teachers, supervisors, or researchers in allied health.

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

Academic Information

Credit for learning acquired in non-traditional settings may, in certain instances, be granted to students of maturity and purpose. The student must demonstrate the validity of this learning in one of several ways recognized by the admissions committee. Consult the Associate Dean of the school for details.

Academic counseling is available to candidates for, and students of, the school. The sources of such counseling listed in the general *Undergraduate Bulletin* or in this *Bulletin,* may be consulted, or the student may contact either the program director of the program in which he or she is interested or the Associate Dean.

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 main campus at Stony Brook. For advice and detailed information, an appointment should be made with the Office of Student Services, Health Sciences Center. (See the "Financial Aid" section of this *Bulletin.*)

Academic Standing

Students must maintain an overall grade point average of 2.0, with 2.0 minimum average in *core* courses, and 2.5 minimum average in required *professional program* courses, to remain in good standing. Any student who earns a grade point average below 2.0 overall, or 2.0 in core courses, or 2.5 in professional courses, will normally be placed on academic probation for the following period, and terminated if his or her average does not attain those levels at the end of the probationary period. NO STUDENT ON ACADEMIC PROBATION WILL BE PERMITTED TO PARTICIPATE IN THE REQUIRED PERIODS OF FULL-TIME CLINICAL PRACTICE.

The School of Allied Health Professions recognizes the necessity of superior clinical competence as well as academic excellence. Clinical practice will be evaluated on 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. Program directors may, upon the recommendation of clinical and academic faculty, recommend that the Dean terminate any student who fails to correct deficiencies in any of these areas. These standards have been established in order to protect the rights of patients and communities we are committed to serve and to foster the team concept of health care delivery.

Appeal of Termination

Students may appeal termination to the school's Academic Standing Committee.

Classification of Students

A student must have earned a minimum of 57 semester hours of credit to be considered a junior, and therefore acceptable for the professional program of the school (See "Exceptions" below). A minimum of 85 such credits is required for senior standing.

Less-than-full-study is permitted, through part-time student status, for persons already employed in the health care system and for others with special needs or interests. Approval of part-time 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 will include a portion on mathematics. Students who do not achieve a satisfactory score on this instrument will be required to pursue a mathematics review course during the first quarter 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 information regarding such regulations.

Exceptions

Some of the above requirements and information may be waived for students in special programs which do not fit the usual academic program pattern of the school. See the section of this *Bulletin* which applies to the particular program in which you may be interested for information about such special exceptions.

A personal interview is required of each candidate for admission to the School of Allied Health Professions. This interview will be arranged by the school administration for each qualified candidate who

has filed a completed application form, with all required supporting data.

This interview will not be scheduled until the application process has otherwise been completed. Applicants who live beyond a reasonable distance from the school may request that arrangements be made for this interview to be conducted at a more convenient location than Stony Brook.

Recommended Freshman and Sophomore Curricula

It is the general policy of the school to avoid to the greatest extent possible specific prerequisite course requirements. This policy applies both for the preprofessional curriculum, and within the professional curricula. The purpose of this policy is to permit the greatest possible flexibility in evaluating the records of candidates for admission, and within the programs of students already accepted. Emphasis is placed upon the extent to which the student is prepared through training and experience to pursue the program.

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 this *Bulletin* relating to the particular curriculum in which they are interested for special recommendations or prerequisite requirements.

It is recommended that the student interested in a career in one of 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.

Some curricula in the school have specific prerequisites which dictate the selection of particular courses in the freshman and sophomore years. If such requirements exist they are listed as "special 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 at Stony Brook and other schools 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 from the program in which you are interested.

Core Curriculum

All students registered for the professional undergraduate programs of the school will take the following core program, or demonstrate equivalent knowledge, in addition to the specific professional program required for qualification in the field they have elected:

Junior Year

Basic Health Sciences	*Credits*
HBP 310 Pathology	3

Behavioral Sciences	*Credits*
Three electives from courses offered by the Division of Social Sciences and Humanities	6

Medical Sciences	*Credits*
HAA 300 Introduction to Health Care	2
HAC 350 Patient and Professional Safety	2

Research	*Credits*
HAA 350 Foundations of Research	2
HAA 351 Research Design	1

Senior Year

Medical Sciences	*Credits*
HAC 411 Community Health	2
HAA 480 Interdisciplinary Seminar	1

Behavioral Science	*Credits*
HAA 421 Management Concepts for Allied Health Professional	2

The core program includes 21 credits of course work. All students in the School of Allied Health Professions will register for these courses.

Calendar and Program Organization

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 four ten-week academic periods in a year. Under this plan, credit is earned on a semester hour basis, but three lecture hours per week are required for two semester hours of credit in courses offered on the ten-week basis. Thus, the same number of hours are invested and earned on both the ten-week and the usual semester plan.

Clinical Resources

Long-range plans anticipate the heavy utilization of the University Hospital, to be constructed at Stony Brook, for clinical instruction of students in the programs of this school. In addition, there will be intensive student instruction in the clinical campuses associated with this Health Sciences Center. The "Introduction" section of this *Bulletin* describes plans for the University Hospital, and details the clinical campus concept, which is unique to this Center. In addition to these resources, which now exceed 2000 beds and will approach 3000 beds in the next few years, the school is free to negotiate 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 pos-

sible range and quality of instruction for students. Therefore, not all programs will necessarily send students to any one hospital. Each program director can provide, upon request, information about current arrangements for clinical instruction for his or her student group.

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

Graduation and Degree Requirements

Candidates for the Bachelor of Science degree 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. A minimum of 36 semester hours of academic study, plus a period of supervised clinical experience to be determined by the faculty of the professional program in which the student is enrolled, must be completed as a matriculated student in the School of Allied Health Professions.

General education content which should be included in the educational program includes: English composition (a one-semester course or the equivalent); and a one-year course or the equivalent in each of the following: natural sciences and mathematics; social and behavioral sciences; and arts and humanities. Successful completion of college-level equivalency examinations may be accepted in lieu of these requirements; see "Credit for learning acquired in non-traditional settings," in the preceding pages.

All candidates for graduation must have completed the courses required in the core curriculum, and specific professional program requirements appropriate to the specialty field the student has selected.

Candidates for the Masters Degree

Ordinarily a minimum of 44 semester hours of graduate study are required, at least 24 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 individual program descriptions for additional 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.

Part-Time Non-Matriculated Students

Some courses within the School of Allied Health Professions are open to part-time non-matriculated students. In order to get more specific information about or application for part-time non-matriculated students status, please 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.

Division of Administrative Programs

Chairman: Thomas M. Dunaye

DEPARTMENT OF HEALTH SERVICES ADMINISTRATION

Chairman: Thomas M. Dunaye

Professors: James Brindle, Edmund J. McTernan, Peter Rogatz, H. Barry Waldman

Associate Professors: Warren Balinsky, Thomas Dunaye, Michael Enright, Robert O. Hawkins, Jr., Antol Herskovitz, Marvin Kristein, Robert Match, Kong-Kyun Ro, Mortimer Shakun, Robert Vitello

Assistant Professors: Arlene Barro, Donald Bilhorn, John Clark, Teresa Cochran, Leon N. Cohen, Thomas Cranshaw, Martin Dawson, Albert Dicker, Thomas Egan, Francis Fosmire, Ronald Gerhard, Sanford Gerstel, Arnold Goldstein, Ira Goodwin, Fred Graumann, Paul Honor, Morris Keller, Harold Light, Michael LoGrande, John Magoolaghan, Donald Meyers, Monroe Mitchel, Edward Peterson, Bernard Pittinsky, Morris Keller, Harold Light, Michael LoGrande, John Magoolaghan, Andrew Portelli, Rajeshwar Prasad, Murray Rimmer, Arnold Rosenblum, Alan Rosenblut, Paul Rowland, Herman Rudiger, John Rugh, Edmund Schwesinger, Victor Starr, K. Stolurow, John Valter

Instructors: Sylvia Bakst, S. Eleanor Boegel, Annette Choolfaian, W. Alvord Finn, Joseph Fitzpatrick, Joseph Levi, Gerald Mazzola, Mary Santarsiero, John Sherman, Carole Stapleton, Robert Wild, Barry Zeman

Lecturers: Nancy Abrams, Marvin Fischer, Donald Herd, Alan Vershel

Research Director: Kong-Kyun Ro

Residency Director: James Brindle

Continuing Professional Education Coordinator: Gerald Mazzola

Master of Science in Health Services Administration

Program Director: Thomas M. Dunaye

Program Objectives

Graduate studies in Health Services Administration at the Stony Brook Health Sciences Center serve the following program objectives:

1. Offer graduate education for administrative students in theories, methods, and skills to perform managerial, planning, research, or

policy-directed functions involved in all forms of organization concerned with the delivery of health services.

2. Provide opportunities for continuing professional education for practicing administrators desiring to update and improve their ability in performing the same executive functions.

3. Participate in interprofessional education for students in all of the allied health sciences, professional disciplines, and settings.

4. Provide consultation and research assistance to administrators, health services organizations, community groups, and other academic programs concerned with scientific investigation, operational analysis, or innovative experimentation aimed at improving personal and environmental health.

5. Conduct research independently on problems in need of inquiry and solution toward the improvement of health services planning, organization, management, and delivery.

6. Serve as a catalyst for exchange of information and ideas among professional, non-professional, and academic constituencies interested in advancing the science and practice of Health Services Administration.

Administration of health services today occurs in a ferment of changing technology and organization. The modern executives placed in charge of these responsibilities must be grounded in a high degree of basic managerial training and a career of continuing professional development. The goal of the masters program is to provide an academic center of educational opportunities which can help to advance every form of health administrative practice. Emphasis is given to a generic foundation of diverse knowledge and skills which have application to the management of a wide variety of health services organizations and systems, including hospitals, health departments, planning agencies, health insurance firms, prepaid group medical plans, ambulatory care programs, mental health agencies, and other such settings, both governmental and private. A significant portion of the offerings available stresses the analytical and quantitative dimensions of management science, but is balanced with a broad base of courses in public policy and social change. A key philosophical ingredient is to further an appreciation of community and institutional order as they are affected by the constant pressure of vexing problems and issues. While not attempting to train social planners, the curriculum is intended to provide administrators with the necessary competence to understand and implement policy, and to influence its formulation in the health field.

Degree Requirements

Requirements for the M.S. degree include a minimum of 56 semester hours of required and elective course work, an administrative residency, and a research thesis.

A. DIDACTIC STUDIES:

Subjects	*Credits*	*Quarters*
1. Required Courses (*42 credits*):		
Medical Care Organization	4	Q1, Q2
Hospital Administration	4	Q1, Q2
Statistical Analysis	3	Q1
Computers and Logical Analysis	2	Q2
Introduction to Medical Science	1	Q1
Health Law	1	Q1
Legal and Contemporary Health Issues	1	Q2
Field Experience	2	Q1, Q2
Organization Theory	2	Q2
Policy and Administration	2	Q3
Planning Health Services	2	Q4
Personnel Administration	2	Q3
Management and Labor Relations	2	Q4
Managerial Accounting	2	Q3
Financial and Grants Management	2	Q4
Research Methodology	2	Q3
Operations Research	2	Q4
Administrative Residency	Variable	Qs, Q1, Q2
Planning and Operational Analysis	2	Q3
Health Program Evaluation	2	Q3
Health Insurance and Medical Economics	2	Q3
2. Elective Courses (*14 credits*):		
Self, Group Process and Human Relations	2	Q1
Health Issues and Policy Analysis	2	Q1
Urban and Environmental Planning	2	Q2
Applied Epidemiology and Public Health	2	Q2
Health Facility Design and Construction	2	Q3
Comparative International Health Services	2	Q3
Group Practice and HMO Administration	2	Q3
Advanced Hospital and Health Economics	2	Q4
Ambulatory and Emergency Services	2	Q4
Mental Health Administration and Planning	2	Q4
Long-Term Care Administration	2	Q4
Administrative Writing and Communications	1	Q4
Health Services Research	2	Q4
Administrative Residency	Variable	Q3, Q4
Independent Study	Variable	Any Q
Thesis Supervision	Variable	Any Q

3. Examples of graduate electives available in the Health Sciences Center include the following:
   - Social Science and Humanities in Medicine
   - Medical Sociology
   - Behavioral Science Research and Policy

Social Planning
Critical Social Theory
Policy Analysis: Issues and Methods
Community Mental Health: An Overview
Gestalt Therapy and Awareness Training
Mass Communication and Public Policy
Illness and Health in the Social Context
Health Professions from Contemporary to Historical Perspectives
Religion as the Social Source of Sickness and Health
Politics of Health
Social and Political Issues in Mental Health
Delivery of Mental Health Services
Patients, Practitioners, Health and Disease

4. Electives offered by main campus:
In addition to the preceding offerings, students wishing to develop special areas of interest in a separate discipline may devise a program that will include a structured sequence of courses in the graduate programs of departments on the main campus at Stony Brook. See the *Graduate Bulletin* for areas of study available.

B. *PROGRAM STRUCTURE*

The Health Sciences Center is on an annual academic calendar of four consecutive ten week quarters (Q1, Q2, Q3, and Q4) from September through June. The program for full-time students is 22 consecutive months of study. The first four quarters are didactic. Three subsequent quarters (the summer intersession Qs, Q1 and Q2 of the second academic year) are the administrative residency. The final two quarters are didactic, again on campus for completion of the program.

C. *RESEARCH COMPONENT AND MASTERS THESIS PROJECT*

The program will attempt to develop an awareness of the necessity and methodology of research by emphasizing development of an area of individual specialization by each student. The electives are planned in the curriculum to allow the student to develop a particular interest by taking second or third level courses within the School of Allied Health Professions, in other schools of the Health Sciences Center, or in schools on the main University campus.

The masters project culminates in completion of a written graduate thesis, which is approved by the student's faculty committee and the University. The thesis must be accepted and filed by the end of the quarter preceding the quarter in which the student expects to graduate, (usually mid-April for June commencement.)

All program requirements, including residency and thesis research, must be completed within 2 years of their initial matriculation and within 3 years by part-time students.

D. *RESIDENCY*

The residency will ordinarily encompass 28 weeks of full-time preceptorship experience in a health agency approved for this purpose by the program faculty. Students will receive a cost of living stipend of approximately $650 monthly from the institution to which they are assigned for the residency.

The residency provides the student with access to a high level of administrative functioning for which he or she is not likely to be responsible for several years. The resident discusses problems and management activities with the top executive of the hospital or health agency and begins to develop an understanding of the subjective and qualitative aspects of various administrative postures in different situations. This supervised work experience directly complements the knowledge gained from classroom instruction.

Admission Requirements (See Also, Section on HSC Admissions)

Applicants for admission to the Graduate Program of Health Services Administration must normally hold an earned baccalaureate degree from a recognized college or university. In exceptional cases, the requirement for the bachelors degree may be waived, subject to approval by the admissions committee.

Candidates must demonstrate evidence of scholarship in previous academic performance, potential for significant service to the health field, successful prior work experience, and well-formulated professional interests and career goals. Preference for admission will be given to persons with one or more years of full-time employed experience, especially in the health services. Three letters of reference will be required as part of the application. *Applicants considered for admission* will be invited for interviews to the Health Sciences Center at Stony Brook.

Ordinarily a "B" average in undergraduate study will be required for admission to the graduate program; however, other factors indicating competence and promise will be considered. 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.

All applicants are required to submit scores from the Graduate Record Examination. (See the *Graduate Record Examination Bulletin* for information concerning the dates and places tests are given.)

Prerequisites course work in statistics and accounting is to be completed prior to matriculation in the program. This may be done during the summer preceding enrollment if necessary. In addition, a general understanding of the life and social sciences, some familiarity with medical terminology, and mathematics, preferably including calculus, will facilitate course work in the program.

Part-Time Program

Qualified candidates who, because of economic responsibilities are unable to pursue this program on a full-time basis may petition for permission to carry a less than full-time academic program. Such permission may be granted when it can be demonstrated that all the goals and objectives of the full-time program may be achieved without full-time participation. All part-time students carry one-half the normal full-time course load. All classes are held during the daytime hours. For these students, the didactic portion of the program would be completed during three 40-week academic years. The didactic portion would then be followed by the required seven months residency. For students under this program the masters thesis may be completed during the residency.

The full-time faculty of the program in health services administration will provide counseling to applicants and students of the program and will have responsibility for the overall program plan for each student.

Association of University Programs in Health Administration

The Graduate Program of Health Services Administration in the State University of New York at Stony Brook is an Associate Member of the Association of University Programs in Health Administration, and is eligible for full membership accreditation review and approval in 1975.

Additional Information

Information concerning the program and application forms may be obtained by writing the Director, Graduate Studies in Health Services Administration, School of Allied Health Professions, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, New York 11794.

Masters Program in Health Sciences

Practitioners in the several allied health professions who are developing careers as teachers in these fields, program or department administrators, or researchers have until now had no appropriate program for their own academic development. Through this program, the School of Allied Health Professions seeks to meet this need. This masters degree program will include a soundly conceived educational base, in the form of a core program which will be undertaken by all candidates in the program, joined to a highly individualized specialization program including three broad tracks—for educators, supervisors, and researchers.

All candidates admitted will hold a baccalaureate degree, have achieved professional status in one of the health professions, have completed at least one year of practice in their field, and aspire to a career within the framework of one of these three tracks. Each candidate will plan and pursue his or her program with the guidance

of a faculty committee of three members; committees will be chosen to include competence in the professional field, in the track area and in an academic discipline germane to the candidate's field of interest.

Program Administration

Accepted applicants will have a preliminary interview with the program director to determine their career goals; after this interview, the candidate's advisory committee will be appointed. The student will then plan his or her specific program in consultation with that committee. The Committee Chairperson will review progress with the student not less than once each quarter. Students who successfully complete all degree requirements will be recommended by their individual committees to an overall program committee, which will in turn recommend candidates to the faculty of the School for the Master of Science degree. Ordinarily, at least 6 quarters of full-time study, or the equivalent in part-time study, will be necessary for completion of all degree requirements, including the internship or practicum.

All students in the program will be required to complete a sequence of 12 credits of common foundation courses. These will include study in the areas of group and interpersonal relations; health services and medical care delivery; and statistics. As part of this all students will participate in two interdisciplinary seminar courses: one will discuss the concept of professionalism in historical and contemporary perspective; the other will be conducted concurrently with the internship or practicum experience, and will assist students to integrate theoretical and practical learning.

In addition, each student will choose one of three "tracks": teaching, supervision, or research, and develop (with committee approval) a program which includes the following requirements:

Teaching Track

1. A sequence of 3 courses in the Behavioral Sciences (6 to 9 semester hours)

(A course in Measurement & Evaluation must be included in this sequence, unless the student has previously completed a course in satisfaction of this requirement)

2. A sequence of 3 advanced courses in the candidates professional field *or* in sciences basic to that field (6 to 9 semester hours)
3. Electives

Supervision Track

1. A sequence of 3 courses in the Behavioral Sciences (6 to 9 semester hours)
2. A sequence of 3 courses in Supervision & Management (6 to 9 semester hours)
3. Electives

Research Track

1. A sequence of 3 courses in the behavioral or life sciences basic to the candidate's professional field (6 to 9 semester hours)
2. A sequence in Research Theory & Applications (4 to 6 semester hours)
3. Additional courses in the field of specialization, if required
4. Electives

A Masters thesis is NOT required, but may be substituted for up to 6 semester hours of credit, if approved by the candidate's committee and the program committee. An INTERNSHIP (in Teaching or Supervision), or a PRACTICUM (in Research) is also required. These experiences will be arranged on an individual basis, and will require approximately 6 months of full-time effort, or the equivalent. A required Intern or Research Seminar will be conducted concurrently. The Internship or Practicum is valued at 12 s.h.* of credit; the Seminar earns 2 additional s.h. (Total of 14 s.h. credit).

The following is a SCHEMATIC REPRESENTATION of the total M.S. in Health Sciences Program:

Common Foundation Courses (12 s.h. cr.)	Semester Hours
Teaching Emphasis	
Behavioral Sciences & Education (including Measurement/Evaluation)	6-9
Advanced Professional &/or Basic Science courses	6-9
Electives	
Teaching Internship	12
Internship Seminar	2
Total credits: 44	
Supervision Emphasis	
Behavioral Sciences	6-9
Supervision and Management courses	6-9
Electives	
Supervisory Internship	12
Internship Seminar	2
Total credits: 44	
Research Emphasis	
Behavioral or Life Sciences appropriate to specialty field	6-9
Research Theory and Applications	4-6
Electives	
Research Practicuum	12
Research Seminar	2
Total credits: 44	

*Seminar Hours

Requests for applications or further information should be addressed to:
Martin H. Rosenfeld, Ph.D.
Assistant Dean for Graduate Programs
School of Allied Health Professions
HEALTH SCIENCES CENTER
State University of New York at Stony Brook
Stony Brook, New York 11794
Tel: (516) 444-2258

Division of Community and Mental Health Programs

Acting Chairman: Bruce Gould

Department of Community And School Health

Acting Chairman: Bruce Gould

Professor: Ursula C. Schwerin

Associate Professors: Eleanor Schetlin, Stanley Zimering

Assistant Professors: Harold E. Adams, Lucille E. Brownell, Raymond J. Condren, James J. Culhane, Ruth R. Cusack, William Delfyett, Jr., Hope Dipko, Frank J. Gibson, Bruce Gould, Christine Guthman, Marilyn-Lu Jacobsen, Howard M. Lempert, Glenn H. Reynolds, Blossom Silberman, Alex M. Sneddon, Toby Thierman

Lecturers: Melvin Portnoy

PROGRAM IN COMMUNITY AND SCHOOL HEALTH LEADING TO THE DEGREE OF BACHELOR OF SCIENCE

Acting Program Director: Bruce Gould

The Division of Community/Mental Health has one of the few programs nationally that attempts to prepare professional students for dual status as Health Educators in either schools or community health agencies. To that end, the Divisional faculty has developed a curriculum that follows mandated certification requirements and the requisites for successful performance as a health educator in community agencies. The required core and professional courses as presented are consistent with certification requirements and are supportive of the Health Sciences Center's commitment to the education of highly qualified health professionals.

Given the complexity of improving health and health care of the public today, only the highest levels of professional competence and responsibility can be accepted as indicants of satisfactory student performance. This performance extends to academic achievement and

adherence to professional and personal practices that are consistent with the goals of the School of Allied Health Professions and the Health Sciences Center.

Special Admission Requirements

The six through eight semester hours credit in the natural sciences must include one semester of general chemistry and one semester of general biology or one year of integrated sciences. Further course work in the social and behavioral sciences, in addition to that required, is strongly recommended for the freshman and sophomore years.

Transfer Credit

Evaluative grades of "D" will not be accepted as transfer credit for the purpose of meeting admission requirements for this program. Grades of "P" or "H" must be accompanied by a letter of explanation from an appropriate University Official (Dean, Chairman, Registrar, etc.) explaining the grading policies of that institution. Emphasis should be on the equivalency of such grades to more traditional grades.

Professional Course Requirements

Core Courses Required .....21 semester hour credits
Professional Courses Required .....51 semester hour credits
Practicum and Seminar Requirements.....17 semester hour credits

Junior Year		*Credits*
HAA 300	The Health Care Team	2
HAA 350	Foundations of Research	2
HAA 351	Research Design and Application	1
HAC 300	Mental Health	3
HAC 305	Human Sexuality and Sex Education	3
HAC 307	Drugs and Society	3
HAC 325	Curriculum Development	3
HAC 326	Methods, Materials, and Evaluation in Health Education	3
HAC 350	Patient and Professional Safety	2
HAD 320	Microbiology	3
HAH 305	Instructional Technology	2
HBA 300	Human Biology	5
HBB 151	Preparation for Statistics	1
HBP 310	Pathology	3
EDU 204	Adolescent Development	3
Summer Session Elective		2
Summer Session Elective		2

Senior Year

HAA 421	Management Concepts for Allied Health Professionals	2
HAA 480	Interdisciplinary Health Science Seminar	1
HAC 311	Community Health	3
HAC 400	Health Counseling (Advisement)	3
HAC 405	Community Relations	3
HAC 410	Communication and Group Dynamics	2
HAC 415	Nutrition	3
HAC 480	Environmental Health	3
HAC 483	Consumer Health	3
HAC 485	Education of the Exceptional Child	2
HAC 490	School Seminar	3
HAC 492	Community Seminar	2
HAC 495	Field Practicum in School Health	6*
HAC 496	Field Practicum in Community Health	6*
Summer Session Elective		2

ALCOHOL EDUCATION PROGRAM

The Division in cooperation with the Department of Psychiatry and sponsored by the New York State Department of Mental Hygiene conducts special programs to train a cadre of individuals knowledgeable concerning the facts of alcoholism and proficient in planning and implementing school/community alcohol education programs.

Course Offerings		*Credits*
HAC 320	Alcohol and Alcoholism (Interdisciplinary Elective—Permission of Instructor required)	2
HAC 530	Administration: Alcohol Education Programs (Special application procedures required)	6

CONTINUING EDUCATION

Program Coordinator: Howard M. Lempert

The Division of Community and Mental Health Program and faculty of the School of Allied Health Professions conducts graduate level courses for the Center for Continuing Education. Courses successfully completed may be used for the purpose of earning permanent certification and/or the MA/LS degree. For more complete information consult the CED bulletin.

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*Field Practicum will consist of 20 weeks of full-time supervised field practice, ten of which will take place in a community health agency, the other ten weeks in a school setting as a student teacher. Practicum will be completed in health agency and school system acceptable to the director of the program.

Course Offerings		*Credits*
CEM 515	Org. of Health Care Services in the United States..	3
CEM 517	Social Health Problems I: Contemporary Health Issues	3
CEM 518	Social Health Problems II: Drug Addiction.....	3
CEM 519	Sex, Reproduction and Marriage	3
CEM 520	Advanced Seminar in Human Sexuality	3
CEM 521	Health Science Research Techniques	3
CEM 523	Program Evaluation in the Health Field	3
CEM 524	Organization and Supervision of School/Community Health Programs	3
CEM 525	Mental Health	3
CEM 527	Consumer Health	3
CEM 535	Understanding Alcoholism: Psychosocial Aspects of Alcoholism	3

Division of Diagnostic Programs

Chairman: Martin H. Rosenfeld

DEPARTMENT OF MEDICAL TECHNOLOGY

Chairman: Martin H. Rosenfeld

Professors: Velio A. Marsocci, Martin H. Rosenfeld (Assistant Dean), Arthur C. Upton

Associate Professor: George T. Tortora

Assistant Professors: Barbara Ciechowski, Julius Elias, Seymour Linger, Maxwell Pike, Sheldon Scher

Instructors: Louis J. Aliota, Louis Gaynor, Isadore Gubernick, Anne E. Kahn, Craig Lehmann, Nicholas McDaniel, Barbara Sawitsky

PROGRAM IN MEDICAL TECHNOLOGY LEADING TO THE DEGREE OF BACHELOR OF SCIENCE

Program Director: Martin H. Rosenfeld

Special Admission Requirements: Success in the professional program in medical technology requires an understanding of the principles of chemistry (including organic chemistry) and of biology. While it is the policy of the School of Allied Health Professions to avoid to the greatest degree possible specific requirements stated in terms of credit or clock hours, the requirements promulgated by the Council on Medical Education of the American Medical Association for "an acceptable school of medical technology" dictate that the undergraduate program contain 16 semester hours in chemistry (exclusive of survey courses) including organic chemistry; 16 semester hours in the biological sciences (excluding survey courses) and one course in mathematics.

The Division requires all 16 hours of chemistry and 8 hours of biology (all with laboratories) as prerequisites for admission. Courses in physics and calculus are also strongly recommended.

The Division further recommends a biology course involving a molecular approach including the following areas: genetic control of synthesis and structure of proteins, anaerobic glycolysis and cell energy pathways, and structure and function of DNA and RNA. In order to complete these requirements and the requirements of the professional program in the four-year college career, the candidate for junior status in this program must have completed at least 57 credits. Specific course suggestions will be made by the program director for interested lower division students.

Professional Program Requirements

Core courses required .....21 semester hour credits
Professional courses required .....69 semester hour credits

Junior Year		*Credits*
HAD 311	Clinical Biochemistry I	1.5
HAD 315	Hematology I	1.5
HAD 316	Clinical Microbiology I	1.5
HAD 318	Clinical Microbiology II	1.5
HAD 351	Medical Instrumentation I	2.0
HAD 380	Clinical Microbiology I, Lab	2.0
HAD 381	Clinical Microbiology II, Lab	2.0
HAD 383	Clinical Biochemistry I, Lab	2.0
HAD 385	Hematology I, Lab	2.0
HAD 395	Clinical Practicum I*	6.0
HBA 500	Structure of the Human Body	3.0
HBC 531	Human Biochemistry	4.0
HBY 350	Physiology	4.0
Senior Year		
HAD 410	Automation	2.0
HAD 411	Clinical Biochemistry II	1.5
HAD 412	Clinical Biochemistry III	3.0
HAD 414	Hematology II	1.5
HAD 415	Clinical Serology	2.0
HAD 416	Immunohematology	1.5
HAD 425	Parasitology	3.0
HAD 426	Histology	3.0
HAD 451	Medical Instrumentation II	1.0

*Clinical practicum consists of a full ten week quarter (one in each of the Junior and Senior years) in full time supervised practice, with seminars, in our affiliated hospital laboratories.

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 in order to receive credit for either.

HAD 480	Clinical Biochemistry II, Lab	2.0
HAD 485	Hematology II, Lab	2.0
HAD 486	Immunohematology, Lab	1.5
HAD 495	Clinical Practicum II*	6.0
HBM 531	Medical Microbiology	4.0
HBP 532	Immunobiology	2.0

PROGRAM IN HEALTH SCIENCE TECHNOLOGY LEADING TO THE DEGREE OF BACHELOR OF SCIENCE

Coordinator: Martin H. Rosenfeld

The great complexity of the health industry has created a need for numerous categories of specialized technologists. This variety of specialties, each involving a relatively small number of people, and each with its own needs for special education and training has prompted the School of Allied Health Professions to develop an encompassing program in health science technology leading to a Bachelor of Science degree.

This program has a generic base for all registrants, consisting of the general school core curriculum, and in addition a concentration which would vary with the individual needs and goals of each student.

The program covers two years of study, or the equivalent, and has a prerequisite of 57 college credits or the equivalent for admission.

Division of Therapeutic Programs

Chairman: Edgar L. Anderson

DEPARTMENT OF CARDIOPULMONARY TECHNOLOGY/RESPIRATORY THERAPY

Chairman: Edgar L. Anderson

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

Assistant Professor: Joan Mogil

Instructors: Richard G. L. Chan, Roberta Cogen, Paul R. Degnan, Gerald K. Dolan, Magdalena Finger, S. Rosemary Graham, Theodore London, David Lyons, Darleen Miller, Richard Narvaez, Edward R. Rice, Alda A. Visnauskas

PROGRAM IN CARDIOPULMONARY TECHNOLOGY/RESPIRATORY THERAPY LEADING TO THE DEGREE OF BACHELOR OF SCIENCE

Program Director: Edgar L. Anderson

Graduates of this program will be competent to function either in the administration of respiratory therapy procedures, or in conducting diagnostic procedures in cardiopulmonary laboratories.

This 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.

Special Admission Requirements: While admission to this program is not limited to graduates of approved hospital or community college programs in cardiopulmonary technology or respiratory therapy, this type of background will prove especially beneficial in promoting maximum learning from the baccalaureate curriculum.

In addition to the general admission requirements for junior status in the School of Allied Health Professions, completion of one semester of course work in physics and chemistry *and* one year of biology, are highly recommended for admission. Preference for admission will be given to candidates with the required and recommended course work.

Professional Program Requirements:
Core courses required .....21 semester hour credits
Professional courses required .....66 semester hour credits

Junior Year		*Credits*
HAT 302	EKG—Technique and Interpretation	1
HAT 310	Introduction to CPT/RT	1
HAT 360	Essentials of CPT/RT	3
HAT 361	Theory of Respiratory Diagnosis and Treatment	3
HAT 362	Respiratory Therapy Techniques	2
HAT 363	Pulmonary Function Tests	2
HAT 395	Clinical Practicum I: CPT/RT*	6
HBA 500	Structure of the Human Body	9
HBY 350	Physiology	4
Summer I		
HAT 397	Clinical Practicum II: CPT/RT*	3
Senior Year		
HAD 320	Microbiology	3
HAD 351	Medical Instrumentation	2
HAT 461	Theory of Cardiovascular Diagnosis and Treatment	3
HAT 462	Cardiovascular Diagnosis and Treatment Practices	2
HAT 463	Ventilators	3
HAT 490	Introduction to Clinical Education	2
HAT 491	Special Studies in CPT/RT	2

*Clinical Practicum will consist of three periods, each of ten weeks duration, of full-time clinical instruction and practice in the clinical campuses and other affiliated patient-care facilities.

HAT 495 Clinical Practicum III: CPT/RT*	6
HAT 498 Clinical Practicum IV: CPT/RT	3
Elective (Clinical)	3

Summer II

Elective (Clinical)	3

DEPARTMENT OF PHYSICAL THERAPY

Chairman: Jacob Schleichkorn

Associate Professors: Audrey Randolph, Jacob Schleichkorn

Assistant Professors: Abraham A. Askins, Ruth E. Baines, John Beazly, Gustave V. Conti, Louis Cress, Roslyn Davidson, Philip Greenblatt, Michael M. Helland, Joseph Kahn, Isabelle Levine, Earl Lewis, Clifton Mereday, Joan D. Mohr

Instructors: Robert Intravaia, Barbara Silvestri, Ivan S. Yankowitz

PROGRAM IN PHYSICAL THERAPY LEADING TO THE DEGREE OF BACHELOR OF SCIENCE

Program Director: Jacob Schleichkorn

Special Admission Requirements: It is the general policy of the School of Allied Health Professions to avoid, to the greatest degree possible, specific prerequisites stated in terms of credits or clock hours. However, the "Essentials of an Acceptable School of Physical Therapy," published by the Council on Medical Education of the American Medical Association, requires that candidates for admission to an approved professional curriculum present evidence of satisfactory completion of preparatory courses in the biological and physical sciences, and recommends that students have had instruction in physics, chemistry, and psychology. Preference in consideration for admission will be given to candidates with the required and recommended course work, (in addition to the general admission requirements of the School of Allied Health Professions), completed by the end of the spring semester of the year for which application is made. Experience in the health field, preferably in rehabilitation, is a vital and important factor in the selection of students. A personal interview is required.

The program in Physical Therapy at Stony Brook received approval from the Council on Medical Education acting in collaboration with the American Physical Therapy Association through its Committee on Accreditation in Basic Education following a site visit in January 1973.

Professional Program Requirements

Core courses required ..... 21 semester hour credits
Professional courses required ..... 67 semester hour credits

Junior Year		*Credits*
HAT 316	Orientation to Physical Therapy	1
HAT 317	Physical Therapy Procedures I	3
HAT 318	Electrotherapy I	2
HAT 319	Scientific Foundations Related to Physical Therapy	5
HAT 320	Mental and Physical Handicaps	2
HAT 321	Therapeutic Exercise	3
HAT 396	Physical Therapy Clinical Practice I*	6
HBA 500	Structure of the Human Body	8
HBY 350	Physiology	4

Senior Year		*Credits*
HAT 415	Survey of Defects	3
HAT 416	Electrotherapy II	2
HAT 417	Tests and Measurements in Physical Therapy	2
HAT 418	Advanced Therapeutic Exercise	4
HAT 419	Psychology of the Disabled	2
HAT 420	Prosthetics and Orthotics	4
HAT 421	Orthopedic Physical Therapy	4
HAT 422	Cardio-Pulmonary Therapy	3
HAT 493	Physical Therapy Seminar	3
HAT 496	Physical Therapy Clinical Practice II*	3
HAT 497	Physical Therapy Practical Practice III*	3

PHYSICAL THERAPY CLINICAL EDUCATION AFFILIATIONS

Clinical Campus and Location	*Clinical Educator*
Nassau Medical Center, East Meadow	John Beasley, R.P.T.
Nassau Medical Center, Child Development Center, Plainview	Joan Sarney, R.P.T.
Suffolk Rehabilitation Center, Commack	Isabelle Levine, R.P.T.
Veterans Administration Hospital, Northport	Ivan Yankowitz, R.P.T.
A. Holly Paterson Home, Uniondale	Leonard Grace, R.P.T.
Long Island Jewish/Hillside Medical Center Queens Hospital Center, New Hyde Park	Philip Greenblatt, R.P.T.
Long Island Jewish/Hillside Medical Center Queens Hospital Center, Queens	Abe Askins, R.P.T.
Peninsula Hospital Center, Far Rockaway	Mary Coveny, R.P.T.
Southside Hospital, Bayshore	George Starr, R.P.T.
Mercy Hospital, Rockville Centre	Nicholas Calabria, R.P.T.

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

NYU, Institute of Rehabilitation Medicine, New York ..... Cathy Van Olden, R.P.T.
The Community Hospital at Glen Cove..... Louis Cress, R.P.T.
Hempstead General Hospital Medical Center ..... Roslyn Davidson, R.P.T.
Roscoe Community Nursing Home, Roscoe. Robert Konvalin, R.P.T.
United Cerebral Palsy Association of Nassau County, Roosevelt ..... Althea MacDonald, R.P.T.
South Nassau Communities Hospital, Oceanside ..... James Toomer, R.P.T.
Putnam Community Hospital, Carmel..... Harvey Margolin, R.P.T.
The Burke Rehabilitation Center, R.P.T..... Mary Ann Victor, R.P.T.
Brunswick Hospital Center, Amityville..... Judy Lazarus, R.P.T.
North Shore Hospital, Manhasset ..... Iris Horowitz, R.P.T.

DEPARTMENT OF PHYSICIAN ASSOCIATES

Chairman: Edward Brown

Assistant Professors: Stephen V. Allen, Edward Brown

Instructors: Arlyss Anderson, Robert J. Cohen, Erna Kaplan, Adele Kaserman, Paul Lombardo, Steven J. London, Joseph Marzucco, Lucille H. Messier, Karlette J. Peck, Danielle Schneider

PROGRAM FOR PHYSICIAN ASSOCIATE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE

Program Director: Edward Brown

Medical Director: Stephen V. Allen

This program, consisting of 100 weeks of didactic and clinical training over a two year period, is dedicated to training physician associates capable of functioning as Assistants to the Primary Care Physician. The physician associate is capable of approaching the patient, collecting data, and presenting them in such a way that the physician can visualize the medical problem and determine diagnostic or therapeutic steps. The physician associate is also capable of assisting the physician by performing diagnostic and therapeutic procedures and coordinating the roles of other, more technical assistants. While he functions under the supervision and responsibility of the physician, the physician associate might, under special circumstances and under defined rules, perform without the immediate surveillance of the physician. He is, thus, distinguished by his ability to integrate and interpret findings on the basis of general medical knowledge and to exercise a degree of independent judgment.

Requirements for Admission

Applicants to the program are expected to meet the admissions requirements of the School of Allied Health Professions. The admission

requirements may be fulfilled through previous college studies completed, CLEP examinations or formal armed forces services school courses.

Special Requirements

In addition to the general requirements for junior status in the School of Allied Health Professions, the Physician Associate Program requires completion of 6 or more semester credits in the biological sciences and 3 or more semester credits of mathematical science or chemistry. Course work in sociology and psychology is also strongly recommended.

The program also requires a minimum of one year's experience in direct patient care. While this requirement is not limited to a specific work function in direct patient care, it can be fulfilled by experience such as that of an orderly nurse's aide, registered nurse, corpsman, or emergency medical technician.

Special Emphasis

The physician associate training is heavily directed toward community medicine involvement, especially in disadvantaged and rural areas. The physician associate may well have the most significant impact in primary health care delivery in the health clinic, group practice, or when functioning in the realm of family practice.

Professional Program Requirements	*Credits*
Core courses required	21
Professional didactic courses required	54
Professional clinical clerkships (See special brochure for clerkship required)	36

Professional Courses

HAA 490 Research Tutorial II
HAC 306 Human Sexuality
HAD 310 Clinical Laboratory
HAD 320 Medical and Public Health Microbiology
HAT 302 EKG—Technique and Interpretation
HAT 303 Radiology
HAT 304 Pharmacology
HAT 305 Preventive Medicine and Public Health
HAT 308 Psychiatry for Physician Associates
HAT 320 Mentally and Physically Handicapped
HAT 350 Signs and Symptoms, Clinical Medicine I
HAT 351 Signs and Symptoms, Clinical Medicine II
HAT 352 Signs and Symptoms, Clinical Medicine III
HAT 353 Signs and Symptoms, Clinical Medicine IV
HBA 300 Human Biology
HBP 310 Pathology for Physician Associates

Note: In order to begin clinical clerkship rotations, students must have successfully completed the courses in Human Biology and Clinical Medicine.

Attendance in all didactic and clinical courses is mandatory in order to complete the program.

Office of Research and Teaching Resources

Acting Director: Robert O. Hawkins, Jr.

Associate Director for Research: K. Stolurow

Associate Director for Teaching: Teresa Cochran

The Office of Research and Teaching has been included in the plans of the school in order to promote two objectives:

1) Improving the quality of instruction in all programs of the school. The faculty and administration of the school recognize the fact that effective teaching is a science and an art at the college level, just as much as at the primary and secondary levels. The mere fact of possession of a great fund of knowledge or skill does not guarantee that an individual will be able to communicate these abilities effectively to others. This Office will serve as base for a small number of faculty personnel with special preparation and ability in effective teaching; these individuals will serve as a resource to all faculty members, to help them to increase the efficiency and effectiveness of their teaching endeavors.

2) Development of a body of research in, for, and by allied health professions. Just as knowledge does not necessarily equate with effective teaching, so professional proficiency does not always equate with competence in original research. In the past, most research relating to the allied health professions has been carried on by members of other professions; allied health professionals have tended to be competent "doers" rather than developers of primary information. The Office of Research and Teaching Resources will serve as a base for a nucleus of faculty research competence, to which faculty members and students in all programs of the school may turn for advice and guidance in promulgating, refining, and conducting original research activities. Staff members of this Office will also serve as research resources in identifying prior information that may be available on research questions of interest to persons associated with the school or with other units of the University.

The Office of Research and Teaching Resources is under supervision of a director, who is responsible to the Associate Dean.

Continuing Professional Education Programs

Coordinator of Continuing Professional Education in Allied Health: Jacob Schleichkorn

The School of Allied Health Professions, like its sister units in the Health Sciences Center, recognizes a strong responsibility for service to the needs of all allied health professionals. To meet these responsibilities, a broad program of continuing professional education is being developed.

Continuing professional education activities are considered an integral part of the school's program, not a separate function. Special non-credit courses may be offered under this program. Courses will be scheduled in late afternoon and evening hours, or on weekends in intensive workshop format or spread over the regular academic program calendar, as the needs of the professional constituency dictate. Programs may be offered on campus, or at remote locations.

Registration in the Continuing Professional Education Program is achieved through the Office of the Coordinator in the School of Allied Health Professions. In addition, some courses of the school are offered through the Master of Arts in Liberal Studies program conducted by the Center for Continuing Education at Stony Brook. Students who prefer to pursue the M.A.L.S. program should register through the Center, located in the Administration Building on the main campus at Stony Brook.

For specific information about subjects covered through the Continuing Professional Education Program, contact the Coordinator in Room 127, "F" Building, South Campus, State University of New York at Stony Brook, Stony Brook, N.Y. 11794 or telephone (516) 444-2454.

Interdisciplinary Clinical Education Program

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 demonstration program in interdisciplinary clinical education. This program seeks to make all health practitioners, especially those in the allied health professions, conscious of the potentials and values of a *true* team approach to patient care.

In this program, a clinical coordinator seeks to identify opportunities for clinical experience of an interdisciplinary nature, and to develop these opportunities cooperatively with the faculties of the several professional programs in this school, and in other units of the Health Sciences Center. An Advisory Committee on Interdisciplinary Clinical Education, consisting of the coordinator and the clinical coordinators for each professional program, guides the development of this effort, and in cooperation with the Office of Research and Teaching Resources, seeks to evaluate its effectiveness.

The Clinical Coordinator and Staff offer courses of an interdisciplinary nature through the core curriculum. Advisory and consultation services on teamwork in patient care are being developed by this program for other educational institutions.

The Office of Interdisciplinary Clinical Education serves as a

source of information on clinical teaching facilites utilized for the education of allied health students.

Community Service Activities

Coordinator: Stanley Zimering

Within the limits of available time and resources, the faculty of the School of Allied Health Professions stands ready to serve as a resource for community service activities appropriate to the mission of the school. Faculty members will consider invitations to participate as speakers or resource personnel for programs conducted by nonprofit community organizations, as consultants for health service programs, as advisers for individuals interested in health-related careers, or in other appropriate ways.

Professor Stanley Zimering, who may be reached at Room 107, "F" Building, South Campus, State University of New York at Stony Brook, (516) 444-2131, is Coordinator of Community Service Activities for the School of Allied Health Professions.

Vocational counseling services for students with a general interest in the allied health field is the responsibility of Professor Edgar Anderson, whose office is Room 135, "F" Building, South Campus, State University of New York at Stony Brook. Students with specific interests in the programs of the School of Allied Health Professions should contact associate dean Robert O. Hawkins, Jr., Room 101, "F" Building, South Campus. Professor Anderson's telephone number is (516) 444-2134; Dean Hawkins' number (516) 444-2253.

Courses

All courses offered by the School of Allied Health Professions are intended for matriculated allied health program students *only,* except for courses marked with this symbol (#). Courses marked with the (#) symbol are open on a limited basis, *with* permission of the instructor, to other students. Priority will be given to students in other Schools of the Health Sciences Center.

COURSES OFFERED BY THE INTERDISCIPLINARY EDUCATION PROGRAM

#HAA 300 Introduction to Health Care
An introduction to the study of the health care system. Explores various institutions and their mode of delivering health care within our present society. Discusses role of health care deliverers and their capacity as functioning members of the interdisciplinary health care teams. Students will have the opportunity to develop an awareness of the expertise of several health disciplines.

Professor Baines and faculty, Q1 or Q2, 2 credits

HAA 480 Senior Health Science Seminar
An interdisciplinary seminar in which students in small groups, including repre-

sentatives from medicine, nursing, and various of the allied health professions, will explore the contributions of the roles played by members of the health care team. In addition to seminar sessions with resource persons from the faculty, students will participate in grand rounds in various affiliated health service facilities, and investigate, as a group, one or more cases which demonstrate the team approach.
Prerequisite: Permission of instructor.
Professor Baines and faculty, Q3, 2 credits

DIVISION OF ADMINISTRATIVE PROGRAMS

#HAA 340 Research and Evaluation I Methods of Inquiry
In this course the student analyzes a broad range of significant research undertaken in the various fields of the health sciences. Research strategies and designs representing case studies, experimental laboratory research, participant observation, survey research, and comparative studies of groups, organizations, institutions, and communities are selected for discussion. In addition, basic concepts associated with research such as sampling, reliability, validity, and measurement are included.
Professors Button and Glover, Q1, 2 credits

#HAA 350 Foundations of Research
Discusses elements of biostatistics; graphs and tables; descriptive statistics; probability; populations and samples; normal distribution; hypothesis testing; computers; elementary concepts of research design.
Dean Hawkins, Q2, 2 credits

#HAA 351 Research Design
Study of basic elements of designing a research study. Discusses confidence intervals, sampling procedures, analysis of data, methods of obtaining data, types of research, literature searches, hypothesis statement, term definition, variable control and writing the report.
Prerequisite: HAA 350.
Dr. Stolurow, Q3, 1 credit

HAA 352 Research Design II
This course will cover intensively methodological and analytic techniques, and research designs of the type found in the health and social sciences. Emphasis will be placed upon each student's preparing a research plan of his or her own choosing. This course will be in seminar form.
Professor Button, Q4, 2 credits

HAA 421 Management Concepts for Allied Health Professionals
Coping with bureaucracies as agent, participant, and consumer. The human dimensions of personnel, financial and materials management as related to the service functions of health agencies.
Professor Stapleton, Q3, 2 credits

HAA 430 Issues in Allied Health
This seminar will discuss several of the issues of great current interest in the health manpower arena. Topics discussed will include: quality control in health care; medical paternalism and nursing complacency; territorial imperatives (i.e. extended roles for non-physician health personnel and conflicting claims of responsibility); role relationships on the health care team/teammates vs. primadonnas; the new practitioners and non-physician primary providers of care; non-traditional and cult practitioners; reward systems; professional societies and their role; shortage, surplus, and distribution of health care personnel. Participants will be expected to read extensively in suggested journals and other documents,
Dean McTernan, Q1, 2 credits

HAA 490 Research Tutorial
Each student will conduct a research project of his or her own design or will evaluate research in his or her field, depending on the particular program. This tutorial is guided by the faculty of the program in which the student is enrolled.
Prerequisites: HAA 350 and HAA 351.
Coordinators: Dean Hawkins, Dr. Stolurow and Dr. Cochran, 2 credits

HAA 491 Independent Study in Health Administration
Independent study projects in the field of Health Service Administration. Projects

must be submitted and approved by the Division of Administrative Programs.
Dr. Dunaye and faculty, Variable credit

HAA 500 Coordination and Supervision in Health Occupations Education
Examines philosophy, concepts, and current trends in Health Occupations Education. Considers role of extra-institutional agencies; federal, national, state, professional. Topics discussed include program financing, planning, faculty recruitment and development, student selection and placement, student evaluation (with emphasis on clinical education program). Discusses structure and utilization of advisory committees. Open to educators in health occupation fields only. Prerequisite: Permission of instructor.
Dean McTernan, Summer session, 6 credits

HAA 510 Administrative Writing and Communications
This course is especially designed for administrative students requiring improvements in writing and communication skills as they apply to the management process in health organizations. Stress is placed on approaches and techniques in developing confidence and competence in the execution of daily writing and other forms of administrative communication dealing with diverse audiences, such as clinical and professional staff, patients, employees, unions, community groups, agency officials, etc.
Ms. Bakst and Staff, Q3, 1 credit

HAA 520 Self, Group Process, and Human Relations
Study of the dimensions of self and group as a dialectically-structured and experiential process: man, values and organization. Concepts of ethical humanism and transactional analysis with gestalt experiments are presented to discover and foster awareness, self-responsibility, authenticity, and creativity. The ideas and opinions relating to authority, power and leadership, as well as microecology and intimate space, are explored to determine their validity.
Professor Stapleton, Q1, 2 credits

HAA 521, 522 Hospital Administration I, II
Administrative theory and management principles are examined in their application to the organizational analysis of hospitals and health care facilities. Students learn how formal structure, function, policies, inter-professional practices, community needs, and program resources are combined in delivering effective hospital and health services.
Dr. Dunaye, Q1 and Q2, 2 credits each quarter

HAA 523, 524 Field Experience I, II
Weekly supervised, off-campus field experiences and observational studies of a wide variety of health services organizations, including hospitals, neighborhood centers, insurance programs, planning agencies, mental health facilities, etc. Impressions and information obtained from each visit are reviewed in regular student-written reports and discussions with accompanying faculty.
Professors Brindle and Stapleton, Q1 and Q2, 1 credit each quarter

HAA 525 Health Facility Design and Construction
Philosophy for designing patient oriented hospital and clinic services. Spatial interrelationships. Adaptive structures. Systems design and integration. Internal transportation methods. Electronic instrumentation. Building codes and regulations.
Professor Selbst, Q3, 2 credits

HAA 529 Legal and Contemporary Issues in Health
A survey of currently significant issues in law applicable to the delivery of health care. Included as such areas of concern as professional malpractice, research on human subjects, the rights of patients, hospitalization of the mentally disabled, community participation in the health care system and collective bargaining with health care providers. Emphasis is placed on the relevance of practical problems faced in professional practice to the framework of law and public policy.
Professor Rosenblum, Q2, 1 credit

HAA 531, 532 Medical Care Organization I, II
Comprehensive overview of the U.S. system of medical care, with analysis of 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. Historical antecedents are examined as a basis for present conditions and with a view toward projecting future trends and directions for change, including consideration of alternative policies and patterns of reorganization.
Dr. Waldman, Q1 and Q2, 2 credits each quarter

#HAA 534 International Comparative Health Services
A comparative and analytical study of health services systems in the United States and other selected countries including England, China and the Soviet Union.
Dr. Jonas, Q3, 2 credits

#HAA 535 Ambulatory and Emergency Services
A detailed analysis of the organization, delivery and planning of ambulatory services; its history, current status, and possible courses of future development. Organized ambulatory services provide over 200,000,000 of the 850,000,000 patient visits made annually in the United States, far outstripping in volume the 32,000 annual hospital admissions. Nevertheless, little academic attention has been paid to them. This course begins to attempt to rectify that situation.
Dr. Jonas, Q4, 2 credits

#HAA 536 Health Law
Consent to medical and surgical procedures; medical-moral problems; concept of the corporation; principles of hospital liability; charitable immunity; medical records; contracts; taxation; regulatory authority.
Professors Fitzpatrick, Wild, and Sherman, Q1, 1 credit

HAA 537 Health Issues and Policy Analysis
Foundations in the political and policy sciences with particular focus on the scientific study of public issues in U.S. health services at intergovernmental levels and at the interface between public and private sectors. Students are directed toward developing model strategies for conflict resolution using negotiating tactics, sanctions, regulatory controls, and incentives for effective policy allocation of health resources.
Dr. Dunaye, Q1, 2 credits

HAA 538 Planning Health Services
Examination of health planning legislative and organizational history; developments in hospital and manpower planning, environmental and mental health planning, urban design, ekistics, community and neighborhood organization, and comparative approaches to regionalization. Planning is studied as a typology of planned change methods impinging more on shifts in politics and economics than upon technical and information advances. The health organization executive is defined as a change agent with the functional skills of an "administrator-planner-analyst."
Dr. Dunaye, Q4, 2 credits

HAA 539 Planning and Operational Analysis
This course is geared to the use of quantitative and operations research techniques in solving health management problems and in the collateral functions of administrative planning and research. The literature of O.R. and systems analysis applications is reviewed to examine analytical approaches for measuring productivity, performance, cost-effectiveness and efficiency, and quality assurance. Delphi and other forecasting methods, simulation, network analysis, and optimization models are tested for utility.
Dr. Shakun, Q3, 2 credits

HAA 540 Personnel Administration
Study of the personnel structure, practices, and problems in hospitals and other health organizations; salary and wage determinations; job and task analysis; employee recruitment, selection, and testing methods; interdepartmental, interprofessional, and professional-nonprofessional relations; staffing requirements; work measurement and employee evaluation techniques; communications effectiveness; case studies.
Professor Graumann, Q3, 2 credits

HAA 541 Management and Labor Relations
Review of governmental regulations and policies affecting the conduct of parties in bargaining relationships between labor and management in health care settings, especially hospitals. Theory and principles of collective bargaining, negotiation strategies and tactics, methods of

handling union grievances, understanding of agreement clauses and benefit plans for health workers, and case studies in labor disputes and settlements.
Professor Graumann, Q4, 2 credits

HAA 542 Managerial Accounting
Financial accounting models are introduced in their relation to income and expense determination, budgeting systems and reporting, cost analysis and management controls. Fundamentals of uniform cost accounting are applied to hospitals and other health organizations in terms of current fiscal policies, practices, and economic constraints.
Professor Egan, Q3, 2 credits

HAA 543 Financial and Grants Management
Emphasis is placed on different forms and methods of budget planning and formulation of financial policies to manage health organization revenues and expenditures, both capital and operational. Approaches are examined which simulate alternative cost-containment models and forecast long-range financial patterns. Principles and current practices in grants administration are studied with the objective of aiding management to secure, maintain and effectively administer various forms of secondary or temporary funding sources.
Professors Pittinsky, Schwesinger, Honor, and Gerstel, Q4, 2 credits

HAA 544 Health Insurance and Medical Economics
Actuarial theories and general principles of health insurance are reviewed in relation to the history and special characteristics of public and private third-party prepayment arrangements. The economic effects of hospitals and medical practice are studied as influential forces in determining health services supply, demand, and pricing in the marketplace. Concepts of economic and cost-benefit analysis applied to health are introduced.
Professors Brindle and Ro, Q3, 2 credits

HAA 545 Advanced Hospital and Health Economics
Econometrics and economic research applied to health manpower, facilities, reimbursement methods, and organizational constraints are studied at the advanced level. The useful tools and methods of health economists are stressed in terms of their relevance to improving management policy and decision alternatives.
Dr. Ro, Q4, 2 credits

HAA 547 Grantsmanship in the Health Professions
Appropriate and inappropriate uses of governmental and private grant funds in the health professions. Locating potential sources of funds; the application process; audit and accountability. Participants will develop, individually or in small groups, a grant proposal which will be analyzed and critiqued. Guest lecturers from private and government funding agencies will participate.
Dean McTernan, Q3, 2 credits

HAA 550 Statistical Analysis
This course will deal with concepts of descriptive, inferential and non-parametric statistics, introduction to matrix notation and matrix algebra. Students will use P-STAT, a computer package for matrix manipulation and statistical computations. A separate laboratory for student problem-solving and computer training is arranged as part of the studies.
Dr. Stolurow, Q1, 3 credits

HAA 551 Computers and Logical Analysis
Begins with an abstraction of the basic nature of complex problems and related computerized solutions. A language for definition and communication of systems logic is developed, starting with a base set of unit logic concepts. Simple logic structures are then assembled from this set and analyzed for internal consistency and accuracy. Generalization of this approach is then made to complex structures, where special attention is given to quality and control within logic systems. All principles of analysis within this course are made at the abstract level; however, at every point real problems from view of health administration are used to motivate and illustrate each principle introduced.
Dr. Bicker, Q2, 2 credits

HAA 552 Operations Research
An introductory course of selected operations research techniques and industrial engineering methods used for management systems analysis and decision-

making. Concepts include game theory, graph and network analysis, critical path and PERT methods, queueing theory, linear and dynamic programming models, integer and nonlinear programming techniques, and computer simulation. Optimization techniques and the use of the simplex algorithm in problem-solving are described as they apply to improved administrative functioning in health organization settings.
Dr. Shakun and Faculty, Q4, 2 credits

HAA 556 Research Methodology
Foundations in basic research methods and procedures are established in relation to hypothesis formulation, research planning, proposal and protocol preparation, population and sample determination, questionnaire and data gathering techniques, interviewing, measurement scales and analysis of data, and alternative study designs and strategies followed in scientific problem investigation. This course forms the beginning of student thesis research development which is carried out through the management field and administrative residency.
Professor Rowland, Q3, 2 credits

HAA 557 Health Program Evaluation
Concepts of health "program," "objectives," and "evaluation" are defined in the operational context of current applications by administrators and evaluation researchers. Various evaluation models and study designs are investigated to show their relative value in determining the effectiveness, efficiency, adequacy, appropriateness, and side-effects of different program activities with a view toward innovation in resource mix and objective function. Program optimization is a calculated goal associated with case studies and field projects.
Dr. Kelman, Q3, 2 credits

HAA 558 Introduction to Medical Science
Elementary understanding of concepts of medical science for administrators including gross anatomy, physiology, pathology, and epidemiology. Major disease entities will be discussed in light of the medical specialties and diagnostic techniques used for the medical management of the patient.
Dean McTernan and staff, Q1, 1 credit

HAA 565 Organization Theory
General theories of organization behavior and executive functions are examined in their application to hospitals and other health agencies. The nature of administrative process, the role of individuals and groups, human relations, leadership and power, bureaucracy, authority, communications, goal and policy formulation, and functional strain, among other elements, are researched in the context of defining organizational effectiveness. Practical methods for organizational analysis are tested for utility.
Dr. Coser, Q2, 2 credits

HAA 566 Policy and Administration
Inquiry into the relationship between policy and administration in selected cases drawn from public administration literature and health institution experiences. Students will be expected to integrate theoretical and practical material acquired in other courses and activities.
Dr. Fox, Q3, 2 credits

HAA 570 Applied Epidemiology and Public Health
The methods of epidemiology as applied by public health agencies are presented in historical and current perspective with disease and illness patterns of changing impact. How these techniques have transfer value to hospital, health agency, and community environments is a concern of administrators who have high level responsibilities for managing the resources to improve health status. This course provides them with an introduction to such useful quantitative tools.
Dr. Lerner, Q2, 2 credits

HAA 571 Urban and Environmental Planning
History and development of the principles and practices of city and regional planning, urban policy planning, ecosystems and environmental policy planning, location theory and transportation systems planning, citizen advocacy planning, and the interdisciplinary roles of engineering specialists, public administrators, politicians, land use economists, and community activist groups. Policies, programs, financing, and community decision-making are examined in relation to the professional practice of environmentalists and social planners.
Professor LoGrande, Q2, 2 credits

HAA 572 Mental Health Administration and Planning
Mental health organizations are studied as comparative models for delivering a wide range of programs and services to patients with various psychiatric conditions, alcoholism, mental retardation, drug addiction, and related disorders. Current laws and institutional policies are reviewed. Funding and planning organizations for community mental health services are surveyed in relation to their impact. The specialized role functions of administrators and planners are identified and students are introduced to the broader organizational and systems environment of human services delivery.
Professor Gerhard, Q4, 2 credits

HAA 573 Long-Term Care Administration
Review of the aging process and health problems involved in gerontology and institutional care of the age afflicted with chronic diseases. How such facilities providing services for these patients are organized and managed for maximum effectiveness is the thrust of this course, with the objective of qualifying students to be eligible for licensure examination as nursing home operators. Rehabilitation services administration is included as a collateral function of long-term care responsibility and specialized management training.
Professor Mitchel, Q4, 2 credits

HAA 574 Group Practice and HMO Administration
The management process currently employed in administering group medical practices operating under various financial arrangements and forms of patient-subscriber relations, including prepaid comprehensive health plans and the developing health maintenance organizations (HMOs). Case studies are used to review group successes and failures, organizing problems and issues, research findings, and future directions.
Professor Leeds, Q4, 2 credits

HAA 580 Advanced Seminar in Allied Health
A seminar course for Intern students in the Master of Science in Health Sciences program to be taken concurrently with the internship experience. Seminar sessions will take place in alternate weeks, for a total of 10 seminars over the course of the 2 quarter internship experience. This seminar is open only to students concurrently registered in the Internship experience. The seminar will focus on experiences encountered by the students in their internships as reported in the required Intern Journal and examine these in terms of theories presented in courses taken prior to the Internship experience. Numerous guest participants will be invited to the seminar sessions.
Drs. McTernan, Rosenfeld and staff, Q3 and 4, 1 credit each quarter

HAA 584, 585 Internship in Allied Health Education I, II
Internship assignment in allied health education, open only to degree candidates in the education track of the program leading to the degree of Master of Science in Health Sciences. This course will be taken on a full-time basis in concert with HAA 580, Advanced Seminar. Students are required to take two quarters of internship in education. Unusually experienced students may be allowed to meet the program requirements with only one quarter (HAA 584) but this option requires the approval of the Assistant Dean for Graduate programs, SAHP. This course gives the student the opportunity for supervised experience in teaching in the allied health environment.
Graduate program staff, Q3, Q4, 6 credits each quarter

HAA 586, 587 Internship in Allied Health Supervision I, II
Internship assignment in allied health supervision, open only to degree candidates in the supervision track of the program leading to the degree of Master of Science in Health Sciences. This course will be taken on a full-time basis in concert with HAA 580, Advanced Seminar. Students are required to take two quarters of internship in supervision. Unusually experienced students may be allowed to meet the program requirements with only one quarter (HAA 586) but this option requires the approval of the Assistant Dean for Graduate Programs, SAHP. Students will function, under supervision, as a supervisor of an allied health activity.
Graduate program staff, Q3, Q4, 6 credits each quarter

HAA 588, 589 Practicum in Allied Health Research, I, II
Practicum experience in research, open only to degree candidates in the research track of the program leading to the degree of Master of Science in Health Science. This course will be taken on a full-time basis in concert with HAA 580, Advanced Seminar. Students are required to take two quarters of research practicum. Unusually experienced students may be allowed to meet the program requirements with only one quarter (HAA 588) but this option requires the approval of the Assistant Dean for Graduate Programs, SAHP. Students will conduct or participate in a major research effort in or relating to the allied health field.
Graduate program staff, Q3, Q4, 6 credits each quarter

HAA 590 Independent Study
Independent study projects in health services administration 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 the period in which such studies are undertaken.
Dr. Ro and faculty, any quarter, variable credit

HAA 591 Health Services Research
A capstone overview of developments in health services research and related investigations reported in the literature. Emphasis is given to ways of classifying and organizing research results for useful management applications. Particular attention is paid to the studies and innovations supported by the federal government in recent years, i.e., the National Center for Health Services Research and Development and subsequent agencies. A primary objective is to assess the current "state of the art" of administrative research.
Drs. Dunaye and Ro, Q4, 2 credits

HAA 592 Thesis Supervision
This course is open for enrollment to students who are working with faculty on their thesis research projects while completing other course work required for the Masters degree in health services administration. Credit not counted toward total required for degree.
Dr. Ro and faculty, any quarter, variable credit

HAA 595, 596, 597, 598, 599 Administrative Residency I, II, III, IV, V
Supervised practicum in one or more health agencies. Requires regular written reports of residency experiences, regular seminars to compare and integrate individual experiences, and to evaluate current problems in administration from the perspective of many institutions. Credit not counted toward total required for degree.
Professor Brindle and Clinical Faculty, Any Quarter, Variable credit

COURSES FOR DIVISION OF COMMUNITY AND MENTAL HEALTH PROGRAMS

#HAC 300 Mental Health
A study of conceptual issues in mental health which relate to a broad spectrum of human problems. Attempts to develop a functioning awareness of positive mental health characteristics, basic needs, personality structure, factors that motivate behavior, value systems, stress, and their effects on mental health.
Professor Guthman, Q2, 3 credits

#HAC 305 Human Sexuality and Sex Education
Human sexuality in relation to modern everyday living. Psychosexual development, sexual roles, attitudes and behavior, reproductive physiology, childbirth, birth control, marriage, and interpersonal relationships are included.
Professor Lempert, Q3, 3 credits

HAC 306 Human Sexuality and Reproduction
Course covers reproduction anatomy and physiology, conception, prenatal development, birth, population control, family planning, venereal disease, psychosexual development, human sexual response, human sexual inadequacy, sexual outlets, aberrations, expressions.
Prerequisite: Course limited to Physician Associate students.

Professors Silberman and Hawkins, Q1, 2 credits

#HAC 307 Drugs and Society
Examines drug use and abuse in relation to the individual and society. Includes a historical and cultural overview; pharmacological, physical, and psychological aspects of drug use and abuse; moral, legal, and social implications; treatment and rehabilitation of the drug user.
Professor Gould, Q4, 3 credits

#HAC 311 Community Health
A comprehensive study of health services in the community. Emphasis will be placed on the role of voluntary and official health agencies; areas considered will include preventative services, organization and delivery of medical care, hospitals and other institutional components of medical care. The role of the community health educator in the above settings will be the focus of the course. Projects involving students in agency programs will provide for realistic working experiences.
Professors Brownell and Zimering, Q1, 3 credits

HAC 320 Alcohol and Alcoholism
Examines the substance of alcohol and its use and abuse in relation to the individual and society. Includes an historical overview; pharmacological, physical, and psychological aspects of alcohol use and abuse; moral and cultural implications. The response of various disciplines to the treatment of the alcoholic and his family will be the focus of the course, with additional emphasis on ways in which the community and the professions can initiate methods and programs of prevention.
Hope Dipko, Q2, 2 credits

HAC 325 Curriculum Development in Health Education
Organization and development of health education curricula and courses of study. The influence of the community, school administration, student and community needs, with emphasis on the utilization of school and community resources in curriculum development.
Professor Delfyett, Q3, 3 credits

HAC 326 Methods, Materials, and Evaluation in Health
Principles and application of various educational methods, resources for health materials, principles of test construction, measurement, and evaluation techniques and their uses.
Professor Lempert, Q4, 3 credits

HAC 350 Patient and Professional Safety
A study of the legal and physical hazards to which both patient and health professional may be exposed as the result of physical and therapeutic agents and conditions of all types encountered in hospitals and other health care facilities.
Professor Guthman, Q3, 2 credits

#HAC 400 Health Counseling
Discusses the physiological and psychological development of the child with emphasis on the normal. Attention will be given to the health and adjustment problems of the child; the role of the teacher, nurse, physician, administrator, and guidance counselor; referral procedures and follow-up.
Professor Gould, Q1, 3 credits

#HAC 405 Community Relations
Designed to provide the student with a working knowledge of the mass media. Radio, TV, and newspaper releases will be developed; utilization of exhibits, use of mass media, and public speaking will be discussed. Field assignments to radio stations, television studios, and newspapers are planned.
Professor Brownell and staff, Q4, 3 credits

#HAC 410 Communication and Group Dynamics
A survey of definitions, processes, and applications of communication and group dynamics, with emphasis on the structure and functioning of small groups.
Professor Lempert, Q1, 2 credits

HAC 411 Community Health
A study of personal health services in the community; topics considered include preventive services, organization and delivery of medical care, hospitals and other institutional components of medical care, financing of care, and manpower. A section of the course concerned with environmental health will

consider general issues of quality of environment, pollution control, and population control. A third section will be concerned with planning research and health problems as issues of public policy.
Professor Zimering, Q3, 2 credits

#HAC 415 Nutrition and Health
The science of nutrition and its relationship to health. Includes a study of nutritional needs and pathologies, the functions and uses of various foods, factors influencing eating habits, food additives, food economics, and food sanitation.
Professor Brownell, Q1, 3 credits

#HAC 480 Environmental Health
Development of an understanding of the application of scientific knowledge to the control of man's environment. Air, water, waste disposal, food, housing, vector control, accidents, heat, light, noise and ionizing radiation will be studied.
Professor Gould, Q1, 3 credits

#HAC 483 Consumer Health
An appraisal of the present day consumer's dilemma as he is barraged by conflicting messages about health; includes topics such as the cost of disease, choosing and financing medical services, selecting health products, advertising, quackery, and governmental agencies—their powers and responsibilities.
Professor Delfyett, Q3, 2 credits

#HAC 485 Exceptional Child
Designed to deal with the nature and needs of the mentally retarded, the gifted, the emotionally disturbed, and the handicapped child.
Professor Kreuter, Q3, 2 credits

HAC 490 School Seminar
Seminar on the problems and issues of teaching and community health. Analysis of the relationships between the school and community and of the actual problems and issues encountered by the students in their assignments.
Corequisite: HAC 495.
Professors Lempert and Gould, Q2 or Q3, 3 credits

HAC 491 Independent Study in Community, Mental, or School Health
Opportunity for the student to pursue independently a special project of his choice involving advanced readings, research, discussions, and reports, with the approval of a faculty adviser.
Prerequisite: HAA 351.
Q1, 2, 3, 4, 1 to 6 credits

HAC 492 Community Health Seminar
Professors Brownell and Guthman, 2 credits

HAC 495 Field Practicum in School Health
A supervised practice teaching experience in health education in selected schools.
Corequisite: HAC 490.
Professors Lempert and Gould, Q2 and Q3, 6 credits

HAC 496 Field Practicum in Community Health
A supervised practical community health agency field experience for students concentrating in community health. The student will be assigned to an official or voluntary health agency. Frequent meetings will be held with the agency supervisor and the supervising teacher; seminar meetings with students and faculty will be utilized to help the student interpret and evaluate his experience.
Professors Brownell and Guthman, Q2 and Q3, 6 credits

HAC 505 Human Sexuality and Attitudes
(Formerly CEM 516 Human Sexuality: Attitudes)
Human sexuality in contemporary life. Issues related to sexual mores and folkways; premarital and extramarital relations, conception and contraception, homosexuality, heteorsexuality, transsexuality. Veneral disease as a personal and public health problem.
Prerequisite: Interview by and permission of instructor. Course open to CED students. Given on semester basis to conform to CED calendar.
Dean Hawkins, Q1, Q3, 3 credits

HAC 530 Administration: Alcohol Education Programs
Designed to train a cadre of individuals knowledgeable concerning the facts of alcohol and alcoholism and proficient in planning and implementing school/community alcohol education programs. Program is in two phases: 1) Summer Institute of two weeks; (2) Continuing Edu-

cation Project implemented in the participant's school or community during the academic year following the Summer Institute.
Professor Dipko, Summer Institute, 6 credits

The following graduate Health Education courses are offered by the Division of Community/Mental Health, School of Allied Health Professions. They will be offered during the 1975-1976 academic year by advisement only. For further information, call the Division Chairman, Professor Stanley Zimmering.

HAC 500 Research Foundations in Health Education
An introduction to the study and practical application of research design as it applies to the health sciences. A review of school and community health problems and how research may play a role in the definition of and solutions to these problems.
3 credits

HAC 502 Public Health Education
Organization and functions of local, state, and national health agencies, official and voluntary. Emphasis is placed on the planning and evaluation of public health programs, including consideration of the nature of the problem, program objectives, the program plan, priorities and evaluation.
3 credits

HAC 503 Family Life Education
Family life in contemporary society. Sexuality in infancy, childhood, adolescence, young adult, and in later ages. Issues related to sexual mores and folkways; premarital and extramarital relations; contraception; pregnancy, illegitimacy; homosexuality. Veneral disease as a personal and public health problem.
3 credits

HAC 506 Social Health Programs I
The study of alcohol as a mood modifier —its use and abuse in society. Pharmacological and psychological aspects of alcohol dependence. Current studies in the effects of tobacco use in man. Critical and controversial issues relevant to the use of alcohol and tobacco will be explored for medical, economic, lethal, educational, historical, physiological, and public health implications.
3 credits

HAC 507 Social Health Problems II
An in-depth study of the physical, psychological, and sociological aspects of drug use and abuse, prevention treatment and rehabilitation of addicts. Legal considerations. The role of medical, social, and educational institutions in prevention, dependence, and control. Group dynamics and encounters in rehabilitating addicts.
3 credits

HAC 510 Health Education Curriculum Development
A study and evaluation of health education curricula, fundamental concepts, expected outcomes, scheduling, sequence, organization, and recommended guidelines. Emphasis on influence and needs of the community, school administration, and student with utilization of school and community resources.
3 credits

HAC 512 Measurement and Evaluation of School/Community Health Problems
Exploration of psychosocial science techniques and their utility in health program planning and evaluation. Problems in the design, execution, and analysis of surveys, tests, curricula, and methods and materials receive primary emphasis.
3 credits

HAC 514 Organization and Supervision of School/Community Health Programs
Coordination of school and/or community health programs with emphasis on the professional coordinator's role, as one who is a trained health educator and acquainted with school procedures and public health personnel and programs. Functions and relationships relevant to elementary and secondary teachers, the health education curriculum, the school health service, the school administrator, official and voluntary health agencies, and the community are emphasized.
3 credits

HAC 515 Nutrition and Health
Interpretation and application of changing and new concepts of nutrition—its place in schools and health programs. Nutrition will be studied as it affects physical growth and development. Topics include the biochemical, physiological, psychological, and sociological aspects of nutrition.
3 credits

HAC 516 Health and the Aging Process
Changes in health manifested in the middle and later years of life. Psychological and physiological changes; sexual needs; nutritional requirements; social adjustments; morbidity and mortality. Consideration of environmental factors that impinge upon aspects of health of aged persons will be included.
3 credits

HAC 517 Group Process and Communication in Health Education
A practical and theoretical exploration of group and organizational dynamics centering around the potential innovative role which can be played by the teacher of health education. Analysis and demonstration of group processes, leadership and participation and skills development. Guided practice in the application of communication principles and techniques to health matters of current urgency encountered in teaching or in prearranged field experiences.
3 credits

HAC 518 Health Appraisal and Counseling of School Children
Normal physiological and psychological development; health and adjustment problems of the respective age levels; school and health adjustment problems of the child needing special education; role of the teacher, nurse, physician, administrator, and guidance counselor; referral procedures and follow-up.
3 credits

HAC 519 Consumer Health
An appraisal of the present day consumer's dilemma as he or she is barraged by conflicting messages about health; includes topics such as the cost of disease, choosing and financing medical services, selecting health products, advertising, quackery, and governmental agencies—their powers and responsibilities.
3 credits

HAC 520 Chronic and Communicable Diseases
A broad survey of the methods and techniques used by the epidemiologist investigating chronic and communicable diseases. Aspects of current knowledge of the epidemiology of such common diseases as arthritis, cancer, diabetes, and heart disease are reviewed. Special attention is given to the development of a critical approach to the literature.
3 credits

HAC 521 Environmental Health Issues
An in-depth study of rural and urban environmental factors within the general framework of air, water, and land as they affect man's survival, prevention of diseases, performance, and enjoyment. Emphasis will be on organizational and legal aspects of environmental health programs in government, volunteer agencies, industries, and institutions.
3-6 credits

COURSES FOR DIVISION OF DIAGNOSTIC PROGRAMS
Separate courses listed as LAB are open only to students enrolled in the program in Medical Technology.

HAD 304 Basic Care of Laboratory Animals
This course will provide a working knowledge of the routines and procedures involved in the day-to-day mechanics of the animal quarters. In addition, the basic characteristics of laboratory animals and the objectives of the research in progress will be introduced. The course will be given through the Continuing Professional Education Program and will not carry any formal college credit. Upon successful completion at this level of competency, an examination can be requested for certification by the American Association for Laboratory Animal Science as an Assistant Laboratory Animal Technician.

Prerequisite: Permission of instructor.
Professor Weisbroth and Staff, Q1, no credit

HAD 305 Introductory Course in Laboratory Animal Technology I
This is a two-semester course, three credits being earned upon successful completion of the second semester. The objectives of these courses are to investigate in depth the sophisticated technology of laboratory animal care and to inculcate an appreciation for and understanding of research methodology. Certification at the level of Animal Technician is by satisfactorily completing the written, oral, and practical examinations.
Prerequisites: Either HAD 304 or one year of college-level biology or one full year of full-time allied employment and permission of instructor.
Credit reserved

HAD 306 Introductory Course in Laboratory Animal Technology II
See HAD 305.
Prerequisite: HAD 305.
3 credits

HAD 310 Clinical Laboratory Practice Survey
A survey course of lectures and laboratory exercises in general clinical laboratory practice. The topics to be covered include general hematology, microbiology, urinalysis, and parasitology. The course is designed for allied health students who are not enrolled in the medical technology program.
Prerequisite: Permission of instructor.
Q2, 1 credit

HAD 311 Clinical Biochemistry (Lecture)
The course is intended to offer an understanding of physiological and biochemical mechanisms involved in the utilization of diagnostic procedures in the medical laboratory. Topics will include carbohydrates, lipids, proteins, and enzyme kinetics.
Prerequisites: Biochemistry and permission of the instructor.
Dr. Rosenfeld, Q3, 1.5 credits

HAD 315 Hematology I
A comprehensive study of human hemopoiesis, the functions and biochemistry of blood cells, and hematologic disease. Topics will include the kinetics of cell production and utilization, cell energy systems, synthesis and degradation of hemoglobin, the biologic mechanisms controlling production, the kinetics of iron absorption and utilization, and the clinical conditions resulting from derangements of the above. They will include a consideration of the anemias, the leukemias (and other myeloand lymphoproliferative disease), and disorders of the immune system.
Prerequisites: HBY 350, BIO 154 or HBC 531
Professors Ciechowski and McDaniel, Q3, 1.5 credits

HAD 316 Clinical Microbiology I
A detailed consideration of the nature and epidemiology of infectious disease, and the role of micro-organisms in health and disease. Topics include an introduction to microbial psysiology; the clinical effects of microbial infection on the human host; the utilization of biochemical, morphologic, and serologic characteristics in the speciation of microorganisms; the mode of action of the major classes of antibacterials; and the rationale of in-vitro determination of microbial sensitivity to chemotherapeutic agents.
Prerequisite: BIO 154 (or equivalent) and permission of the instructor.
Dr. Tortora, Q1, 1.5 credits

HAD 318 Clinical Microbiology II
A continuation of HAD 316.
Prerequisite: HAD 316, HAD 380, and permission of the instructor.
Dr. Tortora, Q2, 1.5 credits

HAD 320 Medical and Public Health Microbiology
A study of microorganisms important in health and disease. Topics to be covered will include host-parasite relationships, epidemiology, infectious disease prevention and control in the hospital and the community.
Dr. Tortora, Q3, 3 credits

HAD 351 Medical Instrumentation I
Principles of physics, mechanics, and electronics which underlie the application of instrumentation in the biomedical area. Various types of instruments, quality control, identification of malfunction, safety considerations.
Professor Marsocci, Q3, 2 credits

HAD 380 Clinical Microbiology I (Laboratory)
Designed to complement the lecture material of HAD 316, the exercises give practical experience in the isolation and identification of both aerobic and anaerobic microorganisms. The morphologic, biochemical, and serologic techniques of the clinical laboratory are studied using the actual microorganisms involved in human disease. The antibiotic sensitivity patterns of organisms thus isolated are determined.
Corequisite: HAD 316 (May not be taken separately from HAD 316).
Dr. Tortora, Q1, 2 credits

HAD 381 Clinical Microbiology II, Lab
A continuation of HAD 380.
Corequisite: HAD 318.
Dr. Tortora, Q2, 2 credits

HAD 383 Clinical Biochemistry (Laboratory)
The course will acquaint students with routine and specialized diagnostic procedures used in medical laboratories. Other topics will include enzyme activity, quality control, instrumentation, and instrument calibration.
Prerequisites: Biochemistry and permission of the instructor.
Dr. Rosenfeld and Mr. Lehmann, Q3, 2 credits

HAD 385 Hematology I (Laboratory)
The exercises complement the lecture material of HAD 315. Using both the classical methodologies of descriptive hematology and the latest methods of electronic and biochemical assay, the interrelationship of clinical condition, physiology and biochemistry, and laboratory analysis is explored and emphasized. Topics covered include cell enumeration, normal and abnormal cell morphology, spectrophotometry, electrophoresis, and other specialized techniques. In addition, professional ethics and concern for the patient as a person needing care are heavily stressed.
Corerequisite: HAD 315.
Professors Ciechowski and McDanlel, Q3, 2 credits

HAD 390 Independent Study in Diagnostic Technologies
A course of study providing opportunities for the student to undertake independently a special project involving advanced readings, reports, and discussions or research on topics or problems of his choosing, with the guidance of an assigned faculty member.
Prerequisite: Permission of department chairman.
Variable credit

HAD 395 Clinical Practicum I
Instruction and practice of laboratory procedures in clinical chemistry, microbiology, hematology, immunohematology in an approved hospital laboratory. Training consists of ten-weeks (400 hours) of full-time practice at one or more of several clinical campuses affiliated with the Health Sciences Center.
Prerequisites: HAD 311, 315, 316, 318 and permission of program director.
Q4, 6 credits

HAD 410 Automation
A course intended to acquaint the student with current theories and methods of automated instrumental analysis as it is currently applied to the clinical laboratory. Course work will include the assembly, maintenance, calibration, and quality control of such instrumentation as well as a term project designed to adapt instrumental analysis to automated methodologies. Lectures and laboratory.
Prerequisite: HAD 311.
Dr. Rosenfeld, Q1, 2 credits

HAD 411 Clinical Biochemistry II (Lecture)
A continuation of the subject matter as described in HAD 311 Clinical Biochemistry I.
Prerequisite: HAD 311
Dr. Rosenfeld, Q1, 1.5 credits

HAD 412 Clinical Biochemistry III
The course involves the student in the preparation of reagents, standards, controls and instrumentation in special diagnostic chemistry procedures and an insight to laboratory instruction and supervision. Students are also required to present a one hour lecture and a 6 hour lab. on an assigned topic.
Prerequisites: HAD 383, HAD 480.
Dr. Rosenfeld and Mr. Lehmann, Q4, 3 credits

HAD 414 Hematology II
The first section deals with the mechanisms of normal hemostasis and the de-

rangements caused by disease or by anticoagulant therapy. Topics will include: platelet function, the cascade theory of plasma coagulation, fibrinolysis and factor inhibitors, anticoagulants and other secondary coagulation defects, primary coagulopathies such as hemophilia and Von Willebrand's Disease, and the genetics of heritable disorders. The second section is a consideration of renal physiology, the pathophysiology of urinary tract disease, and the characteristic changes observed in the laboratory. Topics include: glomerular filtration and tubular reabsorption; hormonal regulation of sodium and water balance; glomerulonephritis; chronic and acute urinary infections; the nephroses; and toxemia of pregnancy.
Prerequisite: HAD 315.
Professors McDaniel and Ciechowski, Q1, 1.5 credits

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, complement fixation. Laboratory exercises will be offered to demonstrate the lecture material. Lectures and laboratory.
Corequisite: HBP 532.
Prerequisite: Permission of instructor.
Dr. Tortora, Q3, 2 credits

HAD 416 Immunohematology
A consideration of basic immunology, the human blood groups and blood group genetics, hemolytic disease of the newborn, transfusion therapy, and current blood bank practice. Topics include: the immune system; the nature of antigens, antibodies, and antigen-antibody reactions; the blood group systems such as: ABO, Rh-Hr, MNS, Kell, Duffy, Kidd, etc.; transfusion and component therapy; hemolytic disease of the newborn, its causes, treatment, and prevention; and leukocyte antigens and antibodies.
Prerequisite: HAD 315 or permission of the instructor.
Professor McDaniel, Q1, 1.5 credits

HAD 425 Parasitology
A comprehensive study of parasites of man and related hosts with a special emphasis on those of medical importance. In addition to lectures pertaining to host-parasite relationships and the role of the parasite in pathogenesis the laboratory exercises will acquaint the students with current methods for concentration, isolation, and identification of parasites of medical importance including stain and culture methodologies. Live organisms as well as prepared slides will be used in the laboratory.
Prerequisites: Bio 154.
Professors Tortora, Rappaport, Farris and Miller, Q4, 3 credits

HAD 426 Histology
A basic course in routine and specialized histological methods geared to satisfy all the needs of a general histological laboratory. The course will include instruction and practice in microanatomy, tissue preparative procedures, all forms of microtomy and routine as well as key tissue stains. It is designed to familiarize technologists with histological techniques used in routine histological laboratories attached to medical, veterinary, industrial, and academic organizations.
Prerequisite: HBA 500, and HBY 350 and permission of instructor.
Professor Elias, Q4, 3 credits

HAD 451 Medical Instrumentation II
A continuation of HAD 351 and a laboratory in which the student will learn to use electronic testing equipment to trouble-shoot laboratory and other biomedical instrumentation. Included will be theoretical and practical consideration of the operation of each piece of equipment used.
Prerequisite: HAD 351.
Professor Marsocci, Q4, 1 credit

HAD 480 Clinical Biochemistry II (Laboratory)
A continuation of the subject matter presented in HAD 383.
Prerequisite: HAD 383.
Dr. Rosenfeld and Mr. Lehmann, Q1, 2 credits

HAD 485 Hematology II (Laboratory)
The laboratory exercises are designed to correlate closely with the lecture material in HAD 414. The methodologies of

the coagulation laboratory are explored and a rationale for investigating bleeding disorders is developed. Topics covered include: plasma and whole blood screening tests; platelet function tests, i.e. aggregation and adhesion studies; tests of the intrinsic and extrinsic systems; tests for clot stability; tests for fibrinolysis; tests for circulating anticoagulants; plasma factor assays; fibrin degredation products; rationale of anticoagulant therapy; and a protocol for investigating bleeding disorders. In the second section of the lab, the methodologies of the clinical analysis of urine and renal function are developed. Topics covered include: routine urine chemistries; microscopic examination of urine sediments using both standard and phase contrast microscopy, determination of clearance and filtration rates; and such other specialized tests as may be commonly used in the clinical or research laboratory.
Corequisite: HAD 414.
Professors McDaniel and Ciechowski, Q1, 2 credits

HAD 486 Immunohematology Lab
The laboratory exercises are designed to give the student a working familiarity with the fundamental techniques of applied blood group serology such as hemagglutination, hemagglutination inhibition, antiglobulin and other potentiating media, immunodiffusion, electrophoresis, radio immunoassay, etc. These techniques find their expression in the blood bank in the form of blood grouping, antibody detection and identification, compatibility testing, paternity testing and other forensic investigations, and Hepatitis B antigen detection. Included are field trips to selected blood processing centers.
Corequisite: HAD 416.
Professor McDaniel, Q1, 2 credits

HAD 495 Clinical Practicum II
Continuation of full-time clinical experience (See HAD 395.)
Prerequisite: HAD 395, 410, 411, 415, and 416 and permission of program director.
Q2, 6 credits

HAD 510 Methodology with Laboratory Animals I
A course in research methodology with laboratory animals intended to expose students to the techniques, body of knowledge, and literature of laboratory animal science. Didactic institution will be supplemented with laboratory activities to make the student proficient at conducting activities involving the use of animals in a competent manner with adequate humane considerations. This is a graduate course open to advanced undergraduates in the health sciences. Requires two lecture and three laboratory hours per week. To be offered each spring, beginning in 1975.
Prerequisite: 12 credits of biology.
Professors Weisbroth and Scher, Q3 and Q4, 2 credits

HAD 511 Methodology with Laboratory Animals II
Continuation of HAD 510; begins in fall of 1975.
Prerequisite: HAD 510.
Professors Weisbroth and Scher, Q1 and Q2, 2 credits

The following courses are offered by the HSC Division of Media Services and Biomedical Computer Services through the School of Allied Health Professions.

HAH 303 Medical Photography of Gross Specimens
This is an introductory course in a medical photography technique. It is intended to provide students with the basic skills necessary to use photographic equipment for the photography of anatomic and pathologic specimen. The course will consist primarily of laboratory exercises which will require the students to set up cameras, arrange specimen, lights, calculate exposures, and finally take pictures. They will also be required to process and print their pictures. Instruction will be given in the choice of cameras, lenses, and films to achieve publishable results. Students will also be instructed in darkroom techniques and operation. No previous photographic experience is required. Admission will be

by permission of the instructor.
Professor Herskovitz, Q3, 2 credits

HAH 305 Instructional Technology for Health Educators
A survey course which addresses itself to the various forms of instructional technology. Emphasis is placed upon student utilization and practice. Included in the course will be workshops on television, motion pictures, radio, audio recording, slides, overhead transparencies, computer mediated instruction, programmed instruction, and duplication of materials. In addition to the utilization of the formats, emphasis will be placed upon sources of materials, and production of materials.
Professors Herskovitz and Bicker, Q4, 2 credits

HAH 353 Computers and Technology in Health Care
Learning to live with, control, and utilize machines for the benefit of human beings. Fundamentals of transducers and electronic equipment, "hands-on" experience with computer terminals, electrocardiograph, cardiac monitors, and other machines. Open to students enrolled in programs of the Health Sciences Center.
Professor Linger, 2 credits

COURSES FOR DIVSION OF THERAPEUTIC PROGRAMS

HAT 302 EKG Technique and Interpretation
This course is designed to provide the student with the basic technical and interpretive skills needed to execute and read an electrocardiogram.
Prerequisite: Permission of instructor.
Professor Treanor, Q3, 1 credit

HAT 303 Radiology
An introduction to the principles of radiation and the techniques involved in radiology with particular emphasis on the interpretation of x-ray films.
Professor Irwin, Q3, 2 credits

HAT 305 Preventive Medicine and Public Health
This course will cover the major conditions for which mass detection techniques are available and for which adequate educational, preventive and/or treatment measures have been developed which can reduce the incidence, morbidity or mortality of the condition. The rationale behind the detection, preventive or treatment measure will be emphasized; the students will have ample contact with the actual techniques during the clinical services. Included in the discussion will be the legal, medical, economic, ethical, cultural, religious and epidemiologic factors which significantly affect the practice of preventive techniques; speific clinical features of disease are, by and large, discussed elsewhere.
Dr. Weeks, Q3, 1 credit

HAT 308 Psychiatry for Physician Associates
A problem oriented approach to the mental status examination, the evaluation of the mentally ill patient, discussion of the effect of cultural, economic and social factors on mental health, and the evaluation of drug and alcohol problems as manifestations of social and mental illness.
Q2, 4 credits

HAT 310 Introduction to Cardiopulmonary Technology/ Respiratory Therapy
An introduction to the fundamentals of physics, mathematics, chemistry and physiology as they relate to CPT/RT. Topics include measurements and data, laws of gas and fluid physics, introduction to pulmonary and cardiovascular anatomy and physiology and solutions and ions.
Prerequisite: Permission of instructor.
Professors Degnan and Miller, Q1, 1 credit

HAT 316 Orientation to Physical Therapy
A course designed to introduce the student to the historical and philosophical foundations of physical therapy. Discussions include the role and responsibilities of a physical therapist, ethics, and professional organizations. Instruction in asepsis, bandaging, body mechanics is included, as well as a field trip to a nearby rehabilitation facility.
Professor Silvestri, Q1, 1 credit

HAT 317 Physical Therapy Procedures I
The basic principles and techniques of certain procedures will be covered with emphasis on hydrotherapy, massage, patient transfer and body position. The student will be familiarized with introductory techniques and develop the ability to perform such functions.
Professors Helland and Silvestri, Q2, 3 credits

HAT 318 Electrotherapy I
Emphasis will be placed on thermoelectric equipment and techniques related to physical therapy. Lectures will also cover the physics of electrotherapy. Demonstrations will provide students with knowledge of techniques applied to various diseases entities and conditions seen in rehabilitation.
Professor Kahn, Q3, 2 credits

HAT 319 Scientific Foundations Related to Physical Therapy
The major emphasis in this course is to study the mechanism of joints and muscle action related to specific motions. It includes applied anatomy with emphasis on evaluative procedures. The second portion supplements and builds upon core Physiology designed to give the student a sound neurophysiologic and anatomic basis for subsequent study of specific therapeutic exercise.
Prerequisites: HBA 500, HBY 350.
Professor Mereday, Q3, 5 credits

HAT 320 Mental and Physical Handicaps
A survey of major causes of disability with emphasis on conditions found in children. Material will cover early identification, initial evaluation, referrals, approaches to care and community resources. The student will be familiarized with incidence, etiology, and prognosis. Field trips to community services for the mentally and physically handicapped are planned.
Prerequisite: Permission of instructor.
Professor Schleichkorn, Q3, 2 credits

HAT 321 Therapeutic Exercise
This course will prepare the student to handle a variety of modalities used to understand the rationale for therapeutic exercise. Techniques related to ambulation activities, ADL and basic therapeutic exercises will be included.
Prerequisites: HAT 317.
Professors Helland and Silvestri, Q3, 3 credits

HAT 350 Signs and Symptoms: Clinical Medicine I
An in-depth survey course including pathology, the emergency patient, and the non-emergency patient; taught from the systems and problem oriented approach.
PA staff, Q1, 7 credits

HAT 351 Signs and Symptoms: Clinical Medicine II
A continuation of HAT 350.
Prerequisite: HAT 350.
PA staff, Q2, 8 credits

HAT 352 Signs and Symptoms: Clinical Medicine III
A continuation of HAT 351.
Prerequisite: HAT 351.
PA staff, Q3, 8 credits

HAT 360 Essentials of Cardiopulmonary Technology Respiratory Therapy
A review of anatomy and physiology of the respiratory system and introduction to its pathophysiology. Topics include mechanics and regulation of respiration, physics and flows, O_2 and CO_2 transport, and acid base balance.
Prerequisite: HAT 310.
Mr. Dolan, Q2, 2 credits

HAT 361 Theory of Respiratory Diagnosis and Treatment
This course is basically designed to acquaint the students with the different aspects of pulmonary pathophysiology they will encounter in the clinical field. Lecture topics include fluid and electrolyte balance, airway management and resuscitation, pharmacology in respiratory care, clinical pulmonary medicine, emphasizing the case presentation approach to disease. Six hours lecture, one hour recitation.
Prerequisite: Permission of instructor.
Professor Anderson, Q3, 3 credits

HAT 362 Respiratory Therapy Techniques
This course describes the need for the administration of therapeutic gases and humidifaction, their effect on various body systems, contraindications, and toxic effects. In lecture and lab sessions

the students are familiarized with the procedures and techniques of applying various types of equipment. Emphasis is placed on various modes of monitoring such as auscultation, sphygmomanometry, oximetry, ventilometry, and the relationship of vital signs to respiratory care. Corequisite: HAT 361 (open only to CPT/RT students).
Professor Degnan, Q3, 2 credits

HAT 363 Diagnostic Pulmonary Function Tests
This course is designed to provide the basic technical skills of pulmonary function testing prerequisite to clinical practice in this area. Students will be taught to use various blood gas analyzers, spirometers, screening apparatus, plethysmograph, diffusion apparatus, etc. Topics will include the use and maintenance of equipment, relationship of test results to various pathologies and appropriate patient/operator safety. The final week will be devoted to discussions of case studies representative of typical pulmonary diseases. One and one-half hours of lecture and three hours of lab.
Prerequisite: HAT 360 or permission of instructor.
Professor Treanor, Q3, 2 credits

HAT 395 Clinical Practicum I: CPT/RT
Affiliation with various medical institutions will allow the students to practice in two basic areas: a) respiratory therapy department, b) pulmonary function laboratory.
Prerequisites: HAT 361, 362 and 363.
Staff, Q4, 6 credits

HAT 396 Physical Therapy Clinical Practice I
Supervised clinical practice in a variety of affiliated centers. The student will have an opportunity to apply learning and experiences in actual work situations. Clinical practice will consist of a three week assignment, full time, at three different facilities.
Prerequisites: HAT 316, HAT 317, HAT 318.
Instructors at affiliated facilities, coordinated by Professor Helland, Q4, 6 credits

HAT 397 Clinical Practicum II: CPT/RT
A five week clinical practicum giving the students further practice in basic respiratory therapy under the observation of faculty in the first two and a half weeks. The other half of the practicum is devoted to the technique and interpretation of electrocardiography in ECG departments and intensive care units under the supervision of faculty, nurses and physicians trained in this area.
Prerequisite: HAT 395.
Staff, Summer session, 1, 3 credits

HAT 415 Survey of Defects
The principles and techniques of performing, recording and interpreting the results of various tests, evaluations and measurements are presented. Emphasis placed on review of pathophysiology and pathomechanics found in medical, surgical, orthopedic and neurological conditions.
Professors Randolph and Helland, Q1, 3 credits

HAT 416 Electrotherapy II
Principles of electro-physics and the physiological effects of low voltage currents are presented. The student will become aware of electro-therapeutic modalities and procedures used in the treatment of commonly encountered clinical syndromes.
Prerequisites: HAT 318.
Professor Kahn, Q2, 2 credits

HAT 417 Tests and Measurements in Physical Therapy
Motor and sensory tests related to disease entities seen in rehabilitation will be demonstrated, i.e. nerve conduction, chronaxie, oscillometry, peripheral vascular evaluations, anthroprometric tests.
Professors Mereday, Helland and Silvestri, Q3, 2 credits

HAT 418 Rehabilitation Procedures I
This course is designed to integrate knowledge of neurophysiology, the development sequence, motor learning and perceptual evaluation with specific neurophysiological therapeutic exercise approaches.
Prerequisites: HAT 317, 318, and 319.
Professor Mereday, Q1, 4 credits

HAT 419 Psychology of the Disabled
Discussion of the psycho-social problems related to individuals, their families, and the community involving those with a physical illness or handicap. The course will offer the student an under-

standing of the psychological problems that may result due to handicaps; to recognize attitudes towards individuals with a disability; to understand what approaches may be taken when faced with patients' problems.
Prerequisite: Permission of instructor.
Mr. Goldstein, Q3, 2 credits

HAT 420 Prosthetics and Orthotics
This course is concerned with the clinical application and evaluation of prosthetics and orthotics and other appliances utilized to assist patients in achieving maximum self sufficiency and independence. Course content includes normal ambulation, identification of gait deviations and the assistive devices used to improve function. The principles of fit and alignment are also included.
Prerequisites: HAT 319.
Professors Mereday and Lewis, Q1, 4 credits

HAT 421 Orthopedic Physical Therapy
Procedures and techniques in the physical therapy management of specific orthopedic syndromes will be presented. Emphasis placed on functional anatomy, articular structures, assessment procedures and the application of mobilizing techniques in the treatment of spinal and extremity articular dysfunction.
Professor Helland, Q2, 4 credits

HAT 422 Rehabilitation Procedures II (Cardio-Respiratory Therapy)
This course is intended to prepare the physical therapy student to effectively evaluate and manage the distressed respiratory and cardiac patient. He will review normal and pathological function of the lungs and heart. Instruction in physical assessment, respiratory testing, stress testing as well as exercise programs for the management of the disabilities will be included. Laboratory sessions will help to reinforce the practical application of treatment procedures.
Professor Silvestri, Q3, 3 credits

HAT 461 Theory of Cardiovascular Diagnosis and Treatment
This course provides the students with a detailed study of the normal vs. pathologic cardiovascular conditions that they will encounter 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. Six hours lecture, one hour recitation.
Prerequisite: Permission of instructor.
Professor Treanor, Q1, 3 credits

HAT 462 Cardiovascular Diagnosis and Treatment Practices
The practical application of the major components of cardiovascular technology is provided in this course. Included are lectures and laboratories dealing with ECG and monitoring, extracorporeal circulation, cardiac catheterization, vectorcardiography and phonocardiography, and cardiopulmonary resuscitation. One hour lecture, three hours lab.
Corequisite: HAT 461 (open only to CPT/RT students).
Professor Treanor, Q1, 2 credits

HAT 463 Ventilators
The student will be taught the mechanics, function, maintenance and repair of ventilators along with the rationale for their use. He or she will also be introduced to the flow sheet used for monitoring the progress of the intensive respiratory care patient and will be expected to be proficient in its use prior to the completion of the quarter. It is also expected of the student that, upon completion of the course, he or she will have a thorough working knowledge of the ventilators and their application to the patient. The student will be asked to demonstrate proficiency by means of oral and practical exams as well as occasional written quizzes.
Prerequisite: HAT 398.
Mr. Degnan, Q1, 3 credits

The following courses HAT 470 to HAT 477 are open only to students enrolled in the Physician Associate Program. For each course, attendance at rounds and teaching conferences, as well as participation in a night call schedule (where applicable) is mandatory.

HAT 470 General Medicine—Clinical Clerkship I

The General Medicine rotation provides the student with the opportunity to apply basic principles of General Medicine attained in HAT 350, 351, 352 and 353 to hospital based and physician office practice. Through supervised, ongoing patient contact, the student is exposed to a wide variety of acute and chronic medical conditions. Emphasis is placed on data gathering, differential diagnoses, patient management, diagnostic and therapeutic skills, follow-up care and patient interaction skills.
Staff, 4 credits

HAT 471 Obstetrics and Gynecology—Clinical Clerkship II

The Obstetrics and Gynecology rotation provides the student with the opportunity to apply basic principles of obstetrics and gynecology attained in HAT 352 to a hospital based patient care setting. Through supervised, ongoing patient contact, the student is exposed to a wide variety of common obstetric and gynecological conditions. Emphasis is placed on data gathering, differential diagnoses, patient management, diagnostic skills and patient interaction skills in such areas as pre- and post-partum care, pelvic examination, contraception, normal labor and delivery ,etc.
Staff, 7 credits

HAT 472 General Surgery—Clinical Clerkship III

The Surgical rotation provides the student with the opportunity to apply basic principles of general surgery to a hospital based, inpatient-outpatient care setting. Through supervised, ongoing patient contact, the student is exposed to surgical conditions in the areas of general surgery, orthopedics, and urology. Emphasis is placed on data gathering, differential diagnoses, patient management and patient interaction skills in addition to exposure to Operating Room technique, wound evaluation, suturing, triage methods of immobilization, splinting, etc.
Staff, 6 credits

HAT 473 Pediatrics—Clinical Clerkship IV

The Pediatrics rotation provides the student with the opportunity to apply general principles of pediatrics attained in HAT 350, 351, 352, 353 to a hospital and physician office patient care setting. Through supervised, ongoing patient contact, the student is exposed to a wide variety of pediatric conditions and is acquainted with principles of normal growth and development, newborn evaluation, evaluation of well and sick children, etc. Emphasis is placed on data gathering, differential diagnoses, patient management, follow-up care, diagnostic and therapeutic skills and procedures as well as patient interaction skills.
Staff, 4 credits

HAT 474 Emergency Room—Clinical Clerkship V

The Emergency rotation provides the student with an in-depth exposure to acute primary care problems presented by the emergency room patient. Through supervised, ongoing patient contact, the student will gain experience in the directed history and physical examination, triage, management of episodic illness, life-saving techniques, treatment of shock, handling of emergency room equipment, etc.
Staff, 3.5 credits

HAT 475 Psychiatry—Clinical Clerkship VI

The Psychiatry rotation provides the student with the opportunity to apply general principles of psychiatry attained in HAT 308 to a hospital based inpatient-outpatient setting. Practical experience is gained in recognition and triage of common psychiatric problems, performance of the mental status examination, patient follow-up and patient interaction skills.
Staff, 2.5 credits

HAT 476 Preceptorship—Clinical Clerkship VII

The Preceptorship represents the final phase of clinical experience for the student. Through supervised, ongoing exposure to patients in a community set-

ting, the student is given the opportunity to apply, integrate and reaffirm those skills gained throughout the program. Emphasis is placed on refinement of data gathering, patient management, differential diagnoses, diagnostic and therapeutic skills and procedures, and patient interaction skills.
Staff, 4.5 credits

HAT 477 Elective—Clinical Clerkship VIII
The Elective provides the student with the opportunity to rotate through selected specialty departments.
Staff, 4.5 credits

HAT 490 Introduction to Clinical Education
A course designed to prepare the student to transmit clinical skills and knowledge to others. Preparation of instructional objectives, utilization of these objectives to attain goals, and techniques of various adjunctive media will be discussed. The use of evaluative measures, including written, oral, and practical exams as well as peer evaluations, will be demonstrated by each student following presentation of a technical skill.
Prerequisite: Permission of instructor.
Professors Anderson, Degnan, Delfyett, Lempert, Q3, 2 credits

HAT 491 Special Studies in Cardiopulmonary Technology/ Respiratory Therapy
Investigation of projects assigned to groups of students includes research in the clinical field and/or the laboratory at the Health Sciences Center. Emphasis will be placed on practical application and relation to pathophysiological conditions encountered in the field. Analogs will be utilized and critical situations simulated. Equipment critiques and modifications are encouraged.
Prerequisites: HAT 495.
Professor Anderson and staff, Q3, 2 credits

HAT 492 Independent Study in Cardiopulmonary Respiratory Technology
Proposals for independent study in cardiopulmonary technology and/or respiratory therapy must be submitted to the faculty of that department for their approval. Projects will be evaluated by the faculty of that department.
Professor Anderson and staff, Q all, variable 1 to 6 credits

HAT 493 Physical Therapy Seminar
This course will review major areas covered in the senior year with emphasis on advanced approaches in rehabilitation. Discussions related to health plans, legal matters and ethics will be included. Guest speakers will be used to update material presented. Students will have the opportunity to discuss a variety of subjects of special concern to meet their needs prior to graduation and completion of the program.
Coordinated by Professor Schleichkorn, Q4, 3 credits

HAT 495 Clinical Practicum
Affiliation with various medical institutions 40 hours a week for ten weeks will provide areas of individual patient-to-student clerkship applying the knowledge gained in the three areas during HAT 395. Half of the time will be spent in different intensive care areas while the remainder will be dedicated to cardiac catheterization, open heart surgery, cardiovasculature treatments, and related demonstration in the animal and cardiopulmonary laboratories.
Prerequisites: HAT 398, 461, 462 and 463.
Staff, Q2, 6 credits

HAT 496, 497 Clinical Practice II, III
The senior clinical affiliation experience has been divided into two major sections of five weeks each in affiliated centers to enable the student to apply his or her training in actual clinical situations under supervision.
Prerequisites: All physical therapy courses.
Instructors at affiliated facilities, coordinated by Professor Helland, Q2 and 4, 3 credits each quarter

HAT 498 Clinical Practicum IV: CPT/RT
This five week clinical practicum enables seniors to gain experience in "student teaching" and managerial skills as well as further expertise in techniques to which they were exposed in prior practica.
Prerequisites: HAA 421, HAT 493, and HAT 495.
Staff, Q4, 3 credits

CLINICAL ELECTIVES
Five week periods designed to provide students with competency in areas of cardiopulmonary technology / respiratory therapy introduced in prior laboratory sessions or clinical practica. The student will be expected to report to his advisor on the managerial and administrative concepts expected in the particular elective.
Prerequisite: HAT 495 and permission of instructor.
Q4 and Summer II, 3 credits each

HAT 480 Cardiac Catheterization
Professor Treanor

HAT 481 Extracorporeal Circulation
Professor Treanor

HAT 482 Cardiac Monitoring
Professor Treanor

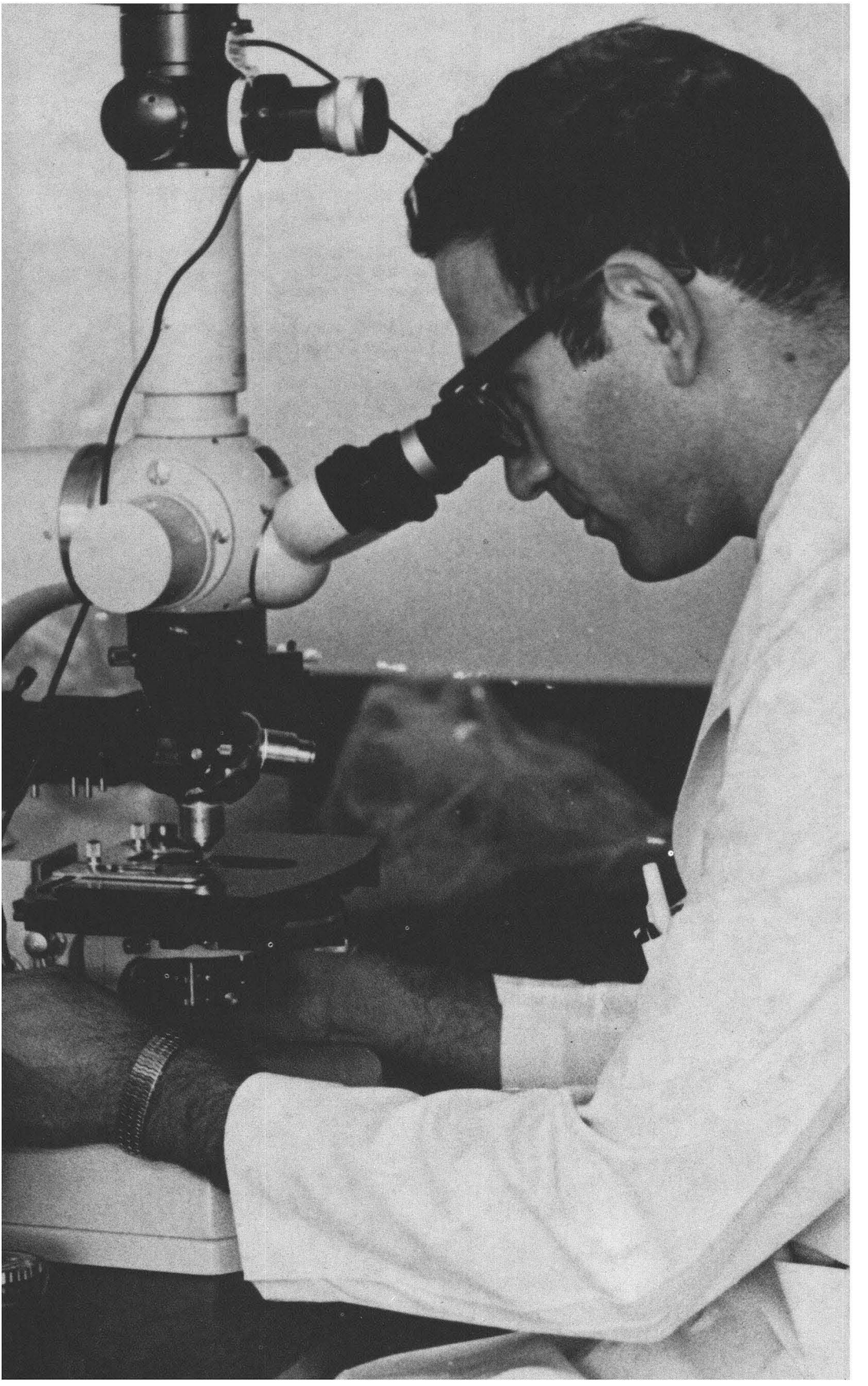
HAT 483 Ventilation in Anesthesia
Professor Anderson

HAT 484 Respiratory Management of the Newborn
Professor Anderson

HAT 485 Continuous Ventilation
Professor Degnan

HAT 486 Pulmonary Function Testing
Professor Degnan

HAT 487 Chest Physio-Therapy (Rehabilitation Medicine)
Professor Anderson



School of Basic Health Sciences

Dean: Arthur C. Upton

Associate Dean: Madeline M. Fusco

Assistant to The Dean: Evelyn Landberg

Objectives and Organization

The preclinical disciplines fundamental to the health professions are organized in School of Basic Health Sciences. These disciplines are represented by Departments of Anatomical Sciences, Microbiology, Pathology, Pharmacological Sciences, and Physiology and Biophysics. Also included for certain administrative purposes are Departments of Biochemistry, located on the north campus in the Division of Biological Sciences, and Biomathematics.

These departments, in conjunction with appropriate components of the Division of Biological Sciences, have principal responsibility for preclinical instruction of students in all schools of the Health Sciences Center. They also have university-wide responsibility to students in all other schools on the campus, as well as on affiliated clinical campuses, for training and research in the disciplines basic to health.

The organization of the preclinical departments into a separate School of Basic Health Sciences represents a departure from the traditional pattern which places them under the exclusive jurisdiction of the medical school. The purpose of this innovation is to enable each department optimally to 1) serve students in all schools in the Health Sciences Center, as well as elsewhere on the campus, 2) integrate as rapidly as possible new scientific knowledge and the advances of basic research into the training of every health professional, and 3) promote input from all university discplines into education and research in the health sciences. Thus, this school is viewed as a mechanism for bringing together students and faculty from all schools for interaction at a single focal point in consideration of health problems in their fullest ramifications: medical, biological, psychological, social, economic, moral, and philosophical.

In addition to instruction at the undergraduate and professional levels, the School of Basic Health Sciences has major responsibility for graduate, post-graduate, and continuing education. Graduate pro-

grams will be closely coordinated with those in the Division of Biological Sciences and will be conducted under the general regulations of the Graduate Council and the Dean of the Graduate School. One of the main objectives of these programs is the preparation of trainees for careers in education and research in the health sciences. These efforts will be enhanced by collaboration with colleagues at the Brookhaven National Laboratory, the Cold Spring Harbor Laboratory for Quantitative Biology, and other research installations in the vicinity.

The instruction of students in nursing and allied health professions was initiated in 1970, at which time members of the faculty were also engaged in training programs for undergraduate and graduate students in biology and in programs of continuing education for postdoctoral students in medicine and dental medicine. Instruction of medical students began in 1971 and instruction of dental students in 1973.

Graduate Programs

Doctoral programs are being 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 1975-76 Graduate Bulletin of the State University of New York at Stony Brook. Graduate courses offered by the various departments other than Biochemistry and Oral Biology and Pathology are included in the list below. Inquiries regarding graduate admission should be addressed to Dr. M. M. Fusco, Associate Dean, School of Basic Health Sciences, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, N.Y. 11794.

Department of Anatomical Sciences

Professors: Maynard M. Dewey (*Chairman*), Madeline Fusco (*Associate Dean*), Gabor B. Inke[1], Harvey J. Karten, Betty M. Twarog, Paul Witkowsky

Associate Professors: Norman Creel, Jack T. Stern, Jr., David L. Williamson

Assistant Professors: David Blaustein, Leroy T. Brown, Joel S. Gordon, Eric J. Hauber, Ronald E. Irving, Padmanabhan Siddharth, Benjamin Walcott, James P. Wells

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, Podiatric Medi-

[1] On leave academic year 1975-76

cine, and Nursing. In addition, the department participates in the teaching of undergraduates in biology, anthropology, psychology, and art, and of post-doctorals in clinical specialties such as surgery.

Department of Biochemistry

Professors: Vincent Cirillo, Elliott N. Shaw (*Adjunct*), Melvin V. Simpson

Associate Professors: Norman Arnheim[1], Bernard S. Dudock, Martin Freundlich[2] (*Acting Chairman*), Raymond F. Gesteland (*Adjunct*), Masayori Inouye, Carl Moos, Monica Riley, Frederick W. Studier (*Adjunct*)

Assistant Professors: Raghupathy V. Sarma, Carl J. Scandella, Jakob Schmidt, Sanford R. Simon, Rolf Sternglanz

This department, which is situated in the Division of Biological Sciences, is staffed jointly by the health sciences and biological sciences. Besides offering fundamental courses in biochemistry to students in the health professions, the department provides offerings to undergraduates and graduates in biology. Its graduate studies are centered around an interdisciplinary program in molecular biology.

Department of Biomathematics

Research Assistant Professor: Charles V. Robinson
This department offers courses as listed below, and carries on research in the field of Biomathematics.

Department of Microbiology

Professor: Joseph R. Kates (*Chairman*)

Associate Professors: Irving Abrahams (*Adjunct*), William R. Bauer, Nicholas Delihas, Charles W. Kim, Robert Pollack, Eckard Wimmer

Assistant Professors: Ahmad Bukhari (*Adjunct*), Carol Ann Carter, Michael Gough, Kenneth Keegstra, Eiichi Ohtsubo

The department provides instruction in the biology of micro-organisms 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. Another major responsibility will be the development of departmental and interdisciplinary programs

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[1] On leave academic year 1975-76
[2] On leave spring semester 1976

for graduate study and research. The department will have particularly close relationships with the Division of Biological Sciences and with the Division of Infectious Diseases in the Departments of Medicine and Pediatrics.

Department of Oral Biology and Pathology

Professors: Israel Kleinberg (*Chairman*), Leon Eisenbud

Associate Professors: Philias R. Garant, Lorne M. Golub, A. John Gwinnett, Hershall W. Kaufman, Thomas F. McNamara, Jerry J. Pollack

Assistant Professor: Lorne B. Taichman

The department is located in the School of Dental Medicine and is responsible for instructions 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 health 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 health sciences offers advanced instruction leading to the M.S. and Ph.D. degrees.

Department of Pathology

Professors: Lauren V. Ackerman, James I. Berkman, Robert A. Conard, Henry D. Isenberg, Aaron Janoff, Janis V. Klavins, Marvin Kuschner (*Chairman*), Leslie Lukash, Vincent S. Palladino, Arthur Sawitsky, Claire J. Shellabarger, Leon Sokoloff, Arthur C. Upton, Sidney Weinberg

Associate Professors: Matthew Bennett, Arland Carsten, Arjun D. Chanana, John L. Duffy, Vera K. Farris, Louis Ferraro, Gerald C. Finkel, Joseph J. Guarneri, Darrel D. Joel, Bernard P. Lane, Yin Chen Lee, Frederick Miller, Mildred E. Phillips, Norbert Platt, Irving Rappaport, Arthur F. Rosenthal, Richard Singer, Cyril Solomon, Steven H. Weisbroth, Zelma Wessely, Edward C. Zaino

Assistant Professors: Belinda Aftalion, Jak Albukerk, Leo Altman, Victor Azueta, Daphne Burdman, Fernando Costales, Milton M. Dana, Lucy L. Feiner, Henry P. Godfrey, Gail S. Habicht, Hooney Kahng, Frank Kaldi, Phillip B. Kane, Hilda Laufer, Jen Lin, Amalie Loesevitz, James S. Magidson, Hugh J. McCauley, Laura Molho, James D. Moraitis, Barbara Gene Painter, Nancy S. Peress, Magda Rona-Dacso, Edward A. Rorat, Jonas Scherer, Woo-Yung Shin, Daniel N. Slatkin, Ralph G. Thorn

Instructors: Carl S. Klass, Charles J. Malemud, David P. Norby

This department belongs both to the preclinical and the clinical sciences, being concerned with the pathogenesis of disease as well as with its manifestations and diagnosis. The department serves, therefore, as a bridge between the preclinical and clinical sciences, for students, clinicians, and nonclinicians at all stages of training. Like the other basic science departments, pathology 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 will also have responsibility for the postgraduate and continuing education of residing physicians, house staff, and practitioners. In addition to its teaching responsibilities, it will operate the hospital laboratories. At the graduate level, programs leading to the Ph.D. degree will be developed both within the department and in cooperation with other departments.

Department of Pharmacological Sciences

Professors: Adrien Albert, Arthur P. Grollman (*Chairman*), Francis Johnson, Edward Reich (*Visiting*)

Associate Professor: Ilene Raisefeld (*Adjunct*)

Assistant Professors: Moises Eisenberg, Susan Horwitz (*Visiting*), David L. Williams

Instructors: Isaac Secemski, Masaru Takeshita

The department has its major teaching functions in the schools of the Health Sciences Center; however, it is also an all-university department providing graduate and upper division instruction for students in other schools. The aim of the department is to provide knowledge and experience in the important field of drugs, from molecular structures and functions through the full range of pharmacodynamics to clinical pharmocology and toxciology. Teaching is directed toward all aspects of drugs as modifiers of cell and organ function, emphasizing the principles of drug action at the cellular and enzymatic levels, drug distribution, drug metabolism, drug excretion, and the evaluation and testing of pharmocologic agents in man. Departmental and interdiscplinary graduate programs will be offered.

Department of Physiology and Biophysics

Professors: Paul G. LeFevre, Harvey M. Levy, James R. Robertson, George W. Stroke, William G. Van der Kloot (*Chairman*)

Associate Professor: Martin Mendelson

Assistant Professors: John W. Fara, Stanley J. Masiak, Stuart McLaughlin, Gary Strichartz

This department will offer a diversified program of studies on the dynamic aspects, functions, and regulation of living processes, ranging from the physics of cell membranes to the function of the central nervous system. Like the other basic science departments, physiology and biophysics will have responsibilities 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 in Anatomical Sciences

HBA 300 Human Biology
This course is designed to acquaint the student with principles and substance of human biology. It is intended for 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. Lectures and conferences with demonstrations.
Prerequisite: Permission of instructor for non-Health Science students.
Drs. Fusco, Dewey and Walcott, Q1 and Q2, 5 credits

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.
Fall and spring, variable credit

HBA 398, 399 Research Project 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. The student is expected to prepare a report on the project and be able to discuss his or her work. Open to junior or senior students.
Prerequisites: Laboratory experience and permission of the supervising instructor.
Fall and spring, variable credit, repetitive to 8 credits maximum

HBA 500 Structure of the Human Body
An integrated course in anatomy stressing the functional organization of the organ systems (nervous, musculoskeletal, cardiovascular, respiratory, gastrointestinal, urinary, reproductive, and endocrine) will be covered with emphasis on the relationship between structure and function. Instruction will consist of lectures and laboratory demonstrations using slide projections, models and prosections.
Prerequisite: Introductory biology and permission of instructor.
Dr. Dewey and Staff, Q1, Q2 and Q3, variable up to 12 credits

HBA 533 Basic Medical Genetics
Fundamentals of genetics with emphasis on medical aspects; coverage includes autosomal-/X-linkage, gene linkage and chromosome mapping, chromosomal abberations, multiple allelic systems, population genetics and human genetic counseling.
Prerequisite: Permission of instructor for non-Health Science students.
Drs. Williamson and Creel, Q3 and Q4, 2 credits

HBA 561 Techniques in Neurohistology
The structure of the nervous system studied by light and electron microscopy. The course includes the methods of processing, sectioning, and staining normal and experimental neural tissues. Emphasis is placed on the use of modern methods of staining degenerating axons and axon terminals, correlating light microscopy findings with those of electron microscopy.
Prerequisites: CHE 105, 106, 203 or permission of instructor.
Dr. Brown, Spring, 2 credits

HBA 562 Techniques in Electron Microscopy

A laboratory course designed to teach students how to fix and embed tissues, prepare ultrathin sections, obtain and process electron microscope photographs, and interpret ultrastructural details. Theory of electron optics will be discussed where applicable to the above techniques. Methods in routine maintenance of an electron microscope will also be stressed.
Prerequisite: Permission of instructor.
Dr. Dewey and Staff, Fall and spring, 2 credits each semester, repetitive

HBA 563 Aspects of Animal Mechanics

This course comprises an introduction to biomechanics. The first half covers free-body mechanics and kinetics as applied to vertebrate locomotion. The second half deals with the structure and physiology of muscle as it relates to adaptations of the musculo-skeletal system.
Prerequisites: Introductory physics and biology or permission of instructor.
Dr. Stern, Spring, even years, 2 credits

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. Particular emphasis is placed on the human lineage. Lectures and laboratory. Open to senior undergraduates.
Prerequisite: Permission of instructor.
Drs. Creel, Stern and Wells, Spring, even years, 3 credits

HBA 565 Primate Ecology

This survey of the non-human primates (monkeys, apes, and prosimians) offers a view of their behavioral and biological adaptations in a wide variety of natural habitats. Critical to the development of such a view is the determination of the biological prerequisites for expressed non-biological traits, the establishment of the range of variation of behavioral patterns in various geographic and ecological settings, and an understanding of this variation in terms of adaptive significance. Open to senior undergraduates.
Prerequisite: Permission of instructor.
Dr. Wells, Spring, even years, 3 credits

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.
Fall and spring, 2 credits each semester

HBA 651 Comparative Structure of Muscle

Smooth, cardiac, and skeletal muscles of the vertebrates are compared structurally. Functional considerations are studied in relationship to contractile mechanisms of these muscle types. Selected invertebrate muscles will be studied to elucidate additional functional principles.
Prerequisite: Permission of instructor.
Drs. Dewey and Walcott, Spring, even years, 3 credits

HBA 653 Mammalian Genetics

A detailed consideration of certain aspects of the genetics of eukaryotic organisms. Topics to receive emphasis are: ploidy, recombination mechanisms, cell hybridization, and extrachromosomal inheritance.
Prerequisites: Basic Genetics and permission of instructor.
Dr. Williamson, Spring, even years, 2 credits

HBA 654 Comparative Neuroanatomy

Emphasis will be placed on the comparative approach to the study of the central nervous system. The form, structure and functional organization of various classes of vertebrates will be discussed.
Prerequisites: HBA 655 and/or permission of instructor.
Dr. Karten, Spring, odd years, 3 credits

HBA 655 Neurosciences

An integrated approach to the study of the mammalian and human nervous system. The anatomy and physiology of the central nervous system will be studied.
Prerequisite: Permission of instructor.
Dr. Fusco and Staff, Spring, even years, 3 credits

HBA 656 Comparative Cell and Tissue Biology

The purpose of the course is to introduce students to the structural organization of cells and tissues and to the way the structure relates to function.

Particular emphasis will be placed on cell organelle structure and function in specialized cells in tissues. The organization and interaction of cells in tissues also will be covered. The course will be comparative and will include examples of tissues from vertebrates and invertebrates.
Prerequisite: Baccalaureate degree in science or permission of instructor.
Drs. Dewey, Walcott, Gordon and Hauber, Spring, 3 credits

HBA 661 Methods in Research
Students are involved in research projects supervised by staff members in their research laboratories.
Prerequisite: Permission of instructor.
Fall and spring, variable credit each semester

HBA 662 Methodology of Macroscopic Anatomy
Study of the means of displaying structure on the gross level (dissection, sectioning, maceration, cleaning, injection) of all organ systems. Principles of radiologic and ultrasonic demonstrations, their applications to the cadaver. Introduction to measuring techniques (linear, planimetric, volumetric, 3-dimensional).
Prerequisite: Permission of instructor.
Dr. Inke, Fall and spring, 2 credits each semester

HBA 690 Graduate Seminar
Seminars by graduate students on current literature in the areas of the Anatomical Sciences.
Prerequisite: Permission of instructor.
Fall and spring, 2 credits each semester

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.
Fall and spring, variable credit

HBA 694 Thesis Research
Original investigation under supervision of thesis adviser and committee.
Prerequisite: Permission of thesis adviser.
Fall and spring, variable and repetitive credit

HBA 695 Practicum in Teaching
Practice instruction in the teaching of Anatomical Sciences, carried out under faculty supervision.
Prerequisite: Permission of instructor.
Fall and spring, variable and repetitive credit

HBA 960 Postgraduate Clinical Anatomy of the Head and Neck
Gross and radiologic 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.
Drs. Inke, Blaustein and M. Stern (Oral Surgery), *Spring*

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Courses in Biochemistry

For complete listing of courses consult the *Undergraduate* and *Graduate Bulletins.*

Courses in Biomathematcs

HBB 151 Preparation for Statistics
Arithmetic, algebra, exponents, logarithms, and graphing needed for elementary statistics. This course may be taken only by permission of the instructor, whose decision will be based on results of a preliminary diagnostic test.
Dr. Robinson, Q1, Q2, Q3 or Q4, 1 or 2 credits (maximum)

HBB 201 Introductory Biomathematics
Selected topics applicable to patient care and research from probability, statistics, and systems analysis. Review of elemen-

tary mathematics will be done as needed. Open to undergraduates in any school in Health Sciences.
Dr. Robinson, Q1, 2 credits

HBB 301 Biostatistics I
Basic statistical concepts and methods, including: descriptive statistics, sampling, hypothesis testing, confidence intervals, t-test, and chi-square test. Lectures, conferences and calculating sessions.
Prerequisite: Completion of HBB 151 or a satisfactory pretest.
Dr. Robinson, Q1, Q2, Q3, Q4, 2 credits

HBB 302 Biostatistics II
Basic considerations in the design of experiments; analysis of variance; regression and correlation. Lectures, conferences, and calculating sessions.
Prerequisite: HBB 301 or HAA 350.
Dr. Robinson, Q1, Q2, Q3, Q4, variable credit, 1 or 2 credits

HBB 393, 394 Selected Topics in Mathematics
Tutorial or semi-tutorial instruction open to juniors and seniors in any school in Health Sciences. Topics selected and schedule arranged according to needs of particular student or group of students.
Prerequisite: Permission of instructor.
Dr. Robinson, Fall and spring, variable 1-4 credits

HBB 398, 399 Research Project in Biomathematics
An independent research project under faculty supervision, dealing with a specific biomathematical problem. Computer facilities are available if needed. The student will be expected to prepare a report on the project and be able to discuss the work. Open to juniors and seniors.
Prerequisite: Permission of instructor.
Dr. Robinson, Fall and spring, variable 2-4 credits

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Interdepartmental and Interschool Courses

HBI 380 Nutrition
Lectures, seminars, and colloquia on nutritional requirements in growth, development, pregnancy, lactation, and aging. Role of nutritional factors in genesis and management of various disease states. Open to undergraduate, graduate, and professional students, especially those in the health sciences.
Dr. Upton, Q3, 2 credits

HBI 501 Radiation in Biology and Medicine
Uses of radiation in medical practice and the research laboratory; biological effects, production and behavior of x-rays; characteristics, hazards and uses of radioisotopes; detection methods; safety practices; and national guidelines for human exposure.
Prerequisites: Physics, chemistry, biology and permission of instructor.
Dr. Wingate, Fall and spring, 1 credit

HBI 531 Cellular and Molecular Biology
Integrated course in biochemistry, microbiology and cellular anatomy. Major aspects of the structure and molecular biology of cells and of the microbial host relationship will be covered, with particular reference to understanding of human health and disease.
Prerequisite: Permission of instructor.
Staff, Q1, Q2, and Q3, 8 credits

HBI 540-549 Organ Systems Analysis
Integrative analysis of the fundamental aspects of the following organ systems with reference to the relevant anatomy, biochemistry, microbiology, pathology, pharmacology, and physiology: HBI 540—Cardiovascular; HBI 541—Central Nervous; HBI 542—Endocrine; HBI 543—Gastrointestinal; HBI 544—Musculoskeletal; HBI 545—Reproduction, Growth and Development; HBI 546—Respiratory; HBI 547—Reticuloendothelial; and HBI 548—Urinary. Primarily for medical students and qualified graduate students.
Prerequisite: Permission of graduate adviser.
Staff, Q1, Q2, Q3, Q4, variable credit

HBI 561 Research Methods in Basic Health Sciences
Introduction to theory and practice of major laboratory techniques and instruments used in molecular and cellular biology; e.g., spectrophotometry, microscopy, ultracentrifugation, electrophoresis, chromatography, scintillation counting.
Prerequisite: Permission of instructor.
Dr. Delihas, Spring, variable credit

Courses in Microbiology

HBM 320 General Microbiology
A course in microbiology, with emphasis on molecular structure and function of bacteria and viruses, molecular genetics, and immunology. Included are some representative examples of well known infectious disease processes such as diphtheria. This course satisfies the microbiology requirement for admission to veterinarian and optometry professional schools.
Prerequisite: Permission of instructor.
Dr. Delihas, Q3, 3 credits

HBM 393, 394 Special Topics from the Microbiology Literature
Tutorial readings in microbiology with periodic conference, reports, and examinations arranged with the instructor. Open to junior or senior students.
Prerequisite: Permission of instructor.
Staff, Fall and spring, variable credit

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. The student is expected to prepare a report on the project and be able to discuss his work. Open to junior or senior students.
Prerequisites: Laboratory experience and permission of the supervising instructor.
Staff, Fall and spring, 2-4 credits, repetitive, 8 credits maximum

HBM 501 Molecular Biology
This course will cover the fundamental aspects of macromolecular structure, function and interaction which are basic to a thorough understanding of modern molecular biology. Representative topics include nucleic acid and protein structure, enzyme mechanisms and kinetics, DNA replication and repair, transcription, protein synthesis, and various aspects of membrane structure.
Prerequisite: Permission of instructor.
Drs. Bauer and Wimmer, Fall, 3 credits

HBM 503 Microbial Genetics
Microbial genetic systems are used to test and to prove theories of classical genetics and are also at the forefront with the newest ideas and facts of modern genetics. In this course, systems of genetic analysis will be considered in lectures, discussions, and readings. These will include bacteriophage recombination and mapping, and bacterial conjugation, transformation, and transduction. A detailed consideration of bacteriophage λ will illustrate current experiments and notions about the functioning of regulatory genes. Application of physical mapping techniques, especially heteroduplex mapping of both prokaryotic and eukaryotic DNA molecules, will be emphasized.
Corequisite: HBM 501 or equivalent prior training.
Drs. Gough and Ohtsubo, Fall, 3 credits

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.
Staff, Fall and spring, variable credit

HBM 590 Literature Reports in Microbiology
A discussion of current literature in microbiology.
Prerequisite: Permission of instructor.
Staff, Fall and spring, variable and repetitive credit

HBM 599 Graduate Research
Original investigations undertaken with the supervision of a faculty member.
Prerequisite: Permission of instructor.
Staff, Fall and spring, variable credit

HBM 611, 612 Biology of Higher Cells and Animal Viruses
A yearly review of current research in major areas of the molecular biology of cultured cells and animal viruses, this course will consider: structure and function of animal cells in culture; genetics of higher cells including hybridization; biochemistry of animal virus replication; structure and mapping of viral genomes; viral genetics; viral oncogenesis; molecular aspects of cell transformation, etc. Each instructor will deliver approximately 10 lectures related to his research field covering important background material but with an emphasis on recent perspectives and developments including an evaluation of important new techniques.
Prerequisite: Permission of instructor.
Staff, Fall and spring, 3 credits

HBM 614 Cell Surfaces and Recognition Processes
The surface components of both procaryotic and eucaryotic cells will be discussed at an advanced level. Emphasis will be placed on the role of these surface components in recognition by other biological entities, including antibodies, hormones, viruses and other cells. Alterations in surface components associated with the abnormal recognition of malignant cells will be discussed in detail.
Prerequisite: Permission of instructor.
Dr. Keegstra, Fall, even years, lecture and discussion, 3 credits

HBM 621, 622 Short Courses in Microbiology
Upon 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: Interested students must obtain permission of the instructor before registering.
Staff, Fall and spring, 1 credit

HBM 690 Microbiology Seminar
A weekly meeting devoted to current work in the department and lectures by invited speakers.
Prerequisite: Permission of instructor.
Dr. Gough, Fall and spring, 1 credit each semester, repetitive

HBM 694 Thesis Research in Microbiology
For the student who has been admitted to candidacy. Original research will be undertaken with the supervision of the thesis advisor and advisory committee.
Prerequisite: Permission of thesis advisor.
Staff, Fall and spring, variable credit

Courses in Oral Biology and Pathology

For complete listing of courses consult the *Graduate Bulletin.*

Courses in Pathology

HBP 310 Pathology
An introductory course in the basic mechanisms of disease and the pathophysiology of the important illnesses of man.
Dr. Lane and Staff, Q1 and Q2, 3 credits

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 junior or senior students.
Prerequisite: Permission of instructor.
Staff, Fall and spring, variable credit

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. The student is expected to prepare a report on the project and be able to discuss his or her work. Open to junior and senior students.

Prerequisites: Laboratory experience and permission of the supervising instructor.
Staff, Fall and spring, 2-4 credits each semester, repetitive to 8 credits maximum

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: HBA 531 and BIO 501 and permission of instructor.
Course Coordinator: Dr. Miller, Q3 and Q4, 5 credits

HBP 532 Immunology
A general introduction to the principles of immunology, including: definition of antigens and antibodies; description of cellular events in the immune response; theories of antibody formation; mechanisms of inflammation; hypersensitivity states; and diseases associated with altered responsiveness of the immune system.
Prerequisites: Advanced course in biology and permission of instructor. Biochemistry, genetics, and histology will be helpful.
Course Coordinator: Dr. Miller, Q3 and Q4, 3-5 credits

HBP 551 Lysosomes, Mitochondria, Golgi
A consideration of the role of subcellular organelles in physiologic and pathologic events of cells and tissues.
Prerequisite: HBA 531 or BIO 512.
Drs. Janoff and Malemud, Fall, 2 credits

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.
Dr. Upton, Spring, 1 credit

HBP 553 Biology of Cancer
The natural history and classification of tumors; host-tumor interrelationships; tumor cytogenetics and ultrastructure; tumor immunology; viral, radiation and chemical oncogenesis; membrane changes in cell transformation; proteases and cancer.
Prerequisites: HBA 531, HBP 531 and BIO 501.
Course Coordinator: Dr. Janoff.
Instructors: Staff and invited guests, Spring, 2 credits

HBP 554 Immunopathology
Mechanisms of injury produced by immunological reactions in tissues. Autoimmune diseases. Immunodeficiency diseases.
Prerequisite: HBP 531 or BIO 508.
Drs. Miller, Habicht and Janoff, Spring, 2 credits

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.
Prerequisites: HBA 531 and permission of instructor.
Dr. Lane, Fall and spring, variable credit

HBP 562 Practicum in the Use of Experimental Animals
Lectures and supervised practical exercises dealing with handling, injection, anesthesia and surgery of a variety of standard laboratory animal species.
Prerequisite: Permission of instructor.
Dr. Weisbroth, Spring, 2 credits

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: HBA 531, HBP 531, BIO 361 and permission of instructor.
Mr. Elias, Fall, 3 credits

HBP 690 Seminar in Pathology
Seminar in major topics in experimental pathology, by students, staff, and visiting scientists.
Prerequisite: Permission of instructor.
Drs. Malemud and Janoff, Fall and spring, variable and repetitive credit

HBP 694 Directed Research in Pathology
Original investigation undertaken with the supervision of a member of the staff.

Prerequisite: Permission of thesis adviser.
Fall and spring, variable and repetitive credit

HBP 695 Teaching Practicum in Pathology
Practice instruction in the teaching of pathology, carried out under faculty orientation and supervision.
Prerequisite: Permission of instructor.
Staff, Fall and spring, variable and repetitive credit

HBP 961 Seminars in Correlative Pathology and Medicine
Weekly seminars on current in-patient and out-patient problems at the Northport Veterans Administration Hospital evaluated with reference to clinicopathological correlations and implications for diagnostic, therapeutic, and preventive medicine.
Prerequisite: Permission of staff.
Drs. Kuschner, Meiselas and Staff, Q1, Q2, Q3, Q4, 1 credit each quarter, repetitive

HBP 962 Clinicopathological Correlations in Pulmonary Disease
Biweekly conferences on current patients with pulmonary pathologic problems at the Queens Hospital Center with emphasis on clinicopathological correlations and the application of laboratory findings to the diagnosis and treatment of pulmonary disease.
Prerequisite: Permission of staff.
Drs. Kuschner, Seriff and Staff, Q1, Q2, Q3, Q4, 1 credit each quarter, repetitive

HBP 963 Seminars in Surgical Pathology
Monthly seminars on in-patient and out-patient problems at the Northport Veterans Administration Hospital with particular reference to clinicopathological correlations and the application of laboratory findings to the diagnosis, treatment and prevention of oral disease.
Prerequisite: Permission of staff.
Drs. Kornfeld, Nowicki, and Miller, Q1, Q2, Q3, Q4, 1 credit per quarter, repetitive

Courses in Pharmacological Sciences

HBH 331 Fundamentals of Pharmacology
Basic principles that underlie actions of drugs on physiological processes with particular reference to their therapeutic and toxic actions. A survey primarily for nursing and allied health students.
Prerequisite: Introductory courses in biology and chemistry.
Staff, Q3, 3 credits

HBH 372 Principles of Drug Action
Introduction to the actions of drugs, chemicals, toxins and hormones on biological systems. Receptor sites, inhibitors and toxicity will be discussed as well as the effects of drugs on the nervous system and membranes. Some familiarity with organic chemistry and biochemistry is assumed. Open to advanced undergraduates.
Prerequisite: Permission of instructor.
Dr. Albert, Spring, 3 credits

HBH 531 Pharmacological Basis of Therapeutics
Basic principles that underlie actions of drugs on physiological processes with particular reference to their therapeutic and toxic actions.
Prerequisite: Permission of instructor.
Staff, Q4, 3 credits

HBH 541 Medicinal Chemistry
The molecular mechanisms of drug action and its relationship to structure, with emphasis in 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.
Dr. Johnson, Fall, odd years, 3 credits

HBH 550 Biophysics
Theoretical background and application of current physical techniques to the study of the molecular mechanisms of biological function. Topics to include spectroscopy, diffusion processes, noise and fluctuation, interfacial phenomena.
Prerequisite: Physical Chemistry or permission of instructor.
Dr. Eisenberg, Fall, odd years, 3 credits

HBH 572 Pharmacology: Selectivity of Drugs
This lecture and discussion course, designed for advanced undergraduate and graduate students, presupposes a certain degree of familiarity with organic chemistry and biochemistry. Basic principles underlying the actions of drugs, chemicals, toxins, and hormones on biological systems will be reviewed. Topics include receptors, interactions between drugs and macromolecules, structure-action relationships, metabolic inhibitors, selective toxicity, action of chemotherapeutic agents, drugs affecting the nervous system, drugs acting on membranes and drug metabolism.
Prerequisite: Permission of instructor.
Dr. Albert, Spring, 3 credits

HBH 680 Selected Topics in Pharmacology
Student seminars and readings on topics to be arranged through consultation with staff.
Prerequisite: Permission of instructor.
Staff, Fall and spring, variable and repetitive credit

HBH 690 Pharmacology Seminars
Advanced research seminars by staff and visiting lecturers.
Prerequisite: Permission of instructor.
Staff, Fall and spring, 1 credit, repetitive

HBH 694 Thesis Research in Pharmacology
Original investigation undertaken as part of the Ph.D. program under supervision of thesis advisor and committee.
Prerequisite: Permission of thesis adviser.
Fall and spring, variable and repetitive credit

Courses in Physiology and Biophysics

HBY 302 Vertebrate Systems Physiology
Several vertebrate organ systems will be studied in depth as examples of biological organization and control. Emphasis will be placed upon the comparative approach to the physiology of animal organ systems.
Prerequisite: BIO 201.
Dr. Van der Kloot, Spring, 3 credits

HBY 350 Physiology
The normal functioning of human tissues and organs, and their regulation and integration by the nervous and endocrine systems. Special emphasis will be given to physiological control systems and the preservation of the constancy of the internal environment. Lectures, conferences, demonstrations, and laboratories. Prerequisites: College courses in biology and chemistry and some background in physical sciences, or permission of instructor.
Dr. LeFevre and Staff, Q1 and Q2, 4 credits

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 or senior students.
Prerequisite: Permission of instructor.
Staff, Fall and spring, variable credit

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. The student is expected to prepare a report on the project and be able to discuss his or her work. Open to junior or senior students.
Prerequisites: Laboratory experience and permission of the supervising instructor.
Staff, Fall and spring, 2-4 credits per semester, repetitive to 8 credits maximum

HBY 532 Introduction to Physiology
A consideration of some of the basic principles of physiology, to serve as a background for the detailed study of organ systems. The emphasis is on cellular physiology, especially of nerve and muscle, and on the mechanisms for the integration of function.

Prerequisite: Permission of instructor.
Dr. Levy, Q1 and Q2, 2 credits

HBY 533 Cell Physiology
An introduction to the physiology of mammalian cells, to serve as a background for the study of organ systems. Topics include nerve; synapses; skeletal, cardiac and smooth muscles; mechanisms of solute and water transport; cellular actions of hormones; selected sense organs.
Prerequisite: Permission of instructor.
Dr. Van der Kloot, Fall, 3 credits

HBY 541 Physiology Laboratory
An advanced level course to introduce students to basic techniques in cellular, neural, and cardiovascular physiology and membrane biophysics. Experiments will emphasize methodology in the study of membrane transport, cardiac and smooth muscle dynamics, nerve and muscle neurophysiology, and cardiovascular and renal function.
Prerequisite: Permission of instructor.
Dr. Fara, Spring, 3 credits

HBY 551 Membrane Physiology and Biophysics
The molecular structure of biological membranes, as revealed by contemporary techniques such as NMR, spin labels, X-rays, DTC, etc. The fundamental concepts relevant to the study of solute permeation through membranes (e.g., the molecular basis of diffusion, ion selectivity, rectification, and charge separation; the nature of electrical double layers, aqueous unstirred layers, etc.) are reviewed 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. These concepts are applied to topics such as (1) old (Hodgkin-Huxley) and new approaches to the nature of the ion-selective channels in excitable cells; (2) mitochondria, oxidative phosphorylation, and "probe" molecules in general; (3) biological transducers (e.g., retina-rod-rhodopsin); (4) some aspects of molecular pharmacology.
Prerequisite: Permission of instructor.
Dr. McLaughlin, Spring, 3 credits

HBY 552 Cellular Neurophysiology
Advanced level physilogy of nerve and muscle cells, ionic mechanisms, and synaptic potentials. Contributions of metabolism-dependent pump mechanisms. Interactions among groups as related to the physiological and behavioral events in nervous systems, with particular emphasis on the utility of small neuronal systems, such as invertebrate ganglia, in elucidation of the mechanisms of such interactions. Electrical and morphological techniques used in neurophysiological investigation, with reference to the validity of results obtained and the limitations of the various methods.
Prerequisite: Permission of instructor.
Staff, Fall, 3 credits

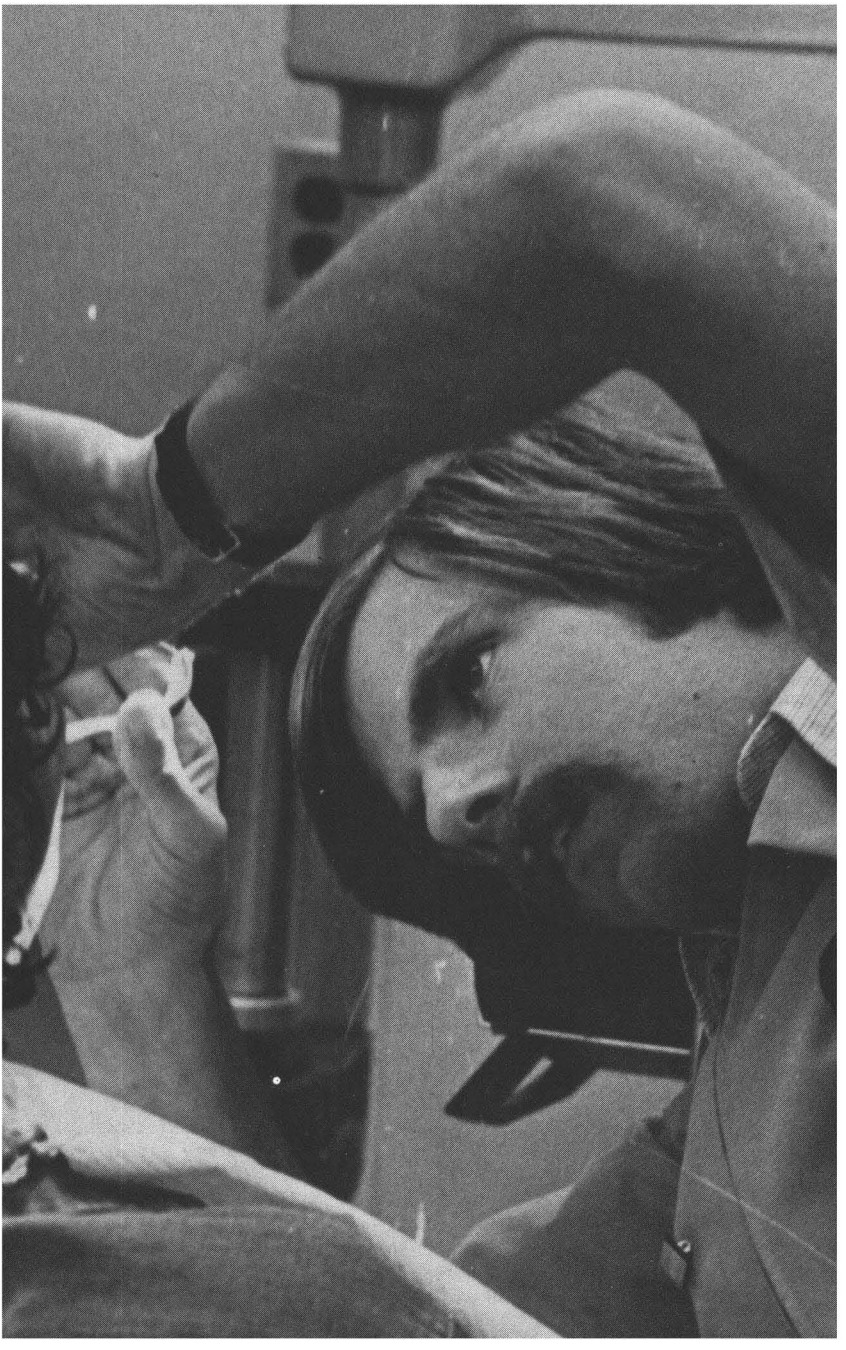
HBY 590 Special Topics in Physiology and Biophysics
Student seminars on topics, to be arranged through consultation with faculty members.
Prerequisite: Permission of instructor.
Staff, Fall and spring, 3 credits each semester, repetitive

HBY 591 Physiology and Biophysics Research
Original investigation undertaken with a member of the staff.
Prerequisite: Permission of instructor.
Fall and spring, variable and repetitive credit

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 instructor.
Staff, Fall and spring, variable and repetitive credit

HBY 694 Directed Research in Physiology and Biophysics
Original (thesis) research undertaken with the supervision of a member of the staff.
Prerequisite: Permission of thesis adviser.
Fall and spring, variable and repetitive credit

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.
Staff, Fall and spring, variable and repetitive credit



School of Dental Medicine

Dean: Leo B. Sreebny

Assistant Deans: Mortimer L. Shakun (*Director of Clinical Programs*), Richard Adelson (*Education for the Dental Practitioner*)

Assistant to the Dean: Anne H. Clarke

About the School of Dental Medicine

When the School of Dental Medicine is operating at full capacity it will offer programs of teaching, research, and patient care that will touch on many aspects of university and community life. Educational opportunities will be provided for dental students, for dentists pursuing specialty training, and for those in practice who wish to continue their education on a part-time basis. In addition the school will cooperate with the Suffolk County Community College and other components of the state system in the education of a variety of dental auxiliaries.

The school has received preliminary "accreditation eligible" classification from the Council on Dental Education of the American Dental Association. This status will pertain until students are enrolled in all classes, at which time, the school will be eligible for regular accreditation.

Admissions Requirements

The ability to fulfill one's selected role in the dental profession is a reflection of college and professional curricula and the general developmental and experience process. While a student must demonstrate competence in social and behavioral subjects, the biological and chemical sciences, as well as the clinical disciplines, before a dental degree will be awarded, the timing and sequence of the components of these studies may vary. Since the college experience constitutes but one segment of the education process, the criteria used to select applicants for admission may vary in emphasis depending on the individual applicant.

In college an applicant should gain familiarity with the natural and social sciences that are essential to understanding and delivering health services as preparation for professional studies. Prospective applicants should plan a minimum of two years of liberal studies at an accredited college or university. Preference for admission is not

based on a field of academic concentration, but all successful applicants may be required to have completed course work in, or demonstrate competence in, mathematics, social and behavioral sciences, and in biology and organic chemistry. The completion of advanced material in college may permit the dental student to pursue deeper interests in a particular field or to advance more rapidly in the course of his or her professional studies.

As a component of the State University of New York, the School of Dental Medicine gives preference to well qualified residents of New York. However, since outstanding nonresidents may be accepted, nonresidents are encouraged to apply. Members of groups that are under-represented in the dental profession are particularly urged to apply to the school.

The School of Dental Medicine will participate in the centralized American Association of Dental Schools Application Service. This service (AADSAS) will allow 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. Stony Brook will not have a separate application form. Forms allowing applicants to enroll in this service may be obtained from the Office of Student Services, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, N.Y. 11790. (See section on "Admission" in this *Bulletin.*) Letters of evaluation are required from the college preprofessional adviser committee (if available) or from two faculty members, but they must be sent directly to Stony Brook. Applicants will be notified if interviews are required. Applicants will be expected to take the Dental Admission Test.

The deadline for submission of the completed application to the centralized applicant service is January 1, 1976. Any applications postmarked after midnight January 1, 1976, will not be considered. There are no application fees beyond the fee required by the central applicant 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.

Basic Nonclinical Education

This portion of instruction includes the traditional science disciplines: anatomy, biochemistry, cytology, microbiology, physiology, pharmacology and general pathology. Since it is unlikely that all incoming students will have had the same educational experience, a placement examination will provide the exceptional student with an opportunity to participate in higher level courses. This element of the curriculum contains much information of fundamental importance to all students in dentistry, medicine and the basic medical sciences and therefore most courses will be taken jointly by these groups. The students will

be provided with an in-depth exposure to the normal and pathological aspects of the structure and function of the oral tissues and material from the social and behavioral sciences by departments in Dental Medicine.

The normal and abnormal structure and function of the various organ systems will consist of nearly 300 hours of instruction. The dental students will spend proportionally more time with the cardiovascular, respiratory, nervous, blood, endocrine, and musculo-skeletal systems and less with the renal, gastrointestinal, and genitourinary systems than medical students.

The Basic Clinical Education

In addition to material already described the student will have been introduced to minor periodontic, operative and prosthodontic procedures. The student will have received instruction in and performed radiologic, oral diagnostic and pain control procedures. He or she will be capable of taking a medical and dental history, performing an oral examination, recognizing oral disease and constructing a plan of treatment with the scope of his or her learning. Students will be introduced to patients and patient care in a carefully controlled environment according to a time table tailored to each student's ability. A minimal amount of paraclinical technical experience will be given immediately prior to the student's undertaking the treatments for assigned patients. All didactic teaching and paraclinical laboratory experience will be completed by the end of the second year. The principal clinical experience will be provided to the student as though he or she were working in a group practice delivering comprehensive care. This will be carried out utilizing the most modern operatory design and equipment, with full employment of dental assistants, hygienists and laboratory technicians. A 20 week group practice block will be the culmination of the clinical core. During this time the student will function as a general dentist with his or her "own practice" from 9 to 5 daily. The student will be responsible for the complete care of the patients. In those instances requiring the services of a specialist the student will both refer to and attend the services of the chosen specialist. All phases of patient care will be supervised by a perceptor. It is felt that this experience will provide the student with a chance to "try on" the role of generalist, to recognize his or her strengths and weaknesses and to decide on the type of practice he or she wishes to follow.

Interdisciplinary Electives

Elective time has been reserved for the offering of interdisciplinary courses by all segments of the Health Sciences Center. The students are required to elect only one course during their program of dental education, but may take more, if they so choose, from a variety of

courses which focus on issues of general concern rather than on the specific skills particular to each profession. These interdisciplinary experiences will serve to foster and stimulate an interchange of ideas, attitudes and information between the students and faculty of the different schools.

Clinical Facilities

Believing that the student should learn to provide comprehensive dental care early in his or her dental educational experience, the school will provide clinical education in a facility that is designed to familiarize the student with the concepts of group practice dentistry, as well as provide the student with the opportunity to practice dentistry as a solo practitioner. The clinical facility will have a full-time staff of dental assistants and dental hygienists so that the student will learn to work with auxiliary dental personnel. The proximity of the School of Dental Medicine to the other schools of the Health Sciences Center will play an important role in developing the concept of comprehensive care by providing the opportunity for close cooperation with physicians and other health professionals in the care and management of dental patients. A full-time faculty, eventually numbering 96, will guide the education of the students enrolled in all programs of the school.

The physical facilities of the School of Dental Medicine at Stony Brook are equipped with modern equipment to support the diverse educational, research and patient care programs offered at the school.

In the development of the patient treatment facilities, the school has placed high priority upon the design of areas that will be attractive and convenient for patients, and that will provide the maximum degree of privacy for persons receiving dental care at the school.

Seventy dental operatories, furnished with equipment representing the latest concepts of functional design, provide work areas for students and faculty that are similar to those that would be used in the general practice of dentistry. Sixteen of these operatories are built in a unique cluster arrangement that is designed for optimal utilization when staffed and operated as a group practice facility. The other operatories are equipped so that dental students may learn to work alone or in concert with dental auxiliaries as a team. Special suites have been designed for the teaching and practice of oral surgery and radiology.

A completely equipped, modern dental laboratory staffed with a complement of skilled dental technicians is located adjacent to the patient treatment areas to provide the necessary support and expertise for the fabrication of dental prostheses that will be required for the patient.

The school's clinical program will offer comprehensive dental care of exceptional quality that will be available to all members of the University and the Long Island community. The faculty will actively par-

ticipate in the provision of dental care for all patients, and all students will have the opportunity to work closely with appropriate faculty members skilled in the various disciplines of dentistry when providing the dental care to the patient in the respective specialty areas.

Continuing Education

The School of Dental Medicine, in its recognition that dental education does not end with the granting of a dental degree, has made an extensive commitment to continuing education. With the support of its clinical campuses (Long Island Jewish-Hillside Medical Center and its Queens Hospital Center Affiliation, Northport VA Hospital and Nassau County Medical Center) and affiliated institutions, Education for the Dental Practitioner (EDP), represents a cooperative effort to provide continuing education to the dental communities of Queens, Nassau and Suffolk Counties. This includes dentists, dental students, residents, educators and dental auxiliaries.

In accordance with its philosophy that education is a life-long process, continuing education programs are integrated into all aspects of the pre-doctoral curriculum. In addition to lecture and demonstration type formats, informal colloquia are presented to faculty and students which are open to the dental community as well.

EDP is unique in its innovative approaches to continuing education. Educational standards are applied to all course offerings, and a variety of educational methods are used in order to accomplish the course objectives maximally. Several courses are structured vertically to allow for progressively advanced education and proficiency. New ideas and individual needs are continuously considered in program planning.

Department of Children's Dentistry

Professors: Louis W. Ripa, Jr. (*Chairman*)

Associate Professors: Richard Pasternak, Samuel Rosen

Assistant Professors: Stuart Balaban, James Barenie, Frederick Berlin, Richard F. Ceen, Charles I. Citron, Sumner Cohen, Leonard Gallo, Leonard Gorelick, Howard Grindlinger, Stephen Hall, Norman Hirsch, James B. Horn, Richard C. Kardovich, Jack Littman, Stephen H. Paley, Richard Pasternak, Albert A. Reitman, Samuel Rosen, Howard J. Ruderman, Morris Scherr, Daubert Telsey, Howard M. Tichler, Martin J. Valins, Pasquale Vitagliano, Stanley Wein

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 in children is also taught with equal emphasis placed on both 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 how to prevent, intercept, or treat minor problems of the occlusion.

Department of Dental Health

Professors: Seymour Roistacher, Max H. Schoen, H. Barry Waldman (*Chairman*)

Associate Professors: Saul Kamen, Mortimer L. Shakun

Assistant Professors: Richard Adelson,

Instructors: Robert Bass

Lecturers: Arthur Hazelwood, Joseph Nicols, William Steibel

A series of courses totaling 214 hours are provided by the Department of Dental Health during the student's Basic Preclinical Education. These courses are designed to enhance a recognition of the individual's professional role and responsibility to his patients, their families and the general community. During the second quarter of the first year, the Department offers a series of community projects each consisting of seminar sessions and field trips to serve as an introduction to the general field of health care services. This is followed in the third and fourth quarter of the year by a course entitled, "Introduction to the Health Care System." It focuses upon the organization and component aspects of the health delivery system of this country and how they affect the dentist and his patients. 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. A two part series on the introduction to behavioral interaction is also offered during the second year which includes a series of didactic sessions whose aim is to 1) define learning in terms of behavior 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. In the fourth quarter of the second year a series of seminars is presented to focus the students' attention on currently explosive issues in politics and dentistry. In addition to the formal courses outlined above, the Department will organize, in cooperation with other clinical departments, a series of rotations within local community health care centers. The timing of these opportunities will depend upon the development and the level of advancement of individual students.

Department of Dental Medicine

Professor: J. Howard Oaks

Associate Professors: Bernard G. Borden, Gerald M. Kelner, James E. Mulvihill

Assistant Professors: Leonard Andors, Martin Feinberg, Paul Kornfeld, Jacob M. Levy, John J. Mongiardo, Alvin M. Sarnoff, Gerald H. Waldman, William Whitehorn

Lecturer: Samuel Plotnick

Department of Oral Biology & Pathology

Professors: Leon Eisenbud, Israel Kleinberg (*Chairman*)

Associate Professors: Philias Garant, Lorne Golub, John Gwinnett, Hershall Kaufman, Thomas McNamara, Jerry Pollock

Assistant Professors: B. Kalman Friedman, Arthur D. Goren, Lorne Taichman

Lecturers: Robi Chatterjee, Nungavarm Ramamurthy

Within the core curriculum the department offers approximately 200 hours of didactic basic information relevant to the understanding of

biological and molecular processes involved in oral diseases. This material is taught during the first two years of the predoctoral program. The subject matter deals with the biology and pathology of the following eight teaching units: I. Embryological development of the face and oral cavity; II. Oral mineralized tissues; III. Dental supporting tissue; IV. Oral microbiota; V. Salivary glands and their products; VI. Oral mucous membranes; VII. The various sensory systems of the mouth; VIII. Oral motor systems.

Each unit represents a logical grouping of both normal and abnormal structure and function. The sequencing of the units is designed to obtain maximum integration between concurrently offered basic science and clinical science courses. The clinial campus at the Long Island Jewish Hospital Center provides a valuable resource for teaching the oral pathology segment of the course, thereby permitting the integration of the didactic subject matter 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 of Oral Biology and Pathology as a track within the School of Basic Health Sciences offers graduate programs leading to the M.S. or Ph.D. degree. The main functions of this program are to train oral biology teachers 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 the same eight teaching units described above coupled with appropriate individual research and tutorial programs.

Department of Oral Surgery

Professors: Stanley Kennett, Martin Stern *(Chairman)*

Associate Professors: Bertram Blum, Gerold M. Cozzi, Allan L. Firestein, Eugene Friedman

Assistant Professors: Ronald A. Barr, Richard Berg, David Blaustein, William F. Boyd, Arthur E. Danziger, Arthur H. Friedlander, John G. Garizio, Stuart M. Goldberg, Daniel B. Goodstein, Robert Himmel-

farb, Leonard R. Hoffman, Robert F. Meier, Harvey Meranus, William L. O'Connell, Stephen A. Sachs, Howard J. Schare

The course in oral surgery is designed with the dual purposes 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 student will receive instruction and acquire skill in the manipulation of soft and hard tissues such as flap procedures, alveoplasty, and suturing techniques and will also acquire skill in the removal of unimpacted teeth. The course will provide insight into the surgical management of more complex problems such as fractures, impactions, salivary gland diseases, tumors, and developmental abnormalities.

Department of Periodontics

Professor: Paul N. Baer (*Chairman*)

Associate Professors: Mitchell T. Cantor, Robert K. Davis, Morton L. Shapiro

Assistant Professors: Carl Blackarsh, Alexander J. Corsair, Edward M. Cummings, Arnold D. Flam, Jack H. Goetz, Vincent Iacono, Robert I. Kaplan, Harold Kopman, Barry M. Libin, Frederick Nislow, Richard A. Roth, Barry D. Solzberg, Bernard Telsey, Robert Thaler

The course in periodontics is designed as an introduction to the field. Through a series of lectures, seminars, demonstrations and clinical assignments, the student will learn the basic knowledge and skills that are essential to the prevention and treatment of periodontal disease. Upon completion of this course, the student will be capable of differentiating a healthy periodontium with its many varied deviations from a diseased periodontium. A thorough knowledge of all local etiologic factors responsible for periodontal disease and methods of preventing its onset will be 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.

Department of Restorative Dentistry

Professor: Lloyd Baum (*Chairman*)

Associate Professors: Thor Bakland, Stanley A. Busch, Eugene A. Cohen, Jerome Kaufman, Sidney LaPook, Virgil Lau, Richard M. Moodnik, Robert B. Raskin, Joseph K. Spector

Assistant Professors: Edward Antos, Stuart A. Berman, Howard I. Blum, Howard Burger, A. Philip Denin, Seymour Friedman, Stanley Frommer, Melvin Ganz, Palmer Hamilton, Richard I. Herman, Theodore J. Klopman, Alan D. Kronish, Marc H. Levey, Robert S. Lewis, Herman A. Litwin, George A. Lopez, Bernard B. Luftig, Sanford L. Mailman, Joseph D. Osipow, Gonzalo Pardo, David Pascoe, Thomas Peacock, Allen C. Peyser, Marshall A. Polan, Robert Renner, I. Lloyd Roberts, Robert L. Rubel, J. Gordon Rubin, Martin I. Schachter, Lester Schiff, Joseph L. Schwadron, Harvey R. Silber, Stanley R. Spiro, Claude W. Springer, Nathan Trotter, Richard S. Turner, Michael Weisenberg, Sal Weitzman, Burton Weitzner

Instructors: Harold Adler, James J. Cancro, Richard Dubin, Richard J. Durnan, Peter Friedman, Janice L. Gillespie, Joel T. Gluck, Allan A. Goodstein, Bruce T. Michnick, David Newitter, Ronald J. Rosen, Edward Schlissel

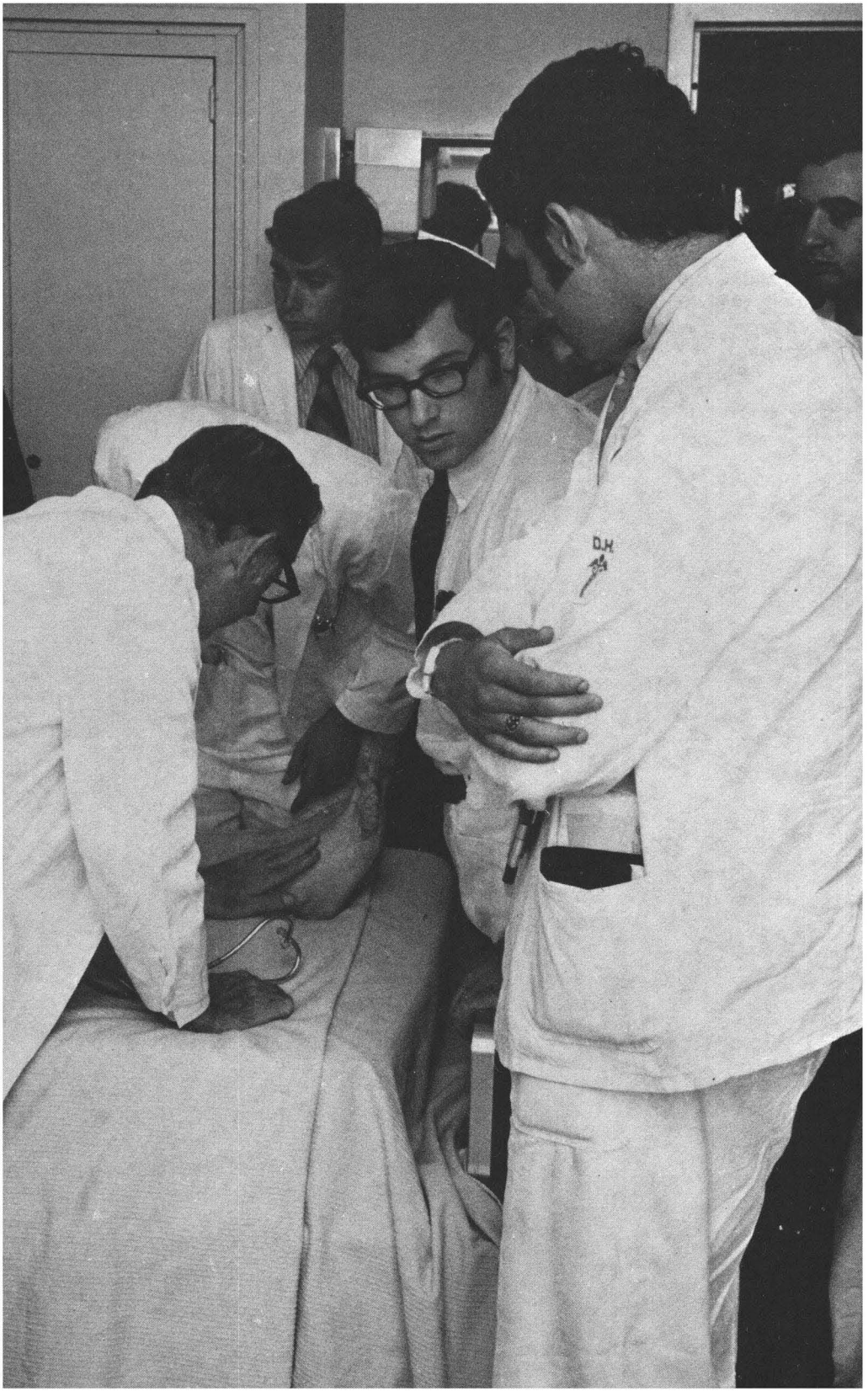
The Department of Restorative Dentistry encompasses the traditional clinical disciplines of Operative Dentistry, Fixed and Removable Prosthodontics and Endodontics. Departmental responsibility also includes instruction in dental anatomy and occlusion as well as instruction and research in dental materials science.

During the first year the student will be introduced to dental restorative procedures through a course in tooth morphology (dental anatomy). This will be followed by the pre-clinical exercises in operative dentistry and clinic orientation so that by the latter part of the year the student will be performing simple operative procedures (simple dental restorations) for patients. During the second year this will be expanded to include the other clinical disciplines as well.

The student at the outset of this clinical experience will be oriented toward patient needs rather than toward departmental disciplines. Moreover, his activities will be clinic rather than laboratory oriented.

During his third year and beyond, having established familiarity with patient handling and the clinical environment, he will refine his skills and develop expertise which will enable him to practice dentistry at the time of his graduation.

Early exposure to patients on a broad front is possible only because of the team approach which will be employed in the clinical setting. Supervising the team of 4-6 students will be a clinical teacher who will personally execute the difficult portions of the treatment task while supervising the student who performs the simpler ones. As student skill and experience grows, the team leader (teacher) permits the student to perform more and more of the difficult tasks. Individualized instruction will be utilized in the teaching program so that, insofar as possible, the student can progress at his own rate. Moreover, opportunity will be given for students who have mastered basic skills to engage in clinical activity which meets their particular interests and desires.



School of Medicine

Dean: Marvin Kuschner

Associate Deans: Roger Cohen, Gerald Allen Green, Leonard E. Meiselas

Assistant Deans: Arlene Barro, John Coulter

Assistants to the Dean: Eddie Beauvoir, Muriel Regan

Deans of the Clinical Campuses: Eugene Cronkite, M.D., Brookhaven National Laboratory Medical Research Center; James E. Mulvihill, D.M.D., Long Island Jewish/Hillside Medical Center/Queens Hospital Center; Avron Ross, M.D., Nassau County Medical Center; Jacques L. Sherman, M.D., Northport Veterans Administration Hospital.

The School of Medicine is responsible for the organization and teaching of the clinical sciences in the undergraduate, postgraduate and continuing education settings. Traditionally, a School of Medicine includes basic sciences faculty, but as noted elsewhere in the *Bulletin* this custom has been altered. The dichotomous arrangement allows the clinically oriented School of Medicine more latitude in curricular development and educational goals, while maintaining the strong ties to the basic sciences necessary for support.

Although the clinical arts and skills are taught immediately after entry into the medical school, the early focus must be on introducing the student to the basic sciences. The first year of the curriculum consists of basic science courses and the Introduction to Clinical Medicine. Subsequent to the basic science teaching—an important element of the pre-systems program—organ systems teaching begins with the coordination of instruction between the basic and clinical sciences faculties. Clinical encounters are designed for the systems teaching to give special relevance for each organ system program. After demonstrating competence in the organ systems program the students move to clinical clerkships where opportunities for problem solving and patient responsibility are presented.

The pre-systems and organ systems phase of the curriculum is given primarily at the Health Sciences Center, although the clinical encounters during the organ systems programs are given at various community clinical facilities integrated into the Health Sciences Center under a variety of arrangements. The clinical clerkship part of the curriculum is presented in the last one and one-half years of the medical curriculum. The Long Island Jewish/Hillside Medical Center/ Queens Hospital Center, the Nassau County Medical Center, and the Northport Veterans Administration Hospital provide the clinical base for the instruction during the clinical programs for students.

Admissions

The 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 educational preparation in favor of a person with only minimal preparation. It is required that all applicants complete one-year courses with laboratory, in biology, physics, organic chemistry and inorganic chemistry.

It is the school's hope to acquire a student body representative of a variety of backgrounds, experiences and interests. For this reason, the school will not hold itself rigidly to an applicant pool consisting of people with bachelors degrees in science. Nevertheless 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 less than the usual minimum academic work in science, he or she should have other attributes that persuade us that the individual can learn the sciences basic to medicine. If a person is significantly younger or older than most candidates for medical education, there should be other features of maturity or experience to persuade us to accept him/her. 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 underrepresented in medicine.

Decisions will be influenced by an applicant's scholarship, aptitude, character, personality, and promise of future value to the medical profession. No negative bias is shown toward factors of race, color, religion, sex, or nationality. 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 (516-444-2113).

Department of Community Medicine

Acting Chairman: Roger Cohen

Professors: John Dowling, H. Jack Geiger, George E. Leone, Robert Match, Mary McLaughlin, Peter Rogatz, Samuel Wolfe, Tamarath K. Yolles

Associate Professors: Roger Cohen, Steven Jonas, Marvin Leeds, Raymond D. Lerner, Harold L. Light, Robert A. Love, Walter O'Connor, Martin Posner, Andre Varma, David E. Weeks

Assistant Professors: Gerald Adelson, Leopold Galland, Phillip Jacobs, Dorothy Lane, Martin Lowy, John McNamara, Sylvia Meyer, Norman Schell

The Department of Community Medicine has as its major objective the provision of an array of diverse learning experiences for the student in the study of the relationship between health and the social order; to examine how the social order contributes to the being of the people, and how the people, in their individual and collective acts contribute to their society and consequently to their health. This requires the study of patterns of disease, health care and related human services in defined populations within the context of their community. The working tools of community medicine include the clinical skills of health care and disease prevention, health care planning, management and evaluation, clinical and social epidemiology, and biostatistics.

The department's second major objective is to serve as a resource to the communities in Nassau and Suffolk Counties. These communities are stereotypical of the health crisis in the U.S.A. with their maldistribution of limited health manpower and resources, fractionated and overlapping responsibility and authority, multiple and confused mechanisms of financing health care, and a shrinking number of points of entry under the health care system, all superimposed on a rapidly growing population. The objective of the department is to respond to requests from the community and to serve as a catalyst to encourage and facilitate the development, growth and evaluation of solutions to their health care problems. This has included working with a number of consumer organizations, community health centers and hospitals, health departments, planning groups and other health-related institutions and governmental agencies.

The third major objective of the department is in the investigative field. The major focus of this activity will be to measure the qualitative and quantitative relationship between the social order and health. This includes the design and development of new models of health care services, conceptualization of new models of health care evaluation, the definition of indices of quality of care, patterns of disease and the study of the development of health care policies.

Department of Family Medicine

Acting Chairman: Melville Rosen

Professor: Melville Rosen

Associate Professors: Ved Bhushan Bhardwaj, Clement Boccalini, Clive Caplan, Daniel Friedman

Assistant Professors: George J. Adler, Donald S. Barrett, Paul Berlin, Henry S. Berman, George Bernhardt David M. Bikoff, Penny Budoff, Louis Bush, George Christ, Samuel Cytryn, Arthur Dickerman, Robert Edelman, Walter Eichacker, Benjamin Fink, Edith Forsyth, Arthur Frankel, Maurice Goldenhar, Douglas Greaves, Frank Gross, Alfred Howe, Louis A. Ingrisano, Marks G. Jacoby, Morton Jagust, Joseph T. Judge, Donald C. Kiaer, Jerome Lehrfeld, Abraham Ludwig, Milton Matlin, Raphael A. Muojo, Jr., Vincent O'Brien, Paul Rossano, Barret Sklar, William R. Smith, William J. Squires, Robert Sucsy, Allen Turtel, Leonard Weitzman, Ernest Yen

Instructors: Stephen Allen, Richard Bonnano, Arthur Cohen, Harvey Gross, Arlene Johnson, Ferdinand Kann, Ruth Linger, Miguel Nadal, Arthur Quackenbush, George Raniolo

This department has the responsibility of teaching students and residents the 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 are included in the learning experiences that are offered.

The curriculum includes a first year elective office preceptorship with practicing family physicians, and a required eight week clerkship in Family and Community Medicine (primary care) that will be scheduled on a continuing basis in the fourth year. Additional electives in Family Medicine will be offered to students during the elective blocks in the curriculum and during the summer vacations. The department has participated actively in the development of Residency Programs in Family Medicine in affiliated hospitals. Presently there are approved programs at Southside Hospital, Bay Shore, the Nassau County Medical Center and the Glen Cove Community Hospital. These hospitals, together with their Family Practice Centers, provide clinical sites for undergraduate teaching of Family Medicine to medical students as well as students from the other Health Sciences Center Schools. Additional Family Practice Residency Programs are at various stages of development at other Health Sciences Center affiliated hospitals.

Recently, the department has developed a research group that is concerned with the content of Family Practice, evaluation of student and resident performance, quality of health care, and attitudes and

career choices of medical students and residents particularly as they relate to Family Practice.

The Department of Family Medicine maintains close liaison with the other major clinical departments in the School of Medicine as they contribute some specialty knowledge and skills that are germane to Family Medicine.

Department of Medicine

Chairman: Harry W. Fritts, Jr.

Clinical Campus	*Chairmen*
Brookhaven National Laboratory	Eugene Cronkite
Nassau County Medical Center	Costas Lambrew
Long Island Jewish/Hillside Medical Center/ Queens Hospital Center	Edward Meilman
Northport Veterans Administration Hospital	Harry W. Fritts, Jr.

Professors: Edward H. Bergofsky, Victor Bond, George C. Cotzias, Eugene P. Cronkite, Lewis Dahl, Albert Douglas, Harry W. Fritts, Leonard Hamilton, Costas Lambrew, Lester M. Levy, Edward Meilman, Leonard Meiselas, Herman D. Ruskin, Arthur Sawitsky, Walton W. Shreeve, Kingsley M. Stevens

Associate Professors: John F. Aloia, Arthur Berken, Jesse M. Berkowitz, Sheldon P. Blau, Arnold G. Blumberg, William D'Angelo, Alfred M. Derrow, Paul H. Diamond, Leo Fishel, Irwin H. Friedman, Robert I. Hamby, Irwin Hoffman, William Hollis, Junichi Iwai, Irwin Katzka, Knud D. Knudsen, Howard D. Kolodny, Frank Lamberta, Joseph J. Letteri, Robert Levy, Martin R. Liebowitz, Robert Michtom, Sherwood P. Miller, Paul S. Papavasiliou, Sanford Pariser, Ely Perlman, Kanti R. Rai, Martin S. Roginsky, Milton Rosenberg, Fred Rosner, Charles S. Samet, Marilyn T. Schittone, Nathan Seriff, Joseph Shapiro, Jacques L. Sherman, Jr., Lawrence Sherman, Lawrence Silver, Gertrude Sobel, E. Marvin Sokol, Stanley L. Wiener, Stuart L. Yunis, Olga Zoneraich, Samuel Zoneraich

Assistant Professors: Robert S. Aaron, Beverly H. Abbott, Bert Abel, Eugene M. Aronow, Vincent Avila, Selim Baruh, John L. Bateman, Zachary Benjamin, James S. Bernstein, Marvin Bernstein, Robert Bertcher, Francis Bilello, Leonard M. Birch, Fred H. Block, Charles Bloomgarden, Bruce Boklan, Bernard Brennan, Joan Clemmons, Marvin Dannenberg, Edward Davison, Frank DeMento, Oscar DeVera, Michael R. Dubin, Kermit Dwork, Thomas J. Ekkers, David Farr, Michael Feinstein, Norbert Felber, Sidney Fenig, Joseph Fierstein,

Renee A. Fleischer, Phillip Fleishman, Leonard Fox, William D. Franklin, Albert L. Freedman, Gerald M. Friedman, Howard Frucht, Osvaldo J. Fulco, Stephen W. Furst, Aaron Ganz, Mather I. Gelfand, Alan Geller, Edward Gillie, Paul Gitman, Richard Golden, Gilbert Graham, Michael N. Greenblatt, Robert A. Greenwald, Marvin Gross, Frank L. Gruber, Hans Grunwald, Mohinda Gupta, Eugene Heller, Edward Henry, Joseph Hilsenrath, William Hoffman, Melvin Holden, Charles M. Holtzman, Edward Hotchkiss, Ronald A. Housman, Jesse Jampol, Gary R. Joachim, Ernesto Jonas, Richard S. Joseph, Lawrence Jurkowitz, Mark Kaplan, Inderjit Katyal, Leonard Kertzner, Faroque Khan, Lawrence S. Kryle, Harvey Kuschner, Francis J. Lane, James Ledwith, Marvin Lepaw, Milton Levine, Richard Lipton, Fred Y. Lobovsky, Robert Lowy, Eriberto S. Lozada, David L. Lubell, Harold Ludman, Francis Lumia, Arnold D. Lurie, Harvey Madell, Maxwell Marder, Frederick Mebel, Jawahar Mehta, Edgar Mendizabal, Jacob Meron, George Miller, Prem Shanker Misra, Paul L. Mitchell, Ghani Mohammad, Gerald Moskowitz, Gollapudi G. Murthy, David Mykoff, Richard W. Nagler, Peter Nuccio, Okogbue Okezie, Joseph V. Olivia, Seymour Olshin, Leo G. Parmer, Martin D. Podgainy, Harvey Poliakoff, Ronald A. Primis, Herbert Radack, Frank Raia, B. Linga Raju, Frank Ratner, Ira Loeb Rezak, David Rosenthal, Stuart W. Rosner, Bernard M. Rosof, Michael Rost, Javad Rouhani, Gerald E. Schattner, Joseph D. Schattner, Ira Scheinerman, Martin Schick, Robert Schick, Jules Seckler, Rajasekar Sham, Joel Sherlock, Herbert I. Silverberg, Joseph I. Singer, Amarjit Singh I, Amarjit Singh II, Stanley Spellman, Carol S. Stern, Philip C. Su, Philip Sumner, Jacob Swinkin, Sidney Tabor, Basil Tatsis, Eugene Teich, Stanley M. Vickers, Clement Weinstein, Jules H. Weiss, Marvin Winston, Evelyn Wolf, Ching-Hui Wu, Italo Zanzi, Stanley Zucker.

Instructors: Agop Aintablian, Ingolf Anderson, Syed Asad, Lionel Barrau, Elena R. Berkowitz, Richard Blum, Stephen Brodsky, V. William Caracci, Donald Caruso, Ralph Caselnova, Rajinder K. Chitkara, Jayanta Chowdhury, David E. Cohen, Eugene Cooper, Thomas Delaney, Joel Dlugash, Harvey Etess, Joseph Foehr, Gerald M. Friedman, Gino Giorgini, Bernard Gittleman, Maurice Halioua, Antonio Julia, Eugene Kern, Janith S. Kice, Herman Kremer, William Lefing, Parthasarathy Narasimhan, Shanti Nilakantan, Donald P. Orofino, Panfilo B. Ozaeta, Anantanarayan Padmanabhan, Raymond Pastore, Richard Pearl, Jerome Pincus, Walter Pinsker, Muthurmalingam Rammohan, Yelamanchili Rao, Gerald Roberts, Harvey Schildkraut, Arnold W. Schreiber, Stanley Shanies, Farouk A. J. Tabrah, Younyong Thonjcharoen, Arnold Trietman, Ferdinand Visco, Paul V. Wayne, Kithsiri N. Wimalaratne, Melvin Young

The Department of Medicine encompasses the Departments at the four clinical campuses listed above, plus the Departments at South Nassau Community Hospital and Nassau Hospital. The combined fac-

ulties 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 Clerkship. 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. But in all of the exercises, stress is laid on the study of the patient as a keystone to learning medicine.

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 Obstetrics/Gynecology

Co-Chairmen: Leon I. Mann, Joseph Rovinsky

Professors: Fred Benjamin, Leon I. Mann, Joseph J. Rovinsky

Associate Professors: Maurice Abitbol, Anthony J. Barbaccia, Edward N. Cartnick, Donald J. Casper, Daniel Friedman, Karl M. Neimand, Leonard L. Ostreich, John S. Rienzo, Milton Rosenberg, Ira H. Tepper, Arthur Weinberg

Assistant Professors: Elenita Alvarez, Melvin Berlin, Paul Berlin, Oliver J. Blaber, Leonard J. Brandman, George J. Bures, Franklin Cannizzaro, Debabrata Chakrabarty, Herbert Chessin, Maurice Cohen, Barnet Delson, Stanley Deutsch, William H. DeVries, Edward R. Fogarty, Seymour Fuchs, Burton Garfinkel, James R. Giambalvo, Alan Gibstein, Mitchell B. Goldman, Henry A. Gozan, Victor Halitsky, E. Jack Harris, Bennet J. Hess, Herbert Keyser, Burton Krumholz, Alfred Lapin, Warren Madell, Daniel Mason, Parmeela Mediratta, Noel Mohammed, William A. Mooney, Lillian D. Nash, Barry D. Podell, Bernard Pollack,

Joseph Pugliese, Martin Rabin, Joel Robins, Charles Rosenblum, Emanuel J. Rubin, Joseph T. Sard, Thomas J. Sheehy, Jr., Melvin Shuter, William E. Tesauro, James B. Tormey, Harry L. Wachen, Robert R. Weiss

Instructors: Robert E. Block, Arthur Cohen, Joel Cooper, Dean I. Dobbin, Charles Edinger, Stuart Allan Eigen, Norma L. Gastillo, Stephen Senreich, Henrietta Wallace

The Department of Obstetrics and Gynecology is responsible for teaching human reproductive biology, and the normal and pathologic physiology as well as the behavioral aspects of human reproduction. In the "systems teaching" portion of the curriculum, the department organizes and presents a two week program on "reproduction, growth, and development." An eight week clinical clerkship emphasizes the clinical approach to female patients, diagnostic examinations in obstetrics and gynecology, reproductive endocrinology, and infertility and emotional problems of women. This core presentation concentrates on the psychosocial and biologic aspects of the discipline, since the program is directed for the nonobstetrician/gynecologist. Examination, diagnosis and principles of treatment are stressed. Opportunities are provided for exposure to and experience in the preventive medicine aspects of discipline, including family planning, pregnancy termination, adolescent guidance, cancer screening and detection, and prenatal health ("high risk pregnancy").

For students already career oriented for reproductive science and clinical practice, and for those who desire greater depths than permitted by the "core" curriculum, elective opportunities are offered in reproductive biology and endocrinology, perinatal physiology, labor physiology, and fetology, as well as extended clinical experience as a subintern. Electives are open to fourth year students, but only after successful completion of the "core" clinical clerkships.

Department of Psychiatry

Chairman: Stanley F. Yolles

Professors: Richard Abrams, Henry Brill, Gerald Davison, H. Warren Dunham, Max Fink, James H. Geer, Richard M. Green, Harry L. Kalish, Harvey Karten, Sherman N. Kieffer, Donald Klein, Leonard Krasner, Samuel R. Lehrman, Robert M. Liebert, Esther Marcus, Sidney Merlis, Francis O'Neill, Lewis Robbins, Eli A. Rubinstein, Bernard Tursky, Joseph Wortis, Stanley F. Yolles

Associate Professors: Hyman S. Barahal, William Benjamin, Beverly Birns, Leonard Brahen, Arik Brissenden, Pasquale A. Carone, Frederick B. Charatan, Melvin Cohen, Anthony B. Correose, Robert Derman, Gerald E. Green, Mary Hagamen, Eugene Kaplan, Leonard W. Krinsky,

Lewis Kurke, Milton Lodge, Joseph LoPiccolo, Robert L. Marcus, Joseph S. A. Miller, Morton Miller, Shepherd Nathan, Sanford Oxenhorn, Charles J. Rabiner, Anthony Romeo, Mollie Schildkrout, Martin J. Semer, Lester Shapiro, Michael A. Taylor, Olga VonTauber, Morton Wachspress, Herbert Waltzer, Allen Willner

Assistant Professors: Solomon Adelman, Salvatore Ambrosino, Herbert S. Anhalt, Paul Aronow, Antranig O. Arslanian, Vasken Arslanian, Samuel H. Bailine, Charles Barbanel, Donald S. Belk, Shiela B. Blume, Robert Cetlin, Basuedo Chaudhary, Francis E. Conrad, James N. Crovello, Alexander Don, Marvin Drucker, Eva Ebin, Jerome Fass, Joseph Feldman, Leonard C. Frank, Marie R. Friedman, Joseph Furst, Warren Goodman, Paul Gregory, Frank Gross, Philip Heilpern, Hazel Holly, Martin Hurvitz, Arnold N. Katzoff, Seymour Keitlen, Lorrin M. Koran, Janos Kurucz, Gabriel V. Laury, Herbert Levowitz, Marion E. Long, Gerald M. Lutzer, Edward Malone, Julius Marcus, Robert D. Martin, Lawrence F. McDonald, Julius Mendel, Irwin Mendelsohn, Emanuel Messinger, Daniel Miller, Samuel Mowerman, Thomas A. Naclerio, Herman Oliver, Edward P. O'Malley, Albert E. Paganini, B. Patel, Anthony Pelosi, Selwyn Pereira, Herbert Perr, John R. Pitrelli, Milton Ressel, Judith M. Roheim, Randolph Rosenthal, Gerald Roskin, Kishore R. Saraf, Stephen Saravay, Egon K. Schlatter, Sallie Schumacher, Stanley Shapiro, Lawrence Sheff, Sanford P. Solomon, Alice S. Stahl, Herbert Steinberg, Arthur Sternberg, H. Lawrence Sutton, Mallie Taylor, Arthur Wolpert, Harriet Ziegler, Max Zuger

Instructors: John W. Davies, Melvin S. Levine, Yahya Moadel, Matilda Rice, Seymour Siegel, Doris P. Silverberg

The Department of Psychiatry, 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.

To fully utilize this base, the department has developed administrative and operative agreements with the New York State Department of Mental Hygiene, the five state institutions in Suffolk County, the Veterans Administration, the Suffolk County Department of Health Services, Community Mental Health Division, the Southside Hospital and the Hospital of the Brookhaven National Laboratory 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 six divisions: Community and Social

Psychiatry; Clinical Psychiatry; Biological Psychiatry; Behavioral Sciences, Mental Retardation and Human Development; Child Psychiatry.

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 the University Psychiatric Service at Central Islip State Hospital with a 60-bed inpatient service and a 400-bed inpatient service at the V. A. Hospital, Northport. Its professional involvement also includes three outpatient clinics, eight Veterans Administration satellite clinics and two outreach clinics. In addition, there are the bed facilities and services of the Suffolk State School and the Sagamore Children's Psychiatric Center.

A close-working relationship with the Suffolk County Department of Health Services, Community Mental Health Division 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 multi-disciplinary mental health teams for delivery of care.

Undergraduate Curriculum

Within the undergraduate curriculum of the Medical School, the department offers: an introduction to interviewing; human behavior; a 5-week sequence as part of the "systems" teaching and a clerkship. The Department additionally presents elective courses in special areas for students, by individual arrangement.

Through its narcotic addiction drug abuse training program the department offers instruction to students enrolled in the Health Sciences Center schools, including Allied Health, Basic Health Sciences, Nursing and Social Welfare, as well as Medicine.

Interdisciplinary courses in a variety of areas related to mental health are also presented by the department as electives to students in the Health Sciences Center and the core campus.

The department's contribution to the development of teaching and service programs is predicated on the development of the role of the Health Sciences Center as a primary stimulator, provider and catalyst of concepts and services throughout the health community of Nassau and Suffolk Counties.

Department of Surgery

Chairman: Harry S. Soroff

Professors: William C. Birtwell, Anthony DiBenedetto, Clarence Dennis, William Heroy, Leonard Rubin, Harry S. Soroff, Ira Teicher

Associate Professors: Stanley E. Berliner, Burton Bronsther, Lowell Brown, Gerald W. Buetow, Leonard Burson, Adrian Coren, Elizabeth Coryllos, Ray S. Crampton, Maximo Deysine, Harry Essig, Murry Friedman, Morton Goldfarb, Frank M. Green, I. Melbourne Greenberg, Myon J. Jacobson, Donald E. Janelli, Jack W. McElwain, John J. McNally, Sylvain Pitzele, Robert W. Sengstaken, John W. Shepard, Henry W. Thompson, Milton Tuerk, Richard H. Walden, B. George Wisoff

Assistant Professors: William Abel, Michael Attkiss, Alfred Azzoni, Henry Bard, Neil Barton, Arthur Bernhang, Anthony Bolognesi, Paul W. Braunstein, Fred Bromberg, George M. Brown, Joseph Cali, Vincent DeAngelis, Nicholas DeVito, Rudolfo Domingo, Serge Dos, David Elkin, Johanna C. Fisher, David Frucht, Ariel Garcia, Samuel Gelfand, Stanley W. Gensler, Jonathan Goldstein, Marvin Hartstein, Herbert Hershey, Khosro Homayuni, Bert Horwitz, Stratos Kantounis, Kenneth Keningsberg, Richard Laskin, Paul Lehmuller, David M. Leivy, Leroy Levin, Thomas Longworth, Hormoz Mansouri, Harry Mayer, Michael Mesbah, Nathaniel B. Messinger, Manucher Mohtashemi, William E. Morse, Jerome D. Nataro, Salvatore L. Noro, Leon M. Oxman, Thomas Palmieri, Nicholas Poloukhine, Calvin L. Rasweiler, Henry C. Rausch, Charles E. Rogers, Samuel Roth, Walter Rubins, Bernard J. Ryan, Edward P. Ryan, Selim T. Samaan, Dominick Sampogna, Ira Schneider, James R. Seymour, Marvin Shapiro, Padmanabhan Siddarth, Ezri Sokol, Danillo B. Soriano, Leonard Stein, Richard L. Stivelman, Alex M. Stone, Mary Ann Tinker, Perry Tirschwell, Byron M. Treitler, Charles P. Vosburgh, Leonard S. Weiss, David Wexler, Howard Wexler, Martin Winick, Harry Wogalter, David P. Wolk, William Yankiver, Wesley Scott, Eugene Zorn

Instructors: Jangayya Challapalli, Richard A. Giery, Himeko Kashiwabara, Feliz Llamido, Anthony M. Pennisi, Maganlal K. Sutaria

The Department of Surgery is organized into a series of sections each with its own chief. These sections include Cardiovascular, Thoracic, General Plastic and Transplantation Surgery.

The Department of Surgery has the following responsibilities: (a) the provision of surgical aspects of diagnosis in the core curriculum in the preclinical years; (b) the conduct of a course in trauma in the first year; (c) the organization and supervision of clinical clerkships; (d) the offering of electives in the final year; (e) the preparation of individuals who choose the specific branches of surgery; and (f) the

investigation of relevant problems of the surgical sciences and the provision of consultations and operative surgery for patients.

Surgery will continue to develop depth in its subspecialties, some of which will either be organized into separate departments or sections; such as, ophthalmology, otorhinolaryngology, orthopedic surgery, and urologic surgery. The faculty of each one of these specialties is responsible for the management of 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 Anesthesiology

Professors: Edward C. Sinnott, Sylvan N. Surks, Irving G. Weinberg

Associate Professors: Emanuel Feldman, Marilyn Kritchman

Assistant Professors: Laurence E. Balfus, Elena Baruh, Isabel Buencamino, Frank Cerzosimo, Jess Edward, Solomon E. Farhie, Charles M. Fermon, Rajanikant Kamat, Sumner Kaufman, Aaron Kopman, William F. Kraft, Bermanr Krasner, William Ladner, Leona Laskin, Stuart Leavitt, Jacob Levy, Naomi Raphael, Martin Rosenblum, Burton Rubin, Chunilal Ruder, Paul G. Sarriyanoglou, Oswald G. Smith, Lawrence Steinberg, Stuart B. Wollman

Instructors: Danilo DeSoto, Alan M. Leff, Joseph Michaels, Rosario A. Reyes, Marcelle Salman, Jose M. Sanchez, Jetse VonVliet

This department is concerned with the special aspects of pharmacology and cardio-respiratory physiology which relate to the actions and effects of anesthetic agents and the maintenance and support of the anesthetized patient; it is also responsible for the anesthesia requirements of patient care. It supervises the residency program and has a responsibility for developing education and research in this highly specialized area.

Department of Dermatology

Associate Professors: Ralph Grover, Richard Scher

Assistant Professors: Bernard Potter, John P. Ruppe, Jr.

Instructor: Elena Berkowitz

The Department of Dermatology is concerned with the teaching of diseases of the skin and of the dermatologic manifestations of sys-

temic diseases. A major emphasis will be placed on the consideration of the skin as an organ with special problems in physiology and pathophysiology.

Particular interest will be expected to be given to the effect of environmental agents on the skin as a determinant of local and generalized diseases. The teaching of dermatology will be largely conducted during periods of instruction in medicine and surgery and through elective courses in dermatology and experimental dermatology.

Department of Neurology

Professors: Sydney Louis, Morton Nathanson

Associate Professors: Robert J. Mones, Arthur D. Rosen

Assistant Professors: Bernard M. Berkowitz, Richard R. Carruthers, Lisgar B. Eckardt, Peter Lichtenfeld, Philip C. Su

Instructor: Robert G. Roth

This department concerns itself with the teaching of the diseases of the central nervous system and supervises clinical physiological testing such as electroencephalography and electromyography. The department will be heavily involved in the planning for instruction in the larger division of Neural Sciences which will include neurosurgery and neuroradiology as well as the basic science disciplines of neuropharmacology and neurophysiology. Coordinated teaching will be developed by the division.

Department of Ophthalmology

Professor: Peter H. Ballen

Associate Professors: Elsa K. Rahn, Charles B. Tulevech

Assistant Professors: Arthur B. Duel, Norbert Fethke, John E. Flynn, George Goodman, Elly Llovera, Thomas McGowan, Yale Solomon, Gerald Stoller, Victor Villadolid

Instructor: Charles Beyrer, Richard G. Lennon

Department of Orthopedic Surgery

Professor: Leroy Lavine

Associate Professors: John A. Hennessen, John B. Manly

Assistant Professors: Joseph Farrell, Richard Giliberty, Elizur Goodrich Sherwood Greiner, Martin A. Gruber, Ray A. Haag, Spyros

Karas, Harold Kozinn, Andrew W. Lawrence, Jerome Lawrence, Irving Manning, Alice Marie Murnane, John J. O'Connor, Jay Wagner, Arthur Young

Instructor: Sanford Ratzan

Department of Otorhinolaryngology

Associate Professors: Allan L. Abramson, Merrill Goodman

Assistant Professors: Anthony F. Fragola, Sanford Hausman, Lawrence Mazzarella, Edward Orzac, Harbans Singh, Harry Talbot, Warren Woodworth, Benjamin Zielinski, Martin Zwerling

Department of Pediatrics

Professors: Arturo Aballi, Platon J. Collipp, Philip Lanzkowsky, Philip J. Lipsitz, Howard C. Mofenson, Maxwell Stillerman

Associate Professors: Bruce Ackerman, Filippo A. Balboni, John B. Branche, Gerald Ente, Irvin Fradkin, Herbert Goldman, Norman Gootman, Jack D. Gorvoy, Joseph Greensher, S. Wayne Klein, V. T. Maddaiah, Jerome Maisel, Florence N. Marshall, Robert G. McGovern, Carl Pochedly, Leonard F. Rosenzweig, Avron H. Ross, Arnold Schussheim

Assistant Professors: Hedda Acs, Milton Agulnek, Albert Aharon, David Annunziato, William Bikoff, Stanley D. Blatt, Leatrice G. Borofsky, Russell Burdge, Frank F. Cappelli, Joseph Chiaramonte, John A. Colucci, Bernard M. Curtis, James Dick, Duane Dowell, Charles J. Dunn, Nelson S. Erhart, Philip Eskes, Theodore M. Ginsberg, Marvin Godner, Michael D. Goldbert, Sanford E. Goldzier, Charles Hoffman, Martin H. Jacobs, Harry King, Marvin Klein, Boris G. Kousseff, Steven Maitinsky, Paul S. Mandala, Leonard J. Marino, Thomas McLoughlin, Thomas P. McManus, Ruth Miller, Sheldon Miller, Gerald Mondschein, Seymour B. Musiker, Neil Palladino, Howard E. Scalettar, Bernard A. Schmierer, Arthur Schwager, Eugene Schwalb, William Schwartz, I. R. Shenker, Jack Sherman, Albert Sherwyn, Daniel R. Silbert, Saul Smoller, Milton L. Spinner, Howard S. Stein, Seymour Steinmetz, Allen Steinhardt, Norman Stillman, Leonard Sussman, Marvin I. Sussman, Harold Wagner, Martin A. Waldman, Nathan S. Weiss, Jacob J. Wiener

Instructors: Viswanathan Balachandar, Canagasuntran Balakrishnan, Bruce N. Bogard, Shook Ja Choi, Stuart M. Cooperman, Michael Epner, Stanley Everett, Ellen Feingold, Abby Greenberg, Audrey Heimler, Bernard H. Holzman, Roy Horowitz, Gungor Karayalcin, Stephen

F. Katz, Betty Chi Mei Lee Kuo, Morton R. Laby, Harold L. Levine, Vera Maitinsky, Jagan Pahuja, Paul H. Penzer, John J. Piacitelli, Sinnakaman S. Rajaram, Mozafar Salemi, Gurbir Saluja, Margo M. Schleman, Ashok C. Shende, Saroja Siddharth, Yusef Soleymanikashi, Gerald Spunt, Joseph Thomas, Michael F. Weiss

This department will be organized with an emphasis on the development of subspecialty areas of pediatrics including general child care, neonatology, child development and adolescence. Special attention is given to the development of a close relationship between pediatrics and the School of Social Welfare and the Departments of Community and Family Medicine.

Department of Physical and Rehabilitation Medicine

Professor: Andor A. Weiss

Associate Professor: Haskel Elis

Assistant Professors: Rodolfo F. Cane, Arminius Cassvan, Daoud B. Karam, Reuben Leass, Audrey Randolph

Instructors: Raymond K. Elias, Andrew A. Fischer

The Department of Rehabilitation Medicine provides educational experience for students at several points in the curriculum. There is exposure to rehabilitation medicine during the musculoskeletal system teaching, and electives are available during the clinical track phase of the curriculum.

Department of Radiology

Professors: John O. Archambeau, Harold Atkins

Associate Professors: Isamettin M. Aral, Joseph P. Arcomano, Alan E. Baum, James H. Davenport, Murray Fuhrman, Mortimer B. Heller, Gerald A. Irwin, Leslie A. Kory, Perry Mandel, Jan Smulewicz

Assistant Professors: Joseph J. Abata, Shiu-Cheong Au, Francis M. Bagnasco, Dvorah Balsam, Elizabeth T. Cancroft, Victor Cruz, Jacob Dorfman, Arthur D. Drazan, Frederick Elias, David Faegenburg, Benjamin Feuerstein, Senghao Fong, Michael Goffin, Nasser H. Hassani, Belanje S. Hedge, Samuel Herstone, Matthew T. Higgins, Robert Hochstim, Frederick N. Kansler, Avelino N. Maitem, Norman J. Michaud, Danuta Montorfano, Mahmood N. Tafreshi, Russell Tillitt, Jr., Albert S. Trachtenbert, Ismael Unite, Frances Vernace, Nuromeo Vinluan, Seymour Wasserman, Catharine L. Wingate, Albert Zilkha, Jerome Zwanger

Instructors: Frederic Bertino, Paul Bonheim, Klaus W. Buzzi, Bruce Herzon, Arfa Khan, Frank W. Kveton, Jack Levine, Ivan Markus, Beorge Pillari, Nicholas F. Pizzolato, Arthur Siegel, William G. Wolff, Affan S. Yennal

Radiological sciences, including radiation therapy, diagnostic radiology and radiobiology play a very important role in the core curriculum in conjunction with anatomy and physiology and in the study of various organ systems.

In addition, radiology provides support for the clinical curricula and also is one of the tracks that can be taken during the elective clinical years.

Department of Urologic Surgery

Associate Professor: Albert P. Sutton

Assistant Professors: Stephen Braitman, Howard Christ, Sardar A. Khan, Stanley J. Landau, Radhakrishna R. Murthy, William Porter, Lawrence Ravich

Courses

The School of Medicine does not offer courses in the conventional sense as its contribution to the medical curriculum. Rather there are a series of integrated units that are planned and taught for the most part in an interdisciplinary manner by faculty from many departments. They are described below.

The Introduction to the Health Care Delivery System is the initial academic exposure for the medical students. The students are placed in various health care agencies where they are supervised by the Department of Community Medicine. Preceptors in these agencies will provide immediate supervision and will evaluate the performance of the students. Additional support and instruction is provided by the faculty of the Department of Community Medicine.

Following this period the pre-systems phase of the program is devoted to instruction in the basic health sciences, the social sciences and humanities, and the Introduction to Clinical Medicine.

The basic health sciences portion of the curriculum is described further in the School of Basic Health Sciences section. Content areas include anatomy, cellular and molecular biology, genetics, microbiology, pathology, pharmacology and physiology.

Concurrent with the basic science offerings the students begin the study of social sciences and humanities, as they relate to medicine and health care. The students also participate in an Introduction to Clinical Medicine program which introduces interviewing, history taking, and physical examination skills.

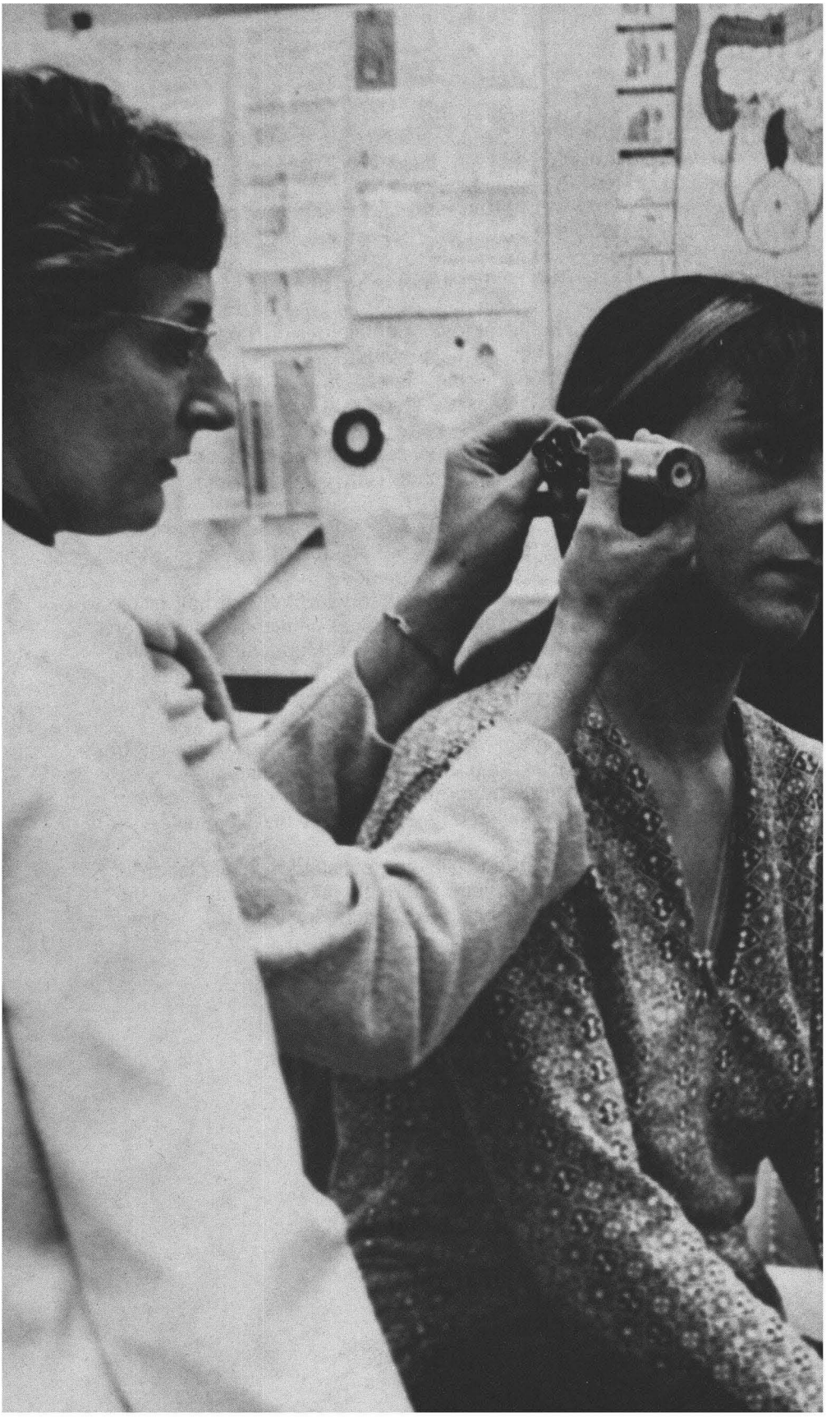
Following completion of the pre-systems phase of the curriculum in the first year, the students begin the second year with the study of organ systems. These experiences are a coordinated teaching effort of all specialties relevant to the system under study, with representatives from the School of Basic Health Sciences and the School of Medicine. The student will learn about each organ system in both normal and disease states. A unique feature of the program is the development of a full time clinical experience within each organ system program in which the student participates in hospital based and patient centered teaching. This provides an opportunity for the student to relate meaningfully to the classroom and hospital experiences. It also provides a basis for the student to make informed decisions about future career goals. Systems covered include cardiovascular, respiratory, central nervous system, urinary, endocrinology, gastrointestinal, musculoskeletal, psychobiology, hematologic, and reproduction, growth and development.

The systems phase of the curriculum, lasting until the mid-point of the third year, provides an elective period during which students participate in a clinical or research experience.

The clinical phase of the curriculum begins in the last half of the third year, and is comprised of full time clinical clerkships offered on a rotating basis through the Departments of Medicine, Pediatrics, Surgery, Obstetrics and Gynecology, Psychiatry, Family Medicine and Community Medicine. There are two elective periods during the clinical phase of the curriculum.

Grades for each program in the curriculum of the School of Medicine are determined as "satisfactory" or "unsatisfactory." Advancement is based on overall performance during the academic year, and is determined through the recommendation of the Committee on Academic Standing.

The M.D. degree is awarded following satisfactory completion of the clinical phase of the curriculum, although the option is open for an additional period of time before the granting of the M.D. degree.



School of Nursing

Professor: Ellen T. Fahy (*Dean*)

Associate Professors: Sylvia K. Fields, Dorothy D. Harrison (*Assistant Dean and Director, Undergraduate Programs*), Lenora McClean (*Assistant Dean and Director, Graduate Programs*), Dorothy Popkin

Assistant Professors: Helen Bang, Marilyn Barry, Carole Blair, Robert L. Harvey (*Assistant Dean for Students*), Ethel Henderson, Diane Hitchings, Mary J. Jordan, Diane King, Carolee Messi, Vaughn Nevin, Helen Purello, Rose Richmond, Patricia Rizzo, Gail Singuefield, Anna Trent, Adele Walsh, Madeleine Zunno

Instructors: Ora Bouey, Selena Campbell, Ilona Kegler, Juanita Rivas

Assistant to the Dean: Alyce Hobbs

Overview of the School of Nursing

The Program

The School of Nursing at Stony Brook offers a bachelor of science degree to qualified men and women in a professional curriculum which combines the liberal arts and basic sciences with clinical practice and content. It offers educational opportunity to men and women who wish to prepare themselves for the responsibilities of professional health care practice in a dynamic and rapidly changing society. Teaching objectives throughout the programs deal with ways of knowing, rules of evidence, critical assessment of data and application of problem solving techniques to health-illness problems. The problem solving process, as taught, takes into account the psychosocial as well as the physical and clinical dimensions of any health-illness problem. The School is fully accredited.

The program covers four academic years. However, students are not admitted into the School of Nursing until the junior year. During the freshman and sophomore years of study, each potential student is expected to prepare in the areas believed to be fundamental to nursing —social, behavioral and natural sciences and humanities. Preparation for the state registered nurse licensing examination is an important objective of the program, and traditional clinical skills are taught along with newer ways of delivering health care. Clinical teaching takes place in both institutional and non-traditional community settings.

The student without previous training and/or experience in health care can be expected to complete the nursing curriculum and its co-curricular interdisciplinary offerings within two years. Our programs of education are tailored (as nearly as possible) to individual student needs, taking into account the student's past and present experience in the world, his or her entry level skills, career goals, and areas of special clinical interest. All students enrolled in the School of Nursing are assigned a faculty adviser for discussion and planning of their academic program.

The program of the School of Nursing is an eight quarter program covering two years from September through June. July and August are free either for work, vacation or in some instances guided independent study. Currently enrolled in our baccalaureate programs are students from every level of undergraduate nursing practice including registered nurses, licensed practical nurses, health aides, and military corpsmen, along with basic (generic) students—most of whom come from backgrounds in the liberal arts and sciences. The student mix makes for a challenging, unusual, and rewarding educational experience for both teachers and students.

Philosophy

Nursing is defined as a direct personal service to people who have needs they cannot meet by themselves because of health-illness problems.

The School of Nursing is committed to a critical examination of the present health care system with a view toward solving prevalent health problems in order to establish optimal conditions of health for all people.

The School supports the value of social change, including the changing responsibilities and functions of health professionals, and advocates the removal of constraints presently limiting the field of nursing.

Nursing programs and supportive services have been designed to meet the needs of students from a wide variety of backgrounds. The teaching-learning process is not considered a one-way transmission of knowledge, but rather an enterprise involving both students and teachers in the conduct of inquiry. Close familiarity with clinical and community situations is considered essential to the educational process.

Expectations

A nurse is a professional—engaged in giving health care to individuals, families and communities.

Ideally, a nurse is someone who is especially sensitive to people, very aware of where the health care delivery system works in a positive way for people, and where it fails.

As health care professionals, the men and women skilled in nursing cannot limit their vision to serving the sick. They must take the further step of understanding the social conditions that cause illness—from poor housing to poor diet—and work to change the conditions which are destructive to good health.

Basic Features—Community Concerns

AN ACCENT ON HEALTH, NOT ILLNESS. Prevention is underscored, in the belief that it is the responsibility of health professionals to keep people well and out of hospitals.

AN EMPHASIS ON DELIVERY. Up to and including the present time, health care services have been badly fragmented. Nurses must be part of a movement to create a more cohesive and unified health care delivery system.

AN EMPHASIS ON COMMUNITY HEALTH. Along with learning basic nursing skills students are challenged to look at the community and evaluate how health care delivery and hospitals relate to the needs of that community.

AN EXPOSURE TO THE CONSUMER OF HEALTH. Students engage in field and clinical work very early in their program, in such areas as day care centers, housing offices, community health centers, drug treatment centers, family planning offices and clinics, etc.

AN EMPHASIS ON THE PROFESSIONAL NURSE AS "PRACTITIONER." Nursing students are offered beginning opportunities to learn Physical Assessments, comprehensive health screening, and to make corrective referrals.

Requirements for Admission

The Generic Student:

Students must apply directly to the School of Nursing prior to their junior year of study for admission to the program. Prior to admission the applicant should have:

1. Successfully completed 57 non-nursing (Liberal Arts) college credits. It is strongly recommended that these credits include the university requirements.
2. Included in the above, the applicant should have successfully completed the following courses:
   a. English Composition
   b. Introductory Psychology
   c. Developmental Psychology
   d. Introductory Sociology
   e. A course in Anatomy and Physiology
   f. An elementary math course is highly recommended, but not required
   g. A general chemistry course is strongly advised, but not required

3. Achieved a cumulative average of 2.0 or above in the non-nursing college courses.

4. Along with admission application, students will receive a statement of the School of Nursing philosophy. Students will be asked to react to it and to relate any experience which may or may not exemplify the philosophy.

The R.N. Student:

In addition to the aforementioned criteria the Registered Nurse applicant must have:

1. A current New York State Registered Nurse license.

2. Completed the four (4) Baccalaureate College Proficiency Examinations prior to application: (1) Fundamentals of Nursing (2) Maternal and Child Nursing (3) Medical-Surgical Nursing (4) Psychiatric-Mental Health Nursing. Results of these examinations must be on file in the Health Sciences Center Office of Student Services.

3. Achieved a grade of C or better at the time of application in each of the four (4) exams without exception.

The present policy allows for allocation of 24 credits for this achievement, subject to readjustment by the School of Nursing.

Three letters of recommendation are required for all applicants. Students may petition the Admission Committee for waiver of requirements if they think their situation merits consideraton.

Scholarships—Financial Aid

Limited scholarships and financial aid programs for undergraduate students are available. For information, write the Financial Aid Office at the University and/or Student Services Office in the Health Sciences Center.

Tuition and Fees

Tuition and fees for the School of Nursing correspond to those fees applicable to the general University program. For residents of New York State, tuition is $800 per year; for out-of-state residents, the tuition fee is $1300. In addition, students are expected to pay general University fees, including student activity fee and undergraduate college fee.

Residence facilities are available on campus. Those students for whom campus housing is a determining factor should contact the Admissions Office before filing an application. The School of Nursing will admit students only in the fall of each year.

Applications—Information

For applications and information call or write:
Office of Student Services
Health Sciences Center, Building C
State University of New York at Stony Brook
Stony Brook, New York 11794
Telephone: (516) 444-2109

Graduation Requirements

All undergraduate students in Nursing, to qualify for graduation, must complete the general University requirements. (See section on "Academic Regulations and Procedures" in this *Bulletin*).

In addition:

1. The undergraduate generic (basic) student must successfully (C or better) complete the following courses: HNI 360, 361, 362, 363, 364 and HBB 201 (total, 9 credits); the six life cycle modules, HNI 366, 367, 368, 486, 487, 488 (total, 36 credits); the basic science courses, HBP 310, Pathology and HBH 331, Fundamentals of Pharmacology (total, 6 credits); and HNI 478, 479 and 494 (total, 9 credits); and a research course (2 credits).

2. The undergraduate registered nurse must (after College Proficiency Examination credits have been officially assigned) successfully (C or better) complete 3 of the following: HNI 366, 367, 368, 486, 487 or 488 (18 credits); additionally, HNI 478, 479, 494 (total, 9 credits); and HNI 401, 415 and a research course (total, 7 credits).

In addition, for registered nurses a minimum of four elective credits within the Health Sciences Center is required.

Graduate Programs

Graduate programs have been approved for opening September, 1975. For program details and applications for admission contact:

Dr. Lenora McClean
Assistant Dean and Director of Graduate Programs
School of Nursing
Health Sciences Center
State University of New York at Stony Brook
Stony Brook, New York 11794

Courses

HNI 360 Foundations of Nursing
This course will include a history of nursing, nursing theories, general systems theory and philosophy of definition of life for nursing. It will consider the role of research in nursing in the development of nursing theory, defining "theory" and survey of areas of research in nursing. (2 hr. per week)
Required of all Junior Nursing Students. Prerequisite: Junior Student, School of Nursing.
Dr. D. D. Harrison, Q1, 1 credit

HNI 361 Basic Nursing Intervention
This course introduces the student to the theory and practice in nursing's basic procedures. The emphasis will be focused on the importance of identifying and using principles, rather than empirical knowledge, to develop basic nursing practices. The course will be based in the Nursing Laboratory in the School and will capitalize on the use of simulated experiences, e.g., audio-visual aids, games, role playing, and creative drama. Field trips to clinical facilities will also be included. This course will integrate materials from all other nursing courses as applied in Nursing Intervention. (6 hrs. per week) 2 hrs. lecture, 4 hrs. lab.
Required of all Junior Nursing Students.
Prerequisite: Junior Students, School of Nursing.
R. Richmond, Faculty, School of Nursing, Q1, 3 credits

HNI 362 Scientific Principles Applied to Patient Care
An application of selected principles from the sciences of mathematics, physics, chemistry, and biology (including epidemiology and microbiology) to the process of delivering direct nursing care. The course will consist of laboratory experiments and demonstrations which will be correlated with the course in Basic Nursing and will include discussions concerning future relationships with Life Cycle Modules. (2 hrs. per week)
Required of all Junior Nursing Students.
Prerequisite: Junior Student, School of Nursing.
E. Henderson, Faculty, School of Nursing, Q1, 1 credit

HNI 363 Nutrition
An introduction to nutrition designed to give the nursing student the basic elements of Nutrition, normal and therapeutic diets and enable the beginning student of nursing to assess the nutritional needs and problems of individuals, families, and communities across the life cycle. Emphasis will be on preventive teaching. Selected sociological and ecological implications will be explored throughout. (2 hrs. per week)
Required of all School of Nursing Juniors.
Prerequisite: Junior Student, School of Nursing.
E. Henderson and consultant nutritionists, Q1, 1 credit

HNI 364 Introduction to Patient Evaluation
This course is designed to introduce beginning nursing students to the fundamental skills necessary to elicit a meaningful and practical health history. They will practice techniques of the physical examination on models and on each other. The method of gathering and recording the data will be through use of the Problem Oriented Medical Record (P.O.M.R.) (2 hrs. per week)
Required: All Juniors.
Faculty, School of Nursing, Q1, 1 credit

HNI 366 Preconception, Conception, and Newborn (Preconception—1 month Overlayed by Adolescence, Young Adult, and Middle Life): *Module A*
Childbearing as it affects the developmental periods of life from adolescence through the middle years of the expectant woman is the focus of this module. The periods from conception of the fetus through the newborn will be explored. Individuals, families and communities will be viewed as open interacting systems. Identification of primary, secondary, and tertiary care will be explored as these occur simultaneously in each open system. The problem solving approach will be used to determine appropriate nursing interventions for common health problems and for the promotion of health.
Prerequisite: HNI 360, 361, 362, 363, 364 and HBB 201 or completion of a life cycle module.
Faculty, School of Nursing, Quarter varies, 6 credits

HNI 367 Infancy, Early and Late Childhood (1 month-12 years): *Module B*

This module will deal with the growth and developmental phases of early and late childhood, viewing the individual, the family, and the community as interacting open systems. Attention will be given to identifying primary, secondary and tertiary levels of care as these occur simultaneously in each system. The problem solving approach will be used to determine appropriate nursing interventions for common health problems and for the promotion of health. Didactic and simulated experience will precede each area of clinical involvement. Clinical experience settings may be varied: ranging from the student's own family to clients from public and private facilities, e.g., educational institutions, clinics, physician's offices and hospitals.
Prerequisite: HNI 360, 361, 362, 363, 364 and HBB 201 or completion of a life cycle module.
Faculty, School of Nursing, Quarter varies, 6 credits

HNI 368 Adolescence (12-18 years): *Module C*

The theory and practicum of this module will relate to the psychological, social, and biological aspects of adolescence. It will provide an opportunity for the student to focus on the adolescent as an interacting organism within the family, community, and the social system. The problem solving approach will be used to identify those primary, secondary, and tertiary health needs affecting this period of growth and development. It will encourage the development of critical judgment in applying nursing interventions which are effective in the prevention of disease, the maintenance and promotion of health.
Prerequisite: HNI 360-361, 362, 363, 364 and HBB 201 or completion of a life cycle module.
Faculty, School of Nursing, Quarter varies, 6 credits

HNI 401 Elementary Research

Survey of Research in Nursing, Research Design, Development of Theory and Basic Research Methodology to prepare nurses both to participate intelligently in the research of others and to motivate the generation of researchable questions. (For Seniors and R.N.s) (2 hrs. per week)
Dr. D. D. Harrison, Q1, 1 credit

HNI 411 Group Process

This course is designed to enhance professional preparation by increasing ability to understand group dynamics and impart group work skills through theoretical and experiental learning. Human relationships will be examined and explored as they occur within the group. Interaction and dynamics of small groups will be the major focus of the course; however, the impact of formal and informal patterns of organization will be analyzed and illustrated with particular reference to the health care system. Open to students in Health Sciences Center.
Prerequisite: Permission of Instructor.
Faculty, School of Nursing, Q1, 3, 1 credit per quarter
See Group Process HNI 411.
Prerequisite: HNI 411 and Permission of Instructor.

HNI 412 Group Process

Q2, 4, 1 credit per quarter

HNI 415 Methods of Health Appraisal

This course is designed to afford students opportunities to perform comprehensive health appraisals of individuals. Opportunities will be provided for students to learn basic physical assessment skills and to systematically communicate the results of their assessments. R.N.s required.
Faculty, School of Nursing, Q1, 2, 2 credits each quarter

HNI 416 Principles of Patient Evaluation/Laboratory and Clinical Practicum

Systematic study of orderly conduction and communication of the history and physical examination of the patient. Review of the range of normal physical characteristics with consideration of de-

viations. Practice in the use of diagnostic instruments. (6 hours of laboratory and clinical practicum per week.)
Elective
Prerequisite: Recommendation of Advisor, Senior Year only.
Coordinated by Faculty, School of Nursing, Q3, 4, 4 credits

HNI 479 Professionalism: Fact or Fiction
Exploration of the concept of professionalization, its relationship to "Professionalism" and its social relevancy to the future of the delivery of health care. Emphasis throughout will be on relationship and significance to nursing as an emerging profession.
Dr. E. T. Fahy, Q2, 2 credits

HNI 480 Medical Concepts
This course is designed to familiarize nursing students with the medical model of disease as the classical framework used by the medical world in the approach to illness. The information will form part of the data base for problem solving within the nursing process. It is presented in order to provide a bridge for the nurse in communicating with and relating to physician co-workers in the new provision of health care to individuals, families and communities.
Elective: Open to Seniors and R.N.s.
Dr. Fred Block, Q1, 2, variable credit (1-3)

HNI 482 Guided Readings
Designed to assist any student who wishes to pursue an independent guided reading program with a selected member of the faculty. Senior generic and R.N. students only.
Prerequisite: Permission of Instructor. Can be taken only after successful completion of 30 required nursing credits.
Faculty, School of Nursing, Q1, 2, 3, 4, 1-6 credits, variable and repetitive

HNI 486 Young Adult (18 years+-40 years): *Module D*
This module analyzes young adults in their societal habitat. It researches the cause and effect relationships that evolve as the young adult designs behavior patterns to adapt to cultural, technological, and environmental changes to which they must react in order to maintain relative organic and psychological equilibrium. Emphasis will be placed on statistically documented physiological problems occurring most often during this period of development. The practicum provides the student with opportunities to develop the professional nursing role by applying nursing process in his/her interactions with clients for curative and preventive interventions as well as promotion of the individual's health.
Prerequisite: HNI 360, 361, 362, 363, 364 and HBB 201 or completion of a life cycle module.
Faculty, School of Nursing, Quarters vary, 6 credits

HNI 487 Middle Life (40 years-60 years): *Module E*
This module focuses on the developmental processes and adaptations of middle age and common health problems associated with this life state (i.e., cardiovascular diseases; malignant neoplasms of breast, reproductive, and G.I. systems; other G.I. diseases such as gall bladder disease; ulcers; cirrhosis; pulmonary disease; renal disease; effects of alcoholism and climacteric depressions). Students will practice primary, secondary, and tertiary prevention in community settings (public health agencies and clinics, OPD clinics, doctor's offices, community clubs, and social groups) and in acute care settings in hospitals. The method of teaching-learning will be problem-solving in seminar and clinical practice.
Prerequisite: HNI 360, 361, 362, 363, 364 and HBB 201 or completion of a life cycle module.
Faculty, School of Nursing, Quarter varies, 6 credits

HNI 488 The Aged (60 years and over): *Module F*

Designed to assist the student develop knowledge and skill through the use of the problem-solving approach to explore the health needs of the aged person. Current concepts, knowledge, research, and some of the major issues in gerontology will be the focus of this module. It gives consideration to relevant humanistic values and the theories of aging—biological, sociological, and psychosocial. The life style of aged persons as well as the services available for the aged will be explored. The levels of prevention and problem-solving approach will be utilized throughout the course. Methods of presentation will include seminars and field experiences.

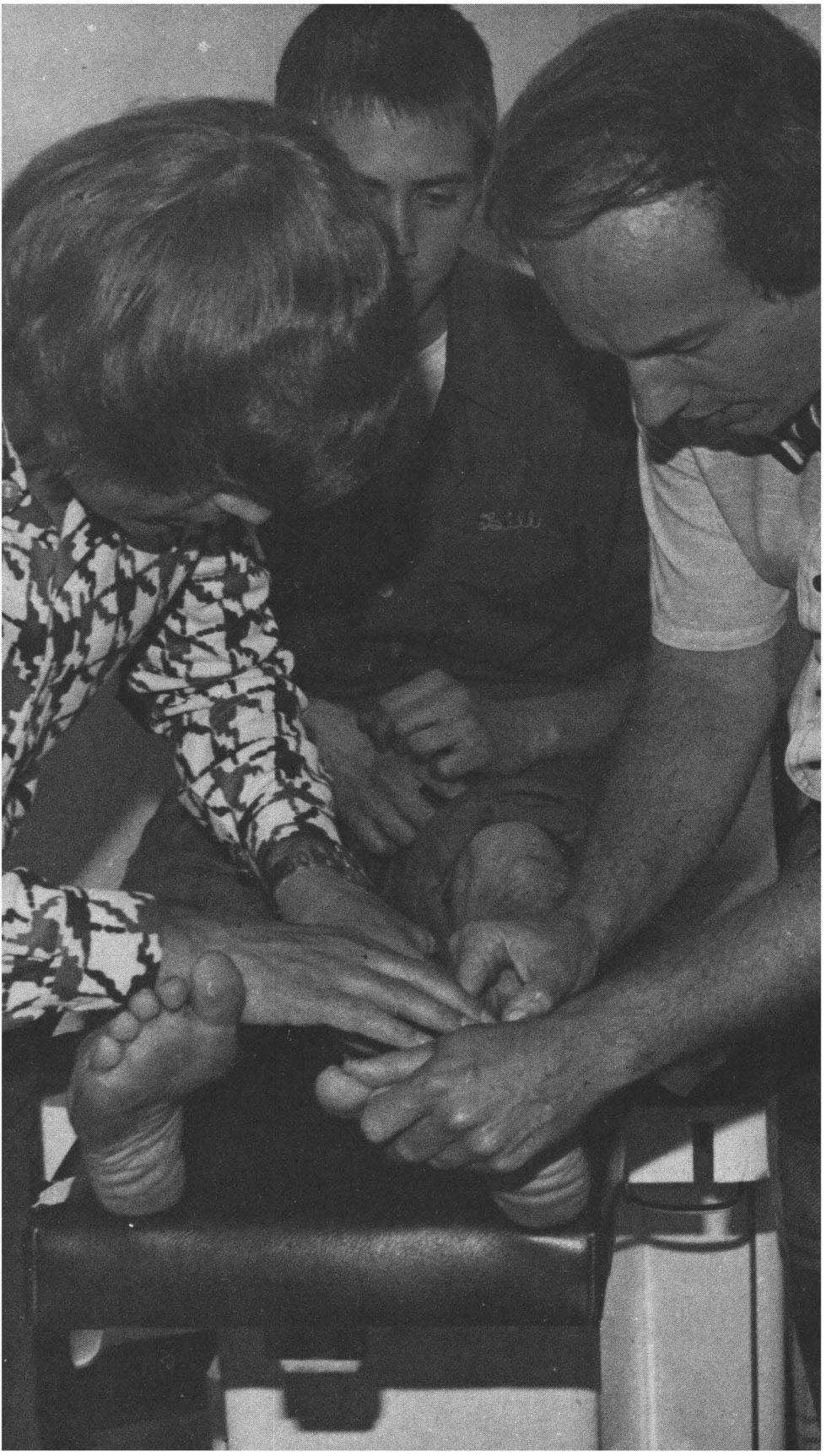
Prerequisite: HNI 360, 361, 362, 363, 364 and HBB 201 or completion of a life cycle module.

Faculty, School of Nursing, Quarter variable, 6 credits

HNI 494 A Study in Nursing Leadership Behavior

Designed to assist the student toward greater understanding of the nature of leadership in nursing practice, and its role and function within the complex social structure of health care agencies.

Dr. E. T. Fahy, Q3, 1 credit



School of Podiatric Medicine

Professors: Harvey Lemont, Leonard A. Levy (*Dean*), Thomas Sgarlato

Associate Professor: Herman Tax

Assistant Professor: Glenn Ocker

The mission of the School of Podiatric Medicine is to educate and train a health professional who is concerned with the prevention, diagnosis, and treatment of problems affecting the human foot and its contiguous structures. In addition to preparing students for the first professional degree of Doctor of Podiatric Medicine, the School will be developing and providing graduate education opportunities as well as programs in continuing education for practicing podiatric medical doctors. Another major mission of the School will be the establishment of research programs which will be designed to expand basic and applied knowledge in this specialty or areas related to it.

A course of study has been designed which provides both required and elective components in recognition of the individual interest areas of students and the needs of the public served by the profession. The School is the newest member of the Health Sciences Center and is dedicated to the Center's goals of offering the best professional medical skills in education and service and participating in the initiation of changes that will bring about these ambitions.

Preliminary assurance of accreditation has been received by the School of Podiatric Medicine from the Council on Podiatry Education of the American Podiatry Association. This is the body recognized by the Office of Education of the Department of Health, Education, and Welfare to accredit podiatric medical schools in the United States.

Admissions Requirements

The School of Podiatric Medicine hopes to be able to select a student body who have demonstrated scholastic competence in the biological, chemical and physical sciences as well as in the behavioral sciences and humanities. Every attempt is made by the Committee on Admissions to select students who, in addition to their academic ability, also have such essential characteristics for the practice of a health profession as integrity, motivation, emotional maturity and stability and concern for other people.

Competition is expected to be keen, and applicants are advised to submit applications early. Applications may be submitted after June 1 of the year prior to the year to which a student is applying (i.e., after June 1, 1975 for entry in 1976). It is anticipated that applications received later than January 15 will not be considered. Applicants should not submit their applications until they can include the record of college work completed in the spring academic term.

It is required that all applicants complete the College of Podiatry Admissions Test, preferably no later than October of the year preceding the year for which they seek admission. Information concerning this examination is sent automatically by the School of Podiatric Medicine to all applicants.

Letters of recommendation must come from the applicant's college health professions advisor or committee. If no such person or committee exists, then the School will accept letters of evaluation from three persons who have taught the student at the college level, two of whom should be in a science field. Other letters of a personal nature are not useful to the Committee on Admissions and are discouraged.

Applicants must complete a minimum of two years of study at an accredited college or university. Since many more people are expected to be applying than can be accepted, it is anticipated that the Committee on Admissions will look with greater favor on applicants whose preparation exceeds the minimum. Recent experiences at podiatric medical schools nationally, for example, reveal that almost 90% of all successful applicants held at least a bachelor's degree prior to entrance. All successful applicants are required to complete one-year courses, with laboratory, in biology, physics, inorganic, and organic chemistry. The completion of advanced material in college may permit the podiatric medical student to pursue deeper interests in a particular field or to advance more rapidly in his or her professional studies.

The School seeks a significant representation in its student body from groups, such as ethnic minorities and women, that have been historically under-represented in podiatric medicine and other health professions. We believe that students learn from each other, as well as from their teachers and their patients, so we will attempt to acquire a student body representative of a variety of backgrounds and experiences. Indeed, it is our feeling that one of the purposes of the component parts of a university is ultimately to serve the needs of all people of both sexes and every ethnic background.

As a component part of the State University of New York the School of Podiatric Medicine is particularly interested in well-qualified residents of New York. However, since outstanding non-residents may be accepted, they are encouraged to apply.

The applicant should request all letters and transcripts be sent

at the time the admissions application is submitted. This material and any other correspondence concerning the admissions process should be sent to:

Committee on Admissions
School of Podiatric Medicine
Health Sciences Center
State University of New York at Stony Brook
Stony Brook, New York 11794

Curriculum

Flexibility and relevance to public need will characterize the curriculum offered to podiatric medical students. Students will spend up to one month prior to the beginning of the formal didactic program in offices, clinics and hospitals in which podiatric medical and/or other health care services are provided. This will help them to develop a perspective of the role of podiatric medical care in the total health delivery system.

After completing this initial clinical experience, the student will receive a core of basic health science instruction entitled the Pre-Systems for a 40-week period. This will be followed by a similar period of basic science instruction during the second year arranged according to organ systems. Basic science instruction received by podiatric medical students will be essentially the same as that offered to students in the School of Medicine. However, students in the School of Podiatric Medicine will also receive supplemental instruction in the functional anatomy of the lower extremity. During the first and second years, introductory clinical instruction will be given both didactically and with actual patient encounters. A summer break of one month will occur between the first and second, as well as second and third years.

During the third and fourth years the student will complete core clinical programs in podiatric medicine, surgery and biomechanics, as well as in public health. The student, with the advice of faculty, will be able to supplement the core program with electives which gear themselves toward one or more of these areas or in the basic health sciences, health services administration and behavioral or social sciences. This period will amount to approximately six month's time. Clinical experiences will be in the form of full-time clerkships to allow for in-depth concentration in each area.

Much emphasis will be given to prepare students for practice in multidisciplinary environments such as group practice settings, hospitals and clinics. The development of appropriate auxiliary personnel who will receive part of their training with podiatric medical students will also be integrated in the programs of the School.

At the completion of four years, the degree of Doctor of Podiatric Medicine is awarded. An option to complete the program in as few

as three years will be available to a select group of especially qualified applicants based on the joint recommendation of the Deans of the School of Basic Health Sciences and the School of Podiatric Medicine. This recommendation will be based on evaluation of transcripts, previous experience and/or challenge written and/or oral examinations.

Students in the School of Podiatric Medicine will be required to complete the examinations given by the National Board of Podiatric Examiners. In addition to assisting us in evaluating our students and the programs of the School of Podiatric Medicine, the National Board scores are accepted by more than 40 states in lieu of any other written exam for licensure.

Curriculum Tracks

In recognition of the fact that even in a discipline as highly specialized as podiatric medicine certain individuals will have a greater interest and aptitude for one or more aspects of the profession, attempts have been made to establish blocks of time for students to explore such areas in greater depth. This will be accomplished by establishing a series of tracks which a student may elect to follow in consultation with a faculty advisor after the completion of the first year of study in the School of Podiatric Medicine.

There will be three types of tracks which will be available for a student to select. These are listed below:

A. General Clinical Track
B. Specialty Clinical Track
C. Non-Clinical Track

The General Clinical Track is designed for those students who do not wish to focus in on any one area of podiatric medical practice but would rather prefer to spend almost equal blocks of time in each of the various areas of the profession. These students will divide their elective time in the following areas as shown below:

Area	*Time in Weeks*
A. Podiatric Medicine	6
B. Podiatric Surgery	6
C. Podiatric Biomechanics	6
D. Additional time in either A, B, or C or in a non-clinical area	4
Total	22

The Specialty Clinical Track is designed for the student who wishes to spend more time in a specific area of podiatric medical practice. This will permit a student to spend up to 16 weeks in a single area. An additional 6 weeks would have to be selected from

at least one other clinical or non-clinical discipline. Examples appear below:

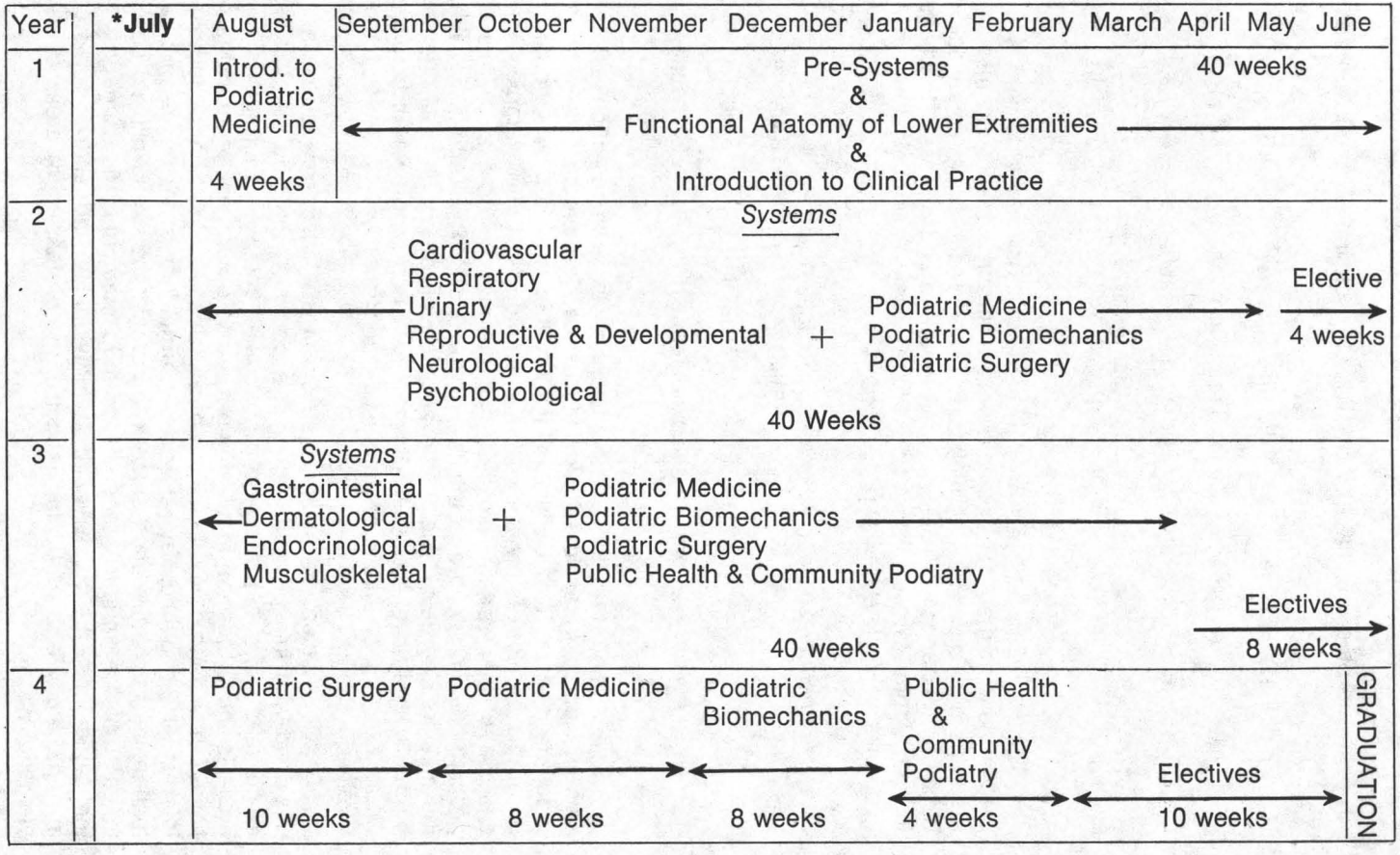
Hypothetical Student A:	Podiatric Surgery	16 weeks
	Podiatric Biomechanics	6 weeks
Hypothetical Student B:	Podiatric Biomechanics	16 weeks
	Basic Sciences (e.g. pathology)	6 weeks

The Non-Clinical Track is designed for those students who wish to complement their clinical core with a strong background in such areas as health services administration, one of the basic sciences or behavioral sciences. These students would spend at least 16 weeks in one of these areas but no more than 6 weeks in a clinical elective. Examples of such a track appear below:

Hypothetical Student A:	Health Services Administration	16 weeks
	Podiatric Medicine	6 weeks
Hypothetical Student B:	Basic Sciences	22 weeks

It is hoped that in certain instances experiences received by students pursuing a Non-Clinical Track can be credited towards a graduate degree in such disciplines. In this way combined degree programs can be an available option to students. For example, it is anticipated that certain qualified students may be able to pursue a program leading to the combined degrees of D.P.M. and M.S. with the masters degree in Health Services Administration which is offered by the School of Allied Health Professions. Such programs, of course, would be subject to the pre-requisites and approval of each of the involved Schools.

The curriculum tracks for the School of Podiatric Medicine are designed with the full realization that a podiatrist must be well based in all areas of the profession since the manpower shortage is so acute in the profession that training inordinate numbers of individuals limited in skills to only one aspect of practice would not be in the best interest of the public. Therefore, the curriculum is set up in such a manner as to require each student to complete a strong clinical core in each of the various areas of podiatric medicine and surgery. At the same time, the tracks build in individuality and allow for more in-depth study of a particular aspect of the profession or areas complementary to it.


Year
*July
August
September October November December January February March April May June
1
Introd. to Podiatric Medicine
4 weeks
Pre-Systems
&
Functional Anatomy of Lower Extremities
&
Introduction to Clinical Practice
40 weeks
2
Systems
Cardiovascular
Respiratory
Urinary
Reproductive & Developmental
Neurological
Psychobiological
+
Podiatric Medicine
Podiatric Biomechanics
Podiatric Surgery
Elective
4 weeks
40 Weeks
3
Systems
Gastrointestinal
Dermatological
Endocrinological
Musculoskeletal
+
Podiatric Medicine
Podiatric Biomechanics
Podiatric Surgery
Public Health & Community Podiatry
Electives
8 weeks
40 weeks
4
Podiatric Surgery
Podiatric Medicine
Podiatric Biomechanics
Public Health & Community Podiatry
Electives
10 weeks
8 weeks
8 weeks
4 weeks
10 weeks
GRADUATION

* vacation

Department of Podiatric Biomechanics

Professor: Thomas E. Sgarlato (*Chairman*)

The application of physical laws to the locomotion of the human body, specifically the lower extremity, is an intricate discipline. Combined with general orthopedic principles, it yields an armamentarium with which to evaluate functional and structural abnormality of the foot and its contiguous structures. Following discussion of evolution, development and functional anatomy of the lower extremity, direction turns to in-depth understanding of kinesiology. The principles of kinetics, kinematics, muscle physiology and bioengineering as they relate to the static and dynamic normal lower extremity are developed. Through sound basic science and biomechanical education, comprehensive evaluation of structural lower extremity abnormality as it relates to the compensating foot and limb are studied. Arthrometic and roentgenologic measures are included in this goal. As the student advances there is development of structural and functional fundamentals and the final introduction of clinical recognition, examination, pathology and treatment of the patient. More complex orthopedic and biomechanical abnormalities are considered and the relationship and interaction of mechanical, surgical, and medical approaches to treatment are made. Construction and fitting of accommodative and functional orthotics, casts and braces is instructed.

Great emphasis on biomechanical research will be undertaken in an effort to increase sophistication within the specialty.

Department of Podiatric Medicine

Professors: Harvey Lemont, Leonard A. Levy

Associate Professor: Herman R. Tax

The department of Podiatric Medicine is one of the broadest of all clinical departments within the School of Podiatric Medicine. In collaboration with the Schools of Medicine, Basic Health Sciences and other schools in the Health Sciences Center, the department of podiatric medicine offers an integrative approach to all aspects of diagnosis and causation of diseases and disorders of the foot and its contiguous structures. Its major quest will be the establishment of a broadly based clinically oriented research program. The department will provide the tools and resources for undergraduate research projects as well as advanced specialized research on a graduate level. It hopes to provide for the undergraduate student an introduction to the natural history of health and disease which is the basis for later practice or research in all branches of clinical podiatric medicine. Its intellectual function is to communicate a comprehensive attitude of mind whereby

the patient can be approached in a logical, scientific and humane manner. Its major tools are the correlation of the history, physical examination and the ancillary clinical data of the x-ray and laboratory. It requires that all this information be focused for the benefit of the patient and be disciplined by the social and moral considerations implicit in the care of human beings. Its foundations are deep in the physical sciences and it draws heavily on the social and psychologic sciences.

Department of Public Health and Community Podiatry

Continuous changes are occurring in the delivery and financing of health care. This fact combined with the increased demands for all forms of health services including those provided by podiatric medical doctors, requires that a strong orientation be given to students in the School of Podiatric Medicine designed to make them aware of the rapidly changing health services industry, and the relationship between health and human behavior. Biostatistics and epidemiology, the basic tools of public health, will be introduced to students along with clinical experience in various community outreach clinics. Cooperative ventures with the Health Services Administration program in the School of Allied Health Professions and with the Departments of Public or Community Health in other schools in the Health Sciences Center will be encouraged.

Efforts will be explored to improve communication lines between patients, the community and the provider. Relationships between podiatric medicine and other health professionals also will be examined in an effort to achieve more coordinated care for patients and the community.

Research concerning such areas as the incidence and prevalence of podiatric medical disorders, their cost to the population at large, industry and their general social impact, will be conducted. Major concern will be given to the analysis of pre-paid group practice and other forms of health care delivery and its implication on podiatric health services.

Department of Podiatric Surgery

Professor: Thomas E. Sgarlato

Assistant Professor: Glenn A. Ocker

The education of the student in podiatric surgery will focus on the establishment of sound understanding in the areas of patient evaluation, judgment and care. These areas will be fostered through the expertise of podiatric surgical faculty with representatives of such specialties as: orthopedic, general and plastic surgery. The development of a broad background in the principles of surgery will be established by such interdisciplinary instruction. A sound base in all the

basic sciences relevant to surgery will be emphasized. Major consideration will be given to surgical anatomy and the principles of wound healing as well as surgical complications and traumatology. The principles of anesthesiology and its role during surgery as well as the indications for and performance of cardiopulmonary resuscitation will be emphasized. A strong background in the biomechanics of the lower extremity will be essential in order to provide a basis for the understanding of surgical criteria, indications and contraindications.

The podiatric surgical faculty will assist students in acquiring the basis necessary to master the principles of operative surgery of the foot and its contiguous structures. This will require the development of knowledge and skills in surgical techniques, instrumentation, materials and operating room protocol and asepsis. The awareness of the responsibilities associated with the surgical intervention and reconstruction of the foot and its contiguous structures will be stressed.

One of the prime concerns of the department will be the development of major research projects designed to increase the level of knowledge in the specialty.

Interdisciplinary Programs

Podopediatrics

Director: Herman Tax

The newborn infant contains within the structure of the foot and leg most of the biomechanical imperfections that lead to adult foot disability. Coupled with this fact are the serious involvements of congenital, hereditary and acquired disorders in the infant and child that affect the lower extremity and which involve all of the developing systems of the body such as the neurological, skeletal, integumentary and vascular systems.

For these reasons the student will be given intensive instruction in all relevant phases of pediatrics with special reference to the lower extremity of the developing child. Full cooperation will be sought from the various schools in the Health Sciences Center as they relate to children's health generally. Emphasis will be placed on instruction, research and patient care in the fields of basic science, prevention, diagnosis and treatment as they relate to podopediatrics.

Sports Medicine

Director: Thomas E. Sgarlato

The evolution and sophistication of the human athlete has necessitated the emergence of this specialty. Its concept consists of the podiatric supervision and care of the athlete, special or adapted physical education, exercise for the prevention of chronic degenerative disease, and exercise in the treatment of physical disorders and

disease states. Basic science knowledge is strongly relied upon for understanding the concepts of physical fitness, human performance, conditioning, nutrition, management and rehabilitation of the athlete.

Emphasis in research will direct itself to areas of biomechanical study of the athlete to better manage acute and chronic trauma and more significantly prevent physical disease.

Anatomic and Experimental Foot Pathology

Director: Harvey Lemont

Investigation of selected diseases and disorders of the foot and its contiguous structures will be the aim of an interdisciplinary research program in anatomic and experimental foot pathology. Program investigators will include experts in the pathology of bones, joints and soft tissues as well as cell kinetics and immunology.

Podiatric Geriatrics

With a population of aging and aged citizens increasing at an accelerated rate, great demands will be placed on the podiatric medical doctor as well as other health and health related personnel. This population has an unusually high prevalence of local and systemic pathology which very frequently affect the foot and its contiguous structures. A strong relationship exists between the ability to keep the elderly person ambulatory and the ability for such people to remain self-sufficient rather than dependent upon the family and community. The role of podiatric medicine, therefore, transcends health and social concerns.

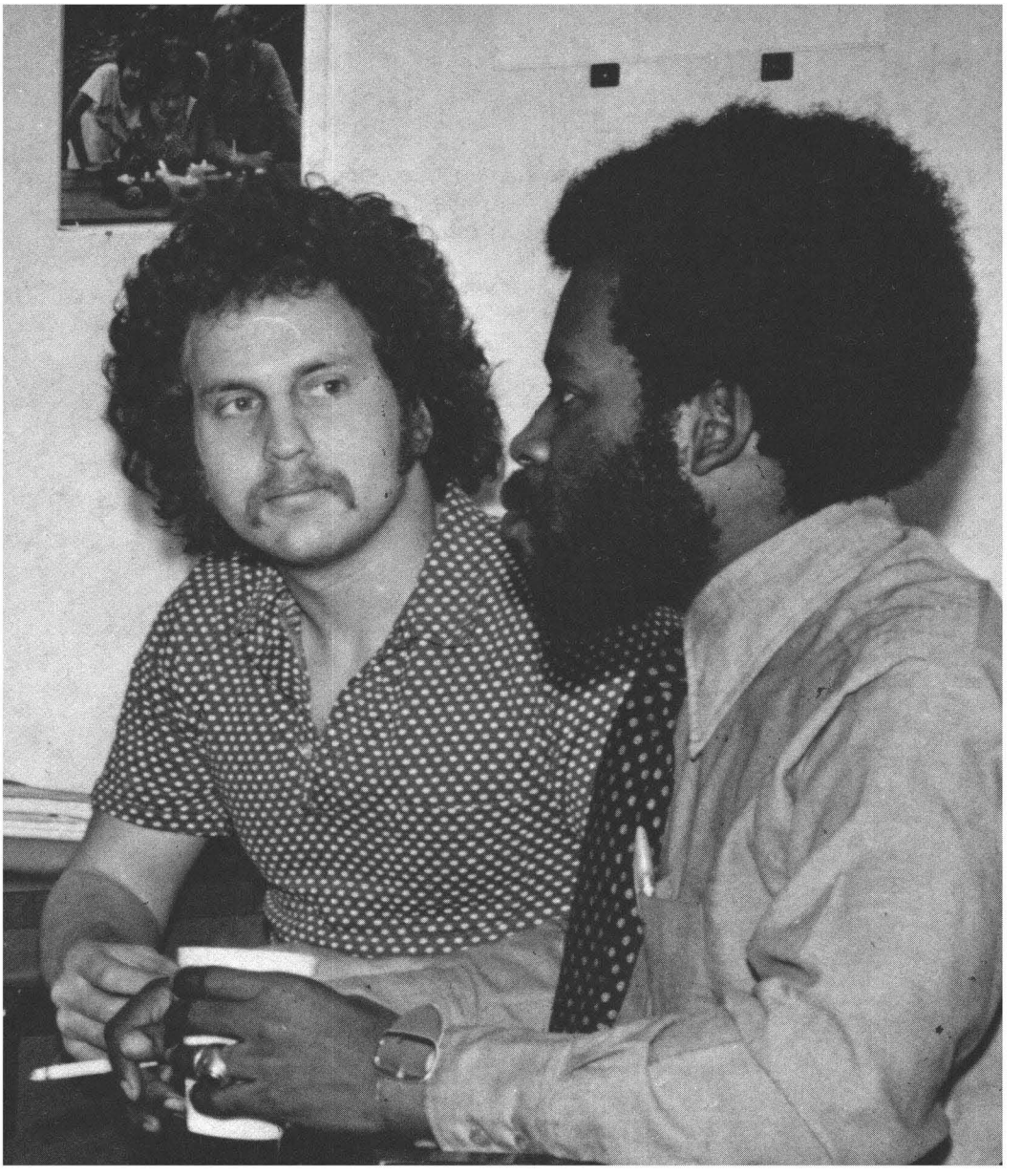
Research, clinical and teaching activities will be conducted in areas concerning prevention, diagnosis, therapy and rehabilitation of the problems afflicting the geriatric as related to the profession of podiatric medicine. Interdisciplinary cooperation will be sought from other schools in the Health Sciences Center to avoid a fragmentary approach to the problems of the geriatric patient.

Podiatric Radiology

The use of the x-ray as a diagnostic tool has become essential in the evaluation of the podiatric medical patient. In addition to its assistance in establishing the existence of various osseous, articular and soft tissue pathological processes, it has become very useful in the biomechanical assessment of patients. The fundamentals of radiobiology will also be considered from the point of view of the effects of ionizing

and nonionizing radiation on the human body and measures to limit its exposure to health personnel and patients will be considered.

Research will be developed in an effort to improve the diagnostic capabilities of x-rays. In addition, the use of radioisotopes as an instrument for understanding many of the various pathological entities that affect the pedal extremity will also be explored.



School of Social Welfare

Professors: Sanford Kravitz (*Dean*), Robert Lefferts, Esther Marcus, Stephen Rose

Associate Professors: Stephen Antler, Frances Brisbane, William Button, Harvey Farberman, Neil Friedman, John Haynes, Shirley Jones, Dorothy Knox, Joan Marasciulo, S. Karie Nabinet, Reginald Wells

Assistant Professors: Lincoln Lynch, Elinor Polansky

Lecturers: Angel Campos, Barbara Goldberg, Carolyn Needleman, Michael Reisch, Robert Siroka

Mission and Educational Philosophy

The purpose of the School of Social Welfare at Stony Brook is to provide a learning environment for those individuals who wish to deepen and extend their knowledge and experience in bringing about social change. The school provides a place for the development of committed, analytical, and knowledgeable students who are interested in shaping the social programs and policies of this society. It seeks to prepare its students to undertake the difficult task of altering the institutional structure of the society in the areas of health, education, housing, mental health, income maintenance, welfare, and other personal social services.

The school has been created out of a deep concern about the inability of existing institutions to respond to the needs and desires of people and to realize the stated egalitarian goals of American democracy. These failures have been publicly acknowledged in the case of those institutions concerned with social well-being in areas such as health, education, welfare, housing, and employment. Bold new approaches are required in the organization and provision of programs that are consistent with the kind of society that allows for the full development and expression of human potential.

Contemporary human problems—poverty, poor housing, environmental pollution, unmet health needs, alienation, inadequate education, racism, sexism, coercion and exploitation, unrealized human potential—are conditions of society that can be explained by the structure of existing institutional arrangements and patterns of relationships that are sustained by certain values and beliefs. Thus, solutions to these problems must be sought in changing those aspects of the social structure at all levels that systematically result in the perpetuation of dehumanizing social conditions. These efforts must be directed toward

the discovery of new and more humanistic social policies, programs, and organizational forms, improvement and further development of such humanistic structures as already exist, new ways to influence the functioning of social, economic, and political systems, and new ways to equitably distribute power, resources, rights, freedom, and justice.

To see the social structure as the origin for a multitude of human ills provides a frame of reference that begins to liberate the perception of social problems from the constraints of a reality that is defined by that structure. Rather than regarding problems in the context of personal maladaptation, these problems can be viewed as being imposed by the operation of the systems themselves. The energies and resources of individuals and groups find their appropriate outlet in identifying, resisting, and changing destructive social conditions and the creation of new modes of responsive social organization by considering alternative values and structures.

A sense of mission combined with the highest quality of intellectual relevance permeates the learning environment of the school. Ideas and action are two necessary components of constructive efforts to pursue beneficial social change. The school provides a setting and range of resources for the exploration and development of new ideas and patterns of action that are prerequisites to addressing social problems.

In the school there is purposeful structure and conscious effort to facilitate an individualized approach to learning, recognizing the primacy of self-determination over predefined or imposed roles and statuses among the members of the learning-teaching community. In striving to achieve a collegial community of learning based on peer relationships the school recognizes that a degree of uncertainty must exist for all concerned. The risks and difficulties of developing new approaches to learning therefore require a high degree of commitment. Each student, with the help of other members of the learning-teaching-action community, is expected to develop his or her own coherent system for identification and analysis of those particular areas of society which he or she perceives as requiring intervention.

The implications of this approach require that each student must: (1) refine and extend his or her knowledge in order to deepen insight into societal processes; (2) understand, in depth, the nature of those particular societal problems in which he or she is interested; (3) understand the policies and structures that characterize existing efforts to achieve social change and social control through organized systems of service, social movements etc., and (4) be involved in action focused on the achievement of social change in the particular area(s) he or she selects.

Thus, a major thrust of the school's program is to provide both cognitive and applied opportunities to assist the student in developing analytic skills and interventional approaches. Such interventional approaches require that social problems are seen as susceptible to the

disciplined analysis required for professional practice. Appropriate skills are developed and utilized by the student in relation to his or her analytical position regarding the kind of intervention required in a given problem area.

To achieve these objectives the educational experience must include: (1) a highly individualized approach; (2) exposure to a broad range of social, political, philosophical, and economic explanatory concepts regarding societal processes, social problems, and social change; (3) an opportunity to be involved in the process of social change in relationship to the broad field of social welfare.

Programs

Current total enrollment is approximately 190 graduate and 80 undergraduate full-time students, and 40 part-time graduate students. The school has a number of programs including:

1. An undergraduate program which begins in the junior year leading to the Bachelor of Science (Social Welfare) degree;
2. A graduate program leading to the Master of Social Welfare (M.S.W.) degree;
3. A part-time program with a one year residency which leads to the M.S.W. degree;
4. A part-time, non-matriculated and continuing education program for those who are currently working in social welfare activities (this program does not presently lead to a social welfare degree).

The programs of the School of Social Welfare are subject to continuous review under four separate though concurrent procedures: administration, faculty, students and accreditation.

Undergraduate Program

The purpose of the program is to allow upper division undergraduate students the opportunity to develop a beginning understanding of those conditions in American society which have led to discriminating forms of social organization, debilitating communities, and inequities in the distribution of human rights, power, and resources. Students will be expected to develop systematic analyses of the society and concentrated knowledge about one social problem area of particular concern to them.

Two primary learning modes are projected for students, both of which will focus on the substantive range of ideas which form the core of the curriculum: primarily classroom-based learning courses, seminars, observations, group readings, tutorials, and community-based learning (internships, research, participation in social action programs).

Undergraduates are admitted at the beginning of their junior year or equivalent. Requirements for the B.S. degree from the School of Social Welfare include:

1. Meeting the general requirements of the University that are described earlier in this *Bulletin.*

2. Completion of 48 hours in social welfare including a minimum of 16 hours of classroom based courses and seminars offered by the School of Social Welfare; 16 hours in practica offered by the School of Social Welfare; and 16 hours in other courses offered by the school or offered by other departments and certified by the student's adviser and the director of the undergraduate program as fulfilling social welfare major requirements.

3. Completion of a junior year class-field project.

4. Completion of a senior year project.

5. Successful completion of the student's educational plan. (See policies on educational planning below.)

Graduate Program

It is our belief that social work education is in the process of changing much as the field of social welfare is changing and rapidly expanding its horizons. The definition of social issues and practice as a "professional" in this field must change to meet the problems of the future. It is to try to respond to new issues, new definitions of professional practice, that we have evolved a new curriculum design for the graduate program.

The school focuses upon a highly individualized form of education in which self-reliance within the context of collective learning and action is the dominant theme.

Students set their own educational goals, design their own models, and pursue them with the help of the faculty. These models will likely include classes, seminars, tutorials, independent studies (individual and group), and field activities. It includes demonstrated mastery of abstract concepts and demonstrated skill in functional application of those concepts.

In order to facilitate this process, the school has a number of general policies and procedures that guide students and advisers in determining the scope and adequacy of the student's educational experience. These include the following:

1. Length of Enrollment

The full-time program consists of enrollment for eight (8) full quarters. Exceptions will be made only in the most unusual circumstances. Students who enter the program with prior graduate study and experience in the field of social welfare or a B.S. (Social Welfare) may be enrolled for a lesser period upon approval of the faculty acting through the student's advisor, the specialty concentration, and the Dean.

2. Full Time Course Load

A full time *minimum* credit requirement in the school is 64 credits. Students are generally expected to earn in excess of this number, but graduation is not permitted with less than 64 credits. Full-time students will not be permitted to carry a credit load of more than 10 credits per quarter without permission of the adviser and concentra-

tion chairperson.

3. Substantive Educational Experience

A. Core Curriculum

Graduate students must demonstrate proficiency in each of the areas covered by the core curriculum as described below.

Core courses may be waived if equivalent prior course work has been demonstrated. Students must apply for waiver in writing to the course instructor stating the full basis for a request for waiver. Waivers must be countersigned by the appropriate concentration chairperson and a copy entered in the student's official school folder. Waivers do not reduce the minimum credit requirements for graduation.

B. Identification With a Concentration

The program of the school is offered through a system of concentrations. Students are strongly encouraged to develop a primary identification with a concentration and are also encouraged to plan programs that span concentrations' specific subject and practice areas. In *some cases* students may wish to identify more generically across concentrations. Such an identification will be reflected in the educational planning process. The student and adviser shall be responsible for establishing this cross-concentration identity with the appropriate concentration chairpersons. At present, since concentrations offer the only primary structure for mediation of issues such as appropriate field practice, the student's adviser, in consultation with the appropriate concentration chairpersons shall develop ad-hoc arrangements that meet the intent of academic requirements. Such arrangements shall be subject to review by the Office of the Dean.

C. Field Work

Students must have field experience in the particular practice area(s) in which they are interested and must demonstrate a level of competence necessary for successful practice. Behaviorally this means that students must be able to (a) define the particular practice roles in which they wish to engage themselves as instruments of social change, (b) define the skills that are appropriate to that role, (c) show that they have had some actual field experience in that role, and (d) be able to critically examine both the limitations of their selected practice mode as well as the possible future development of that mode. Students do this by engaging in field practice under the general supervision of one or more members of the faculty.

Students must complete a minimum of 16 credits of field work. This credit is typically accrued at the rate of one (1) credit per day per quarter. Students are permitted variations in the pattern of field work credit accrual that is consistent with their educational planning requirements. Concentrations may establish *recommended* patterns of field work experience. Such recommended patterns may create problems in individual cases. If not readily resolvable at the concentration level, such issues shall be referred to the Committee on Academic Standing. It should be noted that reasonable concentration requirements will not generally be overruled.

D. Masters Projects

All students must successfully complete a masters project in accordance with specified policies.

E. Educational Plans

All students are required to write and periodically up-date an educational plan. The first at the end of the second quarter, the second at the beginning of the fifth quarter, and a final statement at the end of the eighth quarter. 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; or be approved, upon appeal, by the educational planning committee. Criteria for approval and successful completion of the student's educational plan include:

a. A definition of short term and long term educational objectives and practice objectives,

b. Specific educational activities (e.g., courses, projects, etc.) that are planned by the student to achieve these objectives,

c. Evaluation of these objectives and the activities.

Educational Planning Process

The educational planning process is the primary means by which students formulate their educational programs with the help of their faculty advisers. The educational plan represents a contract between the student and the school but is subject to revision as students develop and sharpen their interests and goals. Thus, the written plan itself is only a manifestation of a much more meaningful process whereby students and faculty engage in the development of a relevant and purposeful educational experience.

Organization of the Curriculum

To facilitate the educational planning process and to effectively make available the resources of the school, the curriculum is organized along the following lines:

1. Core Curriculum

Which represents the basic knowledge that is judged by the faculty as a necessary foundation for professional practice in the area of social change. The six core areas cover:

a. Historical development of social welfare

b. Issues and problems in the organization of social welfare service systems

c. A critical survey of the various modes of intervention in the field of social welfare

d. The use of social intelligence and research in social welfare

e. An understanding of the dynamic relationship between the individual and the social structures as revealed in the critical analysis of contemporary society

2. Practice Concentrations

A variety of courses, seminars and practica are offered in three broad areas. Students may choose from courses in all of the concentrations and are not limited to any one area. The material is organized into concentrations to assist in the development of specific skill and knowledge areas. However, a generic approach that cuts across concentrations may be adopted by students. The areas of concentration include:

a. Theory and analysis

b. Social policy, planning, administration, research and community organization

c. Intervention with individuals, small groups and families

3. Independent Readings and Projects

These may be individual or group activities to provide an opportunity for students to pursue a selected social problem or area of interest or theoretical or practical significance that is not otherwise available through the curriculum.

Practica

A variety of field work experiences are available or may be developed by students and faculty. These field experiences follow patterns:

1. Placement of internships working in established agencies such as health and welfare councils, health planning agencies, counseling agencies, health departments, schools, mental health agencies, youth programs, etc.

2. School sponsored individual and group projects that are carried out by students and faculty in areas such as consumer advocacy, School of Social Welfare sponsored counseling programs, community organization activities, research in areas such as health, mental health, welfare and housing.

3. Observations, research, developing and implementing new programs within the context of existing agencies such as schools, mental health agencies, planning organizations, youth programs, etc.

Admissions

The School of Social Welfare is seeking applicants committed to social change—students concerned with the insufficient commitment of existing institutions to the needs of people in this society. The fundamental criteria for admissions are commitment and concern for change, involvement in social change, and social welfare experience. (For admissions procedures, see section on "Health Sciences Center Admissions" in this *Bulletin.*)

Undergraduate Admissions

All applicants must have achieved junior status by the time they enter the school (the September following their application). The school is

committed to admitting transfer students as well as applicants from the Stony Brook campus.

Criteria for admission include academic performance as well as experience working for social change. The latter is a performance category: we are looking for people who have done some work as well as given some thought to the nature, intent, and effects of their work. "Social change experience" may be achieved in a great many ways, among them employment, "volunteer" work, experience of a political or "helping intervention" nature, as well as in other ways. The critical factor will be the relationship between the nature of the experience of a candidate, and the candidate's analysis of the value of that experience.

An attempt is made to integrate into the selection process the school's commitment to third world peoples, women, and "low-income" groups.

Graduate Admissions

Criteria applying to undergraduates (see above) also apply basically to graduate applicants. The same search for commitment and reflection will be carried out by the school in its scrutiny of graduate applicants. The same attempt will be made to build into the student body a large degree of ethnic, income, and sexual equality.

Due to the general greater degree of experience among graduate students, the school will make a serious attempt to retain flexibility in its approach to graduate admissions. Though formal data will be collected about the applicant, the school will not adhere to an absolutely rigid admissions formula. For example, among graduate student applicants, the school has consistently attracted a small number of people who have no formal bachelors degree, but who have a wealth of experience which qualifies them to function very well both as students in the school and as change agents within the society. The school supports the concept of graduate study for such students, as it does, conversely, for those of rich academic background but little practical experience. What we are looking for is commitment and reflection, and we support the idea that the graduate student body should be an admixture of people whose life-experiences and work complement and reinforce each other. The academically-grounded student can learn from and teach the community-grounded one.

Students must, however, reaffirm willingness and interest in engaging themselves in activities which are aimed at practicing what they learn, and reflecting on that practice.

Interviews

An interview is considered a useful part of the admissions process, both to permit the school to understand and know the applicant concretely, and to permit the applicant to come to a clearer understanding

of the nature of the school. Group interviews are the usual method of conducting this part of the admissions process.

Accreditation

The graduate program of the School of Social Welfare has been accredited by the Council on Social Work Education.

The undergraduate program maintains associate membership in the Council on Social Work Education. The undergraduate program will apply for full membership in 1975.

Financial Assistance

The School of Social Welfare policy provides that stipends and scholarship awards are made on the basis of need. However, with the increasing demands on our limited funds, students are urged to seek outside ways of funding their education since no guarantees can be made by the school. (For more information see the sections on "Health Sciences Center Financial and Residential Information" and "Financial Assistance" in this *Bulletin.*)

Courses Open to Undergraduates

The following courses are open to all undergraduates in the School of Social Welfare. Students must register for them under the supervision of an individual faculty member.

HWC 300 Field Work
Field work supervised by a faculty member taken to satisfy major requirements.

HWC 399 Independent Study
Independent Study with an individual faculty member. *Formerly HWC 395.*
Faculty of the School of Social Welfare

The following courses are open to all undergraduates in the School of Social Welfare subject to the prerequisites listed in the course descriptions. The course descriptions are divided by concentrations to facilitate the planning of a student's program. Courses are not limited to students concentrating in the designated area unless otherwise specified or established by the concentration. Undergraduate students in other Schools of the Health Sciences Center or from north campus may take the following courses *only* with permission of the instructor.

Intervention Concentration

HWC 301 Enhancing Conceptual & Writing Techniques
This course is given in connection with Core Social Work Skills and Advanced Core Social Work Skills. DO NOT REGISTER FOR THIS COURSE. CREDIT IS GIVEN IN HWC 302 and 303.
Professor Engram

HWC 302 Core Social Work Skills
Undergraduate Foundation Course for Juniors; both quarters are required. This course is offered as a field work seminar with major emphasis on skills and knowledge as tools to enhance the student's effectiveness in field work. Conceptual content and the process of professional self development will be integrated and translated into tools for beginning practice.
Professor Brisbane

HWC 303 Advanced Core Skills
This course is designed as an advance seminar using Core Social Work Skills and/or HWC 353 Introduction to Service Delivery Systems as its foundation. The basic goal of the seminar continues to be the acquisition of the necessary knowledge and skills of the profession of social work—in all of its specialties, i.e. community organization, group work, individual intervention, policy, planning, etc. We will seek to integrate the knowledge and skills with the professional attitudes, ethics and values which characterize the field as well as policy questions and priorities.
Professor Wells

HWC 304 Introduction to Group Process
Introduction to sensitivity training, humanistic education techniques, encounter groups via experiential learning supplemented with relevant readings. *Formerly HWC 391.*
Professor Friedman

HWC 306 Intervention: Modes and Methods in Health Settings
This course combines understanding of psychosocial aspects of health care with intervention modes and practice. Some students will have the opportunity to do field work. *Formerly HWC 325.*
Professor Polansky

HWC 307 The Effect of Racism on Clinical Practice
This course will deal with psychological testing results, the practices of clinical psychologists and psychiatric social workers, the client-therapist hierarchy, black client-white worker and white client-black worker relationships, and the concerns of Spanish-speaking clinicians foreign-born, and non-English speaking hospital and agency clinicians in Black communities and Spanish barrios. Through the use of authentic case material, we will demonstrate how racism interjected into clinical practice, rather than the request, need, or problem of the clients, determines the treatment outcome.
Professor Wells

HWC 308 Child Development: Infant Pre-School, Latency and Adolescence
This course aims to provide students with some general theories of personality development and common factors influencing personality development. The student will be helped to differentiate between problems that are a part of a unique phase of development which is temporary and those problems that do not conform to a developmental phase and may have a deep psychological root and thus need specialized attention. *Formerly HWC 336.*
Professor Knox

HWC 309 Adolescent Development: Theories and Practice
This course will take a programmatic view of adolescence in our society, and in so doing, will lead students toward defining adolescence in our culture, and placing the phenomenon into a social-cultural-historical context. Major emphasis will be on preparing the student for entering into the field of youth work, on a professional level, by translating the views and theories studied into concrete skills and strategies for dealing/working with adolescence (adolescents) in our society. *Formerly HWC 352.*
Professor Brisbane

HWC 310 Growth & Development of the "Special Child"
Emphasis will be on children who are physically handicapped at birth and the dynamics of their adjustment in schools and other institutions designed for the non-handicapped child; parental attitudes towards the handicapped child and family treatment where treatment is indicated for the child. This course will also focus on the pre-adolescent physically and/or mentally handicapped due to illness, accident and the individual, family, and peer trauma and ways of helping each to respond appropriately to the individual and the situation. *Formerly HWC 369.*
Professor Knox

HWC 311 Abnormal Behavior—Clinically and Culturally Determined

The focus of this course is on the diagnosis of behavior which may be normal if cultural factors are considered or abnormal when they are not considered. Every diagnostic category will show the classical, clinical destination, cultural insights and knowledge of how these influence behavioral adaptation. *Formerly HWC 371.*

Professor Knox

HWC 312 Psychosocial Aspects of Health Care

This course will acquaint students with the development of mental health care in this country. Emphasis will be given to understanding behavior from a psychosocial economic and cultural basis. Students will also critically examine the psychological issues that affect families in obtaining mental health services. *Formerly HWC 385.*

Professor Knox

HWC 313 The Effect of Racism on Clinical Practice—Advanced

This course is a continuation of The Effect of Racism on Clinical Practice and uses that course as an introduction and foundation. The intent of this course is to explore and understand further the impact that racism has on the client/therapist relationship and treatment modalities. The class participants will take a closer look at how we have been taught to understand and to assess problems of minority groups, how we arrive at decisions about whom to treat, by what methods and for what frequency and duration. The course will also attempt to provide the students with skills that will assist them in presenting information and insights to others regarding the racist nature of programs and treatment.

Prerequisite: The Effect of Racism on Clinical Practice, or Advanced Core Social Work Skills, or Permission of Instructor.

Professor Wells

HWC 314 Families in America

An inquiry into the lives, past and present, of American families, through research and analysis of families of students and faculty in this seminar. After brief reading in family studies written by Americans of various races, classes and ethnic groups, the seminar will explore methods of discovering and describing family experience and, where appropriate, pertinent literature (history, social sciences and the arts). Each student will prepare a history of some aspect of his/her family experience, with faculty guidance and participation and present it to the class. Completed histories will be rendered appropriately confidential and will be submitted to the anonymous families history project. *Formerly HWC 373.*

*Offered jointly with Policy Concentration

Professors Knox, Fox, Haynes

HWC 315 Families and Social Welfare Institutions

A continuation of Families in America focusing on the relationship between a family (or group of families) and contemporary social welfare institutions). Institution is used here in two senses; as patterns of life, and as organizations and associations. Particular emphasis will be placed on social welfare institutions which are generally supposed to have "replaced" functions previously performed by families; for example, the work place, schools, insurance and other cash and service benefit programs, hospitals and similar organizations. Each student will prepare a history on a particular project that has its starting point in some aspect of his/her family experience. Completed histories will be made appropriately confidential and submitted to the Anonymous Families History Project. *Formerly HWC 375.*

*Offered jointly with Policy Concentration

Professors Knox, Fox, Haynes

HWC 316 Social Work in Health and Mental Health Services

The literature and field exposures will help students gain insight about the functions and practitioners in the health and mental health fields and to prepare as practitioners in hospitals, community mental health clinics, or working in areas of policy, planning and administration of health services and the quality and relevance of the service implemented. *Formerly HWC 389.*

Professors Nabinet, Knox

HWC 317 Relationship of Social, Emotional and Medical Aspects of Health Care: Its Impact on Individuals and Families

A seminar to identify the specifics of common physical illness, their treatments, and the demand and impact they make on people socially and emotionally. Each student will study one health condition in depth and will visit health facilities periodically in regard to that condition.
Professor Polansky

HWC 318 Women and Health Care

Interdisciplinary seminar to develop substantive understanding of physical, social and emotional aspects of Health Care field in regard to health conditions specific to women. *OBJECTIVES:* 1) to understand social and emotional impact of conditions on women and their families, to observe how health care facilities relate to needs of women as patients; to develop skills in counseling in response to such needs; to identify public laws and administrative policies governing health care to women; and to learn to organize ways to bring change in such laws which adversely affect women and their families; 2) to study women as workers in the Health Care Field, e.g., nurses, social workers, physicians, physical therapists, etc. Each student will be expected to take a subject area related to women and health care, research it in regard to above issues and present reports for discussion at the seminar. *Formerly HWC 374.*
Professor Polansky

HWC 319 Advocacy: Principles and Functions

This course focuses on institutional change which can be realized through the use of knowledge about political realities, social and economic externalities and professional pressures and controls and the application of skills based on advocacy principles and the diversified advocacy roles and functions. *Formerly HWC 365.*
Professors Brisbane, Lynch

HWC 320 Psychological Factors of Poverty

Social workers need to understand the psychology of poverty in order to be effective change agents. Students will examine the development of poverty in America and how poverty is manifested in the various regions of the country in relation to socio and psychological factors; attitudes and misconceptions toward the poor will be elaborated and an evaluation of the kinds of public programs developed to combat poverty.
Professor Lynch

HWC 321 Field Work Seminar

Seminar held in conjunction with field work project to satisfy major requirement. Student must be registered for field work under HWC 300 and the same section number as this seminar.
Faculty

HWC 322 Non-traditional Treatment Methods

This course is given in a class and seminar combination. The treatment methods are: Transactional Analysis, Behavior Therapy, Family Therapy, Gestalt and Psychodrama. They will be viewed in their relationship to the Psychotherapy and other treatment methods that are older and therefore considered to be more traditional. On occasion, experts in each method will conduct the seminar. Field experiences will be developed for Quarters 3 and 4, so advanced seniors who want more involvement with a particular method may have such an experience. *Formerly HWC 383.*
Professor Goldberg

HWC 323 Advanced Concepts in Non-traditional Intervention

Objectives:

1. To review the major forms of response to recent criticisms of mental health practice.

2. To evaluate these forms in terms of their validity, comprehensiveness, and success.

3. To discuss methods of mental health practice which take into account the substance of the criticisms and the knowledge gained from previous attempts at improving it. *Formerly HWC 354.*

Prerequisite: HWC 322 or Permission of Instructor.

Junior Projects

HWC 340 Junior Project on Alcoholism

This is an alcoholism project to acquaint the participants with alcoholism as a social problem, individual illness, available resources, roles of interveners, the professional and social-peer approaches to treatment. The students will visit alcoholic detoxification centers, rehabilitation centers, and alcoholism training classes. Additional visits and activities will include seven lectures/discussions with a rehabilitated alcoholic who is supervisor of an alcoholism rehabilitation center; attendance in at least one open AA meeting, and meetings for spouses and teenagers of alcoholics; readings about different concepts, attitudes and the place for the bachelor level social worker in alcoholism counseling, research, program planning, etc. *Formerly HWC 310.*
Professor Brisbane

HWC 341 Junior Project on Mental Health and Mental Retardation

The emphasis will be threefold: to help students understand the systems of mental health, mental retardation, and the meaning of mental illness; to visit mental health and mental retardation settings as observers and inquirers of the practices, policies and administration; and understanding functions and responsibilities of service providers, in preparation to integrate theory and knowledge with the field practice in which the students will become involved in a later semester. *Formerly HWC 312.*
Professor Brisbane

HWC 342 Junior Project: Community Organization

Formerly HWC 330.
Faculty to be announced

HWC 343 Junior Project: Community Advocacy

Community Advocacy—a form of community organizing—attempts to speak out or advocate for constituencies that are either unable to speak out for their own cause or who need help in defining ways of dealing with their cause. During the year students will work with Community Advocates of Nassau County in a variety of settings, developing techniques for advocacy and community organizing. Projects include grass roots organizing and assisting people with the legislative and legal process. The group will meet for a full day each week in the field followed by a seminar around these experiences. *Formerly HWC 341.*
Professor Haynes

HWC 344 Junior Project: Physical Health

This project concerns itself with health services available to the people of Suffolk and Nassau Counties. Special emphasis will be placed on the types of services provided to low income groups. Students will be helped to analyze the rhetoric of providers of health services and to look more realistically at the discrepancy between program goals and accomplishments. *Formerly HWC 333.*
Faculty to be announced

HWC 345 Junior Project: Farmwork Organizing

This Junior Project offers students an opportunity to participate in a comprehensive organizing experience with the United Farm Workers or the Eastern Farmworkers Association. Farmwork organizing, a form of grass roots organizing, is organizing with, and in behalf of migrant and seasonal farmworkers in Suffolk County. *Formerly HWC 309.*
Professor Brisbane

HWC 346 Junior Project: Justice, Crime and Punishment

An overview of the area of justice which includes crime and punishment. Justice, crime and punishment will be approached from the perspective of those on the receiving end.

This junior year project will introduce students to the interrelation of oppression based on class, race, sex and age and the ways in which these factors operate in the definition of crime and the function of the courts and prisons. In addition it will acquaint students with the extent and limitations of reform and the role of professionals within the correctional system. *Formerly HWC 351.*
Professor Haynes

Policy, Planning, etc. Concentration

HWC 350 History of Social Welfare

Focus on the history and development of social welfare which generally de-

notes the full range of organized activities and services of voluntary and governmental agencies that seek to prevent, alleviate, or contribute to the solution of recognized problems, or to improve the well-being of individuals, groups or communities. Special emphasis will be on the wide variety of professional personnel who are considered social welfare practitioners. There will be detailed study of the functions, public policies, developments in social work, law, and health care. All students are strongly urged to take this course.
Professor Nabinet

HWC 351 The Social Welfare Industry: History Program and Personnel
Professor Nabinet

HWC 352 Methods of Inquiry
This is an introductory course for HSC undergraduate students which has the following basic objectives: (1) to introduce the student to the concepts, terminology, procedures, methods and structural characteristics of scientific investigation conducted by social, psychological and biomedical researchers in the discovery of new or the reappraisal of existing knowledge in their respective fields; (2) to develop the student's ability to critically appraise and evaluate the strengths and limitations of reported scientific research generic to his field of study; (3) to develop the student's ability to prepare in a systematic manner, a plan for conducting an independent investigation or research undertaking and an awareness of the additional statistical, methodological and theoretical knowledge required. *Formerly HWC 326.*
Professor Button

HWC 353 Introduction to Service Delivery Systems
This is an introductory course for undergraduates to the modes of service delivery systems. The course will examine the modes and style of delivery as a basis for analyzing policies and programs of large-scale health, education, welfare, housing and manpower systems. Strongly recommended for all juniors and seniors *who have taken Core Social Work Skills* and *are not enrolled* in the *Advance Core Social Work Skills Course. Formerly HWC 359.*
Professor Lefferts

HWC 354 Policy and Planning: Housing as the Model
The focus of this course will be on housing as a social problem. The class will explore the nature of the housing problem and how it relates to other social problems such as child welfare health and education. Class discussion will center around the role of government in the housing field. The course will explore the methods of planning, policy and organization as tools for change in the area of housing. A practicum is available for students who desire field work in a housing organization. Class grades will be based upon class participation and end term assignments/projects. *Formerly HWC 308.*
Professor Jones

HWC 355 Public Social Welfare in Suburbia
A combination of a field work assignment and survey course, that will expose the student to the youth services, mental health services and Departments of Social Services in Nassau and Suffolk Counties. An opportunity will be made available to visit and hear from staff working with clients, agency administrators and advocates critical of all three systems. *Formerly HWC 345.*
Professor Langdon

HWC 356 Developing New Institutions and Services in the Black Community
This course seeks to provide the student with a basic understanding and appreciation of the institutions and services that have and are currently operating in the Black Community. A second objective of the course is to provide the student with a framework for appraising and relating knowledge about these institutions and services in the Black Community to social work practice and problems. *Formerly HWC 334.*
Professor Wells

HWC 357 Child Welfare Services
An introduction to the organization and structure of services and programs designed to benefit children. Content includes study of basic programs such as foster care, adoptions, family court, etc. Field visits to appropriate local institu-

tions will be scheduled during both quarters. *Formerly HWC 384.*
Prerequisite: Senior status or permission of Instructor.
Professor Antler

HWC 358 Health and Social Welfare in a World Perspective
The purpose of this course is to provide students with information, education and an understanding of Health and Social Welfare systems in different parts of the world. This course shall introduce students to a comparison of Health and Social Welfare concepts, theories and practices in the following countries: Africa, Canada, China, Sweden, and the U.S.A. The course shall emphasize interdisciplinary concern about health and social welfare in both theory and practice. This course is open to all students in the Health Sciences Center. *Formerly HWC 379.*
Professor Nabinet

HWC 359 Problems of Aging
In this course emphasis will be placed on the aging person and his/her plight in a society that is youth oriented, a projection of what services will be like in the students' older years if the "attitudes, activities and allocations" go without advocacy intervention in federal, state and local bureaucracies; and a look at countries and their policies where older people live out their lives with personal dignity, adequate resources and in a concerned community. *Formerly HWC 377.*
Dean Kravitz

HWC 360 Community Organization I, II
The role of the social worker in facilitating citizen participation and in the development of grassroots organizations will be the major focus. The types of community, individual and family problems that have been solved by citizens who organized to bring pressure, present facts and/or appeal to governmental and social agency boards and administrations for programs and personnel. There will be special emphasis on the role of citizens in political systems and the ways for citizens to exert "people power" into the political arena and to receive concerned and concrete responses. *Formerly HWC 367.*
Professors Jones, Nabinet

HWC 361 Community Organization III, IV
This course offers a theoretical base for the understanding and analysis of formal and informal organization. Classical and contemporary theories are reviewed with special emphasis upon their implications for human service organizations. The determinants and effects of intra and inter-organizational relationships, organizational goals, technologists, structures, and decision-making, and the behavior of organizational members and clients are analyzed. The characteristics of social welfare as a profession and the accompanying problems of integrating bureaucratic and professional authority in agencies will be utilized. *Formerly HWC 370.*
Professor Jones

HWC 362 Organizational Leadership and Administrative Skills
This course will introduce some general and specific knowledge and skills in the area of organizational leadership and administration. It will focus on the significance of social welfare organizations and how the workers in particular organizations use their skills to bring about institutional change. *Formerly HWC 387.*
Professor Jones

HWC 363 Legal Services and Social Services
This course will focus on legal services for the poor, as a part of social services which social workers make available to the poor in poor communities. It will also serve as a seminar for students placed in legal settings, and those students who are interested in the integration of law and social work as compatible "tools" and professions to help the poor in today's troubled society.
Prerequisite: HWC 303, Advanced Core Skills, or HWC 353, Introduction to Social Service Delivery Systems, or HWC 319, Advocacy: Principles and Functions. *Formerly HWC 393.*
Professor Haynes

HWC 364 Social Welfare Legislation
This seminar is designed to acquaint students with the process of legislation at the state and federal levels. Students examine the progress of specific bills; investigate the role of lobbyists and develop strategies for winning support for

social welfare legislation. Research techniques as they apply to the legislative process are also explored. In addition to the elected bodies, the seminar will examine the specific role of the Administration in Washington and Albany.

This course is particularly recommended for students interested in the political process, institutionalized power and how these are viewed in a political science arena. *Formerly HWC 301.*
Professor Haynes

Theory and Analysis Concentration

HWC 380 Self and Society I and II
This course will examine several different theories of self or identity within a social context. The self concepts of theories about society will be compared to the societal concepts of theories about the self. Each theory examined will be looked at with particular focus on how people come to perceive themselves and others, and in terms of therapeutic practices related to each theory. The question—who benefits?—will be put to each theory to examine the degree to which the theorist reflects the interests of service consumers or providers. The second quarter of the course will be devoted to a comparison of the concepts "alienation" and "psychopathology" to assess which has the greater potential for understanding human behavior. *Formerly HWC 305.*
Professor Rose

HWC 381 Introduction to Community
Examination of the structure and dynamics of community process. *Formerly HWC 319.*
Professor Needleman

HWC 382 Theory and Analysis of White Racism
This introductory course focuses on the manner in which racism is expressed in our society in the delivery of services. The student is provided with theories and research with the view of understanding both the evolution of racism and effective methods of approaching the problem.
*Offered jointly with Policy Concentration
Professor Wells

HWC 390 Senior Project in the Administration of Justice
This is a twenty week course devoted to a critical analysis of courts and those who work in them, recommended for students whose planned occupations (social work, probation, private service agencies) may bring them into contact with the legal system. It will also be of general interest to students concerned about the quality of justice in America and ways of improving it. The first ten weeks will consist of background readings and classroom discussion on the operation of the court system. The second ten weeks will be spent in field placements related to these topics, with class sessions to help with research problems and to share observations. *Formerly HWC 318.*
Professor Needleman

The following courses are taught in other schools of the Health Sciences Center and may be of interest to students in the School of Social Welfare.

HSC 300 The Team Approach to Patient Care
The course is offered to first year students from Medicine, Allied Health, Dentistry and graduate students from Social Welfare and Nursing. A limited number of undergraduate nursing students will be accepted if space is available. The number will be limited to 30. Faculty will represent all five schools. Sessions will be conducted at the Health Sciences Center. The course is designed to demonstrate to the students the roles of the different members of the Primary Health care team, in evaluation of patient problems, including physical, psychosocial, family and environmental; and how the team members complement each other in comprehensive patient care will be emphasized.

HAA 350 Foundations of Research—Statistics
Discusses elements of biostatistics: graphs and tables; descriptive statistics; probability; populations and samples; normal distribution; hypothesis testing; computers; elementary concepts of research design.
Professor Hawkins (Allied Health)

Courses Open to Graduate Students

Graduate students in other schools of the Health Sciences Center and from north campus and undergraduate students in the School of Social Welfare may take the following courses *only* with the permission of the instructor.

Core Courses

HWC 500 Field Work
Field work supervised by a faculty member taken to satisfy MSW requirements.
Faculty

HWC 501 Social Welfare History
History, Philosophy, and Analysis of Social Welfare. The historical development of health, education, welfare and housing problems, policies and programs. Special attention is given to the role of these programs in the American social and economic system and the tension between their social change programs, theories, modes and intervention, professionalism and reform in the field of social welfare will be explored as well as the social class, sex, age and ethnic orientation of these activities. *Formerly HWC 517.*
Professors Antler, Fox, Haynes, Nabinet

HWC 502 Social Welfare Intervention: Modes and Functions
This course focuses on intervention as a method and a process that can be applied in all social work practice, and as a means of bringing about and maintaining social welfare services that are responsive to social welfare needs. The role of the worker/student as the facilitator and change agent who uses the process and method of intervention will receive a priority of attention. The use of casework, group work, community organization and advocacy as methods of intervention, with the complimentary methods of supportive, concrete behavior modifying and reality oriented treatment will be examined from the experience of class participants. *Formerly HWC 519.*
Professors Knox and Brisbane

HWC 503 Issues and Problems in Social Welfare
A review of the various ways that problems are defined in the fields of health, education, welfare and housing, including ways in which the definition of the cause and scope of these problems reflects the ideology of the broader society and influence the kind of programs that are developed to address these problems. The general pattern of the organization of health, education, welfare and housing programs at the federal, state, and local levels will be critically assessed from the standpoint of the effectiveness of these programs and their social control or mutual aid functions. *Formerly HWC 523.*
Dean Kravitz

HWC 504 Methods of Inquiry: The Use of Social Intelligence and Research in Social Welfare
This is an introductory course for HSC graduate students which has the following basic objectives: (1) to introduce the students to the concept, terminology, procedures, methods and structural characteristics of scientific investigations conducted by social, psychological and biomedical researchers in the discovery of new or the reappraisal of existing knowledge in their respective fields; (2) to develop the student's ability to critically appraise and evaluate the strengths and limitations of reported scientific research generic to his field of study; (3) to develop the student's ability to prepare, in a systematic manner, a plan for conducting an independent investigation or research undertaking and an awareness of the additional statistical, methodological and theoretical knowledge required. *Formerly HWC 526.*
Professor Button

HWC 505 Self and Society I: The Individual and the Social Structure
The purpose of this course is to examine and compare several selected theories about the self/social order relationship and to study the assumptions made about this relation in different areas of social welfare, with particular emphasis on mental health. *Formerly HWC 567.*
Professor Rose

Intervention Concentration

HWC 511 Human Growth and Development

Human growth and development will be approached as a developmental process subject to social, cultural, economic, psychological and biological influences. Personality and environmental factors that sustain healthy adaptalogical and biological influences will be reviewed. The various theoretical approaches to human growth and development will be reviewed and critically examined. *Formerly HWC 504.*
Faculty to be announced

HWC 512 Overview of Psychotherapeutic Methods

This is an overview course designed to acquaint the students with a range of therapeutic approaches currently being practiced in the field of human growth and mental health. Audio and audio-visual material is used to demonstrate or describe the various approaches. Subjects covered include psychoanalytic, rational-emotive, behavior-modification and client-centered psychotherapy; Gestalt therapy, family therapy, group therapy, transactional analysis, broad spectrum behavior modification, sex therapy, encounter the human potential movement, meditation, nude marathon, work with dying patients, and Laing's Blow-Out Center philosophy. Focus is on examining what the approach is and how it works in practice. Students are graded S/U.
Professor Marcus

HWC 513-514 Intervention: Theory and Practice I & II

HWC 513 This course is designed to provide students with a knowledge base of social work practice for the purpose of developing skills in helping clients in various social work settings. Students will identify the values and principles underlying casework and group work practice and critically examine the engagement process and the client/work relationship. Attention will be given to the importance of self-awareness and approaches to diagnostic formulation and treatment.

Students will be required to continue with Intervention, Community Organization in Intervention and Health Planning. At the end of the first year, students will be prepared to help clients with various approaches in diverse settings. *Formerly HWC 508.*
Professor Knox

HWC 514 The seminar is conceived of as the group supervision corollary to the field experience which is at the core of preparation for becoming a practitioner. Students bring to the seminar whatever problems, issues, dilemmas, joys, experiences, their field work raises for them. The seminar works best when the participants feel free to open up and share in a personally meaningful way the problems that engage them as they work in the field. The seminar includes readings that relate to specific issues that practitioners are concerned with. *Formerly HWC 578 & 579.*

Students are graded S/U. Enrollment in the seminar is limited to 12-14 students in their first year in an intervention placement; permission of the instructor is necessary for enrollment.
Professor Polansky

HWC 515-516 Intervention: Theory & Practice III, IV

This four quarter seminar is required of and limited to students in their second year of a supervised Intervention practicum (involving work with individuals, famiiles and groups). Each instructor teaches one or more sections of 10-12 students.

It is the group supervision corollary to field experience which is at the core of preparation for becoming a practitioner. Students bring to the seminar whatever problems, issues, dilemmas, experiences their field work raises for them. The seminar includes readings that relate to specific issues that practitioners are concerned with. It moves back and forth between the emotional-experiential grappling with the problems faced by students in their field work and the cognitive-intellectual understandings that emerge from and generalize beyond specific circumstances. Students are graded S/U. *Formerly HWC 556, 557*
Professors Marcus and Friedman

HWC 517 Psychopathology & Psychopharmacology

A two-quarter overview of the major psychiatric disorders and the psychotropic

drugs utilized in their treatment. The purpose of the course is to familiarize students with the biologic treatments of psychiatric and neurological conditions commonly seen in mental health facilities. The complexities involved in drug management such as indications, contraindications, side effects, risks, changes over time, will be considered. Psychotic, neurotic, and organic brain syndromes and their treatment will be covered. Etiology and psychotherapeutic management will be dealt with as these matters relate to the primary focus. Where indicated, patients demonstrating conditions under discussion will be interviewed.

Class will meet at the University Service, Bldg. L-3, Central Islip Psychiatric Center, Wednesdays, at 1 p.m. *Formerly HMP 564.*

Open to graduate students, School of Social Welfare, and other graduate students with the permission of the instructor.

Dr. Mort Miller

HWC 518 Basic Group Skills

This is a basic course in group process. Its purpose is to experience the events and processes which occur in a small group and to identify some of the factors which influence these experiences. The two basic components of the course are (1) the group experience itself and (2) the analysis of that experience. Typically, such issues as trust, comfort, authority, control, exchange of feelings, definition of rules and reality, authenticity and feedback are explored by groups. Woven into this experience is its analysis which is based both upon theoretical inputs from the instructor and group members and relevant readings. This course will service as a prerequisite for advanced group skills courses. *Formerly HWC 510.*

Prerequisite: Permission of instructor, limited to 12 students.

Professor Holloway

HWC 519 Advanced Group Skills

This course builds on basic group skills developed in the introductory group processes course. It presumes a facility with concepts of contracting, feedback, self-disclosure. The focus is upon the individual skill development of students with an emphasis on development of group leadership skills. *Formerly HWC 511.*

Professor Holloway

HWC 520 Training Methods and Practice

This is an intermediate course in group methods. Its purpose is to identify and practice skills of goal-oriented experiential learning. The course is designed for students who expect to work in settings where they will periodically be responsible for skills development, or the planning and implementation of training programs of some character.

During the first part of the course, techniques and philosophy of experiential learning are demonstrated. These include such things as the notion and use of feedback, role playing, psychodrama, nonverbal techniques, "communication skills", session planning, training design, evaluation, etc.

The balance of the course will constitute individual "training sessions" planned and run by students, which will be structured to apply and practice the principles and methods presented earlier. Students will critique each other's training style in relation to the learning goals of each student trainer. *Formerly HWC 549.*

Prerequisite: Basic group skills, permission of instructor. Enrollment limited to 12 students.

Professor Holloway

HWC 521 Gestalt Therapy or Gestalt Awareness Training

Gestalt Therapy, sometimes called Gestalt awareness training, is an existential method of personality integration developed by Fritz and Laura Peris. This course will use didactic and experiential learning techniques to aid students in their understanding of the theory and practice of Gestalt. Permission of the instructor is needed in order to register for this course. *Formerly HWC 551.*

Professor Holloway

HWC 522 Community Mental Health: An Overview

This course is designed to provide students with an understanding of comprehensive mental health services in this country and an identification of the major issues influencing the delivery of

services in contemporary society. Students will examine the problems in establishing a mental health facility, the role of the consumer in planning, how treatment methods have changed based on new theories of personality, and an understanding of the various mandated services and the importance of legislation. Students will have an opportunity to relate this knowledge to their experiences in this field. *Formerly HWC 539.*

Senior undergraduates may also take this course.

Professor Knox

HWC 523 Alcoholism and the Social Worker

This course will examine the different concepts about alcoholism and the effect of alcohol abuse on individuals and their families; the role of the social worker as treatment interviewer and educator to individuals, families and industry about alcoholism, various treatment methods and treatment facilities. The role of the social worker as a counselor and a training specialist will be defined and discussed as these two functions are carried out in many different settings. *Formerly HWC 506.*

Professor Brisbane

HWC 524 Women and Health Care

Seminar to develop substantive understanding of physical, social and emotional aspects of Health Care field in regard to health conditions specific to women. OBJECTIVES: 1) to understand social and emotional impact of conditions on women and their families, to observe how health care facilities relate to needs of women as patients; to develop skills in counseling in response to such needs; to identify public laws and administrative policies governing health care to women; and to learn to organize ways to bring change in such laws which adversely affect women and their families; 2) to study women as workers in the Health Care field, e.g. nurses, social workers, physicians, physical therapists, etc.

Each student will be expected to take a subject area related to women and health care, research it in regard to above issues and present a report for discussion at the seminar. *Formerly HWC 574.*

Professor Polansky

HWC 525 Social and Emotional Impact of Health Care on Individuals and Families

It is a goal of this seminar to introduce the Social Welfare students to the characteristics of a variety of common health conditions, and the impact these conditions and their required treatments have on individuals and families in regard to phenomena such as pain, uncertainty, disabiilty, costs, separation from home due to hospitalization, home care, change in status (employment, motherhood, school, etc.) and dependency. Each student will choose one health condition and study it in depth regarding its characterization, its symptomology and disease course and its prescribed treatment; the student will then identify the possible emotional and social consequences this disease has on people, and identify the problems which need services. We will look at the status of available services, the manpower patterns and professional attitudes toward illness and the patients, and recommend needed service formats derived from this study. We will also explore interventive skills in helping individuals and families who are involved with illness and health care services. Participation in seminar; written and oral presentation of paper; periodic visits to a health facility for observation. Students are graded P/NC.

Professor Polansky

HWC 526 Family Services: Theory and Practice

This course is designed for the purpose of providing students with a foundation of knowledge and skills in the following areas: (1) the family system in America; (2) the role played by private and official family agencies in the development of social work; (3) the organization and operation of family agencies; (4) methods of intervention in the family field; (5) family strengths and disorganizations; (6) social policy regarding the family; (7) case studies—research conducted in or about family agencies and social work research concerning the family per se. This course is a prerequisite to advanced programs in family life and development. *Formerly HWC 534. Professor Nabinet*

HWC 527 Families in America
An inquiry into the lives, past and present, of American families, through research and analysis of families of students and faculty in this seminar. After brief reading in family studies written by Americans of various races, classes and ethnic groups, the seminar will explore methods of discovering and describing family experience and, where appropriate, pertinent literature (history, social sciences and the arts). Each student will prepare a history of some aspect of his/her family experience, with faculty guidance and participation and present it to the class. Completed histories will be rendered appropriately confidential and submitted to the Anonymous Families History Project. *Formerly HWC E73.*
*Offered jointly with Policy Concentration
Professors Fox, Haynes, Knox

HWC 528 Families and Social Welfare Institutions
A continuation of Families in America focusing on the relationship between a family (or group of families) and contemporary social welfare institutions. Institution is used here in two senses: as patterns of life, and as organizations and associations. Particular emphasis will be placed on social welfare institutions which are generally supposed to have "replaced" functions previously performed by families; for example, the workplace, schools, insurance and other cash and service benefit programs, hospitals and similar organizations. Each student will prepare a history on a particular project that has its starting point in some aspect of his/her family experience. Completed histories will be made appropriately confidential and submitted to the Anonymous Families History Project. *Formerly HWC 575.*
*Offered jointly with Policy Concentration
Professors Fox, Haynes, Knox

HWC 529 Family Life and Development in the Black Community
This course is designed for students needing skills and techniques in working in the black community. The content will include a definition and analysis of the black family and comparative styles of other ethnic groups; evaluating a range of consumer provider models, and taking a critical look at how systems relate to the family.

HWC 530 White Racism in the U.S.: Ideology, Institutionalism, and Strategies for Change
This course seeks to raise the level of awareness of whites (in particular, but not exclusively) in regard to both their racist heritage and their own racist identify. Most of us have been conditioned to believe that there are only two kinds of white people in the world: racists and non-racists. Studies of whites and their attitudes on race reveals that this bifurcation merely serves to cloud the issue. Our tenet is that it is impossible to have totally escaped the effects of racism. Subjugation of Third World people is one of the primary organizing principles of our society, and it is therefore thoroughly woven into our personal lives as well. The very thoroughness with which we are indoctrinated into this system requires an at least equally thorough process of extrication. Whites need guideposts by which they might traverse the maze out of their oppressor's role—and most importantly, they need to know they are not alone. *Formerly HWC 581.*
*Offered jointly with Policy Concentration
Professor Wells

HWC 531 A Systems Approach to Problem Solving in Substantive Areas: The Development of Intervention Skills in Working with the Black and Puerto Rican Communities
This course will utilize a system approach theoretical framework in developing intervention skills in working with Black and Puerto Rican communities. Health, education, welfare, housing, employment and religious and mental health systems will be examined and the various methods of intervention will be evaluated in reference to their relevance in solving the problems faced by Black and Puerto Rican communities. The course will take into consideration the sociocultural, political and economic systems in looking at how decisions are made and by whom in the above mentioned areas and the implications of such decisions for the Black and Puerto Rican communities. We will also examine the concept of clients as victims in this course. *Formerly HWC 559.*
Professors, Brisbane, Campos

HWC 532 Consultation and Education
Students will examine the principles and concepts developed in an effort to provide effective consultation services and educational programs to agencies in the community. A critical analysis will be made of the methods used in both prevention and treatment programs, and the approaches used to resolve conflicts. *Formerly HWC 563.*
Prerequisite: Course is designed for students who have work experience. Permission of the instructor is required.
Professor Knox

HWC 533 Readings in Theory of Therapy
In this course we will read several basic and advanced works on the Theory of Psychotherapy. In each we will be concerned with the question "how do people change" according to this particular theory. Comparative analysis of various theories of therapy. *Formerly HWC 580.*
Professor Friedman

HWC 534 The Radical Therapy Movement: An Examination
This course will critically review the radical therapy literature.
The purpose of the course is to attempt to clarify the concept of radical therapy, understand its history, and define its various positions on issues of practice. *Formerly HWC 564.*
Prerequisite: Permission of Instructor
Professor Goldberg

HWC 535 Advocacy Project
This course deals primarily with the principles and functions of advocacy, the advocacy role and responsibility that social welfare workers can perform in traditional agencies. We will analyze and critique several advocacy situations which relate to bringing about social change in child welfare institutions, Department of Social Services, state mental hospital, et al. *Formerly HWC 540.*
*Offered jointly with Policy Concentration
Professors Haynes, Brisbane

HWC 536 Advanced Advocacy Project
This course is designed for students who are already involved in advocacy roles within established organizational settings. The students will be assisted in their activities through the development of sophisticated strategies and skills and the pooling of experiences and resources. Special emphasis will be placed on bringing about social change, relevant policies, humane services in these agencies where the students are either employed or in field work. The sustaining principle, and one for which the students must show their belief, is "Change is possible in traditional settings and social workers and students bring it about." *Formerly HWC 541.*
*Offered jointly with Policy Concentration
Professors Haynes, Brisbane

HWC 537 How People Change: A Critical Examination of Therapeutic Orientations
This course will provide a historical comparison of several theories of therapy with special emphasis on how each conceives of the process of therapeutic change. Theorists to be considered include Freud, Reich, Fromm-Reichmann, Rogers, Sullivan, and several of the existential therapists. The course is designed to be an in-depth examination of a few of the theories that therapists make use of, trying to raise critical questions about them.
The course is designed for students who are in the process simultaneously of doing clinical work and who wish to read more deeply in the tradition of psychotherapy. *Formerly HWC 532.*
Professor Friedman

HWC 538 Personal Growth Group
A group experience designed to focus on the lives of the group members and the changes members want to make in their lives. The subject is ourselves; who we are, how we got to be, who we can become. Emphasis on both the "here and now" and the "there and then" aspects of our lives and the connection between the two. Readings as they fit the situation. Some writing. *Formerly HWC 527.*
Prerequisite: Permission of Instructor
Professor Friedman

HWC 539 Intervention Methods with Severe Social Problems
This course will focus on an understanding of the multitroubled family in our society. Students will examine the types of intervention methods appropriate in helping these families cope with their psycho-social and economic prob-

lems. Emphasis will be on crisis intervention.
Prerequisite: HWC 526, Family Services: Theory and Practice.

Policy Planning, etc. Concentration

HWC 550 Policy Analysis: Issues and Methods
The purpose of this seminar is to gain a critical understanding of a variety of methods employed in policy analysis, to review the policy-making processes and the forces influencing policy-making at various levels, and to analyze and assess a number of current and future social welfare policy issues. *Formerly HWC 513.*
Professor Lefferts

HWC 551 Mass Communication and Public Policy
The organization, economics, and structure of the media which shape public opinion will be studied within the context of their effects on the public policy development process and determination of social problems. Specific attention will be given to the history and development of electronic media, the role of political advertising, public opinion polling, distortion and value creation which arise intentionally and unintentionally in the mass communication process. First amendment issues will be discussed in relation to current cases in the news. Practice skills in writing, preparation of press releases, press relations, use of video equipment and understanding "news" are included. *Formerly HWC 520.*
Professors Antler, Haynes

HWC 552 Social Planning I-II
This is an introductory course in the elements and process of social planning. The objective and goal of the course is to introduce social planning as one of the key vehicles for social change. The process of planning, the alternative planning models, as well as the component of evaluation and feedback are critical to enabling and servicing people. The course will focus on planning and policy, and who benefits from this process. The role of the planner and policy-maker will be explored in order to spell out roles, skills, methods, and conscious use of professional self. Research, evaluation and alternative programs will be discussed as tools for organizing the consumers of service. The area of housing will be presented as a case study in comprehensive planning. The problems of education, health, public welfare and child welfare will be interlocked with the problems of housing. *Formerly HWC 587.*
Professor Jones

HWC 553 Administration I, II
This course will provide an orientation to basic issues and problems associated with the management and administration of organizations providing social services. The course will examine critically the various major theoretical perspectives relating to organizations and management. Specific attention will be given to important topics including budgeting, policy formulation, planning, personnel administration, community and broad relations, citizen participation and others. Throughout the couse there will be continued attention to the issues which arise out of service components of the organization and the critical factors associated with the assumptions which underlie the modality of service offered. *Formerly HWC 593.*
Professor Button

HWC 554 Introduction to Community Organization
This course is designed to introduce community organization as one of the vehicles for social change. The course will explore the history as well as the different models of community organizations. Issues important to the theory and practice of community organization will be discussed.

Studies will be used to analyze the role and skills of the organizer. Community organizers will be invited to describe their work and how they are bringing about change. *Formerly HWC 570.*
Professor Jones

HWC 555 Statistics for Social Welfare
The course will have two main foci: the first, to provide an understanding of and an ability to use and interpret basic descriptive statistics, including charts, graphs and frequency distributions of various types; the second, to provide an introduction to the various inferential techniques for exaluating the nature and type of association between variables which typically appear in quantitative research in the field. Included will also be some aspects of sampling, probability

and a "hands-on" introduction to some of the data processing equipment available within the Health Sciences Center. *Formerly HWC 528.*
Professor Button

HWC 556 Proposal Writing
The purpose of this course is to provide the student with an understanding of the principles involved in the preparation of research, program, training, demonstration and other types of proposals; practice in developing skills in writing, and how to locate and gain access to funding sources. *Formerly HWC 507.*
Professor Lefferts

HWC 557 Application of Systems Analysis to Social Welfare
The purpose of this seminar is to provide an introduction to general systems theory and to methods of system analyses as a tool in policy analysis, program planning, administration, and research and evaluation design. *Formerly HWC 522.*
Professor Lefferts

HWC 558 Social Indicators
This course is designed to give an introduction to the background of the social indicator's movement and ongoing work in this field. It will deal with the need for social indicators to improve the descriptive information base, to measure outputs and performance, to provide policy-oriented information and to identify predicators of social trends. Definitions from various sources and criteria for selection and development of indicators will be discussed. *Formerly HWC 550*
Permission of instructor required.
Professor Cronberg

HWC 559 Comparative Perspectives in Social Welfare
This course is designed to examine social welfare institutions as they function in differing political, economic and cultural locations. We will consider *in depth* the forces, policies, history, etc., which gave rise to the social welfare institutions of Nazi Germany, the U.S.S.R., the People's Republic of China, and the U.S.A. We will examine more briefly India, Japan, England, and France. The primary objective is to examine the uses and origins of social welfare institutions and social welfare practice, compared across different societies with different "problems." *Formerly HWC 509*
Instructor to be announced

HWC 560 Social Welfare and the Black Experience
The objective of this course are to provide ethnic content geared to the needs of all students and to assist in increasing the knowledge and understanding of the social, political, cultural, historical and economic profile of Blacks in the U.S.A. Analysis of issues affecting Black development and conditioning will assist the student in evaluating and developing strategies for change. *Formerly HWC 514*
Professor Lynch

HWC 561 Historical Perspectives of Social Welfare Systems and Services in the Third World
This course represents an introduction to the areas of social welfare systems and services, utilizing a historical approach to demonstrate the generic forces—culture, economic, political, philosophical, social, and terminological — which affect the basic involvement of systems and services in the Third World community. *Formerly HWC 530*
Professor Nabinet

HWC 562 Perspectives on Social Welfare and the Black Community
The purpose of this course is to provide students with information, skills and specific course materials that will reflect an engaged, critical point of view about social welfare and the Black community. From a Black perspective, the students will have an opportunity to learn about value systems and proposed solutions for social problems that are not in harmony with views prevailing in traditional settings. This course will present a wide spectrum of opinion and approaches. This course shall make extensive use of alternative institutional models and concepts.
Professor Nabinet.

HWC 563 Developing New Institutions and Services in the Black Community
Course Objectives: To provide students with basic information and knowledge about the services and programs developed by Black organizations. In addition, it will acquaint the students with

some of the basic problems facing these organizations and it will attempt to provide some experience in designing new programs and services. *Formerly HWC 505*
Professor Wells

HWC 565 Children's Services and Social Policy
This course explores the organization, philosophy and structure of services to children from the perspective of social policies and service institutions. Course content includes: history and philosophy of services to children, description and structural analysis of the service system, concepts of advocacy and community organization as applied to children's services and planning concepts as applied to these programs. This course will be conducted as a lecture-seminar with several field visits to local institutions serving children. *Formerly HWC 533*
Professor Antler

HWC 566 The Criminal and Correctional Justice System: Theory and Practice
This course deals with the role and function of Social Welfare in the field of criminal and correctional justice. It focuses on the use of governmental power to control persons whose conduct is believed to be dangerous to society. The government powers studied are law enforcement (police and marshals), the judicial process (judges, prosecution, defense lawyers) and corrections (prison officials, probation and parole officers). The course undertakes to study the unity of purpose and organized interrelationship among the above component parts. It will also deal with methods of professional social work practice in relation to problems arising in this field. This is a foundation course for advanced study in criminal justice.

The second part of this course will include a practicum. The purpose of this practicum is for the student to experience a professional role in the criminal and correctional systems, drawing upon a generic social work model. *Formerly HWC 538*
Professor Nabinet

HWC 567 Problems of Aging
In this course emphasis will be placed on the aginig person and his/her plight in a society that is youth oriented, a projection of what services will be like in the student's older years if the "attitudes, activities, and allocations" go without advocacy intervention in federal, state, local bureaucracies; and a look at countries and their policies where older people live out their lives with personal dignity, adequate resources and in a concerned community. *Formerly HWC 553*
Dean Kravitz

HWC 568 Comparative Analysis of County Governments
This course, using Nassau and Suffolk Counties as case studies, will examine the structure of County governments and their organization to determine the relationship and impact on the delivery of services to residents. Ancillary and private organizations will also be explored to determine to what extent County functions are supplemented, complemented or duplicated by such agencies. There will be a detailed examination of the various sub-divisions, towns, villages, etc. to ascertain the relationships to the county and the latter to the state in both formal and informal bases. Practica will take the focus of field placements with various agencies. *Formerly HWC 562*
Professor Lynch

HWC 569 Social Welfare Legislation
This seminar is designed to acquaint students with the process of legislation at the state and federal levels. Students examine the progress of specific bills: investigate the role of lobbyists and develop strategies for winning support for social welfare legislation. Research techniques as they apply to the legislative process are also explored. In addition to the elected bodies, the seminar examines the special role of the administration in Washington and Albany. *Formerly HWC 581*
Professor Haynes

HWC 570 The Working Class and Social Change
Through an examination of the major events that have helped shape worker attitudes towards social change and a study of contemporary strategies, students will develop a working model for future career use to aid in enlisting working class support for a variety of change situations (issues). *Formerly HWC 579*
Professor Haynes

HWC 571 Community Organization in Intervention and Health

This course is designed to provide learning opportunities that will enable students to become more knowledgeable about and familiar with a range of community organizing and health planning concepts and issues through direct study and observation. They will be able to draw upon intervention model approaches for implementing health planning. The models shall focus on C. O. and P. essential ingredients, political and basic assumptions, as well as specific responsibilities of the intervention practitioner in the health setting, i.e., the worker's mandate for community work; community problems faced by the worker; direct service agency responsibility to the community. Some attention shall be given to the health community as a social system. Finally, the course will emphasize the building of appropriate skills and techniques to function in these areas. Class activity shall include lectures, discussion, field visits, and model building. *Formerly HWC 537*
Professor Nabinet

HWC 572 Seminar in Social Policy and the Problem of Income Maintenance

This course will focus on past and present programs and policies designed to ameliorate the problem of poverty. Discussion of currently operative income maintenance and social service programs of a redistributive nature will be followed by an in-depth survey of the major programs and proposals under consideration as alternatives to the existing welfare system. Consideration of current programs as to their distributive effects, criteria for implementation, ideology and value structure, i.e. tax deductions and benefits, education and health programs, veterans benefits, housing and urban renewal, highway construction and industrial development, loan guarantees. Programs to be considered include the Family Assistance Plan, Welfare Reform, Negative Income Tax, Tax Credit Systems, Voucher Systems, Subsidized Work Program, Children's Allowances, Family Allowances and Special Purpose Grants. *Formerly HWC 580*
Professor Antler

HWC 573 Community Organization: Field Work Seminar

This is a continuing seminar for students in Community Organization Field Work placement. It will examine issues of theory and practice with attention also to the substantive knowledge necessary to organize activities in settings in which students are placed.*Formerly HWC 501*
Professors Jones, Haynes, Nabinet, Wells

HWC 574 Research Analysis in Black Communities

Faculty member to be announced

HWC 579 Master's Project Research Seminar

This course will provide second year students involved in execution of their Master's Projects a continuing seminar in which the following topics will be discussed: research planning and design; methodological aspects of design: survey, questionnaire and interview schedule construction; quantitative aspects of data analysis; developing of coding and content analysis procedures; utilization of the Data-Text system for computer-assisted analysis. This seminar is open only to students whose Master's Projects are sponsored by the P.P.R.&A. Concentration faculty. Students should register for Master's Project Research with individual sponsors. *Formerly HWC 599*
Permission of instructor
Professor Button

Theory and Analysis Concentration

HWC 581 Self and Society II

This course is a continuation of HWC 505. It is open only to those students having taken the first section of the course or to those thoroughly familiar with the readings from that course. The primary purpose of this course will be to study the self-social role-societal relation with specific emphasis on the concept of alienation as a basis for understanding everyday life. *Formerly HWC 589*
Professor Steve Rose

HWC 582 Social Psychoolgy

An examination of the emergence; maintenance, and transformation of meanings,

identity, motivation and situation in advanced industrial society. *Formerly HWC 536*
Professor Farberman

HWC 583 The Sociology of Community Power Structure
An examination of how different community power structures such as real estate groups, bands, local elected officials, business associations, residential associations, federally funded action groups, etc., vie for the ability to control the direction and pace of community growth. *Formerly HWC 512*
Instructor to be announced

HWC 584 Community Theory and Analysis
An examination of alternative approaches to community theory and analysis with particular emphasis on the issues of "power." *Formerly HWC 518*
Professor Needleman

HWC 585 Corporate Process
An examination of the history, structure, and dynamics of industries to discover how limits are placed on the nature, type and distribution of consumer opportunities. This course will focus on the corporate economy and its relationship to science, the state, and consumers. Special attention will be paid to how the corporate economy coopts, contains, and commercializes tendencies which run counter to its purpose. *Formerly HWC 544*
Professor Farberman

HWC 586 Research into the Corporate Process
A presentation of original research focusing on certain aspects of the corporate economy relative to consumer rights. *Formerly HWC 516*
Professor Farberman

HWC 587 The Politics of Health Care
A survey of current problems and controversies in the way health care services are organized in the U.S.; analysis of pressures for and against change in the way health care is defined and delivered; examination of selected organizational innovations currently being tried or proposed.
Professor Needleman

HWC 588 The Administration of Justice
A survey of current problems and controversies in the administration of justice in the U.S. Includes analysis of pressures for and against change in law enforcement practices, and examination of selected organizational innovations currently being trained or proposed. Recommended for students who anticipate working directly or indirectly with courts, police, probation officers or correctional institutions, as well as for those students witha general concern for the quality of justice in America.
Professor Needleman

HWC 589 Political Theory and Clinical Praxis
The purpose of this course is to draw upon the critical theoretical framework developed in Self and Society I (HWC 567) as the basis for a clinical praxis. To accomplish this, a struggle is envisioned in which all participants will engage; a struggle which has as its essence critical self-reflection and interaction focused on study of theory, case presentations, and evaluation of the process of clinical practice of each participant and of the class itself. Each class will consist of theoretical discourse directed at affirming or asserting essentially Marxist based explanations of everyday life and personal alienation, rather than negating the works of others; and of weekly presentations of clinical work by class members. Each student will be expected to present some account of his/her work or other aspects of their lives to the class for critical feedback. The practice of self-criticism and criticism, of identification of contradiction and support, will be a skill emphasized throughout the course.
Prerequisite: HWC 505
Professor Rose

HWC 590-91 Mental Health Project
Field work/seminar focused on the aftercare component of the mental health system. Field work will include direct service to after-care patients and extensive follow-up research. Two days per week of field work plus a weekly three hour seminar are included.
Permission of instructor required. Class limited to twelve graduate students. *Formerly HWC 535*
Professor Rose

HWC 592 Critical Social Theory
Faculty Member to be announced

HWC 593 Theory and Analysis Concentration Colloquium on Social Change
Professors Farberman and Rose will each lead sessions in which various theories and methods of social change will be discussed. Critical attention will be given to the problem and possibilities of using social science research findings as a basis for developing change oriented policies, programs, and intervention strategies. *Formerly HWC 515*
Professors Farberman, Rose

HWC 594 Masters Project Seminar
Students working on Masters Projects will have the opportunity to meet with each other and discuss the issues and problems related to the development and fulfillment of their projects. The opportunity to share ideas around the project will facilitate a dialogue which will benefit all concerned. It will also offset the current practice of filing projects away without them ever seeing the light of day. The Masters seminar is intended to support and facilitate the sponsor-student arrangement and not interfere or replace it. All interested students may contact me and a mutually convenient seminar time will be arranged. *Formerly HWC 561*
Professor Farberman
With Faculty Members from all three Concentrations

HWC 599 Independent Study
Independent Study with an individual Faculty Member. *Formerly HWC 595*

Other Health Sciences Center Courses Open to Graduate Students:

HSC 500 Team Approach to Holistic Patient Assessment
This course introduces the HSC student to techniques of physical assessment. A multidiscipline team of faculty functioning as an integrated didactic unit is responsible for implementation of course material to an interdisciplinary mix of HSC students. The course discipline grouping of faculty and students emphasizes the collegial learning process and importance of the primary skills of interviewing and physical, social and emotional examination which constitutes the cornerstone of a data base for evaluation of health care problems. The graduate students, such as social welfare students, will be expected to take leadership in integrating, interviewing and social welfare treatment theories with their understanding of the impact of the illness on the patients and families. They will attend supplementary seminars with Professor Elinor Polansky and will be expected to write a paper on a selected topic.
Professors Block (Nursing), Polansky

HSH 580 Effective Writing for the Health Sciences
This course will aim to develop effective research, report, and business writing techniques for advanced students in the health sciences—specifically the Schools of Social Welfare and Allied Health Professions. It will function as a service to students concerned with strengthening their writing skills in practical, day-to-day work situations, both informal and formal in nature. We will seek to achieve clarity, concision, correctness, coherence, and honesty of language—the ability, in other words, to put clear thoughts into even clearer words, and to be understood, with precision.
Undergraduates may take a comparable course of study by enrolling for HSH 390: independent study with Dr. Bernheim.
Professor Bernheim

Clinical Campuses

The clinical campus concept is one of the most essential and unique elements of the Health Sciences Center. The association between the Health Sciences Center and these institutions—Long Island Jewish-Hillside Medical Center/Queens Hospital Center, Nassau County Medical Center, Northport Veterans Administration Hospital, and Brookhaven National Laboratory Medical Research Center—is enabling Stony Brook to expand a variety of its academic programs. An agreement has also been signed between the Health Sciences Center and the Hamptons Hospital and Medical Center currently under construction in Westhampton Beach, establishing this as a future clinical campus for Stony Brook.

By having a close association with the clinical campuses, the concept of a health sciences center is being transformed. It is thus no longer a single place, but an aegis under which a whole range of educational activities can occur. Each campus assumes certain responsibilities for those things it does best. Each campus thus makes special contribution to a total program, the sum of which exceeds the simple addition of its parts.

In effect, this means that together, the Health Sciences Center and the Clinical Campuses are taking a leadership role in effecting the evolution of the academic health sciences centers of the nation, from multi-school institutions to multi-institutional regional consortia.

This cooperation allows for optimal use of existing facilties and personnel and enables each center to expand the number of students it can accommodate as well as the variety of clinical experiences it can offer them.

Each clinical campus has its own dean, and staff are eligible for appointment in a state university. Each campus carries a major responsibility for the clinical education of students in all schools of the health sciences center. The clinical campus settings more closely approximate the practice situation in which most students will function after graduation.

The clinical campuses are permanent and essential elements in the long range academic plans of the Health Sciences Center. They will be essential after the University hospital at Stony Brook is opened. The clinical campuses are essential for pedagogic reasons since they provide a set of experiences needed to supplement and complement those in the University hospital. Indeed, the University itself must be regarded as one partner in the emerging multi-institutional organism which will become Stony Brook's Health Sciences Center.

This clinical campus consortium is being watched with interest nationally and it already represents one of the distinguishing features of the Stony Brook program.

Brookhaven National Laboratory Medical Research Center

Chairman of the Medical Department and
Dean of the Clinical Campus.....Dr. Eugene P. Cronkite

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 Energy Research and Development Administration.

The Medical Department carries out both fundamental and applied research dedicated to the betterment of man's health. The Department is administratively organized into ten activities: The Hospital, Biochemistry, Hematology, Physiology, Microbiology, Computer Technology, Nuclear Medicine, Veterinary Services, Radiobiology, and Industrial Medicine. Functionally, however, it operates as a single unit with no jurisdictional barriers impeding activities within the Department.

The broad framework of the Department permits investigation in many areas, encourages collaboration with neighboring academic and health care institutions; and fosters inter-action with the other scien-

tific disciplines at Brookhaven. Interests range from studies of the functions of unique biochemicals to investigations as complex as the physiology of the central nervous system of man in health and disease.

The 44 bed hospital of the Medical Research Center is staffed and equipped to provide a high standard of clinical service to patients. Out-patient visits per year total more than 2000.

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/ Queens Hospital Center

Executive Vice-President and Director of LIJ-HMC/QHC ..... Dr. Robert J. Match

Dean of the Clinical Campus ..... Dr. James E. Mulvihill

The Long Island Jewish-Hillside Medical Center/Queens Hospital Center Clinical Campus is one campus composed of two medical centers covering a triangular area of the north and south shore of Long Island in Queens and Nassau Counties.

The Long Island Jewish-Hillside Medical Center (LIJ-HMC) is a non-profit 916-bed community hospital with a Northern and Southern Division. LIJ-HMC North is a 693-bed facility on a 48-acre site in New Hyde Park, located on the boundary of Queens and Nassau Counties. This portion of the campus consists of a 490-bed general hospital, and a 203-bed psychiatric hospital. LIJ-HMC North has 34,000 in-patients, 37,000 emergency room visits, and 34,700 out-patient visits annually. LIJ-HMC South is a 223-bed hospital situated on a 6-acre site in Far Rockaway on the South Shore of Long Island. Its annual patient census figures are: 8,200 in-patients, 23,000 emergency room visits, and 8,500 out-patient visits. Plans are currently underway to replace the present facility, built during the early 1900's, with a new 223-bed 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 850-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 and the third largest of the eighteen hospitals in the Health and Hospitals Corporation, with nearly 3,300 health professionals employed to deal with 15,000 in-patient admissions, 102,000 emergency room visits, and 225,000 out-patient visits annually.

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.

Further, LIJ-HMC has recently been selected to be the site of the Children's Medical Center of New York. The Children's Medical Center of New York, Inc. is a non-profit fund-raising group which has begun to raise money for the purpose of erecting a 150-bed children's hospital on the grounds, and preliminary planning is now underway for construction of the facility.

The Medical Center has the dual character of being an educational resource as well as a patient care facility. Approximately 2,000 students from a large number of educational institutions participate in the educational programs here each year. From its inception, the Center has also been committed to a vigorous program of research. More than 60 projects are currently under study in the Center's four-story research building, and other facilities.

The clinical resources of the LIJ-HMC/QHC Clinical Campus are extensive. Among the Medical Center's regional services are:

- diagnosis and treatment (medical and surgical) of heart and vascular diseases
- inpatient and outpatient renal dialysis
- diagnosis and treatment of leukemia, hemophilia, and other blood disorders, both in children and adults
- the largest hospital department of dentistry on the East Coast
- a neonatal center with its own intensive care unit and sick baby transport service
- a center for the treatment of cystic fibrosis
- an adolescent clinic and inpatient unit
- a network of drug programs encompassing all treatment modalities
- a center for the diagnosis and treatment of human sexual dysfunction
- a large complex for the diagnosis and treatment of lung diseases
- a cobalt therapy suite
- a genetic counselling unit

Nassau County Medical Center

Superintendent ..... Donald H. Eisenberg

Dean of the Clinical Campus..... Dr. Avron H. Ross

With its 725-bed Dynamic Care Building and its residual beds, the Nassau County Medical Center is a 1,000-plus bed institution in East Meadow. Of the four clinical campuses on Long Island, the Medical Center is unique as a public, general hospital.

The recently opened, 19-story Dynamic Care Building is the tall-

est structure in Nassau and Suffolk Counties. It contains more than 1,000,000 square feet of usable space. In addition to its 725 beds, with facilities expandable to more than 1,000 beds, the Dynamic Care Building has more than 70 outpatient clinics which cover virtually every sub-specialty. There were more than 140,000 clinic visits last year.

The Medical Center also operates a division at Plainview and a satellite clinic in Inwood.

Special medical features of the Nassau County Medical Center include a suite for organ transplants and other complex surgery; an artificial kidney center providing dialysis treatment for Long Islanders with failing kidney functions; one of the nation's top burn centers; a rehabilitation center for the treatment of more than 20,000 persons annually; a neonatal intensive care unit to which more than 200 sick newborn babies on Long Island were transferred last year; a high-risk obstetrical service for mothers with special anticipated birth problems; and a highly sophisticated radio communications system operating between ambulances and the medical center to enable patients with heart attacks or other serious emergency problems to be given treatment "from the scene to the hospital."

The Nassau County Medical Center assumes a growing teaching responsibility for students from the Health Sciences Center at Stony Brook as well as for students from about 30 other educational institutions. The new 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.

Whether a serious trauma case from an accident, a walk-in, a transfer from another hospital or a referral from a physician in the community for specialized diagnosis and treatment, persons coming to the Nassau County Medical Center find the best in skill and service 24 hours a day, seven days a week. . .

Northport Veterans Administration Hospital

Hospital Director .....John P. Clark

Dean of Clinical Campus.....Dr. Jacques Sherman, Jr.

As a clinical campus, the Northport Veterans Administration Hospital offers an extremely large facility, newly expanded with the completion of a 470-bed Medical-Surgical Building. Facilities in the new building 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 932 with outpatient visits adding up to 408,000 per year.

The Dean of the Clinical Campus has been given a new role as Associate Chief of Staff for Education. The education program within the V.A. hospital includes in-service professional and administrative training in addition to a very large educational program for students. Some 1,600 students are in the V.A. teaching program with 200 sessions offered yearly. Students come from about 30 educational institutions including the Health Sciences Center at Stony Brook.

The Health Sciences Center School of Medicine has accepted primary responsibility for staff and faculty recruitment for psychiatry, medical and surgical services at the Northport VA Hospital. The Chairman of the Department of Medicine, the Chairman of the Department of Surgery, and the Director of the Section of Nuclear Medicine of the School of Medicine are based at the Northport VA Hospital for their clinical operations. In addition, a large number of the VA Hospital clinical staff hold faculty appointments within the schools of the HSC.

This liaison underscores the fact that the Northport VA campus is a general medical, surgical, and psychiatric hospital with enhanced patient-care, teaching, and research capabilities.

Health Sciences Center Shared Resources

The nature of the Health Sciences Center calls for close cooperation in the support of those academic, scientific, and administrative functions that are common to the programs and needs of more than one school. This will constitute an important integrative force in the intellectual life of the Center while simultaneously allowing for the development of excellence in certain areas where no single school could support so strong a program. Of special importance are the center-wide activities of the following divisions and support services: (1) Biomedical Computer Services, (2) Health Sciences Center Library, (3) Laboratory Animal Resources, (4) Media Services, (5) Office of Student Services, (6) Social Sciences and Humanities, and (7) University Health Services.

Biomedical Computer Services

Director: Alvin A. Bicker

Assistant to Director: Sheila Schwartz

This Division is concerned mainly with computer applications in the Health Sciences which require specialized communication skills and knowledge of the Health Sciences in such areas as health care management, research, education, and clinical care.

The responsibilities of this Division include: (1) Research applications involving statistics, image processing, biomedical, simulation, and data acquisition; (2) Computer-assisted instruction, working in collaboration with the campus' Instructional Resources Center; (3) Dental clinical information systems; and (4) General responsibilities for planning and implementing University Hospital information systems.

This Division is also actively involved in clinical research projects with the following clincal campuses: Northport Veterans Hospital, Nassau County Medical Center, and Long Island Jewish-Hillside Medical Center/Queens Hospital Center.

Division of Laboratory Animal Resources

Associate Professor: Steven H. Weisbroth (*Director, Division of Laboratory Animal Resources*)

Assistant Professor: Sheldon Scher (*Assistant Director, Division of Laboratory Animal Resources*)

Assistant Director: Clarence L. Wilkes (*Colony Administrator*)

The Division of Laboratory Animal Resources (DLAR), in addition to its services and research programs, will provide for educational activities at several academic levels. The service aspects of DLAR directs itself to the multi-faceted 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 entirely 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. Fellows will be provided with offices. 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

Vocational Training

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 inculcate an appreciation for an understanding of research methodology. These curricula lead from three organized courses (HAD 304, 305, 306) to three levels of certification: Assistant Laboratory Animal Technician, Laboratory Animal Technician, and Laboratory Animal Technologist. The courses take approximately 16 weeks each to complete and consist of two three hour sessions of lectures, films and demonstrations given weekly. They are open to DLAR personnel, HSC personnel, students and animal care personnel from neighboring institutions with permission of the instructors. The Assistant Laboratory Animal Technician course does not carry formal college credits. Descriptive information for these and subsequent courses can be found in the School of Allied Health Professions course listings.

Courses: Undergraduate and Graduate

Two courses are offered in 1975-1976, HAD 510 and HAD 511. A course in Research Methodology with Laboratory Animals (HAD 510-511) is sponsored by DLAR as a formal offering open to selected college seniors, graduate students, students in professional schools on research tracks, and medical and dental interns or residents. This course is projected for two quarters and will carry four credits. The time required is two lecture hours plus three laboratory hours per week. The intent of the course is to expose students preparing for biomedical research careers to the techniques, body of knowledge and literature of laboratory animal science. In addition to the didactic instruction, enough laboratory work will be given to make the student proficient at conducting animal experimentation in a competent manner with adequate humane considerations. Topics to be covered will include systems of animal identification, humane methods for killing various species, restraint and anesthesia, necropsy dissection and technique, gross anatomy, introduction to sterile surgery, biopsy technique, sample taking, injection and inoculation techniques, gnotobiology, caging and facility environment, anti-vivisectionists, the law, and animal experimentation.

Programs not available in 1975-1976 but planned for future years include:

A post-doctoral program in laboratory animal medicine will be offered for holders of D.V.M. degrees. This program is offered to qualified graduates in veterinary medicine preparing for careers in laboratory animal medicine. It is intended to prepare the resident for boarding as a Diplomate in the American College of Laboratory Animal Medicine, and also to provide research training in this field. It will be expected of fellows that they also be acceptable to the graduate school and be registered for study programs leading to the M.S. or Ph.D. in the basic health sciences. The residency is to cover a period of two years or more during which the fellow will be introduced to the scientific and professional aspects of laboratory animal medicine through a balanced program of necropsy and diagnostic case work, didactic course work, participation in teaching courses sponsored by the division, and informal participation in service work as assigned. Additionally, the fellow will receive research training in some aspect of laboratory animal science that applies compatibly to the discipline he chooses for graduate study.

A course on research in laboratory animal medicine will be offered to post-doctoral fellows with residencies in laboratory animal medicine. It will consist of weekly seminar sessions in which research work being conducted by fellows is analyzed from the standpoint of relativity to the field, experimental design and techniques. Other topics to be covered will include professional activities and responsibilities, the literature and organizations of laboratory animal medicine. The course will carry two credits per semester or one per quarter.

A course in diseases of laboratory animals will be sponsored by DLAR as formal offering open to graduate students, students in professional schools or research tracks and post-doctoral fellows with residencies in laboratory animal medicine. The course will consist of three weekly lectures for one semester or two quarters and will carry four credits. In addition to the regular didactic presentations, the course will be supplemented by gross and microscopic material and materials from diagnostic laboratories. The course will stress the disease of laboratory rodents and primates and will include the epidemiology, pathology, diagnosis, and medicine of spontaneous diseases presented for each of the various species and the way in which these diseases impinge upon the experimental process.

Health Sciences Library

Librarian: Mary Winkels (Director, Health Sciences Library)

The Health Sciences Library, located in "A" Building South Campus, serves the educational and research needs of the faculty, staff and students in the Schools of the Health Sciences Center and the Uni-

versity community. It also functions as a regional resource, assisting health care professionals throughout Nassau and Suffolk counties.

Currently the Library collections approximate 95,000 volumes. Periodical and serial titles received number 4,000 covering the fields of allied health, basic sciences, dental medicine, medicine, nursing and social welfare.

Computer terminals which access the SUNY Biomedical Network in Albany, and Medline in Bethesda, Maryland, provide bibliographic searching capabilities of bases containing 2 million journal citations in fields of health care delivery. Interlibrary loan services further provide access to other collections held nationally, with out-of-scope materials available from the Frank Melville, Jr. Memorial Library.

Programs are being designed to automate library systems and current holdings of periodicals, serials and monograph titles are available on printouts.

Orientation to the Library is provided by the reference staff, and group sessions of formal instruction in the use of specific bibliographic searching tools are scheduled on request. The Library Handbook is a basic guide to the collections and facilities.

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 bi-county area. This effort will include extensive programs in decentralized continuing education for physicians, dentists, nurses, and other health professionals.

One of the cornerstones of the Health Sciences Center educational philosophy is the belief that programs must be developed which provide individualized instructions, focus on individual achievement, and permit individual differentiation in a multi-tracked array of educational opportunities. To this end, the Health Sciences Media Services has initiated a number of projects assisting the programs in the Health Sciences Center, such as utilization of videotape recording for critique and review of micropractice in medicine, nursing, social welfare, and inhalation therapy.

Health Sciences Media Services is also developing facilities to support the production, observation, distribution, and reproduction of audio-visual materials. Educational materials from parallel curricula in other institutions are being reviewed for possible adoption or adaptation.

Facilities

Media Services are located in Building H. The facilities in the building include photographic, television, and motion picture studios, a photography laboratory, and medical illustration studio.

Professional Staff

William Birch.....Assistant Medical Photographer
Stephen Gabriel.....TV Technician
Kathleen Gebhart.....Medical Illustrator
Salvatore Lettieri.....Senior TV Technician
Eugene McDermott.....Senior Medical Photographer

A medium sized lecture hall, also contained in this building, is used for instruction, lectures by visitors, and meetings.

The following courses are offered by HSC Media Services through the School of Allied Health Professions.

HAH 303 Medical Photography of Gross Specimen
This is an introductory course in a medical photography technique. It is intended to provide students with the basic skills necessary to use photographic equipment for the photography of anatomic and pathologic specimens. The course will consist primarily of laboratory exercises which will require the students to set up cameras, arrange specimens, lights, calculate exposures and finally take pictures. They will also be required to process and print their pictures. Instruction will be given in the choice of cameras, lenses and films to achieve publishable results. Students will also be instructed in darkroom techniques and operation. No previous photographic experience is required. Admission will be by permission of the instructor.
Professor Herskovitz, Q3, 2 credits

HAH 305 Instruction Technology For Health Educators
A survey course which addresses itself to the various forms of instructional technology. Emphasis is placed upon student utilization and practice. Included in the course will be workshops on television, motion pictures, radio, audio recording, slides, overhead transparencies, computer mediated instruction, programmed instruction, and duplication of materials. In addition to the utilization of the formats, emphasis will be placed upon sources of materials and production of materials.
Professor Herskovitz, Q3, 2 credits

Division of Social Sciences and Humanities

Professors: Rose Laub Coser (*Sociology*)[1], Daniel M. Fox (*History, Public Health*), Howard R. Kelman (*Sociology, Education*), Eugene Weinstein (*Sociology*)

Assistant Professor: Peter C. Williams (*Law, Philosophy*)

Lecturers: Marcia Kramer (*Economics*), Stephen Stowe (*History*), Betty Lou Valentine (*Anthropology*)

[1] On Leave 1975-76

The Division of Social Sciences and Humanities is an expression of the Health Sciences Center's commitment to integrate university disciplines with the training of health professionals. Faculty of the Division, all members of their respective university departments in the social sciences and humanities, function in several roles. In an effort to increase the awareness of health sciences students of the historical, social, economic, political and philosophic context of their professional careers, the Division offers interdisciplinary learning experiences designed to develop critical thinking processes and substantive knowledge about the health professional's place in the world. The Division also provides opportunities for students to engage in further study of the disciplinary perspectives represented by its members through courses offered through the Division, other schools of the Health Sciences Center and in their university departments exploring their analytical and methodological application to health and illness. Finally, the Division looks forward to participating in degree-granting programs for students wishing to combine their professional training with formal research and teaching preparation in the social sciences and humanities.

NOTE: Graduate Students wishing work in areas with 300 listings may, by taking independent study (HSH 590, 1, 2, 3), arrange an appropriate course of study.

HSH 331/2 Legal and Ethical Issues in Health Care

This course is intended to introduce students to some of the major ethical and legal doctrines that affect health care professionals. The doctrines will be discussed by addressing ourselves to specific problem situations. Some of the topics are: the right to refuse medical, mental, and social care; the right to life and its limits (e.g. suicide, euthanasia, abortion); the right to receive care: access to and evaluation of health care delivery. Since the goal of the course is to sensitize professionals to legal and ethical issues like those they shall be called upon to resolve, students will be expected to take part in class discussions and do readings.

Dr. Williams, Q1 and 2, 3 and 4, 2 credits per quarter

HSH 342-3 Health Professions: From Contemporary to Historical Perspectives

An inquiry into the origin and development of contemporary attitudes, controversies, and uncertainties in selected health professions. Issues to be examined include: tradition and innovation in professional education, practice and organization; the establishment of new professional roles; and relationships between professions and citizens. Lectures, discussions, and student reports.

Dr. Fox, Quarter to be announced, 2 credits

HSH 350 Ethnography of An Urban Black Community

This course, from the perspective of social and cultural anthropology and or urban studies, will investigate features of urban Black communities. Special focus shall be placed on health related issues, e.g. housing, nutrition, institutional services, education.

Ms. Valentine, *Q1, 4, 2 credits*

HSH 351 Race: Biology, Genetics and Sociology

The social and biological differences and similaries of races will be studied in an effort to understand related health and social issues.

Ms. Valentine, Q2, 3 credits

HSH 357 Brain Damage and Inequality

This course will be organized around a

critical examination of Ashley Montagu's concept of (sociogenic brain damage) this will include analysis of data supporting such concepts as nutritional deprivation and psychological impoverishment leading to (brain damage). It will also present a sociopolitical critique of the nature/nurture debate about group differences.
Ms. Valentine, Q3, 2 credits

HSH 361 Health and Society
An examination of the reciprocal relationships between health, health care organizations and social structure. The contribution of social factors in the definition and determination of health and disordered states of health. The impact of ill health on social institutions and groups.
Dr. Kelman, Q1, 2 credits

HSH 362 Sociology of Disability and Rehabilitation
Definitions and determinates of disability and handicap in children and adults. Rehabilitation viewed as an ideology and as a system of care. Implications for health care organization and professional functioning.
Dr. Kelman, Q2, 2 credits

HSH 381 Health Policy
This course will examine policy issues in the organization and delivery of health services in the United States. Some topics to be covered include: Health manpower, malpractice insurance, hospital utilization review, PSRO's, health maintenance organizations, Medicare and Medicaid, private insurance, hospital construction, medical research, national health insurance, and the pharmaceutical industry. The course is designed for students in the Health Sciences Center, and presupposes no background courses in economics or political science.
Ms. Kramer, Q3, 2 credits

HSH 390 1, 2, 3, 4 Independent Study
To be arranged with any faculty member of the Division, with the approval of the Curriculum Committee of the School in which the student is enrolled.
Staff, Q1, 2, 3, 4, variable credit

HSH 501 Effective Writing for the Health Sciences
This course will aim to develop effective research, report, and business writing techniques for advanced students in the health sciences—specifically the schools of Social Welfare and Allied Health Professions. It will function as a service to students concerned with strengthening their writing skills in practical, day-to-day work situations, both informal and formal in nature. We will seek to achieve clarity, concision, correctness, coherence, and honesty of language—the ability in other words, to put clear thoughts into even clearer words, and to be understood, with precision.
Dr. Bernheim, To be arranged, 2 credits

HSH 505 Social Sciences and Humanities in Medicine
Consideration of the principles of sociology, political science, economics, cultural anthropology, social history, and philosophy as applied to problems in patient care, preventive medicine, and community health. For medical students and other graduate students.
Staff, Q3, 4 credits

HSH 560 Health Services Program Evaluation I
The practical role of evaluation research in the definition of health problems and in the identification of alternative courses of action. Discussion of the concepts of research and evaluation; research designs; evaluation techniques and indexes, examples of program evaluation, and implementing research findings. Sources and uses of data and epidemiology.
(Cross Listed as HAA 557)
Dr. Kelman, Q3, 2 credits

HSH 556 Health Services Program Evaluation II
Practicum in conduct of health services evaluation.
Prerequisite: HSH 556 or HAA 557 and or permission of instructor.
Dr. Kelman, Q4, 2 credits

HSH 590, 1, 2, 3 Independent Study
To be arranged with any faculty member of the Division, with the approval of the Curriculum Committee of the School in which the student is enrolled.
Staff, Q1, 2, 3, 4, variable credit

Office of Student Services

Associate Dean for Students and Director of Student Services: Eleanor M. Schetlin

The Office of Student Services functions as an administrative liaison office between and among the Schools of the Center and between the Schools of the Center and various University administrative offices.

It provides assistance with the processes leading to admissions, financial aid, registration, academic records, housing, degree certification, and student employment. Further information in each of these areas may be found in the appropriate section of this *Bulletin.*

University Health Service

Director—Henry S. Berman

Clinical Director—Leo Galland

Director Preventive Medicine—Carol Stern

Director Mental Health Unit—Paul Koprowski

Nurse Administrator—Sandi Goldstein

The University Health Service, located in the Infirmary building, primarily concerns itself with student health needs. It is available to faculty and staff for emergencies only.

The Infirmary building is open 24 hours a day. During daytime clinic hours, physicians and counselors are available to see emergency problems on a walk-in basis; however, non-emergency cases are best seen by appointment. Nurses are always ready to see patients and can arrange for any further care that is needed. After clinic hours, nurses are in attendance and doctors and counselors are on call. Specialty services include gynecology, orthopedics, dermatology, allergy and counselling.

These services are available free of charge. However, the student is responsible for paying for any medications which are not stocked at the Health Service, laboratory tests and x-rays which cannot be performed on campus, consultations with private physicians, visits to hospital emergency rooms and hospitalization. Students are strongly urged to carry health insurance, either through their family, or employer, or by subscribing to the plan recommended by the University.

The University Health Service is available as a training facility to interested students of the Health Sciences Center. Also, several student groups operate under the same roof; these include the Ambulance Corps, EROS, and the Health Advisory Board.

The University Campus

The Health Sciences Center of the State University of New York at Stony Brook is one of four university centers in the state university system. The State University at Stony Brook was founded in 1957 at Oyster Bay, Long Island. It was originally intended as a center for the education of secondary school teachers of mathematics and science. In 1960 it was designated as a university center and given the mandate to develop undergraduate and graduate programs through the Ph.D. in the humanities, sciences, social sciences, and engineering; it was also mandated to become a center for research. In 1962, the University moved to a new and larger campus at Stony Brook, originally consisting of a 480-acre tract given to the state for this purpose by Ward Melville.

Location

Located on the north shore of Long Island, Stony Brook is 60 miles east of New York City. A pattern of four- and six-lane highways and the Long Island Railroad provide the campus with proximity to the

cultural, scientific and industrial resources of the nation's largest city. The University is only a few minutes south of the beaches of Long Island Sound and approximately 20 miles north of the Atlantic Ocean.

The Stony Brook Campus

Today the campus consists of 1100 acres, with 75 completed buildings serving all the academic disciplines. These include 26 residential colleges or dormitories—all coeducational and all grouped in quadrangles surrounded by wooded areas at the edges of the campus. The University Housing Office can provide current information on the possible availability during 1975-76 of campus housing for married students.

Phase I of the Fine Arts Center is under construction and a new Social and Behavioral Sciences building is scheduled to open in 1978. Development of permanent facilities for the seven schools and University Hospital in Stony Brook's Health Sciences Center is well underway on a 200 acre site adjacent to the main campus.

The Ashley Schiff Memorial Preserve, 12 acres of woods located behind the biological sciences building, separates the new South Campus from the central campus. The single-story buildings of the South Campus provide a flexible, supplementary academic area, easily adaptable for classroom, laboratory, and office use as the need arises. They presently provide temporary quarters for the University's Health Sciences Center.

Students and Programs

Graduate study is offered in 23 of Stony Brook's present 28 academic departments, as well as in six of the seven schools of the Health Sciences Center, and the Center for Continuing Education. The Ph.D. degree is offered through 19 departments, the M.A. through 14 and the M.S. through seven. There are also two interdisciplinary M.S. programs, an M.Mus. (master in music) and a terminal M.A. designed specifically for teachers in biology, chemistry, English, French, history, mathematics, philosophy, physics, sociology, or Spanish. In the Health Sciences Center, the M.D. degree is offered by the School of Medicine, the M.S. degree by the School of Social Welfare, the School of Allied Health Professions, and the School of Nursing, the D.P.M. by the School Podiatric Medicine, and the D.D.S. by the School of Dental Medicine. The evening Continuing Education program, primarily for working adults, offers the degree of Master of Arts in Liberal Studies (M.A./L.S.). At the undergraduate level, Stony Brook has 26 departmental-major programs and interdisciplinary programs leading to the bachelors degree, plus five non-degree programs.

Stony Brook's 1974-75 enrollment was about 15,000 students, of whom about 5,200 were graduate students. Of these, about 2500 were in continuing education, 300 were part-time degree candidates and 2000 were full-time candidates, the majority for the Ph.D. degree. Total Health Sciences Center enrollment was approximately 1000.

Accreditation

As part of the State University of New York, Stony Brook is accredited by the Middle States Association of Colleges and Secondary Schools. The College of Engineering is accredited by the Engineer's Council for Professional Development. The Department of Chemistry is accredited by the American Chemical Society.

University Health Service

The University Health Service, located in the Infirmary, primarily concerns itself with student health needs. It is available to faculty and staff only on an emergency basis. There is a registered nurse on duty in the Infirmary 24 hours a day. During the week there are scheduled hours for physicians; a physician is on call at other times. For information or help, call the Infirmary at 4-2273 (4-CARE).

Campus Activities

A wide variety of lectures, seminars, concerts, exhibits, theatrical performances, and movies are scheduled regularly during the academic year. Some recent speakers at Stony Brook have included Norman Mailer, author; R. D. Laing, psychiatrist; Daniel Ellsberg, Pentagon critic; Peter Goldmark, communications research pioneer; Geraldo Rivera, Newscaster; Betty Friedan, feminist; Dick Gregory, black humorist, and Carlos Castaneda, author. There is a continuing round of solo and group concerts by outside professionals and by students and faculty; and there are continuing exhibitions of works by artists on and off campus. Movies—both vintage and avant-garde—are shown regularly on campus.

Graduate students have access to all campus recreational facilities and are welcome to organize their own intramural leagues, as they have done from time to time in football and basketball. These leagues are distinct from undergraduate leagues and are informally organized, usually by graduate student volunteers and often on a departmental basis.

Libraries

The University libraries now have a total collection of more than 800,000 volumes and about 1 million pieces of micro-text. Besides the Melville Library's general and special collections, University library holdings include some 96,254 volumes in specialized Chemistry, Earth and Space Sciences, Engineering, Physics and Mathematics departmental libraries. An additional 95,000 volumes are held by a separate library for the Health Sciences. The library of the Institute for Advanced Studies of World Religions, based in the Melville Library, has 22,000 reference volumes, many concerned with Buddhism, Islam and Hinduism.

Computing Center

The Computing Center is located in the Engineering Quadrangle. The IBM 370/155 computer complex provides concurrent batch processing for student and faculty research work and for administrative data processing. The Center has increased its services as a regional resource with the PDP-10 computing system, recently added to serve both the University and Long Island institutions and agencies. Short courses in programming are held periodically for all users.

Special Centers and Institutes

The *Center for Contemporary Arts and Letters* develops campus art holdings and sponsors visits by practitioners and critics of the arts; the *Economic Research Bureau* brings together the University and public and private agencies in regional research efforts of mutual interest; the *Engineering Concepts Curriculum Project* is a program designed to develop technological literacy in non-science-oriented high school students nationwide; the *Institute for Advanced Studies of World Religions* with its 22,000-volume library seeks to facilitate the study and development of world religions and philosophy with emphasis on Buddhism, Islam and Hinduism; the *Institute for Colonial Studies* keeps microfilmed archives of original documents from Western Hemisphere colonies, including a rich section of materials on Colonial Long Island; the *Institute for Research in Learning and Instruction* is researching the human learning process, basic instruction processes, college-level instruction, and economic factors in innovative college instruction; the *Institute for Theoretical Physics* has a faculty of a dozen scholars researching all areas of theoretical physics; the *Institute for Urban Science Research* is currently involved in studies concerning the environment, health, energy and educational financing; the *Institute of American Studies* funds a summer graduate program for outstanding high school social studies teachers; the *International Art of Jazz* is committed to the promotion, preservation and presentation of jazz music; the *Marine Sciences Research Center* administers statewide research projects, offers research cruises, and performs studies in oceans, bays, harbors, lakes and a University-owned tidal salt marsh near campus; the *Museum Computer Network* is an organization of museums working to make their collections and related information more accessible by computerizing museum files and archives; the *Research Foundation* administers all gifts, 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; and the *Stony Brook Foundation* seeks and encourages support for the development and enrichment of programs at Stony Brook and administers the majority of the University's scholarships, loans and endowment accounts in conjunction with the Financial Aid Office.

Directories

State University of New York

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M.D., University of Padua

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D.D.S., New York University

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M.H.A., University of Minnesota

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M.D., Charles University

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M.D., State University of Vienna

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M.D., University of Amsterdam

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Ph.D., University of Oregon

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M.D., Northwestern University

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M.D., Washington University

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State University of New York

GENERAL STATEMENT

State University of New York, which celebrated its 25th anniversary in 1973, is unique in its organization and the breadth of its educational mission. It is the largest coordinated, centrally managed multi-level system of public higher education in the nation.

In a recent report to the University's Trustees, Chancellor Ernest L. Boyer said, "The State University welcomes not only the future architects, business executives, engineers, surgeons, and literary critics, but also future dairy farmers and medical technicians, accountants and social workers, foresters and automobile mechanics. And, through work in film, electronics, pollution control, data processing, police science, urban studies and similar fields, the University seeks to educate persons for tomorrow's roles as well as those of today."

Since its founding in 1948, the State University has grown from 29 State-supported but unaffiliated campuses into an organized system of higher education comprising 72 institutions which enrolled 234,000 full-time and 127,000 part-time students in academic 1972-73.

Specifically, the University encompasses four university centers (two of which, Buffalo and Stony Brook, include health sciences centers); two medical centers; 13 colleges of arts and science; a non-residential college; three specialized colleges; six agricultural and technical colleges; five statutory colleges; and 38 locally-sponsored community colleges. Together, they offer students a choice of more than 3,100 academic specializations, representing more than 1,500 different degree programs. Twelve of the campuses offer graduate study at the doctoral level, 22 at the masters level.

Advanced degree study encompasses a wide spectrum, including agriculture, business administration, criminal justice, dentistry, education, engineering, forestry, life and physical sciences, medicine, nursing, optometry, pharmacy and veterinary medicine.

Four-year programs emphasize the liberal arts and science and include such specializations as teacher education, business, forestry, physical education, maritime service, ceramics and the fine and performing arts.

The two-year colleges offer associate degree opportunities in arts and science and in technical areas such as agriculture, business, civil technology, data processing, police science, nursery education, nursing, medical laboratory technology and recreation supervision. The two-year colleges also provide transfer programs within the University for students wishing to continue study toward a baccalaureate degree.

Two of the University's state-wide programs which have played important roles in upgrading educational opportunity for disadvantaged students have been merged into single operations called Educational Opportunity Centers.

The ten centers now combine the efforts of the former Urban Centers, which provided opportunities for educationally deprived students to upgrade occupational skills and find gainful employment, with those of the former cooperative college centers, which identified students with college potential and prepared them for matriculation into public and private colleges in New York State.

Educational innovation has from the first been a University watchword.

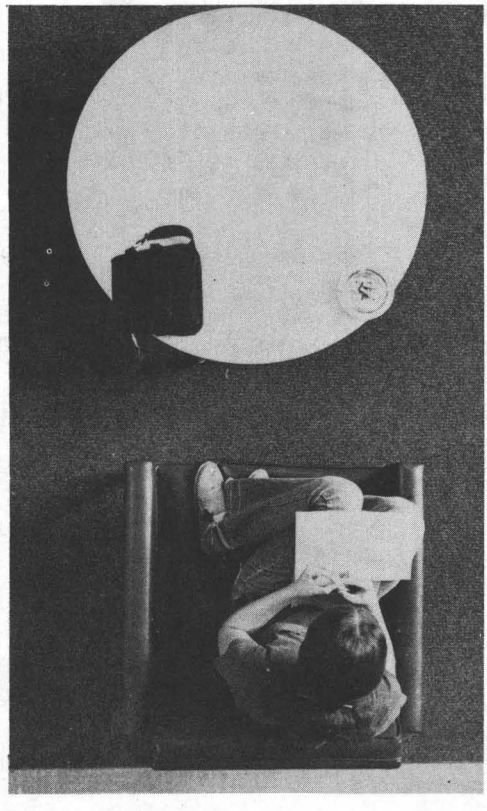
With funding support from a private educational foundation, several University campuses are experimenting with programs to shorten substantially the traditional four-year period of baccalaureate study.

Empire State College, the 72nd and newest institution, is a non-residential college whose students earn degrees without being attached to a specific campus or attending traditional classes. Its coordinating center at Saratoga Springs reaches out to students through regional learning centers.

State University is governed by a Board of Trustees, appointed by the Governor, which determines the policies to be followed by the 34 State-supported campuses.

The 38 community colleges operating under the program of State University have their own local boards of trustees. The State contributes one-third to 40 per cent of their operating costs and one-half of their capital costs.

The State University motto is "Let Each Become All He Is Capable of Being."



State University of New York

CAMPUSES

UNIVERSITY CENTERS

State University at Albany
State University at Binghamton
State University at Buffalo
State University at Stony Brook

MEDICAL CENTERS

Downstate Medical Center at Brooklyn
Upstate Center at Syracuse

COLLEGES OF ARTS AND SCIENCE

College at Brockport
College at Buffalo
College at Cortland
Empire State College
College at Fredonia
College at Geneseo
College at New Paltz
College at Old Westbury
College at Oneonta
College at Oswego
College at Plattsburgh
College at Potsdam
College at Purchase
College at Utica/Rome

SPECIALIZED COLLEGES

College of Environmental Sciences and Forestry at Syracuse
Maritime College at Fort Schuyler (Bronx)
College of Optometry at New York City

AGRICULTURAL AND TECHNICAL COLLEGES (Two-Year)

Alfred
Canton
Cobleskill
Delhi
Farmingdale
Morrisville

STATUTORY COLLEGES

College of Ceramics at Alfred University
College of Agriculture and Life Sciences at Cornell University
College of Human Ecology at Cornell University
College of Industrial and Labor Relations at Cornell University
Veterinary College at Cornell University

COMMUNITY COLLEGES

(Locally-sponsored, two-year colleges under the program of State University)

Adirondack Community College at Glens Falls
Auburn Community College at Auburn
Borough of Manhattan Community College
Bronx Community College
Broome Community College at Binghamton
Clinton Community College at Plattsburgh
Columbia-Green Community College at Athens
Community College of the Finger Lakes at Canandaigua
Corning Community College at Corning
Dutchess Community College at Poughkeepsie
Erie Community College at Buffalo
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
Hostos Community College at South Bronx
Hudson Valley Community College at Troy
Jamestown Community College at Jamestown

Jefferson Community College at Watertown

Kingsborough Community College

LaGuardia Community College at Long Island City

Mohawk Valley Community College at Utica

Monroe Community College at Rochester

Nassau Community College at Garden City

New York City Community College

Niagara County Community College at Sanborn

North Country Community College at Saranac Lake

Onondaga Community College at Syracuse

Orange County Community College at Middletown

Queensborough Community College

Rockland Community College at Suffern

Schenectady County Community College at Schenectady

Staten Island Community College

Suffolk County Community College at Selden

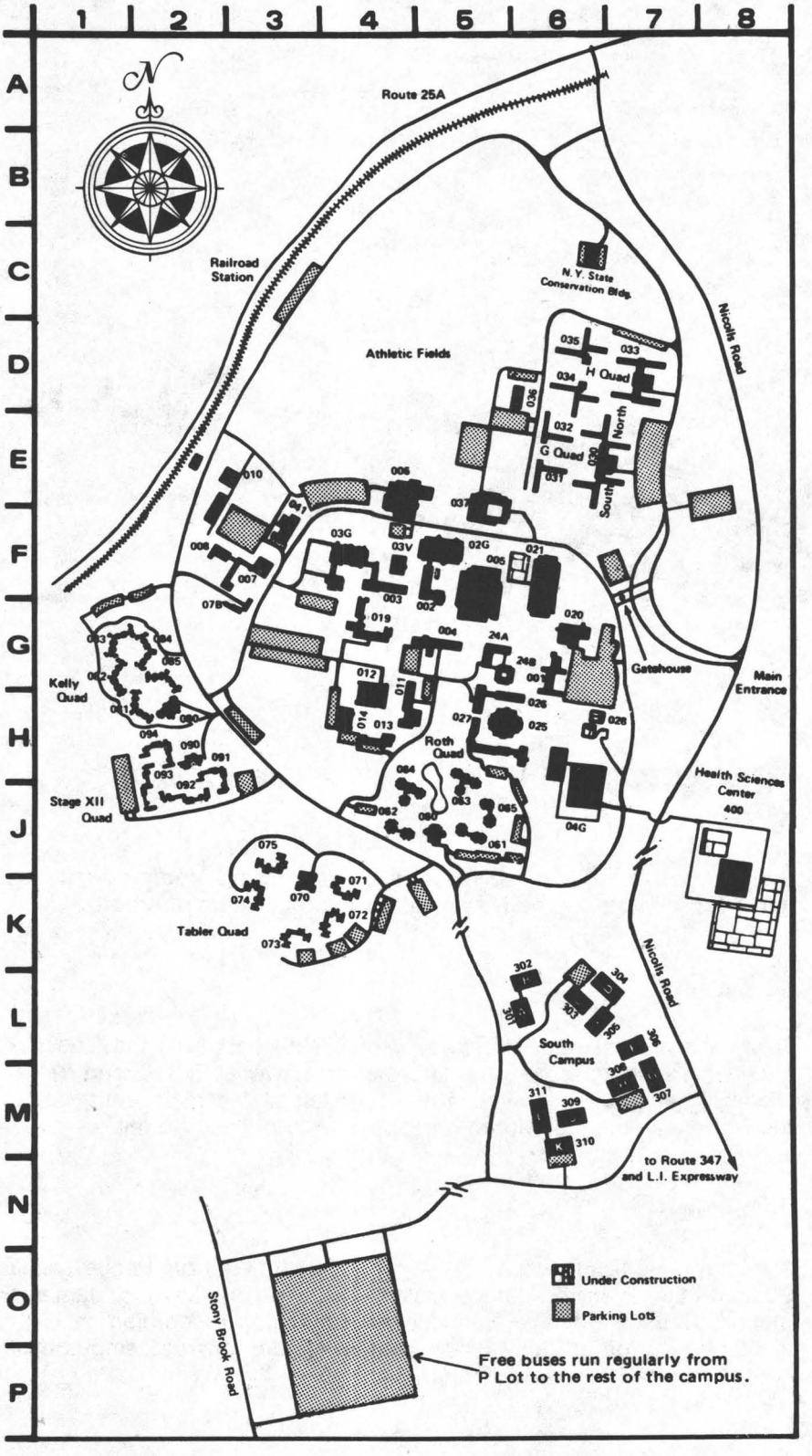
Sullivan County Community College at South Fallsburg

Tompkins-Cortland Community College at Groton

Ulster County Community College at Stone Ridge

Westchester Community College at Valhalla

Official Bldg. No.	Building Index	Map Location
020	ADMINISTRATION BUILDING	G 6
032	AMMANN COLLEGE (G QUAD)	E 6
082	BARUCH COLLEGE (KELLY QUAD)	G 1
033	BENEDICT COLLEGE (H QUAD)	D 7
04G	BIOLOGICAL SCIENCES GRADUATE BLDG.	J 6
004	BIOLOGY BUILDING	G 5
062	CARDOZO COLLEGE (ROTH QUAD)	J 4
002	CHEMISTRY BUILDING	F 5
02G	CHEMISTRY GRADUATE BUILDING	F 5
041	COMMISSARY	F 3
014	COMPUTING CENTER	H 4
081	DEWEY COLLEGE (KELLY QUAD)	H 1
072	DOUGLASS COLLEGE (TABLER QUAD)	K 4
073	DREISER COLLEGE (TABLER QUAD)	K 3
019	EARTH AND SPACE SCIENCES BUILDING	G 4
083	EISENHOWER COLLEGE (KELLY QUAD)	G 1
010	ELECTRIC SUB-STATION	E 3
011	ENGINEERING BUILDING	H 4
013	ENGINEERING HEAVY LABORATORY	H 4
012	ENGINEERING LIGHT LABORATORY	G 4
021	FINE ARTS (STAGE I, STAGE II)	G 6
030	G-CAFETERIA	E 6
07B	GARAGE	G 2
	GATEHOUSE	F 7
065	GERSHWIN COLLEGE (ROTH QUAD)	J 5
031	GRAY COLLEGE (G QUAD)	E 6
093	GREELEY COLLEGE (STAGE XII QUAD)	J 2
006	GYMNASIUM	E 4
033	H-CAFETERIA	D 7
085	HAMILTON COLLEGE (KELLY QUAD)	G 2
071	HAND COLLEGE (TABLER QUAD)	K 4
400	HEALTH SCIENCES CENTER	J 8
008	HEATING PLANT	F 2
063	HENRY COLLEGE (ROTH QUAD)	J 5
001	HUMANITIES BUILDING	G 6
036	INFIRMARY	D 5
026	INSTRUCTIONAL RESOURCES CENTER	H 6
030	(SOUTH) IRVING COLLEGE (G QUAD)	E 6
034	JAMES COLLEGE (H QUAD)	D 6
092	KELLER COLLEGE (STAGE XII QUAD)	J 2
080	KELLY CAFETERIA	H 2
027	LABORATORY-OFFICE BUILDING	H 5
035	LANGMUIR COLLEGE (H QUAD)	D 6
025	LECTURE HALL CENTER	H 6
005	LIBRARY, FRANK MELVILLE JR. MEMORIAL	F 5
064	MOUNT COLLEGE (ROTH QUAD)	H 4
030	(NORTH) O'NEILL COLLEGE (G QUAD)	E 6
003	PHYSICS BUILDING	F 4
03G	PHYSICS/MATH GRADUATE BUILDING	F 4
060	ROTH CAFETERIA	J 5
074	SANGER COLLEGE (TABLER QUAD)	K 3
084	SCHICK COLLEGE (KELLY QUAD)	G 2
007	SERVICE BUILDING	F 3
028	SOCIAL AND BEHAVIORAL SCIENCES	H 6
24A	SOCIAL SCIENCES LABORATORY	G 5
24B	SOCIAL SCIENCES OFFICE	G 6
301	SOUTH CAMPUS A	L 6
302	SOUTH CAMPUS B	L 6
303	SOUTH CAMPUS C	L 6
304	SOUTH CAMPUS D	L 7
305	SOUTH CAMPUS E	L 6
306	SOUTH CAMPUS F	L 7
307	SOUTH CAMPUS G	M 7
308	SOUTH CAMPUS H	M 7
309	SOUTH CAMPUS J	M 6
310	SOUTH CAMPUS K	M 6
311	SOUTH CAMPUS L	M 6
090	STAGE XII CAFETERIA	H 2
091	STIMSON COLLEGE (STAGE XII QUAD)	H 2
037	STONY BROOK UNION	E 5
070	TABLER CAFETERIA	K 3
302	THEATRE (SOUTH CAMPUS B)	M 6
075	TOSCANINI COLLEGE (TABLER QUAD)	J 3
03V	VAN DE GRAAFF ACCELERATOR	F 4
094	WAGNER COLLEGE (STAGE XII QUAD)	H 2
007	WAREHOUSE	G 2
061	WHITMAN COLLEGE (ROTH QUAD)	J 5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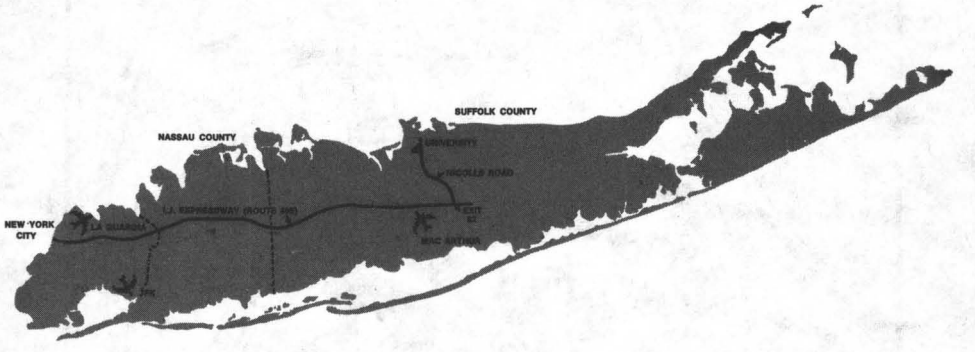
Route 25A
Railroad Station
N.Y. State Conservation Bldg.
Nicolls Road
Athletic Fields
H Quad
G Quad
North
South
Gatehouse
Main Entrance
Kelly Quad
Roth Quad
Stage XII Quad
Health Sciences Center
400
Tabler Quad
South Campus
to Route 347 and L.I. Expressway
Stony Brook Road
Under Construction
Parking Lots
Free buses run regularly from P Lot to the rest of the campus.



transportation to stony brook

By Air

Stony Brook is located ten miles from Long Island-MacArthur Airport and 50 miles from Kennedy International and LaGuardia Airports.

By Car

Take the Long Island Expressway (Route 495) east from the Queens-Midtown Tunnel in Manhattan. Leave Expressway at Exit 62 and follow Nicolls Road north for nine miles. Turn left at the main entrance to the University and stop at the gatehouse for a parking permit.

By Railroad

Take the Long Island Rail Road's Port Jefferson line from Pennsylvania Station (Manhattan) or Flatbush Avenue Station (Brooklyn), or Jamaica Station. Change trains at Jamaica or Huntington, according to LIRR timetable. Get off at Stony Brook Station. Inquire for free campus bus.

Index

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

For information on a specific school, contact the person designated below at the Health Sciences Center, State University of New York at Stony Brook, Stony Brook, New York 11794.

School of Allied Health Professions
Robert Q. Hawkins, Jr., Associate Dean
(516) 444-2253

School of Basic Health Sciences
Madelaine Fusco, Associate Dean
(516) 444-2056

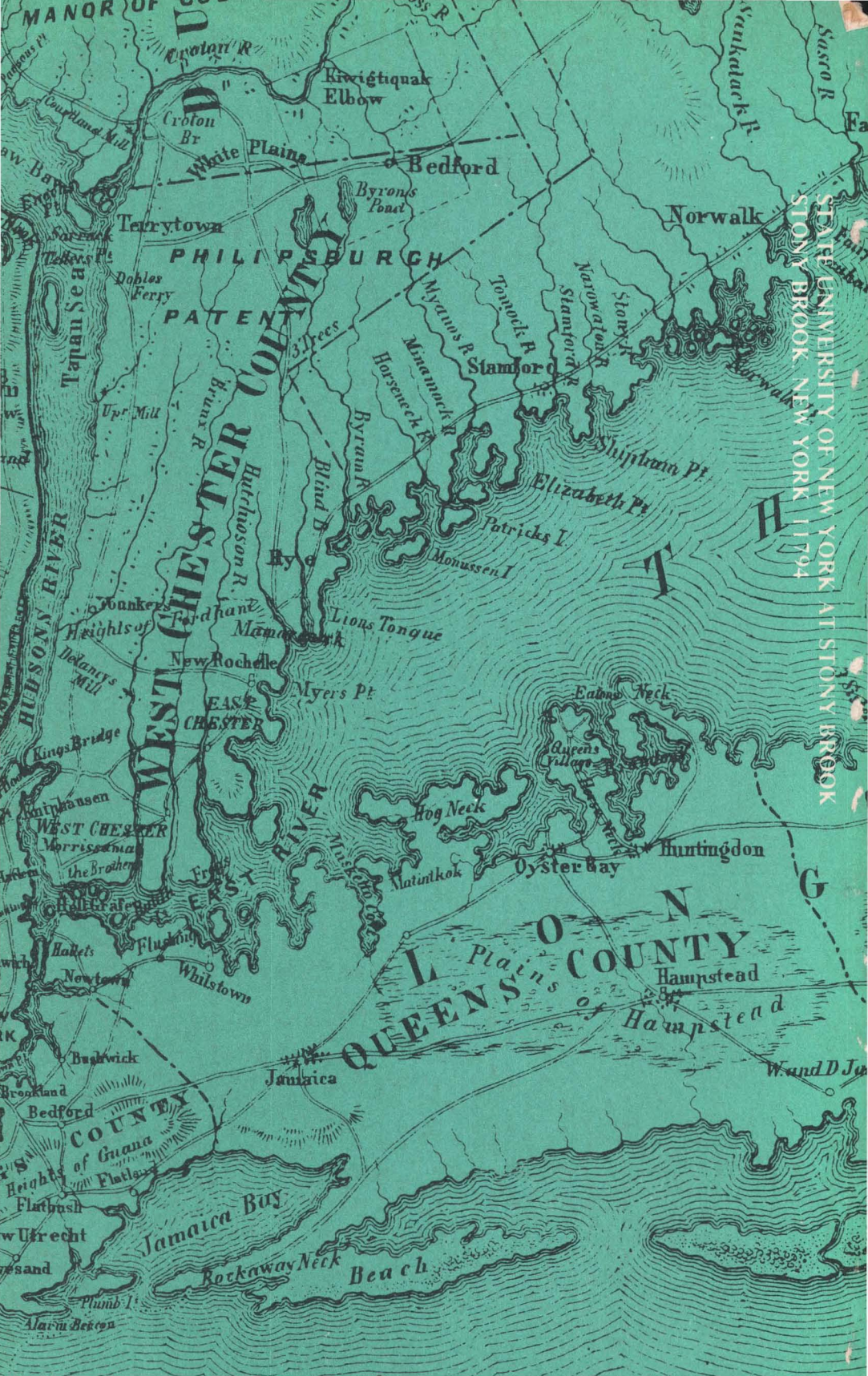
School of Dental Medicine
Office of Admissions
(516) 444-2113

School of Medicine
Office of Admissions
(516) 444-2113

School of Nursing
Robert Harvey, Assistant Dean for Students
(516) 444-2165

School of Podiatric Medicine
Office of the Dean
(516) 444-2072

School of Social Welfare
Michael Reisch, Acting Director of Admissions
and Student Services
(516) 444-2144


MANOR OF
Croton R
Kwigtiquak Elbow
Croton Br
White Plains
Bedford
Byrons Pond
Terrytown
PHILIPSBURGH
PATENT
Dobbs Ferry
Tappan Sea
WEST CHESTER COUNTY
Upr Mill
Bronx R
Hutchinson R
Byram R
Blind B
Byr
Horseneck R
Mianamock R
Myanus R
Toonock R
Stamford R
Narrowgate R
Stamford
Stony R
Norwalk
STATE UNIVERSITY OF NEW YORK AT STONY BROOK
STONY BROOK NEW YORK 11794
Shippans Pt
Elizabeth Pt
Patricks I
Monussen I
Lions Tongue
Yonkers
Fordham
Heights of
Manhattan
New Rochelle
Delancys Mill
EAST CHESTER
Myers Pt
Eatons Neck
Queens Village
Kings Bridge
Knipshausen
WEST CHESTER
Morrissania
the Brothers
Hallets Cove
Flushing
Hallets
Newtown
Whilstown
HUDSONS RIVER
EAST RIVER
Hog Neck
Matinkok
Oyster Bay
Huntingdon
LONG
QUEENS COUNTY
Plains of
Hampstead
Hampstead
Bushwick
Jamaica
Brookland
Bedford
COUNTY
Heights of Guana
Flatlands
Flatbush
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Jamaica Bay
Rockaway Neck
Beach
Plumb I
Alarm Beacon