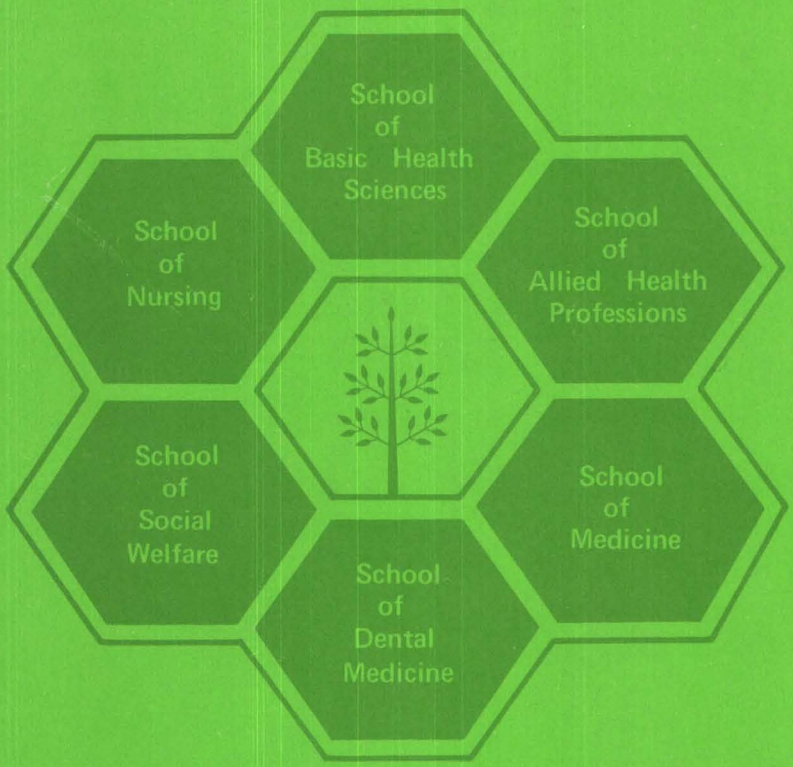
Health Sciences Center Bulletin 71-72



STATE UNIVERSITY OF NEW YORK AT STONY BROOK

Health Sciences Center Bulletin 71-72

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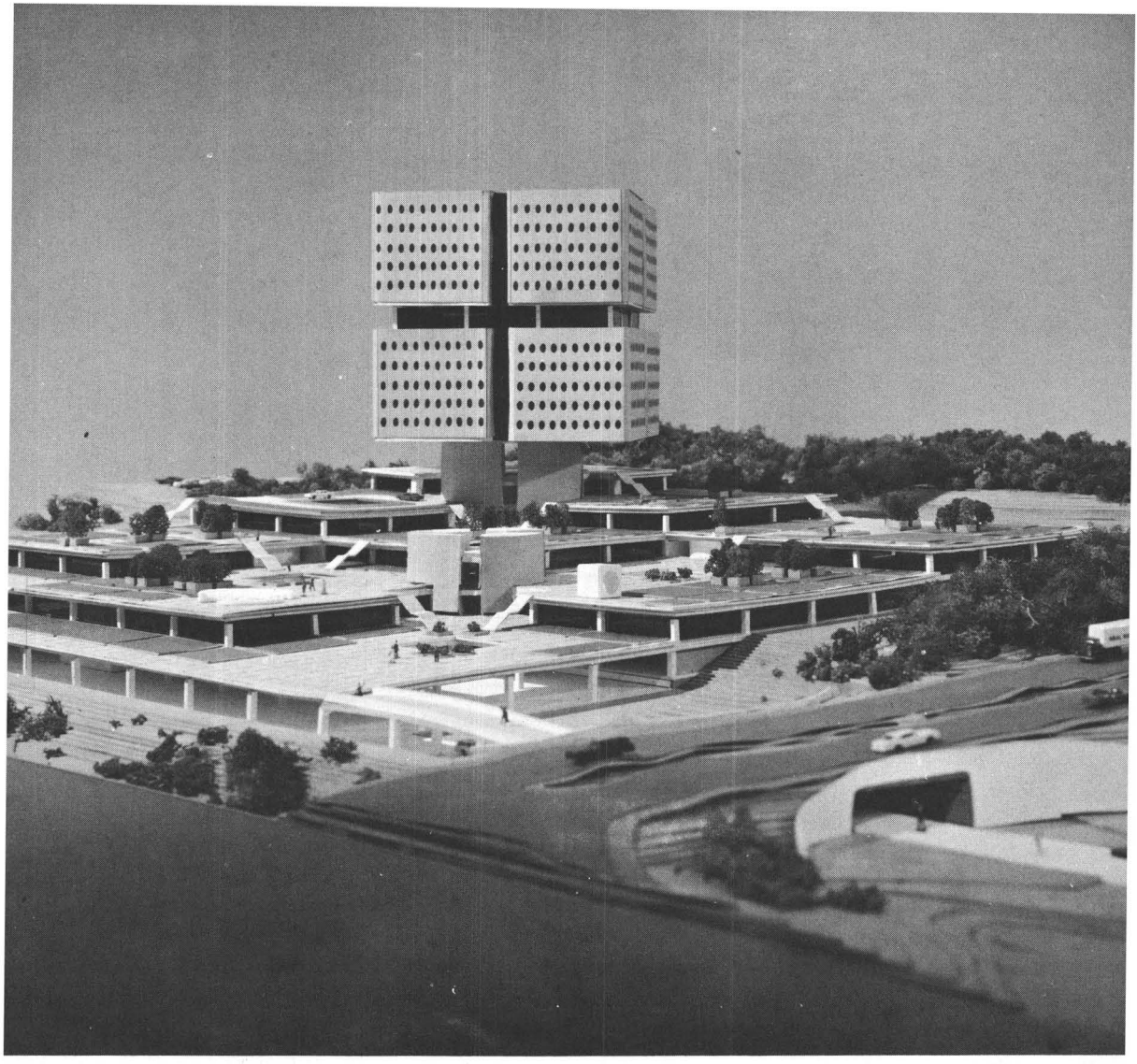
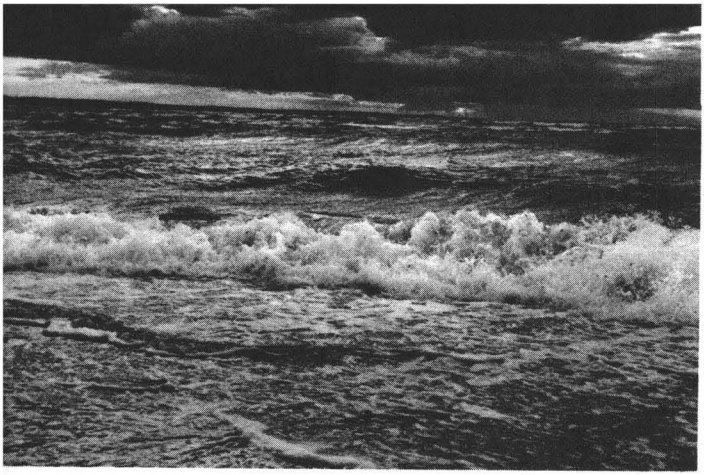
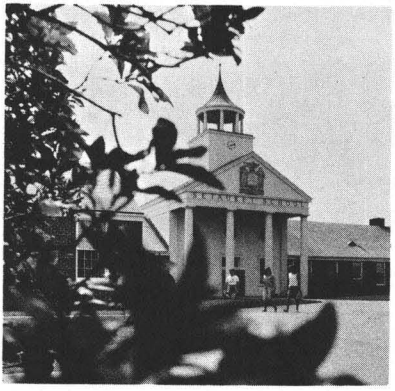


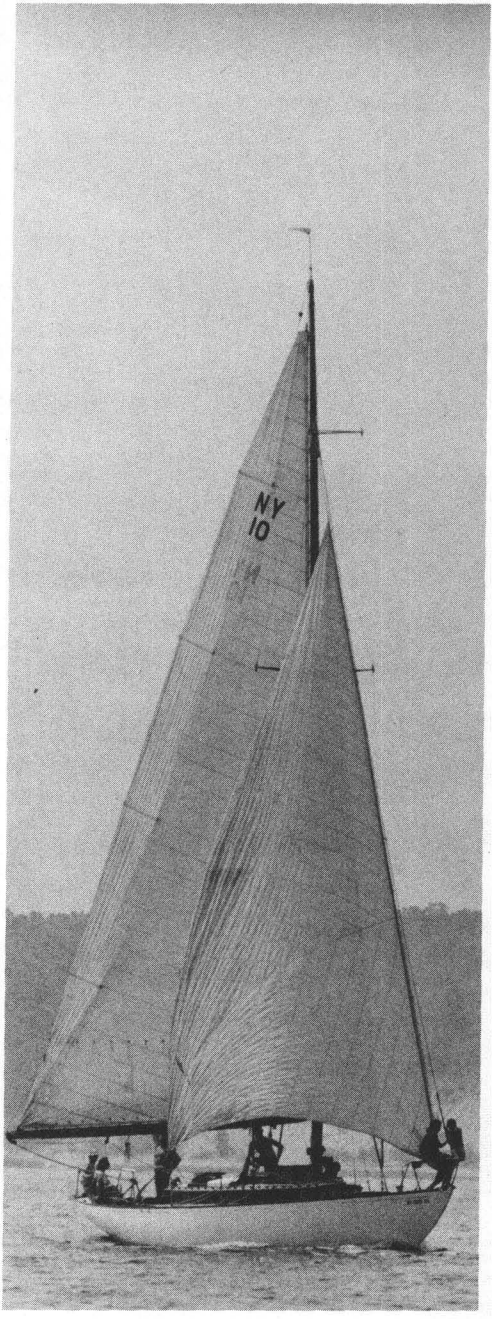
Address and Phone

Health Sciences Center
State University of New York
at Stony Brook
Stony Brook, N.Y. 11790
(516) 444-2000

Information current through
July 1, 1971



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1971-72 ACADEMIC CALENDAR

Each quarter consists of ten weeks of class work.

Tuesday, September 7	Quarter I Classes Begin
Monday, November 15	Quarter II Classes Begin
Thursday, November 25- Sunday, November 28	Thanksgiving Recess
Saturday, December 18- Sunday, January 2	Winter Recess
Monday, February 7	Quarter III Classes Begin
Monday, April 17	Quarter IV Classes Begin
Saturday, June 24	Last Day of Academic Year

The Health Sciences Center divides the academic year into four quarters of ten weeks each while the core campus uses a two semester system with the first 15-week semester from 9/8/71 to 12/23/71 and the second semester which is 14 weeks from 1/17/72 to 5/19/72.

Since students from core campus will be taking courses on the Health Sciences Center campus and vise versa, the different calendars may present limited difficulties. While the desirability of coordinating the two calendars was recognized, it was not found feasible. The 40 weeks of instructional time required to cover all of the essential program content at Health Sciences Center could not be covered in the 29 weeks of the core campus calendar nor would the accrediting agencies for the several schools in the Health Sciences Center have accepted a reduced content in formal instruction.

The Health Sciences Center, located on the North Shore of Long Island, 50 miles east of New York City, in a hilly, North Shore area, partly wooded with oak, maple and dogwood, is a major division of the State University of New York at Stony Brook. 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 the School of Medicine, the School of Dental Medicine, the School of Nursing, the School of Allied Health Professions, the School of Basic Health Sciences and the School of Social Welfare. These six schools receive central support services from a Division of Health Sciences Communications, a Laboratory Animal Medicine Division, and a Health Sciences Library.

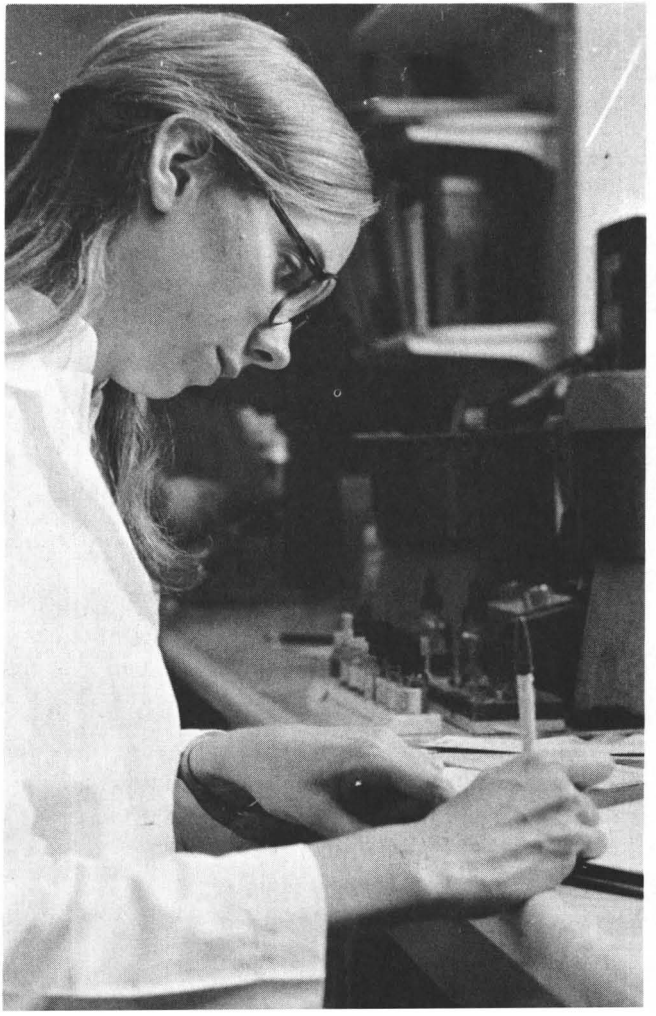
The clinical resources of the Health Sciences Center, in addition to a 400 bed University Hospital still to be constructed as part of the basic health sciences megastructure, include four clinical campuses. These are the Nassau County Medical Center, the Long Island Jewish Medical Center, the Veterans Administration Hospital at Northport and the Hospital of the Brookhaven National Laboratory. In addition, some schools have limited affiliation agreements with other hospitals in the region.

The combined student enrollment of all six schools for 1971-72 is expected to total about 400. By 1975-76 when Phase I of the construction program will be completed, full-time student enrollment will total almost 3000, plus more than 2000 part-time students.

The completion of Phase II of the construction sometime in 1978-79, the number of full-time students accommodated will increase to 3500, and part-time students to more than 3000.

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., M.S.
School of Medicine	1971	M.D.
School of Nursing	1970	B.S., M.S.
School of Social Welfare	1970	B.S.W., M.S.W., D.S.W., Ph.D.



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

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

A major deterrent to the delivery of optimal medical care today is the failure of communication and of a precise definition of functions among the steadily increasing numbers of the health professions. Too often each health profession has approached the care of the patient in an isolated way. The Health Sciences Center considers it essential that medicine, dental medicine, nursing and other health professions develop their education and service programs conjointly. If the mature professional is to appreciate the contributions of his colleagues, he must begin to do so as a student.

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

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

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

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

A community-based experience is therefore essential for students and faculty in all the health professions. The Department of Community Medicine will be one of the broadest and strongest in order to foster these developments.

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 medical 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 medical 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. Reliance will be placed on two "core" curricula designed to teach the student essentially two languages, one in the basic sciences and one in the clinical. All students will take these core courses, but afterwards—for at least half of the curriculum—students will take multiple tracks to the M.D. degree. The undecided will take a course similar to the ones medical schools are offering today; but others will be able to pursue one of several tracks: medical sciences

and research, clinical specialties, general or family medicine, or community medicine. Each track will be designed to teach different attitudes and skills. Graduates will thus be prepared for different roles in medicine and will select these roles earlier in their careers.

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 teching will assume a more prominent place as the curriculum becomes more flexible and more student-centered.

Greater attention will also be given to combining pre-medical and post-graduate education into assimilable packages in which the student can readily see the long-range goals of his 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 medical progress so rapidly induces.

A seventh major commitment is to maintain the human and compassionate aspects of medical care in the tightly organized and highly technical systems of medical 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 medical practice; and a larger attention to the social and ethical responsibilities of the doctor.

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.

Temporary Facilities

At present, the Health Sciences Center has available six buildings on the University South Campus totaling over 240,000 square feet in area. These permanent fireproof structures are completely air-conditioned, and contain modern teaching and laboratory research equipment. Over 100,000 square feet of additional space will shortly become available, permitting all six schools of the Health Sciences Center to have complete quarters during the period prior to occupancy of the permanent buildings.

The six buildings located on the South Campus serve the following programs:

Building "C" contains the administrative offices for the: Vice President for Health Sciences, Dean for Dental Medicine, Dean for Basic Health Sciences, Community Services, the University Hospital, and Dean for Students. Also provided are research labs for basic sciences and medicine, including oral biology.

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.

Building "F" contains offices, research facilities, classrooms, and other teaching laboratory spaces for the School of Allied Health Professions. While a 4000-square-foot library facility is also located in this building, the main facility of the Health Sciences Library is located off-campus in East Setauket.

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

Building "H" contains the Health Sciences Communications Division which provides computer services and audio-visual services for the six schools. A modern lecture hall is also contained in this building for meetings of large groups of students.

In addition, on the main campus is an office-laboratory building of over 100,000 square feet. It contains administration and faculty offices, 38 research laboratories assigned to the Departments of Anatomy, Pharmacology, Microbiology, and Clinical Medicine as well as teaching laboratories for the School of Basic Health Sciences. Also provided in this building is an animal research

facility, special service laboratories including an electron microscopy suite, photography and film processing studios. This building will be used principally as the teaching center for the Schools of Basic Health Sciences and Medicine.

The Health Sciences Center also has four Long Island clinical campuses to provide the needed hospital teaching facilities for all students. These are the Brookhaven National Laboratory at Upton, the Long Island Jewish Medical Center at New Hyde Park, the Nassau County Medical Center at East Meadow, and the Veterans Administration Hospital at Northport.

Permanent Facilities

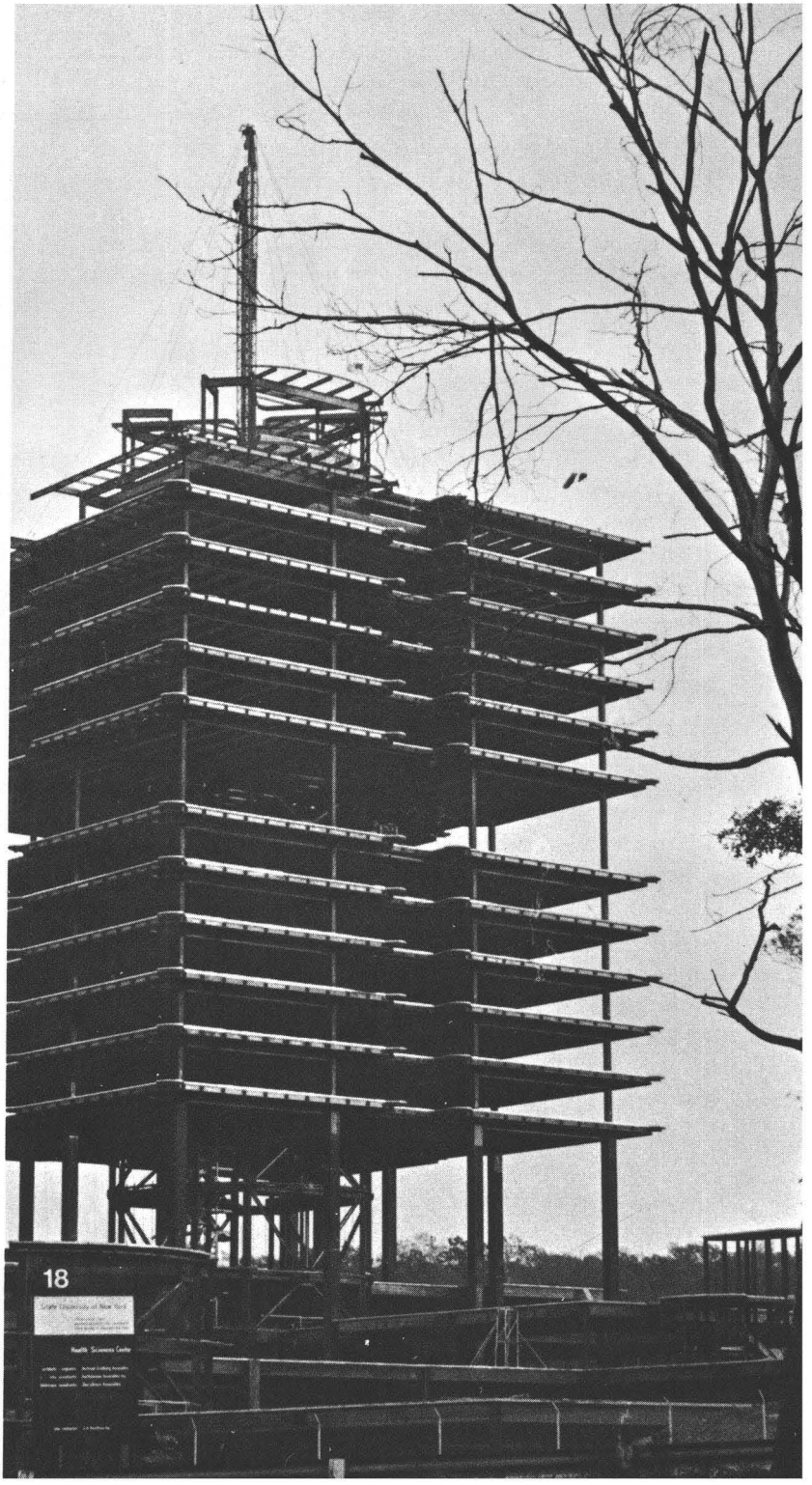
The permanent facilities for the Health Sciences Center will be located on a 200-acre site on the east side of Nicolls Road adjacent to the main campus. The towers and buildings will have nearly two million square feet of area, over 3000 separate room spaces, and will be one of the largest health education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

Construction of the first stage of the Center has now begun and the steel framework will rise during 1971. Occupancy of this permanent facility will take place in 1973 while the building of the second and third stages will continue until completed in 1978-79.

The architectural design for the permanent buildings has been shaped both to the Stony Brook topography and to the functional and humanistic requirements of the program. Essentially, this building 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 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.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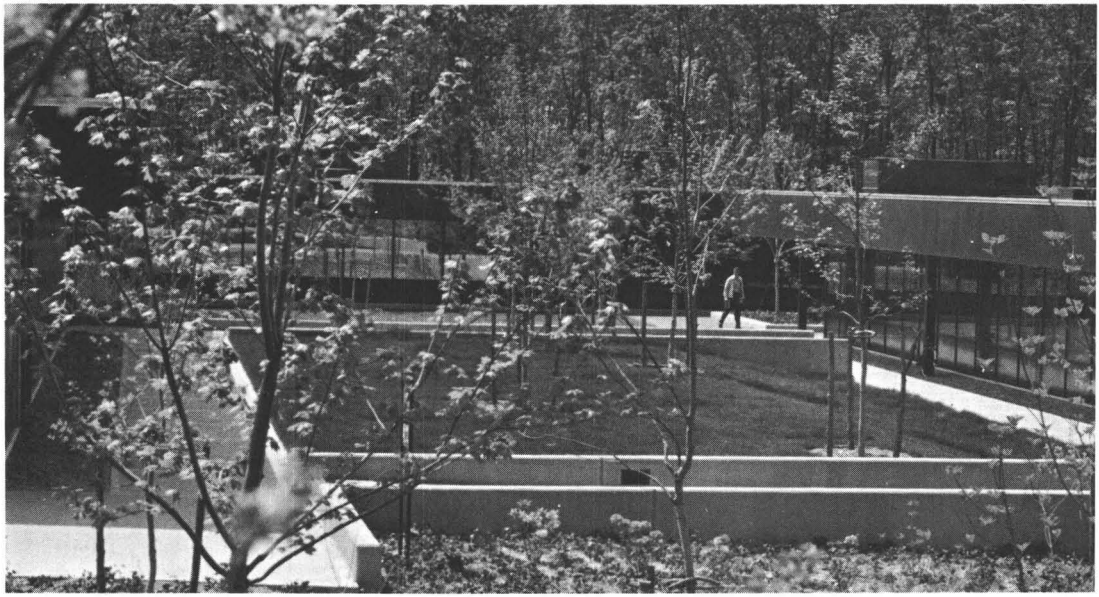
Health Sciences Center



The Center and the Community

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

The outside community has a direct and continuing input *into* the Health Sciences Center through a special Health Sciences Advisory Council whose broad purpose is to keep the Center informed about what is needed by the various Long Island communities as well as how they feel about what the Center is doing. More specifically, the Advisory Council: (a) informs the Health Sciences Center about what the Long Island community expects from it, (b) acts as an ombudsman for the utilization of Health Sciences Center resources to help meet community health needs, and (c) provides the Health Sciences Center with a constituency to help it recruit minority staff and students, achieve social legislative goals, and resolve community health issues. Its members are reflective of business and banking, minority and poverty groups, the communications industries, social agencies, religion, education, politics, labor, civic groups, students, the aged, etc.

The State University at Stony Brook, including the Health Sciences Center, presently has an annual economic impact well in excess of $50 million on Long Island. Such economic impact is another major aspect of community involvement for the Health Sciences Center. On a one-time basis, the on-going construction of facilities for the Center represents an input of between $250 million and $500 million, a key factor for affecting employment patterns as well as suppliers. On a long-range basis, the annual salaries paid by the Health Sciences Center when fully staffed will be in excess of $40 million. Annual benefits accruing to Suffolk County have been estimated at $35 million in increased consumer spending, $8.5 million in increased wholesale trade, $3 million in increased tax revenue, and $32 million in increased bank deposits. The Health Sciences Center, combined with the rest of the University at Stony Brook, will be the largest employer in Suffolk County.

THE UNIVERSITY CAMPUS

The Health Sciences Center is part of the State University of New York at Stony Brook. Founded at Oyster Bay, Long Island in 1957, the University began by educating secondary school teachers of mathematics and science. In 1960, Stony Brook became a university center with a mandate to develop undergraduate and graduate programs through the Ph.D. in the humanities, sciences, social sciences and engineering; it was also mandated to become a center for research. In order to realize these new goals, the University moved in 1962 to the larger campus at Stony Brook.

Academic Programs

Academic programs remain in the midst of growth, on the undergraduate, graduate and professional levels. There presently are 23 undergraduate departmental major programs in the College of Arts and Sciences, five departments for engineering majors, 19 graduate departments—including 17 Ph.D. programs —and a growing number of interdisciplinary programs, which afford commonly focused courses from several departments. The Health Sciences Center, serving both undergraduates and graduate students, has six distinct schools—Allied Health Professions, Basic Health Sciences, Dental Medicine, Medicine, Nursing and Social Welfare. The School of Dental Medicine is scheduled to open in 1973.

Buildings and Expansion

Today, there are 67 buildings on the campus and the University is engaged in a multi-million dollar expansion program including development of the permanent Health Sciences Center site adjacent to the main campus.

Stony Brook's 1100-acre campus has a central plaza and library surrounded by the Administration, Humanities, Social Sciences, Biology, Earth and Space Sciences, Physics and Chemistry buildings. Construction has begun on a new Biological Sciences Building which will form a corner of the rim of the campus plaza, along with the Lecture Center and the Instructional Resources Center. The Stony Brook Union and the Gymnasium are located in a second rim of buildings surrounding the central area. A new graduate chemistry building and math-physics complex are being built on this second rim not far from the existing engineering quadrangle, with its three academic buildings and the Computing Center.

Beyond the central plaza are 26 residential colleges, providing residence accommodations for 5000 students. These are located on the fringes of the campus in a series of quads separated from one another by wooded areas.

The Ashley Schiff Memorial Preserve, a 14-acre ecological preserve, located behind the site of the Biological Sciences Building separates the new South Campus where the Health Sciences Center is located from the central plaza area of the University. The 200-acre permanent site of the Health Sciences Center is now being developed as the East Campus across Nicolls Road from the main campus.

Students

Stony Brook's 1971-72 enrollment reached 13,300, including full- and part-time students taking on-campus courses, about 375 students in the Health Sciences Center, and approximately 1500 students in the University's regional Cooperative College Centers on Long Island which provide remedial and freshman-level classes in Long Island poverty areas.

During the academic year 1970-71, 3500 of the total Stony Brook enrollment were graduate students. Of the 3500 graduate students, 1900 were in continuing education (CED), an evening masters degree program designed primarily for working professionals. Of the remaining 1600 graduate students, close to 1200 were full-time doctoral candidates and 100 were full-time masters candidates. The remainder were enrolled in part-time masters and doctoral programs.

Undergraduate and Graduate Bulletins

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

Undergraduate Bulletin
Office of Admissions
State University of New York at Stony Brook
Stony Brook, New York 11790

Graduate Bulletin
Graduate School
State University of New York at Stony Brook
Stony Brook, New York 11790

Campus Activities

National and international leaders in government, science, education, and the arts visit Stony Brook regularly for lectures and seminars. A series of professional music concerts brings groups and soloists to the campus. Continuing art exhibitions feature the works of students and professionals. The Committee on Cinematographic Arts presents a series of foreign and domestic films annually. The films are shown twice nightly on Friday, Saturday, and Sunday.

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's main library, the Frank Melville Jr. Memorial Library, is in the midst of an expansion that will quadruple its square footage and permit an increase in its holdings from the present 500,000 volumes to more than 1,000,000 by 1975. These volumes are in addition to the 55,000 held in the Health Sciences Library.

Besides its general and special collections, the library has some 60,000 volumes in specialized chemistry, earth and space sciences and physics-mathematics departmental libraries.

The main library's resources also include about 750,000 pieces of microtext—some 25,000 reels and the rest flat sheets. The present physical expansion of the library will result in a great increase in the number and variety of special study and research areas in the building.

Special Centers and Institutes

Center for Contemporary Arts and Letters

This newly developing campus resource is dedicated to deepening the understanding of 20th century arts and letters. It is not intended to be involved directly in instruction but rather to serve as a repository for the works of such artists and to sponsor appropriate activities that would serve to disseminate such contributions to the University community.

Center for Continuing Education

The Center for Continuing Education (CED) is one of Stony Brook's fastest

growing units. The Center offers a part-time study program leading to a terminal Master of Arts in Liberal Studies degree.

Center for Curriculum Development

The Center for Curriculum Development employs a professional staff charged specifically with developing new kinds of courses in areas of elementary and secondary education. Teachers enrolled in continuing education courses are invited to test some of the innovations and, in turn, to provide feedback on their effectiveness.

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. Short courses in programming are held periodically for all users.

Economic Research Bureau

The Economic Research Bureau conducts research, service, and training activities in applied economic analysis. Its recent work has included studies of economic problems facing Suffolk County youth, the feasibility of a regional corporate-profits tax, and the development of a planning model to guide the expansion of secondary education on Long Island. It serves as a link between the needs and resources of the academic community and those of the public and private sectors. Its work involves students, faculty members, visiting scholars, and consultants.

Institute for Colonial Studies

The Institute for Colonial Studies, founded in 1967, is concerned with comparative research into the institutions, customs, and history of colonies, especially those of the Western Hemisphere before 1800. The Institute has a library of source material—books, manuscripts, and microfilms—from the archives of the governments of Mexico and Spain and from the various states and counties of colonial America. A special section of the library is devoted to microfilms of documents from colonial Long Island. The Institute works closely with the Department of History at Stony Brook.

Institute for Research in Learning and Instruction

The Institute for Research in Learning and Instruction seeks to stimulate, support, and extend fundamental research in instruction. The human learning process, basic instruction processes, college-level instruction, and economic factors in innovative college instruction are specific research areas of concern to the Institute.

Institute for Theoretical Physics

Organized in the summer of 1966, the Institute for Theoretical Physics now has 20 faculty members carrying out research in various aspects of theoretical physics. Main topics of investigation presently include the structure of atomic nuclei and sub-nuclei particles. Other research activities include work with accelerator design, liquid gas, and magnetic substances.

Instructional Resources Center

The Instructional Resources Center (IRC) is charged with development of more effective and efficient instructional procedures through close cooperation with faculty members of the various departments. IRC operations include one of the most extensive Computer-Assisted Instruction programs in the country. Thirty-two terminals, consisting of TV display screens, typewriter keyboards, and light-sensing pencils are connected with an IBM 1500 computer. The program aids students in physics, political science, statistics, data processing, French, and German. A new 44,000-square-foot IRC building is under construction. Television and radio studios, moving picture and other film-making facilities, audio-visual equipment, and offices will be located in the two-story structure.

Marine Sciences Research Center

The Marine Sciences Research Center, offering research facilities for faculty members and students from all State University of New York campuses, serves as a focal point for marine studies involving many different disciplines. The Center's proximity to Long Island Sound and its complex of wetlands provides an ideal setting for integrated studies of an impacted environment and environmental management. Flax Pond, a tidal salt marsh acquired jointly by the State University and the State Conservation Department, is used by the Marine Sciences Research Center for shallow-water controlled experiments. Dock facilities for the Center's 40-foot research vessel are within ten minutes of the campus. In

cooperation with the National Sea Grant Program, two-week ocean cruises are taken several times yearly on a 140-foot oceanographic vessel. The Center also cooperates with the University of the West Indies in running a laboratory at Discovery Bay, Jamaica, W.I.; and, along with Cornell University and the University of New Hampshire, it offers a marine sciences summer program at Isles of Shoals, off the Maine coast. With the Division of Biological Sciences, the Center offers M.A. and Ph.D. degrees in marine biology. It also offers full- and part-time students an evening program leading to a multi-disciplinary M.S. degree in marine environmental studies.

HEALTH SCIENCES CENTER ADMISSIONS

Each school of the Health Sciences Center is responsible for determining its own admissions policy. Students who wish to communicate with a school about program possibilities should address their inquires to:

Committee on Admissions
School of (insert appropriate school)
Health Sciences Center
State University of New York at Stony Brook
Stony Brook, New York 11790

The Center's Office of Student Services assists the faculties of each school in reviewing its applicants and in facilitating communications with the applicant pool. However, decisions regarding admissions are made by the appropriate faculty who notify the students, as promptly as possible, on acceptance.

HEALTH SCIENCES CENTER FINANCIAL AND RESIDENTIAL INFORMATION

Tuition

The following tuition applies for full-time students during the 1971-72 academic year; tuition and other fees are subject to change without prior notice.

Undergraduate students in Schools of Nursing, Allied Health Professions, and Social Welfare:

New York State residents: $550 per year
Out-of-State residents: $900 per year

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

New York State residents: $800 per year
Out-of-State residents: $1000 per year

Professional students (Medicine)

New York State residents: $1200 per year
Out-of-State residents: $1500 per year

Tuition for part-time students is based on total number of credits. Instruction in all Health Sciences Center's schools will be on a quarter system; however, since plans are to admit students in the fall only, tuition charges are expressed on an annual basis.

Fees

Fees for medical students are still being determined. Undergraduate and graduate students in the various schools of the Health Sciences Center will be subject to approximately the same miscellaneous fees as are undergraduate and graduate students on the rest of the Stony Brook campus. These currently total under $200 per year.

Housing

Dormitory space is available for unmarried undergraduate, graduate, and professional students; provision for food service can also be made. Students interested

in living on campus will be given an opportunity to request housing (and food service if they wish) after they have been offered an acceptance to the Health Sciences Center.

Those who prefer to live off campus should begin looking as early as possible —preferably in late spring for the following September. The Stony Brook campus is located in a high-cost living area; off-campus housing is located generally within driving distance only, relatively scarce, and generally expensive. The Office of Student Services will do what it can, in conjunction with the University's off-campus housing office which lists local rentals, to assist students in finding suitable living accommodations.

Transportation

Public transportation for commuting between off campus and the Health Sciences Center and to and from clinical facilities is grossly inadequate. Therefore students ought to have private transportation available, if possible.

Other Expenses

While living expenses will naturally vary from student to student, depending on his living arrangements, his family situation, etc., it is generally true that living costs are high, as they are in most of Long Island and the metropolitan New York area. Estimated living expense for an unmarried student is between $2000-3000 annually, exclusive of tuition costs and fees.

Financial Assistance

Health sciences students may qualify for a variety of state, federal and private programs of financial assistance which are administered cooperatively by the Health Sciences Center's Office of Student Services and by the Financial Aid Office in the core campus' Student Affairs Office, which serves all undergraduate and graduate students on the Stony Brook campus. Information on *non*-institutionally administered programs of student aid—i.e., those for which the student applies directly to outside foundations or organizations—is collected and made available by the Office of Student Services in the Health Sciences Center.

The specific types of aid for which health sciences students may qualify varies from school to school and from program to program within the Health Sciences

Center. Since health sciences students are also students of the SUNY campus at Stony Brook, they may apply for the financial assistance programs that are available to all university students, as well as for those programs earmarked specifically for students in the health sciences. The latter programs are all administered by the Health Sciences Center. (Examples are the Health Professions and the Nursing Loans and Scholarships, two programs funded by the federal government.)

As mentioned above, the administration of student financial assistance programs for health sciences students is shared between the Financial Aid Office on the main campus and the Office of Student Services in the Health Sciences Center. To avoid any confusion arising from this shared responsibility, all health sciences students and applicants who will need financial assistance should direct their inquiries in the first instance to the Office of Student Services in the Health Sciences Center.

Students who are admitted into any of the programs at the Health Sciences Center will be given an opportunity *after* acceptance to file an application for financial assistance funds administered by the Health Sciences Center. At that time, more precise information on the particular programs for which students in the various schools may apply should be available. Since all of the Health Sciences Center's student financial aid resources will be pooled and since a single application for all Health Sciences Center-administered student financial aid programs will be used, students will automatically be able to apply for all programs that the Center will be administering.

In the event that the procedures and deadlines for filing for University-wide programs of student financial assistance do not correspond with the timetable for filing for funds administered by the Health Sciences Center, the Office of Student Services will attempt to notify applicants of opportunities, deadlines, procedures, etc. for University-wide forms of aid for which they might qualify.

We wish to emphasize that all decisions regarding admission to the Health Sciences Center will be made independently of a student's financial status, and that all subsequent Health Sciences Center decisions regarding financial assistance will be made solely on the basis of financial need. A student-faculty committee will be assembled to review requests for assistance and to make the final awards from available resources.

Information on the specific financial aid programs administered by the Financial Aid Office at Stony Brook can be found in the following publication: *Financial Aid Programs for Undergraduate Students,* (a booklet obtainable from the Financial Aid Office at Stony Brook), the *Undergraduate Bulletin,* and the *Graduate Bulletin.* The latter two publications can be obtained from the Office of Admissions and the Graduate School, respectively.

The total amount of available support—from both University-wide and Health Sciences Center resources—might well be below the level of need demonstrated by students. By calling upon all available resources and by making allocations of financial assistance solely on the basis of financial need, 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. Students will do well to seek out in their own communities support programs of which this Center may be unaware.

In addition to administering the Health Sciences Center's financial aid program, the Office of Student Services will assist in seeking employment for students and their spouses and do what it can to assist entering students in securing housing in the vicinity, since not enough housing units are available on the University campus.

Tuition Scholarships and Loans for New York State Residents

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

Scholar Incentive Program: Through a combination of the Scholar Incentive Program and the State University Scholarship (a special program exclusively for students attending state colleges and universities in New York, used to supplement the Scholar Incentives for the most needy applicants), New York residents are eligible to receive awards up to the amount of full tuition, depending upon their family income. As this catalog goes to press, award schedules for academic years 1971-72 and for 1972-73 are not known, nor is it known whether there will be, as in the past, separate award schedules for undergraduate, graduate, and professional (e.g. medical) students, reflecting the varying tuition charges for these groups. While in the past the Scholar Incentive Program has been very generous (awarding some tuition relief to students whose families' net taxable income was as high as $20,000), the current state budget picture makes it probable that only those students with very substantial financial need will be eligible for awards under this program in the near future.

Students should address application requests and questions regarding the Scholar Incentive Program to the Regents Examination and Scholarship Center, State Education Department, 99 Washington Ave., 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 their 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. Full-time students are eligible for amounts as follows:

Undergraduate

Juniors: up to $1250 per year

Seniors: up to $1500 per year

Graduate students: up to $1500 per year

Medical students: up to $1500 per year

Students and applicants can obtain applications from a local lending institution, bank, savings and loan association, or credit union, or from the Financial Aid Office at Stony Brook, or the Office of Student Services in the Health Sciences Center.

Applicants designate a lending institution on their NYHEAC loan application. Applicants are advised to secure a reasonably certain agreement from the designated institution before submitting the application, in order to avoid delay or disappointment. This is frequently easier if the student deals with his, or his family's local bank. Applications should be filed with the Office of Student Services, Health Sciences Center. This office certifies that the applicant is currently enrolled or admitted for the academic period for which the loan is sought. After certification, the Office of Student Services forwards the loan application to the proposed lender, and, if the loan is approved by the lender and by NYHEAC, the lender advances the funds directly to the student. During the time in which the student is in the University, interest payments are made by, and the loan is guaranteed by, the federal government. After graduation, the student has a maximum of ten years, depending upon the amount of money borrowed, in which to repay the loan to the lender, at an interest rate of 7%. A student begins his payments nine months after his separation from the University.

The total time required for processing applications through the lending institution and NYHEAC is between six and eight weeks. Therefore, applicants are encouraged to submit their applications to the Office of Student Services by June 1 for academic work beginning the following fall.

Federal Health Professions Educational Assistance Act: Students enrolled in 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. Such funds will be utilized first in meeting financial needs of eligible students.

EXPLANATION OF HEALTH SCIENCES CENTER COURSE DESIGNATIONS

The following section is an attempt to explain the course designations of all courses offered by the Health Sciences Center. Course designations involve three letters followed by three digits.

Letter Designations

The first letter is always "H," standing for Health Sciences Center. The second letter indicates the school under whose auspices the academic program is offered. The third letter designates the department within the school whose faculty conducts the teaching.

School of Allied Health Professions courses are	HA___
Division of Administrative Programs	HAA___
Division of Community and Mental Health Programs	HAC___
Division of Diagnostic Programs	HAD___
Division of Therapeutic Programs	HAT___
Interdivisional Courses	HAI___

School of Basic Health Sciences courses will be	HB___
Department of Anatomy	HBA___
Department of Biomathematics	HBB___
Department of Microbiology	HBM___
Department of Pathology	HBP___
Department of Pharmacology	HBH___
Department of Physiology and Biophysics	HBY___
Department of Biochemistry	HBC___
Interdepartmental Courses	HBI___
School of Dental Medicine courses will be	HD___
Departmental designations will be announced later.	
School of Medicine courses are	HM___
Department of Community Medicine	HMC___
Department of Family Medicine	HMF___
Department of Medicine	HMM___
Department of Obstetrics and Gynecology	HMO___
Department of Pediatrics	HMP___
Department of Psychiatry	HMY___
Department of Radiology	HMR___
Department of Surgery	HMS___
Interdepartmental Courses	HMI___
School of Nursing courses are	HN___
Department of Adult Health	HNA___
Department of Advanced Nursing Studies	HNR___
Department of Community Health	HNC___
Department of Maternal and Child Health	HNM___
Department of Mental Health	HNP___
Interdepartmental Courses	HNI___
School of Social Welfare will be	HW___

Interdisciplinary courses are HSC___ ___ ___. These are courses taught by faculty from more than one school. The HSC designation applies, also, to courses taught by the Social Sciences and Humanities faculty in the Health Sciences Center.

Numerical Designations

The three letters are followed by three digits. The assignment of the digits is as follows:

The first digit indicates the year-level of the course.

Freshman year	1 __ __
Sophomore year	2 __ __
Junior year	3 __ __
Senior year	4 __ __
Professional and graduate years	5 __ __
	6 __ __
	7 __ __
	8 __ __
Post-doctoral years	9 __ __

The second digit (__ X __) indicates the nature of the course. Digits 0 through 5 in this space are reserved for courses which are introductory, basic, or survey in nature. Digits 6 through 8 are reserved for technical or professional courses.

The third digit is assigned at the discretion of the school.

When the second and third digits are 90 through 94, this indicates a research, seminar, reading, or individual study course, and 95 through 99 indicate a clinical placement or field work.

Examples of courses being offered this fall are:

HNI 351 Fundamental Techniques of Nursing (offered by the School of Nursing, taught by faculty from more than one department within the school, available to juniors, a basic course)

HAD 351 Medical Instrumentation (offered by the School of Allied Health Professions, Division of Diagnostic Programs, available to juniors, an introductory course)

HSC 310 Introduction to the Health Sciences (taught by faculty from more than one school in the Health Sciences Center, available to juniors, an introductory course)

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SCHOOL OF ALLIED HEALTH PROFESSIONS

Professors: EDMUND J. MCTERNAN *(Dean),* VELIO MARSOCCI, URSULA SCHWERIN, ARTHUR UPTON

Associate Professors: EDGAR L. ANDERSON, JR., OSCAR CUNANAN *(Northport Veterans Administration Hospital),* ROBERT O. HAWKINS, JR. *(Assistant Dean),* H. PAUL JOLLY, JR., SALVATORE LA CERVA *(Northport Veterans Administration Hospital),* ROBERT K. MATCH *(Long Island Jewish Medical Center),* PATRICIA PAULSON, MARTIN H. ROSENFELD, JACOB SCHLEICHKORN, H. BARRY WALDMAN, STANLEY ZIMERING

Assistant Professors: ROBERT M. BILTZ, M. KEVIN BUCKLEY, WILLIAM DE'AK, JULIUS ELIAS, MICHAEL J. ENRIGHT, EMIL FREY, MICHAEL M. HELLAND, ANTOL HERSKOVITZ, HERBERT HOPF, ABRAHAM HYMAN *(Atomic Energy Commission, Brookhaven Laboratory),* HOWARD M. LEMPERT, HAROLD LIGHT, DONALD MEYERS, PAUL MEYERS, SHELDON SCHER, GEORGE T. TORTORA, WILLIAM TREANOR, ROBERT A. VITELLO

Instructors: JOHN ARMSTRONG, RICHARD BAUER, PAUL R. DEEGAN, GERALD K. DOLAN, MAYNARD EVANS III *(Queens Hospital Center),* W. ALVORD FINN, JOHN R. KRESS *(Nassau/Suffolk Regional Medical Programs),* RICHARD KRUSZEWSKI, DAVID LYONS *(Triboro Hospital),* DONALD B. POWELL *(Queens Hospital Center),* SAM RUNYON, JUNE SANDERMAN *(Suffolk State School),* GEORGE SCOTT *(South Nassau Communities Hospital)*

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

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

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

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

The School is organized into four divisions: Administrative Programs, Diagnostic Programs, Therapeutic Programs, and Community and Mental

Health Programs. In addition, a separate Office of Research and Teaching Resources supports all four basic program divisions.

Information about the programs of these divisions may be obtained from the Assistant Dean. The following programs will be offered in 1972:

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 behaviorial sciences, and to research which the core program provides.

General Information For Prospective Students

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 Assistant Dean of the School or to the program director of the specific program to which they aspire. Faculty members of the School are available to serve as advisors to students in the freshman and sophomore years.

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

Students seeking admission to the junior year programs of the School of Allied Health Professions, either from the general program at Stony Brook or from other institutions, must be specifically accepted to the School and to the program they have selected, since these are professional programs with strictly limited capacity. A minimum of 54 acceptable semester hour credits is required for junior status.

Stony Brook students must consult with the Director of the Program into which they wish to matriculate. After receiving verbal notice that they will be accepted into the program, they must prepare a "change of major" card (obtained from the Registrar's Office in the Administration Building), take it to the program director for signature, and file it with the Registrar. "Change of major" declarations registering a student in allied health programs will not be considered valid unless this procedure has been followed.

Transfer Student Admission

Transfer students seeking admission to the junior year programs of the School of Allied Health Professions must obtain the necessary forms for application as a transfer student seeking admission to the State University of New York at Stony Brook, and file these forms according to the instructions provided by the Stony Brook Admissions Office. Ordinarily an interview with the appropriate program director and/or the Assistant Dean of the School will be required. All programs of the School of Allied Health Professions are of limited capacity; each student must be accepted into the specific program in which he is interested. Admission to other programs of the University does not constitute automatic admission to this school, nor to a specific program within the school. Similarly, students admitted to programs of the School of Allied Health Professions are not automatically guaranteed transfer to other programs of the University, since admission to allied health programs is controlled separately from general University admission procedures.

Graduate Admission

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

Candidates for admission to graduate study will ordinarily be expected to hold a bachelors degree from a recognized institution of higher learning; this may be waived only in exceptional instances, for candidates of unusual maturity and demonstrated ability. Ordinarily, a "B" average in undergraduate study will

be required for admission to the graduate program; however, other factors indicating competence and promise will be taken into consideration. Students with an unsatisfactory academic history who show evidence of ability in other ways may petition for conditional admission, in order to gain an opportunity to prove their ability to carry successfully the course work in the first term of graduate study in the School.

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

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

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 Assistant 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 Assistant 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 Dean for Students, Health Sciences Center. (See "Financial Aid" information on page 24 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 1.75 overall, or 2.0 in core courses, or 2.5 in professional courses, will be placed on academic probation for the following

period, and terminated if his average does not attain those levels at the end of the probationary period. NO STUDENT ON PROBATION WILL BE PERMITTED TO PARTICIPATE IN THE REQUIRED PERIODS OF FULL-TIME CLINICAL PRACTICE. Students may appeal termination to the School's Acadamic Standing Committee.

Classification of Students. A student must have earned a minimum of 54 semester hours of credit, recognized by the Dean for Students, 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-time study is permitted, through Special Student status, for persons already employed in the health care system and for others with special needs or interests. Approval of Special 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 will be necessary for success in the academic program of the School. A mathematics diagnostic test will be administered to each student admitted to the School during the orientation period. Students who do not achieve a satisfactory score on this instrument will be required to pursue a non-credit mathematics review course during the fall of the junior year.

All other academic regulations in effect at Stony Brook, and in the Health Sciences Center, ordinarily apply to students of this School. Consult the general *Undergraduate 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 pre-professional curriculum, and within the professional curricula. The purpose of this policy is to permit the greatest possible flexibility in evaluating the records of candidates for admission, and within the programs of students already accepted. The important point is that a student be able to profitably pursue the courses he selects within the School, and not that he be stamped out of a rigid academic mold. In the case of a few curricula, rigid accreditation criteria force the School to specify special prerequisite course work. Prospective students should consult the information which is given in subsequent pages of this Bulletin relating to the particular curriculum in which they are interested for special recommendations or prerequisite requirements.

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

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

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

Core Curriculum

All students registered for the professional programs of the School will take the following core program, in addition to the specific professional program required for qualification in the field they have elected:

JUNIOR YEAR

Basic Health Sciences	*Credits*	*Medical Sciences*	*Credits*
HBA 350 Human Anatomy	3	HMI 310 Clinical Medicine I	3
HBY 350 Human Physiology	3	HSC 310 Introduction to Health Sciences	1
HAD 351 Medical Instrumentation	2		

Behavioral Sciences	*Credits*	*Research*	*Credits*
HSW 302 Human Growth and Development	3	HAA 350 Foundations of Research	2
HSW 301 Man in Society	3	HAA 351 Research Design	2

SENIOR YEAR

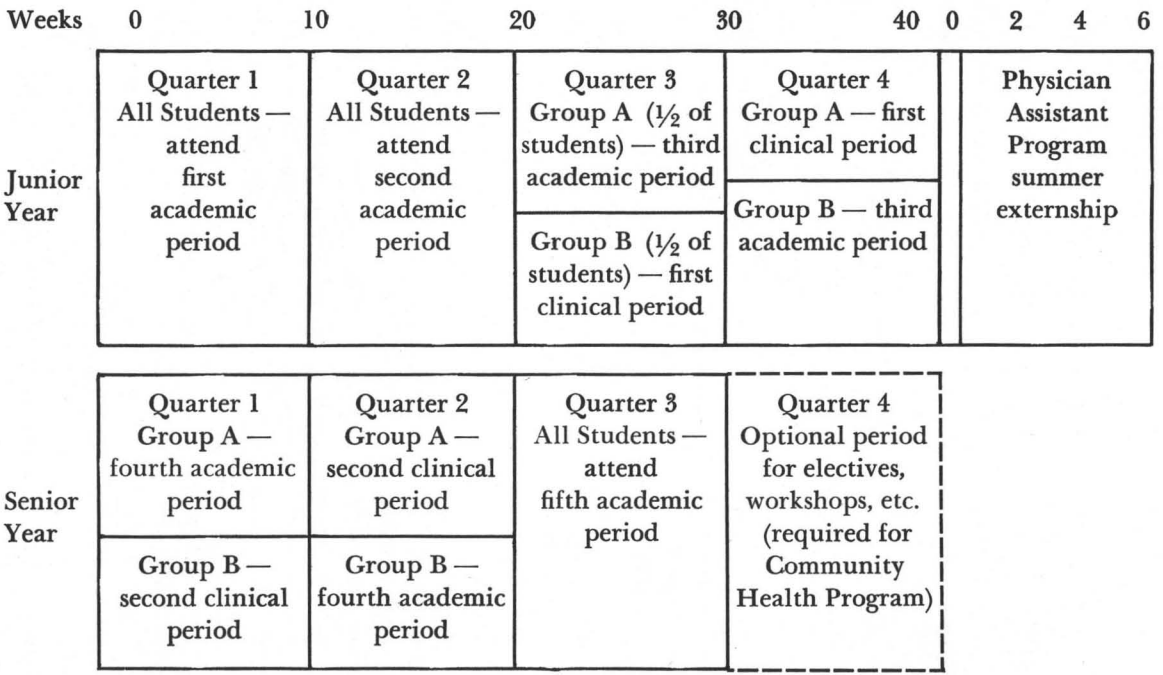
Medical Sciences	*Credits*	*Behavioral Science*	*Credits*
HAC 411 Community Health	2	HAA 430 Human Behavior in Organizations	3
HSC 449 Interdisciplinary Seminar	1		

Research	*Credits*
HAA 490 Research Tutorial	2

The core program includes 31 credits of course work. Except for students in the program in Community and School Health, who may request to omit HAD 351 Medical Instrumentation, 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 which begins earlier, and ends later, than the normal academic 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. A schematic representation of this program plan follows:


Weeks
0
10
20
30
40
0
2
4
6
Junior Year
Quarter 1
All Students — attend first academic period
Quarter 2
All Students — attend second academic period
Quarter 3
Group A (½ of students) — third academic period
Group B (½ of students) — first clinical period
Quarter 4
Group A — first clinical period
Group B — third academic period
Physician Assistant Program summer externship
Senior Year
Quarter 1
Group A — fourth academic period
Group B — second clinical period
Quarter 2
Group A — second clinical period
Group B — fourth academic period
Quarter 3
All Students — attend fifth academic period
Quarter 4
Optional period for electives, workshops, etc. (required for Community Health Program)

Clinical Resources

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

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

Each student is personally responsible for arranging his or her own transportation to and from clinical assignments.

Graduation and Degree Requirements

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

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

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

Candidates for the masters degree. Ordinarily 48 semester hours of graduate study are required, at least 24 of which must be completed at Stony Brook.

A cumulative quality point average of 3.0 (B) is required for graduation; the minimum passing grade is 2.0 (C). See individual program descriptions for additional specific requirements.

Division of Administrative Programs

Chairman: Michael J. Enright

Masters Program in Health Services Administration
Program Co-Directors: Michael J. Enright, Edmund J. McTernan

Program Objectives

The basic objective of the masters program in health services administration is to train individuals in theory and methodology for delivering high quality medical services in a variety of organizations. Emphasis will be placed on fundamental knowledge and broad skills which have application to the management of the wide range of health services organizations.

In order to give students an adequate understanding of the communities beyond their institutions, the curriculum includes course work in public administration and social policy. While not attempting to train social planners, these courses are intended to provide administrators with sufficient skill to enable them to understand and implement policy, and to influence its formulation in the health field.

Organization of Program

The program is a 48 credit masters degree. The normal course of full-time study is 21 consecutive months.

The plan for the Master of Science in health services administration is three academic quarters of course work, an administrative residency of 28 weeks extending through the fourth quarter of the first academic year, the summer intersession and the first quarter of the second year, plus three additional quarters of academic work.

A masters thesis is required. Each student will be encouraged to identify an area of interest during his first three quarters of class work. During the residency the student will be expected to do further reading in his area of interest. Final analysis and interpretation will be concluded during the final three quarters of didactic work.

The co-directors of the program in health services administration will provide counselling to applicants and students of the school, and will have responsibility for the overall program plan for each student.

The curriculum will ordinarily include 48 credits of course work distributed as follows:

HAA 620, 621 Hospital Organization and Management	4 credits
HAA 623 Health Sciences Communications	2 credits
HAA 625 Health Facility Planning and Design	2 credits
HAA 630, 631 Health Services and Medical Care	4 credits
HAA 632 Economics of Health	2 credits
HAA 634 Health Issues and Public Policy	2 credits
HAA 636 Health Law	1 credit
HAA 638, 639 Planning Health Services	4 credits
HAA 640 Personnel Management and Industrial Relations	2 credits
HAA 642, 643 Financial Management of Health Care Institutions	4 credits
HAA 650, 651, 652 Quantitative Factors in Administration	6 credits
HAA 656 Research Methods	2 credits
HAA 658 Introduction to Medical Science	1 credit
HAA 661, 662 Human Relations in Organizations	4 credits
HAA 663 Medical Sociology	2 credits
Elective	6 credits
Residency	no credit

Administrative Residency

Twenty-eight weeks of full-time off-campus residency experience in one or more health agencies approved for this purpose by the program directors are required. This does not carry academic credit. Students will receive a cost-of-living stipend of between five and six hundred dollars monthly from the clinical institution to which they are assigned for the preceptorship, except when it is spent in rotation among several agencies.

This experience provides the individual contact with a high level of administrative functioning. The student discusses problems and activities with the top executive of the hospital or health agency and begins to develop an understanding, which complements his didactic instruction, of the subjective aspects of administration.

Admission

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. 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 carry successfully the course work in the first term of graduate study in the School. Undergraduate courses in chemistry, biology, mathematics, social sciences, accounting, medical terminology, and statistics are strongly recommended.

Candidates for admission must demonstrate potential for significant service to the health field as indicated by previous experience and by a statement of 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. Two letters of reference are required. Applicants, who are considered candidates for admission after review of their application, will be invited for interviews with three faculty of the program in health services administration.

Qualified, mature 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 can be achieved without full-time participation.

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

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

Admission Requirements: There are no special admission prerequisites other than those given under the general information headings on page . Further course work in the social and behavioral sciences, in addition to that required, is strongly recommended for the freshman and sophomore years.

Professional Program Requirements

Core courses required (See page 38) ..... 29 semester hours
(Important note: Students in this program may request exemption from the core course in Instrumentation, ordinarily included in the 31 credit required core program. This reduces the core to 29 credits.)
Professional courses required ..... 45 credits

Junior Year	*credits*	*Senior Year*	*credits*
Community Dynamics	3	Field Practicum*	12
Mental Health	3	School-Community Seminar	3
Sex, Reproduction, and Marriage	3	Communications and Group Dynamics	3
Drugs and Society	3	Nutrition and Health	3
Curriculum Development	3	Workshops (2)**	6
Methods, Materials and Evaluation in Health Education	3		

Optional: Independent study in School, Community, or Mental Health. By permission only; 1 to 6 credits.

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

* Field Practicum will consist of 15 to 16 weeks of full-time field practice in community and school programs, under supervision, with the required seminar. Practicum will be completed in a health agency and school system acceptable to the director of the program.

** Each student will choose two workshops, three credits each, from the following list. Workshops are conducted in intensive two-week programs during the second spring session of the senior year.

Environmental Health	3 credits
Consumer Health	3 credits
Health Care Services	3 credits
Patient Education	3 credits

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, and including organic or biological chemistry), 16 semester hours in the biological sciences (excluding survey courses), and one course in mathematics. Courses in basic statistics and physics are also strongly recommended. In order to complete these requirements and the requirements of the professional program in the four-year college career, the candidate for junior status in this program must have completed approximately half of these mandated credits. Specific course suggestions will be made by the program director for interested lower division students.

Professional Program Requirements

Core courses required (See page 38) ..... 31 credits
Professional courses required ..... 40 credits

Junior Year	*credits*	*Senior Year*	*credits*
**Biology	3	Adv. Instrumentation	3
Clinical Chemistry	3	Electives	6
Microbiology	6	*Clinical Practicum	6
Hematology	3	Automation	2
*Clinical Practicum	6		

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 different, 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.

* 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.

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 a prerequisite of 54 college credits or the equivalent for admission.

Professional Program Requirements

Core courses required (See page 38) ..... 31 credits
Additional course work: ..... 4 credits

Human Chemistry .....2 credits
Microbiology .....2 credits

Concentration in Pathological Technology Leading to the Degree of Bachelor of Science (Health Science Technology)
Program Director: GABOR INKE

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

Professional Program Requirements

Core courses required (See page 38) .....31 credits
Professional courses required .....35 credits

Junior Year	*credits*	*Senior Year*	*credits*
Advanced Anatomy	3	Morphology Lab. Tech. IV	4
Morphology Lab. Tech. I, II	4	Pathology	3
Forensic Medicine	3	Electives	6
Practicum* (Morphology Lab. Tech. III)	6	Practicum* (Morphology Lab. Tech. V)	6

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

Division of Therapeutic Programs
Chairman: EDGAR L. ANDERSON

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

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 respiratory therapy procedures; technical programs in respiratory therapy (inhalation therapy) 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 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 chemistry *and* biology, *or* in an intensive course in integrated sciences (with laboratory), is highly recommended for admission.

Professional Program Requirements

Core courses required (See page 38) ..... 31 credits
Professional courses required ..... 41 credits

Junior Year	*credits*	*Senior Year*	*credits*
Advanced Anatomy	3	Diagnosis and Practice CPT/RT	6
Clinical Medicine II	3	Special Studies CPT/RT	3
Intro. to CPT/RT	1	Electives	6
Essentials CPT/RT	2	Clinical Practicum*	6
Theory of CPT/RT	5		
Clinical Practicum*	6		

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

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

Program Director: Jacob Schleichkorn

Special Admission Requirements: It is the general policy of the School of Allied Health Professions to avoid, to the greatest degree possible, specific prerequisites stated in terms of credits or clock hours. However, the "essentials of an acceptable school of physical therapy," published by the Council on Medical Education of the American Medical Association, requires that candidates for admission to an approved professional curriculum present evidence of satisfactory completion of preparatory courses in the biological and physical sciences, and recommends that students have had instruction in physics, chemistry, and psychology. Preference for admission will therefore be given to candidates with the required and recommended course work, in addition to the general admission requirements of the School of Allied Health Professions listed on page of this catalog.

Professional Program Requirements

Core courses required (See page 38) ..... 31 credits
Professional courses required ..... 42 credits

Junior Year	*credits*
Advanced Anatomy	3
Neuroanatomy	2
Pathology	2
Orientation to Physical Therapy	1
Introduction to Physical Therapy Patient Care	2
Theory of Physical Therapy	4
Clinical Practicum*	6

Senior Year	*credits*
Ethics and Administration	1
Tests and Measurements	3
Theory of Physical Therapy	8
Kinesiology	2
Psychology of Disability	2
Clinical Practicum*	6

* Clinical Practicum consists of two periods, each of ten weeks duration, in full-time supervised instruction and practice in the clinical campus hospitals and other affiliated patient-care facilities.

Program for Physician Associates Leading to the Certificate of Proficiency

Program Director: William De'ak

Special note: The program for physician associates is unique among the offerings of the School of Allied Health Professions in that two years of prior collegiate-level education are not required as a condition of entry to the professional program. It is also different from the other programs in that it does not culminate in an academic degree; instead, a certificate of proficiency is awarded to those who complete the program satisfactorily. The equivalent of two years of college credit are earned in this program. The faculty of the School is now studying a special transitional program (which would be open to individuals who complete this program) which would permit students to complete the additional requirements needed for the bachelors degree in approximately two years of subsequent education (or the equivalent amount of academic endeavor on a part-time basis).

Special admission requirements: Applicants for this program must be high school graduates or the equivalent as determined by the program director. While no formal prior college courses are required, each student must have an understanding of the general concepts of chemistry and biology in order to cope successfully with the first-year work (a proficiency examination may be required, at the discretion of the program director, to demonstrate this). *This program is open only to students of unusual maturity, who have a minimum of one year of full time working experience or the equivalent* in direct patient-care activities in a recognized hospital or other patient-care facility. Former armed service "hospital corpsmen" or "medics" who have the other needed qualifications are considered especially appropriate as candidates for this program, but admission is not limited to this category of applicant.

Professional Program Requirements

*Core courses required (See page 38) ..... 19 credits
Professional didactic courses required ..... 38 credits
See special brochure for required courses.

* In several instances, professional courses satisfy core course requirements.

Office of Research and Teaching Resources

Acting Director: ROBERT O. HAWKINS, JR.

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

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

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

Continuing Professional Education Programs

Coordinator of Continuing Professional Education in Allied Health: MARTIN H. ROSENFELD

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 courses designated as part of the Continuing Professional Education Program; while so registered, they are considered regular students of the School under the "special student" category. Academic credit is conferred where appropriate, and, in addition, special non-credit courses may be offered under this program. Courses will be scheduled in late afternoon and evening hours, or on weekends in intensive workshop format or spread over the regular academic program calendar, as the needs of the professional constituency dictates. Courses may be offered on campus, or at remote locations.

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

For specific information or a list of courses available through the Continuing Professional Education Program, contact the Coordinator in Room 107, "F" Building, South Campus, S.U.N.Y. at Stony Brook, or telephone (516) 444-2258.

Community Service Activities

Coordinator: Stanley Zimering

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

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

Vocational Counseling Services for students with a general interest in the allied health field is the responsibility of Professor Edgar Anderson, whose office is Room 135, "F" Building, South Campus, S.U.N.Y. at Stony Brook.

Students with specific interests in the programs of the School of Allied Health Professions should contact Assistant Dean Robert O. Hawkins, Jr., Room 101, "F" Building, South Campus. Professor Anderson's telephone number is (516) 444-2134; Dean Hawkins' number is (516) 444-2253.

Courses

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

Several new programs are being offered by the School during the academic year 1971-72. In some cases, these programs include courses which will not be offered until academic year 1972-73. In this case, the course title may show as a required course in the program, but a course description may not be listed below. In case of question, contact the Dean's office or the program director of the program in which the course is included.

Interdisciplinary Courses

HSC 310 Introduction to Health Sciences

An introduction to the study of health, illness, and society's system for preserving health and treating illness. Explores the concept of health and how an individual preserves his health. Sources of primary care, health and illness-oriented institutions, social health problems, public health problems and programs, and the manpower involved in the delivery of health care constitute five subject areas discussed in the course. Students divided into small groups will study in depth one topical area of special interest to each group.
Prerequisite: Permission of instructor.
Q1 or Q2, 1 credit

HSC 449 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.
Q3, 1 credit

HAA 350 Foundations of Research

Discusses elements of biostatistics; graphs and tables; descriptive statistics; probability; populations and samples; normal distribution; hypothesis testing; chi-square test; analysis of variance; computers; elementary concepts of research design.
Dean Hawkins
Q1 and Q3, 3 credits

HAA 390 Research Tutorial

Each student will conduct a research project of his own design with guidance of an assigned faculty member. This project may involve laboratory research, historical research, or primary research in the community. Each project will be presented by the student to a seminar group of his peers and faculty advisors during the last two weeks of the session.
Prerequisites: HAA 350 and HMI 350.
Coordinator: Dean Hawkins
Q3 and Q4, 2 credits

HAA 421 Concepts of Management For Allied Health Professionals

Basic concepts of personnel management, wage and salary administration, purchasing, supervisory techniques.
Q3, 3 credits

HAA 422 Introduction to the Health Services System

Study of the means by which the contemporary American society maintains health, prevents and treats illness, restores maximal physical and emotional function, and maintains the chronically ill individual, including official and non-official agencies, patterns of medical care, hospital systems, health insurance and prepayment mechanisms. Changing concepts of private vs. social health responsibility, and quality of care are discussed.
Q1 and Q2, 3 credits

HAA 430 Human Behavior in Organizations

Analysis of theories of behavior of individuals and groups in formal organizations, as evident in the administrative process, organizational structures, and policy formulation.
Prerequisite: HMI 451.
Q3 and Q4, 3 credits

HAA 490 Research Tutorial

Same as HAA 390. Credit may be earned for both HAA 390 and this course.
Prerequisites: HAA 350 and HMI 350.
Coordinator: Dean Hawkins
Q1, Q2, Q3, and Q4, 2 credits

HAA 494 Independent Study in Health Services Administration

A course of study providing opportunities for the student to undertake independently a special project involving advanced readings, reports, and discussions or research on topics or problems of his choosing, with the guidance of an assigned faculty member.
Prerequisite: HMI 350.
Credit variable, course repeatable

HAA 620, 621 Hospital 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, physicians, community and administrators, and department heads. Includes history of hospitals; departmental function and control; legal aspects; development and analysis of systems and procedures; stand-

ards 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.
4 credits

HAA 623 Health Sciences Communications

A sequence for health services administrators specific to the needs of the individuals will be developed in cooperation with programs in Health Sciences Communications.
Prerequisite: Permission of instructor.
2 credits

HAA 625 Health Facility Planning and Design

Philosophy for designing patient oriented hospital and clinic services. Spatial interrelationships. Adaptive structures. Systems design and integration. Internal transportation methods. Electronic instrumentation. Building codes and regulations.
Prerequisites: HAA 620, 621.
2 credits

HAA 630, 631 Health Services and Medical Care I, II

Interrelationships of hospitals, and voluntary and public agencies, with emphasis on evaluation of hospital as community medical center. Coordination and supervision of delivery of care. Evaluation of health services. Comparative health systems. Health manpower. Ambulatory care. Patterns of health care.
Prerequisite: Permission of instructor.
Professor Waldman
4 credits

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.
Prerequisite: Quantitative Factors, Financial Management.
2 credits

HAA 634 Health Issues and Public Policy

Evaluation and operation of intergovernmental programs, especially funding of manpower programs and purchase of direct health services. Emphasis on regulatory rules of government. Social policy issues. Community involvement.
Prerequisites: HAA 630, 631 or permission of instructor.
2 credits

HAA 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.
1 credit

HAA 638, 639 Planning Health Services

Methods for planning health services and facilities, data necessary, techniques and formulae. Construction and design of hospitals. Federal planning programs, Hill Burton, regional medical programs, comprehensive health planning, community mental health centers, epidemiology, environmental health.
Prerequisite: Permission of instructor.
4 credits

HAA 640 Personnel Management and Industrial Relations

Personnel structure and problems in hospitals; collective bargaining and labor relations; and general personnel processes, job analysis, staffing, job worth pricing.
Prerequisite: Permission of instructor.
Professor Enright
2 credits

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

Relation of hospital rates to reimbursement plans; relationship between hospital changes and costs; incentives for operation of hospitals; capital financing for hospitals; programming budgeting; comparison of funding by third-party mechanism; fund accounting, chart of accounts, sources of revenue, asset management, investments.
Prerequisites: HAA 650, 651, 652.
4 credits

HAA 650, 651, 652 Quantitative Factors in Administration I, II, III

The course will treat descriptive statistics, probability, analysis of variance and regression; and a review of mathematical functions, and algebra, experimental design and sampling techniques, and rational decision making by linear programming, input-output models, game theory, and regression models. These topics will be treated with specific references to their applications in the health field.
6 credits

HAA 656 Research Methods

Data sources and problems. Research and the scientific method. Identifying the research problem. Hypothesis testing, controls, and experimental design.
2 credits

HAA 658 Introduction to Medical Science

Elementary understanding of concepts of medical science for administrator including gross anatomy, physiology, pathology, and epidemiology. Major disease entities will be discussed in light of the medical specialities and diagnostic techniques used for the medical management of the patient.
Prerequisite: Permission of instructor.
Dean McTernan and Staff
1 credit

HAA 661, 662 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
4 credits

HAA 663 Medical Sociology

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

EDU 103 Human Development

An examination of the factors affecting human growth and development from conception through the life cycle. Different theoretical approaches, research findings, and their implications for schools and teaching will be emphasized.
Note: This course is offered by the Office of Teacher Preparation.
Fall, 3 credits

HAC 300 Mental Health

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

HAC 305 Sex, Reproduction, and Marriage

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.
3 credits

HAC 307 Drugs and Society

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

HAC 325 Curriculum Development in Health Education

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

HAC 326 Methods, Materials, and Evaluation in Health

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

HSC 395 Community Dynamics

This course was designed and will be conducted by students and faculty. Emphasis will be placed on the methodology of social change at the community level. The initial activities of the course will be directed towards determining and documenting what the local community defines as its social problems. On the basis of this information a range of community problems will be selected by course participants for definition, analysis, and community involvement in the following semester.
Note: This course is offered by the School of Social Welfare.
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.
3 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.

2 credits

HAC 415 Nutrition and Health

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

3 credits

Workshops: The following four courses will be offered on a workshop basis—requiring full-time attendance for five days a week during two consecutive weeks, during the second spring session. Permission of the instructor is required for registration in any of these workshop courses.

HAC 480 Environmental Health

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

3 credits

HAC 481 Patient Education

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

3 credits

HAC 482 Health Care Services

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

3 credits

HAC 483 Consumer Health

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

3 credits

HAC 490 School-Community Seminar

Seminar on the problems and issues of teaching and community health. Analysis of the relationships between the school and community and of the actual problems and issues encountered by the students in their assignments.

Corequisite: HAC 495.

3 credits

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

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

Prerequisite: Research Design.

1-6 credits

HAC 495 Field Practicum in School Health and Community Health

A supervised practice teaching experience in

health education in selected schools and a supervised community health agency field experience in a voluntary or official agency.
Corequisite: HAC 490.
12 credits

HAC 496 Supervised Community Field Experience

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 for the entire semester. Frequent meetings will be held with the agency supervisor and the supervising teacher; seminar meetings with students and faculty will be utilized to help the student interpret and evaluate his experience.
Corequisite: HAC 497.
Prerequisite: Major in Community and School Health with senior standing.

Note: This course is offered on a *semester* basis only.
Fall, 12 credits

HAC 497 Field Experience Seminar

Seminar on the problems and issues relating to community and public health education. Analysis of actual problems and issues encountered by the students in their field assignments.
Corequisite: HAC 496.

Note: This course is offered on a *semester* basis only.
Fall, 3 credits

Courses for Division of Diagnostic Programs

HAD 304 Basic Care of Laboratory Animals

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

An introduction to the study of human physiological chemistry, examining some of the intermediary metabolic cycles as they are functional in the healthy state versus the abnormal or disease states. The course will be descriptive in nature, applied to the understanding of the relationship of organ and cell structure to function.
Prerequisite: Limited to matriculated students in the Physician Associate Program or others by permission of instructor.
Professor Rosenfeld and staff
Q2, 2 credits

HAD 311 Clinical Chemistry

The course is intended to instruct the student in the analytical procedures and methods currently used in clinical laboratories. It is to emphasize manual methods for analysis of significant, organic, and inorganic blood and urine constituents including enzyme activity. Methods of instrumentation, instrument calibration and quality control methods are also to be emphasized. Laboratory exercises will be offered to emphasize the lecture material. Lectures and laboratory.
Prerequisite: Biochemistry and permission of instructor.
Q3, 3 credits

HAD 315 Hematology

A comprehensive study of the human hematopoietic system and its relationship to other organ systems. Discussions will include morphological and biochemical relationships of erythropoiesis and leukopoiesis to the healthy vs. disease states. Laboratory exercises will be offered to acquaint the student with current methods in hematologic analysis. Lectures and laboratory.
Prerequisite: Permission of instructor.
Q3, 3 credits

HAD 318 Microbiology (Lecture and Lab)

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.
Q2 and Q3, 4 credits

HAD 320 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 351 Medical Instrumentation

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

ings, reports, and discussions or research on topics or problems of his choosing, with the guidance of an assigned faculty member.

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 period (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 415 Immunology

A study of the antibody-antigen reactions and the use of current techniques employed for their assay. Discussions of the immunologic responses of the host-infectious agent interaction and their demonstration via techniques such as precipitation, agglutination, complement fixation. Laboratory exercises will be offered to demonstrate the lecture material. Lectures and laboratory.
Q1, 3 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.
Q3, 2 credits

HAD 420 Laboratory Instrumentation

Primarily a course in the understanding and trouble-shooting of electronic components of laboratory instrumentation. Discussion will include current approved safety requirements for equipment found in the modern hospital. Lectures and laboratory.
Prerequisite: HAD 351.
Q1, 2 credits

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 Laboratory Animal Medicine I

A course in research methodology with laboratory animals, intended to expose students to the techniques, body of knowledge, and literature of laboratory animal science. Didactic instruction will be supplemented with laboratory activities to make the student proficient at conducting activities involving the use of animals in a competent manner with adequate humane considerations. This is a graduate course open to advanced undergraduates in the health sciences. Requires two lecture and three laboratory hours per week.
Prerequisite: Permission of instructor.
Dr. Weisbroth, Professor Scher
Q1 or Q3, 2 credits

HAD 511 Laboratory Animal Medicine II

Continuation of HAD 510.
Prerequisite: HAD 510.
Dr. Weisbroth, Professor Scher
Q2 or Q4, 2 credits

HAT 310 Introduction to Cardiopulmonary Technology/Respiratory Therapy

Terminology and data; measurements; atmospheric composition; composition of body fluids; basic concepts of medical bacteriology; introduction to cardiopulmonary and respiratory equipment; and clinical observations.
Prerequisite: Permission of instructor.
Q1, 1 credit

HAT 320 Diagnostics

Provides the student with the fundamentals of the more unusual and detailed laboratory and clinical procedures including applied sterile techniques, basic physical therapy exercise, demonstration of cast application and splinting, cutdowns, spinal taps, thoracentesis, paracentesis, tracheotomies, nasogastric intubation, gastric analysis with histalog, bone marrow taps, gastroscopy, sigmoidoscopy and proctoscopy, skin testing, glucose, insulin, and orinase tolerance testing; catheterization, visual fields and acuity, and audiometry. The time is divided between lecture and demonstration with laboratory and bedside participation by the student. Each lecture demonstration and participation phase is conducted by a specialist in that area being studied. To achieve the most complete effect from each topic or procedure presented, each is correlated with practical experience. Limited to students matriculated in the Physician Associate Program.
Q3 and Q4, 2 credits

HAT 360 Essentials for Cardiopulmonary Technology/Respiratory Therapy

Review of physiology and anatomy of the respiratory, cardiopulmonary and cardiovascular systems starting with the effect of atmosphere on respiration, gas laws, pulmonary circulation and emphasizing O_2 and CO_2 distribution, acid base and regulation and mechanics involved in the above systems. One-hour lab.
Prerequisite: HAT 310.
Mr. Dolan, Professor Anderson, Professor Buckley
Q2, 2 credits

HAT 361 Theory of Cardio-Respiratory Diagnosis and Treatment

A course designed to acquaint students with the pathophysiology they will encounter in their field. During the laboratory sessions, students will be able to practice their role in the diagnosis and treatment with the use of analogs and programmed problems.

Prerequisite: HAT 360.

Professor Anderson and Staff and Guest Lecturers

Q3 and Q4, 5 credits

HAT 395 Clinical Practicum

Affiliation with five medical institutions will allow the students to practice in three basic areas: a) respiratory therapy department, b) cardiopulmonary laboratory, c) pulmonary function laboratory.
Prerequisite: HAT 360 or HAT 361.

Staff

Q3 and Q4, 6 credits

HAT 461 Cardio-Respiratory Diagnosis and Treatment Practices

A continuation of HAT 361 involving more cardiovasculature and cardiopulmonary pathophysiology as complications in obstetrics, pediatrics, and neurology. Discussion of baric and thermal alterations and their relation to cardiopulmonary technology/respiratory therapy as well as applied medical physics is included. The laboratory involvement allows

the students to familiarize themselves with the apparatus used in treatment practices and diagnosis by solving analog problems. Three hour laboratory.

Prerequisites: HAT 361 and HAT 395.

Staff and Guest Lecturers

Q1 and Q2, 5 credits

HAT 495 Clinical Practicum

Affiliation with three medical institutions 40 hours a week for ten weeks will provide areas of individual patient-to-student clerkship applying the knowledge gained in the three areas during HAT 395. Half of the time will be spent in different intensive care areas while the remainder will be dedicated to cardiac catheterization, open heart surgery, cardiovasculature treatments, and related demonstration in the animal and cardiopulmonary laboratories.

Prerequisites: HAT 461 and HAT 395.

Staff

Q1 and Q2, 6 credits

HAT 491 Special Studies in Cardiopulmonary Technology/ Respiratory Therapy

Investigation of projects assigned to groups after research in the clinical field or our own laboratory. Emphasis will be placed on the practical application and the relation to encountered pathophysiological conditions. The latter part of the course involves applied nursing sciences, equipment review and "mock" written and oral examinations based on the American Registry of Inhalation Therapy and Cardiopulmonary Technology examinations.

Prerequisites: HAT 461 and HAT 495.

Professor Anderson and Staff

Q2, 4 credits

Courses for Allied Health Programs given by Basic Health Sciences

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

HBM 320 General Microbiology (Lectures and demonstrations)

HBM 351 Medical Microbiology (Lectures only)

HBY 350 Physiology (Lectures)

HBY 351 Physiology Laboratory

HBA 350 Basic Human Anatomy (Lectures and demonstrations)

HBA 360 Advanced Anatomy Laboratory

HBB 051 Basic Mathematical Skills for the Health Sciences

HBA 361 Morphologic Laboratory Technology I

HBA 362 Morphologic Laboratory Technology II

HBA 363 Morphologic Laboratory Technology III

HBA 464 Morphologic Laboratory Technology IV

HBA 465 Morphologic Laboratory Technology V

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SCHOOL OF BASIC HEALTH SCIENCES

Professors: JAMES I. BERKMAN *(Long Island Jewish-Queens Hospital Center Campus)*, VINCENT P. CIRILLO, ROBERT A. CONARD *(Brookhaven National Laboratory)*, MAYNARD DEWEY, MORTIMER M. ELKIND *(Brookhaven National Laboratory)*, MADELINE FUSCO, AARON JANOFF, HORTON A. JOHNSON, JANIS V. KLAVINS *(Long Island Jewish-Queens Hospital Center Campus)*, MARVIN KUSCHNER, PAUL G. LEFEVRE, HARVEY M. LEVY, VINCENT S. PALLADINO *(Nassau County Medical Center)*, JAMES S. ROBERTSON *(Brookhaven National Laboratory)*, CLAIRE J. SHELLABARGER *(Brookhaven National Laboratory)*, MELVIN V. SIMPSON, GEORGE W. STROKE, ARTHUR C. UPTON *(Dean)*, WILLIAM G. VAN DER KLOOT, SIDNEY B. WEINBERG

Associate Professors: BURT V. BRONK *(Brookhaven National Laboratory)*, ARJUN D. CHANANA *(Brookhaven National Laboratory)*, JOHN L. DUFFY *(Nassau County Medical Center)*, MARTIN FREUNDLICH, GABOR INKE, BERNARD P. LANE, CHARLES W. KIM, MARTIN MENDELSON, FREDERICK MILLER, CARL MOOS, MONICA RILEY, MALCOLM SKOLNICK, FREDERICK W. STUDIER *(Joint Appointment with Brookhaven National Laboratory)*, STEVEN H. WEISBROTH, DAVID L. WILLIAMSON

Assistant Professors: NORMAN ARNHEIM, LEROY T. BROWN, NICHOLAS DELIHAS, BERNARD S. DUDOCK, VERA K. FARRIS, RAYMOND F. GESTELAND *(Joint Appointment with Cold Spring Harbor Laboratory for Quantitative Biology)*, RICHARD S. GOODMAN, RONALD E. IRVING, BENJAMIN H. LEICHTLING, STANLEY J. MASIAK, PHILIP MEYERS, VALENTINE A. NOWICKI, CHARLES V. ROBINSON, STUART MCLAUGHLIN, SANFORD R. SIMON, DANIEL N. SLATKIN, ROLF STERNGLANZ

About the School of Basic Health Sciences

Objectives and Organization

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

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

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

In addition to instruction at the undergraduate and professional levels, the School of Basic Health Sciences has major responsibility for graduate, postgraduate, 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 dentistry. Instruction of medical students is to begin in 1971 and instruction of dental students in 1973.

Admissions

The first formal graduate training programs in the Basic Health Sciences are to be offered in 1972, with the exception of the graduate program in Biochemistry, which has already been in operation for several years through the Division of Biological Sciences. This program, in Molecular and Cellular

Biology, is described in detail in the 1971-72 *Graduate Bulletin* of the State University of New York at Stony Brook. Courses are being planned leading to the master's and doctoral degrees in the various other departments listed below. Inquiries should be addressed to Dr. A. C. Upton, Dean, School of Basic Health Sciences, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, N. Y. 11790.

Department of Anatomical Sciences

Chairman: MAYNARD M. DEWEY

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

Department of Biochemistry

Chairman: MELVIN V. SIMPSON

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

Department of Biomathematics

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

Department of Microbiology

The department will provide instruction in the biology of micro-organisms and micro-host relationships to students in all of the health professions. It will also offer such allied undergraduate and graduate courses as are needed for majors in biology. Another major responsibility will be the development of departmental and interdisciplinary programs for graduate study and research. The department will have particularly close relationships with the Division of Biological Sciences and with the Division of Infectious Diseases in the Departments of Medicine and Pediatrics.

Department of Pathology

Chairman: MARVIN KUSCHNER

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

Department of Pharmacology

This department will have its major teaching functions in the Schools of the Health Sciences Center; however, it will also be an all-university department, providing graduate and upper division instruction for students in other schools. The aim of the department will be to provide knowledge and experience in the important field of drugs, from molecular structures and functions through the full range of pharmacodynamics to clinical pharmacology and toxicology. Teaching will be directed toward all aspects of drugs as modifiers of cell and organ function, emphasizing the principles of drug action at the cellular and enzymatic levels, drug distribution, drug metabolism, drug excretion, and the evaluation and testing of pharmacologic agents in man. Special attention will be devoted to the problems of drug abuse. Departmental and interdisciplinary graduate programs will be developed.

Department of Physiology and Biophysics

Chairman: WILLIAM G. VAN DER KLOOT

This department will offer a diversified program of studies on the dynamic aspects, functions, and regulation of living processes, ranging from the molecular basis of memory to the mechanics of locomotion. Like the other basic science departments, Physiology and Biophysics will have responsibilities for teaching in all the schools of the Health Sciences Center, for undergraduate sequences in biology, and for graduate studies. The latter will include departmental and interdisciplinary graduate programs. The inclusion of biophysics with physiology is seen as a means to foster the application of the techniques of physics and engineering to investigational problems in medicine and biology at all levels of biological organization.

Courses for the School of Medicine

HBA 532 Gross Human Anatomy

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

Q2 and Q3, 20 weeks

HBA 531 Human Cytology and Histology

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

Q1, 10 weeks

HBM 531 Medical Microbiology

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

Q2, 10 weeks

HBP 531 General Pathology

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

Q2 and Q3, 20 weeks

HBB 531 Introductory Biomathematics

The basic elements of algebra, analysis, statistics, and computing as applied to the health sciences. One hour per week.

Q1 and Q2, 20 weeks

HBB 541 The Use of Computers in the Health Sciences

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

Elective, Q3 or Q4, 10 weeks

HBC 531 Biochemistry for Medical and Dental Students

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

Q1, 10 weeks

HBH 531 Principles of Pharmacology

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

Q3, 10 weeks

HBY 532 Cell Physiology

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

Q1, 10 weeks

HSC 500 Organ System Analysis

Two organ systems, the central nervous system and the cardiovascular system will be presented in coordinated teaching blocs, primarily by the Departments of Physiology and Pathology, in collaboration with the necessary clinical sciences. This arrangement is designed to provide the student with a fundamental understanding of pathological physiology.

Q4, 10 weeks

HSC 551 Basic Medical Genetics

Fundamentals of genetics, with emphasis on medical aspects. Inheritance, expression, regulation, and function of genes and chromosomes. Chromosomal aberrations; somatic cell genetics.

Q2, 10 weeks

Postgraduate Course

HBA 960 Postgraduate Clinical Anatomy of the Head and Neck

(formerly HBA 860)

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

Q3 and Q4, 20 weeks

HBA 350 Basic Human Anatomy

Lectures and demonstrations on the topography, structure and principal function of cells, tissues, and organ systems of the human body (including some embryology) with emphasis on applications to health care. For nursing and allied health students.

Q1 and Q2, 3 credits

HBA 360 Advanced Anatomy Laboratory

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

Q1 and Q2, 4 credits

HBA 361 Morphologic Laboratory Technology I

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

Prerequisite: Permission of instructor.

Dr. Inke

Q1, 2 credits

HBA 362 Morphologic Laboratory Technology II

Methods for demonstration of the gross structure of all organs except the skeletomuscular system.

Prerequisite: HBA 361 or permission of instructor.

Dr. Inke

Q2, 2 credits

HBA 363 Morphologic Laboratory Technology III

Supervised practice of methods conveyed in HBA 361 and 362.

Q4, 6 credits

HBA 464 Morphologic Laboratory Technology IV

Special methods used in museum technology for finishing and displaying specimens of all organs including fabrication of plastic jars; infiltration methods for macroscopic specimens; embedding in plastic; coloration and color reservation; molding and casting; usage and making of specimen holders; documentation by photography and drawing; measuring techniques; administration of the biomedical collection.

Prerequisite: Permission of instructor.

Q1, 4 credits

HBA 465 Morphologic Laboratory Technology V

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

Prerequisite: Permission of instructor.

Dr. Inke

Q2, 6 credits

HBB 051 Basic Mathematical Skills for the Health Sciences

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

no credit

HBM 320 General Microbiology

An introductory course presenting the basic

concepts and principles of microbiology and immunology with emphasis on infectious disease agents and their control. Primarily for nursing and allied health students, (except medical technologists). Lectures and demonstrations.

Q3, 2 credits

HBM 351 Medical Microbiology

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

Q2, 3 credits

HBY 350 Physiology

Consideration of the normal mammalian (especially human) body functions, with some illustrations of disease states. Principal topics to be discussed are cell excitation, conduction and contraction; cardiac function and the vascular system; respiration and gas transport; kidney function and blood chemistry regulation; digestion and absorption; energy exchange; central neural integration; and the endocrine system. Primarily for nursing and allied health students.

Q1 and Q2, 3 credits

HBY 351 Physiology Laboratory

Principles of physiology as applied to the understanding of human body processes in physical and chemical terms. Laboratory exercises designed to acquaint the student with methods of obtaining physiologic information. Limited enrollment.

Corequisite: HBY 350.

Q2, 1 credit

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SCHOOL OF DENTAL MEDICINE

Professors: LEON EISENBUD, J. HOWARD OAKS *(Dean)*, SEYMOUR ROISTACHER, MARTIN STERN
Associate Professors: PHILIAS R. GARANT, MORTIMER SHAKUN, H. BARRY WALDMAN
Assistant Professor: RICHARD ADELSON

About the School of Dental Medicine

When the School of Dental Medicine is operating at full capacity it will offer programs of teaching, research, and patient care that will touch on many aspects of university and community life. Educational opportunities will be provided for dental students, for dentists pursuing specialty training and for those in practice who wish to continue their education on a part-time basis. In addition the School will cooperate with the School of Allied Health and the Suffolk County Community College in the education of a variety of dental auxiliaries. It is hoped that dental students will be admitted in 1973, but matriculation of the first class is contingent upon the completion of interim clinical facilities.

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

Admissions Requirements

Applicants for admission will be expected to have completed not less than two years of liberal studies at an accredited college or university. Preference for admission is not based on the field of academic concentration, but all successful applicants must have completed at the college level a year each of biology, general chemistry, organic chemistry and physics prior to matriculation. Credit achieved through a recognized system of advanced standing will be accepted in lieu of formal course work. Applicants will be expected to take the Dental Admissions Test.

Applications may be submitted until January 15, 1973 for admission to the class that will register on or about September 5, 1973. Any application postmarked after midnight, January 15 will not be considered. 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. Applications can be obtained after July 1, 1972 from the Chairman of the Admissions Committee, School of Dental Medicine, State University of New York at Stony Brook, Stony Brook, N. Y. 11790.

Curriculum

The educational program for dental students will be a highly innovative one that embodies the general principles common to all schools in the Health Sciences Center. The pre-doctoral curriculum will be flexible yet comprehensive. It will include substantial amounts of social and behavioral science, introduce students to the care of patients at the beginning of their education, and provide each student with the opportunity to elect an educational major designed to prepare him specifically for his future career. These majors, or tracks, will be broadly based but will allow the student to focus his interest on general practice of both the rural, urban and suburban varieties, specialty practice, teaching, research, administration or community dental health. This curriculum will lead most students to receive a dental degree in either three or four years of study, depending upon their eventual career goal. Students who receive their degree in four years will have completed 42 calendar months of study.

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

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

The physical facilities being developed will readily accommodate the diverse educational, research and patient care programs that will be operated at Stony Brook. Some 218 dental operatories have been designed in clusters of

16 so as to provide work areas for students and faculty that closely approximate those that would be used in an ethical group practice. The development of the patient treatment facilities has placed high priority upon the design of areas that will be attractive and convenient for patients and which will provide the maximum degree of privacy for persons receiving care at the Center. The School's clinical programs will offer comprehensive dental care of exceptional quality which will be available in substantial amounts to the University and Long Island community. Faculty will participate heavily in the provision of care for all patients.

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SCHOOL OF MEDICINE

Professors: ARTHUR A. AUFSES, FRED BENJAMIN, VICTOR P. BOND, PLATON J. COLLIPP, ROSE L. COSER, GEORGE C. COTZIAS, EUGENE P. CRONKITE, LEWIS K. DAHL, BERNARD EPSTEIN, H. JACK GEIGER, BENTLEY GLASS, LEONARD D. HAMILTON, JOSEPH KATZ, SHERMAN KIEFFER, CAMPBELL T. LAMONT, PHILIP LANZKOWSKY, EDWARD MEILMAN, LEONARD E. MEISELAS, EDMUND D. PELLEGRINO, PETER ROGATZ, ELI RUBINSTEIN, ARTHUR SAWITSKY, SYLVAN N. SURKS, ANDOR WEISS, STANLEY F. YOLLES, RICHARD M. ZANER

Associate Professors: HAROLD L. ATKINS, DANIEL FOX, JOHN GARCIA, GERALD A. GREEN, GLEN E. HASTINGS, GERALD IRWIN, MARTIN LIEBOWITZ, MILTON LODGE, SYDNEY LOUIS, ROBERT A. LOVE, MORTON MILLER, JACQUES L. SHERMAN, DAVID E. WEEKS, HERBERT WHITING

Assistant Professors: GARY ARSHAM, ROGER COHEN, STEVEN JONAS, DAVID P. MCWHIRTER, MICHAEL MUNK, STUART W. ROSNER, CATHARINE L. WINGATE, STANLEY ZUCKER

Instructors: ROBERT L. BECKMAN, ISRAEL FRADKIN, MARY B. HAGAMEN, HARRISON H. OWEN

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 teaching the student the language of the basic sciences. Subsequent to this core of information, pathological physiology, the matrix of clinical science, is taught within the framework of coordinated teaching arranged within organ systems. Clinical encounters are

designed for this system to give special relevance to each system. After demonstrating competence in the clinical language, the student will move to a general clerkship in medicine or pediatrics where opportunities for problem solving, value judgments and patient responsibility are presented. This continuum from entry through clerkship will take two years and will be followed by a multi-track elective clinical experience.

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

The two-year core curriculum is primarily given at the Health Sciences Center, although many of the clinical encounters are given at various community clinical facilities integrated into the Health Sciences Center under a variety of arrangements. A student may place out of the curriculum by demonstrating proficiency in any course of study to the satisfaction of the department concerned. The use of this released time will be determined by appropriate discussion between the faculty advisor and the student. Each student will be initially assigned a faculty advisor who will be responsible for assisting the student through the years of the curriculum. This arrangement should be mutually beneficial, and if not, could be altered by either partner and restructured with different partners.

At the end of the first year, a student-directed field study, using student teams from the Health Sciences Center, will identify, research, and address problems that exist within the health delivery system. Support from the faculty of the Health Sciences Center will be available as needed.

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

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

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

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

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

Department of Medicine

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

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

Each of the sections is responsible for: (a) participation in the core clinical teaching which is integrated with basic science teaching in the core curriculum; (b) development of a set of graded responsibilities with specialized instruction

in each field as part of the multi-track curriculum; (c) training of clinical and research fellows; and (d) continuing education in the subspecialty areas.

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

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

Department of Neurology

This department concerns itself with the teaching of the diseases of the central nervous system and supervises clinical physiological testing such as electroencephalography and electromyography. It is expected that this unit will be part of a larger Division of Neural Sciences, including 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

The Department of Family Medicine will have responsibility for the care of a defined subsegment of the population of Suffolk County. The emphasis is, of course, on the care of ambulant patients and also the actual practice of family medicine in the community. The faculty of the Department of Family Medicine will have a base in the Health Sciences Center for academic purposes and to enhance collaboration with the other departments in the Health Sciences Center.

The student will have the opportunity to practice within several different models of family practice, group, solo, urban and rural. Considerable emphasis in teaching will be placed on the behavioral and social sciences as well as community and preventive medicine. The emphasis will also be given to developing capabilities for working with the health care team. Finally, an ability to communicate with the patients and families and to function as an educator of health matters will be developed.

Department of Community Medicine

Chairman: H. JACK GEIGER

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

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

Department of Psychiatry

Chairman: STANLEY F. YOLLES

The Department of Psychiatry can be subdivided into three subdivisions: (a) Community and Social Psychiatry; (b) Classical Clinical Psychiatry; and (c) Biological Psychiatry.

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

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

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

Department of Pediatrics

This department will be organized with an emphasis on the development of subspecialty areas of pediatrics including general child care, neonatology, child development, and adolescence. Special attention is given to the development of the interface between child psychiatry and pediatrics and 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 ben 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 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 and diagnostic radiology play a very important role in the core curriculum in conjunction with anatomy and in the various organized 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 Medical Social Sciences and Humanities

Chairman: RICHARD M. ZANER

The members of this department, who will consist of sociologists, social psychologists, social and cultural anthropologists, political scientists, economists, historians, philosophers, and theologians, will have joint appointments in their respective departments on the core campus. The purpose of this group is to link the health sciences in a close working relationship with the social sciences and the humanities. This department will participate in curricular planning and also will offer courses and seminars on the principles of social sciences, human values, socioeconomic aspects of health, and the ethics of patient care. Graduate programs will also be offered to train personnel for cooperative efforts between the health sciences and the social sciences.

Admissions

First-Year Class

Students must take the Medical College Admission Test. The MCAT must have been taken no later than 1971 for students applying for the 1972 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 should have other attributes that persuade us he can learn the language of basic science. If he is significantly younger or older than most candidates for medical education, there should be other features of maturity or experience to persuade us to accept him. Although it is desired that many backgrounds will be represented in the student body, the School does not attempt to maintain a quota to fill for any one "category" of student. It does, however, want to make clear its commitment to seek a significant representation in its student body from groups who have long remained underrepresented in medicine.

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

The School will utilize the American Medical College Application Service, whose application form can be obtained from the Association of American Medical Colleges, Suite 301, 1776 Massachusetts Avenue, N.W., Washington, D. C. 20036. The AMCAS form serves as the only acceptable application form, and this form is used to arrive at initial judgments about the candidate. The form will be accepted by Stony Brook any time between July 1, 1971, and December 15, 1971. This deadline represents an extension of the November 15, 1971 deadline printed in the 1971-72 edition of the *Medical School Admissions Requirements.* The deadline was extended after the *Admissions Book* went to press.

All questions concerning admission should be addressed to the Committee on Admissions, School of Medicine, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, N. Y. 11790.

Third-Year Class

A third-year class of 24 transfer students will be enrolled in fall 1972. Students may not transfer into the second year. Third-year transfer students will be exposed to a curriculum of rotating clinical clerkships, comparable in many ways to the curriculum of those Stony Brook medical students who are promoted into the third year and who choose the "classical track."

To be eligible to apply for transfer into this third-year class a student must be successfully completing the equivalent of a two-year medical education in an American two- or four-year medical school, a foreign medical school, or an American school of dentistry or osteopathic medicine. (Graduate study in a basic science curriculum is not deemed to be the equivalent of a two-year medical education, but students with this background who compete for admission to the freshman class may "place out" of certain of the medical science courses by examinations administered after matriculation.)

All third-year transfer applicants must take and pass Part I of the exam offered by the National Board of Medical Examiners. This is also required of Stony Brook students for promotion to the third year. Some acceptances may be offered to transfer applicants prior to our receipt of the NBME exam scores, but these would always be contingent upon subsequent receipt of passing scores. Transfer students must also, prior to official acceptance, be able to present a letter from the dean of the school they are leaving stating that they are in good academic standing.

Any student who seeks to transfer into the third-year class may request appropriate forms from the Committee on Admissions, School of Medicine, beginning in December 1971. Requests received earlier will be kept on file until December. Correspondence with the Committee on Admissions should clearly indicate that the student is interested in transfer into the third-year. Applications for transfer may be filed with the Committee between January 1, 1972 and June 1, 1972.

Medical Calendar

		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	
Year 1	8/9 - 9/4/71	9/7 - 11/13/71	11/15/71-2/5/72	2/7 - 4/15/72	4/17 - 6/24/72	6/26 - 7/24/72
	Introduction to the Health Delivery System (4)	Basic and Social Sciences + Clinical Skills and Practice (10)	Basic and Social Sciences + Clinical Skills and Practice (10)	Basic and Social Sciences + Clinical Skills and Practice (10)	Cardiovascular System (6) Respiratory System (4)	Interdisciplinary Problem Solving Exercises in Health Delivery (4)
Year 2		9/5 - 11/11/72	11/13/72-2/3/73	2/5 - 4/14/73	4/16 - 6/23/73	7/2 - 8/25/73
		C.N.S. and Human Behavior (10)	Urinary System (4) Gastrointestinal System (4) Metabolic Endocrine Systems (2)	Reproduction and Development (5) Infectious Diseases (1) Reticulo-Endothelial System (4)	Musculoskeletal System (including 2 weeks in emergency room) (4) Skin (1) Community Medicine Clerkship (4)	General Clerkship (8)
Year 3		9/4/73 - 6/8/74				
		A Year of Independent Study				

Courses

First Year Courses

Note: See also courses listed in the Basic Health Sciences section as given for the Medical School.

HMI 500 Introduction to the Health Delivery System

This course is designed to provide the initial academic exposure for the medical student. He will be placed in different agencies in the health delivery system, supervised and coordinated by the Dean's Office. Preceptors in these agencies will provide immediate supervision and will write evaluations. Seminars at the School of Medicine will be based upon both student and preceptor evaluation and will be led by various members of the faculty.

4 weeks

HMI 501 Clinical Skills and Practice

The initial skill to be taught will be the interview. Various techniques will be used. Concepts of data collection will be introduced. Physical findings will be taught along with gross anatomy. Clinical material will be presented each week relevant to the concomitant basic science under discussion.

30 weeks

HMI 541 Social Sciences and Humanities in Medicine

An integrated consideration of the principles of sociology, political science, economics, cultural anthropology, social history, philosophy, and the behavioral sciences, as applied to specific problems in patient care, preventive medicine, and community health.

Q1, Q2, and Q3, 30 weeks

HSC 500 Problem-Solving in the Health Delivery System

This course is designed to provide a field opportunity for the students in the different schools of the Health Sciences Center to develop by research and design problem-solving exercises in the health delivery system. These exercises may address themselves initially to any aspect of health. Reports will be written and provide seminar material at the end of the period.

4 weeks

HSC 501 Cardiovascular System

A coordinated teaching effort of the Departments of Physiology, Pathology, Anatomical Sciences, Cardiology, Cardiovascular Surgery and Pediatric Cardiology. The student is expected to attain certain clinical skills before moving to the next system, such as the ability (a) to acquire data from the history, the physical examination, the electrocardiograph, the radiological sciences and phonocardiography; (b) to interpret physiological data dealing with cardiac cycle and hemodynamics; (c) to function as a member of a clinical team dealing with the problems of congestive heart failure, arrhythmias, electrical failure, pump failure, and shock; and (d) to differentiate the more common varieties of heart disease and problem solve the complaints of dyspnea, chest pain and cyanosis.

Year I, Q4, 6 weeks

HSC 502 Respiratory System

A coordinated teaching effort of the Departments of Physiology, Pathology, Radiology, Thoracic Surgery, the Section of Pulmonary Medicine, the Departments of Anesthesiology and Microbiology. The student is expected (a) to acquire a full understanding of the mechanics of respiration, the movement of gases across cell membranes and the diffusion of gases across capillary vessels; (b) to acquire data from history, physical examination, radiological sciences, microbiological techniques; (c) to interpret clinical physiological data dealing with ventilation and perfusion; (d) to differentiate common infectious diseases of the lungs, diagnose and

manage chronic obstructive pulmonary disease, diagnose and manage tumors of the lung and problem solve complaints of chest pain, cyanosis and dyspnea; and (e) to develop the skills necessary to supervise ventilatory equipment, resuscitate a patient through intubation and function as a clinical clerk in chest diseases.

Year I, Q4, 4 weeks

Second Year Courses

The following systems or blocks will be taught during the second year, for which detailed descriptions will be found in the succeeding Bulletin:

Central Nervous System and Human Behavior, Urinary System, Gastrointestinal System, Metabolic and Endocrine System, Human Development, Reticuloendothelial System, Musculoskeletal System, Skin and Infectious Diseases.

There will be a clerkship in Community Medicine and a general medical and pediatric clerkship.

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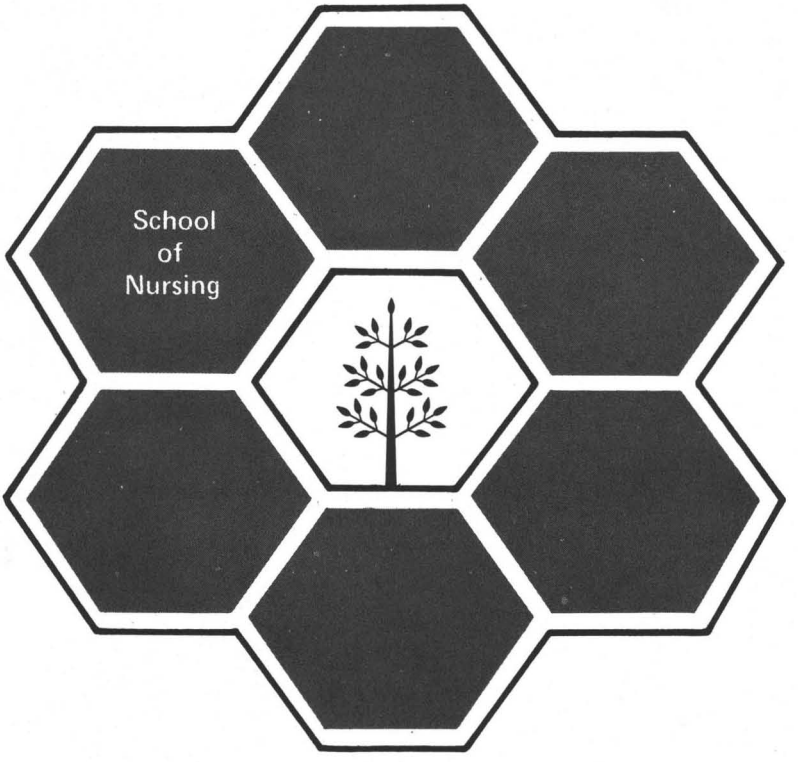

SCHOOL OF NURSING

Professor: ELLEN T. FAHY *(Dean)*

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

Assistant Professors: CAROLE L. BLAIR, MAUREEN FINNERTY MONCK, VAUGHN NEVIN, MARGUERITE T. ROBEY, JOYCE WEISBERGER

Instructors: S. KENNETH ANDERSON, SHARON E. HAMILTON *(Regional Medical Program),* MARY JEAN JORDAN, ELIZABETH A. SALERNO, MADELEINE N. ZUNNO

About the School of Nursing

Philosophy and Objectives

The School of Nursing is committed to education for social accountability as members of health-care teams possessing technical competence, knowledge of people and their needs, continual awareness of existing social problems, and involvement in solving those problems. It is believed that a nursing curriculum can assist the student to become a competent nurse practitioner through an educational process which stresses the source and use of knowledge. A nursing curriculum at the undergraduate level can provide the intellectual tools and attitudes essential to beginning competence at the practice level and the foundation for later pursuit in depth of a specialization. It is believed that the methodological tools by which students of nursing can best learn the source and use of clinical nursing knowledge is through the application of the problem-solving method translated into the nursing process (assessment, planning, action, and evaluation). This process is extended into beginning exposure to research design and methodology.

The School is committed to innovative programs through continuing research in teaching methods, in expanding or creating new roles for nurses, in efficient ways to provide health care to people. Teaching objectives throughout deal with ways of knowing, rules of evidence, and critical assessment of data. Thus when the student, in the later capacity of a professional, is faced with a situation for which he has limited knowledge, action will be in the direction of meaningful inquiry.

Admissions Procedure

Completion of the lower division general education requirements of a junior college is accepted for transfer as well as completion of general requirements of two years from four-year institutions. For details and information regarding admission to the University at the freshman level, see the *Undergraduate Bulletin.* Opportunities will be provided at Stony Brook for completion of prerequisites for the nursing program. The two-year upper division program in the major is designed for entrance in the junior year.

Students wishing to apply to the nursing program at the junior level from other institutions should request transfer applications from the Admissions Office of the State University of New York at Stony Brook or, write directly to the Admissions Processing Center, 30 Russell Road, Albany, New York. (See the *Undergraduate Bulletin* for details on applications procedures and deadlines.)

Note: Applications for the School of Nursing are accepted in the fall only.

In keeping with the Health Sciences Center's commitment to community, the School of Nursing assists qualified nurse graduates from hospital schools and community colleges to obtain a bachelors degree. These students also pursue the general University requirements.

Registered nurse students are admitted with advanced standing. Successful completion of the four College Proficiency Examinations in nursing with a minimal grade of "C" will provide the student with 32-40 credits applicable to the nursing major. College Proficiency Examinations must be taken prior to admission to the nursing program. Applications for CPE's may be obtained from the State Education Department, College Proficiency Examination Program, Albany, New York 12224.

Declaration of Major

Students are expected to declare a major before the end of the sophomore year, at which time the student should request to be assigned an academic advisor from the School of Nursing.

Program of Study

Those wishing to pursue the baccalaureate program in nursing (a total of four years) complete the general University requirements and a guided program in basic sciences, humanities, and social sciences during the freshman and sophomore years. The third and fourth years are devoted to specific preparation for clinical nursing practice. These students have supervised clinical experiences in a wide variety of traditional and non-traditional agencies: community

hospitals and clinics, extended care facilities, nursing homes, established public health agencies, day care centers, nursery schools, elementary and secondary schools, and social service agencies. The program leads to a Bachelor of Science degree and prepares the student to take the registered nurse licensing examination.

The upper division clinical program is developed around the study of the relationship of health, illness and health-care delivery as it affects individuals, groups, and communities. Content includes examination of the meaning of health, health care vis-a-vis health needs, their relationship to society, and the role and function of nursing as a "helping" profession. Selected deviations from health, acute and chronic, are studied for their physical, psychological, and social implications.

The Graduate Program

Programs of graduate study are slated for opening in 1973. The first step in graduate education will be programs in clinical nursing specialties, emphasizing an in-depth understanding of a clinical area in the field of nursing and research competence.

Continuing Education

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

Advisement

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

Courses

Note: Credit allocation for all courses listed below will be determined prior to registration in September 1971. Additional course offerings presently under development will be available in fall 1971.

HNI 360-361 Fundamental Techniques In Nursing

Basic laboratory course in fundamental nursing principles and the related manipulative skills. Included are safety, comfort, and therapeutic nursing measures which are common to a wide variety of clinical nursing situations.

HNI 362-363 Man and His Circumstance: A Holistic Approach to Nursing

Study of the relationship of health, illness, and health care delivery as it affects individuals, groups and communities. Medium for exploration and investigation will be the nursing process (assessment, planning, action evaluation). Content includes examination of the meaning of health, health care vis-a-vis health needs, their relationship to society, and the role and function of nursing as a "helping" profession. Systems of health care will be analyzed in terms of their effectiveness in providing for the health needs of individuals and groups within the context of their community. Selected deviations from health will be examined for their physical, psychological, and social implications. Clinical field experience is an integral part of the course.

HNI 390 Nursing and the Social Order

Designed to assist the student in exploring current issues in professional nursing practice and the relationship of those issues to broad social, political, professional, and academic issues of today. Content will include, but not be confined to, health-related factors of poverty, racism, education, politics, professionalism, and environment.

HNI 392 Independent Study in Nursing

This course is designed to provide an opportunity for students to study a selected nursing problem of theoretical and/or practical significance. Although the topic to be explored is initially identified by the student, the focus, design, methodology, and evaluation is developed in collaboration with a faculty advisor. Weekly consultation sessions are planned as an essential element in the learning process.

Prerequisite: Permission of advisor.

HNI 395 Professionalization: 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 the relationship and significance to nursing as an emerging profession.

Courses for nursing students given by Basic Health Sciences.

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

HBA 350 Basic Human Anatomy

HBY 350 Physiology

HBB 051 Basic Mathematical Skills for the Health Sciences

HBM 320 General Microbiology

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SCHOOL OF SOCIAL WELFARE

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

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

Assistant Professors: STEVEN ANTLER, HARVEY FARBERMAN, STEPHEN HOLLOWAY, REGINALD WELLS

Senior Lecturers: FRANK ESPADA, JOHN HAYNES, SANFORD LENZ, ADAM WALINSKY

Lecturer: VICTORIA LEBOVICS

Instructors: THOMAS WILLIAMS, HOWARD WINANT

About the School of Social Welfare

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 will provide a place for the development of committed, courageous and knowledgeable students who are interested in engaging in the shaping of the social programs and policies of this society.

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 fulfill the promise of the realization of the stated egalitarian goals of American democracy. These failures have been publically 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, 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 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 and moral imperative combined with the highest quality of intellectual relevance permeates the learning environment of the School. Ideas and action are two necessary components of constructive efforts to pursue beneficial social change. The School provides a setting and range of resources for the exploration and development of new ideas and patterns of action that are prerequisites to addressing social problems.

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

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

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

To achieve these objectives the educational experience must include: (1) a highly individualized approach; (2) exposure to a broad range of social, political, philosophical, and economic explanatory concepts regarding societal processes, social problems, and social change; (3) an opportunity to be involved in the process of social change in relationship to the broad field of social welfare.

Programs

The School of Social Welfare has three discrete programs. These include a program in continuing education, an undergraduate program, and a graduate (Master of Social Work) program. In 1972 it is hoped that the School will be prepared to admit students into a doctoral level program. The major program of reference for this bulletin is the masters degree program. The curriculum rationale is consistent for each of the three programs. They differ primarily in terms of depth and scope rather than nature or direction. Each program is very briefly described below. The balance of this section is devoted to an expanded description of the School rationale and the Master of Social Work degree program.

Continuing Education Program

The purpose of the continuing education program is to bring the curriculum to the professional who is currently working in one of the many social welfare or related fields. CED is a part-time, usually evening, program.

The offerings in CED do not presently lead to "advanced standing" in the M.S.W. program. At some point within the next few years, the School will be developing a part-time program leading to a masters degree.

As is the case with the other programs within the School, the School mission guides the development and content of the continuing education program.

Course listings for CED are published periodically. For further information consult the Office of the Director of Part-time Programs.

Undergraduate Program

This is a two-year (junior and senior) program beginning in the fall of 1971. Fifty students who are beginning their junior year will be admitted to the

program. The following year another 100 juniors will be admitted bringing the undergraduate enrollment of the School to 150 full-time students by 1972.

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.

Tentatively, two primary learning modes are projected for students, both of which will focus on the substantive range of ideas which form the core of our curriculum: primarily classroom-based learning courses, seminars, group readings, tutorials and community-based learning (internships, research, participation in social action programs). Opportunities for community-based learning will be developed in the areas of Health, Ethnicity and Social Class, Youth and Community, and Social Service/Social Control Systems.

Students completing the program will receive a Bachelor of Science (Social Welfare) degree.

Graduate Program

The graduate program of the School of Social Welfare is an experiment in individualized education. There are three requirements: (1) the student must undertake learning experiences in each of six content areas, although the nature and number of these is up to the student; (2) learning experiences must have a problem focus; (3) learning experiences must be within the resources of the School or the student to provide.

The student will set his own educational goal, design his own model, and pursue it with the help of the faculty. The model will likely include classes, seminars, tutorials, independent readings, and off-campus field activities. It includes demonstrated mastery of abstract concepts and demonstrated skill in functional application of those concepts. Students completing the program will receive a masters degree in social welfare.

Graduate Curriculum

The six content areas of the graduate curriculum represent a useful formulation of knowledge, judged as necessary by the faculty at the present stage of curriculum development. The problem areas represent a complexity of current social conditions organized into structures for both learning and acting, as well as learning through acting, which concentrate the strength of

the School's resources in specific areas. Action and ideas are meshed as well as juxtaposed, serving as premises and feedback, one to the other throughout the context of the educational program. The objective of this dynamic interplay, action as a form of idea and ideas as a form of action, in social change, the overriding theme of the School's mission. Following are descriptions of the content areas and problem areas as well as their purposes and outlined tasks, showing these areas as both theory and action. Thereafter is a description of the learning process, in which the development of the educational plan for each student is described within the structure of the content area/problem area learning experience.

Content Areas

Critiques of Contemporary Society

Students are provided with comparisons of socio-political and economic systems and their consequences with respect to the centralization of power and equitable distribution of resources. Comparisons of social policy development and implementation, the definitions of such problems as poverty, health care, and housing are explored. An additional component focuses on the role of technology and man's capacity to govern it or be governed by it in relation to policy determination and allocative decision-making.

An analysis is undertaken of the socio-structural arrangements of present-day society that contribute to dehumanizing social conditions; and the social, political, and economic forces and their institutional manifestations that result in inequities in the distribution of resources, power, and social justice.

Organizational Analysis, Social Policy and Service Delivery Systems

This involves examination of formal organizations both as systems and as subsystems within society. The policies, programs, and structures of organizations are studied in relation to establishment of goals and practices. Particular emphasis is given to human service systems and their historical evolution in the context of American society. The autonomy of any such organization from its environment is examined in order to assess the degree to which policies and programs authentically represent the interests of the intended beneficiaries. The process of problem definition and resource allocation is studied in depth.

Analysis is made of those societal and organizational decisions that determine the distribution of resources, power, social position, and human rights, and how these decisions are transformed into social policies, services, and programs through a variety of organizational structures, or service

systems, in fields such as education, health, welfare, housing. An examination of the foundations for those programs and some activities that flow from them and reflect the social, economic, and political structure of the society is undertaken in terms of the history and ideology of each.

Research: Modes and Functions

A wide variety of methods ranging from muckraking investigational reporting to experimental research is used to confirm or to challenge definitions of social reality. These methods and their structure and process are analyzed to determine the underlying value judgments or theoretical premises which influence their outcome. Through the examination of existing research endeavors, students have an opportunity to assess and compare the way in which these activities can be utilized in achieving social change objectives.

Theories and Analyses of Social Change

Specific change theories are related directly to the students' problem areas of concern. The student is exposed to the range of social action programming in his area of concern, but he brings to the information a critical analysis of the theoretical assumptions about the change process. Varieties of instruments of social change are studied, including: social movements, legislative processes, and others.

The Self and Society

An examination is made of various concepts and perspectives regarding: 1) personality development and its relationship to social structure; 2) the implications of these concepts for social organization and social change; 3) the interaction of cultural, ethnic, social class, and familial forces in human development and their implications for social change. Analysis is made of how theoretical explanations of man are reflected in such institutions of society as the family, educational system, and social welfare institutions.

Communication: Modes and Functions

Analysis is undertaken of how the social order is maintained (or changed) through the process of interpersonal, intergroup, and mass communication and interaction around different perceptions of reality; how the form and content of reality—defining media (ranging from non-verbal communication to electronic communications) affect the development and imple-

mentation of social policy; and, the utilization of communications in relation to social change, including the entire spectrum of communications issues, communications theory, effects of mass media on public opinion, and future developments in communications having implications for social and welfare and public policy.

Problem Areas

The problem areas have been defined by the School as social conditions which must be addressed if we are to begin our efforts toward meaningful social change. They serve to focus cognitive and experiential learning within the curriculum on relevant social issues. They provide an organizing context for action, the testing of ideas and theories and allow students and faculty to address those issues at levels where solutions may result. The problem areas provide a place to act out the mission of the School and develop the problem-solving skills of the student.

In this curriculum design faculty, students and community people can come together around the problem area in constant dialogue, research, action, planning, and information exchange. The problem areas are selected to promote this process and to unite the total curriculum. All the content areas will be woven through each problem area and be thereby enriched as a result of looking at them with a different perspective. There will naturally be overlap in the problem areas which will in turn enrich them as well, and begin the process for the creation of new problem areas.

Health

Flowing naturally out of the resource base of the School, namely the Health Sciences Center, health is one of the most pressing problems of the county. The Health Sciences Center will provide Long Island with one of the largest health centers in the country. The School of Social Welfare is deeply interested in the nature of health delivery systems and must take an active role in the nature of health care in Suffolk County.

Social Service/Social Control Systems

It is the belief of the School of Social Welfare that social welfare has too often reinforced human dependence rather than independence. It is vital that the agencies and service delivery systems be reviewed from the perspective of their total effect on the lives of their constituents and the larger society.

ETHNICITY AND SOCIAL CLASS

This problem area will attempt to focus on the unequal distribution of resources and influence in this society in relationship to both ethnicity and social class. Issues relating to the white working class will be a particular focus of this area. The struggle of black, Puerto Rican, Indian and Chicano minority groups to achieve equality in this society will be a major concern.

YOUTH AND COMMUNITY

The Program for Youth and Community is basically concerned with developing new forms of intergenerational communication and activity. Within the past decade the "youth question" has come to be regarded as a distinct problem area alongside poverty, racism, bureaucratic and technological dominance, etc. It is the School's aim that work in this area will prepare persons to deal vocationally with the rapidly changing youth scene.

Other Problem Areas

Other areas, equally compelling, might have been selected. The list doubtless will be enlarged and modified. In instances where students want to focus their attention on problems beyond those receiving primary attention from the School, they face difficulties in terms of resources available to support and assist them. In such a case, the student will be encouraged to proceed, referred to resources available within the University and outside, and encouraged to initiate discussion within the areas of the school's concentration.

Educational Planning Process

The educational planning process is the vehicle by which the student navigates the curriculum. The plan is developed in close collaboration with faculty (and often other students) of similar interest. There are no "specific course requirements" although there are guidelines for the educational planning process which are attempts at assuring a mix of depth and breadth.

Once developed, the educational plan directs the student's program at the School. The major factor in determination of the nature of any educational plan is the learning interests and needs of that particular student. Evaluation of the learning experience, an ongoing function of the educational plan process, takes place in relationship to the specific learning objectives which the student has developed in the educational plan.

This process provides students with the opportunity of structuring their own learning experience.

Faculty are responsible for keeping communication open, providing information and materials, and scheduling sessions.

Requirements and Grading

A student will be deemed to have completed the requirements for the awarding of the M.S.W. degree when he has carried to a successful conclusion the educational plan which he developed jointly with faculty. For purposes of convenience, various parts of the educational plan will be identified or divided according to units of work. Students will be expected to have developed mastery of the foundation of knowledge in all six content areas. Students should have gained advanced mastery in two of the six content areas.

The faculty is unanimous in its rejection of letter grades. Pass-no credit is the common grading practice in the school; however, when requested by students, letter grades will be submitted. The need for assessment of progress and performance is accepted, and suggestions from students on this matter will be given consideration.

Undergraduate Admissions

Admissions to the undergraduate program of the School of Social Welfare are guided by the School's commitment to develop a highly diverse undergraduate student body reflecting significant numbers of minority group students, students from low income families, transfer students from community colleges and students from the Stony Brook campus. All applicants must achieve junior standing at the time of their *admission* (the September of the year they wish to enter the program).

Admissions decisions are made by a combination of random selection and interviews. The process involves the pooling of all interested students. A random selection of a somewhat larger group of students than will ultimately be admitted is made from that initial pool. All applicants who are randomly selected from the pool are interviewed, and final judgments are made upon completion of the interviews. The major criteria applied in the interview process relate to questions of how well the student understands the nature of the program and the extent of his or her ability to complete it successfully.

Interested students should write: Dr. Stephen M. Rose, Undergraduate Program, School of Social Welfare, State University of New York at Stony Brook, Stony Brook, New York 11790. Telephone: (516) 444-2150.

Graduate Admissions

The basic School policy is to retain as flexible an approach to the admissions process as is consistent with high quality of education. Although formal and objective data will be collected from and about each applicant, the School does

not adhere rigidly to any set formula for admissions. It is well established that persons who are attracted to the field of social welfare represent varied backgrounds. This variety is purposefully preserved in the makeup of the student body, just as it is in the faculty.

For example, many people who never have achieved the B.A. degree in a formal program are well qualified to undertake graduate study in social welfare. Many people who have been active participants in the broad field of social welfare might receive great benefit from a program of social welfare education such as the one at Stony Brook. Moreover, they can add balance, perspective, and variety to the program and to the experiences of other students as well. Conversely, many people with no practical experience at all in social welfare are qualified to enter graduate study for the field.

Academic achievement in the past is not revered in this School, but neither is it disregarded. It is respected as one of many criteria considered in determining the likelihood that an individual applicant is right for the School and the School for him.

Applicants must affirm an interest in and willingness to engage in activities which are aimed at applying what they learn. The School's deep commitment to research includes the requirement that action be taken on the basis of the research findings. Students, no less than faculty, must implement the results of their study and learning in specific as well as hypothetical situations.

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.

The admissions process is a subjective activity. All criteria are subject to interpretation by every individual participating in the process. Therefore, it is the policy of this School that the entire persnnel—faculty, students, and administrators—must be involved in the process if it is to be a truly representative, reasonably fair, and cooperative effort. In the first year, no students will be

involved, but members of the first class (September, 1971) and all classes thereafter will participate fully.

It is the aim of the School to achieve a mix of students. Students will be sought actively among racial, ethnic and social class groups which have been subject to systematic discrimination. Leadership in all areas of social welfare desperately needs more representation from these groups. All recruitment will take place throughout an extensive geographic region, although it is expected that extensiveness of the range in both categories will be somewhat incremental in nature.

Although various criteria are expected to be developed, the basic School policy is to have a student body which is broadly representative of geography and ethnicity; with some demonstration of competence which is satisfactory to the School; with an interest in and willingness to engage in activities which are the logical outcomes of the educative process as conducted in this School.

The basic difference between the process in this School and elsewhere is that students applying to this School are not solely the subjects of examination to determine their acceptability. Rather, the intention is to establish a dialogue between the applicant and the School. This begins with and is reflected in the admissions application.

An interview is considered a useful part of the admissions process, both to permit the applicant to be known and understood accurately and to permit him to know and understand the School, thereby increasing the likelihood of a mutuality in the final decision around admission. Both group and individual interviews are used. Wherever feasible, Stony Brook and New York City are the sites for the interviews, although arrangements are made to meet students at other central points throughout the catchment area.

For graduate admissions information and materials, write or call:

David Shapiro, Graduate Program
School of Social Welfare
Health Sciences Center
State University of New York at Stony Brook
Stony Brook, New York 11790
(516) 444-2149

For further information on school programs and admissions, contact:

Reginald Wells
Director of Admissions
School of Social Welfare
Health Sciences Center
State University of New York at Stony Brook
Stony Brook, New York 11790
(516) 444-2143

Financial Aid

In line with the philosophy of making education available to students without regard to their ability to pay, the School is planning a substantial program of support, with the intention of providing some order of assistance to any student whose financial need necessitates it.

It is School policy that stipend and scholarship awards are made on the basis of need, although all relevant factors are considered in each case.

Both the State of New York and the Federal Government offer low-cost loan programs to help graduate students finance their education. Inquiries concerning either financial aid or loan program should be directed to the Director of Admissions, School of Social Welfare.

The State University of New York has made available a limited number of tuition scholarships for foreign students. These awards are the only financial aid available for foreign students apart from assistantships and fellowship awards. Applications for tuition scholarships may be obtained from the International Student Office presently located in the Administration Building.

Graduate Assistantships

State University of New York at Stony Brook participates in such fellowship and traineeship programs as: N.D.E.A. Fellowships, N.S.F. Traineeships and New York State Regents' Fellowships. The stipends of university fellowships and graduate assistantships are subject to adjustment if held in conjunction with New York State Regents Awards and other extramural awards.

Students from the member states of the Organization of American States who wish to pursue graduate studies may apply, upon seeking admission to the University, for a fellowship grant under the terms of the Program of Fellowships and Professorships of the Organization of American States. Requests for O.A.S. fellowship applications should be directed to the Technical Secretary, O.A.S. Fellowship and Professorship Program, Pan American Union, Washington, D. C. The deadline for receipt of application for this program is January 31 for those wishing to start their studies in the fall, and July 3 for those who wish to enter the University in the spring semester.

In addition, national agencies and organizations award numbers of scholarships and fellowships to qualified applicants who wish to prepare for careers in social welfare. These are listed in the publication "Social Work Fellowships and Scholarships in the United States and Canada." This may be examined at the school office, most libraries, and many social agencies. A copy can be secured

from the publisher: Council on Social Work Education, 345 East 46th Street, New York, New York 10017, cost $1.50.

Many state departments of public welfare, corrections, mental health, or health have programs to assist young people to secure professional education. They may be consulted locally. Some voluntary social agencies offer financial assistance to social welfare students. These plans differ widely in detail. Many of them require an employment commitment. The school attempts to keep up to date about such resources and will give help to prospective students in locating such assistance.

Several federal training programs in mental health, aging, rehabilitation, veterans services, and child welfare may be available. The school is in the process of trying to obtain several of these training fellowships.


PAT. DONN

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 as strong a program. Of special importance are the center-wide activities of special divisions, namely, (1) Health Sciences Communications, (2) Laboratory Animal Resources, (3) Health Sciences Library, (4) Student Services, and (5) clinical facilities—the University Hospital and the clinical campuses.

Health Sciences Communications

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

Assistant Professors: JOHN W. ARMSTRONG, HERBERT H. HOPF

The Division of Health Sciences Communications has two major responsibilities in the Health Sciences Center. The first is to apply the most current developments in media techniques, information sciences, and educational technology to the support of the Health Sciences Center programs in education, research, patient care, administration, and to the bi-county community network. This effort will include extensive programs in decentralized continuing education for physicians, dentists, nurses, and other health professionals. The second major responsibility is to develop and implement a masters degree program in health sciences communication which will include instruction in a basic health science core, as well as in the professional skill areas of information and computer science, systems analysis, operations management practices, instructional technology, media techniques, and biomedical library science.

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 a component of development and assessment 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's educational philosophy is the belief that programs must be developed which provide individu-

alized 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 schools, such as computer-assisted instruction in anatomy, and utilization of videotape recording for critique and reviews of micropractice in nursing, social welfare, and inhalation therapy. In addition, an automated procedure for the Health Sciences Library is being developed to increase the efficiency and effectiveness of use by students and faculty.

The Health Sciences Communications Division is also developing a complete set of facilities to support the production, observation, distribution, and reproduction of audio-visual materials. Educational materials from parallel curricula in other institutions are also 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 made available.

The Health Sciences Center is initiating its clinical teaching programs at several affiliated hospitals in the bi-county region which are being designated as clinical campuses. Health sciences communications services will be vital to a comprehensive communications network in linking the faculty, staff, and students located at these off-campus sites with the 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 into 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.

Laboratory Animal Resources

Associate Professor: STEVEN H. WEISBROTH *(Director, Division of Laboratory Animal Resources)*
Assistant Professor: SHELDON SCHER

The Division of Laboratory Animal Resources (DLAR), in addition to its service and research programs, will provide for educational activities at several academic levels. The service aspect 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.

Courses

Two courses are offered in 1971-72, HAD 510 and HAD 511. In addition, a cross-grid teaching program will be provided as part of other departmental course offerings. Four other courses are planned for a later date.

Cross-grid teaching program assistance will be offered as specialized sub-units in other courses. Some of the possible courses with examples of DLAR participation are indicated below.

A zoonosis unit appropriate for courses in the School of Medicine would deal with the pathology and epidemiology of infectious diseases transmitted from animals to man, animals as reservoirs of human disease, and public health preventative measures for these diseases.

A unit on comparative pathology or comparative medicine as part of a course offering by the Department of Pathology would stress the research utilization of spontaneous diseases of animals that hold promise as models of human disease.

A unit on zootechnics suitable for intercalation in courses offered on research methodology by the Schools of Allied Health Professions or Nursing, would deal with such topics as: sample-taking from animals, pre- and post-operative care of animal surgical subjects, and techniques of animal restraint and anesthesia.

A unit on the technical aspects, equipment, methodology, and literature of gnotobiology suitable for intercalation in a course on research methodology sponsored by the Department of Microbiology.

Courses not available in 1971-1972 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 compatability 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 a 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.

A course in Research Methodology with Laboratory Animals will be 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 tech-

niques, 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 environments, anti-vivisectionists, the law, and animal experimentation.

Vocational Training

In addition to the above educational offerings, vocational training 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 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.

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 component schools of the Health Sciences Center, and will serve in the future those associated with the University Hospital and, to a limited degree, the Department of Biological Sciences. The Library will also function as a regional resource, assisting physicians and other health professionals throughout the Nassau-Suffolk medical community. Interaction of the Health Sciences Library with the University Library will enhance services offered by both libraries. Computer connections and interlibrary loan service promote assistance to and from other community, state, and national information centers.

Currently the library collection is approximately 55,000 volumes with a projected goal of about 450,000 volumes. At present the library receives 3000 different journal titles. This figure will climb to an estimated 4500 titles in the next five years and will cover the fields of medicine, dentistry, nursing, biology, veterinary medicine, social welfare, and basic sciences. Nonbook media include microfilm and microfiche and will be expanded as the need grows. A rare book collection and the Health Sciences Center archives will be developed and maintained separate from current, active holdings.

A library computer program is being designed to automate acquisitions, cataloging, processing, and bindery activities, to assist bibliography preparation, speed circulation procedures, and facilitate citation and information retrieval. When operational it will provide automatic printout of the Annual Book Catalog, and bi-monthly supplements, staff bibliographies and statistics prerequisite to records control and administrative decisions and planning. The serials holdings are available on computer printout and work on a list of monographic holdings is in process.

The permanent location of the Library will be on the fifth floor of the new Health Sciences Center. The design calls for a one-level, rectangular unit of 50,000 net square feet. Until the main structure is complete, the Library is located off campus in East Setauket, approximately three miles from Stony Brook.

Formal orientation programs for groups such as incoming residents, college classes, etc. will explain the library services, facilities, collections, floor plan, book catalog, and relevant reference tools. An instructional videotape will introduce and reinforce information gained through lecture, discussion, library tours, and question-answer sessions. The Library Handbook will provide an easy, personal reference tool. Continuous, on-going instruction or assistance will meet specific needs, such as acquainting groups with significant additions or changes in holdings, facilities, etc. Unstructured, often spontaneous, assistance to groups and individuals will be given to meet evident or expressed needs or wishes (i.e., impromptu visits by foreign physicians, librarians from removed areas, problems encountered by groups of students studying in the library, etc.). Library users will also be able to obtain information by performing on-line computer searches using the library computer terminal, the computer console of the SUNY Biomedical Communication Network, or requesting searches through the Medical Literature Analysis and Retrieval System (MEDLARS).

Student Services

Dean for Students: GERALD A. GREEN

The Office of Student Services, headed by the Dean for Students, has the responsibility for participating with students in meeting their non-academic needs and for assisting the schools in the administrative functions of admission and registrar activities. Administrative offices on the core campus of the University provide some of these services for the Health Sciences Center, but the student is advised to first contact the Office of Student Services for help with such problems as counseling and guidance, financial aid, housing, part-time employment, and health problems. Personnel of this Office will then direct the student's inquiry to the appropriate resource.

Student life at the Health Sciences Center will be different at this stage of the Center's development than will be the case after all of the presently developing programs are established. Both in academic and in non-academic areas, the members of the Health Sciences Center community (and this includes the student bodies) will be fully involved in decision-making. Not only will students serve on all standing committees of the Center, they will constitute a majority on those committees whose decisions are most directly involved in student welfare. For example, the Committee on Student Financial Aid (comprised mostly of students) will have the task of reviewing requests for financial aid and of deciding how the financial aid resources of the Health Sciences Center community can most equitably be allocated. Other problems of our community will be discussed and resolved by members of the community.

This does not imply that—despite full student participation in the life of this academic community—there will be no rigors in student life at the Health Sciences Center. Unfortunately, the rapid pace of building (with unfinished construction), the lack of sufficient 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 are all burdensome to the life of students at the Health Sciences Center at this stage of its development. Clearly the Center will be the 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.

Clinical Facilities

Assistant Professor: DONALD J. MEYERS

The University Hospital

The University Hospital will be the central clinical resource for students in the Schools of Medicine, Nursing, Allied Health Professions, Social Welfare and Dental Medicine, as well as for residents, post-doctoral fellows and post-graduate students. The University Hospital will also be utilized in the continuing education programs of the Health Sciences Center directed to professional personnel throughout the Nassau-Suffolk region. The Hospital will serve as a major resource for diagnosis and treatment of patients referred by physicians, other hospitals and health facilities in the Nassau-Suffolk region. It will also be the chief backup resource for the University Health Service.

The University Hospital will be prepared to accept any patient who is in need of the services it can provide. There will be no restrictions on either inpatient or outpatient care on the basis of socio-economic status. It is anticipated that some residents in the region will seek preventive health services as well as diagnostic and treatment services from the University Hospital.

The Hospital will have approximately 400 beds, representing all of the major clinical specialties and sub-specialties, an emergency facility capable of handling 50,000 visits annually and a major ambulatory facility that will have the capacity to handle well over 100,000 patient visits per year.

The University Hospital will be committed to the delivery of patient care of the highest scientific standards, comprehensive in scope, based on the use of multi-disciplinary patient care teams. The integration of Schools of Medicine, Nursing, Dental Medicine, Social Welfare, Allied Health Professions and Basic Health Sciences into a single Health Sciences Center will find expression in the development of integrated team care that will combine the efforts of professional personnel in all of these fields.

Despite its heavy teaching responsibilities, the University Hospital will be oriented primarily toward the delivery of patient care because of the firm conviction that no hospital can properly educate members of the health professions unless its primary commitment is to the care of patients; appropriate educational experiences follow as a logical consequence of this commitment. All inpatients and outpatients of the Hospital will be involved in the teaching program and the faculty and administration of the Health Sciences Center will be responsible for all aspects of patient care.

The Clinical Campuses

In the Nassau-Suffolk region there are 42 hospitals, and a variety of other health facilities, including clinics operated by the Departments of Health in

Nassau and Suffolk Counties, group practice facilities and neighborhood health centers. It is hoped that these facilities will be related to the Health Sciences Center in a variety of ways, although this does not imply the assignment of students to each of these agencies.

There is a fundamental commitment at the Health Sciences Center to the education of students in all of the health professions in a community-related context. This means that students in each of the professional schools should have opportunities to secure a part of their educational experiences in affiliated hospitals, rather than being confined to the University Hospital. Different hospitals and agencies would, of course, have different strengths that can be drawn upon for such purposes.

The most comprehensive type of affiliation will be known as a "clinical campus," which is applied to a hospital capable of offering a wide variety of clinical experiences with a full range of clinical departments and specialty services, organized under the leadership of academically qualified full-time staff.

There will be intimate liaison between the Health Sciences Center and the clinical campuses, in order to insure appropriate supervision of all educational programs. This will be made possible through a dean at each clinical campus. Teaching functions will be carried out by staff members who hold faculty appointments at the Health Sciences Center.

Each clinical campus will develop a character and mission of its own. Rotation of students among the various clinical campuses will be encouraged (but not mandatory), in order to enrich and broaden the opportunities for clinical education available to each student. Equivalency of academic programs is a prime concern of the Health Sciences Center, so that a student will be able to transfer credits from one clinical campus to another without difficulty, in response to changes in his interest and career development.

In addition to the clinical campus affiliations, other hospital and health agencies throughout the community will serve as teaching resources to the extent that the capacities of these institutions are consistent with the educational needs of Health Sciences Center students.

The institutions that will serve as clinical campuses are:

Hospital of Brookhaven National Laboratory: This is a 40-bed hospital devoted to clinical research. This affiliation will be more specialized than the others and students will be given the opportunity to obtain their educational experience here primarily on the basis of documented interest in clinical research.

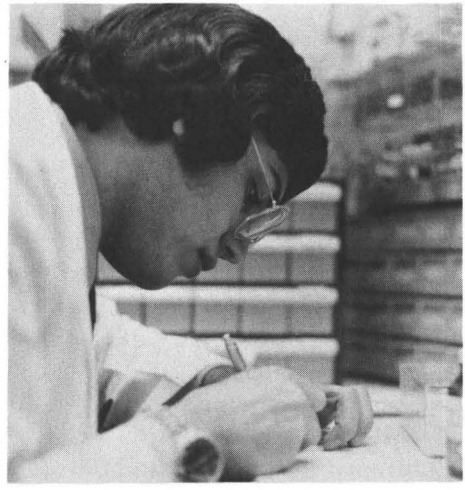
Long Island Jewish-Hillside/Queens Hospital Center: This clinical campus comprises three institutions. (a) The Long Island Jewish Medical Center is a voluntary, non-profit, short-term 458-bed general hospital. In 1970 it had about

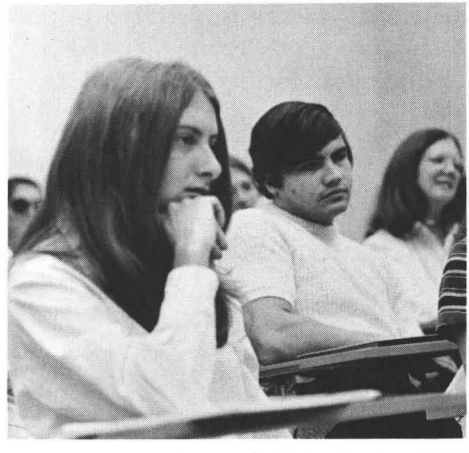
17,300 admissions and about 50,000 outpatient and emergency room visits. The volume of patient care is expected to be approximately one-third greater in 1971, as a result of completion of the current phase of the Hospital's building program. (b) Hillside Hospital is a voluntary, non-profit, intermediate-stay psychiatric institution of approximately 200 beds. In 1970 Hillside Hospital had about 600 admissions and 20,000 outpatient visits. Admissions in 1971 are expected to be about 800, due to decreased length of stay. (c) The Queens Hospital Center is a 1,210-bed municipal hospital center which includes a 730-bed general hospital and a 480-bed pulmonary disease hospital. In 1970 the Queens Hospital Center had approximately 16,500 admissions, 190,000 outpatient visits and 95,000 emergency room visits.

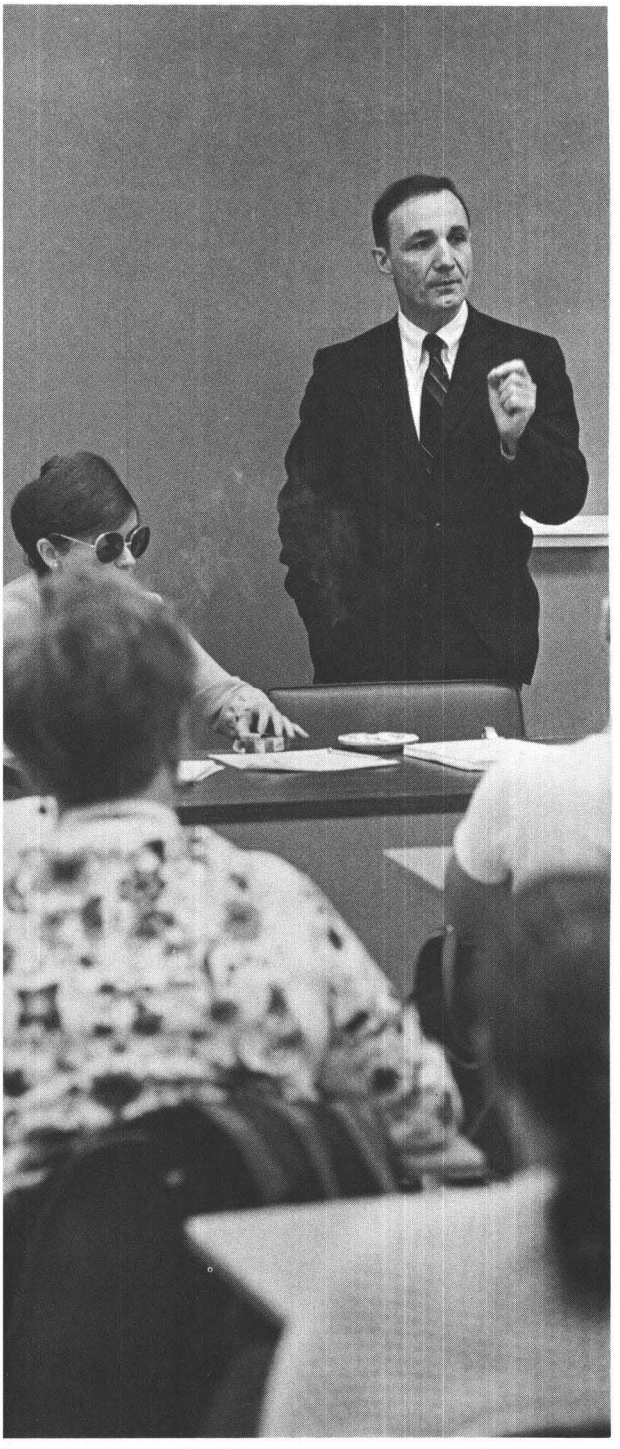
All of the above institutions function as an integrated clinical campus for educational purposes. In addition to approved rotating and straight internships, this clinical campus has approved residency programs in anesthesiology, internal medicine, obstetrics and gynecology, ophthalmology, otolaryngology, orthopedic surgery, pathology, pediatrics, pediatric cardiology, physical medicine and rehabilitation, psychiatry, radiology, surgery and thoracic surgery.

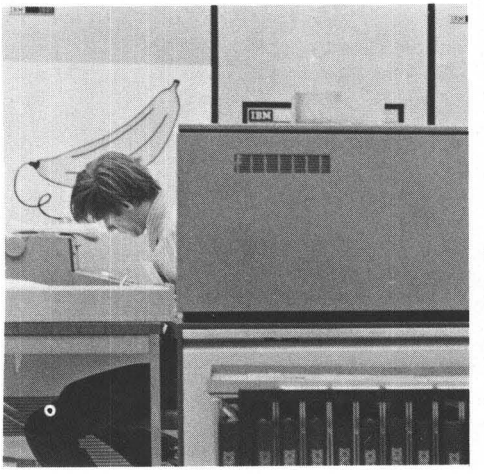
Nassau County Medical Center: Formerly known as Meadowbrook Hospital, this institution has almost completed a major rebuilding program which will increase its size to approximately 750 beds. The Center maintains approved rotating and straight internships and approved residency programs in anesthesiology, internal medicine, obstetrics and gynecology, opthalomology, orthopedic surgery, pathology, pediatrics, plastic surgery, psychiatry, radiology, general surgery, and urology. In 1970 the Center had about 17,500 admissions (average stay of 10 days) and 140,000 outpatient visits. Patient volume will increase by approximately ⅓ within the next two years as a result of the expansion program.

Veterans' Administration Hospital, Northport: At the present time the VA maintains a psychiatric hospital at this location. A 480-bed general medical and surgical facility is scheduled for completion in 1972.





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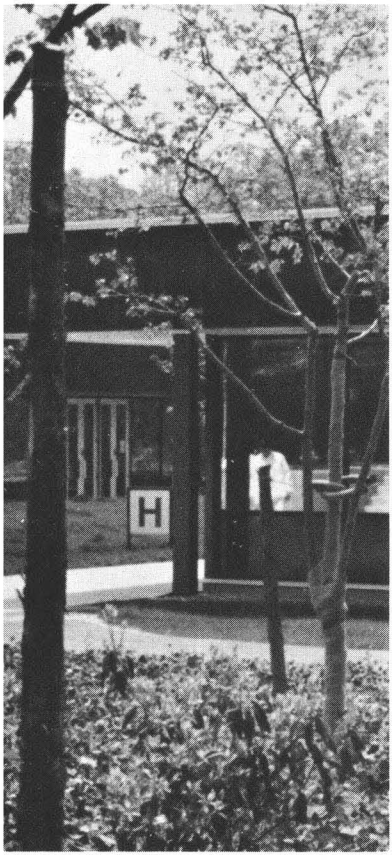
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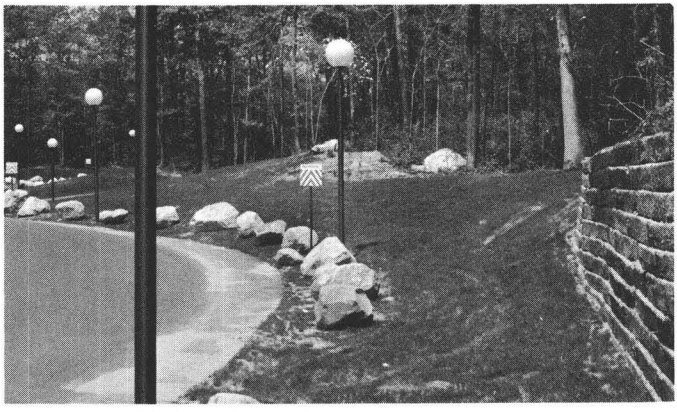

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ROBERT O. HAWKINS, JR.
Associate Professor of Health Sciences and Associate Dean, School of Allied Health Professions
Ed.M., Northeastern University

MICHAEL M. HELLAND
Assistant Professor of Health Sciences (Physical Therapy)
M.A., New York University
School of Education

ANTOL HERSKOVITZ
Associate Professor of Health Sciences Communications and Associate Director, Division of Health Sciences Communications
M.M.S., Tulane University

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Assistant Professor of Social Welfare and Assistant Dean, School of Social Welfare
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School of Social Work

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Associate Professor of Anatomy
M.D., Pazmany Peter University, Budapest; D.D.S., Halle/Saale, East Germany

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STEVEN JONAS
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School of Medicine

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M.D., Ph.D., University of Kiel, Germany

SANFORD L. KRAVITZ
Professor of Social Welfare and Dean, School of Social Welfare
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RICHARD KRUSZEWSKI
Instructor in Health Sciences (Respiratory Therapy)
A.S., Tuscon Medical Center School of Respiratory Therapy

MARVIN C. KUSCHNER
Professor of Pathology and
Chairman, Department of Pathology
M.D., New York University College of Medicine

SALVATORE LACERVA
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M.D., New York University School of Medicine

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DAVID D. LYONS
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Professor of Social Welfare
P.Phil., Oxford University

MAUREEN F. MONCK
Assistant Professor of Nursing
Ph.D., New York University

CARL MOOS
Associate Professor of Biochemistry
Ph.D., Columbia University

MICHAEL MUNK
Assistant Professor of Social Sciences
and Humanities in Medicine
Ph.D., New York University

VAUGHN L. NEVIN
Assistant Professor of Nursing
M.Ed., Columbia University

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

HARRISON H. OWEN
Instructor in Clinical Community
Medicine
M.A., Vanderbilt University

VINCENT S. PALLADINO
Professor of Pathology
M.D., Harvard Medical School

HWAYANG PARK
Cataloging Librarian
M.S.L.S., State University College of
New York at Geneseo

PATRICIA PAULSON
Associate Professor of Health Sciences
(Health Education)
D.H.S., Indiana University

EDMUND D. PELLEGRINO
Professor of Medicine; Dean, School of
Medicine; Vice President for the Health
Sciences; and Director of the Center
M.D., New York University
College of Medicine

WILHELMINA PERRY
Associate Professor of Social Welfare
M.S.W., University of Pennsylvania
School of Social Work

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 in Health Education
D.M.D., University of Pennsylvania
School of Dental Medicine

DONALD B. POWELL
Instructor in Health Sciences
(Respiratory Therapy)
A.A., Lakeland Junior College, A.R.I.T.

MONICA RILEY
Associate Professor of Biochemistry
Ph.D., University of California, Berkeley

MARGUERITE T. ROBEY
Assistant Professor of Nursing
M.Ed., Columbia 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 Biomathematics and Health Sciences Communications
Ph.D., University of Missouri

SEYMOUR ROISTACHER
Professor of Dental Medicine
D.D.S., New York University
College of Dentistry

STEPHEN ROSE
Associate Professor of Social Welfare
Ph.D., Brandeis University

MARTIN H. ROSENFELD
Associate Professor of Health Sciences (Medical Technology) and Chairman, Division of Diagnostic Programs
M.S., St. John's University, M.T. (A.S.C.P.)

STUART W. ROSNER
Assistant Professor of Clinical Medicine
M.D., New York University
College of Medicine

EDMUND L. ROSS
Associate Professor of Community Organization Practice and Director of Community Services
M.S.S., Columbia University
School of Social Work

ELI RUBINSTEIN
Professor of Psychiatry
Ph.D., Catholic University

SAM RUNYON
Instructor in Health Sciences (Respiratory Therapy)
A.R.I.T.

ELIZABETH A. SALERNO
Instructor in Nursing
M.S., Adelphi University

JUNE SANDERMAN
Instructor in Health Sciences (Occupational Therapy)
M.A., New York University; Cert. in O.T., Columbia University, O.T.R.

ARTHUR SAWITSKY
Professor of Medicine
M.D., New York University
College of Medicine

SHELDON SCHER
Assistant Professor of Health Sciences (Laboratory Animal Resources) and Assistant Director, Laboratory Animal Resources
B.S., City College of New York

JACOB SCHLEICHKORN
Associate Professor of Health Sciences (Physical Therapy) and Director, Program in Physical Therapy
B.S., M.A., New York University, R.P.T.

URSULA SCHWERIN
Professor of Health Sciences (Community and School Health)
Ph.D., New York University
School of Education

GEORGE SCOTT
Instructor in Health Sciences (Respiratory Therapy)
A.R.I.T.

MORTIMER L. SHAKUN
Associate Professor of Health Sciences Communications and Dental Medicine
D.D.S., New York University
College of Dentistry

DAVID SHAPIRO
Associate Professor of Social Welfare
Ph.D., University of Michigan

CLAIRE J. SHELLABARGER
Professor of Pathology
Ph.D., Indiana University

JACQUES L. SHERMAN
Associate Professor of Medicine and Dean of Clinical Campus, Northport Veterans Administration Hospital
M.D., Georgetown University
School of Medicine

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

DANIEL N. SLATKIN
Assistant Professor of Pathology
M.D., McGill University, Montreal

JOHN M. SMITH
Serials Librarian
M.S.L.S., Columbia University

MARTIN STERN
Professor of Oral Surgery
D.M.D., Harvard School of Dental Medicine

ROLF STERNGLANZ
Assistant Professor of Biochemistry
Ph.D., Harvard University

GEORGE W. STROKE
Professor of Engineering and Biophysics
Dr.es.Sc., University of Paris (Sorbonne), France

F. WILLIAM STUDIER
Associate Professor of Biochemistry
Ph.D., California Institute of Technology

SYLVAN N. SURKS
Professor of Anesthesiology
M.D., Chicago Medical School

LEE J. TANEN
Reference Librarian
M.S.L.S., Columbia University

MARTIN B. TIMIN
Associate Professor of Psychiatry
M.A., University of Michigan

GEORGE TORTORA
Assistant Professor of Health Sciences (Medical Technology)
Ph.D., St. John's University

WILLIAM J. TREANOR
Assistant Professor of Health Sciences (Cardiopulmonary Technology)
M.S., Adelphi University, C.P.T.

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

ROBERT A. VITELLO
Assistant Professor of Health Sciences (Health Care Administration)
M.H.A., University of Minnesota

H. BARRY WALDMAN
Associate Professor of Community Dentistry and Associate Professor of Health Sciences (Health Care Administration)
D.D.S., New York University College of Dentistry; Ph.D., University of Michigan School of Public Health

ADAM WALINSKY
Senior Lecturer in Social Welfare
LL.D., Yale University

DAVID E. WEEKS
Associate Professor of Community Medicine
M.D., Northwestern University Medical School

SIDNEY WEINBERG
Professor of Forensic Pathology
M.D., University of Buffalo School of Medicine

JOYCE WEISBERGER
Assistant Professor of Nursing
M.S., Adelphi University

STEVEN H. WEISBROTH
Associate Professor of Pathology and Director, Division of Laboratory Animal Resources
M.S., D.V.M., Washington State University

ANDOR WEISS
Professor of Rehabilitation Medicine
M.D., University of Chicago

REGINALD WELLS
Assistant Professor of Social Welfare
B.S., Temple University

HERBERT WHITING
Associate Professor of Clinical Rehabilitation Medicine
M.D., McGill University

THOMAS B. WILLIAMS
Instructor in Social Welfare
M.S.W., New York University

DAVID L. WILLIAMSON
Associate Professor of Anatomy
Ph.D., University of Nebraska

HOWARD WINANT
Instructor in Social Welfare
B.A., Brandeis University

CATHARINE L. WINGATE
Assistant Professor of Radiological Physics and Assistant to Dean, School of Basic Health Sciences
Ph.D., Columbia University

MARY WINKELS
Associate Director, Health Sciences Library
A.M.L.S., University of Michigan

STANLEY F. YOLLES
Professor of Psychiatry and Chairman, Department of Psychiatry
M.D., New York University, M.P.H., Johns Hopkins University

RICHARD M. ZANER
Professor of Social Sciences and Humanities in Medicine and Chairman, Department of Social Sciences and Humanities in Medicine
Ph.D., New School for Social Research

STANLEY ZIMERING
Associate Professor of Health Sciences (Health Education) and Chairman, Division of Community and Mental Health Programs
M.P.H., Harvard School of Public Health

STANLEY ZUCKER
Assistant Professor of Medicine
M.D., Temple University

THE STATE UNIVERSITY OF NEW YORK

General Statement

The State University of New York, established by the State Legislature in 1948, comprises 70 colleges and centers. In September of 1970, 69 were conducting classes: four University Centers (two of which, Buffalo and Stony Brook, include Health Sciences Centers), two Medical Centers, 13 Colleges of Arts and Science, two Specialized Colleges, six two-year Agricultural and Technical Colleges, five Statutory Colleges, and 37 locally-sponsored, two-year Community Colleges.

The University's 70th campus is Fiorello H. LaGuardia Community College, the 38th community college in the State University system and the ninth to be sponsored by the Board of Higher Education in New York City. Admitting its first students in September 1971, LaGuardia is located in Long Island City.

Initial phases of construction are nearing completion on two new Arts and Science college campuses, at the College at Purchase in Westchester County and the College at Old Westbury in Nassau County. Purchase and Old Westbury are accepting first classes on their new campuses in September 1971.

The University's 13th Arts and Science college will be upper divisional in concept, serving junior and senior year and master's degree students, and will be located in the Herkimer-Rome-Utica area. Construction of the permanent Upper Division College campus on an Oneida County site is scheduled to begin in 1972. In the meantime, evening and summer courses are being offered in temporary facilities at 811 Court Street, Utica.

The University further comprises the Ranger School, a division of the College of Forestry, which offers a 43-week technical forestry program at Wanakena, and six Urban Centers administered by two-year colleges.

University-wide research programs include the Atmospheric Sciences Research Center with campus headquarters at Albany, the Institute for Theoretical Physics and the Marine Sciences Research Center at Stony Brook, and the Polymer Research Center at the College of Forestry. Headquartered at State University of New York at Buffalo are the Center for Immunology and the Western New York Nuclear Research Center.

Graduate study at the doctoral level is offered by State University at 12 of its campuses, and graduate work at the masters level at 22. The University is continuing to broaden and expand over-all opportunities for advanced degree study. Graduate study areas embrace a wide spectrum including agriculture, business administration, criminal justice, dentistry, education, engineering, forestry, law, liberal arts and science, library science, medicine, nursing, pharmacy, social work, and veterinary medicine.

Four-year programs strongly emphasize the liberal arts and sciences and also include specializations in teacher education, business, forestry, maritime service, nursing, ceramics, and the fine and performing arts.

Two-year programs include liberal arts transfer programs and a wide variety of technical curriculums such as agriculture, business, nursing, and the industrial and medical technologies.

The University's Urban Centers provide training for skilled and semi-skilled occupations and college foundation courses for youths in the inner city areas. A network of Cooperative College Centers identifies disadvantaged young people who have college potential and prepares them for admission to public or private colleges. An additional 5000 underprivileged students are assisted through a wide variety of Educational Opportunity programs on the campuses of State University.

Governed by a board of trustees appointed by the Governor, State University of New York comprises all State-supported institutions of higher education, with the exceptions of the senior colleges of City University of New York. Each college and center of State University is locally administered. Although separated geographically, all are united in the purpose of improving and extending numerous opportunities to the youth of New York State.

The State University motto is: "Let Each Become All He Is Capable of Being."

Campuses

Office of the Chancellor
8 Thurlow Terrace
Albany, N.Y. 12201

UNIVERSITY CENTERS
- State University at Albany
- State University at Binghamton
- State University at Buffalo
- State University at Stony Brook

MEDICAL CENTERS
- Downstate Medical Center at Brooklyn
- Upstate Medical Center at Syracuse

COLLEGES OF ARTS AND SCIENCE
- College at Brockport
- College at Buffalo
- College at Cortland
- College at Fredonia
- College at Geneseo
- College at New Paltz
- College at Old Westbury
- College at Oneonta
- College at Oswego
- College at Plattsburgh
- College at Potsdam
- College at Purchase
- Upper Division College

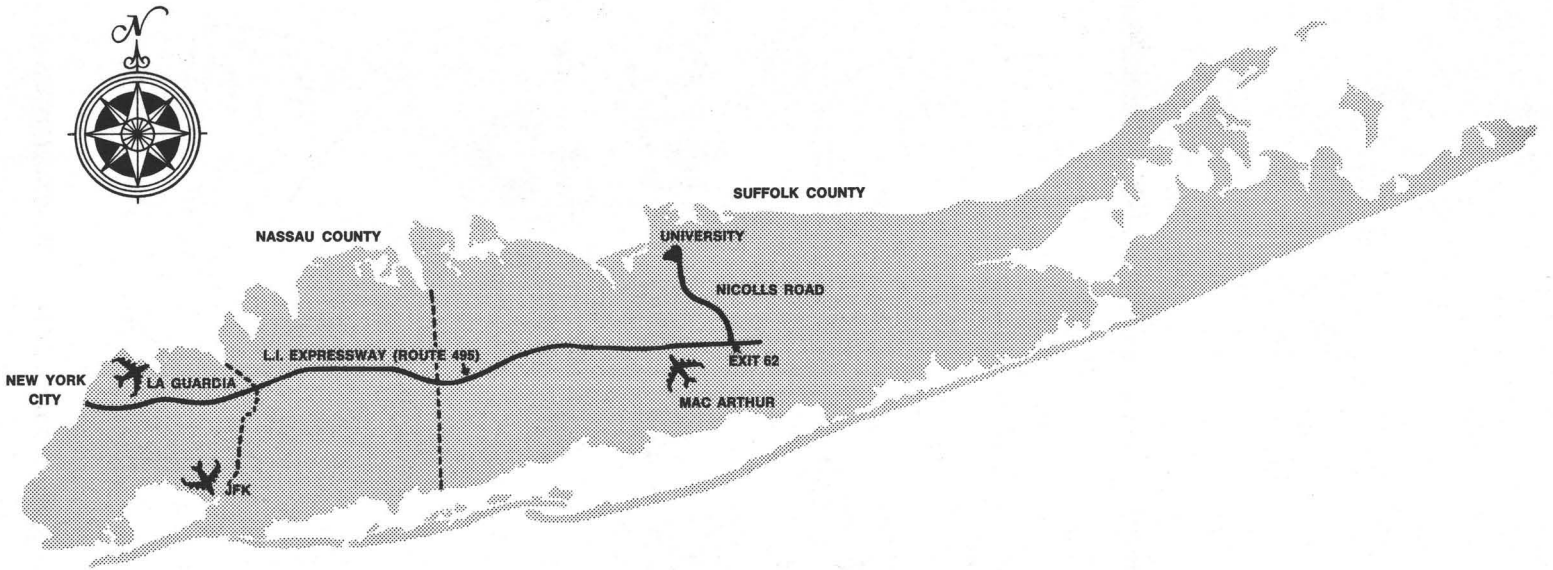
SPECIALIZED COLLEGES
- College of Forestry at Syracuse University
- Maritime College at Fort Schuyler (Bronx)

AGRICULTURAL AND TECHNICAL COLLEGES (Two-Year)
- Alfred
- Canton
- Cobleskill
- Delhi
- Farmingdale
- Morrisville

STATUTORY COLLEGES
- College of Ceramics at Alfred University
- College of Agriculture at Cornell University
- College of Human Ecology at Cornell University
- School of Industrial and Labor Relations at Cornell University
- Veterinary College at Cornell University

COMMUNITY COLLEGES
(Locally-sponsored, two-year colleges under the program of State University)
- Adirondack Community College at Glens Falls
- Auburn Community College at Auburn
- Borough of Manhattan Community College

Bronx Community College
Broome Technical 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
Geneseo Community College at Batavia
Herkimer County Community College at Ilion
Hostos Community College at South Bronx
Hudson Valley Community College at Troy
Jamestown Community College at Jamestown
Jefferson Community College at Watertown
Kingsborough Community College
LaGuardia Community College at Long Island City
Mohawk Valley Community College at Utica
Monroe Community College at Rochester
Nassau Community College at Garden City
New York City Community College
Niagara County Community College at Niagara Falls
North Country Community College at Saranac Lake
Onondaga Community College at Syracuse
Orange County Community College at Middletown
Queensborough Community College
Rockland Community College at Suffern
Schenectady County Community College at Schenectady
Staten Island Community College
Suffolk County Community College at Selden
Sullivan County Community College at South Fallsburg
Tompkins-Cortland Community College at Groton
Ulster County Community College at Stone Ridge
Westchester Community College at Valhalla



TRANSPORTATION TO STONY BROOK

BY AIR

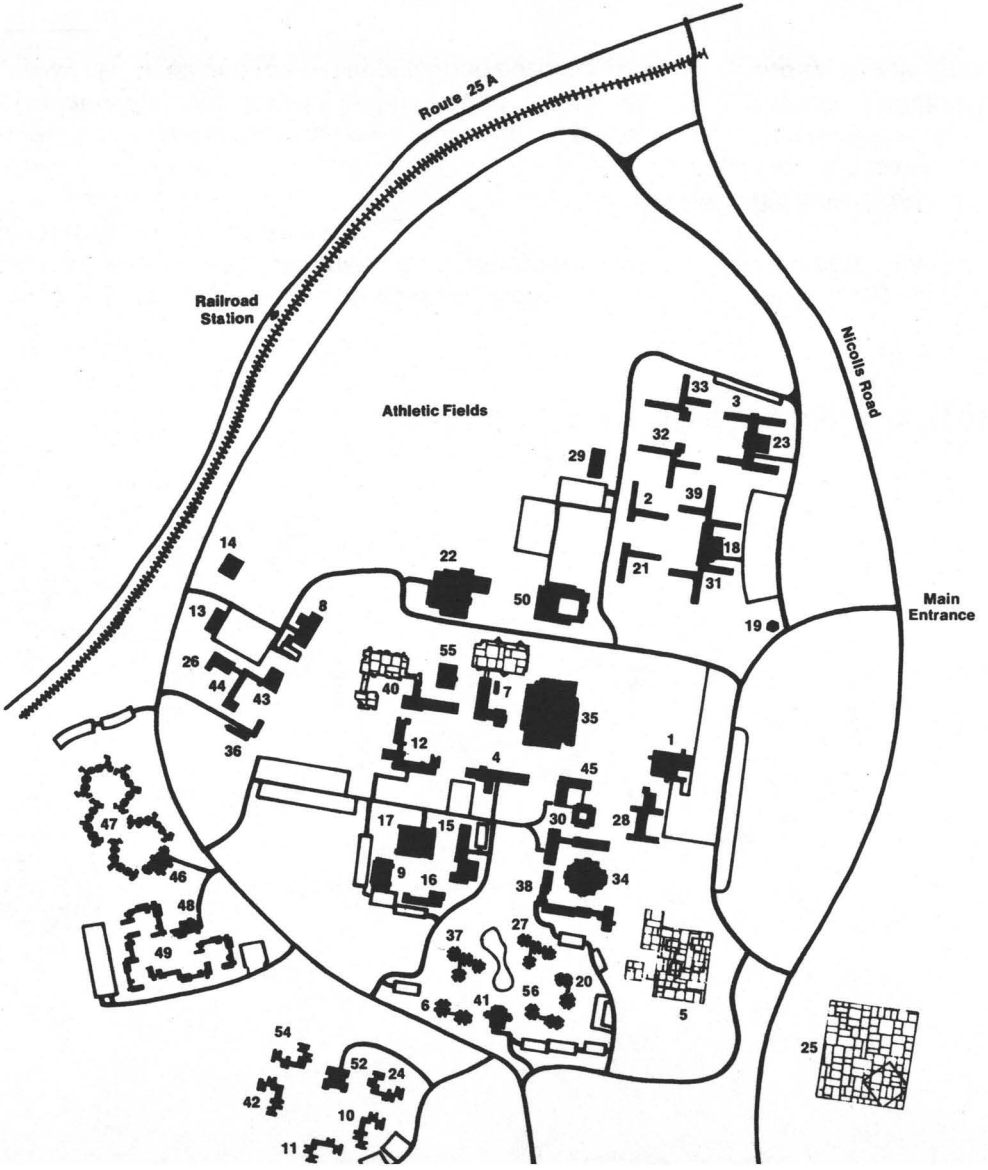
Stony Brook is located ten miles from Long Island-MacArthur Airport and 50 miles from Kennedy International and LaGuardia Airports.

BY CAR

Take the Long Island Expressway (Route 495) east from the Queens-Midtown Tunnel in Manhattan. Leave Expressway at Exit 62 and follow Nicolls Road north for nine miles. Turn left at the main entrance to the University and stop at the gatehouse for a parking permit.

BY RAILROAD

Take the Long Island Railroad's Port Jefferson line from Pennsylvania Station (Manhattan) or Flatbush Avenue Station (Brooklyn), change trains at Jamaica for the Stony Brook Station. Inquire for free campus bus.


Route 25 A
Railroad Station
Athletic Fields
Nicolls Road
Main Entrance
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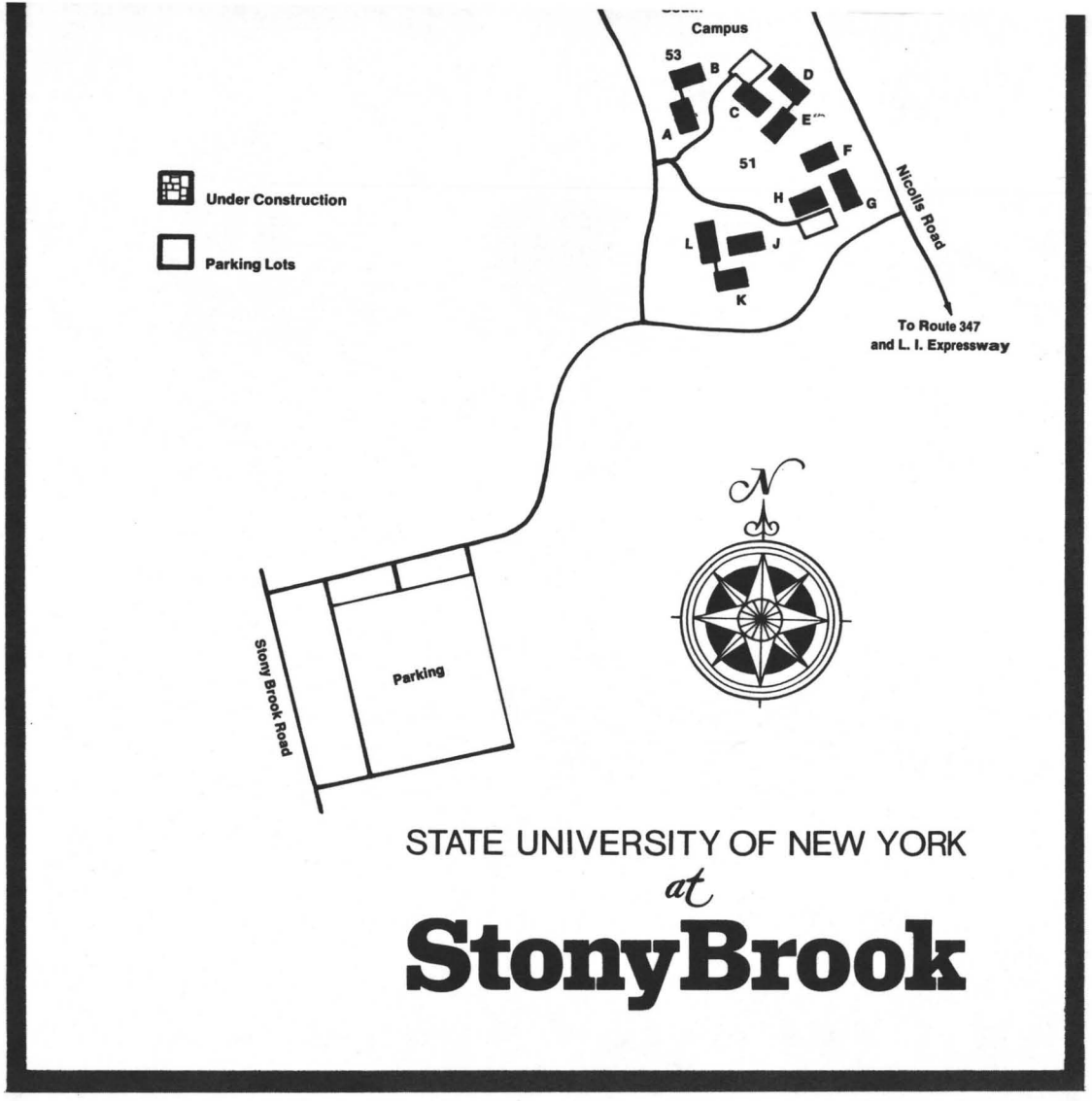

STATE UNIVERSITY OF NEW YORK

at

StonyBrook

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For Further Information

For general information contact:

Gerald A. Green, Ph.D.
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
Robert O. Hawkins, Jr.
(516) 444-2253

School of Basic Health Sciences
A. C. Upton, Dean
(516) 444-2054

School of Dental Medicine
J. Howard Oaks, Dean
(516) 444-2094

School of Medicine
Gerald A. Green
(516) 444-2113

School of Nursing
Marcia M. Rosene
(516) 444-2163

School of Social Welfare
Thomas B. Williams
(516) 444-2148


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