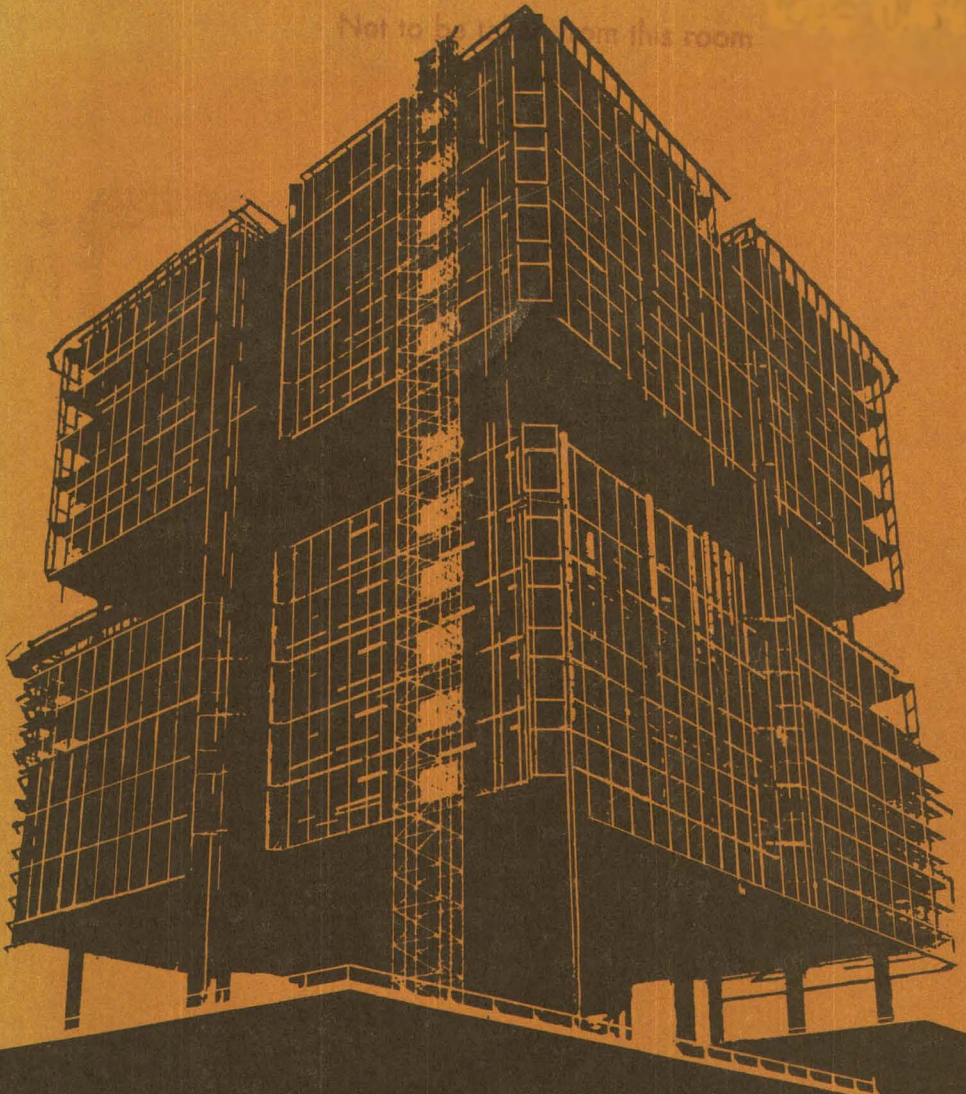


BULLETIN

For Reference

1973-74

Not to be taken from this room



HEALTH SCIENCES CENTER

REFERENCE
ROOM

1973-74
health
sciences
center
bulletin

STATE UNIVERSITY OF NEW YORK AT STONY BROOK

VOLUME III

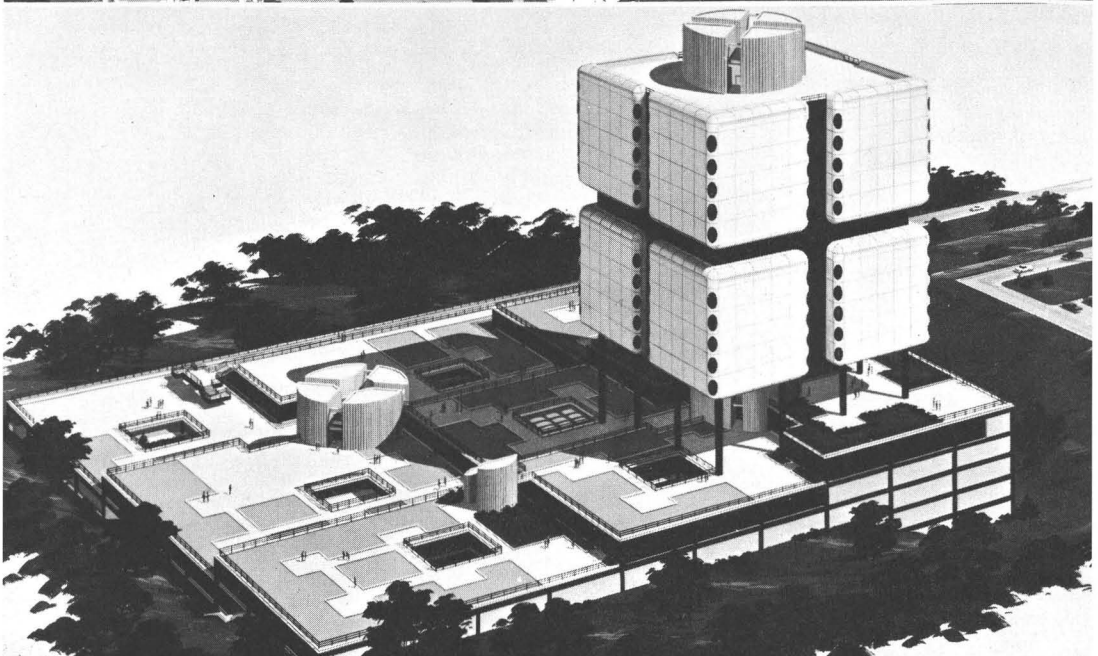
Information current through May 1, 1973
State University of New York at Stony Brook

Address and Phone

Health Sciences Center
State University of New York at Stony Brook
Stony Brook, N.Y. 11790
(516) 444-2100



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



contents

Academic Calendar	6
Health Sciences Center—An Overview	10
Commitments of the Center	11
Buildings and Facilities	14
The Center and the Community	16
Health Sciences Center Admissions	17
Information About Fees, Living Expenses and Housing	23
Financial Assistance	27
Academic Regulations and Procedures	30
School, Program and Course Designations	41
School of Allied Health Professions	44
School of Basic Health Sciences	90
School of Dental Medicine	108
School of Medicine	120
School of Nursing	136
School of Social Welfare	142
Clinical Campuses	162
Health Sciences Center Shared Resources	167
The University Campus	178
Directories	182
State University of New York	222
Campus Map	229
Directions to Stony Brook	230
For Further Information	Inside Back Cover

1973-74 academic calendar

Each quarter consists of ten weeks of classwork.

Quarter I

August 27-31	Advisement and academic planning
August 30, Thursday	Registration for quarters 1 and 2
September 4, Tuesday	Quarter 1 classes begin; late registration period begins; last day for students to pay all fees to complete registration
September 17, Monday	Last day to add a quarter 1 course; end of late registration period; last day to pay all fees to complete late registration
September 27-28	Rosh Hashanah recess from 5 p.m. Wednesday, September 26 to 8 a.m. Saturday, September 29
October 1, Monday	Last day to file application for December graduation* (applies to students taking core campus courses only)
October 15, Monday	Last day to drop a quarter 1 course; last day to change P/NC (Pass/No Credit) option for quarter 1 courses
October 30, Tuesday	Last day to file application for January graduation*
November 10, Saturday	Quarter 1 classes end at noon
November 12, Monday	Last day to remove "Incomplete" grades from spring quarter 4 and summer session

Quarter 2

November 12, Monday	Quarter 2 classes begin
November 16, Friday	Quarter 1 grades due in Health Sciences Center Office of Student Services
November 22-24 Thursday-Saturday	Thanksgiving recess
November 26, Monday	Last day to add a quarter 2 course
December 21, Friday	Last day to drop a quarter 2 course; last day to change P/NC (Pass/No Credit) option for quarter 2 courses
December 22, Saturday	Winter recess begins at noon
January 2, Wednesday	Quarter 2 classes resume
January 26, Saturday	Last day of quarter 2 classes
January 28-31 Monday-Thursday	Review and examinations; quarter 2 ends on January 31
January 31, Thursday	Last day to remove "Incomplete" grades from quarter 1; last day to file application for May graduation* (applies to students taking core campus courses only)
February 1, Friday	Registration for quarters 3 and 4

Quarter 3

February 4, Monday	Quarter 3 classes begin; late registration period begins; last day to pay all fees to complete registration
February 8, Friday	Quarter 2 grades due in Health Sciences Center Office of Student Services
February 22, Friday	End of late registration period; last day to add a quarter 3 course; last day to pay all fees to complete late registration
March 1, Friday	Last day to file application for June graduation*
March 15, Friday	Last day to drop a quarter 3 course; Last day to change P/NC (Pass/No Credit) option for quarter 3 courses
April 6-13 Saturday-Saturday	Spring recess begins at close of classes on April 6
April 15-20 Monday-Saturday	Review and examinations; quarter 3 ends at noon, April 20
April 22, Monday	Last day to remove "Incomplete" grades from quarter 2

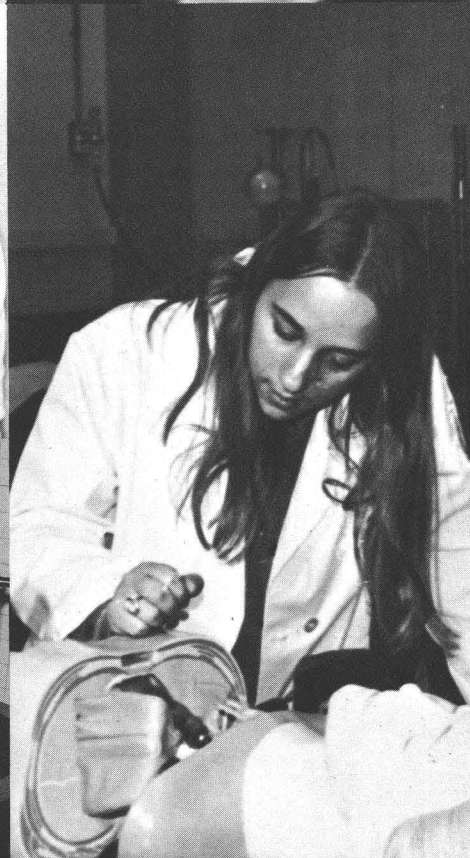
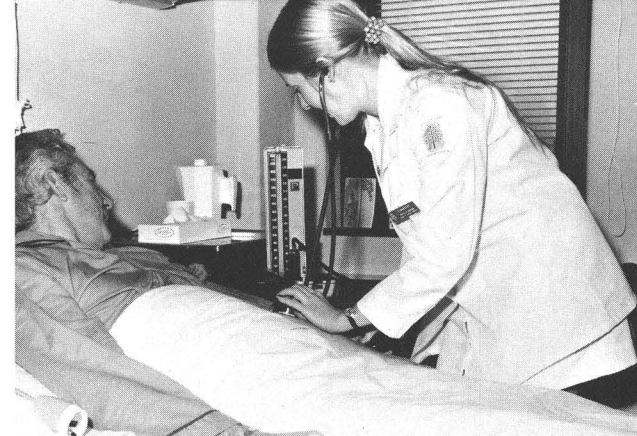
Quarter 4

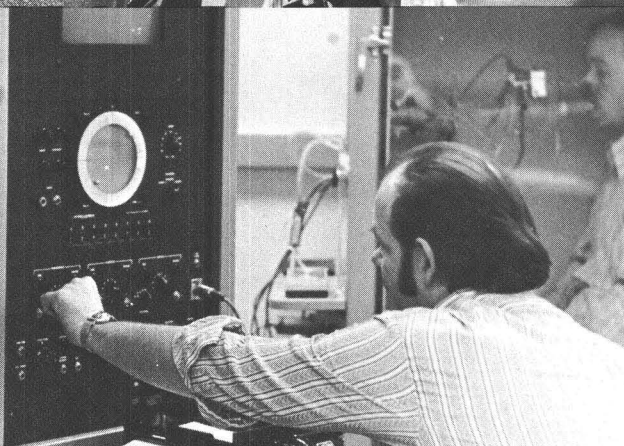
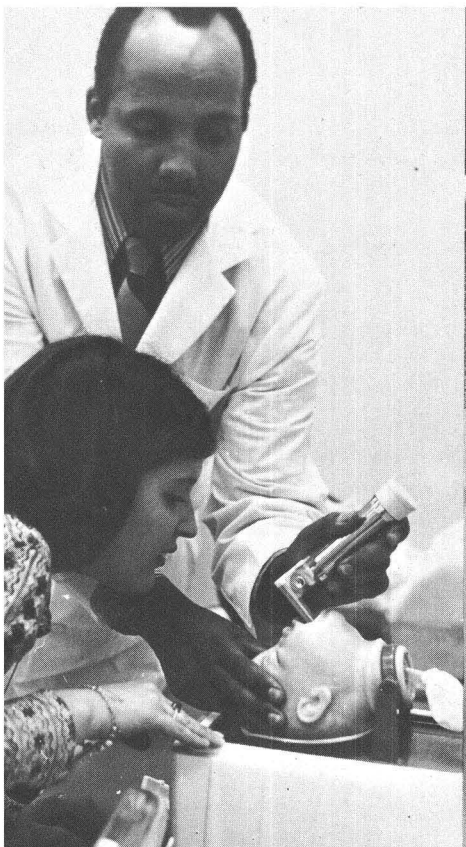
April 22, Monday	Quarter 4 classes begin
April 26, Friday	Quarter 3 grades due in Health Sciences Center Office of Student Services
May 6, Monday	Last day to add a quarter 4 course
June 3, Monday	Last day to drop a quarter 4 course; last day to change P/NC (Pass/No Credit) option for quarter 4 courses
June 28, Friday	Last day to file application for August graduation* (applies only to students taking summer session courses)
June 29, Saturday	Last day of classes; quarter 4 ends at noon on June 29
June 31, Monday	Quarter 4 grades due in Health Sciences Center Office of Student Services; last day to remove "Incomplete" grades from quarter 3

Summer Quarter 1974

July 1, Monday	Classes begin
July 4-6	Independence Day
Thursday-Saturday	
August 24, Saturday	End of summer quarter
August 26, Monday	Summer session grades due in Health Sciences Center Office of Student Services

*for all students who have not applied previously for this graduation date





health sciences center— an overview

The Health Sciences Center is a major division of the State University of New York at Stony Brook located on the North Shore of Long Island, 50 miles east of New York City, in a hilly 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 from the Divisions of Health Sciences Communications, Laboratory Animal Resources, the Health Sciences Library, the Office of Student Services, and instruction from the Division of Social Sciences and Humanities.

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-Hillside Medical Center/Queens Hospital Center, Northport Veterans Administration Hospital, and Brookhaven National Laboratory Medical Department. In addition, some schools have special agreements with other hospitals in the region.

The combined full-time enrollment of all six schools for 1972-73 was 620. The estimated enrollment for 1973-74 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	1971	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*, since few medical centers have developed really *unified programs* in the health professions in a cooperative way.

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

Various schools and offices are located in the following buildings:

Building "A" will house the Health Sciences Center Library. Presently, the Health Sciences Center Library is located on Route 25A and Jones Street, just east of the East Setauket firehouse. Plans to move the library from this location to Building A on the south campus are slated to be completed during the 1973-74 academic year.

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 people.

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

A *Lab-Office Building* (sometimes called "Surge 1") 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 Medical Department at Upton, Long Island Jewish-Hillside Medical Center/Queens Hospital Center with headquarters at New Hyde Park, Nassau County Medical Center at East Meadow, and the Veterans Administration Hospital at Northport.

Permanent Facilities

The permanent facilities for the Health Sciences Center are under construction on a 200-acre site on the east side of Nicolls Road adjacent to the main campus. The towers and buildings will have nearly two million square feet of area, over 3000 separate room spaces, and will be one of the largest health education centers in the country. It will serve a daily population of 12,000.

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

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

The community has a direct and continuing input into the Health Sciences Center through several avenues. At present, over 600 skilled professionals from the Long Island region have faculty appointments and participate as full faculty members. All Health Sciences Center students, as part of their clinical training or field work, plus their faculty supervisors, work at one time or another with some of the Long Island health and welfare agencies; some of the senior staff in these agencies function as student supervisors. However, the most direct community voice to the Health Sciences Center will be through a special Health Sciences Advisory Council which is currently being formed. Its broad purpose is to keep the Center informed about what is needed by the various Long Island communities as well as how they feel about what the Center is doing. Specifically, the Advisory Council will: (a) advise the Health Sciences Center about what the Long Island community expects from it, (b) act as an ombudsman for the utilization of Health Sciences Center resources to help meet community needs, and (c) provide the Health Sciences Center with a constituency to help it recruit minority staff and students, achieve social legislative goals, and resolve community health issues.

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

health sciences center admissions

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

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

^{*}Some faculty members of various Health Sciences Center schools also teach courses under the auspices of the Center for Continuing Education (CED) on the main campus. This is a part-time evening program that leads to a masters degree in liberal studies. Students who enroll in Health Sciences Center courses through the CED program are *not* Health Sciences Center students. Information about applying to the CED program can be obtained by writing to the Center for Continuing Education, Humanities Building, State University of New York at Stony Brook, Stony Brook, New York 11790.

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

Requests for Application

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

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

Written requests for applications should be addressed as follows:

Committee on Admissions (insert program code given below)
Health Sciences Center
State University of New York
Stony Brook, New York 11790

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

<i>School and Program</i>	<i>Program Code</i>
<i>School of Allied Health Professions</i>	
Baccalaureate Programs (Bachelor of Science)	
Physical Therapy	HA-PT
Medical Technology	HAD
Cardiopulmonary Technology/Respiratory Therapy	HA-CPRT
Community and School Health Education	HAC
Certificate Program	
Physician Associate	HAP
Graduate Programs (Master of Science)	
Health Services Administration	HAA
Allied Health Sciences	HAS
<i>School of Basic Health Sciences</i>	
Ph.D. Programs	
Anatomical Sciences	HBA
Pathology	HBP
Microbiology	HBM
Physiology/Biophysics	HBY
Pharmacology	HBH

<i>School of Dental Medicine**</i>	
Doctor of Dental Surgery (D.D.S.)	HD
<i>School of Medicine</i>	
Doctor of Medicine (M.D.)	HM
<i>School of Nursing</i>	
Baccalaureate Program (Bachelor of Science)	HNI
<i>School of Social Welfare</i>	
Baccalaureate Program (Bachelor of Science)	HWU
Graduate Program (Master of Social Welfare)	HWG

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

Eligibility

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

Undergraduate Programs

All of the Health Sciences Center's baccalaureate programs are upper-division programs. There are no freshman admissions to the Health Sciences Center.*** High school students interested in eventual enrollment in any of the Health Sciences Center baccalaureate programs must apply for admission to the State University at Stony Brook or to another college to complete their freshman and sophomore years.

Applications to undergraduate programs are accepted from transfer applicants and from current Stony Brook students. Stony Brook undergraduate students are not automatically admitted to Health Sciences Center programs; they should note that admission to any of the under-

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

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

graduate 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) prior to the date for which admission is sought. The required or recommended distribution of those credits varies for each program, and students should consult the section of this *Bulletin* pertaining to the program in which they are interested. Eligibility must be verified by official college transcripts or by certification of achievement on college equivalency or proficiency examinations.

Graduate Programs

Admission to the masters degree programs in Social Welfare, Health Services Administration, and Allied Health Sciences is at entry level only; credits accumulated in these or similar fields prior to matriculation will be evaluated on an individual basis to determine whether previous graduate work can be applied toward the Stony Brook degree.

Medicine and Dental Medicine

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

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

Questions of this nature can be addressed as follows:

Undergraduate Programs

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

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

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

Graduate Programs

School of Allied Health Professions

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

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

Dental Medicine—Gerald A. Green, Ph.D., Associate Dean, (516) 444-2113.

Medicine—Gerald A. Green, Ph.D., Associate Dean, (516) 444-2113.

Application Deadlines

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

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

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

School of Dental Medicine

Any application received by the centralized application service (AADSAS) after December 15, 1973 (for fall 1974 admission) will not be forwarded to Stony Brook's School of Dental Medicine.

School of Medicine

Applications for the Fall 1974 entering class in the School of Medicine may be filed between July 1, 1973, and December 15, 1973. No application may be received after December 15, 1973.

Application Instructions

Information on all required supplemental materials (e.g., transcripts, letters of recommendation, test scores, etc.) will be included in application packets for each program. All such supplemental materials are to be submitted to the Committee of Admissions (include program code in parentheses), according to the instructions contained in the application packet.

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

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

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

Communication with Applicants

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

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

Interviews

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

information about fees, living expenses, and housing

Tuition

The following *annual* schedule applies for full-time students for the 1973-74 academic year; tuition and other fees are subject to change without prior notice.

New York State Resident

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

Out-of-State Student

Upper Division Undergraduate	1300
Graduate	1500
Medicine, Dental Medicine	2000

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

University Fees

Students are required to pay one or more university fees that will probably range in 1973-74 from about \$25 to \$95 annually, depending upon a student's level (undergraduate, graduate, medical/dental) and upon whether the student commutes or not. In addition, students entering Stony Brook for the first time pay a university deposit (\$20 for commuters; \$35 for non-commuters).

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

University fees will be prorated for part-time students.

Education-Related Expenses

These include primarily the estimated costs of transportation to clinical facilities, of books and other instructional materials, and of uniforms. Education-related expenses for students in the baccalaureate degree programs in allied health and nursing are estimated to be approximately \$500 for the academic year; for students in the baccalaureate degree program in the School of Social Welfare, the estimate is \$300. At the graduate level, the estimates are \$350 for the School of Social Welfare and \$400 for the School of Allied Health Professions (Health Services Administration and Allied Health Sciences programs). The estimate for the School of Medicine is \$500; for the School of Dental Medicine it is \$300.

Personal and Living Expenses

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

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

Food

Prepaid meal plans will probably be available for any student desiring to participate, but they will not be mandatory for students in the health sciences. Present plans for 1973-74 are to operate cafeterias in some but not all of the six residential quadrangles. Any student may use these cafeterias on a cash basis. Food service is also provided in the Stony Brook Union.

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

Transportation

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

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

On-campus Housing

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

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

The university residence halls are arranged in complexes called quadrangles; each quadrangle normally accommodates approximately 1000 students. Living arrangements include single rooms (limited number), double rooms, and both four- and six-person suites. Every student is provided with a bed, bureau, study desk, chair, and closet. Each residence hall contains public lounges, study areas, laundry, and recreation facilities. Cafeterias operate in some of the quadrangles.

Cost: The 1973-74 rate for campus housing for single students is \$650 per academic year. There is an additional charge for on- and off-campus telephone service installed in a room. Room billing for Health Sciences Center students is based upon their four academic quarters, at the rate of \$162.50 per academic quarter. This rate is based upon occupancy in a double room (on a corridor or in a suite); students wishing to occupy a double room by themselves must pay a higher rate not yet determined. An advance room deposit of at least \$75 will be required to reserve a space.

The 1973-74 rate for housing accommodations for married students will be \$100 per month for a double room on a corridor and \$160 per month for a two-bedroom suite. An initial payment of one-month's rent in advance plus a one-month's rent for a security deposit is required for both kinds of accommodations.

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

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

Requesting Campus Housing: Students currently enrolled in the Health Sciences Center and Stony Brook students who are applying to any of

the Health Sciences Center programs for the following fall have an opportunity to select housing accommodations in the spring. Students newly admitted to the Health Sciences Center from *other* educational institutions will be given information on applying for on-campus housing at the time they are accepted; they should not request on-campus housing until they are admitted.

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

Off-campus Housing

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

Those who choose to seek off-campus accommodations should begin looking as early as possible. Off-campus housing is generally not within walking distance; it is also relatively scarce and expensive. Rentals of apartments or houses for less than \$200 a month are difficult to find. Most rentals require a nine or 12 month lease.

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

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

financial assistance

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

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

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

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

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

Tuition Scholarships and Loans for New York State Residents

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

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

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

New York Higher Education Assistance Corporation/Federal Guaranteed Loan Program (NYHEAC): The New York Higher Education Assistance Corporation administers a program of federally guaranteed and insured bank loans in New York state. A student who has been a New York resident for a year and whose family's adjusted income is under \$15,000 is eligible to apply. If a family's income is over \$15,000 but there are extenuating circumstances making it necessary for the student to borrow to meet school expenses, an explanatory letter should accompany the loan

application. Students can obtain applications from a local lending institution, bank, savings and loan association, or credit union. The total time required for processing applications through the lending institution and NYHEAC is between six and eight weeks. Therefore, applicants are encouraged to apply before June 1 for academic work beginning the following fall.

Special Funds Administered by the Health Sciences Center

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

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

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

academic regulations and procedures

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

Registration

Completion of registration in accordance with instructions issued by the Health Sciences Center Office of Student Services is a prerequisite to class attendance. Registration after the close of the announced final registration period requires the payment of a service charge of \$15. Registration is not permitted after the end of the second week of classes. A student is not considered registered until the appropriate forms have been filed with the University Registrar through the Office of Student Services and arrangements regarding tuition and fees have been made with the University Business Office.

Graduate Student Registration and Matriculation

All candidates for a graduate degree must complete registration 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 traineeship, research or teaching assistantships, or fellowships must be registered as full-time students.

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

Course Load

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

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

Auditing

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

Assignment of Grades

In each course, final grades are given at the end of the academic period, except in courses designated by the school as part of a grading sequence. In such courses an R grade is given at the end of the first course in the sequence and a final letter grade only after the sequence has been completed.

Grades assigned at the completion of a course are as follows: A (superior), B (good), C (satisfactory), D (minimum passing), F (failure). In addition, the following marks may be awarded at the end of the course.

- I (incomplete) indicates that part of the work for the course has not been completed and is not a permanent grade.
- WP (withdrawn passing) indicates withdrawal from a course while the student is doing passing work or before evaluation is possible.
- WF (withdrawn failing) indicates withdrawal from a course while the student is doing failing work.
- R (reserved) indicates attendance during the first course in a sequence, final grade for which will be assigned only after the completion of the sequence.
- P (pass) indicates passing work in a course where the evaluation standard is either pass/no credit or pass/fail.
- 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

A pass/no credit system permits students to explore various areas of the curriculum with less immediate pressure for grades. In calculating grade point averages "Pass" or "No Credit" is not used in the calculation. The pass/no credit option may be used by the Health Sciences Center students only as indicated below:

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

Incompletes

I (incomplete) may be given at the discretion of the instructor when a student fails to complete all course requirements because of circumstances beyond his or her control. If a letter grade is not reported by the 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 Office of Student Services in writing of the new deadline.

Grade Point Average

For the purpose of determining grade point averages, letter grades have the following values: A–4 points, B–3 points, C–2 points, D–1 point, and F–no points. Grades of I, WP, WF, R, P, NC, S and U are not included in the grade point average. To compute the cumulative grade point average, the number of points equivalent to the letter grade earned in a given course is multiplied by the number of credit hours for that course; the total number of points earned in all courses is then divided by the total number of credit hours for which the student has been registered. Only courses taken at the Health Sciences Center or the main university campus are included in a student's grade point average.

Change of Registration

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

After the second week of classes in each academic quarter no course may be added. A student may, however, drop a course through the sixth week of the course with the approval of the academic adviser. After the sixth week, no course may be dropped without the approval of the program director or the dean of the school.

Requirements for the Bachelors Degree

All candidates for bachelors degrees must satisfy all general University and school requirements for the specific degree. For graduation, at least 120 credit hours of passing work must have been completed 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 Composition3 credits
All entering students are expected to demonstrate competence in the clear and logical expression of ideas in written English. This requirement may be met by passing the English proficiency examination or by completing EGL 101 English Composition.

- B. Natural Sciences6-8 credits
Two semester courses, to be chosen from among the offerings of the following departments, divisions, or schools: biological sciences, chemistry, earth and space sciences, mathematical sciences, physics, and basic health sciences.
- C. Social and Behavioral Sciences6-8 credits
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.)
- D. Arts and Humanities6-8 credits
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.

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.
 4. Theatre arts courses in diction: THR 130, 133.
 5. 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 be 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 the D.D.S should consult the section of this *Bulletin* pertaining to the school of interest.

Repeating Courses

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

Classification of Students

For the purpose of interpreting academic regulations, undergraduate students will be classified as juniors after completion of 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 the home address at the end of the spring period and Summer Session as soon as possible after the end of the final examination period.

Physical Education Requirements

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

Academic Standing

Academic standing of students is subject to both minimum university standards and the policies of the Health Sciences Center school in which the student is enrolled. Each school has a Committee on Academic Standing which is advisory to the Dean. Appeals from decisions of deans are directed to the Health Sciences Center Academic Policy Council, which advises the Vice President for the Health Sciences. Similar procedures are followed in cases where academic dishonesty is alleged to have occurred.

Graduation with Honors

A candidate for the bachelors degree may receive honors for superior performance upon recommendation of the faculty of the school in which the student 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 the 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 Sciences 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 Office of Student Services. When filed, the change of major card must show the approval of the school adviser, the chairman of the department of the new major, and the director of the Health Sciences Center school program from which the student has withdrawn.

Transcripts

Students who desire transcripts of their academic record, either for their own use or for forwarding to some other institution or agency, are asked to submit their request in writing to the Office of Records and Studies at least two weeks before the transcript is needed except at the end-of-semester peak period when additional time should be allowed. The charge for transcripts is \$1 per copy. Payment should be made directly to the Bursar's Office and the receipt submitted to the University registrar along with the transcript request. Partial transcripts of a student's record are not issued. Students who have graduated will be provided with two free transcripts upon request to the University registrar.

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

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

Residence

For a student to be certified for a degree, he or she must have been registered as a full-time student in the school for the two quarters immediately preceding graduation. Graduate students must maintain matriculation by registration for a one credit research or independent studies course until graduation.

Summer Study Elsewhere

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

Graduate Study Away From Campus

Normally, it is expected that a graduate student's course of study and research will be conducted at the Health Sciences Center under the direct guidance of the faculty of the program in which the degree is sought and with the facilities immediately available or close by; for example, at Brookhaven National and Cold Spring Harbor Laboratories, hospitals, and other institutions on the Island, or libraries in New York City. However, there may be circumstances in which the student's work would be facilitated by being done away from the campus at another institution or research facility. In such cases, the school may give permission for the student to carry on work away from the campus. Permission is ordinarily based on the following factors:

1. The reasons for the request.
2. The conditions under which the student's work away from campus is to be performed, supervised, and evaluated.
3. The registration of the student as a graduate student in the school and payment of the necessary fees. A student who is supported by a stipend or grant from state funds, or from University-monitored federal and private sources, must be registered as a full-time student. If the student is employed elsewhere, in a position not under

the University or Health Sciences Center jurisdiction, matriculation may be maintained by registering for at least one credit of research or independent study in each academic period.

4. Agreement by the Dean of the School that permission for the student to do work away from the campus will not diminish the school's capability to fulfill its commitments.
5. An agreement from the institution where the student's work is to be performed in which acceptance of responsibility for its supervision is made. In the case of archival research or field work, a statement of authorization for the student to use such resources must be obtained.
6. The approval of the student's academic adviser.

Graduate Student Exchange Credits

When the special educational needs of a graduate student at one 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 or her degree. The school has the responsibility of deciding on the applicability of credits to the specific program.

Withdrawal From the Health Sciences Center

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

Non-attendance or notification to the instructors does not constitute formal withdrawal. Students who officially withdraw on or before the day of the last class meeting prior to final examinations will receive the grade of WP or WF for each course in which they are registered.

Unauthorized Withdrawal

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

Leave of Absence

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

Medical Leaves of Absence and Suspension

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

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

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

1. *Initiating Requests for Medical Evaluation:* The Dean of a Health Sciences Center school will request an evaluation from the Director of the University Health Service.
2. *Initial Evaluation:* The Director of University Health Service will make an evaluation of the student's health status after consultation with members of his staff and review of any medical opinion the student submits on his or her own behalf. The Director of University Health Service will forward a summary of his evaluation and his opinion as to what action is in the student's best interest to the Dean who initiated the request for evaluation.
3. *Administrative Action:* The Dean of the School in which the student is enrolled will act upon the evidence and communicate his decision to the student, indicating at the same time the criteria that must be met for the student to be readmitted.

4. *Appeal*: If a student does not concur with the action taken by the Dean, an appeal may be directed to the School's Committee on Academic Standing. Appeals from decisions of a School's Committee may be directed to the HSC Academic Policy Council. The Academic Policy Council, normally through a sub-committee, will review the evidence and may solicit additional medical opinion. Further appeals may be directed to the Vice President for the Health Sciences.

5. *Readmission After Medical Suspension*: If a student is suspended for medical reasons, the Dean will indicate what documentation will be necessary to demonstrate readiness to resume studies at the Center. When the student applies for readmission, that documentation will be submitted by the School to the Director of University Health Service for a judgment of its adequacy. The Director of University Health Service may require additional evidence. Appeals of decisions by Deans to deny readmission may be made by the student to the School Committee on Academic Standing, the Academic Policy Council, and the Vice President.

Readmission to the Health Sciences Center

Students who have withdrawn or been suspended and who wish to be readmitted must apply for readmission through the Health Sciences Center Office of Admissions. In view of the increasing enrollment pressures, applications for readmission should be filed at least 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 and School Health Education
HAD	Medical Technology or Health Sciences Technology (Diagnostic)
HAP	Physician Associate
HAT	Physical Therapy or Cardiopulmonary Technology/ Respiratory Therapy
HAU	Special program (unspecified)

School of Basic Health Sciences

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

School of Dental Medicine

HD__	Dental Medicine
------	-----------------

School of Medicine

HM__	Medicine
------	----------

School of Nursing

HNI	Nursing
HNP	Nursing Pilot Program

School of Social Welfare

HW__	Social Welfare
------	----------------

Division of Social Sciences and Humanities

HSH	Social Sciences and Humanities (Center-wide courses)
-----	--

Division of Health Sciences Communications

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

school
of allied health
professions

Professors: James Brindle, 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, Salvatore P. La Cerva, Robert K. Match, Martin H. Rosenfeld (*Assistant Dean*), Robert Schick, Jacob Schleichkorn, Mortimer Shakun, George Tortora, H. Barry Waldman, Stanley Zimering

Assistant Professors: Stephen V. Allen, Ruth E. Baines, Robert M. Biltz, Leon Cohen, William Delfyett, Jr., Albert Dicker, Julius Elias, Emil F. Frey, Sanford M. Gerstel, Frank J. Gibson, Arnold H. Goldstein, Michael M. Helland, Mary H. Klein, Michael Koss, Bernard D. Landau, Howard M. Lempert, Earl Lewis, Harold Light, Seymour Linger, Clifton Mereday, Donald Meyers, Maxwell Pike, Glenn H. Reynolds, Jack G. Richards, Murray Rimmer, Arnold E. Rosenblum, R. Peter Rovegna, Sheldon Scher, Paul Selbst, Alex M. Sneddon, James Soldo, K. Ann Stolurow, Charles Sweeney, Michael S. Tartamella, William J. Treanor, Steven Turnipseed, Julia S. Watson

Instructors: Richard A. Bauer, Doreen Baxter, Roberta Cogen, Paul R. Degnan, Gerald K. Dolan, Alvord Finn, Joseph K. Fitzpatrick, Louis Gaynor, Willie J. Grate, Jeanneane M. Houpt, Nicholas McDaniel, Richard Narvaez, Sam Runyon, Scott J. Sommers, David A. Theuman, Robert E. Thomas, Robert Wilde, Edward H. Wright

Lecturer: 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 specialties, 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 1972-73.

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 advisers to students in the freshman and sophomore years.

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

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

Requirements for Entrance

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

Insurance

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

Graduate Admission

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

Candidates for admission to graduate study will ordinarily be expected to hold a bachelors degree from a recognized institution of higher learning; this may be waived only in exceptional instances, for candidates of unusual maturity and demonstrated ability. Ordinarily, a "B" average in undergraduate study will be required for admission to the graduate program; however, other factors indicating competence and promise will be taken into consideration. Students with an unsatisfactory academic history who show evidence of ability in other ways may petition for conditional admission, in order to gain an opportunity to prove their ability to carry successfully the course work in the first term of graduate study in the school.

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

The Program in Health Services Administration is primarily a *full-time* program. A very limited number of candidates with exceptional maturity and related work experience may be admitted on a part-time basis. Part-time students will be admitted only when a program plan can be developed which permits completion of the educational program (including required clinical experience) without loss of any of the program's goals and objectives.

The Program in Allied Health Sciences is proposed for Fall, 1973, subject to fiscal and academic approval by the State University of New York. If approved, the program will be offered on either a full-time or part-time basis, with the number of candidates to be accepted strictly limited to permit close student-faculty interaction. In addition to holding an acceptable baccalaureate degree, each candidate must hold appropriate professional status (i.e., registration, certification, or licensure) in one of the allied health fields, and have practiced in that field for at least one year on a full-time basis (or the equivalent in part-time practice). Candidates must indicate an intention of pursuing their careers as teachers, supervisors, or researchers in allied health.

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

Academic Information

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

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

Financial aid, part-time employment, etc. is sometimes available in limited amounts. A small amount of such support is available *only* to students in specified programs in the school, and limited special support is available from time to time to students of the several schools of the Health Sciences Center. In addition, students may qualify for some of the general support programs administered by the main campus at Stony Brook. For advice and detailed information, appointment should be made with the Office of Student Services, Health Services 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 or her average does not attain those levels at the end of the probationary period. NO STUDENT ON PROBATION WILL BE PERMITTED TO PARTICIPATE IN THE REQUIRED PERIODS OF FULL-TIME CLINICAL PRACTICE.

The School of Allied Health Professions recognizes the necessity of superior clinical competence as well as academic excellence. As a consequence each student during periods of clinical practice will be evaluated on her or his capacity to demonstrate high levels of professional performance. The criteria for evaluation will include professional competence and skill, adherence to professional codes of ethics, sensitivity to patient and community needs, ability to work with and relate to peers and other members of the health care team, attitude, attendance, punctuality and appearance. Program directors may, upon the recommendation of clinical and academic faculty, terminate any student who fails to correct deficiencies in any of these areas. These standards have been established in order to protect the rights of patients and communities we are committed to serve and to foster the team concept of health care delivery.

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

Classification of Students. A student must have earned a minimum of 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 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 or she selects within the school, and not that he or she be stamped out of a rigid academic mold. In the case of a few curricula, rigid accreditation criteria force the school to specify special prerequisite course work. Prospective students should consult the information which is given in subsequent pages of this *Bulletin* relating to the particular curriculum in which they are interested for special recommendations or prerequisite requirements.

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

Some curricula in the school have specific prerequisites which dictate the selection of particular courses in the freshman and sophomore years. If such requirements exist they are listed as "special admission requirements" under the heading for the specific program in the following pages.

Faculty members of the school are available to serve as advisers to Stony Brook freshmen and sophomores who aspire to programs in the School of Allied Health Professions. Consult the office of the Associate Dean for assistance in acquiring a faculty adviser from the program in which you are interested.

Core Curriculum

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

JUNIOR YEAR

<i>Basic Health Sciences</i>	<i>Credits</i>	<i>Medical Sciences</i>	<i>Credits</i>
HBP 310 Pathology	3	HAA 300 Introduction to Health Care	
<i>Behavioral Sciences</i>	<i>Credits</i>	HAC 350 Patient and Professional Safety	2
Three electives from courses offered by the Division of Social Sciences and Humanities	6	<i>Research</i>	<i>Credits</i>
		HAA 350 Foundations of Research	2
		HAA 351 Research Design	1

SENIOR YEAR

<i>Medical Sciences</i>	<i>Credits</i>	<i>Behavioral Science</i>	<i>Credits</i>
HAC 411 Community Health	2	HAA 421 Management Concepts for Allied Health Professional	2
HAA 480 Interdisciplinary Seminar ...	1		

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

Calendar and Program Organization

The School of Allied Health Professions is one of the few schools within the University system that is faced with the need to concurrently meet the requirements of academic validity and professional criteria at the undergraduate level. These mandates, joined with the geographic problems incurred in obtaining suitable clinical experience in the Long Island area, make adherence to the usual academic calendar an impossibility. In order to meet these professional needs without totally preventing potentials for student involvement with other units of the campus, a special calendar has been developed. This calendar provides four ten-week academic periods in a year. Under this plan, credit is earned on a semester hour basis, but three lecture hours per week are required for two semester hours of credit in courses offered on the ten-week basis. Thus, the same number of hours are invested and earned on both the ten-week and the usual semester plan.

Clinical Resources

Long-range plans anticipate the heavy utilization of the University Hospital, to be constructed at Stony Brook, for clinical instruction of students in the programs of this school. In addition, there will be intensive student

instruction in the clinical campuses associated with this Health Sciences Center. The "Introduction" section of this *Bulletin* describes plans for the University Hospital, and details the clinical campus concept, which is unique to this Center. In addition to these resources, which now exceed 2000 beds and will approach 3000 beds in the next few years, the school is free to negotiate affiliation arrangements with other clinical facilities for use in student instruction.

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

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

Graduation and Degree Requirements

Candidates for the Bachelor of Science degree must have earned a minimum of 120 semester hours of credit (including credit granted for proficiency examinations, etc.), with a grade point average of 2.0 during the junior and senior years of study. A minimum of 30 semester hours of academic study, plus a period of supervised clinical experience to be determined by the faculty of the professional program in which the student is enrolled, must be completed as a matriculated student in the School of Allied Health Professions.

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

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

Candidates for the masters degree. Ordinarily 44 semester hours of graduate study are required, at least 24 of which must be completed at Stony Brook. A cumulative grade point average of 3.0 (B) is required for graduation; the minimum passing grade is 2.0 (C). See individual program descriptions for additional specific requirements.

Division of Administrative Programs

Chairman: 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 the theory and methodology of administering high quality medical service. Emphasis is placed on fundamental principles and basic skills which have application in the management of a wide range of health services organizations including hospitals, health departments, medical care programs, planning agencies, health insurance companies, comprehensive medical plans, ambulatory care programs, nursing homes, and mental health agencies.

To give students an opportunity to develop an understanding of the external environment of health care institutions, the curriculum includes electives in public administration and social policy. While not attempting to train social planners, these courses are intended to provide administrators with sufficient skill to understand and implement public 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 (Q₁, Q₂, Q₃, and Q₄) from September through June.

The program for full-time students would be 21 consecutive months of study. The first seven months (Q₁, Q₂, and Q₃) are didactic. The middle seven months (Q₄, the summer intersession and Q₁ of the second academic year) are the administrative residency. The final seven months (Q₂, Q₃ and Q₄) 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 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, 661 Organization Theory I, II	4
B. Electives Offered by Division of Administrative Programs	
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 <i>Bulletin</i> .	

In addition to these offerings students wishing to develop special areas of interest in a separate discipline may devise a program that includes 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 adviser within the health services administration program.

Research Component

To develop an awareness of the necessity and methodology of research, emphasis will be placed on each student's developing an area of specialization 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 departments on the main university campus.

The research component of the program is the basis for the masters thesis which is required for graduation. Students will be encouraged to identify their area of interest during the first three quarters of didactic work and do further reading in that area during their residency. 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 approximately \$600 monthly from the clinical institution to which they are assigned for the residency.

The residency provides the individual access to a high level of administrative functioning for which he or she is not likely to be responsible for several years. The student discusses problems and activities with the top executive of the hospital or health agency and begins to develop an understanding which complements the didactic instruction in administration. Students will also be enabled to see the benefits of various administrative postures for different situations and begin to develop their 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 aptitude tests of the Graduate Record Examination. (See the Graduate Record Examination Bulletin for information concerning the dates and places tests are given.)

The only specific prerequisite course is introductory statistics. However, students must be able to deal competently with the course work in the program. This will 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.

Masters Program in Allied Health Sciences

(Proposed for Fall 1974 implementation, subject to fiscal and academic approval by S.U.N.Y.)

Practitioners in the several allied health professions who are developing careers as teachers in these fields, program or department administrators, or researchers have until now had no appropriate program for their own academic development. By initiating this program, hopefully in Fall 1973, the School of Allied Health Professions seeks to meet this need. This masters degree program will include a soundly conceived educational base, in the form of a core program which will be undertaken by all candidates in the program, joined to a highly individualized specialization program including three broad tracks—for educators, administrators, and researchers.

All candidates admitted will hold a baccalaureate degree, have achieved professional status in one of the allied health professions, have completed at least one year of practice in their field, and aspire to a career within the framework of one of these three tracks. Each candidate will plan and pursue his or her program with the guidance of a faculty committee of at least three members; committees will be chosen to include competence in the professional field, in the track area, and in an academic discipline germane to the candidate's field of interest.

The Program will include a total of at least 44 credits of graduate study. Twelve of these credits will be earned in the six core courses; 14 credits will be earned in internship or practicum experiences. The remaining 18

credits will be developed on an individualized basis according to the track patterns indicated below. A thesis is not required; if a thesis is elected by the candidate and approved by his or her committee, it may be included for not less than two, nor more than six, credits of independent study.

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

<i>Courses</i>	<i>Credits</i>
HAA 630, 631 Health Services and Medical Care I, II	4
HAA 651 Deterministic and Probabilistic Methods	2
HAA 542 Health Professions from Contemporary to Historical Perspective	2
HAA 520 Group and Interpersonal Relations	2
HAA 580 Advanced Seminar in Allied Health	2

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

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

- a. A sequence of at least three courses (six credits) in the behavioral sciences, including education. This sequence must include a course in measurement and evaluation.
- b. A sequence of advanced courses in the professional field, or in the sciences basic to that field, including at least three courses (six credits).
- c. Elective courses related to the candidate's career goals.

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

- a. A sequence of at least three courses (six credits) in the behavioral sciences.
- b. A sequence of at least three courses (six credits) in the area of supervision and management.
- c. Elective courses appropriate to the candidate's career goals.

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

- a. A sequence of at least three courses in the behavioral or life sciences basic to the specific professional field of the candidate (six credits).
- b. A sequence of courses in research theory and applications (four to six credits as recommended by the candidate's advisory committee).
- c. Additional courses in the field of specialization (if required by the candidate's advisory committee).

d. Electives

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

Division of Community and Mental Health Programs

Chairman: Stanley Zimering

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

Program Director: Stanley Zimering

In 1967 Senators Edward J. Speno and Earl Brydges, members of the New York State Legislature, initiated and were instrumental in the passing of the Critical Health Problems Bill which mandates the inclusion in the curriculum of all elementary and secondary schools in the state by 1970, all of the following: instruction in mental and emotional health, nutrition, family living, disease prevention and control, accident prevention and special emphasis on the use and abuse of tobacco, alcohol and drugs.

It was estimated that the new state mandate in health education would result in a need for more than 2,000 health teachers. It soon became apparent that throughout the state there were approximately between 200 and 300 certified health education teachers.

As a result of this deficiency one of the obvious tasks in complying with the Critical Health Problems Bill will be the reeducation of school and community health personnel as well as the recruitment and training of additional health education teachers and allied community health workers.

The School of Allied Health Professions as a member of the Health Sciences Center is uniquely endowed with resources that will enhance the education of its students and produce a superior community and/or school health education professional.

The program is unique in that it attempts to bridge the gap between school health education and community health education by training students in both areas through professional courses and field experiences in schools and community health agencies.

Upon successful completion of the program students will be certified to teach health education in the schools of New York State.

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

Professional Course Requirements:

Core courses required21 semester hour credits
Professional courses required64 semester hour credits

<i>Junior Year</i>	<i>Credits</i>	<i>Senior Year</i>	<i>Credits</i>
HBA 300 Human Biology	5	HAC 311 Community Health	3
HAC 300 Mental Health	3	HAH 305 Instructional Technology ...	2
HAC 325 Curriculum Develop- ment in Health Education	3	HAA 390 Research Tutorial	0
HAC 305 Human Sexuality and Sex Education	3	HAC 415 Nutrition and Health	3
HBM 320 Microbiology	2	HAC 400 Health Counseling	3
		HAC 405 Community Relations	3
		HAC 480 Environmental Health	3
<i>Senior Year</i>	<i>Credits</i>	HAC 483 Consumer Health	3
HAC 495 Field Practicum in School Health*	6	HAC 485 Exceptional Child	2
HAC 496 Field Practicum in Community Health*	6	HAA 490 Research Tutorial	2
HAC 490 School-Community Seminar	3	HAC 410 Communication and Group Dynamics Workshop	2
HAC 307 Drugs and Society	3	HAC 486 First Aid Workshop	1
HAC 326 Methods, Materials and Evaluation in Health Education ...	3		

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

PROGRAM IN INTENSIVE TEACHER TRAINING

Program Coordinator: William Delfyett

A program of graduate study in health education for teachers presently teaching a minimum of ten hours of mandated health instruction in private or public elementary and secondary schools. The program offers a maximum of 30 credits and is calculated to improve teaching competency and increase the numbers of permanently certified health education teachers in New York State. Admission to the program is limited and is a requirement for registration in courses offered within the program. Interested applicants should apply in writing to the Program Coordinator.

*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.

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 Education of the American Medical Association for "an acceptable school of medical technology" dictate that the undergraduate program contain 16 semester hours in chemistry (exclusive of survey courses) including organic or biological chemistry; 16 semester hours in the biological sciences (excluding survey courses) and one course in mathematics. Courses in physics are also strongly recommended.

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

Professional Program Requirements

Core courses required21 semester hour credits
Professional courses required67 semester hour credits

<i>Junior Year</i>	<i>Credits</i>	<i>Senior Year</i>	<i>Credits</i>
HBA 500 Structure of the Human Body	3	HAD 410 Automation	2
HBV 350 Physiology	4	HAD 411 Clinical Biochemistry II	3
BIO 151 Cell Biology and Chemistry**	3	HAD 412 Clinical Biochemistry III	2
HAD 311 Clinical Biochemistry I	3	HAD 414 Hematology II	3
HBM 531 Medical Microbiology	4	HBP 532 Immunobiology	2
HAD 315 Hematology	3	HAD 415 Immunology Laboratory	2
HAD 316 Clinical Microbiology I	3	HAD 416 Immunohematology	2
HAD 318 Clinical Microbiology II	2	HAD 425 Parasitology	3
HAD 395 Clinical Practicum I*	6	HAD 426 Histology	3
		HAD 451 Medical Instrumentation	2
		Electives	6
		HAD 495 Clinical Practicum II*	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: Interest in morphology of man and vertebrates. The successful completion of the program qualifies a student for curatorial and high-level technical positions in biomedical museums, anatomy, biology, pathology and forensic medicine departments of institutes of higher learning and in industrial laboratories.

Professional Program Requirements

Core courses required21 credits

<i>Junior Year</i>	<i>Credits</i>	<i>Senior Year</i>	<i>Credits</i>
HBA 500 Structure of the Human Body	5	Forensic Medicine	2
HBA 501 Regional Anatomy of the Human Body	3	Autopsy Techniques	3
HBM 320 General Microbiology	2	HBA 401 Biomedical Museum Technology I	6
HAH 303 Medical Photography	2	HBA 402 Biomedical Museum Technology II	6
BIO 304 Chordate Zoology	4	HBA 403 Biomedical Museum Technology III	6
		Electives	3

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 required21 semester hour credits
Professional courses required54 semester hour credits

<i>Junior Year</i>	<i>Credits</i>	<i>Senior Year</i>	<i>Credits</i>
HBY 350 Physiology	4	HAT 461 Theory of Cardiovascular Diagnosis and Treatment	3
HBA 360 Basic Human Anatomy	5	HAT 491 Special Studies in CPT/RT	4
HAT 310 Introduction to CPT/RT	1	HAT 462 Cardiovascular Diagnosis and Treatment Practices	2
HAT 360 Essentials of CPT/RT	3	HAT 463 Ventilators	3
HAT 361 Theory of Respiratory Diagnosis and Treatment	3	Electives (Clinical)**	6
HAT 362 Respiratory Therapy Techniques	2	HAT 495 Clinical Practicum*	6
HAT 363 Pulmonary Function Tests	2	HBM 320 General Microbiology	2
HAT 395 Clinical Practicum*	6	HAA 490 Research Tutorial	2
HAA 390 Research Tutorial	0		

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

*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.

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 required20 semester hour credits
Professional courses required60 semester hour credits

<i>Junior Year</i>	<i>Credits</i>	<i>Senior Year</i>	<i>Credits</i>
HBA 360 Basic Human Anatomy	.....5	HAT 415 Tests and Measurements in Physical Therapy	.....2
HBV 350 Physiology	.....4	HAA 490 Research Tutorial	.....2
HAT 316 Orientation to Physical Therapy	.....1	HAT 417 Community Rehabilitation Services	.....2
HAT 317 Physical Therapy Theory I	..3	HAT 418 Physical Therapy Theory III	..4
HAT 318 Physical Therapy Theory II	..6	HAT 419 Psychology of the Disabled	..2
HAT 319 Scientific Foundations Related to Physical Therapy	.....5	HAT 420 Physical Therapy Theory IV	..4
HAT 320 Mental and Physical Handicaps	.....2	HAT 421 Physical Therapy Theory V	..4
HAT 396 Physical Therapy Clinical Practice I	.....5	HAT 422 Physical Therapy Theory VI	..3
HAA 390 Research Tutorial	.....0	HAT 496 Physical Therapy Clinical Practice II	.....3
		HAT 497 Physical Therapy Clinical Practice III	.....3

PROGRAM FOR PHYSICIAN ASSOCIATES

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

Associate Director: Jack Richards

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."*

*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.

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)

Special Emphasis: The physician associate training is heavily directed at community medicine involvement especially in disadvantaged and rural areas. It is felt that the physician associate will have the most significant impact in primary health care delivery in the health clinic, group practice, or when functioning in the realm of family practice.

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

Professional Program Requirements

Core courses required	21 semester hour credits
Professional didactic courses required	47 semester hour credits
Professional clinical clerkships (See special brochure for clerkship required)	42 semester hour credits

Professional Courses

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

Office of Research and Teaching Resources

Acting Director: Robert O. Hawkins, Jr.

Associate Director for Research: K. Stolurow

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

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

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

The Office of Research and Teaching Resources does not, of itself, offer academic programs. The Office is under supervision of a director, who is responsible to the Associate Dean.

Continuing Professional Education Programs

Coordinator of Continuing Professional Education in Allied Health:

Jacob Schleichkorn

The School of Allied Health Professions, like its sister units in the Health Sciences Center, recognizes a strong responsibility for service to the needs of all allied health professionals 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 dictate. Courses may be offered on campus, or at remote locations.

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

For specific information 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.

Interdisciplinary Clinical Education Program

Clinical Education Coordinator: Julia S. Watson

With the support of a grant from the Division of Allied Health Manpower, Bureau of Health Manpower Education, National Institutes of Health, the School of Allied Health Professions is conducting a demonstration program in interdisciplinary clinical education. This program seeks to make all health practitioners, especially those in the allied health professions, conscious of the potentials and values of a *true* team approach to patient care.

In this program, initiated in the fall of 1972, a clinical coordinator seeks to identify opportunities for clinical experience of an interdisciplinary nature, and to develop these opportunities cooperatively with the faculties of the several professional programs in this school, and in other units of the Health Sciences Center. An Advisory Committee on Interdisciplinary Clinical Education, consisting of the coordinator and the clinical coordinators for each professional program, guides the development of this effort, and in cooperation with the Office of Research and Teaching Resources, seeks to evaluate its effectiveness.

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

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

Community Service Activities

Coordinator: Stanley Zimering

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

Professor Stanley Zimering, who may be reached at Room 107, "F" Building, South Campus, 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 Hawkins' number (516) 444-2253.

Courses

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

Interdisciplinary Courses

#HAA 300 Introduction to Health Care

An introduction to the study of health care. Explores various institutions and their mode of delivering health care within our present society. Discusses role of health care deliverers and their

capacity as functioning members of the interdisciplinary health care teams. Students will have the opportunity to develop an awareness of the expertise of several health disciplines.

Professor Watson

Q1 or Q2, 2 credits

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, 2 credits

Division of Administrative Programs

HAA 340 Research and Evaluation I Methods of Inquiry

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

Q1, 2 credits

#HAA 350 Foundations of Research

Discusses elements of biostatistics; graphs and tables; descriptive statistics; probability; populations and samples; normal distribution; hypothesis testing; computers; elementary concepts of research design.
Dean Hawkins

Q2, 2 credits

#HAA 351 Research Design

Study of basic elements of designing a research study. Discusses confidence intervals, sampling procedures, analysis of data, methods of obtaining data, types of research, literature searches, hypothesis statement, term definition,

variable control and writing the report.
Prerequisite: HAA 350.

Professor Stolurow

Q3, 1 credit

HAA 352 Research Design II

This course will cover intensively methodological and analytic techniques, and research designs of the type found in the health and social sciences. Emphasis will be placed upon each student's preparing a research plan of his or her own choosing. This course will be in seminar form.

Professor Button

Q4, 2 credits

HAA 390 Research Tutorial I

Each student will conduct a research project of his or her own design or will evaluate research in his or her field, depending on the particular program. This tutorial is guided by the faculty of the program in which the student is enrolled and is continued in the senior year as HAA 490.

Prerequisites: HAA 350 and HAA 351.
Coordinators: Dean Hawkins and Professor Stolurow

Q4, no credit

HAA 421 Management Concepts for Allied Health Professionals

Coping with bureaucracies as agent, participant, and consumer. The human

dimensions of personnel, financial and materials management as related to the service functions of health agencies.
Professor Enright

Q3, 2 credits

HAA 490 Research Tutorial II

Each student will conduct a research project or evaluate research. Continuation of HAA 390.

Prerequisite: HAA 390.

Coordinators: Dean Hawkins and Professor Stolurow

Q1 and Q2, 2 credits

HAA 491 Independent Study in Health Administration

Independent study projects in the field of Health Service Administration. Projects must be submitted and approved by the Division of Administrative Programs.

Professor Enright

1 to 6 credits per quarter

HAA 500 Coordination and Supervision in Health Occupations Education

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

Prerequisite: Permission of instructor.
Dean McTernan

Summer, 6 credits

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

Organization of hospitals is discussed in its social and functional relationships. Emphasis is placed on the mutual responsibilities of trustees, physi-

cians, 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 Dunay

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.

Professor Selbst

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.

Professors Jonas and 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.

Professor Brindle

2 credits

#HAA 634 International Comparisons of Health Services Systems

A comparative and analytical study of health services systems in the United States and selected other countries including England, China and the Soviet Union.

Professor Jonas

2 credits

#HAA 635 Introduction to Ambulatory Services

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

Professor Jonas

2 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, Messrs. Fitzpatrick, Garfinkle, 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.

Professor Brindle

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.

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.

Professor Klein

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.

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.

Professor Kelman

2 credits

HAA 657 Research

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

Professor Enright

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 specialties and diagnostic techniques used for the medical management of the patient.

Dean McTernan and staff

1 credit

HAA 660, 661 Organization Theory I, II

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 Enright

2 credits each quarter

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 690 Independent Study

Independent study projects in health services administration. Proposals must be submitted to the Division of Administrative Programs.

Professor Enright and staff

Q all, variable 1 to 6 credits

HAA 692 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

HAA 695, 696, 697 Administrative Residency I, II, III

Supervised practicum in one or more health agencies. Requires regular written reports of residency experiences, regular seminars to compare and integrate individual experiences, and to evaluate current problems in administration from the perspective of many institutions. Credits not counted toward total required for degree.

4 credits each quarter

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.

Q1, 3 credits

#HAC 305 Human Sexuality and Sex Education

Human sexuality in relation to modern everyday living. Psychosexual development, sexual roles, attitudes and behavior, reproductive physiology, childbirth, birth control, marriage, and interpersonal relationships are included.

Professor Lempert

Q3, 3 credits

HAC 306 Human Sexuality and Reproduction

Course covers reproduction anatomy and physiology, conception, prenatal development, birth, population control, family planning, venereal disease, psychosexual development, human sexual response, human sexual inadequacy, sexual outlets, aberrations, expressions.

Prerequisite: Course limited to Physician's Associate students.

Q2, 2 credits

#HAC 307 Drugs and Society

Examines drug use and abuse in relation to the individual and society. Includes a historical and cultural overview; pharmacological, physical, and psychological aspects of drug use

and abuse; moral, legal, and social implications; treatment and rehabilitation of the drug user.

Professor Koss

Q4, 3 credits

#HAC 311 Community Health

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

Professor Zimering

Q4, 3 credits

#HAC 325 Curriculum Development in Health Education

Organization and development of health education curricula and courses of study. The influence of the community, school administration, student and community needs, with emphasis on the utilization of school and community resources in curriculum development.

Professor Koss

Q3, 3 credits

#HAC 326 Methods, Materials, and Evaluation in Health

Principles and application of various educational methods, resources for health materials, principles of test construction, measurement, and evaluation techniques and their uses.

Professor Lempert

Q4, 3 credits

#HAC 350 Patient and Professional Safety

A study of the legal and physical hazards to which both patient and health professional may be exposed as the result of physical and therapeutic agents

and conditions of all types encountered in hospitals and other health care facilities.

Professor Zimering and staff

Q3, 2 credits

#HAC 400 Health Counseling

Discusses the physiological and psychological development of the child with emphasis on the normal. Attention will be given to the health and adjustment problems of the child; the role of the teacher, nurse, physician, administrator, and guidance counselor; referral procedures and follow-up.

Professor Koss

Q3, 3 credits

#HAC 405 Community Relations

Designed to provide the student with a working knowledge of the mass media. Radio, TV, and newspaper releases will be developed; utilization of exhibits, use of mass media, and public speaking will be discussed. Field assignments to radio stations, television studios, and newspapers are planned.

Professor Zimering and staff

Q4, 3 credits

#HAC 410 Communication and Group Dynamics

A survey of definitions, processes, and applications of communication and group dynamics, with emphasis on the structure and functioning of small groups.

Professor Lempert

Q4, 2 credits

#HAC 411 Community Health

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

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

Professor Zimering

Q3, 2 credits

#HAC 415 Nutrition and Health

The science of nutrition and its relationship to health. Includes a study of nutritional needs and pathologies, the functions and uses of various foods, factors influencing eating habits, food additives, food economics, and food sanitation.

Professor Zimering and staff

Q3, 3 credits

#HAC 480 Environmental Health

Development of an understanding of the application of scientific knowledge to the control of man's environment. Air, water, waste disposal, food, housing, vector control, accidents, heat, light, noise, and ionizing radiation will be studied.

Professor Zimering and staff

Q4, 3 credits

#HAC 483 Consumer Health

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

Professor Delfyett

Q3, 2 credits

#HAC 485 Exceptional Child

Designed to deal with the nature and needs of the mentally retarded, the gifted, the emotionally disturbed, and the handicapped child.

Professor Koss

Q3, 2 credits

#HAC 486 First Aid

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

Professor Zimering and staff

Q4, 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.

Professor Zimering and staff

3 credits

HAC 491 Independent Study in Community, Mental, or School Health

Opportunity for the student to pursue independently a special project of his choice involving advanced readings, research, discussions, and reports, with the approval of a faculty adviser.

Prerequisite: HAA 351.

1 to 6 credits

HAC 495 Field Practicum in School Health

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

Corequisite: HAC 490.

Professor Lempert

Q1 and Q2, 6 credits

HAC 496 Field Practicum in Community Health

A supervised practical community health agency field experience for students concentrating in community health. The student will be assigned to an official or voluntary health agency. Frequent meetings will be held with the agency supervisor and the supervising teacher; seminar meetings with stu-

dents and faculty will be utilized to help the student interpret and evaluate his experience.

Professors Zimering and Koss

Q1 and Q2, 6 credits

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

HAC 500 Research Foundations in Health Education

An introduction to the study and practical application of research design as it applies to the health sciences. A review of school and community health problems and how research may play a role in the definition of and solutions to these problems.

3 credits

HAC 502 Public Health Education

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

3 credits

HAC 503 Family Life Education

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

3 credits

HAC 505 Human Sexuality and Attitudes

(Formerly CEM 516 Human Sexuality: Attitudes)

Human sexuality in contemporary life. Issues related to sexual mores and folkways; premarital and extramarital relations, conception and contraception, homosexuality, heterosexuality, transsexuality. Venereal disease as a personal and public health problem.

Prerequisite: Interview by and permission of instructor. Course open to CED students. Given on semester basis to conform to CED calendar.

Dean Hawkins

Q1, 3 credits

HAC 506 Social Health Problems I

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

3 credits

HAC 507 Social Health Problems II

An in-depth study of the physical, psychological, and sociological aspects of drug use and abuse, prevention treatment and rehabilitation of addicts.

Legal considerations. The role of medical, social, and educational institutions in prevention, dependence, and control. Group dynamics and encounters in rehabilitating drug addicts.

3 credits

HAC 510 Health Education Curriculum Development

A study and evaluation of health education curricula, fundamental concepts, expected outcomes, scheduling, sequence, organization, and recommended guidelines. Emphasis on influence and needs of the community, school administration, and student with utilization of school and community resources.

3 credits

HAC 512 Measurement and Evaluation of School/Community Health Problems

Exploration of psychosocial science techniques and their utility in health program planning and evaluation. Problems in the design, execution, and analysis of surveys, tests, curricula, and methods and materials receive primary emphasis.

3 credits

HAC 514 Organization and Supervision of School/Community Health Programs

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

3 credits

HAC 515 Nutrition and Health

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

3 credits

HAC 516 Health and the Aging Process

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

3 credits

HAC 517 Group Process and Communication in Health Education

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

3 credits

HAC 518 Health Appraisal and Counseling of School Children

Normal physiological and psychological development; health and adjustment problems of the respective age levels; school and health adjustment problems of the child needing special education; role of the teacher, nurse, physician, administrator, and guidance counselor; referral procedures and follow-up.

3 credits

HAC 519 Consumer Health

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

3 credits

HAC 520 Chronic and Communicable Diseases

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

3 credits

HAC 521 Environmental Health Issues

An in-depth study of rural and urban environmental factors within the general framework of air, water, and land as they affect man's survival, prevention of

diseases, performance, and enjoyment. Emphasis will be on organizational and legal aspects of environmental health programs in government, volunteer agencies, industries, and institutions.

3-6 credits

HAC 690 Independent Study in School/Community Health

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

3 credits

HAC 695 Field Practicum

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

3-6 credits

Courses for Division of Therapeutic 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 Ameri-

can Association for Laboratory Animal Science as an Assistant Laboratory Animal Technician.

Prerequisite: Permission of instructor.
Professor Weisbroth and staff

Q1, no credit

HAD 305 Introductory Course in Laboratory Animal Technology I

This is a two-semester course, three credits being earned upon successful completion of the second semester. The objectives of these courses are to investigate in depth the sophisticated technology of laboratory animal care

and to inculcate an appreciation for and understanding of research methodology. Certification at the level of Animal Technician is by satisfactorily completing the written, oral, and practical examinations.

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

Credit reserved

HAD 306 Introductory Course in Laboratory Animal Technology II

See HAD 305.

Prerequisite: HAD 305.

3 credits

HAD 310 Clinical Laboratory Practice Survey

A survey course of lectures and laboratory exercises in general clinical laboratory practice. The topics to be covered include general hematology, microbiology, urinalysis, and parasitology. The course is designed for allied health students who are not enrolled in the medical technology program.

Prerequisite: Permission of instructor.

Q2, 1 credit

HAD 311 Clinical Biochemistry I

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

Prerequisites: Biochemistry and permission of instructor.

#HAD 315 Hematology

A comprehensive study of the human hematopoietic system and its relationship to other organ systems. Discus-

sions 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 Clinical Microbiology I

A course in the routine and specialized methods of isolation and identification of aerobic and anaerobic, pathogenic and potentially pathogenic microorganisms. The course is to include biochemical and serological identification as well as methods for demonstrating sensitivity of the microorganism to chemo-therapeutic agents.

Prerequisites: HBM 351 and permission of instructor.

Corequisite: HAD 318.

Q2 and Q3, 3 credits

HAD 318 Clinical Microbiology II

This lab course accompanies HAD 316.

Corequisite: HAD 316.

Q2 and Q3, 2 credits

HAD 351 Medical Instrumentation I

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

Professor Marsocci

Q3, 2 credits

HAD 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 Biochemistry II

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

Prerequisite: HAD 311.

Q1, 3 credits

HAD 412 Clinical Biochemistry 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 Laboratory

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 425 Parasitology

A comprehensive study of parasites of man and related hosts with a special emphasis on those of medical importance. In addition to lectures pertaining to host-parasite relationships and the role of the parasite in pathogenesis the laboratory exercises will acquaint the students with current methods for concentration, isolation, and identification of parasites of medical importance including stain and culture methodologies. Live organisms as well as prepared slides will be used in the laboratory.

Professor Tortora

Q4, 3 credits

HAD 426 Histology

A basic course in routine and specialized histological methods geared to satisfy all the needs of a general histological laboratory. The course will include instruction and practice in microanatomy, tissue preparative procedures, all forms of microtomy and routine as well as key tissue stains. It is designed to familiarize technologists with histological techniques used in routine histological laboratories attached to medical, venterinary, industrial, and academic organizations.

Prerequisite: Permission of instructor.
Professor Elias

Q4, 3 credits

HAD 451 Medical Instrumentation II

A laboratory in which the student will learn to use electronic testing equipment to trouble-shoot laboratory and other biomedical instrumentation. Included will be theoretical and practical consideration of the operation of each piece of equipment used.

Prerequisite: HAD 351.
Professor Marsocci

Q3, 2 credits

HAD 495 Clinical Practicum II

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

400 clock hours, 6 credits

HAD 510 Methodology with Laboratory Animals I

A course in research methodology with laboratory animals intended to expose students to the techniques, body of knowledge, and literature of laboratory animal science. Didactic instruction will be supplemented with laboratory activities to make the student proficient at conducting activities involving the use of animals in a competent manner with adequate humane considerations. This is a graduate course open to advanced undergraduates in the health sciences. Requires two lecture and three laboratory hours per week.

Prerequisite: Permission of instructor.
Professors Weisbroth and Scher

Q1 and Q3, 2 credits

HAD 511 Methodology with Laboratory Animals II

Continuation of HAD 510.
Prerequisite: HAD 510.

Professors Weisbroth and Scher

Q2 and Q4, 2 credits

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 305 Instructional Technology for Health Educators

A survey course which addresses itself to the various forms of instructional technology. Emphasis is placed upon student utilization and practice.

Included in the course will be workshops on television, motion pictures, radio, audio recording, slides, overhead transparencies, computer mediated instruction, programmed instruction, and duplication of materials. In addition to the utilization of the formats, emphasis will be placed upon sources of materials, and production of materials.
Professors Herskovitz and Bicker

Q4, 2 credits

**HAH 353 Computers and Technology
in Health Care**

Learning to live with, control, and utilize machines for the benefit of human beings. Fundamentals of transducers and electronic equipment, "hands-on" experience with computer terminals,

electrocardiograph, cardiac monitors, and other machines. Open to students enrolled in programs of the Health Sciences Center.

Professors Linger and Jolly

2 credits

Courses for Division of Therapeutic Programs**HAT 302 EKG—Technique and
Interpretation**

Designed to provide the student with the technical and interpretative skills needed to execute and grossly interpret an electrocardiogram.

Professor Richards

Q3, 1 credit

Included in the discussion will be the legal, medical, economic, ethical, cultural, religious and epidemiologic factors which significantly affect the practice of preventive techniques; specific clinical features of diseases are, by and large, discussed elsewhere.

Professor Weeks

Q3, 1 credit

HAT 303 Radiology

An introduction to the principles of radiation and the techniques involved in radiology with particular emphasis on the interpretation of x-ray films.

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.

Q3, 2 credits

HAT 304 Pharmacology

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

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 305 Preventive Medicine and
Public Health**

This course will cover the major conditions for which mass detection techniques are available and for which adequate educational, preventive and/or treatment measures have been developed which can reduce the incidence, morbidity or mortality of the condition. The rationale behind the detection, preventive or treatment measure will be emphasized; the students will have ample contact with the actual techniques during the clinical services.

**HAT 310 Introduction to
Cardiopulmonary Technology/
Respiratory Therapy**

An introduction to the fundamentals of physics, mathematics, chemistry and physiology as they relate to CPT/RT. Topics include measurements and data, laws of gas and fluid physics, introduc-

tion to pulmonary and cardiovascular anatomy and physiology and solutions and ions.

Professor Degnan

Q1, 1 credit

HAT 316 Orientation to Physical Therapy

A course designed to introduce the student to the historical and philosophical foundations of physical therapy. The student will be offered the opportunity to develop concepts concerning physical therapy and the interdisciplinary approach to rehabilitation and the delivery of health care. Discussions covering ethics, legal aspects, licensure, professional organizations, and employment possibilities will be emphasized.

Professor Schleichkorn, staff and guest lecturers

Q1, 1 credit

HAT 317 Physical Therapy 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.

Professors Helland, Baines, Kahn, 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 Mereday

Q3, 5 credits

HAT 320 Mental and Physical Handicaps

A survey of major causes of disability with emphasis on conditions found in children. Material will cover early identification, initial evaluation, referrals, approaches to care and community resources. The student will be familiarized with incidence, etiology, and prognosis. Field trips to community services for the mentally and physically handicapped are planned.

Prerequisite: Permission of instructor.

Professor Schleichkorn and visiting lecturers

Q3, 2 credits

HAT 350 Signs and Symptoms: Clinical Medicine I

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

Q1, 6 credits

HAT 351 Signs and Symptoms: Clinical Medicine II

A continuation of HAT 350.

Prerequisite: HAT 350.

Professor Allen

Q2, 7 credits

**HAT 352 Signs and Symptoms:
Clinical Medicine III**

A continuation of HAT 351.

Prerequisite: HAT 351.

Professor Allen and staff

Q3, 7 credits

**HAT 360 Essentials of
Cardiopulmonary Technology/
Respiratory Therapy**

A review of anatomy and physiology of the respiratory system and introduction to its pathophysiology. Topics include mechanics and regulation of respiration, physics of flows, O₂ and CO₂ transport, and acid base balance.

Prerequisite: HAT 310.

Professor 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).

Professor Degnan

Q3, 2 credits

**HAT 363 Diagnostic Pulmonary
Function Tests**

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

Prerequisite: HAT 360 or permission of instructor.

Professor Treanor

Q3, 2 credits

HAT 395 Clinical Practicum: CPT/RT

Affiliation with four medical institutions will allow the students to practice in two basic areas: a) respiratory therapy department, b) pulmonary function laboratory.

Prerequisites: HAT 361, 362.

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 Survey of Defects, Tests and Measurements in Physical Therapy

The principles and techniques of performing, recording and interpreting the results of various tests, evaluations and measurements are presented. Emphasis placed on review of pathophysiology and pathomechanics found in medical, surgical, orthopedic and neurological conditions.

Professors Randolph, Baines, Helland

Q1, 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

Q3, 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

Q3, 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.

Professors Baines, Mereday, Danisevich, Mohr

Q1, 4 credits

HAT 419 Psychology of the Disabled

Discussion of the psycho-social problems related to individuals, their families, and the community involving those with a physical illness or handicap. The course will offer the student an understanding of the psychological problems that may result due to handicaps; to recognize attitudes towards individuals with a disability; to understand what approaches may be taken when faced with patients' problems.

Prerequisite: Permission of instructor.

Professor Goldstein

Q3, 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.

Professors Mereday and Lewis

Q1, 4 credits

HAT 421 Physical Therapy Theory V

This course will offer a review of all techniques prior to the first senior clinical affiliation and an introduction to

additional subjects and new concepts currently being used in rehabilitation. Combination of lecture and lab will involve various guest speakers.

Prerequisites: HAT 418 and HAT 420.
Professor Schleichkorn

Q2, 4 credits

HAT 422 Physical Therapy Theory VI

This course will introduce the students to clinical kinseiology with structural analysis and joint articular management of the extremities and spine. Additional emphasis will be placed on the total management of various orthopedic and neurological disabilities.

Prerequisites: Physical Therapy I through V.

Professors Conti, Aquinas, Helland

Q3, 3 credits

HAT 461 Theory of Cardiovascular Diagnosis and Treatment

This course provides the students with a detailed study of the normal vs. pathologic cardiovascular conditions that they will encounter in the clinical field. Medical and surgical management are emphasized. Topics include anatomy, physiology, and regulation of the cardiovascular system, diagnostic tools, diseases and their treatments. Six hours lecture, one hour recitation.

Prerequisite: Permission of instructor.
Professor Treanor

Q1, 3 credits

HAT 462 Cardiovascular Diagnosis and Treatment Practices

The practical application of the major components of cardiovascular technology is provided in this course. Included are lectures and laboratories dealing with ECG and monitoring, extracorporeal circulation, cardiac catheterization, vectorcardiography and phonocardiography, and cardiopulmonary resuscitation. One hour lecture, three hours lab.

Corequisite: HAT 461 (open only to CPT/RT students).

Professor Treanor

Q1, 2 credits

HAT 463 Ventilators

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

Professor Degnan

Q2, 3 credits

HAT 470 Clinical Clerkship I

Specifically designed clerkship for the Physician Associate student.

Prerequisite: Permission of instructor.
Professor Allen and staff

Q4, 6 credits

HAT 471 Clinical Clerkship II

See HAT 470.

Prerequisite: HAT 470.

Professor Allen and staff

Summer, 6 credits

HAT 472 Clinical Clerkship III

See HAT 470.

Prerequisite: HAT 471.

Professor Allen and staff

Q1, 6 credits

HAT 473 Clinical Clerkship IV

See HAT 470.

Q2, 6 credits

HAT 474 Clinical Clerkship V

Continuation of HAT 473.

Prerequisite: HAT 473.

Professor Allen and staff

Q3, 6 credits

HAT 475 Clinical Clerkship VI

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

Q4, 6 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. The student will be expected to report to his adviser on the managerial and administrative concepts expected in the particular elective.
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
Professor Degnan

HAT 486 Pulmonary Function Testing
Professor Degnan

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

6 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 492 Independent Study in
Cardiopulmonary Respiratory
Technology**

Proposals for independent study in cardiopulmonary technology and/or respiratory therapy must be submitted to the faculty of that department for their approval. Projects will be evaluated by the faculty of that department.
Professor Anderson and staff

Q all, variable 1 to 6 credits

HAT 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, 497 Clinical Practice II, III

The senior clinical affiliation experience has been divided into two major sections of five weeks each in affiliated centers to enable the student to apply his or her training in actual clinical situations under supervision.

Prerequisites: All physical therapy courses.

Instructors at affiliated facilities, coordinated by Professor Helland

Q2 and 4, 3 credits each quarter

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 500 Structure of the Human Body

HBA 501 Regional Anatomy of the
Human Body

HBY 350 Physiology

HBM 320 General Microbiology

HBM 531 Medical Microbiology

school
of basic health
sciences

Professors: James I. Berkman, Vincent P. Cirillo, Robert A. Conard, Maynard Dewey, Mortimer M. Elkind, Madeline Fusco, Gabor B. Inke, Henry D. Isenberg, Aaron Janoff, Joseph R. Kates, Janis V. Klavins, Marvin Kuschner, Paul G. LeFevre, Harvey M. Levy, Vincent S. Palladino, James S. Robertson, Arthur Sawitsky, Elliott N. Shaw, 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, Arland Carsten, Arjun D. Chana, Norman Creel, John L. Duffy, Louis Ferraro, Martin Freundlich, Raymond F. Gesteland, Masayori Inouye, Darrel D. Joel, Charles W. Kim, Bernard P. Lane, Yin Chen Lee, Martin Mendelson, Frederick Miller, Carl Moos, Norman Platt, Monica Riley, Arthur F. Rosenthal, Richard Singer, Frederick W. Studier, Steven H. Weisbroth, Zelma Wessely, David L. Williamson

Assistant Professors: Belinda Aftalion, Jak Albuquerk, Leo Altman, Norman Arnheim, Victor Azueta, David Blaustein, Leroy T. Brown, Daphne Burdman, Fernando Costales, Nicholas Delihias, Bernard S. Dudock, John W. Fara, Vera K. Farris, Lucy L. Feiner, Richard S. Goodman, Michael Gough, Gail S. Habicht, Ronald E. Irving, Frank Kaldi, Dennis Lafer, Hilda Laufer, Stanley J. Masiak, Hugh J. McCauley, Stuart McLaughlin, Laura Molho, James D. Moraitis, Valentine A. Nowicki, Barbara G. Painter, Robert Pollack, Charles V. Robinson, Magda Rona-Dacso, Edwarda Rorat, Raghupathy Sarma, Jonas Scherer, Sanford R. Simon, Rolf Sternglanz, Benjamin Walcott

Instructors: Samuel C. Chuo, Leonard Mendelsohn

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 Anatomical Sciences, 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 pre-clinical 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 were offered in 1972, with the exception of the graduate program in biochemistry, which was already in operation for several years through the Division of Biological Sciences. This program, in cellular and comparative biology, is described in detail in the *1973-74 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 specialities 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 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: 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 in Anatomical Sciences

HBA 300 Human Biology

This course is designed to acquaint the student with principles and substance of human biology. It is intended for students who have little or no background in the physical and biological sciences, but who require a knowledge of the structure and function of the human body as part of their education for careers in the health professions. Lectures and conferences with demonstrations.

Drs. Fusco and Dewey

Q1 and Q2, 5 credits

HBA 370 Dissection for Morphologic Technologists

Complete topographic dissection of the human body is coupled with discussion and execution of special dissecting methods for every system and organ.

Prerequisite: HBA 500 or permission of the instructor.

Dr. Inke

Q3 and Q4, 4 credits

HBA 380 Human Evolution

The taxonomic relationships of the primates and their evolutionary history as documented by the fossil record and structural and chemical evidence. Particular emphasis is placed on the human lineage. Lectures and laboratory.

Prerequisites: Introductory biology and physical anthropology or permission of instructor.

Dr. Creel

Spring, 3 credits

HBA 393, 394 Special Topics from the Anatomical Sciences Literature

Tutorial readings in anatomical sciences with periodic conferences, reports, and examinations arranged

with the instructor. Open to junior or senior students.

Prerequisite: Permission of instructor.

Fall and Spring or (Q1 & Q2) and (Q3 & Q4), variable credit (usually 1 credit per project per semester)

HBA 398, 399 Research Project in Anatomical Sciences

An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is expected to prepare a report on the project and be able to discuss his or her work. Open to junior or senior students.

Prerequisites: Laboratory experience and permission of the supervising instructor.

Fall and Spring or (Q1 & Q2) and (Q3 & Q4), 2 to 4 credits per semester, repetitive to 8 credits maximum

HBA 401 Biomedical Museum Technology I

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

Prerequisite: HBA 370 or permission of instructor.

Dr. Inke

Q1, full time; 6 credits

HBA 402 Biomedical Museum Technology II

Methods for demonstration of the gross structure of all organs except the ske-

letomuscular system. Lectures and laboratory exercises.

Prerequisite: HBA 401 or permission of instructor.

Dr. Inke

Q2, full time; 6 credits

HBA 403 Biomedical Museum Technology III

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

Dr. Inke

Q3, full time; 6 credits

HBA 500 Structure of the Human Body

An integrated course in anatomy stressing the functional organization of the organ systems (nervous, musculoskeletal, cardiovascular, respiratory, gastrointestinal, urinary, reproductive, and endocrine) will be covered with emphasis on the relationships between structure and function. Instruction will consist of lectures and laboratory demonstrations using slide projections, models and prosections.

Prerequisite: Introductory biology or permission of instructor.

Dr. Dewey and staff

Q1 and Q2, 9 credits

HBA 501 Regional Anatomy of the Human Body

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

where necessary for physical diagnosis and radiographic interpretation.

Prerequisite: HBA 500 or permission of instructor.

Dr. Inke and staff

Q3 and Q4, variable 1 to 4 credits

HBA 531 Human Cytology and Histology

Advanced study of 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. Lectures and laboratory.

Prerequisite: HBA 500 or permission of instructor.

Dr. Dewey

Q2, 2 credits

HBA 533 Basic Medical Genetics

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

Dr. Williamson

Q3, 2 credits

HBA 551 Advanced Regional and Surgical Anatomy

Topographic dissection of the human body, emphasizing practical aspects (routes of access to deep structures, routes of inflammation, and variations). Prerequisite: HBA 500 or permission of instructor.

Dr. Inke and staff

Fall, 6 credits

HBA 561 Techniques in Neurohistology

The structure of the nervous system will be studied by light and electron microscopy. The course will include the methods of processing, sectioning, and staining normal and experimental neural tissues. Emphasis will be placed on the

use of modern methods of staining degenerating axons and axon terminals correlating light microscopy findings with those seen with electron microscopy.

Prerequisites: CHE 105, 106, 203 or permission of the instructor.

Dr. Brown

Fall, 2 credits

HBA 562 Techniques in Electron Microscopy

A laboratory course designed to teach students how to fix and embed tissues, prepare ultrathin sections, obtain and process electron microscope photographs and interpret ultrastructural detail from them. Theory of electron optics will be discussed where applicable to the above techniques. Methods in routine maintenance of an electron microscope will be stressed.

Prerequisite: Permission of instructor.

Dr. Dewey and staff

Fall and Spring; 2 credits each semester, repetitive

HBA 590 Projects in Anatomical Sciences

Individual laboratory projects closely supervised by staff members, to be carried out in staff research laboratories.

Prerequisite: Permission of instructor.

Fall and Spring; 2 credits each semester, repetitive

HBA 652 Current Aspects of Human Genetics

The active areas of research in human genetics will be explored in this course. Emphasis will be placed on such aspects as cytological methods of human chromosome identification, genetic mapping of human chromosomes, certain metabolic disorders and inherited developmental abnormalities.

Prerequisites: Basic genetics and permission of instructor.

Dr. Williamson

Spring; 2 credits, alternate years

HBA 655 Advanced Neuroscience

An integrated approach to the study of the mammalian and human nervous system will be emphasized. The anatomy, physiology, pharmacology and to some extent the chemistry of the central nervous system will be studied.

Prerequisite: Permission of instructors.

Drs. Fusco, Irving, Brown

Spring, 3 credits

HBA 656 Comparative Cell and Tissue Biology

The purpose of the course is to introduce students to the structural organization of cells and tissues and to the way the structure relates to function. Particular emphasis will be placed on cell organelle structure and function in specialized cells in tissues. The organization and interaction of cells in tissues also will be covered. The course will be comparative and will include examples of tissues from vertebrates and invertebrates.

Prerequisite: Baccalaureate degree in science or permission of instructor.

Drs. Dewey and Walcott

Spring, 3 credits

HBA 661 Methods in Research

Students are involved in research projects supervised by staff members in their research laboratories on a rotational basis.

Prerequisite: Permission of instructor.

Fall and Spring, 3 credits each semester, repetitive

HBA 662 Methodology of Macroscopic Anatomy

Study of the means of displaying structure on the gross level (dissection, sectioning, maceration, cleaning, injection) of all organ systems. Principles of radiologic and ultrasonic demonstrations, and their applications to the cadaver. Introduction to measuring techniques (linear, planimetric, volumetric, 3-dimensional).

Prerequisite: Permission of instructor.

Dr. Inke

Fall and Spring, 2 credits

HBA 690 Graduate Seminar

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

Fall and Spring, 2 credits each semester, repetitive

HBA 691 Advanced Seminar

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

Spring, 2 credits, repetitive

HBA 694 Thesis Research

Original investigation under supervision of a thesis adviser and committee.

Prerequisite: Permission of thesis adviser.

Fall and Spring, variable credit, repetitive

HBA 695 Practicum in Teaching

Practice instruction in the teaching of anatomical sciences carried out under faculty supervision.

Prerequisite: Permission of instructor.

Fall and Spring, variable credit, repetitive

HBA 960 Postgraduate Clinical Anatomy of the Head and Neck

Gross and radiologic anatomy, embryology, and neuroanatomy of the head and neck, with special emphasis on applications for oral surgeons, otolaryngologists, and ophthalmologists. Lectures, dissections, prosections, seminar discussions, and clinical presentations with their anatomical correlates.

Prerequisite: Permission of instructor.
Dr. Inke

Alternate years, variable credit

Future course offerings in Anatomical Sciences

HBA 650 Advanced Cytology and Histology

HBA 651 Comparative Structure of Muscle

HBA 653 Mammalian Genetics

HBA 654 Comparative Neuroanatomy

Courses in Biochemistry

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

HBC 531 Human Biochemistry

Major aspects of the biochemistry and metabolism of cells, tissues, and

organs, of particular relevance to an understanding of health and human disease.

Dr. Simpson and staff

Q1 and Q2, variable credit

Courses in Biomathematics

HBB 151 Preparation for Statistics

Arithmetic, algebra, exponents, logarithms, and graphing needed for elementary statistics. This course may be taken only by permission of the instructor, whose decision will be based on results of a preliminary diagnostic test.
Dr. Robinson

Q1, 1 or 2 credits

HHB 393, 394 Special Topics from the Biomathematics Literature

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

Fall and Spring or (Q1 & Q2) and (Q3 & Q4), variable credit (usually 1 credit per project per semester)

Courses in Microbiology

HBM 320 General Microbiology

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

Q3, 3 credits

HBM 393, 394 Special Topics from the Microbiology Literature

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

Fall and Spring or (Q1 & Q2) and (Q3 & Q4), variable credit (usually 1 credit per project per semester)

HBM 398, 399 Research Project in Microbiology

An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is

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

Prerequisites: Laboratory experience and permission of the supervising instructor.

Fall and Spring or (Q1 & Q2) and (Q3 & Q4), 2 to 4 credits per semester, repetitive to 8 credits maximum

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. Gough and staff

Q2 and Q3, 4 credits

HBM 550 Microbial Metabolism

A series of lectures and discussions devoted to major aspects of microbial physiology and molecular biology of microorganisms. Included is a study of the structure and function of cellular components with specific reference to bacterial structures. Emphasis is placed on components of protein synthesis, antibiotics that inhibit protein synthesis,

and a review of current literature on these topics.

Prerequisite: Biochemistry.
Dr. Delihias

Fall, 3 credits

HBM 551 The Biology of Bacteriophages

Procedures for the study of phage T4 will be examined and the general application of these techniques to other phage systems will be discussed. Biochemical experiments which lead to our present understanding of protein and nucleic acid synthesis in phage-infected bacteria will be considered in detail. The mechanisms of integration, lysogeny, and excision will be studied by review of the temperate phage literature.

Prerequisites: Biochemistry and microbiology, permission of instructor.
Dr. Gough

Fall, 3 credits

HBM 552 Microbial Genetics

Animal virus genetics will be studied as an extension of phage genetics. The genetic analysis of *E. coli* by conjugation, of *B. subtilis* by transformation, and of *E. coli* and *S. typhimurium* by transduction will be discussed in detail. Past and present ideas about the mechanisms of recombination will be examined. The *E. coli*-lambda system will be studied to illustrate current investigations into the functioning of regulatory genes. The pleasures and pitfalls of nondiscriminate extension of the concepts generated by microbial genetics to other areas of genetics will be considered.

Dr. Gough

Spring, 3 credits

HBM 554 Immunity to Parasites

This course will consider the current concepts and research relative to immunity to helminth and protozoan infections. Experimental work will

include the study of the mechanisms of immunity to living parasites and antigens.

Prerequisites: Biology, chemistry, microbiology.
Dr. Kim

Spring, 3 credits

HBM 561 Immunological Methods

Introduction to *in vivo* and *in vitro* techniques currently used in immunological research—serological, immunochemical, and cellular.

Prerequisite: A course in microbiology or permission of instructor.
Dr. Kim

Fall, 3 credits

HBM 590 Literature Reports in Microbiology

A discussion of current literature in microbiology.

Prerequisite: Permission of instructor.

Fall and Spring, 1 credit each semester, repetitive

HBM 591 Research in Biochemistry of Microorganisms

Individual laboratory projects in the function of microorganisms at the molecular level.

Prerequisite: HBM 550, permission of instructor.

Fall and Spring, variable and repetitive credit

HBM 592 Projects in Microbial Genetics

Individual laboratory projects closely supervised by staff members.

Prerequisites: HBM 552 and permission of instructor.

Fall and Spring, variable and repetitive credit

HBM 593 Research in Immunology

Individual short-term projects requiring the utilization of immunological techniques.

Prerequisites: HBM 561 and permission of instructor.

Fall and Spring, variable and repetitive credit

HBM 594 Research in Parasitology

Individual short-term projects in experimental parasitology.

Prerequisites: HBM 554 and permission of instructor.

Fall and Spring, variable and repetitive credit

HBM 690 Microbiology Seminar

A weekly meeting devoted to current work in the department and lectures by invited speakers.

Prerequisite: Permission of instructor.

Fall and Spring, 1 credit each semester, repetitive

HBM 694 Thesis Research in Microbiology

Original investigation undertaken as part of a Ph.D. program under supervision of research committee.

Prerequisites: Satisfactory completion of qualifying examinations; permission of instructor.

Fall and Spring, variable and repetitive credit

HBM 695 Practicum in Teaching

Practice instruction in the teaching of microbiology under faculty guidance.

Prerequisite: Acceptance to candidacy.

Fall and Spring, variable and repetitive credit

Courses in Pathology

HBP 310 Pathology

An introductory course in the basic mechanisms of disease and the pathophysiology of the important illnesses of man.

Dr. Kuschner and staff

Q1 and Q2, 3 credits

HBP 393, 394 Special Topics from the Pathology Literature

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

Fall and Spring or (Q1 & Q2) and (Q3 & Q4), variable credit (usually 1 credit per project per semester)

HBP 398, 399 Research Project in Pathology

An independent research project under faculty supervision, with emphasis on

the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is expected to prepare a report on the project and be able to discuss his or her work. Open to junior and senior students.

Prerequisites: Laboratory experience and permission of the supervising instructor.

Fall and Spring or (Q1 & Q2) and (Q3 & Q4), 2 to 4 credits each semester, repetitive to 8 credits maximum

HBP 531 General Pathology

Introduction to the nature and causes of disease; death; reaction to injury; and repair. Analysis of associated structural changes in cells and tissues, with reference to their functional correlates.

Dr. Kuschner and staff

Q3 and Q4, variable credit

HBP 532 Immunology

A general introduction to the principles of immunology including: definition of antigens and antibodies; description of cellular events in the immune response; theories of antibody formation; mechanisms of inflammation; hypersensitivity states; and diseases associated with altered responsiveness of the immune system.

Prerequisites: Advanced course in biology and consent of the instructor. Biochemistry, genetics, and histology will be helpful.

Dr. Miller

Q3 and Q4 optional; variable 2 to 4 credits

HBP 540-549 Systems Pathology

Analysis of structural changes and their functional correlates in tissues and organs associated with diseases of the following systems: cardiovascular; respiratory; central nervous; endocrine; musculoskeletal; urogenital; reproduction, growth and development; hematopoietic; gastrointestinal. (Integrated with teaching by other basic health science departments, but individual systems can be studied for separate credit.)

Prerequisites: HBA 500, HBA 531, HBY 532, HBP 531 and permission of instructor.

Dr. Kuschner and staff

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

HBP 550 Structure and Function of Biological Membranes

The molecular anatomy of biological membranes with special emphasis on their role in normal and abnormal cellular interactions in immunology and cancer biology.

Prerequisites: HBA 531 and BIO 501.

Drs. Janoff, Lane, Miller, Pollack

Spring, 2 credits

HBP 551 Lysosomes

A consideration of the role of lysosomes in physiologic and pathologic events of cells and tissues.

Prerequisite: HBA 531 or BIO 512.

Dr. Janoff

Fall, 1 credit, alternate years

HBP 552 Radiopathology

A consideration of the biological and pathological effects of ionizing radiations in living organisms with emphasis on cellular, molecular and atomic mechanisms.

Prerequisite: HBP 531.

Dr. Upton and staff

Spring, 1 credit

HBP 553 Carcinogenesis

A review of present information regarding physical, chemical and viral oncogenesis, and the alterations in cell surface and growth behavior associated with neoplastic transformation.

Prerequisites: HBA 531, HBP 531 and HBC 531 or BIO 501.

Drs. Kuschner, Lane, Pollack

Fall and Spring (Q1, 2 and 3), 4 credits total

HBP 554 Immunopathology

Mechanisms of injury produced by immunological reactions in tissues; auto-immune diseases; immunodeficiency diseases.

Prerequisite: HBP 531 or BIO 508.

Dr. Miller

Spring, 2 credits

HBP 561 Electron Microscopy for Experimental Pathologists

Use of EM alone and in conjunction with other methodologies in studies of pathologic mechanisms. Special techniques including histochemistry, enzyme histochemistry, immunohistochemistry, diffraction, stereo-EM and scanning EM. Design of protocols, preparation and interpretation of data.

Prerequisites: HBA 531 and permission of instructor.

Dr. Lane

Fall, 4 credits

HBP 690 Seminar in Pathology

Seminar on major topics in experimental pathology, by students, staff, and visiting scientists.

Prerequisite: Permission of instructor.

Fall and Spring, variable and repetitive credit

HBP 694 Directed Research in Pathology

Original investigation undertaken with the supervision of a member of the staff.

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

Fall and Spring, variable and repetitive credit

HBP 695 Pathology Teaching Practicum

Practice instruction in the teaching of pathology at the undergraduate level, carried out under faculty orientation and supervision.

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

Fall and Spring, variable and repetitive credit

HBP 961 Seminars in Correlative Pathology and Medicine

Weekly seminars on current inpatient and outpatient problems at the Northport Veterans Administration Hospital evaluated with reference to clinicopath-

ological correlations and implications for diagnostic, therapeutic, and preventive medicine.

Prerequisite: Permission of staff.
Drs. Kuschner, Meiselas and staff

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

HBP 962 Clinicopathological Correlations in Pulmonary Disease

Biweekly conferences on current patients with pulmonary pathologic problems at the Queens Hospital Center with emphasis on clinicopathological correlations and the application of laboratory findings to the diagnosis and treatment of pulmonary disease.

Prerequisite: Permission of staff.
Drs. Kuschner, Serif and staff

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

HBP 963 Seminars in Surgical Pathology

Monthly seminars on in-patient and out-patient problems at the Northport Veterans Administration Hospital with particular reference to clinicopathological correlations and the application of laboratory findings to the diagnosis, treatment, and prevention of oral disease.

Prerequisite: Permission of staff.
Drs. Kornfeld, Nowicki, Miller, Friedlander and staff

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

Courses in Pharmacology

HBH 531 Principles of Pharmacology

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

Q3 and Q4, 1 credit

HBY 350 Physiology

The normal functioning of human tissues and organs, and their regulation and integration by the nervous and endocrine systems. Special emphasis will be given to physiological control systems and the preservation of the constancy of the internal environment. Lectures, conferences, demonstrations, and laboratories.

Prerequisites: College courses in biology and chemistry and some background in physical science, or permission of instructor.

Dr. LeFevre and staff

Q1 and Q2, 4 credits

HBY 393, 394 Special Topics from Physiology and Biophysics Literature

Tutorial readings in physiology and biophysics with periodic conferences, reports and examinations arranged with the instructor. Open to junior or senior students.

Prerequisite: Permission of instructor.

Fall and Spring or (Q1 & Q2) and (Q3 & Q4), variable credit (usually 1 credit per project per semester)

HBY 398, 399 Research Project in Physiology and Biophysics

An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is expected to prepare a report on the project and be able to discuss his or her work. Open to junior or senior students.

Prerequisites: Laboratory experience and permission of the supervising instructor.

Fall and Spring or (Q1 & Q2) and (Q3 & Q4), 2 to 4 credits per semester, repetitive to 8 credits maximum

HBY 532 Introduction to Physiology

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

Prerequisite: Permission of instructor.

Dr. Van der Kloot

Q1 and Q2, 3 credits

HBY 533 Advanced Cell Physiology

Cellular function as a background for the study of systems physiology. Permeability and transport, excitation and conduction, contractility, synaptic transmission, and the cellular actions of hormones.

Dr. Van der Kloot

2 credits

HBY 550 Mammalian Physiology

A detailed consideration of the physiology of vertebrate animals, with special attention to man. Topics include cellular physiology, nerve and muscle, and the cardiovascular, excretory, respiratory, digestive, and nervous systems. Emphasis throughout will be on mechanisms for regulation and integration.

Prerequisite: Permission of instructor.

Dr. Van der Kloot and staff

Fall, 3 credits

HBY 551 Membrane Physiology and Biophysics

The molecular structure of biological membranes, as revealed by contemporary techniques such as NMR, spin labels, X-ray, DTC, etc. will first be discussed. The fundamental concepts relevant to the study of solute permeation through membranes (eg., the molecular basis of diffusion, ion selectivity, rectification and charge separation; the

nature of electrical double layers, aqueous unstirred layers, etc.) will then be discussed in some detail by considering successively the properties of a thin film of hydrocarbon, a phospholipid bilayer, a bilayer with pores and channels and finally, a biological membrane. These concepts will be applied to topics such as (1) old (Hodgkin-Huxley) and new approaches to the nature of the ion selective channels in excitable cells; (2) mitochondria, oxidative phosphorylation and "probe" molecules in general; (3) biological transducers (eg., retina-rod-rhodopsin); (4) some aspects of molecular pharmacology.

Prerequisite: Permission of instructor.
Dr. McLaughlin and staff

Spring, 3 credits

HBY 552 Cellular Neurophysiology

An advanced level course in the physiology of nerve and muscle cells with emphasis on their interactions; the ionic mechanisms along with those of synaptic potentials. The contributions of metabolism-dependent pump mechanisms will also be included. Interactions among groups of cells will be related to the physiological and behavioral events found to occur in nervous systems, with particular emphasis on the utility of small neuronal systems, such as invertebrate ganglia, in elucidating the mechanisms of such interactions. Electrical and morphological techniques used in neurophysiological investigation will be discussed with reference to the validity of results obtained and the limitations of the various methods.

Prerequisite: Permission of instructor.
Dr. Mendelson and staff

Fall, 3 credits

HBY 590 Readings in Physiology and Biophysics

Topics to be arranged after consulta-

tion. Three hours of seminar per week with members of the department.

Prerequisite: Permission of instructor.

Fall and Spring, 3 credits per semester, repetitive

HBY 591 Physiology and Biophysics Research

Original investigation undertaken with a member of the staff.

Prerequisite: Permission of instructor.

Fall and Spring, variable and repetitive credit

HBY 690 Seminar in Physiology and Biophysics

Seminars and discussions on major topics in physiology and biophysics by students, staff, and visiting scientists.

Prerequisite: Permission of instructor.

Fall and Spring, variable and repetitive credit

HBY 694 Directed Research in Physiology and Biophysics

Original (thesis) research undertaken with the supervision of a member of the staff.

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

Fall and Spring, variable and repetitive credit

FUTURE OFFERINGS IN PHYSIOLOGY & BIOPHYSICS

HBY 695 Practicum in Teaching in Physiology and Biophysics

Interdepartmental and Interschool Courses

HBI 540-549 Organ Systems Analysis

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

Prerequisite: Permission of instructors.

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

HBI 543 Introduction to the Neurosciences

This course provides the essential basic information relating to the nervous system for medical and graduate students.

Prerequisite: Permission of instructor.

Dr. Fusco and staff

Fall, 5 credits

HBI 561 Research Methods in Basic Health Sciences

Introduction of theory and practice of major laboratory techniques and instruments used in molecular and cellular biology; eg., spectrophotometry, microscopy, ultracentrifugation, electrophoresis, chromatography, scintillation counting.

Prerequisite: Permission of instructor.

Dr. Delihias

Spring, 4 credits

HBI 690 Seminar in Basic Health Sciences

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

Dr. Upton and staff

Fall and Spring, variable and repetitive credit

school
of dental medicine

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

Associate Professors: Bernard G. Borden, Robert K. Davis, Philius R. Garant, James Mulvihill, Mortimer L. Shakun

Assistant Professors: Richard Adelson, Leonard Andors, Thor Bakland, Eugene Friedman, Robert Himmelfarb, Paul Kornfeld

Lecturers: Arthur I. Hazlewood, Samuel Plotnick, William Steibel

About the School of Dental Medicine

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

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

Admissions Requirements

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

In college an applicant should gain familiarity with the natural and social sciences that are essential to understanding and delivering health services as preparation for professional studies. Prospective applicants should plan a minimum of two years of liberal studies at an accredited college or university. Preference for admission is not based on a field of academic concentration, but all successful applicants may be required to have completed course work in, or demonstrate competence in, mathematics, social and behavioral sciences, and in biology and organic chemistry. The completion of advanced material in college may permit the dental student to pursue deeper interests in a particular field or to advance more rapidly in the course of his or her professional studies.

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

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

The deadline for submission of the completed application to the centralized applicant service is January 1, 1974. Any applications post-marked after midnight January 1, 1974 will not be considered. There are no application fees beyond the fee required by the central applicant service. The school observes the agreement of the American Association of Dental Schools regarding the admission of students and will not offer places prior to December 1 of the year prior to matriculation.

Curriculum

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

In this course of study each student receives a core of pertinent education in the fundamental natural, social and behavioral sciences with special emphasis upon the mastery of concepts but without undue stress on the memorization of rapidly forgotten detail. Within the core each student will also gain familiarity in those clinical disciplines common to all aspects of patient care. Extensive experience will be provided in the detection, treatment and prevention of disease in the oral cavity. These portions of the curriculum constitute a common core required of all students. The core extends over the first two years and ends after a 20 week period of intensive participation in a group practice setting at the start of the third year. All didactic instruction and clinical

laboratory training will end with the second year thereby assuring a concentrated block of patient care designed to give the student a chance to "see" himself or herself either as a general dentist or as a specialist. During this time the student in consultation with the adviser will select one of several tracks of study extending over the last 11 months of the predoctoral curriculum. This track will be called the student's major. The major will be designed to round out each student's basic predoctoral professional education in a way that will be congruent with his or her individual needs and future career goals.

Basic Nonclinical Education

This portion of instruction includes the traditional science disciplines; anatomy, biochemistry, cytology, microbiology, physiology, pharmacology and general pathology. Since it is unlikely that all incoming students will have had the same educational experience, a placement examination will provide the exceptional student with an opportunity to participate in higher level courses. This element of the curriculum contains much information of fundamental importance to all students in dentistry, medicine and the basic medical sciences and therefore most courses will be taken jointly by these groups. Members of the Department of Oral Biology and Pathology will provide the students with an in-depth exposure to the normal and pathological aspects of the structure and function of the oral tissues. Appropriate material from the social and behavioral sciences will be introduced at this time by the Department of Dental Health. The basic science portion of this segment of the curriculum will be most heavily concentrated within the first 30 weeks, while the nonclinical dental material will be evenly spaced throughout the first two years.

The normal and abnormal structure and function of the various organ systems will be taught in the fourth quarter of the first year and the first, second, and third quarters of the second year. This will consist of nearly 300 hours of instruction taken jointly with medical students. The dental students will spend proportionally more time with the cardiovascular, respiratory, nervous, blood, endocrine, and musculo-skeletal systems and less with the renal, gastrointestinal, and genitourinary systems.

The Basic Clinical Education

Clinical experience begins in the second quarter of the first year and becomes the predominant activity by the fourth quarter. By the end of the first year the student will have been introduced to minor periodontic, operative and prosthodontic procedures. The student will have received instruction in and performed radiologic, oral diagnostic and pain control procedures. He or she will be capable of taking a medical and dental history, performing an oral examination, recognizing oral disease and constructing a plan of treatment within the scope of his or her learning. Students will be introduced to patients and patient care in a carefully controlled environment according to a time table tailored to each stu-

THE PREDOCTORAL CURRICULUM

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

dent's ability. Minimal amount of paraclinical technical experience will be given immediately prior to the student's undertaking the treatments for assigned patients. All didactic teaching and paraclinical laboratory experience will be completed by the end of the second year. The principal clinical experience will be provided to the student as though he or she were working in a group practice delivering comprehensive care. This will be carried out utilizing the most modern operatory design and equipment, with full employment of dental assistants, hygienists and laboratory technicians. A 20 week group practice block will be the culmination of the clinical core. During this time the student will function as a general dentist with his or her "own practice" from 9 to 5 daily. The student will be responsible for the complete care of the patients. In those instances requiring the services of a specialist the student will both refer to and attend the services of the chosen specialist. All phases of patient care will be supervised by a preceptor. It is felt that this experience will provide the student with a chance to "try on" the role of generalist, to recognize his or her strengths and weaknesses and to decide on the major track that he or she wishes to follow.

Interdisciplinary Electives

There are 352 hours of elective time during the first two years. This time has been reserved for the offering of interdisciplinary courses by all segments of the Health Sciences Center. The students are required to elect one course per quarter from a variety of courses which focus on issues of general concern rather than on the specific skills particular to each profession. These interdisciplinary experiences will serve to foster and stimulate an interchange of ideas, attitudes and information between the students and faculty of the different schools.

The Major Tracks

All major tracks commence at the start of the third quarter of the third year and extend into the fourth year. It is expected that most major tracks will be completed by the end of the second quarter of the fourth year, but this is not intended to be a constraint on planning thorough yet concise educational experiences. Accordingly some tracks may be shorter or longer than the proposed four quarters (44 weeks). Tracks will be offered in the following areas:

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

II. *Nonclinical Majors*

- A. Oral Biology-Research
- B. Dental Health-Administration
- C. Education

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

Dental Health Topics

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

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

Children's Dentistry Track

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

- A. Children's dentistry within a hospital environment.
- B. Advanced pedodontic training (especially for the student who might later elect to specialize in pedodontics).
- C. Advanced orthodontic training (especially for the student who might later elect to specialize in orthodontics).
- D. Advanced training in children's dentistry (especially for the student not necessarily interested in specialty practice but who wishes more advanced training in children's dentistry than is provided in the basic core curriculum).
- E. Children's dentistry for the academician (especially for the student contemplating a career in teaching and/or research in the clinical specialties encompassed by children's dentistry).

Dental Health Track

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

- A. Traditional dental public health activities.
- B. Group prepaid practice arrangements.
- C. Private practice with major emphasis in community oriented involvement.
- D. A combination of public and private practice.

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

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

Oral Biology Track

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

Oral Surgery Track

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

- A. The externship will have a strong emphasis on oral surgery and oral pathology. The student will participate in emergency room experiences.
- B. The dental health experience will have emphasis on community health delivery systems.
- C. The four months in the Department of Children's Dentistry will be spent in orthodontics and will emphasize banding techniques and case analysis as it relates to facial deformities.
- D. The four month rotation in the Department of Restorative Dentistry will emphasize prosthetics and endodontics.

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

Periodontics Track

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

Restorative Dentistry Track

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

Track 1: Rural general practitioner

Track 2: Suburban or small town general practitioner

Track 3: Urban or metropolitan general practitioner.

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

The scope of the program for the tracks in restorative dentistry will necessarily be quite broad and general, since it is expected that the student choosing general practice will be called on to provide general dental health care. The student choosing the "rural" track generally will receive a broad clinical experience in all areas of dentistry since the lack of dental specialists in a rural area will limit the opportunity for specialty referral. The urban and suburban general practitioner also will be exposed to all areas of dentistry, but since specialists will generally be available for consultation and referrals, the student will receive more specialized training in areas of his or her specific interest and aptitude; for example, sophisticated operative and crown and bridge procedures, plus more clinical experience in partial and full denture service. Students in all three of the operative tracks will have the opportunity to become competent in areas of pain control involving sedation techniques such as inhalation and intravenous analgesia.

Continuing Education

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

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

Clinical Facilities

Believing that the student should learn to provide comprehensive care, the school will provide clinical education in a facility that is designed to encourage the group practice of dentistry concept as well as providing the student with the opportunity to practice dentistry as a solo practitioner. The clinical facility will have a full-time staff of dental assistants and dental hygienists so that the student will learn to work with auxiliary

dental personnel. The proximity of the School of Dental Medicine to the other schools of the Health Sciences Center will play an important role in developing the concept of comprehensive care by providing the opportunity for close cooperation with physicians and other health professionals in the care and management of dental patients. A full-time faculty, eventually numbering 96, will guide the education of the students enrolled in all programs of the school.

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

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 will provide the maximum degree of privacy for persons receiving dental care at the school.

Some 70 operatories furnished with equipment representing the latest concepts of functional design have been designed to provide work areas for students and faculty that closely approximate those that would be used in the private practice of dentistry. Sixteen of these operatories are built in a unique cluster arrangement that is designed for optimal utilization when staffed and operated as a group practice. The other operatories are equipped so that dental students may learn to work alone or in concert with dental auxiliaries as a team. Special suites have been designed for oral surgery and radiology.

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

The school's clinical program will offer comprehensive dental care of exceptional quality that will be available to all members of the University and the Long Island community. The faculty will actively participate in the provision of dental care for all patients, and all students will have the opportunity to work closely with appropriate faculty members skilled in the various disciplines of dentistry when providing the dental care to the patient in the respective specialty areas.

school
of medicine

Professors: Arturo J. Aballi, John O. Archambeau, Harold Atkins, Arthur H. Aufses, Fred Benjamin, Victor Bond, Henry Brill, Platon J. Collipp, George C. Cotzias, Eugene P. Cronkite, Lewis Dahl, Anthony DiBenedetto, Albert Douglas, Bernard S. Epstein, Harry Epstein, Max Fink, Daniel M. Fox, Harry W. Fritts, John H. Gagnon, H. Jack Geiger, H. Bentley Glass, Leonard D. Hamilton, Patrick A. Heelan, Harry Kalish, Joseph Katz, Howard R. Kelman, Sherman N. Kieffer, Donald F. Klein, Leonard Krasner, Marvin Kuschner (*Dean*), Campbell T. Lamont, Philip Lanzkowsky, Samuel Lehrman, Lester M. Levy, Leon I. Mann, Esther Marcus, Robert K. Match, Edward Meilman, Leonard E. Meiselas, Ismael Mena, Sidney Merlis, Howard Mofenson, Morton Nathanson, Francis O'Neill, Edmund D. Pellegrino, Austin Potenza, Julius Rice, Lewis L. Robbins, Peter Rogatz, Melville G. Rosen, Leonard R. Rubin, Eli A. Rubinstein, Herman D. Ruskin, Arthur Sawitsky, Walton W. Shreeve, Edward C. Sinnott, Maxwell Stillerman, Sylvan N. Surks, Ira Teicher, Bernard Tursky, Irving G. Weinberg, Andor A. Weiss, Joseph Wortis, Stanley F. Yolles, Tamarath K. Yolles

Associate Professors: Maurice Abitbol, Bruce D. Ackerman, Isamettin M. Aral, Joseph P. Arcomano, Filippo A. Balboni, Hyman S. Barahal, Alan Baum, William Benjamin, Jesse Berkowitz, Stanley Berliner, Ved Bhushan Bhardwaj, Beverly Birns, Arnold G. Blumberg, Leonard Brahen, John Branche, Arik Brissenden, Lowell Brown, Gerald W. Buetow, Leonard Burson, Pasquale Carone, Edward Cartnick, Donald Casper, Frederick B. E. Charatan, Melvin Cohen, Anthony Correoso, Elizabeth Coryllos, Ray Crampton, William D'Angelo, James Davenport, Robert Derman, Alfred Derrow, Paul H. Diamond, Rhea Dornbush, Gerald Ente, Haskel Elis, Emanuel Feldman, Irvin M. Fradkin, Irvin Friedman, Murray Fuhrman, Morton Goldfarb, Norman L. Gootman, Jack Gorvoy, Frank H. Green, Gerald A. Green (*Associate Dean*), I. Melbourne Greenberg, Joseph Greensher, Robert Hamby, Glen Hastings, Mortimer Heller, Irwin Hoffman, Gerald Irwin, Junichi Iwai, Donald Janelli, Irwin Katzka, S. Wayne Klein, Knud Knudsen, Howard Kolodny, Leslie Kory, Leonard Krinsky, Marilyn Kritchman, Costas T. Lambrew, Joseph Letteri, Robert Levy, Martin Liebowitz, Harold L. Light, Milton Lodge, Sydney Louis, Robert A. Love, V. T. Maddaiah, Jerome Maisel, Percy Mandel, Robert L. Marcus, Florence N. Marshall, Robert McGovern, John J. McNally, Robert J. Michtom, Morton G. Miller, Sherwood P. Miller, Shepherd Nathan, Karl Neimand, Leonard L. Ostreich, Paul S. Papavasiliou, Sanford Pariser, Ely Perlman, Charles Rabiner, Elsa K. Rahn, Kanti R. Rai, John S. Rienzo, Martin Roginsky, Anthony Romeo, Leonard F. Rosenzweig, Fred Rosner, Avron H. Ross, Charles Samet, Richard K. Scher, Mollie Schildkrout, Marilyn T. Schittone, J. Martin Semer, Nathan Seriff,

Joseph Shapiro, Jacques L. Sherman, Jr., Lawrence Sherman, Lawrence Silver, Jan Smulewicz, Marvin E. Sokol, Ira H. Tepper, Henry W. Thompson, Olga von Tauber, Morton Wachspress, Richard H. Walden, Herbert Waltzer, Sylvia Wassertheil-Smoller, David E. Weeks, Herbert S. Whiting, Allen Willner, B. George Wisoff, Olga Zoneraich, Samuel Zoneraich

Assistant Professors: Robert Aron, Joseph Abata, Beverly Abbott, Bert Abel, Hedda Acs, George J. Adler, Milton Agulnek, John F. Aloia, Salvatore Ambrosino, Herbert S. Anhalt, David Annunziato, Eugene M. Aronow, Paul Aronow, Shiu-Cheong Au, Francis M. Bagnasco, Samuel H. Bailine, Laurence Balfus, Dvorah Balsam, Charles Barbanel, Selim Baruh, Donald S. Belk, Zachary H. Benjamin, Bernard W. Berkowitz, Melvin Berlin, Paul F. Berlin, George Bernhardt, James Bernstein, Marvin Bernstein, William Bikoff, Sheila B. Blume, Leatrice Borofsky, Leonard Brandman, Paul W. Braunstein, George Bures, Dominick Calobrisi, Merrill E. Calvin, Elizabeth T. Cancroft, Rodolfo F. Cane, Clive D. Caplan, Lucian F. Capobianco, Richard R. Carruthers, Arminius Cassvan, Frank Cerzosimo, Debabrata Chakrabarty, Gundabhaktha Chikkappa, Howard Christ, Howard Citrin, Walter Clarkson, Herrick Cohen, Maurice Cohen, Roger Cohen (*Associate Dean*), John A. Colucci, James N. Crovello, Victor Cruz, Bernard M. Curtis, Marvin Dannenberg, Edward Davison, William R. De'Ak, Jeanette L. DeAngelis, Vincent DeAngelis, Barnet Delson, Frank DeMento, Stanley Deutsch, Oscar Devera, William H. DeVries, James Dick, Arthur Drazan, Marvin Drucker, Michael Dubin, Arthur Duel, Charles J. Dunn, Eva M. Ebin, Jess Edward, Nelson S. Erhart, David Faegenburg, Solomon E. Farhie, David Farr, Jerome S. Fass, Norbert Felber, Benjamin Feuerstein, Joseph Fierstein, Renee Fleischer, Philip Fleishman, John Flynn, Leonard Fox, Anthony F. Fragola, Leonard C. Frank, Arthur Frankel, William Franklin, Albert Freedman, Daniel D. Friedman, Marie R. Friedman, Howard Frucht, Osvaldo J. Fulco, Stephen Furst, Aaron Ganz, Burton Garfinkel, Mathew Gelfand, Alan Geller, Bennett L. Gemson, Norman Gerber, James R. Giambalvo, Marvin Godner, Morris Goldsmith, Stanley J. Goldsmith, Sanford E. Goldzier, George Goodman, Warren Goodman, Henry A. Gozan, Gilbert Graham, Douglas T. Greaves, Michael N. Greenblatt, Robert Greenwald, Paul Gregory, Frank Gross, Marvin Gross, Ray A. Haag, E. Jack Harris, Philip Heilpern, Eugene Heller, Edward Henry, Samuel Herstone, Bennet J. Hess, Matthew Higgins, Joseph Hilsenrath, Charles Hoffman, William Hoffmann, Melvin Holden, Hazel Holly, Charles Holtzman, Khosro Homayuni, Ronald A. Housman, Martin Hurvitz, Martin Jacobs, M. George Jacoby, Morton Jagust, Jesse Jampol, Steven Jonas, Richard Joseph, Joseph T. Judge, Lawrence Jurkowitz, Stratos

C. Kantounis, Arnold N. Katzoff, Sumner Kaufman, Seymour Keitlen, Leonard Kertzner, Henry King, Marvin Klein, Aaron Kopman, Lorrin M. Koran, Harold Kozinn, Lawrence Kryle, William Ladner, Charlotte Lafer, Dorothy Lane, Francis J. Lane, Leona Laskin, Gabriel V. Laury, Reuben Leass, James Ledwith, Milton L. Levine, Herbert J. Levowitz, Fred Lobovsky, David Lubell, Harold Ludman, Francis Lumia, Warren Madell, Avelino N. Maitem, Steven Maitinsky, Edward H. Malone, Maxwell Marder, Leonard J. Marino, Lawrence F. McDonald, Thomas McLoughlin, Thomas P. McManus, David P. McWhirter, Julius Mendel, Irwin Mendelsohn, Jacob M. Meron, Nathaniel B. Messenger, George Miller, Sheldon Miller, Prem Shanker Misra, Paul L. Mitchell, Gerald Mondschein, William Mooney, William E. Morse, Samuel Mowerman, Alice Marie Murnane, Michael Munk, Gollapudi G. Murthy, Radhakrishna R. Murthy, Seymour Musiker, David Mykoff, Salvatore Noto, Vincent A. O'Brien, John J. O'Connor, Herman Oliver, Joseph Olivia, Seymour Olshin, Edward P. O'Malley, Edward S. Orzac, Albert E. Paganini, Neil Palladino, Thomas Palmieri, Leo G. Parmer, Eugene Pergament, Herbert Perr, Joseph R. Pitrelli, Carl Pochedly, Martin D. Podgainsky, Nicholas Poloukhine, Bernard S. Potter, Ronald A. Primis, Frank Raia, Naomi Raphael, Frank Ratner, Ira Loeb Rezak, Julius Rice, Judith M. Roheim, Siegfried Rosenbaum, Frederick Rosenberg, Charles I. Rosenblum, Gerald Roskin, Stuart Rosner, Michael S. Rost, Javad Rouhani, Burton Rubin, Bernard J. Ryan, Dominick Sampogna, Kishore R. Saraf, Stephen M. Saravay, Howard E. Scalettar, Gerald Schattner, Joseph Schattner, Ira H. Scheinerman, Martin Schick, Robert Schick, Bernard A. Schmirer, Ira Schneider, Sallie Schumacher, Arthur Schwager, Eugene Schwalb, William Schwartz, James E. Seley, James R. Seymour, Lester E. Shapiro, Marvin Shapiro, Stanley Shapiro, Lawrence Sheff, I. R. Shenker, Joel E. Sherlock, Jack Sherman, Albert Sherwyn, Melvin Shuter, Daniel R. Silbert, Joseph Singer, Amar Jit Singh, Oswald G. Smith, Saul Smoller, Sanford P. Solomon, Yale Solomon, Stanley Spellman, Alice S. Stahl, Howard S. Stein, Herbert Steinberg, Lawrence Steinberg, Arthur Sternberg, Norman Stillman, Richard L. Stivelman, Robert W. Sucusy, Philip Sumner, Leonard Sussman, Marvin I. Sussman, Jacob Swinkin, Sidney H. Tabor, Mallie C. Taylor, Eugene M. Teich, Russell Tiliitt, Jr., Mary Ann Tinker, James B. Tormey, Jr., Byron M. Treitler, Milton Turek, Allen Turtel, Frances Vernace, Victor Villadolid, Alan J. Wabrek, Martin Waldman, Seymour Wasserman, Clement Weinstein, Jules H. Weiss, Nathan S. Weiss, Leonard Weitzman, David Wexler, Howard Wexler, Jacob Wiener, Stanley Wiener, Catharine L. Wingate, Evelyn Wolf, Arthur Wolpert, Ching-Hui Wu, Arthur Young, Stuart L. Yunis, Albert Zilkha, Stanley Zucker

Instructors: Atsuo Akanuma, Stephen Allen, Koganti Baburao, Robert E. Block, Richard Blum, Bruce Bogard, Bruce Boklan, Stephen Brodsky, James A. Caddy, V. Wm. Caracci, Rajinder K. Chitkara, Sook Ja Choi, David E. Cohen, Eugene M. Cooper, Stuart M. Copperman, Stuart A. Eigen, Raymond K. Elias, Harvey B. Etes, Stanley Everett, Ellen Feingold, Andrew A. Fischer, Israel Fradkin, Gerald M. Friedman, Norma L. Gastillo, Richard A. Giery, Bernard Gittleman, Mary A. Hagamen, Roy Horowitz, Edward J. Hotchkiss, Daoud Karam, Gungor Karayalcin, Stephen P. Katz, Afra Khan, Faroque Khan, Janith Kice, Herman Kremer, Frank W. Kveton, Morton R. Laby, Alan M. Leff, William Lefing, Harold L. Levine, Melvin S. Levine, Jacob Levy, Robert R. Lowy, David N. Mark, Ivan Markus, Edgar Mendizabal, Joseph Michaels, Yahya Moadel, Miguel Nadal, Harrison H. Owen, Paul Penzer, John J. Piacitelli, Jerome Pincus, Walter Pinsker, Nicholas Pizzolato, Nathan Polan, Arthur Quackenbush, Matilda Rice, Gerald Roberts, Robert G. Roth, Mozafar Salemi, Marcelle Salman, Jose M. Sanchez, Harvey Schildkraut, Ralph W. Scotti, Ashok C. Shende, Doris P. Silverberg, Yussef Soleymanikashi, Ismael H. Unite, Paul V. Wayne, Melvin W. Young

Lecturers: Leroy S. Lavine, Peter S. Tolins

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 slightly more than 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, 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 adviser and the student. Each student will be initially assigned a faculty adviser 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 is an elective period. This is followed by a clerkship program offered by the Department of Community Medicine and the Department of Family Medicine.

The third year of the program begins with clerkship in the Department of Medicine, followed by a clerkship in the Department of Pediatrics. The remainder of the third year is planned by the Track Committee selected by the students. In addition to having a clearly defined relationship with the specialty track committee, the student will have an opportunity to obtain a clinical experience individually planned by the track committee and the student. Several of the tracks will involve a pattern of clinical clerkships in other specialties, e.g., Obstetrics-Gynecology, Surgery, Psychiatry, and other research or clinical opportunities which may be developed as part of the students' tracks. The Long Island Jewish-Hillside Medical Center/Queens Hospital Center, the Nassau County Medical Center, the Veterans Administration Hospital at Northport, and the Brookhaven National Laboratory provide the clinical base for the instruction during the track programs for the third year students.

The third year may be the first year of the student's track, or the student may choose a rotating clerkship. The choice is arrived at through consultation with the faculty, and at completion the student will be awarded the degree of Doctor of Medicine. The opportunity to complete requirements for the degree in three years does not preclude students electing to take a four year sequence if special interests and/or circumstance suggest that it is appropriate.

Admissions

First-Year Class

Students must take the Medical College Admission Test. The MCAT must have been taken no later than 1973 for students applying for the

1974 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.

All questions concerning admission should be addressed to Dr. Gerald Green, Associate Dean, School of Medicine, Health Sciences Center at Stony Brook, Stony Brook, N.Y. 11790 (516-444-2113).

Department of Medicine

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

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, Gas-

troenterology, Rheumatology, Nephrology, Infectious Diseases, Dermatology, etc.

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

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

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

This department has the responsibility for teaching students and residents the concepts and skills relating to primary, family oriented health care, with emphasis on assuming responsibility for the care of all members of the family on a continuing basis. Management of common illnesses, problem solving, health maintenance, and the relationship of psychosocial and environmental factors to the genesis of illness are included in the learning experiences that are offered.

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

Department of Community Medicine

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

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

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

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

Department of Psychiatry

Chairman: Stanley F. Yolles, M.D.

The philosophy and professional orientation of the Department of Psychiatry are focused on a major investment in the provision of high quality mental health services as an appropriate base for clinical teaching.

To this end, the department has developed agreements with the New York State Department of Mental Hygiene, the Suffolk County Department of Community Mental Health, the Veterans Administration Hospital at Northport, the Sagamore Children's Psychiatric Hospital, the Suffolk State

School, and the three State Hospitals in Suffolk County (Pilgrim, Kings Park and Central Islip) to be mutually involved in the training of mental health professionals and the delivery of mental health services.

The University Psychiatric Service, under an agreement with Central Islip State Hospital, is administered by the department and is located on the Central Islip campus. It provides an acute admissions service for individuals aged 18 years or more and serves as the nucleus of a developing program in which the department shares the professional responsibility for providing mental health services to a catchment area of some 250,000 persons residing in the eastern half of Suffolk County, encompassing North Brookhaven and the five Towns.

As a teaching and service base, this catchment area includes environments ranging from affluent communities on the North and South Shores of Long Island, through large middle class socioeconomic neighborhoods, to poverty areas and migratory labor camps. It also includes areas, such as Shelter Island, which currently do not have any medical services at all. In such an environment, the department has the opportunity and responsibility to develop a comprehensive, interdisciplinary teaching program while helping to provide a comprehensive, community-based program of mental health services designed to meet the diverse needs of the population.

The Department of Psychiatry has five divisions:

- a. Division of Community and Social Psychiatry
- b. Division of Clinical Psychiatry
- c. Division of Biological Psychiatry
- d. Division of Behavioral Sciences
- e. Division of Child and Human Development

- a. *Division of Community and Social Psychiatry*—Dr. Morton Miller, Chief

The interrelationships of psychiatry and mental health, the problems of the young, of the aging, of alcoholism and drug abuse and the organization and delivery of mental health services are the concerns of this division. These areas of concern provide the opportunity for the division to work closely with other departments within the School of Medicine and the "core" campus.

- b. *Division of Clinical Psychiatry*—Dr. Sherman Kieffer, Chief

Clinical psychiatry concerns itself with the more classical forms of psychiatry, the direct provision of psychotherapeutic and diagnostic services to individual patients. This division has the responsibility for working with existing psychiatric institutions, assisting their educational programs and their evolution toward further development of contemporary modalities of psychiatric care. The division will also provide the necessary liaison and consultation services to other clinical departments.

c. *Division of Biological Psychiatry*—Dr. Max Fink, Chief

Biological psychiatry concerns itself with the physiological, biochemical and anatomical bases of mental illness. It encompasses professionals interested in electrophysiology, endocrinology, neurochemistry, psychopharmacology, and genetics.

d. *Division of Behavioral Sciences*—Dr. Eli Rubinstein, Chief

Behavioral sciences includes the behavioral and social aspects of mental health and illness. This division concerns itself primarily with those determinants of human behavior which involve the relationship of the individual to his environment.

e. *Division of Child and Human Development*—Dr. Joseph Wortis, Chief

This division concerns itself with the developmental aspects of mental health and illness, including mental retardation. Emphasis will be placed on those dynamics of child development which are key factors in determining human behavior and thereby strengthen mental health or precipitate mental illness.

Residency Training

The Department has an approved residency training program. Its orientation is eclectic, with major emphasis on community and family aspects of emotional problems. Since mental and emotional disorders are determined by many factors, it is important that the psychological, sociological and biological dimensions of these disorders be taught to the residents. The program includes preparation in the basic behavioral sciences and the integration of didactic and clinical training in individual, family and social psychopathology.

The program is designed to give the residents a basic three year training program in community and clinical psychiatry that will allow them to branch out into the various subspecialty areas. Because the faculty believes that the area of public service has been largely neglected in training programs over the years, the department emphasizes this aspect of service delivery, while providing residents with additional opportunities to develop competence in research, the training of mental health manpower, as well as in providing mental health services.

The program offers training in outpatient care, including short-term psychotherapy as well as the more classical longer term treatment.

A number of electives are available to residents, including rotating through well established alcoholism treatment programs, multi-modality drug abuse treatment programs, liaison services and psychosomatic medicine, sexual problem clinics, migratory labor health care and satellite and outreach clinic services. Ample opportunities for a research rotation are available.

Interdisciplinary Curriculum

The department has implemented its commitment to an interdisciplinary approach to mental health, through joint faculty appointments with related departments and schools within the University, such as sociology, psychology, political science, human development, social welfare, and allied health professions.

Within the undergraduate curriculum of the School of Medicine, the Department of Psychiatry offers: an introduction to interviewing (first year); human behavior (first year); a five-week sequence (second year) as part of the "systems" teaching; a clerkship (third year); and a psychiatry "track" available to third year students on an optional basis. The department additionally presents elective courses in special areas for second and third year students, by individual arrangement.

Through its narcotic addiction drug abuse training program, the department offers instruction to students enrolled in the Health Sciences Center Schools, including allied health, basic health sciences, nursing and social welfare, as well as medicine.

Interdisciplinary courses in a variety of areas related to mental health are also presented by the department as electives to students in the Health Sciences Center and the core campus.

The department's contribution to the development of teaching and service programs is predicated on the development of the role of the Health Sciences Center as a primary stimulator, provider and catalyst of concepts and services throughout the health community of Nassau and Suffolk Counties.

Department of 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 Dermatology

The Department of Dermatology is concerned with the teaching of diseases of the skin and of the dermatologic manifestations of systemic diseases. A major emphasis will be placed on the consideration of the skin as an organ with special problems in physiology and pathophysiology. Particular interest will be expected to be given to the effect of environmental agents on the skin as a determinant of local and generalized diseases. The teaching of dermatology will be largely conducted during periods of instruction in medicine and surgery and through elective courses in dermatology and experimental dermatology.

Division of Social Sciences and Humanities

The members of this department 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.

Courses

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

The School of Medicine does not offer courses in the conventional sense as its contribution to the medical curriculum. Rather, there are a series of integrated units that are planned and taught, for the most part, in an interdisciplinary manner by faculty from many departments. They are described below.

The Introduction to the Health Care Delivery System is the initial academic exposure for the medical students. The students are placed in various health care agencies, where they are supervised and coordinated by the Department of Community Medicine. Preceptors in these agencies will provide immediate supervision and will evaluate the performance of the students. Additional support and instruction is provided by faculty of the Department of Community Medicine.

Following this period the first year program is devoted to instruction in the basic health sciences, the social sciences and humanities, and the Introduction to Clinical Medicine.

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

Concurrent with the basic sciences offerings, the students begin the study of social sciences and humanities as they relate to medicine and health care. The students also participate in an Introduction to Clinical Medicine program which introduces interviewing, history taking, and physical examination skills.

During the last portion of the first year the students begin their study of the organ systems. These experiences are a coordinated teaching effort of all specialties relevant to the system in question, with representatives from the School of Basic Health Sciences and the School of Medicine. The student will learn about the organ system in both normal and disease states. A unique feature of the program is the development of full-time clinical experience within each organ system experience in which the student participates in hospital based and patient centered teaching. This provides an opportunity for the student to relate meaningfully the classroom and hospital experiences. It also provides a basis for

the student to make informed decisions about the third year program and future career goals. Systems covered include: cardiovascular, respiratory, central nervous system, human behavior, urinary, endocrinology, gastrointestinal, musculo-skeletal, hematologic, and reproduction, growth, and development.

Before students enter the core clerkships in medicine and pediatrics, they participate in a required elective based on their interests. The elective may be a clinical or 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 recommendation and advice of a faculty adviser.

Following the elective experience, the student spends approximately one month in a clerkship experience that is the joint responsibility of the Departments of Family Medicine and Community Medicine. This is designed to provide a clinical experience in a primary care setting, and includes an opportunity for a research study of a topic appropriate to the particular setting.

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

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 an additional period of time before receiving the M. D. degree.

school
of nursing

Professor: Ellen T. Fahy (*Dean*)

Associate Professors: Anne H. Bransfield (*Director, Undergraduate Programs*), Sylvia K. Fields, Virginia Glover, Dorothy Popkin

Assistant Professors: Carole L. Blair, Robert Harvey, Jean Jordan, Carolee Messi, Vaughn Nevin, Helen Purello, Elizabeth T. Salerno, Gail Sinuefield, Anna Trent, Madeleine Zunno

Instructors: Ora Bouey, Elsie Campbell, Rose Richmond, Juanita Rivas

About the School of Nursing

The School of Nursing offers educational opportunity to men and women who wish to prepare themselves for the responsibilities of professional health care practice in a dynamic and rapidly changing society. Teaching objectives throughout the program deal with ways of knowing, rules of evidence, critical assessment of data and application of problem solving techniques to health-illness problems. The problem solving process as taught, takes into account the psychosocial as well as the physical and clinical dimensions of any health-illness problem. Clinical teaching takes place in both institutional and non-traditional community settings. The school is fully accredited by the National League for Nursing.

The student without previous training and/or experience in health care can be expected to complete the nursing curriculum and its co-curricular interdisciplinary offerings within two years. Our programs of education are tailored (as nearly as possible) to individual student needs, taking into account the student's past and present experience in the world, his or her entry level skills, career goals, and areas of special clinical interest. All students enrolled in the School of Nursing are assigned a faculty adviser for discussion and planning of their academic program.

Currently enrolled in our baccalaureate programs are students from every level of undergraduate nursing practice including registered nurses, licensed practical nurses, health aides, and military corpsmen, along with basic (generic) students—most of whom come from backgrounds in the liberal arts and sciences. The student mix makes for a challenging, unusual, and rewarding educational experience for both teachers and students.

Admission Requirements

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 (In addition, Developmental Psychology is strongly advised.)
 - c. Introductory Sociology
 - d. Anatomy and Physiology or Human Biology (certification by College Proficiency Examination in this content area is also acceptable)
3. Achieved a cumulative average of 2.0 or above.

Additional Requirements for Registered Nurse Applicants

The R.N. applicant must have:

1. Completed the four baccalaureate College Proficiency Examinations prior to application:
 - a. Fundamentals of Nursing
 - b. Maternal and Child Nursing
 - c. Medical-Surgical Nursing
 - d. 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.

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

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 the following courses: HNI 371, 372, 373, 374, 475, 476, 477, 478, 479, 494, and HAA 340 or an equivalent research course.
2. The undergraduate Registered Nurse student must (after C.P.E. credit has been officially assigned) successfully complete the following courses: HNI 475, 476, 477, 478, 479, and 494. In addition, a minimum of eight credits in elective courses within the Health Sciences Center or School of Nursing is required.

Graduate Programs

Programs of graduate study are currently being planned and are tentatively slated for opening in 1974.

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.

COURSES

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. (Twelve hours laboratory and clinical practicum; 3 hours didactic seminar.)

V. Nevin 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 specific preventive measures. (Twelve hours laboratory and clinical practicum; 3 hours seminar.)

Prerequisite: HNI 371.

V. Nevin 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 the oppor-

tunities to apply crisis theory and intervention in their clinical practice with individuals, families, and communities. (Twelve hours laboratory and clinical practicum; 3 hours didactic seminar.)

Prerequisites: HNI 371, HNI 372.

V. Nevin and staff

Q3, 6 credits

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

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

Prerequisites: HNI 371, HNI 372, HNI 373.

V. Nevin and staff

Q4, 6 credits

HNI 411 Group Process

The course is designed to enhance professional preparation by increasing ability to understand group dynamics and impart group work skills through theoretical and experiential learning. Human relationships will be examined and explored as they occur within the group. Interaction and dynamics of small groups will be the major focus of the course however, the impact of formal and informal patterns of organization will be analyzed and illustrated with particular reference to the health care system. Course is open to students in Health Sciences Center.

Prerequisite: Permission of instructor.

D. Popkin and staff

Q1 and Q3, 1 credit

HNI 412 Group Process

Continuation of HNI 411.
Prerequisite: Permission of instructor.
D. Popkin and staff

Q2 and Q4, 1 credit

HNI 415 Principles of Patient Evaluation/Laboratory and Clinical Practicum

Systematic study of orderly conduction and communication of the history and physical examination. Review of the range of normal physical characteristics with consideration of deviations. Practice in the techniques of physical examination and the use of diagnostic instruments. (Six hours of laboratory and clinical practicum per week and two hours of seminar alternately.)

Prerequisite: Recommendation of adviser. Senior year only.

S. Fields, Coordinator with participating Physicians in clinical settings.

Q1 and Q3, 2 credits

HNI 416 Principles of Patient Evaluation/Laboratory and Clinical Practicum

This course is a continuation of HNI 415 Principles of Patient Evaluation I. Further practice in the methods of medical interviewing and techniques of physical examination. Consideration to be given to identification of problem lists, planning for diagnostic studies, consultation for treatment and patient education.

Prerequisite: HNI 415.

S. Fields, Coordinator

Q2 and Q4, 2 credits

HNI 441 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 refer-

ences is included. Course is open to generic students only. (1½ hours lecture.)

J. Salerno

Q2, 1 credit

HNI 442 Foundations of Pharmacology in Drug Therapy

Continuation of HNI 441. Open to generic students only.

J. Salerno

Q3, 1 credit

HNI 475 Nursing in Acute Physical Illness

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

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

S. Fields and staff

Q1, Q2, Q3; 4 to 10 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. (Twelve hours clinical practicum; 3 hours didactic seminar.)

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

A. Bransfield and staff

Q1, Q2, Q3; 4 to 10 credits

HNI 477 Maternal and Child Health

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. (Twelve hours clinical practicum; 3 hours didactic seminar.)

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

C. Blair and staff

Q1, Q2, Q3; 4 to 10 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 problems of practical significance. (Twelve hours clinical practicum; 3 hours seminar.)

Prerequisite: All other required courses.

Q4, 6 credits

HNI 479 Professionalism: Fact or Fiction

Exploration of the concept of professionalization, its relationship to "professionalism" and its social relevancy to the future of the delivery of health care. Emphasis throughout will be on relationship and significance to nursing as an emerging profession.

Prerequisite: Required of all senior generic students.

E.T. Fahy

Q3, 2 credits

HNI 482 Guided Readings in Nursing

Designed to assist any student who wishes to pursue an independent guided reading program with a selected member of the faculty. Open to generic students only.

Prerequisite: Permission of instructor. Can only be taken after successful completion of 30 required nursing credits.

Q1, Q2, Q3, and Q4; 1 to 6 credits, variable and repetitive

HNI 494 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.

A. Bransfield and staff

Q2, 1 credit

HNI 498 A Dialogue in Drug Abuse

This course will present narcotic addiction and drug abuse as related to contemporary nursing. Too many drug education programs avoid the necessary dialogue between education and those being trained. This course will be based on such a needed dialogue. The nurses role in the treatment of drug abuse and addiction will be emphasized. Sessions will include social, medical, economic, legal and racial aspects of drug misusage.

Prerequisite: Senior status.

A. Bransfield, R. Derman and staff

Q3, 2 credits

school
of social welfare

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

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

Assistant Professors: Iris Concepcion, Eleanor Polansky, Howard Winant

Lecturers: John Haynes, Lincoln Lynch, Maryann Weissman

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 or her own coherent system for identification and analysis of those particular areas of society which he or she perceives as requiring intervention.

The implications of this approach require that each student must: (1) refine and extend his or her knowledge in order to deepen insight into societal processes; (2) understand, in depth, the nature of those particular societal problems in which he or she is interested; (3) understand the policies and structures that characterize existing efforts to achieve social change and social control through organized systems of service, social movements etc., and (4) be involved in action focused on the achievement of social change in the particular area(s) he or she selects.

Thus, a major thrust of the school's program is to provide both cognitive and applied opportunities to assist the student in developing analytic skills and interventional approaches. Such interventional approaches require that social problems are seen as susceptible to the disciplined analysis required for professional practice. Appropriate skills are developed and utilized by the student in relation to his or her analytical position regarding the kind of intervention required in a given problem area.

To achieve these objectives the educational experience must include: (1) a highly individualized approach; (2) exposure to a broad range of social, political, philosophical, and economic explanatory concepts

regarding societal processes, social problems, and social change; (3) an opportunity to be involved in the process of social change in relationship to the broad field of social welfare.

Programs

The school opened in September 1971 with its first class of 105 students including 55 graduate and 50 undergraduate students. Current total enrollment is approximately 100 graduate and 80 undergraduate full-time students and 40 part-time graduate students. The school has a number of programs including:

1. An undergraduate program which begins in the junior year leading to the Bachelor of Science (Social Welfare) degree;
2. A graduate program leading to the Master of Social Welfare (M.S.W.) degree;
3. A part-time program which can lead to full-time enrollment and the M.S.W. degree;
4. A continuing education program which is primarily an evening program for those who are currently working in social welfare activities (this program does not presently lead to a social welfare degree).

The programs of the School of Social Welfare are subject to continuous review under four separate though concurrent procedures: administration, faculty, students and accreditation.

Undergraduate Program

The purpose of the program is to allow upper division undergraduate students the opportunity to develop a beginning understanding of those conditions in American society which have led to discriminating forms of social organization, debilitating communities, and inequities in the distribution of human rights, power, and resources. Students will be expected to develop systematic analyses of the society and concentrated knowledge about one social problem area of particular concern to them.

Two primary learning modes are projected for students, both of which will focus on the substantive range of ideas which form the core of the curriculum: primarily classroom-based learning courses, seminars, observations, group readings, tutorials, and community-based learning (internships, research, participation in social action programs).

Undergraduates are admitted at the beginning of their junior year or equivalent. Requirements for the B.S. degree from the School of Social Welfare include:

1. Meeting the general requirements of the University that are described earlier in this *Bulletin*.
2. Completion of 48 hours in social welfare including a minimum of 16 hours of classroom based courses and seminars offered by the School of Social Welfare; 16 hours in practica offered by the

School of Social Welfare; and 16 hours in other courses offered by the school or offered by other departments and certified by the student's adviser and the director of the undergraduate program as fulfilling social welfare major requirements.

3. Completion of a junior year class-field project.
4. Completion of a senior year project.
5. Successful completion of the student's educational plan. (See policies on educational planning below.)

Graduate Program

It is our belief that social work education is in the process of changing much as the field of social welfare is changing and rapidly expanding its horizons. The definition of social issues and practice as a "professional" in this field must change to meet the problems of the future. It is to try to respond to new issues, new definitions of professional practice, that we have evolved a new curriculum design for the graduate program.

The school does not stress requirements in the usual sense but rather focuses upon a highly individualized form of education in which self-reliance within the context of collective learning and action is the dominant theme.

Students set their own educational goals, design their own models, and pursue them with the help of the faculty. These models will likely include classes, seminars, tutorials, independent studies (individual and group), and field activities. It includes demonstrated mastery of abstract concepts and demonstrated skill in functional application of those concepts.

In order to facilitate this process, the school has a number of general policies and procedures that guide students and advisers in determining the scope and adequacy of the student's educational experience. These include the following:

1. Length of Enrollment

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

Students who enter the program with prior graduate study and experience in the field of social welfare or a B.S. (Social Welfare) may be enrolled for a lesser period upon approval of the faculty acting through the student's adviser and the graduate program director.

2. Full Time Course Load

A full time academic load per quarter for students shall be the equivalent of four two credit courses (including both class and practice) or

their equivalent through independent study or work for which they are formally registered and being carried out under the supervision of a member of the faculty.

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

3. Substantive Educational Experience

A. Core Curriculum

Graduate students must demonstrate proficiency in each of the areas covered by the core curriculum as described below. This may be waived if it is inconsistent with the student's educational plan and has the approval of the faculty acting through the student's adviser, 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 adviser and the director of the masters program; or be approved, upon appeal, by the educational planning committee. Criteria for approval and successful completion of the student's educational plan include:

1. That the plan be done in no less than five phases—the first at the time of enrollment, the second midway through the first year, the third by the beginning of the second year, the fourth at the midpoint in the second year, and the final statement at the end of the second year.
2. That the scope of the plan include three major components:
 - a. A definition of short term and long term educational objectives and practice objectives,
 - b. Specific educational activities (e.g., courses, projects ,etc.) that are planned by the student to achieve these objectives,
 - c. Evaluation of these objectives and the activities.
3. That in addition to 1 and 2 above, the quality of the plan meet the tests of internal consistency, external consistency, (i.e., the plan is consistent with the policies A through D above), and efficacy (i.e., in terms of representing a capacity to produce the educational and social change results that are sought).

Educational Planning Process

The educational planning process is the primary means by which students formulate their educational programs with the help of their faculty advisers. The educational plan represents a contract between the student and the school but is subject to revision as students develop and sharpen their interests and goals. Thus, the written plan itself is only a

manifestation of a much more meaningful process whereby students and faculty engage in the development of a relevant and purposeful educational experience.

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. Students may choose from courses in all of the concentrations and are not limited to any one area. The material is organized into concentrations to assist in the development of specific skill and knowledge areas. However, a generic approach that cuts across concentrations is also adopted by students. The areas of concentration include:

- a. Theory and analysis
- b. Social policy, planning, administration and research
- c. Counseling and intervention with individuals, small groups and families
- d. Community organization, community development and social action. 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 general greater degree of experience among graduate students, the school will make a serious attempt to retain flexibility in its approach to graduate admissions. Though formal data will be collected about the applicant, the school will not adhere to an absolutely rigid admissions formula. For example, among graduate student applicants, the school has consistently attracted a small number of people who have no formal bachelors degree, but who have a wealth of experience which qualifies them to function very well both as students in the school and as change agents within the society. The school supports the concept of graduate study for such students, as it does, conversely, for those of rich academic background but little practical experience. What we are looking for is commitment and reflection, and we support the idea that the graduate student body should be an admixture of people whose life-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 policy provides that stipends and scholarship awards are made on the basis of need. However, with the increasing demands on our limited funds, students are urged to seek outside ways of funding their education since no guarantees can be made by the school. (For more information see the sections on "Health Sciences Center Financial and Residential Information" and "Financial Assistance" in this *Bulletin*.)

Core Areas

1. History of Social Welfare

The historical development of health, education, welfare, and housing problems, policies and programs. Special attention is given to the role of these programs in the American social and economic system and the tension between their social change and social control functions. The historical development of programs, theories, modes of intervention, professionalism and reform in the field of social welfare will be explored as well as the social class, sex, age and ethnic orientation of these activities.

2. Social Welfare Systems: Issues and Problems

A review of the various ways that problems are defined in the fields of health, education, welfare and housing, including ways in which the definition of the cause and scope of these problems reflects the ideology of the broader society and influence the kind of programs that are developed to address these problems. The general pattern of the organization of health, education, welfare and housing programs at the federal, state, and local levels will be critically assessed from the standpoint of the effectiveness of these programs and their social control or mutual aid functions.

3. Social Welfare Intervention: Modes and Functions

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

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

This will include a survey of the various types of research ranging from experimental studies to muckraking and their assumptions as they are

evidenced in the fields of health, education, housing and welfare. Techniques of gathering and organizing information will be examined. Practical exercises in the reading and understanding of research reports will be undertaken including the demystification of research symbols such as means, modes, medians, hypothesis, independent and dependent variables, concepts, theory, chi-square, variance, T test, regression, deviations, etc.

5. *Communications: Theory and Skills*

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

6. *The Individual and the Social Structure*

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

Courses Open to Graduate Students

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

HWC 517 The History of Social Welfare

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

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

Mr. Nabinet

4 credits

HWC 519 Social Welfare Intervention

This course focuses on intervention as a method and a process that can be applied in all social work practice, and as a means of bringing about and maintaining social welfare services that are responsive to social welfare needs. The role of the worker/student as the facilitator and change agent who uses the process and method of intervention will receive a priority of attention. The use of casework, group work, community organization and advocacy as methods of intervention, with the complementary methods of supportive, concrete behavior modifying and reality oriented treatment will be examined from the experience of class participants.

Ms. Brisbane

4 credits

HWC 521 Mass Communication and Public Policy

The organization, economics, and structure of the media which shape public opinion will be studied within the context of their effects on the public policy development process and determination of social problems. Specific attention will be given to the history and development of electronic media, the role of political advertising, public opinion polling, distortion and value creation which arise intentionally and unintentionally in the mass communication process. First amendment issues will be discussed in relation to current cases in the news. Practice skills in writing, preparation of press releases, press relations, use of video equipment and understanding "news" are included.

Mr. Antler and Mr. Haynes

4 credits

HWC 523 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 sys-

tems and the program and policy initiatives that have been proposed to deal with these problems at the national, state and local levels.

Dr. Lefferts

4 credits

HWC 525 Methods of Inquiry

This initial ten week course will introduce the student to a broad range of significant research undertakings in a variety of fields of the health sciences. The course, which meets twice a week, is arranged as follows: one class meeting per week focuses upon issues related to the conceptual groundwork upon which the research enterprises are conducted. The topics considered in these discussion periods are basic concepts associated with research including: sampling, measurement and scaling, reliability, validity, theory construction and hypothesis testing, causal models, questions of cause and effect, and contrasts of the limitations and potentialities of various research strategies. The second weekly class is devoted to the analysis and discussion of the significance of a "classic" research piece which students in the class read and appraise.

Dr. Button

4 credits

HWC 527 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

4 credits

HWC 529 Individual and Social Structure

This course examines the ways in which the various institutional structures of advanced industrial society facilitate and restrict the development of personal identity. Topics include: culture, socialization, interaction, formal organization, stratification and social class, deviance and social change.

Dr. Farberman

4 credits

HWC 534 Introduction to Alternative Institutions

A seminar with associated practice designed to introduce the student to a variety of social change efforts and alternative institutions with special emphasis on free schools, food co-ops, welfare advocacy, political collectives, and alternative service centers.

Dr. Friedman

4 credits

HWC 535 Sisterhood is Powerful

Survey of the development of women in relation to a changing society since the matriarchy, with emphasis on kinship, marriage, the family, and women's social position. Various approaches to women in struggle by feminists and Marxists will be presented to develop an understanding of the differences and similarities of Third World women's oppression and white women's oppression and how this oppression is reflected in law, economics, work and family relations. The aim is to build a sense of sisterhood and understand its potential as a force for social change as opposed to the competitive attitude of seeking recognition as "the exceptional woman."

Ms. Weissman

4 credits

HWC 540 Child Welfare and Child Protection

This course explores the organization, philosophy and structure of services to children from the perspective of social

policies and service institutions. Course content includes; history and philosophy of services to children, description and structural analysis of the service system, concepts of advocacy and community organization as applied to children's services and planning concepts as applied to these programs. This course will be conducted as a lecture-seminar with several field visits to local institutions serving children.

Mr. Antler

4 credits

HWC 543 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

4 credits

HWC 544 Development Planning and Policy in Developing Countries

This course explores and examines the efforts of two developing countries, Ghana and Nigeria, to use planning methods, and establish policies designed to provide for orderly and progressive national growth in the fields of social welfare, education, health and housing. The course examines the implication of films for social planners in developing and developed countries.

Ms. Jones, Messrs. Lynch, Nabinet and Wells

4 credits

HWC 545 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

4 credits

HWC 546 Overview of Basic Planning Techniques

The course introduces the student to some of the techniques used in planning and how they work. The course examines some of the different types of planning and how they are interrelated. The purpose of the course is to give the student knowledge and skills in a comprehensive planning. Students are required to participate in a planning lab gathering information and doing studies in Suffolk County.

Ms. Concepcion

4 credits

HWC 548 Planning Theory

This course provides the student a better understanding of what planning is and how it relates to social welfare. It demonstrates that planning can be used both as an instrument for change as well as a means of control and oppression. The course looks at some of the theories, definitions and applications of planning and studies the relationship of planning to the political process.

Ms. Concepcion

4 credits

HWC 550 Styles of Black Family Life

Examines the structure and functioning of black family in its historical, social and psychological respect including family relationships and the role of the community which has implications for the delivery of service.

Ms. Knox

4 credits

HWC 551 Group Process

A basic problem-solving encounter group with emphasis on learning group skills, leadership techniques, and personal growth.

Dr. Friedman

4 credits

HWC 552 Chemical Substance Abuse and Society in Crisis

This course is conducted on the premise that clinical symptoms of drug abuse are reflective of a society in crisis. The students' experience will be utilized in the course of developing situations to introduce broader questions about drug abuse, the individual and society. The traditional role of the health care worker will be explored in terms of its relevance, especially in this area of social concern. A psychiatrist and social worker conduct this course as a team.

Dr. Derman and Mr. Romeo

4 credits

HWC 554 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

4 credits

HWC 557 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

4 or 8 credits

HWC 559 Personality Development and Approaches to Psychotherapy

This course is designed as a four semester seminar given for full-time students engaged in clinical practice. Each participant is expected to bring clinical material to the seminar from his or her own case load. Each participant will be required to assume the responsibility for case presentation in specific instances as well as to read the assigned material for each two hour weekly presentation.

Dr. McWhirter

4 credits

HWC 560 Introduction to Political Economy

This course provides an examination of some of the fundamental concepts of political economy, including property, class, alienation, the state, and imperialism. Focus is on the generation of a coherent and critically oriented political identity. An attempt is made to equip the student to analyze concrete political problems, and to familiarize him/her with the task of analyzing this society.

Mr. Winant

4 credits

HWC 566 Community Mental Health

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

Ms. Knox

4 credits

HWC 568 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

4 credits

HWC 569 Housing Policy, Planning and Organizing

This course is designed to examine housing as a major community resource. Housing is viewed as a field in which the social welfare practitioner will attempt to effect change and bring about some redistribution of services and resources. The focus of the course is an analysis of existing and past national and local housing policies for the purpose of exploring who benefits? who pays? what are the problems and externalities? what is the role of community participation and organizing in the field of housing? Practicums are developed for interested students.

Ms. Jones

4 credits

HWC 576 Social Welfare and the Black Experience

The objectives of this course are to provide an ethnic content geared to the needs of all students to assist in increasing the knowledge and understanding of the social, political, cultural, historical and economic profile of blacks in the U.S.A.

Mr. Lynch

4 credits

HWC 579 The Working Class and Social Change

Through an examination of the major events that have helped shape worker attitudes towards social change and a

study of contemporary strategies, students will develop a working model for future career use to aid in enlisting working class support for a variety of change situations (issues).

Mr. Haynes

4 credits

HWC 580 Seminar and Practicum in Proposal Writing

The purpose of this course is to provide the student with an understanding of the principles involved in the preparation of research, program, training, demonstration and other types of proposals; and, practice in developing skills in writing and presentation of such proposals.

Dr. Lefferts

4 credits

HWC 582 Writing Projects

An independent study for students whose educational plans include the generation of a major writing project. Consultation and critical evaluation of the project, in both its development and completion stages is provided. This course is also for students whose basic writing abilities are sound, but who are in need of a critical direction in advanced work.

Mr. Winant

4 credits

HWC 583 White Racism in the U.S.: Ideology, Institutionalism, and Strategies for Change

This course seeks to raise the level of awareness of whites (in particular, but not exclusively) in regard to both their racist heritage and their own racist identity. Most of us have been conditioned to believe that there are only two kinds of white people in the world: racists and non-racists. Studies of whites and their attitudes on race reveals that this bifurcation merely serves to cloud the issue. Our tenet is that it is impossible to have totally escaped the effects of racism. Subjugation of Third World people is one of the primary organizing principles of our society, and it is therefore thoroughly

woven into our personal lives as well. The very thoroughness with which we are indoctrinated into this system requires an at least equally thorough process of extrication. Whites need guideposts by which they might traverse the maze out of their oppressor's role—and most importantly, they need to know they are not alone.

Mss. Wells, Armstrong, French, Symonds

4 credits

HWC 586 Social Welfare Legislation

This seminar is designed to acquaint students with the process of legislation at the state and federal levels. Students examine the progress of specific bills; investigate the role of lobbyists and develop strategies for winning support for social welfare legislation. Research techniques as they apply to the legislative process are also explored. In addition to the elected bodies, the seminar examines the special role of the administration in Washington and Albany.

Mr. Haynes

4 credits

HWC 589 Field Work Seminar

This course accompanies field work placement. Seminar for students to develop a sensitivity towards purposeful use of self in a diagnostic and treatment relationship; to learn to use various interventive modes of treatment such as individual, family and group work; students are expected to assist the individual and family as well as to identify and conceptualize the broad social problems from every client situation with which they are involved; become familiar and learn how to use social-community supports which could help a family function more positively. Major emphasis will be on students' awareness of their agencies' structure, policies and attitudes towards clients and how this affects service offered as well as amount of social work practitioner feedback and communication with policy-making levels of administration.

Ms. Polansky

4 credits

Courses Open To Undergraduate Students

The undergraduate program is undergoing a major review and new course offerings will be announced shortly. In addition to the courses listed below, seniors may enroll for non-advanced graduate courses with the permission of the instructor. Further information can be obtained from the Office of Student Services of the School of Social Welfare.

HWC 317 The History of Social Welfare

This course represents an introduction to the area of social welfare and services, utilizing an historical approach to demonstrate the generic forces—cultural, economic, philosophical, social, technological—which affect the basic involvement of systems, policies and provision in the field of social welfare. The emphasis is around the reaction and development during specific periods in the history of America which were seen as social problems and how this has developed the current array of federal, state, local governmental, private and voluntary and market put into order to deal with social problems and their regulating influences.

Mr. Nabinet

4 credits

HWC 319 Social Welfare Intervention: Modes and Functions

This course focuses on intervention as a method and process that can be applied in all social work practice, and as a means of bringing about and maintaining social welfare services that are responsive to social welfare needs. The role of the worker-student as the facilitator and change agent who uses the process and method of intervention will receive a priority of attention. The use of casework, group work, community organization and advocacy as methods of intervention, with the complementary methods of supportive, concrete behavior modifying and reality-

oriented treatment will be examined from the experience of class participants.

Ms. Brisbane

4 credits

HWC 353 Survival of Family Life and Development

This course provides learning opportunities that will enable students: to become more knowledgeable about and familiar with a range of family life and development concepts and issues through direct study and observation; to draw upon the American-Asian, Black, Indian and Puerto Rican family models in order to provide the fullest range of knowledge about various aspects of minority family life strengths and about problems of special relevance to social welfare education; to examine the issue of family life survival in the urban rural communities; to explore the recipient service dilemma; to analyze, do fact finding and problem solving of the major welfare operation models' structure.

Mr. Nabinet

4 credits

HWC 364 Individual and Social Structure

This course examines the ways in which the various institutional structures of advanced industrial society facilitate and restrict the development of personal identity. Topics include: culture, socialization, interaction, formal organization, stratification and social class, deviance and social change.

Mr. Farberman

4 credits

HWC 370 Justice/Crime and Punishment

An overview of the area of justice which includes crime and punishment. Justice, crime and punishment will be

approached from the perspective of those on the receiving end. Since the prison rebellions of 1970, more attention has been given to legislative reform; prisoners' rights litigation, and the development of rehabilitation through the expansion of mental health projects and training programs. Answers and alternatives to these problems have been offered by prisoners. This course will introduce students to the interrelation of oppression based on class, race, sex, and age and the ways in which these factors operate in the definition of crime and the function of the courts and prisons. In addition, it will acquaint students with the extent and limitation of reform and the role of professionals within the correctional system.

Ms. Weissman

4 credits

**HWC 374 Women's Health Care—
Counseling, Planning and
Organizing**

A seminar to develop substantive understanding of the health care field specific to conditions (physical and emotional) affecting women; to understand the social and emotional impact of conditions on women and their families; to observe how health care facilities relate to needs of women as patients; to develop skills in counselling in response to such needs; to identify public laws and administrative policies governing health care to women; and to learn to organize ways to bring change in such laws which adversely affect women and their families. Each student will be expected to take a subject area related to women and health care, research it and present a report for discussion at the seminar.

Ms. Polansky

4 credits

HWC 381 Writing

A course in basic writing skills, with a supportive class process, designed for

remedial purposes. Writing practice in a directed and critical setting, designed to undo the damage done by all the English courses you ever took in Public School.

Mr. Winant

4 credits

HWC 382 Writing Projects

An independent study for students whose educational plans include the generation of a major writing project. Consultation and critical evaluation of the project, in both its development and completion stages. This course is also for students whose basic writing abilities are sound, but who are in need of a critical direction in advanced work.

Mr. Winant

4 credits

HWC 387 Field Work Seminar

This course accompanies field work placement. An introductory seminar for students to develop a sensitivity towards purposeful use of self in a diagnostic and treatment relationship; to learn to use various interventive modes of treatment such as individual, family and group work; students are expected to assist the individual and family as well as to identify and conceptualize the broad social problems from every client situation with which they are involved; become familiar and learn how to use social-community supports which could help a family function more positively. Major emphasis will be on students' awareness of their agencies' structure, policies and attitudes towards clients and how this affects service offered as well as amount of social work practitioner feedback and communication with policy-making levels of administration.

Ms. Polansky

4 credits

clinical campuses

The clinical campus concept is one of the most essential and unique elements of the Health Sciences Center. The association between the Health Sciences Center and these institutions—Long Island Jewish-Hillside Medical Center/Queens Hospital Center, Nassau County Medical Center, Northport Veterans Administration Hospital, and Brookhaven National Laboratory Medical Department—is enabling Stony Brook to expand a variety of its academic programs.

By having a close association with the clinical campuses, the concept of a health sciences center is being transformed. It is thus no longer a single place, but an aegis under which a whole range of educational activities can occur. Each campus assumes certain responsibilities for those things it does best. Each campus thus makes special contribution to a total program, the sum of which exceeds the simple addition of its parts.

In effect, this means that together, the Health Sciences Center and the Clinical Campuses are taking a leadership role in effecting the evolution of the academic health sciences centers of the nation, from multi-

school institutions to multi-institutional regional consortia. These consortia engender synergetic inter-institutional arrangements which allow for optimal use of existing facilities and personnel and enable each center to expand the number of students it can accommodate as well as the variety of clinical experiences it can offer them.

Each clinical campus has its own dean, and staff are eligible for appointment in a state university. Each campus carries a major responsibility for the clinical education of students in all schools of the health sciences center. The clinical campus settings more closely approximate the practice situation in which most students will function after graduation.

The clinical campuses are permanent and essential elements in the long range academic plans of the Health Sciences Center. They will be essential after the university hospital at Stony Brook is opened. The clinical campuses are essential for pedagogic reasons since they provide a set of experiences needed to supplement and complement those in the university hospital. Indeed, the university itself must be regarded as one partner in the emerging multi-institutional organism which will become Stony Brook's Health Sciences Center.

This clinical campus consortium is being watched with interest nationally and it already represents one of the distinguishing features of the Stony Brook program.

brookhaven national laboratory medical research center

Chairman of the Medical Department and

Dean of the Clinical CampusDr. Eugene P. Cronkite

Brookhaven National Laboratory Medical Research Center is exclusively a research institution, a component of the Brookhaven National Laboratories, a national research center located in Upton, New York and operated by Associated Universities, Inc. for the United States Atomic Energy Commission.

The Medical Department carries out both fundamental and applied research dedicated to the betterment of man's health. The department is administratively organized into seven divisions: the Hospital, Biochemistry, Hematology, Physiology, Microbiology, Medical Physics, and Industrial Medicine. Functionally, however, it operates as a single unit with no jurisdictional barriers impeding activities within the department.

The broad framework of the department permits investigation in many areas, encourages collaboration with neighboring academic and health care institutions; and fosters inter-action with the other scientific disciplines at Brookhaven. Interests range from studies of the functions of unique biochemicals to investigations as complex as the physiology of the central nervous system of man in health and disease.

The 48-bed hospital of the Medical Research Center is staffed and equipped to provide a high standard of clinical service to patients. Out-patient visits per year total 2,206.

Teaching is an important component of the services offered by the Medical Department providing a research educational experience to students in training for scientific medical and health-related professions.

long island jewish—hillside medical center/ queens hospital center

Executive Vice-President and Director of

LIJ-HMC/QHC Dr. Robert K. Match

Dean of the Clinical Campus Dr. James Mulvihill

The Long Island Jewish-Hillside Medical Center/Queens Hospital Center Clinical Campus is one campus composed of two medical centers located approximately 8 miles apart in western Long Island. LIJ-HMC is a non-profit, 668-bed community hospital on a 48-acre site in New Hyde Park located on the boundary of Queens and Nassau Counties. This portion of the campus consists of 458-bed general hospital and a 201-bed psychiatric hospital. LIJ-HMC employs approximately 2,500 health professionals who attend to more than 17,000 in-patients, 35,000 emergency room visits, and 40,000 out-patient visits annually.

Under contractual affiliation initiated in 1964 at the request of the city of New York, LIJ-HMC has assumed additional responsibilities for the planning, organization and delivery of all professional health services, except nursing, at Queens Hospital Center, a 1,179-bed municipal facility in Jamaica, an extensive medical care facility with outpatient visits totalling 175,000 annually. Currently, preliminary negotiations are underway to establish a 220-bed hospital as a southern division of the medical center in the Rockaway area of the south shore of Long Island.

The medical center here has the dual character of being an educational resource as well as a patient care facility—the only one of the four clinical campuses that is a voluntary hospital. Approximately 1,500 students from a large number of educational institutions participate in the

educational programs here each year. From its inception, the Center has also been committed to a vigorous program of research. More than 50 projects are currently under study in the Center's four-story research building.

The resources and offerings of LIJ-HMC/QHC are extensive, including, mechanized equipment for almost instantaneous blood analysis, machinery to tap a man's brain and detect a hidden tumor, a cobalt unit to treat malignancies, artificial kidney machine, an intensive care unit for premature babies, and a genetic counselling unit.

nassau county medical center

Superintendent Dr. James F. Collins

Dean of the Clinical Campus Dr. Sydney Louis

The Nassau County Medical Center is a 582-bed hospital in East Meadow—the only one of the four clinical campuses that is a county hospital. It has 66 out-patient clinics with out-patient visits totaling approximately 147,000 per year.

Presently under construction is a new 19-story building, the tallest building in Nassau County, adding up to almost 1,000,000 square feet of space. This building will largely replace the present structure which was built in 1935. When completed, the new hospital will have 725 beds with facilities expandable to more than 1,000 beds.

Special medical features of the Nassau County Medical Center include a transplant suite for organ transplants and other complex surgery; artificial kidney center providing treatment for Long Islanders who have lost kidney functions; a burn center; a rehabilitation center for treating some 20,000 patients annually; and a neo-natal intensive care unit for the treatment of sick, new-born babies on Long Island.

The Nassau County Medical Center assumes a great teaching responsibility for students from the Health Sciences Center at Stony Brook as well as for students from about 30 other educational institutions. The new hospital will have a 300-seat amphitheatre and auditorium for lectures; domed operating rooms containing galleries for medical students; a 9,000 volume medical library; classrooms and laboratories on each patient floor; and a closed TV circuit system including a studio.

northport veterans administration hospital

Hospital Director Dr. Salvatore P. La Cerva

Dean of the Clinical Campus Dr. Jacques Sherman, Jr.

As a clinical campus, the Northport Veterans Administration Hospital offers an extremely large facility, newly expanded with the completion of a 470-bed Medical-Surgical Hospital. Facilities in the new building include an expanded laboratory with an electron microscope, radiology and nuclear medicine service, dental clinic, audiology and speech pathology service, cardiac catheterization laboratory and many others.

The number of beds in the entire facility totals 1110 with out-patient visits adding up to 408,000 per year.

The Dean of the Clinical Campus has been given a new role as Associate Chief for Education. The education program within the V.A. hospital includes in-service professional and administrative training in addition to a very large educational program for students. Some 1,600 students are in the V.A. teaching program with 200 sessions offered yearly. Students come from about 30 educational institutions including the Health Sciences Center at Stony Brook.

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

health sciences center shared resources

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, Mortimer L. Shakun

Associate Director: Alvin A. Bicker

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 1973-1974.

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

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

HAH 303 Medical Photography of Gross Specimen

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

Professor Herskovitz

Q3, 2 credits

HAH 305 Instructional Technology For Health Educators

A survey course which addresses itself to the various forms of instructional

technology. Emphasis is placed upon student utilization and practice. Included in the course will be workshops on television, motion pictures, radio, audio recording, slides, overhead transparencies, computer mediated instruction, programmed instruction, and duplication of materials. In addition to the utilization of the formats, emphasis will be placed upon sources of materials and production of materials. Professor Herskovitz and Alvin A. Bicker

Q4, 2 credits

HAH 353 Computers and Technology in Health Care

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

Professor Linger

2 credits

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 80,000 volumes with a projected goal of 450,000. Journal titles received number 3,800 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 librarians, 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 for the academic year 1973-74 will be located in "A" Building, South Campus.

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 1973-1974, 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 1973-1974 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), Patrick Aidan Heelan (Philosophy)¹, Howard R. Kelman (Education)²

Associate Professor: Daniel M. Fox (History)

Assistant Professor: Michael Munk (Political Science, Vice-Chairman)

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

COURSES AND SEMINARS

HSB 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

HSB 302/502, Interdisciplinary Field Experience 303/503, 304/504, 305/505

The purpose of this course rests on the assumption that it is inherently valuable

for students and faculty from all schools in the Health Sciences Center to undertake a learning experience together. The overall objective will be to examine the relationship between health care, the social sciences and the humanities in actual field sites. This will include exploration of the interrelationships among different professions, the relationship between the individuals providing care and those receiving care, and the service delivery institution as a community and their role within the larger community.

Q1, Q2, Q3, Q4; 2 credits

¹ Primary appointment in Department of Philosophy.

² Primary appointment in Department of Education.

**HSH 306/506, Patients, Practitioners,
Health and Disease
307/507,
308/508,
309/509**

An interdisciplinary course designed to teach a variety of students interviewing and interpersonal skills which are essential to the delivery of health care. Equally important, it will provide a format for the discussion of health care issues which are intimately involved and inseparable from the teaching of these skills.

Dr. Allen and others

Q1, Q2, Q3, Q4; 2 credits each quarter

**HSH 310, 311 Spanish Communication
Techniques for Health Personnel**

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

Q2 and Q3, 2 credits each quarter

**HSH 319 Introduction to Ambulatory
Services**

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

Q2, 2 credits

**HSH 323 Law and Contemporary
Issues in Health Care**

The goal of this course is to increase the understanding by the health care professional of the impact of the law on current policies and practices in the delivery of health services. Particular emphasis will be placed on the process of change that is taking place in specific areas of interest, including both changes in the law in response to new circumstances and the use of new and imaginative approaches to law in order to effect change.

Q2, 2 credits

**HSH 325 Practicum in Policy and
Program Development**

A course in child abuse and related social policies.

Prof. Antler

Q1, Q2; 2 to 8 credits, variable

**HSH 330 Religion as the Social
Source of Sickness and Health**

This course will examine various social and psychological analyses of religion revealing trends that lead to man's alienation and other trends that intensify man's thoughts, his freedom, his sense of identity and concern for others. We shall see that man's rejection of religion also has its pathological dimensions. While the critique of religion is mainly made with the help of sociology and psychology, it will become apparent that religion, in the best part of its tradition, brings forth its own critique anticipating the critical insights and therapeutic wisdom of modern times.

Q4, 2 credits

HSH 341 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.

Dr. Munk

Q1, Q3; 2 credits

HSH 342 Research Seminar in Politics of Health

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

Dr. Munk

Q2, Q4; 2 credits

HSH 360/560 Behavioral Science Research and Social Policy

The implications and implementation of behavioral sciences research for social policy will be considered. Case studies of large scale social science research programs and their social policy consequences will be presented and discussed. Specific areas of behavioral research with special policy implications will be examined. With permission of instructor.

Q3, 2 credits

HSH 361/561 Survey of Social and Political Issues in Mental Health

The purpose of this course is to acquaint the student with the issues and policies affecting the delivery of mental health services in the United States and to relate them to the practice of mental health professionals. The course will include the survey, discussion and analysis of the patient's right to treatment, court procedures, funding modalities, the legislative process in relation to planning and organization of mental health services, the roles of mental health professionals and consumers within the community structure and the changing social and political attitudes toward mental illness and mental health.

Q3, 2 credits

HSH 362/562 Seminar in Substance Abuse

The course will consist of seminars, as a presentation of materials from the recent programs in narcotic addiction and drug abuse, focusing on the causes, treatment, prevention, education and rehabilitation as related to misuse of drugs. Sessions will include discussions of the social, medical, economic, legal and racist aspects of drug misuse. Efforts will be directed toward involvement of the students in utilizing course materials, presented in their areas of professional interest and focusing on what is known about the drug problem, as well as what is not known. With permission of instructor.

Q3, 2 credits

HSH 490/590 Independent Study

To be arranged with any faculty member of the Division, with the approval of the curriculum committee of the school in which the student is enrolled. Repetitive credit.

Q1, Q2, Q3, Q4; 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. For medical students and other graduate students.

Q2, 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.
Dr. Fox

(To be offered, 1974-75.)

HSB 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 func-

tion and organization of hospitals.
Dr. Coser

Q2, Q4; 2 credits each quarter

HSB 634 International Comparisons of Health Service Systems

A comparative and analytical study of health services systems in the United States and selected other countries, including England, the Soviet Union and China.

Dr. Jonas

Q3, 2 credits

Office of Student Services

Assistant Vice President for Student Services: Eleanor M. Schetlin

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

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

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

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

University Health Service

Director: David P. McWhirter

Assistant Director; Clinical Director: Margaret Junker

Assistant Director; Director, Nursing Services: Mary Jean Jordan

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

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

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

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.

The 1100 acre campus now has 73 completed buildings serving all the academic disciplines. These include 26 residential colleges, or dormitories—all coeducational and all grouped in quadrangles surrounded by wooded areas at the edges of the campus. The University Housing Office can provide current information on the possible availability during 1973-74 of campus housing for married students, introduced on a limited, temporary basis during the 1972-73 academic year.

New graduate biology and graduate physics buildings are scheduled to be completed by mid 1973. Development of permanent facilities for the six schools and University Hospital in Stony Brook's new Health Sciences Center is well underway on a 200 acre site adjacent to the main campus.

The Ashley Schiff Memorial Preserve, 12 acres of woods located behind the site of the biological sciences building, separates the new South Campus from the central campus. The single-story buildings of the South Campus provide a flexible, supplementary academic area, easily adaptable for classroom, laboratory, and office use as the need arises. They presently provide temporary quarters for the University's Health Sciences Center.

Students and Programs

Graduate study is offered in 23 of Stony Brook's present 28 academic departments, as well as in three of the six schools of the Health Sciences Center, and the Center for Continuing Education. The Ph.D. degree is offered through 19 departments, the M.A. through 14 and the M.S. through seven. There are also two interdisciplinary M.S. programs, an M.M. in music and an M.A. designed specifically for teachers in biology, chemistry, English, French, history, mathematics, philosophy, physics, sociology, or Spanish. In the Health Sciences Center, the M.D. degree is offered by the Medical School and M.S. degrees by the School of Social Welfare and the School of Allied Health Professions. The evening Continuing Education program, primarily for working adults, offers the degree of Master of Arts in Liberal Studies. At the undergraduate level, Stony Brook has 31 departmental-major programs and nine interdisciplinary programs leading to the bachelors degree.

Stony Brook's total 1972-73 enrollment was about 13,300 students, of whom about 4300 were graduate students. Of these, about 2500 were in continuing education, 300 were part-time degree candidates and 1500 were full-time candidates, the majority for the Ph.D. degree.

Accreditation

As part of the State University of New York, Stony Brook is accredited by the Middle States Association of Colleges and Secondary Schools. The College of Engineering is accredited by the Engineers' Council for Professional Development. The Department of Chemistry is accredited by the American Chemical Society.

Campus Activities

A wide variety of lectures, seminars, concerts, exhibits, theatrical performances, and movies are scheduled regularly during the academic year. Some recent speakers at Stony Brook have included Norman Mailer, author; R. D. Laing, psychiatrist; Daniel Ellsberg, Pentagon critic; Peter Goldmark, communications research pioneer; Harold Smith, biologist; Edward Zigler, former Director of the Office of Child Development in

the Department of Health, Education and Welfare; and Jerome Kagan, psychologist. There is a continuing round of solo and group concerts by outside professionals and by students and faculty; and there are continuing exhibitions of works by artists on and off campus. Movies—both vintage and avant-garde—are shown regularly on campus.

Graduate students have access to all campus recreational facilities and are welcome to organize their own intramural leagues, as they have done from time to time in football and basketball. These leagues are distinct from undergraduate leagues and are informally organized, usually by graduate student volunteers and often on a departmental basis.

Libraries

The University libraries now have a total collection of more than 750,000 volumes. The main campus library, the Frank Melville, Jr. Memorial Library, was recently expanded three-fold to permit a planned increase in its holdings from the present 550,000 volumes to more than 1,000,000 by about 1975.

Besides the Melville Library's general and special collections, University library holdings include some 200,000 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 seeks to facilitate the study and development of world religions and philosophy with emphasis on Buddhism, Islam and Hinduism. The Institute's library holdings include 22,000 reference volumes in more than 20 Asian and European languages as well as periodicals and microfilm copies of basic texts and manuscripts.

DIRECTORIES

State University of New York	Trustees
	Officers
State University at Stony Brook	Council
	Officers of Administration
	Administration, Health Sciences Center
	Faculty, Health Sciences Center
	Staff, Health Sciences Center
State University of New York	General Description
	Campuses
Campus Map	
Directions to Stony Brook	

STATE UNIVERSITY OF NEW YORK

Board of Trustees

Mrs. Maurice T. Moore, B.A., LL.D., L.H.D., <i>Chairman</i> ..	New York City
James J. Warren, L.H.D., <i>Vice Chairman</i>	Albany
Manly Fleischmann, A.B., LL.B.	Buffalo
William D. Hassett, Jr., B.A., L.H.D.	Snyder
John L. S. Holloman, Jr., B.S., M.D.	New York City
Hugh R. Jones, A.B., LL.B.	Utica
Clifton W. Phalen, B.S., LL.D., L.H.D.	New York City
Mrs. Bronson A. Quackenbush, A.B.	Herkimer
John A. Roosevelt, A.B.	New York City
Oren Root, A.B., LL.B., LL.D.	New York City
Mrs. Edward Siegel, R.N.	Plattsburgh
Roger J. Sinnott, B.S.	Utica
Thomas Van Arsdale, B.E.E.	New York City
Don J. Wickham, B. S.	Hector

Chancellor of the University Ernest L. Boyer, A.B., M.A., Ph.D.,
Lit. D., L.H.D., LL.D.

Secretary of the University Martha J. Downey, B.S., M.A.
(one vacancy)

STATE UNIVERSITY OF NEW YORK AT STONY BROOK

MEMBERS OF THE COUNCIL

Subject to powers of State University trustees defined by law, the operations and affairs of the State University at Stony Brook are supervised locally by a Council appointed by the Governor. Members of the Council at time of printing are listed below: All positions listed are correct as of January 8, 1973.

SAMUEL G. EASTERBROOK Dix Hills	PETER J. PAPADAKOS St. James
DONALD J. LEAHY Douglaston	JOHN V. SCADUTO Long Beach
J. KEVIN MURPHY New York City	GEORGE P. TOBLER, <i>Chairman</i> Smithtown
JERALD C. NEWMAN North Woodmere	WARD MELVILLE, <i>Honorary Chairman</i> Stony Brook

OFFICERS OF ADMINISTRATION

All positions listed are correct as of January 8, 1973.

JOHN S. TOLL, B.S., A.M., Ph.D. <i>President</i>	HERBERT CARLETON, B.A., Ph.D. <i>Acting Associate Dean, College of Engineering</i>
T. ALEXANDER POND, A.B., A.M., Ph.D. <i>Executive Vice President</i>	ERNEST CHRISTENSEN, A.A., B.S., M.A. <i>Director of the Stony Brook Union; Administrator, Faculty Student Senate</i>
SIDNEY GELBER, A.B., M.A., Ph.D. <i>Academic Vice President</i>	DAVID W. D. DICKSON, A.B., A.M., Ph.D. <i>Dean of Continuing and Developing Education</i>
EDMUND D. PELLEGRINO, B.S., M.D. <i>Vice President for the Health Sciences; Director of the Center</i>	ALAN D. ENTINE, A.B., M.A., Ph.D. <i>Assistant Academic Vice President for Undergraduate Studies</i>
JOSEPH A. DIANA, JR., A.B. <i>Vice President for Finance and Management</i>	GEORGE G. FOGG, A.B., M.S., Ph.D. <i>Assistant Executive Vice President</i>
ROBERT CHASON, A.B., M.A. <i>Acting Vice President for Student Affairs</i>	REX G. FRANCIOTTI, B.S., M.E. <i>Director of the Computing Center</i>
SHELDON ACKLEY, A.B., M.A., Ph.D. <i>Assistant to the President; Acting Director of Personnel</i>	DANIEL FRISBIE, A.B., Ed.M. <i>Associate Dean for Admissions</i>
DONALD N. BUTERA, B.B.A. <i>Director of Internal Audit</i>	JOSEPH GANTNER, A.B., M.A., M.L.S. <i>Acting Director of Libraries</i>
DONALD BYBEE, B.A., M.A. <i>Assistant Vice President for Student Affairs</i>	

JOSEPH HAMEL, B.B.A., M.A.
*Assistant Vice President for
 Finance and Management;
 Business Manager; Acting
 Director of Physical Plant*

CARL E. HANES, JR., B.S.C.
*Assistant Vice President for
 Finance and Management;
 Controller*

CHARLES HOFFMANN, B.A., M.A., Ph.D.
*Assistant Academic Vice President
 for Resource Planning and
 Utilization*

RAYMOND F. JONES, B.Sc., Ph.D.
*Provost, Biological Sciences; Acting
 Director, Marine Sciences Research
 Center*

HARRY KALISH, B.A., M.A., Ph.D.
*Acting Dean for Professional and
 Para-Professional Programs*

JOSEPH P. KIMBLE, A.A.
*Director of Security, Special
 Assistant to the Executive Vice
 President*

EDWARD LAMBE, B.Ap.Sc., M.Ap.Sc.,
 Ph.D.
*Director of the Instructional
 Resources Center*

JOSEPH McCONKEY, B.B.A.
*Assistant Vice President for Finance
 and Management; Director of
 Management Systems*

JAMES McKENNA, B.A., M.A., Ph.D.
*Assistant Academic Vice President
 for Liberal Studies*

RALPH MORRISON, B.A., M.A.
*Dean for Student Relations;
 Director of International Students
 Affairs*

ROBERT MOELLER, B.A., M.A.
*Acting Assistant Vice President for
 Student Affairs*

ROGER PHELPS, B.S., M.S.
Director, University Housing

VERA RONY, B.S., M.A.
*Assistant Executive Vice President
 for Equal Opportunity and Director,
 Division of Regional Studies and
 Projects, Economic Research Bureau*

MAX B. ROSSELOT, A.B., A.M.
*Dean for Student Administrative
 Services*

R. W. SIEGEL, B.S.
Assistant Executive Vice President

JEROME E. SINGER, B.A., Ph.D.
*Associate Dean of the Graduate
 School*

WILLIAM STROCKBINE, A.B.
*Associate Dean for University
 Records*

GARY L. THOMAS, B.S., M.A., Ph.D.
Associate Dean for Research

JOHN G. TRUXAL, A.B., B.S., Sc.D.
Dean, College of Engineering

CHARLES R. WAGNER, A.B. Arch.
Director of Facilities Planning

HERBERT WEISINGER, A.B. M.A. Ph.D.
Dean of the Graduate School

DAVID WOODS, B.A., M.A.
Director of University Relations

Health Sciences Center Administration

EDMUND D. PELLEGRINO, B.S., M.D.
*Vice President for the Health
 Sciences; Director of the Center*

LARS W. LARSON, B.S., M.S.
*Deputy Director of the Health
 Sciences Center*

ALVIN BICKER, B.S.
*Acting Co-Director, Division of
 Health Sciences Communications*

EUGENE CRONKITE, A.B., M.D.
*Dean of the Clinical Campus at
 Brookhaven National Laboratory
 Medical Department*

ELLEN T. FAHY, B.S., M.A., Ed.D.
Dean, School of Nursing

DANIEL M. FOX, A.B., A.M., Ph.D.
*Assistant Vice President for
 Academic Affairs*

EMIL F. FREY, B.A., M.A.,
M.S.L.S.
Director, Health Sciences Library

ANTOL H. HERSKOVITZ, B.S.,
M.M.S.
*Acting Co-Director, Division of
Health Sciences Communications*

PAUL HONOR, B.S.
*Assistant Vice President for
Management (Hospital Affairs)*

SANFORD KRAVITZ, B.A., M.S.S.W.,
Ph.D.
Dean, School of Social Welfare

MARVIN C. KUSCHNER, A.B., M.D.
Dean pro tem., School of Medicine

SYDNEY LOUIS, B.S., M.B.B.,
M.R.C.P.E.
*Dean of the Clinical Campus at
Nassau County Medical Center*

EDMUND J. McTERNAN, B.S., M.S.,
M.P.H.
*Dean, School of Allied Health
Professions*

JAMES MULVIHILL, A.B., D.M.D.
*Dean of the Clinical Campus
at Long Island Jewish-Hillside*

*Medical Center/Queens
Hospital Center*

J. HOWARD OAKS, A.B., D.M.D.
Dean, School of Dental Medicine

BERNARD PITTINSKY, B.B.A., C.P.A.
*Assistant Vice President for
Finance and Systems*

EDMUND L. ROSS, B.B.S., M.S.S.
*Assistant Vice President for
External Affairs*

ELEANOR M. SCHETLIN, B.A., M.A.,
Ed.D.
*Assistant Vice President for
Student Services*

JACQUES L. SHERMAN, JR., B.S.,
M.D.
*Dean of the Clinical Campus at
Northport Veterans Administration
Hospital*

ARTHUR C. UPTON, B.A., M.D.
*Dean, School of Basic Health
Sciences*

STEVEN H. WEISBROTH, B.S., M.S.,
D.V.M.
*Director, Division of Laboratory
Animal Resources*

Health Sciences Center Faculty

ROBERT AARON
*Assistant Professor of Clinical Medi-
cine*
M.D., Long Island College of Medi-
cine

ARTURO J. ABALLI
Professor of Pediatrics
M.D., Georgetown Medical School

JOSEPH J. ABATA
Assistant Professor of Radiology
Ph.D., Indiana University

BEVERLY ABBOTT
*Assistant Professor of Clinical Medi-
cine*
M.D., Downstate Medical Center

BERT ABEL
*Assistant Professor of Clinical Medi-
cine*
M.D., University of Lusanne, Switzer-
land

MAURICE ABITBOL
*Associate Professor of Clinical
Obs/Gyn*
M.D., Paris Medical School and New
York University

IRVING ABRAHAMS
Associate Professor of Microbiology
Ph.D., Cornell University

BRUCE D. ACKERMAN
Associate Professor of Pediatrics
M.D., University of Chicago

- HEDDA ACS**
Assistant Professor of Pediatrics
 M.D., Pazmany Peter Tud. Egyetem,
 Budapest
- RICHARD ADELSON**
Assistant Professor of Clinical Restorative Dentistry and Assistant to the Dean for Continuing Education, School of Dental Medicine
 D.D.S., University of Pennsylvania
- GEORGE J. ADLER**
Assistant Professor of Clinical Family Medicine
 M.D., Indiana University
- BELINDA AFTALION**
Assistant Professor of Pathology
 M.D., University of Madrid, Spain
- MILTON AGULNEK**
Assistant Professor of Clinical Pediatrics
 M.D., New York University
- JAK ALBUKERK**
Clinical Assistant Professor of Pathology
 M.D., Istanbul University, Turkey
- STEPHEN V. ALLEN**
Assistant Professor of Health Sciences Instructor in Clinical Family Medicine and Director of Physician's Associate Program
 M.D., University of Southern California
- JOHN F. ALOIA**
Assistant Professor of Medicine
 M.D., Creighton Medical School
- LEO ALTMAN**
Assistant Professor of Pathology
 M.D., University of Basel, Switzerland
- SALVATORE AMBROSINO**
Assistant Professor of Clinical Psychiatry
 M.D., New York University
- EDGAR L. ANDERSON, JR.**
Associate Professor of Health Sciences (Respiratory Therapy) and Chairman, Division of Therapeutic Programs
 B.S., Champlain College; B.S., in Nursing, State University of New York at Stony Brook, C.R.N.A., A.R.I.T.
- LEONARD ANDORS**
Assistant Professor of Clinical Dental Medicine
 D.D.S., New York University College of Dentistry
- HERBERT S. ANHALT**
Assistant Professor of Clinical Psychiatry
 M.D., Temple University
- DAVID ANNUNZIATO**
Assistant Professor of Clinical Pediatrics
 M.D., Long Island College of Medicine
- STEPHEN ANTLER**
Associate Professor of Social Welfare
 M.S.W., Columbia University School of Social Work
- ISAMETTIN M. ARAL**
Associate Professor of Radiology
 M.D., St. Joseph University
- JOHN O. ARCHAMBEAU**
Professor of Radiology
 M.D., Stanford University
- JOSEPH ARCOMANO**
Associate Professor of Radiology
 M.D., University of Chicago
- NORMAN ARNHEIM, JR.**
Assistant Professor of Biochemistry
 Ph.D., University of California, Berkeley
- EUGENE M. ARONOW**
Assistant Professor of Clinical Medicine
 M.D., Northwestern University
- PAUL ARONOW**
Assistant Professor of Clinical Psychiatry
 M.D., Downstate Medical Center
- HAROLD ATKINS**
Professor of Radiology
 M.D., Harvard Medical School
- SHIU-CHEONG AU**
Assistant Professor of Clinical Radiology
 M.D., National Defense Medical Center, Republic of China
- ARTHUR H. AUFSES**
Professor of Surgery
 M.D., Columbia College of Physicians and Surgeons

- VICTOR AZUETA
Assistant Professor of Pathology
M.D., University of Mexico
- KOGANTI BABURAO
Instructor of Radiology
M.D., Osmania University, India
- PAUL N. BAER
Professor of Periodontics and Chairman, Department of Periodontics
D.D.S., School of Dental and Oral Surgery, Columbia University
- FRANCIS M. BAGNASCO
Assistant Professor of Radiology
M.D., University of Padua, Italy
- SAMUEL H. BAILINE
Assistant Professor of Clinical Psychiatry
M.D., New York University
- RUTH E. BAINES
Assistant Professor of Health Sciences (Physical Therapy)
M.A., New York University, School of Education
- THOR BAKLAND
Assistant Professor of Restorative Dentistry
D.D.S., Loma Linda University;
M.B.A., Boston University
- FILIPPO A. BALBONI
Associate Professor of Clinical Pediatrics
M.D., University of Rome
- LAURENCE BALFUS
Assistant Professor of Clinical Anesthesiology
M.D., Downstate Medical Center
- DVORAH BALSAM
Assistant Professor of Radiology
M.D., Albert Einstein College of Medicine
- HYMAN S. BARAHAL
Associate Professor of Clinical Psychiatry
M.D., Wayne University Medical School
- CHARLES J. BARBANEL
Assistant Professor of Clinical Psychiatry
M.D., Downstate Medical Center
- SELIM BARUH
Assistant Professor of Medicine
M.D., University of Istanbul
- RICHARD A. BAUER
Instructor in Clinical Health Sciences (Respiratory Therapy)
A.S., Nassau Community College;
A.R.I.T.
- ALAN BAUM
Associate Professor of Radiology
M.D., Columbia College of Physicians and Surgeons
- LLOYD BAUM
Professor of Restorative Dentistry and Chairman, Department of Restorative Dentistry
D.M.D., University of Oregon; M.S., University of Michigan
- DOREEN BAXTER
Instructor in Health Sciences (Cardiopulmonary Technology)
B.S., (Chemistry) Toledo University;
B.S., (Circulation Technology) Ohio State University
- DONALD S. BELK
Assistant Professor of Clinical Psychiatry
M.D., Downstate Medical Center
- FRED BENJAMIN
Professor of Obs/Gyn
M.D., University of Capetown;
M.R.C.O.G., University of London
- WILLIAM P. BENJAMIN
Associate Professor of Clinical Psychiatry
M.D., University of Maryland
- ZACHARY H. BENJAMIN
Assistant Professor of Clinical Medicine
M.D., Long Island College of Medicine
- MELVIN BERLIN
Assistant Professor of Clinical Obs/Gyn
M.D., Indiana University
- PAUL F. BERLIN
Assistant Professor of Clinical Obs/Gyn
M.D., New York University

- MARVIN BERNSTEIN
Assistant Professor of Clinical Medicine
M.D., Albert Einstein College of Medicine
- JAMES I. BERKMAN
Professor of Pathology
M.D., New York University
- BERNARD W. BERKOWITZ
Assistant Professor of Neurology
M.D., New York University
- JESSE BERKOWITZ
Associate Professor of Medicine
M.D., Chicago Medical School
- STANLEY BERLINER
Associate Professor of Clinical Surgery
M.D., Downstate Medical Center
- GEORGE BERNHARDT
Assistant Professor of Clinical Family Medicine
M.D., Long Island College of Medicine
- JAMES BERNSTEIN
Assistant Professor of Clinical Medicine
M.D., Harvard Medical School
- VED BHUSHAN BHARDWAJ
Associate Professor of Family Medicine
M.D., London University
- ALVIN A. BICKER
Associate Director, Health Sciences Communications
B.S., Carnegie Institute of Technology
- WILLIAM BIKOFF
Assistant Professor of Clinical Pediatrics
M.D., New York University
- ROBERT M. BILTZ
Assistant Professor of Health Sciences (Medical Technology), and Research Associate, School of Medicine
B.S., University of Kentucky
- BEVERLY BIRNS
Associate Professor of Psychiatry
Ph.D., Columbia University
- CAROL L. BLAIR
Assistant Professor of Nursing and Chairman, Department of Nursing in Maternal-Child Health
M.A., New York University
- DAVID BLAUSTEIN
Assistant Professor of Anatomical Sciences and Oral Surgery
D.D.S., New York University College of Dentistry
- ROBERT E. BLOCK
Instructor in Clinical Obs/Gyn
M.D., Boston University
- RICHARD BLUM
Instructor in Clinical Medicine
M.D., Chicago Medical School
- ARNOLD G. BLUMBERG
Associate Professor of Medicine
M.D., New York University
- SHEILA BLUME
Assistant Professor of Clinical Psychiatry
M.D., Harvard Medical School
- BRUCE BOGARD
Instructor in Pediatrics
M.D., State University of New York at Buffalo
- BRUCE BOKLAN
Instructor in Clinical Medicine (Hematology)
M.D., New York University
- VICTOR P. BOND
Professor of Medicine
M.D., University of California
- BERNARD G. BORDEN
Associate Professor of Dental Medicine
D.M.D., Tufts University School of Dentistry
- LEATRICE G. BOROFSKY
Assistant Professor of Pediatrics
M.D., Woman's Medical College of Pennsylvania
- ORA BOUEY
Instructor of Nursing
B.S., State of University of New York at Stony Brook
- LEONARD S. BRAHEN
Associate Professor of Clinical Psychiatry

- M.D., University of Louisville; Ph.D.,
University of Maryland
- JOHN BRANCHE
Associate Professor of Clinical Pediatrics
M.D., Cornell University
- LEONARD BRANDMAN
Assistant Professor of Clinical Obs/Gyn
M.D., University of Michigan
- ANNE HUNT BRANSFIELD
Associate Professor of Nursing and Director of Undergraduate Programs
D.N.Sc., Boston University
- PAUL W. BRAUNSTEIN
Assistant Professor of Clinical Surgery
M.D., Harvard Medical School
- HENRY BRILL
Professor of Clinical Psychiatry
M.D., Yale University
- JAMES BRINDLE
Professor of Health Sciences (Administration)
B.A., University of Pittsburgh
- FRANCES BRISBANE
Associate Professor of Social Welfare
M.S.W., Columbia University School
of Social Work
- ARIK BRISSENDEN
Associate Professor of Psychiatry
M.D., Columbia University
- STEPHEN BRODSKY
Instructor in Medicine
M.D., Chicago Medical School
- LOWELL BROWN
Associate Professor of Clinical Surgery
M.D., Columbia Medical School
- LEROY T. BROWN
Assistant Professor of Anatomical Sciences
Ph.D., Stanford University
- GERALD W. BUETOW
Associate Professor of Clinical Surgery
M.D., Georgetown University
- DAPHNE BURDMAN
Assistant Professor of Pathology
M.D., London University, England
- GEORGE J. BURES
Assistant Professor of Clinical Obs/Gyn
M.D., University of Kansas
- LEONARD BURSON
Associate Professor of Clinical Surgery
M.D., St. Louis University
- WILLIAM BUTTON
Associate Professor of Social Welfare
Ph.D., Cornell University
- JAMES A. CADDY
Instructor in Clinical Pediatrics
M.D., Jefferson Medical College
- DOMINICK CALOBRISI
Assistant Professor of Clinical Psychiatry
M.D., Rome Medical School
- SELINA ELSIE CAMPBELL
Instructor of Nursing
B.S., State University of New York at
Stony Brook
- ELIZABETH T. CANCECROFT
Assistant Professor of Clinical Radiology
M.D., Woman's Medical College of
Pennsylvania
- RODOLFO F. CANE
Assistant Professor of Clinical Rehabilitation Medicine
M.D., University of Argentina
- ARLETTE B. CANNING
Associate Librarian
M.S.L.S., Columbia University
- LUCIEN F. CAPOBIANCO
Assistant Professor of Clinical Family Medicine
M.D., Loyola University
- CLIVE D. CAPLAN
Assistant Professor of Clinical Family Medicine
M.D., University of Durham
- V. WM. CARACCI
Instructor in Clinical Medicine (Cardiology)
M.D., Georgetown University
- PASQUALE A. CARONE
Associate Professor of Clinical Psychiatry
M.D., Creighton University

- RICHARD R. CARRUTHERS
Assistant Professor of Neurology
M.D., Western Reserve University
- ARLAND CARSTEN
Associate Professor of Pathology
Ph.D., University of Rochester
- EDWARD N. CARTNICK
Associate Professor of Clinical Obs/Gyn
M.D., Tufts University School of Medicine
- DONALD J. CASPER
Associate Professor of Clinical Obs/Gyn
M.D., New York University
- ARMINIUS CASSVAN
Assistant Professor of Clinical Rehabilitation Medicine
M.D., University of Bucarest, Rumania
- FRANK CERZOSIMO
Assistant Professor of Clinical Anesthesiology
M.D., Long Island College of Medicine
- DEBABRATA CHAKRABARTY
Assistant Professor of Clinical Obs/Gyn
M.D., University of Calcutta, India
- ARJUN D. CHANANA
Associate Professor of Pathology
Jaipur, India
M.B.B.S., Rajputana University
- FREDERICK B. CHARATAN
Assistant Professor of Clinical Psychiatry
M.D., University of London
- HERBERT CHERRY
Associate Professor of Clinical Psychiatry
M.D., University of Geneva
- GUNDABHAKTHA CHIKKAPPA
Assistant Professor of Medicine
M.D., Royal College of Physicians and Surgeons of Canada
- RAJINDER K. CHITKARA
Instructor in Medicine
M.D., All India Institute of Medical Sciences
- SOOK JA CHOI
Instructor in Clinical Pediatrics
M.D., Korea University Medical College
- HOWARD CHRIST
Assistant Professor of Clinical Surgery (Division of Urology)
M.D., New York Medical College
- SAMUEL C. CHUO
Clinical Instructor of Pathology
M.D., National Taiwan University, Taipei
- VINCENT P. CIRILLO
Professor of Biochemistry
Ph.D., University of California at Los Angeles
- HOWARD CITRIN
Assistant Professor of Clinical Medicine
M.D., Downstate Medical Center
- WALTER CLARKSON
Assistant Professor of Clinical Medicine
M.D., Georgetown Medical Center
- ROBERTA COGEN
Instructor in Health Sciences (Cardiopulmonary Technology)
R.N., School of Nursing, Jewish Hospital and Medical Center of Brooklyn
- DAVID E. COHEN
Instructor in Clinical Medicine
M.D., Downstate Medical Center
- HERRICK COHEN
Assistant Professor of Clinical Pediatrics
M.D., New York University
- MAURICE COHEN
Assistant Professor of Clinical Obs/Gyn
M.D., University of Manitoba
- MELVIN COHEN
Associate Professor of Psychiatry
Ph.D., New York University
- ROGER COHEN
Associate Professor of Community Medicine (Social Epidemiology) and Associate Dean of Medicine
Ph.D., Syracuse University
- PLATON J. COLLIPP
Professor of Pediatrics
M.D., University of Rochester

- JOHN A. COLUCCI
Assistant Professor fo Clinical Pediatrics
M.D., Downstate Medical Center
- ROBERT A. CONARD
Professor of Pathology
M.D., Medical College of South Carolina
- IRIS CONCEPCION
Assistant Professor of Social Welfare
M.S., University of Puerto Rico
- EUGENE M. COOPER
Instructor in Clinical Medicine
M.D., Northwestern University
- STUART M. COPPERMAN
Instructor in Clinical Pediatrics
M.D., Downstate Medical Center
- ANTHONY CORREOSO
Associate Professor of Clinical Psychiatry
M.D., Albany Medical College
- ELIZABETH CORYLLOS
Associate Professor of Clinical Surgery
M.D., Cornell Medical School
- ROSE LAUB COSER
Professor of Medical Social Sciences
Ph.D., Columbia University
- FERNANDO COSTALES
Assistant Professor of Pathology
M.D., University of Havana, Cuba
- GEORGE C. COTZIAS
Professor of Medicine
M.D., Harvard Medical School
- RAY S. CRAMPTON
Associate Professor of Clinical Surgery
M.D., University of Buenos Aires Medical School
- NORMAN CREEL
Associate Professor of Anatomical Sciences
Dr. rer. nat., Eberhard-Karls University, Tübingen, Germany
- EUGENE P. CRONKITE
Professor of Medicine and Dean of the Clinical Campus, Brookhaven National Laboratory Medical Department
M.D., Stanford University
- JAMES N. CROVELLO
Assistant Professor of Clinical Psychiatry
M.D., Downstate Medical Center
- VICTOR CRUZ
Assistant Professor of Clinical Radiology
M.D., University of Santo Domingo, Dominican Republic
- OSCAR S. CUNANAN
Associate Professor of Health Sciences (Respiratory Therapy)
M.D., University of Manila
- BERNARD M. CURTIS
Assistant Professor of Clinical Pediatrics
M.D., University of Cincinnati
- LEWIS K. DAHL
Professor of Medicine
M.D., University of Pennsylvania
- WILLIAM A. D'ANGELO
Associate Professor of Medicine
M.D., University of Bologna, Italy
- MARVIN DANNENBERG
Assistant Professor of Clinical Medicine
M.D., Jefferson Medical College
- JAMES DAVENPORT
Associate Professor of Clinical Radiology
M.D., New York Medical College
- ROBERT K. DAVIS
Associate Professor of Periodontics
D.D.S., Western Reserve University
- EDWARD DAVISON
Assistant Professor of Clinical Medicine
M.D., Bowman Gray School of Medicine
- JEANNETTE L. DeANGELIS
Assistant Professor of Clinical Anesthesiology
M.D., New York Medical College
- VINCENT DeANGELIS
Assistant Professor of Clinical Surgery
M.D., New York Medical College
- PAUL R. DEGNAN
Instructor in Health Sciences (Respiratory Therapy)
A.R.I.T.

- WILLIAM DELFYETT, JR.
Assistant Professor of Health Sciences
(Community and School Health)
M.A., Brooklyn College of C.U.N.Y.
- NICHOLAS DELIHAS
Assistant Professor of Microbiology and Director, Multidisciplinary Programs
Ph.D., Yale University
- BARNET DELSON
Assistant Professor of Obs/Gyn
M.D., Georgetown University
- FRANK J. DeMENTO
Assistant Professor of Clinical Medicine
M.D., New Jersey College of Medicine
- ROBERT M. DERMAN
Associate Professor of Psychiatry
M.D., Northwestern University
- ALFRED M. DERROW
Associate Professor of Clinical Medicine
M.D., Tufts University School of Medicine
- STANLEY DEUTSCH
Assistant Professor of Obs/Gyn
Ph.D., University of Pennsylvania
- OSCAR DEVERA
Assistant Professor of Clinical Medicine
M.D., New York University
- WILLIAM H. DeVRIES
Assistant Professor of Clinical Obs/Gyn
M.D., George Washington University
- MAYNARD DEWEY
Chairman, Department of Anatomical Sciences
Ph.D., University of Michigan
- PAUL H. DIAMOND
Associate Professor of Clinical Medicine
M.D., Vanderbilt University
- ANTHONY DiBENEDETTO
Professor of Clinical Surgery
M.D., George Washington University
- JAMES DICK
Assistant Professor of Clinical Pediatrics
M.D., College of Physicians & Surgeons, Columbia
- ALBERT DICKER
Assistant Professor of Health Sciences (Administration)
M.B.A., City College of New York
- GERALD K. DOLAN
Instructor Health Sciences (Respiratory Therapy)
B.S., Northeastern University; A.R.I.T.
- ALBERT DOUGLAS
Professor of Clinical Medicine
M.D., Cornell University
- ARTHUR DRAZAN
Assistant Professor of Clinical Radiology
M.D., Downstate Medical Center
- MARVIN DRUCKER
Assistant Professor of Psychiatry
M.D., New York University
- MICHAEL DUBIN
Assistant Professor of Clinical Medicine
M.D., University of Virginia
- BERNARD S. DUDOCK
Assistant Professor of Biochemistry
Ph.D., Pennsylvania State University
- ARTHUR DUEL
Assistant Professor of Clinical Ophthalmology
M.D., University of Virginia
- JOHN L. DUFFY
Associate Professor of Pathology
M.D., New York Medical College
- THOMAS DUNAYE
Associate Professor of Health Sciences (Administration)
Dr. P.H., University of California at Los Angeles
- CHARLES J. DUNN
Assistant Professor of Clinical Pediatrics
M.D., New York University
- EVORA EBIN
Assistant Professor of Clinical Psychiatry
M.D., University of Vienna

- JESS EDWARD
Assistant Professor of Clinical Anesthesiology
M.D., Hahnemann Medical College
- STUART ALLAN EIGEN
Instructor in Clinical Obs/Gyn
M.D., University of Lausanne, Switzerland
- LEON EISENBUD
Professor of Oral Pathology
D.D.S., New York University College of Dentistry
- JULIUS ELIAS
Assistant Professor of Health Sciences (Medical Technology), and Research Associate, Department of Pathology
M.A., C.W. Post College
- RAYMOND K. ELIAS
Instructor of Rehabilitation Medicine
M.D., Royal Medical College, Baghdad
- HASKEL ELIS
Associate Professor of Clinical Rehabilitation Medicine
M.D., Anderson College of Medicine, Scotland
- MORTIMER M. ELKIND
Professor of Pathology
Ph.D., Massachusetts Institute of Technology
- MICHAEL J. ENRIGHT
Associate Professor, Health Sciences (Administration) and Chairman, Division of Administrative Programs
M.B.A., George Washington University
- GERALD ENTE
Associate Professor of Clinical Pediatrics
M.D., New York University
- BERNARD EPSTEIN
Professor of Radiology
M.D., University of Rochester
- HARRY EPSTEIN
Professor of Clinical Medicine
M.D.C.M., McGill University
- NELSON S. ERHART
Assistant Professor of Clinical Pediatrics
M.D., New York Medical College
- HARVEY B. ETESS
Instructor in Medicine
M.D., New York Medical College
- STANLEY EVERETT
Instructor in Clinical Pediatrics
M.D., New York University
- FRED C. EVORA
Assistant Professor of Clinical Psychiatry
M.D., University of Philippines
- DAVID FAEGENBURG
Assistant Professor of Clinical Radiology
M.D., University of Pennsylvania
- ELLEN T. FAHY
Professor of Nursing and Dean School of Nursing
Ed.D., Columbia University
- JOHN W. FARA
Assistant Professor of Physiology and Biophysics
Ph.D., University of California at Los Angeles
- HARVEY FARBERMAN
Associate Professor of Social Welfare
Ph.D., University of Minnesota
- SOLOMON E. FARHIE
Assistant Professor of Clinical Anesthesiology
M.D., New York University
- DAVID FARR
Assistant Professor of Clinical Medicine
M.D., New York University
- VERA K. FARRIS
Assistant Professor of Pathology
Ph.D., University of Massachusetts
- JEROME S. FASS
Assistant Professor of Clinical Psychiatry
M.D., New York University
- LUCY L. FEINER
Assistant Professor of Pathology
M.D., Ludwig-Maximilian University, Munich, Germany
- ELLEN FEINGOLD
Instructor in Clinical Pediatrics
M.D., Downstate Medical Center

- NORBERT FELBER**
Assistant Professor of Clinical Medicine
 M.D., Western Reserve University
- EMANUEL FELDMAN**
Associate Professor of Clinical Anesthesiology
 M.D., Tulane University
- LOUIS FERRARO**
Clinical Associate Professor of Pathology
 M.D., New York University
- BENJAMIN FEUERSTEIN**
Assistant Professor of Clinical Radiology
 M.D., New York University
- SYLVIA K. FIELDS**
Associate Professor of Nursing and Chairman, Department of Nursing in Adult Health
 M.A., Columbia University
- JOSEPH FIERSTEIN**
Assistant Professor of Clinical Medicine
 M.D., Downstate Medical Center
- MAX FINK**
Professor of Psychiatry
 M.D., New York University
- W. ALVORD FINN**
Instructor of Health Sciences (Administration)
 M.S., Rutgers University
- ANDREW A. FISCHER**
Instructor in Rehabilitation Medicine
 M.D., Charles University Medical School, Prague; Ph.D., Charles University Medical School, Prague
- RENEE FLEISCHER**
Assistant Professor of Medicine
 M.D., New York University
- PHILIP FLEISHMAN**
Assistant Professor of Clinical Medicine
 M.D., Downstate Medical Center
- JOHN FLYNN**
Assistant Professor of Clinical Surgery (Ophthalmology)
 M.D., New York University
- DANIEL FOX**
Professor of Humanities in Medicine,
and Assistant Vice President for Academic Affairs
 Ph.D., Harvard University
- LEONARD FOX**
Assistant Professor of Clinical Medicine
 M.D., Downstate Medical Center
- IRVIN M. FRADKIN**
Associate Professor of Clinical Pediatrics
 M.D., University of London
- ANTHONY F. FRAGOLA**
Assistant Professor of Clinical Otolaryngology
 M.D., University of Rome
- LEONARD FRANK**
Assistant Professor of Clinical Psychiatry
 M.D., University of Minnesota
- ARTHUR FRANKEL**
Assistant Professor of Clinical Family Medicine
 M.D., Hahnemann Medical College
- WILLIAM FRANKLIN**
Assistant Professor of Clinical Medicine
 M.D., Tulane College of Medicine
- ALBERT FREEDMAN**
Assistant Professor of Clinical Medicine
 M.D., Boston University
- MARTIN FREUNDLICH**
Associate Professor of Biochemistry
 Ph.D., University of Massachusetts
- EMIL F. FREY**
Assistant Professor of Health Sciences Communications, Librarian, and Director of the Health Sciences Library
 M.A., University of Tennessee;
 M.S.L.S., University of North Carolina
- DANIEL FRIEDMAN**
Assistant Professor of Clinical Family Medicine
 M.D., University of Oklahoma
- DANIEL D. FRIEDMAN**
Assistant Professor of Clinical Obs/Gyn
 M.D., Hahnemann Medical School

EUGENE FRIEDMAN

Assistant Professor of Clinical Oral Surgery
D.D.S., University of Illinois Medical Center

GERALD M. FRIEDMAN

Instructor in Clinical Medicine
M.D., New York University

IRVIN FRIEDMAN

Associate Professor of Clinical Medicine
M.D., Long Island College of Medicine

MARIE R. FRIEDMAN

Assistant Professor of Clinical Psychiatry
M.D., New York University

NEIL FRIEDMAN

Associate Professor of Social Welfare
Ph.D., Harvard University

HARRY W. FRITTS, JR.

Professor of Medicine and Chairman of Department of Medicine
M.D., Boston University

HOWARD FRUCHT

Assistant Professor of Clinical Medicine (Gastroenterology)
M.D., Syracuse Medical School

MURRAY FUHRMAN

Associate Professor of Clinical Radiology
M.D., St. Andrews University

OSVALDO J. FULCO

Assistant Professor of Medicine
M.D., University of Buenos Aires

STEPHEN FURST

Assistant Professor of Clinical Medicine
M.D., Downstate Medical Center

MADELINE FUSCO

Professor of Anatomical Sciences
Ph.D., University of Pennsylvania

JOHN J. GAGNON

Professor of Psychiatry
Ph.D., University of Chicago

AARON GANZ

Assistant Professor of Clinical Medicine
M.D., Cornell University

PHILIAS R. GARANT

Associate Professor of Oral Biology and Pathology
B.S., Tufts University; D.M.D., Harvard School of Dental Medicine

BURTON GÄRFINKEL

Assistant Professor of Clinical Obs/Gyn
M.D., Chicago Medical School

NORMA L. GASTILLO

Instructor in Obs/Gyn
M.D., University of the Philippines, Manila

LOUIS GAYNOR

Instructor in Clinical Health Sciences (Radiologic Technology)
A.A.S., Nassau Community College

H. JACK GEIGER

Professor of Community Medicine
M.Sc., University of Chicago; M.D., Western Reserve University

MATHEW GELFAND

Assistant Professor of Clinical Medicine
M.D., Harvard Medical School

ALAN GELLER

Assistant Professor of Clinical Medicine
M.D., Chicago Medical School

BENNETT L. GEMSON

Assistant Professor of Clinical Pediatrics
M.D., Cornell Medical School

NORMAN GERBER

Assistant Professor of Clinical Psychiatry
M.D., University of Saskatchewan

SANFORD M. GERSTEL

Assistant Professor of Health Sciences (Administration)
M.B.A., City College of New York

RAYMOND F. GESTELAND

Adjunct Associate Professor of Biochemistry
Ph.D., Harvard University

JAMES R. GIAMBALVO

Assistant Professor of Clinical Obs/Gyn
M.D., Temple University

- FRANK J. GIBSON
Assistant Professor of Health Sciences (Community and School Health)
B.A., Long Island University
- RICHARD A. GIERY
Instructor in Clinical Surgery (Plastic Surgery)
M.D., New York Medical College
- BERNARD GITTLEMAN
Instructor in Clinical Medicine
M.D., Downstate Medical Center
- BENTLEY GLASS
Professor of Social Biology
Ph.D., University of Texas; Sc.D., Western Reserve University; LL.D., Baylor University
- VIRGINIA M. GLOVER
Associate Professor of Nursing
Ph.D., Adelphi University
- MARVIN J. GODNER
Assistant Professor of Clinical Pediatrics
M.D., Albany Medical College
- MORTON GOLDFARB
Associate Professor of Clinical Surgery
M.D., New York Medical College
- MORRIS GOLDSMITH
Assistant Professor of Clinical Anesthesiology
M.D.; University of Basel, Switzerland
- STANLEY J. GOLDSMITH
Assistant Professor of Medicine
M.D., Downstate Medical Center
- ARNOLD H. GOLDSTEIN
Assistant Professor of Health Sciences (Administration)
M.B.A., Wagner College
- SANFORD E. GOLDZIER
Assistant Professor of Clinical Pediatrics
M.D., New York Medical College
- GEORGE GOODMAN
Assistant Professor of Clinical Ophthalmology
M.D., New York University
- RICHARD S. GOODMAN
Assistant Professor of Anatomical Sciences
M.D., New York University
- WARREN GOODMAN
Assistant Professor of Clinical Psychiatry
M.D., Downstate Medical Center
- NORMAN L. GOOTMAN
Associate Professor of Pediatrics
M.D., University of Vermont
- JACK GORVOY
Associate Professor of Clinical Pediatrics
M.D., University of Toronto
- MICHAEL GOUGH
Assistant Professor of Microbiology
Ph.D., Brown University
- HENRY A. GOZAN
Assistant Professor of Clinical Obs/Gyn
M.D., Long Island College of Medicine
- GILBERT GRAHAM
Assistant Professor of Clinical Medicine
M.D., State University of New York at Syracuse
- WILLIE J. GRATE
Instructor in Health Sciences (Respiratory Therapy)
B.S., South Carolina State College
- DOUGLAS T. GREAVES
Assistant Professor of Clinical Family Medicine
M.D., State University of New York, Downstate
- FRANK M. GREEN
Associate Professor of Clinical Surgery
M.D., Syracuse University
- GERALD A. GREEN
Associate Professor of Psychiatry, Associate Dean, School of Medicine and School of Dental Medicine
Ph.D., University of Southern California
- I. MELBOURNE GREENBERG
Associate Professor of Clinical Neurosurgery
M.D., Washington University, St. Louis
- MICHAEL N. GREENBLATT
Assistant Professor of Clinical Medicine
M.D., Downstate Medical Center

- JOSEPH GREENSHER
Associate Professor of Clinical Pediatrics
M.D., University of Basel, Switzerland
- ROBERT GREENWALD
Assistant Professor of Medicine
M.D., Johns Hopkins Medical School
- PAUL GREGORY
Assistant Professor of Clinical Psychiatry
M.D., L. Eostovos University, Budapest
- FRANK GROSS
Assistant Professor of Clinical Family Medicine
M.D., University of Witwatersrand
- MARVIN GROSS
Assistant Professor of Clinical Medicine
M.D., Downstate Medical Center
- RAY A. HAAG
Assistant Professor of Clinical Surgery (Orthopedics)
M.D., Cornell Medical College
- GAIL HABICHT
Assistant Professor of Microbiology
Ph.D., Stanford University
- MARY HAGAMEN
Associate Professor of Clinical Psychiatry
M.D., Case Western Reserve
- MAURICE HALIOUA
Instructor in Medical Biophysics
Ph.D., University of Paris
- ROBERT I. HAMBY
Associate Professor of Medicine
M.D., New York University
- LEONARD D. HAMILTON
Professor of Medicine
D.M., Balliol College, Oxford; Ph.D., Trinity College, Cambridge
- E. JACK HARRIS
Assistant Professor of Clinical Obs/Gyn
M.D., University of Chicago
- ROBERT L. HARVEY
Assistant Professor of Nursing
M.A., Ohio State University
- GLEN E. HASTINGS
Associate Professor of Community Medicine
M.D., University of Kansas
- ROBERT O. HAWKINS, JR.
Associate Professor of Health Sciences (Administration), and Associate Dean, School of Allied Health Professions
M.Ed., Northeastern University
- JOHN HAYNES
Lecturer in Social Welfare
- ARTHUR I. HAZLEWOOD
Lecturer in Community Dentistry
D.D.S., Howard University; M.P.H., School of Public Health and Administrative Medicine, Columbia University
- PATRICK HEELAN
Professor of Humanities
Ph.D., University of St. Louis and University of Louvain
- PHILIP HEILPERN
Assistant Professor of Psychiatry
M.D., Leiden University, Netherlands
- MICHAEL M. HELLAND
Assistant Professor of Health Sciences (Physical Therapy)
M.A., School of Education, New York University
- EUGENE HELLER
Assistant Professor of Clinical Medicine
M.D., Albert Einstein College of Medicine
- MORTIMER B. HELLER
Associate Professor of Radiology
Ph.D., New York University
- EDWARD HENRY
Assistant Professor of Clinical Medicine
M.D., New York Medical College
- ANTOL HERSKOVITZ
Associate Professor of Health Sciences (Communications) and Associate Director, Health Sciences Communications
M.M.S., Tulane University
- SAMUEL HERSTONE
Assistant Professor of Clinical Radiology
M.D., University of Chicago

- BENNET J. HESS
Assistant Professor of Clinical Obs/Gyn
M.D., New York Medical College
- MATTHEW HIGGINS
Assistant Professor of Clinical Radiology
M.D., Georgetown University
- JOSEPH HILSENDRATH
Assistant Professor of Clinical Medicine
M.D., Albert Einstein College of Medicine
- ROBERT HIMMELFARB
Assistant Professor of Clinical Oral Surgery
D.D.S., New York University
- CHARLES HOFFMAN
Assistant Professor of Clinical Pediatrics
M.D., New York University
- IRWIN HOFFMAN
Associate Professor of Clinical Medicine
M.D., New York University
- WILLIAM HOFFMANN
Assistant Professor of Clinical Medicine
M.D., Albany Medical College
- MELVIN HOLDEN
Assistant Professor of Clinical Medicine
M.D., Downstate Medical Center
- STEPHEN M. HOLLOWAY
Associate Professor of Social Welfare
M.S.W., Columbia University School of Social Work
- HAZEL G. HOLLY
Assistant Professor of Psychiatry
A.B., University of California, Berkeley
- CHARLES HOLTZMAN
Assistant Professor of Clinical Medicine
M.D., New York University
- KHOSRO HOMAYUNI
Assistant Professor of Clinical Surgery
M.D., Tehran University
- JOSEPH HORNER, JR.
Associate Librarian, Computer Librarian
M.S.L.S., State University of New York at Albany
- ROY HOROWITZ
Instructor in Clinical Pediatrics
M.D., Louvain School of Medicine, Belgium
- EDWARD J. HOTCHKISS
Instructor in Medicine
M.D., Downstate Medical Center
- JEANNEANE M. HOUP
Instructor in Health Sciences (Physicians Associate)
M.A., Adelphi University
- RONALD A. HOUSMAN
Assistant Professor of Clinical Medicine
M.D., State University of New York at Syracuse
- MARTIN HURVITZ
Assistant Professor of Clinical Psychiatry
M.D., Case Western Reserve
- GABOR B. INKE
Professor of Anatomical Sciences
M.D., Pazmany Peter University, Budapest, Hungary; D.D.S., Halle/Saale, East Germany
- MASAYORI INOUE
Associate Professor of Biochemistry
Ph.D., Osaka University, Japan
- RONALD E. IRVING
Assistant Professor of Anatomical Sciences
Ph.D., Boston University
- GERALD A. IRWIN
Associate Professor of Radiology
M.D., Queens University, Ontario
- HENRY D. ISENBERG
Professor of Clinical Pathology
Ph.D., St. John's University
- JUNICHI IWAI
Associate Professor of Medicine
M.D., University of Tokyo
- MARTIN JACOBS
Assistant Professor of Clinical Pediatrics
M.D., Long Island College of Medicine

- M. GEORGE JACOBY**
Assistant Professor of Clinical Family Medicine
M.D., University of Durham
- MORTON JAGUST**
Instructor in Clinical Family Medicine
M.D., New York Medical College
- JESSE JAMPOL**
Assistant Professor of Clinical Medicine
M.D., Harvard Medical School
- DONALD JANELLI**
Associate Professor of Clinical Surgery
M.D., New York Medical College;
M.S., New York University
- AARON JANOFF**
Professor of Pathology
Ph.D., New York University
- DARREL D. JOEL**
Associate Professor of Pathology
D.V.M., Ph.D., University of Minnesota
- STEVEN JONAS**
Assistant Professor of Community Medicine
M.D., Harvard Medical School;
M.P.H., Yale School of Medicine
- SHIRLEY J. JONES**
Associate Professor of Social Welfare
M.S.W., New York University School of Social Work
- MARY JEAN JORDAN**
Assistant Professor of Nursing and Director of Nursing Services, University Health Services
B.A., State University of New York at Stony Brook
- RICHARD JOSEPH**
Assistant Professor of Clinical Medicine
M.D., Albert Einstein College of Medicine
- JOSEPH T. JUDGE**
Assistant Professor of Clinical Family Medicine
M.D., Georgetown University
- LAWRENCE JURKOWITZ**
Assistant Professor of Medicine
M.D., Columbia University
- JOSEPH KAHN**
Instructor in Health Sciences (Physical Therapy)
M.S., Ithaca College
- FRANK KALDI**
Assistant Professor of Pathology
M.D., University of Budapest, Hungary
- HARRY I. KALISH**
Professor of Psychiatry
Ph.D., State University of Iowa
- STRATOS C. KANTOUNIS**
Assistant Professor of Clinical Surgery
M.D., Downstate Medical Center
- DAOUD KARAM**
Instructor of Rehabilitation Medicine
M.D., St. Joseph University, Beirut, Lebanon
- GUNGOR KARAYALCIN**
Instructor in Pediatrics
M.D., Istanbul University
- JOSEPH R. KATES**
Professor of Microbiology and Chairman, Department of Microbiology
Ph.D., Princeton University
- JOSEPH KATZ**
Professor of Psychiatry
Ph.D., Columbia University
- STEPHEN P. KATZ**
Instructor in Clinical Pediatrics
M.D., State University of New York at Buffalo
- IRWIN KATZKA**
Associate Professor of Clinical Medicine
M.D., Downstate Medical Center
- ARNOLD N. KATZOFF**
Assistant Professor of Clinical Psychiatry
M.D., New York University
- SUMNER KAUFMAN**
Assistant Professor of Clinical Anesthesia
M.D., Boston University
- SEYMOUR KEITLIN**
Assistant Professor of Clinical Psychiatry
M.D., University of Geneva

- HOWARD KELMAN
Professor of Social Sciences
Ph.D., New York University
- LEONARD KERTZNER
Assistant Professor of Clinical Medicine
M.D., New York University
- ARFA KHAN
Instructor of Clinical Radiology
M.D., Government Medical College,
Srinagar, India
- FAROQUE KHAN
Instructor in Medicine
M.D., Government Medical College,
Srinagar, India
- JANITH KICE
Instructor in Clinical Medicine
M.D., University of Vermont
- SHERMAN N. KIEFFER
Professor of Psychiatry
M.D., M.A., University of Minnesota
- CHARLES W. KIM
*Associate Professor of Microbiology
and Associate Dean, School of Basic
Health Sciences*
Ph.D., University of North Carolina
- HARRY KING
Assistant Professor of Clinical Pediatrics
M.D., University of Illinois
- JANIS V. KLAVINS
Professor of Pathology
M.D., Ph.D., University of Kiel,
Germany
- DONALD F. KLEIN
Professor of Psychiatry
M.D., New York University
- MARVIN KLEIN
Assistant Professor of Pediatrics
M.D., Syracuse University
- MARY H. KLEIN
*Assistant Professor of Health Sciences
(Administration)*
M.S., School of Public Health and
Administrative Medicine Columbia
University
- S. WAYNE KLEIN
Associate Professor of Pediatrics
M.D., Johns Hopkins University
- DOROTHY HEADLEY KNOX
Associate Professor of Social Welfare
M.S.W., Atlanta University School of
Social Work
- KNUD KNUDSEN
Associate Professor of Medicine
M.D., University of Oslo, Norway
- HOWARD KOLODNY
Associate Professor of Medicine
M.D., Northwestern University and
New York University
- AARON KOPMAN
Assistant Professor of Clinical Anesthesiology
M.D., Albert Einstein College of
Medicine
- LORRIN M. KORAN
Assistant Professor of Psychiatry
M.D., Harvard Medical School
- PAUL KORNFELD
Assistant Professor of Dental Medicine
D.D.S., University of Buffalo
- LESLIE A. KORY
*Associate Professor of Clinical
Radiology*
M.D., University of Lausanne, Switzerland
- MICHAEL KOSS
*Assistant Professor of Health Sciences
(Community and School Health
Education)*
M.S., Long Island University
- HAROLD KOZINN
*Assistant Professor of Clinical
Orthopedic Surgery*
M.D., McGill University
- LEONARD KRASNER
Professor of Psychiatry
Ph.D., University of Michigan
- SANFORD L. KRAVITZ
*Professor of Social Welfare and
Dean, School of Social Welfare*
Ph.D., Brandeis University
- HERMAN KREMER
Instructor in Clinical Medicine
M.D., New York University
- LEONARD W. KRINSKY
Associate Professor of Clinical Psychiatry
Ph.D., Adelphi University

- MARILYN KRITCHMAN
Associate Professor of Clinical Anesthesiology
M.D., Yale School of Medicine
- JANOS KURUCZ
Assistant Professor of Clinical Psychiatry
M.D., University of Budapest
- LAWRENCE KRYLE
Assistant Professor of Clinical Medicine
M.D., New York University
- MARVIN KUSCHNER
Professor of Pathology and Chairman, Department of Pathology; and Dean Pro Tem, School of Medicine
M.D., New York University
- FRANK W. KVETON
Instructor in Clinical Radiology
M.D., Downstate Medical Center
- MORTON R. LABY
Instructor in Clinical Pediatrics
M.D., University of Geneva
- SALVATORE P. LA CERVA
Associate Professor of Health Sciences (Administration)
M.D., Albany Medical College
- WILLIAM LADNER
Assistant Professor of Clinical Anesthesiology
M.D., New York University
- CHARLOTTE LAFER
Assistant Professor of Clinical Pediatrics
M.D., Columbia University College of Physicians and Surgeons
- DENNIS LAFER
Assistant Professor of Anatomical Sciences
M.D., Columbia University College of Physicians and Surgeons
- COSTAS T. LAMBREW
Associate Professor of Medicine
M.D., Cornell University
- CAMPBELL T. LAMONT
Professor of Family Medicine and Chairman, Department of Family Medicine
M.D., University of Western Ontario
- BERNARD P. LANE
Associate Professor of Pathology
M.D., New York University
- DOROTHY S. LANE
Assistant Professor of Community Medicine
M.D., Columbia University College of Physicians and Surgeons; M.P.H., Columbia University School of Public Health and Administrative Medicine
- FRANCIS J. LANE
Assistant Professor of Medicine
M.D., Downstate Medical Center
- PHILLIP LANZKOWSKY
Professor of Pediatrics
M.D., University of Capetown
- LEONA LASKIN
Assistant Professor of Clinical Anesthesiology
M.D., Syracuse University
- HILDA LAUFER
Assistant Professor of Pathology
M.D., Syracuse Medical College
- GABRIEL V. LAURY
Assistant Professor of Clinical Psychiatry
M.D., France Medical School
- LEROY S. LAVINE
Professorial Lecturer in Orthopedic Surgery
M.D., New York University
- REUBEN LEASS
Assistant Professor of Clinical Rehabilitation Medicine
M.D., University of Maryland
- JAMES LEDWITH
Assistant Professor of Medicine
M.D., Indiana University
- YIN CHEN LEE
Associate Professor of Pathology
M.D., Yale in China Medical College
- PAUL G. LeFEVRE
Professor of Physiology and Biophysics
Ph.D., University of Pennsylvania
- ALAN M. LEFF
Instructor of Clinical Anesthesiology
M.D., New York University
- ROBERT LEFFERTS
Professor of Social Welfare
Ph.D., Brandeis University
- WILLIAM LEFING
Instructor of Clinical Medicine
M.D., Seton Hall College of Medicine

- SAMUEL R. LEHRMAN
Professor of Clinical Psychiatry
M.D., University of Cincinnati
- HOWARD M. LEMPERT
Assistant Professor of Health Sciences (Community and School Health Education)
M.A., Columbia University, Teachers College
- JOSEPH LETTERI
Associate Professor of Medicine
M.D., Georgetown University
- HAROLD L. LEVINE
Instructor in Clinical Pediatrics
M.D., Downstate Medical Center
- MELVIN S. LEVINE
Instructor of Clinical Psychiatry
M.D., Boston University
- MILTON L. LEVINE
Assistant Professor of Clinical Medicine
M.D., Harvard Medical School
- HERBERT J. LEVOWITZ
Assistant Professor of Clinical Psychiatry
M.D., New York University
- HARVEY M. LEVY
Professor of Physiology and Biophysics
Ph.D., University of North Carolina
- JACOB LEVY
Instructor in Clinical Anesthesiology
M.D., Universidad Nacional Bogota, Colombia
- LESTER M. LEVY
Professor of Medicine
M.D., Columbia University
- ROBERT LEVY
Associate Professor of Clinical Medicine
M.D., Downstate Medical Center
- EARL LEWIS
Assistant Professor of Health Sciences (Physical Therapy)
M.A., New York University
- MARTIN R. LIEBOWITZ
Associate Professor of Medicine
M.D., New York University
- HAROLD L. LIGHT
Associate Professor of Community Medicine, Assistant Professor of Health Sciences (Administration)
M.S.S., New York University
- SEYMOUR LINGER
Assistant Professor of Health Sciences (Communications)
M.S.M.E., Columbia University
- FRED LOBOVSKY
Assistant Professor of Clinical Medicine
M.D., Cornell University
- MILTON G. LODGE
Associate Professor of Psychiatry
Ph.D., University of Michigan
- SYDNEY LOUIS
Associate Professor of Neurology and Dean of the Clinical Campus, Nassau County Medical Center
M.D., University of Witwatersrand, Johannesburg
- ROBERT A. LOVE
Associate Professor of Industrial Medicine
M.D., Cornell University
- ROBERT R. LOWY
Instructor in Clinical Medicine
M.D., Downstate Medical Center
- DAVID LUBELL
Assistant Professor of Medicine
M.D., University of Zurich, Switzerland
- HAROLD LUDMAN
Assistant Professor of Clinical Medicine
M.D., Downstate Medical Center
- FRANCIS LUMIA
Assistant Professor of Medicine
M.D., University of Chicago
- LINCOLN O. LYNCH
Lecturer in Social Welfare
- V. T. MADDIAH
Associate Professor of Pediatrics
Ph.D., University of Arizona
- WARREN MADELL
Assistant Professor of Clinical Obs/Gyn
M.D., New York University

- JEROME MAISEL
Associate Professor of Clinical Pediatrics
M.D., Downstate Medical Center
- AVELINO N. MAITEM
Assistant Professor of Radiology
M.D., Cebu Institute of Medicine
- STEVEN MAITINSKY
Assistant Professor of Pediatrics
M.D., University of Munich
- EDWARD H. MALONE
Assistant Professor of Clinical Psychiatry
M.D., Boston University
- PERRY MANDEL
Associate Professor of Clinical Radiology
M.D., New York Medical College
- LEON I. MANN
Professor of Obs/Gyn
M.D., Albert Einstein College of Medicine
- RUTH MARCOLINA
Associate Librarian, Reference Librarian
M.S.L.S., Columbia University
- ESTHER S. MARCUS
Professor of Psychiatry, Professor of Social Welfare
Ph.D., New York University
- ROBERT L. MARCUS
Associate Professor of Clinical Psychiatry
M.D., Case Western Reserve
- IVAN MARKUS
Instructor in Radiology
M.D., University of Chile
- MAXWELL MARDER
Assistant Professor of Clinical Medicine
M.D., Medical College of Virginia
- LEONARD J. MARINO
Assistant Professor of Clinical Pediatrics
M.D., University of Padova and University of Bologna
- DAVID N. MARK
Instructor in Clinical Anesthesiology
M.D., Sun Yat Sen University, Canton, China
- FLORENCE N. MARSHALL
Associate Professor of Clinical Pediatrics
M.D., Cornell University
- STANLEY J. MASIAK
Assistant Professor of Physiology and Biophysics
Ph.D., Rutgers University
- ROBERT K. MATCH
Professor of Community Medicine, Associate Professor of Health Sciences (Administration)
M.D., Downstate Medical School
- HUGH J. McCAULEY
Assistant Professor of Pathology
M.D., University of Hamburg, Germany
- NICHOLAS A. McDANIEL
Instructor in Health Sciences (Medical Technology)
B.A., Hofstra University
- LAWRENCE F. McDONALD
Assistant Professor of Psychiatry
M.D., Albany Medical College
- ROBERT McGOVERN
Associate Professor of Clinical Pediatrics
M.D., Columbia University
- STUART McLAUGHLIN
Assistant Professor of Physiology and Biophysics
Ph.D., University of British Columbia
- THOMAS McLOUGHLIN
Assistant Professor of Clinical Pediatrics
M.D., National University of Ireland
- THOMAS P. McMANUS
Assistant Professor of Clinical Pediatrics
M.D., Long Island College of Medicine
- JOHN J. McNALLY
Associate Professor of Clinical Surgery
M.D., Long Island College of Medicine
- EDMUND J. McTERNAN
Professor of Health Sciences, Dean, School of Allied Health Professions
M.S., Columbia University; M.P.H., University of North Carolina

- DAVID McWHIRTER
Assistant Professor of Psychiatry
M.D., University of Southern California
- EDWARD MEILMAN
Professor of Medicine
M.D., Harvard University
- LEONARD E. MEISELAS
Professor of Medicine and Associate Dean of the School of Medicine
M.D., New York University; M.Sc., University of Virginia
- ISMAEL MENA
Visiting Professor of Medicine
M.D., University of Chile
- JULIUS MENDEL
Assistant Professor of Clinical Psychiatry
M.D., Downstate Medical Center
- IRVIN E. MENDELSON
Assistant Professor of Clinical Psychiatry
M.D., Downstate Medical Center
- LEONARD MENDELSON
Clinical Instructor in Pathology
M.D., University of Lausanne, Switzerland
- MARTIN MENDELSON
Associate Professor of Physiology and Biophysics
Ph.D., California Institute of Technology
- EDGAR MENDIZABAL
Instructor in Medicine
M.D., University of LaPaz
- CLIFTON MEREDAY
Assistant Professor of Health Sciences
(Physical Therapy)
B.S., Ithaca College—Specialization—Physical Therapy; B.S., New York University—Specialization—Prosthetics/Orthotics
- SIDNEY MERLIS
Professor of Clinical Psychiatry
M.D., Creighton University
- JACOB M. MERON
Assistant Professor of Clinical Medicine
M.D., New York University
- CAROLEE A. MESSI
Assistant Professor of Nursing
M.S., Boston University
- NATHANIEL B. MESSINGER
Assistant Professor of Clinical Surgery
M.D., University of Michigan
- DONALD MEYERS
Assistant Professor of Health Sciences (Administration)
B.S., City College of New York
- JOSEPH MICHAELS
Instructor in Clinical Anesthesiology
M.D., Tehran University
- ROBERT J. MICTOM
Associate Professor of Clinical Medicine
M.D., Cornell University
- FREDERICK MILLER
Associate Professor of Pathology
M.D., New York University
- GEORGE MILLER
Assistant Professor of Clinical Medicine
M.D., New York University
- MORTON MILLER
Associate Professor of Psychiatry
M.D., Albert Einstein College of Medicine
- SHELDON MILLER
Assistant Professor of Clinical Pediatrics
M.D., New York University
- SHERWOOD P. MILLER
Associate Professor of Medicine
M.D., University of Chicago
- PREM SHANKER MISRA
Assistant Professor of Medicine
M.D., King George's Medical College
- PAUL L. MITCHELL
Assistant Professor of Clinical Medicine
M.D., Jefferson Medical College
- JAHYA MOADEL
Instructor of Clinical Psychiatry
M.D., Tehran University, Iran
- HOWARD MOFENSON
Professor of Clinical Pediatrics
M.D., Jefferson Medical College

- MARILYN MOFFAT
Lecturer in Health Sciences (Physical Therapy)
M.A., New York University
- LAURA MOLHO
Assistant Professor of Pathology
M.D., University of Salonica, Greece
- GERALD MONDSCHIEIN
Assistant Professor of Clinical Pediatrics
M.D., Chicago Medical School
- WILLIAM MOONEY
Assistant Professor of Clinical Obs/Gyn
M.D., New York Medical College
- CARL MOOS
Associate Professor of Biochemistry
Ph.D., Columbia University
- JAMES D. MORAITIS
Assistant Professor of Pathology
M.D., University of Salonica, Greece, and University of Istanbul, Turkey
- WILLIAM E. MORSE
Assistant Professor of Clinical Surgery
M.D., Cornell University
- SAMUEL MOWERMAN
Assistant Professor of Clinical Psychiatry
M.D., Del Valle University, Colombia
- JAMES MULVIHILL
Associate Professor of Dental Medicine and Dean of Clinical Campus, Long Island Jewish-Hillside Medical Center/Queens Hospital Center
D.M.D., Harvard School of Dental Medicine
- MICHAEL MUNK
Assistant Professor of Medical Social Sciences
Ph.D., New York University
- ALICE MARIE MURNANE
Assistant Professor of Clinical Orthopedic Surgery
M.D., National University of Ireland
- GOLLAPUDI G. MURTHY
Assistant Professor of Medicine
M.B., B.S., Andra University; Ph.D., McGill University
- RADHAKRISHNA R. MURTHY
Assistant Professor of Urology
M.B., B.S., Suttur Medical College, India
- SEYMOUR MUSIKER
Assistant Professor of Clinical Pediatrics
M.D., Chicago Medical School
- DAVID MYKOFF
Assistant Professor of Clinical Medicine
M.D., Louisiana State University
- S. KARIE NABINET
Associate Professor of Social Welfare
M.S.W., Atlanta University School of Social Work
- THOMAS A. NACLERIO
Assistant Professor of Clinical Psychiatry
M.D., Long Island College of Medicine
- MIGUEL A. NADAL
Instructor in Clinical Family Medicine
M.D., Havana Medical School
- RICHARD NARVAEZ
Instructor in Health Sciences (Cardiopulmonary Technology)
C.V.T.
- SHEPHERD NATHAN
Associate Professor of Clinical Psychiatry
M.D., Basel University
- MORTON NATHANSON
Professor of Neurology
M.D., Louisiana State School of Medicine
- KARL NEIMAND
Associate Professor of Clinical Obs/Gyn
M.D., New York University
- VAUGHN L. NEVIN
Assistant Professor of Nursing
M.Ed., Columbia University
- SALVATORE NOTO
Assistant Professor of Clinical Surgery
M.D., Boston University
- ROGER A. NOVAK
Lecturer in Basic Health Sciences
Ph.D., University of Houston

- VALENTINE A. NOWICKI, JR.
Assistant Professor of Pathology
M.D., University of Zurich, Switzerland
- J. HOWARD OAKS
Professor of Dental Medicine and Dean, School of Dental Medicine
D.M.D., Harvard University
- VINCENT A. O'BRIEN
Assistant Professor of Clinical Family Medicine
M.D., New York Medical College
- JOHN J. O'CONNOR
Assistant Professor of Clinical Surgery (Orthopedic)
M.D., Long Island College of Medicine
- HERMAN OLIVER
Assistant Professor of Clinical Psychiatry
M.D., University of Amsterdam
- JOSEPH OLIVIA
Assistant Professor of Clinical Medicine
M.D., Hahnemann Medical College
- SEYMOUR OLSHIN
Assistant Professor of Clinical Medicine
M.D., University of Lausanne, Switzerland
- EDWARD P. O'MALLEY
Assistant Professor of Clinical Psychiatry
M.D., Downstate Medical Center
- FRANCIS J. O'NEILL
Professor of Clinical Psychiatry
M.D., University of Vermont
- EDWARD S. ORZAC
Assistant Professor of Clinical Surgery (Otolaryngology)
M.D., University of Virginia
- LEONARD L. OSTREICH
Associate Professor of Clinical Obs/Gyn
M.D., Wayne University
- HARRISON H. OWEN
Instructor in Clinical Community Medicine
M.A., Vanderbilt University
- ALBERT E. PAGANINI
Assistant Professor of Clinical Psychiatry
M.D., Georgetown University
- BARBARA GENE PAINTER
Assistant Professor of Clinical Pathology
Ph.D., University of Georgia
- NEIL PALLADINO
Assistant Professor of Clinical Pediatrics
M.D., Harvard Medical School
- VINCENT S. PALLADINO
Professor of Pathology
M.D., Harvard Medical School
- THOMAS PALMIERI
Assistant Professor of Clinical Surgery
M.D., Downstate Medical Center
- PAUL S. PAPAVALIOU
Associate Professor of Medicine
M.D., University of Athens
- SANFORD PARISER
Associate Professor of Clinical Medicine
M.D., New York University
- HWAYANG PARK
Associate Librarian, Cataloging Librarian
M.S.L.S., State University College of New York at Geneseo
- LEO G. PARMER
Assistant Professor of Clinical Medicine
M.D., Columbia University; Ph.D., Columbia University
- EDMUND D. PELLEGRINO
Professor of Medicine, Vice President for the Health Sciences, and Director of the Center
M.D., New York University
- PAUL PENZER
Instructor in Clinical Pediatrics
M.D., Upstate Medical Center
- EUGENE PERGAMENT
Assistant Professor of Pediatrics
M.D., University of Chicago; Ph.D., Purdue University

- ELY PERLMAN
Associate Professor of Clinical Medicine
M.D., New York University
- HERBERT PERR
Assistant Professor of Clinical Psychiatry
M.D., Tulane University
- JOHN J. PIACITELLI
Instructor in Clinical Pediatrics
M.D., Creighton Medical School
- MAXWELL PIKE
Assistant Professor of Health Sciences (Pharmacy)
M.S., St. John's College
- JEROME PINCUS
Instructor in Clinical Medicine
M.D., Long Island College of Medicine
- WALTER PINSKER
Instructor in Clinical Medicine
M.D., Chicago Medical School
- JOHN R. PITRELLI
Assistant Professor of Clinical Psychiatry
M.D., Universities of Rome and Bologna
- NICHOLAS PIZZOLATO
Instructor in Clinical Radiology
M.D., University of Lausanne, Switzerland
- NORBERT PLATT
Associate Professor of Pathology
M.D., Havana University, Cuba
- SAMUEL PLOTNICK
Lecturer in Community Dentistry
D.D.S., School of Dental and Oral Surgery, Columbia University; M.P.H., School of Public Health and Administrative Medicine, Columbia University
- CARL POCHEDLY
Assistant Professor of Pediatrics
M.D., Western Reserve University
- MARTIN D. PODGAINY
Assistant Professor of Medicine
M.D., University of Louisiana
- NATHAN POLAN
Instructor of Clinical Medicine
M.D., Downstate Medical Center
- ELINOR POLANSKY
Assistant Professor of Social Welfare
M.S.W., Columbia University School of Social Work
- ROBERT POLLACK
Assistant Professor of Pathology
Ph.D., Brandeis University
- NICHOLAS POLOUKHINE
Assistant Professor of Clinical Surgery
M.D., University of Paris, Sorbonne
- DOROTHY R. POPKIN
Associate Professor of Nursing and Chairman, Department of Nursing in Community Health
M.S., Adelphi University; Cert., Washington School of Psychiatry
- MELVIN PORTNOY
Lecturer Health Sciences (Health Education)
D.M.D., University of Pennsylvania
- AUSTIN POTENZA
Professor of Clinical Surgery
M.D., Downstate Medical Center
- BERNARD S. POTTER
Assistant Professor of Clinical Dermatology
M.D., State University of New York at Stony Brook
- PAULINE POWER
Associate Librarian, Acquisitions Librarian
M.L.S., University of Pittsburgh
- RONALD A. PRIMIS
Assistant Professor of Clinical Medicine
M.D., Chicago Medical School
- HELEN PURELLO
Assistant Professor of Nursing
M.S., Adelphi University
- ARTHUR QUACKENBUSH
Instructor in Clinical Family Medicine
M.D., Harvard Medical School
- CHARLES J. RABINER
Associate Professor of Psychiatry
M.D., Downstate Medical Center
- ELSA K. RAHN
Associate Professor of Clinical Surgery (Ophthalmology)
M.D., Medical College of Pennsylvania

- KANTI R. RAI
Associate Professor of Medicine
M.D., University of Rajputana Medical
College, India
- FRANK RAI
*Assistant Professor of Clinical
Medicine*
M.D., University of Bologna
- NAOMI RAPHAEL
*Assistant Professor of Clinical Anes-
thesiology*
M.D., Downstate Medical Center
- FRANK RATNER
*Assistant Professor of Clinical Medi-
cine*
M.D., Boston School of Medicine
- GLENN H. REYNOLDS
*Assistant Professor of Health Sci-
ences (Community and School
Health)*
A.B., DePauw University
- IRA LOEB REZAK
Assistant Professor of Medicine
M.D., Albert Einstein College of Med-
icine
- JULIUS RICE
*Assistant Professor of Clinical Psy-
chiatry*
M.D., University of Johannesburg,
South Africa
- MATILDA RICE
Instructor of Clinical Psychiatry
M.D., Bucharest Medical School
- JACK G. RICHARDS
*Assistant Professor of Health Sci-
ences (Physician Associate)*
P.A. (MEDEX)
- ROSE A. RICHMOND
Instructor of Nursing
B.S., Youngstown State University
- JOHN S. RIENZO
*Associate Professor of Clinical
Obs/Gyn*
M.D., Marquette University
- MONICA RILEY
Associate Professor of Biochemistry
Ph.D., University of California, Berke-
ley
- MURRAY RIMMER
*Assistant Professor of Clinical Health
Sciences (Administration)*
M.P.A., New York University
- LOUIS W. RIPA, JR.
*Professor of Children's Dentistry and
Chairman, Department of Children's
Dentistry*
D.D.S., Georgetown Dental School;
M.S., University of Rochester
- JUANITA H. RIVAS
Instructor of Nursing
B.S., State University of New York at
Stony Brook
- LEWIS L. ROBBINS
Professor of Psychiatry
M.D., University of Chicago
- GERALD ROBERTS
Instructor in Clinical Medicine
M.D., New York University
- JAMES S. ROBERTSON
Professor of Medical Biophysics
M.D., University of Minnesota; Ph.D.,
University of California, Berkeley
- CHARLES V. ROBINSON
*Assistant Professor of Biomathe-
matics and Health Sciences Com-
munication*
Ph.D., University of Missouri
- PETER ROGATZ
*Professor of Community Medicine,
Professor of Health Sciences (Admin-
istration)*
M.D., Cornell University; M.P.H., Co-
lumbia University
- MARTIN ROGINSKY
Associate Professor of Medicine
M.D., Western Reserve University
- JUDITH ROHEIM
*Assistant Professor of Clinical Psy-
chiatry*
M.D., Downstate Medical Center
- SEYMOUR ROISTACHER
Professor of Dental Medicine
D.D.S., New York University
- ANTHONY ROMEO
Associate Professor of Psychiatry
M.S.W., Fordham University
- MAGDA RONA-DACSO
Assistant Professor of Pathology
M.D., Royal Hungarian University of
Budapest, Hungary

- EDWARDA RORAT
Assistant Professor of Pathology
M.D., Pomeranian Medical Academy,
Stetin, Poland
- STEPHEN ROSE
Associate Professor of Social Welfare
Ph.D., Brandeis University
- MELVILLE G. ROSEN
Professor of Family Medicine
M.D., Middlesex University
- FREDERICK ROSENBERG
Assistant Professor of Clinical Pediatrics
M.D., University of Louisville
- ARNOLD E. ROSENBLUM
Assistant Professor of Health Sciences (Administration)
B.A., Brooklyn College; M.S., Columbia University
- CHARLES I. ROSENBLUM
Assistant Professor of Clinical Obs/Gyn
M.D., Municipal University of Amsterdam
- SIEGFRIED ROSENBAUM
Assistant Professor of Clinical Anesthesiology
M.D., University of Melbourne
- MARTIN H. ROSENFELD
Associate Professor of Health Sciences (Medical Technology) Chairman, Division of Diagnostic Programs, and Assistant Dean for Planning
Ph.D., St. John's University
- ARTHUR F. ROSENTHAL
Associate Professor of Clinical Pathology
Ph.D., Harvard University
- LEONARD F. ROSENZWEIG
Associate Professor of Clinical Pediatrics
M.D., Johns Hopkins University
- GERALD ROSKIN
Assistant Professor of Clinical Psychiatry
M.D., New York University
- FRED ROSNER
Associate Professor of Medicine
M.D., Albert Einstein College of Medicine
- STUART ROSNER
Assistant Professor of Clinical Medicine
M.D., New York University
- AVRON H. ROSS
Associate Professor of Pediatrics
M.D., New York University
- EDMUND L. ROSS
Associate Professor of Community Organization Practice and Assistant Vice-President for External Affairs
M.S.S., Columbia University of Social Work
- MICHAEL S. ROST
Assistant Professor of Clinical Medicine
M.D., Cornell University Medical Center
- ROBERT G. ROTH
Instructor in Clinical Neurology
M.D., New York Medical College
- RACHEL ROTKOVITCH
Associate Professor of Nursing
M.S., Columbia University
- JAVAD ROUHANI
Assistant Professor of Clinical Medicine
M.D., Tehran University Medical School
- R. PETER ROVEGNA
Assistant Professor of Clinical Health Sciences (Community and Mental Health)
M.S., Education, Administration, Adelphi University
- BURTON RUBIN
Assistant Professor of Clinical Anesthesiology
M.D., Cornell University
- LEONARD R. RUBIN
Professor of Clinical Surgery
M.D., New York Medical College
- ELI A. RUBINSTEIN
Professor of Psychiatry
Ph.D., Catholic University
- SAM RUNYON
Instructor in Health Sciences (Respiratory Therapy)
A.R.I.T.
- HERMAN D. RUSKIN
Professor of Clinical Medicine

- M.D., University of Witwatersrand
Medical School
- BERNARD J. RYAN
*Assistant Professor of Clinical
Surgery*
M.D., Harvard Medical School
- MOZAFAR SALEMI
Instructor in Pediatrics
M.D., University of Tehran Medical
School, Iran
- ELIZABETH A. SALERNO
Assistant Professor of Nursing
M.S., Adelphi University
- MARCELLE SALMAN
Instructor of Clinical Anesthesiology
M.D., Royal University, Baghdad, Iraq
- CHARLES M. SAMET
*Associate Professor of Clinical Medi-
cine*
M.D., University of Minnesota
- DOMINICK SAMPOGNA
*Assistant Professor of Clinical Sur-
gery*
M.D., Boston University
- JOSE M. SANCHEZ
Instructor in Clinical Anesthesiology
M.D., Santo Domingo University
- ROMAN S. SANCHEZ
Instructor of Clinical Psychiatry
M.D., Santo Domingo University
- KISHORE SARAF
Assistant Professor of Psychiatry
M.D., Bombay University, India
- STEPHEN M. SARAVAY
*Assistant Professor of Clinical Psy-
chiatry*
M.D., Downstate Medical Center
- RAGHUPATHY SARMA
Assistant Professor of Biochemistry
Ph.D., Madras University, India
- ARTHUR SAWITSKY
*Professor of Clinical Pathology and
Professor of Medicine*
M.D., New York University
- HOWARD E. SCALETTAR
*Assistant Professor of Clinical Pedia-
trics*
M.D., University of Utah
- GERALD SCHATTNER
*Assistant Professor of Clinical Medi-
cine*
M.D., Downstate Medical Center
- JOSEPH SCHATTNER
*Assistant Professor of Clinical Medi-
cine*
M.D., Downstate Medical Center
- IRA H. SCHEINERMAN
*Assistant Professor of Clinical
Medicine*
M.D., Upstate Medical Center
- RICHARD SCHER
Associate Professor of Dermatology
M.D., Howard University
- SHELDON SCHER
*Assistant Professor of Health Sci-
ences (Laboratory Animal Resources)
and Assistant Director, Laboratory
Animal Resources*
M.A., Hofstra University
- JONAS SCHERER
Assistant Professor of Pathology
M.D., University of Brussels, Belgium
- MARTIN SCHICK
*Assistant Professor of Clinical Medi-
cine*
M.D., New York University
- ROBERT SCHICK
*Associate Professor of Health Sci-
ences (Cardiopulmonary Technology/
Respiratory Therapy)*
M.D., New York Medical College
- HARVEY SCHILDKRAUT
Instructor in Clinical Medicine
M.D., University of Zurich
- MOLLIE SCHILDKROUT
*Associate Professor of Clinical Psy-
chiatry*
M.D., Woman's Medical College of
Pennsylvania
- MARYLIN T. SCHITONE
*Associate Professor of Clinical Medi-
cine*
M.D., New York University
- JACOB SCHLEICHKORN
*Associate Professor of Health Sci-
ences (Physical Therapy)*
M.A., School of Education, New York
University

- BERNARD A. SCHMIERER
Assistant Professor of Pediatrics
M.D., New York University
- IRA SCHNEIDER
Assistant Professor of Clinical Surgery
M.D., University of Chicago
- SALLIE S. SCHUMACHER
Assistant Professor of Psychiatry
Ph.D., Washington University
- ARTHUR SCHWAGER
Assistant Professor of Clinical Pediatrics
M.D., Downstate Medical Center
- WILLIAM SCHWARTZ
Assistant Professor of Clinical Pediatrics
M.D., Chicago Medical School
- URSULA C. SCHWERIN
Professor of Health Sciences (Community and School Health)
Ph.D., New York University
- EUGENE SCHWALB
Assistant Professor of Clinical Pediatrics
M.D., Basel University, Switzerland
- RALPH W. SCOTTI
Instructor in Clinical Pediatrics
M.D., University of Bologna, Italy
- NATHAN SERIFF
Associate Professor of Medicine
M.D., University of Texas
- JAMES E. SELEY
Assistant Professor of Clinical Obs/Gyn
M.D., University of Amsterdam
- MARTIN J. SEMER
Associate Professor of Clinical Psychiatry
M.D., University of Zurich
- JAMES R. SEYMOUR
Assistant Professor of Clinical Surgery (Neurosurgery)
M.D., University of Zurich
- MORTIMER L. SHAKUN
Associate Professor of Dental Medicine and Health Sciences (Administration), and Assistant Dean for Clinical Affairs
M.D., New York University College of Dentistry; M.S., New York University
- DAVID SHAPIRO
Associate Professor of Social Welfare
M.S.W., University of Michigan
- JOSEPH SHAPIRO
Associate Professor of Clinical Medicine
M.D., New York University
- LESTER SHAPIRO
Assistant Professor of Psychiatry
M.D., Royal College of Physicians and Surgeons
- MARVIN SHAPIRO
Assistant Professor of Clinical Surgery
M.D., New York University
- STANLEY SHAPIRO
Assistant Professor of Clinical Psychiatry
M.D., Downstate Medical Center
- ELLIOTT N. SHAW
Adjunct Professor of Biochemistry
Ph.D., Massachusetts Institute of Technology
- LAWRENCE SHEFF
Assistant Professor of Clinical Psychiatry
M.D., New York University
- CLAIRE J. SHELLABARGER
Professor of Pathology
Ph.D., Indiana University
- ASHOK C. SHENDE
Instructor in Pediatrics
M.D., University of Bombay
- I. R. SHENKER
Assistant Professor of Pediatrics
M.D., University of Wisconsin
- JOEL E. SHERLOCK
Assistant Professor of Medicine
M.D., Cornell University
- JACK SHERMAN
Assistant Professor of Clinical Pediatrics
M.D., Tulane University
- JACQUES L. SHERMAN, JR.
Associate Professor of Medicine and Dean of the Clinical Campus, Northport Veterans Administration Hospital
M.D., Georgetown University

- LAWRENCE SHERMAN
Associate Professor of Medicine
M.D., New York University
- ALBERT SHERWYN
Assistant Professor of Clinical Pediatrics
M.D., Chicago Medical School
- WALTON W. SHREEVE
Professor of Medicine
M.D., Indiana University; Ph.D., Western Reserve University
- MELVIN SHUTER
Assistant Professor of Clinical Obs/Gyn
M.D., University of Geneva
- DANIEL R. SILBERT
Assistant Professor of Pediatrics
M.D., Yale University
- LAWRENCE SILVER
Associate Professor of Medicine
M.D., New York University
- DORIS SILVERBERG
Instructor of Clinical Psychiatry
M.D., Johns Hopkins University
- SANFORD R. SIMON
Assistant Professor of Biochemistry
Ph.D., Rockefeller University
- MELVIN V. SIMPSON
Professor of Biochemistry and Chairman, Department of Biochemistry
Ph.D., University of California, Berkeley
- JOSEPH I. SINGER
Assistant Professor of Clinical Medicine
M.D., University of Chicago
- RICHARD SINGER
Associate Professor of Pathology
M.D., New York University
- AMAR JIT SINGH
Assistant Professor of Medicine
M.D., Government Medical College, Kashmir, India
- EDWARD C. SINNOTT
Professor of Clinical Anesthesiology
M.D., New York Medical College
- GAIL SINQUEFIELD
Assistant Professor of Nursing
M.S., University of California, San Francisco
- DANIEL N. SLATKIN
Assistant Professor of Pathology
M.D., McGill University, Montreal
- JOHN SMITH
Associate Librarian; Serials Librarian
M.S.L.S., Columbia University
- OSWALD G. SMITH
Assistant Professor of Clinical Anesthesiology
M.D., Meharry Medical College, Nashville
- SAUL SMOLLER
Assistant Professor of Clinical Pediatrics
M.D., Syracuse University
- JAN SMULEWICZ
Associate Professor of Radiology
M.D., Erlangen University, Germany
- ALEX M. SNEDDON
Assistant Professor of Health Sciences (Community and School Health)
M.P.H., Wayne State University
- MARVIN E. SOKOL
Associate Professor of Clinical Medicine
M.D., Medical College of Virginia
- JAMES SOLDO
Assistant Professor of Clinical Health Sciences (Community and School Health)
M.A., Hofstra University
- YUSSEF SOLEYMANIKASHI
Instructor in Clinical Pediatrics
M.D., University of Tehran Medical School
- SANFORD P. SOLOMON
Assistant Professor of Clinical Psychiatry
M.D., Yale University
- YALE SOLOMON
Assistant Professor of Clinical Surgery (Ophthalmology)
M.D., University of Buffalo
- J. SCOTT SOMMERS
Instructor Health Sciences (Respiratory Therapy)
A.R.I.T.
- STANLEY SPELLMAN
Assistant Professor of Clinical Medicine
M.D., Indiana University

- ALICE S. STAHL
Assistant Professor of Clinical Psychiatry
M.D., University of Vienna
- WILLIAM STEIBEL
Lecturer in Community Dentistry
D.D.S., New York University College of Dentistry; M.P.H., School of Public Health and Administrative Medicine, Columbia University
- HOWARD S. STEIN
Assistant Professor of Clinical Pediatrics
M.D., University of Vermont
- HERBERT STEINBERG
Assistant Professor of Clinical Psychiatry
M.D., New York University
- LAWRENCE STEINBERG
Assistant Professor of Clinical Anesthesiology
M.D., University of Toronto
- MARTIN STERN
Professor of Oral Surgery
D.M.D., Harvard School of Dental Medicine
- ARTHUR STERNBERG
Assistant Professor of Clinical Psychiatry
M.D., Long Island College of Medicine
- ROLF STERNGLANZ
Assistant Professor of Biochemistry
Ph.D., Harvard University
- MAXWELL STILLERMAN
Professor of Clinical Pediatrics
M.D., Long Island College of Medicine
- NORMAN STILLMAN
Assistant Professor of Clinical Pediatrics
M.D., New York University
- RICHARD L. STIVELMAN
Assistant Professor of Clinical Surgery
M.D., University of Utrecht, Netherlands
- K. ANN STOLUROW
Assistant Professor of Health Sciences
Ph.D., Boston College
- GEORGE W. STROKE
Professor of Engineering and Biophysics
Dr. es. Sc., University of Paris, Sorbonne
- F. WILLIAM STUDIER
Associate Professor of Biochemistry
Ph.D., California Institute of Technology
- ROBERT W. SUCSY
Assistant Professor of Clinical Family Medicine
M.D., Downstate Medical Center
- SYLVAN N. SURKS
Professor of Anesthesiology
M.D., Chicago Medical School
- PHILIP SUMNER
Assistant Professor of Clinical Medicine
M.D., Chicago Medical School
- LEONARD SUSSMAN
Assistant Professor of Pediatrics
M.D., Albert Einstein College of Medicine
- MARVIN I. SUSSMAN
Assistant Professor of Clinical Pediatrics
M.D., Downstate Medical Center
- LAWRENCE SUTTON
Assistant Professor of Clinical Psychiatry
M.D., University of Maryland
- JACOB SWINKIN
Assistant Professor of Clinical Medicine
M.D., State University of Iowa
- SIDNEY H. TABOR
Assistant Professor of Clinical Medicine
M.D., Louisiana State University; M.S., Public Health, Columbia University
- LEE J. TANEN
Associate Librarian; Reference Librarian
M.S.L.S., Columbia University
- MICHAEL S. TARTAMELLA
Assistant Professor of Clinical Health Sciences (Community and School Health)
M.S., Brooklyn College

- MALLIE C. TAYLOR
Assistant Professor of Clinical Psychiatry
M.D., Meharry Medical College, Nashville
- EUGENE M. TEICH
Assistant Professor of Clinical Medicine
M.D., University of Buffalo
- IRA TEICHER
Professor of Clinical Surgery
M.D., Cornell University
- IRA H. TEPPER
Associate Professor of Clinical Obs/Gyn
M.D., Downstate Medical Center
- DAVID A. THEUMAN
Instructor in Clinical Health Sciences (Respiratory Therapy)
M.S., Long Island University
- ROBERT E. THOMAS
Instructor in Health Sciences (Physician Associate)
M.D., University of Brussels
- HENRY W. THOMPSON
Associate Professor of Clinical Surgery
M.D., Stanford University
- RUSSELL TILLITT, JR.
Assistant Professor of Radiology
M.D., University of Michigan
- MARY ANN TINKER
Assistant Professor of Clinical Surgery
M.D., University of Michigan
- PETER S. TOLINS
Visiting Lecturer in Pediatrics
M.D., Cornell University
- JAMES B. TORMEY, JR.
Assistant Professor of Clinical Obs/Gyn
M.D., Downstate Medical Center
- GEORGE TORTORA
Assistant Professor of Health Sciences (Medical Technology)
Ph.D., St. John's University
- WILLIAM J. TREANOR
Assistant Professor, Health Sciences (Respiratory Therapy)
M.S., Adelphi University
- BYRON M. TREITLER
Assistant Professor of Clinical Surgery
M.D., Downstate Medical Center
- ANNA P. TRENT
Assistant Professor of Nursing
M.Ed., Columbia University
- MILTON TUERK
Assistant Professor of Clinical Surgery
M.D., D.D.S., New York University
- STEVEN TURNIPSEED
Assistant Professor of Health Sciences (Physician's Associate)
P.A. (MEDEX)
- BERNARD TURSKY
Professor of Psychiatry
E.E., Massachusetts Institute of Technology
- ALLEN TURTEL
Assistant Professor of Clinical Family Medicine
M.D., University of Leiden
- ISMAEL H. UNITE
Instructor in Clinical Radiology
M.D., Southwestern University
- ARTHUR C. UPTON
Professor of Pathology and Dean, School of Basic Health Sciences
M.D., University of Michigan
- WILLIAM G. VAN der KLOOT
Professor of Physiology and Biophysics and Chairman, Department of Physiology and Biophysics
Ph.D., Harvard University
- FRANCES VERNACE
Assistant Professor of Clinical Radiology
M.D., Downstate Medical Center
- VICTOR VILLADOLID
Assistant Professor of Clinical Ophthalmology
M.D., University of the Philippines
- JAN VOLAVKA
Assistant Professor of Psychiatry
M.D., Charles University Medical School, Prague

- OLGA VON TAUBER
Associate Professor of Clinical Psychiatry
M.D., State University of Vienna
- ALAN J. WABREK
Assistant Professor of Obs/Gyn
M.D., Boston University
- MORTON WACHSPRESS
Associate Professor of Psychiatry
M.D., Western Reserve University
- BENJAMIN WALCOTT
Assistant Professor of Anatomical Sciences
Ph.D., University of Oregon
- RICHARD H. WALDEN
Associate Professor of Clinical Surgery (Plastic Surgery)
D.D.S., New York University; M.D., Long Island College of Medicine
- H. BARRY WALDMAN
Professor of Dental Health Services, Chairman, Department of Dental Health, and Associate Professor of Health Sciences (Administrative Programs)
DD.S., New York University College of Dentistry; Ph.D., (Medical Care Organization) University of Michigan; M.P.H., School of Public Health and Administrative Medicine, Columbia University
- MARTIN A. WALDMAN
Assistant Professor of Clinical Pediatrics
M.D., Western Reserve University
- HERBERT WALTZER
Assistant Professor of Clinical Psychiatry
M.D., Zurich University
- SEYMOUR WASSERMAN
Assistant Professor of Clinical Radiology
M.D., Tulane Medical School
- SYLVIA WASSERTHEIL-SMOLLER
Associate Professor of Community Medicine
Ph.D., New York University
- JULIA S. WATSON
Assistant Professor of Health Sciences
M.S., State University of New York at Oswego
- PAUL V. WAYNE
Instructor in Clinical Medicine
M.D., University of Berne
- DAVID E. WEEKS
Acting Chairman, Department of Community Medicine
M.D., Northwestern University; M.P.H., Harvard School of Public Health
- IRVING G. WEINBERG
Professor of Clinical Anesthesiology
D.D.S., Columbia University; M.D., Long Island College of Medicine
- SIDNEY WEINBERG
Professor of Forensic Pathology
M.D., University of Buffalo
- CLEMENT WEINSTEIN
Assistant Professor of Clinical Medicine
M.D., Downstate Medical Center
- STEVEN H. WEISBROTH
Associate Professor of Pathology, and Director, Division of Laboratory Animal Resources
D.V.M., Washington State University
- ANDOR A. WEISS
Professor of Rehabilitation Medicine
M.D., University of Chicago
- JULES H. WEISS
Assistant Professor of Clinical Medicine
M.D., University of Geneva, Switzerland
- NATHAN S. WEISS
Assistant Professor of Pediatrics
M.D., Chicago Medical School
- MARYANN WEISSMAN
Instructor in Social Welfare
- LEONARD WEITZMAN
Assistant Professor of Clinical Family Medicine
M.D., Downstate Medical Center
- REGINALD C. WELLS
Associate Professor of Social Welfare and Associate Dean, School of Social Welfare
B.S., Temple University
- ZELMA WESSELY
Associate Professor of Pathology
M.D., University of Vienna, Austria

- DAVID WEXLER
Assistant Professor of Clinical Surgery
M.D., Tufts University Medical School
- HOWARD WEXLER
Assistant Professor of Clinical Surgery
M.D., Chicago Medical School
- HERBERT S. WHITING
Associate Professor of Clinical Rehabilitation Medicine
M.D., McGill University
- JACOB WIENER
Assistant Professor of Clinical Pediatrics
M.D., Albany Medical College
- STANLEY L. WIENER
Assistant Professor of Medicine
M.D., University of Rochester
- DAVID L. WILLIAMSON
Associate Professor of Anatomical Sciences
Ph.D., University of Nebraska
- ALLEN WILLNER
Associate Professor of Clinical Psychiatry
Ph.D., Michigan State University
- HOWARD WINANT
Assistant Professor of Social Welfare
B.A., Brandeis University
- CATHARINE L. WINGATE
Assistant Professor of Radiological Physics, and Assistant Dean, School of Basic Health Sciences
Ph.D., Columbia University
- MARY WINKELS
Associate Librarian and Associate Director, Health Sciences Library
A.M.L.S., University of Michigan
- B. GEORGE WISOFF
Associate Professor of Surgery
M.D., New York University College of Medicine
- EVELYN WOLF
Assistant Professor of Clinical Medicine
M.D., Albert Einstein College of Medicine
- ARTHUR WOLPERT
Assistant Professor of Clinical Psychiatry
M.D., University of Maryland
- JOSEPH WORTIS
Professor of Psychiatry
M.D., University of Vienna
- EDWARD H. WRIGHT
Instructor in Health Sciences (Administration)
B.S., State University of New York at Stony Brook
- CHING-HUI WU
Assistant Professor of Medicine
M.D., National Taiwan University
- STANLEY F. YOLLES
Professor of Psychiatry and Chairman of the Department
M.D., New York University; M.P.H., Johns Hopkins University
- TAMARATH K. YOLLES
Professor of Clinical Community Medicine
M.D., New York University—Bellevue Medical Center
- ARTHUR YOUNG
Assistant Professor of Clinical Orthopedic Surgery
M.D., George Washington University
- MELVIN W. YOUNG
Instructor in Clinical Medicine
M.D., Chicago Medical School
- STUART L. YUNIS
Assistant Professor of Clinical Medicine
M.D., Upstate Medical Center
- ALBERT ZILKHA
Assistant Professor of Radiology
M.D., Paris Medical School
- STANLEY ZIMERING
Associate Professor of Health Sciences (School and Community Health Education) and Chairman, Division of Community and Mental Health Programs
M.P.H., Harvard School of Public Health
- OLGA ZONERAIICH
Associate Professor of Medicine
M.D., Iassy University Medical School, Rumania

SAMUEL ZONERAICH
Associate Professor of Medicine
 M.D., Iassy University Medical School,
 Rumania

MADELEINE N. ZUNNO
Assistant Professor of Nursing
 M.S., Boston College

STANLEY ZUCKER
Assistant Professor of Medicine
 M.D., Temple University

Health Sciences Center Staff

RICHARD ADELSON, B.A., D.D.S.
*Assistant to the Dean for Continuing
 Education*
School of Dental Medicine

ALAN BRUDER, B.S.
Research Assistant
*Department of Physiology and Bio-
 physics*

JOSEPHINE ALVAREZ, R.N., B.S.
Staff Nurse
University Health Service

CHERYL CARLUCCI, B.A.
*Educational Programmer Analyst Di-
 vision of Health Sciences Communi-
 cations*

DAVID ANNEAR, M.D.
Staff Physician (Family Medicine)
University Health Service

GLORIA CARR, R.N.
Staff Nurse
University Health Service

THOMAS BARRETT
General Services Officer
Office of Administrative Services

FRANCES CHRISTENSEN, R.N., B.S.
Staff Nurse
University Health Service

ARLENE BARRO, B.A., M.A., Ph.D. Educ.
*Research Associate (Educational
 Evaluator)*
*Division of Health Sciences Commu-
 nications*

ROGER COHEN, Ph.D.
Associate Dean of Medicine

EDDIE BEAUVOIR
Assistant to Dean
School of Medicine

DAVID E. COLFLESH
Research Associate
Department of Anatomical Sciences

ROBERT BILTZ, B.S.
Research Associate
School of Medicine

PETRUCCI COMMERSE
Executive Secretary and Recruiter
Equal Opportunities Committee

BETH L. BODENSTEIN, B.F.A.
Research Technician
*Division of Health Sciences Commu-
 nications*

JAMES W. CONKLIN, B.A., B.S.
Director of General Services
Office of Administrative Services

ANTOINETTE BOSCO, B.S., M.A.
Associate for Community Affairs
Office of External Affairs

GAETANO D'ANGELO, B.A.
Research Assistant
*Department of Physiology and Bio-
 physics*

GEORGE A. BOYKIN
Research Associate
Department of Anatomical Sciences

NANCY D'ANGELO, B.S.
Technical Specialist
School of Medicine

- NICHOLAS DELIHAS, B.S., Ph.D.
Director, Multidisciplinary Laboratories
School of Basic Health Sciences
- PATRICIA DONNELLY
Technical Specialist
Department of Anatomical Sciences
- KATHLEEN DOEBELE, R.N., B.S.
Staff Nurse
University Health Service
- JULIUS ELIAS, B.A., M.A.
Research Associate
Department of Pathology
- ANITA ELLER
Technical Assistant
Office of the Vice President
- MARILYN ENGRAM, R.N.
Staff Nurse
University Health Service
- ZAIDEE B. EVANS, R.N.
Special Assistant to the Dean
School of Nursing
- STEVEN FROME, B.A.
Assistant to Director
Office of General Services
- DOROTHY GLEASON, R.N.
Staff Nurse
University Health Service
- SANDI GOLDSTEIN, R.N.
Staff Nurse
University Health Service
- RICHARD GOODMAN, M.D.
Staff Physician (Orthopedics)
University Health Service
- GERALD A. GREEN, Ph.D.
Associate Dean, School of Medicine
and School of Dental Medicine
- MAUREEN GROSS, A.B.
Assistant to Dean
School of Social Welfare
- CARMEN M. GWINNER, B.A.
Personnel Officer
Office of Administrative Services
- ROBERT O. HAWKINS, JR., B.S., Ed.M.
Associate Dean
School of Allied Health Professions
- ANN HINEK, R.N.
Clinic Coordinator
University Health Service
- MARIE HOERMANN, R.N., B.S.
Staff Nurse
University Health Service
- MADLINE IRISH, R.N.
Staff Nurse
University Health Service
- PETER IRWIN, B.A.
Research Assistant
Department of Psychiatry
- REGINALD L. JACKSON, B.F.A., M.F.A.
Cinematographer and Photographer
Assistant
Division of Health Sciences Commu-
nications
- MARY JEAN JORDAN, R.N., B.A.
Assistant Director, University Health
Service
Director, Nursing Services
- MARGARET JUNKER, M.D.
Assistant Director (Family Medicine)
(Clinical Director) University Health
Service
- ERNA KAPLAN, M.S.S.W.
Mental Health Services
University Health Service
- HIROSHI KITA, B.S., Ph.D.
Technical Specialist
Department of Physiology and Bio-
physics
- KUNIKO KITA, B.S.
Research Assistant
Department of Physiology and Bio-
physics
- EVELYN LANDBERG, B.A.
Assistant to the Dean
School of Basic Health Sciences
- ELIZABETH LAVERACK, B.A.
Technical Specialist
Department of Anatomical Sciences
- CRAIG LEHMANN
Technical Specialist
School of Allied Health Professions
- SALVATORE LETTIERI
Senior Video Engineer
Division of Health Sciences Commu-
nications
- PERREPPER L. MARSHALL
Research Technician
School of Dental Medicine

- JOHN McCONNELL, Ph.D.
*Mental Health Services
University Health Service*
- EUGENE E. McDERMOTT
*Senior Medical Photographer
Division of Health Sciences Communi-
cations*
- LEONARD E. MEISELAS, B.A., M.D.
*Associate Dean
School of Medicine*
- JOHN MERHLING, M.D.
*Staff Physician (Allergy, Pediatrics)
University Health Service*
- SANDRA MILLER, B.S., M.S.
*Research Assistant
Department of Pathology*
- NOEL MOHAMMED, M.D.
*Staff Physician (Gynecology)
University Health Service*
- WAI WON MOI, B.S., M.A.T.
*Research Associate
Department of Physiology and Bio-
physics*
- ROGER A. NOVAK, Ph.D.
*Research Associate
Department of Physiology and Bio-
physics*
- WENDY L. PALU, B.S.
*Research Assistant
Department of Pathology*
- SHARON K. PARRISH, B.S.
*Research Assistant
Department of Anatomical Sciences*
- ILSA PERLMAN, B.S.
*Programmer Analyst
Division of Health Sciences Commu-
nications*
- MARIANNE B. POWELL, B.S.
*Technical Specialist
Division of Laboratory Animal Re-
sources*
- ALTHEA RAY, R.N., B.S.
*Staff Nurse
University Health Service*
- MURIEL REGAN
*Assistant to Deputy Director
Office of the Deputy Director of the
Center*
- MARTIN H. ROSENFELD, Ph.D.
*Assistant Dean for Planning
School of Allied Health Professions*
- HERBERT SCHANKER
*Senior Systems Analyst
Health Sciences Communications*
- SHELDON SCHER, B.S.
*Assistant Director
Division of Laboratory Animal Re-
sources*
- MORTIMER L. SHAKUN, M.S., D.D.S.
*Assistant Dean for Clinical Affairs
School of Dental Medicine*
- JAMES SHAW, E.E., M.S.
*Facilities Planning Coordinator
Office of the Vice President*
- DORIS SILVERBERG, M.D.
*Staff Physician (Psychiatry)
University Health Service*
- NEAL SLATKIN
*Technical Specialist
Multidisciplinary Laboratories*
- CAROL STERN, M.D.
*Staff Physician (Dermatology)
University Health Service*
- DENNIS B. K. STRETE, I. Sc., B.Sc.,
M.S.
*Research Associate
School of Dental Medicine*
- MARY J. STUVER, R.N.
*Staff Nurse
University Health Service*
- JACOB SWINKIN, M.D.
*Staff Physician (Internal Medicine)
University Health Service*
- VITTORIO TOLDO, M.D., D.D.S.
*Chief Morphological Technician
Department of Anatomical Sciences*
- JOHN J. VALTER
*Director of the Budget
Office of Financial Services*
- DONALD VAN DER KOLK, B.S., M.S.
*Technical Specialist
Department of Microbiology*
- EMMA VILLAMARZO, B.S.
*Research Technician
Department of Pathology*

REGINALD WELLS, B.S.
Associate Dean
School of Social Welfare

CLARENCE WILKES
Assistant to the Director
Division of Laboratory Animal Re-
sources

VIVIANA WONG, M.S.
Research Associate
Department of Anatomical Sciences

RAYMOND WOZNICK, B.A.
Programmer Analyst
Division of Health Sciences Communi-
cations

suny

State University of New York, which celebrates its 25th anniversary in 1973, is unique in its organization and the breadth of its educational mission. It is the largest coordinated, centrally managed multi-level system of public higher education in the nation.

In a recent report to the University's Trustees, Chancellor Ernest L. Boyer said, "The State University welcomes not only the future architects, business executives, engineers, surgeons, and literary critics, but also future dairy farmers and medical technicians, accountants and social workers, foresters and automobile mechanics. And, through work in film, electronics, pollution control, data processing, police science, urban studies and similar fields, the University seeks to educate persons for tomorrow's roles as well as those of today."

Since its founding in 1948, the State University has grown from 29 State-supported but unaffiliated campuses into an organized system of higher education comprising 72 institutions which enrolled 226,000 full-time and 125,000 part-time students in academic 1971-72.

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

Advanced degree study encompasses a wide spectrum, including agriculture, business administration, criminal justice, dentistry, education, engineering, forestry, life and physical sciences, medicine, nursing, optometry, pharmacy and veterinary medicine.

Four-year programs emphasize the liberal arts and science and include such specializations as teacher education, business, forestry, physical education, maritime service, ceramics and the fine and performing arts.

The two-year colleges offer associate degree opportunities in arts and science and in technical areas such as agriculture, business, civil technology, data processing, police science, nursery education, nursing, medical laboratory technology and recreation supervision. The two-year colleges also provide transfer programs within the University for students wishing to continue study toward a baccalaureate degree.

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

Educational innovation has from the first been a University watchword.

With funding support from a private educational foundation, five of the University's senior campuses are experimenting with programs to shorten substantially the traditional four-year period of baccalaureate study.

Empire State College, the 72nd and newest institution, is a non-residential college whose students earn degrees without being attached to a specific campus or attending traditional classes. Its coordinating center at Saratoga Springs reaches out to students through regional learning centers.

State University is governed by a Board of Trustees, appointed by the Governor, which determines the policies to be followed by the 34 State-supported campuses.

The 38 community colleges operating under the program of State University have their own local boards of trustees. The State contributes one-third to 40 per cent of their operating costs and one-half of their capital costs.

The State University motto is "Let Each Become All He Is Capable of Being."

campuses

UNIVERSITY CENTERS

State University at Albany
 State University at Binghamton
 State University at Buffalo
 State University at Stony Brook

MEDICAL CENTERS

Downstate Medical Center
 at Brooklyn
 Upstate Medical Center at Syracuse

COLLEGES OF ARTS AND SCIENCE

College at Brockport
 College at Buffalo
 College at Cortland
 College at Fredonia
 College at Geneseo
 College at New Paltz
 College at Old Westbury
 College at Oneonta
 College at Oswego
 College at Plattsburgh
 College at Potsdam
 College at Purchase
 Upper Division College

NON-RESIDENTIAL COLLEGE

Empire State College
 At Saratoga Springs

SPECIALIZED COLLEGES

College of Environmental Science
 and Forestry at Syracuse
 Maritime College at Fort Schuyler
 (Bronx)
 College of Optometry
 At New York City

AGRICULTURAL AND TECHNICAL COLLEGES (Two-Year)

Alfred
 Canton
 Cobleskill
 Delhi
 Farmingdale
 Morrisville

STATUTORY COLLEGES

College of Ceramics
at Alfred University
College of Agriculture and Life
Sciences at Cornell University
College of Human Ecology
at Cornell University
School of Industrial and Labor
Relations at Cornell University
Veterinary College
at Cornell University

COMMUNITY COLLEGES

(Locally-sponsored, two-year colleges
under the program of State University)

Aidronack Community College
at Glens Falls
Auburn Community College
at Auburn
Borough of Manhattan Community
College
Bronx Community College
Broome Community College
at Binghamton
Clinton Community College
at Plattsburgh
Columbia-Greene Community College
at Athens
Community College of the Finger
Lakes at Canandaigua
Corning Community College
at Corning
Dutchess Community College
at Poughkeepsie
Erie Community College at Buffalo
Fashion Institute of Technology
at New York City
Fulton-Montgomery Community
College at Johnstown
Genesee Community College
at Batavia
Herkimer County Community College
at Herkimer

Hostos Community College
at South Bronx
Hudson Valley Community College
at Troy
Jamestown Community College
at Jamestown
Jefferson Community College
at Watertown
Kingsborough Community College
LaGuardia Community College
at Long Island City
Mohawk Valley Community College
at Utica
Monroe Community College
at Rochester
Nassau Community College
at Garden City
New York City Community College
Niagara County Community College
at Sanborn
North Country Community College
at Saranac Lake
Onondaga Community College
at Syracuse
Orange County Community College
at Middletown
Queensborough Community College
Rockland Community College
at Suffern
Schenectady County Community
College at Schenectady
Staten Island Community College
Suffolk County Community College
at Selden
Sullivan County Community College
at South Fallsburg
Tompkins-Cortland Community
College at Groton
Ulster County Community College
at Stone Ridge
Westchester Community College
at Valhalla



CAMPUS GUIDE

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

KEY TO HEALTH SCIENCES CENTER BUILDINGS

SOUTH CAMPUS

- 303 — South Campus C — Administration, Schools of Medicine and Dental Medicine
- 304 — South Campus D — Pathology Dept.
- 305 — South Campus E — Physiology and Biophysics Dept.
- 306 — South Campus F — School of Allied Health Professions
- 307 — South Campus G — Schools of Nursing and Social Welfare
- 308 — South Campus H — Division of Communications and Biomathematics Dept.

MAIN CAMPUS

- 027 — Laboratory-Office Building — Anatomical Sciences, Community Medicine, Family Medicine, Microbiology, Multi-disciplinary Lab, Psychiatry, Social Sciences and Humanities

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

Nicolls Road

Main Entrance

Gatehouse

Fine Arts

Kelly Quad

Stage XII Quad

Tabler Quad



STATE UNIVERSITY OF NEW YORK AT **Stony Brook**

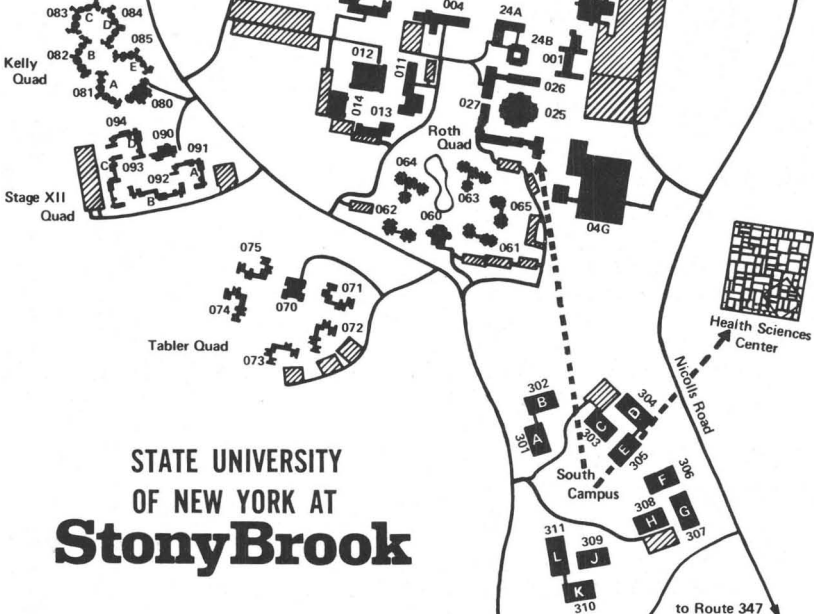
Health Sciences Center

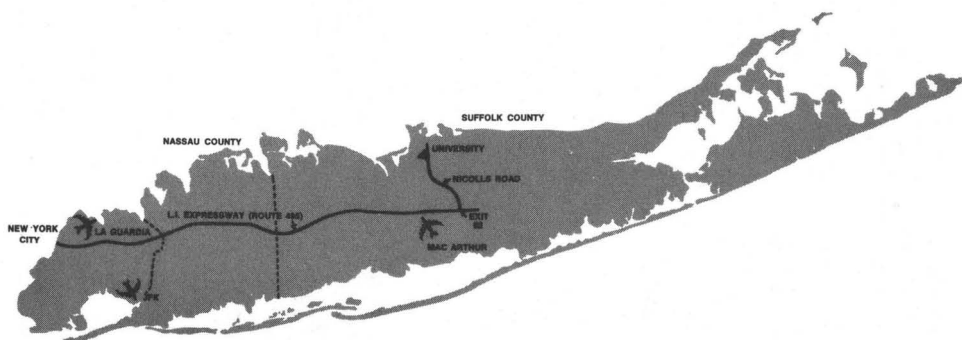
South Campus

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), or Jamaica Station. Change trains at Jamaica or Huntington, according to LIRR timetable. Get off at Stony Brook Station. Inquire for free campus bus.

INDEX

Academic Calendar	6	Course Designations	41
Academic Programs		Course Load	31
Academic Regulations and Procedures	30	Dental Medicine, School of	108
Academic Standing	35	Dermatology, Department of	132
Administrative Programs, Division of	54, 69	Diagnostic Programs	61
Admissions	17	Directories	182-230
Allied Health Professions, School of	44	Exchange Credits	38
Allied Health Sciences, Program of	49, 57	Facilities	14
Anatomical Sciences	93, 95	Faculty, Health Sciences Center..	186
Anesthesiology, Department of ..	132	Family Medicine, Department of .	127
Application Deadlines	21	Fees	23
Application Instructions	21	Financial Aid	27
Auditing	31	Food	24
Basic Health Sciences, School of	90	General Statement, S.U.N.Y.	222
Biochemistry, Department of ...	93, 98	Grade Assignments	32
Biomathematics, Department of..	93, 99	Grade Point Average	33
Biophysics, Department of	94, 104	Grade Reports	35
Board of Trustees	185	Graduate Study Away From Campus	37
Brookhaven National Laboratory Medical Research Center	163	Graduation, Application for	36
Buildings	14	Graduation, with Honors	35
Campus Activities	179	Gynecology	132
Campus Map	229	Health Services Administration, Program of	49, 54
Campuses	225	Health Sciences Communications	81, 167
Cardiopulmonary Technology/ Respiratory Therapy	62	Health Sciences Library	170
Center and Community	16	Health Sciences Shared Resources	167
Changing to College of Arts and Sciences or Engineering	36	Health Science Technology Program	62
Classification of Students	35	Housing, Off-campus	26
Clinical Campuses	11, 15, 162	Housing, On-campus	25
Combined Undergraduate Programs	36	Incompletes	33
Commitments of the Center	11	Infirmary	177
Community and Mental Health Programs	59, 73	Intensive Teacher Training, Program in	60, 76
Community and School Health Program	59	Interdisciplinary Clinical Education	67
Community Medicine, Department of	128	Interviews	22
Community Service Activities	68	Laboratory Animal Resources, Division of	170
Computing Center	180	Leave of Absence	39
Continuing Professional Education Programs	66	Libraries	180
Council Members	184	Library, Health Sciences Center .	170
		Loans	28
		Long Island Jewish—Hillside Medical Center/Queens Hospital Center	164
		Maps	228-230

Meal Plan	24	Requirements, Bachelors degree .	33
Medical Technology	61	Repeating Courses	35
Medicine, Department of	126	Requirements, Graduate degree .	35
Medicine, School of	120	Research and Teaching	
Microbiology, Department of ...	93, 99	Resources, Office of	66
Nassau County Medical Center ..	165	Residence	37
Neurology, Department of	127	Scholarships	28
Northport Veterans Administration		School Designations	41
Hospital	166	Social Sciences and Humanities,	
Nursing, School of	136	Division of	132, 173
Obstetrics	132	Social Welfare, School of	142
Off-campus Study	37	Special Centers and Institutes ..	180
Officers of Administration	184	Staff, Health Sciences Center ...	218
Officers of Health Sciences		Students and Programs	179
Center Administration	185	Student Services, Office of	176
Pathological Technology	62	Study of Other Institutions	37
Pathology	94, 101	Study Away from Campus	37
Pass/No Credit Option	32	Summer Study Elsewhere	37
Pediatrics, Department of	131	Surgery, Department of	131
Pharmacology	94, 103	Suspension	39
Physical Education Requirement .	35	Teacher Training Program	60, 76
Physical Therapy	63	Therapeutic Programs,	
Physician Associates, Program		Division of	62, 78, 82
for	64	The University Campus	178
Physiology	94, 104	Transcripts	36
Program Designations	41	Transfer Graduate Credits	38
Psychiatry, Department of	128	Transportation	25
Radiology	132	Tuition	23
Readmission to the Center	40	University Health Service	177
Registration	30	Withdrawal from the Center	38

For Further Information

For general student information contact:

Office of Student Services
Health Sciences Center
State University of New York at Stony Brook
Stony Brook, New York 11790

For information on a specific school, contact the person designated below at the Health Sciences Center, State University of New York at Stony Brook, Stony Brook, New York 11790.

School of Allied Health Professions
Robert O. Hawkins, Jr., Assoc. Dean
(516) 444-2253

School of Basic Health Sciences
A. C. Upton, Dean
(516) 444-2054

School of Dental Medicine
Gerald A. Green, Associate Dean
(516) 444-2113

School of Medicine
Gerald A. Green, Associate Dean
(516) 444-2113

School of Nursing
Robert Harvey, Assistant Professor
(516) 444-2165

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

