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Bulletin

Health Sciences Center

STATE UNIVERSITY OF NEW YORK AT STONY BROOK

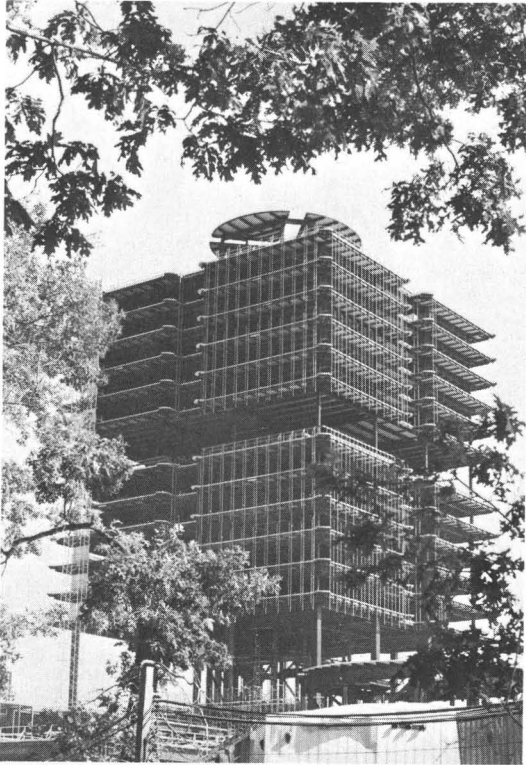


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STATE UNIVERSITY OF NEW YORK AT STONY BROOK



Health Sciences Tower, scheduled for occupancy in 1974, rises above the campus in first phase of Health Sciences Center construction.

VOLUME II

Information current through May 1, 1972
State University of New York at Stony Brook

Address and Phone

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Address and Phone

Health Sciences Center
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1972-73 ACADEMIC CALENDAR

Each quarter consists of ten weeks of class work.

Quarter 1

September 5	Classes begin
September 15	Last day to add a course
October 6	Last day to drop a course without penalty
November 11	Quarter 1 classes end

Quarter 2

November 13	Classes begin
November 17	Last day to remove "Incomplete" grades from preceding 4 th quarter
November 23-26	Thanksgiving recess
November 29	Last day to add a course
December 1	Quarter 1 final grades due in Health Sciences Center, Office of Student Services
December 15	Last day to drop a course without penalty

December 23	Winter recess begins at noon
January 2, 1973	Classes resume
January 27	Quarter 2 classes end. Last day to remove "Incomplete" grades from Quarter 1
January 29—February 3	Review and examination week; end of Quarter 2
Quarter 3	
February 5	Classes begin
February 14	Quarter 2 Final grades due
February 16	Last day to add a course
March 9	Last day to drop a course without penalty
April 14	Quarter 3 Classes end; spring recess begins at noon
April 20	Last day to remove "Incomplete" grades from Quarter 2

Quarter 4

April 23	Classes begin
May 2	Quarter 3 Final grades due
May 4	Last day to add a course
May 25	Last day to drop a course without penalty
June 30	Classes end. Last day to remove "Incomplete" grades from Quarter 3
July 11	Final grades due

This calendar has been designed to minimize the inconvenience for students who wish to enroll in courses offered on the core campus. The major vacation breaks overlap those of the core campus and the beginning of Quarter 3 is near to the start of the second semester on the core campus. The quarter system provides additional instruction time needed to cover the program content required by the accrediting agencies for the various schools of the Health Sciences Center.

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, in a hilly, North Shore area, partly wooded with oak, maple and dogwood. The Health Sciences Center is an integral part of the Stony Brook campus, representing a unique concept of unity and cooperation among all of the health sciences and all the professions in a university setting. The Health Sciences Center is the fourth health center in the SUNY system and the first to be established *de novo*.

The decision to develop a new Health Sciences Center at Stony Brook was derived from the Muir Commission Report to Governor Rockefeller in 1963 which assessed the State's immediate health manpower and service needs. Noting that the 2½ million residents of the two Long Island counties of Suffolk and Nassau were one of the largest populations in the United States not served by a medical education institution, the Health Sciences Center at Stony Brook was recommended to fulfill the teaching and service requirements of the Long Island geographic area with a comprehensive approach to health care.

The Health Sciences Center now consists of six schools and four divisions. The Schools of Allied Health Professions, Basic Health Sciences, Dental Medicine, Medicine, Nursing, and Social Welfare receive support services and instruction from the Divisions of Health Sciences Communications, Laboratory Animal Resources, Social Sciences and Humanities, and Health Sciences Library.

The clinical resources of the Health Sciences Center, prior to completion of the University Hospital, include four clinical campuses with local deans at the Nassau County Medical Center, Long Island Jewish Medical Center, Northport Veterans Administration Hospital, and Brookhaven National Laboratory Hospital. In addition, some schools have special affiliation agreements with other hospitals in the region.

The combined student enrollment of all six schools for 1971-72 was about 400. The estimated enrollment for 1972-73 is about 790.

The opening dates of each school and the degrees to be conferred when the schools are fully operational at a later date 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	1970	B.S., M.S.W.

Commitments of the Center

There is a serious discontinuity in values today between professional education and social purpose. A major academic challenge in all the health sciences is to diminish this discontinuity by the design of 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 in the Health Sciences Center is guided by a set of common commitments, although each expresses these commitments in terms most relevant to its mission. These commitments are the skeletal framework underpinning the design of all the Health Sciences Center academic programs. They constitute the responses to the crucial problems in the health sciences. They define a set of priorities which create a unity of perspective for each program.

First, the Center is committed to the cultivation of *the health sciences as university disciplines*. The Health Sciences Center cannot fully anticipate the future in health care and prepare for it without the most intimate relationship with the biological sciences, humanities, social sciences, and other professional schools in the University. While most medical schools are under university aegis in this country, the fullest mutual advantages of the association are rarely actualized.

How to make the resources of a health sciences center available to all university disciplines is one of the major academic concerns of our day. In this effort Stony Brook has the advantages of physical proximity, of concurrent growth and cooperative planning as well as conscious efforts to interrelate the Center and the University. Our opportunities are shared by few institutions.

A second major commitment is to develop a viable conception of a *Center for all the health sciences* from the outset. Few medical centers have developed really *unified programs* in the health professions in a cooperative way from their very inception.

A major deterrent to the delivery of optimal health care today is the failure of communication and of a precise definition of functions

among the steadily increasing numbers of the 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. If the mature professional is to appreciate the contributions of his colleagues, he must begin to do so as a student.

The Health Sciences Center provides a potent instrument with which society can examine community and patient needs, determine how best to meet them, and develop the relevant roles for each health profession based on those needs.

A third major commitment is to the fullest development of *interaction with the community* in which the Center resides. Medical centers are only belatedly awakening to their responsibilities to make their resources available to the communities they serve.

In our planning, the Center has begun to make contact with voluntary health agencies, hospitals, public agencies, and professional societies. Under the provisions of the federal legislation on Heart Disease, Cancer and Stroke, and Comprehensive Health Planning, the Center at Stony Brook will be expected to make a contribution to the total development of health services for the Nassau-Suffolk communities.

Continuing education, hospital affiliations, sharing of technical facilities, specialized personnel and equipment are all ways the resources of the new Center can become available to Long Island.

Fourth, an important corollary to the Center's community commitment is the requirement *to experiment in how best to deliver health care*, including both knowledge and technology, to every patient in every community. Medical centers have lagged in this area. 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, which is already running ahead of professional perceptions.

The Center must deal directly with this question by designing and operating new models of patient care. Here, in the living laboratory of actual health care, the staff can study the optimal alignment of roles and functions among health professionals, new organizational patterns, the use of computers, and a variety of other measures. Also in a model of patient care, students in all the health professions can learn to work together cooperatively and to examine their effectiveness in objective ways.

Fifth, in place of the rigid programs which now characterize health education, the Health Sciences Center can expect *more flexible and variable curricula geared to student needs and interest* and more consonant with the principles of graduate education. Thus, the amount of detail will be cut; emphasis will be on a smaller number of widely applicable concepts.

Considerable emphasis will be placed on the students' learning processes as well as on the techniques of teaching. Technologic aids—the

computer, television, film automated carrels—will supplant many of the usual lectures and laboratory sessions. Seminar and tutorial teaching will assume a more prominent place as the curriculum becomes more flexible and more student-centered.

Greater attention will also be given to combining undergraduate and post-graduate education into assimilable packages in which the student can readily see the long-range goals of his or her education.

In this context, a sixth major commitment to *continuing education in all the health professions* is essential to forestall the invariable obsolescence of knowledge which progress so rapidly induces.

A seventh major commitment is to maintain the human and compassionate aspects of health care in the tightly organized and highly technical systems of health care now emerging. Special attention in professional education 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. Opportunities for the continuation of a student's general education while in the professional schools are being developed.

Other emphases include earlier introduction to clinical contacts with patients, first as observers, and then as participants; close cooperation of basic and clinical scientists in developing innovative curricula; underscoring of the humanistic, ethical, social, historical, and economic dimension of health care practice; and a larger attention to the social and ethical responsibilities of the health professional.

The detailed actualization of these seven commitments will engage the staff and faculty for the better part of the next decade. In this period changes in science and society will occur to modify today's hopes and plans. The responsibilities and possibilities inherent in the Health Sciences Center concept will be realized at Stony Brook if the right balance between flexibility and structured planning and between enthusiasm and prudence can be struck. If it is, the University will make a significant contribution to health in its broadest sense and to the students it educates for significant roles in the world of the 21st century.

Buildings and Facilities

Temporary Facilities

At present, the Health Sciences Center has available six buildings on the University South Campus totaling over 240,000 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 "C" contains the administrative offices for the Vice President for Health Sciences, Dean for Dental Medicine, Dean for Basic Health Sciences, Community Services, University Hospital, Dean for Students, Office of Student Services, and some research labs.

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 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.

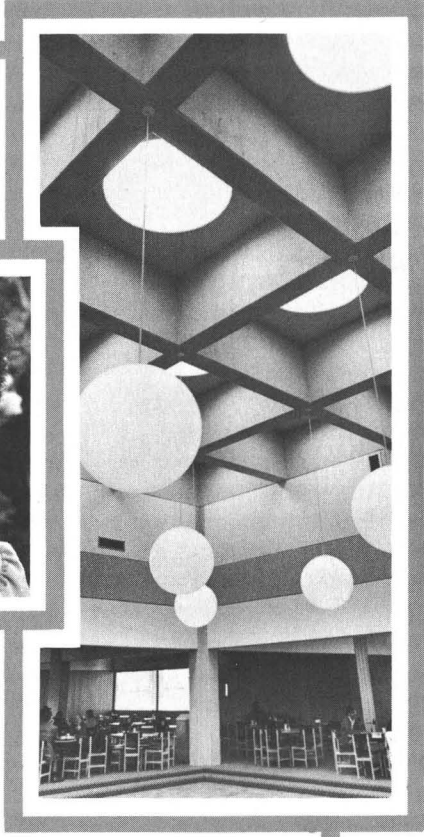
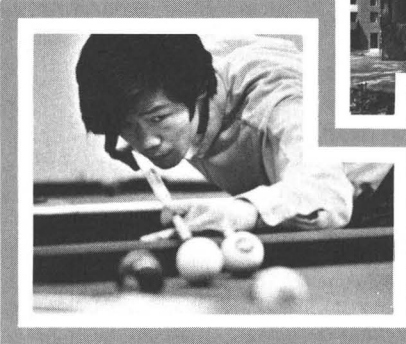
Building "H" contains the Health Sciences Communications Division which provides computer and audio-visual services for the six schools. A lecture hall in this building is used for meetings of up to 60 persons.

A *Lab-Office Building* (sometimes called "Surge I") located on the main 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.

The Health Sciences Center has four clinical campuses on Long Island to provide the needed hospital teaching facilities for all students. These are the Brookhaven National Laboratory 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 will be located 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. It will serve a daily population of 12,000.





Construction of the Center has begun and will be completed in increments in the next few years. Occupancy of the first stage is expected in 1974 while the building of the second and third stages will continue.

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, called a plinth, is an environmental building in which other buildings will be organized as villages. This includes the 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 plinth 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.

Surmounting the megastructure will rise clinical towers, hospital bed towers, a basic science tower, and a large auditorium. These individual buildings will be served by cores which will reach down into the plinth below for elevator traffic, material supply, and supply of utilities. Combined, the plinth and its towers will form a total campus for the health sciences.

The Center and the Community

The Health Sciences Center is extensively involved in the community. This includes: (1) a network of hospital affiliations, (2) affiliations with the Long Island agencies planning the delivery and coordination of health services, (3) continuing education for professionals, (4) consultation and health education programs for consumer groups, and (5) experimentation in different modes of delivering health care, especially to the poor and minorities.

The outside community will have a direct and continuing input into the health Sciences Center through a special Health Sciences Advisory Council currently being formed, whose 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) inform 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. A special effort is underway to recruit personnel for administrative, faculty, and staff positions at the Health Sciences Center from minority or 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.

Schools presently admit full-time students only. However, a few programs have tentative plans to develop part-time degree programs. These programs will be publicly announced prior to their inception.*

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*.

The Health Sciences Center Office of Student Services dispenses information about program offerings and application procedures and assists admissions committees in each of the schools by processing and maintaining their applicants' records and by facilitating communication with their applicants.

Application Procedures

Applications and instructions can be obtained from the Office of Student Services. Individuals should indicate precisely the program and (if pertain-

* Faculty 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 courses through the CED program are *not* Health Sciences Center students and should *not* apply through the application processes above. Information about the CED program can be obtained by writing to the Center for Continuing Education, Administration Building, State University of New York at Stony Brook, Stony Brook, N.Y. 11790.

ment) academic level, undergraduate or graduate, in which they are interested. This information is crucial since application procedures differ from program to program. Students currently enrolled in other programs at Stony Brook should include this information.

When to Request an Application

Applicants to the Schools of Medicine and Dental Medicine may request applications beginning the July of the year prior to the fall for which the applicant is seeking admission. For all other programs, applications can be obtained beginning in mid-fall of the year prior to the fall for which the applicant is seeking admission.

Obtaining an Application

Telephone requests for application forms and for routine information about program offerings should be directed as follows: M.D., dental, and graduate programs, (516) 444-2113; undergraduate programs, (516) 444-2109. Written requests should be addressed as follows:

Office of Student Services (insert program code given below)
Health Sciences Center
State University of New York
Stony Brook, N.Y. 11790

School of Allied Health Professions:

Code:

Baccalaureate Programs (Bachelor of Science) :

Physical Therapy	(AH-PT)
Medical Technology	(AH-MT)
Cardiopulmonary Technology/Respiratory Therapy	(AH-CPRT)
School/Community Health (Health Education)	(AH-SCH)
Health Sciences Technology	(AH-HST)

Certificate Program

Physicians' Associate	(AH-PA)
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Graduate Program

Health Services Administration (Master of Science)	(AH-HSA)
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School of Medicine:

M.D. Program; first year students only	(Med)
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*School of Social Welfare:**Code:*

Baccalaureate Program (Bachelor of Science)

(SW-U)

Graduate Program (Master of Science)

(SW-G)

School of Nursing:

Baccalaureate Program (Bachelor of Science)

(N-U)

Two new programs are projected to open in fall 1973. These are the program in the School of Dental Medicine (use code "Den") and a Ph.D. program in Basic Health Sciences, with tracks in microbiology, physiology, biophysics, anatomy, and experimental pathology (use code "BHS"). The latter may be approved in time for fall 1972.

Applicants to the Schools of Medicine and Dental Medicine will receive a form with which to request an application from either the American Medical College Application Service (AMCAS) or the American Association of Dental Schools Applicant Service (AADSAS). These centralized services forward applications to these two Health Sciences Center schools.

Application Deadlines

The application deadline for the School of Medicine is December 15 of the year prior to the academic year for which admission is sought. The deadline is the date the application is received in the Office of Student Services from AMCAS. To assure timely delivery to this office, students should submit their applications to AMCAS in Washington, D.C. no later than December 1.

Applications to the School of Dental Medicine must be submitted to AADSAS in Iowa City no later than January 1 of the year in which the student seeks admission.

Applications for the programs in the Schools of Allied Health Professions, Basic Health Sciences, Nursing, and Social Welfare, should be submitted by March 1.

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

Submission of Supplemental Materials

Application packets will include information on all required supplemental materials (e.g., transcripts, letters of reference, test scores, etc.). All such materials are to be submitted to the Office of Student Services.

Applicants should wait until they have received the application packet before requesting the required supplemental materials so that they can follow the instructions contained therein for their submission.

Communication with Applicants

The Office of Student Services acknowledges the receipt of the formal application. Applicants will be notified if any essential contents of their admission folders are lacking. Since the records are kept in the Office of Student Services, inquiries should be addressed to that office rather than to the school where admission is sought. Applicants will be notified of the school's decision as soon as possible. All schools attempt to have entering classes selected by April.

Information About Program Content, Prerequisites, Advisability of Applying

Questions of this nature are best addressed to the specific school or program. The following individuals in each school may be contacted:

GRADUATE PROGRAMS

Basic Health Sciences—Dr. Aaron Janoff, Professor of Pathology,
(516) 444-2191

Allied Health Professions—Mr. Michael Enright, Director, (Health Services Administration) Division of Administrative Programs,
(516) 444-2132

Social Welfare—Mr. Reginald Wells, Director of Admissions and Student Services, (516) 444-2144

UNDERGRADUATE PROGRAMS

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

Nursing—Ms. Marcia Rosene, Assistant to the Dean, (516) 444-2163

Social Welfare—Mr. Reginald Wells, Director of Admissions and Student Services, (516) 444-2144

Medicine and Dental Medicine—Dr. Gerald Allen Green, Dean for Students, HSC, (516) 444-2113

Correspondence to the above individuals should be addressed as follows:

(Name)
(School)
Health Sciences Center
State University of New York
Stony Brook, New York 11790

Interviews

Most programs require one or more interviews for all applicants who are seriously considered. Ordinarily interviews are arranged at the

school's rather than the applicant's request. Applicants are invited to interviews by telephone or letter. Information about a program's interview policy and mechanism can be found in the school or program sections in this *Bulletin*.

Admissions Requiring Financial Aid

Admission decisions are made independently of consideration of an applicant's ability to finance his own education. Applications for financial aid are accepted only from students admitted to a program. Financial aid application forms or information on obtaining application forms will be included with letters of acceptance.

General Information for Undergraduate Applicants

All baccalaureate programs are upper-division programs and last approximately two years.

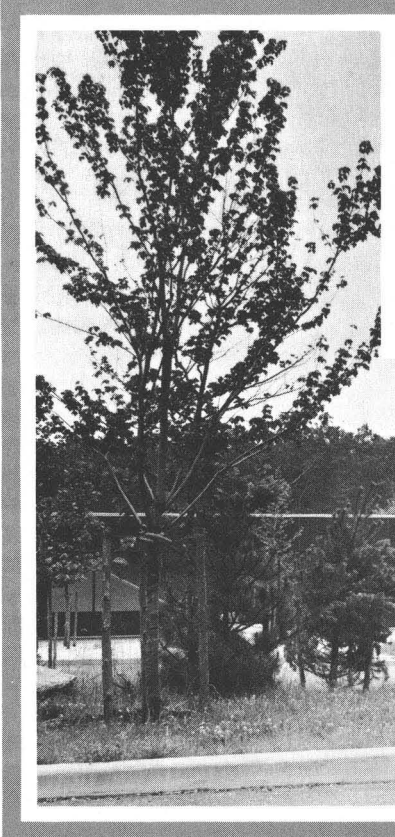
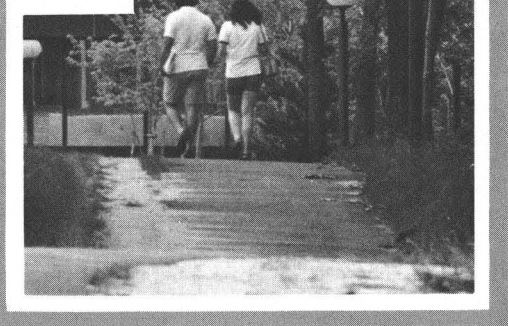
Eligibility

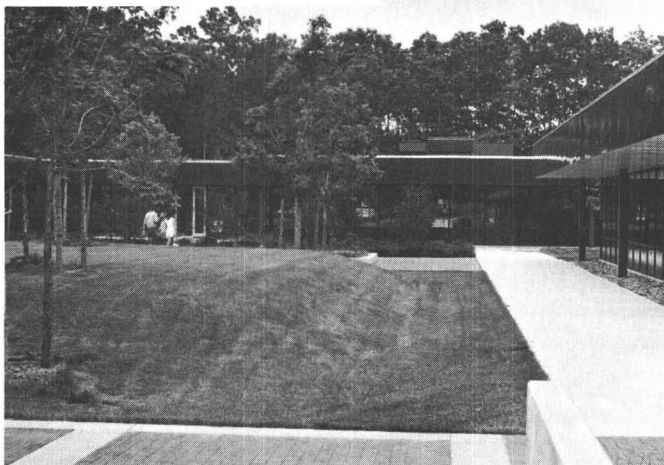
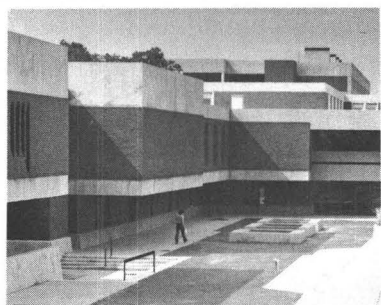
Applications are accepted from students transferring to the Health Sciences Center from other two- and four-year educational institutions and from Stony Brook students. Stony Brook undergraduate students are not automatically admitted to Health Sciences Center programs; they should note that admission 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 55 university credits or their equivalent (i.e., be eligible for *junior* status) before enrollment in the program to which he seeks admission. 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 and/or by equivalency or professional proficiency examinations.

The one exception to the above eligibility statement concerns 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.

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





Freshmen

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 State University at Stony Brook or to another college to complete their freshman and sophomore year.

General Information For Graduate Applicants

Admission to the masters degree program in social welfare and in health services administration 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. Applications and information are available from the Health Sciences Center Office of Student Services.

Applicants to the above two programs should *not* contact the Graduate School Office at the State University of New York at Stony Brook.

INFORMATION ABOUT FEES, LIVING EXPENSES, AND HOUSING

Tuition

The following annual schedule applies for full-time students for the 1972-73 academic year; tuition and other fees are subject to change without prior notice.

New York State Resident

Upper Division	\$ 800
Graduate	1200
Medicine, Dental Medicine	1600

Out-of-State Student

Upper Division	\$1300
Graduate	1500
Medicine, Dental Medicine	2000

Part-time students pay tuition on a prorated basis.

University Fees

Students are required to pay a number of university fees that will probably range in 1972-73 from about \$110 to \$200 annually, depending upon a student's level (undergraduate, graduate, medical/dental) and upon whether he is a commuting or a resident student. These fees include student activity fee, college fee, and university deposit.

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

University fees are 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 program). The estimate for the School of Medicine is \$500.

Personal and Living Expenses

These will vary greatly depending upon the kind of living accommodations selected, personal spending patterns, size of family, etc. Basically, applicants should keep in mind that the Stony Brook vicinity is a high-cost area. It should be noted that the academic calendar for most students is ten rather than nine months. For medical and dental students it is 11 months, and for the masters degree program in health services administration and the physician associate program it is 12 months.

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

Food

Meal plans will probably be available for any Stony Brook residential student desiring to participate, but they will not be mandatory for students in the health sciences. Present plans are to operate cafeterias in some but not all of the six residential quadrangles. Any Stony Brook student, whether or not he participates in a meal plan, 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, but these have proved inadequate to meet the students' needs. The University is attempting to expand cooking facilities in residence halls.

Transportation

Public transportation for recreational use, for commuting between off-campus residences and the Health Sciences Center, and to clinical facilities is grossly inadequate. Bus service between the campus and the Health Sciences Center library is infrequent. Therefore, students are encouraged to have private transportation available, if possible.

There is free bus service around the campus, from the commuters' parking area and the railroad station.

On-Campus Housing

Dormitory space is available for undergraduate, graduate, medical, and dental students. There is no campus housing for married students.

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, mattress, bureau, study desk, lamp and chair, and closet. Each residence hall contains public lounges, study areas, laundry, and recreation facilities. Cafeterias operate in some of the quadrangles.

The charge for university housing is \$650 per academic year (based on double occupancy in a double room or suite arrangement); there will be an additional charge for both on- and off-campus telephone service installed in a room. Health Sciences Center students will be billed by their academic quarter at the rate of \$162.50 per academic quarter; although they may choose to pay for two academic quarters at once. (The above amounts, like all other University charges, are subject to change.)

A housing deposit of \$50 is required. Deposits submitted prior to June 1 can be refunded up until July 1; deposits made after June 1 will be returned only if requested within 30 days of the date of deposit. Instructions for submitting the deposit will be sent to all newly admitted students. Current Stony Brook students submit their deposits when they select campus living accommodations in the spring.

Students currently enrolled in the Health Sciences Center and Stony Brook undergraduates 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. Transfer applicants should not request on-campus housing until after they are admitted.

Off-Campus Housing

Many students prefer to find housing off campus. Married students have no choice but to do so. All students should consult the section of this *Bulletin* on their school to learn what their clinical responsibilities 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 scarce. Most rentals require a nine or twelve month lease.

The Office of Student Services in the Health Sciences Center will attempt, in conjunction with the University's Off-Campus Housing Office (which lists local rentals) to assist Health Sciences Center students in

finding suitable living accommodations. Students who seek to share rentals may use the Office of Student Services to facilitate such arrangements. All newly admitted students will be given an opportunity to indicate whether they are interested in securing on-campus or off-campus housing at the time they respond to their offer of acceptance.

All questions concerning on- and off-campus housing should be addressed to the Office of Student Services (516/444-2113).

FINANCIAL ASSISTANCE

Health sciences students may qualify for a variety of state, federal, and private programs of financial assistance which are administered cooperatively by the Health Sciences Center Office of Student Services and by the Financial Aid Office in the University's Student Affairs Office, which serves all undergraduate and graduate students on the Stony Brook campus. 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.

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 living in 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. As this *Bulletin* goes to press, award schedules for 1972-73 are not known, nor is it known whether there will be, as in the past, separate award schedules for undergraduate, graduate, and medical and dental students, reflecting the varying tuition charges for these groups.

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 application. Students can obtain applications from a local lending institution, bank, savings and loan association, or credit union. The total time required for processing applications through the lending institution and NYHEAC is between six and eight weeks. Therefore, applicants are encouraged to submit their applications 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 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 teaching assistantships at the discretion of the school.

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 Associate Dean for Students 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 Associate Dean for Students 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 for each academic period as stated above.

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 traineeships, research or teaching assistantships, or fellowships must be registered as full-time students.

Graduate students who will be supported on faculty research grants or assistantships, traineeships, and fellowships during the summer must be registered for six credits in approved courses in 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, the draft, 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.
- P (pass) indicates passing work in a course where the evaluation standard is either pass or no credit.

NC (no credit) indicates work in a course for which no credit is given where the evaluation standard is either pass or no credit.

S (satisfactory) and U (unsatisfactory) may indicate evaluation of performance in special programs.

Pass/No Credit Option

In September 1970 a pass/no credit system was introduced by the University in order to permit 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. The pass/no credit option may be used by students at the Health Sciences Center only as indicated below:

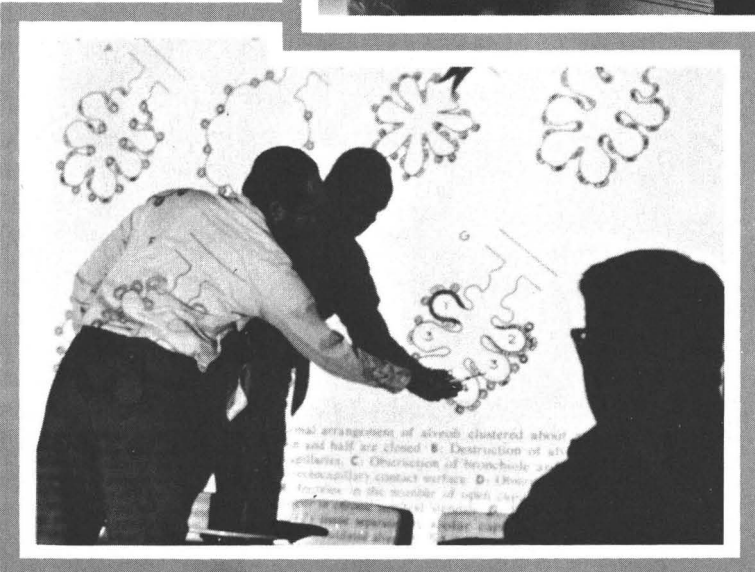
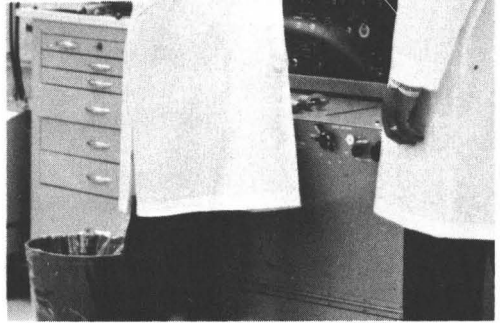
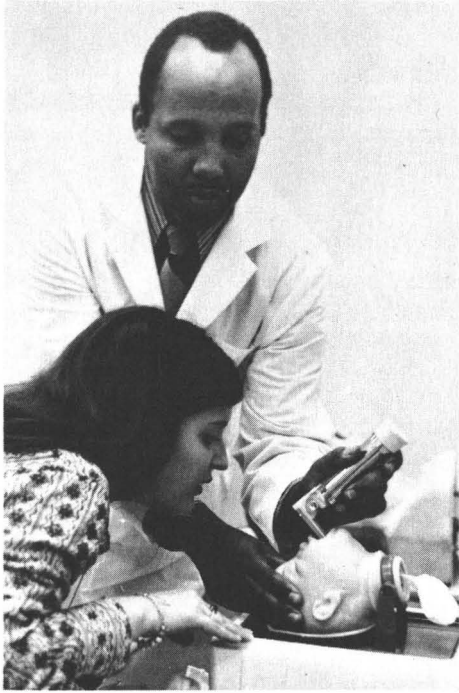
- A. The faculty of the school in which the student is enrolled decides which courses must be taken under the letter grade system: A, B, C, D, F.
- B. A student must designate a course for the pass/no credit option at the time of registration or on or before a closing date for electing such option as set by the school with the approval of the Associate Dean for Students. After that date a student may not change this designation.
- C. Questions about the applicability of the pass/no credit option to individual situations should be discussed with the student's faculty advisor.

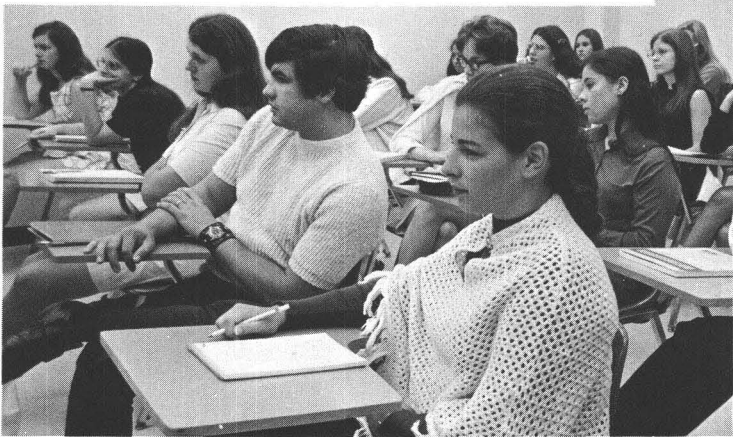
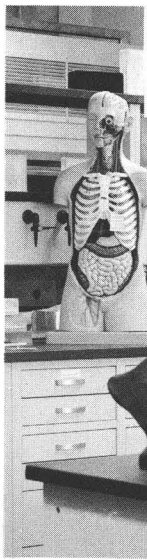
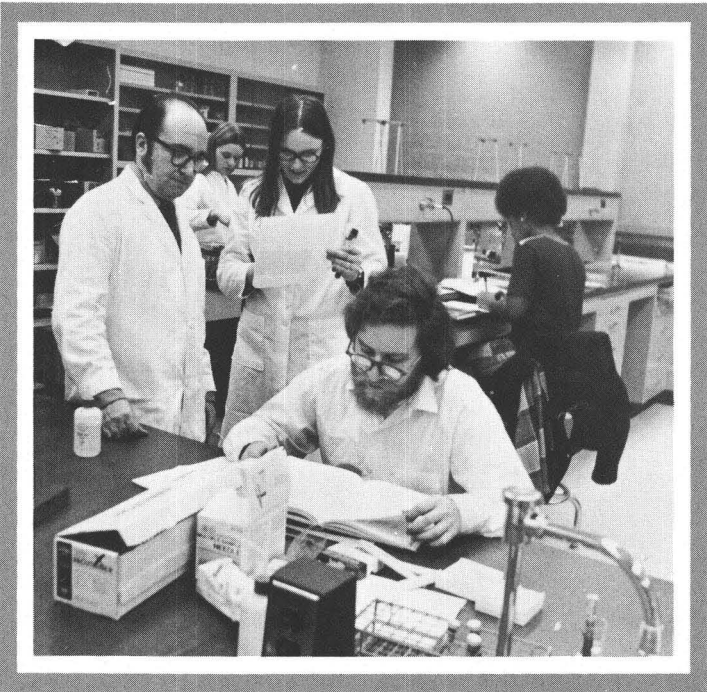
Incompletes

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 control*. If a letter grade is not reported by the end of the following quarter, 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 Associate Dean for Students 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 advisor for the proposed change. Forms for this purpose are available from the Associate Dean for Students.

After the second week of classes in each academic quarter no course may be added. A student may, however, drop a course through the fifth week of the course with the approval of the academic advisor. After the fifth week, no course may be dropped without the approval of the program director or the dean of the school. Students will be assigned the grade of WP (withdrawn passing) or WF (withdrawn failing) for each course dropped except in the case of pass/no credit options where an NC will be substituted for the WF.

Requirements for the Bachelor's 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 for the bachelors degree in the Health Sciences Center. A cumulative grade point average of at least 2.00 is required for all work undertaken after admission to a school. The following general university requirements for the bachelors degree are:

A. Proficiency in English Composition

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.
3 credits

B. Natural Sciences

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 the School of Basic Health Sciences.
6-8 credits

C. Social and Behavioral Sciences

Two semester courses, to be chosen from among the offerings of the following departments or interdisciplinary programs: anthropology, appropriate courses in Asian studies, black studies, economics, education, history, Ibero-American studies (IAS), political science, psychology, 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.)6-8 credits

D. Arts and Humanities

Two semester courses to be chosen from among the offerings of the following departments or interdisciplinary programs: art, appropriate courses in black studies, Chinese, classics and classical languages, comparative literature, English, French, Germanic and Slavic languages, Hebrew, Hispanic languages, Italian, linguistics, music, philosophy, theatre arts, world literature, and appropriate courses in the Division of Social Sciences and Humanities of the Health Sciences Center.6-8 credits

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.
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, 105: and theatre arts courses in diction: THR 130, 133.
4. Foreign language courses below the intermediate, i.e., second year, level.

E. Physical Education

Two semester courses which may be taken at any time prior to graduation, or participation in intercollegiate athletics. No academic credit is given.

- F. For graduation at least 120 credit hours of satisfactory work must have been completed, with a cumulative grade point average during the last four semesters 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 dental degrees should consult the section of this *Bulletin* pertaining to the school of interest.

Repeating Courses

With the advisor's approval, a student may repeat a course in which he has received a grade of D, NC, WP, WF, or F. All grades having assigned points and semester hours will be included in the grade point average, but a given course which has been passed 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 55-84 credits, as seniors after completion of 85 or more credits.

Grade Reports

Grade reports are prepared as quickly as possible after the conclusion of each academic period and are mailed directly to the student's local address at the end of the fall period and to his 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 Requirements

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

Academic Standing

Academic standing of students will be determined by the policies of the school in which the student is enrolled.

Graduation with Honors

A candidate for the bachelors degree may receive honors for superior performance upon recommendation of the faculty of the school in which he is enrolled. Normally, a minimum grade point average is required for honors candidacy as follows: 3.25 for *cum laude*; 3.50 for *magna cum laude*; and 3.75 for *summa cum laude*. 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 his undergraduate Health Sciences Center program and a "major" subject in either the College of Arts and Sciences or the College of Engineering. However, in exceptional cases, a Health Sciences Center student may be permitted to complete requirements for both a Bachelor of Science in a Health Sciences Center program and the requirements for an undergraduate major in the College of Arts and Sciences or Engineering. 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 main campus. While students completing two programs receive only one degree—that of the Health Sci-

ences Center program—their transcript will show completion of the “major” requirements in the College of Arts and Sciences or Engineering.

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 the selected major in one of those colleges before filing a change of major card with the Health Sciences Center Associate Dean for Students. When filed, the change of major card must show the approval of the school advisor, 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 his 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 his 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, a student planning to take summer courses elsewhere should discuss his plans in advance with both his academic advisor and the Health Sciences Center Admissions Office where he can obtain assistance in

determining his intended courses and their school equivalents. After receipt by the Admissions Office 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 advisor.

Graduate Student Exchange Credits

When the special educational needs of a graduate student at one SUNY institution can be served best by taking a course for credit at another unit of the SUNY 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 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 Associate Dean for Students. 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 date 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 re-admission, 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.

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 one month

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 School Health
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	Bio-Mathematics
HBC	Biochemistry
HBH	Pharmacology
HBM	Microbiology
HBP	Pathology
HBY	Physiology

School of Dental Medicine

HD__	Dental Medicine
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School of Medicine

HM__	Medicine
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School of Nursing

HNI Nursing

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)

**L
health
sciences
center**

school of allied health professions

SCHOOL OF ALLIED HEALTH PROFESSIONS

Professors: JAMES BRINDLE, MARJORIE P. DOYLE, VELIO MARSOCCI, EDMUND J. McTERNAN (*Dean*), PETER ROGATZ, URSULA C. SCHWERIN, ARTHUR UPTON

Associate Professors: EDGAR L. ANDERSON, JR., OSCAR S. CUNANAN, THOMAS DUNAYE, MICHAEL J. ENRIGHT, ROBERT O. HAWKINS, JR. (*Associate Dean*), ANTOL HERSKOVITZ, PAUL H. JOLLY, SALVATORE P. LACERVA, ROBERT K. MATCH, PATRICIA PAULSON, MARTIN H. ROSENFELD, ROBERT SCHICK, JACOB SCHLEICHKORN, MORTIMER SHAKUN, BARRY H. WALDMAN, STANLEY ZIMERING

Assistant Professors: STEPHEN V. ALLEN, RUTH E. BAINES, ROBERT M. BILTZ, JULIUS ELIAS, EMIL F. FREY, SANFORD M. GERSTEL, FRANK J. GIBSON, ARNOLD H. GOLDSTEIN, MICHAEL M. HELLAND, HERBERT H. HOPF, MICHAEL KOSS, HOWARD M. LEMPERT, HAROLD LIGHT, DONALD MEYERS, MAXWELL PIKE, GLENN H. REYNOLDS, JACK G. RICHARDS, SHELDON SCHER, ALEX M. SNEDDON, GEORGE TORTORA, WILLIAM TREANOR, ROBERT A. VITELLO

Instructors: RICHARD A. BAUER, PAUL R. DEGNAN, GERALD K. DOLAN, MAYNARD H. EVANS, W. ALVORD FINN, WILLIE J. GRATE, RICHARD KRUSZEWSKI, DAVID D. LYONS, ROBERT M. MARCUS, NICHOLAS McDANIEL, RICHARD NARVAEZ, DONALD B. POWELL, SAMUEL RUNYON, J. SCOTT SOMMERS, ROBERT E. THOMAS

Lecturers: JOSEPH KAHN, NEDIME KUCUKARSLAN, MARILYN MOFFAT, MELVIN PORTNOY

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 specialities, each of these allied health professionals works in a colleague status with physicians and nurses. Historically, these different allied health professions originated in the patient care area, and early training for each specialty was obtained on the job. Within recent years, the concept of the school of allied health professions, as a separate but integral part of the health sciences center concerned with the education of these various specialists, has arisen. The School of Allied Health Professions provides a milieu in which expertise and resources can be consolidated towards the goal of more effective and more efficient education of several allied health profession groups, with the added advantage of providing opportunities to help the graduates understand their role in the context of total health care, rather than within the narrow limitations of their unique field.

Faced with an almost overwhelming challenge in terms of the great numbers of allied health personnel needed now and in the future, schools of this genre across the nation have tended to respond in more innovative ways than other kinds of institutions not faced with a similar challenge. It is almost a generic characteristic of these schools to focus first on the questions of social and educational 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 1971-72.

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)

Program in Pathological 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 advisors to students in the freshman and sophomore years.

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

Students seeking admission to the junior year programs of the School of Allied Health Professions, either from the general program at Stony Brook or from other institutions, must be specifically accepted to the School and to the program they have selected, since these are professional programs with strictly limited capacity.

Requirements for Entrance

General admissions requirements for the School of Allied Health Professions are: a cumulative average of 2.5, and completion of 55 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 candidates.

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. This Committee receives recommendations from the admissions committee of each program, which reviews transcripts, conducts interviews, reports, and the candidate's application form.

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.

Ordinarily graduate students will pursue their program of studies on a full-time basis; however, candidates who must retain full-time employment to support themselves and their families may petition for approval of a less-than-full-time program of studies. Such permission will ordinarily be granted when a program plan can be developed which permits completion of the educational program (including any required clinical experience) without dilution or negation of any of the program's goals and objectives.

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, appointment should be made with the Office of Student Services, Health Sciences Center. (See "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 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. Students may appeal termination to the school's Academic Standing Committee.

Classification of Students. A student must have earned a minimum of 55 semester hours of credit to be considered a junior, and therefore acceptable for the professional program of the school (See "Exceptions" below). A minimum of 85 such credits is required for senior standing.

Less-than-full-study is permitted, through part-time student status, for persons already employed in the health care system and for others with special needs or interests. Approval of part-time student status must be obtained from the Office of the Dean of the school.

Mathematics courses are not specifically required for admission; however, a reasonable command of general mathematics through trigonometry will be necessary for success in the academic program of the school. 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 non-credit mathematics review course during the fall 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 Curriculum

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 selects within the School, and not that he 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 advisors 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 advisor from the program in which you are interested.

Core Curriculum

All students registered for the professional 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

<i>Basic Health Sciences</i>	<i>Credits</i>	<i>Medical Sciences</i>	<i>Credits</i>
HBA 300 Human Biology	5	HAA 300 Introduction to Health Sciences	1
HBP 310 Pathology	3	HAC 350 Patient and Professional Safety	2
<i>Behavioral Sciences</i>	<i>Credits</i>	<i>Research</i>	<i>Credits</i>
Electives from courses offered by the Division of Social Sciences and Humanities	6	HAA 350 Foundations of Research	2
		HAA 351 Research Design	1
		HAA 390 Research Tutorial	0

SENIOR YEAR

<i>Medical Sciences</i>	<i>Credits</i>	<i>Behaviorial Science</i>	<i>Credits</i>
HAC 411 Community Health	2	Electives from courses offered by the	
HAA 480 Interdisciplinary Seminar	1	Division of Social Sciences and	
		Humanities (HSH)	3
<i>Research</i>	<i>Credits</i>		
HAA 490 Research Tutorial	2		

The core program includes 28 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 "Resources" 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 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 quality 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 48 semester hours of graduate study are required, at least 24 of which must be completed at Stony Brook. A cumulative quality 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: MICHAEL J. ENRIGHT

MASTERS PROGRAM IN HEALTH SERVICES ADMINISTRATION

Program Director: MICHAEL J. ENRIGHT

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 administration of high quality medical services in a variety of organizations. Emphasis will be placed on fundamental knowledge and broad skills which have application to the management of the wide range of health services organizations such as hospitals, health departments, medical care programs, planning agencies, health insurance companies and comprehensive 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 attempt-

ing 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.

Requirements for the masters degree include 48 semester hours of didactic work, 12 semester hours of administrative residency, and a masters thesis.

The Health Sciences Center is on an annual academic calendar of four consecutive ten week quarters (Q_1 , Q_2 , Q_3 , and Q_4) from September through June.

The program for full-time students would be 21 consecutive months of study. The first seven months (Q_1 , Q_2 , and Q_3) are didactic. The middle seven months (Q_4 , the summer intersession and Q_1 of the second academic year) are the administrative residency. The final seven months (Q_2 , Q_3 , and Q_4) are didactic.

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

A typical course of study would be made up of courses from the following lists:

A. Required Courses	<i>Credits</i>
HAA 620, 621, 622 Health Agency Organization and Management I, II, III	6
HAA 630, 631 Health Services and Medical Care	4
HAA 632 Economics of Health	2
HAA 636 Health Law	1
HAA 638, 639 Planning Health Services	4
HAA 640 Personnel Management and Industrial Relations	2
HAA 642, 643 Financial Management I, II	4
HAA 650, 651, 652, 653 Quantitative Factors	8
HAA 656 Health Services Program Evaluation	2
HAA 658 Introduction to Medical Science	1
HAA 660 Organization Theory	2
 B. Electives Offered by Division of Administrative Programs	
HAA 623 Health Sciences Communications	2
HAA 625 Health Facility Planning and Design	2
HAA 637 Health Issues and Public Policy	2
HAA 663 Medical Sociology	2

C. Electives Offered by the Division of Social Sciences and Humanities. For a list of courses available, see the Division of Social Sciences and Humanities section of this *Bulletin*.

In addition to these 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. Students desiring such arrangements should discuss them initially with their advisor within the health services administration program.

Research Component

The program will attempt to develop an awareness of the necessity and methodology of research, by emphasis on developing an area of individual specialization for each student during the program. 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 research component of the program will be the basis for the masters thesis which is required for graduation. Students will be encouraged to identify an area of interest during their first three quarters of didactic work. During the residency, students will be expected to do further reading in their area of interest. Collection of data and final analysis and interpretation will be concluded during the final three quarters of didactic work. During the residency, students will be expected to do further reading in their area of interest. Collection of data and final analysis and interpretation will be concluded during the final three quarters of didactic work.

Residency

The residency will ordinarily encompass 28 weeks of full-time preceptorship experience in one or more health agencies approved for this purpose by the program director. The residency is assigned four credits per quarter. Students will receive a cost-of-living stipend of between \$500 and \$600 monthly from the clinical institution to which they are assigned for the residency, except when the residency is spent in rotation among several agencies.

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 instruction of the subjective aspects of administration. He will also be enabled to see the benefits of various administrative postures for different situations and begin to develop 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 committee.

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 three 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.)

There are no specific prerequisite courses. However, students must be able to deal competently with the course work in the program. This would ordinarily require a general understanding of the life and social sciences, some minimal familiarity with medical terminology, and a reasonable level of competence in mathematics. Undergraduate course work in chemistry and biology, mathematics, social sciences, accounting, and statistics is strongly recommended.

Credit for learning acquired in non-traditional settings will be granted to students of maturity and purpose. The student may demonstrate the validity of this learning in one of several ways recognized by the admissions committee, including the College Level Examination Program of the Educational Testing Service and the College Proficiency Examination of the New York State Education Department.

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.

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. The program will be eligible to apply for accreditation in June of 1973.

Program in Health Sciences Communications

Program Directors: ANTOL HERSKOVITZ, PAUL JOLLY

A masters degree Program in Health Sciences Communications is being developed by the Division of Health Sciences Communications, which will train a cadre of people for leadership roles in communications, divisions of health education and health care institutions. This program is not offered in 1972-73.

Courses in media, computing, and health sciences technology are offered to students enrolled in programs of the Health Sciences Center.

Division of Community and Mental Health Programs

Chairman: STANLEY ZIMERING

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

Program Director: STANLEY ZIMERING

Special Admissions 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.

Professional Program Requirements

Core courses required28 semester hour credits
Professional courses required53 semester hour credits

<i>Junior Year</i>	<i>Credits</i>		
HAC 300 Mental Health	3	HAC 307 Drugs and Society	3
HAC 325 Curriculum Development in Health Education	3	HAC 326 Methods, Material and Evaluation in Health Education	3
HAC 305 Human Sexuality and Sex Education	3	HAC 311 Community Health ...	3

<i>Senior Year</i>	<i>Credits</i>	
HAC 495 Field Practicum in School Health* 6		HAC 415 Nutrition and Health .3
HAC 496 Field Practicum in Community Health* 6		HAC 400 Health Counseling3
HAC 490 School-Community Seminar 3		HAC 405 Community Relations .3
		HAC 480 Environmental Health .3
		HAC 483 Consumer Health3
		Workshop** 5

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

PROGRAM IN INTENSIVE TEACHER TRAINING

Program Director: MICHAEL KOSS

A graduate credit program designed for teachers presently teaching a minimum of ten hours of health without New York state certification in health education. The program offers up to 30 credits and permanent certification in health education to participants who successfully complete all requirements. Admission to the program is limited, all interested applicants should apply in writing to the program director.

Division of Diagnostic Programs

Chairman: MARTIN H. ROSENFELD

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 Educa-

* 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.

** Each student will be required to attend intensive workshops. Those presently offered are:

HAC 410 Communication and Group Dynamics	2 credits
HAC 485 Exceptional Child	2 credits
HAC 486 Standard First Aid	1 credit

tion 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) involving a molecular approach including the following areas: genetic control of synthesis and structure of proteins, anaerobic glycolysis and cell energy pathways, structure and function of DNA and RNA; and one course in mathematics. Courses in basic statistics and physics are also strongly recommended. 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 required28 semester hours credit
 Professional courses required60 semester hours credit

<i>Junior Year</i>	<i>Credits</i>	<i>Senior Year</i>	<i>Credits</i>
HBA 360 Basic Human		HAH 420 Lab	
Anatomy	5	Instrumentation	2
HBY 350 Physiology	4	Electives	6
BIO 151 Cell Biology and		HAD 410 Automation	2
Chemistry**	3	HAD 411 Clinical Chemistry II .	3
HAD 311 Clinical Chemistry I ..	3	HAD 412 Clinical Chemistry III .	2
HBM 351 Medical Micro-		HAD 414 Hematology II	3
biology	3	HAD 415 Immunology	2
HAD 315 Hematology	3	HAD 416 Immunohematology ..	2
HAD 316 Microbiology	3	HAD 495 Clinical	
HAD 318 Microbiology Lab	2	Practicum II*	6
HAD 395 Clinical			
Practicum I*	6		

* 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.

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 55 college credits or the equivalent for admissions.

*Concentration in Pathological Technology Leading to the Degree of
Bachelor of Science (Health Science Technology)*

Program Director: GABOR INKE

Special Admission Requirements: In addition to the general admissions requirements for admission to junior status in the School of Allied Health Professions, candidates must have successfully completed courses in embalming technique and mortuary law equivalent to those offered at the State University of New York's Agricultural and Technical College at Farmingdale. If students have completed these courses at an educational institution other than Farmingdale, the director of the program in mortuary science there will be requested to evaluate the equivalency of the courses at such other educational institution.

<i>Junior Year</i>	<i>Credits</i>	<i>Senior Year</i>	<i>Credits</i>
HBY 350 Physiology	4	HBA 464 Morphologic	
HBA 360 Basic Human Anatomy	5	Lab Tech IV	4
HBA 361 Morphologic Lab Tech I	2	Pathology	3
HBA 362 Morphologic Lab Tech II	2	Electives	6
HAD 302 Forensic Medicine	3	HBA 465 Morphologic	
HBA 363 Morphologic Lab Tech III (Practicum*)	6	Lab Tech V (Practicum*) ...	6

* Practicum will consist of two periods, each of ten weeks duration, in full-time attendance in the laboratories of the Department of Anatomical Sciences, School of Basic Health Sciences, Health Sciences Center, SUNY at Stony Brook.

Division of Therapeutic Programs*Chairman:* EDGAR L. ANDERSON**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, previous course work in physics and chemistry, one semester each, *and* one year of biology, is 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 28 semester hour credits
Professional courses required 47 semester hour credits

<i>Junior Year</i>	<i>Credits</i>	
HBY 350 Physiology	4	HAT 361 Theory of Respiratory Diagnosis and Treatment
HBA 360 Basic Human Anatomy	5	HAT 362 Respiratory Therapy Techniques
HAT 310 Introduction to CPT/RT	1	HAT 395 Clinical Practicum* ..
HAT 360 Essentials of CPT/RT	.3	

* 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.

<i>Senior Year</i>	<i>Credits</i>		
HAT 461 Theory of Cardiovascular Diagnosis and Treatment	3	Electives (Clinical)**	6
HAT 491 Special Studies in CPT/RT	4	HAT 495 Clinical Practicum* ..	6
HAT 462 Cardiovascular Diagnosis and Treatment Practices	2	HBM 320 General Microbiology	2

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.

Professional Program Requirements

Core courses required	28 semester hour credits
Professional courses required	55 semester hour credits

<i>Junior Year</i>	<i>Credits</i>		
HBA 360 Basic Human Anatomy	5	HAT 318 Physical Therapy Theory II	6
HBV 350 Physiology	4	HAT 319 Scientific Foundations Related to Physical Therapy ..	5
HAT 316 Orientation to Physical Therapy	1	HAT 320 Mental and Physical Handicaps	2
HAT 317 Physical Therapy Theory I	3	HAT 396 Physical Therapy Clinical Practice I	5

* 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.

** See page 79 for a listing of clinical electives.

<i>Senior Year</i>	<i>Credits</i>	
HAT 415 Tests and Measurements in Physical Therapy ...	2	HAT 419 Psychology of the Disabled
HAT 416 Principles of Administration and Supervision in Physical Therapy ...	1	HAT 420 Physical Therapy Theory IV
HAT 417 Community Rehabilitation Services	2	HAT 421 Physical Therapy Theory V
HAT 418 Physical Therapy Theory III	4	HAT 496 Physical Therapy Clinical Practice II

PROGRAM FOR PHYSICIAN ASSOCIATE

Program Director: STEPHEN V. ALLEN, M.D.

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 college 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 schooling in the medical field, such as Armed Forces schools for training hospital corpsmen or "medic's", 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)

* 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.

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	28 semester hour credits
Professional didactic courses required (see special brochure for required courses)	40 semester hour credits
Professional clinical clerkships (See special brochure for clerkship required)	42 semester hour credits

<i>Course</i>	<i>Credit</i>
HAT 301 Respiratory Therapy and Resuscitation	1
HAT 303 Radiology	2
HAT 304 Pharmacology	2
HAT 306 Patient Evaluation	2
HAT 308 Mental Health, Social Disease and Psychiatry	4
HAT 309 Death and Dying	1
HAT 350 Clinical Medicine for Physician Associates	15
HAT 390 Clinical Seminar for Physician Associates	3

Office of Research and Teaching Resources

Acting Director: ROBERT O. HAWKINS, JR.

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 in the eastern Long Island area. 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. Allied health professionals may register as special students for any course designated as part of the Continuing Professional Education Program; while so registered, they are considered regular students of the school under the "special student" category. Academic credit is conferred where appropriate, and, in addition, special non-credit courses may be offered under this program. Courses will be scheduled in late afternoon and evening hours, or on weekends in intensive workshop format or spread over the regular academic program calendar, as the needs of the professional constituency dictates. 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 or a list of courses available through the Continuing Professional Education Program, contact the Coordinator in

Room 127, "F" Building, South Campus, S.U.N.Y. at Stony Brook, or telephone (516) 444-2454.

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 eleemosynary health service programs, as advisors 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, S.U.N.Y. 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, S.U.N.Y. 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 Hawkin's number (516) 444-2253.

Courses

All courses offered by the faculty of the School of Allied Health Professions are professional courses with limited registration. Registration in these courses is open to students previously accepted into programs which require completion of these courses in the curriculum plan, or to other students with permission of the Dean of the School and/or the instructor.

Interdisciplinary Courses

HAA 300 Introduction to Health Sciences

An introduction to the study of health, illness, and society's system for preserving health and treating illness. Explores the concept of health and how an individual preserves his health. Sources of primary care, health and illness-oriented institutions, social health problems, public health problems and programs, and the

manpower involved in the delivery of health care constitute five subject areas discussed in the course. Students divided into small groups will study in depth one topical area of special interest to each group.

Prerequisite: Permission of instructor.

Coordinator: Dean McTernan

Q1 or Q2, 1 credit

HAA 480 Senior Health Science Seminar

An interdisciplinary seminar in which students in small groups, including representation 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, 1 credit

Division of Administrative Programs

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

Q1, 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.

Dean Hawkins

Q2, 1 credit

HAA 390 Research Tutorial I

Each student will conduct a research project of his own design or will evaluate research in his 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.

Coordinator: Dean Hawkins

Q3 and Q4, no credit

HAA 490 Research Tutorial II

Each student will conduct a research

project or evaluate research. Continuation of HAA 390.

Prerequisite: HAA 390.

Coordinator: Dean Hawkins

Q1 and Q2, 2 credits

HAA 620, 621, 622 Health Agency Organization and Management I, II, III

Organization of hospitals is discussed in its social and functional relationships. Emphasis is placed on the mutual responsibilities of trustees, physicians, community and administrators, and department heads. Includes history of hospitals; departmental function and control; legal aspects; development and analysis of systems and procedures; standards of hospital and medical care services; special care units; progressive patient care.

Prerequisite: Accepted student in graduate program in Health Services Administration or by permission of instructor.

Professor Enright

2 credits each quarter

HAA 625 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.

Prerequisites: HAA 620, 621.

2 credits

HAA 630, 631 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.

Prerequisite: Permission of instructor.

Professor Waldman

2 credits each quarter

HAA 632 Economics of Health

Determinants of demand for health services, including health insurance; supply functions for facilities and manpower; price determinations and utilization; public intervention through financing, regulation, licensure and planning; cost benefit analysis in health. Costs of health care.

Prerequisites: HAA 650, 651, 652, 653 and HAA 642, 643.

2 credits

HAA 634 Health Issues and Public Policy

Study of the means by which the contemporary American society maintains health, prevents and treats illness, restores maximal physical and emotional function, and maintains the chronically ill individual; including official and non-official health agencies, patterns of medical care, hospital systems, health insurance and prepayment mechanisms. Changing concepts of private vs. social health responsibility, quality of care, and its evaluation.

3 credits

HAA 636 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, Messers. Fitzpatrick, Garfunkle, and Wilde

1 credit

HAA 637 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.

Prerequisites: HAA 630, 631 or permission of instructor.

2 credits

HAA 638, 639 Planning Health Services

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.

Prerequisite: Permission of instructor.

Professor Dunaye

2 credits each quarter

HAA 640 Personnel Management and Industrial Relations

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

Prerequisite: Permission of instructor.

Professor Enright

2 credits

HAA 642, 643 Financial Management of Health Care Institutions I, II

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.

Prerequisites: HAA 650, 651, 652, 653.

Professor Gerstel

2 credits each quarter

HAA 650 Quantitative Methodology

This first course of a four course sequence is designed to provide the student with the basic mathematical skills required for an understanding of the other courses in the quantitative factors sequence. Topics to be covered include properties of numbers, graphical solution of equations, and fundamentals of the differential and integral calculus. This course will also introduce the student to computers and computer programming (FORTRAN IV) so that students will be able to write simple programs and utilize existing library programs for the solution of problems in other courses of the program.

Professor Shakun
2 credits

HAA 651 Deterministic and Probabilistic Methods

The first half of this course deals with some of the fundamental concepts of matrix algebra. Topics covered include matrix notation, types of matrices, matrix manipulation and the solution of simultaneous linear equations. The second part will cover some of the basic statistical concepts associated with the description of information that is subject to natural variability. The concept of probability, the relations between frequency distributions and probability distributions, measures of central tendency and dispersion, and the concept of expected value will be discussed.

Professor Shakun
2 credits

HAA 652 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.

Professor Shakun
2 credits

HAA 653 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.

Professor Shakun
2 credits

HAA 656 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.

2 credits

HAA 658 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 specialities and diagnostic techniques used for the medical management of the patient.

Prerequisite: Permission of instructor.
Dean McTernan and staff

1 credit

HAA 660 Organization Theory

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 Cohen
2 credits

HAA 663 Medical Sociology

Roles of physician, nurse, and patients, and their interactions and behaviors. Concepts of illness and health. Illness behavior and its various adaptive forms. Family and community responses to illness.

2 credits

HAA 670, 671, 672 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.

4 credits each quarter

HAA 680 Thesis Supervision

Open for enrollment to masters degree candidates who have completed all work for degree except the required thesis. Credits not counted toward total required for degree.

4 credits

*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.

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 Paulson

3 credits

HAC 307 Drugs and Society

Examines drug use and abuse in relation to the individual and society. Includes a historical and cultural overview; pharmacological, physical, and psychological aspects of drug use and abuse; moral, legal, and social implications; treatment and rehabilitation of the drug user. Professor Lempert

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.

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.

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.

3 credits

HAC 350 Patient and Professional Safety

A study of the legal and physical hazards to which both patient and health professional may be exposed as the result of physical and therapeutic agents and conditions of all types encountered in hospitals and other health care facilities.

Professor Zimering and staff.
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.

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.

Q1, 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.

2 credits

HAC 411 Community Health

A study of personal health services in the community; topics considered include preventive services, organization and delivery of medical care, hospitals and other institutional components of medical care, financing of care, and manpower. A section of the course concerned with environmental health will consider general issues of quality of environment, pollu-

tion control, and population control. A third section will be concerned with planning research and health problems as issues of public policy.

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.

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.

3 credits

HAC 481 Patient Education

Applies the principles of health education to the private or community hospital, clinic, or physicians office. Attempts to deal with patients' anxieties and concerns through planned educational experiences.

3 credits

HAC 482 Health Care Services

A study and evaluation of the means by which contemporary society maintains health, prevents and treats illness, restores maximal physical and emotional function, and cares for the chronically ill. Includes consideration of official and non-official health agencies, patterns of medical care, hospital systems, health insurance and prepayment mechanisms. Changing concepts of private vs. social health responsibility, and the quality of care are among the topics studied.

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.

3 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.

2 credits

HAC 486 First Aid

Red Cross certified first aid course with lectures, demonstrators, and practical applications. Red Cross standard certificate given.

1 credit

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.

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 advisor.

Prerequisite: HAA 351.

1-6 credits

HAC 495 Field Practicum in School Health

A supervised practice teaching experience in health education in selected schools.

Corequisite: HAC 490.

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.

6 credits

The following courses are for the Intensive Teacher Training Program. Please check with the program director 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 pro-

grams, 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 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 School Health Planning

Principles of school planning are elaborated, with special emphasis on the responsibilities of the State Education Department, education, curricula, coordinator, health coordinator, and the health educator and on relationships in evolving policies and programs. Exposure to principles and practices in regional planning designs will emphasize relevance to the health planning of physical structures, political factors, and fiscal and taxation planning.

3 credits

HAC 520 Chronic and Communicable Diseases

A broad survey of the methods and techniques used by the epidemiologist in-

vestigating 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 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 advisor.

3-6 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.
Q1, no credit

HAD 305 Introductory Course in Laboratory Animal Technology I

This is a two-semester course, three credits being earned upon successful com-

pletion of the second semester. The objectives of these courses are to investigate in depth the sophisticated technology of laboratory animal care and to inculcate an appreciation for and understanding of research methodology. Certification at the level of Animal Technician is by satisfactorily completing the written, oral, and practical examinations.

Prerequisites: Either HAD 304 or one year of college-level biology or one full year of full-time allied employment and permission of instructor.

Credit reserved

HAD 306 Introductory Course in Laboratory Animal Technology II

See HAD 305.

Prerequisite: HAD 305.

3 credits

HAD 310 Clinical Laboratory Practice Survey

A survey course of lectures and labora-

tory 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 and Q3, 2 credits

HAD 311 Clinical Chemistry 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 laboratory. Prerequisites: Biochemistry and permission of instructor.

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.

Prerequisite: Permission of instructor.

Q3, 3 credits

HAD 316 Microbiology

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: HBM 351 and permission of instructor.

Corequisite: HAD 318.

Q2 and Q3, 3 credits

HAD 318 Microbiology Laboratory

This lab course accompanies HAD 316.

Corequisite: HAD 316.

Q2 and Q3, 2 credits

HAD 351 Medical Instrumentation

Principles of physics, mechanics, and electronics which underlie the application of instrumentation in the biomedical area. Various types of instruments, quality control, identification of malfunction, safety considerations.

Professor Marsocci

Q3, 2 credits

HAD 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.

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 a ten-week (400 hours) of full-time practice at one or more of several clinical campuses affiliated with the Health Sciences Center.

Prerequisites: HAD 311 and HAD 315, or permission of instructor.

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.

Q1, senior year, 2 credits

HAD 411 Clinical Chemistry II

A continuation of the subject matter as described in HAD 311 Clinical Chemistry I.

Prerequisite: HAD 311.
Q1, 3 credits

HAD 412 Clinical Chemistry III

A continuation of the subject matter presented in HAD 411.

Prerequisite: HAD 411.
Q3, 2 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.
Q1, 3 credits

HAD 415 Immunology

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.

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.

Prerequisite: HAD 415.
Q4, 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.
Dr. Weisbroth, Professor Scher
Q1 and Q3, 2 credits

HAD 511 Methodology with Laboratory Animals II

Continuation of HAD 510.

Prerequisite: HAD 510.
Dr. Weisbroth, Professor Scher
Q2 and Q4, 2 credits

The following courses are offered by the HSC Division of Health Sciences Communications through the School of Allied Health Professions

HAH 303 Medical Photography

(Description not yet available)
Professor Herskovitz
Q3, 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.

Professors Linger and Jolly

2 credits

HAA 420 Laboratory Instrumentation

Primarily a course in the understanding and trouble-shooting of electronic components of laboratory instrumentation. Discussion will include current approved safety requirements for equipment found in the modern hospital. Lectures and laboratory.

Prerequisite: HAD 351.

Q1, 2 credits

Courses for Division of Therapeutic Programs

HAT 301 Respiratory Therapy and Resuscitation

A survey of the principles and techniques involved in respiratory and cardiac resuscitation.

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.

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.

2 credits

HAT 306 Patient Evaluation

Introduction to the techniques involved in performing a routine patient history and physical examination with emphasis on the problem oriented medical record.

2 credits

HAT 308 Mental Health, Social Disease, and Psychiatry

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.

4 credits

HAT 309 Death and Dying

An introduction to the dynamics of dying, the approach to the dying patient, and the student's own reactions to this aspect of illness.

1 credit

HAT 310 Introduction to Cardiopulmonary Technology/Respiratory Therapy

An introduction to the study of cardiopulmonary technology/respiratory therapy encompassing a review of related basic sciences—chemistry, physics, and physiology. Topics include measurements and data, introduction to CPT/RT equipment, introduction to pulmonary mechanics, hemodynamics, and hospital orientation.

Mr. 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 orga-

nizations, and employment possibilities will be emphasized.

Professor Schleichkorn, staff and guest lecturers

Q1, 1 credit

HAT 317 Physical Therapy Theory 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 techniques and develop the ability to perform such functions.

Professor Helland and staff

Q2, 3 credits

HAT 318 Physical Therapy Theory 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 electrotherapy; to apply physical therapy techniques to patients with respiratory problems; to understand the rationale for therapeutic exercise; to carry out ambulation activities, and manual muscle tests.

Prerequisite: HAT 317.

Professor Helland, Professor Baines, Mr. Kahn, Mrs. Moffat

Q3, 6 credits

HAT 319 Scientific Foundations Related to Physical Therapy

The study of basic medical sciences as developed in kinesiology, neuroanatomy, and neurophysiology as applied to the practice of physical therapy. The students will relate such sciences applicable to physical therapy with emphasis on body mechanics and forces acting upon the body.

Prerequisites: HBA 360, HBY 350.

Professor Helland, Professor Baines

Q3, 5 credits

HAT 320 Mental and Physical Handicaps

A survey of major causes of disability with emphasis on conditions found in

children. Material will cover early identification, initial evaluation, referrals, approaches to care and community resources. The student will be familiarized with incidence, etiology, and prognosis. Field trips to community services for the deaf, cerebral palsied, retarded, and physical handicapped are planned.

Prerequisite: Permission of instructor.

Professor Schleichkorn and visiting lecturers

Q3, 2 credits

HAT 350 Clinical Medicine for Physician Associates

An in-depth survey course including pathology, the emergency patient, and the non-emergency patient; taught from the systems and problem oriented approach.

15 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, pulmonary measurements, O₂ and CO₂ 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 humidification, 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).

Mr. Degnan
Q3, 2 credits

HAT 390 Clinical Seminar for Physician Associates

A tutorial and practicum course designed to provide the P.A. students with carefully supervised clinical experiences in which they can practice the essentials of the patient history and physical.

3 credits

HAT 395 Clinical Practicum

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.

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, 5 credits

HAT 415 Tests and Measurements in Physical Therapy

This course will cover a variety of meth-

ods of evaluation and testing used as diagnostic and prognostic measures in abnormal conditions related to patients with disease or disabling problems. The student will obtain a skill in recognizing appropriate tests and measurements used in evaluating patients and how to interpret such procedures.

Prerequisites: HAT 317, HAT 318.

Professor Baines, Professor Helland
Q5, 2 credits

HAT 416 Principles of Administration and Supervision in Physical Therapy

The study of management of physical therapy departments within a variety of medical and community facilities and their relationship to other units offering services in rehabilitation will be covered. Related topics, such as budgeting, personnel, planning, evaluation and liability, will be discussed. The course is designed to offer the student a foundation for understanding the role of supervisors and administrators in health care services.

Prerequisite: Permission of instructor.
Professor Schleichkorn and guest lecturers
Q7, 1 credit

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

Q7, 2 credits

HAT 418 Physical Therapy Theory III

This course follows HAT 317 and 318 in emphasizing rehabilitation techniques, their rationale and application. Among the major topics to be covered are therapeutic exercise, biomechanics, neurological developmental approaches, adaptation

of equipment and activities of daily living.

Prerequisites: HAT 317, HAT 318, HAT 415.

Professor Baines, Professor Helland

Q5, 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.

Prerequisite: Permission of instructor.

Q7, 2 credits

HAT 420 Physical Therapy Theory IV

This course will offer intensive training in specific physical therapy techniques and rehabilitation related to orthotics, prosthetics, and advanced neurological approaches.

Prerequisite: HAT 418.

Professor Baines, Professor Helland, guest lecturers

Q5, 4 credits

HAT 421 Physical Therapy Theory V

This course, following the senior clinical affiliation, will allow for a review of all techniques and the introduction to additional advanced subjects, such as neuromuscular facilitation, electromyography and research applications. New concepts currently being introduced in rehabilitation will be discussed with some practical application.

Prerequisite: HAT 420.

Professor Helland, Professor Baines, guest lecturers

Q7, 3 credits

HAT 461 Theory of Cardiovascular Diagnosis and Treatment

This course provides the students with a detailed study of the normal vs. patho-

logic 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

Clinical Electives

A ten week period designed to provide the student with competency in one of the areas of cardiopulmonary technology/respiratory therapy introduced in prior laboratory sessions or clinical practicums. Prerequisites: HAT 395, 495 and permission of instructor.

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

Mr. Degnan

HAT 486 Pulmonary Function Testing
Mr. Degnan

HAT 487 Chest Physio-Therapy
(Rehabilitative Medicine)

Professor Anderson

4 credits each course

**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 395, HAT 495 (open only to CPT/RT students).

Professor Anderson and staff

Q3, 4 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, cardiovascular treatments, and related demonstration in the animal and cardiopulmonary laboratories.

Prerequisites: HAT 395, HAT 461, and HAT 462.

Q2, 6 credits

**HAT 496 Physical Therapy Clinical
Practice II**

Clinical affiliations in the senior year will involve two five-week assignments in affiliated centers to enable the student to apply his training in actual clinical experience under supervision.

Prerequisites: HAT 418, HAT 420.

Instructors at affiliated facilities, coordinated by Professor Helland

Q6, 6 credits

Courses for Allied Health Programs given by the School of Basic Health Sciences

(For detailed descriptions see the Basic Health Sciences section.)

HBA 300 Human Biology

HBP 310 Pathology

HBA 360 Basic Human Anatomy

HBV 350 Physiology

HBM 320 General Microbiology

HBM 351 Medical Microbiology

**health
sciences
center**

school of basic health sciences

SCHOOL OF BASIC HEALTH SCIENCES

Professors: JAMES I. BERKMAN, VINCENT P. CIRILLO, ROBERT A. CONARD, MAYNARD DEWEY, MORTIMER M. ELKIND, MADELINE FUSCO, HENRY D. ISENBERG, AARON JANOFF, HORTON A. JOHNSON, JANIS V. KLAVINS, MARVIN KUSCHNER, PAUL G. LEFEVRE, HARVEY M. LEVY, VINCENT S. PALLADINO, JAMES S. ROBERTSON, CLAIRE J. SHELLABARGER, MELVIN V. SIMPSON, GEORGE W. STROKE, ARTHUR C. UPTON (*Dean*), WILLIAM G. VAN DER KLOOT, SIDNEY B. WEINBERG

Associate Professors: IRVING ABRAHAMS, BURT V. BRONK, ARJUN D. CHANANA, NORMAN CREEL, JOHN L. DUFFY, MARTIN FREUNDLICH, GABOR B. INKE, MASAYORI INOUE, BERNARD P. LANE, YIN CHEN LEE, CHARLES W. KIM, MARTIN MENDELSON, FREDERICK MILLER, CARL MOOS, NORMAN PLATT, MONICA RILEY, ARTHUR F. ROSENTHAL, RICHARD SINGER, FREDERICK W. STUDIER, STEVEN H. WEISBROTH, ZELMA WESSELY, HEINER WESTPHAL, DAVID L. WILLIAMSON

Assistant Professors: BELINDA AFTALION, LEO ALTMAN, NORMAN ARNHEIM, VICTOR AZUETA, LEROY T. BROWN, DAPHNE BURDMAN, FERNANDO COSTALES, NICHOLAS DELIHAS, BERNARD S. DUDOCK, JOHN W. FARA, VERA F. FARRIS, LUCY L. FEINER, RAYMOND F. GESTELAND, RICHARD S. GOODMAN, MICHAEL GOUGH, GAIL S. HABICHT, RONALD E. IRVING, FRANK KALDI, HILDA LAUFER, BENJAMIN H. LEICHTLING, STANLEY J. MASIAK, STUART McLAUGHLIN, LAURA MOLHO, JAMES D. MORAITIS, VALENTINE A. NOWICKI, BARBARA G. PAINTER, LEONARD PARIS, ROBERT POLLACK, CHARLES V. ROBINSON, EDWARDA RORAT, MAGDA RONA-DACSO, JONAS SCHERER, SANFORD R. SIMON, DANIEL N. SLATKIN, ROLF STERNGLANZ, BENJAMIN WALCOTT

About the School of Basic Health Sciences

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 Anatomy, Microbiology, Pathology, Pharmacology, and Physiology and Biophysics. Also included for certain administrative purposes are Departments of Biomathematics and Biochemistry. The latter, however, is situated physically 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 will begin in 1973.

Graduate Admissions

The first formal graduate training programs in the Basic Health Sciences are to be offered in 1972, with the exception of the graduate program in biochemistry, which has already been in operation for several

years through the Division of Biological Sciences. This program, in cellular and comparative biology, is described in detail in the *1972-73 Graduate Bulletin* of the State University of New York at Stony Brook. Courses are being planned leading to the masters and doctoral degrees in the various other departments listed below. Inquiries should be addressed to Dr. A. C. Upton, Dean, School of Basic Health Sciences, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, N. Y. 11790.

Department of Anatomical Sciences

Chairman: MAYNARD M. DEWEY

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

Department of Biochemistry

Chairman: MELVIN V. SIMPSON

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

This department, through joint appointments and interdepartmental programs, will maintain close liaison with the Division of Mathematical Sciences (main campus) and the Division of Health Sciences Communications. It will provide instruction in basic and applied mathematics to students in the health professions, undertake investigation in current biomathematical problems, devote some of its skills to the investigational and instructional teams involved in experimental curricula and in basic research, and 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

Chairman Designate: JOSEPH R. KATES

The department will provide instruction in the biology of micro-organisms and micro-host relationships to students in all of the health professions. It will also offer 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

Chairman: MARVIN KUSCHNER

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 will have 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 Pharmacology

This department will have its major teaching functions in the schools of the Health Sciences Center; however, it will also be an all-university department, providing graduate and upper division instruction for students in other schools. The aim of the department will be 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 will be 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. Special attention will be devoted to the problems of drug abuse. Departmental and interdisciplinary graduate programs will be developed.

Department of Physiology and Biophysics

Chairman: WILLIAM G. VAN DER KLOOT

This department will offer a diversified program of studies on the dynamic aspects, functions, and regulation of living processes, ranging from the molecular basis of memory to the mechanics of locomotion. 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 will include 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 for the School of Medicine

HBA 531 Human Cytology and Histology

Introduction to the structure and ultrastructure of the cell, cellular organelles, and principle classes of organized tissues, with particular reference to the relationship between structural organization and function.

Dr. Dewey and staff
Q1, 10 weeks

HBA 532 Gross Human Anatomy

Functional anatomy of the human body, based on dissections, prosections, lectures, demonstrations, and x-ray studies.

Dr. Inke and staff
Q2 and Q3, 20 weeks

HBA 533 Basic Medical Genetics *(formerly HSC 551)*

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
Q2, 10 weeks

HBB 541 The Use of Computers in the Health Sciences

Introduction to the application of computers to problems in patient care management, administration, planning, research, and instruction. Lectures, and laboratory instruction at a terminal.

Elective, Q3 or Q4, 10 weeks

HBC 531 Biochemistry for Medical and Dental Students

Emphasis on the dynamic aspects of biochemistry; consideration of the major pathways of metabolism of the cell and the biochemical relationships between tissues and organs. The structural aspects of the major cellular components and their molecular constituents considered in relation to their function. The dynamic and the structural aspects of biochemistry viewed from the vantage point of the normally functioning cell and of the malfunctioning cell in human disease.

Dr. Simpson and staff
Q2, 10 weeks

HBH 531 Principles of Pharmacology

Survey of the nature, action, structure-activity relationships, metabolism, toxicity, and excretion of drugs.

Q3, 10 weeks

HBM 531 Medical Microbiology

Nature and properties of microorganisms—bacteria, viruses, fungi, and parasites—with particular reference to their role in human disease. Basic principles of microbial physiology and of the interactions between infectious agents and man.

Dr. Kim and staff

Q2, 10 weeks

HBV 532 Cell Physiology

The fundamentals of physiological processes common to all cells, with emphasis on functional interrelations of cellular organelles, membranes, and control mechanisms.

Dr. Van der Kloot and staff

Q1, 10 weeks

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.

Dr. Kuschner and staff

Q2 and Q3, 20 weeks

HST 500 Organ System Analysis

The organ systems will be presented in coordinated teaching blocs, primarily by the Department of Physiology and Pathology, in collaboration with the clinical sciences. This arrangement is designed to provide the student with a fundamental understanding of pathological physiology.

Q4, Year I, and all of Year II

*Postgraduate Course***HBA 960 Postgraduate Clinical Anatomy of the Head and Neck**

(formerly HBA 860)

Gross and radiologic anatomy, embryology, and neuroanatomy of the head and neck, with special emphasis on applications for oral surgeons, otolaryngologists, and ophthalmologists. Lectures, dissec-

tions, prosections, seminar discussions, and clinical presentations with their anatomical correlates.

Prerequisite: Permission of instructor.

Dr. Inke

Hours to be arranged

*Courses for the Schools of Allied Health Professions and Nursing***HBA 300 Human Biology**

This course is designed to acquaint the student with the 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 360 Basic Human Anatomy

Student dissections and study of prosected specimens and models cover in detail the functional anatomy of the entire human body. Limited enrollment.

Dr. Inke and staff

Q1 and Q2, 5 credits

HBA 361 Morphologic Laboratory 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. Primarily for morphologic technologists.

Prerequisite: Permission of instructor.

Dr. Inke

Q1, 2 credits

HBA 362 Morphologic Laboratory Technology II

Methods for demonstration of the gross structure of all organs except the skeleto-muscular system.

Prerequisite: HBA 361 or permission of instructor.

Dr. Inke

Q2, 2 credits

HBA 363 Morphologic Laboratory Technology III

Supervised practice of methods conveyed in HBA 361 and 362.

Dr. Inke

Q4, 6 credits

HBA 464 Morphologic Laboratory Technology IV

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 reservation; molding and casting; usage and making of specimen holders; documentation by photography and drawing; measuring techniques; administration of the bio-medical collection.

Prerequisite: Permission of instructor.

Q1, 4 credits

HBA 465 Morphologic Laboratory Technology V

Supervised practice of methods conveyed in HBA 361, 362, and 464.

Prerequisite: Permission of instructor.

Dr. Inke

Q2, 6 credits

HBA 550 Scientific Concepts of Health

This course presents basic physiological processes which characterize whole organisms as they respond to a changing environment. Response, adaptation, performance, and tolerance limits are considered. The laboratory work and demonstrations will be correlated with the lectures and are intended to give students some experience with the problems and satisfactions of observing living systems.

3 credits

HBB 051 Basic Mathematical Skills for the Health Sciences

A tutorial sequence lasting two weeks, given at intervals throughout the year as required. On the basis of diagnostic tests a student may take or omit parts of the sequence, and may repeat parts as needed. Open to all students in the Health Sciences Center.

no credit

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, 2 credits

HBM 351 Medical Microbiology

Nature and properties of micro-organisms, including bacteria, viruses, fungi, and parasites, with particular reference to their role in human diseases. Basic principles of microbial physiology; immune phenomena; interactions between infectious agents and man. Primarily for medical technologists. Lectures only.

Dr. Kim

Q2, 3 credits

HBP 310 Pathology

An introductory course in the basic mechanisms of disease and the patho-

physiology of the important illnesses of man.

Dr. Kuschner and staff

Q1 and Q2, 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

Courses Open to All Undergraduate Students

HBA, HBB, HBC, HBH, HBM, HBP, HBY 393, 394 Special Topics from the Basic Health Sciences Literature

Tutorial readings in one of the basic health sciences, with periodic conferences, reports, and examinations arranged with the instructor on an individual basis.

Prerequisite: Open to junior or senior students with the consent of the instructor who will supervise the work.

*Fall (Q1 & Q2) and Spring (Q3 & Q4),
1 credit each semester*

HBA, HBB, HBC, HBH, HBM, HBP, HBY 398, 399 Research Project in Basic Health Sciences

An independent 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. These courses may be taken for more than one quarter, but no one project may be utilized for a cumulative total of more than 8 credits. Prerequisite: Open to junior or senior students with laboratory experience. Consent of the instructor who will supervise the work must be obtained before registering.

*Fall (Q1 & Q2) and Spring (Q3 & Q4),
2-4 credits each semester*

**health
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school of dental medicine

SCHOOL OF DENTAL MEDICINE

Professors: PAUL BAER, LLOYD BAUM, LEON EISENBUD, J. HOWARD OAKS
(Dean), SEYMOUR ROISTACHER, MARTIN STERN

Associate Professors: PHILIAS R. GARANT, MORTIMER SHAKUN, H. BARRY
WALDMAN

Assistant Professors: RICHARD ADELSON, LEONARD ANDORS, THOR BAK-
LAND, ROBERT HIMMELFARB, PAUL KORNFELD, JAMES MULVIHILL

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 School of Allied Health and the Suffolk County Community College in the education of a variety of dental auxiliaries. It is hoped that dental students will be admitted in 1973, but matriculation of the first class is contingent upon the completion of interim clinical facilities.

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 Applicant Service. This service (AADSAS) will allow applicants to apply to a number of participating schools through the submission of a single set of data to the Measurement Research Center in Iowa City. Stony Brook will not have a separate application form. Forms allowing applicants to enroll in this service may be obtained from the Office of Student Services, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, N.Y. 11790. (See section on "Admissions" in this *Bulletin*.) Letters of evaluation are required from the college preprofessional advisory 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, 1973. Any applications post marked after midnight January 1, 1973 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

The educational program for dental students will be a highly innovative one that embodies the general principles common to all schools in the Health Sciences Center. The pre-doctoral curriculum will be flexible yet comprehensive. It will include substantial amounts of social and behavioral science, introduce students to the care of patients at the beginning of their education, and provide each student with the opportunity to elect an educational major designed to prepare him specifically for his future career. These majors, or tracks, will be broadly based but will allow the student to focus his interest on general practice of both the rural, urban, and suburban varieties, specialty practice, teaching, research, administration or community dental health. This curriculum will lead most students to receive a dental degree in either three or four

years of study, depending upon their eventual career goal. Students who receive their degree in four years will have completed 42 calendar months of study.

Each student will receive a core of pertinent education in the fundamental natural, social, behavioral, and clinical sciences with special emphasis upon the mastery of concepts, but without undue stress on the memorization of rapidly forgotten details. This core will allow each student to gain familiarity with those clinical disciplines common to all aspects of patient care and will provide extensive experience in the detection, treatment, and prevention of disease in the oral cavity. The core program, which will be required of all students unless they demonstrate special competence at matriculation, will extend over a period of 24 months. The student who has demonstrated competence in his required studies will then select, with faculty advice and concurrence, a structured program of elective study lasting 18 months. During this elective the student will be expected to observe distributional requirements entailing an additional six months of clinical experience and six months of non-clinical experience. The remaining six months will, in a sense, be a free elective and may be planned with either of the other blocks to provide one year of concentrated study in a particular discipline.

Believing that the student should learn to provide comprehensive care while working with other dentists, auxiliaries, and other health professionals, the school will provide clinical education in a facility designed to encourage the group practice of dentistry, the widest possible range of auxiliary personnel, and close cooperation with physicians and other health professions. A full-time faculty, eventually numbering 96, will guide the education of students enrolled in all programs of the school.

The physical facilities being developed will readily accommodate the diverse educational, research, and patient care programs that will be operated at Stony Brook. Some 218 dental operatories have been designed in clusters of 16 so as to provide work areas for students and faculty that closely approximate those that would be used in an ethical group practice. The development of the patient treatment facilities has placed high priority upon the design of areas that will be attractive and convenient for patients and which will provide the maximum degree of privacy for persons receiving care at the Center. The school's clinical programs will offer comprehensive dental care of exceptional quality which will be available in substantial amounts to the University and Long Island community. Faculty will participate heavily in the provision of care for all patients.

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school of medicine

SCHOOL OF MEDICINE

Professors: ARTURO J. ABALLI, JOHN O. ARCHAMBEAU, ARTHUR H. AUFSES, FRED BENJAMIN, VICTOR BOND, PLATON J. COLLIPP, ROSE L. COSER, GEORGE COTZIAS, EUGENE P. CRONKITE, LEWIS DAHL, ANTHONY DiBENEDETTO, BERNARD S. EPSTEIN, MAX FINK, H. JACK GEIGER, STANLEY J. GOLDSMITH, H. BENTLEY GLASS, LEONARD D. HAMILTON, HARRY KALISH, JOSEPH KATZ, SHERMAN N. KIEFFER, LEONARD KRASNER, MARVIN KUSCHNER (*Dean*), CAMPBELL T. LAMONT, PHILIP LANZKOWSKY, ESTHER MARCUS, EDWARD MEILMAN, LEONARD E. MEISELAS, SIDNEY MERLIS, HOWARD C. MOFFENSON, EDMUND D. PELLEGRINO, MARTIN D. PODGAINY, JULIUS RICE, PETER ROGATZ, ELI A. RUBINSTEIN, LEONARD R. RUBIN, ARTHUR SAWITSKY, WALTON W. SHREEVE, MAXWELL STILLERMAN, SYLVAN N. SURKS, IRA TEICHER, IRVING G. WEINBERG, ANDOR A. WEISS, STANLEY F. YOLLES, TAMARATH K. YOLLES, RICHARD M. ZANER

Associate Professors: MAURICE ABITBOL, JOSEPH P. ARCOMANO, HAROLD ATKINS, FILIPPO A. BALBONI, ALAN BAUM, JESSE BERKOWITZ, DONALD CASPER, FREDERICK B. E. CHARATAN, THOMAS J. CINQUE, PAUL DIAMOND, EMANUEL FELDMAN, DANIEL FOX, IRVIN M. FRADKIN, NORMAN GOOTMAN, JACK GORVOY, GERALD A. GREEN, JOSEPH GREENSHER, GLEN HASTINGS, IRWIN HOFFMAN, GERALD IRWIN, WAYNE S. KLEIN, HOWARD KOLODNY, WILLIAM KOPMAN, COSTAS LAMBREW, JOSEPH LETTERI, MARTIN LIEBOWITZ, MILTON LODGE, SYDNEY LOUIS, ROBERT A. LOVE, V. T. MADDAIAH, JEROME MAISEL, FLORENCE N. MARSHALL, ROBERT MCGOVERN, MORTON G. MILLER, SHERWOOD P. MILLER, PAUL S. PAPAVALIOU, ELY PERLMAN, JOHN S. RIENZO, MELVILLE G. ROSEN, LEONARD ROSENZWEIG, FRED ROSNER, AVRON ROSS, RICHARD K. SCHER, MARYLIN T. SCHITONE, NATHAN SERIFF, JOSEPH SHAPIRO, JACQUES L. SHERMAN, JR., LAWRENCE SHERMAN, JAN SMULEWICZ, MARTIN TIMIN, HENRY W. THOMPSON, DAVID E. WEEKS, HERBERT S. WHITING, SAMUEL ZONERAICH

Assistant Professors: JOSEPH ABATA, BERT ABEL, GEORGE J. ADLER, MILTON AGULNEK, JOHN F. ALOIA, DAVID ANNUNZIATO, GARY M. ARSHAM, FRANCIS BAGNASCO, LAURENCE BALFUS, DONALD S. BELK, BERNARD W. BERKOWITZ, SHEILA B. BLUME, LEATRICE BOROFKY,

PAUL W. BRAUNSTEIN, GEORGE BURES, ELIZABETH CANCROFT, RUDOLFO CANE, CLIVE D. CAPLAN, LUCIAN F. CAPOBIANCO, RICHARD R. CARRUTHERS, DEBRABRATA CHAKRABARTY, MAURICE COHEN, ROGER COHEN, JOHN A. COLUCCI, BERNARD CURTIS, WILLIAM DEVRIES, CHARLES J. DUNN, NELSON ERHART, SOLOMON FARHIE, JOSEPH FIERSTEIN, ANTHONY F. FRAGOLA, ARTHUR FRANKEL, DANIEL FRIEDMAN, HOWARD FRUCHT, OSVALDO FULCO, STEPHEN FURST, ALAN GELLER, JAMES R. GIAMBALVO, MARVIN GODNER, MORRIS GOLDSMITH, SANFORD E. GOLDZIER II, DOUGLAS T. GREAVES, E. JACK HARRIS, EUGENE HELLER, EDWARD HENRY, BENNET J. HESS, JOSEPH HILSENATH, CHARLES HOFFMAN, HAZEL G. HOLLY, M. GEORGE JACOBY, STEVEN JONAS, JOSEPH T. JUDGE, LAWRENCE JURKOWITZ, LEONARD KERTZNER, MARVIN KLEIN, LORRIN M. KORAN, WILLIAM LADNER, DOROTHY LANE, LEONA LASKIN, GABRIEL V. LAURY, RUEBEN LEASS, HAROLD LUDMAN, STEVEN MAITINSKY, LEONARD MARINO, THOMAS P. MCMANUS, DAVID P. MCWHIRTER, SHELDON MILLER, GERALD MONDSCHHEIN, MICHAEL MUNK, GOLLAPUDI MURTHY, RADHAKRISHNA R. MURTHY, VINCENT A. O'BRIEN, EDWARD P. O'MALLEY, NEIL PALLADINO, JOSEPH R. PITRELLI, CARL POCHEDLY, NAOMI RAPHAEL, IRA REZAK, JULIUS RICE, FREDERICK ROSENBERG, STUART ROSNER, BURTON RUBIN, ARTHUR SCHWAGER, WILLIAM SCHWARTZ, JOEL F. SHERLOCK, SAUL SMOLLER, LAWRENCE STEINBERG, NORMAN STILLMAN, ROBERT W. SUCSY, MARTIN I. SUSSMAN, JAMES B. TORMEY, JR., MILTON TUERK, ALLEN TURTEL, MARTIN WALDMAN, STANLEY WEINER, NATHAN S. WEISS, LEONARD WEITZMAN, HOWARD WEXLER, JACOB J. WIENER, CATHARINE L. WINGATE, ARTHUR WOLPERT, ALBERT ZILKHA, STANLEY ZUCKER

Instructors: STEPHEN ALLEN, ROBERT L. BECKMAN, GEORGE BERNHART, RICHARD BLUM, STEPHEN BRODSKY, JAMES CADDY, STUART M. COPPERMAN, STUART A. EIGEN, STANLEY EVERETT, JAY FISHER, ISRAEL FRADKIN, PHILIP HEILPERN, MARY A. HAGAMEN, ROY HOROWITZ, MORTON JAGUST, STEPHEN KATZ, FRANK KVETON, MORTON R. LABY, HAROLD L. LEVINE, JACOB LEVY, YAHYA MOADEL, MIGUEL NADAL, HARRISON H. OWEN, PAUL PENZER, JOHN J. PIACITELLI, ARTHUR QUACKENBUSH, ROBERT G. ROTH, DORIS P. SILVERBERG, RALPH W. SCOTTI, ISMAEL H. UNITE

Lecturer: Leroy S. Lavine

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 setting. Traditionally a school of medicine includes a basic science faculty, but in this Health Sciences Center, as discussed elsewhere, for cogent reasons 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 strong ties to the basic sciences necessary for support.

Although 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 this core of information, organ system teaching begins with coordination of instruction between the basic and clinical science faculties. Clinical encounters are designed for this system to give special relevance to each system. After demonstrating competence in the clinical language, the student will move to a general clerkship in medicine or pediatrics where opportunities for problem solving, value judgments and patient responsibility are presented. This continuum from entry through clerkship will take two years and will be followed by a multi-track elective clinical experience.

The core curriculum was primarily developed to provide earlier career decision-making for an ultimate professional life style, and to shorten the period of time necessary for the student to establish competence in the chosen track. Clinical specialty, community medicine, family medicine, biomedical engineering, academic medicine, etc. are among the present well-defined tracks. Obviously many more will develop with time and, even today, within the clinical specialties there are innumerable options.

The two-year core curriculum is primarily given 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. A student may place out of the curriculum by demonstrating proficiency in any course of study to the satisfaction of the department concerned. The use of this released time will be determined by appropriate discussion between the faculty advisor and the student. Each student will be initially assigned a faculty advisor who will be responsible for assisting the student through the years of the curriculum. This arrangement should be mutually beneficial, and if not, could be altered by either partner and restructured with different partners.

Towards the end of the second year of the core curriculum, there are two mandatory clerkships; one in community medicine, and the other, a general clerkship. Because the clinical encounters encompass a wide variety of experiences—coronary care units, dialysis units, chest services, emergency rooms, etc.—and none for less than a week, the student can be prepared for an informed decision in choosing his track for the rest of his clinical experience.

Following completion of the core curriculum, the student will be assigned to a *clinical campus* or *research campus* for the implementation of his chosen track. The Long Island Jewish-Hillside Medical Center/Queens Hospital Center and Nassau County Medical Center have qualified for the former designation by reason of a large full-time staff, ongoing intern and resident programs, and availability of a broad selection of clinical material. The Veterans Administration Hospital of Northport is a Deans' Committee hospital and will add another clinical campus,

while the Brookhaven National Laboratory provides a research campus for the student directed towards investigational medicine. In each clinical facility the instructional goals will be supervised by a full-time faculty member and presided over by a dean appointed by the Health Sciences Center. Additional instructional support will be provided by the clinical faculty of the School of Medicine.

Under consideration is the establishment of field exercises in health delivery, which are planned at different intervals depending upon the year of instruction. The design of these exercises will afford an opportunity for the medical student to participate in the health delivery system as a full-fledged member playing a variety of roles, such as patient advocate, ambulance attendant, orderly, and technician. Mental health clinics, migrant camps, visiting nurse associations, doctor's offices, emergency rooms are samples of the facilities in which the student may work. This program will be coordinated by preceptors in these various agencies. These exercises, as well as the environment created by the concept of the Health Sciences Center, should allow for the interaction of the neophyte physician with other students within the health delivery system, e.g., nurses, allied health professionals, social welfare workers, etc. It is through such interaction that the physician trained in this School of Medicine will develop understanding and respect for his colleagues in the other health professions.

The third year may be the first year of his track, or the student may choose a rotating clerkship. Whatever choice, it is freely elected and at the completion he will be awarded the degree of Doctor of Medicine. The opportunity to be awarded the degree of Doctor of Medicine in three years does not preclude other students from opting for a four-year sequence, if there are substantial reasons for not completing the three-year curriculum.

Department of Medicine

This is the largest academic division of the Health 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 a 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 a knowledge of the sciences basic to specialty, a firm grasp of the diagnostic and therapeutic procedures within that specialty, and research competence.

Department of Neurology

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 Family Medicine

Chairman: CAMPBELL T. LAMONT, M.D.

The Department of Family Medicine will be active in both undergraduate and graduate teaching during 1972-73. A residency program in family medicine will begin on July 1, 1972 and will be based at Southside Hospital with the Brentwood Health Center at Brentwood, New York as the family practice model. This residency has received provisional approval by the Residency Review Committee of the Council on Medical Education of the American Medical Association. An affiliation contract for the teaching of family medicine has been signed between Southside Hospital and the Health Sciences Center.

Undergraduate teaching will include an elective preceptorship for individual students in family physicians' offices. All of the preceptors have received clinical appointments in the Department of Family Medicine. It is hoped that a four-week clinical clerkship in family medicine can be established with the cooperation of the Department of Community Medicine. This clerkship will be based at the Brentwood Health Center as well as in the preceptor's private offices.

Negotiations are in progress with other community hospitals for the development of teaching programs in family medicine. During the next five years, it is hoped to have an integrated undergraduate and residency program in family medicine involving several community hospitals and health centers.

Department of Community Medicine

Chairman: H. JACK GEIGER

The Department of Community Medicine is seen as that academic discipline which concerns itself with all those factors within the community which bear upon the health of individuals and groups. The environment, the political and social climate, the economic base of the community, and the social and family structures which prevail are studied. The ways in which medical care institutions meet the needs of people, the role of physicians and other health professionals within the health care system, the microeconomics of the health care system and health care institutions are further concerns of this department.

In addition to the medical school function, the Department of Community Medicine is essentially a university-wide resource and will stimulate community programs in nursing, allied health, and dental medicine. They will also work closely with the School of Social Welfare in its community planning and welfare activities. It is planned that the Department of Community Medicine will establish a center for community health which will coordinate all the schools in the Health Sciences Center with the relevant disciplines in the University in the organization and delivery of health care services. Groups exist in the University interested in urban planning, social and community engineering, and the ecology and environment. A center for community health could serve to mobilize these varying interests to meet the specific needs of the Nassau-Suffolk community.

Department of Psychiatry

Chairman: STANLEY F. YOLLES

The Department of Psychiatry can be subdivided into three subdivisions: (a) community and social psychiatry; (b) classical clinical psychiatry; and (c) biological psychiatry.

Social Psychiatry. The interrelationships of psychiatry and mental health, the problems of the young and aging, alcoholism and drugs, etc. are the proper concern of this subdivision. There is a special opportunity for this branch of the Department of Psychiatry to work closely with the Department of Community Medicine.

Clinical Psychiatry. Clinical psychiatry will, of course, concern itself with the more classical forms of psychiatry, the direct provision of psychotherapeutic and diagnostic services to individual patients. This subdivision will have the responsibility for working with existing psychiatric institutions, assisting their educational program and their evolution toward a more contemporary version of psychiatric care.

Biological Psychiatry. Biological psychiatry will concern itself with the behavioral and biochemical physiological bases of mental illness. It encompasses psychiatrists interested in genetics, behavioral and anthropological determinants of mental health.

Department of Pediatrics

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 Surgery

The Department of Surgery, under the supervision of a department chairman, 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 will have the following responsibilities: (a) providing surgical aspects of diagnosis in the core curriculum in the preclinical years; (b) the preparation of individuals who choose the specific branches of surgery; and (c) 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 have been organized into separate departments, such as ophthalmology, otorhinolaryngology, orthopedic surgery, and urologic surgery. Each one of those departments is responsible for the management of diseases relevant to its area of specialty, supervises a residency program which has been established for this subspecialty, and is involved in the development of education and research in this specialized area.

Department of Anesthesiology

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 Obstetrics and Gynecology

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 Radiology

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 Social Sciences and Humanities

Chairman: RICHARD M. ZANER

The members of this department, at present a sociologist, political scientist, historian, and philosopher, will have joint appointments in their respective departments on the core campus. The purpose of this group is to link the health sciences in a close working relationship with the social sciences and the humanities. This department participates in curricular planning and also offers courses and seminars on the principles of social sciences, human values, socioeconomic aspects of health, and the ethics of patient care. Graduate programs will also be offered to train personnel for cooperative efforts between the health sciences and the social sciences.

Admissions

First-Year Class

Students must take the Medical College Admission Test. The MCAT must have been taken no later than 1972 for students applying for the 1973 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 strongly recommended 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 language of basic science. 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. 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, nationality, or residence.

The school will utilize the American Medical College Application Service, whose application form can be obtained from the Association of American Medical Colleges, Suite 301, 1776 Massachusetts Avenue, N.W., Washington, D. C. 20036. The AMCAS form serves as the only acceptable application form, and this form is used to arrive at initial judgments about the candidate. The form will be accepted by Stony Brook any time between July 1, 1972, and December 15, 1972.

All questions concerning admission should be addressed to the Office of Student Services (MED), Health Sciences Center, State University of New York at Stony Brook, Stony Brook, N. Y. 11790.

Curriculum Schedule (proposed)					
Year I	Orientation and Placement Exams	Basic Health Sciences Social Sciences & Humanities Introduction to Clinical Skills	V A C A T I O N (1 week)	Cardiovascular System	Respiratory System
	(3½ weeks)	(30 weeks)		(8 weeks)	(6 weeks)
Year II	Central Nervous System and Human Behavior	Urinary System (4 weeks)	Blood (4 weeks)	Reproduction, Growth, and Development (National Boards) (Part II)	Health Care Delivery Clerkship
	(11½ weeks)	Gastrointestinal System (4½ weeks)	Musculo-skeletal System (2 weeks)	Clinical Endocrinology (2 weeks)	Elective (8 weeks) (National Boards) (Part I)
Year III	General Clerkship	INDIVIDUALIZED STUDY (Elective Tracks)			
	(12 weeks)	(28 weeks)	(National Boards) (Part II)		

Year I begins in August and extends through July. Year II runs from September to the middle of August, and Year III begins in September and ends in June. Thanksgiving, Christmas, and Spring breaks are provided, even though not explicitly indicated.

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 identified in the accompanying diagram. Most are planned and taught 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. They will be placed in various health care agencies, where they will be supervised and coordinated by the Department of Community Medicine. Preceptors in these agencies will provide immediate supervision and will evaluate the students' performances. Seminars at the School of Medicine will focus on health care concepts illustrated by the students' experiences.

Following this, the first three quarters are devoted to instruction in the basic health sciences, the social sciences and humanities, and clinical skills. It is hoped that the Introduction to the Health Care Delivery System will be integrated into the skills unit to provide continuity.

The basic science core is described further in the School of Basic Health Sciences section. Content areas include anatomy, biochemistry, biomathematics, cellular biology, genetics, histology, microbiology, pathology, pharmacology, and physiology.

Along with the basic science offerings, the students will begin the study of social sciences and humanities as they relate to medicine and health care. At the same time they will be introduced to clinical skills in interviewing and data collection.

The social sciences, humanities, and clinical skills are planned to relate as closely as possible to the concurrently-taught basic science material. Through the social sciences and humanities the students are offered an integrated overview of the principles of sociology, political science, economics, cultural anthropology, social history, philosophy, and behavioral sciences, as they apply to specific problems in patient care, preventive medicine, and community health.

In the clinical skills portion, the students are introduced to the techniques of data collection from patients, including interviewing, history-taking, and physical examination. Aspects of normal human behavior are considered as they relate to the patient or potential patient.

After the third quarter of the first year, the students begin their study of the organ systems, as indicated in the diagram. These experiences are a coordinated teaching effort of all specialties relevant to the system in question, with representatives from both the School of Basic Health Sciences and the School of Medicine. The student will learn about the organ systems in both normal and disease states. A unique feature of the program is a full-time clinical experience ranging from one to four weeks during each system, at which time the student receives graded patient exposure and responsibility. This provides an outstanding opportunity for the student to relate meaningfully the classroom expe-

riences and hospital experiences. It also provides a basis for the student to make informed judgments regarding the third year program and future career goals. Systems covered include: cardiovascular, respiratory, nervous (including human behavior), urinary, gastro-intestinal, musculoskeletal, hematologic, and reproductive (including developmental). There is also a special full-time experience in clinical endocrinology to introduce the student to problems that affect multiple systems.

Before students enter the core clerkships, they will participate in a required elective, based on their developing interests. This could be a clinical or a research experience in any area related to health care. It may also be used for special purposes, such as remedial instruction or tutorials, upon the advice or recommendation of the academic advisor.

Following this, the student will engage in two core clerkships: one in health care delivery that will emphasize ambulatory medicine (either community or family medicine), the other in general medicine that will provide increasing responsibility and opportunity for integration of basic and clinical sciences with patient care.

The student then proceeds into one of the elective tracks. These tracks may include a wide range of experiences; e.g., a conventional rotating clerkship; the first year of a clinical specialty (which may include "non-specialty" experiences as deemed appropriate by the track coordinator); a year of laboratory, clinical, or field investigation; or formal university study in related disciplines such as medical anthropology or sociology.

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

The M.D. degree is awarded at the satisfactory completion of the third year, although the option is open for the student to elect a fourth year of study before receiving the M.D. degree.

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school of nursing

SCHOOL OF NURSING

Professor: ELLEN T. FAHY (*Dean*)

Associate Professors: ANNE HUNT BRANSFIELD, SYLVIA FIELDS, VIRGINIA M. GLOVER (*Associate Dean*), CORNELIA P. HARNETT, DOROTHY POPKIN

Assistant Professors: CAROLE L. BLAIR, CAROLEE MESSI, MAUREEN F. MONCK, VAUGHN NEVIN, ELIZABETH A. SALERNO, JOYCE WEISBERGER

Instructors: S. KENNETH ANDERSON, MARY JEAN JORDAN, HELEN PURELLO, MADELEINE N. ZUNNO

School of Nursing Philosophy and Objectives

Education for nursing is based on its "profession" to serve man, the one who is valued. Therefore, the study of man and the critical evaluation of the service to be rendered to him constitute the foundations of nursing education.

The premise of this education is to raise questions about the nature of man and to study man in relation to his environment. The core then of nursing education must be liberal in that it seeks to develop the human mind through continuing inquiry and evaluation, the transmission of an intellectual and cultural heritage and provision for growth in self and social awareness. A liberal education illuminates possibilities of what it means to be an intelligent and responsible human being. Human sensibility is cultivated through an active involvement in the Arts. The ability to respond to social, political, and scientific change is developed through study of the humanities and social and natural sciences which seek to understand the world in which man lives and to develop the ability to think critically and analytically. The specific education for nursing practice seeks not the acquisition of basic concepts and skills alone, but to develop the ability to do inductive reasoning, using a synthesis of all areas of knowledge, and to use imagination and sensitivity in solving nursing problems. All educational programs should be viewed not as terminal, but as "blocks" in a continuing pattern of self-education for the service one seeks to perform.

We believe the orientation to health care delivery must be on promotion and maintenance of health rather than treatment of disease only. Man must not be viewed as separate from the social system. Nursing knowledge is derived from a synthesis of the arts, sciences, humanities, and life experience. This is essential for effective participation in the delivery of health care.

To this end we are committed to individualized learning, a mutual faculty-student conduct of inquiry, interdisciplinary study in ideas and experience and the inspiration of a social consciousness whereby improvement of the quality of life for man shall be pursued.

The graduate of the nursing program at Stony Brook is capable of functioning as a nurse practitioner in the delivery of care directed toward (a) primary prevention of disease and disability, (b) promotion and maintenance of health, (c) restoration to a greater degree of health, and (d) supportive care which allows for dignity during the process of dying. To this practice the graduate brings the ability to critically analyze problems, develop alternative solutions, and to evaluate practice. The graduate has demonstrated application of basic knowledge in practice and the ability to seek new knowledge from multiple resources. The graduate possesses the theoretical foundation necessary for the pursuit of graduate education in nursing or the related health disciplines.

Admissions Procedure

The procedures for application for admission to the nursing program are found in the section Health Sciences Center Admissions in this *Bulletin*.

Note: Applications for the School of Nursing are accepted in the fall only. The following represent the admission criteria for the School of Nursing. Careful consideration will be given to weighing criteria according to educational achievements, social commitment, and life experience to insure a more flexible admission policy. Prior to admission the applicant should have:

1. Successfully completed 55 non-nursing college credits. It is strongly recommended that these credits include the university requirements.
2. Included in the above, successfully completed the following courses:
 - a. English Composition
 - b. Introductory Psychology
 - c. Introductory Sociology
3. Achieved a cumulative average of 2.0 or above in the non-nursing college courses.
4. Submitted a personal statement including data on educational experience, life experience, and social commitment.

The Admissions Committee reserves the right to request a personal interview of the applicant. Applicants may request a personal interview as part of the admission process.

Additional Criteria for R.N. Applicants

The R.N. applicant must have:

1. Completed the four baccalaureate College Proficiency Examinations prior to application: 1. Fundamentals of Nursing, 2. Maternal and Child Nursing, 3. Medical-Surgical Nursing, and 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 exams without exception. The present policy allows for allocation of 40 credits for this achievement, subject to readjustment by the School of Nursing.

Undergraduate Program

Those wishing to pursue the baccalaureate program in nursing complete the general University requirements and the School of Nursing admission requirements during the freshman and sophomore years. The third and fourth years are devoted to specific preparation for clinical nursing practice. These students have supervised clinical experiences in a wide variety of traditional and non-traditional agencies: community hospitals and clinics, extended care facilities, nursing homes, established public health agencies, day care centers, nursing schools, elementary and secondary schools, and social service agencies. The program leads to a Bachelor of Science degree and prepares the student to take the registered nurse licensing examination.

Graduation Requirements

All undergraduate students must complete the general University requirements. (See section on "Academic Regulations and Procedures" in this *Bulletin*.)

In addition:

1. The undergraduate generic student must successfully complete, with a grade of C or better, the clinical nursing courses HNI 371, 372, 373, 374, 475, 476, 477, and 478.
2. The undergraduate R.N. student must complete the following additional requirements:
 - a. Official recording of C.P.E. credits as specified in the admissions criteria.
 - b. Successful completion, with a grade of C or better, of the clinical nursing courses HNI 371, 372, 373 and 478.
 - c. A minimum of eight credits elected from other Health Sciences Center and/or nursing course offerings.

Graduate Program

Programs of graduate study are tentatively slated for opening in 1974.

The first step in graduate education will be programs in clinical nursing specialties, emphasizing an in-depth understanding of a clinical area in the field of nursing and research competence.

Continuing Education

A continuing education program is being planned in which part-time study will be available. Short-term specialized courses will also be given to both practical and registered nurses at the Health Sciences Center, the affiliated campuses, and at a number of health agencies in the region. Additionally, the development of short-term training skills programs for employment in health care agencies is being contemplated.

Advisement

All students admitted to the School of Nursing are assigned a faculty advisor for discussion and planning of their academic program.

COURSE OFFERINGS IN THE SCHOOL OF NURSING

HNI 371 Nursing Process

This is a basic introductory course which exposes the student to the philosophy and social mission of the school as well as to Nursing Process (i.e., assessment, planning, implementation and evaluation) as the essential learning strategy for the sequence of courses in this major. The student will be introduced to those fundamental concepts and skills of intervention (both technical and interpersonal) which are basic to the practice of nursing. Laboratory and clinical experience are integral to the content of this course. (12 hours laboratory and clinical practicum; 3 hours didactic seminar)

D. Popkin and staff
Q1, 6 credits

HNI 372 Health Maintenance

The focus is on health, its definition and those forces which promote or prevent optimal health within individuals, families, and communities. The emphasis is on man as an interacting organism within the social system. Students will have an opportunity to practice in various community agencies which seek to promote health and prevent illness through education, counseling, and speci-

fic preventive measures. (12 hours laboratory and clinical practicum; 3 hours didactic seminar)

Prerequisite: HNI 371.
D. Popkin and staff
Q2, 6 credits

HNI 373 Crisis Intervention

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

Prerequisites: HNI 371, HNI 372.
D. Popkin and staff
Q3, 6 credits

HNI 374 Introduction to the World of the Sick: Long-Term Illness

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 ill-

ness and implications for prevention and rehabilitation. (12 hours clinical practicum; 3 hours didactic seminar)
Prerequisites: HNI 371, HNI 372, HNI 373.

D. Popkin and staff
Q1, 6 credits

HNI 411, 412 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. Course is open to students in Health Sciences Center.

Prerequisite: Permission of instructor.
D. Popkin and staff
Q1 and Q2, Q3 and Q4, 2 credits per quarter

HNI 441, 442 Foundations of Pharmacology in Drug Therapy

Designed to introduce the baccalaureate student of nursing to fundamental pharmacological principles as they relate to health problems. Emphasis is placed on classes of drugs and their characteristic effects on various body systems in health and in disease. A survey of pertinent drug legislation, current drug literature, and basic references is included. Course is open to generic students only. (1½ hours lecture)

Joseph Salerno, Consultant
Q1 and Q2, 1 credit per quarter

HNI 475 Nursing in Acute Physical Illness

This course involves the study of patients and families in crisis due to sudden acute physical illness. Major emphasis is placed on the use of nursing process during the stages of first aid, emergency care, and definitive medical treatment and re-

habilitation. (12 hours clinical practicum; 3 hours didactic seminar)
Prerequisites: HNI 371, HNI 372, HNI 373, HNI 374.

C. Harnett and staff
Q1, Q2, and Q3, 6 credits

HNI 476 Psychosocial Health Problems

Designed to provide the student with the opportunity to utilize nursing process 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)

Prerequisites: HNI 371, HNI 372, HNI 373, HNI 374.
A. Bransfield and staff
Q1, Q2, and Q3, 6 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)

Prerequisites: HNI 371, HNI 372, HNI 373, HNI 374.
C. Blair and staff
Q1, Q2, and Q3, 6 credits

HNI 478 Guided Independent Study in Nursing Practice

This course is designed as a culminating experience required of all students. It is an opportunity for students to synthesize knowledge gained from the social and natural sciences, humanities, and nursing in the study of a selected nursing problem of practical significance. (12 hours clinical practicum; 3 hours seminar)

Prerequisite: All other required courses.
V. Glover and Faculty, School of Nursing
6 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.
1 to 6 credits

HNI 483 Interviewing Skills

Through the use of video-tape the student has the opportunity to develop increased awareness of verbal and non-verbal communication as both the interviewer and the interviewee. Concurrent with this opportunity, the student practices those specific techniques which

facilitate meaningful communication between persons. Open to School of Nursing students and other HSC students with permission of instructor.

J. Weisberger
Q1 and Q2, 2 credits

HNI 494 "Up The Organization"—A Study in Nursing Leadership Behavior

Designed to assist the student with greater understanding of the nature of leadership in nursing practice, its role and function within the complex social structure of health care agencies.

Prerequisites: HNI 371, HNI 372, HNI 373.

E. Fahy and A. Bransfield
Q4, 1 credit

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school of social welfare

SCHOOL OF SOCIAL WELFARE

Professors: CHARLES GUZZETTA, SANFORD KRAVITZ (*Dean*), ROBERT LEFFERTS

Associate Professors: WILLIAM BUTTON, HARVEY FARBERMAN, DANIEL FOX, NEIL FRIEDMAN, ESTHER MARCUS, STEPHEN ROSE, EDMUND ROSS, DAVID SHAPIRO

Assistant Professors: STEPHEN ANTLER, STEPHEN HOLLOWAY, REGINALD WELLS

Instructors: THOMAS WILLIAMS, 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 operations of the system themselves. The energies and resources of individuals and groups find their appropriate outlet in identifying, resisting, and changing destructive social conditions and the creation of new modes of responsive social organization by considering alternative values and structures.

A sense of mission combined with the highest quality of intellectual relevance permeates the learning environment of the school. Ideas and action are two necessary components of constructive efforts to pursue beneficial social change. The school provides a setting and range of resources for the exploration and development of new ideas and patterns of action that are prerequisites to addressing social problems.

In the school there is purposeful structure and conscious effort to facilitate an individualized approach to learning, recognizing the primacy of self-determination over predefined or imposed roles and statuses among the members of the learning-teaching community. In striving to achieve a collegial community of learning based on peer relationships the school recognizes that a degree of uncertainty must exist for all concerned. The risks and difficulties of developing new approaches to learning therefore require a high degree of commitment. Each student, with the help of other members of the learning-teaching-action community, is expected to develop his own coherent system for identification and analysis of those particular areas of society which he perceives as requiring intervention.

The implications of this approach require that each student must: (1) refine and extend his knowledge in order to deepen his insight into societal processes; (2) understand, in depth, the nature of those particular societal problems in which he 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 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 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

The school opened in September 1971 with its first class of 105 students including 55 graduate and 50 undergraduate students. With the admission of a second class in September 1972, the total enrollment will be approximately 100 graduate and 80 undergraduate students. The school has a number of programs including:

1. an undergraduate program which begins in the junior year and which leads 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 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); and
4. a part-time program scheduled to begin in January 1973 which can lead to full-time enrollment and the M.S.W. 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.

The School of Social Welfare has been admitted to candidacy status by the Commission on Accreditation of the Council on Social Work Education. Candidacy status indicates that the school has given evidence of sound planning and of having the resources to implement its plan, and has indicated its intent to work toward accreditation. Admission to candidacy status indicates that the school is making satisfactory progress toward qualifying for accreditation and carries the expectation, but no commitment, that actual accreditation will be attained within a three-year period but no earlier than the second year of full operations.

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 pre-conditions, required since 1970, must be met continuously in order to qualify the program for annual renewal of membership.

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 in 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 advisor 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 advisors 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 advisor 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 advisor, the graduate program director, and the chairman of the Core Curriculum Committee. 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 advisor 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 advisors. 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.

Grading

The school, in order to facilitate the learning environment, has adopted a pass/no credit system of grading. Students may request letter grades if they so wish.

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 that include:

- a. Theory and analysis
 - b. Social policy, planning, administration, and research
 - c. Counseling and intervention with individuals, small groups, and families
 - d. Community organization, community development, and social action
 - e. The development of alternative practice models including practice related to social movements
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 diversity.

Due to the generally 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-experience 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 admitted to candidacy status by the Commission on Accreditation of the Council on Social Work Education. Candidacy status indicates that the school has given evidence of sound planning and of having the resources to implement its plan, and has indicated its intent to work toward accreditation. Admission to candidacy status indicates that the school is making satisfactory progress toward qualifying for accreditation and carries the expectation, but no commitment, that actual accreditation will be attained within a three-year period but no earlier than the second year of full operations.

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.

Financial Assistance

In order to make education available to students without regard for their ability to pay, the School of Social Welfare is planning a substantial program of support with the intention of providing some assistance to any student whose financial need necessitates it. School policy has been that stipend and scholarship awards are made on the basis of need. (For more information see the section on "Health Sciences Center Financial and Residential Information" 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 muckracking 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 UNDERGRADUATE AND GRADUATE STUDENTS

HWC 301/501 Women and the Movement for Social Change

The goal of this course will be to devise successful strategies for women to struggle collectively against sexism. We shall focus especially upon two areas where many of us have considerable experience, i.e., the health and welfare establishments. Finally we shall attempt a critical analysis of the ideology and resources of the larger woman's movement.

Q1 and Q2, 4 credits

HWC 309/509 Social Welfare System: Issues and Problems

An introductory course that will focus upon description and analysis of social problems in relation to health, mental health, education, welfare, housing, income maintenance and employment. This will also include an overview of the organization of social welfare systems and the program and policy initiatives that have been proposed to deal with these problems at the national, state and local levels.

Dr. Lefferts

Q3 and Q4, 4 credits

HWC 311/511 Self and Social Order

This course will examine the interrelationship of psychic and social structural phenomena such as roles, primary forms, organizational forms, community, class and lateral cultures will be examined in light of both their structural underpinnings and their relation to human needs. The material will be approached through the use of a dialectic framework examining both structural contradictions and personal ambivalences and how they interact.

Mr. Shapiro

Q1 and Q2, 4 credits

HWC 313/513 Concepts of Normality and Deviance

An introductory course which attempts to link some of the common conceptions of "normality" with their effects on the lives of people. Special attention will be given to both the "definition" role and the "enforcement" role of social welfare institutions in relationship to conceptions of individual and social normality. The course involves field investigation and observations as well as classroom participation.

Mr. Holloway

Q1 and Q2, 4 credits

HWC 317/517 Strategies of Change with Individuals, Families, and Groups

This is an overview course designed to acquaint the student with the range of therapeutic techniques currently existing in the field of human growth and mental health. Discussion based on audio and audio visual material serves as the framework for the goals of this course: to help students broaden and deepen their understanding of people; and to both become acquainted with and begin to evaluate critically the methods used by adherents of various "schools" in their attempts to help.

Dr. Marcus

Q1 and Q2, 4 credits

HWC 321/521 Introduction to Political Economy

A beginning description of the political economy, with focus on the relation of theoretical material to the day-to-day lives of human beings. Some of the topics to be examined and related are methodology, the structure of capitalism and

the class structure, theories of elites, income distribution, etc. Additionally, the course will focus on alienation and anomie, socialization, and concepts of individual, community, and social class.

Mr. Winant and Mr. Zweig

Q1 and Q2, 4 credits

HWC 325/525 Social Change, Theory, and Strategy

This course will be devoted to the examination and development of various change processes, historical and contemporary, and how these change processes may be altered, negated, or enhanced by various change strategies. It will deal with the relation of both psychic and social structural change and the development of change strategies which deal with personal and structural change simultaneously. Examples will be drawn from revolutionary change strategies, consumer and welfare rights organizing, and third world, ethnic, working class and middle income organizing. Creation of new theoretical and strategic understandings will be stressed.

Mr. Shapiro

Q1 and Q2, 4 credits

HWC 327/527 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).

Q3 and Q4, 4 credits

HWC 331/531 Reality Construction and Social Consciousness

This course will focus on the process of socialization to a given society or the manner in which people are schooled in perception of the reality of everyday life. The nature of the socialization process and its purpose will be explored. The construction of reality perceptions so as to maintain a given societal form of power and resource distribution will be examined. After mastery of the basic

material on reality construction, the emphasis will shift to study of the premises which form the context for social research. In the latter part of the course a study of the changing definitions of the boundary between sanity and madness will be examined intensively to explore the politics of perception as they effect human well being. The course will conclude with an examination of the relationship between reality construction, consciousness, and social actions.

Dr. Rose

Q1 and Q2, 4 credits

HWC 333/533 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.

Mr. Antler

Q1 and Q2, 4 credits

HWC 335/535 Organization Theory

This course will examine the basic theoretical and conceptual issues associated with the study and analysis of large scale formal organizations. In addition to bureaucratic theory and the classical management school, the seminar will examine the antielitist theories of organization, socio-technical theorists and the contributions of systems theory to organization analysis. This course will provide the student with an understanding of the basic conceptual and theoretical tools with which he can proceed to develop his own research strategies and analytic approaches. There will be particular emphasis placed upon organizations typically found in the network of delivery systems concerned with health and social services.

Dr. Button

Q1 and Q2, 4 credits

HWC 337/537 Analysis of Service Delivery Systems

This course has two major purposes. First, to provide opportunities for students to develop conceptually and experientially based perspectives that can serve as a frame of reference in efforts to analyze and influence policies and programs of large-scale health, education, welfare, housing and manpower systems. Second, to enable students, individually and in groups, to undertake an intensive political, social and economic analysis of the ideology, policies, structure and operations of service systems at the national, state and local level from the point of view of providers, users, researchers, advocates, etc.

Dr. Lefferts

Q1 and Q2, 4 credits

HWC 341/541 Politics and the Family

This course will focus on the following themes: the illusion of personal identity in American society; the social role structure of the nuclear family; the political and economic bases of the social role structure in the family; the feasibility of the nuclear family and alternative family structures; and modes of working with families. The functional requirements imposed on the family, such as the socialization of the young, will also be examined. There will be continual emphasis placed on the ways in which societal level functions are expressed in the internal social relations of the family in advanced technological society.

Dr. Rose

Q1 and Q2, 4 credits

HWC 345/545 Social Welfare and the Afro-American

The formal meetings of the seminar will analyze presentations of seminar members. These presentations will cover present activities that the seminar members are engaged in as social welfare practitioner and/or future activities that he or she might be involved in as a social welfare practitioner. The nature of the analysis will be geared to attempt to determine the impact, both positive and negative, that the activities might have on the Afro-American's quest for liberation in this society.

Mr. Wells

Q1 and Q2, 4 credits

HWC 367/567 Statistics For Social Welfare

The course will have two main foci; the first, to provide an understanding of and an ability to use and interpret basic descriptive statistics, including charts, graphs and frequency distributions of various types; the second, to provide an introduction to the various inferential techniques for 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 an "hands-on" introduction to some of the data processing equipment available within the Health Sciences Center.

Dr. Button

Q1 and Q2, 4 credits

HWC 385/585 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.

Dr. Lefferts

Q3 and Q4, 4 credits

HWC 387/587 Group Process and Group Skills

This is a beginning to intermediate level course which concentrates on the development and application of interpersonal skills to personal growth and change in a group situation. The course will concentrate on growth objectives participants bring to the situation as well as focusing on the development of group skills.

Mr. Holloway

Q3 and Q4, 4 credits

HWC 389/589 Intervention Techniques with Individuals, Families, and Small Groups

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.

Dr. Marcus

Q3 and Q4, 4 or 8 credits

HWD 357/557 Program Evaluation

This course deals with the evaluation of various health, mental health, welfare, education and housing programs. Alternative theory, research design and field methods will be examined from the point of view of their effects on evaluation as related to social change.

Dr. Lefferts

Q1 and Q2, 4 credits

HWD 359/559 Critical Social Theory

A presentation of critical theory as an alternative to empirical theory. Discussion will center on the relationship between scientific knowledge and post-industrial, technocratic society. Authors covered include, Marcuse, Sartre, Habermas, Wellmer, Gouldner, Birnbaum, Friedrichs, and Tourraine.

Dr. Farberman

Q1 and Q2, 4 credits

HWD 361/561 Politics of Poverty

An examination of the manifest and latent *political* functions of poverty agencies. Discussion will cover historical perspectives of poverty, dysfunctional social

systems, economic mismanagement, problem definition, and interorganizational approaches.

Dr. Rose

Q3 and Q2, 4 credits

HWD 363/563 Planned Change

Strategies of planning for social change studied in the context of various public policies designed to secure needed reforms. Review of the literature of urban planning and social planning. Exploration of elite planning, citizen planning, and advocacy planning as models of public decision-making having a different geographical or social locus of interest and constituency. Detailed discussion of "Great Society Programs" and their relationship to previous social reform efforts.

Mr. Antler

Q1 and Q2, 4 credits

HWD 365/565 History of Social Welfare

Review of the history of the broad field of social welfare dating back to English Poor Laws. Special attention will be given to the early origins of social welfare in the U.S.A. particularly the charity organization societies and the Settlement House Movement. The developments leading to the development of Social Security Act and subsequent legislation as well as the more recent impact of historical events on social policy and service systems will be reviewed in depth.

Q1, Q2, Q3, and Q4, 2 credits

HEALTH SCIENCES CENTER SHARED RESOURCES

The nature of the Health Sciences Center calls for close cooperation in the support of those academic, scientific, and administrative functions that are common to the programs and needs of more than one school. This will constitute an important integrative force in the intellectual life of the Center while simultaneously allowing for the development of excellence in certain areas where no single school could support so strong a program. Of special importance are the center-wide activities of the following divisions: (1) Health Sciences Communications, (2) Health Sciences Library, (3) Laboratory Animal Resources, (4) Social Sciences and Humanities, and (5) the Office of Student Services.

Health Sciences Communications

Associate Professors: ANTOL H. HERSKOVITZ, H. PAUL JOLLY,
MORTIMER L. SHAKUN

Assistant Professor: HERBERT H. HOPF

The Division of Health Sciences Communications has major responsibilities for the application of current developments in media techniques, information and computer sciences, and educational technology to the support of Health Sciences Center programs in education, research, patient care, and administration. It is also responsible for the communications network linking the Center with clinical campuses and other health care institutions in the bi-county area. This effort will include extensive programs in decentralized continuing education for physicians, dentists, nurses, and other health professionals. Another of its major responsibilities will be the development and implementations of a masters degree program in health sciences communications, which will include instruction in a basic health sciences core, as well as in the professional skill areas of information and computer sciences, systems analysis, operations management practices, instructional technology, media techniques, and biomedical library science. This program will not be offered in 1972-1973.

The division is a unique combination of three major elements—computer and information services, media development and system serv-

ices, and instructional development and assessment services. These three elements as combined provide a new opportunity to direct media technology with a unified view to applications in education and patient care. Addition of instructional development and assessment services supports the Health Sciences Center's basic goal of defining end points in professionalism and service and structuring programs to achieve these ends.

One of the cornerstones of the Health Sciences Center educational philosophy is the belief that programs must be developed which provide individualized instruction, focus on individual achievement, and permit individual differentiation in a multi-tracked array of educational opportunities. To this end, the Health Sciences Communications Division has initiated a number of projects assisting the programs in the Health Sciences Center, such as computer-assisted instruction in anatomy, and utilization of videotape recording for critique and review of micropractice in medicine, nursing, social welfare, and inhalation therapy. In addition, automated procedures for the Health Sciences Library have been developed to increase the efficiency and effectiveness of use by students and faculty.

Health Sciences Communications is also developing facilities to support the production, observation, distribution, and reproduction of audio-visual materials. Educational materials from parallel curricula in other institutions are being reviewed for possible adoption or adaptation. Computer facilities to support large scale data processing, interactive time-sharing with typewriter and cathode-ray tube terminals, and on-line data acquisition and experimental control will also be available.

A comprehensive communications network is being designed to link the faculty, staff, and students located at the off-campus clinical teaching sites with the on-campus facilities the Center is developing. The construction of a number of data links to these institutions will provide a foundation upon which further extensions may be built in the bi-county hospital community. Eventually, the capacity to provide educational and special data services to any and all Long Island hospitals will be developed.

Facilities

Building H contains the Health Sciences Communications Division which provides computer and media service to the six schools and the divisions of the Center. The facilities in the building include computing equipment and computer terminal rooms for interaction with computers both on our campus and at other health sciences centers. There are in addition photographic, television, and motion picture studios and a photography laboratory.

A medium sized lecture hall, also contained in this building, is used for instruction, lectures by visitors, and meetings.

Health Sciences Library

Assistant Professor: EMIL F. FREY (Director, Health Sciences Library)

Associate Director: MARY WINKELS

The Health Sciences Library 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. Out-of-scope materials are available through the cooperation of the Frank Melville, Jr. Memorial Library. Computer connections and interlibrary loan service provide access to and from other community, state, and national information centers.

Currently the library collection approximates 65,000 volumes with a projected goal of 450,000. Journal titles received number 3200 covering the fields of allied health professions, basic sciences, dentistry, medicine, nursing, and social welfare.

A library computer program is being designed to automate circulation, acquisitions, cataloging, processing, and bindery activities. The serial holdings are available on computer printout and work on a list of monographic holdings is in progress.

Assistance to meet specific needs such as preparation of bibliographies for research papers is available from the reference librarian, while more formal sessions offering instruction in methods of obtaining information are available at the request of the individual instructors on behalf of their classes. The *Library Handbook* provides an easy, personal reference tool to the collection and facilities.

The library will occupy the fifth floor of the Health Sciences Center, but at present it is located off campus in East Setauket, approximately three miles from Stony Brook.

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)

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 resource 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 1972-1973, 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 1972-1973 but planned for future years include:

A post-doctoral program in laboratory animal medicine will be offered for holders of D.V.M. degrees. This program is offered to qualified graduates in veterinary medicine preparing for careers in laboratory animal medicine. It is intended to prepare the resident for boarding as a Diplomate in the American College of Laboratory Animal Medicine, and also to provide research training in this field. It will be expected of fellows that they also be acceptable to the graduate school and be registered for study programs leading to the M.S. or Ph.D. in the basic health sciences. The residency is to cover a period of two years or more during which the fellow will be introduced to the scientific and professional aspects of laboratory animal medicine through a balanced program of necropsy and diagnostic case work, didactic course work, participation in teaching courses sponsored by the division, and informal participation in service work as assigned. Additionally, the fellow will receive research training in some aspect of laboratory animal science that applies compatibility 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.

Division of Social Sciences and Humanities

Professors: ROSE LAUB COSER (*Sociology*), RICHARD M. ZANER
(*Philosophy, Chairman*)

Associate Professor: DANIEL M. FOX (*History*)

Assistant Professor: MICHAEL MUNK (*Political Science*)

The Division of the Social Sciences and Humanities is an expression of the Health Sciences Center's commitment to integrate university disciplines with the training of health professionals. Faculty of the Division, all members of their respective university departments in the social sciences and humanities, function in several roles. In an effort to increase the awareness of health sciences students of the historical, social, economic, political and philosophic context of their professional careers, the Division offers interdisciplinary learning experiences designed to develop critical thinking processes and substantive knowledge about the health professional's place in the world. The Division also provides opportunities for students to engage in further study of the disciplinary perspectives represented by its members through courses offered through the Division, other schools of the Health Sciences Center and in their university departments exploring their analytical and methodological application to health and illness. Finally, the Division looks forward to participating in degree-granting programs for students wishing to combine their professional training with formal research and teaching preparation in the social sciences and humanities.

COURSES AND SEMINARS

HSH 301 Health Sciences Colloquia

A series of presentations on various topics of center-wide concern open to all health sciences students offered for a minimum of two quarters a year.

Q1 and Q2, 1 credit

HSH 310/510 Social Sciences and Humanities in Medicine

Application of the principles of social sciences and humanities to specific field problems in patient care, preventive medicine, and community health. A series of experiences combining field and seminar work with students and faculty in other health disciplines involved. Enrollment in each field and seminar group will be necessarily limited by constraints of patient care and faculty availability.

Q1, Q2, Q3, and Q4, variable credit

HSH 341, 342 Politics of Health

An exploring of the political framework in which public policies affecting 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.

M. Munk

HSH 341: Q1 and Q3; HSH 342: Q2 and Q4; 2 credits each quarter

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.
Repetitive credit.

Q1, 2, 3, 4; variable credit

**HSH 541 Social Sciences and
Humanities in Medicine**

Consideration of the principles of sociology, political science, economics, cultural anthropology, social history, and philosophy as applied to problems in patient care, preventive medicine, and community health. Primarily for medical students.

Q2 and Q3, 4 credits

**HSH 542, 543 Health Professions:
From Contemporary to Historical
Perspectives**

An inquiry into the historical roots 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.

D. M. Fox

Q1 and Q3, 2 credits each quarter

**HSH 545, 546 Illness and Health in
the Social Context**

Illness as a social fact. Structural sources of health and illness in family and community. Health-restoring agents; physician and nurse. The function and organization of hospitals.

R. L. Coser

Q2 and Q4, 2 credits each quarter

**HSH 551 Phenomenological Grounds
of Human Life: The Radical
Reality of the Human Body**

An exploration of the multiple ways in which the bodily organism is subjectively experienced. Using literature, psychologi-

cal and philosophical writings, the aim is to reach a live understanding of one fundamental dimension of human life.

R. M. Zaner

Q1, 2 credits

**HSH 552 Phenomenological Grounds
of Human Life: Historical
Adventures in the Skin Trade**

An attempt to set out the historical nexus of ideas concerning the human body and mental life within which the themes of embodiment and estrangement arise as prominent issues in contemporary life. Problems of perception and human knowledge will also be discussed, as they bear on the problem of the animate organism.

R. M. Zaner

2 credits. Not offered 1972-73.

**HSH 553 Phenomenological Grounds
of Human Life: The Effort of
Self: Solitude and Reflexivity**

The study of the dimensions of self as a dialectically structured process of unfolding; the happening of self in its awakening to itself.

R. M. Zaner

2 credits. Not offered 1972-73.

**HSH 554 Phenomenological Grounds
of Human Life: Circumstance
and Sociality**

The dialectics of the encounter of self and the other; it will then seek to trace out the foundations of social reality, the ways in which the "you," "thou," "we," "them," and other forms of "other persons" are constituted within our experience. The seminar will conclude with a critical examination of certain basic social values prevailing in Western culture.

R. M. Zaner

2 credits. Not offered 1972-73.

Office of Student Services

Dean for Students: GERALD A. GREEN

Associate Dean for Students: ELEANOR M. SCHETLIN

Assistant Dean for Students: MARY H. WEINER

Assistant Dean for Students: THOMAS B. WILLIAMS

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 admissions and registrar activities. Some services that HSC students require in common with graduate and undergraduate students of the entire University are provided by administrative offices on the core campus. However, for assistance with admissions and registration, counseling and guidance, financial aid, housing, part-time employment, and health problems HSC students are requested 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. Unfortunately, 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.

THE UNIVERSITY CAMPUS

The Health Sciences Center is part of the State University of New York at Stony Brook. Founded at Oyster Bay, Long Island in 1957, the University began by educating secondary school teachers of mathematics and science. In 1960, Stony Brook became a university center with a 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 order to realize these new goals, the University moved in 1962 to the larger campus at Stony Brook.

Academic Programs

Academic programs remain in the midst of growth, on the undergraduate, graduate and professional levels. There presently are 31 undergraduate departmental major programs in the College of Arts and Sciences, five departments for engineering majors, 23 graduate departments—including 19 Ph.D. programs—and a growing number of interdisciplinary programs, which afford commonly focused courses from several departments. The Health Sciences Center, serving both undergraduates and graduate students, has six distinct schools—Allied Health Professions, Basic Health Sciences, Dental Medicine, Medicine, Nursing and Social Welfare. The School of Dental Medicine is scheduled to open in 1973.

Buildings and Expansion

The 1100-acre campus now has 72 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. There is not, at present, any campus housing for married students.

Construction has begun on a new biological sciences building, graduate chemistry building, and math-physics complex, and the 200-acre permanent site of the Health Sciences Center which is being developed across Nicolls Road from the main campus and will include a University hospital.

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

Stony Brook's 1971-72 enrollment reached 12,500, including full- and part-time students taking on-campus courses, about 375 students in the Health Sciences Center, and approximately 1500 students in the University's regional Cooperative College Centers on Long Island which provide remedial and freshman-level classes in Long Island poverty areas.

During the academic year 1971-72, 4200 of the total Stony Brook enrollment were graduate students. Of the 4200 graduate students, 2500 were in continuing education (CED), an evening masters degree program designed primarily for working professionals. Of the remaining graduate students, close to 1400 were full-time doctoral and masters candidates. The remainder were enrolled in part-time masters and doctoral programs.

Undergraduate and Graduate Bulletins

The *Undergraduate Bulletin* and *Graduate Bulletin* which describe in detail the gamut of programs available on the main campus, can be secured by writing to the addresses below:

Undergraduate Bulletin

Office of Admissions

State University of New York at Stony Brook

Stony Brook, New York 11790

Graduate Bulletin

Graduate School

State University of New York at Stony Brook

Stony Brook, New York 11790

Campus Activities

Prominent persons in government, education, and the arts and sciences visit Stony Brook regularly for lectures and seminars. During one representative period of several months, campus appearances were arranged for presidential environmental advisor Russel E. Train, N.S.F. Director William McElroy, Berlin Komische Opera Director Walter Felsenstein, consumer advocate Ralph Nader, Russian poet Andrei Voznesensky, and cartoonist-writer Jules Feiffer. 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 Frank Melville, Jr. Memorial Library was recently expanded four-fold in square-footage to permit an increase in its holdings from 700,000 volumes to more than 1,000,000 by about 1975.

Besides its general and special collections, the library has some 60,000 volumes in specialized Chemistry, Earth and Space Sciences, Engineering, and Physics-Mathematics departmental libraries. An additional 55,000 volumes are held by a separate library for the Health Sciences.

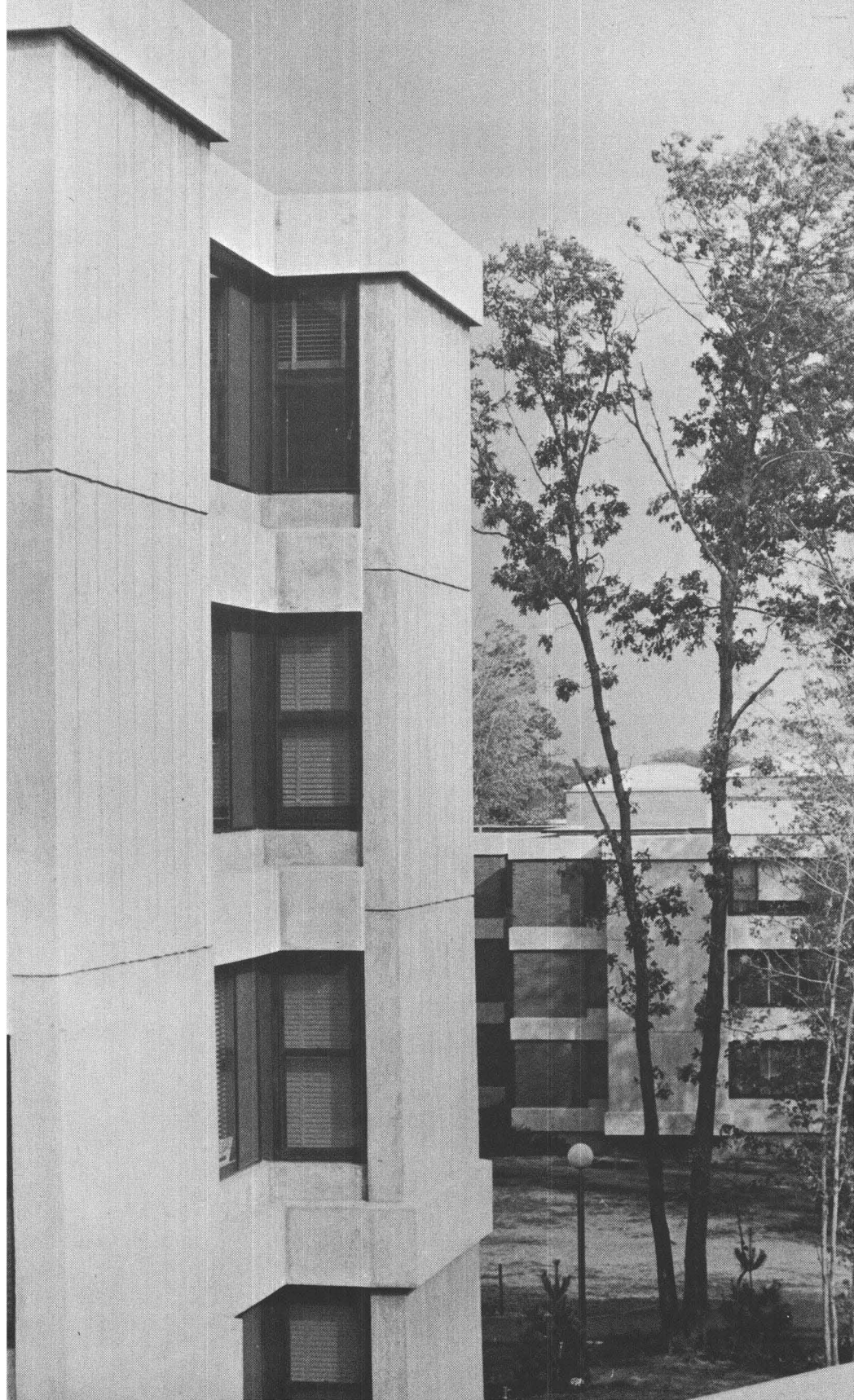
The main library's resources also include about 750,000 pieces of microtext in reels and flat sheets. The recent expansion also facilitated a vigorous effort to increase the number and variety of special-study and research areas in the building.

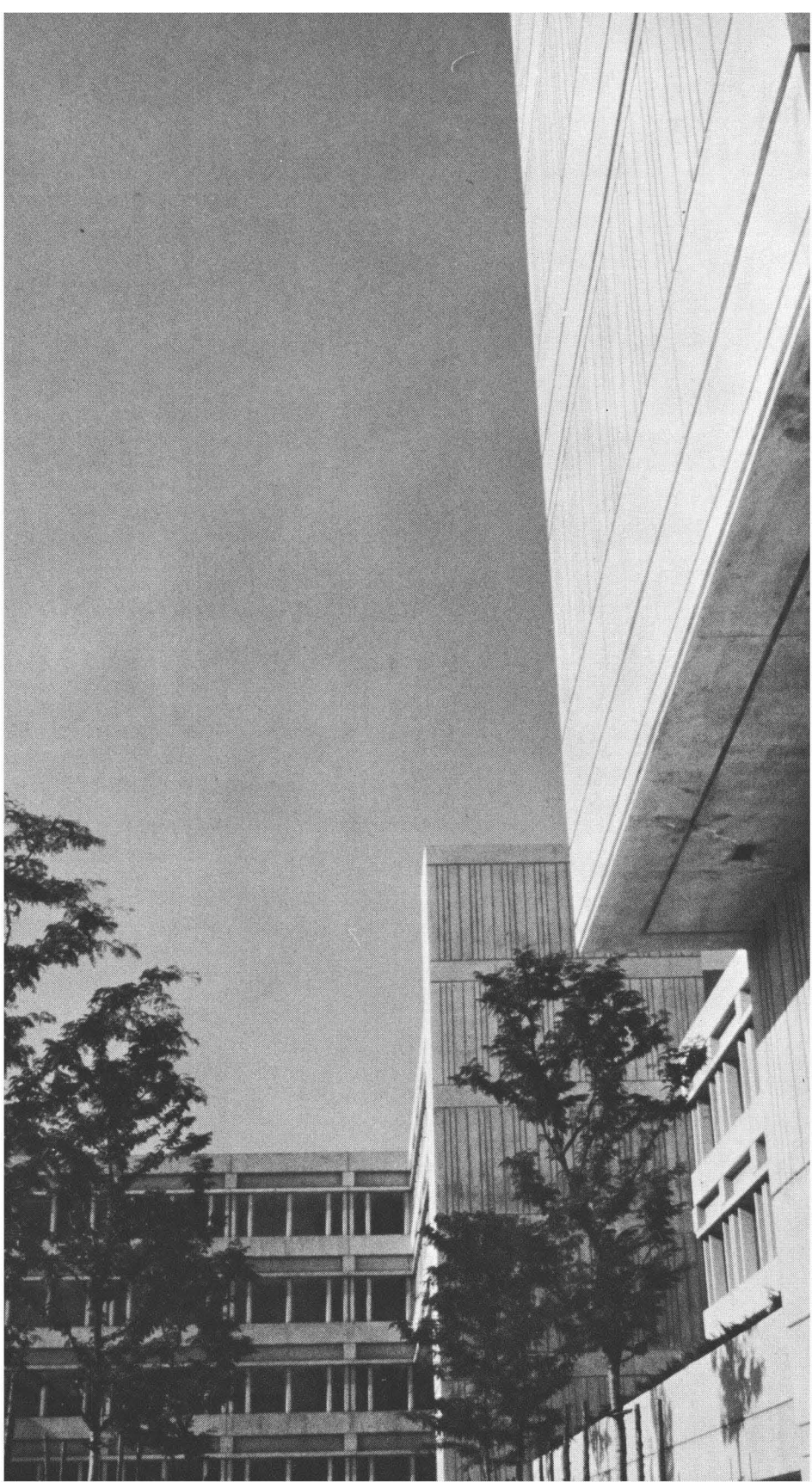
Computing Center

The Computing Center is located in the Engineering Quadrangle. The IBM 360-67 computer complex provides concurrent batch processing for student and faculty research work and for administrative data processing. In conjunction with the Center's increasing services as a regional resource, a PDP-10 computing system was recently added to serve the interactive requirements of Stony Brook and other-campus users. 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 Colonial Studies* keeps microfilmed archives of original documents from Western Hemisphere colonies, including a rich section of materials on Colonial Long Island; the *Institute for 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 processes, college-level instruction, and economic factors in innovative college instruction. Newly affiliated with Stony Brook is the *Institute for Advanced Studies of World Religions* which will house a collection of more than 20,000 reference volumes.





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STATE UNIVERSITY OF NEW YORK GENERAL DESCRIPTION

"The State University of New York—with more than 320,000 students on 70 campuses from Suffolk on Long Island to Fredonia in the west—stands proudly as an institution unparalleled in its development, unique in its diversity and increasingly looked to as a model of what the public university of the future must become."

In this manner, Chancellor Ernest L. Boyer, at his inauguration in April, 1971, described the State University of New York—America's largest university system and, at the age of 23, its youngest.

Since its founding in 1948, the State University has grown from 29 State-supported but uncoordinated campuses into an organized system of higher education comprising 72 institutions which enrolled 207,000 full-time and 114,000 part-time students in academic 1970-71.

Specifically, the University encompasses four university centers (two of which, Buffalo and Stony Brook, include health sciences centers); two medical centers; 13 colleges of arts and science; a non-residential college; three specialized colleges; six agricultural and technical colleges; five statutory colleges; and 38 locally-sponsored community colleges. Together, they offer students a choice of more than 3,100 academic specializations, representing more than 1,500 different degree programs. Twelve of the campuses offer graduate study at the doctoral level, 22 at the master's level.

Advanced degree study encompasses a wide spectrum, including agriculture, business administration, criminal justice, dentistry, engineering, forestry, 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 provide transfer programs within the University for students wishing to earn a baccalaureate degree.

Responding to the needs of New York State's economically and educationally disadvantaged citizens, the 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.

Diversity at the State University is further emphasized by its innovative approaches to education. 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 having to enroll in traditional courses. Its coordinating center at Saratoga Springs reaches out to students through regional learning centers which will be opened, eventually, at 20 locations throughout the State. In another approach, Upper Division College, presently located in temporary facilities in Utica, is designed exclusively for junior and senior year students and for those seeking master's degrees.

Ultimately responsible for the decisions which have led to the growth and diversity of the State University is its Board of Trustees. Appointed by the Governor, the Board determines the policies to be followed by all State-supported institutions of higher education, with the exception of the senior colleges of City University of New York. The Board's policies are administered by the Chancellor, the chief executive officer of the University.

While the 38 community colleges have their own local boards of trustees and the State pays only one-third of their operating costs and one-half of their capital costs, these two-year colleges operate under the University program.

It is a program which the Trustees and the Chancellor base on a fundamental principle and one which draws the vast and complex campus system into a single University; the improvement and extension of educational opportunities to citizens throughout the State.

The State University motto asserts that principle: "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

SPECIALIZED COLLEGES

College of Forestry at Syracuse
 University
 Maritime College at Fort Schuyler
 (Bronx)
 College of Optometry at New York City

NON-RESIDENTIAL COLLEGE

Empire State College at Saratoga Springs

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)

Adirondack Community College
 at Glens Falls

Auburn Community College at Auburn
 Borough of Manhattan Community
 College
 Bronx Community College
 Broome Community College
 at Binghamton
 Clinton Community College
 at Plattsburgh
 Columbia-Greene Community College
 at Athens
 Community College of the Finger Lakes
 at Canandaigua
 Corning Community College at Corning
 Dutchess Community College
 at Poughkeepsie
 Eric 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 Ilion
 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 Niagara Falls
 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

* (During planning and construction of its permanent campus, the Upper Division College offers evening, Saturday and summer courses at a temporary location, 811 Court Street, Utica.)

CAMPUS GUIDE

Official Bldg. No.	Building Index	Map Location	
020	Administration Building	G 6	083 - Kelly C
032	Ammann College	E 6	084 - Kelly D
033	Benedict College	D 7	085 - Kelly E
04G	Biological Sciences Graduate Building	J 6	027 - Laboratory-Office Building
004	Biology Building	G 5	035 - Langmuir College
062	Cardozo College	J 4	025 - Lecture Hall Center
002	Chemistry Building	F 5	005 - Library, Frank Melville Jr. Memorial
02G	Chemistry Graduate Building	F 5	064 - Mount College
041	Commissary	F 3	030 - (North) O'Neill College
014	Computing Center	H 4	003 - Physics Building
072	Douglass College	K 4	03G - Physics/Math Graduate Building
073	Dreiser College	K 3	060 - Roth Cafeteria
019	Earth and Space Sciences Building	G 4	074 - Sanger College
010	Electric Sub-Station	E 3	007 - Service Building
011	Engineering Building	H 4	24A - Social Sciences Laboratory
013	Engineering Heavy Laboratory	H 4	24B - Social Sciences Office
012	Engineering Light Laboratory	G 4	301 - South Campus A
030	G-Cafeteria	E 6	302 - South Campus B
07B	Garage	G 2	303 - South Campus C
	Gatehouse	F 7	304 - South Campus D
065	Gershwin College	J 5	305 - South Campus E
031	Gray College	E 6	306 - South Campus F
006	Gymnasium	E 4	307 - South Campus G
033	H-Cafeteria	D 7	308 - South Campus H
071	Hand College	K 4	309 - South Campus J
	Health Sciences Center	J 8	310 - South Campus K
008	Heating Plant	F 2	311 - South Campus L
063	Henry College	J 5	090 - Stage XII Cafeteria
001	Humanities Building	G 6	091 - Stage XII A
036	Infirmery	D 5	092 - Stage XII B
026	Instructional Resources Center	H 6	093 - Stage XII C
030	(South) Irving College	E 6	094 - Stage XII D
034	James College	D 6	037 - Stony Brook Union
080	Kelly Cafeteria	H 2	070 - Tabler Cafeteria
081	Kelly A	H 1	302 - Theatre (South Campus B)
082	Kelly B	G 1	075 - Toscanini College
			03V - Van de Graaff Accelerator
			007 - Warehouse
			061 - Whitman College

Health Sciences Center* (Buildings C - H)

*Note: Some facilities and departments of the Health Sciences Center are located on the main campus. Know your building destination.

KEY TO HEALTH SCIENCES CENTER BUILDINGS (SOUTH CAMPUS)

- C — Administration, Schools of Medicine and Dental Medicine
- D — Pathology Dept.
- E — Physiology and Biophysics Dept.
- F — School of Allied Health Professions
- G — Schools of Nursing and Social Welfare
- H — Division of Communications and Biomathematics Dept.

1 2 3 4 5 6 7 8

A
B
C
D
E
F
G
H
J
K
L
M
N
O
P



Route 25A

Railroad Station

N. Y. State Conservation Bldg.

Athletic Fields

Nicollet Road

Main Entrance

Gatehouse

010

006

008

007

07B

03G

03V

002

003

004

019

012

013

014

017

027

005

020

026

025

Kelly Quad
083
082
081
084
085
080
081
094
090
091
093
092

Roth Quad
064
062
060
063
065
061

004
001
024A
24B
001

Stage XII Quad
094
093
092

Tabler Quad
075
074
070
071
072
073



Health Sciences Center

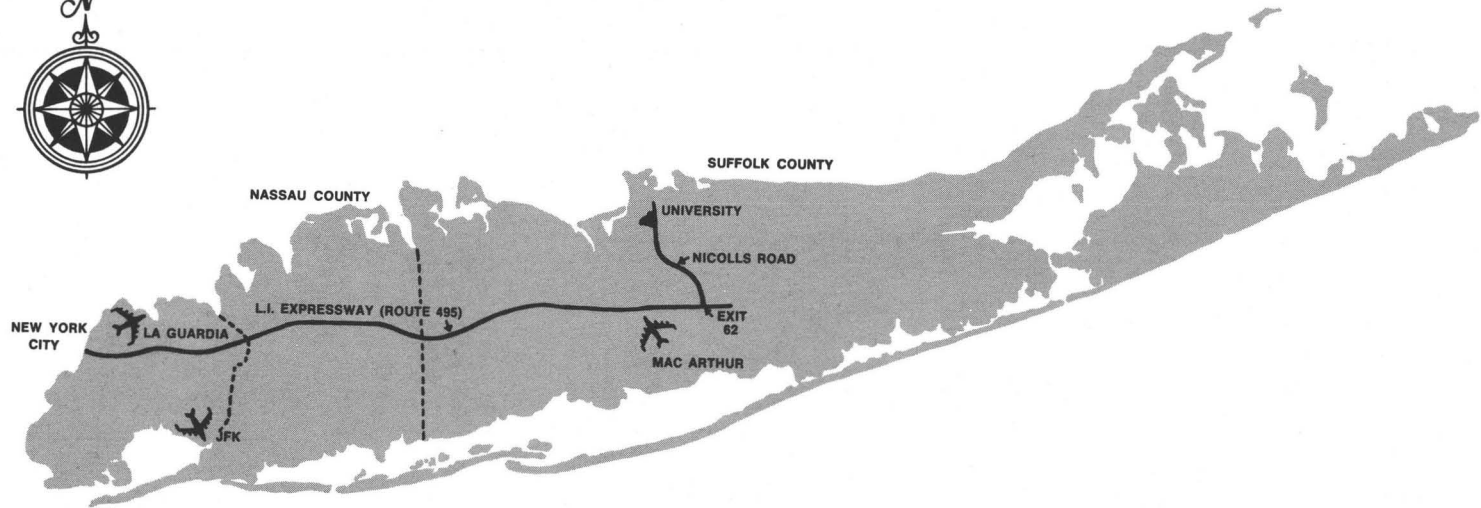
State University of New York at Stony Brook

South Campus
302
303
304
305
306
307
308
309
310
311

to Route 347
and L.I. Expressway

Stony Brook Road

-  Under Construction
-  Parking Lots



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), change trains at Jamaica for the Stony Brook Station. Inquire for free campus bus.

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Not to be tak

Health Sciences Center

