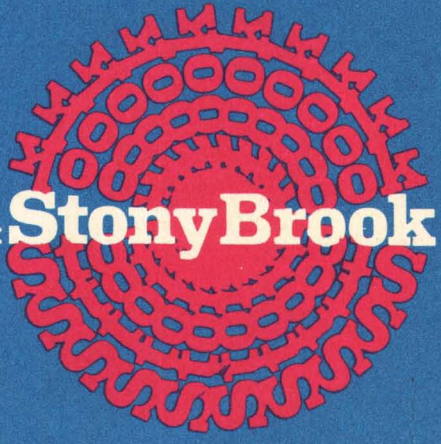
1974-75 health sciences center bulletin

state university of new york at Stony Brook



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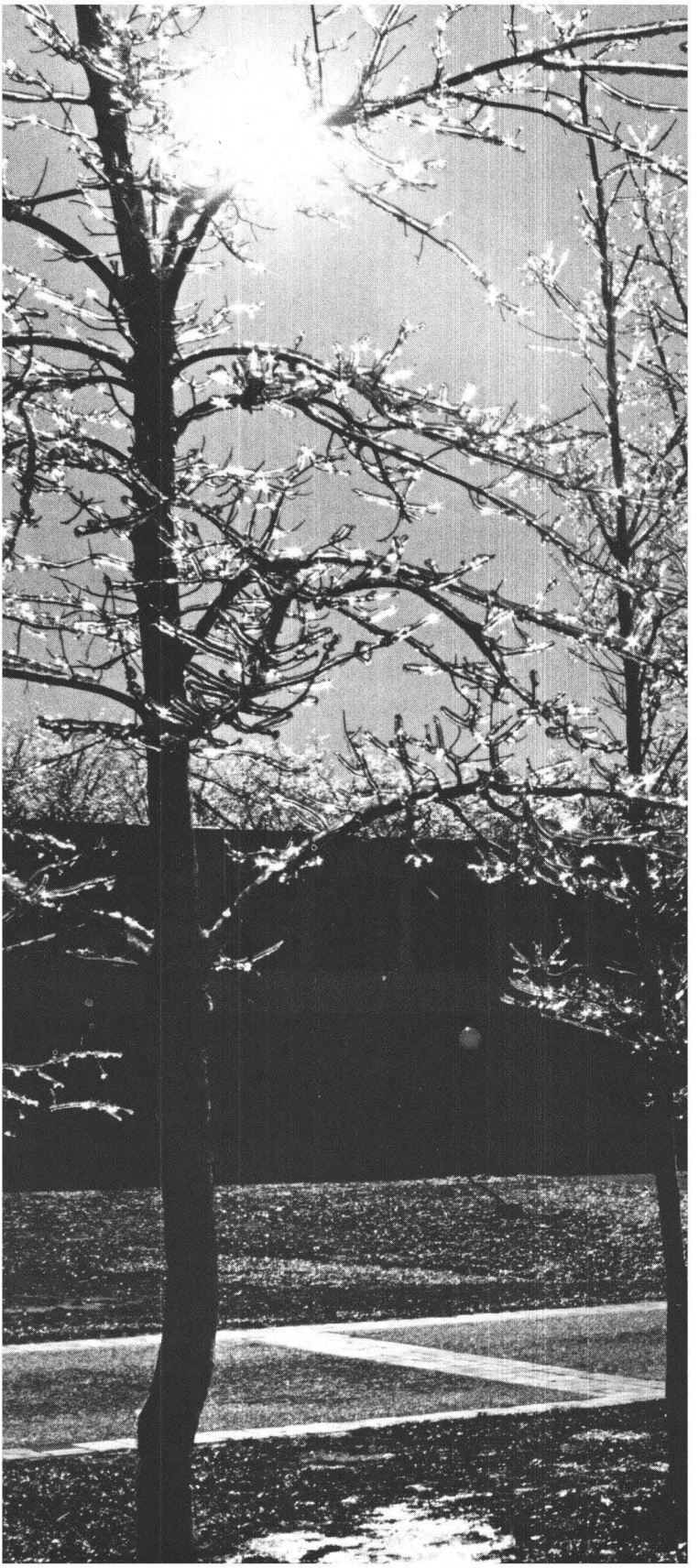
state university of new york at Stony Brook

VOLUME IV

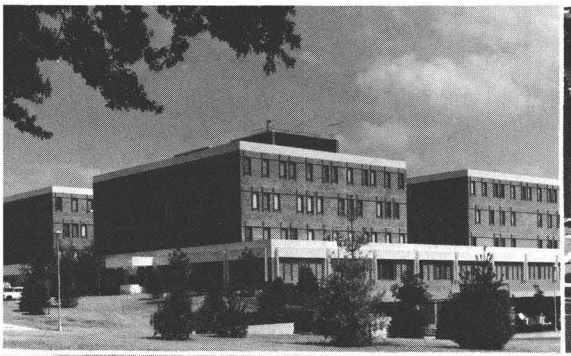
Information current through May 1, 1974

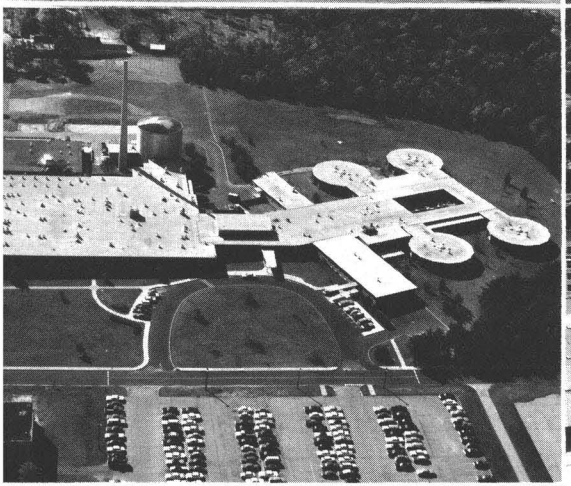
Address and Phone

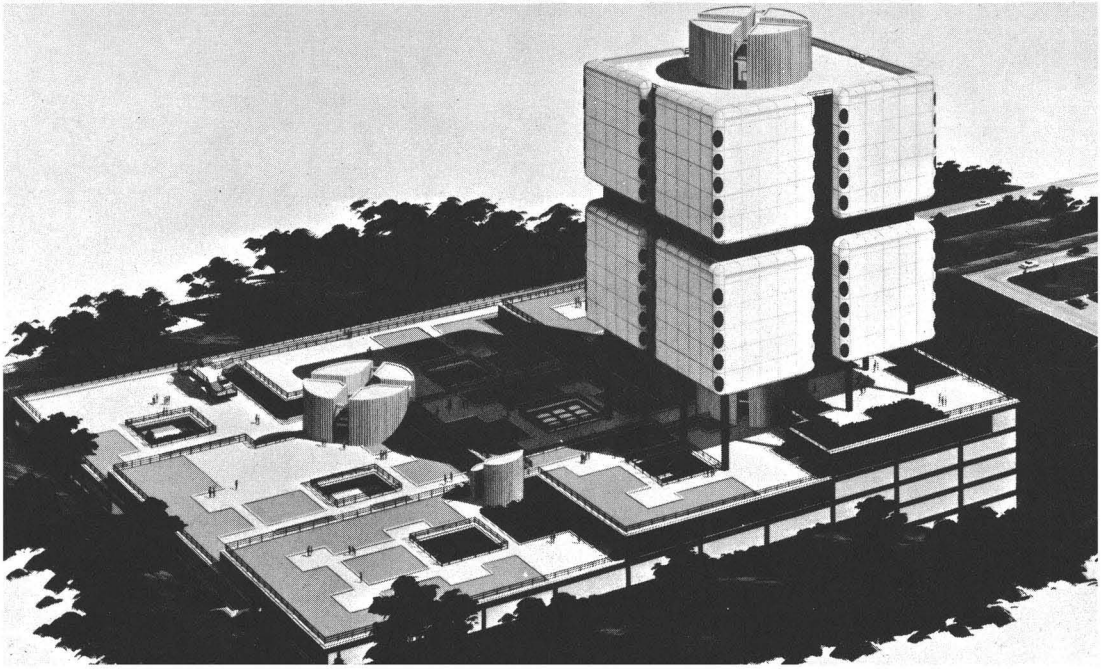
Health Sciences Center
State University of New York at Stony Brook
Stony Brook, New York 11794
(516) 444-2100



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

1974-75 academic calendar

Each quarter consists of ten weeks of classwork.

Quarter 1

August 26-30	Advisement and academic planning
August 29, Thursday	Registration for quarters 1 and 2
September 3, Tuesday	Quarter 1 classes begin; late registration period begins; last day for students to pay all fees to complete registration
September 13, 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; last day to pay all fees to complete late registration
September 17, 18	Rosh Hashanah recess from sundown Monday, September 16 to 8 a.m. Thursday, September 19
September 26, Thursday	Yom Kippur recess from sundown, Wednesday, September 25 to 5 p.m. Thursday, September 26
September 27, Friday	Last day to file application for December graduation* (applies to students taking core campus courses only)
October 8, Tuesday	Last day to remove "Incomplete" and NR (no record) grades from spring quarter 4 and summer session
October 29, Tuesday	Last day to file application for January graduation*
November 6-8, Wednesday-Friday	Advance registration for spring quarters 3 and 4
November 9, Saturday	Quarter 1 classes end at noon

Quarter 2

November 11, Monday	Quarter 2 classes begin
November 15, Friday	Quarter 1 grades dues in Health Sciences Center Office of Student Services

November 22, 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 27,Wednesday	Thanksgiving recess begins at close of classes
December 2, Monday	Classes resume
December 16, Monday	Last day to remove "Incomplete" and NR (no record) grades from quarter 1
December 21, Saturday	Winter recess begins at noon
January 2, Thursday	Quarter 2 classes resume
January 25, Saturday	Last day of quarter 2 classes
January 27-31, Monday-Friday	Review and examinations; registration—1 p.m.—4 p.m. for quarters 3 and 4
January 31, Friday	Quarter 2 ends; last day to file application for May graduation* (applies to students taking core campus courses only)

Quarter 3

February 3, Monday	Quarter 3 classes begin; late registration period begins; last day to pay all fees to complete registration
February 7, Friday	Quarter 2 grades due in Health Sciences Center Office of Student Services
February 14, 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; last day to pay all fees to complete late registration
February 28, Friday	Last day to file application for June graduation*
March 10, Monday	Last day to remove "Incomplete" and NR (No record) grades from quarter 2
March 22-29, Saturday-Saturday	Spring recess begins at close of classes on March 22
April 14-19, Monday-Saturday	Review and examinations; quarter 3 ends at noon, April 19
April 21-23, Monday-Wednesday	Advance registration for fall quarters 1 and 2

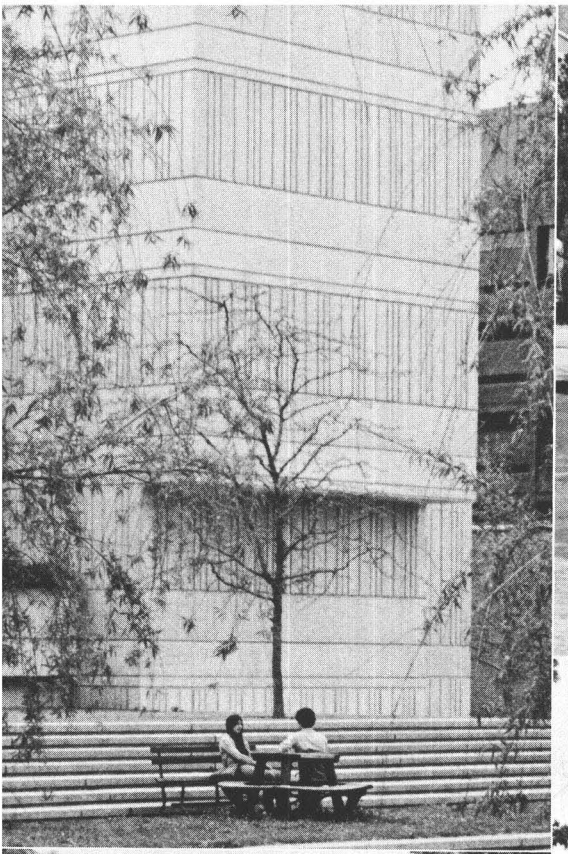
Quarter 4

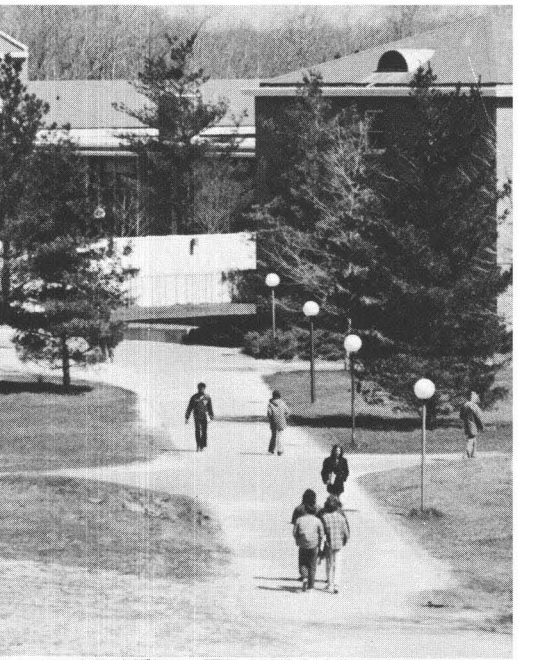
April 21, Monday	Quarter 4 classes begin
April 25, Friday	Quarter 3 grades due in Health Sciences Center Office of Student Services
May 2, Friday	Last day to add or drop a quarter 4 course; last day to change P/NC (Pass/No Credit) option for quarter 4 courses
May 26, Monday	Last day to remove "Incomplete" and NR (no record) grades from quarter 3
June 23-28, Monday-Saturday	Review and examinations; quarter 4 ends at noon on June 28
June 27, Friday	Last day to file application for August graduation* (applies only to students taking summer session courses)
June 30, Monday	Quarter 4 grades due in Health Sciences Center Office of Student Services

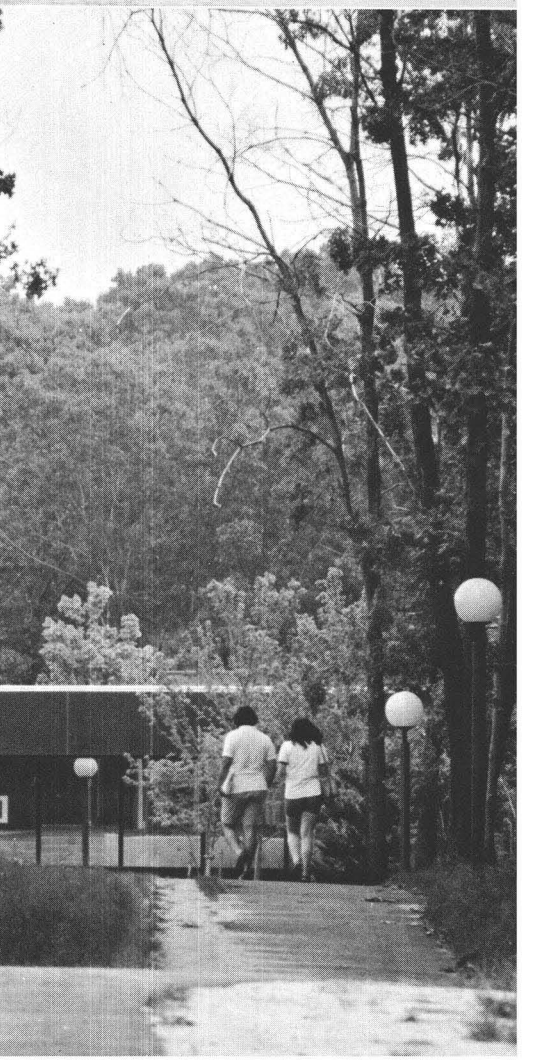
Summer Quarter 1975

June 30, Monday	Summer session classes begin
July 4-5, Friday-Saturday	Independence Day
August 23, Saturday	End of summer quarter
August 25, Monday	Summer session grades due in Health Sciences Center Office of Student Services

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







health sciences center— an 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 six schools and five divisions: The Schools of Allied Health Professions, Basic Health Sciences, Dental Medicine, Medicine, Nursing and Social Welfare; and the Divisions of Media Services, Biomedical Computer Services, Laboratory Animal Resources, Health Sciences Library, and Social Sciences and Humanities. In addition, the Center receives support services from 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 hospital 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 other hospitals and health agencies in the Long Island area.

The combined full-time enrollment of all six schools for 1973-74 was approximately 800. The estimated enrollment for 1974-75 is almost 1100.

The opening dates of each school and the degrees to be 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 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 programs.

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 for the Vice President for Health Sciences, Vice President for Academic Affairs, University Hospital, Community Relations, Office of Student Services, and some research offices and laboratories for Dental Medicine.

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 the Divisions of Media Services and Biomedical Computer Services which provide computer and audio-visual services for the six 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 the 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, Pharmacology, Microbiology, Community Medicine, Family Medicine, Psychiatry, and the Division of Social Sciences and Humanities. This building also has an animal research facility and an electron microscopy suite.

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.

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. The Center will serve a daily population of 12,000.

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, Dental Medicine, 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 consortiums, 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. However, the most direct community voice to the Health Sciences Center will be through a special Health Sciences Advisory Council which is currently being formed. Its broad purpose is to keep the Center informed about what is needed by the various Long Island communities as well as how they feel about what the Center is doing. Specifically, the Advisory Council will: (a) advise the Health Sciences Center about what the Long Island community expects from it, (b) act as an ombudsman for the utilization of Health Sciences Center resources to help meet community needs, and (c) provide the Health Sciences Center with a constituency to help it recruit minority staff and students, achieve social legislative goals, and resolve community health issues.

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.

* 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 and Dental 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; 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	HA-PT
Medical Technology	HAD
Cardiopulmonary Technology/Respiratory Therapy	HA-CPRT
Community and School Health Education	HAC
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
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.

** 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.

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 Sciences 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 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 and Dental 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 and of Dental Medicine in this *Bulletin.*

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

Questions of this nature can be addressed as follows:

Undergraduate Programs

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

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

School of Social Welfare—Mr. John Haynes, Director of Admissions and Student Services, (516) 444-2144.

Graduate Programs

School of Allied Health Professions

Health Services Administration (M.S.)—Mr. Michael Enright, Director, (516) 444-2132.

Allied Health Sciences (M.S.)—Mr. Robert Hawkins, (516) 444-2253.

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

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

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 supplementary 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, 1975 (for fall 1975 admission) will not be forwarded to Stony Brook's School of Dental Medicine.

School of Medicine

Applications for the Fall 1975 entering class in the School of Medicine may be filed between July 1, 1974 and December 15, 1974. Applications will not be permitted after December 15, 1974.

Application Instructions

Information on all required supplemental materials (e.g., transcripts, letters of recommendation, test scores, etc.) will be included in application packets for each program. All such supplemental materials are to be submitted to the Committee of 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 1974-75 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	1600
Out-of-State Student	
Upper Division Undergraduate	1300
Graduate	1500
Medicine, Dental Medicine	2000

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

University Fees

Students are required to pay one or more university fees that will probably range in 1974-75 from about $25 to $95 annually, depending upon a student's level (undergraduate, graduate, medical/dental) and upon whether the student commutes or not. In addition, students entering Stony Brook for the first time pay a university deposit ($20 for commuters; $35 for non-commuters).

A graduation fee must be paid at the beginning of the year in which the student is to graduate.

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.

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 in 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 1974-75 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 residential 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 hall 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 1974-75 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.

The 1974-75 rate for housing accommodations for married students will be $100 per month for a double room on a corridor and $160 per month for a two-bedroom suite. An initial payment of one-month's rent in advance plus a one-month's rent for a security deposit is required for both kinds of accommodations.

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 provides 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

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 Sciences Center will endeavor to see that students with financial need are not discriminated against in their pursuit of education 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:

Scholar Incentive Program: Through a combination of the Scholar Incentive Program and the State University Scholarship (a special program exclusively for students attending state colleges and universities in New York, used to supplement the Scholar Incentives for the most needy applicants), New York residents are eligible to receive awards up to the amount of full tuition, depending upon their family income.

Students should address application requests and questions regarding the Scholar Incentive 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 Higher 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 appli-

cation. 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 Educational Assistance Act: Students enrolled in the Schools of Medicine, Dental 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.

academic regulations and procedures

The academic regulations and procedures in each of the following sections apply to both undergraduate and graduate students unless differences are clearly indicated in the heading or wording of the section. Regulations and procedures that are specific to a school or program are listed in the school or program sections.

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.

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 each academic period 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 traineeship, 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 student may register for 12 to 19 hours of credit each fall or spring academic period. A student who wishes to register for less than 12 or more than 19 hours must have the written approval of the academic adviser. For purposes of most scholarship awards, financial aids, lending and other agencies, full-time study is defined as 12 or more hours of credit during the fall period and 12 or more hours of credit during the spring period.

For certain other purposes, a student registered for less than 12 credits may be designated by the school as a full-time student. Although the Health Sciences Center uses a modified quarter calendar, credits are awarded on a semester hour basis. One credit equals 15 classroom hours, or equivalent.

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.

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, 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 a course for the pass/no credit option 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.

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 Office of Student Services in writing of the new deadline.

Grade Point Average

For the purpose 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. Grades of I, WP, WF, R, P, NC, S and U 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 at the Health Sciences Center or the main University campus are included in a student's grade point average.

Change of Registration

A student may change his or her registration only by completing the appropriate request form and then obtaining the approval of the adviser 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.

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: MSM 101 and MSM 102 are not acceptable 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.)

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, lingusitics, 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 or studio courses MUS 114, 115, 116, 151 and the first two semesters of MUS 161-199 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.

E. 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.

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, 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 57-86 credits, as seniors after completion of 87 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 at the end of the spring period and summer session as soon as possible after the end of the final examination period.

Physical Education Requirement

This requirement should be completed before admission to a Health Sciences Center school.

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 Health Sciences Center Academic Policy Council, which advises the Vice President for the Health Sciences. 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. The graduation fee is $15. A student who applies for graduation and then fails to qualify for the degree must reapply, indicating the revised date of the proposed graduation.

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 be fully admitted 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. The charge for transcripts is $1 per copy. Payment should be made directly to the Bursar's Office and the receipt submitted to the University registrar along with the transcript request. Partial transcripts of a student's record are not issued. Students who have graduated will be provided with two free transcripts upon request to the University registrar.

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 been registered as a full-time student in the school for the two quarters immediately preceding graduation. Graduate students must maintain matriculation by registration for a one credit research or independent studies course until graduation.

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.

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 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.

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 HSC Academic Policy Council. The Academic Policy Council, normally through a sub-committee, will review the evidence and may solicit additional medical opinion. Further appeals may be directed to the Vice President for the Health Sciences.

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, the Academic Policy Council, 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.

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 or Health Sciences Technology (Diagnostic)
HAP	Physician Associate
HAT	Physical Therapy or Cardiopulmonary Technology/ Respiratory Therapy
HAU	Special program (unspecified)

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 Social Welfare

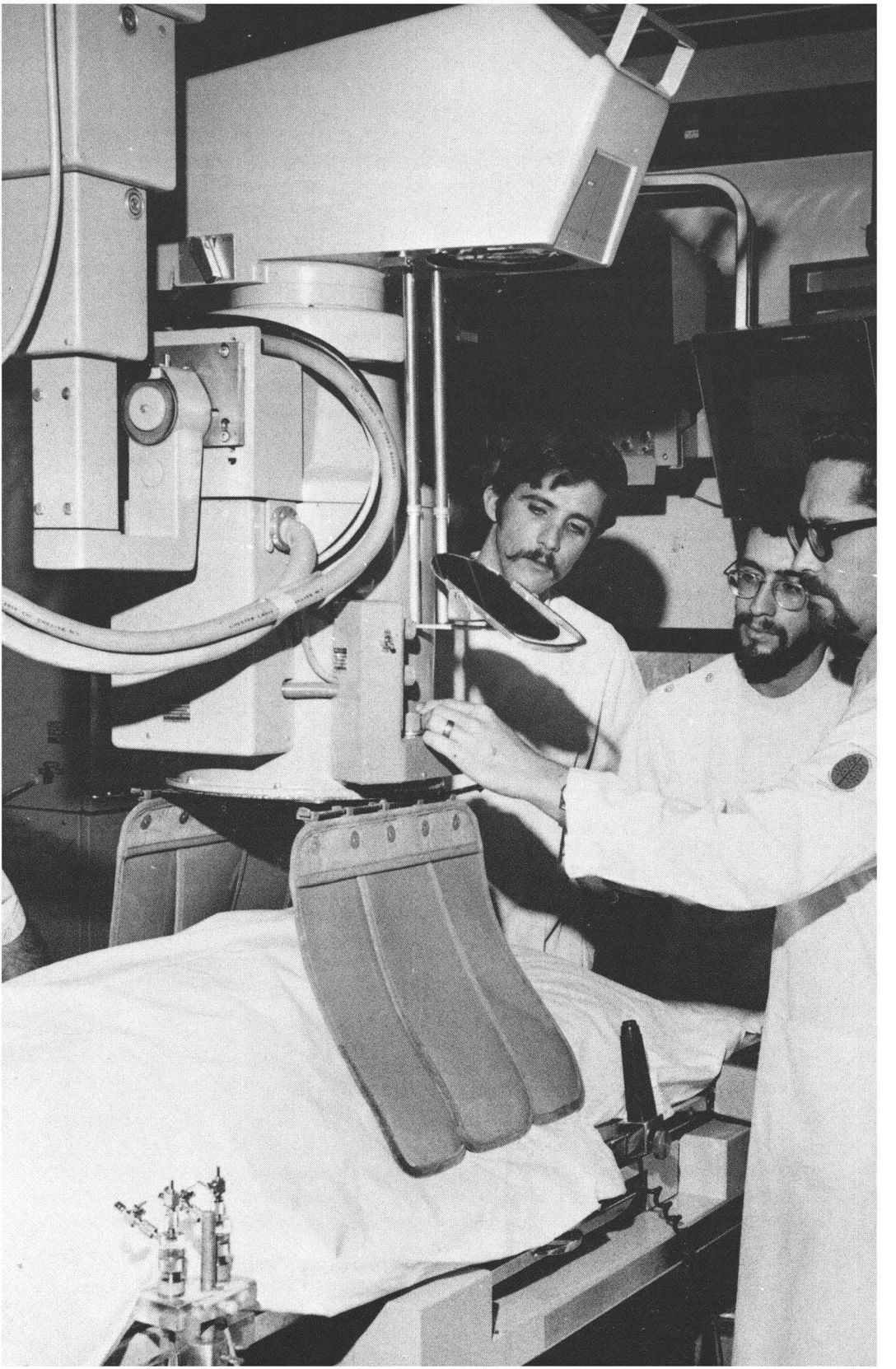
HW—	Social Welfare

Division of Social Sciences and Humanities

HSH	Social Sciences and Humanities (Center-wide courses)

Division of Health Sciences Communications

HAH	Health Sciences Communications (Courses given under the School of Allied Health Professions)



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 chal-

lenge. It is almost a generic characteristic of these schools to focus first on the questions of social and educational relevance, rather than upon academic tradition and custom. The School of Allied Health Professions at the Health Sciences Center, State University of New York at Stony Brook, is no exception 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 1973-74.

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)

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

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 advisers 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, 6-8 credits in natural sciences, 6-8 credits in social and behavioral sciences, 6-8 credits in arts and humanities, and two semesters of physical education. 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.)

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 Allied Health Sciences is proposed for Fall, 1974, subject to fiscal and academic approval by the State University of New

York. If approved, the program will be offered on either a full-time or part-time basis, with the number of candidates to be 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 Services 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 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 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. As a consequence each student during periods of clinical practice will be evaluated on her or his capacity to demonstrate high levels of professional performance. The criteria for evaluation will include 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, 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 87 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. A mathematics diagnostic test will be administered to each student admitted to the school during the orientation period. 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. (The Physician Associate Program is one such special program.) 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. The important point is that a student be able to profitably pursue the courses he or she selects within the school, and not that he or she be stamped out of a rigid academic mold. 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 Stony Brook freshmen and sophomores who aspire to programs in the School of Allied Health Professions. Consult the office of the Associate Dean for assistance in acquiring a faculty adviser 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 possible 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 30 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; arts and humanities; and physical education. 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 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.

Division of Administrative Programs

Chairman: Thomas M. Dunaye

DEPARTMENT OF HEALTH SERVICES ADMINISTRATION

Chairman: Thomas M. Dunaye

Professors: James Brindle, Edmund J. McTernan (*Dean*), Peter Rogatz

Associate Professors: Thomas Dunaye, Michael J. Enright, Robert O. Hawkins, Jr. (Associate Dean), Antol Herskovitz, Robert K. Match, Mortimer Shakun, H. Barry Waldman

Assistant Professors: Arlene Barro, Albert Dicker, Sanford M. Gerstel, Arnold H. Goldstein, Ira A. Goodwin, Audrey G. Harris, Bernard D. Landau, Harold Light, Donald Meyers, Andrew Portelli, Murray Rimmer, Arnold E. Rosenblum, K. Ann Stolurow, John Valter, Robert A. Vitello

Instructors: Joseph Alcabes, Annette Choolfaian, W. Alvord Finn, Joseph K. Fitzpatrick, David C. Gluck, Paul Lombardo, Robert Wild, Barry T. Zeman

MASTERS PROGRAM IN HEALTH SERVICES ADMINISTRATION

Program Director: Thomas M. Dunaye

Program Objectives

The basic objective of the masters program in Health Services Administration at the Health Sciences Center at Stony Brook is to train individuals in theory and methodology for administering high quality medical services in a variety of organizations. Emphasis is placed on fundamental knowledge and broad skills which have application in the management of a wide range of health services organizations including hospitals, health departments, medical care programs, planning agencies, health insurance companies and prepaid medical plans, ambulatory care programs, nursing homes, and mental health agencies. In order to give students an opportunity to develop understanding of the communities beyond their institutions, the curriculum includes electives in public administration and social policy. While not attempting to train social planners, these courses are intended to provide administrators sufficient skill to enable them to understand and implement policy, and to influence its formulation in the health field.

Degree Requirements:

Requirements for the masters degree include 48 semester hours of didactic work, a masters thesis project and an administrative residency.

A. Didactic Work:

A typical academic program would be from the following course lists:

1. Required Courses: *Credits*

Hospital Organization & Management	4
Field Experience	2
Health Services & Medical Care	4
Economics of Health	2
Health Law	1
Planning Health Services	4
Personnel Management & Industrial Relations	2
Financial Management of Health Care Institutions	2
Health Insurance & Medical Care	2
Computer Science	2
Statistical Methods	2
Operations Research	4
Health Services Research	2
Introduction to Medical Science	1
Policy & Administration: Health Care Organization	2
Policy & Administration: Public Process	2

2. Elective courses offered by the Graduate Program in Health Services Administration:
   Issues in Allied Health
   Health Facility Planning & Design
   Law & Contemporary Issues in Health
   Comparative International Health Services
   Ambulatory Care
   Health Issues & Public Policy
   Health Services Program Evaluation
   Medical Sociology
   Independent Study

3. Elective courses currently offered by other schools of the Health Sciences Center:
   Social Science & Humanities in Medicine
   Health Professions: From Contemporary to Historical Perspectives
   Illness & Health in the Social Context
   Politics of Health
   Seminar in Substance Abuse
   Behavioral Science Research & Social Policy
   Social & Political Issues in Mental Health
   Human Sexuality
   Religion as the Social Source of Sickness & Health

Legal & Ethical Issues in Health Care
Early Childhood & Personality
Delivery of Mental Health Services
Adolescence & The Counter Culture
Spanish Communication Techniques for Health Personnel
Group Process
Patients, Practitioners, Health & 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, Q1 and Q2 of the second academic year) are the administrative residency. The final two quarters are didactic.

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 the residency and masters thesis project, must be completed by full-time students within three years of their initial matriculation.

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 individual access to a high level of administrative functioning for which he or she is not likely to be responsible for several years. The student discusses problems and

activities with the top executive of the hospital or health agency and begins to develop an understanding, which complements the didactic, of the subjective aspects of administration. The student will be enabled to see the benefits of various administrative postures for different situations and begin to develop her or his own role model.

Admission Requirements (See Also, Section on HSC Admissions)

Candidates for admission to the graduate program in 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 review by the admissions commitee.

Candidates for admission must demonstrate evidence of scholarship, as indicated by previous academic performance, and potential for significant service to the health field, as indicated by their previous experience and by a statement of their interests and career goals. Preference for admission will be given to persons with one or more years of full-time paid working experience, especially in the health services. Three letters of reference will be required as part of the application. *Applicants who are considered candidates for admission* after review of their application, will be invited for interviews at 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.)

Prerequisite 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. 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 par-

ticipation. 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 in Health Services Administration at the State University of New York at Stony Brook is an associate member of the Association of University Programs in Hospital Administration.

Additional Information:

Information concerning the program may be obtained by writing the Graduate Program 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 Allied Health Sciences

(Proposed for Fall 1974 implementation, subject to fiscal and academic approval by State University of New York)

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. By initiating this program, hopefully in Fall 1974, 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, administrators, and researchers.

All candidates admitted will hold a baccalaureate degree, have achieved professional status in one of the allied 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 at least 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.

The Program will include a total of at least 44 credits of graduate study. Twelve of these credits will be earned in the six core courses; 14 credits will be earned in internship or practicum experiences. The remaining 18 credits will be developed on an individualized basis according to the track patterns indicated below. A thesis is not required; if a thesis is elected by the candidate and approved by his or her committee, it may be included for not less than two, nor more than six, credits of independent study.

Core Program: The following core program will be required of *all* candidates.

Courses		*Credits*
HAA 520	Group and Interpersonal Relations	2
HAA 531/532	Health Services and Medical Care I, II	4
HAA 551	Statistical Methods	2
HAA 580	Advanced Seminar in Allied Health	2
HSH 342/343	Health Professions from Contemporary to Historical Perspective	2

Concentration "Tracks": Each student will plan an 18 credit concentration program according to one of the following patterns:

Educator candidates: The concentration program will include the following three elements:

a. A sequence of at least three courses (six credits) in the behavioral sciences, including education. This sequence must include a course in measurement and evaluation.

b. A sequence of advanced courses in the professional field, or in the sciences basic to that field, including at least three courses (six credits).

c. Elective courses related to the candidate's career goals.

Administrator/Supervisor candidates: The concentration program will include the following three elements;

a. A sequence of at least three courses (six credits) in the behavioral sciences.

b. A sequence of at least three courses (six credits) in the area of supervision and management.

c. Elective courses appropriate to the candidate's career goals.

Research candidates: The concentration program will include the following four elements:

a. A sequence of at least three courses in the behavioral or life sciences basic to the specific professional field of the candidate (six credits).

b. A sequence of courses in research theory and applications (four to six credits as recommended by the candidate's advisory committee).

c. Additional courses in the field of specialization (if required by the candidate's advisory committee).

d. Electives

Internship or *Practicum:* Each candidate will complete a 14 credit internship or practicum (as appropriate), to be arranged in consultation with the advisory committee. Ordinarily, this will include two quarters of full-time assignment, with concurrent seminar meetings; equivalent experience may be arranged on a less-than-full-time basis for part-time students. The practicum/internship experience is valued at six credits per quarter; an additional credit is earned for the concurrent seminars.

Division of Community and Mental Health Programs

Chairman: Stanley Zimering

DEPARTMENT OF COMMUNITY AND SCHOOL HEALTH

Chairman: Stanley Zimering

Professor: Ursula C. Schwerin

Associate Professors: David A. Marzouk, Stanley Zimering

Assistant Professors: Lucille E. Brownell, James J. Culhane, Ruth R. Cusack, William Delfyett, Jr., Frank J. Gibson, Howard M. Lempert, Glenn H. Reynolds, R. Peter Rovegna, Alex M. Sneddon, James Soldo, Michael S. Tartamella

Lecturers: Mary Bernstein, Melvin Portnoy

PROGRAM IN COMMUNITY AND SCHOOL HEALTH LEADING TO THE DEGREE OF BACHELOR OF SCIENCE
Program Director: Stanley Zimering

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 .....52 semester hour credits
Practicum and Seminar Requirement .....15 semester hour credits

Junior Year		*Credits*
HAA 300	The Health Care Team	2
HAA 350	Foundations of Research and Statistics	2
HAA 351	Research Design and Application	2
HAA 390	Research Tutorial	0
HAC 300	Mental Health	3
HAC 305	Human Sexuality and Sex Education	3
HAC 307	Drugs and Society	3
HAC 311	Community Health	3
HAC 325	Curriculum Development	3
HAC 326	Methods, Materials, and Evaluation in Health Education	3

Junior Year		*Credits*
HAC 350	Patient and Professional Safety	2
HAH 305	Instructional Technology	2
HBA 300	Human Biology	5
HBM 320	Microbiology	3
HBP 310	Pathology	3
EDU	(100 or 200 level course)	3

Note: In addition it is recommended that during the junior year, preferably during Quarters I and IV, students register for two (2) of the required three (3) classes in interdisciplinary study.

Senior Year	*Credits*
HAA 421 Management Concepts for Allied Health Professions	2
HAA 480 Interdisciplinary Health Science Seminar	1
HAA 490 Research Tutorial	2 **
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/Community Seminar	3

Senior Year	*Credits*
HAC 495 Field Practicum in School Health	6 *
HAC 496 Field Practicum in Community Health	6 *

One elective course in interdisciplinary study.

Optional: HAC 491 Independent Study in School or Community Health
By permission only 1 to 6 credits

Graduate Course Offerings	*Credits*
HAC 505 Human Sexuality: Attitudes	3
HAC 530 Administration—Alcohol Education Programs	6

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 alcohol and alcoholism and proficient in planning and implementing school/community alcohol education programs.

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 a health agency and school system acceptable to the director of the program.

** The research tutorial is primarily administered by the program. Topics selected must be relevant to health education and appropriate to the professional growth and development of the student. Approval for fulfillment of this requirement must be received from the student's faculty advisor.

Course Offerings

CEM 515	Org. of Health Care Services in the United States	3 credits
CEM 517	Social Health Problems I: Alcohol and Tobacco	3 credits
CEM 518	Social Health Problems II: Drug Addiction	3 credits
CEM 519	Sex, Reproduction and Marriage	3 credits
CEM 520	Advanced Seminar in Human Sexuality	3 credits
CEM 521	Health Science Research Techniques	3 credits
CEM 523	Program Evaluation in the Health Field	3 credits
CEM 524	Organization and Supervision of School/Community Health Programs	3 credits
CEM 525	Mental Health	3 credits
CEM 527	Consumer Health	3 credits

PROGRAM IN INTENSIVE TEACHER TRAINING

Program Coordinator: William Delfyett

A program of graduate study in health education for teachers presently teaching a minimum of ten hours of mandated heath instruction in private or public elementary and secondary schools. The program offers a maximum of 30 credits and is calculated to improve teaching competency and increase the numbers of permanently certified health education teachers in New York State. Having successfully met Program objectives, admission to the Program has been closed since February 1, 1973.

Division of Diagnostic Programs

Chairman: Martin H. Rosenfeld

DEPARTMENT OF MEDICAL TECHNOLOGY

Chairman: Martin H. Rosenfeld

Professor: Arthur C. Upton

Associate Professors: Martin H. Rosenfeld (Assistant Dean), George T. Tortora

Assistant Professors: Robert M. Biltz, Julius Elias, Seymour Linger, Maxwell Pike, Sheldon Scher

Instructors: Louis J. Aliota, Louis Gaynor, Nicholas McDaniel

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 or biological chemistry; 16 semester hours in the biological sciences (excluding survey courses) and one course in mathematics. Courses in physics 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 half of these mandated 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 .....62 semester hour credits

Junior Year	*Credits*
HAD 311 Clinical Biochemistry I	3
HAD 315 Hematology I	3
HAD 316 Clinical Microbiology I	3
HAD 318 Clinical Microbiology II	3

Junior Year	*Credits*
HAD 395 Clinical Practicum I *	6
HBA 500 Structure of the Human Body	3
HBC 531 Human Biochemistry **	4
HBY 350 Physiology	4

* Clinical Practicum consists of two periods, each of ten weeks duration, in full-time supervised practice, with seminars, in affiliated clinical laboratories.

** Given on core campus.

Senior Year	*Credits*
HAD 351 Medical Instrumentation I	2
HAD 410 Automation	2
HAD 411 Clinical Biochemistry II	3
HAD 412 Clinical Biochemistry III	3
HAD 414 Hematology II	3
HAD 415 Clinical Serology	2
HAD 416 Immunohematology	2
HAD 425 Parasitology	3
HAD 426 Histology	3
HAD 451 Medical Instrumentation II	1
HAD 495 Clinical Practicum II *	6
HBM 531 Medical Microbiology	4
HBP 532 Immunobiology	2

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.

Concentration in Pathological Technology Leading to the Degree of Bachelor of Science (Health Science Technology) not offered in 1974-1975.

Divison 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

Instructors: Richard G. L. Chan, Roberta Cogen, Paul R. Degnan, Gerald K. Dolan, Maynard H. Evans, Magdalena Finger, John Fiorino, Sr. Rosemary Graham, Theodore London, Richard Narvaez, Scott J. Sommers, Alda A. Visnauskas

* Clinical Practicum consists of two periods, each of ten weeks duration, in full-time supervised practice, with seminars, in affiliated clinical laboratories.

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 .....68 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 398 Clinical Practicum II: CPT/RT*	3

Senior Year	*Credits*
HAA 490 Research Tutorial	2
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 491 Special Studies in CPT/RT	2
HAT 493 Introduction to Clinical Education	2
HAT 495 Clinical Practicum III: CPT/RT*	6

HAT 498 Clinical Practicum IV: CPT/RT* 3
HBM 320 Microbiology 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, Gustave V. Conti, Philip Greenblatt, Michael M. Helland, Joseph Kahn, Earl Lewis, Clifton Mereday

Instructor: 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 for admission will therefore 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.

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 .....64 semester hour credits

*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.

Junior Year	*Credits*
HAA 390 Research Tutorial	0
HAT 316 Orientation to Physical Therapy	1
HAT 317 Physical Therapy Procedures I	3
HAT 318 Physical Therapy Procedures II	4
HAT 319 Scientific Foundations Related to Physical Therapy	5
HAT 320 Mental and Physical Handicaps	2
HAT 396 Physical Therapy Clinical Practice I	6
HBA 500 Structure of the Human Body	9
HBY 350 Physiology	4

Senior Year	*Credits*
HAA 490 Research Tutorial	2
HAT 415 Survey of Defects	3
HAT 417 Community Rehabilitation Services	2
HAT 418 Rehabilitation Procedures I	4
HAT 419 Psychology of the Disabled	2
HAT 420 Prosthetics and Orthotics	4
HAT 421 Rehabilitation Procedures II	4
HAT 422 Rehabilitation Procedures III	3
HAT 496 Physical Therapy Clinical Practice II	3
HAT 497 Physical Therapy Clinical 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	Joan Minzer, R.P.T.
Southside Hospital, Bayshore	George Starr, R.P.T.
Mercy Hospital, Rockville Centre	Nicholas Calabria, R.P.T.
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: Stephen V. Allen, M.D.

Assistant Professors: Stephen V. Allen, Jack Richards, Steven Turnipseed

Instructors: Arlyss Anderson, Robert J. Cohen, Jeanne Feingold, Jeanneane M. Houpt, Erna Kaplan, Adele Kaserman, Steven J. London, Vance Ponton, Danielle Schneider, Walter Stein, Douglas Wood.

PROGRAM FOR PHYSICIAN ASSOCIATES

Program Director: Stephen V. Allen, M.D.

Associate Director: Jack Richards, Medex, RN.

This program, consisting of 100 weeks of didactic and clinical training over a two year period, is dedicated to training physician associates capable of performing at a level described by the National Academy of Sciences as "Type A Physician's Assistants."

> "The type A assistant is capable of approaching the patient, collecting historical and physical data, and presenting them in such a way that the physician can visualize the medical problem and determine diagnostic or therapeutic steps. He 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, he 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: This program is unique among the offerings of the School of Allied Health Professions in that two years of prior col-

* Report of the ad hoc Panel on New Members of the Physician's Health Team of the Board on Medicine of the National Academy of Sciences, 1970.

lege level education are not required as a condition of entry into the professional program. The basic requirements are:

1. High school diploma or equivalent
2. Demonstrated ability to carry college level courses (by prior college or schooling in the medical field, such as Armed Forces schools for training hospital corpsmen or "medics," tests, etc.)
3. Be of unusual maturity
4. Have a minimum of one year's experience in direct patient care (cognizant experience is determined on an individual basis by the director or associate director)

Special Emphasis: The physician associate training is heavily directed at community medicine involvement especially in disadvantaged and rural areas. It is felt that the physician associate will 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.

Successful completion of this program results in a certificate of proficiency. For those with previous college credit or who wish to extend their education, a Bachelor of Health Sciences degree may be granted in addition to a certificate, provided the necessary prerequisites are met.

Professional Program Requirements

Core courses required .....21 semester hour credits
Professional didactic courses required .....45 semester hour credits
Professional clinical clerkships (See special brochure for clerkship required) .....42 semester hour credits

Professional Courses		*Credits*
HAT 302	EKG—Technique and Interpretation	1
HAT 303	Radiology	2
HAT 304	Pharmacology	2
HAT 305	Preventive Medicine and Public Health	1
HAT 308	Psychiatry for Physician Associates	4
HAT 320	Mentally and Physically Handicapped	2
HAT 350	Signs and Symptoms, Clinical Medicine I	6
HAT 351	Signs and Symptoms, Clinical Medicine II	7
HAT 352	Signs and Symptoms, Clinical Medicine III	7
HAD 310	Clinical Laboratory	1
HAC 306	Human Sexuality	2
HBP 310	Pathology for Physician Associates	3
HBA 300	Human Biology	5
HAA 390	Research Tutorial I	0
HAA 490	Research Tutorial II	2

Office of Research and Teaching Resources

Acting Director: Robert O. Hawkins, Jr.

Associate Director for Research: K. Stolurow

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 does not, of itself, offer academic programs. The Office 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 noncredit courses may be offered under this program. Courses will be sched-

uled 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. Courses 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 courses available 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 also offer several courses of an interdisciplinary nature through the core curriculum. Advisory and consultation services on teamwork in patient care are also available from this program to other educational institutions.

The Office of the Clinical Coordinator is the focus for information on clinical teaching resources available for allied health education in the Long Island area.

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.

Interdisciplinary Courses

#HAA 300 Introduction to Health Care

An introduction to the study of health care. 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.

Q1 or Q2, 2 credits

HAA 480 Senior Health Science Seminar

An interdisciplinary seminar in which students in small groups, including rep-

resentation from medicine, nursing, and various of the allied health professions, will explore the contributions of the roles played by each member of the total 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 follow, as a group, one or more cases illustrative of the values of the team approach.

Prerequisite: Permission of instructor.
Coordinator: Dean McTernan

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 390 Research Tutorial I

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 and is continued in the senior year as HAA 490.
Prerequisites: HAA 350 and HAA 351.
Coordinators: Dean Hawkins and Dr. Stolurow

Q4, no credit

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 Dunaye and faculty

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 II

Each student will conduct a research project or evaluate research. Continuation of HAA 390.
Prerequisite: HAA 390.
Coordinators: Dean Hawkins and Dr. Stolurow

Q1 and Q2, 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.
Professor 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, 6 credits

HAA 520, 521 Hospital Organization and Management

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.
Professor Dunaye and faculty

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.
Administrative Faculty

1 credit each quarter

HAA 525 Health Facility Planning and Design

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

2 credits

HAA 529 Law and Contemporary Issues in Health

A survey of currently significant issues in law applicable to the delivery of health care. Included are 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

2 credits

HAA 531, 532 Health Services and Medical Care I, II

Interrelationships of hospitals, and voluntary and public agencies, with emphasis on evaluation of hospital as community medical center. Coordination and supervision of delivery of care. Evaluation of health services. Comparative health systems. Health manpower. Ambulatory care. Patterns of health care.
Drs. Jonas and Waldman

2 credits each quarter

HAA 533 Economics of Health

Determinants of supply, demand and price in the health care industry as contrasted with other industries in the United States; supply functions for facilities and manpower; price determination and utilization; intervention by governmental and private agencies in the health care activity; cost benefit analysis in health; and the expanding role of the economist in the evaluation of health care activities.
Professor Brindle

2 credits

#HAA 534 International Comparative Health Systems

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

2 credits

#HAA 535 Ambulatory Care

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 32,00,000 annual hospital admissions. Nevertheless, little academic attention has been paid to them. This course begins to attempt to rectify that situation.
Dr. Jonas

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.
Professor Landau, Messrs. Fitzpatrick, Garfunkle, and Wilde

1 credit

HAA 537 Health Issues and Public Policy

Evaluation and operation of intergovernmental programs, especially funding of manpower programs and purchase of direct health services. Emphasis on regulatory rules of government. Social policy issues. Community involvement.
Professor Dunaye

2 credits

HAA 538, 539 Planning Health Services I, II

Methods for planning health services and facilities, data necessary, techniques and formulae. Construction and design of hospitals. Federal planning programs, Hill Burton, regional medical programs, comprehensive health planning, community mental health centers, epidemiology, environmental health.
Dr. Dunaye

2 credits each quarter

HAA 540 Personnel Management and Industrial Relations

Personnel structure and problems in hospitals; collective bargaining and labor relations; and general personnel processes, job analysis, staffing, jobworth pricing.
Professor Dunaye and faculty

2 credits

HAA 542 Financial Management of Health Care Institutions

Relation of hospital rates to reimbursement plans; relationship between hospital charges and costs; incentives for operation of hospitals; capital financing for hospitals; programming budgeting; comparison of funding by third-party mechanism; fund accounting, chart of accounts, sources of revenue, asset management, investments.
Professor Gerstel

2 credits each quarter

HAA 543 Health Insurance and Medical Care

Actuarial theories and general principles of health insurance; the special characteristics and history of the development of governmental and private health insurance; the effects of insurance on the organization and operation of personal health care systems; and the effect of various organizational patterns on the cost and effectiveness of personal health care.
Professor Brindle

2 credits

HAA 550 Computer Science

This course will deal with the programming concepts of input and output control, calculations, counting, branching, looping and subroutines; and the functional concepts of sorting, frequency distribution, plotting, file creation, online file editing and file access modes, with the objective of management understanding of the presentation of need for large scale data base systems.
Dr. Bicker

2 credits

HAA 551 Statistics

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.
Dr. Stolurow

2 credits

HAA 552 Operations Research I

This is an introductory course to some selected operations research techniques that are used for system analysis and decision-making. The concepts include game theory, graph theory, and network analysis, critical path and PERT

procedures, queueing theory and the use of system simulation models. Students will have the opportunity to write, program, and run a simple computer simulation model dealing with some aspect of health services administration.
Dr. Shakun

2 credits

HAA 553 Operations Research II

In this course, the emphasis will be on the use of optimization techniques. The use of linear programming for the optimal allocation of activities and resources will be studied and solutions determined by graphical methods and from the use of the simplex algorithm. Solution methods for the assignment and transportation problems will be described. Dynamic programming, integer programming, and non-linear programming techniques will also be discussed.
Dr. Shakun

2 credits

HAA 556 Health Services Program Evaluation

The practical role of 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.
Dr. Kelman

2 credits

HAA 557 Health Services Research

Methods of research, planning research and evaluation studies, evaluation of the research proposal, research design and strategy, instrumentation and measurement, and analysis of data.
Professor Dunaye and faculty

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 specialites and diagnostic techniques used for the medical management of the patient.
Dean McTernan and staff

1 credit

HAA 565 Policy and Administration: Health Care Organizations

Analysis of theories of behavior of individuals and groups in organizations as evident in administrative process, organizational structures, and policy formulation.
Prerequisite: Accepted student in graduate program in Health Services Administration *or* by permission of instructor.
Professor Dunaye and faculty

2 credits each quarter

HAA 566 Policy and Administration—Public Process

Inquiry into the relationship between policy and administration in selected cases drawn from public administration literature.
Dr. Fox

2 credits each quarter

HAA 590 Independent Study

Independent study projects in health services administration must be submitted through the Director of the Graduate Program in Health Services Administration to the Committee on Academic

Standing of the School of Allied Health Professions for approval prior to registration for the period in which the independent study is undertaken.

Variable credit

HAA 591 Thesis Seminar

This course is required of all students who have met all the requirements for the Masters degree in Health Services Administration except the masters project, and who are enrolled in no other course work.

Variable credit

HAA 592 Thesis Supervision

This course is open for enrollment to students who are working on their masters project while completing other course work required for the Masters degree in health services administration.

Variable credit

HAA 595, 596, 597 Administrative Residency I, II, III

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. Credits not counted toward total required for degree.

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 Brownell

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.
Professors Lempert and Hawkins
Prerequisite: Course limited to Physician Associate students.

Q2, 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 implica-

tions; treatment and rehabilitation of the drug user.
Professor Bernstein

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.
Professor Brownell

Q4, 3 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.
Professors Delfyett and Brownell

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.
Professors Zimering and Richards

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 Lempert

Q4, 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 Zimering 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

Q4, 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, hos-

pitals 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

Q3, 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 Zimering and staff

Q4, 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-Community 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.
Professor Zimering and staff

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.

1 to 6 credits

HAC 495 Field Practicum in School Health

A supervised practice teaching experience in health education in selected schools.
Corequisite: HAC 490.
Professor Lempert

Q1 and Q2, 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.

Professor Zimering

Q1 and Q2, 6 credits

The following courses are for the Intensive Teacher Training Program. Please check with the program coordinator for availability and professor.

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. Venereal disease as a personal and public health problem.

3 credits

HAC 506 Social Health Problems 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 drug 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. Pyschological 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

HAC 690 Independent Study in School-Community Health

A critical analysis of literature relevant to health education and practice. Emphasis is given to learning theory, decision-making, attitude change, cultural and social determinants of health behavior, communication, and community analysis. Each participant will conduct a project relevant to his or her specific area of health interest in cooperation with a faculty adviser.

3 credits

HAC 695 Field Practicum

Assignment to a school, hospital, official or voluntary agency, or other approved health organization for a minimum of three weeks of field experience selected with reference to the need, preparation, and interest of the student. Supervised by the faculty and organization involved.

3-6 credits

Courses for Division of Diagnostic Programs

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 metho-

dology. 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 I

The course is intended to instruct the student in the analytical procedures and methods currently used in clinical laboratories. It is to emphasize manual methods for analysis of significant, organic, and inorganic blood and urine constituents including enzyme activity. Methods of instrumentation, instrument calibration and quality control methods are also to be emphasized. Laboratory exercises will be offered to emphasize the lecture material. Lectures and lab.
Prerequisites: BIO 154, HBY 350 and permission of instructor.
Dr. Rosenfeld

Q3, 3 credits

#HAD 315 Hematology

A comprehensive study of the human hematopoietic system and its relationship to other organ systems. Discussions will include morphological and biochemical relationships of erythropoiesis and leukopoiesis to the healthy vs. disease states. Laboratory exercises will be offered to acquaint the student with current methods in hematologic analysis. Lectures and laboratory.
Prerequisites: BIO 154 and HBY 350.
Mr. McDaniels

Q3, 3 credits

HAD 316 Clinical Microbiology I

A course in the routine and specialized methods of isolation and identification of aerobic and anaerobic, pathogenic and potentially pathogenic microorganisms. The course is to include biochemical and serological identification as well as methods for demonstrating sensitivity of the microorganism to chemo-therapeutic agents.
Prerequisites: BIO 154 and permission of instructor.
Corequisite: HAD 318
Dr. Tortora

Q2 and Q3, 3 credits

HAD 318 Clinical Microbiology II

A continuation of the subject matter as described in HAD 316 Clinical Microbiology I.
Prerequisite: HAD 316 and permission of instructor.
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 mal-

function, safety considerations.
Prerequisite: Permission of instructor.
Professor Marsocci

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

A continuation of the subject matter as described in HAD 311 Clinical Biochemistry 1.
Prerequisite: HAD 311.
Dr. Rosenfeld

Q1, 3 credits

HAD 412 Clinical Biochemistry III

A continuation of the subject matter presented in HAD 411.
Prerequisite: HAD 411.
Dr. Rosenfeld

Q4, 3 credits

HAD 414 Hematology II

A continuation of material presented in HAD 315 Hematology, and in addition a study of the mechanisms and relationships of blood coagulation as they pertain to the healthy vs. disease states. Laboratory exercises will be offered to acquaint the student with current methods used in a modern coagulation laboratory. Lectures and laboratory.
Prerequisite: HAD 315.
Mr. McDaniels

Q1, 3 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

Current concepts in blood transfusion technology including discussions of the chemical nature and immunologic interactions of blood group substances. Included is the discussion of the genetic distribution of blood isoantigens. Laboratory exercises to instruct the student in current blood banking techniques will be offered. Lectures and laboratory.
Mr. McDaniels

Q1, 2 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 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 instruction 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 Health Sciences Communications through the School of Allied Health Professions

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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 Division of Therapeutic Programs

HAT 302 EKG Technique and Interpretation

This course is designed to provide the student with the technical and interpretive skills needed to execute and grossly interpret 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 304 Pharmacology

A practical introduction to the indications for the use of, the properties of, and the side effects of drugs commonly in use in medical practice.
Professor Ponton

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; specific 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.
Professor Degnan

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. The student will be offered the opportunity to develop concepts concerning physical therapy and the interdisciplinary approach to rehabilitation and the delivery of health care. Discussions covering ethics, legal aspects, licensure, professional organizations, and employment possibilities will be emphasized.
Professor Schleichkorn, staff and guest lecturers

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, asepsis, bandaging, and body position. The student will be familiarized with introductory tech-

niques and develop the ability to perform such functions.
Professor Helland

Q2, 3 credits

HAT 318 Physical Therapy Procedures II

A continuation of HAT 317 involving additional techniques and procedures with emphasis on electrotherapy, respiratory problems, and therapeutic exercise. Students will be prepared to handle a variety of modalities used in electro-therapy; to understand the rationale for therapeutic exercise; to carry out ambulation activities, and manual muscle tests.
Prerequisite: HAT 317.
Professors Helland and Kahn

Q3, 4 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

HA 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 and visiting lecturers

Q3, 2 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.

Q1, 6 credits

HAT 351 Signs and Symptoms: Clinical Medicine II

A continuation of HAT 350.
Prerequisite: HAT 350.
Dr. Allen

Q2, 7 credits

HAT 352 Signs and Symptoms: Clinical Medicine III

A continuation of HAT 351.
Prerequisite: HAT 351.
Dr. Allen and staff

Q3, 7 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 of flows, O_2 and CO_2 transport, and acid base balance.
Prerequisite: HAT 310.
Mr. Dolan

Q2, 3 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 four 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. The first 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 398 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 I, 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 417 Community Rehabilitation Services

This course is designed to involve the student with the role of community health, education and welfare services related to rehabilitation. Every student will be assigned to participate in actual services offered in this community. An appreciation for the professional staff's day-to-day responsibilities in delivering services will be developed. Field work is required.
Prerequisite: Permission of instructor.
Professor Schleichkorn and staff

Q3, 2 credits

HAT 418 Rehabilitation Procedures I

This course is designed to integrate knowledge of neurophysiology, the developmental sequence, motor learning and perceptual evaluation with specific neurophysiological therapeutic exercise approaches.
Prerequisites: HAT 317, 318, and 319.
Professor Mereday and invited lecturers

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 understanding 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.
Prerequsite: Permission of instructor.
Mr. Goldstein

Q3, 2 credits

HAT 420 Prosthetic and Orthotics

This course is concerned with the clinical application and evaluation of prosthetic, orthotic, and other self care appliances utilized to assist patients in achieving maximum self efficiency and independence. It includes normal location and principles of fit and alignment.
Prerequisite: HAT 319.
Professors Mereday and Lewis

Q1, 4 credits

HAT 421 Rehabilitation Procedures II

This course will offer a review of all techniques covered prior to the first senior clinical affiliation with emphasis on rehabilitation management of orthopedic and neurological conditions as well as pulmonary therapy. A combination of lecture and laboratory will involve staff and various guest lecturers.
Prerequisites: HAT 418 and HAT 420.
Professors Helland, Mereday, and Randolph

Q2, 4 credits

HAT 422 Rehabilitation Procedures III

This course will introduce the students to clinical kinseiology with structural analysis and joint articular management of the extremities and spine. Additional instruction will be given on cardio-pulmonary problems.
Prerequisites: Physical Therapy Procedures I and II; and Rehabilitation Procedures I and II.
Professors Helland and Mereday with invited guest instructors

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

HAT 470 Clinical Clerkship I

Specifically designed clerkship for the Physician Associate student.
Prerequisite: Permission of instructor.
Dr. Allen and staff

Q4, 6 credits

HAT 471 Clinical Clerkship II

See HAT 470.
Prerequisite: HAT 470.
Dr. Allen and staff

Summer, 6 credits

HAT 472 Clinical Clerkship III

See HAT 470.
Prerequisite: HAT 471.
Dr. Allen and staff

Q1, 6 credits

HAT 473 Clinical Clerkship IV

See HAT 470.

Q2, 6 credits

HAT 474 Clinical Clerkship V

Continuation of HAT 473.
Prerequisite: HAT 473.
Dr. Allen and staff

Q3, 6 credits

HAT 475 Cilnical Clerkship VI

Continuation of HAT 474.
Prerequisite: HAT 474.
Dr. Allen and staff

Q4, 6 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 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.
Professor Anderson and staff

Q3, 2 credits

HAT 495 Clinical Practicum

Affiliation with three 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

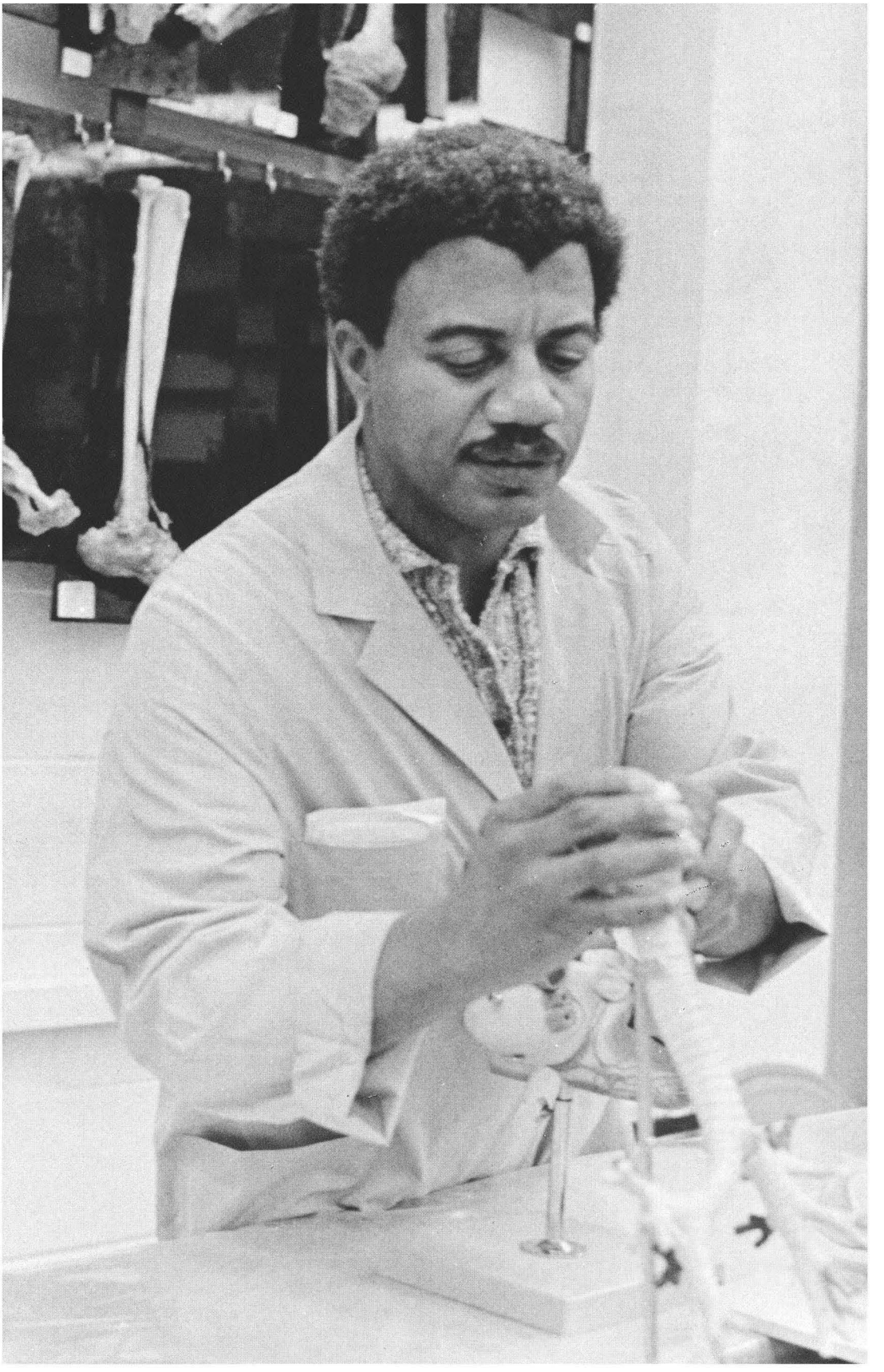
HAT 483 Ventilation in Anesthesia
Professor Anderson

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 (Rehabilitative Medicine)
Professor Anderson



school of basic health sciences

Dean: Arthur C. Upton

Associate Dean: Charles W. Kim

Assistant Dean: Catharine L. Wingate

Objectives and Organization

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

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 disciplines 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. These educational programs will be closely coordinated with those in the Division of Biological Sciences and will be conducted under the general surveillance 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 Admissions

The first formal graduate training programs in the Basic Health Sciences were offered in 1972, with the exception of the graduate program in Biochemistry, which was already in operation for several years through the Division of Biological Sciences. The additional doctoral programs currently available are described in detail in the 1974-75 Graduate Bulletin of the State University of New York at Stony Brook. Graduate courses offered by the various departments other than Biochemistry are included in the list below. Inquiries regarding graduate admission should be addressed to Dr. C. W. Kim, 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, Gabor B. Inke

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

Assistant Professors: David Blaustein, Leroy T. Brown, Ronald E. Irving, Dennis Lafer, Padmanabhan Siddharth, Benjamin Walcott, James P. Wells

This department provides the teaching of anatomy needed for students in the Schools of Medicine, Dental Medicine, Nursing, and Allied Health Professions. In addition, it provides such teaching as is needed for undergraduates in biology, anthropology, psychology, and art, and for postdoctorals in clinical specialities such as surgery. It also conducts graduate studies leading to the Ph.D., through interdisciplinary and departmental programs.

Department of Biochemistry

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

Associate Professors: Bernard S. Dudock, Martin Freundlich, Raymond F. Gesteland *(Adjunct),* Masayori Inouye, Carl Moos, Monica Riley, Frederick W. Studier *(Adjunct)*

Assistant Professors: Norman Arnheim, Jr., Raghupathy Sarma, Jakob H. 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 cellular and comparative biology.

Department of Biomathematics

Assistant Professor: Charles V. Robinson

This department, through joint appointments and interdepartmental programs, will maintain close liaison with the Division of Mathematical Sciences (north campus) and the Division of Health Sciences Communications. It currently provides instruction in basic and applied mathematics to students in the health professions, undertakes investigation in current biomathematical problems, devotes some of its skills to the investigational and instructional teams in experimental curricula and in basic research. It will help to develop a complementary program in operations research, management techniques, and computer applications which will have instructional, research, and service potentialities for all of the schools of the Health Sciences Center.

Department of Microbiology

Professor: Joseph R. Kates *(Chairman)*

Associate Professors: Irving Abrahams, William R. Bauer, Nicholas Delihas, Charles W. Kim

Assistant Professors: Michael Gough, Gail Habicht, Kenneth Keegstra

The department provides instruction in the biology of micro-organisms and micro-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 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 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: Arland Carsten, Arjun D. Chanana, John L. Duffy, Vera K. Farris, Louis Ferraro, Darrel D. Joel, Bernard P. Lane, Yin Chen Lee, Frederick Miller, Mildred E. Phillips, Norbert Platt, Arthur F. Rosenthal, Richard Singer, 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, Frank Kaldi, Hilda Laufer, James S. Magidson, Hugh J. McCauley, Laura Molho, James D. Moraitis, Valentine A. Nowicki, Barbara G. Painter, Robert Pollack, Magda Rona-Dacso, Edwarda Rorat, Jonas Scherer, Daniel N. Slatkin

Lecturer: Charles Malemud

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 resident 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: Arthur P. Grollman *(Chalrman),* Francis Johnson, Edward Reich *(Visiting),* Ora M. Rosen

Assistant Professor: David L. Williams

This 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 pharmacology and toxicology. 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 pharmacologic agents in man. Departmental and interdisciplinary graduate programs will be offered.

Department of Physiology and Biophysics

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

Associate Professor: Martin Mendelson

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

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 little or no background in the physical and biological sciences, but who require a knowledge of the structure and function of the human body as part of their education for careers in the health professions. Lectures and conferences with demonstrations.
Drs. Fusco and Dewey

Q1 and Q2, 5 credits

HBA 370 Dissection for Morphologic Technologists

Complete topographic dissection of the human body is coupled with discussion and execution of special dissecting methods for every system and organ.
Prerequisite: HBA 500 or permission of the instructor.
Dr. Inke

Q3 and Q4, 4 credits

HBA 380 Human 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.
Prerequisites: Introductory biology and physical anthropology or permission of instructor.
Dr. Creel

Spring, 3 credits

HBA 393, 395 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.

Q1, 2, 3, 4, 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.

Q1, 2, 3, 4, variable credit, repetitive to 8 credits maximum

HBA 401 Biomedical Museum Technology I

Introduction and skeletomuscular system: general and special dissecting techniques (microdissection, staining methods, enzymatic digestion, topographic dissection, macroscopic sectioning); instruments; theory of fixation and embalming; storage methods for anatomical specimens; methods for demonstration of cavities and vessels; methods for study of bones, joints, and muscles. Lectures and laboratory exercises.

Prerequisite: HBA 370 or permission of instructor.
Dr. Inke

Q1, full time; 6 credits

HBA 402 Biomedical Museum Technology II

Methods for demonstration of the gross structure of all organs except the skeletomuscular system. Lectures and laboratory exercises.
Prerequisite: HBA 401 or permission of instructor.
Dr. Inke

Q2, full time; 6 credits

HBA 403 Biomedical Museum Technology III

Special methods used in museum technology for finishing and displaying specimens of all organs including fabrication of plastic jars; infiltration methods for macroscopic specimens; embedding in plastics; coloration and color preservation; molding and casting; usage and making of specimen holders; documentation by photography and drawing; measuring techniques; administration of the biomedical collection. Lectures and laboratory exercises.
Prerequisites: HBA 401, 402 or permission of instructor.
Dr. Inke

Q3, full time; 6 credits

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 relationships between structure and function. Instruction will consist of lectures and laboratory demonstrations using slide projections, models and prosections.
Prerequisite: Introductory biology or permission of instructor.
Dr. Dewey and staff

Q1 and Q2, 9 credits

HBA 501 Regional Anatomy of the Human Body

Detailed knowledge of diagnostically and therapeutically important structural relationships of the human body will be obtained from dissection of cadavers, study of prosections, radiograms and models. Surface anatomy and cross-sectional anatomy will be included where necessary for physical diagnosis and radiographic interpretation.

Prerequisite: HBA 500 or permission of instructor.
Dr. Inke and staff

Q3 and Q4, variable 1 to 4 credits

HBA 533 Basic Medical Genetics

Fundamentals of genetics with emphasis on medical aspects; coverage includes autosomal-/X- linkage, gene linkage and chromosome mapping, extrachromosomal inheritance, chromosomal aberrations, multiple allelic systems, population genetics and human genetic counseling.
Dr. Williamson

Q3 and Q4, 2 credits

HBA 561 Techniques in Neurohistology

The structure of the nervous system will be studied by light and electron microscopy. The course will include the methods of processing, sectioning, and staining normal and experimental neural tissues. Emphasis will be placed on the use of modern methods of staining degenerating axons and axon terminals correlating light microscopy findings with those seen with electron microscopy.

Prerequisites: CHE 105, 106, 203 or permission of the 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 from them. Theory of Electron optics will be discussed where applicable to the above techniques. Methods in routine maintenance of an electron microscope will be stressed.
Prerequisite: Permission of instructor.
Dr. Dewey and staff

Fall and spring; 2 credits each semester, repetitive

HBA 590 Projects in Anatomical Sciences

Individual laboratory projects closely supervised by staff members, to be carried out in staff research laboratories.
Prerequisite: Permission of instructor.

Fall and spring; 2 credits each semester, repetitive

HBA 655 Advanced Neuroscience

An integrated approach to the study of the mammalian and human nervous system will be emphasized. The anatomy, physiology, pharmacology and to some extent the chemistry of the central nervous system will be studied.
Prerequisite: Permission of instructors.
Drs. Fusco, Irving, Brown

Spring, 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 and Walcott

Spring, 3 credits

HBA 661 Methods in Research

Students are involved in research projects supervised by staff members in their research laboratories on a rotational basis.
Prerequisite: Permission of instructor.

Fall and spring, 3 credits each semester, repetitive

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, and 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

HBA 690 Graduate Seminar

Seminars are given by graduate students on current literature in the areas of the anatomical sciences.

Fall and spring, 2 credits each semester, repetitive

HBA 691 Advanced Seminar

Advanced research seminars by staff, students, and visiting lecturers. Subjects will vary from year to year and will be determined by the needs of the graduate program and the interest of the students.

Spring, 2 credits, repetitive

HBA 694 Thesis Research

Original investigation under supervision of a thesis adviser and committee.
Prerequisite: Permission of thesis adviser.

Fall and spring, variable credit, repetitive

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 credit, repetitive

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.
Dr. Inke

Alternate years, variable credit

Courses in Biochemistry

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

HBC 531 Human Biochemistry

Major aspects of the biochemistry and metabolism of cells, tissues, and organs, of particular relevance to an understanding of health and human disease.
Dr. Simpson and staff

Q1 and Q2, variable credit

Courses in Biomathematics

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, 2, 3, 4, 1 or 2 credits (maximum)

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.

Q1, 2, 3, 4, 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

Q1, 2, 3, 4, variable credit, 1 or 2 credits

HBB 394 Special Topics from the Biomathematics Literature

Tutorial readings in biomathematics with periodic conferences, reports, and examinations arranged with the instructor. Open to junior or senior students.
Prerequisite: Permission of instructor.
Dr. Robinson

Q1, 2, 3, 4, 1 or 2 credits

HBB 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

Q1, 2, 3, 4, 2 credits

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 540-549 Organ Systems Analysis

Integrative consideration of the fundamental aspects of the various organ systems (cardiovascular; respiratory; central nervous; endocrine; musculoskeletal; urogenital; reproduction, growth and development; hematopoietic; gastrointestinal) including the relevant anatomy, biochemistry, microbiology, pathology, pharmacology, and physiol-

ogy. Primarily for medical and dental students.
Prerequisite: Permission of instructors.

Q1, 2, 3, 4, (5 quarter sequence total), 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

HBI 690 Seminar in Basic Health Sciences

Bi-weekly seminars by students, staff, and visiting scientists on major topics of current interest in basic health sciences.
Dr. Upton and staff

Fall and spring, variable and repetitive credit

Courses in Microbiology

HBM 310 Comparative Cell Regulation

This course will focus on the modes by which viruses and cells regulate various macromolecular processes. Mechanisms for regulating gene expression will be examined in different organisms (phages, bacteria, animal viruses, animal cells). The molecular biology of structure, the nature of regulatory molecules including hormones, and the regulation of cell growth including the phenomenon of cancer will be considered. Comparison of various organisms will elucidate basic principles and the value of variation in molecular biology.
Prerequisite: Molecular genetics
Dr. Kates

Spring, 3 credits

HBM 320 General Microbiology

An introductory course presenting the basic concepts and principles of microbiology and immunology with emphasis on infectious disease agents and their control. Primarily for nursing and allied health students (except medical technologists). Lecturers and demonstrations.
Dr. Kim

Q3, 3 credits

HBM 393, 394 Special Topics from the Microbiology Literature

Tutorial readings in microbiology with periodic conferences, reports, and examinations arranged with the instructor. Open to junior or senior students.
Prerequisite: Permission of the instructor.

Q1, 2, 3, 4, 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.

Q1, 2, 3, 4, 2 to 4 credits, repetitive, 8 credits maximum

HBM 509, 510 Experimental Microbiology

An introduction to modern microbiological research. The student spends a half semester in each of two professors' laboratories, selected by the student in consultation with his advisory committee. By taking part in ongoing projects the student learns experimental procedures and techniques and becomes acquainted with research opportunities in the department. Open to graduate students.

Fall, spring, variable credit

HBM 531 Medical Microbiology

Information derived from molecular and experimental cellular biology will be presented to provide a foundation for understanding the basic aspects of the growth, regulation, structure, and function of viruses, prokaryotic, and eukaryotic cells. Where appropriate, extrapolation and application of basic concepts of microbiology to human disease will be made. Primarily for medical and other HSC students.
Prerequisite: Permission of instructor required for undergraduates.

Q3 and Q4, 4 credits

HBM 599 Graduate Research

Original investigations undertaken with the supervision of a faculty member.
Prerequisite: Permission of the instructor.

Fall, spring, variable credit

HBM 601 Nucleic Acid-Protein Interactions

Examination at an advanced level of the structure and dynamics of the complexes formed by proteins and nucleic acids, including: the recognition of nucleotide sequences; nucleic acid enzymology, specific and non-specific binding of proteins to nucleic acids; nucleohistones and chromatin; ribosome structure, and the charging of transfer RNA. Emphasis will be placed on physical approaches to these problems.
Prerequisites: Physical Chemistry and Biochemistry.
Dr. Bauer

Spring, odd years, 3 credits

HBM 603 The Biology of Bacteriophages
(formerly HBM 551)

Classical and contemporary experiments with bacteriophages will be considered in lecture and discussion. Studies which generated ideas now common to most fields of molecular biology will be emphasized. The student will read current literature concerning both lytic and lysogenic phage systems.
Prerequisites: Biochemistry.
Dr. Gough

Fall, even years, 3 credits

HBM 604 Microbial Genetics
(formerly HBM 552)

Systems of genetic analysis will be illustrated in lectures, discussions, and readings. These will include conjugation in *E. coli,* transformation in *B. subtilis,* and transduction in *E. coli,* and *S. typhimurium.* The *E. coli*-lambda system is presented to illustrate current investigations into the functioning of regulatory genes. The pleasures and pitfalls of nondiscriminate extension of the concepts generated by microbial genetics to other areas of genetics are considered.
Prerequisites: Biochemistry, Genetics, and some basic knowledge of Microbiology.
Dr. Gough

Spring, even years, 3 credits (first offered 1975-76)

HBM 605 Microbial Structure and Function
(formerly HBM 550)

Lectures and seminars devoted to major aspects of microbial physiology and molecular biology of microorganisms with emphasis on bacterial cells. Included is a study of the structure, function and biosynthesis of cellular components with specific reference to walls and membranes, growth, sporulation as a model for differentiation, and regulation and inhibition of protein synthesis. Emphasis is also placed on mechanisms of antibiotic action.
Prerequisites: Biochemistry and some knowledge of Micro-biochemistry.
Dr. Delihas

Fall, even years, 3 credits

HBM 606 Animal Virology

The major classes of animal viruses will be described. Emphasis will be on molecular biology of virus replication, virus carcinogenesis and the use of viruses as tools in understanding cellular functions.
Prerequisites: Biochemistry and Molecular Genetics.
Dr. Kates

Spring, odd years, 3 credits

HBM 607 Immunity to Parasites
(formerly HBM 554)

Current concepts and research relative to immunity to helminthic and protozoan infections. Emphasis will be on mechanisms of the immune response to living parasites and antigens.
Prerequisites: Parasitology and Immunology.
Dr. Kim

Fall, even years, 3 credits

HBM 690 Microbiology Seminar

Each graduate student shall register for this course. Each week a faculty member or student will present a seminar about original research or a literature report. Each student will be evaluated on his ability to organize, present, and defend his seminar.
Prerequisite: Permission of the instructor.
Dr. Delihas

Fall and spring, 1 credit, repetitive

HBM 694 Thesis Research in Microbiology

After being admitted to formal candidacy, each student will register for this course. Independent research will be carried out under the supervision of a faculty member.
Prerequisite: Permission of the instructor.

Fall and spring, variable credit

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. Kuschner 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.

Q1, 2, 3, 4, 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.

Q1, 2, 3, 4, 2 to 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. Primarily for medical and dental students.
Dr. Kuschner and staff

Q3 and Q4, variable, 3 to 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 sytem.
Prerequisites: Advanced course in biology and consent of the instructor. Biochemistry, genetics, and histology will be helpful.
Dr. Miller

Q3 and Q4, variable, 3 to 5 credits

HBP 551 Lysosomes

A consideration of the role of lysosomes in physiologic and pathologic events of cells and tissues.
Prerequisite: HBA 531 or BIO 512.
Dr. Janoff

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 and staff

Spring, 1 credit (first offered 1975-76)

HBP 553 Biology of Cancer

The natural history and classification of tumors; host-tumor interrelationships; tumor ultrastructure; tumor immunology; viral, radiation and chemical oncogenesis; membrane changes in cell transformation; lysosomes and cancer.
Prerequisites: HBA 531, HBP 531 and HBC 531 or BIO 501.
Dr. Kuschner

Spring, 2 credits

HPB 554 Immunopathology

Mechanisms of injury produced by immunological reactions in tissues; auto-immune diseases; immunodeficiency diseases.
Prerequisite: HBP 531 or BIO 508.
Dr. Miller

Spring, 2 credits

HBP 561 Electron Microscopy for Experimental Pathologists

Use of EM alone and in conjunction with other methodologies in studies of biological dysfunction. Special techniques including 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, 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.

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 the instructor.

Fall, 3 credits

HBP 690 Seminar in Pathology

Seminar on major topics in experimental pathology, by students, staff, and visiting scientists.
Prerequisite: Permission of instructor.

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: Established candidacy for Ph.D. (qualifying examinations passed).

Fall and spring, variable and repetitive credit

HBP 695 Pathology Teaching Practicum

Practice instruction in the teaching of pathology at the undergraduate level, carried out under faculty orientation and supervision.
Prerequisite: Established candidacy for Ph.D. (qualifying examinations passed).

Fall and spring, variable and repetitive credit

HBP 961 Seminars in Correlative Pathology and Medicine

Weekly seminars on current inpatient and outpatient 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, 2, 3, 4; 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, Serif and staff

Q1, 2, 3, 4; 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, Miller

Q1, 2, 3, 4; 1 credit per quarter, repetitive

Courses in Pharmacological Sciences

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 department chairman.
Dr. Reich

Spring, 3 credits

HBH 531 Principles of Pharmacology

Basic principles that underlie actions of drugs on physiological processes with particular reference to their therapeutic and toxic actions. Primarily for medical and dental students.
Prerequisite: permission of department chairman.

Spring, 3 credits

HBH 572 Pharmacology: Biochemical Aspects of Drug Action

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. A term paper or special project is required.
Prerequisite: Organic chemistry, biochemistry, and permission of department chairman.
Dr. Reich

Spring, 3 credits

HBH 690 Pharmacology Seminars

Advanced research seminars by staff and visiting lecturers.
Prerequisite: Established candidacy for Ph.D. (qualifying examinations passed).

Fall, spring; 1 credit, repetitive

HBH 694 Thesis in Pharmacology

Original investigation undertaken as part of a Ph.D. program under supervision of a thesis advisor and committee.
Prerequisite: Established candidacy for Ph.D. (qualifying examinations passed).

Fall, spring; variable and repetitive credit

HBY 302 Vertebrate Systems Physiology
(formerly BIO 302)

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 science, 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.

Q1, 2, 3, 4; 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.

Q1, 2, 3, 4; 2 to 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 mechanism for the integration of function.
Prerequisite: Permission of instructor.
Dr. Van der Kloot

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.
Dr. Van der Kloot

Fall, 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-ray, DTC, etc. will first be discussed. The fundamental concepts relevant to the study of solute permeation through membranes (e.g., the mo-

lecular basis of diffusion, ion selectivity, rectification and charge separation; the nature of electrical double layers, aqueous unstirred layers, etc.) will then be discussed in some detail 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 will be 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 and staff

Spring, 3 credits

HBY 552 Cellular Neurophysiology

Advanced level physiology of nerve and muscle cells, ionic mechanisms and synaptic potentials. The contributions of metabolism-dependent pump mechanisms will be included. Interactions among groups of cells will be 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 elucidating 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.
Dr. Mendelson and 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.
Dr. McLaughlin

Fall, 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.

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: Established candidacy for Ph.D. (qualifying examination passed).

Fall and spring, variable and repetitive credit

HBY 695 Practicum in Teaching in Physiology and Biophysics

Practice instruction in the teaching of physiology and biophysics under faculty guidance.
Prerequisite: Permission of instructor.

Fall and spring variable and repetitive credit

school of dental medicine

Professors: Paul N. Baer, Lloyd Baum, Leon Eisenbud, Israel Kleinberg, J. Howard Oaks *(Dean),* Louis W. Ripa, Jr., Seymour Roistacher, Max H. Schoen, Martin Stern, H. Barry Waldman

Associate Professors: Bernard G. Borden, Robert K. Davis, Philias R. Garant, Lorne Golub, John Gwinnett, Hershall Kaufman, Virgil Lau, Thomas McNamara, James Mulvihill, Saul Kamen, Jerry Pollock, Mortimer L. Shakun

Assistant Professors: Richard Adelson, Leonard Andors, Thor Bakland, James Barenie, David Blaustein, Eugene Friedman, Robert Himmelfarb, Paul Kornfeld, Robert Renner

Lecturers: Arthur Hazelwood, Samuel Plotnick, William Steibel

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. 11794. (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, 1975. Any applications postmarked after midnight January 1, 1975, 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.

Curriculum

In order to meet the individual needs of the students and to develop a diversity of talent in our graduates we have developed a curriculum that is both flexible and comprehensive. The predoctoral program will lead usually to a dental degree in three and one-half years of study. The first three academic years will be 11 months in duration and the fourth will consist of about five months. This 38 month program will contain approximately 4900 hours of instruction.

In this course of study each student receives a core of pertinent education in the fundamental natural, social and behavioral sciences with special emphasis upon the mastery of concepts but without undue stress on the memorization of rapidly forgotten detail. Within the core each student will also gain familiarity in those clinical disciplines common to all aspects of patient care. Extensive experience will be provided in the detection, treatment and prevention of disease in the oral cavity. These portions of the curriculum constitute a common core required of all students. The core extends over the first two years and ends after a 20 week period of intensive participation in a group practice setting at the start of the third year. All didactic instruction and clinical laboratory training will end with the second year thereby assuring a concentrated block of patient care designed to give the student a chance to "see" himself or herself either as a general dentist or as a specialist. During this time the student in consultation with the adviser will select one of several tracks of study extending over the last 11 months of the predoctoral curriculum. This track will be called the student's major. The major will be designed to round out each student's basic predoctoral professional education in a way that will be congruent with his or her individual needs and future career goals.

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. Members of the Department of Oral Biology and Pathology will provide the students with an in-depth exposure to the normal and pathological aspects of the structure and function of the oral tissues. Appropriate material from the social and behavioral sciences will be introduced at this time by the Department of Dental Health. The basic science portion of this segment of the curriculum will be most heavily concentrated within the first 30 weeks, while the nonclinical dental material will be evenly spaced throughout the first two years.

The normal and abnormal structure and function of the various organ systems will be taught in the fourth quarter of the first year and the first, second, and third quarters of the second year. This will consist of nearly 300 hours of instruction taken jointly with medical students. 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.

The Basic Clinical Education

Clinical experience begins in the second quarter of the first year and becomes the predominant activity by the fourth quarter. By the end of the first year 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 within 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. 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 preceptor. 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 major track that he or she wishes to follow.

THE PREDOCTORAL CURRICULUM

YEAR I	YEAR II	YEAR III	YEAR IV
Nonclinical Core (822 hours) Basic Science Organ Systems Oral Biology Dental Health and Statistics	Nonclinical Core (360 hours) Oral Pathology Oral Biology Dental Health Organ Systems	Clinical Core (620 hours) Group Practice (80 hours of free time)	MAJOR TRACK (20 Weeks) 620 hours instruction 80 hours free time
Clinical Core (432 hours) Restorative Dentistry Periodontics Physical Evaluation of the Patient Introduction to Dental Practice Pain Control Children's Dentistry	Clinical Core (947 hours) Restorative Dentistry Periodontics Children's Dentistry Oral Surgery Pain Control Physical Evaluation of the Patient	MAJOR TRACK (24 weeks) 744 hours instruction 96 hours free time	
Elective Time 176 Hours	Elective Time 176 Hours		
Total Instructional Time 1430 hrs. Free Time 176 hrs. TOTAL 1606 hrs.	Total Instructional Time 1483 hrs. Free Time 176 hrs. TOTAL 1659 hrs.	Total Instructional Time 1364 hrs. Free time 176 hrs. TOTAL 1540 hrs.	Total Instructional Time 620 hrs. Free Time 80 hrs. TOTAL 700 hrs. Grand Total of Instructional Time: 4897 Grand Total: 5505

Interdisciplinary Electives

There are 352 hours of elective time during the first two years. This time has been reserved for the offering of interdisciplinary courses by all segments of the Health Sciences Center. The students are required to elect one course per quarter 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.

Elective/Major Track

During the latter half of the 3rd year, the student will be exposed to a series of elective courses. These courses will be organized into six, 4-week modular units. It is anticipated that electives will be offered by all clinical departments, basic science departments, the department of oral biology and pathology, and the hospital dental departments of affiliated institutions. The rationale behind this 24-week period of elective study is to give the student some horizontal mobility between the core segment of his education and his chosen major. Early in the third year the student, in consultation with appropriate faculty advisors, will submit a plan of study describing utilization of elective time and choice of major track. Those students accepted into a specialty training program will pursue a major track during the fourth year which will be the equivalent of the first year of specialty training. Tracks will be offered in the following areas:

I. *Clinical Majors*
   - A. Generalist
     1. Rural
     2. Urban or Suburban
   - B. Children's Dentistry
   - C. Dental Health
   - D. Oral Surgery
   - E. Periodontics
   - F. Restorative

II. *Nonclinical Majors*
   - A. Oral Biology-Research
   - B. Dental Health-Administration
   - C. Education

The majors are not designed to replace segments of the classic post-doctoral specialty training programs but instead are intended as additional preparation in both clinical and nonclinical areas to make the students better prepared candidates for their chosen areas of professional endeavor. It will also provide the students with an opportunity to confirm their decision to enter a chosen area and in some cases a chance to retreat and redirect their education.

Dental Health Topics

Following the completion of the core program, a series of didactic and practical experience offerings designed to add to the professional maturation process will be provided for all students throughout the third and fourth years. These offerings will be interdepartmental in nature with an effort to use the resources of the departments of the School of Dental Medicine, the Health Sciences Center, the Stony Brook campus and the general professional and lay community.

The variety of topics covered will include dental jurisprudence and ethics, practice administration, community communication, current dental health care issues, care for the handicapped, dental services for shut-in patients, migrant worker programs, and services in environments other than those directly related to the dental school.

Children's Dentistry Track

The major track in children's dentistry will provide elective orientations in advanced training in children's dentistry that accommodate the following student interests:

A. Children's dentistry within a hospital environment.

B. Advanced pedodontic training (especially for the student who might later elect to specialize in pedodontics).

C. Advanced orthodontic training (especially for the student who might later elect to specialize in orthodontics).

D. Advanced training in children's dentistry (especially for the student not necessarily interested in specialty practice but who wishes more advanced training in children's dentistry than is provided in the basic core curriculum).

E. Children's dentistry for the academician (especially for the student contemplating a career in teaching and/or research in the clinical specialties encompassed by children's dentistry).

Dental Health Track

For those students who elect the dental health track a series of educational experiences will be designed to prepare the student who may seek a future in:

A. Traditional dental public health activities.

B. Group prepaid practice arrangements.

C. Private practice with major emphasis in community oriented involvement.

D. A combination of public and private practice.

In addition to the series of clinical experiences designed to improve the students technical and diagnostic abilities, a series of educational presentations will be offered—within the dental school and other schools of the Center and cooperating community institutions—from which a student may design his or her particularized track. Courses from which a selection would be made include:

1. Advanced biostatistics.
2. Dental public health problems.
3. Contemporary problems in preventive and community dentistry.
4. Public dental care systems.
5. Advanced behavior and interaction.
6. Epidemiology.
7. Research design and procedures.
8. Electives offered by the Departments of Community Medicine, Sociology, Psychology, Economics and Education, and the Division of Social Sciences and Humanities.
9. International dental health systems.
10. Educational practice and teaching experience in dental education (practice teaching).

Oral Biology Track

The major track in oral biology will provide the student with an opportunity to collaborate with a member of the faculty on a selected research project. Upon completion of the track the student will be required to submit a thesis describing his or her research achievements. In addition to conducting research the students will be exposed by means of lectures and seminars to the ethical, social, financial and managerial concerns that will affect their future careers in research. Courses in advanced oral biology, basic sciences and research techniques will be offered. Upon completion of this track the student hopefully will have gained a mature view of the mundane as well as the more social and philosophical concerns of scientific investigation. The student will be required to maintain his or her clinical skills by spending approximately 20% of the time in providing patient care.

Oral Surgery Track

An oral surgery major will be available to a limited number of students who have completed the "core curriculum". The major will consist of a four month externship at one of the clinical campus hospitals, four months in the Department of Dental Health, four months in the Department of Children's Dentistry, and four months in the Department of Restorative Dentistry.

A. The externship will have a strong emphasis on oral surgery and oral pathology. The student will participate in emergency room experiences.

B. The dental health experience will have emphasis on community health delivery systems.

C. The four months in the Department of Children's Dentistry will be spent in orthodontics and will emphasize banding techniques and case analysis as it relates to facial deformities.

D. The four month rotation in the Department of Restorative Dentistry will emphasize prosthetics and endodontics.

It is anticipated that the major will be sufficiently flexible to permit a student to enter an advanced training program in oral surgery on July 1st of any given year.

Periodontics Track

The Department of Periodontics through its elective tracks and in cooperation with the Department of Restorative Dentistry will offer programs which emphasize the interrelationship between fixed and removal prostheses and periodontal health. In addition, clinical diagnostic services will be offered for patients with oral lesions, occlusal and temporomandibular problems. There will also be an opportunity in cooperation with the Department of Dental Health to develop preventive programs at the community level and in cooperation with the affiliated hosptials to gain insight into periodontal problems of patients with various systemic illnesses. At the end of the elective track the student should be well acquainted with the different aspects of periodontics. It is anticipated that a majority of the students electing this major track will continue on for graduate training.

Restorative Dentistry Track

Following the completion of the core program, the student who is interested in pursuing a career in general dentistry will be able to choose three different tracks.

Track 1: Rural general practitioner
Track 2: Suburban or small town general practitioner
Track 3: Urban or metropolitan general practitioner.

The time spent in any of the three tracks in restorative dentistry will be dependent on the individual student's rate of progress. It is expected that a minimum of three quarters will be needed to prepare the student for any one of the above tracks, with a maximum of six quarters available.

The scope of the program for the tracks in restorative dentistry will necessarily be quite broad and general, since it is expected that the student choosing general practice will be called on to provide general dental health care. The student choosing the "rural" track generally will receive a broad clinical experience in all areas of dentistry since the lack of dental specialists in a rural area will limit the opportunity for specialty

referral. The urban and suburban general practitioner also will be exposed to all areas of dentistry, but since specialists will generally be available for consultation and referrals, the student will receive more specialized training in areas of his or her specific interest and aptitude; for example, sophisticated operative and crown and bridge procedures, plus more clinical experience in partial and full denture service. Students in all three of the operative tracks will have the opportunity to become competent in areas of pain control involving sedation techniques such as inhalation and intravenous analgesia.

Continuing Education

The School of Dental Medicine, in its recognition that dental education does not end with the granting of the dental degree, has made an extensive commitment to continuing education. Joining with the 10th and 11th districts of the local dental societies, the clinical campuses of the School of Dental Medicine (Long Island Jewish-Hillside Medical Center/Queens Hospital Center, the Nassau County Medical Center, the Northport Veterans Administration Hospital) and affiliated institutions, it has formed a cooperative organization to provide continuing education to the dentists of Queens, Nassau and Suffolk Counties.

Through this program of Education for the Dental Practitioner (EDP) the school will encourage practicing dentists to become involved in parts of the curriculum of the predoctoral program and in addition provide opportunities for the dental student to partake in some continuing education on an elective basis.

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.

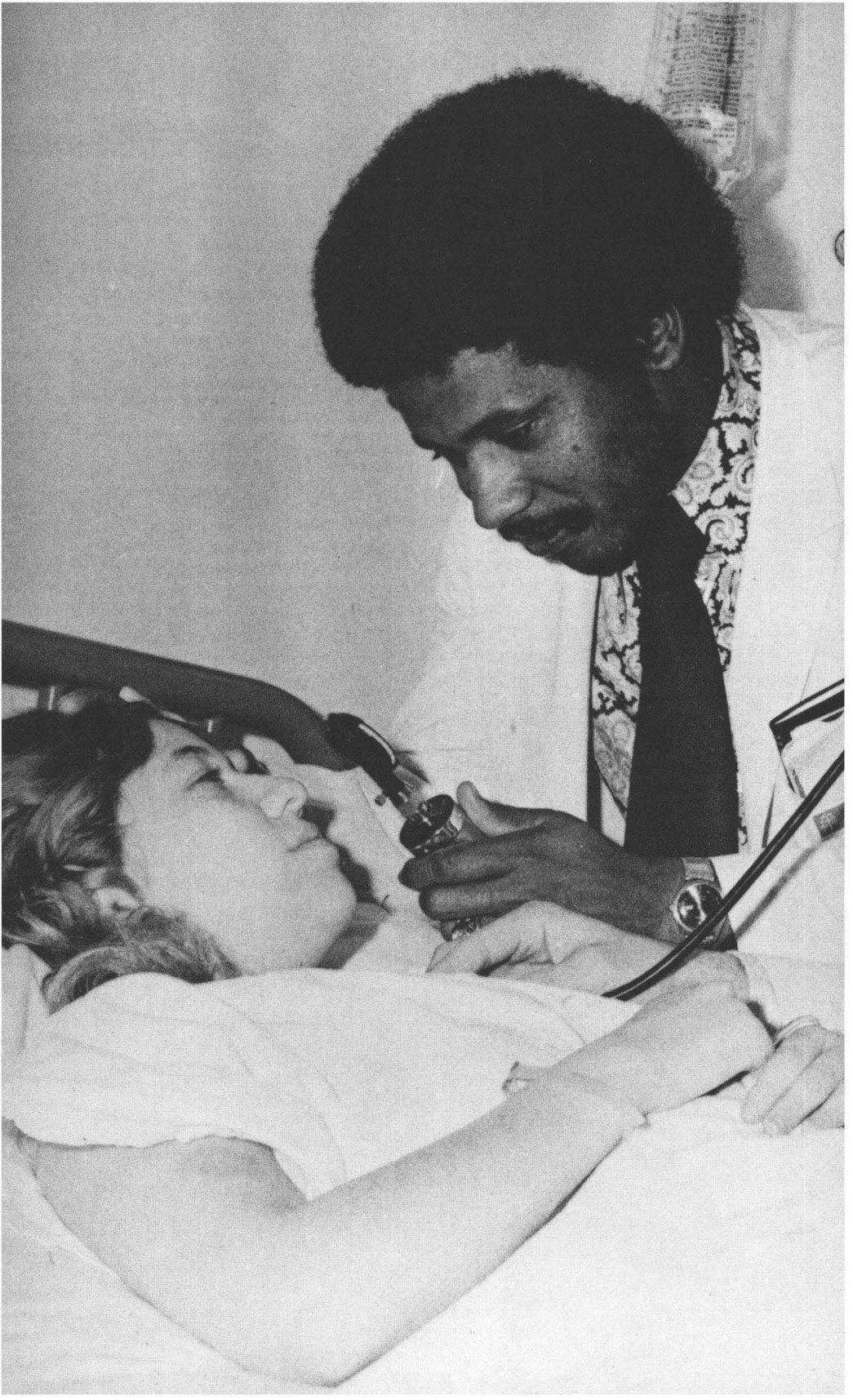
The physical facilities of the School of Dental Medicine at Stony Brook are equipped with modern equipment to support the diverse educational, research and patient care programs offered at the school.

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 participate 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.



school of medicine

Dean: Marvin Kuschner, M.D.

Associate Deans: Roger Cohen, Ph. D., Leonard Meiselas, M.D.

Assistant to the Dean: Eddie Beauvoir

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

About the School of Medicine

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 a 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. 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 this system to give special relevance to each organ systems program. After demonstrating competence in the organ system program the student moves to clerkships in medicine and pediatrics 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 many of the clinical encounters are given at various community clinical facilities integrated into the Health Sciences Center under a variety of arrangements.

The clinical or "track" phase of the curriculum begins with a clerkship in the Department of Medicine, and is followed by a clerkship in the Department of Pediatrics. The remainder of the clinical phase of the curriculum is planned by the individual student and the appropriate Track Committee. In addition to having a clearly defined relationship with the

Track Committee, the student will have an opportunity to obtain clinical experience individually planned by the student and an advisor. Several of the tracks involve a pattern of clinical clerkships in other specialities, e.g., Obstetrics/Gynecology, Surgery, Psychiatry and other research or clinical opportunities which may be developed as part of the students' tracks.

The Long Island Jewish-Hillside Medical Center/Queens Hospital Center, the Nassau County Medical Center, the Veterans Administration Hospital at Northport, and the Brookhaven National Laboratory provide the clinical base for the instruction during the clinical programs for students.

The clinical phase of the curriculum may be the first year of the students' track, or the student may choose a rotating clerkship. The choice is arrived at through consultation with the faculty, and at completion the student will be awarded the Doctor of Medicine degree. The present curriculum is designed so that degree requirements may be met in four years.

Admissions

The Medical College Admission Test (MCAT) must have been taken no later than 1974 for students applying for the 1975 entering class. 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 11790 (516-444-2113).

Department of Community Medicine

Acting Chairman: David E. Weeks, M.D.

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

Associate Professors: Roger Cohen, Steven Jonas, Raymond D. Lerner, Harold L. Light, Robert A. Love, David E. Weeks

Assistant Professor: Leopold Galland

Instructor: Harrison Owen

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

Chairman: Campbell T. Lamont, M.D.

Professors: Campbell Lamont, Melville Rosen

Associate Professors: Ved Bhushan Bhardwaj, Daniel Friedman

Assistant Professors: George J. Adler, George Bernhardt, David M. Bikoff, Louis Bush, Clive Caplan, John Danby, Frederick Firestone, Arthur Frankel, Douglas Greaves, Frank Gross, Alfred Howe, Marks G. Jacoby, Morton Jagust, Joseph T. Judge, Vincent O'Brien, Robert Sucsy, Allen Turtel, Leonard Weitzman

Instructors: Stephen Allen, Miguel Nadal, Arthur Quackenbush

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 family physicians, a second year four-week clerkship in a primary ambulatory health care setting, and a third year track in family medicine specifically designed to form a continuum with the three year residency for those students who have selected family medicine as their career specialty. An approved residency in family medicine commenced in 1972.

A continuing major activity of the Department of Family Medicine is to provide encouragement and support for the development of approved residencies in Family Medicine at major hospitals on Long Island. These programs provide clinical sites for undergraduate teaching of Family Practice to medical students as well as students from the other Health Sciences Center schools.

The Department of Family Medicine maintains close liaison with all the other major clinical departments in the School of Medicine as they contribute much to the teaching of Family Medicine, particularly in the subspecialties.

Department of Medicine

Chairman: Harry W. Fritts, Jr., M.D.

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

Associate Professors: John F. Aloia, Arthur Berken, Jesse M. Berkowitz, Sheldon P. Blau, Arnold G. Blumberg, Clement J. Boccalini, William D'Angelo, Alfred M. Derro, 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, Costas Lambrew, 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, Fred Rosner, Charles M. Samet, Marilyn T. Schittone, Nathan Seriff, Joseph Shaprio, Jacques L. Sherman, Jr., Lawrence Sherman, Lawrence Silver, Gertrude Sobel, E. Marvin Sokol, Stanley L. Wiener, Olga Zoneraich, Samuel Zoneraich

Assistant Professors: Robert S. Aaron, Beverly H. Abbot, Bert Abel, Eugene M. Aronow, Vincent Avila, Selim Baruh, Zachary Benjamin, James S. Bernstein, Marvin Bernstein, Leonard M. Birch, Gundabhaktha Chikkappa, Howard Citrin, Walter J. Clarkson, Jr., Joan Clemmons, Marvin Dannenberg, Edward Davison, Frank DeMento, Oscar DeVera, Michael R. Dubin, Kermit Dwork, David Farr, Michael Feinstein, Norbert Felber, Sidney Fenig, Joseph Fierstein, Renee A. Fleischer, Phillip Fleishman, Leonard Fox, William D. Franklin, Albert L. Freedman, Howard Frucht, Osvaldo J. Fulco, Stephen W. Furst, Aaron Ganz, Mathew I. Gelfand, Alan Geller, Paul Gitman, Richard Golden, Gilbert Graham, Michael N. Greenblatt, Robert A. Greenwald, Marvin Gross, Hans Grunwald, Mohinda Gupta, Eugene Heller, Edward Henry, Joseph Hisenrath, William Hoffman, Melvin Holden, Charles M. Holtzman, Edward Hotchkiss, Ronald A. Housman, Jesse Jampol, Ernesto Jonas, Richard S. Joseph, Lawrence Jurkowitz, Inderjit Katyal, Leonard Kertzner, Lawrence S. Kryle, Francis J. Lane, James Ledwith, Milton Levine, Richard Lipton, Fred Y. Lobovsky, Eriberto S. Lozada, David L. Lubell, Harold Ludman, Francis Lumia, Maxwell Marder, Frederick Mebel, Edgar Mendizabel, Jacob Meron, George Miller, Prem Shanker Misra, Paul L. Mitchell, Ghani Mohammad, Gollapudi G. Murthy, David Mykoff, Richard W. Nagler, Okogbue Okezie, Joseph V. Olivia, Seymour Olshin, Leo G. Parmer, Martin D. Podgainy, Harvey Poliakoff, Ronald A. Primis, Frank Raia, B. Linga Raju, Frank Ratner, Ira Loeb Rezak, Stuart Rosner, Bernard M. Rosof, Michael Rost, Javad Rouhani, Gerald E. Schattner, Joseph D. Schattner, Ira Scheinerman, Martin Schick, Robert Schick, Joel Sherlock, Joseph I. Singer,

Amarjit Singh (I), Amarjit Singh (II), Richard B. Solomon, Stanley Spellman, Carol S. Stern, Philip C. Su, Philip Sumner, Jacob Swinkin, Sidney Tabor, Eugene Teich, Stanley M. Vickers, Clement Weinstein, Jules H. Weiss, Evelyn Wolf, Ching-Hui Wu, Stuart L. Yunis, Italo Zanzi, Stanley Zucker

Instructors: Agop Aintablian, Ingolf Anderson, Elena R. Berkowitz, Richard Blum, Bruce Boklan, Stephen Brodsky, V. William Caracci, Rajinder K. Chitkara, Jayanta Chowdbury, David E. Cohen, Eugene Cooper, Thomas Delaney, Joel Dlugash, Harvey Etess, Joseph Foehr, Gerald M. Friedman, Bernard Gittleman, Maurice Halioua, Antonio Julia, Eugene Kern, Faroque Khan, Janith S. Kice, Herman Kremer, William Lefing, Robert R. Lowy, Donald P. Orofino, Anantanarayan Padmanabhan, Jerome Pincus, Walter Pinsker, Nathan Polan, Muthurmalingam Rammohan, Gerald Roberts, Harvey Schildkraut, Arnold W. Schreiber, Arnold Treitman, Ferdinand Visco, Paul V. Wayne, Kithsiri N. Wimalaratne, Melvin Young, Maurice Halioua

This is the largest academic division of the Heath Sciences Center. Because of its size and the changing nature of internal medicine, it is organized as a department with each of the subspecialties designated as sections. The subspecialties are often interdisciplinary in nature and cooperative efforts with those of all the other clinical departments are requisite for the proper care of the complicated multi-disease clinical problems.

The Department of Medicine will be made up of subdepartments or sections such as Cardiology, Respiratory Diseases, Hematology, Gastroenterology, Rheumatology, Nephrology, Infectious Diseases, Dermatology, etc.

Each of the sections is responsible for: (a) participation in the core clinical teaching which is integrated with basic science teaching in the core curriculum; (b) development of a set of graded responsibilities with specialized instruction in each field as part of the multi-track curriculum; (c) training of clinical and research fellows; and (d) continuing education in the subspecialty areas.

The Department of Medicine is also charged with the integration of the core clinical clerkship, the end of which is to introduce the student to the arts and skills and modes of reasoning used in the approach to the patient, the mode of collecting clinical data, and the essentials of diagnostic process. The Department of Medicine also has, of course, an important role in cooperative teaching endeavors with the Departments of Community Medicine and Family Medicine.

In short, the Department of Medicine will concentrate on specialized training for competence in limited areas. This competence includes knowledge of the sciences basic to specialty, a firm grasp of the diag-

nostic and therapeutic procedures within that specialty, and research competence.

Department of Psychiatry

Chairman: Stanley F. Yolles, M.D.

Professors: Henry Brill, Gerald Davison, H. Warren Dunham, Max Fink, James H. Geer, Harry L. Kalish, Harvey Karten, Joseph Katz, Sherman N. Kieffer, Donald Klein, Leonard Krasner, Samuel R. Lehrman, 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. Correoso, Robert Derman, Gerald A. Green, Mary Hagamen, Eugene Kaplan, Leonard W. Krinsky, Lewis Kurke, Milton Lodge, Robert L. Marcus, Joseph S. A. Miller, Morton Miller, Shepherd Nathan, Charles J. Rabiner, Anthony Romeo, Mollie Schildkrout, Martin J. Semer, Lester Shapiro, Michael A. Taylor, Olga Von Tauber, Morton Wachpress, Herbert Waltzer, Allen Willner

Assistant Professors: Salvatore Ambrosino, Herbert S. Anhalt, Paul Aronow, Samuel H. Bailine, Charles Barbanel, Donald S. Belk, Shiela B. Blume, Dominick Calobrisi, Merrill E. Calvin, Herbert Cherry, James N. Crovello, Marvin Drucker, Eva Ebin, Jerome Fass, Joseph Feldman, Leonard C. Frank, Marie R. Friedman, Joseph Furst, Warren Goodman, Paul Gregory, 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, Daniel Miller, Samuel Mowerman, Thomas A. Naclerio, Herman Oliver, Edward P. O'Malley, Albert E. Paganini, Herbert Perr, John R. Pitrelli, Julius Rice, Judith M. Roheim, 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.

Instructors: Melvin S. Levine, Yahya Moadel, Matilda Rice, Doris P. Silverberg

Teaching Associate: Mary Bernstein

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, 8 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; a clerkship; and a psychiatry "track" available to students on an optional basis in their clinical program. 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, M.D.

Professors: Arthur H. Aufses, Anthony DiBenedetto, William W. Heroy, Leonard Rubin, Harry S. Soroff, Ira Teicher

Associate Professors: Stanley E. Berliner, William C. Birtwell, Burton Bronsther, Lowell Brown, Gerald W. Buetow, Leonard Burson, Elizabeth Coryllos, Ray S. Crampton, Maximo Deysine, Harry Essig, Murray Friedman, Morton Goldfarb, Frank M. Green, I. Melbourne Greenberg, Donald E. Janelli, Jack W. McElwain, John J. McNally, Robert W. Sengstaken, John W. Shepard, Henry W. Thompson, Milton Tuerk, Richard H. Walden, B. George Wisoff

Assistant Professors: William Abel, Alfred Azzoni, Henry Bard, Neil Barton, Anthony Bolognesi, Paul W. Braunstein, Fred Bromberg, George M. Brown, Vincent DeAngelis, Rudolfo Domingo, Serge Dos, David Elkin, Joseph Farrell, Johanna C. Fisher, John E. Flynn, Samuel Gelfand, Stanley W. Gensler, Herbert Hershey, Khosro Homayuni, Bert Horwitz, Stratos Kantounis, Spyros Karas, Kenneth Keningsberg, Richard Laskin, Paul Lehmuller, David M. Leivy, Michael S. Mamakos, Michael Mesbah, Nathaniel B. Messinger, William E. Morse, Salvatore L. Noto, Thomas Palmieri, Nicholas Poloukhine, Calvin L. Rasweiler, Charles E. Rogers, Samuel Roth, Bernard J. Ryan, Edward P. Ryan Dominick Sampogna, Ira Schneider, Wesley Scott, James R. Seymour, Marvin Shapiro, Padmanabhan Siddarth, Ezri Sokol, Leonard Stein, Richard L. Stivelman, Mary Ann Tinker, Perry Tirschwell, Byron M. Treitler, Charles P. Vosburgh, Leonard S. Weiss, David J. Wexler, Howard Wexler, Harry Wogalter, William Yankiver, Arthur Young, Leroy Levin, Wesley Scott, Eugene Zorn

Instructors: Richard A. Giery, Himeko Kashiwabara, Felix 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 Ophthalmology

Professor: Peter H. Ballen

Associate Professor: Elsa K. Rahn

Assistant Professors: Arthur B. Duel, Norbert Fethke, George Goodman, Thomas McGowan, Yale Solomon, Victor Villadolid

Instructor: Charles Beyrer

Department of Orthopedic Surgery

Professors: Leroy Lavine

Associate Professors: John A. Hennessen, John B. Manly

Assistant Professors: Richard Giliberty, Ray A. Haag, Harold Kozinn, Andrew W. Lawrence, Jerome Lawrence, Irving G. Manning, Alice Marie Murnane, John J. O'Connor, Jay Wagner

Instructor: Sanford Ratzan

Department of Otolaryngology

Assistant Professors: Anthony F. Fragola, Edward Orzac, Harry Talbot, Warren Woodworth, Martin Zwerling

Department of Urologic Surgery

Associate Professor: Albert P. Sutton
Assistant Professors: Howard Christ, Radhakrishna R. Murthy

Department of Obstetrics-Gynecology

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

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

Assistant Professors: Melvin Berlin, Paul Berlin, Leonard J. Brandman, George J. Bures, Debabrata Chakrabarty, Maurice Cohen, Barnet Delson, Stanley Deutsch, William H. DeVries, Edward R. Fogarty, Daniel D. Friedman, Burton Garfinkel, James R. Giambalvo, Henry Gozan, Victor Halitsky, E. Jack Harris, Bennet J. Hess, Burton Krumholz, Warren Madell, Daniel Mason, Noel Mohammed, William A. Mooney, Barry D. Podell, Bernard Pollack, Joel Robins, Charles Rosenblum, Emanuel J. Rubin, James E. Seley, Melvin Shuter, William E. Tesauro, James B. Tormey, Robert R. Weiss

Instructors: Elenita Alvarez, Robert E. Block, Joel Cooper, Charles B. Edinger, Stuart Allan Eigen, Norma L. Gastillo

Obstetrics and gynecology will be expected to introduce students to the elements of the clinical approach to female patients, the diagnostic examinations in gynecology and the physiology of pregnancy and labor. Wider emphasis on teaching reproductive physiology, human sexuality, reproductive endocrinology, and the emotional problems of women can be expected.

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, David Annunziato, William Bikoff, Leatrice G. Borofsky, Russell Burdge, Herrick Cohen, John A. Colucci, Bernard M. Curtis, James Dick, Duane Dowell, Charles J. Dunn, Nelson S. Erhart, Philip Eskes, Marvin Godner, Sanford E. Goldzier, Charles Hoffman, Leonard J. Marino, Thomas McLoughlin, Thomas P. McManus, Ruth Miller, Sheldon Miller, Gerald Mondschein, Seymour B. Musiker, Neil Palladino, Eugene Pergament, Frederick Rosenberg, Howard E. Scalettar, Bernard A. Schmierer, Arthur Schwager, Eugene

Schwalb, William Schwartz, I. R. Shenker, Jack Sherman, Albert Sherwyn, Daniel R. Silbert, Saul Smoller, Howard S. Stein, Allen Steinhardt, Norman Stillman, Jack Storm, Leonard Sussman, Marvin I. Sussman, Harold Wagner, Martin A. Waldman, Nathan S. Weiss, Jacob J. Wiener, Martin H. Jacobs, Harry King, Marvin Klein, Steven Maitinsky, Paul S. Mandala

Instructors: Bruce N. Bogard, James A. Caddy, 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, Ashok C. Shende, Yusef Soleymanikashi, Paul H. Penzer, Joseph Thomas, Michael F. Weiss, John J. Piacitelli, Mozafar Salemi, Ralph V. Scotti

Visiting Lecturer: Peter Tolins

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 Neurology

Professors: Sydney Louis, Morton Nathanson

Associate Professor: Arthur D. Rosen

Assistant Professors: Bernard M. Berkowitz, Richard R. Carruthers, Lisgar B. Eckardt

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 Anesthesiology

Professors: Edward C. Sinnott, Sylvan N. Surks, Irving G. Weinberg

Associate Professors: Emanuel Feldman, Marilyn Kritchman

Assistant Professors: Laurence E. Balfus, Frank Cerzosimo, Jess Edward, Solomon E. Farhie, Morris Goldsmith, Sumner Kaufman, Aaron Kopman, William F. Kraft, Bernard Krasner, William Ladner,

Leona Laskin, Jacob Levy, Naomi Raphael, Burton Rubin, Oswald G. Smith, Lawrence Steinberg, Stuart B. Wollman

Instructors: Danilo A. DeSoto, Alan M. Leff, Joseph Michaels, Marcelle Salman, Jose M. Sanchez, Paul G. Sarriyanoglou, Jetse Von Vliet

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 Radiology

Professors: John O. Archambeau, Harold Atkins, Bernard Epstein

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, David Faegenburg, Benjamin Feuerstein, Samuel Herstone, Matthew T. Higgins, Robert Hochstim, Frederick N. Kansler, Avelino N. Maitem, Mahmood N. Tafreshi, Russell Tillitt, Jr., Albert S. Trachtenberg, Frances Vernace, Seymour Wasserman, Catharine L. Wingate, Albert Zilkha

Instructors: Arfa Khan, Frank W. Kveton, Ivan Markus

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 Dermatology

Associate Professors: Ralph Grover, Richard Scher

Assistant Professors: Bernard Potter, John P. Ruppe, Jr.

Instructor: Elena R. Berkowitz

The Department of Dermatology is concerned with the teaching of diseases of the skin and of the dermatologic manifestations of systemic 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 determinent 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 Physical and Rehabilitation Medicine

Professor: Andor A. Weiss

Associate Professors: Haskel Elis, Herbert S. Whiting

Assistant Professors: Rodolfo F. Cane, Arminius Cassvan, Daoud B. Karam, Reuben Leass

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.

COURSES

(Note: See also courses listed in the Basic Health Sciences section)

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, human behavior 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, biochemistry, genetics, histology, microbiology, pathology, pharmacology, and physiology.

Concurrent with the basic sciences 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 the students begin their study of the organ systems. These experiences are a coordinated teaching effort of all specialties relevant to the system in question, 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 the clinical portion of the curriculum and future career goals. Systems covered include: cardiovascular, respiratory, central nervous system, human behavior, urinary, endocrinology, gastrointestinal, musculo-skeletal, hematologic, and reproduction, growth and development.

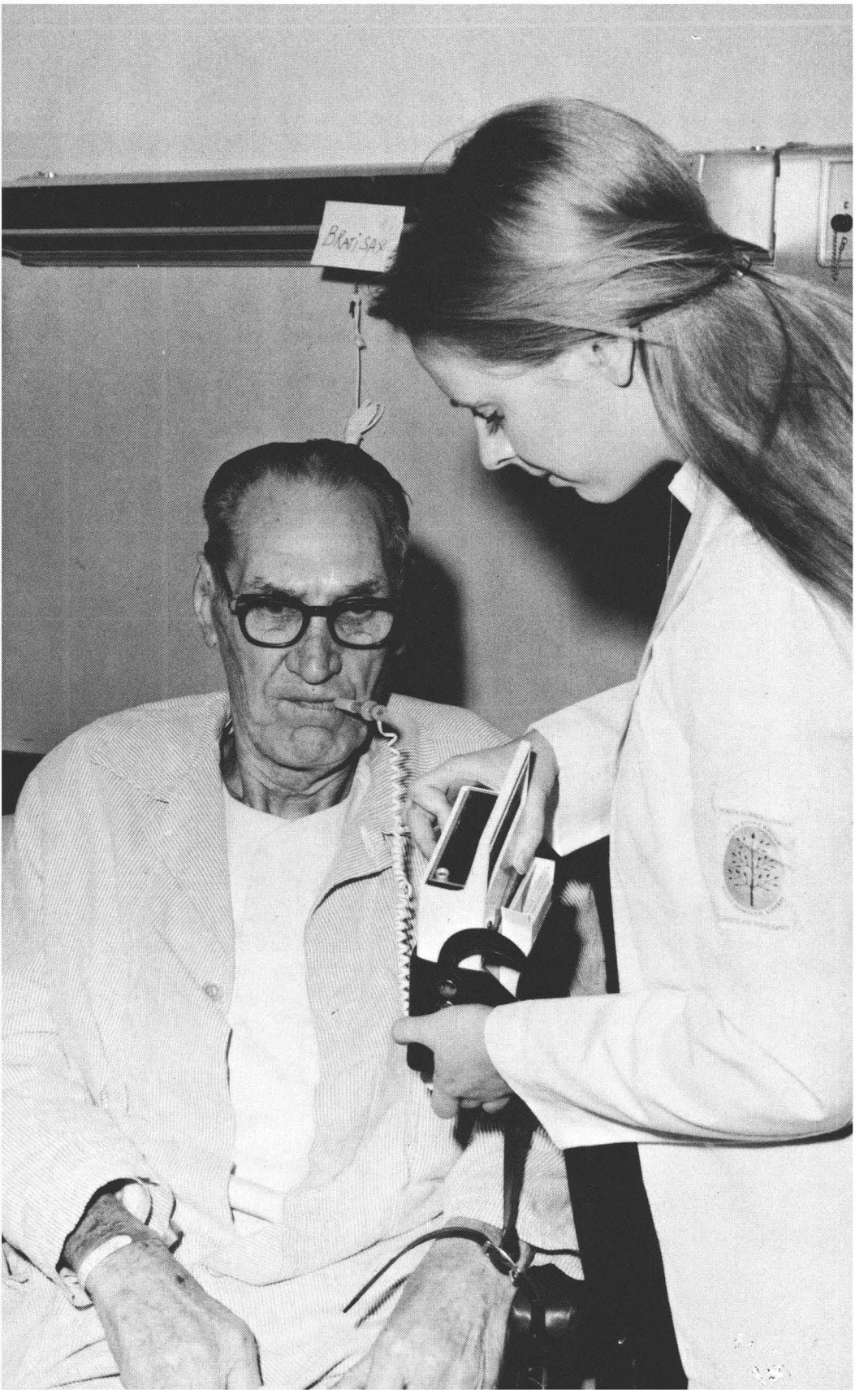
The systems phase of the curriculum includes two additional educational components. An elective period is offered during which students participate in a clinical or research experience in any area related to health care. The elective period may also be used for special purposes such as remedial instruction or tutorials, upon the recommendation and advice of a faculty advisor.

The other component of the systems phase of the curriculum is a clerkship experience that is the joint responsibility of the Departments of Family Medicine and Community Medicine. This period is designed to provide a clinical experience in a primary care setting, and includes an opportunity for a research study of a topic appropriate to the particular setting.

The clinical or "track" phase of the curriculum begins with required clerkships in medicine and pediatrics. The remainder of the clinical program, including elective time, is designed by the student and the appropriate track committee and a faculty advisor. The tracks may include a wide variety of experiences: e.g., a conventional rotating clerkship; a pattern of clinical clerkships agreed upon by student and advisor; or another pattern approved by a track committee.

Grades are determined as "satisfactory" or "unsatisfactory" with promotion based on overall performance during the academic year.

The M.D. degree is awarded at the satisfactory completion of the clinical phase of the curriculum, although the option is open for the student to elect an additional period of time before receiving the M.D. Degree.



school of nursing

Professor: Ellen T. Fahy *(Dean)*

Associate Professors: Sylvia K. Fields, Virginia Glover *(Director Continuing Education),* Dorothy Popkin, Lenore McClean *(Director, Graduate Programs).*

Assistant Professors: Carole L. Blair, Robert L. Harvey *(Assistant Dean for Students),* Carolee Messi, Vaughn Nevin, Jean Jordan, Helen Purello, Elizabeth A. Salerno, Gail Sinquefield, Anna Trent, Madeleine Zunno, Diane King, Adele Walsh, Helen Bang, Doris Maher.

Instructors: Ora Bouey, Elsie Campbell, Rose Richmond, Juanita Rivas, Bob Eisel.

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 (In addition, Developmental Psychology is strongly advised)
   c. Introductory Sociology
   d. A course in Anatomy and Physiology or Human Biology or certification by College Proficiency Examination in this content area
   e. An elementary math course is highly recommended, 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. 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.

2. 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 of all applicants. Students may petition the Admission Committee for waiver of requirements if they think their situation merits consideration.

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, Bldg. 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 complete the following courses: HNI 340, 371, 372, 373, 374, 475, 476, 477, 479, 485 and HWC 326 or an equivalent research course.
2. The undergraduate registered nurse must (after College Proficiency Examination credit has been officially assigned) successfully complete the following courses: HNI 340, 475, 476, 477, 485 and 494 and HWC 326 or an equivalent research course.

In addition, a minimum of four elective courses within the Health Sciences Center or School of Nursing is required.

Graduate Programs

Graduate Programs are being developed for 1975 and will be announced separately.

Continuing Education

A continuing education program is being planned in which short term, non-credit study will be available. Approval for granting continuing education units (C.E.U.'s) will be initiated. Specialized courses will be offered to both practical and registered nurses at the Health Sciences Center, the affiliated campuses, and at a number of health agencies in the region.

COURSES

HNI 311 Spanish Communication Techniques for Health Personnel

In response to the serious need to respond to the problem of eliciting proper health-related information from Spanish-speaking individuals, this course seeks not only to provide the student with the minimum of the Spanish language to meet that need, but also to begin the process of coming to a better understanding of the cultural mores and nuances in the life of these individuals. It should be understood that the course is a project to explore the feasibility of meeting the problem in

the limited time available to most health professional students. Limited to 30 students.
J. Rivas

Q1, 2, 2 credits

HNI 340 Issues and Problems in Health Care Delivery

This course provides an introduction to the major features and problems of health services delivery in the U.S. today. Topics include health care facilities, ambulatory care, financing, health manpower, quality of care, consumer participation and planning for health services. The course will be taught by an inter-disciplinary team from the schools of Medicine, Health Care Adminstration, Nursing and Social Welfare. Open to students from all Schools.
All Nursing Students

Q3, 2 credits

HNI 371 Nursing Process

This course provides a foundation for the study of health and those factors which promote or prevent optimal health within individuals, families, and communities. The roles, processes and relationships of nursing with consumers and other collaborators in the health care delivery system are examined and experienced. Theory and practice in the methods and procedures of the nursing process are an inherent component of the course. (Credit and grade held on reserve until completion of HNI 372).
S. K. Fields and staff

Q1, 6 credits

HNI 372 Health Maintenance

This course provides a foundation for the study of health and those factors which promote or prevent optimal health within individuals, families, and communities. The roles, processes and relationships of nursing with consumers and other collaborators in the health care delivery system are examined and experienced. Theory and practice in the methods and procedures of the nursing process are an inherent component of the course.
Prerequisite: HNI 371.
S. K. Fields and staff

Q2, 6 credits

HNI 373 Crisis Intervention

This course deals with the nature of crisis, both developmental and situational, and theories of crisis intervention. Students will have the opportunities to apply crisis theory and intervention in their clinical practice with individuals, families, and communities. (12 hours laboratory and clinical practicum; 3 hours didactic seminar).
Prerequisite: HNI 371, HNI 372.
HNI Staff

Q3, 6 credits

HNI 374 Introduction to the World of the Sick: Full Title Major Health Problems

The course introduces the student to the world of the sick and will include major pathophysiological processes, basic psychosocial-pathologic processes, individual, family, and community responses to illness and implications for prevention and rehabilitation. (12 hours laboratory and clinical practicum; 3 hours didactic seminar.)
Prerequisite: HNI 371, HNI 372, HNI 373.
HNI Staff

Q4, 6 credits

HNI 411 Group Process

The course is designed to enhance professional preparation by increasing ability to understand group dynamics and impart group work skills through theoretical and experiential 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.
HNI Staff

Q1 and 3, 1 credit

HNI 412 Group Process
See Group Process 411.
Prerequisite: HNI 411 & permission of instructor.

HNI Staff

Q2 and 4

HNI 415 Principles of Patient Evaluation/Laboratory & Clinical Practicum

Systematic study of orderly conduction and communication of the history and physical examination of the patient. Review of the range of nomal physical characteristics with consideration of deviations. Practice in the techniques of physical examination and the use of diagnostic instruments. (6 hours of laboratory and clinical practicum). Credit & grade held on reserve until completion of HNI 416.
Prerequisite: Recommendation of advisor. Senior year only.
S. K. Fields-Coordinator w/participating physicians in clinical settings

Q3, 2 credits

HNI 416 Principles of Patient Evaluation/Laboratory & Clinical Practicum

See Principles of Patient Evaluation 415.
Prerequisite: HNI 415.
S. Fields-Coordinator

Q4, 2 credits

HNI 441 Introductory Pharmacology and Drug Therapy

This course is designed to introduce the undergraduate student to fundamental pharmacological principles as they relate to health problems. Emphasis will be placed on classification of drugs and descriptions of representative type drugs for each class; the effect of dosage forms and routes of administration upon response to drugs of cells, tissues, and the entire animal.
Prerequisite: Junior generic students only.
Mr. Aliota

Q2, 2 credits

HNI 442 Introductory Pharmacology and Drug Therapy II

This course is designed to provide a sound foundation for a continuous process of acquiring knowledge and understanding of rational drug therapy. It is an introduction of pharmaceutics as the study of chemotherapeutic agents as well as the action of drugs on special systems: circulatory and respiratory, central and autonomic nervous systems, gastrointestinal and excretory systems, the skin and endocrine system. The main approach is to relate drug action to the correction of symptoms which are an expression of pathological physiologies. Special emphasis will be placed on common medical disorders.
Prerequisite: HNI 441 (Pharmacology I).
Mr. Aliota

Q3, 2 credits

HNI 475 Nursing in Acute Physical Illness

This course focuses on advanced concepts of nursing intervention for patients and families in a health-illness crisis. Major emphasis is placed on the use of nursing process in health maintenance and crisis intervention. Implications for the patient, family, hospital, and community services will be explored.

Course credit and incomplete will be given at the end of Q2. Additional credit and a grade will be submitted at completion of work in Q3.
Prerequisite: HNI 371, HNI 372, HNI 373, HNI 374.
S. Fields and staff

Q1, 2, 3, 3-10 credits

HNI 476 Psychosocial Health Problems

Designed to provide the student with the opportunity to utilize nursing processes with patients/clients having psychiatric and/or psychosocial problems in a variety of settings. Emphasis is placed on the nurse's role as a therapeutic agent. Theory and clinical practicum will focus on primary, secondary, and tertiary prevention of mental illness. (12 hours clinical practicum; 3 hours didactic seminar).
Course credit and incomplete will be given at the end of Q2. Additional credit and grade will be submitted at completion of work in Q3.
Prerequisite: HNI 371, HNI 372, HNI 373, HNI 374.

Q1, 2, 3, 3-10 credits

HNI 477 Childbearing and Childrearing

This course is designed to examine and explore the nurse's responsibilities for preventive and supportive intervention and health teaching consonant with the physical, emotional, and social well being of individuals and families during periods of childbearing and childrearing. (12 hours clinical practicum; 3 hours didactic seminar).
Course credit and incomplete will be given at the end of Q2. Additional credit and grade will be submitted at completion of work in Q3.
Prerequisite: HNI 371, HNI 372, HNI 373, HNI 374.
C. Blair and Staff

Q1, 2, 3, 3-10 credits

HNI 478 Guided Independent Study in Nursing Practice

This course is offered as an elective for those students who want to pursue an aspect of clinical nursing in depth. It is an opportunity for students to synthesize and apply knowledge gained from the social and natural sciences, humanities and nursing in the study of a selected nursing problem of practical significance.
Prerequisite: Senior or R.N.
Faculty, School of Nursing

Q1, 2, 3, 4, 2-6 variable

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.
Prerequisite: Required of all senior generic students.
E. T. Fahy

Q3, 2 credits

HNI 482 Guided Readings in Nursing

Designed to assist any student who wishes to pursue an independent guided reading program with a selected member of the faculty. Open to generic 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 485 Community Health Nursing

The module will focus on the nature of community health, its past and present, along with projections for the future; epidemiological assessments of commu-

nities, consumer advocacy, maximal participation and collaborative planning with community groups pursuing the objective of self-determination and self-development of families and communities. Future practitioners are given an opportunity to practice community diagnosis by focusing observation on the entire population of a community in addition to its subgroups, e.g., those of specific age groups, diagnostic categories, or families. The student will develop increasing awareness of social, economic, cultural, and political configurations and the dynamics of change as these influence community health, community organization, community health planning, provision of and utilization of health services. Special emphasis is placed on recognizing the need for and becoming an agent of change in the prevention of disease, the maintenance and promotion of health.

Prerequisite: HNI 371, HNI 372, HNI 373, HNI 374.

Q1, 2, 3, 4, 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.

Prerequisite: HNI 371, HNI 372, HNI 373.

Q2, 1 credit

school of social welfare

Professors: Sanford Kravitz *(Dean),* Robert Lefferts, Esther Marcus, Stephen Rose

Associate Professors: Stephen Antler, Frances Brisbane, William Button, Harvey Farberman, Daniel Fox, Neil Friedman, John Haynes, Stephen Holloway, Shirley Jones, Dorothy Knox, S. Karie Nabinet, David Shapiro, Reginald Wells

Assistant Professors: Augusta Kappner, Lincoln Lynch, Elinor Polansky, Howard Winant

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 prerequisities 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 125 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 which can lead to full-time enrollment and the M.S.W. degree;
4. A continuing education program which is primarily an evening 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 does not stress requirements in the usual sense but rather 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

   Students must be enrolled for eight full quarters (or four semesters) or their equivalent and be undertaking a full time academic load during this entire period. This period of enrollment must be completed within three years from the time of initial enrollment. Students must be in residence at least four full quarters (two semesters).

   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 adviser and the graduate program director.

2. Full Time Course Load

A full time academic load per quarter for students shall be the equivalent of four two credit courses (including both class and practice) or their equivalent through independent study or work for which they are formally registered and being carried out under the supervision of a member of the faculty.

Practice (field work) shall have a credit equivalency of one credit per day in the field. Additional credit may be granted for seminars, classes, or independent study activities that are attached to field work and which place demands on student time over and above the actual field work.

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. This may be waived if it is inconsistent with the student's educational plan and has the approval of the faculty acting through the student's adviser and the graduate program director. Proficiency may be demonstrated through the successful completion of a core course, combination of courses or independent study project designated by the Educational Planning Committee as a "core course." Proficiency may also be demonstrated by examination of a faculty member who certifies such proficiency.

B. Concentrations

Students must acquire a working knowledge of theory and practice skills in their own particular area of interest as expressed in their educational plan. They must show that the form of practice they select is consistent with the conceptual explanatory system they develop to "explain" the practice. This may be demonstrated by successful completion of a sequence of courses within one or among a number of concentration areas, through their masters project, and through their educational plans. It is the school's educational philosophy that practice is a highly individualized matter and that, as stated by the Council on Social Work Education, the "pattern of concentrations within the curriculum is intended to organize instruction in preparation for competent practice, not to define or govern the nature of professional roles." Thus, students are not required to specialize in the sense of identifying themselves with one of the practice concentrations.

C. Field Experience

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 may do this by engaging in field practice under the general supervision of one or more members of the faculty. In general, students are expected to devote a minimum of 25% of their total work in the school to supervised practice experience in one or more of the areas of concentration. Practice areas are defined to include all of the areas encompassed by the six concentrations. Field experience may be omitted in unusual cases where such practice would be an unnecessary aspect of the student's educational plan.

D. Masters Projects

All students must successfully complete a masters project in accordance with specified policies.

E. Educational Plans

It is required that all students prepare and keep up to date a written educational plan and that these be approved by the adviser and the director of the masters program; or be approved, upon appeal, by the educational planning committee. Criteria for approval and successful completion of the student's educational plan include:

1. That the plan be done in no less than five phases—the first at the time of enrollment, the second midway through the first year, the third by the beginning of the second year, the fourth at the midpoint in the second year, and the final statement at the end of the second year.
2. That the scope of the plan include three major components:
   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.
3. That in addition to 1 and 2 above, the quality of the plan meet the tests of internal consistency, external consistency, (i.e., the plan is consistent with the policies A through D above), and efficacy (i.e., in terms of representing a capacity to produce the educational and social change results that are sought).

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 analysis of the place of communication in social welfare and the development of basic communication skills
   f. 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 five 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 is also adopted by students. The areas of concentration include:
   a. Theory and analysis
   b. Social policy, planning, administration and 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 or 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 protection, School of Social Welfare sponsored counseling programs, community organization activities, research in areas such as health, mental health, welfare, housing, and education, etc.
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. This is the fundamental criterion of admissions: commitment and concern for change. (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. Preliminary screening of applications gives some preference to such candidates.

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 School of Social Welfare has been accredited by the Council on Social Work Education.

The undergraduate program is not subject to a formal accreditation review. However, associate membership for the program in the Council on Social Work Education is subject to terms which assure program quality. These preconditions, required since 1970, must be met continuously in order to qualify the program for annual renewal of membership. The school anticipates applying for full membership in 1975.

Financial Assistance

In order to make education available to students without regard for their ability to pay, 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*.)

Core Areas

1. *History 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 and social control functions. The historical development of programs, theories, modes of 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.

2. *Social Welfare Systems: Issues and Problems*

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.

3. *Social Welfare Intervention: Modes and Functions*

A general survey of various social welfare intervention modalities and professional roles will be undertaken including: intervention techniques with individuals, families and small groups; community organization and social action; policy and program planning, training, sensitivity and educational techniques. The rationales, assumptions, ideologies and theories that underlie these techniques will be examined and evidence of their relative efficacy will be reviewed.

4. *The Use of Social Intelligence and Research in Social Welfare*

This will include a survey of the various types of research ranging from experimental studies to muckraking and their assumptions as they are evidenced in the fields of health, education, housing and welfare. Techniques of gathering and organizing information will be examined. Practical exercises in the reading and understanding of research reports will be undertaken including the demystification of research symbols such as means, modes, medians, hypothesis, independent and dependent variables, concepts, theory, chi-square, variance, T test, regression, deviations, etc.

5. *Communications: Theory and Skills*

A general introduction to the theory of communications and the place of communications in maintaining and changing the social order. Practice skills in writing, audio-visual presentation, preparation of press releases, use of video equipment, and understanding "news" will be included.

6. *The Individual and the Social Structure*

A review of critical, social, economic, and political theory as it relates to the field of social welfare and to the understanding of the relationship between the individual and the broader society. This includes various perspectives on a) personality development and its relationship to social structure and b) the interaction of cultural, ethnic, social class, sex, age and familial forces in human development. These perspectives are developed in terms of their implications for social change within the context of the American economic and social system and their consequences with respect to the more equitable distribution of resources and improvement in the quality of life.

Courses Open to Graduate Students

The School of Social Welfare is currently expanding the number of courses offered. Below is a partial listing of some of the courses available in addition to the core courses listed above. Further details can be obtained from the Office of Student Services at the School of Social Welfare.

HWC 507 Seminar and Practicum in 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; and, practice in developing skills in writing and presentation of such proposals.
Robert Lefferts

HWC 509 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."
Howard Winant

HWC 513 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.
Robert Lefferts

HWC 517 The History of Social Welfare

This course represents an introduction to the area of social welfare and services, utilizing a historical approach to demonstrate the generic forces—cultural, economic, philosophical, social, technological—which affect the basic development of systems, policies and provision in the field of social welfare. The emphasis is around the reaction

and development during specific periods in the history of America which were seen as social problems and how this has developed the current array of federal, state, local governmental, private and voluntary and market put into order to deal with social problems and their regulating influences.
S. Karie Nabinet

HWC 519 Social Welfare Preventive 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 complementary methods of supportive, concrete behavior modifying and reality oriented treatment will be examined from the experience of class participants.
Frances Brisbane

HWC 520 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.
Stephen Antler and John Haynes

HWC 526 Methods of Inquiry

For HSC graduate students, this is an introductory course that 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 knowledge, 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.
William Button

HWC 528 Statistics for Social Welfare

The course will have two main focuses; 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 evaluating 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.
William Button

HWC 545 Critical Social Theory

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.
Harvey Farberman

HWC 556 Intervention with Individuals and Families: Theory and Practice

This is a workshop/seminar given in conjunction with practice experience in any one of a variety of settings in which the students work directly with individuals, families and/or groups. The arrangements for the practice experience are worked out on an individual basis and can be either in established agencies or through a School of Social Welfare sponsored project.
Esther Marcus

HWC 535 Community Mental Health: An Overview

This course is designed to acquaint the students with some of the new intervention methods used in community mental health: crisis intervention, integration of prevention in treatment methods and the role of consumers in the decision-making process.
Dorothy Knox

HWC 537 Social Work Practice in Health Services

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. Students will be able to draw upon intervention model approaches for implementing health planning. 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.
S. Karie Nabinet

HWC 549 Training Methods and Practice

The purpose of this course is to aid students in the development of basic skills in the area of planned skill development or training. The course will include an overview of the philosophy of "experimental learning," concepts of training program design, and some of the more common training techniques such as role-play, micro-lab, feedback and the like. Students would conclude the course with the ability to plan, organize and execute a training program in a setting with which they are familiar.
Prerequisites: a basic group skills course taken at SSW or permission of instructor.
Stephen Holloway

HWC 551 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 Perls. 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.
Stephen Holloway

HWC 562 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.
Lincoln Lynch

HWC 579 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).
John Haynes

HWC 581 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 administrations in Washington and Albany.
John Haynes

HWC 583 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 identity. 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.
Reginald Wells

HWC 587 Social Planning I

This is a beginning 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 components of evaluation and feedback are critical to enabling and servicing people.
Shirley Jones

HWC 589 Self and Society

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 relationship in different areas of social welfare, with particular emphasis on mental health. Class discussion, which will be emphasized, will focus on issues pertaining to the assumptions made by each theorist about the nature of man and the purpose of society.
Stephen Rose

HWC 591 Social Planning II

The focus of this course will be on planning and policy, and who benefits from this process. The role of the planner and policymaker 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.
Shirley Jones

HWC 593 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 board relations, citizen participation and others. Throughout the course 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.
William Button

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 hospital currently being built 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 evolu-

tion 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 facilities 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 Laboratories, a national research center located in Upton, New York and operated by Associated Universities, Inc. for the United States Atomic Energy Commission.

The Medical Department carries out both fundamental and applied research dedicated to the betterment of man's health. The department is administratively organized into nine divisions: the Hospital, Biochemistry, Hematology, Physiology, Microbiology, Medical Physics and Computer Technology, Nuclear Medicine and Veterinary Services, Radio Biology, 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 scientific 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 48-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.

The learning experience at 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 K. 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 a 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 33,000 in-patients, 32,500 emergency room visits, and 56,000 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: 9,300 in-patients, 22,000 emergency room visits, and 10,800 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 985-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 15,500 in-patient admissions, 109,000 emergency room visits, and 177,000 out-patient visits annually.

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 ..... (to be appointed)

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 largest 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. More than 80,000 persons visit the clinic each 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 neo-natal intensive care unit to which more than 200 sick newborn babies on Long Island were transferred last year; and a highly sophisticated radio communications system operating between ambulances and hospital-based clinical research units 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 300-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, or 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 the 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 Hospital. 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 1110 with out-patient 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.

At the special invitation of the Northport V.A. Hospital, the Department of Medicine of the Health Sciences Center School of Medicine will be housed at the V.A. Hospital, taking the responsibility of properly staffing this hospital while concurrently building a faculty. This liaison underscores that the Northport V.A. Hospital will no longer be essentially a psychiatric hospital, but rather will become a general hospital with an accent on teaching.

health sciences center shared resources

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) Media Services, (2) Biomedical Computer Services, (3) Laboratory Animal Resources, (4) Social Sciences and Humanities, (5) the Office of Students Services, and (6) University Health Services.

Media Services

Director: Antol H. Herskovitz

The Division of Media Services has responsibilities for the application of current developments in media techniques and educational technology in the support of Health Sciences Center programs in education, research,

patient care and administration. It is also responsible for the developing instructional network that links the Center with clinical campuses and other health care institutions in the bicounty area.

One of the commitments of the Health Sciences Center is to develop programs which provide for individualized learning with focus upon individual achievement. To this end, the Division of Media Services has initiated projects utilizing videotape recordings of micropractice; media presentation of practice techniques; and student development of media techniques as part of their learning/teaching activities in health care environments.

This division has also developed facilities to support the production, observation, distribution and reproduction of audiovisual materials. Educational materials produced by the Center are shared with other institutions engaged in parallel activities. Instructional materials from other institutions are constantly reviewed for possible adoption or adaptation for use in the curriculum of the Center.

Located in Building H, the Media Services division includes a photographic laboratory, graphics studio, film and slide review room, television studio, television production center, and supply room for projection equipment.

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

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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 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.
Professor Herskovitz

Q4, 2 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: Permission of instructor.
Professor Elias

Q4, 3 credits

HAD 451 Medical Instrumentation II

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

Q3, 2 credits

HAD 495 Clinical Practicum II

Continuation of full-time clinical experience during junior year (See HAD 395.)
Prerequisite: Permission of instructor.

400 clock hours, 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 instruction 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.
Prerequisite: Permission of instructor.
Professors Weisbroth and Scher

Q1 and Q3, 2 credits

HAD 511 Methodology with Laboratory Animals II

Continuation of HAD 510.
Prerequisite: HAD 510.
Professors Weisbroth and Scher

Q2 and Q4, 2 credits

Biomedical Computer Services

Director: Alvin A. Bicker

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 clinical 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 1974-1975, 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 1974-75 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 Di-

plomate 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 diseases 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 University community. It also functions as a regional resource, assisting health care professionals throughout Nassau and Suffolk counties.

Currently the Library collections approximate 90,000 volumes. Periodical and serial titles received number 4,100 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 900,000 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.

Division of Social Sciences and Humanities

Professors: Rose Laub Coser *(Sociology),* Daniel M. Fox *(History),* Howard R. Kelman *(Education and Sociology),* Eugene Weinstein *(Sociology)**

Assistant Professor: Peter C. Williams *(Philosophy and Law)*

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 health sciences students' awareness 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.

*Primary appointment in Department of Sociology.

Courses

***HSH 331/2**
531/2 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 in the context of 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. Enrollment limited to 25.
Dr. Williams

Q1 and Q2, 2 credits each quarter

***HSH 333/4**
533/4 Science in the Health Professions

This course is designed to introduce students to important contemporary issues of science as they relate to the health professions. The classes will be panels, discussions, debates, speakers and/or films. Students will be asked to maintain notebooks on their reactions to and reflections on the presentations and take part in class discussions. Possible topics include: genetics; evaluation in health care delivery; ecological aspects of patient care; smoking—health and heart disease; prisons; the brain and behavior; experimentation on humans; politics of research methods; nature of scientific demonstration; priorities in science; sexual behavior; aging and death; drugs and addiction; the energy crisis; and clinical decision making.
Dr. Williams

Q3 and Q4, 2 credits each quarter

***HSH 341/541 Politics of Health**

An exploration of the political framework in which public policies effecting health are adopted, and through which health care is delivered, utilizing some of the analytical models and methodologies of political science. The objective is to develop an understanding of the political system of health policy making and to consider what aspects of it are unique and to what extent they reflect more fundamental distributions of political power in the U.S.
To be announced

Q1 and Q4, 2 credits each quarter

***HSH 342/542**
343/543 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 professionals and citizens. Lectures, discussions, and student reports.
Dr. Fox

Quarter to be announced, 2 credits

***HSH 345/545**
346/546 Illness and Health in the Social Context

Illness as a social fact. Structural sources of health and illness in family

* Note: Courses with both undergraduate and graduate numbers have substantially different objectives and requirements for students at different levels.

and community. Health-restoring agents; physician and nurse. The function and organization of hospitals.
Dr. Coser

Q3 and Q4, 2 credits each quarter

***HSH 351/551 Research Seminar in Politics of Health**

Group research on a selected problem in the disciplinary area. Open to students who have completed HSH 341 or with permission of instructor.

Q2, 2 credits

***HSH 371/571 Sociology of Disability and Rehabilitation**

Definitions and determinants 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 380/580 Ethnography of Curing**

This course will examine, with a cross-cultural perspective, different concepts of illness, diagnostic procedures, curative techniques, and folk-taxonomic structures of native pharmacoepoeia. The societies studied will range from simple hunters and gatherers, non-literate subsistance agriculturalists, peasants, to ethnic communities in technologically complex nations. Emphasis will be placed on the structural analogs that obtain in the social interaction between the native curers in these societies and their patients, and the variety of clinical settings students encounter in the class experience.
To be announced

Q3, 2 credits

***HSH 490/590 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, repetitive

HSH 556 Health Services Program Evaluation

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.
Dr. Kelman

Q3, 2 credits

Office of Student Services

Assistant Vice President for Student Services: Eleanor M. Schetlin

The Office of Student Services has the responsibility for participating with students in meeting their non-academic needs and for assisting the schools in the administrative functions of the various student services. Some services that HSC students require in common with graduate and undergraduate students of the entire University are provided by administrative offices on the north campus. However, for assistance with admissions and registration, counseling and guidance, financial aid, housing,

* Note: Courses with both undergraduate and graduate numbers have substantially different objectives and requirements for students at different levels.

part-time employment, and health problems HSC students are expected to make their needs known first to the HSC Office of Student Services.

Both in academic and in non-academic areas, the members of the Health Sciences Center community are involved in decision-making. Students serve on all standing committees of the Center. Problems of our community are discussed and resolved by members of the community.

It is only fair to point out some of the difficulties encountered in the developmental phase of the Center. The rapid pace of building (with unfinished construction), the lack of sufficient off-campus housing (particularly for married students), the distant location of clinical facilities with an inadequate public transportation system, and the chronic insufficiency of student aid that afflicts every academic institution can all be somewhat burdensome to the life of students at the Health Sciences Center at this stage of its development.

The Center will be most attractive to those students who are excited by its forward-looking academic programs and by the opportunity to participate in the formulation of meaningful and relevant educational experiences, and who are willing to tolerate the stresses that necessarily accompany newness.

University Health Service

Acting Director: Carol Stern

Assistant Director; Director, Nursing Services: Mary Jean Jordan

The University Health Service provides emergency services to the entire campus community 24 hours a day, 7 days a week. In addition, students are entitled to general medical and certain specialty services, including mental health; dental care is not currently available. Non-emergency cases requiring evaluation by a physician are generally seen on an appointment basis; nurses are always ready to see patients and to arrange for any further care that is needed.

These services are covered by tuition. However, the student is responsible for paying for any medications which are not stocked in the infirmary, laboratory tests which cannot be performed on campus, X-rays, consultations with, visits to and surgery by off-campus doctors, visits to hospital emergency rooms and hospitalization. Students who do not have their own health insurance are urged to subscribe to the accident and sickness policy offered by the University, so that these additional services will not become too great a burden.

The University Health Service is used as a training facility for students from virtually every school in the Health Sciences Center. Also, many independent study and service groups staffed by students operate under the aegis of the University Health Service, such as the Ambulance Corps, the Office of Health Education, the Red Cross Youth Group, the Sickle Cell Organization, EROS, and the Health Professions Society.

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 1974-75 of campus housing for married students.

A Fine Arts Center is under construction and a new graduate biology building is scheduled to open in the near future. Development of permanent facilities for the six 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 site of 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 five of the six 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 M.S. degree by the School of Allied Health Professions, 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 nondegree programs.

Stony Brook's total 1973-74 enrollment was about 13,000 students, of whom about 4500 were graduate students. Of these, about 2200 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 839.

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 785,000 volumes and about 800,000 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 55,000 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 310/155 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 *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 *Center for Curriculum Development* generates new kinds of courses for elementary and secondary education; 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 *Institute for Advanced Studies of World Religions* 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 micro-filmed archives of original documents from Western Hemisphere colonies, including a rich section of materials on Colonial Long Island; the *Institute for Theoretical Physics* has a faculty of a dozen scholars researching all areas of theoretical physics: *Instructional Resources Center,* in cooperation with faculty members and departments, helps develop more effective teaching methods through the use of computers and other technical aids; and the *Institute for Research in Learning and Instruction* is researching the human learning process, basic instruction, college-level instruction, and economic factors in innovative college instruction.

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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 226,000 full-time and 125,000 part-time students in academic 1971-72.

Specifically, the University encompasses four university centers (two of which, Buffalo and Stony Brook, include health science 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.

Responding to the needs of New York State's economically and educationally disadvantaged, State University has also established six urban centers and six cooperative college centers. The former provide training for skilled and semi-skilled occupations as well as college foundation courses for youths and adults in inner-city areas. The latter combine the resources of public and private colleges within a region in a joint effort to prepare students for full-time college programs.

Educational innovation has from the first been a University watchword.

With funding support from a private educational foundation, five of the University's senior 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."

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 Medical Center at Syracuse

COLLEGES OF ARTS AND SCIENCE

- College at Brockport
- College at Buffalo
- College at Cortland
- 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
- Upper Division College

NON-RESIDENTIAL COLLEGE

- Empire State College At Saratoga Springs

SPECIALIZED COLLEGES

- College of Environmental Science 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
School 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)

Aidrondack 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-Greene 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

CAMPUS GUIDE

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
	Fine Arts	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
	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
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

KEY TO HEALTH SCIENCES CENTER BUILDINGS

SOUTH CAMPUS

303 — South Campus C — Administration, Schools of Medicine and Dental Medicine

304 — South Campus D — Pathology Dept.

305 — South Campus E — Physiology and Biophysics Dept.

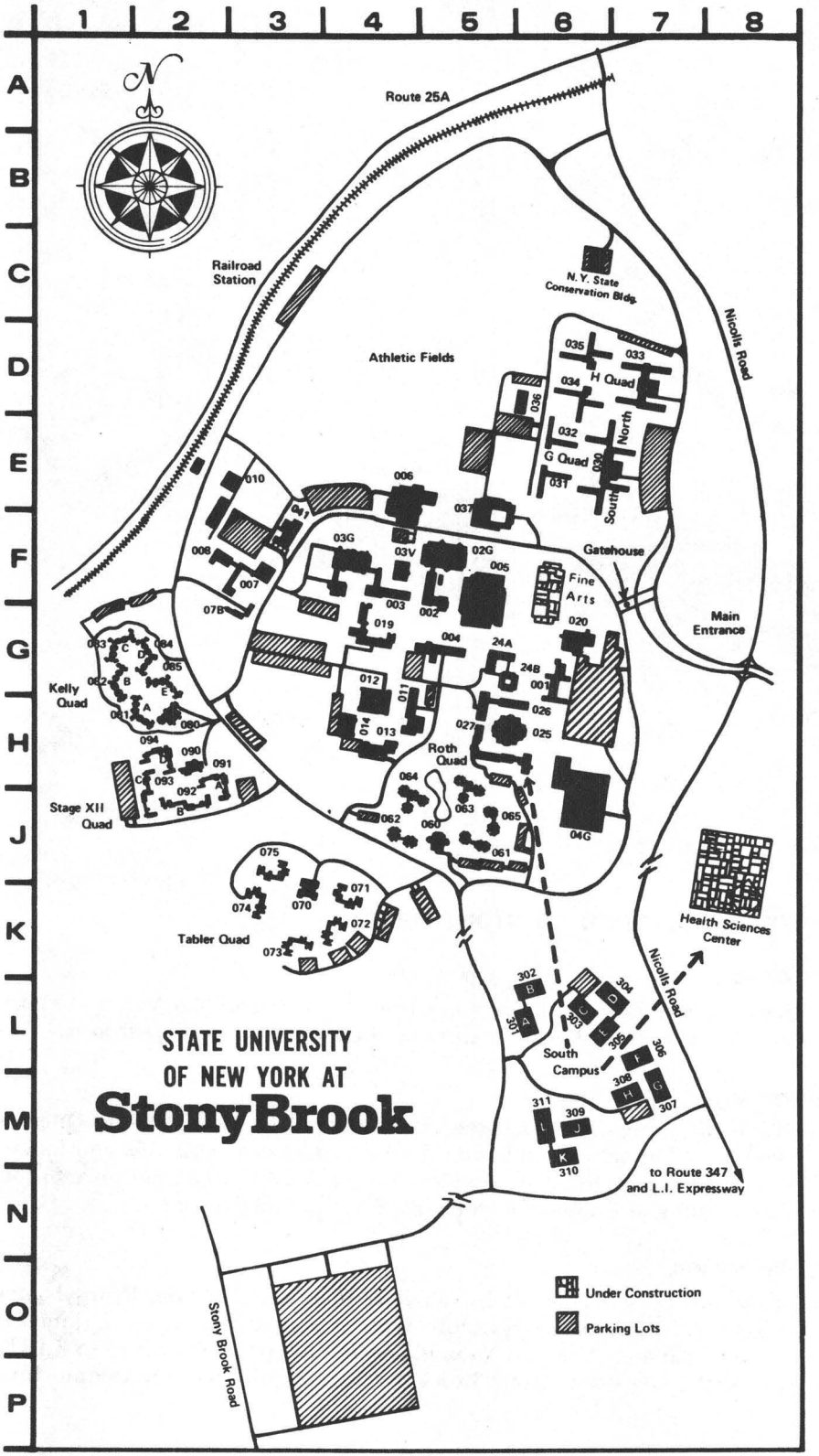
306 — South Campus F — School of Allied Health Professions

307 — South Campus G — Schools of Nursing and Social Welfare

308 — South Campus H — Division of Communications and Biomathematics Dept.

MAIN CAMPUS

027 — Laboratory-Office Building — Anatomical Sciences, Community Medicine, Family Medicine, Microbiology, Multi-disciplinary Lab, Psychiatry, Social Sciences and Humanities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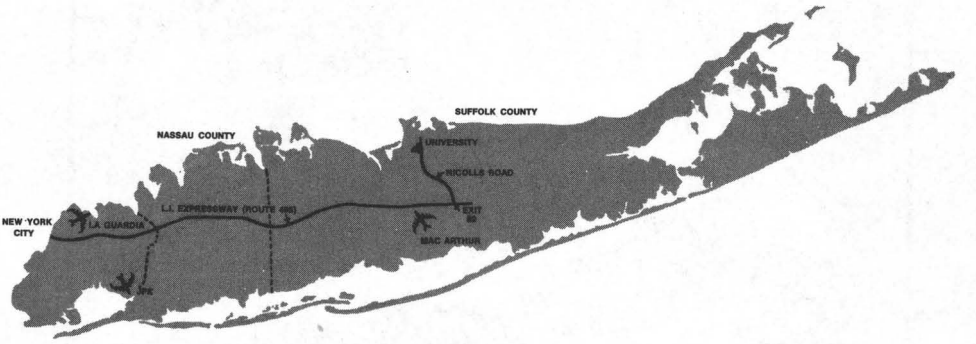
P
Route 25A
Railroad Station
N. Y. State Conservation Bldg.
Athletic Fields
Nicolls Road
H Quad
G Quad
North
South
Gatehouse
Fine Arts
Main Entrance
Kelly Quad
Roth Quad
Stage XII Quad
Tabler Quad
Health Sciences Center
South Campus
to Route 347 and L.I. Expressway
Stony Brook Road
Under Construction
Parking Lots
STATE UNIVERSITY
OF NEW YORK AT
StonyBrook



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 Railroad'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

For Further Information

For general student information contact:

Office of Student Services
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
Arthur C. Upton, Dean
(516) 444-2054

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 Social Welfare
Augusta Kappner, Director of Admissions
and Student Services
(516) 444-2144