

2011-2013 Health Sciences Bulletin

*Samuel L. Stanley Jr., M.D., President
Stony Brook University*

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Stony Brook, NY 11794-0251
(631) 632-6280
www.stonybrook.edu/diversity

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Students are responsible for reviewing, understanding, and abiding by the University's regulations, procedures, requirements, and deadlines as described in official publications including this Health Sciences Bulletin, and the student information handbooks of individual Health Sciences schools.

Student Consumer Information

Visit www.stonybrook.edu/registrar/consumers.shtml to access the following information: Stony Brook's academic programs, including the University faculty, instructional, laboratory, and physical facilities; student financial assistance; the University's Student Conduct Code and the State University of New York's Rules for the Maintenance of Public Order; campus safety policy and crime statistics; the University alcohol and drug policy; Stony Brook's intercollegiate athletic program participation and financial support; and student retention, graduation and placement rates.



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An Introduction to Stony Brook



An Overview

Stony Brook is located on Long Island's North Shore, about 60 miles west of Manhattan and 60 miles east of Montauk Point. World-renowned faculty have created a stimulating, highly interactive environment for both undergraduate and graduate studies. With the collaborative, interdisciplinary atmosphere of the departments, outstanding faculty, and a dedication to providing students with a variety of opportunities for research, the University offers students a well-rounded education that fully enables them to excel in whatever career path they choose.

Stony Brook University was established in 1957 as a college for the preparation of secondary school teachers of mathematics and science; the first campus was located at Oyster Bay, Long Island, on the grounds of a former Gold Coast estate. In 1962, a new campus was built in Stony Brook, on land donated by local philanthropist Ward Melville. Part of the State University of New York system, Stony Brook now spans 1,450 acres, having grown tremendously since its founding. The University is now recognized as one of the nation's important centers of learning and scholarship.

Stony Brook is ranked in the top 1 percent of all universities in the world by the London *Times Higher Education World University Rankings*. It is also ranked among the 100 best national universities and top 50 public national universities by *U.S. News & World Report* and is included on their list of notable programs for undergraduate research/creative projects. Stony Brook is a member of the prestigious Association of American Universities, the invitation-only organization of the best research universities in the country.

There are 66 undergraduate majors and 75 minors, 102 master's programs, 40 doctoral programs, and 32 graduate certificate programs. Stony Brook is one of 10 universities given a National Science Foundation recognition award for integrating research and education. The internationally recognized research facilities of Brookhaven National Laboratory and Cold Spring Harbor Laboratory are nearby.

Stony Brook is one of only 94 institutions in the country to be designated a "Very High Research University" by the Carnegie Foundation. Faculty have been responsible for more than 1,500 inventions and 450 patents. With 70 academic departments, Stony Brook is among the top 40 institutions funded by the National Science Foundation, and expenditures on organized research, from external and internal sponsors, have reached \$210 million.

Emphasis on Research

Stony Brook faculty are among the top in their fields. The commitment to both research and excellence has led to many groundbreaking discoveries, such as the development of ReoPro® for cardiac angioplasties; the cause of Lyme disease; discovery of the link between smoking and emphysema; MRI technology that won the Nobel Prize for Medicine; invention of an ultrasound method to speed up the healing of bone fractures; identification and cataloging of 328 distant galaxies; 3-D imaging software for 3-D colonoscopy; and the discovery of the link between birds and dinosaurs.

Stony Brook's partnership with government and industry plays a vital role in the economy of the metropolitan region. Anchoring Stony Brook's new 246-acre Research and

Development Park is the Center of Excellence in Wireless and Information Technology, a test bed for emerging wireless technologies. Researchers at the new Advanced Energy Research and Technology Center will develop new technologies to produce clean energy, enhance production from renewable sources, and find better ways to distribute and store energy with minimal impact on local ecosystems.

Stony Brook co-manages Brookhaven National Laboratory in partnership with Battelle Memorial Institute, joining an elite group of universities that run federal laboratories, including the University of California at Berkeley, University of Chicago, Cornell University, Massachusetts Institute of Technology, and Princeton University. Located near campus, the lab affords faculty and students a unique opportunity to work among scientists from around the world. Also nearby is the world-famous Cold Spring Harbor Laboratory, where Stony Brook researchers and students collaborate with scientists from other institutions.

The University has state-of-the-art equipment, including New York Blue, one of the planet's most powerful supercomputers, which links Stony Brook's New York Center for Computational Sciences with Brookhaven National Laboratory. New York Blue is capable of 102 trillion calculations per second. There are also spectroscopy labs, imaging facilities, the Van de Graaf Nuclear Accelerator, and much more. Additional research units on campus include Stony Brook's innovative Centers for Molecular Medicine and Biology Learning Laboratories; the School of Marine and Atmospheric Sciences; Stony Brook University Cancer Center; Stony Brook Long Island Children's Hospital; Heart Center; Ambulatory Surgery Center; Institute for Theoretical Physics; and the High Technology Incubator, among others. The Frank Melville Jr. Memorial Library, with more than 2.2 million books and 3.8 million publications in microformat, is one of the largest academic libraries in the nation.

Living in Stony Brook

The University is located in mid-Suffolk County, about 60 miles east of New York City. It is only a short distance to the Atlantic beaches of the south shore and the vineyards of the East End. The campus is nestled amid scenic towns and wooded areas, with the Long Island Sound just minutes away to the north. Nearby is the historic village of Stony Brook, with its breathtaking harbor views, quaint shops, and picturesque cottages. In town are the Museums at Stony Brook, the largest privately funded history and art museum on Long Island, the landmark Three Village Inn (circa 1751), and the Stony Brook Grist Mill, which dates back to 1699 and is open to the public for tours. The conveniences of the modern world are at hand as well—Stony Brook and nearby Port Jefferson, Lake Grove, and Smithtown boast every shop imaginable, from specialty to superstore. For those with children, the University has on-site daycare services and proximity to the highly regarded Three Village School District.

Stony Brook has become a leisure-time resource to Long Island residents. The Staller Center for the Arts features productions by world-class artists in a Broadway-caliber theatre; a first-run cinema utilizing Suffolk County's largest screen; an art gallery that sponsors exhibitions by faculty, students, and artists of the region; and its popular Summer Film Festival, including indie features making their premiere.

For sports and fitness enthusiasts, the University has a 5,000-seat indoor Sports Complex and a 8,300-seat outdoor athletic stadium for Stony Brook's Division I teams. The Student Activities Center houses the Wellness Center, run by the Department of Campus Recreation, which offers a variety of fitness classes and the use of state-of-the-art equipment.

Off campus, you can attend art openings in the Hamptons and view independent films at the Cinema Arts Center in Huntington village. The many restaurants in Port Jefferson have fresh seafood, and you can take a ferry ride across the Sound from Port Jefferson to Bridgeport, Connecticut. For a relaxing weekend drive, you can visit the wineries, orchards, and farmlands sprawled across Long Island's scenic East End.

The region is a naturalist's dream. On campus is the 26-acre Ashley Schiff Nature Preserve. To the east lie thousands of acres of pine barrens preserved from development. Long Island's hundreds of miles of coastline attract many swimming, boating, and fishing enthusiasts from around the world.

Life at Stony Brook has something for everyone. There is the tranquil pace of the surrounding community, with its winding roads and gracious homes. At the same time, there are the cutting-edge resources and the abundant culture of the University itself. And easily accessible by car or train is the excitement of Manhattan.

The Campus

The fountain at the center of the six-acre Academic Mall is a focal point for social activity. Surrounding the fountain are lawns, shrubs, gardens, trees, and a brook that cascades down steps leading to the campus' main entrance. A nature preserve, six miles of bicycle paths, park benches, an apple orchard, and a duck pond are interspersed among the spacious plazas, modern laboratories, and classroom buildings. Surrounding the Frank Melville Jr. Memorial Library at the center of the campus are the academic buildings for the Colleges of Arts and Sciences and Engineering and Applied Sciences, the innovative Simons Center for Geometry and Physics, the Van de Graaf nuclear accelerator, the Administration Building, Jacob K. Javits Lecture Center, Computer Science Building, Educational Communications Center, Computing Center, Stony Brook Union, Sports Complex, Student Activities Center, and other service and activities buildings. In front of the Staller Center for the Arts is an outdoor plaza in which concerts and gatherings are held. Adjacent to Staller is the Charles B. Wang Center, a 120,000-square-foot conference facility and venue for cultural, professional, and educational events. The Center also has Asian food, sprawling gardens, pools, and terraces.

On the East Campus, the Health Sciences Center houses academic and support areas for five professional schools and University Hospital, which opened in 1980. There is the 350-bed Long Island State Veterans Home, which opened its doors in 1991; the Long Island High Technology Incubator, which opened in 1992 and houses start-up companies in biotechnology and other high-tech fields; the Ambulatory Surgery Center, a spacious, state-of-the-art facility designed to create a stress-free outpatient surgery experience for adult and pediatric patients; the Heart Center, performing 500 heart operations annually; the Cancer Center, offering the only comprehensive cancer program backed by University-based research; and the Stony Brook Long Island Children's Hospital, offering the most advanced pediatric specialty care in the region.

Encircling the academic buildings are the residential quadrangles, which are the basic social units for on-campus students, providing residence halls, dining rooms, and a range of student-sponsored enterprises and social facilities. A complex of one-, two-, and three-bedroom apartments that houses married and graduate students is located near the Health Sciences Center. Additional graduate student residences are located on the West Campus.

On the south campus, beyond the nature preserve and linked by shuttle bus to the rest of the campus, are 11 buildings housing the School of Marine and Atmospheric Sciences and the School of Dental Medicine.

In 2006, Stony Brook University completed its purchase of the former Southampton College. The School of Marine and Atmospheric Science offers several undergraduate courses at Stony Brook Southampton and operates a marine field station on Shinnecock Bay with access to the Atlantic Ocean. In addition to the Marine Sciences program, Stony Brook Southampton offers an M.F.A. creative writing program, headed by Professor Robert Reeves. The creative writing program at Southampton also hosts the Writers Conference, a 30-year institution on the East End, annually attracting leading authors and artists from across the country.

Stony Brook's Manhattan facility, located at 401 Park Avenue South, is designed to accommodate special undergraduate, graduate, and non-credit courses, plus seminars, internships, and events. It has 11 classrooms, two conference rooms, faculty office space, and an open area for lectures, receptions, and conferences.

Students

Stony Brook's enrollment is 24,594 students. Graduate students number 8,252 while undergraduate students number 16,342. The Health Sciences Center provides undergraduate and graduate education to 3,432 students in medicine and health professions. Graduate students come from most states in the nation and from many countries around the world.

Stony Brook is committed to ensuring educational opportunity at the undergraduate, graduate, and professional levels to students from groups that historically have not been equally represented in higher education. The University recognizes its responsibility to develop leaders among these groups and values the contribution to the educational environment made by a diverse student population.

Faculty

Approximately 98 percent of Stony Brook's instructional faculty members hold doctoral degrees or the highest degrees in their fields. Faculty are responsible for more than 1,500 inventions and more than 450 patents. Stony Brook faculty also mentor on average 10 percent of the 300 Intel Science Talent Search competition finalists and semifinalists each year, making Stony Brook the second-largest incubator of Intel talent in the country.

Eminent faculty members include numerous internationally recognized scholars. Many have earned high honors in their fields, such as Einstein and Distinguished Professor Emeritus C.N. Yang, Nobel Laureate in Physics; John Milnor, Distinguished Professor and holder of the Fields Medal, Director of the Institute for Mathematical Sciences; Gail Mandel, Howard

Hughes Medical Institute Investigator and Distinguished Professor in Neuroscience; Vice President for Research John H. Marburger, also former president of Stony Brook; and Artists-in-Residence in Music, the Emerson String Quartet.

Distinguished Professors

John Fleagle in Anatomical Sciences; James Glimm in Applied Mathematics and Statistics, also recipient of the 2002 National Medal of Science; William Lennarz and Rolf Sternglanz in Biochemistry and Cell Biology; Clinton Rubin in Biomedical Engineering/Biotechnology; Benjamin Chu and Iwao Ojima in Chemistry; Arie Kaufman in Computer Science; Lorne M. Golub in Dental Medicine; Douglas Futuyma, Jeffrey Levinton, and James Rohlf in Ecology and Evolution; Armen Zemanian in Electrical Engineering; Gregory Belenky and Serge Luryi in Electrical and Computer Engineering; E. Ann Kaplan and Roger Rosenblatt in English; Donald Weidner in Geosciences; Herman Lebovics in History; Robert Aller, Nicholas Fisher, and Cindy Lee in the School of Marine and Atmospheric Sciences; Miriam Rafailovich in Materials Science and Engineering; H. Blaine Lawson Jr., Dusa McDuff, John Milnor, and Dennis Sullivan in Mathematics; Fu-Pen Chiang in Mechanical Engineering; Sami Said in Medicine; Eckard A.F. Wimmer in Molecular Genetics and Microbiology; Gilbert Kalish in Music; Gail Mandel and Lorne Mendell in Neurobiology and Behavior; Israel Kleinberg in Oral Biology and Pathology; Arthur Grollman in Pharmacological Sciences; Edward S. Casey, Richard Howard, and Don Ihde in Philosophy; Gerald E. Brown, Barry McCoy, George Sterman, and Peter van Nieuwenhuizen in the C.N. Yang Institute for Theoretical Physics; Barbara Jacak, Janos Kirz, Konstantin K. Likharev, Edward Shuryak, Philip Solomon, and Gene Sprouse in Physics and Astronomy; Mark Schneider and Jeffrey Segal in Political Science; M. Christina Leske in Preventive Medicine; Arthur A. Stone in Psychiatry; Marvin Goldfried and K. Daniel O'Leary in Psychology; and Stephen Cole in Sociology.

Distinguished Professors Emeriti

Paul Poppers in Anesthesiology; Jacob Bigeleisen and George Stell in Chemistry; Louis W. Ripa Jr. in Children's Dentistry; Theodosios Pavlidis in Computer Science; Robert Sokal in Ecology and Evolution; Louis Simpson in English; Donald Lindsley in Geosciences; Joel Rosenthal in History; Robert Cess in the School of Marine and Atmospheric Sciences; Herbert Herman in Materials Science and Engineering; Charles Rosen in Music; Seymour Cohen and Edward Reich in Pharmacological Sciences; Paul Grannis and C.N. Yang in Physics and Astronomy; William Van der Kloot in Physiology and Biophysics; Milton Lodge in Political Science; Howard Rachlin in Psychology; Morton Meyers in Radiology; and John Gagnon in Sociology.

Distinguished Teaching Professors

William Jungers and Jack Stern in Anatomical Sciences; Alan Tucker in Applied Mathematics and Statistics; Robert Kerber in Chemistry; Fred Ferguson in Children's Dentistry; H. Barry Waldman in General Dentistry; Michael Barnhart in History; Patrick Grim and Helen Rodnite Lemay in Philosophy; Thomas Hemmick and Harold Metcalf in Physics and Astronomy; Frank Myers in Political Science; Norman Goodman in Sociology; and Jonathan F. Levy in Theatre Arts.

Distinguished Teaching Professors Emeriti

Elof Carlson in Biochemistry and Cell Biology; S. Stanley Alexander in Dental Medicine; Homer Goldberg and Rose Zimbardo in English; Barbara Elling in Germanic and Slavic

Languages and Literatures; Judith Tanur in Sociology; Thomas Liao and John Truxal in Technology and Society; and John Truxal in Technology and Society.

Distinguished Service Professors

David Krause in Anatomical Sciences; David Hanson in Chemistry; Mario Mignone in European Languages and Cultures; Gilbert Hanson and Robert Liebermann in Geosciences; Malcolm Bowman in the School of Marine and Atmospheric Sciences; Marie Gelato in Medicine; Richard Fine in Pediatrics; Vincent Iacono in Periodontics; Peter Paul in Physics and Astronomy; Dorothy Lane in Preventive Medicine; M. Christina Leske in Preventive Medicine; Said Arjomand and Norman Goodman in Sociology; and David Ferguson and Lester Paldy in Technology and Society.

Distinguished Service Professors Emeriti

Stanley Alexander in Dental Medicine; Velio Marsocci in Electrical Engineering; Robert Cess in the School of Marine and Atmospheric Sciences; J.R. Schubel, former Dean and Director of the Marine Sciences Research Center; Irwin Kra in Mathematics; Barry Collier in Medicine and Pathology; Sidney Gelber in Philosophy; and Eli Seifman, Social Sciences Interdisciplinary and Director Emeritus of the Center for Excellence and Innovation in Education.

Degree Opportunities

Graduate study is offered in more than 40 different graduate studies areas as well as in the five schools of the Health Sciences Center and the School of Professional Development. The doctoral degree is offered in 40 areas, the M.A.T. in 10 areas, the M.A. in 28 areas, and the M.S. in 21 areas. Also offered are a Master of Business Administration, Master of Music degree, a Master of Fine Arts degree, a Master of Philosophy degree, a Doctor of Musical Arts degree, and a Doctor of Arts degree in Foreign Languages. In the Health Sciences Center the M.D. and Ph.D. degrees are offered by the School of Medicine, the D.D.S. by the School of Dental Medicine, the M.S.W. and Ph.D. degrees by the School of Social Welfare, the M.S. degree by the School of Health Technology and Management and the School of Nursing, and the D.N.P. degree by the School of Nursing. At the undergraduate level, many departmental major programs and interdisciplinary programs leading to the B.A., B.S., and B.E. degrees are offered by the College of Arts and Sciences, the College of Engineering and Applied Sciences, and the Health Sciences Center.

Academic Units

College of Arts and Sciences

The College of Arts and Sciences consists of the following departments: Africana Studies, Anthropology, Art, Asian and Asian American Studies, Biochemistry and Cell Biology, Chemistry, Comparative Literary and Cultural Studies, Ecology and Evolution, Economics, English, European Languages and Literatures, Geosciences, Hispanic Languages and Literature, History, Linguistics, Mathematics, Music, Neurobiology and Behavior,

Philosophy, Physics and Astronomy, Political Science, Psychology, Sociology, and Theatre Arts; and of programs in Women's Studies and Writing and Rhetoric, as well as the Latin American and Caribbean Studies Center, the Language Learning and Research Center, and the Humanities Institute.

In the biological sciences, the Ph.D. degree is offered in Ecology and Evolution, Genetics, Molecular and Cellular Biology, and Neuroscience.

English, Hispanic Languages and Literature, Music, and Philosophy offer the Ph.D., as does Comparative Literary and Cultural Studies, within the Ph.D. in English. European Languages offers M.A. degrees in French, Italian, German, and Russian. The Department of Art offers the Ph.D., M.F.A., and M.A. degrees. The Department of Theatre Arts has a program leading to the M.F.A. and Music offers, in addition to the Ph.D. and the M.A., the D.M.A. and the M.M.

The departments of Anthropology, Chemistry, Geosciences, Economics, History, Mathematics, Physics, and Astronomy, Political Science, Psychology, and Sociology offer Ph.D. and M.A. degrees.

Every graduate program is guided by a director and an executive committee, and establishes its own entrance standards and degree requirements in addition to those of the Graduate School. For detailed descriptions of the programs, consult the individual listings. Inquiries should be addressed to the appropriate graduate director.

The office of the dean of the College of Arts and Sciences is located in the Melville Library, Room E-3320. The phone number is (631) 632-6991.

College of Business

The College of Business offers an undergraduate major and minor in business management and a graduate M.B.A. program. Undergraduate majors receive an education in general management with a specialization in one of four business functions: accounting, finance, marketing, management, and operations. The College of Business requires its majors to obtain a second major or minor to complement their business studies and to gain a broader education as a preparation for business leadership.

The M.B.A. degree is offered in several different formats, including a day program for full-time students, a weekend and evening program for part-time students, and a fast track program for undergraduates who want a joint bachelors-M.B.A. degree. These are 60-credit hour programs with the opportunity to specialize in marketing, finance, general management, human resources, information systems, or health care management. Special Executive M.B.A. programs are offered at Stony Brook Manhattan and on companies' premises.

The Interim Dean for the College of Business is Manuel London. The office is located in Harriman Hall 109; the phone number is (631) 632-7171.

College of Engineering and Applied Sciences

The College of Engineering and Applied Sciences offers a wide range of programs that provide students with opportunities to find work in industry or proceed to graduate study in a variety of fields. Six programs lead to the degree of Bachelor of Engineering: Biomedical Engineering, Chemical and Molecular Engineering, Computer Engineering, Electrical Engineering, Engineering Science, and Mechanical Engineering.

The engineering degree programs place a strong emphasis

on capstone design experience and research projects in the junior and senior years. Students are also encouraged to work closely with members of the faculty on research projects of interest to them.

Four programs lead to the Bachelor of Science degree: Applied Mathematics and Statistics, Computer Science, Information Systems, and Technological Systems Management. These programs emphasize applications of analytical and computing techniques to a wide variety of technical and societal problems as well as the design, operation, and management of computer systems and environments. All of the College's programs give the student latitude to plan a course of study within traditional engineering disciplines or in new interdisciplinary fields.

The Dean of the College of Engineering and Applied Sciences is Yacov Shamash, whose office is located in the Engineering Building, Room 100; phone (631) 632-8380.

Graduate School

The Graduate School offers advanced degree programs in many fields leading to the master's and doctoral degrees. Stony Brook's advanced graduate programs are internationally recognized and consistently receive exceptionally high ratings from external evaluation agencies and scholarly studies. The graduate programs at Stony Brook are among the best in the nation. Stony Brook ranks in the top three of the nation's public research universities and is among the top 25 institutions funded by the National Science Foundation. Award-winning faculty of international stature, in close collaboration with graduate students, conduct their scholarly inquiry using state-of-the-art laboratories, extensive library facilities, and advanced computing equipment. Unique opportunities are available for students to participate in frontier research sponsored by federal agencies, private foundations, and industry. Students in the humanities, arts, and social sciences will also find exciting opportunities to work with scholars and artists who are world leaders in their respective areas.

Graduate study is offered in more than 40 different degree program areas as well as in the five schools of the Health Sciences Center and in the School of Professional Development. Visit www.stonybrook.edu/gradbulletin for a full listing of graduate programs. The Graduate School is located in Suite 2401, Computer Science Building; phone: (631) 632-GRAD.

Health Sciences

The Health Sciences Center (HSC) is composed of five professional schools—Dental Medicine, Health Technology and Management, Medicine, Nursing, and Social Welfare—that offer full-time professional education to more than 3,000 students and conduct programs in research, service, and continuing education. The M.D. and Ph.D. are offered by the School of Medicine, the D.D.S. by the School of Dental Medicine, the M.S.W. and Ph.D. by the School of Social Welfare, the M.S. by the School of Health Technology and Management and the School of Nursing, and the D.N.P. by the School of Nursing. The Graduate Program in Public Health trains people who wish to integrate the knowledge, skills, vision, and values of public health into their careers and provide leadership in the field. The program leads to the Master of Public Health (M.P.H.) degree as well as a variety of combined and concurrent programs. Additionally, the Long Island State Veterans Home serves as a teaching center for students from all professions.

All HSC students, as part of their clinical training or field-work, work for a specific time with some of the Long Island

health and welfare agencies. The HSC also sponsors conferences, workshops, and lectures for the general community.

The HSC schools share instructional space and multidisciplinary laboratories in addition to the support services of the HSC Library and the Collier Learning Center, the Division of Laboratory Animal Resources, Media Services, and the Office of Student Services. The Center also includes a bookstore, bank, and food service area for the convenience of its students and faculty.

As one of the nation's leading academic health centers, the HSC is committed to fulfilling its abiding missions: research-based patient care, education, basic and clinical research, and community service. Using multidisciplinary foci and partnerships that create a synergy among the schools and departments with external resources, the HSC has developed centers of excellence in cancer, heart, neonatology, autism, and molecular medicine, among others. The Long Island Cancer Center includes broad-based clinical care, as well as clinical, translational, and basic research programs.

The NIH-funded General Clinical Research Center (GCRC) offers the latest in clinical research and provides a strong infrastructure that enables clinician scientists to conduct extramural-supported research studies. Additionally, the Centers for Molecular Medicine have formalized interdisciplinary collaborations by creating laboratories, some virtual and some real, that extend beyond the traditional departmental boundaries.

The health sciences curricula have been continually refined, strengthened, and expanded to keep pace with the ever-changing health care professions, but still maintain an educational philosophy that emphasizes individualized instruction and development of the complete professional. The Graduate Program in Public Health enables students to combine their career studies with courses or a master's degree in public health. At some time in their studies, many HSC students spend time in the developing global world. Whether it is pursuing a degree in public health that offers several varied concentrations or participating in global health seminars, students are being prepared for the future.

As the major teaching facility for the educational programs of the Health Sciences Center, Stony Brook University Medical Center is Suffolk County's only tertiary hospital and Level 1 Trauma Center, and is the only academic medical center on Long Island. Certified for 571 beds, with more than 4,800 employees, it is the largest hospital in Suffolk County. Each year SBUMC has approximately 30,000 inpatient and more than 250,000 outpatient visits, and more than 15,000 surgical cases.

Through subspecialties, the School of Medicine offers consultation and care using a full array of specialized diagnostic and treatment techniques. The hospital provides services to the region's high-risk medical patients. There are intensive care units dedicated to anesthesia, burn, cardiovascular, coronary, pediatric, medical, surgical, and transplant patients. The neonatal intensive care unit provides the only tertiary care services for premature and newborn infants in Suffolk County. Utilizing the latest diagnostic and evaluative techniques, the prenatal diagnostic unit identifies potential problems and solutions for high-risk pregnancies.

In addition to being the only academic-based hospital in Suffolk County, the Medical Center serves many regional roles. As a Level 1 Trauma Center, helicopter and ground transports deliver Suffolk County's most seriously injured and ill patients to the hospital. The Medical Center also

serves as the county referral center for all psychiatric emergencies. The hospital is designated as the regional perinatal center and the regional kidney transplant center, and also houses a cardiac diagnostic center, a comprehensive center for cancer care, a sleep disorders laboratory, and an osteoporosis and clinical research center.

Adults and children with a variety of chronic conditions such as diabetes, cystic fibrosis, and multiple sclerosis receive specialized care and advanced services. Stony Brook Long Island Children's Hospital is home to the most advanced pediatric specialty care in the region. With more than 100 full-time pediatric specialists, it offers a full range of medical services for infants, children, and teenagers. Stony Brook Children's also provides leading-edge care for just about every diagnosis, along with access to groundbreaking—and often lifesaving—clinical trials.

School of Journalism

The School of Journalism is the first and only School of Journalism in the SUNY public system, and it offers an undergraduate major and minor in journalism. The School has a full-time and adjunct faculty of professional journalists with distinguished careers in print, broadcast, and online and approximately 350 student journalism major and minors. It offers one of the most comprehensive undergraduate journalism programs in the country, requiring 47 credits of study across multi-media platforms. At the graduate level, the School offers an M.S. in Journalism and a combined Journalism/M.B.A. graduate program.

Students have the opportunity to pursue reporting assignments and internships both on Long Island and in New York City. Students in the major are required to earn 18 credits in one of four multi-disciplinary concentrations outside of the journalism major. The journalism minor is designed for students who seek an understanding of the mission of the press and of journalistic principles, and have a desire to improve critical thinking and writing skills.

The School has one of the most advanced student newsrooms in the country, affording students the opportunity to produce work across multiple platforms. It has a fully equipped television studio with a four-person anchor desk, an interview area, control room, and three Canon HD studio cameras with Teleprompters.

School of Marine and Atmospheric Sciences

The School of Marine and Atmospheric Sciences (SoMAS) is the center for research, graduate, and undergraduate education, and public service in the marine sciences for the State University of New York system. SoMAS is one of the leading coastal oceanography institutions in the world and is also the focus for the study of atmospheric sciences and meteorology at Stony Brook.

There are more than 500 undergraduate and graduate students and 90 faculty and staff from 16 different nations working together to better understand how our marine, terrestrial, and atmospheric environments function and are related to one another. Research at SoMAS explores solutions to a variety of issues facing the world today ranging from local problems affecting the area around Long Island to processes that are impacting the entire globe.

The primary focus of the SoMAS faculty and students is on fundamental research designed to increase understanding of the processes that characterize the coastal ocean and the

atmosphere. But SoMSS is also committed to applying research to solve problems that result from society's uses and misuses of the environment.

SoMAS is an interdisciplinary center for education, research, and public service. To increase understanding of the oceans and atmosphere and to apply that knowledge to resolving societal and environmental issues, SoMAS houses the following institutes: Institute for Terrestrial and Planetary Atmospheres, Institute for Ocean Conservation Science, Institute for Particle-Related Environmental Processes, Long Island Groundwater Research Institute, Waste Reduction and Management Institute, Living Marine Resources Institute, Coastal Ocean Action Strategies Institute, Blue Ocean Institute, and New York Sea Grant.

SoMAS offers a master's and a Ph.D. program in Marine and Atmospheric Sciences, both with tracks in Marine Sciences and Atmospheric Sciences, and a master's in Marine Conservation and Policy. SoMAS also has advanced certificate programs in Waste Management, Oceanic Science, and Environmental Management. The master's and Ph.D. graduate programs emphasize integrative and interdisciplinary approaches to solving problems in marine sciences. Students may choose to specialize in any one of the research topics currently pursued by SoMAS faculty.

School of Professional Development

The School of Professional Development (SPD) is the home of Stony Brook's graduate programs in education, enrolling more than 4,000 students in graduate degree and certificate curricula leading to teacher and administrator certification. In addition to education programs, SPD also offers graduate degree and advanced certificates in human resource management, environmental management, and coaching. The School also has an extensive array of non-credit, career development programs as well as outreach programs for lifelong learners.

Courses meet online, on campus in the evening, on weekends, and off-campus through partnerships with Teacher Centers and school districts. Online students may enroll in individual courses or complete one of several degree and advanced certificate programs completely at a distance. These programs include master's degrees in liberal studies and human resource management, a post-master's advanced graduate certificate program in educational leadership, and 18-credit graduate certificates in coaching and human resource management.

Prospective students can obtain the graduate credential they need to become New York State certified secondary school teachers through SPD's Master of Arts in Teaching (M.A.T.) programs. M.A.T. programs include Biology, Chemistry, Earth Science, English, Spanish, French, German, Italian, Mathematics, Physics, and Social Studies; five-year combined B.A./M.A.T. and B.S./M.A.T. degree programs are also available in the above-named areas.

SPD also has a non-credit Division of Career Development that offers a wide range of comprehensive courses in business and technology.

For more information or to apply for admission, visit SPD on the Web at www.stonybrook.edu/spd, call (631) 632-7050 (option 3), or write to N-201 Ward Melville Social and Behavioral Sciences Building, Stony Brook University, Stony Brook, NY 11794-4310.

Research

Research and scholarly and creative activity constitute a primary University mission, closely coupled with training, especially at the graduate level. As a SUNY campus, Stony Brook has its sponsored project funds administered under a statewide memorandum of understanding by the Research Foundation of SUNY (RF), a 60-year-old not-for-profit corporation whose local activities are directed by Stony Brook's Vice President for Research, John H. Marburger III, acting as RF's campus Operations Manager. The Foundation also provides the flexibility to establish affiliated corporations to facilitate university-industry-government partnerships and accelerate the growth of research opportunities; for Stony Brook these include Brookhaven Science Associates, through which Stony Brook, acting through the RF of SUNY, and Battelle Memorial Institute manage Brookhaven National Laboratory for the U.S. Department of Energy, and Long Island High Technology Incubator Inc., Long Island's first facility for technology start-ups.

Stony Brook is one of only 94 institutions in the country to be designated a "Very High Research University" by the Carnegie Foundation. Faculty have been responsible for more than 1,500 inventions and 450 patents. With 70 academic departments, Stony Brook is among the top 40 institutions funded by the National Science Foundation, and expenditures on organized research, from external and internal sponsors, have reached \$210 million.

The offices reporting to the Vice President for Research include Research Development and Assessment, Sponsored Programs, Grants Management, Research Compliance, and Technology Licensing and Industrial Relations. These offices recognize the importance of research and scholarly and creative effort to the University, the region and State, and society at large, and stand ready to assist and advise faculty and student researchers in the pursuit of these essential activities.

Campus-Community Ties

As the public university center for the metropolitan New York region, Stony Brook plays a major role in the Long Island community. The University generates more than \$4.6 billion annually in regional economic impact, accounting for nearly 4 percent of all economic activity in Nassau and Suffolk counties. Stony Brook's influence is felt in economic development, education, medical care, nursing home care, and research. As Long Island's largest single-site employer, the University has more than 14,000 full- and part-time employees. Indirect employment on Long Island brings the total to nearly 60,000.

What sets Stony Brook apart from most other institutions of its kind is the University's commitment to support and partner with local businesses. To that end, the University has developed several innovative economic development programs that provide vital assistance to Long Island's growing companies. The University sponsors two State-designated Centers for Advanced Technology—the Sensor Systems CAT and the Center for Biotechnology—which are designed to promote industry growth vital to the state's economic future.

Also fueling new economic growth is the University's Long Island High Technology Incubator, where entrepreneurs occupy nearly 200,000 square feet of commercial space and have earned more than \$100 million in annual revenues. The Calverton Business Incubator promotes industries such as

agriculture/vitaculture, aquaculture, and environmental technologies that are the lifeblood of Long Island's East End. Faculty and graduate students are encouraged to take their technology to the marketplace and enroll in the Incubator program. The Incubator Web site is at www.lihti.org.

The Small Business Development Center at Stony Brook brings together the resources of the University, the private sector, and government at all levels to assist entrepreneurs, business, and industry in the solution of their problems, leading to increased productivity and profitability. Free one-on-one assistance with business planning, marketing, financial management skills, and technology transfer are just a few of the ways the Center can help to improve the viability of small businesses.

Strategic Partnership for Industrial Resurgence (SPIR) has worked with 410 companies and conducted more than 2,270 projects, creating more than 2,200 internship opportunities for Stony Brook students. Industrial partners estimate that this has resulted in approximately 11,808 jobs being created or retained.

The region's extraordinary profusion of coastal environments is a living laboratory for the School of Marine and Atmospheric Sciences, one of the world's leading centers for coastal oceanography.

Stony Brook University Medical Center serves the health-care needs of the residents of Long Island and provides training for physicians, nurses, social workers, dentists, and allied health professionals. Since opening in 1980, the Medical Center has utilized the very latest in medical knowledge and technologies to meet the special needs of its patients. The Medical Center offers highly specialized services, using the most sophisticated instrumentation and computerized physiological monitoring systems available.

Through subspecialties, the Departments of Medicine and Surgery offer consultation and care using a full array of specialized diagnostic and treatment techniques. The hospital's nine intensive care units are dedicated to anesthesia, burn, cardiovascular, coronary, pediatric, medical, surgical, neonatal, and transplant patients. It houses the area's only Perinatal Center, providing care to women and infants with complex needs. The Medical Center also performs more than 500 cardiac procedures annually, including open heart surgery, and has an orthopedic facility with the resources to treat even the most complex skeletal problems.

The Long Island State Veterans Home is a 350-bed nursing home that serves New York State veterans. It is located on the University campus, one-half mile east of the Medical Center. The Veterans Home is unique in the United States because it is the first nursing home to be fully integrated into the health care, educational, research, and regional development missions of a major university.

Regional business and civic leaders help guide the Stony Brook Foundation—the University's independently incorporated development arm—and community members with special interests in campus programs participate in the Friends of the Staller Center for the Arts and the University Hospital Auxiliary. In addition to the University's many degree programs, there are broad opportunities for credit-bearing and non-credit instruction for individuals pursuing specific, limited objectives or seeking personal enrichment.

In addition to its function as Long Island's major research university and source of advanced and specialized instruction, Stony Brook provides a social and cultural center, a specialized referral center for healthcare, recreational opportunities,

and a broad range of other services for individuals and groups in the public and private sectors. Several hundred concerts, lectures, films, theatre productions, art exhibits, and sports events on the campus are open to the public each semester, many at no charge. It is estimated that several hundred thousand people attend these events annually or visit the campus to take advantage of other facilities and services.

Staller Center for the Arts

Staller Center for the Arts, Stony Brook's cultural showplace, is located in the center of campus and offers dozens of performances in dance, music, art, theatre, and film from around the world. Jazz greats, cabaret stars, modern dance troupes, and top classical musicians, including the world-famous Emerson String Quartet, Stony Brook's quartet-in-residence, perform. "Not Just for Kids" children's shows bring the best in children's entertainment to families. The Metropolitan Opera ("Met Opera Live in HD") comes to Staller Center on screen in the Main Stage Theatre, broadcast live from the Met during the opera season.

Stony Brook students with valid ID can buy half-price tickets to professional performances starting on the first day of each month and then throughout the month, in-person at the Staller Center Box Office. Student "rush" tickets go on sale 15 minutes before the performance for only \$7 when seats are available. With a Stony Brook student ID, two tickets can be purchased at a discount. Faculty, alumni, and staff are also entitled to two tickets to professional performances at a discount when they buy them in-person at the Staller Center Box Office.

The Main Stage Theatre has more than 1,000 seats, with the more intimate Recital Hall seating 400. The Department of Music students perform often, with recitals and Stony Brook Symphony Orchestra concerts performing on the Main Stage. There are three black box theatres used by the Department of Theatre Arts for plays throughout the school year. The spacious University Art Gallery has free exhibits of outstanding shows by faculty, students, and other professional artists who are invited to exhibit.

Each summer, the Stony Brook Film Festival features ten days of outstanding independent films in competition, with filmmakers coming from all over the world to introduce their films.

For tickets, schedules, and more information, call the Staller Center Box Office at (631) 632-ARTS or you can visit www.stallercenter.com for a schedule.

Department of Athletics

The Stony Brook University Department of Athletics supports 20 Division I varsity intercollegiate athletic programs that compete at the highest level within the NCAA. The University has women's programs in soccer, volleyball, basketball, lacrosse, cross country, swimming and diving, indoor track and field, outdoor track and field, tennis, and softball. On the men's side, the Seawolves compete in football, basketball, lacrosse, soccer, cross country, swimming and diving, indoor track and field, outdoor track and field, baseball, and tennis. All of Stony Brook's programs compete as members of the America East Conference except for the Seawolves football program, which has been elevated to a Division I-AA scholarship program and

is currently competing as an associate member of the Big South Conference. All of Stony Brook's men's and women's programs offer athletic scholarships.

The Seawolves 425 student-athletes compete in impressive athletic facilities including the 8,000 seat Kenneth P. LaValle stadium, the 4,000 seat Stony Brook Arena, and the Seawolves Baseball and Softball Complex. The Department of Athletics is also proud of the 6,000-square-foot Goldstein Family Student-Athlete Development Center, which boasts a state-of-the-art computer lab with 24 terminals, a 100-seat study hall/multipurpose function room, a career resource/library, and four private tutor rooms as well as administrative offices for the academic staff. New locker rooms have been added for men's and women's basketball, football, women's volleyball, and men's and women's lacrosse.

The Dubin Family Athletic Performance Center is currently under construction. The 8,000-square-foot strength and conditioning facility is expected to be completed during fall 2011. The facility will include weightlifting racks, dumbbell sets, Olympic platforms, a cardio fitness area, space for plyometric exercises and an office for the strength and conditioning staff.

Policies and Procedures

Maintenance of Public Order

The University wishes to maintain public order appropriate to a university campus without unduly limiting or restricting the freedom of speech or peaceful assembly. The State University Board of Trustees' Rules for the Maintenance of Public Order (Part 535 of Title VIII—Compilation of Codes, Rules, and Regulations of the State of New York) are printed in the Student Conduct Code brochure. For the Rules of Public Order, please visit <http://studentaffairs.stonybrook.edu/jud/order.shtml>

Questions regarding the Conduct Code, the hearing process, procedures for filing a complaint, or volunteering to become a student hearing board member can be directed to:

Office of University Community Standards
348 Administration Building
(631) 632-6705

To obtain a copy of the Conduct Code or Alcohol Policy, see <http://studentaffairs.stonybrook.edu/jud/conduct.shtml>, or visit Room 348 of the Administration Building or the Office of Campus Residences in Mendelsohn Quad, (631) 632-6750, to receive a hard copy.

Office of University Community Standards

The Office of University Standards (formerly Judicial Affairs) supports University educational goals by promoting a just, safe, orderly, civil, and positive University climate for learning, in the classroom, in University residence halls/apartments, and on the campus.

The University Student Conduct Code provides students, faculty, staff, and visitors with a procedural guide to initiate a complaint against a student when their rights as members or visitors to the University community have been allegedly violated. For all students, the Conduct Code supports compliance with state and federal laws pertaining to drugs, alcohol, weapons, physical assault, harassment, sexual harassment, sexual assault or abuse, acquaintance (date) rape, relationship vio-

lence, discrimination, and racial and sexual preference harassment. Intervention by the Office of University Standards addresses inappropriate conduct and also serves to educate students on how their conduct affected themselves, others, and the University community.

University expectations for student conduct as outlined in the University Student Conduct Code are reviewed through the Rules Revision Committee that includes student participation.

Students (undergraduate and graduate, resident and commuter) can apply to become Administrative Hearing Board volunteers. When selected, Hearing Board members are trained to hear evidence and render fair and objective decisions on allegations brought to the formal hearing process.

Transportation, Parking, and Traffic

All vehicles parked on campus are required to have a valid parking permit. Regulations have been established to govern vehicular and pedestrian traffic and parking on highways, streets, roads, and sidewalks owned, controlled, or maintained by the University. These regulations apply to students, faculty, employees, visitors, and all other persons upon such premises.

Online permit registration, campus information, Campus Bus Service schedules, maps, rail links, parking regulations and appeal procedures, and more can be found on the Transportation and Parking Services Web site at www.parking.sunysb.edu. Commuter students can also sign up to purchase premium parking permits for the Stadium Parking Lot online as well. Payment for premium parking permits can be made by charge card or the fee can be added to your Stony Brook University Account.

You can also call Parking Services at (631) 632-AUTO for more information.

Campus Safety

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Contact University Police at (631) 632-6350. Visit the United States Department of Education Web site at <http://ope.ed.gov/security/index.aspx> for campus data statistics and search for Stony Brook.

University Police

The University Police has jurisdiction over the campus and its buildings. While officers are not specifically assigned to residence halls, those halls are part of regular campus patrols. Trained officers are available to respond and assist around the clock throughout the year.

The members of the University Police are committed to community policing and are actively involved in campus activities. The goal of the Community Relations Team is to educate the campus community on such topics as personal safety, risk awareness, crime prevention (including date and acquaintance rape prevention), drug and alcohol risk awareness, and many other community safety issues. They accomplish this mission through formal and informal talks, student and employee orientations, and the creation and distribution of pamphlets and posters across the campus.

The University Police can be reached from any campus phone by dialing 911. From off campus and cell phones, dial (631) 632-3333.



Health Sciences Overview



Health Sciences Overview

SENIOR VICE PRESIDENT FOR THE HEALTH SCIENCES: Kenneth Kaushansky, M.D.

ASSISTANT VICE PRESIDENT: John H. Riley, Jr.

DIRECTOR, GRADUATE PROGRAM PUBLIC HEALTH: Lisa A. Benz Scott, Ph.D.

DIRECTOR, HEALTH SCIENCES LIBRARY: Andrew White, Ph.D.

DEAN, SCHOOL OF DENTAL MEDICINE: Raymond C. Williams, D.M.D.

DEAN, SCHOOL OF HEALTH TECHNOLOGY AND MANAGEMENT: Craig A. Lehmann, Ph.D.

DEAN, SCHOOL OF NURSING: Lee Ann Xippolitos, Ph.D., R.N.

DEAN, SCHOOL OF SOCIAL WELFARE: Frances L. Brisbane, Ph.D.

DEAN, SCHOOL OF MEDICINE: Kenneth Kaushansky, M.D.

Health Sciences Schools

The Health Sciences Schools at Stony Brook were established in 1972 to address the shortage of healthcare professionals and to improve access to the most sophisticated types of medical care for residents of Nassau and Suffolk counties. Today, it is Long Island's only comprehensive academic medical and health center. With a fourfold mission in education, research, patient care, and community service, there are five professional schools (Dental Medicine, Health Technology and Management, Medicine, Nursing, and Social Welfare); a graduate program in Public Health; and the University Medical Center, which is the principal clinical resource for the educational and research programs of the schools. The schools offer professional education to approximately 3,400 students, and conduct programs of research, service, and continuing education. Professional, technical and laboratory resources support the academic activities of the students and faculty.

The date each school opened and the degrees now conferred are:

| | | |
|--|------|----------------------------------|
| School of Dental Medicine | 1973 | D.D.S., M.S., Ph.D. |
| School of Health Technology and Management | 1970 | B.S., B.S./M.S., M.S., D.P.T. |
| School of Medicine | 1971 | M.D., Ph.D., M.D./Ph.D. |
| School of Nursing | 1970 | B.S., M.S., D.N.P. |
| School of Social Welfare | 1971 | B.S., M.S.W., M.S.W./J.D., Ph.D. |
| Graduate Program in Public Health | 2004 | M.P.H. |

Student enrollment in the Health Sciences in fall 2010 included 1,119 undergraduates and 2,313 graduate students. The majority of students are New York State residents.

Objectives of the Health Sciences Schools

- To increase the supply and proficiency of health professionals in fields of demonstrated regional, state, and national need.
- To provide healthcare of sufficient variety and quality to enable professional education and related research to occur.

- To sustain an environment in which research in health and related disciplines can flourish.
- To serve as a regional resource for advanced education, patient care, and research in broad areas of health.

Stony Brook University Medical Center

Stony Brook University Medical Center serves the healthcare needs of Long Island residents, and is Suffolk County's only tertiary care center and Level 1 trauma center. The 578-bed Hospital is fully accredited by The Joint Commission. Founded in 1980, the Medical Center is located 60 miles east of New York City on the scenic north shore of Long Island and serves a population of approximately 2.8 million residents.

As a premier academic medical center, Stony Brook is responsible for healing the sick, educating skilled healthcare professionals, uncovering the complexities of disease and discovering new treatments, and reaching out to the community to inform and teach. Medical Center staff fully embraces patient and family centered care by putting patients and families first as integral members of the healthcare team.

Health Sciences faculty have a strong commitment to research. Investigators pursue clinical research, new diagnostic methods and patient therapies, as well as basic research into the causes and mechanisms of disease at the cellular and molecular levels.

In the course of a year, the Medical Center cares for nearly 32,000 inpatients and treats more than 68,000 people in its emergency department. More than 3,400 babies are born at the Medical Center annually, and close to 403,423 patients visit the Medical Center for physician care and ambulatory diagnostic and treatment services.

The Medical Center celebrated the unveiling of 154,000 square feet of new construction and 48,000 square feet of renovation, all part of Phase I of the Medical Center's Major Modernization Project, which commemorated a new era in medical services. The space includes a new wing, which houses the Women and Infants Center, an expanded Emergency Department, and a state-of-the-art Surgical Suite with an OR Pharmacy. Many of the changes have been made to accommodate advanced surgical technologies and increased volumes, and to optimize the overall patient and visitor experience.

There are numerous programs and centers of distinction available at the Hospital. They include the Blood and Marrow Stem-Cell Transplant Program (both autologous and allo-

genic), Carol M. Baldwin Breast Care Center, Cerebrovascular Center, Cody Center for Autism and Developmental Disabilities, Cystic Fibrosis Center, Epilepsy Management Program, General Clinical Research Center (supported by the National Institutes of Health), Joint Replacement Center, Kidney Transplantation Services, Multiple Sclerosis Comprehensive Care Center (which includes the Pediatric Multiple Sclerosis Center), Neuromuscular Disease and Amyotrophic Lateral Sclerosis (ALS) Center, Robot-Assisted Surgery Program, and Sleep Disorders Center.

The Medical Center offers adult and pediatric surgery and orthopedic services, including a comprehensive pain and rehabilitation program. Among the range of services provided are cardiac catheterization, angioplasty, electrophysiological studies, and the only open-heart surgery program in Suffolk County; complete renal services, endoscope, hematology studies, detailed analysis of allergic and immune disorders, and diagnostic and interventional radiology. Advanced services such as lithotripsy, laser surgery, ophthalmic laser treatment, and nuclear medicine are provided. Multidisciplinary teams care for adults and children with chronic conditions such as diabetes, cystic fibrosis, multiple sclerosis, and the physical and psychosocial effects of headache and pain. A full array of psychiatric services for children and adults is available.

The Medical Center's clinical laboratories offer extensive services to patients. They include diagnostic radiology imaging, magnetic resonance imaging, stereotactic core breast biopsy, special procedures, interventional radiology, and nuclear medicine. In addition, Stony Brook Medical Center provides clinical neurophysiology monitoring and testing, endoscope and gastroenterological services, pulmonary function studies, renal care, respiratory care, vascular diagnostic services, and the full range of physical and occupational therapies.

The Medical Center serves many regional roles. The Emergency Medicine Department operates as the Suffolk County Regional Resource Center for Emergency Management. The Hospital has designations as a Burn Center (including a Living Skin Bank), Comprehensive Psychiatric Emergency Program, Adult Pediatric and Maternal HIV/AIDS Center, Perinatal and Neonatal Center, Sickle Cell Center, and a Stroke Center, which is accredited by The Joint Commission.

The Medical Center is actively working to become a high reliability organization (HRO)—an organization that is focused on getting it right with error-free operation over time. The Hospital has numerous quality initiatives to support this goal, and has been recognized by a variety of organizations for its quality excellence. To name a few, Stony Brook was identified as a leader within New York State in the Surviving Sepsis Campaign, was named by University HealthSystem Consortium (UHC) as having the second lowest risk-adjusted cardiac mortality of any hospital within the UHC, and was a recipient of HealthGrades® Coronary Intervention Excellence Award.

The Medical Center is committed to helping individuals and organizations access healthcare services. By partnering with community-based organizations, Stony Brook strives to improve the health status of the community. Lectures, semi-

nars, workshops, screenings, and other events promote health and well-being. Stony Brook's community newsletter, Better Health, Better Living, contains valuable health information and a calendar of events. The Resource Center at 115 Main Street in Stony Brook and a Resource Room at the Cancer Center outpatient facility are convenient locations where residents can obtain healthcare information and have blood pressure screenings. Both have staff members available to assist visitors and answer questions.

HealthConnect®, the Medical Center's telephone helpline, at (631) 444-4000 connects callers to registered nurses or other healthcare professionals who can answer questions, explain services, make physician referrals, and help schedule appointments. A separate Cancer Helpline (800-862-2215) is staffed by experienced oncology nurses who can help with questions about prevention, treatment, and other concerns related to cancer.

Each year about 600 volunteers contribute more than 50,000 hours of service to Stony Brook University Medical Center. Every semester 100 to 120 undergraduate students serve as volunteers in the Hospital, where they gain valuable experience while exploring careers in healthcare.

Long Island State Veterans Home

The Long Island State Veterans Home, opened in October 1991, adds a unique healthcare facility to the Stony Brook campus. This 350-bed nursing facility was constructed to serve Long Island veterans' need for rehabilitation and skilled nursing care. It is one of the only University nursing homes in the United States in which the medical staff hold faculty appointments and the nurses and therapists work closely with faculty in their respective schools. The home provides state-of-the-art, long-term and intermediate-level care to veterans of the United States Armed Forces. The home offers a broad range of services and features two 25-bed special care units, one for veterans with Alzheimer's disease and the second for those with respiratory disease. In addition, the home's services include medical-model adult day care that provides a full range of medical, allied health and social services for veterans living in the community.

Media Services

Media Services, located on Level 3 of the Health Sciences Center, is comprised of four units to provide teaching, research and publication support: audio-visual, classroom scheduling, medical photography and medical illustration. The audio-visual unit provides daily equipment loans that are restricted to academic use only within the HSC and Medical Center. Other services include installed system support, maintenance and upgrades, video and audio teleconferencing support services, equipment delivery and retrieval, special event AV support in the HSC and Medical Center, video and audio tape duplication, digital transfer to CD/DVD, video recording, and CD/DVD duplication.

Classroom scheduling books the use of shared classrooms and lecture halls in the Health Sciences Center.

Medical Photography provides studio and location coverage ranging from clinical documentation to special events, speci-

men photography, portraits, medical and surgical procedures, and macro photography. Digital imaging services include scanning, retouching, CD/DVD writing, printing, and multimedia production.

Medical Illustration provides surgical and anatomical illustration services, charts, graphs, schematics, diagrams, scientific poster displays, poster titles, large format printing, graphic design, computer illustration and original web graphics. The hours of operation are Monday through Friday, 8:30 am to 5 pm.

Division of Laboratory Animal Resources

The Division of Laboratory Animal Resources, located on Level 1, provides teaching and research services to faculty and students in all biomedical departments. The facility is equipped to accommodate all types of biomedical research projects which require laboratory animals and has laboratory, classroom and seminar room space as well. Educational programs are arranged on need basis and as required by the National Institutes of Health Office for the Protection from Research Risk.

Office of Student Services

The Health Sciences Office of Student Services functions as an administrative liaison between and among the Health Sciences schools, and between various administrative offices. It assists the Schools of Health Technology and Management, Nursing, and Social Welfare, and in some cases, the Schools of Dental Medicine and Medicine, with the processes leading to admissions, registration, academic records, and financial aid. It also functions in other supportive areas such as housing, degree certification, student employment, course validation, recruitment, and general advisement.

The Office of Student Services also provides direct service to students in the Health Sciences schools in many areas, including student activities, student government, and general information about the Health Sciences schools and university programs and services. The office acts as an advocate for Health Sciences student needs in areas such as building facilities and university systems.

Further information pertaining to these areas may be found in the appropriate sections of this Bulletin. The Health Sciences office of student services may be reached at (631) 444-2111. It is located in Room 271, Level 2 of the Health Sciences Center, or at www.uhmc.sunysb.edu/studserv, or by emailing hscstudentservices@stonybrook.edu.

The Health/Medical Centers and the Community

Currently, more than 2,000 skilled professionals from the Long Island region have faculty appointments and participate in the schools of the Health Sciences. All Health Sciences students, as part of their clinical training or field work, work for a specific time with Long Island health and welfare agen-

cies. Continuing education for many health professions is offered by the Health Sciences schools. They also sponsor conferences, workshops, and lectures on major health issues for the general community.

Brookhaven National Laboratory Clinical Research Center, Medical Department

The Clinical Research Center, Medical Department, is a component of the research institute of the Brookhaven National Laboratory (BNL), a national research center located in Upton, New York, and is co-managed by Stony Brook University in partnership with Battelle Memorial Institute, for the United States Department of Energy.

The Medical Department sponsors both basic and applied research, dedicated to the improvement of human health. Administrative organization consists of the clinical research center and research laboratories. The research program is comprised of: nuclear medicine, radiation biology, experimental radiation therapy, radionuclides and radiopharmaceuticals, molecular cytogenetics, and carcinogenesis.

The Clinical Research Center of the Medical Department provides unique resources and facilities for the study and treatment of selected patients on an ambulatory basis.

The Radiation Therapy Facility is a unique clinical facility for cancer treatment located in the medical research center. The facility is operated jointly with the Radiation Oncology department at University Hospital. The program's purpose is to foster new cancer radiation treatment modalities and to improve the existing radiation procedures. The joint facility provides an advanced medical research and clinical service to the community.

There are no formal courses or clinical clerkships for Health Sciences students at BNL. The learning experience in the Medical Department provides training in research for students in the scientific, medical, and health-related professions.

Clinical Affiliations

The Health Sciences and its schools have affiliations with many institutions and agencies. Three of these affiliations—Nassau University Medical Center; Winthrop University Hospital, and Northport Veterans Affairs Medical Center—continue to be major resources for the educational, research, and clinical programs of the schools.

Nassau University Medical Center

The Nassau University Medical Center is a 530-bed tertiary teaching facility and Level 1 Trauma Center integrated with a network of ambulatory primary care and specialty sites, and a 589-bed long-term care facility, and operates as an academic healthcare system. Approximately 155 full-time physicians and dentists with faculty appointments at the Health Sciences schools, together with a staff of voluntary practitioners, supervise 19 medical and dental residency training programs.

The system offers students a full range of healthcare expe-

rience under the direct supervision of faculty, attending, and resident physicians. Training takes place in a variety of ambulatory settings, in the modern, well-equipped tertiary care hospital and at the large skilled nursing home for geriatric and long-term care adult residents. Owing to its ideal regional location, the hospital serves a catchment area of more than 1.5 million people.

The Nassau Medical Center is one of 22 member hospitals of HealthFirst, a teaching hospital owned and operated managed care plan. Primary care training was expanded to meet demands for managed care through our HealthFirst membership. Quaternary services include neonatal, pediatric, cardiac, medical and surgical intensive care, a hyperbaric service and rehabilitation center, high-risk obstetrics, a child development center, palliative care and a designated AIDS center. Emphasis in all is placed on continuity of care.

Medical students benefit from frequent lectures given by local and distinguished guest faculty as well as specialty conferences held regularly in all divisions of the acute and long-term care facilities. A modern Health Sciences Library offers audio, video, computer and closed-circuit learning resources including CD-ROM and online medical research capabilities from remote stations. Supervisory research opportunities are available with clinical investigators and research scientists that make supervised research opportunities available in well equipped laboratories.

Some of the exceptional features of the facility include a self-contained Burn Center, Digital Breast Imaging Center, Ambulatory Blood Therapy Center and the Center of Primary Care plus a new Emergency Department and Heart Failure Center. The facility is fully accredited by the Joint Commission for Healthcare Organization.

Northport Veterans Affairs Medical Center

The Northport Veterans Affairs Medical Center is a tertiary facility currently operating 293 hospital beds and nursing home care beds. It offers both acute and chronic care to more than 160,000 eligible veterans residing in the Long Island area. Its highly professional staff of nearly 1,800 employees support a full range of medical care to include medicine, surgery, psychiatry, neurology and rehabilitation medicine. There are also strong programs in Geriatrics, Substance Abuse, and care for female veterans present in the Northport facility.

The medical center is closely affiliated with Stony Brook University and offers residency programs in medicine, surgery, dentistry, psychiatry, and approximately 26 other subspecialties and allied health fields.

Research is active at Northport. Currently, there are 58 research projects underway, of which nine are supported through Veterans Affairs Research and Development funds, eight are funded through other government agencies, 14 are funded by private concerns, five are funded by voluntary agencies/foundations, and 22 receive no funding. Research and Development at Northport encompasses all phases of metabolic disease and basic science projects.

Community Based Outpatient clinics, under the direction of the Northport facility, are located in five separate locations throughout Nassau and Suffolk counties.

Northport VAMC is a Federal Coordinating Center for National Disaster Medical System and a primary receiving center for VA/DoD in the event of national disasters.

Winthrop-University Hospital

Founded in 1896 as Nassau Hospital, Winthrop-University Hospital is Long Island's oldest voluntary hospital (non-profit). At 591 beds, it provides patient care, medical education, and research.

Winthrop provides a full complement of professional services. The cardiac catheterization, non-invasive, electro-physiologic, and nuclear cardiology facilities are state-of-the-art. There are specialized clinical facilities in cytogenetics and genetic counseling. The perinatal testing lab utilizes doppler studies on both mother and fetus, as well as ultra-sonography and computerized fetal heart rate testing. The radiology department is equipped with an MRI, PET, and CT scanners, and the most modernized ultrasound and nuclear medicine devices. The hospital is approved as a Category 1 Cancer Center by the American College of Surgeons. There is an active bronchoscopy lab, and a sophisticated pulmonary function lab and a sleep lab. Laser technology has been introduced in brain and spine, gynecology, ophthalmology, gastroenterology, medicine, and urology, including pulse-laser lithotripsy for urethral stones.

In an effort to meet the several levels of care required in the community, the hospital has instituted a home-care program, including long-term home care, direct nursing services, and home-care dialysis. A Diabetes Education Center is nationally recognized and offers a comprehensive program to inpatients and outpatients. The hospital has been instrumental in founding a successful non-profit IPA HMO on Long Island, Vytra Health Plan. Winthrop-University Hospital has been associated with numerous health promotion and disease prevention activities including women's health fairs and breast cancer screening.

As a major affiliate of the Stony Brook University School of Medicine, Stony Brook medical students come to Winthrop-University Hospital for primary clerkships in medicine, obstetrics and gynecology, pediatrics, primary care, and surgery. There are 23 residency and fellowship programs at Winthrop-University Hospital, 21 of which are independently accredited (general surgery is integrated with Stony Brook; anesthesiology and rheumatology with Nassau County Medical Center). Medical students and more than 225 residents and fellows at the hospital benefit from ongoing investigations. Laboratories staffed by one or more Ph.D. investigators include cardiology, diabetes, endocrinology/metabolism, gastroenterology, infectious disease, oncology/hematology, pulmonary, rheumatology, and renal and sleep disorders, all in the medicine department, and surgical oncology.

There are ample facilities for medical education, among them a lecture hall equipped with an audience response system and teleconferencing, and a sophisticated cardiology aus-

cultation system. Renovated nursing units provide housestaff the ability to engage in bedside learning in aesthetically pleasing environments with patient care information available in technologically advanced modalities. Dissemination of curriculum and faculty evaluations are done via an online database to ensure that learning objectives and constructive feedback are available in a timely fashion to promote professional growth and development.

The Hollis Health Sciences Library features a computer and AV lab. Access to the medical literature is facilitated by a library information system with terminals on the hospital floors, in departmental offices, and ambulatory teaching sites.



Health Sciences Admissions



Admission to all Health Sciences programs is by formal application only and is selective as enrollment for each program is limited. Admissions to Health Sciences programs are conducted for the spring, summer or fall, depending on the program's annual starting date.

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

Admissions decisions in all programs are made independently of an applicant's ability to finance his or her own education. Students interested in applying for financial aid should refer to that section in this Bulletin.

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

Pre-Application Advisement and Applications

Undergraduate and Graduate Programs (B.S., B.S./M.S., M.S., M.S.W., M.S.W./J.D., M.P.H., D.N.P., Ph.D.)

The Health Sciences baccalaureate programs are upper-division programs. Please refer to "Special Admissions" in this section for further information regarding the lower division Clinical Laboratory Sciences, Respiratory Care and Health Science programs, which are available to freshmen. High school students interested in eventual enrollment in any of the upper-division baccalaureate programs must apply for admission to Stony Brook or to another college to complete their lower-division undergraduate work.

Admission to programs leading to a Doctor of Nursing Practice, Doctor of Physical Therapy, or master's degree in Health Care Policy and Management, Physician Assistant, Nursing, Public Health, or Social Work is normally at entry level only. Credits accumulated in these or similar fields prior to matriculation will be evaluated on an individual basis to determine whether previous graduate work can be applied toward the degree at Stony Brook.

Physician Assistant (PA) applicants must apply online at www.caspaonline.org. Physical Therapy (D.P.T.) entry-level applicants must apply only at www.ptcas.org. Occupational Therapy (OT) applicants for the weekday format program must apply online at www.otcas.org. Occupational Therapy (OT) applicants for the weekend format program, and all other applicants to the School of Health Technology and Management programs must complete a Health Sciences Center application.

All other applicants must complete a Health Sciences Center application for the individual program(s) for which they are applying. Applications are available online http://www.stonybrook.edu/hscstudents/apply_now.shtml. All

application support documents (transcripts, references, etc.) must be submitted to the Health Sciences Center Office of Student Services. Because program applications deadlines are as early as November 1, applicants are advised to apply early in the fall preceding the date of intended enrollment.

Please contact the following for information:

Office of Student Services
Room 271, Level 2, Health Sciences Center
Stony Brook University
Stony Brook, New York 11794-8276
(631) 444-2111
www.hsc.stonybrook.edu
Email: hscstudentservices@stonybrook.edu

Academic advisement about prerequisites for admission and course and program content is available from each school of the center. Please see the individual school section in this Bulletin. The following identifies the contact phone number for academic advisement:

School of Health Technology and Management

(631) 444-2252

Athletic Training (B.S.)
Clinical Laboratory Sciences (B.S.)
Health Science (B.S.)
Respiratory Care (B.S.)
Occupational Therapy (B.S./M.S.)
Health Care Policy and Management (M.S.)
Physician Assistant (entry-level; post-professional onsite or online) (M.S.)
Physical Therapy (entry-level or post-professional) (D.P.T.)
Minor in Adaptive Aquatics

School of Nursing

(631) 444-3200

Baccalaureate Program (B.S.)
One-Year Accelerated Program (B.S.)
Registered Nurse Program
(B.S. and B.S./M.S. option part-time only)
Graduate Program in Nursing (M.S.)
(full-time and part-time options, on site and online options)
Doctor of Nursing Practice

School of Social Welfare

(631) 444-2138

Baccalaureate Program (B.S.)
Graduate Program in Social Work (M.S.W.)
Dual Degree in Social Work and Law (M.S.W./J.D.)
Ph.D. Social Welfare

Graduate Program in Public Health

(631) 444-2074

Community Health (M.P.H.)
Evaluative Sciences (M.P.H.)
Public Health Practice (M.P.H.)

The Master of Public Health (M.P.H.) program offers combined undergraduate to graduate programs (B.S. Applied Mathematics and Statistics/M.P.H., B.A. Earth and Space Science/M.P.H., B.S. Pharmacology/M.P.H., B.A. Women's Studies/M.P.H.), graduate combined degrees (Master of Business Administration/M.P.H. and Master of Arts in Public Policy/M.P.H.) as well as concurrent programs (MD/M.P.H.)

and M.D./D.D.S). Please see the Graduate Program in Public Health section of this bulletin for further details.

Graduate Advanced Certificate Programs

Health Communication

(631) 444-2074

The Advanced Certificate in Health Communication is a joint program of the Graduate Program in Public Health and the College of Journalism.

Health Care Management

(631) 444-3240, (631) 444-8812

The Advanced Certificate Program in Health Care Management is a joint program of the School of Health Technology and Management and the College of Business.

Health Sciences Admissions

Nursing Post-M.S.

The School of Nursing offers a Nurse Practitioner Certificate of Advanced Study in: Adult Health, Child Health, Family Health, Midwifery, Neonatal Health, Women's Health, or Psychiatric/Mental Health. Except for Adult Health all programs are offered online only. Applicants for these programs should contact: School of Nursing, Office of Student Affairs (631) 444-3200.

Postgraduate Studies in Dentistry

The School of Dental Medicine offers advanced educational programs in dental anesthesiology, endodontics, orthodontics, periodontics, general practice residency program (GPR), pediatric dentistry, and dental care for the developmentally disabled. Applicants for these programs should contact:

School of Dental Medicine Office of Education
150 Rockland Hall, Stony Brook University
Stony Brook, NY 11794-8709
(631) 632-3745

Graduate Studies in Basic Sciences (M.S., Ph.D.)

For information and application for the following graduate studies in the basic sciences, please contact the individual departments.

The Graduate School 2401
Computer Science Building
Stony Brook University
Stony Brook, NY 11794-4433
(631) 632-GRAD

Anatomical Sciences

Ph.D., Anatomical Sciences

Molecular Genetics and Microbiology

Ph.D., Molecular Genetics and Microbiology

Pharmacological Sciences

Ph.D., Molecular and Cellular Pharmacology

Physiology and Biophysics

Ph.D., Physiology and Biophysics

Oral Biology and Pathology

Ph.D. and M.S., Oral Biology and Pathology

Graduate Professional Programs in Medicine and Dental Medicine (D.D.S., M.D., M.D./Ph.D.)

Admission to the programs in the Schools of Dental Medicine and Medicine is highly selective. Interested applicants should refer to the statements on admission in the school sections of this Bulletin. Academic advisement about prerequisites for admission and course and program content is available. It is recommended that applicants to the graduate professional program seek academic information early.

School of Dental Medicine

Doctor of Dental Surgery (D.D.S.)

School of Dental Medicine Office of Education
150 Rockland Hall, Stony Brook University
Stony Brook, NY 11794-8709
(631) 632-3745

Deadline for applications: December 1

Applications are accepted beginning June 15th of the year prior to matriculation.

Applicants to the School of Dental Medicine should refer to: www.stonybrookmedicalcenter.org/dental/ for information regarding the application process or contact: (631) 632-3745.

School of Medicine

Doctor of Medicine (M.D.)

M.D./Ph.D. Program

M.D. with Special Distinction in Research

School of Medicine Office of Admissions Level 4, HSC
Stony Brook University
Stony Brook, NY 11794-8434
(631) 444-2113

Deadline for applications: December 15

Application Fees

All applicants are required to pay a Stony Brook University application fee. This fee is \$50 for each undergraduate program; \$100 for graduate, Post Professional and Advanced Certificate programs; \$50 for the entry-level Physician Assistant (M.S.) and entry level Physical Therapy (D.P.T.) programs; \$100 for the School of Medicine; and \$75 for the School of Dental Medicine. The application fee can be waived in some cases, as listed below (with the exception of the entry-level Physician Assistant (M.S.) and entry-level Physical Therapy (D.P.T.) programs as well as the schools of Medicine and of Dental Medicine).

Applicants to all undergraduate programs are required to pay the application fee except:

- Transfer applicants who are enrolled (not graduating) in the Educational Opportunity Program (EOP, HEOP, SEEK, College Discovery). A letter from the EOP program director confirming current enrollment in the program is required. Current Stony Brook students do not need to provide documentation.
- Transfer students graduating with an A.A. or A.S. degree from a SUNY or CUNY two-year college and are applying for the next academic term (excluding summer). Transcript indicating current enrollment is required.

- Currently enrolled Stony Brook students in a matriculated, undergraduate program (not graduating).

Applicants to all graduate or Advanced Certificate programs are required to pay the application fee except:

- Students currently enrolled in an EOP, HEOP, SEEK, or McNair program. Students must submit verification of this status from their undergraduate institution.

The waiver request must be submitted with the application for admission and supporting documentation mailed to the HSC Office of Student Services. Requesting a waiver does not guarantee approval. The request will be reviewed and a final determination made by the Office of Student Services. Applications will not be processed until a fee waiver is approved or full payment received.

Undergraduate Transfer Credit Policies

1. Transfer credit is entered on the official University transcript. Grades received for transferred courses are not shown, nor are they included in the calculation of the student's cumulative grade point average at Stony Brook.
2. Graduate of SUNY or CUNY colleges who earned an Associate in Arts or an Associate in Science degree prior to matriculation at Stony Brook, receive transfer credit for all credit completed as part of their associate degree requirements.
3. Courses are evaluated individually. Credits for all courses passed with a letter grade of C or higher at regionally accredited institutions, or recognized by the Program on Non-collegiate Sponsored Instruction of the State of New York, and recorded on official transcripts, are accepted and evaluated for applicability to specific Stony Brook degree requirements. Credits for successfully completed courses from these institutions, for which a grade equivalent to P or S was assigned, are also accepted.
4. Almost all credits earned at community and technical colleges are considered to be lower-division credit.
5. Transfer courses are reviewed individually by the HSC Schools or Undergraduate Transfer Office for their applicability toward fulfillment of general education requirements. Applicants who have completed college-level study at an institution outside of the U.S. will have their credits evaluated for application to the University's general education requirements by the appropriate HSC School or the Undergraduate Transfer Office.
6. Courses satisfactorily completed elsewhere toward the intended major or needed to fulfill the 39 upper-division credits requirement must be evaluated by the appropriate academic department for specific applicability. No transferred course with a grade lower than C may be counted among the 39 upper-division credits required for graduation. Requesting the evaluation of specific courses for major and upper-division credit can be made through the HSC Schools. Students may begin the evaluation process as soon as they accept the offer of admission.
7. Courses taken at other universities and colleges in a technology curriculum will normally not be transferred as equivalents to engineering or applied sciences course.
8. Credit may be given for courses taken in foreign secondary schools having a thirteenth year equivalent to

the first year of college. Students who have studied in such schools should consult the Undergraduate Admissions counselor for international students before seeking a departmental course evaluation.

9. Courses offered by regionally accredited colleges and completed while the student was in high school will be evaluated for transfer credit according to the guidelines in the "Application of Transfer Credits to General Education Requirements" section in the "Academic Policies and Regulations" chapter of the Undergraduate Bulletin.

Students wishing additional information should consult the Undergraduate Transfer Office.

Graduate Transfer Credit Policy

Graduate candidates may petition the school to accept credits from another institution toward his or her degree. The school has the responsibility of deciding on the applicability of credits to the specific program. Normally, transfer credits will be limited to no more than six credits.

Special Admissions

Deferred Admissions

An applicant who is unable to enroll for the term specified in the admission agreement may be able to receive approval to defer the offer of admission until the following academic year according to each school's policy. The applicant must submit a written request for a deferment of admission which will be reviewed by the appropriate academic program. A student who does not enroll within 12 months of the first day of classes of the term of the original offer of admission must submit a new application and a new application fee. International students must submit a new foreign student financial affidavit and have the necessary immigration papers processed.

International Students

In addition to meeting the academic requirements for admission to a graduate or undergraduate program in the Health Sciences, international students are also expected to fulfill the following University and federal immigration and naturalization department regulations:

1. Completion of a Stony Brook financial affidavit indicating that the student has sufficient funding to pay for his/her educational and personal expenses during the ENTIRE period of anticipated study in the United States. International students must provide financial documentation verifying the financial resources of EACH sponsor, including proof of available funds (bank statements or letters on official letterhead) AND proof of income (letter from employer on official letterhead). All such proofs must be in English. The forms can be printed from the "International Instructions" section at: www.sunysb.edu/studserv/applyhsc.html. The level of funding required varies each year, based on the cost of living, tuition and fees. It is normal to expect a 7 to 10% increase in expenses each year. For the 2010-2011 academic year, the minimum expenses for an undergraduate were \$29,539 per year, \$28,215 for graduates, and \$41,752 for D.P.T. students. In the health sciences, additional fees may be required, depending upon academic

program. International students with accompanying family members must prove an additional \$6,500 each year for a spouse and an additional \$3,630 each year for each child. For further information, see the “Financial Information” section of this Bulletin.

2. Official transcripts and records must be submitted as documentation of academic work. If transcripts are in a foreign language a certified English translation is required in addition to the original documents. All transcripts from a foreign country must also be evaluated by a certified agency in the United States, such as World Education Services (www.wes.org) before starting the admission application process. Applicants to undergraduate programs must submit a course-by-course evaluation. Applicants to graduate programs may submit a document-by-document evaluation.
3. The TOEFL (Test of English as a Foreign Language) and TSE (Test of Spoken English) tests are required. Minimum acceptable scores for admission are 550 paper-based TOEFL, 213 for computer-based TOEFL and 50 for TSE. Students who take the new Internet-based TOEFL (iBT), which contains a speaking component, are exempt from the TSE. A minimum score of 90 is considered passing for the iBT. The Educational Testing Service of the College Entrance Examination Board administers both the TOEFL and the TSE. They are given several times each year at centers in all major cities of the world. The examination must be taken prior to the date for which admission is sought. For further information, contact Educational Testing Services, Princeton, NJ 08541-6151, 609-771-7100 or www.toefl.org. Applicants attending Stony Brook have the option of taking the SPEAK test administered by the Stony Brook Department of Linguistics. Applicants may take the International English Language Testing System (IELTS) tests instead of the TOEFL and TSE. A score of 7 will be considered passing for both TOEFL and TSE requirements. Further information is available by contacting the IELTS web site, www.ielts.org.
4. International students applying to the registered nurse program and to the graduate and advance certificate programs in the School of Nursing must submit their score on the Commission on Graduate of Foreign Nursing Schools (COGFNS) examination, see www.cgfns.org for information. In addition, all accepted registered nurse and graduate students must be prepared to arrive in the United States in time to take the National Council Licensure Examination (NCLEX) the July preceding the September of admission to the school, see www.ncsbn.org for information.

For further information and required forms, international students should email the Health Sciences Office of Student Services at hscstudentservices@stonybrook.edu.

Clinical Laboratory Sciences and Respiratory Care Four-Year Programs

The Clinical Laboratory Sciences and Respiratory Care programs offer four-year programs in both clinical laboratory sciences and respiratory care that enables students to declare a lower-division major in either Clinical Laboratory Sciences or Respiratory Care in the freshman year. During the freshman

and sophomore years, lower-division Clinical Laboratory Sciences and Respiratory Care majors must fulfill the entrance requirements for their respective upper-division programs. In addition, the student must complete the course Introduction to Clinical Laboratory Sciences and receive a minimum grade of B+ (A- will be required effective 2013) for a clinical laboratory sciences major, or Introduction to Respiratory Care for a respiratory care major, and receive a grade of B or better. After successful completion of the requirements, students are assured acceptance into the upper-division Clinical Laboratory Sciences program or Respiratory Care program. Further information may be obtained from the Clinical Laboratory Sciences Department at (631) 444-3925 or Respiratory Care Department at (631) 444-3180.

Bachelor of Science in Health Science Program

The Bachelor of Science in Health Science degree is designed to prepare students for entry in the clinical and non-clinical fields of healthcare. Students can eventually pursue a clinical degree if they determine it is an area they wish to pursue and relevant prerequisites are met. The curriculum requires students to receive a broad liberal arts education during their first three years. While many of the courses provide relevant education and information about healthcare, the intent is to graduate students who are both liberally educated and knowledgeable in health sciences. Students can be admitted as freshmen to the Bachelor of Science degree.

Scholars for Medicine

The Scholars for Medicine Program is an integrated eight-year Bachelors/M.D. course of study offered to exceptional high school students. While completing undergraduate studies, students participate in medical school classes and activities. Students must maintain a minimum specified GPA during the first three undergraduate years. All Scholars are required to take the MCAT no later than spring of their junior year in college and must attain a specified minimum MCAT score. Scholars for Medicine positions are available to select entering freshmen who have been accepted to either the WISE (Women in Science and Engineering) Program, the Honors College, or Engineering Program (www.stonybrook.edu/admissions/programs/sfmed.shtml)

Scholars for Dental Medicine

Stony Brook University offers an integrated eight-year program for students interested in attending dental school following their undergraduate degree. The Scholars for Dental Medicine (SFDM) program offers selected students in the Honors College an opportunity to complete a combined Bachelor's/Doctor of Dental Surgery (D.D.S.) course of study. Students accepted into the program are reserved a seat in Stony Brook University's School of Dental Medicine (SDM) upon graduation provided that they complete all applicable program requirements, including minimum specified GPA and Dental Admissions Test (DAT) scores. Concurrent with the Honors College curriculum, scholars participate in pre-dental seminars and activities including observational experiences in the Dental Care Center and the opportunity to conduct research with SDM investigators.

Non-Degree Study

Non-matriculated study on a part-time basis is available in some schools of the Health Sciences for individuals who may not be interested in or ready to pursue a degree. Non-matriculated students cannot be graduated in this status; however, courses and grades earned may be applied, on a limited basis, toward a degree program should a student subsequently be admitted as a matriculated student. Tuition and fees are the same as those for matriculated students. However, these students are ineligible for most financial aid programs. For more information about non-degree study, please contact the appropriate school.

Non-Credit, Non-Degree Programs

The School of Health Technology and Management offers full-time non-degree programs such as Dietetic Internship, EMT-Paramedic, Phlebotomy, Medical Dosimetry, Anesthesia Technology, Radiologic Technology, Nuclear Medicine Technology, Polysomnographic Technology, Healthcare Informatics, Environmental Health and others. Programs are subject to change depending on advances in healthcare and the prevailing needs of the profession. For information call (631) 444-2254.

Student Health Policy

The purpose of the student health policy is to ensure that all students meet the physical examination and health history requirements of the university and that students working in clinical settings meet the requirements of university healthcare facilities and clinical affiliates, as well as the state health code. This policy also complies with Public Health Law 2165, which requires all students in post-secondary education to be immunized against mumps, measles, and rubella.

NYS Public Health Law 2167 requires institutions, including colleges and universities, to distribute information about meningococcal disease and vaccination to all students whether they live on or off campus.

All students admitted to Health Sciences programs are required to submit to the Student Health Service or the School of Nursing, as appropriate, documentation of the results of a physical examination, required laboratory tests, and a record of immunizations. This information is submitted on a Student Health Form and Examination form provided to each student upon admission. The completed form must be on file before a student is allowed to start their coursework. The Registrar will block the registration of students who are not in compliance.

Health Form

The Health Form must be completed by a licensed practitioner prior to the start of classes and returned to the address indicated on the form. Depending on the program of study, students will complete either the "Health Form-Health Sciences Center" for clinical programs or the "Health Form" for non-clinical programs.

The form has three parts: Health History, Physical Examination, and Immunization History.

New York State Public Health Law 2165 requires that

every student demonstrate proof of immunity against measles, mumps, and rubella. Only students born before 1957 are exempt from this requirement.

In addition, New York State Public Health Law 2167 requires institutions, including colleges and universities, to distribute information to students about meningococcal disease and vaccination to all students. Students must comply with this law by reading the required information about meningitis and completing the meningococcal vaccination response form which will be available after being admitted.

Required and Recommended Laboratory Test Results and Immunizations

Requirements vary by school. Students are responsible for the costs of the physical examination and immunizations.

Additional Requirements

Students who receive clinical training are required to provide documentation of an annual health assessment following the requirements of university healthcare facilities and other clinical affiliates. The schools will provide to their students the Health Sciences Student Annual Health Assessment Form. Students must have the assessment completed by a private practitioner, the University Medical Center Employee Health Service, or the Student Health Service. Each school is responsible for monitoring student compliance before allowing a student to begin or continue clinical education. The school will refer students to the Student Health Service or to their personal practitioner if problems are identified as a result of the assessment.

Students who do not receive clinical training (i.e., students in the Graduate Program in Public Health, most students in the School of Social Welfare, and Health Technology and Management students in the Health Science major, master's program in Health Care Policy and Management, and both the post-professional Doctor of Physical Therapy and post-professional Physician Assistant programs) are exempted from the requirement of an annual health assessment.

During new student orientation, the schools will provide information about prevention of Hepatitis B and HIV infection to students receiving education in clinical settings.

Students injured while on clinical assignments will be evaluated and treated in accordance with the hospital's employee policy. Injuries must be reported to the school in writing by the student involved. In addition, the student must follow the policies and procedures concerning injuries/accidents at that institution. The schools will be responsible for recording any injuries and for monitoring student compliance with the recommendations/requirements for appropriate follow-up. Financial responsibility for emergency and follow-up care belongs to the student.

All Health Sciences students are required to comply with the training requirements related to privacy and security provisions of the Health Insurance Portability and Accountability Act (HIPAA) of 1996. This information will be provided by the individual schools at orientation.

Student Criminal Background Checks

Students who are required to participate in a clinical experience are advised that some of the facilities they choose to select for their clinical placements may require students to submit to a criminal background check or drug screening as a prerequisite to a student's placement at that facility. Such background checks may include, but not be limited to, Social Security trace, criminal history, drug testing, fingerprinting, and sex offender registries. Students placed in a facility requiring a background check and/or drug screening are personally responsible for obtaining the background check or drug screen (including cost unless the clinical site is willing to assume the cost) and may bear the responsibility of delivering the required documentation to the facility. It will be the decision of the clinical site to determine acceptance of students into its clinical training programs.

Students who choose not to be subjected to a background check may select, but will not be guaranteed acceptance to, an alternate clinical site, and may not be able to complete program requirements needed for graduation.

The Health Sciences Schools will assume no responsibility for obtaining student background checks or drug tests, paying for the background checks or drug tests, evaluating the results of the background checks or drug tests, or for providing the information to the clinical placement sites.



Academic Regulations and Procedures



The following academic regulations and procedures apply to all students in the programs of Health Sciences. Exceptions are noted where applicable. Regulations and procedures that are specific to a school or degree program are listed in the “School” or “Program” section of this Bulletin.

Registration and Academic Records

Completion of registration, in accordance with instructions issued by the Health Sciences office of student services, is a prerequisite to class attendance. Registration for all students is conducted each term by the University’s online student system, SOLAR, www.stonybrook.edu/solarsystem or in special cases, in person in the Health Sciences office of student services. Advance registration begins in November for the following spring and winter and in April for the following summer and fall. Final registration takes place during the week before and through the first ten days of classes. Registration on or after the first day of classes will result in a late registration fee of \$40. Registration is not permitted after the end of the second week of classes.

In exceptional circumstances, students, with the approval of their academic program department and dean of their school, may request retroactive registration. If approved by the department and school, late registration and payments will be processed according to procedures implemented through the Health Sciences office of student services.

Change of Course Registration

During the first ten days of the term undergraduate students may add or drop courses through the SOLAR system. After the tenth day of classes, changes in registration must be requested through the appropriate Health Sciences School. Students may drop a course after the tenth class day; however, a “W” (withdrawal) will be recorded on the transcript. Graduate students may add classes through the third week of classes; however, a “W” (withdrawal) will be recorded on the academic record if the student drops a class after the tenth day of class. After the start of classes, students who drop classes or withdraw from the University will incur a percentage of tuition and fees, please see Bursar/Student Accounts liability schedule, www.stonybrook.edu/bursar/.

Course Load

Undergraduate full-time students may not register for less than 12 credits for the fall or spring academic term or for more than the maximum credit load established for each program. A student who wishes to register for less than 12 credits or for more than the program maximum must have written approval of the appropriate dean. Graduate full-time students will usually register for either 12 or 9 credit hours per term based on their academic level. Full-time status is a requirement for on-campus housing and most financial aid programs.

Health Sciences Academic Calendar

Health Sciences courses may consist of one term or one or more session term codes as determined by the faculty of each School. Terms are the traditional academic periods of September to December (fall) and January to May (spring); session codes are academic periods of approximately five weeks in length.

For registration purposes, a number designates a single session code, for example, Module 1 is expressed as session code 1. A letter designates a series of sessions (i.e., the sequence of sessions 1, 2, and 3 is expressed as session code G). Letters are also used to designate term codes: fall term code is A; spring term code is B. Generally, the sequence of sessions 1, 2, and 3 (session code G) is comparable to the fall term; sessions 4, 5, 6, and 7 (session code T) corresponds to the spring term.

The Health Sciences Bulletin lists the courses offered by each School. In addition, students are informed by their School of the academic period and, in the case of session courses, the number of sessions required for each course.

Terms are used for most courses in the West Campus, the School of Social Welfare, and the graduate program in the School of Health Technology and Management, as well as for most courses in the Schools of Dental Medicine, Medicine, and Nursing. Session codes are used for courses in the undergraduate programs of the School of Health Technology and Management and for some basic science courses.

Session dates, including the beginning and ending dates, add/drop periods, and the session codes required for course registration are contained in the Table of Session Dates.

For Health Sciences academic calendars, visit www.stonybrook.edu/hscstudents/academic_calendar.shtml

Classification of Undergraduate Students

For the purpose of interpreting academic regulations, an undergraduate student will be classified as a junior after completion of 57 to 84 credits, and as a senior after completion of 85 or more credits.

Classification of Courses

The numbering system for course level ranges from 300 to 500 and above. All 300 and 400 level courses are upper-division courses. These are appropriate for and are generally taken by students in their junior and senior year of study. All 500-level courses and above are graduate courses, graduate studies in basic sciences or graduate professional courses.

Auditing

Auditing refers to the practice of attending a course for informational instruction only. The privilege of auditing courses is limited to matriculated students and senior citizens. Courses offered through the Health Sciences programs cannot be taken on an audit basis.

Matriculated students who wish to audit a course must first obtain permission from the instructor. Senior citizens must arrange to audit courses through the School of

Professional Development. An auditor does not receive academic credit for the course, nor does the University maintain any record of the auditor's attendance in the course. After the end of the add/drop period, the student may not change status in a course from auditor to registered.

Challenge Program

Stony Brook University has established a challenge program that permits matriculated undergraduates and graduates to earn advance placement credit and course credit by taking examinations instead of traditional course work. Courses for which examinations are permitted are recommended by the faculty and approved by the dean. No more than five courses (including credit from advanced placement examinations) can be credited to any student from challenge examinations, and no prerequisite for a course already passed may be included. Questions on this program should be directed to the advisor or to the office of the dean of the appropriate school. Credit by examination does not count toward the University's residence requirement and cannot be used to satisfy total credits necessary to qualify for degrees with distinction.

Withdrawal from the Health Sciences Programs

Withdrawal from an academic program, for any reason, will be recorded only when written notification of withdrawal is received by the office of student services from an authorized official of a Health Sciences program. Nonattendance does not constitute official withdrawal. Notification to the student's instructor does not constitute official withdrawal. Non-payment of tuition and fees does not constitute official withdrawal. A student who leaves a school without obtaining an official withdrawal may forfeit the prospect of readmission. If he/she leaves during an academic period, the student will be reported as having failed all courses. Withdrawal from the University does not relieve students from financial obligations.

Leave of Absence

At the time they withdraw from the University, students have the option of indicating whether they intend to return. A leave of absence may be obtained for a specified time as determined by the school. Proper documents and authorization must be obtained from the appropriate school and processed by the Health Sciences office of student services.

Medical Leave of Absence and Suspension

Most students who leave the Health Sciences programs for medical reasons do so voluntarily after discussions with medical and academic advisors. A request for a medical leave of absence is normally initiated by a student, approved by the dean of his or her school in consultation with the appropriate campus office, and entered on the university records by the Health Sciences office of student services.

On occasion, however, there is disagreement between a student and a school as to whether the student's continued

presence at the Health Sciences program is against the best interests of the student or others. When a disagreement arises, the following steps will be taken to ensure the rights of the student and other members of the Health Sciences community:

Initiating Requests for Medical Evaluation. The dean of a Health Sciences school will request an evaluation of the student from the appropriate campus office.

Initial Evaluation. The appropriate campus office will evaluate the student's health status and review any medical opinion submitted on the student's behalf. The appropriate campus office will forward a summary of the evaluation and opinion as to what action is in the student's best interest to the dean who requested the evaluation.

Administrative Action. The dean of the school in which the student is enrolled will act upon the evidence and communicate a decision to the student. If the student is granted a leave of absence or a suspension, the decision must indicate the criteria that must be met for the student to be readmitted.

Appeal. If a student does not concur with the action taken by the dean, an appeal may be directed to the school's committee on academic standing, which is advisory to the dean. If the dean's decision remains unchanged after review of the committee's recommendation, a further appeal may be directed to the senior vice president for health sciences.

Readmission after Medical Suspension. The dean will indicate what documentation will be necessary to demonstrate readiness to resume studies at the Health Sciences program. That documentation will be submitted by the school to the appropriate campus office for a judgment of its adequacy. The appropriate campus office director of the student health service may require additional evidence. If readmission is denied by the dean, the student may use the appeal process described in the previous "Appeal" paragraph.

Changing to the Colleges of Arts and Sciences, Engineering and Applied Sciences, College of Business, or School of Journalism

Students enrolled in a Health Sciences School who wish to leave the Health Sciences School and pursue work in either the College of Arts and Sciences, College of Engineering and Applied Sciences, College of Business, or School of Journalism must see the appropriate dean in the Health Sciences School and complete a "Change of Enrollment Form" in order to withdraw from the Health Sciences program.

Readmission to the Health Sciences Program

Students who have withdrawn or have been suspended, and who wish to be readmitted, ordinarily must apply for readmission through the appropriate Health Sciences School. In view of the enrollment pressures, applications for readmission should be filed at least six months prior to the academic period for which readmission is desired. If the student has attended another institution since leaving the Health Sciences School, an official transcript must be submitted. Each school will determine readmission according to established policies.

Transcripts

Dental and medical students must request official transcripts directly from their schools.

Information concerning transcript requests is available on the University Website at www.stonybrook.edu. Transcripts will be issued only if the student's financial record shows no outstanding obligation. Students also may view their unofficial transcripts using the SOLAR system at www.stonybrook.edu/solarsystem.

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

SOLAR System

Stony Brook's student online access system, the SOLAR system, www.stonybrook.edu/solarsystem, provides students with access to course information, semester class schedules, class registration, unofficial transcripts, financial aid, billing and payment information as well as links to other important sites such as academic calendars. Access is through the student's Stony Brook ID and password. Additional Stony Brook ID and password information can be obtained through the SOLAR system.

SOLAR System Messaging

When students log onto the site, they can also access messages sent through the University's messaging system, by which students are notified of important information specific to their own registration, record, or financial account. Messages may include important registration information, such as: the student has been enrolled into a class from the automatic waitlist, a class has been cancelled, or the student has been given permission to register for a course. Students should log onto their SOLAR system pages frequently for important updates, especially during registration periods and at the beginning of classes.

Students may also maintain personal information, such as an e-mail address, through the site. Students are encouraged to maintain a current, active e-mail address to ensure receiving communications from University offices and departments.

Change of Address

To ensure prompt receipt of important University communications, students should maintain an up-to-date home and mailing address through the SOLAR system, click on Security and Personal Data. International students must report changes of address to the International Services office. On-campus housing address changes must be made through the appropriate Campus Residences quad office rather than through the SOLAR system, international students must also report the change to International Services. Degree candidates may update their diploma mailing address through the SOLAR system, visit Security and Personal Data. Current and former employees of the University must make changes through Human Resource Services.

Change of Name

To insure prompt receipt of official University communications, students should promptly report changes of name to the Health Sciences office of student services. To change your name you must complete the name change form, available on the Registrar home page, www.stonybrook.edu/registrar. For name changes you must provide two forms of documentation of the new name. Examples of documentation are: driver's license, passport, marriage certificate, court action documents, social security card or professional license. At least one document must be a photographic identification. Current and former employees of the University must make changes through Human Resource Services.

Notices to Students

Students who are the subject of warnings, probation, suspension, or termination will be notified in writing. The notice will indicate the action which has occurred to cause a change in status; the duration of the status or the response required to modify the status; whether there is an appeal mechanism and its time limits; and who should be contacted for further information. If suspension from a school is involved, the student will be advised of the date when he/she will become eligible for consideration for readmission.

Student Educational Records

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, sets out requirements designed to protect the privacy of students concerning their records maintained by the campus. FERPA affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent to school officials with legitimate educational interests, including but not limited to administrative, academic, or support personnel (including law enforcement and health services); University attorneys, auditors, or collection agents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by State University to comply with the requirements of FERPA. The Office's address is: Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202 In addition, Stony Brook University is authorized to release

“Directory Information” concerning students. Directory Information includes: student’s name, addresses (including e-mail), telephone numbers, date and place of birth, major field of study, class, participation in officially recognized activities and sports, weight and height of members of athletic teams, likenesses used in University publications, dates of attendance, degrees and awards received and previous institutions attended.

Currently enrolled students have the right to have this directory information withheld from the public if they so desire. Forms requesting the withholding of directory information are available at the Registrar’s Office, 2nd floor of the Administration Building or in the HSC Office of Student Services, Level 2-271. At least ten days should be allowed for processing of these requests.

Additional guidelines and procedures can be found at www.stonybrook.edu/registrar.

HIPAA

All Health Sciences students are required to respect the confidential nature of all information that they have access to including the personal health information of patients. The Health Insurance Portability and Accountability Act (HIPAA) of 1996 provides significant new privacy protections for the health information of patients and research participants. Students in the Health Sciences programs are required to comply with the training requirements related to privacy and security provisions of HIPAA and to abide by the University’s policies and procedures related to HIPAA.

Information about HIPAA and training will be provided by the individual Health Sciences schools at orientation.

Research Involving Human Subjects

Experiments conducted by Stony Brook personnel, on or off campus, in which human subjects are involved are required to be reviewed and approved by the campus Committee on Research Involving Human Subjects (CORIHS) before they can begin. This requirement extends to questionnaires, both written and oral, and other instruments of personal data collection. Application forms for approval of such experiments can be obtained from the Office of Research Compliance in the Office of the Vice President for Research. A faculty advisor is required for any student-conducted experiment involving human subjects.

Undergraduates are often asked to act as subjects in experiments. They should be aware that their rights as subjects include knowing that an experiment has received the approval of CORIHS. State University policy forbids campuses to require the participation of students as subjects in human research. In almost every instance of such participation, an informed consent form is required of the subject. This form outlines the risks and benefits of participation, enumerates the subject’s rights, and describes the nature of the subject’s participation. Inquiries about subject’s rights should be directed to the Office of Research Compliance in the Office of the Vice President for Research.

Research Involving Safety Considerations

Campus committees also review and approve projects involving safety concerns. These include the use of radioactive materials or devices that generate ionizing radiation and the use of recombinant DNA techniques or activities that may involve biologically or chemically hazardous materials. To request approval for such projects the appropriate forms are generally available in departmental offices. Questions may also be directed to the Office of Research Compliance in the Office of the Vice President for Research.

Equivalent Opportunity/ Religious Absences

Some students may be unable to attend classes on certain days because of religious beliefs. New York State Education Law Section 224-A provides:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of religious beliefs, an equivalent opportunity to make up any examination, study, or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the student equivalent opportunity.
4. If registration, classes, examination, study, or work requirements are held on Friday after 4:00 p.m. post meridian or on Saturday, similar or makeup classes, examinations, study, or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements or registration held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any students because of their availing themselves of the provisions of this section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the Supreme Court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.
7. It shall be the responsibility of the administrative officials of each institution of higher education to give writ-

ten notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.

8. As used in this section, the term “institution of higher education” shall mean any institution of higher education, recognized and approved by the Regents of the University of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised, or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term “religious belief” shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States code. For more information, visit
<http://www.stonybrook.edu/commcms/provost/events.shtml>
<http://ws.cc.sunysb.edu/registrar/>
 (Guide to Religious Holidays).

Program Codes, Course Designations and HEGIS Codes

For registration and records purposes, the code letters given below are used to designate the various Health Sciences schools and programs.

In most cases the first letter is usually H for Health Sciences, the second letter indicates the school, and the third letter indicates the program. The remaining letters represent the level of degree.

The same code letters, when used as part of a course number, indicate the school and department giving the instruction.

School of Dental Medicine

*Program/
Course*

| Codes | Description | Hegis Code |
|-------|---|------------|
| HDDDS | Dentistry Course Designator and Major Program Code (D.D.S.) | 1204 |
| HDECT | Endodontics - Advanced Education Program | 1205 |
| HDPCT | Periodontics - Advanced Education Program | 1205 |
| HDRCT | Orthodontics - Advanced Education | 1205 |
| HDC | Children's Dentistry | |
| HDG | General Dentistry | |
| HDH | Dental Medicine | |
| HDI | Dental Medicine | |
| HDM | Dental Medicine | |
| HDOPH | Oral Biology and Pathology (Ph.D.) | 1205 |

| | | |
|-------|---|--|
| HDS | Oral and Maxillofacial Surgery | |
| HSDGN | Non-matriculated status (graduate) | |
| HSDUN | Non-matriculated status (undergraduate) | |

School of Health Technology and Management

*Program/
Course*

| Codes | Description | Hegis Code |
|---------|--|------------|
| HAABS | Health Science B.S.H.S./M.S.O.T. (B.S.) | 1201 |
| HAAMS | Occupational Therapy B.S.H.S./M.S.O.T. (M.S.) | 1208 |
| HAEBS | Clinical Laboratory Sciences Upper Division (B.S.) | 1223 |
| HAFMS | Physician Assistant Post Professional (M.S.) | 1299 |
| HAFMZ | Physician Assistant Post Professional (M.S.) | 1299 |
| HAGLDIV | Clinical Laboratory Sciences Four-Year Program (B.S.) Lower Division | |
| HAHBS | Clinical Laboratory Sciences Four-Year Program (B.S.) Upper Division | 1223 |
| HARBS | Respiratory Care Upper Division (B.S.) | 1299 |
| HAILDIV | Respiratory Care Four-Year Program (B.S.) Lower Division | |
| HAJBS | Respiratory Care Four-Year Program (B.S.) Upper Division | 1299 |
| HALBS | Athletic Training (B.S.) | 1299 |
| HANBS | Health Science (B.S.) | 1201 |
| HAPMS | Physician Assistant (M.S.) | 1299 |
| HAQBS | Health Science B.S.H.S./M.S.O.T. (B.S.) | 1201 |
| HAQMS | Occupational Therapy BSHS/MSOT (M.S.) | 1208 |
| HAWMS | Health Care Policy and Management Concentration: Nutrition (M.S.) | 1202 |
| HAYDP | Doctor of Physical Therapy-entry level (D.P.T.) | 1212 |
| HAYDT | Doctor of Physical Therapy-transitional (D.P.T.) | 1212 |
| HAZMS | Health Care Policy and Management (M.S.) | 1202 |
| HCMCT | Health Care Management Certificate | 1202 |
| HSAGN | Non-matriculated status (graduate) | |
| HSAUN | Non-matriculated status (undergraduate) | |
| HSQ | Minor Adapted Aquatics (undergraduate) | |
| HSYGN | Non-matriculated status (graduate) | |

School of Medicine

*Program/
Course*

| Codes | Description | Hegis Code |
|-------|---|------------|
| HBAPH | Anatomical Sciences (Ph.D.) | 0412 |
| HBHPH | Molecular and Cellular Pharmacology (Ph.D.) | 0409 |
| HBI | Interdisciplinary Basic Sciences | |

| | | |
|-------|---|------|
| HBMPH | Molecular Genetics and Microbiology (Ph.D.) | 0411 |
| HMC | Preventive Medicine | |
| HMH | Medical Physics | |
| HMM | Medicine | |
| HMMD | Doctor of Medicine (M.D.) and Course Designator | 1206 |
| HMO | Obstetrics and Gynecology | |
| HMP | Psychiatry | |
| HMR | Orthopaedics | |
| HBYPH | Physiology and Biophysics | 0499 |
| HSMGN | Non-matriculated status (graduate) | |
| HSMUN | Non-matriculated status (undergraduate) | |
| HSMVN | Non-matriculated status (graduate visiting) | |
| HSQ | Minor Adapted Aquatics (undergraduate) | |
| HSYGN | Non-matriculated status (graduate) | |

School of Nursing

*Program/
Course*

| Codes | Description | Hegis Code |
|-------|---|------------|
| HNACT | Adult Health Nursing-Post Master Certificate | |
| HNADN | Adult Health: Primary, Acute, Critical Care (D.N.P.) | 1203 |
| HNAMS | Adult Health Nursing (M.S.) | 1203 |
| HNAPZ | Adult Health Nursing Completion | |
| HNCBS | Registered Nurse Program (B.S.) and Course Designator | 1203 |
| HNECT | Nurse Midwifery-Post Master Certificate | |
| HNEDN | Nurse-Midwifery (D.N.P.) | 1203 |
| HNEPZ | Nurse Midwifery Completion | 1203 |
| HNEMS | Nurse Midwifery (M.S.) | 1203 |
| HNG | Graduate Nursing Course Designator | |
| HNI | Basic Baccalaureate Course Designator | |
| HNIB1 | Twelve Month Accelerated Basic Baccalaureate (B.S.) | 1203 |
| HNIB2 | Basic Baccalaureate Program (B.S.) | 1203 |
| HNKCT | Child Health Nursing-Post Master Certificate | |
| HNKDN | Child Health Nursing (D.N.P.) | 1203 |
| HNKMS | Child Health Nursing (M.S.) | 1203 |
| HNKPZ | Child Health Nursing Completion | 1203 |
| HNLCT | Family Nurse Practitioner-Post Master Certificate | |
| HNLDN | Family Nurse Practitioner (D.N.P.) | 1203 |
| HNLMS | Family Nurse Practitioner (M.S.) | 1203 |
| HNLpz | Family Nurse Practitioner Completion | 1203 |
| HNMCT | Mental Health Psychiatric-Post Master Certificate | |
| HNMDN | Mental Health/Psychiatric Nursing (D.N.P.) | 1203 |
| HNMMS | Mental Health Psychiatric Nursing (M.S.) | 1203 |
| HNNCT | Neonatal Nurse Practitioner-Post Master Certificate | |
| HNNDN | Neonatal Nursing (D.N.P.) | 1203 |
| HNNMS | Neonatal Nurse Practitioner (M.S.) | 1203 |

| | | |
|-------|--|------|
| HNNPZ | Neonatal Nurse Practitioner Completion | 1203 |
| HNWCT | Perinatal, Women's Health-Post Master Certificate | |
| HNWDN | Perinatal/Women's Health Nursing (D.N.P.) | 1203 |
| HNWMS | Perinatal, Women's Health Nursing (M.S.) | 1203 |
| HSNDN | Non-matriculated status with conditional admission to the major (graduate) | |
| HSNGN | Non-matriculated status (graduate) | |
| HSNIN | Non-matriculated status with provisional admission to the major (graduate) | |
| HSNUN | Non-matriculated status (undergraduate) | |

School of Social Welfare

*Program/
Course*

| Codes | Description | Hegis Code |
|-------|---|------------|
| HWAMW | Pathway I: Advanced Standing Program (M.S.W.) | 2104 |
| HWC | Social Welfare Course Designator | |
| HWDPH | Social Welfare (Ph.D.) | 2104 |
| HWGMW | Social Work (M.S.W.) Full-Time | 2104 |
| HWJMW | Social Work (M.S.W./J.D. Touro) | 2104 |
| HWL | Social Welfare Course Designator | |
| HWMMW | Modified Full-Time Pathway III - (M.S.W.) | 2104 |
| HWTMW | Pathway II (M.S.W.) | 2104 |
| HWUBS | Social Work (B.S.) | 2104 |
| HSWGN | Non-matriculated status (graduate) | |
| HSWUN | Non-matriculated status (undergraduate) | 2104 |

Public Health Program

*Program/
Course*

| Codes | Description | Hegis Code |
|-------|--------------------------------------|------------|
| HPH | Public Health Course Designator | |
| HPCCT | Health Communication (Advanced Cert) | 0601 |
| HPHMP | Master of Public Health (M.P.H.) | 1214 |
| HSPGN | Non-matriculated status (graduate) | |

Grades and Academic Standards

Assignment of Grades

Final grades are recorded in the fall at the end of the term and at the end of module session 3, and in the spring at the end of the term and at the end of module session 8, except in courses designated by the school as part of a grading sequence in which a final grade is given only after the sequence has been completed.

Grading System

A letter grading system is used by the Schools of Health Technology and Management, Nursing, Social Welfare, basic

science and Master of Public Health programs. The School of Dental Medicine uses the letter grading system, without plus or minus grades, for all didactic and laboratory courses, including basic sciences courses, except those specifically identified by the school.

A Satisfactory/Unsatisfactory (S/U) and/or Satisfactory/Failure (S/F) grading system is used for selected courses in the Schools of Health Technology and Management, Nursing, Social Welfare and Graduate Program in Public Health and for all clinical courses and seminars in the School of Dental Medicine. The School of Dental Medicine also uses an honor grade of (H). The School of Medicine uses the Honors/Pass/Fail grading system as described in the "School of Medicine" section of this Bulletin.

The Schools of Health Technology and Management, Nursing, Social Welfare, basic science and Master of Public Health programs may use plus or minus grades for students of these schools.

Grades are assigned point values as follows:

| | |
|----|-----------------------------------|
| A | = 4.00 (superior work) |
| A- | = 3.67 |
| B+ | = 3.33 |
| B | = 3.00 (good work) |
| B- | = 2.67 |
| C+ | = 2.33 |
| C | = 2.00 (satisfactory work) |
| C- | = 1.67 |
| D+ | = 1.33 |
| D | = 1.00 (minimum passing work) |
| F | = 0.00 (failing work) |
| S | = (indicates satisfactory work) |
| U | = (indicates unsatisfactory work) |

The letter grades D and D+ may not be assigned to graduate students in a graduate level course in the schools of Nursing, Social Welfare and Master of Public Health program. The following are also used in the grading system:

Incompletes

Incompletes (I) may be given at the discretion of the instructor when a student is unable to complete all course requirements because of circumstances beyond his or her control. Incomplete (I) grades are used by the Health Sciences programs and the Schools of Medicine and Dental Medicine as described in the school section of this Bulletin. If a grade is not reported by the deadline date appearing in the academic calendar, or if the instructor does not extend the period for completing the course requirements, the grade of I will automatically be changed to U or I/F as appropriate. The grade of I/F will be averaged as F when computing the I/F or No Credit (NC) grade point average (GPA) or determining other aspects of the academic standing of the student. Under unusual circumstances, an instructor may extend the period for completing the course requirements. In such cases, the instructor must notify the office of student services in writing of the new deadline.

No Record

An instructor may assign a grade of No Record (NR) for students in the Schools of Health Technology and Management, Nursing, Social Welfare and Master of Public Health Program.

The Schools of Dental Medicine and Medicine do not use the NR grade. The NR grade is assigned for students who have never (to the instructor's knowledge) participated in the course in any way, but appear on the final grade roster for the course.

Undergraduate grades of NR which have not been replaced by a final grade or by withdrawal (W) by the end of the ninth week of the fall semester (for spring NR grades) or by the end of the ninth week of the spring semester (for fall NR grades) will be converted to one of the following grades: N/F for letter graded course, N/U for courses graded A-C/U or S/U, or N/C for courses taken under the Pass/No Credit option. The grade of N/F will be treated as a failure (F) for the purposes of academic standing and will be averaged as a failure (F) in the computation of the student's GPA.

Pass/No Credit

A Pass/No Credit (P/NC) option may be used by undergraduates in the Schools of Social Welfare and Health Technology and Management for courses taken outside the school's program. It permits students to explore various areas of the curriculum with less immediate pressure for grades. Pass (P) or No Credit (NC) is not used in the calculation of grade point averages. Under this option, a student may elect to have the final grade in a course recorded on the official academic record either as P if the reported grade is A, B, C, or D (including + or -), or as NC (No Credit) if the reported grade is F. The Pass/No Credit (P/NC) option may be used only as indicated below:

1. The faculty of the school in which the student is enrolled decides which courses must be taken under the letter grading system.
2. A student must designate the P/NC option for a course at the time of registration, or on or before the closing date for electing such option. After that date a student may not change this designation.
3. Questions about the applicability of the P/NC option to individual situations should be discussed with the student's faculty advisor.

Reserved/Registered

A Reserved (R) grade is used by the Schools of Health Technology and Management, Medicine, Nursing and Social Welfare to indicate attendance during the first course in a sequence for which a final grade will be assigned only at the completion of the second course in the sequence. R grades are not computed in the GPA.

Satisfactory/Unsatisfactory or Satisfactory/Failure

A Satisfactory/Unsatisfactory (S/U) or Satisfactory/Failure (S/F) grading basis may be used by the Schools of Health Technology and Management, Nursing, Social Welfare and Master of Public Health Program in specially designated courses where finer grading distinctions are impractical, and an S/U or S/F grading policy is announced in the course description provided by the school. No other grades may be assigned in such courses and students may not elect to take such courses for P/NC. The School of Dental Medicine uses S/U grading and adds an Honors (H) grade for all clinical courses and seminars, and those specifically identified by the school. F grades are computed in the grade point average, S and U grades are not computed in the GPA.

Withdrawal

A mark of W is recorded when the student withdraws from a course after the first ten days of classes. The W is used to indicate that the student withdrew after the end of the add/drop period. The W is not calculated into the grade point average.

Grade Point Average

For the purposes of determining grade point averages for the undergraduate and graduate students in the Health Sciences programs, letter grades with an assigned point value are included in the grade point average. To compute the cumulative grade point average, the number of points equivalent to the letter grade earned in a given course is multiplied by the number of credit hours for that course. The total number of points earned in all courses is then divided by the total number of credit hours for which the student has been registered. Only grades earned at the Stony Brook University are included in the grade point average.

Grades and courses appearing on the student's academic record at the time the degree is conferred, cannot be changed. Students will be permitted to graduate with the grade of F on the academic record in exceptional circumstances, and if permission is granted by the dean of the school.

Repeating Courses

With the approval of the program director, a student may repeat a course. All grades having assigned points and credit hours will be included in the grade point average, but a given course which has been repeated may be counted only once in satisfying graduation requirements.

Academic Renewal Policy

Effective October 1997, students who have not been enrolled at the University for at least ten consecutive semesters and or have previously earned a degree or certificate from Stony Brook University, may be eligible for academic renewal. Under this policy, the student's cumulative grade point average and cumulative credit total will be calculated based on course grades earned as of the date of academic renewal, although the original grades and grade point average remain on the transcript. After academic renewal, students must earn 55 credits in residence to be considered for degrees with distinction. For eligibility requirements, see a representative in your Health Sciences school.

Grade Reports

Grade reports are prepared at the conclusion of each term and are accessible through the SOLAR system, www.stonybrook.edu/solarsystem. Note: Although credit for repeated courses is included in the total semester credits, only credit for approved repeated courses will ultimately count toward graduation.

Academic Standing

The academic standing of Health Sciences students is subject to the policies of the school in which the student is enrolled. Each school has a committee on academic standing which is advisory to the dean. Appeals from decision of deans are directed to the senior vice president for Health Sciences.

Similar procedures are followed in cases where academic dishonesty is alleged to have occurred. Refer to the academic

standing requirements for each in subsequent "School" sections of the Health Sciences Bulletin.

Academic Honesty

Intellectual honesty is the cornerstone of all academic and scholarly work; academic dishonesty is viewed as a serious matter. Detailed policies and procedures for hearings and other matters are provided in the "School" sections of the Health Sciences Bulletin.

Degree Requirements

Requirements for the Bachelor of Science

All Health Sciences candidates for the Bachelor of Science degree must satisfy all University graduation requirements, as well as the Health Sciences school requirements for the specific degree. At least 120 credit hours of passing work must have been completed for the Bachelor of Science degree. Each candidate must earn at least 39 credits in upper division courses (numbered 300 and higher) and have an overall cumulative grade point average of at least 2.00. Additional grade point average requirements for specific schools are described under each "School" section. Students advanced to the Bachelor of Science in Health Sciences program must complete the University's Diversified Education Curriculum. All other Health Sciences students must complete the following course distribution requirements:

Basic Writing Competence Requirement (3 credits)

Students entering Stony Brook University who have not already passed a composition course equivalent to Stony Brook's WRT 101 with a grade of C or higher, must take a diagnostic placement examination on entry and begin the writing requirement during their first two semesters at Stony Brook. Until they have completed the writing requirement, students are assigned to preparatory courses (i.e., WRT 100 and ESL courses), then WRT 101, in sequence, on the basis of the score obtained on their diagnostic examination.

Natural Sciences and Mathematics (6-8 credits)

This requirement may be met by completing two semester courses from the offerings of the following departments, divisions or schools: applied mathematics and statistics, astronomy, atmospheric sciences, basic health sciences, biological sciences, chemistry, computer science, marine sciences, earth and space sciences, engineering, geology, interdisciplinary natural sciences, mathematics, physics, technology and society (student teaching courses are not acceptable).

Social and Behavioral Sciences (6-8 credits)

This requirement may be met by completing two semester courses from the offerings of the following departments or interdisciplinary programs: Africana studies*, anthropology, economics, history, Judaic studies*, linguistics, political science, psychology, social sciences interdisciplinary program, interdis-

*Appropriate choices are identified in the Undergraduate Bulletin by the course designators AFH, JDH, and AFS, JDS, respectively.

ciplinary social and behavioral sciences, sociology, and appropriate interdisciplinary courses offered in the Health Sciences programs (student teaching courses are not acceptable).

Humanities and Fine Arts (6-8 credits)

Two term courses may be chosen from among the offerings of the following departments or interdisciplinary programs: Africana studies*, art, classics, comparative literature, English (but not WRT), foreign languages at the intermediate level or above, humanities, Judaic studies*, music, philosophy, religious studies, theatre arts, and appropriate courses offered by the School of Medicine's Department of Community and Preventive Medicine. Studio and performance courses in art, music and theatre arts are generally not acceptable.

Transferred Undergraduate Credits from Other Universities

Equivalent or transfer credit to fulfill general University requirements is determined by the Health Sciences school to which the student has been admitted. Courses taught at the University which are appropriate to fulfill University requirements are listed in the Undergraduate Bulletin. Some specific study areas and course levels are not accepted for this purpose by the schools of the Health Sciences programs. The student must discuss with his or her advisor which courses are appropriate and will be acceptable to fulfill the general university requirements.

Residence Requirement

For undergraduate students, the University residence requirement states that after the 57th credit, students must earn at least 36 credits at Stony Brook University. Exceptions for programmatic reasons are noted under applicable programs in this Bulletin.

Double Degrees and Second Majors

Students at Stony Brook may pursue second majors and simultaneously earn bachelor's degrees from both the Health Sciences and a west campus college if they have been formally admitted to each unit and fulfill the criteria and requirements outlined below.

For second majors, the student must receive written approval from the dean of the Health Sciences school in which the student is enrolled and the west campus department or program involved.

For double degrees, written approval to undertake this curriculum must be obtained from the dean of the Health Sciences school in which the student is enrolled, subject to review and final authorization by the Office of Undergraduate Academic Affairs. The double degree may include either a Bachelor of Arts, a Bachelor of Science or a Bachelor of Engineering degree from a west campus program and a Bachelor of Science degree from the Health Sciences program.

The double degree will be given only when:

1. A concentration in the second field has been completed in a time span greater than required for one degree, i.e., normally five years of full-time study; and
2. A candidate has competency in two essentially different areas of specialization, i.e. in a Health Sciences program and a specific major in a west campus program.

To earn credit towards a double degree, a student must fulfill the following requirements:

- Minimum total credits, 144
- Minimum liberal arts credits, 90
- Diversified education curriculum including the entry skill requirements of the University, the completion of which also satisfies the requirements of the Health Science program
- Minimum of 36 Stony Brook liberal arts credits (of which at least 15 must be in upper-division courses)
- Minimum Health Sciences credits as determined by the department and school of the selected major
- Minimum quality point average and minimum unduplicated coursework as required for each degree.

Only double degrees, not second majors, may be earned by students studying jointly in the Schools of Nursing or Social Welfare and a west campus college. Students in the School of Health Technology and Management may earn either a double degree or a second major. Since December 21, 2001, students studying for the Bachelor of Science in Health Sciences are no longer eligible to pursue a double degree. For a second major, all current guidelines and regulations apply, except that the distribution requirements are those currently in effect for Health Sciences programs.

The degree date for double degrees or second majors is determined by the latest completion date for each degree or each major program. The latter degree date is posted even if one degree or major program is completed earlier than the other.

Second Bachelor's Degree Program

Students who have completed the requirements for, and received a bachelor's degree from Stony Brook or another accredited institution, and who wish to earn a second degree from a Health Sciences program, must apply and be accepted as a matriculated student for the second baccalaureate degree program. After completing the first degree, the student must earn at least 36 credits in residence at Stony Brook and complete a new major. Of these 36 credits, 21 must be at the upper-division level (courses numbered 300 or higher), primarily from courses chosen for the major.

Students who are required to fulfill the Diversified Education Curriculum must also complete the Expanding Perspectives and Cultural Awareness portion of the DEC requirements. Coursework completed for the first bachelor's degree, whether taken at Stony Brook or elsewhere, does not count toward completing these requirements.

Second bachelor's degree students who wish to qualify for degrees with distinction must complete 55 credits in coursework at Stony Brook toward the second degree. All second bachelor's degree candidates must have completed courses judged equivalent to a Health Sciences program prerequisites. For purposes of registration and academic standing, matriculated candidates for a second baccalaureate will be treated as seniors.

Summer Study Elsewhere

To insure that projected courses will be fully acceptable for transfer credit, students planning to take summer courses elsewhere should discuss plans in advance with their Health Sciences academic advisors to obtain assistance in determining courses and their school equivalents. Appropriate transfer

credit will be granted after the office of student services receives an official transcript indicating that the student has completed the courses with an acceptable grade (C or higher).

Requirements for Graduate Degrees

All candidates for M.P.H., M.S., M.S.W., M.S.W./J.D., D.P.T., D.D.S., D.N.P., and M.D. degrees should consult the appropriate "School" section of the Health Sciences Bulletin.

Graduate Student Residence and Matriculation Requirements

To be certified for a graduate degree, a student must have earned the equivalent of one year of full-time study in the school of enrollment.

The purpose of the residence requirement is to ensure that the graduate student participates in the professional life of the program beyond class attendance. Students must maintain matriculation by registering for at least one graduate credit course in research or independent study during each academic term for which they are maintaining matriculation.

To be eligible to receive a degree, a student must register for at least one graduate credit for the academic term in which the degree is conferred.

This includes those graduate students who are not taking classes, but who use the library, laboratories, or computer facilities; who are consulting with the faculty while working on their dissertation, clinical experience, or independent study; and who are preparing for or taking required examinations. Students who hold graduate traineeships, research assistantships, or fellowships must be registered as full-time students.

Graduate students who are supported on faculty research grants or assistantships, traineeships, and fellowships during the summer must be registered in approved courses in the summer session.

Graduate Study Away from Campus

Normally it is expected that a graduate student's course of study and research will be conducted at the Health Sciences building under the direct guidance of the faculty of the program in which the degree is sought or at facilities close by such as Brookhaven National and Cold Spring Harbor Laboratories, hospitals and other health agencies on Long Island, or at libraries in New York City. However, there may be circumstances in which the student's work might be facilitated if it were done elsewhere. In such cases, the school may give permission for the student to carry on work away from the campus. Permission is ordinarily based on the following factors:

1. The reasons for the request
2. The conditions under which the student's work away from campus is to be performed, supervised, and evaluated
3. The registration of the student as a graduate student in the school and payment of the necessary fees. A student who is supported by a stipend or grant from state funds, or from university monitored Federal and private sources, must be registered as a full-time student. If the student is employed elsewhere, in a position not under the university or Health Sciences jurisdiction, matriculation may be maintained by registering for at least one credit of research or independent study in each academic period
4. Agreement by the dean of the school that permission for the student to do work away from the campus will not diminish the school's capability to fulfill its commitment

5. An agreement from the institution where the student's work is to be performed, in which acceptance of responsibility for its supervision is made. In the case of archival research or field work, a statement of authorization for the student to use such resources must be obtained
6. The approval of the student's academic advisor.

Graduate Student Exchange Credits

When the special educational needs of a graduate student at one campus of the State University of New York can be served best by taking a course for credit at another institution in the system the student should obtain a statement from the dean of the school recommending admission of the student to take the desired course at the visited institution. The recommendation should state that the student has the prerequisites for the course and that, if the course is successfully completed, credit for it will be accepted toward the degree. The statement from the dean should then be sent to the graduate school of the visited institution, where it will be cleared with the instructor of the course and the chairman of the department concerned. When approval is obtained, the student will be admitted as a special student for purposes of taking the requested course. The student will pay appropriate tuition and fees at the visited institution. If the student has a waiver of tuition at his or her home institution, the waiver will be recognized by the visited institution. At the completion of the course, the visited institution will, upon request, send a transcript to the student's home institution. This exchange is restricted to courses not available at the home institution.

Transferred Graduate Credits from Other Universities

Graduate candidates may petition the school to accept credits from another institution toward his or her degree. The school has the responsibility of deciding on the applicability of credits to the specific program. Normally, transfer credits will be limited to no more than six credits.

Apply for Graduation

To qualify as a candidate for graduation, all students in graduate, undergraduate, advanced certificate and non-credit career programs in HTM must apply online through the SOLAR system. Deadlines are published in the Health Sciences Academic Calendar and are available in the office of student services. If a student applies for graduation and wishes to change the degree date, the student must complete the Graduation Change Date Form found on the office of student services web site, click on Records and Registration.

Awards and Honors

School Awards

A candidate for the bachelor's degree may receive school or departmental awards for superior performance upon recommendation of the faculty of the school in which the student is enrolled.

Undergraduate Dean's List

At the end of each semester, the dean of each academic undergraduate unit compiles a Dean's List of undergraduate students who constitute approximately the top 20 percent of the

class. Each full-time student must complete in that semester at least 12 credits for a letter grade (including S) and have no U's, I's, NR's, NC's, NF's, Q's or F's. P grades are not considered to be letter grades. Part-time students must have earned at least six credits in a semester of letter graded work (not including S or P grades). The grade point cutoffs are: juniors 3.45, seniors 3.60 in the School of Health Technology and Management; juniors and seniors 3.60 in the School of Nursing; juniors and seniors 3.74 in the School of Social Welfare. Juniors must have earned a total of 57 credits; seniors must have 85 credits.

Degrees with Distinction

Degrees with distinction are conferred on candidates for the Bachelor of Science degree who have completed at least 60 credits at Stony Brook, excluding special examination and waiver credit (or 43 credits for Registered Nurse Baccalaureate students), and who attain the requisite grade point average (determined by the school). The levels of distinction are summa cum laude, magna cum laude, and cum laude, and constitute approximately the 98th percentile, the 93rd percentile and the 85th percentile, respectively. Attainment of a degree with distinction is indicated on the student's diploma and permanent academic record. The grade point cutoffs are as follows, for students in the School of Health Technology and Management, summa cum laude, 3.85; magna cum laude, 3.75; cum laude, 3.60; students in the School of Nursing, summa cum laude, 3.80; magna cum laude, 3.70; cum laude 3.60; students in the School of Social Welfare, summa cum laude 3.90, magna cum laude 3.80, cum laude 3.70.

University Awards

The University pays tribute to its outstanding students through the conferring of awards, election to honorary societies, and granting of departmental and University honors. The following University awards are presented each year:

The Ward Melville Valedictorian Award is named in honor of the first chairperson of the Stony Brook Council. Presented annually, it is the University's most distinguished undergraduate honor and is presented to the graduating senior who has attained the highest academic average during four years at Stony Brook.

The William J. Sullivan Award is presented annually by the University in honor of Justice William J. Sullivan, late chairperson of the Stony Brook Council. It is the most prestigious service award the university presents to a graduating senior. The award represents the University's recognition of particularly outstanding service contributions to the development of academic and student life on the campus.

The H. Lee Dennison Award, named in honor of Suffolk County's first chief executive, is presented by the University to the graduating senior who entered Stony Brook as a transfer student, completed at least 60 credits of letter grades at Stony Brook, and attained the highest academic average in that work.

The Distinguished Community Service Award is presented annually by the Stony Brook Foundation to a graduating senior in recognition of particularly outstanding contributions to public service in the Long Island region.

The United University Professions Award is presented to that member of the graduating class who has most displayed

an unselfish concern for the promotion and protection of human rights and values.

The Elizabeth D. Couey Alumni Association Award is presented by the Stony Brook Union Advisory Board and the Department of Student Union and Activities to a graduating senior who has exhibited outstanding contributions toward the improvement and growth of student services and programs and exemplifies Elizabeth Couey's unique qualities, which include the ability to listen with understanding, guide without boundaries, give and take with love, and grow with each passing day.

The Junior Class Award is presented annually by the University Association to two outstanding juniors in recognition of academic excellence and personal contributions to the University community.

The Faculty-Student Association Elsa Jona Quality of Campus Life and Enrichment of Work Environment Award is given to students in good academic standing who have created or revitalized programs or projects that meet evident needs of the campus community or campus work environment, serve a large number of people, and have the potential to continue in future years.

The Elisabeth Luce Moore Award in International and Religious Studies is given annually to a deserving student who demonstrates outstanding academic achievement and gives promise of contributions of unusual stature to the fostering of international understanding and/or the appreciation of religious values.

The Minorities in Medicine Award is presented annually by the Minorities in Medicine Organization to an outstanding African-American, Latino or Native American upper-division student who has demonstrated a commitment to pursuing a career in the health professions.

The Norma Mahoney Black and Hispanic Alumni Association Award is presented to an African-American, Latino or Native American graduating senior who has excelled in his or her studies and who has demonstrated a concern for the African-American, Native American and Latino communities.

The Single Parent Awards are presented to full-time students in their junior year who are single parents in need of financial assistance.

The Returning Student Award is presented by the University Association to an undergraduate who has successfully returned to college after years or decades away from higher education. The award recognizes academic excellence and service to the community beyond the campus.

Honorary Societies

Induction into an honorary society also acknowledges outstanding academic performance on the part of a student.

Alpha Omega Alpha, a chapter of Alpha Omega Alpha, the national honor medical society, annually recognizes outstanding medical students, alumni and faculty.

Alpha Eta is a national honorary society for the allied health professionals. The Stony Brook chapter was established in 1982 to recognize and encourage scholarship in allied health.

Lambda Beta is a national honor society for the profession of respiratory care. The Stony Brook chapter in the School of Health Technology and Management was formed in 1987. The criteria for election include scholarship and community and professional service.

Lambda Tau is a national honor society for the profession of Clinical Laboratory Sciences. The Stony Brook Sigma Beta chapter in the School of Health Technology and Management was formed in 1993. Eligibility is limited to no more than 15 percent of each class.

Phi Beta Kappa is a national honorary society devoted to the promotion of scholarly attainment in liberal arts and sciences. Election to Phi Beta Kappa is not only based on high grades.

Pi Theta Epsilon is a national honor society for the profession of occupational therapy. The Stony Brook chapter in the School of Health Technology and Management was established in 2001 to recognize high achievement in scholarship and research.

Sigma Theta Tau International Nursing Honor Society recognizes outstanding nursing students. The Kappa Gamma chapter in the School of Nursing was chartered in 1988.

Sigma Xi is a national honorary society for achievement in pure or applied scientific research. Any student associated with Stony Brook who has through research achievements shown a marked aptitude that is expected in due course to lead to the fulfillment of the requirements for full membership, may be nominated by a faculty member or department and elected as an associate member of Sigma Xi but also on breadth, balance, and proportion in the candidates' programs.

The Sigma Tau chapter of Omicron Kappa Upsilon (OKU) was established at the School of Dental Medicine in 1977. Based on academic excellence, character references and service, the active members of the chapter may elect up to 12 percent of the graduating students each year to membership in this organization.



Academic Year Fees and Charges



The academic year fees and charges are correct as of print date. All fees and charges are subject to change without notice.

Tuition

| | NYS Resident | Out of State Resident |
|-------------------------------|---------------------|------------------------------|
| Undergraduate | | |
| Full-time (12+ credits) | \$4,970.00 | \$13,380.00 |
| Part-time (per credit) | 207.00 | 558.00 |
| Graduate/Professional | | |
| Full-time (12+ credits) | \$8,370.00 | \$13,780.00 |
| Part-time (per credit) | 349.00 | 574.00 |
| Medical | 24,850.00 | 48,770.00 |
| Dental | 21,420.00 | 47,300.00 |
| Doctor Physical Therapy/DNP | 15,100.00 | 26,630.00 |
| DPT part-time, per credit/DNP | 629.00 | 1,110.00 |

Application Fee (one-time charge)

| | NYS Resident | Out of State Resident |
|--|---------------------|------------------------------|
| Undergraduate | \$50.00 | \$50.00 |
| Graduate (non-refundable) | 100.00 | 100.00 |
| Physician Assistant and Physical Therapy (entry level) | 50.00 | 50.00 |
| School of Medicine | 100.00 | 100.00 |
| School of Dental Medicine | 75.00 | 75.00 |

Student Activity Fee

| | NYS Resident | Out of State Resident |
|---|---------------------|------------------------------|
| Undergraduate (12+ credits) | \$188.50 | \$188.50 |
| Undergraduate (1-11 credits) per credit | 8.00/cr | 8.00/cr |
| Graduate (12+ credits) | 50.00 | 50.00 |
| Graduate (1-11 credits) | 16.00 | 16.00 |
| Dental School | 75.00 | 75.00 |
| Medical School | 90.00 | 90.00 |

Comprehensive Fee

| | NYS Resident | Out of State Resident |
|--|---------------------|------------------------------|
| Undergraduate | | |
| Full-time (12+ credits) comprised of: | \$1,421.00 | \$1,421.00 |
| <i>College Fee</i> | 25.00 | 25.00 |
| <i>Infirmery Fee</i> | 277.00 | 277.00 |
| <i>Athletic Fee</i> | 478.00 | 478.00 |
| <i>Transportation Fee</i> | 242.00 | 242.00 |
| <i>Technology Fee</i> | 399.00 | 399.00 |
| Part-time (1-11 credits) comprised of: | | |
| <i>College Fee (per credit)</i> | \$0.85 | \$0.85 |
| <i>Infirmery Fee (per credit)</i> | 13.85 | 13.85 |
| <i>Athletic Fee (per credit)</i> | 23.90 | 23.90 |
| <i>Transportation Fee (per credit)</i> | 12.10 | 12.10 |
| <i>Technology Fee (per credit)</i> | 19.95 | 19.95 |
| Graduate/Professional | | |
| Full-time comprised of: | \$943.00 | \$943.00 |
| <i>College Fee</i> | 25.00 | 25.00 |
| <i>Infirmery Fee</i> | 277.00 | 277.00 |
| <i>Transportation Fee</i> | 242.00 | 242.00 |
| <i>Technology Fee</i> | 399.00 | 399.00 |
| Part-time comprised of: | | |
| <i>College Fee (per credit)</i> | \$0.85 | \$0.85 |
| <i>Infirmery Fee (per credit)</i> | 13.85 | 13.85 |
| <i>Transportation Fee (per credit)</i> | 12.10 | 12.10 |
| <i>Technology Fee (per credit)</i> | 19.95 | 19.95 |

Other Fees

| | |
|---|---------------------|
| Undergraduate Tuition Deposit (applies toward first term charges) | \$150.00 |
| Housing Deposit (applies toward first term charges) | \$200.00 |
| Late Registration Fee | 40.00 per term |
| Late Payment Fee (each occurrence) | 50.00/ up to 200.00 |
| Late Add-Drop Fee | 40.00 per term |
| Returned Check Fee | 20.00 per check |
| Lost ID Card Fee | 25.00 per card |
| Transcript Fee | 5.00 each |
| University Health Insurance (required) | 1,155.50 per year* |
| International Student Insurance (mandatory) | 1,089.75 per year |

On-Campus Housing**

| Residence Halls | |
|--------------------------------|----------------------|
| Single Room | \$7,430.00 per year |
| Double Room | 6,442.00 per year |
| Specialty Room (Tabler & Roth) | 6,586.00 per year |
| Specialty Suite (Roth) | 7,576.00 per year |
| Meal Plan (if applicable) | 3,700.00 per year*** |
| Summer Session Housing | prorated per week |
| Summer Session Meal Plan | prorated per week |

West Apartments

| | |
|------------------------|------------------------|
| West Apartments Single | \$7,892.00 fall/spring |
| West Apartments Double | 6,684.00 fall/spring |
| Summer | prorated per week |

Chapin Apartments

| | |
|---------------------------------------|----------------------|
| One-Bedroom Apartment | \$1,116.00 per month |
| Four-Bedroom Apartment (single room) | 573.00 per month |
| Three-Bedroom Apartment (double room) | 392.50 per month |

Schomburg Apartments

| | |
|--------------------------------------|----------------------|
| Four-Bedroom Apartment (single room) | \$690.00 per month |
| One-Bedroom Apartment | \$1,342.00 per month |

Note: Other fees may be required by programs

Residents who reside in campus housing during non-traditional occupancy periods, or prior to or beyond the start and end dates of the traditional academic semesters will be charged additional fees on a daily basis for each day of occupancy.

*Additional \$30 fee for Schools of Medicine, Dental Medicine, Nursing and Professional HSC students. Students with health insurance may waive fee by completing an insurance waiver on their SOLAR accounts. Proof of insurance coverage must be provided for some programs.

**Average on-campus housing rates. For complete description of types of on-campus housing, visit: www.studentaffairs.stonybrook.edu/res/. Contact Campus Residences at (631) 632-6750.

*** There are several meal plan options available. For complete information regarding meal plans visit: www.campusdining.org/openchange-meal-plans/. Contact the Meal Plan Office at (631) 632-6517.

Comprehensive Fee

The Comprehensive Fee description is comprised of the College Fee, Athletic Fee, Infirmary Fee, Technology Fee and Transportation Fee.

Athletic Fee

The athletic fee provides funding for the operation of the intercollegiate athletic program and allows for free admission for undergraduate students to campus sporting events.

Infirmary Fee

The infirmary fee covers medical services performed by a staff of physicians, physician assistants, nurses, and nurse practitioners in the Walk-In Clinic and Women's Center, as well as in-house laboratory tests and some over-the-counter medications. The Student Health Service Building is the only campus location where the infirmary fee can be used. The hours are Monday to Friday, 8:00 am to noon and 1:00 pm to 5:30 pm, Tuesday until 7:30 pm. During summer and semester breaks the hours are Monday to Friday 8:00 am to noon and 1:00 pm to 4:00 pm.

Technology Fee

The technology fee provides the necessary resources to maintain and improve information technology for students, including but not limited to purchase and replacement of student computer workstations, staffing for expanded SINC site operation, new public computer sites, maintenance and expansion of the dial-in remote access, and installation and maintenance of networks serving the residence halls.

Transportation Fee

The transportation fee funds the free campus-wide bus service providing express and local routes, a climate-controlled waiting shelter in South P parking lot, off-campus bus routes on weekends to shopping areas, and improved parking facilities, including resurfaced lots, additional parking spaces, improved lighting, and emergency phones.

- Waivers will be considered for students only enrolled in off-campus courses and graduate students studying off campus for the full semester.

Graduate students who are studying off campus for the full semester may consult our Web page at: www.stonybrook.edu/bursar for instructions about fee waivers. It is the student's responsibility to file all waiver requests by the end of the third week of classes.

Payment Procedures

Payment is made by check or credit card (MasterCard, Visa, American Express and Discover). Payments can be made online through SOLAR. Students receiving financial aid will have a deferment on their accounts equal to the amount of the award. Tuition, fees, health insurance, campus room and meal charges (not campus apartments) may be deferred.

Students making payment after the published due dates will be required to pay a late payment fee of \$50. Late payment fees are cumulative up to \$200 per term. Those students who register on or after the first day of classes in a given term

will be required to pay a registration fee of \$40. The late registration period ends at the close of the second week of classes of each academic period. Students failing to meet financial obligations may be subject to additional fees/fines for collection agency charges.

Failure to satisfy their financial obligation in any given term will prevent students from receiving academic credit, transcripts, diplomas, and certifications, as well as being permitted to register for future terms and apply for on-campus housing. Delinquent accounts may be transferred to private collection agencies or the New York State Attorney General's Office for collection, and are subject to additional fee/fines and interest from the collection agency. Nonpayment does not constitute official withdrawal, which must be done through the HSC office of student services. Also, failure to attend classes will not relieve students of their financial obligation or entitle them to a refund. The date of official withdrawal determines eligibility for any refunds in accordance with the University refund policy.

All students, after registering for classes, will be able to view their billing statement electronically on the Student On-Line Access to Records (SOLAR) system. No paper billing statement is printed or mailed. Students will be sent due date notifications through the SOLAR system and to their primary email address with the University. The SOLAR system is the primary method in which official communications regarding a student's account are sent, so it is important to check it often.

Students who wish to register after the cut-off date will be required to make payment or properly defer their entire bill in order to register.

Time Option Payment Plan (TOPP)

The University offers a Time Option Payment Plan (TOPP) which allows the student to make equal and consecutive payments throughout the semester. The only cost is a \$40 processing fee to help defray the administrative expenses of the program. The Time Option Payment Plan is a semester based program, and enrollment, if desired, must be completed each term. A nonrefundable \$40 processing fee is charged each term. For further information, please contact student accounts, (631) 632-2455. Enrollment is completed on SOLAR.

Payments and Anticipated Aid

The electronic bill will list University charges less any anticipated aid. Anticipated aid is entered on the student's account only after the financial aid award process has been completed. Only charges for tuition, fees, campus room and meal charges (not charges for graduate campus apartments) may be covered by anticipated aid. The following types of awards may be considered "anticipated aid":

- Federal Perkins Loan and Federal Supplemental Educational Opportunity Grant (SEOG)
- NYS Tuition Assistance/Regents Scholarship Awards
- Federal Pell grants
- Federal Stafford Loans
- Educational Opportunity Program (EOP)
- Private scholarship if a letter from the donor organization is submitted to Student Accounts Office prior to the billing due date.

If the current bill does not reflect anticipated financial aid, the student must pay the amount due by the date indicated. If

financial aid is received after the bill is paid, the student will be eligible for a refund. Failure to apply for financial aid in a timely manner does not relieve students from the obligation to meet all payment deadlines or late payment fees.

Refund Policy

Tuition and Fees

Students who officially withdraw from Stony Brook University or reduce the number of credits for which they are registered may be entitled to a prorated refund of tuition or a prorated adjustment of tuition charges billed based on the following schedule. Fee charges billed will not be removed or refunded after the first week of classes.

Tuition and Fees Refund Schedule

15 Week Semester

| | Tuition Refund | Fee Refund |
|--------|----------------|------------|
| Week 1 | 100% | 100% |
| Week 2 | 70% | 0 |
| Week 3 | 50% | 0 |
| Week 4 | 30% | 0 |
| Week 5 | 0 | 0 |

9 or 10 Week Semester

| | Tuition Refund | Fee Refund |
|--------|----------------|------------|
| Week 1 | 100% | 100% |
| Week 2 | 50% | 0 |
| Week 3 | 30% | 0 |
| Week 4 | 0 | 0 |

6 Week Semester (includes Summer Session)

| | Tuition Refund | Fee Refund |
|--------|----------------|------------|
| Week 1 | 100% | 100% |
| Week 2 | 30% | 0 |
| Week 3 | 0 | 0 |

The first day of classes is the day school officially begins based on the published academic calendar.

Students attending evening classes that meet for the first time on the last day of the 100% refund period will have a one-day grace period to withdraw from the class and still be eligible for a full refund.

Refund of Tuition Deposit

Tuition deposit refund requests must be made in writing to Student Accounts/Refund Unit, 254 Administration, Stony Brook University, Stony Brook, New York 11794-1301 or faxed to (631) 632-1308. Requests must be received by the due date, for fall is May 1 or 30 days after the offer of admission, whichever is later. No tuition deposits will be refunded once classes have begun.

Refund of Housing Deposit

If a student no longer plans to reside on campus, he/she may request a partial refund of his/her housing deposit in accordance with the appropriate semester deadlines. If a student chooses to request a refund after making a room deposit, a forfeit fee of \$100 per each request will be assessed. There are no refunds of the housing deposit after the start of classes, regardless of whether or not the student is enrolled for the semester.

Fall: The last day to cancel housing and receive a partial refund of the housing deposit is August 15. Applicants who submit a housing deposit after August 15th for the fall semester must request a refund by the start of classes.

Spring: Applicants requesting a partial refund of the housing deposit made for the spring semester must request the refund by January 15.

Applications for a partial refund of the housing deposit must be made in writing:

Fax the request to (631) 632-9211 or mail to:

Office of Campus Residences
Mendelsohn Quad
Stony Brook University
Stony Brook, NY 11794-444

Withdrawals

A "W" grade is recorded on the academic transcript.

A student withdrawing shall be responsible for payment of tuition and all fees in accordance with the Tuition & Fee Refund schedule. A student can petition the refund policy provided the student has not completed more than one-half of the term and the student will not receive any academic credit for any classes enrolled for that term. The student must submit in writing a request for removal of tuition charges. A campus designee will review the request and determine if an adjustment is due. No money will be refunded or charges removed unless the petition is made within one year of the end of the term for which the tuition and fees were incurred at the university.

Cancellations

No grade is recorded on the academic transcript.

A student who is given permission to cancel his or her registration shall be responsible for payments of tuition and all fees in accordance with the Tuition & Fee Refund schedule.

Petitions for Cancellation

Approved Academic Petitions will not result in removal or adjustments of tuition and fee charges. To be eligible for financial review ONLY the following criteria will be accepted.

- Attending another SUNY or NYS Community College
- Military Service - Detailed documentation must be submitted.

No refunds will be processed for students who have completed more than one-half of the term. All requests must be sent to:

Office of Student Accounts
254 Administration Building
Stony Brook University
Stony Brook, New York 11794-1301

Dismissals

A student who is dismissed for academic or disciplinary reasons prior to the end of an academic term shall be liable for tuition and fees due for the term according to the Tuition & Fee Refund schedule.

Changes in Enrollment and Financial Aid Implications

Financial aid recipients who are withdrawing from the University or changing their status from full-time to part-time must consult with a financial aid advisor regarding the impact of these actions on their financial aid awards. Federal regulations require a review of all student aid received in order to determine if the student is still eligible for the full amount. In case of a withdrawal, this determination is based on the withdrawal date as processed by the Health Sciences Center Office of Student Services and on the amount of time the student spent in academic attendance. After 60% of the semester has passed, students have earned 100% of the federal financial aid awarded to them. Please note that this federal refund calculation is separate and different from the refund calculation of institutional charges done by the Bursar's Office.

All Refunds

Based on SUNY Policy 057.1, no money shall be refunded or charges removed unless application is made within one year after the end of the term for which the tuition and fees were incurred at the University. All requests must be sent to:

Office of Student Accounts
254 Administration Building
Stony Brook University
Stony Brook, New York 11794-1301

For additional information on the University Refund policy contact the Office of Student Accounts at (631) 632-2455.

Meal Plan

Students who withdraw from the University will be billed a prorated portion of the meal plan up to, and including, the official withdrawal date. Prorations are calculated on a weekly basis.

Students who wish to cancel their meal plan because they have moved off-campus or to a cooking building/area in the Residence Halls, must notify the ID/Meal Plan Office in writing to: Room 250, Stony Brook Union, Stony Brook, NY 11794-3209. The meal plan will then be canceled and the charges prorated. Prorations are calculated on a weekly basis, effective the end of the week the Meal Plan Office was notified to cancel.

Students who live on campus for the fall semester but will be moving off-campus for the spring semester must notify the ID/Meal Plan Office either in writing or in person to avoid incurring meal plan charges for the spring semester.

New York State Residency

Students interested in establishing New York State residency for tuition purposes must file a petition with the Student Accounts Office. The completed petition and supporting documentation must be submitted by the end of the second week of classes to be considered for the current semester. To satisfy residency requirements, the student must be a legal resident of New York State. Legal residence means that the student currently resides in New York State and intends to make the state his or her permanent home. Living in New York State solely to attend college or another post-secondary institution does not, in itself, establish legal residence. For grant and

scholarship programs which require award recipients to be New York State residents, the student must be a legal resident of New York State for at least 12 months before the term for which assistance is sought.

Stony Brook University Medical Center Transportation and Parking Options

Students are advised to take advantage of the public transportation network that services Stony Brook University to travel both on and off campus. The Stony Brook University Bus Service, which provides transportation on campus, and Suffolk Transit, which provides service to all local off campus destinations, are both available for students to utilize. The Stony Brook University Bus Service is available free of charge and operates seven days a week throughout the calendar year. For specific schedule and destination information, please visit: www.stonybrook.edu/transportation. Suffolk Transit service is also available for those students interested in traveling to/from off campus destinations. For schedule/fare information, please visit: www.sct-bus.org.

For students who travel to Stony Brook University via personal vehicle, limited parking is available in the HSC, Hospital and Administration Parking Garages. A monthly HSC Parking Garage card is available to qualified students for a fee of \$22.72 per month, or students may park in the Hospital or Administration Parking Garages for a fee of up to \$10 per day. Evening students may purchase a monthly evening Parking Garage card for \$11.37 per month. Other surface parking options are available to students, and more information can be found in the Parking Services window in the Administration Building, Room 254 or by visiting: www.stonybrook.edu/parking. All vehicles parked in surface parking lots must display a valid parking hangtag obtained through Parking Services.

The University Police Motorist Assistance Program provides assistance with common personal vehicle problems such as battery jumps, locked-in keys, and empty gas tanks. For assistance or further information, please call University Police at 333 from any on campus phone, or (631) 632-3333 from any off campus/cell phone.

Insurance Programs

Health Insurance for Domestic Students

(U.S. citizens and green card holders)

Stony Brook University automatically bills all full-time, matriculated students for a reasonably priced health insurance plan (SHIP). The cost for the fall 2010 semester is \$486.25; for spring/summer 2011 the cost is \$669.25.

All School of Medicine, School of Dental Medicine, School of Nursing, and professional HSC students will be automatically billed for the "clinical" insurance plan, which contains additional coverage for clinical incidents relating to coursework or rotations. The annual cost for this plan is an additional \$30 per year. At press time, the costs for fall 2011 and spring 2012 were not known.

Students who already have a health insurance plan in place and do not wish to have the Stony Brook coverage must complete an insurance waiver on their SOLAR accounts by the end of the second week of fall classes. For some programs, proof of insurance coverage must be provided.

Health science students who are registered at Stony Brook University for 3/4-time attendance may be eligible for the health insurance as well, but on a voluntary basis. Part-time students who wish to enroll in the insurance plan should contact the Student Health Insurance Office (see below) before September 15 (for fall billing) or before February 15 (for spring/summer billing) for an enrollment form.

Students who are enrolled in SHIP may also enroll dependents at additional cost(s). Information and enrollment forms may be obtained from the Student Health Insurance Office; the same dates apply to dependent enrollments as do for part-time eligibility.

Complete information regarding plan benefits may be accessed at www.aetnastudenthealth.com (enter policy number 890444).

Health Insurance for International Students

(F or J visa status and other visa status)

The State University of New York mandates participation in a special SUNY-wide plan, which runs from mid-August to mid-August. The cost for academic year 2010-2011 was \$1,089.75, billed and paid by semester. At press time, the cost for 2011-2012 was not available. For more information, please contact the Student Health Insurance Office. Information may also be accessed at: <http://www.stonybrook.edu/sb/newstudents/nshealthinsurance.shtml> (follow the links to International Health Insurance).

The Student Health Insurance Office is located in the West Campus Student Health Service (Infirmary). Call (631) 632-6331 or 632-6054. Hours are 9:00 am to 4:00 pm, Monday to Friday. E-mail may be addressed to: shorship@notes.cc.sunysb.edu

Liability Insurance

Students admitted to most academic programs are required to purchase liability insurance prior to participating in clinical assignments. For more information, contact the appropriate Health Sciences school.

Campus Residences

When the campus housing facilities are occupied at or above 100% occupancy of the regular designed capacity, residents who check out properly will be billed a prorated portion of the semester's room charge through the end of the week in which they last occupied a space in the residence halls.

When the residence halls are occupied at a level below 100% of the regular design capacity, residents who check out will be billed the full semester's housing charge, with no proration. Residents may petition for an adjustment of their housing charge by documenting in writing the extenuating circumstances that led to their departure and mailing to:

Campus Residences
100 Circle Road
Stony Brook, New York 11794-4444

Students withdrawing from housing to pursue a clinical rotation at an external location will not be released from their agreement unless occupancy is at or above 100%. Students who live in the residence halls for the fall semester but will not be returning for the spring semester must properly check out by 8:00 p.m. on the last day of the fall semester to avoid incurring housing charges for the spring semester. Refund of hous-

ing deposits: Applications for refund of the room deposit must be made in writing to: Campus Residence at the above address or fax to (631) 632-9211. Fall applicants' deposits will be refunded as follows:

Requests postmarked at least 15 days prior to the start of classes: \$100

Requests postmarked less than 15 days prior to the start of classes: \$0

Applicants who submit deposits after May 1 for the fall semester must request a refund within 30 days of the date of the deposit or by the first day of classes, whichever occurs first. Spring applicants must request the refund within 30 days of the date of the deposit or by the first day of classes, whichever occurs first.

Personal and Living Expenses

On-Campus Housing

University Residence Halls

The University undergraduate housing is organized as small residential colleges in order to foster social, intellectual and cultural interaction. The residential colleges, each housing approximately 200 students, are arranged in complexes called quadrangles ("quad"). Living arrangements include single rooms (limited number), double rooms, and four- or six-person suites. Every student is provided with a bed, dresser, study desk, chair, lamp and closet. Each residence hall contains community lounges, study areas, laundry and recreation facilities. Cafeterias operate in some of the quads. All students residing on campus are charged a cooking fee or meal plan fee each semester.

Limited single rooms are available in Eleanor Roosevelt Quad. Other housing charges are described in "Academic Year Fees and Charges."

Most Health Sciences students request the West Apartments because of the designed singles, quiet atmosphere, and availability of intersession housing. There is a limited allocation of space within West for health sciences students who follow a modular academic calendar. Health Sciences students who must return to the campus before the official opening of the residence halls for the spring term must note that on their housing application.

Intersession housing is available only to residents of James, Irving, and Hand Colleges and the West Apartments, and their authorized guests. Residents of other residence halls may either stay in the room of a friend who is assigned to an open building, or may permanently move to a vacancy in an open building. Occupants of intersession housing pay an additional fee for residing on campus during this period.

The West Apartments (Undergraduate and Graduate Housing)

A limited number of spaces have been allocated for health sciences undergraduates in the West Apartments, our newest residential facility. Featuring single and double occupancy bedrooms in four bedroom apartments, the West Apartments offer the option of year round housing in an apartment setting for upper division undergraduates who possess a minimum GPA of 3.0 or greater. All units are fully furnished, have fully

equipped kitchens, air conditioning, cable TV, and phone service in each bedroom. Residents of the West Apartments sign yearlong agreements and are financially obligated for the entire length of the agreement.

The Chapin Apartments

This apartment complex, located near the Health Sciences buildings, is designed to house graduate health sciences students and students with families. One- two- three- and four bedroom furnished apartments are available. Agreements commence upon check-in and end as of May 31 with renewal as of June 1. Residents are responsible for rent during the summer months whether they reside in the space, or not. While single students share two- and three-bedroom apartments with three to five other students, one-bedroom apartments are designated for family accommodations. Married couples with children, or single parents, may occupy entire two-bedroom apartments. Selected apartments have also been partially adapted to accommodate individuals with mobility impairments.

The three-bedroom apartments have two full bathrooms (one and one-half bathrooms in two-bedroom apartments), a kitchen, dining area and a living room. Cable TV and phone service are provided as part of the monthly rent. The apartment rental rates vary.

The Schomburg Apartments

The Schomburg Apartments, which are located behind Kelly Quad, are easily accessible to the Kelly bus stop. The fully furnished accommodations consist of one-bedroom apartments for couples without children and four-bedroom apartments that house single graduate residents. Cable TV and telephone services are provided as part of the monthly rent. Students have access to mailboxes, a large community room, and administrative offices in the common building.

Requests for Campus Housing

Only matriculated students are eligible for on-campus housing. Students currently enrolled in the Health Sciences, and Stony Brook students who are applying to any of the Health Sciences programs for the following fall have an opportunity to select housing accommodations in the spring. Students newly admitted to the Health Sciences programs from other educational institutions will be given information on applying for on-campus housing at the time they are accepted; they may not request on-campus housing until they are admitted. Housing is not guaranteed to transfers including new Health Sciences undergraduates. Applicants are encouraged to submit their request for housing as quickly as possible to maximize the possibility of receiving housing. There is an Off Campus Housing service (631-632-6770) for students who are unable to obtain campus housing and for those who prefer to live in an off campus setting. Housing is guaranteed to new Health Sciences graduate students who submit a housing application and \$200 deposit by May 15. Applications submitted after the above date will be considered only if space is available.

For more information about on-campus living, contact the Division of Campus Residences at (631) 632-6750.

Off-Campus Housing

An off-campus housing service is available to assist students in finding living arrangements off-campus. This service maintains up-to-date listings of available facilities to rent or share in the area. Students may choose to visit the office where they may receive computer printouts based on individual needs;

visit on the Internet, where the listing properties are required to agree to a statement assuring non-discriminatory practices. The average price per month for a furnished room is \$550 per month. Kitchen privileges are most often included in the price. Rooms available in houses rented by other students are listed as "houses to share." That is, arrangements can sometimes be made to share a complete house for \$500 to \$700 per month plus a percentage of the utilities cost, depending upon the number of people sharing the house.

Apartment listings cover those available in standard apartment building complexes and those available in private homes. The usual rental rate for a studio apartment (one large room with bathroom, closets, kitchenette) in a house runs approximately \$600 to \$850. Apartments in housing complexes usually provide more space and privacy. A conventional one-bedroom apartment, including living room, dining room, kitchenette, bathroom and closet space, usually ranges in price from \$650 to \$900 per month. Utility costs, except electricity, are often included in the price.

There are also listings for house rentals in the area. These rentals range from \$800 to \$3,000 per month, not including utilities. The price depends on the number of rooms in the house, the distance from the campus, and the condition of the house.

The off-campus housing service also provides information on short-term housing, bed and breakfast facilities, local hotels and motels, tips for renters, transportation information and local maps. If you are interested in living off-campus, be sure to contact the office as soon as possible. Affordable housing is not abundant in the area. The office is located in room 250 of the Stony Brook Student Union and is open Monday through Friday, 9:00 am through 4:30 pm. For further information, please call (631) 632-6770 or you can visit our web page at <http://och.fsa.sunysb.edu>.

Food and Meal Plans

The Faculty Student Association offers students the health sciences Budget Meal Plan. This meal plan is for use in authorized Health Sciences premises (Book Ends and Windows Cafeteria) and West Campus dining locations. This pre-paid tax-exempt plan can be opened with a minimum of \$20. It is available to commuter students and those students not required to be on a resident meal plan. Your account may be replenished in \$25 increments at the East Campus ID /Meal Plan Office, (Rm. 162, Level 3 in the HSC) Monday, Wednesday, Friday, 8:30 am to 4:00 pm; Tuesday, 10:00 am to 4:30 pm; and Thursday, 7:30 am to 3:00 pm or online at www.campusdining.org.

Billable Commuter and Apartment Plans are also available to Health Science students, the balance on this plan carries over from fall to spring (the plan ends on May 25, any balance left at that time will be forfeit). The plan you apply for in the fall will be the plan you receive in the spring (two-term agreement). Please visit www.campusdining.org for full details.

Health Sciences students who are on a resident meal plan can request that their meal plan be activated to work on both the Health Sciences and West Campus. Please complete a dual meal plan request form at the ID/Meal Plan Office. If you have any questions, please call the East Campus ID Office at (631)444-8151 or the West Campus Meal Plan Office at (631) 632-6517. fall resident meal plans end Jan. 1. Any balance left on the plan will not be refunded or carry over to the spring semester, the balance will be forfeit after this date.

All student meal plans (Budget, Apartment, Commuter, and spring Resident) will end on May 25. Any balance left on the plan will not be refunded or carry over to the summer, the balance will be forfeited after this date.

Education-Related Expenses

These include primarily the estimated costs of transportation to clinical facilities, books and other instructional materials and equipment, and uniforms. Education-related expenses for students in the Health Sciences programs average approximately \$4,000 for the academic year. More information can be obtained from the different Health Sciences programs.

Details on textbook costs can be obtained through the Health Sciences bookstore (Level 2). Students can open a Bookstore Campus Account, a prepaid, taxable debit account in the amounts of \$200, \$300, \$400, or \$500. The amount selected is charged to the Student Account and can be deferred against financial aid or paid in monthly installments utilizing the University's Time Option Payment Plan (TOPP).

The account offers students the convenience of purchasing textbooks and school supplies in the University Bookstore and Matthew's Health Sciences Bookstore using the university ID card. For more information call (631) 632-6517 or sign up for an account at www.stonybrook.edu/bca.

Financial Assistance

Financial aid for Health Sciences students is divided into three basic categories: grants, loans and employment opportunities. Grants, which include scholarships, do not have to be repaid; loans carry some form of interest payment and must be paid back to the lender; employment opportunities afford the student the chance to earn money while attending school. Some financial aid programs are administered by the university, others by Federal and state agencies to which the student applies directly. In all cases, a Health Sciences student or applicant interested in applying for financial aid should first contact one of the following offices for information and application materials: the office of student services for Health Sciences graduate and undergraduate students; the financial aid office in the School of Dental Medicine for dental students; and the office of student affairs in the School of Medicine for medical students.

Eligibility

The purpose of the University's financial aid program is primarily to provide assistance to those students whose families cannot help them meet the cost of their education, and secondarily to ease the burden for those families more able to assist. For Federal aid programs, students are classified as dependent or independent.

To be independent for the Federal aid programs, a student needs to meet one of the following conditions: be at least 24 years old by December 31 of the award year; married; a graduate or professional (medical, dental medicine) student; a veteran; an orphan or ward of the court; have legal dependents other than a spouse.

Aid from most of the programs discussed in the section below is awarded on the basis of financial need. Financial need is the difference between the cost of attendance as determined by the Institution and the Expected Family Contribution (EFC) which is based on information provided by the student and his or her family on the Free Application for Federal

Student Aid (FAFSA). The EFC is based on a formula established by Congress. The cost of attendance includes the cost of tuition and fees, room and board and allowance for books, supplies, transportation and personal expenses. Costs related to child care and/or a disability can also be included. In addition to financial need and specific program eligibility, receipt of financial aid from the Federal aid programs is based on the following conditions: being a U.S. citizen or eligible noncitizen; be matriculated into a degree program; register with Selective Service, if required; satisfactory academic progress; not being in default on educational loans or owing a refund to a state or Federal financial aid program; and certain drug related convictions. Even in cases where the aid has already been awarded, it will be necessary to cancel the awards when the University is informed that the student does not meet one of these conditions. The financial aid "package" is the term used to designate the total financial aid a student receives. For most Health Sciences students loans will be recommended in the package since they will be the primary source of aid used to meet educational expenses. For this reason it is critical for students to understand the terms and conditions of any loan program before applying, since interest rates, deferments, and repayment obligations vary among the different loan programs. Students should also carefully plan their academic year expenses and resources to determine the amount of loan funds they will need.

Satisfactory academic progress must be maintained for continued eligibility for financial aid. Federal and state regulations specify that academic progress be measured each year. Eligibility for assistance from the Federal Work Study Program, the Stafford Loans, Perkins Loan, SEOG and Pell Grant programs is contingent on candidates meeting specific quality and quantity academic standards. Recipients of Federal student financial aid must complete degree requirements within a stated time frame. New York State Education Department's requirements are described in the "TAP" section.

Specifics on academic progress as a condition of Federal student aid eligibility are available from the office of student services.

Special Funds for Health Sciences Students

Health Sciences students may qualify for a number of scholarship programs such as the National Health Service Corps Scholarship Program and the Indian Health Service Scholarship Program. Information about these and other funds can be obtained at the offices of the different Health Sciences programs.

Other programs available to students in specific fields of the health sciences are: the Graduate Nursing Traineeship Program for graduate nursing students; the W. Berghardt Turner Fellowship for graduate students in the Schools of Social Welfare, Nursing, and Medicine; the National Health Service Corps Scholarship Program for undergraduate students in physician assistant and graduate students in nursing and dentistry.

Many scholarships are available to health professionals through private foundations and governmental agencies to which the student must apply directly. Interested students should consult books and manuals on this subject available in public, college, and high school libraries or contact the Health Sciences Center schools. Online information for scholarship searches can be found at www.hesc.com/content.nsf/SFC/Scholarship_Search

Federal Pell Grant

Funded by the Federal government, this grant is available to matriculated undergraduate students enrolled in their first baccalaureate program for at least three credits. Awards range from \$555 to \$5,550 per academic year.

Application for the Pell Grant is made by completing the FAFSA. The application process takes at least one month. After processing, additional documents such as tax forms may be requested from the student's family to determine eligibility for the Pell award.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This grant is funded by the Federal government and is available to undergraduates with very high financial need. The amount of the award is based on the student's financial need and the availability of funds to the University. The SEOG program is limited at Stony Brook and is highly competitive. The average award is \$500. Application for FSEOG is made by completing the FAFSA.

Tuition Assistance Program (TAP)

This state-funded grant is for full-time matriculated undergraduate New York State residents. Awards from this program apply only toward tuition. At Stony Brook the awards range from \$500 to \$5,000. TAP award amounts are based on New York State net taxable income. Independent status under the state definition for TAP may be different from the federal programs.

Application can be made by completing the Free Application for Federal Student Aid (FAFSA) and the Express TAP Application (ETA). NYS residents who complete the FAFSA on the Web can link directly to TAP on the Web (TOTW) which will allow you to apply for TAP and other New York State grants and scholarships. The TAP agency will mail an award certificate, indicating the amount of the award, to the student's permanent address. Students are eligible to receive a TAP award only if they are deemed in good academic standing according to regulations established by the State Education Department. Undergraduate students are required to have declared a major by the first day of classes of their junior year.

The New York State Education Department has regulations governing eligibility for Tuition Assistance Program. Under these regulations, students must meet minimum academic achievement requirements in order to receive payment of awards.

These regulations of the New York State Commissioner of Education provide that good academic standing consists of two elements:

1. Satisfactory academic progress—A requirement that a student accumulate a specified number of credits and achieve a specified grade point average each term of an award.
2. Pursuit of program—A requirement that a student complete (pass or fail) a certain percentage of credits each term of an award.

The charts below provide a detailed analysis of the State Education Department's requirements.

A student who fails to meet these minimum standards for any one term will be ineligible to receive an award payment for the following term. Each applicant, if eligible, can be approved for no more than one waiver of the minimum achievement requirements during his or her career as an undergraduate student. Students who fail to meet these requirements will receive notification in the mail as to their next appropriate course of action. Please note that the minimum achievement standards for payment of awards are less demanding than these established by the University for good academic standing.

Standard Satisfactory Academic Progress Only for the Purpose of Determining Eligibility for State Student Aid

Semester Calendar Bachelor's Degree Program

TAP Satisfactory Academic Progress Chart based on Chapter 53 of the Education Law of 2010

- For students receiving their first TAP payment in 2007/08 or there after.
- For students who do not meet the definition of remedial student
- Only students enrolled in the AIM/EOP Program are eligible for a ninth and tenth TAP payment

*Before being certified for this payment**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

A student must have earned at least this many credits

| | | | | | | | | | |
|---|---|----|----|----|----|----|----|-----|-----|
| 0 | 6 | 15 | 30 | 45 | 60 | 75 | 90 | 105 | 120 |
|---|---|----|----|----|----|----|----|-----|-----|

With a cumulative GPA

| | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 0 | 1.5 | 1.8 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|

Part-Time TAP Program

Part-time students at approved schools in New York State who were first-time, full-time freshmen in 2006-07 may be eligible for Part-Time TAP to help them pay for college beginning in 2007-08. Part-Time TAP is a grant and does not have to be paid back. Part-Time TAP is not the same as Aid for Part-Time Study.

Student Eligibility

To be eligible for Part-Time TAP, a student must:

- Be a first-time freshman in the 2006-07 academic year or thereafter
- Have earned 12 credits or more in each of the two consecutive semesters, for a minimum total of 24 credits earned
- Maintain a minimum of a "C" average
- Be taking 6 but fewer than 12 credits per semester

The income limits for Part-Time TAP are the same as those for undergraduate TAP.

*Each semester payment is worth six TAP points

Aid Program for Part-Time Study (APTS)

This is a New York State-funded grant available to undergraduate matriculated part-time students who are enrolled for at least three credits and not more than 11 credits per semester. The student must be a New York State resident, maintain good academic standing, and have a family income within the program guidelines. The APTS grant pays tuition up to a total of \$1,000 per semester.

A special APTS application form is available at the office of student services. The student should also submit copies of his or her and parent(s) previous year state and federal tax forms. The application deadline is usually the last day of final registration for that term.

Educational Opportunity Program (EOP/AIM)

The EOP is an educational program available to undergraduate students. Applicants must be New York State residents who are economically and educationally disadvantaged according to state guidelines. Selection of eligible applicants, generally in the freshman year, is conducted by the University's office of undergraduate admissions.

Since all undergraduate programs at the Health Sciences are at the upper-division level, students applying for the EOP must have been enrolled in an equivalent program during their freshman or sophomore year, such as College Discovery, EOP, HEOP or SEEK. A letter from the previous program director is necessary in order to consider the student's eligibility for the EOP at the Health Sciences programs. Students also need to complete the FAFSA. Average award is \$900.

Graduate Tuition Waiver Program for Former EOP Students (GW)

Funded by the State University of New York, this program can provide up to a full waiver of tuition to former EOP, SEEK, or HEOP students who are New York State residents and enrolled for 12 credits at Stony Brook in a first graduate or professional degree program. Awards can range from \$100 per semester to full tuition.

Graduate Tuition Waiver Program for Economically Disadvantaged Students (DW)

This program, funded by the State University of New York, provides up to a full waiver of tuition for students who qualify according to the current year EOP economic eligibility criteria and the Federal methodology of needs analysis. This is a need-based tuition waiver program available to New York State residents enrolled as full-time students at Stony Brook in a first professional degree program in the Schools of Medicine and Dental Medicine.

Awards range from \$100 per semester to full tuition minus any award received for tuition only. Funds for the program are limited.

National Health Service Corps Scholarships (NHSC)

Full-time students enrolled in the physician assistant program, nurse practitioner or midwifery in Nursing and dentistry are eligible to apply for the National Health Service Corps (NHSC). The program pays tuition and fees, a monthly stipend for living expenses and an allowance for reasonable educational expenses. Applicants must agree to practice their profession in designated areas of the country as determined by NHSC and must be committed to primary healthcare practice. Applications are available at the Office of Student

Services (PA or Nursing) or the School of Dental Medicine (dentistry). Application deadline is usually in March. Online information can be found at www.nhsc.hrsa.gov

Nursing Scholarship Program (NSP)

The Nursing Scholarship Program, sponsored by the U.S. Department of Health and Human Services, awards scholarships to individuals for attendance at Schools of Nursing. The scholarship consists of payment for tuition, fees, other reasonable educational costs, and a monthly support stipend. In return, the students agree to provide a minimum of two years of full-time clinical service at a health care facility with a critical shortage of nurses. For application and information visit: <http://bhpr.hrsa.gov/nursing/scholarship/>

State Aid to Native Americans Program

Funded by New York State, the State Aid to Native Americans Program award is available for enrolled members of a New York State Native American Indian tribe or their children. Eligible full-time undergraduates may receive up to \$2,000 annually. \$1,000 per semester. Part-time awards are approximately \$85 per credit hour. The student must maintain good academic standing and be a resident of New York State. Applications and information are available from the Native American Education Unit, New York State Education Department, Room 374 EBA, Albany, New York 12234, (518) 474-0537. Online information can be found at www.hesc.com

Veterans Administration Educational Benefits (VA)

Interested students should contact the Veterans Affairs Office, Room 348, Administration. For assistance and information: www.studentaffairs.stonybrook.edu; telephone (631) 632-6701 for an appointment.

Programs available for veterans and their families are:

- The Montgomery G.I. Bill
- Survivors' and Dependents' Educational Assistance
- Veterans Educational Assistance Program (VEAP)
- Vocational Rehabilitation
- Selected Reserve
- Regular GI Bill

Other New York State Programs

- Flight 3407 Memorial Scholarship
- Flight 587 Memorial Scholarship
- Military Service Recognition Scholarship (MSRS)
- New York Lottery – Leaders of Tomorrow Scholarship
- World Trade Center Scholarship
- Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers
- NYS Scholarship for Academic Excellence
- Robert C. Byrd Honors Scholarship
- NYS Regents Awards for Children of Deceased and Disabled Veterans
- Segal AmeriCorps Education Award
- Veterans Tuition Awards
- NYS Math and Science Teaching Incentive Scholarship

Visit www.HESC.com for additional information.

Loan Forgiveness

- Licensed Social Worker
- Nursing Faculty

Programs to Assist with Federal Loan Repayment

- National Health Service Corporation Loan Repayment
- Health Professions Faculty

Visit www.HESC.com for additional information and applications.

Employment

Federal Work Study Program (FWS) and FWS Community Service

This is a federally funded, part-time work program available to graduate and undergraduate students who demonstrate financial need. The amount of the award is based on the student's financial need, the availability of funds to the University, the number of hours that the student can work per week, and the current pay rate. Some employment opportunities are available through FWS Community Service for eligible students. Federal Work Study rates range from \$7.25 to \$14.53.

Application for Federal Work Study is made by completing the FAFSA. Visit <http://www.career.sunysb.edu/content/vcs/ameriicorps> for more information regarding Community Service work.

Student Employment

Students not eligible for FWS funds can work on campus under the student employment program. Job listings are available on the SOLAR System (www.stonybrook.edu/solarsystem). Jobs are also announced in campus newspapers and on bulletin boards. To be eligible, a student must be matriculated and enrolled for at least six credits.

Faculty Student Association

The Faculty Student Association (FSA) operates many different auxiliary business services and programs for the campus, such as dining, bookstores, and the campus ID office and employs close to 500 students. Visit the FSA Student Staffing Resources Web site for details.

Loans

Federal Stafford Loans

For student borrowers, the FFEL Program offers two types of Stafford Loans: subsidized and unsubsidized. Matriculated graduate and undergraduate students taking six or more credits are eligible to apply for this loan program.

A subsidized loan is awarded on the basis of financial need. For the Subsidized Stafford Loan the federal government pays the interest on the loan while the student is enrolled in school and during authorized periods of deferment. Repayment of the loan (principal and interest) begins six months after the student graduates or ceases to be six credits. An unsubsidized loan is not need-based and is, therefore, available to students who do not qualify for Federal Subsidized Stafford Loans or who may qualify for only a partial subsidized loan. For the Unsubsidized Stafford Loan the student borrower is responsible for paying the interest. The

interest can be paid or capitalized (added to the principal). Repayment of the loan begins six months after the student graduates or ceases to be six credits (please note: the student borrower is advised to contact the lenders or agencies holding outstanding student loans to inquire about the proper deferments, repayment obligations and interest rates).

The interest rate for new borrowers is fixed at 6.8%. Subsidized Stafford loans taken by undergraduate students after July 1, 2010 have a fixed interest rate of 4.5%. Students with outstanding loans continue to borrow at their previous rates. Repayment of all or part of the loan may be made in advance without penalty. After graduation or ceasing to be at least six credits, the student borrower must make formal arrangements with the lending institution to begin repayment.

Students can receive a subsidized and an unsubsidized loan for the same enrollment period. The maximum annual loan amounts are: \$5,500 subsidized and \$2,000 unsubsidized per year for a dependent junior/senior undergraduate student if the remainder of the program is at least a full academic year; \$12,500 per year for an independent junior/senior undergraduate student if the remainder of the program is at least a full academic year (at least \$7,000 of this amount must be in an unsubsidized loan); \$20,500 per year for a graduate and professional student (at least \$12,000 of this amount must be in an unsubsidized loan), and \$40,500 for medical and dental students (at least \$32,000 must be in an unsubsidized loan). Students, however, may not be able to borrow the maximum amounts since the amount of the loan is determined by the cost of attendance as determined by the institution minus any other financial aid.

Cost of attendance includes tuition and fees, room and board, books, travel and allowance for personal expenses. The total Federal Stafford loan debt students can have outstanding as a dependent undergraduate is \$31,000; as an independent undergraduate, \$57,500 (maximum of \$23,000 in subsidized loans). The total debt allowed for graduate or professional study is \$138,500 (maximum of \$65,500 in subsidized loans). The total debt allowed for medical and dental students is \$189,125 (maximum of \$65,500 in subsidized loans). The graduate debt limit includes any Stafford loans received as an undergraduate.

Application to the Stafford loans is made by filing the FAFSA. It is strongly recommended that students apply by early spring for the following year. Upon receipt of the FAFSA data, student files are reviewed and financial aid will be offered. The student can view their financial aid offer on their SOLAR account. The offer will include all financial aid programs and awards the student is eligible to receive. If you have a Master Promissory Note (MPN) on file, your loan application will be processed. If you don't have an MPN on file, you will need to complete one.

The lender will disburse payment to the University. The campus Bursar's Office will credit the student's account and process, if appropriate, a refund check for the balance. If the account is paid in full, a refund check will be processed in three to five days. Students are encouraged to enroll for direct deposit to receive their refund. Students can enroll in direct deposit through SOLAR www.stonybrook.edu/solarsystem.

Loan funds are disbursed in two disbursements, one for the fall and one for the spring semester. An origination fee may be deducted by the lender from each check. Students need to be registered for the appropriate term before the loan checks are cleared for disbursements.

PLUS Loans

PLUS loans are available to parents of matriculated dependent undergraduate students and matriculated graduate students. The annual loan limit is the student's cost of education minus any estimated financial aid. The interest rate is fixed at 7.9%. A 4% origination and insurance fee will be deducted from the loan by the lender. Lenders do credit checks for PLUS loans. If a PLUS loan is denied, the dependent student may be eligible for an unsubsidized Stafford loan. The graduate student who is denied a PLUS loan should contact their lender regarding an endorser option for the loan. Repayment of the loan begins 60 days after final loan disbursement. Borrowers should contact their lender regarding deferment options. Undergraduate students whose parents are interested in a PLUS loan, should submit a form to request a Parent PLUS loan from our Web site www.stonybrook.edu/hscstudents. Graduate students will be offered the PLUS loan in their financial aid package. Once the loan has been accepted by the student, we will request a credit check.

Federal Perkins Loans

This loan is available to undergraduate and professional students who demonstrate exceptional financial need. The amount of the loan is based on the student's financial need and the funds available to the University.

The annual interest rate is five percent. Repayment begins nine months after graduation or ceasing to be at least a halftime student. The maximum repayment period is ten years. Deferment of the payment is possible. Application for Federal Perkins loan is made by completing the FAFSA.

Application for Financial Aid

To apply for federal financial aid, students must submit required forms and information each year by the announced deadline. The complete application file consists of the following documents:

- Free Application for Federal Student Aid (FAFSA). Students may file either the FAFSA or Renewal FAFSA online at www.fafsa.ed.gov
- Other documents as requested by the financial aid administrator, including copies of students' and parents' tax forms, proof of non-taxable income (Social Security, social services benefits), and others.
- SOLAR Summer Aid Application if applying for summer aid.

Please note: To submit an application for summer aid, students need to be registered for summer and have completed a FAFSA for the current academic year.

FAFSA information will be transmitted electronically to Stony Brook if the applicant included the institution's Title IV school code (002838) on the FAFSA. Upon receipt of the data, the file is reviewed and a SOLAR message will be sent to the student. This SOLAR message will list all the federal awards and possibly a TAP estimate for which the student is eligible.

Students may be selected for verification. If a student's application is selected, he or she will be requested to provide additional documentation, such as tax forms, to substantiate the accuracy of the information on the FAFSA. This documentation is compared to the SAR data and corrections made, if necessary.

Students are strongly advised to file for financial aid by March 1 of each year to ensure that their awards are posted on their student account as "anticipated aid" by the beginning of classes in September. Otherwise, they will be liable for late tuition payment fees. Students who apply after the deadline will be given lower priority for aid.

Private Educational Loans

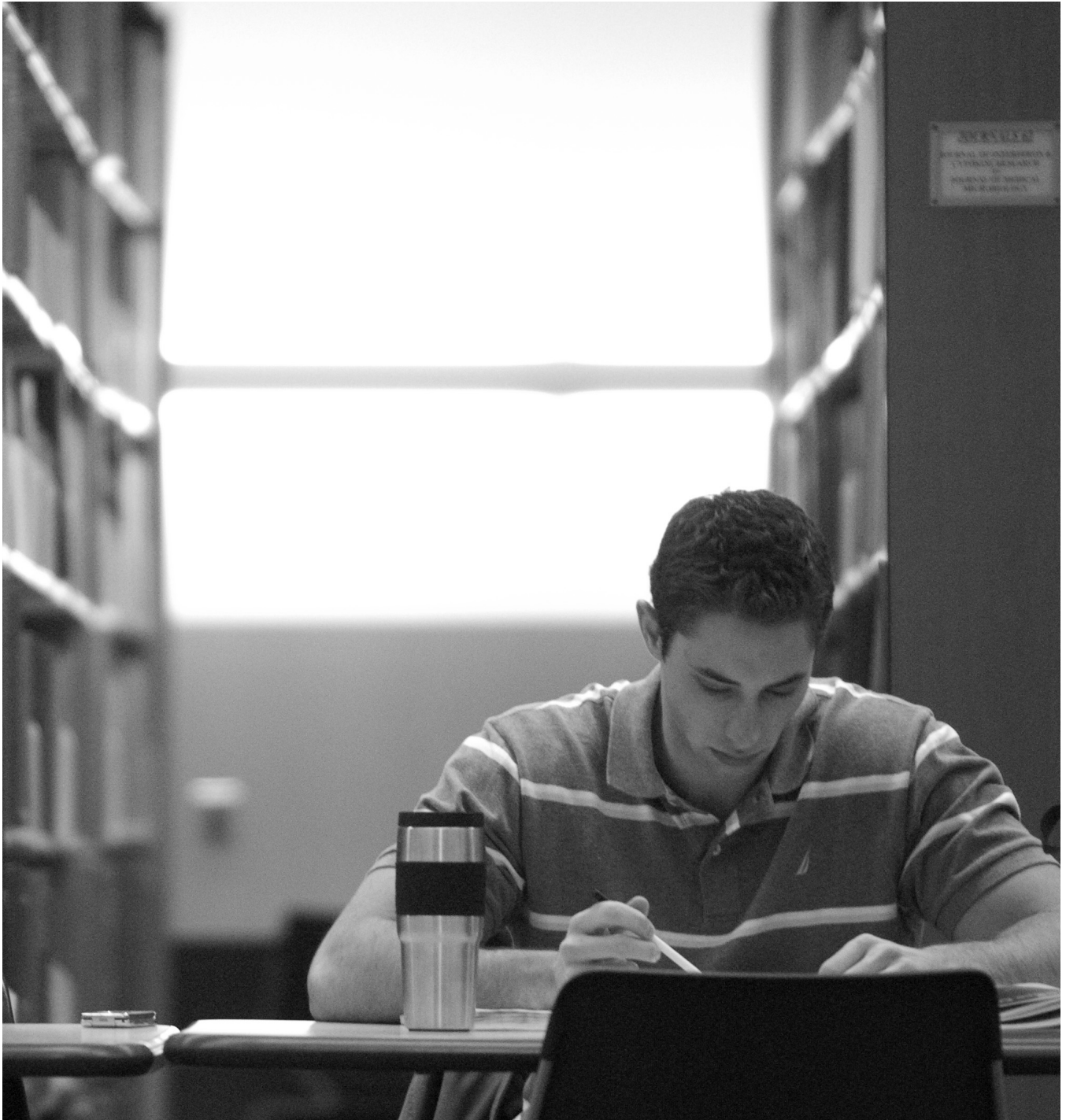
Students can secure additional funds for their educational expenses through available private educational loans programs. To qualify for these loans, the borrower must have a favorable credit history and provide information about income and credit obligations. In some cases, a co-signer is required. Information is available from the Health Sciences Financial Aid Offices.

Accessing Financial Aid Information

Students view up-to-date financial aid and billing information by accessing their online connection to the SOLAR SYSTEM (Student On Line Access to Records System) at www.stonybrook.edu/solarsystem.



Health Sciences Library



Library Mission

The mission of the Health Sciences Library is to provide quality resources needed for the various educational, research activities, as well as the clinical-patient care missions that occur within Stony Brook University. The Health Sciences Library is the largest health sciences library on Long Island and one of the best in New York State. It is an area library for the National Network of Libraries of Medicine administered by the National Library of Medicine, and is a member of AAHSL (the Association of Academic Health Sciences Libraries). Please visit our Web site for more details at: www.hsclib.sunysb.edu

The Library's collection of books, journals, reference works, and electronic resources is developed in accordance with the teaching, research, and patient care needs of six academic programs: Dental Medicine, Health Technology and Management, Medicine, Nursing, Public Health, and Social Welfare. The Library's holdings and services support the various clinical and patient care activities of the University Hospital and the Long Island State Veterans Home. The collection is built cooperatively through institutional and consortia purchases via entities like NERL (NorthEast Research Libraries), a consortium of distinguished research universities (including Columbia, Cornell, Dartmouth, Harvard, NYU, Princeton, Pennsylvania, Rochester, and Yale).

Physical Description

The Library consists of approximately 60,000 net assignable square feet on the third floor of the Health Sciences Center, easily accessible to faculty, staff, students and hospital personnel. The Library has an additional 3,000 sq ft of storage space for older volumes of journals. The Library's facilities offer a very welcoming environment for study and research. There are hundreds of seats available at individual study carrels, group study tables, lounge seating, and 12 public access computers with unrestricted Web access. The space includes the Barry S. Coller Learning Center, consisting of a computer lab with 65 computers and multiple laser printers, and a computer classroom with 30 workstations and a second classroom with 43 workstations. The Center is named in honor of Dr. Coller, a former faculty member in the Division of Hematology, the Department of Medicine in the School of Medicine that has been, and continues to be, exceptionally generous to the university and a dedicated friend of the Health Sciences Library. Funding for the Center came from the vice presidents of the Health Sciences, Dr. J. Howard Oaks and Dr. Norman H. Edelman, and from Dr. Coller. Additionally, a wireless network has been installed throughout the Library that allows patrons to use their laptops anywhere in the Library to connect to university databases and other Web sites.

Hours of Service

The Library is open 99.5 hours per week

| | |
|-------------------------|------------------------|
| Monday through Thursday | 8:00 a.m. - 12:30 a.m. |
| Friday | 8:00 a.m. - 9:00 p.m. |
| Saturday | 10:00 a.m. - 7:00 p.m. |
| Sunday | 1:00 p.m. - 12:30 a.m. |

The Barry S. Coller Learning Center closes one-half hour earlier than the times listed above. The Library remains open during breaks and intercessions, although at reduced hours.

Book and Journal Print Collection

The Library currently subscribes to more than 9,000 journals, nearly 79,000 book titles, and has access to more than 1,600 e-books. The Health Sciences Library uses the Aleph library automation system, a comprehensive system that integrates a catalog of print and electronic books and journals with services for circulation and reserves, cataloging, acquisitions, and journal check-in functions. The catalog is accessible on the Web and is part of the State University of New York system of libraries, whose complete collections can be searched using the WorldCat database.

Access to Electronic Information Sources

The Library has made significant progress in the transition from print to electronic resources. Its extensive electronic resources include the Library's online catalog of books and journals, over 100 research databases, nearly 750 electronic textbooks, and more than 2,000 full-text electronic journals. These Web-based resources are accessible around the clock every day from both remote networked locations (home, the office or hospital) as well as in the Library. The Library staff offers numerous classes on improving the effectiveness of electronic access to, and management of information.

Some of the more important electronic research databases include:

- AccessMedicine
- ACP Journal Club
- Biological Abstracts
- Cochrane Database of Systematic Reviews
- Cold Spring Harbor Lab Protocols
- Lexis-Nexis-Academic Universe (Law, News, and Business)
- Micromedex Healthcare series
- Natural Standard
- PsychInfo (Psychological Abstracts)
- Social Work Abstracts
- StatRef
- UpToDate

Three important electronic services have also been recently acquired:

MDCconsult and MDC Mobile: clinical Information for Physicians. The database contains books and journals from more than 50 medical publishers and societies. It currently includes 37 major medical textbooks and 87 important journals in the health sciences, more than 1,000 clinical practice guidelines, and over 3,500 customizable patient education handouts.

ScienceDirect: provides full-text electronic access to all 1,800 journals published by Elsevier.

Web of Science: includes Science Citation Index, Social Sciences Citation Index, and the Arts and Humanities Citation Index.

Other Stony Brook University Library Resources

In addition to the Health Sciences Library, the campus has a number of libraries to support the information needs of the community. The Frank Melville, Jr. Library (Main Library) provides both an intellectual and physical focal point for the campus, and is among the largest academic libraries in the nation. Within the Melville Library are collections serving engineering and applied sciences, humanities, fine arts and music. Special departments in this library provide ready access to current periodicals, videos, government documents, maps, microfilms, and legal material. Other facilities of note are a music listening center, a patent and trademark depository, a student lounge and a variety of study areas. The special Collections unit in Melville Library houses the Senator Jacob K. Javits Collection of 2,000,000 items of memorabilia and private papers; the William Butler Yeats Microfilmed Manuscripts Collection; and the University Archives. The Reference Department includes both print and online indexes to knowledge, and the reference staff offers on-demand assistance and education programs in information discovery and research. There are three science branch libraries including Chemistry, Math/Physics, and the Marine and Atmospheric Sciences Information Center, which provide more specialized resources and services in their subject areas.

Collectively, the university libraries contain more than two million bound volumes and three million publications in micro format. The Melville Library holdings may be accessed through the Stony Brook Automated Retrieval Systems. STARS is an online catalog that reports the holdings of all West Campus Libraries, with the exception of some materials in collections which are not completely catalogued (i.e., Government Documents, Microfilms, Special Collections and University Archives, Audiovisuals, Maps and Music). Like the Health Sciences Library, the Melville Library offers computer terminals and workstations are located throughout the library's facilities. Access to digital collections is made possible through dial-up access from personal computers, either on or off campus. Instructions for use of the systems, including dial-up access, are available at the Reference Department, and at most library service desks. To supplement traditional printed indexes, a variety of on-line files are available through the STARS system and the Library's Web site. Brochures and information sheets explaining Library Policies, how to use the library, and where books, magazines and services are located, are available in the Reference Department on the first floor or in Circulation Services on the third floor of the Melville library. The Melville Library's homepage can be found at www.library.stonybrook.edu



School of Dental Medicine



School of Dental Medicine

DEAN: Ray C. Williams

ASSOCIATE DEANS: David W. Paquette (Education), Christopher W. Cutler (Research), Allan J. Kucine (Clinical Affairs), Maria E. Ryan (Strategic Planning and External Affairs)

EXECUTIVE ASSISTANT DEAN: Maureen Burns (Finance and Administration)

ASSISTANT DEANS: George Bruder (Information Technologies), Carol Sloane (Dental Auxiliary Education)

OFFICE: 160 Rockland Hall

PHONE: (631) 632-8900

WEB: www.hsc.stonybrook.edu/dental/

The School of Dental Medicine contributes to the mission of the University through its outstanding educational programs, internationally recognized contributions to scientific knowledge and service to the profession and community including the provision of excellent clinical care to thousands of patients each year.

All educational programs at the School of Dental Medicine are fully accredited by the Commission on Dental Accreditation. The School is a vital, collaborative component of the Health Sciences of Stony Brook University. The school is composed of a number of academic departments, which are responsible for ensuring that the curricula (predoctoral, post-doctoral, and continuing education) reflect the most recent advances in dentistry and medicine. These departments include Dental Medicine, General Dentistry, Hospital Dentistry and Dental Anesthesiology, Oral Biology and Pathology, Oral and Maxillofacial Surgery, Orthodontics and Pediatric Dentistry, and Periodontology and Implant Dentistry.

The foremost goal of the pre-doctoral program dental (Doctor of Dental Surgery, D.D.S.) at the School of Dental Medicine is to provide an education that enables its students to develop into competent, caring dentists, who are prepared to become leaders in the profession during this time of dramatic change in healthcare. Graduates of the school may pursue general dental practice, enroll in specialty programs, or choose a career in academic dentistry and/or research. The School of Dental Medicine offers advanced degrees including Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees through the Graduate School and the Department of Oral Biology and Pathology. There is also the opportunity for students to pursue combined programs culminating in D.D.S. – Ph.D. degrees (the latter in Oral Biology or Molecular and Cellular Biology).

Post-doctoral programs in endodontics, orthodontics, periodontics, and dental care for the developmentally disabled are housed in the School of Dental Medicine. Residencies in general dental practice (GPR), pediatric dentistry and dental anesthesiology are offered through Stony Brook University Medical Center. In addition, the School of Dental Medicine is a major clinical campus for the Long Island Jewish Medical Center residency in oral and maxillofacial surgery.

The school has affiliations with a number of regional hospitals including Nassau County Medical Center, the Veterans Affairs Medical Center at Northport, and Long Island Jewish Medical Center.

Overall, students are provided with opportunities to observe the relationships of systemic and oral health in the hospitalized patient, and to participate as members of a healthcare team.

Doctor of Dental Surgery Program

The School of Dental Medicine maintains a small predoctoral class size and provides a “personalized” education in a nurturing environment that helps guide our students’ professional growth and promote independence and maturity. Faculty members are routinely available to help reinforce material presented in lectures, encourage students with special interests, and offer assistance with developing clinical skills.

The School of Dental Medicine fosters a culture of science within the predoctoral curriculum. Students develop the understanding that scientific inquiry and the ability to critically evaluate and integrate new findings in the care of patients is a necessity to fully develop as professionals. Through participation in research projects, students are encouraged to explore the current technologies and work with faculty in developing new paradigms for the therapy of disease.

Students at the School of Dental Medicine receive approximately 900 hours of instruction in the traditional basic sciences (anatomy, biochemistry, histology, microbiology, physiology, genetics, general pathology, embryology, pharmacology, neuroscience, and nutrition), most of which are in courses taken together with students from the School of Medicine. The school offers a unique translational science curriculum, which bridges the fundamental knowledge obtained in the basic sciences to the orofacial complex and clinical dentistry. Students also receive extensive training in the behavioral sciences and practice management that helps them to better understand the social and community context within which dentists function. They learn to establish rapport with their patients and to establish a partnership that assures the the best possible clinical outcome. Most of the clinical component of the educational program is provided in the Dental Care Center of the School of Dental Medicine, a state-of-the-art facility situated in a pleasant suburban community. The largest dental treatment facility on Long Island, the Dental Care Center provides care for thousands of patients, offering a rich diversity of patient needs to enhance the learning and clinical experience of our students. Clinical experiences begin in the latter part of the first year, with increasing clinical education in the second, third, and fourth years. The student is responsible for obtaining thorough medical, dental and psychosocial histories; determining diagnoses; developing patient-centered treatment plans; and rendering comprehensive care for patients. The School of Dental Medicine consistently ranks among the top dental schools in the nation for the amount of supervised clinic experience per student. The number of patient visits per student is also one of the highest in the country.

Whereas the majority of instruction in the early clinical years is discipline-based, the fourth year clinical experience is

provided in the General Practice Program. This innovative program enables students to treat their patients in a setting, which simulates general dental practice. Clinical instruction is provided by general dentists and specialists where appropriate. Practice management and behavioral sciences skills are reinforced by faculty on a daily basis as students refine their clinical abilities. Students may participate in the senior selective program in which up to 120 hours can be devoted to advanced training in various clinical disciplines or research projects.

Students also pursue service learning opportunities via local, national, or international outreach programs coordinated by faculty. Formal outreach programs include the Indian Health Service (Pine Ridge, South Dakota), Chile, Kenya, and Madagascar. Similarly, some dental students pursue interprofessional degree or certificate programs at the University, such as the Master of Public Health (M.P.H.) or Master of Business Administration (M.B.A.). Upon completion of the four-year predoctoral curriculum, students can be confident in their abilities as well rounded, new dentists prepared to embark upon their futures in the profession.

For additional information regarding the predoctoral program or admissions, please call (631) 632-8871, or write:

Office of Education
150 Rockland Hall
School of Dental Medicine
Stony Brook University
Stony Brook, NY 11794-8709
www.stonybrookmedicalcenter.org/dental/
SDMAdmissions@notes.cc.sunysb.edu

Admission Requirements

The school seeks qualified students who are representative of a variety of backgrounds, experiences, and interests. Selection is based on an overall appraisal of the applicant's potential to fulfill the school's mission. Applicant selection will be influenced by academic aptitude, competence in the sciences, communication skills, motivational factors, and leadership skills. The science and overall GPA, DAT performance scores, letters of recommendation, extracurricular and community service, and the personal interview are factors considered in the assessment process.* Consistent with the school's mission for diversity of students, the school encourages applications from qualified individuals from groups who are underrepresented in the population and dental profession. Due to the small class size, students are educated in a highly supportive environment.

Academic tutoring, faculty counseling, and individually developed remedial programs are available to students under special circumstances as determined by faculty.

College Preparation: Applicants are required to have completed three years of college before matriculation. Although not a requirement, it is highly desirable that applicants possess a baccalaureate degree. A GPA of 3.0 or greater is preferred.

The undergraduate program of study must include one year of the following introductory courses:

- English (writing intensive)
- Mathematics (must include: Calculus I and II, or Calculus I and Statistics)
- Inorganic (General) Chemistry (including laboratories)
- Organic Chemistry (including laboratories)
- General Physics (including laboratories)
- General Biology (including laboratories)

The American Dental Admissions Test (DAT)

The American DAT is mandatory for consideration of admission (i.e., Canadian DAT is not accepted at this time). It is recommended that applicants take this examination no later than October of the year before the student intends to matriculate. The oldest examination date acceptable for application is three years prior to the application deadline (December 1st prior to anticipated start date). The latest examination date considered for acceptance is December 1st of the application cycle.

American Dental Admission Test (DAT)
For information regarding the DAT contact:
Dental Admission Testing Program
Suite 1846
211 East Chicago Ave.
Chicago, IL 60611-2678
Voice: (800) 621-8099 or (312) 440-2500

TOEFL Examination

Students for whom English is a second language must take the TOEFL exam. Minimal TOEFL exam scores required for admission to Stony Brook University:

- Paper-based test: 550
- Internet-based test: 90

In addition to the minimal score of 90 on the internet-based exam, each subsection score must be at least a 22. Students who have scored lower than 22 on one subsection cannot be admitted to Stony Brook University.

Advanced Placement of Prerequisite Courses

Applicants must achieve a score of 4.0 or above to receive credit towards pre-requisite courses. When advanced placement credit is substituted for a pre-requisite course, it is strongly recommended that an additional course of an equal level or better be taken to demonstrate scholastic ability at the college level.

Suggested Additional Preparation

Success in dental school is highly correlated with a student's competence in science. Applicants should gain familiarity with the fundamentals of the natural and social sciences that are relevant to the delivery of healthcare. Virtually all candidates accepted into dental school possess a baccalaureate degree in the arts and sciences. Although preference for admission is not based on a particular field of academic concentration, all candidates are required to demonstrate competence in biology, inorganic and organic chemistry, physics, mathematics, and English. It is strongly suggested that applicants also take classes in the social sciences as well as upper-level science classes, such as biochemistry and physiology.

*The submission of false or misleading information in the application materials or in connection with the application process shall be the grounds for rejection. If such submission is discovered after the rendering of an offer of admission, matriculating in the school, or awarding of the degree, it shall be grounds for withdrawal of the acceptance offer, dismissal from the program, or revocation of the degree.

Application Procedure

Applications and Letters of Recommendation

The School of Dental Medicine participates in the centralized American Association of Dental Schools Application Service (AADSAS). All candidates must apply through AADSAS. The deadline for submission of applications is December 1st. Since acceptances are made on a rolling basis, applicants are urged to apply as early as possible. Applications are accepted beginning June 15th of the year prior to matriculation. Applications and instructions are available directly from the American Dental Education Association (ADEA) website, www.adea.org.

A pre-professional advisory committee letter is required; however if your college or university does not provide a committee letter, three recommendation letters from senior science faculty members will be accepted.

Application Fee

A \$75 non-refundable application fee is required and should be submitted online after an AADSAS identification number is assigned. Institutional applications cannot be considered until this fee is received. Electronic payments can be submitted at <http://www.hsc.stonybrook.edu/dental/PayPal.htm>. You must have an AADSAS ID# in order to submit payment.

The school will acknowledge receipt of all applications from AADSAS and will advise candidates directly of any additional information required. Please be advised that your application will not be reviewed until the school receives your verified AADSAS application as well as all supporting documents.

Interviews

Interviews are an integral part of the admissions process. Applicants under serious consideration will be notified if an interview is granted.

The school observes the American Dental Education Association policy regarding the notification of acceptance to dental school. Please note the following time table to review important application deadline dates and notification for admissions:

Timetable Entering Class

Earliest Date: Application Submission 6/15

Latest Date: 12/1

Acceptance Notification: Not earlier than 12/1

Applicant Response Required to Hold Acceptance:

- 30 days if accepted between 12/1 and 12/31
- 20 days if accepted between 1/1 and 1/31
- 10 days if accepted on or after 2/1

Applicants accepted after 5/1 may be asked to respond within seven days or sooner depending on proximity to the start of the academic year.

Health Requirements and Student Health Services

Stony Brook's mandatory infirmary health fee covers comprehensive health services for both medical and mental health problems at the Health Service Building on campus. The Student Health Services, located in the Infirmary Building,

provides healthcare to all students and visiting scholars. Call (631) 632-6740 for further information. The University requires all full-time students to have an adequate health insurance plan. Stony Brook offers a health insurance plan for all full-time domestic students that meet this requirement, which currently costs dental students \$1,185 for the 2010-11 academic year and is subject to change. This plan pays for most medically necessary bills, such as doctor visits, mental health counseling, prescriptions, emergency room, lab testing, diagnostic testing, surgery, hospitalization, etc. The plan covers our students anywhere in the world, every day, no matter whether on campus or on semester breaks.

All full time students at Stony Brook are automatically billed for the University Health Insurance plan at the beginning of each semester. Waivers for this insurance plan are available but are granted only if the student already has health insurance through:

- a job
- a parent
- a spouse
- some other related individual
- Medicaid or "Healthy New York."

For more information about the insurance plans please call or visit the Student Health Insurance Office, West Campus, Health Service Building, (631) 632-6054.

The Health Sciences student health policy requires that prior to enrollment, all students admitted to the programs that involve education in clinical settings, submit documentation of their health status. In addition, Public Health Law 2165 requires all students in post-secondary education to be immunized against poliomyelitis, mumps, measles, diphtheria and rubella. New York State Public Health Law 2167 requires institutions, including colleges and universities, to distribute information about meningococcal disease and vaccinations to all students meeting the enrollment criteria, whether they live on or off campus. Colleges in New York State are required to maintain a record of the following for each student:

- A response to receipt of meningococcal disease and vaccine information signed by the student or student's parent or guardian. This must include information on the availability and cost of meningococcal meningitis vaccine (Menomune™); AND EITHER
- A record of meningococcal meningitis immunization within the past ten years; OR
- An acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student or the student's parent or guardian.

Stony Brook University requires that all university students read the medical information at our website, and complete and return a response from. This form can be downloaded from the website:

<http://www.stonybrook.edu/hscstudents/docs/HealthForm.pdf>

For those who have a SOLAR account and are 18 years of age or older, you may use your SOLAR to submit the response form.

- Medical Examination: Submit the school's Student Health Form, signed by a physician, confirming that the medical examination was completed within six months to the date of matriculation. The Student Health Form includes three parts: Health History (to include required

health insurance), Physical Examination and Immunization History.

- Measles (rubeola), mumps, rubella (German measles) and varicella (chicken pox): Provide documentation of possession of positive titers.
- Tuberculosis: Submit the report of a Mantoux tuberculosis skin test. With a history of tuberculosis or a positive skin test, submit the physician's report of chest x-ray taken within the year prior to matriculation. Chest x-rays may be required at intervals, and suppressive medication may be recommended.
- Tetanus or TD: This is mandatory every ten years.
- Hepatitis B: Every dental student is required to submit documented proof of possessing antibodies to the hepatitis B virus, or to complete the hepatitis B vaccination series unless he/she chooses to decline and signs the Hepatitis B Vaccine Declination statement. It is recommended that this is done prior to matriculation; in all cases however, it must be done before a student is allowed to treat patients. If a student does not have documented proof of having antibodies to this virus, the vaccination series of three vaccinations is available through the Student Health Services Center for a fee.

Parking

Limited student parking is available at the Health Sciences Center, and students who wish to park there must pay a fee for garage services. Students may elect to park at "P" lot at no cost. There is complementary bus service available between the HSC, School of Dental Medicine and "P" lot. All students must register and display Stony Brook University parking tags on their vehicles in all parking lots.

Financial Aid and Educational Expenses

Financial aid for School of Dental Medicine students is divided into three basic categories: grants, loans and employment opportunities. Grants, which include scholarships do not have to be repaid; loans carry some form of interest payment and must be paid back to the lender; employment opportunities afford the student the chance to earn money while attending school. Some financial aid programs are administered by the University, others by federal and state agencies to which the student applies directly. In all cases, a School of Dental Medicine student or applicant interested in applying for financial aid should first contact the Office of Education - Financial Aid for information and application materials. Financial aid is managed by Deborah Schade, Director of Student Services, located in Rockland Hall, Room 148; the telephone number is (631) 632-3027.

Special-purpose scholarships are also available for health professionals through private foundations and governmental agencies to which the student must apply directly. A free scholarship search can be conducted via the internet website: www.fastweb.com/. Books and manuals on this subject are also available in public and college libraries.

The purpose of the University's financial aid program is primarily to provide assistance to those students whose families cannot help them meet the cost of their education, and secondarily to ease the burden for those families more able to assist. For federal aid programs, graduate and professional

students are classified as independent. Aid from most of the programs discussed in the section below is awarded on the basis of financial need. Financial need is the difference between the cost of attendance as determined by the institution, and the Expected Family Contribution (EFC), which is based on information provided by the student on the FAFSA (Free Application for Federal Student Aid). The cost of attendance includes the cost of tuition and fees, room and board and allowance for books, supplies, transportation and personal expenses. Costs related to child care and/or a disability can also be included. The EFC is the amount the student is expected to pay toward his/her education and is based on a formula established by Congress. In addition to financial need and specific program eligibility, receipt of financial aid from the federal aid programs is based on the following conditions: being a U.S. citizen or eligible non-citizen; being a matriculated student; maintaining satisfactory academic progress; registering with Selective Service, if required; and not being in default of educational loans or owing a refund to a state or federal financial aid program. Even in cases where the aid has already been awarded, it will be necessary to cancel the awards when the University is informed that the student does not meet one of these conditions.

The financial aid "package" is the term used to designate the total financial aid a student receives. For most School of Dental Medicine students, loans will be recommended in the package since they will be the primary source of aid used to meet educational expenses. For this reason, it is critical for students to understand the terms and conditions of any loan program before applying since interest rates, deferments and repayment obligations vary among the different loan programs. Students should also plan carefully their academic year expenses and resources to determine the amount of loan funds they will need.

Financial Aid Programs

Grants and Scholarships

Graduate Tuition Waiver Grant for Economically Disadvantaged Students (DW)

This program, funded by the State University of New York, provides up to a full waiver of tuition for students who qualify according to the current year EOP economic eligibility criteria and the federal methodology of needs analysis. This is a need-based tuition waiver program available for New York State residents enrolled as full-time students in a State University first graduate or professional-degree program. Medical and dental students have first priority for this award.

Awards have ranged between \$5,864 and \$9,000 over the past seven years, and cannot exceed full tuition minus any amount received from any other tuition-only award. Funds for the program are limited. Students must complete an institutional application for campus based Financial Aid, in addition to filing the Free Application for Federal Student Aid. Students must include parent income on the FAFSA to be considered for this award. Priority is given to students who provide documentation of previous undergraduate enrollment in an EOP, SEEK, or HEOP program.

Regents Healthcare Scholarships

Scholarships are awarded to eligible students beginning or already enrolled in an approved New York State medical or dental school. One hundred scholarships are awarded in the amount of \$10,000 per year. Eighty of the scholarships are awarded in medicine and twenty in dentistry. Awards are renewable for up to four years of study. No award shall exceed the actual cost of attendance, and award recipients must agree to a service commitment upon completion of all professional training, including an internship or residency. Priority is given first to any candidate who is both economically disadvantaged and a minority group member historically underrepresented in the profession; second priority is given to any candidate who is a minority group member historically underrepresented in the profession; third priority is given to any candidate who is a graduate of one of the state sponsored opportunity programs: SEEK, College Discovery, EOP or HEOP. The State Education Department Bureau of HEOP/VTEA/scholarships has responsibility for administering the scholarship competition and designating award winners. Application deadline is May 1. Application forms may be obtained from the Office of Education – Financial Aid at the School of Dental Medicine.

Veterans Administration Educational Benefits (VA)

Interested students should contact the University's Office of Student Affairs, 3rd floor, Administration Building for assistance and information. Call (631) 632-6700 or 6701 for an appointment.

Programs available for veterans and their families are:

- Child of Veteran Awards
- The Montgomery G.I. Bill
- Survivors and Dependents Educational Assistance
- Post Vietnam-Era Veterans Educational Assistance Program (VEAP)
- Regents Awards for Children of Deceased or Disabled Veterans
- Vocational Rehabilitation for Disabled Veterans
- Vietnam Veterans Tuition Awards (VVTA)

Other New York State Programs include:

- Persian Gulf Veterans Tuition Award Supplement
- Vietnam Veterans Tuition Award Supplement
- Memorial Scholarships for Families of Deceased Police Officers
- Firefighters Supplement
- Child of Deceased Correction Officer Award Supplement

Applications are available from the New York State Higher Education Services Corporation, by calling (518) 474-5642 or writing to:

NYSHESC, Division of Grants and Scholarships
99 Washington Avenue
Albany, NY 12255

Employment

Federal Work Study Program (FWS)

This is a federally funded, part-time work program available to graduate and undergraduate students who demonstrate

financial need. The amount of the award is based on the student's financial need, the availability of funds to the University, the number of hours that the student can work per week, and the current pay rate. The maximum number of work hours allowed is 20 per week during the academic year and 40 per week during the summer session if the student is not attending summer classes. Federal Work Study rates range from \$7.25 to \$17.91 per hour. Application for Federal Work Study is made by completing the FAFSA.

Student Employment

Students not eligible for FWS funds may work on campus under the student employment program. The west campus Office of Financial Aid and Student Employment maintains information on jobs available. Jobs are also announced in campus newspapers and on bulletin boards.

Loans

Health Professions Student Loan (HPSL)

This is a 5% interest loan available to health professions students who demonstrate exceptional need. Need is based on information provided by both the student and his or her parents on the FAFSA form. Applicants will not be considered for this loan if parental information is not provided. The amount of the loan is based on the availability of funds. Loan amount may not exceed the amount of tuition plus \$2,500. Award amounts range from \$750 to \$3,000.

Federal Direct Loan Program: Stafford Loans

Subsidized Stafford loans are need-based loans available to students who are enrolled at least half-time (six credits per semester) in an eligible program leading to a degree or certificate. The loan is funded through the federal government who pays the interest while you are in school and during your six-month "grace period" (a period of time before payments are due).

The interest rate on the unpaid balance of the Subsidized Stafford loan is a fixed interest rate of 6.8% through 6/30/2012. This loan has an origination fee of 1.5%. The Department of Education assumes an upfront repayment rebate of 1%. Therefore, 99.5% of the gross loan will be disbursed to the school. Repayment begins six months after you graduate or are no longer enrolled for six or more credits. Payments are made to the U.S. Department of Education's Direct Loan Servicing Center.

Unsubsidized Stafford loans are available to students who are enrolled at least half-time (six credits per semester) in an eligible program leading to a degree or certificate. Financial need is NOT a requirement. The federal government does NOT pay the interest on this loan while you are in school; instead, you are responsible for the interest during the life of the loan. You can choose to pay the interest or allow it to accrue (accumulate) and be capitalized (that is, added to the principal amount of your loan). Capitalizing the interest will increase the amount you have to repay. The interest rate on an unsubsidized Stafford loan is fixed at 6.8%. This loan has an origination fee of 1.5%. The Department of Education assumes an upfront repayment rebate of 1%. Therefore, 99.5% of the gross loan will be disbursed to the school.

Repayment begins six months after you graduate or are no longer enrolled for six or more credits. Payments are made to the

U.S. Department of Education's Direct Loan Servicing Center.

The maximum annual loan amounts are: D.D.S. Students-\$40,500; Post-Graduate Students-\$20,500. A maximum of \$8,500 is allowed in the subsidized loan. Students, however, may not be able to borrow the maximum amounts since the amount of the loan is determined by the cost of attendance as determined by the institution minus any other financial aid. Cost of attendance includes tuition and fees, room and board, books, travel, and allowance for personal expenses.

The total Federal Stafford Loan debt allowed for health professions graduate or professional study is \$224,000 (maximum of \$65,500 in subsidized loans). The graduate debt limit includes any Stafford loans received as an undergraduate.

Application to the Stafford loans is made by filing the FAFSA. It is strongly recommended that students apply by early spring for the following year. Students need to be registered for the appropriate semester before the loan checks are cleared for disbursements.

Federal Grad Plus Loan

This credit-based federal loan is available to graduate/professional students who are enrolled at least half-time (six credits per semester) in an eligible program leading to a degree or certificate and who have applied for the annual maximum loan eligibility under the Federal subsidized and unsubsidized Stafford Loan Programs.

The loan is funded through the Federal Government at a fixed interest rate of 7.9%. The annual loan limit is the student's cost of attendance minus any anticipated financial aid. This loan has an origination fee of 4%. The Department of Education assumes an upfront repayment rebate of 1.5%. Therefore, 97.5% of the gross loan will be disbursed to the school. Repayment begins 60 days after final loan disbursement unless a deferment is granted through the Direct Loan Servicer.

Application for Financial Aid Programs

These instructions apply to students interested in the following programs:

- Graduate Tuition Waiver Grant for Economically Disadvantaged Students
- Regents Healthcare Scholarships
- Federal Work Study (FWS)
- Health Professions Student Loan (HPSL)
- Federal Stafford Loan Subsidized and Unsubsidized
- Federal Grad Plus Loan

An additional application, Institutional Application For Campus-Based Financial Aid, is required for students wishing to be considered for the following programs:

- Health Professions Student Loan (HPSL)
- Graduate Tuition Waiver Grant for Economically Disadvantaged Students

The complete financial aid application file consists of the following documents:

- Free Application for Federal Student Aid (FAFSA)
- Other documents as requested by the financial aid administrator (i.e., copies of the student's and parents' federal tax forms, proof of non-taxable income (Social Security, social services benefits), verification of total income or household size.

Students are strongly advised to file for financial aid by April 1 of each year to ensure that their awards and proper deferments are prepared by the beginning of classes in September; otherwise, they will be liable for late tuition payment fees. To be considered for the HPSL, Federal Work Study programs and DW Grant, the FAFSA must be received by the Federal processor on or before April 1. Any applications received after the deadline will be considered on the basis of financial need as funds are available. Stafford loan funds may be available before the start of classes (depending on the date of application). Funds from the HPSL will be available several weeks after the semester starts or will be credited to your University account.

Payment and Deferment Process

How do I make a payment?

Credit card and check payments can be made through your Solar account. Mailed payments must be made payable to Stony Brook University, and sent to PO BOX 619, Stony Brook, NY 11790-0619. All checks, with the exception of business and international checks, received in the Bursar's Office will be negotiated through Remote Deposit. This process will clear checks within 24 to 48 hours. Any payment that fails to clear is subject to a \$20.00 handling fee and may be subject to a \$50.00 late payment fee. All payments should include your Stony Brook University ID number for prompt and proper credit to your account.

When are the bills being generated for the fall semester?

Billing information is available in SOLAR to all registered students beginning July 15th for the fall semesters and December 15th for the spring semesters. Subsequent statements are available on the 15th of each month until the student's account balance is zero. Late fees of \$50.00 per month are assessed on any unpaid balances.

How often will I receive notification of my balance?

Students with outstanding balances will receive multiple billing notifications throughout each semester. Information listed in SOLAR will include the amount due in full by the next due date. Any unpaid charges from the previous notification will be brought forward and additional charges, payments, and credits will be shown.

If a student does not see his/her billing information on SOLAR, it is the student's responsibility to contact the Student Accounts Office for an explanation and pay the full balance due by the next due date.

The billing information in SOLAR will contain and subtract any authorized anticipated aid in the calculation of the amount due. These include Stafford loans and tuition awards. Students must have authorized anticipated aid in order to properly defer payment. Anticipated Aid Awards are entered on the student's account only after the financial aid award process has been completed by the student, the Office of Student Financial Aid Services, and the appropriate agency (e.g., the New York State Higher Education Services Corporation).

Without authorized anticipated aid, students are expected to pay charges up front and wait for reimbursement when the aid, waiver or scholarship funds are actually received. Students should apply early for any financial aid they expect to use to pay their university bill. Students are encouraged to

join our Time Option Payment Plan as they wait for their financial aid to be finalized.

Anticipated aid and subsequent financial aid disbursements may be subject to change throughout, and even after, the semester. These revisions to your Stafford loans, and/or awards may occur because of a re-evaluation of your financial aid eligibility according to incompleteness of your data file as determined by Office of Student Financial Aid Services.

Students can always check their student account status and financial aid eligibility by using the SOLAR system.

What happens if I do not pay the full amount due by the due date? Will I be charged a late fee?

Failure to pay the amount due by the due date will result in an automatic assessment of the incremental late payment fee of \$50.00. Incremental late payment fees, up to \$200.00 per semester, will be assessed on all accounts not completely paid by the due dates indicated on each successive account statement.

Time Option Payment Plan (TOPP)

Stony Brook University offers Time Option Payment Plan (TOPP) which allows for the budgeting of tuition and fees on a monthly basis. There is a non-refundable application fee to help defray the administrative expenses of the program. Enrollment for the TOPP Program is completed through SOLAR under "Campus Financial Services." The final enrollment deadline date for Fall TOPP Program is September 15th.

University Fees and Charges

All fees and charges for a given academic period must be paid in full or be properly deferred prior to the first day of classes. Registration is not complete until a student pays all fees and charges which are due and payable. All fees and charges may be subject to change.

Inquiries concerning these and other sources of financial aid should be directed to the financial aid officer at the School of Dental Medicine at (631) 632-3027.

Estimated Expenses for D.D.S. Program Including Living Costs

The table below presents minimum estimates of school expenses that a matriculating predoctoral student should anticipate. All estimates are based on charges anticipated for the current academic year and are subject to change and all costs are subject to inflation.

Tuition

| | Year 1 | Year 2 | Year 3 | Year 4 |
|----------------------|----------|----------|----------|----------|
| NYS Resident Tuition | \$21,420 | \$21,420 | \$21,420 | \$21,420 |
| Non-Resident Tuition | \$47,300 | \$47,300 | \$47,300 | \$47,300 |

Other Expenses

| | Year 1 | Year 2 | Year 3 | Year 4 |
|------------------------------|---------|---------|---------|---------|
| University Mandatory Fees | \$1,236 | \$1,018 | \$1,210 | \$1,060 |
| Dental Clinic Management Fee | \$6,591 | \$7,197 | \$5,474 | \$5,474 |

| | | | | |
|--------------------------------------|----------|----------|----------|----------|
| Dental Equipment (Student Purchases) | \$9,341 | \$6,801 | \$2,940 | \$0 |
| Books & Supplies | \$1,366 | \$1,385 | \$829 | \$1,160 |
| Rent/Utilities | \$13,500 | \$13,500 | \$14,850 | \$14,850 |
| Transportation | \$4,440 | \$4,440 | \$4,884 | \$4,884 |
| Personal/Misc | \$3,668 | \$3,668 | \$3,887 | \$3,887 |
| Loan Fees | \$202 | \$202 | \$202 | \$202 |

Total Expenses

| | Year 1 | Year 2 | Year 3 | Year 4 |
|----------------------|----------|----------|----------|----------|
| NYS Resident Tuition | \$61,763 | \$59,631 | \$55,696 | \$52,937 |
| Non-Resident Tuition | \$87,643 | \$85,511 | \$81,576 | \$78,817 |

Budgets represent estimated expense for a ten-month period for first- and second-year students and an eleven-month period for third- and fourth-year students.

Note: All financial aid awarded will be based on the net difference between the standard student budgets as specified above and available student/family resources as determined by the Federal Methodology Need Analysis System.

Academic-Year Fees and Charges**

Required Student Health Insurance Plan: \$1,185 per year, which is only added to the budget if the student does not waive out of the plan.

Required Health Insurance for All International Students

The State of New York requires all non-immigrant students (F-1, F-2, J-1, and J-2) to be enrolled in and billed for the International Student Health Insurance Plan and evacuation and repatriation. The University requires that all non-U.S. citizens and non-permanent U.S. residents also be billed for these insurance fees. The University will bill you approximately \$580.50 for these per semester, and you are required to pay this bill (there is no waiver). All academic year fees and charges listed above are for 2010-11 academic year and are subject to change.

Academic Standing

The School of Dental Medicine evaluates each student's academic and clinical performance at the end of every quarter, and/or upon the completion of every scheduled course using the following grading policies:

A-Superior, Excellent. Exceptional achievement; student performing at highest level of knowledge or skill expected at his/her level of development.

B-Good. Student performing above average level of knowledge or skill expected at his/her level of development.

C-Average. Student performing at level of knowledge or skill

*Stony Brook University Mandatory Health Insurance Policy cost for dental students is \$1,185 per year and students can request aid to cover this mandatory expense. If students have a comparable insurance, they can complete a waiver on-line via the SOLAR system to remove this cost. **Other fees may be required by programs. For detailed information on Payment and Deferment Process and Time Option Payment Plan, please see the financial aid section.

expected at his/her level of development; performance may deviate somewhat both above and below the norm performance, but not sufficiently to warrant the next higher or lower grade.

F-Failure. Level of performance is unacceptable.

H-Honors. Corresponds to A level of performance.

S-Satisfactory. Covers B and C levels of performance.

U-Unsatisfactory. Corresponds to F grade.

I-Incomplete. Used when a student does not complete the required course work by the stated end of a course due to circumstances beyond their control (i.e., illness, death in family, other documented personal problems, etc.).

R-Requirements Incomplete. Used only for patient care courses when students do not complete the minimal clinical accomplishments by the end of the academic year.

W-Withdrawal. Used if a student is given permission to withdraw from a course in progress prior to taking the final examination or completing the equivalent course requirements, with the expectation of taking it over again in the future. This grade will also be used for any uncompleted courses in the event that a student withdraws from the School of Dental Medicine prior to completion of these courses.

The requirements for promotion from year to year and for graduation are described in the Academic Policies and Procedures of the School of Dental Medicine.

Students who receive grades of I or R (with all other grades of C, S or higher) may be considered for conditional advancement pending completion of those courses, at which time the I or R grade will be updated and the academic standing will then be re-evaluated. Students on probationary status or modified programs for academic reasons who receive one or more grades of F or U will be considered for academic dismissal. These policies are subject to change by the Faculty Council of the School.

The Academic Standing Committee also evaluates findings of academic dishonesty from the Honor Code Committee and forwards recommendations to the Dean. It is the policy of the School of Dental Medicine to ensure the integrity of its examination process, to promote ethical behavior in academic and clinical situations, and to develop a commitment by students to the integrity of the dental profession. Students have an obligation to refrain from any act which is designed to obtain for themselves or others academic credit, grades, or other recognition that is not properly earned. They also have an obligation to take an active role in ensuring that other students refrain from such acts. Each student therefore has the responsibility to prevent or report acts, of academic dishonesty.

In cases where dismissal is being considered, the student will be given an opportunity to appear before the Academic Standing Committee. Decisions of the committee may be appealed to the Dean of the School of Dental Medicine and the Vice President for Health Sciences.

Students who develop medical problems that interfere with their dental studies may be granted a leave of absence by the Associate Dean for Education. The Associate Dean for

Education will indicate the necessary documentation required to support the granting of a medical leave and the criteria for resumption of studies.

A complete copy of the Academic Policies and Procedures of the School of Dental Medicine is given to each student at the start of each academic year for information and reference.

Predocloral Dental Curriculum

The program of study leading to the Doctor of Dental Surgery (D.D.S.) degree consists of a fixed sequence of courses as listed below. Enrollment in the second, third and fourth years requires the satisfactory completion of all courses in the previous year. Exception may be made in special cases as described in the section on academic standing. Under certain conditions, credit may be given for equivalent courses taken at other recognized academic institutions. The course hours listed may vary from year to year because of holidays and other school closings. The sequencing of courses, course titles and course hours are subject to modification to reflect changing concepts in dental education and curriculum revisions.

First-Year Program

| Course # | Title | Hours |
|----------|--|-------|
| HBA 521 | Gross Anatomy of the Head, Neck and Trunk | 141 |
| HBA 522 | Embryology | 12 |
| HBC 531 | Molecular Foundations of Medicine | 94 |
| HBN 531 | Neuroscience | 68 |
| HBP 531 | Pathology | 100 |
| HBV 531 | Medical Physiology | 133 |
| HDG 501 | Health Care Systems I | 39 |
| HDG 504 | Dental Materials Science I | 20 |
| HDG 503 | Radiology I | 41 |
| HDG 511 | Dental Morphology/Occlusion | 88 |
| HDG 512 | Operative Dentistry I | 120 |
| HDG 521 | Introduction to Clinical Dentistry | 66 |
| HDI 501 | Foundations in Dental Professional Development | 6 |
| HDI 531 | Off-site Clerkship | |
| HDI 532 | Community Outreach in Local and Distant Sites | |
| HDO 501 | Oral Biology I | 31 |
| HDP 501 | Introduction to Periodontics | 22 |

Second-Year Program

| Course # | Title | Hours |
|----------|--|-------|
| HBH 531 | Pharmacology | 84 |
| HBH 531 | Pharmacology - Dental | 31 |
| HBM 531 | Microbiology | 82 |
| HDC 601 | Children's Dentistry I | 124 |
| HDG 604 | Behavioral Interactions | 14 |
| HDG 605 | Removable Prosthodontics | 54 |
| HDG 606 | Dental Materials Science II | 14 |
| HDG 611 | Fixed Partial Prosthodontics Technique | 140 |
| HDG 613 | Removable Prosthodontics Technique | 86 |

| | | |
|----------|---|----|
| HDG 614 | Operative Dentistry II | 17 |
| HDI 601 | Evidenced-Based Dentistry and Critical Thinking | 16 |
| HDI 604 | Foundations in Dental Professional Development | 6 |
| HDI 631 | Off-site Clerkship | |
| HDI 632 | Community Outreach in Local and Distant Sites | |
| HDM 601 | Professional Responsibility I | 6 |
| HDO 601 | Oral Biology II | 84 |
| HDP 601 | Diagnosis and Treatment of Periodontal Diseases I | 65 |
| HDP 615 | Introduction to Endodontics | 23 |
| HDS 601 | Oral and Maxillofacial Surgery | 56 |
| HDS 602 | Pain Control I | 24 |
| HDS 603 | Medical Emergencies I | 10 |
| HDS 604 | Pain Control II | 28 |
| Med 204B | Nutrition | 10 |

Clinics

| | | |
|---------|---|-----|
| HDC 621 | Year II Children's Dentistry Clinic | 95 |
| HDG 621 | Year II Operative Dentistry Clinic | 131 |
| HDG 622 | Year II Radiology Clinic | 30 |
| HDP 621 | Year II Periodontics Clinic | 56 |
| HDS 621 | Year II Oral and Maxillofacial Surgery Clinic | 9 |

Third-Year Program

| Course # | Title | Hours |
|----------|--|-------|
| HDC 701 | Children's Dentistry II | 65 |
| HDG 701 | Health Care Systems II | 20 |
| HDG 704 | Practice Development I | 14 |
| HDG 705 | Dental Auxiliary Utilization | 8 |
| HDG 706 | Implantology | 18 |
| HDG 708 | Advanced Esthetic Concepts | 16 |
| HDG 709 | Oral and Maxillofacial Radiologic Interpretation | 20 |
| HDI 701 | Interdisciplinary Treatment Planning Seminar | 42 |
| HDI 704 | Foundation in Dental Professional Development | 6 |
| HDI 731 | Off-site Clerkship | |
| HDI 732 | Community Outreach in Local and Distant Sites | |
| HDO 701 | Oral Biology III | 26 |
| HDO 702 | Oral Pathology | 72 |
| HDO 703 | Oral Pathology Conference I | 16 |
| HDO 704 | Translational Oral Biology | 37 |
| HDO 705 | Oral Medicine | 16 |
| HDO 706 | Oral Facial Genetics | 30 |
| HDO 707 | Clinical Pharmacology | 15 |
| HDP 701 | Diagnosis and Treatment of Periodontal Diseases II | 18 |
| HDP 702 | Periodontal Clinical Seminar | 8 |
| HDP 711 | Endodontic Technique | 45 |
| HDS 701 | Advanced Oral and Maxillofacial Surgery Treatment Planning | 10 |
| HDS 702 | Physical Diagnosis: Introduction to Family Medicine | 92 |
| HDS 703 | Medical Emergencies II | 3 |

Clinics

| | | |
|---------|--|-----|
| HDC 721 | Year III Children's Dentistry Clinic | 228 |
| HDG 721 | Year III Operative Dentistry Clinic | 248 |
| HDG 722 | Year III Fixed Partial Prosthodontics Clinic | 218 |
| HDG 723 | Year III Removable Prosthodontics Clinic | 124 |
| HDG 726 | Year III Radiology Clinic | 20 |
| HDP 721 | Year III Periodontics Clinic | 111 |
| HDG HDP | 725 Year III Endodontics Clinic | 30 |
| HDS 721 | Year III Oral and Maxillofacial Surgery Clinic | 24 |

Fourth-Year Program

| Course # | Title | Hours |
|----------|---|-------|
| HDG 802 | Dental Materials Seminar | 13 |
| HDG 803 | General Dentistry Seminar IV | 36 |
| HDG 804 | Practice Development II | 27 |
| HDG 805 | Care for Medically Compromised and Geriatric Patients | 52 |
| HDG 807 | Advanced Removable Prosthodontics | 14 |
| HDI 801 | Board Review Sessions | 14 |
| HDI 802 | Diagnosis and Management of Oro-Facial Pain | 24 |
| HDI 803 | Year IV Forensic Dentistry Elective | 20 |
| HDI 804 | Year IV Esthetic Dentistry Elective | 20 |
| HDI 821 | Year IV Selective Courses | 120 |
| HDI 831 | Off-site Clerkship | |
| HDI 832 | Community Outreach in Local and Distant Sites | |
| HDM 801 | Professional Responsibility II | 14 |
| HDO 803 | Oral Pathology Conference II | 11 |
| HDS 803 | Medical Emergencies III | 3 |

Clinics

| | | |
|---------|---|-----|
| HDC 821 | Year IV Dental Care for the Developmentally Disabled Clinic | 48 |
| HDG 821 | General Practice Program Clinic I (see also HDP 821) | 350 |
| HDG 822 | General Practice Program Clinic II (see also HDP 821) | 440 |
| HDG 823 | Year IV Radiology Clinic | 10 |
| HDG 824 | Year IV Dental Emergencies Clinic | 20 |
| HDO 821 | Year IV Oral Diagnostics Clinic | 36 |
| HDP 821 | Year IV Periodontics Clinic I (component of HDG 821) | 60 |
| HDP 822 | Year IV Periodontics Clinic II (component of HDG 822) | 60 |
| HDS 821 | Year IV Oral Surgery Clinic | 24 |
| HDS 822 | Year IV Oral Surgery Hospital Rotation | 25 |

Fourth-Year Selective Courses (HDI 821)

During the fourth year, students may take up to 120 hours of selective courses at the School of Dental Medicine.

| Department | Course Title |
|---------------------|------------------------------|
| Orthodontics and | Clinical Orthodontics |
| Pediatric Dentistry | Clinical Pediatric Dentistry |
| | Pediatric Dental Research |
| | Cleft Palate |

| | | |
|--------------------------------------|--|--|
| Dental Medicine | Health Law Health Policies and Delivery Systems | HBA 521 Gross Anatomy of the Head, Neck and Trunk A lecture and laboratory with emphasis on dissections of the human head, neck, and trunk. Includes functional and topographic anatomy, embryology, clinical correlations, and an introduction to radiology. <i>141 course hours, Dr. Krause</i> |
| General Dentistry | Advanced Prosthodontics Cosmetic Dentistry | |
| Oral Biology & Pathology | Research in Oral Biology & Pathology | |
| Oral & Maxillofacial Surgery | Oral & Maxillofacial Surgery | HBA 522 Embryology A comprehensive course on human embryological development. <i>12 course hours, Dr. Stern</i> |
| Periodontology and Implant Dentistry | Clinical Periodontics Research in Periodontics | HBN 531 Neuroscience Surveys functional neural systems integrated with laboratory studies of the structure and organization of the human central nervous system. Topics include sensory and motor systems and the autonomic nervous system. <i>68 course hours, Dr. Kritzer</i> |

In lieu of the selectives listed above, dental students may request the use of 120 selective hours to pursue an activity relative to healthcare that is of special interest. Approval of such requests is contingent on the availability of appropriate faculty and resources.

Basic Sciences

Instruction in the basic sciences for dental students is provided by the following faculty of the School of Medicine.

Professors: Jorge Benach (Microbiology), James B. Bliska (Microbiology), Peter R. Brink (Physiology), Carol Carter (Microbiology), Moises Eisenberg (Pharmacology), Leslie C. Evinger (Neurobiology), Robert Haltiwanger (Biochemistry), Patrick Hearing (Microbiology), David W. Krause (Anatomical Sciences), Mary F. Kritzer (Neurobiology), Erich Mackow (Microbiology), Stuart McLaughlin (Physiology), Margaret McNurlan (Surgery), Todd Miller (Physiology), Lorna Role (Neurobiology), Nisson Schechter (Psychiatry), Sanford Simon (Pathology), Jack Stern (Anatomical Sciences), David Thanassi (Microbiology), Steve Yazulla (Neurobiology)

Associate Professors: Janet Hearing (Microbiology), Howard Fleit (Pathology), Wali Karzai (Biochemistry), Aaron Neiman (Biochemistry)

Assistant Professors: Alfredo Fontanini (Neurobiology), Jen-Chih Hsieh (Biochemistry)

Research Associate Professor: Raafat El-Maghrabi (Physiology and Biophysics)

Research Assistant Professor: Roger Cameron (Physiology and Biophysics)

Courses

HBC 531 Molecular Foundations of Medicine

An integrated course covering the important aspects of biochemistry, cell biology, human and molecular genetics, and histology. Includes lectures, small group conferences, and laboratories. The course stresses the clinical relevance of the basic science material.

94 course hours, Drs. El-Magharbi and Schechter

HBP 531 Pathology

Introduces the nature and causes of disease, death, reaction to injury, and repair. Analyzes associated structural changes in cells and tissues, with reference to their functional correlates.
100 course hours, Dr. Fleit

HBV 531 Medical Physiology

A graduate-level introduction to the physiology of the organ systems with ultrastructural correlations. Ultrastructural correlations are demonstrated in a laboratory setting using histological preparations in conjunction with electron micrographs illustrating the relevant ultrastructure needed to understand the normal functioning of tissues and organs. The physiology of the major organ systems is addressed in a lecture format with the emphasis on problem solving. Relevant clinical correlations are addressed at the end of each block in so far as they illustrate how symptoms and signs of disease result from disordered physiology. Medical Physiology addresses the structure and function of the cardiovascular, respiratory, renal, gastrointestinal, endocrine, skeletal, reproductive, and integumentary systems.
133 course hours, Dr. Cameron

HBH 531 Pharmacology (plus dental seminars)

Basic principles that underlie actions of drugs on physiological processes with particular reference to their therapeutic and toxic actions. Primarily for medical, dental, and graduate students.
115 course hours, Dr. Fisher

HBM 531 Microbiology

Presents information derived from molecular genetics and cellular biology of microorganisms to provide a foundation for understanding basic mechanisms underlying pathogenicity of viruses, bacteria, fungi, and protozoa. Laboratory experiments demonstrate techniques to identify and quantitate bacteria.
82 course hours, Dr. Benach

Med 204B Nutrition

The goal of this course is to develop in the student a solid understanding of the role of dietary deficiency, excess, or

imbalance in altered metabolism of nutrients and pathogenesis of disease, and the role of dietary modification and specialized nutrient formulations and delivery systems in preventing and treating chronic and acute illness.

10 course hours, Dr. McNurlan

Department of Dental Medicine

Chair: Ray C. Williams

Distinguished Professor: Israel Kleinberg

Professors: Israel Kleinberg, David W. Paquette, Ray C. Williams

Associate Professor: Joseph K. Spector

Assistant Professors: Stanley Einbender, Lewis J. Gilmore, Paul A. Spenadel, Gilbert E. Winn

Clinical Associate Professors: Aldo Betro, Eugene A. Cohen, Sidney LaPook, Edward H. Schwartz

Clinical Assistant Professors: Martin R. Boorin, Michael S. Apton, Robert M. Benton, Kendra D. Block, Robert Bloom, Edward M. Bram, Robert A. Brown, Jerome Cymerman, Anthony F. DeLio, Bradley M. Fischman, Joel T. Gluck, Harold Gottlieb, Marc Gottlieb, Howard Gruber, Miles R. Hellman, Richard I. Herman, Archer J. Israel, Edward Isaac, Scott O. Kissel, Donald Kitzis, Roger Kleinman, Alan B. Klopman, Theodore J. Klopman, Alan D. Kronish, Jay B. Lubliner, Sanford L. Mailman, Steven A. Milhauser, Allan Mohr, Joseph F. Morales, Alan J. Nevins, Robert O'Sickey, Steven G. Pergola, Robert Peskin, Lawrence A. Popkin, Ellen L. Raffel, Mark Robbins, Robert Z. Rosenthal, Martin I. Schachter, Joseph L. Schwadron, Allen Seely, Sheryl L. Silverstein, Stephen L. Sylvan, J. Eric L. Tobias, Richard S. Turner, Richard P. Valentine, Janet Wu

Clinical Instructor: Bruce T. Michnick

Lecturers: John E. Dodes, Arthur I. Hazelwood, Robert A. Harris, Lawrence Jerrold, Kevin Lastorino, Thomas P. Orfanos, Charles S. Ryan, Marvin J. Schissel, Stuart B. Shapiro, Kenneth Shay

Professor Emeritus: Burton R. Pollack

The Department of Dental Medicine, established at the founding of the School of Dental Medicine, is that interdisciplinary academic unit or home for those faculty principally serving in leadership roles in teaching, research and/or service/patient care. It is anticipated that faculty members within the Department of Dental Medicine interface and actively collaborate with other academic departments within the School of Dental Medicine and the University. Department members may be jointly appointed with other departments within or outside of the School of Dental Medicine.

Courses

HDI 531, 631, 731, 831 Off-site Clerkship

HDI 532, 632, 732, 832 Community Outreach in Local and Distance Sites

HDI 501, 604, 704, 805 Foundations in Dental Professional Development

This course is a major, vertically integrated stream within the four-year predoctoral dental curriculum focusing on those competencies related to professionalism and ethics. The course features formal lectures, small group discussions, panel discussions, case-based teaching, and role-playing. The course meets four times per year, and encourages self-assessment via journal reflection.

6 course hours per year (24 hours total), Drs. Paquette and Cannella

HDI 601 Evidenced-Based Dentistry and Critical Thinking

This course consists of eight, two-hour learning modules designed to develop in dental students the basic skills needed to recognize the quality of the evidence, journals it is published in, to carry out evidence-based analysis of the literature, to formulate hypotheses and design, analyze data, and give an effective presentation.

6 course hours, Dr. Cutler

HDI 701 Interdisciplinary Treatment Planning Seminar

Comprehensive treatment planning is an essential step in providing care to patients. In this course, each student develops and presents a comprehensive treatment plan for a patient utilizing computer-generated text slides, clinical images, radiographs, and handouts.

42 course hours, Drs. Zove, Trochesset, and Schwartz

HDI 801 Board Review Sessions

This is a comprehensive review of the treatment planning principles and basic clinical techniques and procedures. It covers all dental disciplines, and is designed to prepare students for Part II of the National Board Dental Examination, for which passing is a requirement for graduation.

14 course hours, faculty members of all departments

HDI 802 Diagnosis and Management of Oro-Facial Pain

A series of lectures/seminars focusing on differential diagnosis and treatment of facial pain.

24 course hours, Dr. Tannenbaum and faculty

HDI 803 Year IV Forensic Dentistry Elective

This elective will include lectures, viewing at autopsies, attendance at Suffolk Society of Dentistry meetings and exposure to software used to identify unknown specimens.

20 course hours, Dr. Trochesset

HDI 804 Year IV Esthetic Dentistry Elective

This is an advanced course for those students wish to pursue a higher knowledge, skill and general preparation to practice esthetic dentistry.

20 course hours, Dr. Foerth

HDM 601 Professional Responsibility I

The course deals with ethical and legal considerations in the practice of dentistry. The Dental Care Center is used as the practical laboratory for practice management. Ethics management law, and compliance with the rules of the clinic are monitored by faculty.

6 course hours, Dr. Graskemper

HDM 801 Professional Responsibility II

Dental students and dental practitioners face difficult ethical and professional questions on a daily basis. This course explores the characteristics and virtues of a dental professional, reviews professional obligations necessary for the provision of dental care that is in the best interest of the patient, and defines core ethical principles important to the practice of dentistry. The course utilizes interactive lectures and small group activities to illustrate various ethical and professional dilemmas faced by dental practitioners. Small group activities are facilitated by local dentists who are members of the American College of Dentists, an organization whose mission is to advance excellence, ethics, professionalism, and leadership in dentistry.

Prerequisite: HDM 601

16 course hours, Drs. S. London and Cannella

Selective Courses**HDI 821 Year IV Selective Course**

See individual department listing for each selective course description.

120 course hours, various SDM faculty

Health Law

Covers the legal and judicial processes as they relate to regulation and litigation in health practice. Emphasizes selected readings, participation in seminars, and case studies. Instruction in the use of the law library for legal preparation for research publication in a law journal.

120 course hours, Dr. Pollack

Department of General Dentistry

Chair: Mary R. Truhlar

Distinguished Teaching Professor: H. Barry Waldman

Associate Professors: Mary R. Truhlar, Debra Cinotti

Assistant Professors: Dolores Cannella, Ying Gu

Clinical Associate Professors: Douglas J. Foerth, Arthur Goren, Joseph Graskemper, Richard Greenfield, Sanford Lyman, Ann Nasti

Clinical Assistant Professors: Nancy Amoia, David Anolik, Carl R. Blohmke, Beth Buono, Charles Bythewood, Donald Chiarello, Dan Colosi, Gabriel Conte, Joseph DiBernardo, Cecila T. Diggin, Robert Dubois, William Evans, Anthony Fazio, Scott Firestone, Eric Fisher, Sheila Foerth, John J. Foti, Donna Gentile, Janice Gillespie, Stephen Goldstein, Willis Greene, Ronald C. Haas, Richard Imperato, Dimitrios Kilimitzoglou, Alan Kramer, Stephen Kruger, John Lagner, Nicholas Laudati, Bonnie E. Lipow, David Malkin, Jan Miller, Euane Newen, Nora Odingo, Debra A. Oreste, Andrew Pacinelli, Mark G. Pancotto, Gonzalo Pardo, Thomas Patrie, Martin Pokorny, Fran Ratzenburg, Sylvia Rice, Andrew S. Schwartz, Aaron G. Segal, Jeff Seiver, Asya Shor, Sawsan Shukri, Mark Slovin, Marika Spizz, William Tinkler, Alice Urbankova, Christine Valestrand, Ronald Wender, Lawrence Wynn, Amy Zuker

Professor Emeritus: Edward R. Schlissel

The Department of General Dentistry encompasses the divisions of Operative Dentistry and Dental Anatomy, Prosthodontics, Implant Dentistry and Dental Materials, Geriatrics, Diagnostic Imaging, as well as Behavioral Sciences. It also houses the predoctoral General Practice Program (GPP) and General Practice Residency (GPR) program.

The department is responsible for teaching predoctoral students the clinical disciplines of operative dentistry, fixed and removable prosthodontics, dental anatomy, dental auxiliary utilization, dental materials, oral and maxillofacial radiology, and dental public health and behavioral sciences.

During the first-year, the dental student is introduced to dental restorative procedures through a course in tooth morphology (dental anatomy) and to preclinical exercises in operative dentistry. Clinical activity begins in the second year with the student performing simple operative procedures for patients. As the students progress through the preclinical instruction in radiology and removable and fixed partial prosthodontics, the scope of services expands and reflects their increased clinical knowledge and skills. During the third and fourth years, having established familiarity with patient management in the clinical environment, students refine their skills and develop expertise necessary for the practice of dentistry. Fourth year students treat patients in a general practice program in a format similar to private practice. Students learn procedures under the guidance of general practitioners with specialists available when the complexity of the case warrants.

Courses**HDG 501 Health Care Systems I**

Introduces the organization and component aspects of the health delivery system in the United States. Emphasizes the effect on the patient, the provider, health institutions, and the general community.

39 course hours, Dr. Waldman and faculty

HDG 503 Radiology I

Basic principles of radiation physics, radiation biology and concepts of radiation safety in the dental office; geometric principles of radiographic image formation; radiographic anatomy of the maxillofacial complex; radiographic diagnosis of dental caries and marginal periodontal disease.

41 course hours, Dr. Colosi

HDG 504 Dental Materials Science I

Introduces the structure of matter and the physical and mechanical properties of selected dental materials fundamental to restorative dentistry. Emphasizes evaluating materials for clinical application compatible with the guidelines and specifications of the Food and Drug Administration and the American Dental Association.

20 course hours, Dr. Foerth and faculty

HDG 511 Dental Morphology /Occlusion

Introduces the morphology of the permanent dentition, emphasizes eye-hand coordination, dental inlay wax manipulation, reproduction of tooth crown contours in three dimensions with wax, and some basic factors of occlusion and their relation to tooth morphology.

88 course hours, Dr. Rice and faculty

HDG 512 Operative Dentistry I

Introduces the carious process, the classification of carious and Non-carious lesions and the restorative options for each classification. This course includes nomenclature of cavity preparations and restorations, use and manipulation of hand and rotary instruments and manipulation of the restorative materials for direct restoration. Lectures and laboratory exercises.

120 course hours, Dr. Urbankova and faculty

HDG 521 Introduction to Clinical Dentistry

A multidisciplinary course that prepares students for clinical dentistry. Students develop skills in recording patient medical history, performing comprehensive head and neck exams and monitoring vital signs. Covers infection control and safe working practices and introduces oral pathology and systemic diseases that affect the oral cavity. Students receive clinical experience in assisting.

66 course hours, Dr. Nasti, Dr. Lipow, and faculty

HDG 606 Dental Materials Science II

Continuation of HDG 504.

14 course hours, Dr. Foerth, and faculty

HDG 604 Behavioral Interactions

Introduces behavioral science, including psychological Aspects of oral healthcare, communication skills, and interpersonal relationships.

14 course hours, Dr. Cannella

HDG 605 Removable Prosthodontics

Presents principles and laboratory procedures for the treatment of the complete edentulous patient. Covers diagnosis, treatment planning, survey and design analysis, prosthodontics terminology, biologic and anatomic factors, and the basic prosthodontic principles and practices in the fabrication of complete denture prosthesis.

Corequisite: HDG 613

54 course hours, Dr. Lyman and faculty

HDG 611 Fixed Partial Prosthodontics Technique

Introduces the concept of fixed partial denture and occlusal theory and principles. Covers the development of diagnostic and practical skills related to clinical procedures in fixed prosthodon-

tics. Covers all clinical and laboratory techniques required in the fabrication of single and multi-unit fixed restorations.

Prerequisites: HDG 511, 512

140 course hours, Dr. Segal, Dr. Valestrand, and faculty

HDG 612 Operative Dentistry Technique II

This course presents the principles of inlay/onlay preparations. Students will acquire experience preparing teeth as well as using Cerec system of porcelain restoration fabrication. Students will learn how to manipulate resin cements for use with porcelain restorations.

Prerequisites: HDG 512

17 course hours, Dr. Foerth and faculty

HDG 613 Removable Prosthodontics Technique

Presents principles and laboratory procedures for the treatment of the partially edentulous patient. Covers diagnosis, treatment, planning, and design analysis, prosthodontic terminology, biologic and anatomic factors and the basic prosthodontic principles and practices in the fabrication of removable partial denture prosthesis.

Prerequisites: HDG 511, 512

86 course hours, Dr. Lyman and faculty

HDG 621 Year II Operative Dentistry Clinic

This course involves clinical experience in oral health assessment, diagnostic procedures, and operative procedures. Advancement to more independent levels of instruction and patient treatment based on ability.

Prerequisite: HDG 512

Corequisites: HDS 602, HDS 603 and HDM 601

157 course hours, Dr. Nasti and faculty

HDG 622 Year II Radiology Clinic

Introduction of oral radiographic techniques in the care of patients. The clinical instruction emphasizes intraoral imaging technique, accuracy of self-assessment, and panoramic imaging technique.

168 course hours, Dr. Colosi and faculty

HDG 701 Health Care Systems II

A continuation of HDG 501. Emphasizes health insurance, national health programs, and problems in the delivery of dental services. Debates on current health issues are used to develop both an awareness of concerns facing the health professions and enhance communication abilities.

20 course hours, Dr. Waldman and faculty

HDG 704 Practice Development I

Focuses on techniques used to develop and maintain an active dental practice. Emphasizes interpersonal skills and the use of computers for effective practice development.

14 course hours, Dr. Wender

HDG 705 Dental Auxiliary Utilization

The development of knowledge and skills in four-handed, sit-down dentistry, and patient management.

8 course hours, Dr. Blohmke

HDG 706 Implantology

A comprehensive didactic course that provides a solid foundation for the student in this new discipline of dental implantology. 18 course hours, Dr. Foerth and faculty

HDG 708 Advanced Esthetic Concepts

The treatment of dental esthetic issues is a necessary part of current dental education and comprehensive care given to patients. In this course, the students will familiarize themselves with the available approaches to creating harmony and beauty in a smile. Many of the available cosmetic restorations on the market will be covered: their indications, contraindications, advantages, disadvantages and techniques. Special emphasis will be given to porcelain laminate veneers.

Prerequisites: HDG 605 and HDG 613
16 course hours, Dr. Foerth and faculty

HDG 709 Oral and Maxillofacial Radiologic Interpretation

This course builds on the basic technical and image interpretation material from Radiology I and Year II Radiology clinic, emphasizing interpretation of intraoral imaging and the rationale, design, and execution of intraoral radiographic examinations. After successful completion of the course, the student will be competent to determine the need for imaging, determine the best imaging to meet the diagnostic task, and interpret caries, periodontal disease, and pulpal and periapical pathosis as they appear on such images. They also will be familiar with the appearances of more unusual pathosis of the craniomandibular complex and appropriate modalities for their imaging.

Prerequisites: HDG 503 and HDG 622
20 course hours, Dr. Colosi

HDG 721 Year III Operative Dentistry Clinic

The clinical continuation of HDG 621. Emphasizes treatment within the discipline of operative dentistry.

Prerequisites: HDG 605, HDG 611, HDG 613, HDG 621
248 course hours, Dr. Schwartz and faculty

HDG 722 Year III Fixed Partial Prosthodontics Clinic

Emphasizes treatment within the discipline of fixed partial prosthodontics.

Prerequisites: HDG 605, HDG 611, HDG 613, HDG 621
218 course hours, Dr. Segal and faculty

HDG 723 Year III Removable Prosthodontics Clinic

Emphasizes treatment within the discipline of removable prosthodontics.

Prerequisites: HDG 605, HDG 611, HDG 613, HDG 621
124 course hours, Dr. Segal and faculty

HDG 726 Year III Radiology Clinic

A continuation of HDG 622. Applies oral radiography and radiographic diagnosis in the care of patients.

Prerequisite: HDG 622
20 course hours, Dr. Colosi and faculty

HDG 803 General Dentistry Seminar IV

A comprehensive review of restorative dentistry that emphasizes evidenced based presentations on topics related to General Dentistry techniques, technology, and treatment planning. Student Lecturers.

Prerequisites: HDI 701

36 course hours, Dr. Pancotto, Dr. Schwartz, and faculty

HDG 804 Practice Development II

A continuation of HDG 704 that emphasizes interpersonal skills and the use of computers for effective practice management.

Prerequisite: HDG 704

27 course hours, Dr. Wender

HDG 805 Care of Medically Compromised and Geriatric Patients

A series of lectures focused on the medical, psychological, and sociological problems that influence the provision of dental care to a population with concomitant medical problems.

52 course hours, Dr. Truhlar and faculty

HDG 806 Advanced Imaging Techniques

Through a series of lectures and independent assignments, the course introduces fourth-year students to advanced imaging modalities utilized in dentistry: multi-detector CT, magnetic resonance imaging, and, with particular emphasis, cone-beam CT. The course covers working principles, indications and selection criteria for cone-beam and multi-detector CT magnetic resonance imaging, as well as basic processing of the cone-beam CT data set.

10 course hours, Dr. Colosi

HDG 807 Advanced Removable Prosthodontics

An in-depth review of certain concepts and techniques in fixed and removable prosthodontics as well as the introduction of new material in these disciplines.

14 course hours, Dr. Segal

HDG 821 General Practice Program Clinic I

Simulates a small group practice where students gain extensive experience in treating complex restorative problems requiring a multidisciplinary approach (see also HDP 821).

440 course hours, Dr. Blohmke, Dr. Pancotto, and faculty

HDG 822 General Practice Program Clinic II

(See also HDP 822.) A continuation of HDG 821.

350 course hours, Dr. Blohmke, Dr. Pancotto, and faculty

HDG 823 Year IV Radiology Clinic

A continuation of HDG 726. Applies oral radiography and radiographic diagnosis to more complex clinical care situations.

10 course hours, Dr. Colosi and faculty

HDG 824 Year IV Dental Emergencies Clinic

Through assignment and rotation through the Dental Emergencies Clinic, the fourth-year dental student will attain clinical experience in the ability to triage, differentially diagnose, treat and/or refer patients who present with dental and/or orofacial emergencies. Students will treat patients

under the supervision of assigned faculty. Consultation with specialists and or referrals will be made when necessary.

20 course hours, Dr. Truhlar and faculty

Selective Courses

(See HDI 821)

Advanced Prosthodontics

Clinical experiences involving complex cases which require sophisticated prosthetic techniques and procedures. School of Dental Medicine

120 course hours, Dr. Segal

Health Policies and Delivery Systems

Individual study and independent analysis of health policy issues affecting dental care delivery. School of Dental Medicine

120 course hours, Dr. Waldman

Esthetic Dentistry

Clinical experiences involving complex esthetic cases which require sophisticated restorative techniques and procedures. School of Dental Medicine

120 course hours, Dr. S. Foerth

Department of Hospital Dentistry and Dental Anesthesiology

Chair: Robert P. Reiner (Acting)

Distinguished Teaching Professor: Fred S. Ferguson

Professor: Vincent J. Iacono

Associate Professors: Debra A. Cinotti, Allan J. Kucine, Robert P. Reiner, Mary R. Truhlar

Assistant Professor: Denise A. Trochesset

Clinical Professors: Richard Faber, Mark Swerdloff

Clinical Associate Professors: Joseph Graskemper, Stephen Sachs, Anthony Casino, Salvatore L. Ruggiero

Clinical Assistant Professors: Michael Apton, Barry Bass, William Bast, Steven Bear, Martin Boorin, Edward Bram, Beth Buono-Apprea, Johnasina Cummings, Martin Dominger, Ralph H. Epstein, Steven Feigelson, Doug Foerth, John Frost, Stephen Gold, Jeffrey Goldberg, Harold Gottlieb, Joel Holubar, Jonathan Kameros, William Katz, Roger Kleinman, Leon Klempler, Joan Korins, Arthur Kupperman, David Malkin, Jay Neugarten, Yonghyuk Park, David Plosky, Martin Pokorny, Sharon Pollick, Stacy Reifeld, Sylvia Rice, William X. Schneider, Michael Schwartz, Scott Siegel, Mark Slovin, Stephen Sokoloff, Lester Stein, Kenneth Stoler, Nils Wallen, Richard Weledniger

The Department of Hospital Dentistry and Dental Anesthesiology was established in September 2000 to facilitate experiences in the dental management of hospital inpatients

and outpatients for predoctoral and postdoctoral students. The department actively collaborates with the other departments to provide instruction in the management of patients in a hospital setting and in various pain management techniques.

Department of Oral Biology and Pathology

Chair: Steven D. London (Acting)

Distinguished Professors: Lorne M. Golub, Israel Kleinberg

Professors: Steven D. London, Barry R. Rifkin, Maria E. Ryan, Marcia Simon

Associate Professors: Sabine Brouxon, Soosan Ghazizadeh, Lucille London, Stephen Walker

Assistant Professor: Denise A. Trochesset

Research Assistant Professors: Don P. Codipilly, Jay Gary Gao, Hsi Ming Lee

Clinical Professor: Barry Cooper

Clinical Associate Professors: Arthur Goren, Alvin Heller

Clinical Assistant Professors: Raveena Jagwani, Irving Kittay, Michael F. Paccione, George Westbay

Professors Emeriti: Herhall W. Kaufman, Thomas F. McNamara, Jerry Pollock, Leo Sreebny, Lorne B. Taichman

Affiliated Faculty:

Professors: David Baker, Robert A. Greenwald

Associate Professor: Timo Sorsa

The Department of Oral Biology and Pathology acts as a bridge between the traditional basic sciences and the clinical sciences related to oral health. The department has made a major commitment to the development of new diagnostic technology and approaches for use in the preservation of the oral tissue and management of oral disease. It is one of the leading departments in the University in technology development and transfer to clinical practice.

Within the predoctoral curriculum, the department offers approximately 400 hours of didactic instruction relevant to the understanding of biological and molecular processes involved in oral diseases. During the first three years of the predoctoral program, the subject matter deals with the biology of embryological development of the face and oral cavity, oral mineralized tissues, dental supporting tissues, oral microbiota, salivary glands and their products, oral and other mucous membranes, and the various sensory and oral motor systems of the mouth. The sequencing of the units is designed to obtain maximum integration between concurrently offered basic science and clinical courses. The department has developed a unique course in translational and clinical oral biology in the third and fourth years of the dental program, which offers

basic and practical experience in clinical laboratory methods and familiarizes students with investigative clinical procedures used in the diagnosis and monitoring of the effectiveness of treatment of a patient. The department is responsible for instruction to dental students in the body of basic biological and molecular processes involved in oral disease.

Oral pathology and oral medicine segments of the department's curriculum are offered in the latter two years of the predoctoral program. Where possible, the didactic subject matter is coupled with actual patient examination and clinicopathological conferences. Emphasis is placed on the interrelationships of pathology, clinical behavior, prognosis, therapeutic modality, and the biologic nature of the disease entity.

The department also offers graduate studies leading to the M.S. and Ph.D. degrees, which are granted through Stony Brook's Graduate School. The main function of these programs are to train oral biology educators and researchers to staff dental and medical schools, dental research institutes, dental and medical industrial laboratories, and to provide relevant basic science training for dentists and physicians taking post-doctoral specialty training. The course work consists of an in-depth exposure to knowledge, directly and indirectly related to oral biology and its related sciences, and is coupled with appropriate individual research, tutorial, and thesis programs.

Division of Translational Oral Biology

Director: Israel Kleinberg

Distinguished Professor: Israel Kleinberg

Translational Oral Biology is an area of applied science that has been developed over a period of 35 years at the Stony Brook University School of Dental Medicine, where it exists as an important and unique component of the dental curriculum. It has been built on a growing foundation of oral and medically related biological science with focus on clinical application and patient care.

The Translational Oral Biology curriculum is given in the third year and is presently comprised of four sections. Section one deals with the nature and fundamentals of technology and knowledge transfer. Section two focuses on the fundamentals and specifics of newly developed and emerging diagnostic devices and techniques. Section three deals with the underlying basis and specifics of a range of new and emerging therapeutics and therapies. The fourth and last part deals with protocols to manage specific diseases where newly discovered and perfected diagnostic and therapeutic entities can be applied and integrated into clinical practice.

Courses

HDO 501 Oral Biology I

Deals with the molecular structure, biochemistry, and physiology and developmental anatomy of the systems constituting the oral apparatus. Covers the embryological development of the face and oral cavity, tooth development, and the biology of the dental mineralized tissues.

31 course hours, Dr. Ghazizadeh and faculty

HDO 601 Oral Biology II

A continuation of HDO 501 covering the biology of the oral mucous membranes, the biology of the dental supporting tissues, the biology of the salivary glands and their products, and the microbiology of the oral cavity.

Prerequisites: HDO 501, HBM 531 or permission of the department
90 course hours, Dr. Walker and faculty

HDO 701 Oral Biology III

A continuation of HDO 601, covering the oral motor and sensory systems.

Prerequisites: HDO 601

14 course hours, Dr. Walker and faculty

HDO 702 Oral Pathology

Covers the clinical and histopathologic manifestations of acquired, inherited and neoplastic diseases of the human oral cavity. Includes benign and malignant tumors of bone, odontogenic and non-odontogenic cysts and tumors, mucosal and salivary gland diseases, and oral manifestations of systemic diseases.

Prerequisites: HDO 601, HDO 501

72 course hours, Dr. Trochesset

HDO 703 Oral Pathology Conference I

Clinicopathologic case presentations and development of differential diagnosis skills.

Prerequisite: HDO 501; Corequisite: HDO 702

16 course hours, Dr. Trochesset

HDO 704 Translational Oral Biology

Covers the biochemical, physiological, microbiological and electronic principles involved in a variety of techniques used as aids in the diagnosis of oral diseases.

Prerequisite: HDO 601

34 course hours, Dr. Kleinberg and faculty

HDO 705 Oral Medicine

Introduces the principles of patient care related to stomatologic and dermatologic disease, neurologic abnormalities, hematologic disturbances, and the medically compromised patient.

Prerequisites: HDO 501, HDO 601

16 course hours, Dr. Trochesset

HDO 706 Oral Facial Genetics

Focuses on the utilization, preparation, and analysis of basic human genetics in clinical situations. Covers genetic disorders of the craniofacial complex and dentistry for the multiple handicapped patient.

Prerequisite: HDO 501 or permission of instructor

24 course hours, Dr. Taichman

HDO 707 Clinical Pharmacology

Covers pharmacology in dental practice emphasizing clinical usage of antibiotics, sedatives, tranquilizers and analgesics. Drug interactions and side effects are discussed.

Prerequisite: HBH 531

15 course hours, Dr. Golub and faculty

HDO 803 Oral Pathology Conference II

A continuation of HDO 702.

Prerequisite: HDO 702

11 course hours, Dr. Trochesset

HDO 821 Year IV Clinic: Oral Diagnostics

The clinical continuation of HDO 704 in which the principals of oral diagnostics are applied to patient care.

Prerequisites: HDO 704

36 course hours, Dr. Jagwani and faculty

Selective Courses

(See HDI 821)

Research in Oral Biology and Pathology

Participation in a research project under faculty supervision; research paper required.

120 course hours, Dr. Walker and faculty

For information on graduate courses provided by the Department of Oral Biology and Pathology, refer to the section on Advanced Dental Education Programs.

Department of Oral and Maxillofacial Surgery

Chair: Allan J. Kucine (Acting)

Associate Professor: Allan J. Kucine

Clinical Professors: Mark Swerdloff, Stephen Sachs

Clinical Associate Professors: Anthony J. Casino, Salvatore L. Ruggiero, Rory Sadoff

Clinical Assistant Professors: Thomas Arcati, Nelson R. Assael, Barry D. Bass, William G. Bast, Lawrence E. Becker, Bertram Blum, Martin Dominger, Jeffery Goldberg, Robert P. Iovino, Guenter J. Jonke, David Jurman, Jonathan B. Kameros, Harvey Meranus, David M. Miller, Alex Montezam, Victor L. Nannini, Jay Neugarten, Brian O'Neill, Kevin J. Penna, Sharon A. Pollick, Alan M. Protzel, Peter Protzel, William X. Schneider, Michael H. Schwartz, Scott Siegel, Steven I. Snyder, Stephen M. Sokoloff, Lester D. Stein, Kenneth L. Stoler, J. Hamilton Willoughby, Charles Stroh

The goal of the predoctoral teaching program in oral and maxillofacial surgery is to prepare dental students to be competent in performing minor oral surgical procedures and to be able to manage more complex cases. Students receive instruction and acquire abilities in the manipulation of soft and hard tissues (e.g., removal of erupted teeth, flap procedures, alveoloplasty, and suturing techniques). In addition, dental students have the opportunity to gain experience in performing more advanced surgical procedures. The program provides insight into the management of complex problems such as facial bone fractures, impacted teeth, salivary gland diseases, tumors, and developmental abnormalities. The oral and max-

illofacial surgery curriculum includes instruction in patient evaluation, pain and anxiety control, and the management of medical emergencies.

Courses**HDS 601 Oral and Maxillofacial Surgery**

This didactic course, which is an introduction to oral and maxillofacial surgery, examines the various conditions, diseases, and injuries treated by the oral and maxillofacial surgeon. Students develop an understanding of the surgery of the hard and soft tissues of the oral and maxillofacial region.

56 course hours, Dr. Kucine and faculty

HDS 602 Pain Control I

Introduces the psychology and physiology of pain, the diagnosis and management of various pain syndromes, and the pharmacology and appropriate prescribing of analgesic medications. This course covers all phases of the administration of local anesthetics, including the selection of appropriate agents and intra-oral injection techniques based on the needs of the individual patient and the specific procedure to be performed.

24 course hours, Dr. Kucine

HDS 603 Medical Emergencies I

The dentist must be prepared to manage medical emergencies that may occur during the course of dental therapy. This course presents a variety of medical emergencies that may be caused by specific disease states, medications administered in the dental office, or by anxiety related to the dental visit. Prevention of medical emergencies is emphasized, as well as diagnosis and management.

10 course hours, Dr. Kucine

HDS 604 Pain Control II

Introduces various techniques for sedation in the dental office with an emphasis on the administration of nitrous oxide analgesia. Patient selection, monitoring techniques, and a review of relevant cardiovascular and respiratory physiology is covered.

Prerequisite: HDS 602

28 course hours, Dr. Kucine and faculty

HDS 621 Year II Oral and Maxillofacial Surgery Clinic

The clinical complement to HDS 601. Students develop skills in taking a comprehensive medical history as it applies to surgical care, in the proper administration of local anesthesia, in performing simple exodontia, in prescription writing, and in the postoperative care of the surgical patient.

Corequisite: HDS 601

9 course hours, Dr. Kucine and faculty

HDS 701 Advanced Oral and Maxillofacial Surgery Treatment Planning

A case-based course where students evaluate surgical patients with complex medical conditions, develop diagnoses, treatment plans, and present their findings to faculty and classmates in a small group setting.

Prerequisite: HDS 601

10 course hours, Dr. Kucine

HDS 702 Physical Diagnosis: Introduction to Family Medicine

Introduces clinical medicine and its relationship to dentistry. Covers the physical signs, symptoms and laboratory values of the various organ systems in health and disease, and the application of this knowledge to patients in ambulatory care and hospital settings and emphasizes oral manifestations and dental treatment modifications required by the medically compromised patient. This course also includes hospital and outpatient rotations in the operating room, emergency room, and clinic.

Prerequisite: HDS 601

92 course hours, Drs. Meltzer, Kucine, and faculty

HDS 703 Medical Emergencies II

A continuation of HDS 603.

Prerequisite: HDS 603

3 course hours, Dr. Kucine

HDS 721 Year III Oral and Maxillofacial Surgery Clinic

An extension of HDS 621. Students gain additional clinical experience in basic exodontia and minor oral surgery, including multiple extractions, alveoloplasty, and advanced suturing techniques. Students assist in more complex surgeries including surgical extractions, removal of impacted wisdom teeth, and incision and drainage of odontogenic infections in the healthy and medically compromised patient.

Prerequisite: HDS 621

24 course hours, Dr. Kucine and faculty

HDS 803 Medical Emergencies III

A continuation of HDS 703.

Prerequisite: HDS 703

3 course hours, Dr. Kucine

HDS 821 Year IV Oral and Maxillofacial Surgery Clinic (SDM)

An extension of HDS 721. This clinical course focuses on the student's clinical experience in the diagnosis and treatment of more complex problems of the oral and maxillofacial region. Covers surgical odontectomies and the surgical and adjunctive treatment of diseases of the salivary glands, paranasal sinuses and infections of the regions of the head and neck, and the application of this knowledge to the patient. Emphasizes need for interdisciplinary consultation.

Prerequisites: HDS 601, HDS 702, HDS 621, HDS 721

24 course hours, Dr. Kucine and faculty

HDS 822 Year IV Oral Surgery Hospital Rotation

Students are exposed to the full scope of oral and maxillofacial surgery in the hospital setting.

Prerequisites: HDS 601, HDS 702, HDS 621, HDS 721

25 course hours, Dr. Kucine and faculty

Selective Courses

(See HDI 821)

Oral and Maxillofacial Surgery

Familiarization with cases commonly seen by an oral and maxillofacial surgeon, including trauma, pathology, dentoalveolar surgery, mucoperiosteal flaps, biopsy, pre-prosthetic and

orthognathic surgery; participation in conferences, clinical surgical procedures and discussions with staff.

120 course hours, Dr. Kucine

Department of Orthodontics and Pediatric Dentistry

Chair: Stephanos Kyrkanides

Distinguished Teaching Professor: Fred S. Ferguson

Professor: Stephanos Kyrkanides

Clinical Professor: Richard D. Faber

Clinical Associate Professors: Antonino Russo, Robert Schindel, Rhona S. Sherwin

Clinical Assistant Professors: Richard Bach, Zachary Faber, Ian A. Glaser, Ross Gruber, Joan Korins, Marcie Lebovic, Howard R. Miller, Michael Reale, Mark Salerno, Steven S. Schwartz, Dawn Sosnick

Distinguished Professor Emeritus: Louis W. Ripa, Jr.

Professor Emeritus: Gary S. Leske

The predoctoral curriculum of the Department of Orthodontics and Pediatric Dentistry begins in the first quarter of the second year. Initially, the student is introduced to the preventive aspects of dental care for children. Prevention is especially stressed including the use of systemic and topical fluorides, occlusal sealant application, and diet modification. Restorative care and appliance therapy for children is also taught with equal emphasis placed upon the technical aspects of treatment and treatment rationale. The development of occlusion from the prenatal period through adolescence is presented, and what constitutes a normal occlusion is described. Students learn to recognize malocclusion, identify the concomitant etiologic factors and are taught to prevent, intercept, or treat minor problems of occlusion. The didactic program continues in the third year with emphasis on behavior management in children, orthodontic considerations for the adult patient, and review of the literature. Clinical sessions in children's dentistry are conducted in the student's second and third years. The department offers selectives to fourth-year students both at the school and at affiliated institutions. In addition, a fourth year clinical program in dental care for the developmentally disabled is provided.

Courses**HDC 601 Children's Dentistry I**

An introduction to pediatric dentistry, orthodontics, and clinical caries prevention with emphasis on the normal child's dentition, dental abnormalities, pulp therapy, operative procedures, treatment of traumatic injuries, growth and development of the jaws, cranium and dentition, normal occlusion and malocclusion, orthodontic diagnosis including

cephalometrics, interceptive, and corrective treatment. Stresses rationale of caries prevention and importance of dietary factors. The course includes a laboratory component.

124 course hours, Dr. Ferguson and faculty

HDC 621 Year II Children's Dentistry Clinic

Provides clinical experience for the preventive, interceptive, corrective, operative, surgical treatment of children. Faculty supervision.

Prerequisite: HDC 601 Laboratory Component

95 course hours, Dr. Ferguson and faculty

HDC 701 Children's Dentistry II

An introduction to behavior management of the child dental patient, orthodontic tooth movement, and orthodontics for adult patients. Includes laboratory session in minor tooth movement and orthodontic and pediatric dental literature review seminar and case presentations.

Prerequisite: HDC 601

65 course hours, Dr. Ferguson and faculty

HDC 721 Year III Children's Dentistry Clinic

Provides clinical experience in comprehensive patient care for pre-school, school-age and adolescent patients; dental care for the handicapped, and orthodontic treatment on adults undergoing other kinds of dental care.

Prerequisite: HDC 602

228 course hours, Dr. Ferguson and faculty

HDC 821 Year IV Dental Care for the Developmentally Disabled Clinic

Provides clinical experience in comprehensive care for the developmentally disabled, including pre- and post-sensitivity training.

Prerequisites: HDC 601 and 701

48 course hours, Dr. Cinotti and faculty

Selective Courses

(See HDI 821)

Clinical Orthodontics

Clinical orthodontics involving correction of major malocclusion under direct faculty supervision.

120 course hours, Dr. Faber

Clinical Pediatric Dentistry

Clinical experiences involving young patients with major dental problems and patients with developmental disabilities.

120 course hours, Dr. Ferguson and faculty

Pediatric Dental Research

Clinical pediatric dentistry and/or laboratory research conducted at the school or in the field.

120 course hours, Dr. Ferguson

Department of Periodontology and Implant Dentistry

Chair: Vincent J. Iacono

Distinguished Service Professor: Vincent J. Iacono

Professors: Christopher W. Cutler, Philius R. Garant

Associate Professor: Steven P. Engebretson

Assistant Professor: George Bruder

Research Assistant Professor: Jasvir Grewal

Clinical Associate Professors: Gary D. Kitzi, Steven M. Zove

Clinical Assistant Professors: Steven H. Bear, John Diana, Alan H. Farber, Kathleen Frost, Edward Gottesman, Anthony Ienna, Jennifer Kraus, Vasilios Mesimeris, Marvin A. Price, Daniel Reich, Jeffrey Rosario, John Rose, Richard S. Truhlar

Professor Emeritus: Paul N. Baer

Clinical Professor Emeritus: Charles L. Berman

Visiting Associate Professor: Ludovico Sbordone

Through a series of lectures, seminars, demonstrations and clinical assignments, the Department of Periodontology and Implant Dentistry presents basic knowledge and skills to pre-doctoral dental students that are essential to the prevention and treatment of diseases and conditions affecting the supporting structures around teeth and their substitutes (i.e., dental implants). Upon completion of this program, the student is capable of differentiating a healthy from a diseased periodontium. A thorough knowledge of all local etiologic factors responsible for periodontal disease and methods of preventing its onset is stressed. Utilizing this knowledge and experience, the dental student is exposed to the full scope of periodontal specialty care and trained to competently evaluate, treatment plan and manage patients with slight to moderate periodontal disease.

The department also includes the division of endodontics devoted to the morphology, physiology, and pathology of the human dental pulp and periradicular tissues. Predoctoral instruction includes the biology of the normal pulp and the etiology, diagnosis, prevention, and treatment of diseases and injuries of the pulp and associated periradicular conditions.

Courses

Introduction to Periodontics

Covers the clinical and microscopic anatomy and physiology of the periodontium in health and disease, the factors responsible for the various periodontal diseases and the application of this knowledge to the patient. Emphasizes prevention of periodontal disease.

22 course hours, Dr. Zove and faculty

HDP 601 Diagnosis and Treatment of Periodontal Diseases I

Lectures and seminars covering diagnosis, prognosis, treatment planning, and the overall management of the patient with periodontal disease.

Prerequisite: HDP 501

65 course hours, Dr. Zove and faculty

HDP 615 Introduction to Endodontics

This course leads students from an understanding of pulpal biology through pulpal pathology and microbiology, to the concepts and technical procedures needed for the diagnosis and treatment of endodontic disease, and finally to integrate this knowledge to provide comprehensive patient care.

Prerequisites: HDG 512

23 course hours, Dr. Bruder

HDP 621 Year II Periodontics Clinic

Emphasizes the application of knowledge in the treatment of patients with periodontal disease.

56 course hours. Dr. Zove and faculty

Diagnosis and Treatment of Periodontal Disease II

Covers specific clinical conditions and advanced concepts associated with periodontal diseases, diagnosis, prognosis, and therapy.

Prerequisite: HDP 601

18 course hours, Dr. Zove and faculty

HDP 702 Periodontal Clinical Seminar

Concepts of periodontal diagnosis and treatment in a seminar format with emphasis on newly emerging technologies and techniques.

8 course hours, Dr. Zove and faculty

HDP 711 Endodontic Technique

The biology and pathology of the pulpal and periapical tissues and the basic principles of endodontic procedures for diagnosis and treatment of pulpal disease and periapical lesions; application of endodontic procedures simulating clinical situations, performed on mounted extracted teeth.

Prerequisites: HDP 615, HDG 621

45 course hours, Dr. Bruder

HDP 721 Year III Periodontics Clinic

Emphasizes the application of knowledge in the treatment of patients with periodontal disease.

111 course hours, Dr. Zove and faculty

HDP 725 Year III Endodontics Clinic

The course is designed to give students hands on experience in the diagnostic, radiographic, and anesthetic techniques necessary during treatment of patients requiring uncomplicated endodontic therapy. The selection and use of endodontic instruments and materials are demonstrated and discussed during clinic sessions.

Prerequisites: HDP 615, HDG 621, HDP 711

30 course hours, Dr. Bruder

HDP 821 Year IV Clinic: Periodontics I

A component of the General Practice Program Clinic, HDG 821. 60 course hours, Dr. Zove and faculty

HDP 822 Year IV Clinic: Periodontics II

A component of the General Practice Program Clinic, HDG 822. 60 course hours, Dr. Zove and faculty

Dental Student Activities/Organizations**American Student Dental Association**

Chartered in November of 1996, the Stony Brook chapter of the American Student Dental Association (ASDA) addresses the needs and interests of its members and the public that they will serve. Eligibility for membership requires that the individual be an undergraduate of a dental school accredited by the American Dental Association. Membership provides subscriptions to the *Journal of the American Dental Association*, *ADA News*, and the *New Dentist*, the official magazine of ASDA. In addition, ASDA provides its members with opportunities in research, travel, practice abroad, insurance, licensure and national board exams, and financial assistance.

The following are affiliates of the student chapter. The national, state and local levels of organized dentistry work together to help students understand the importance of organized dentistry. All organizations encourage student participation in general membership meetings and special projects if time permits with their schedule.

American Dental Association

New York State Dental Association

Nassau County Dental Society

Suffolk County Dental Society

Dental Student Organization (DSO)

The DSO is the official student governing student body. Each class elects a class president. The DSO is responsible for setting and appropriating the student activity fee.

Dental Student Research Society: American Association of Dental Research (AADR) Chapter

Research opportunities occupy a prominent place among the priorities and accomplishments of the Dental School's students, residents, and faculty, many of whom are preeminent in their fields.

All students conducting research at the school are encouraged to participate in Dental Research Day. In addition, a Dental Student Research Fund established at the school allows the students opportunities to attend and present their research at various regional, national and international conferences. Past conferences include the International Association of Dental Research, American Association of Dental Research, American Dental Association, and the Hinman Symposium.

Fraternities

Two dental fraternities, Alpha Omega and Xi Psi Phi, are actively involved in student life, providing social events and sponsorship of lectures on topics of interest to dental students.

Predocutorial Dental Student Scholarships, Honors, and Awards

Blasco C. Gomes Endowment Fund

This endowment fund has been established to honor Dr. Blasco C. Gomes, a former Associate Professor in the Department of Periodontics. He is known as one of the School of Dental Medicine's most beloved teachers, who motivated many students to enter the specialty of periodontics. Each year an award will be given to a graduating dental student who achieves the highest grade point average entering into the advanced program in periodontics.

Dental Student Merit Award

The donors of the Dental Scholarship Fund are composed of alumni, faculty, and friends of the school.

Dr. A. John Gwinnett Dental Student Memorial Fund

Dr. Gwinnett was the 1997 Wilmer Sounder Award winner, who was recognized for his contributions to the oral health of the public and the advancement of dentistry. He was an outstanding professor in the Department of Oral Biology and Pathology at the School of Dental Medicine at Stony Brook. This fund was established to continue the spirit and commitment of Dr. Gwinnett for his service and dedication in the Department of Oral Biology and Pathology. The proceeds from this fund will be used to provide an annual award to a Stony Brook dental student. The student who has achieved academic honors in Year I and Year II Oral Biology and General Dentistry courses will receive this award.

Dr. Eric B. Holst and Virginia Holst Memorial Scholarship

This endowment fund is in memory of Dr. Eric B. Holst, a graduate of School of Dental Medicine at Stony Brook and his wife, Virginia. The award of a tuition scholarship for the final year or semester, as the funds allow, will be given to a graduating dental student who has applied and been accepted for a residency in geriatric dentistry at the Long Island Jewish Geriatric Institute.

J. Howard Oaks Dental Student Scholarship

This scholarship was established to honor the memory of J. Howard Oaks, D.M.D., who was the founding Dean of the School of Dental Medicine. He served as Vice President of the Health Sciences at Stony Brook for more than 20 years. Recipients of this award will carry the title of J. Howard Oaks Student Scholar. The award is given to first-year dental students in recognition of their past academic achievements.

The Charles and Maria Ryan Scholarship in Oral Biology and Pathology

Drs. Charles and Maria Ryan have established this scholarship in recognition of the global shortage of qualified and well-trained dental faculty. The purpose of the scholarship is to promote and foster the development of future dental academicians. The scholarship will be awarded to a third year student,

who has demonstrated excellence in scholarship in the field of oral biology and pathology, and has conducted substantive research activities in any School of Dental Medicine department.

The Pierre Fauchard Scholarship Award

In 1996, the Pierre Fauchard Academy, an international honor dental organization, through its Foundation, initiated a Dental Student Scholarship Awards program for the 54 dental schools in the U.S. and for 28 non-U.S. dental schools. This scholarship award is presented to the dental student for his or her leadership in the University, dental school, and community.

Graduation Honors and Distinctions

Predocutorial students with highest academic achievements are considered for awarding of the D.D.S. degree with Latin honors (*summa cum laude*, *magna cum laude*, or *cum laude*). In addition, those students who have acquired research skills and engaged in significant research activity are eligible for graduation with "distinction in research."

Omicron Kappa Upsilon (OKU)

The national honor society for dentistry, OKU, was established to encourage excellence. Active members of the local Sigma Tau Chapter select up to four members from the top twenty percent of the graduating class who have demonstrated academic excellence and high ethical standards. OKU annually presents freshman and sophomore awards to students who have achieved the highest overall academic achievements.

The School of Dental Medicine conducts an annual awards ceremony to present the following awards:

Academy of General Dentistry Award

Academy of Operative Dentistry Award

Academy of Osseointegration Outstanding Student in Implant Dentistry Award

Alpha Omega Award

American Academy of Esthetic Dentistry Award

American Academy of Oral and Maxillofacial Pathology Award

American Academy of Oral and Maxillofacial Radiology Award

American Academy of Oral Medicine Award

American Association of Oral and Maxillofacial Surgeons Award

American Academy of Orofacial Pain Award

American Academy of Periodontology Award

American Association of Endodontists Award

American Association of Oral Biologists Award

American Association of Orthodontists Award

American College of Dentists Outstanding Student Award

American College of Prosthodontics Achievement Award

American Dental Society of Anesthesiology Award

American Academy of Pediatric Dentistry Predocutorial Student Award

American Student Dental Association Award of Excellence
 Dental Care for the Developmentally Disabled Award
 Dental Student Organization Award
 Dentsply International Removable Prosthodontics Award
 Eleanor Bushee Senior Dental Student Award
 International College of Dentists Award
 International Congress of Oral Implantologists Award
 Long Island Academy of Odontology Award
 Minority Student Dental Association Award
 Nancy Wender National Dental Board High Achievement Award
 New York Academy of Dentistry Award
 New York State Society of Oral and Maxillofacial Surgeons Award
 Northeastern Society of Periodontists Award
 Omicron Kappa Upsilon Award
 Quintessence Award for Clinical Achievement in General Dentistry
 Quintessence Award for Clinical Achievement in Periodontics
 Sachem Dental Group Scholarship Award
 Suffolk County Dental Society Award (3rd and 4th years)
 The Dimitrios Kilimitzoglou Pioneer in Dentistry Award
 The Richard J. Oringer Award
 The John Oppie McCall Award
 The Leon Eisenbud Oral Pathology Award
 The School of Dental Medicine Alumni Award of Excellence
 Ultradent Esthetic Dentistry Award
 Hanau Best of the Best Award for Excellence in Prosthodontics
 William S. Kramer Award of Excellence

Advanced Dental Education Programs

Complementary to its broad educational mission, the School of Dental Medicine offers several advanced dental education programs including graduate studies (M.S. and Ph.D. degrees in Oral Biology), postdoctoral certificate programs in endodontics, orthodontics and periodontics, residency programs in general dental practice (GPR), dental anesthesiology and pediatric dentistry along with a fellowship in dental care for the developmentally disabled (DCDD).

Graduate Studies in Oral Biology

Director: Marcia Simon

The Department of Oral Biology and Pathology offers graduate studies leading to M.S. and Ph.D. degrees, which are granted through the Graduate School of Stony Brook University. (The Ph.D. degree may also be pursued as part of a D.D.S./Ph.D. dual degree program.) The main function of these advanced degree programs is to train educators and researchers to staff dental and medical schools, dental

research institutes, dental and medical industrial laboratories, and to provide relevant basic science training for dentists and physicians taking post-doctoral specialty training. The course work consists of an in-depth exposure to knowledge, directly and indirectly related to oral biology and its related sciences, and is coupled with appropriate individual research, tutorial, and thesis programs.

Oral Biology and Pathology Program

The Graduate Program in Oral Biology and Pathology, within the Health Sciences Center, offers a program of study and research leading to the M.S. and Ph.D. degrees. The M.S. curriculum is of approximately two years' duration and is particularly suited for those dental graduates who wish to obtain further basic science training before entering or while obtaining a clinical specialty. The Graduate Program in Oral Biology and Pathology is also of particular interest to industrial-based scientists seeking additional training and advanced degrees. While the department is interested in all aspects of oral biology, active programs of research presently being conducted include the following: development, metabolism, and control of the oral microflora on the teeth and various epithelial surfaces; oral putrefaction, malodor, and gingivitis; pathogenesis of periodontitis; interrelationship between systemic and oral diseases; mechanisms and therapy of dentinal hypersensitivity; ultrastructure and metabolism of healthy and diseased periodontal tissues with an emphasis on remodeling and matrix metalloproteinases; chemistry and crystallography of the biological calcium phosphates; biology of epithelial growth and differentiation; epithelial gene therapy; mechanisms of epidermal and oral carcinogenesis; wound repair; biology of skin and mucosal grafting; acquired and innate immunity; inflammation and fibrosis; and cancer. Further details may be obtained from the graduate program director.

Admission requirements:

In addition to the minimum Graduate School requirements, the following are required:

- A bachelor's degree and grade point average of 3.3 in the sciences and 3.0 overall
- Original transcripts with three letters of recommendation
- Proof of satisfactory performance on the General Aptitude and Advanced parts of the Graduate Record Examination (GRE).

All applicants are carefully screened by the credentials committee of the department. Interviews and discussions are arranged with faculty members and graduate students where possible. Formal approval for acceptance into the program is given by the Graduate School.

Degree requirements:

In addition to the minimum degree requirements of the Graduate School:

- All students must complete all or part of the Oral Biology and Pathology Oral Systems course.
- M.S. students must complete two graduate courses selected from offerings within and outside the department.
- Ph.D. students are generally required to complete four to six course offerings at the graduate level and advance to candidacy by preparing a detailed written proposal in the format of a National Institutes of Health research

grant application. A public seminar is presented by the student to members of his or her advisory committee, the department, and the University community at large, in which the student defends the proposal. This is followed by a further defense by the student before his or her advisory committee. A determination for advancement to candidacy is then made and forwarded to the Graduate School for official approval.

- An original research thesis is required for completion of both the M.S. and Ph.D. degrees. For the Ph.D., a public defense followed by an examination of the student's dissertation by the Thesis Committee is required. For the M.S. degree, the student defends the thesis only to the student's dissertation committee. If the thesis is recommended for approval, the determination is submitted to the Graduate School for final decisions to award the degree.

Courses

HDO 500 Biology of the Oral Mineralized Tissues

This course deals with the basic chemistry, crystallography, ultrastructure and metabolism of the calcium phosphates involved in the formation and physiological and pathological resorption of the various mineralized tissues found in or associated with the oral cavity (enamel, dentin, cementum, bone). Ectopic calculus formation is examined. Research paper required.

Prerequisites: HDO 560, 561, 562, and 563 or their equivalent; permission of instructor
3 credits, fall and spring, Dr. Rifkin

HDO 510 Salivary Metabolism and Secretion

Consideration is given to the normal and abnormal structure and function of the glandular systems found in the oral cavity. The composition, regulation, and functions of the secretions from the major and minor salivary glands and immunobiology of the oral cavity are covered. The use of saliva as a diagnostic fluid and the impact of human saliva proteome analysis in the search for clinically relevant disease biomarkers is also considered.

Prerequisites: HDO 560, 561, 562, and 563 or their equivalent; permission of instructor
3 credits, fall and spring, Dr. L. London and faculty

HDO 520 Oral Microbial Systems

Consideration is given to the structural composition, metabolism, and environmental relationships of the bacterial systems formed on and in association with the oral hard and soft tissues. Topics include specific and mixed bacterial populations, such as those residents on extra-oral mucosal surfaces and the skin, and their role in oral disease. Research paper required.

Prerequisites: HDO 560, 561, 562, and 563 or their equivalent; permission of instructor
3 credits, fall and spring, Dr. Walker

HDO 530 Molecular Biology and Pathology of the Periodontium

This course deals with the ultrastructure and biochemical composition of the periodontal tissues, remodeling of the extracellular matrix with an emphasis on the role of metalloproteinases, the microbial interrelations with the organic and inorganic components of the periodontal tissues, the biochemical dynamics of gingival inflammation and wound healing, and

the metabolic processes responsible for the composition and flow of gingival crevicular fluid. Research paper required.

Prerequisites: HDO 560, 561, 562, and 563 or their equivalent; permission of instructor
3 credits, fall and spring, Drs. Golub and Ryan

HDO 535 Epithelial Keratinization and Differentiation

The course examines the growth and differentiation of stratified squamous epithelia. Particular emphasis is placed on molecular events involved in the differentiation program. Consideration is also given to mechanisms involved in cutaneous disorders.

Prerequisites: Permission of instructor required; HBP 531 suggested; students must have had a background in cellular biochemistry molecular biology

3 credits, fall or spring, Dr. Simon

HDO 550 Oral Diagnostics and Therapeutic Technology, Lectures and Laboratory Techniques

Recent advances in the use and development of research technology for the early diagnosis and treatment monitoring of oral and systemic disease. Special attention is paid to the principles of technology transfer including patents and patenting; searching of online databases is a key component. The course includes relationships of dry mouth to salivary physiology, diabetes, and drug medications; salivary film measurements, wetting of oral surfaces, visco-elasticity and lubricity; the use of the Periotron and enzyme essays for the diagnosis of gingivitis and periodontal disease; instrumentation used in sensitive teeth measurement and evaluation of treatment effectiveness using oral compositions and iontophoresis; oral candidiasis and denture stomatitis and early detection and causes of dental caries; and oral malodor measurements including use of the Halimeter and its use in formulation of oral compositions. Application to clinical practice and clinical studies is covered.

Prerequisites: HDO 560, 561, 562, and 563 or their equivalent; permission of instructor
4 credits, fall and spring, Dr. Kleinberg and faculty

HDO 560 Oral Biology and Pathology I

The first of four comprehensive courses on molecular structure, biochemical and physiological function, developmental anatomy and pathology of the various systems that constitute the oral apparatus. Covers the embryological development of the face and oral cavity, tooth development, and the biology and pathology of the oral mineralized tissues. Research paper required.

Prerequisites: undergraduate degree in basic science; permission of instructor
3 credits each, fall and spring, Dr. Simon and faculty

HDO 561 Oral Biology and Pathology II

The second of four comprehensive courses on molecular structure, biochemical and physiological function, developmental anatomy and pathology of the various systems that constitute the oral apparatus. Covers the biology and pathology of the periodontal structures and the microbiology of the oral cavity. Research paper required.

Prerequisites: undergraduate degree in basic science; permission of instructor
3 credits each, fall and spring, Dr. Simon and faculty

HDO 562 Oral Biology and Pathology III

This course is the third of four comprehensive courses on molecular structure, biochemical and physiological function, developmental anatomy and pathology of the various systems that constitute the oral apparatus. Covers the biology and pathology of the salivary glands and their products and the biology and pathology of the oral mucous membranes. Research paper required.

Prerequisites: undergraduate degree in basic science; permission of instructor

3 credits each, fall and spring, Dr. Simon and faculty

HDO 563 Oral Biology and Pathology IV

This course is the last of four comprehensive courses on molecular structure, biochemical and physiological function, developmental anatomy and pathology of the various systems that constitute the oral apparatus. Covers the biology and pathology of the oral sensory systems and the biology and pathology of oral motor systems. Research paper required.

Prerequisites: undergraduate degree in basic science; permission of instructor

3 credits each, fall and spring, Dr. Walker and faculty

HDO 590 Research Projects in Oral Biology and Pathology

Individual laboratory projects closely supervised by faculty members to be carried out in their research laboratories.

Prerequisite: enrollment in a master's or doctoral program

3 credits each, fall and spring, Dr. Simon and faculty

HDO 599 Graduate Research

Original investigations undertaken with supervision of a faculty member.

Prerequisite: permission of instructor

1-12 credits each, fall and spring, Dr. Simon and faculty

HDO 690 Oral Biology and Pathology Seminars

Research seminars by students, staff and visiting scientists.

Prerequisite: permission of instructor

1 credit each, fall and spring, Dr. Ghazizadeh and faculty

HDO 695 Oral Biology and Pathology, Teaching Practicum

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

Prerequisite: permission of instructor

1-4 credits each, fall and spring, various faculty

HDO 699 Dissertation Research in Oral Biology and Pathology

Dissertation undertaken with supervision of a member of the faculty.

Prerequisite: permission of thesis advisor; student must be advanced to candidacy.

1-12 credits each, fall and spring, various faculty

HDO 702 Oral Pathology

Covers the clinical and histopathologic manifestations of acquired, inherited and neoplastic diseases of the human oral cavity. Includes benign and malignant tumors of bone, odontogenic and non-odontogenic cysts and tumors, mucosal and salivary gland diseases, and oral manifestations of systemic diseases.

Prerequisites: HDO 601, HDO 501

0 credits, Dr. Trochesset

HDO 703 Oral Pathology Conference I

Clinicopathologic case presentations and development of differential diagnosis skills.

Prerequisite: HDO 501

Corequisite: HDO 702

0 credits, Dr. Trochesset

HDO 704 Translational Oral Biology

Covers the biochemical, physiological, microbiological and electronic principles involved in a variety of techniques used as aids in the diagnosis of oral diseases.

Prerequisite: HDO 601

0 credits, Dr. Kleinberg and faculty

HDO 705 Oral Medicine

Introduces the principles of patient care related to stomatologic and dermatologic disease, neurologic abnormalities, hematologic disturbances and the medically compromised patient.

Prerequisites: HDO 501, HDO 601

0 credits, Dr. Trochesset

HDO 706 Oral Facial Genetics

Focuses on the utilization, preparation and analysis of basic human genetics in clinical situations. Covers genetic disorders of the craniofacial complex and dentistry for the multiple handicapped patient.

Prerequisite: HD 501 or permission of instructor

0 credits, Dr. Taichman

HDO 707 Clinical Pharmacology

Covers pharmacology in dental practice emphasizing clinical usage of antibiotics, sedatives, tranquilizers and analgesics. Drug interactions and side effects are discussed.

Prerequisite: HD 608

0 credits, Dr. Golub and faculty

HDO 803 Oral Pathology Conference II

A continuation of HDO 702.

Prerequisite: HDO 702

0 credits, Dr. Trochesset

HDO 821 Year IV Clinic: Oral Diagnostics

The clinical continuation of HDO 704 in which the principals of oral diagnostics are applied to patient care.

Prerequisites: HDO 704

0 credits, Dr. Jagwani

HDO 805 Summer Research

Prerequisite: Admission to graduate program, permission of instructor.

S/U grading

Courses listed under the postdoctoral, residency, and fellowship programs of the School of Dental Medicine may be taken as electives in the oral biology graduate degree programs with the written permission of the program and course directors.

For information regarding degrees, faculty, etc. please refer to the Graduate Bulletin on the Graduate School Website at: <http://sb.cc.stonybrook.edu/gradbulletin/current/academicprograms/hdo/>

Department contact:

Graduate Program Director

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Postdoctoral Program in Endodontics

Program Director: George Bruder

The post-doctoral program in endodontics is a 24-month, full-time program designed to meet the eligibility requirements of both the American Dental Association for specialization in endodontics and the certifying examination given by the American Board of Endodontics. Applicants to the program must have a D.D.S. or D.M.D. degree, or foreign equivalent. Beginning in July of each year, training takes place primarily in the School of Dental Medicine and its clinical facility (Dental Care Center). Each resident utilizes an operatory designed for endodontic practice, which includes x-ray machines, digital imaging equipment, and surgical operating microscopes. Emphasis is placed on diagnosis, in conjunction with the other disciplines, and treatment of all patients requiring endodontic therapy, using a varied aggregate of treatment modalities. Instruction will be provided through lectures, seminars, case presentation, conferences, and clinical practice. To receive a certificate in the advanced educational program in endodontics, the student must:

- satisfactorily complete all courses listed below
- submit 25 completed case write-ups as per the standards of the American Board of Endodontics
- complete one research project; pass semiannual oral examinations modeled after the certifying exam of the American Board of Endodontics

Year I program requirements include:

- Endodontic Clinic
- Head and Neck Anatomy
- Oral Pathology
- Biochemistry and Physiology
- Pharmacology
- Microbiology/Immunology
- Radiology
- Literature Review
- Research Project
- Teaching Training
- Endodontic Seminars

Year II program requirements include:

- Endodontic Clinic
- Literature Review
- Teaching Training
- Research Project
- Endodontic Seminars
- Inhalation/Oral Sedation
- Biostatistics and Research Methodology

Year I and II program requirements include:

- Pain Physiology
- Microanatomy
- Surgical Endodontics
- Medical Emergencies
- Medically Compromised
- Mechanism of Dental Pain
- Scientific Writing

Estimated Expenses for Postdoctoral Program in Endodontics Including Living Costs

The table below presents minimum estimates of school expenses that a matriculating postdoctoral endodontics student should anticipate. All estimates are based on charges anticipated for the current academic year and are subject to change and all costs are subject to inflation.

| Endodontics | Year 1 | Year 2 | Final Summer |
|---------------------------|----------|----------|--------------|
| NYS Resident Tuition | \$6,282 | \$8,376 | \$2,094 |
| Non-Resident Tuition | \$9,936 | \$13,248 | \$3,312 |
| Program Fees | \$15,008 | \$15,008 | |
| University Mandatory Fees | \$3,781 | \$3,839 | \$185 |
| Books & Supplies | \$918 | \$2,254 | |
| Rent/Utilities | \$14,850 | \$16,200 | \$1,350 |
| Transportation | \$5,034 | \$5,478 | \$444 |
| Personal/Misc | \$2,739 | \$2,988 | \$249 |
| Travel/Professional | \$4,290 | \$4,680 | |
| Loan Fees | \$602 | \$602 | |

For information about the postdoctoral endodontics program (i.e., stipends, estimated expenses, application, admission, etc.) please call (631) 632-4428, or write:

Division of Endodontics
144 Rockland Hall
School of Dental Medicine
Stony Brook University
Stony Brook, New York 11794-8703

Postdoctoral Program in Orthodontics

Program Director: Richard D. Faber

The post doctoral program in orthodontics is a 36-month, full-time program designed to meet the eligibility requirements of both the American Dental Association for specialization in orthodontics and the certifying examination given by the American Board of Orthodontics. Applicants to the program must have a D.D.S. or D.M.D. degree, or foreign equivalent that is acceptable for New York State Licensure. Beginning on July 1 of each year, training will take place primarily in the School of Dental Medicine and its clinical facility (Dental Care Center), at the University Hospital, and at other teaching hospitals affiliated with the School of Dental Medicine and Health Sciences Center, such as the Dental Department of the North Shore Long Island Jewish Medical Center.

Instruction is provided through lectures, seminars, case presentation, conferences, and clinical practice. Emphasis is on diagnostic procedures and treatment planning and the application of clinical methods, best designed to meet the treatment objectives for the individual patient.

To receive a certificate in post-doctoral orthodontics, the student must:

- satisfactorily complete all courses
- submit 25 completed case analyses
- submit two completed case write-ups as per standards of the American Board of Orthodontics
- pass an oral examination modeled after the certifying exam of the American Board of Orthodontics
- sit for parts I and II of the American Board of Orthodontics written examination
- present and defend a research project at the end of third-year

Year I program requirements include:

- Basic Science Core
- Orthodontic Technique (Pre-clinical Orthodontics)
- Cephalometrics and Radiology
- Growth and Development
- Orthodontic Theory and Practice
- Head and Neck Anatomy
- Diagnosis, Treatment Planning and Interdisciplinary Care I
- Clinical Orthodontics I
- Surgical Orthodontics and Craniofacial Deformities I
- Temporomandibular Joint Dysfunction and Occlusion
- Literature Review I
- Journal Club
- Research Project
- Evolution of the Craniofacial-dental mechanism
- Supervised Clinical Teaching
- Expert Seminar Series

Year II program requirements include:

- Orthodontic Theory and Practice II
- Diagnosis, Treatment Planning and Interdisciplinary Care II
- Surgical Orthodontics II
- Literature Review II
- Supervised Clinical Teaching
- Research Project

- Journal Club
- Clinical Orthodontics II
- Conferences in Clinical Orthodontics
- Expert Seminar Series

Year III program requirements include:

- Clinical Orthodontics III
- Literature Review III
- Teaching in the Undergraduate Dental Program
- Research Project
- Diagnosis, Treatment Planning, and Interdisciplinary Care III
- Supervised Clinical Teaching
- Conferences in Clinical Orthodontics
- Expert Seminar Series

Estimated Expenses for Postdoctoral Program in Orthodontics Including Living Costs

The table below presents minimum estimates of school expenses that a matriculating postdoctoral orthodontics student should anticipate. All estimates are based on charges anticipated for the current academic year and are subject to change and all costs are subject to inflation.

Orthodontics

| | Year 1 | Year 2 | Year 3 | Final Summer |
|---------------------------|----------|----------|----------|--------------|
| NYS Resident Tuition | \$6,282 | \$8,376 | \$8,376 | \$2,094 |
| Non-Resident Tuition | \$9,936 | \$13,248 | \$13,248 | \$3,312 |
| Program Fees | \$15,008 | \$15,008 | \$15,008 | |
| University Mandatory Fees | \$3,781 | \$3,839 | \$3,839 | \$185 |
| Books & Supplies | \$3,445 | \$504 | | |
| Rent/Utilities | \$14,850 | \$16,200 | \$16,200 | \$1,350 |
| Transportation | \$5,034 | \$5,478 | \$5,478 | \$444 |
| Personal/Misc | \$2,739 | \$2,988 | \$2,988 | \$249 |
| Travel/Professional | \$2,046 | \$2,232 | \$2,232 | |
| Loan Fees | \$602 | \$602 | \$602 | |

For information about this program (i.e., tuition, application, stipends) please call (631) 632-3181, or write:

Lynda Reynolds, Coordinator
 Postdoctoral Program in Orthodontics
 114 Rockland Hall
 School of Dental Medicine
 Stony Brook University
 Stony Brook, NY 11794-8701

Postdoctoral Program in Periodontics

Program Director: Vincent J. Iacono

The Advanced Education Program in Periodontics is a 36-month, full-time program beginning July 1. It is designed to meet the eligibility requirements of the American Dental Association for specialization in periodontics and for the certifying examination given by the American Board of Periodontology. Two to three students are accepted each year. Training is provided at the School of Dental Medicine and at

affiliated teaching hospitals, including Stony Brook University Medical Center, Northport Veterans Affairs Medical Center, and Long Island Jewish Medical Center. The program objective is to produce highly educated and clinically competent periodontists proficient in the diagnosis and treatment of the various forms of periodontal diseases. Significant training is given in implantology, oral and periodontal plastic surgery, oral reconstructive surgery, and periodontal medicine. Educational objectives are accomplished through lectures, seminars, case presentation conferences and clinical practice. The receipt of a certificate in periodontics is dependent upon satisfactory completion of all scheduled courses, a portfolio of 20 written completed case reports, and passing in-service and oral comprehensive examinations.

Year I program requirements include:

- Introduction to Postgraduate Periodontics
- Geriatrics
- Physical Diagnosis and Medical Risk Assessment
- Oral Pathology and Medicine
- Implantology
- Core Course for Advanced Education Programs
- Emergency Medicine
- Anesthesiology
- Sedation
- Restoring Dental Implants
- Prosthodontics
- Occlusion and Temporomandibular Disorders
- Clinical Research Methods and Introductory Biostatistics
- Literature Review (Biology and Pathology of the Periodontium/Clinical Periodontology)
- Current Periodontology and Implantology
- Literature Review I
- Conferences in Clinical Periodontics I
- Periodontal Clinic I
- Surgical Seminars I
- Orthodontic and Periodontal Literature Review/Treatment Planning Seminar I
- Research Project in Clinical Periodontics I (Elective)

Year II program requirements include:

- Periodontal Clinic II
- Conferences in Clinical Periodontics II
- Surgical Seminars II
- Current Periodontology and Current Implantology
- Literature Review II
- Treatment Planning in Restorative/Implant Dentistry II
- Literature Review (Biology and Pathology of the Periodontium/Clinical Periodontology)
- Practice Management
- Periodontics for the Medically Compromised Patient I
- Orthodontic and Periodontal Literature Review; Treatment Planning Seminar II
- Research Project in Clinical Periodontics II (Elective)

Year III program requirements include:

- Periodontal Clinic III
- Conferences in Clinical Periodontics III
- Surgical Seminars III
- Current Periodontology and Current Implantology
- Literature Review III

- Treatment Planning in Restorative/Implant Dentistry II
- Periodontics for the Medically Compromised Patient II
- Orthodontic and Periodontal Literature Review/Treatment Planning Seminar III
- Research Project in Clinical Periodontics III (Elective)

Estimated Expenses for Postdoctoral Program in Periodontics Including Living Costs

The table below presents minimum estimates of school expenses that a matriculating postdoctoral periodontics student should anticipate. All estimates are based on charges anticipated for the current academic year and are subject to change and all costs are subject to inflation.

Periodontics

| | Year 1 | Year 2 | Year 3 | Final Summer |
|---------------------------|----------|----------|----------|--------------|
| NYS Resident Tuition | \$6,282 | \$8,376 | \$8,376 | \$2,094 |
| Non-Resident Tuition | \$9,936 | \$13,248 | \$13,248 | \$3,312 |
| Program Fees | \$15,008 | \$15,008 | \$15,008 | |
| University Mandatory Fees | \$3,781 | \$3,839 | \$3,839 | \$185 |
| Books & Supplies | \$3,795 | \$250 | \$250 | |
| Rent/Utilities | \$14,850 | \$16,200 | \$16,200 | \$1,350 |
| Transportation | \$5,034 | \$5,478 | \$5,478 | \$444 |
| Personal/Misc | \$2,739 | \$2,988 | \$2,988 | \$249 |
| Travel/Professional | \$3,212 | \$3,504 | \$3,504 | |
| Loan Fees | \$602 | \$602 | \$602 | |

To apply, applications should go to: <https://portal.passweb.org/>

For further information about the postdoctoral periodontics program (i.e., stipends, estimated expenses, application, admission etc.) please call (631) 632-8930, or write:

Department of Periodontology and Implant Dentistry
110 Rockland Hall
School of Dental Medicine
Stony Brook University
Stony Brook, New York 11794-8703

General Practice Residency

Program Director: Mary Truhlar

Clinical Director: Sylvia Rice

Stony Brook University's General Practice Residency (GPR) program was established at the University Hospital in 1980. The GPR program has 20 fully accredited one-and two-year positions commencing approximately July 1 of each year. In addition to training in all areas of hospital dentistry, the residents receive an advanced program of didactic and clinical training in implant, fixed, and removable prosthodontics with the support of dedicated laboratory technicians; instruction in the management of medically compromised geriatric patients, phobic patients, and individuals with developmental disabilities; and didactic and clinical experience in the implementation of IV sedation techniques. The majority of time is spent providing patient care in a state of the art dedicated ADEC operatories staffed by dental assistants and clerks simulating a small multi-individual group dental practice.

The Goals of the GPR Program

The General Practice Residency program is an educational program designed to provide clinical, didactic, and hospital experience at the post-doctoral level. The program prepares residents to:

- manage total oral healthcare by providing instructions and experiences in the delivery of care to a wide range of ambulatory and hospitalized patients
- understand the relationship between oral and systemic diseases, to develop professionals, and to pursue areas of interest under close supervision of attending staff
- refine and advance knowledge and clinical skills in the practice of dentistry and the management and treatment of complex restorative problems
- demonstrate the application of the basic sciences to the clinical practice of dentistry
- understand the process of self-assessment and peer review.

The educational program consists of both clinical and didactic aspects. The clinical training is designed to provide advanced experience in preventive dentistry, restorative dentistry, periodontics, endodontics, and oral-and maxillofacial surgery. Residents treat patients with increasingly complex dental and medical problems, such as patients with implant restorations, lost vertical dimension of occlusion, as well as systemic or psychiatric disorders, the developmentally disabled, geriatric, and pediatric patients. Residents are provided with supervised training and experience in patient evaluation, planning, and treatment. The program is designed to ensure that the residents will be capable of anticipating, diagnosing, and treating emergencies. They develop the skills and knowledge to diagnose and treat acute infections and pain of the oral region, hemorrhage of the oral cavity and traumatic injuries to the dental and maxillofacial tissues. The seminar program contains a didactic component for each clinical discipline. Service rotations to emergency medicine and anesthesiology take place at affiliated institutions and are designed to allow for continuity of patient care.

For information about the GPR program (i.e., stipends, estimated expenses, application, admission, etc.) please call (631) 632-8930, or write:

Pam Burger, Coordinator
 Department of Hospital Dentistry
 151 Westchester Hall
 School of Dental Medicine
 Stony Brook University
 Stony Brook, New York 11794-8711

Residency in Pediatric Dentistry Program

Program Director: Dr. Fred Ferguson

This is a 24-month program beginning July 1 with five new positions offered each year. The program is a combined Hospital and University-based certificate program. The Stony Brook University Pediatric Dentistry Residency program emphasizes resident training in the multidisciplinary comprehensive dental care approach and management of infants, children and adolescents in addition to dental care for patients with developmental disabilities. Medically compromised patients are managed using an interdisciplinary healthcare team approach.

The Pediatric Dentistry Residency program is an educational program designed to provide clinical, didactic, and hospital experience at the postdoctoral level. The program goals are as follows:

- provide the resident with an appropriate and comprehensive education so that they become knowledgeable and clinically proficient in the specialty of pediatric dentistry.
- prepare the resident for a career in clinical practice and/or academics and encourage the resident to continue his/her professional growth after completion of the program through formal coursework, self-study, research, attaining Board Certification and an active role in an academic/teaching program.
- provide quality oral healthcare and education to the pediatric and special needs population of Suffolk County, New York.
- provide leadership and education in pediatric oral health to health professionals within Stony Brook University Hospital, Stony Brook Health Sciences Center, Winthrop University Hospital, and the Long Island Community.
- participate in and collaborate in scholarly activity, research, and service programs.
- maintain a cost-effective program and effective relationship with the Stony Brook University Hospital, Winthrop University Hospital, and the Long Island Community.

The didactic curriculum complements the resident's clinical experiences. The core curriculum offers the knowledge and experience required in the medical and dental management of the pediatric and special needs patient. In addition, the curriculum meets the eligibility requirements of the ADA Committee on Dental Accreditation Standards for Advanced Education in Pediatric Dentistry and the American Board of Pediatric Dentistry Qualifying Examination.

The program is designed to ensure that the residents will become proficient in diagnosis, risk assessment, and comprehensive treatment planning. Residents will develop the skills and knowledge to diagnose and treat acute infections and pain of the oral region, and traumatic injuries to the dental and maxillofacial tissues.

Service rotations to Pediatric Medicine, Emergency Medicine, and Anesthesiology take place at affiliated institutions and are designed to allow for continuity of patient care.

The Pediatric Dentistry Residency program has a strong community service component. Residents participate in oral health programs, within school based, Head Start and WIC programs and local community health centers. Residents participate in healthcare provider, allied health staff and caregiver education, and provide oral health services in the underserved areas of Suffolk County.

For information about this program (i.e., tuition, application, stipends) please call (631) 632-3181, or write:

Lynda Reynolds, Coordinator
 Residency in Pediatric Dentistry Program
 114 Rockland Hall
 School of Dental Medicine
 Stony Brook University
 Stony Brook, NY 11794-8701

Residency in Dental Anesthesiology

Program Director: Ralph Epstein

This is a 24-month program beginning July 1 with four new positions offered each year. The program is a University Hospital-based certificate program.

The Stony Brook University Dental Anesthesia Program emphasizes resident training in all aspects of ambulatory and inpatient sedation and anesthesia services. During the two years of training, the resident will be a part of a comprehensive anesthesia teaching program for medical and dental anesthesia residents. The didactic and clinical training has been developed to meet all requirements of the Commission on Dental Accreditation. The overall mission of the dental anesthesia residency program is to train dentists in all aspects of anesthesiology in order to provide them with an appropriate foundation for the administration of anesthesia and pain control for dental patients.

The dental anesthesia residents will begin their training with their medical colleagues at the University Hospital. The initial orientation training takes place using the most advanced simulator training techniques in an ultra-modern simulator training facility. Following basic comprehensive training in the University Hospital, Veterans Administration Medical Center, and the Ambulatory Surgical Center, the resident will receive training at the School of Dental Medicine, providing ambulatory sedation and general anesthesia services to dental patients. This training will be enhanced by working alongside dentist anesthesiologists as they travel to private offices providing ambulatory sedation and intubated general anesthesia services to dental patients. Due to the presence of postgraduate programs in endodontics, general practice dentistry, oral and maxillofacial surgery, pediatric dentistry and periodontology, the dental anesthesia residents will train with their peers and provide sedation and anesthesia services for many different types of dental procedures.

Upon completion of the two-year program, the residents will have the competency and proficiency to provide sedation and general anesthesia, in the inpatient and office-based settings, to the general adult population along with pediatric, geriatric, and patients with special needs. This program will provide a special emphasis in the treatment of patients with special needs, i.e., autistic and the developmentally disabled. The residents will also be trained to treat patients with acute and chronic pain syndromes. Because of the University's high regard for excellence in teaching and research, the selection process will look for prospective residents who have an interest in part-time or full-time teaching at the completion of their residency program. To this end, the residents, in their second year, will help teach anesthesia and pain control to the pre-doctoral students, post-graduate students/residents in the following programs, i.e., endodontics, GPR, oral and maxillofacial surgery, pediatric dentistry, and periodontology. They will also assist in teaching continuing education programs to the professional community of the greater Long Island region.

Applications are processed through the PASS program and the program participates in the MATCH program for accepting residents. For additional information about this graduate program please contact:

Ralph Epstein, DDS
Program Director
Advanced Dental Education Program in
Dental Anesthesiology
Room 1104 Sullivan Hall
Stony Brook University
School of Dental Medicine
Stony Brook, NY 11994-8700
repstein@notes.cc.sunysb.edu

Fellowship in Dental Care for the Developmentally Disabled

Program Director: Fred Ferguson

Clinical Coordinator: Debra A. Cinotti

The School of Dental Medicine offers a post-doctoral fellowship program in the management and provision of dental care for the developmentally disabled. This program, commencing each July 1, supports two full-time fellows. The program includes seminars, lectures and extensive clinical experiences at the School of Dental Medicine and the University Hospital, utilizing various patient management techniques to provide comprehensive oral healthcare to the disabled population, including dental rehabilitation and surgical cases completed under general anesthesia in the operating room at the Medical Center and IV general anesthesia at the School of Dental Medicine. The program also provides outreach rotations at community based agencies and independent study resulting in publication and/or case presentation is required. Staff includes an appointment coordinator, two dental assistants, and attending faculty. Lectures/seminars include the following topics:

- Pediatric Dentistry Lecture Series
- Seminars on Developmental Disabilities
- Geriatric Dentistry
- Dental Phobia
- Medical Emergencies

For information about this program (i.e., stipends, estimated expenses, application, admission, etc.) please write to:

Dr. Debra Cinotti, Fellowship Coordinator
Department of General Dentistry
School of Dental Medicine
Stony Brook University
Stony Brook, New York 11794-8709
Debra.cinotti@stonybrook.edu



School of Health Technology and Management



School of Health Technology and Management

DEAN: Craig A. Lehmann

ASSOCIATE DEAN: Deborah T. Firestone

ASSOCIATE DEAN OF PROGRAM DEVELOPMENT AND EXTERNAL AFFAIRS: Richard W. Johnson

ASSOCIATE DEAN FOR RESEARCH: Lisa Benz-Scott

ASSISTANT DEANS: Mary Kenny-Corron, Finance and Administration; Karen Joskow Mendelsohn, Academic and Student Affairs

OFFICE: HSC Level 2, Room 400

PHONE: (631) 444-2252

WEB: www.hsc.stonybrook.edu/shtm

American demographics, economics and technological advances in diagnostics, treatment and therapy have combined to create an environment where patients are diagnosed earlier, are more likely to survive disease or trauma, live longer, participate in ambulatory-based treatment, and asked to take a more participatory role in their own health care.

As advances in science and information technology collide with a new consumerism and cry for reform of systematic health care processes, educators find themselves in the midst of transition as we move from one health care model to another. Whatever the new health care model evolves into, you can be assured that the School of Health Technology and Management will provide its graduates with the necessary skills to practice their profession.

The school offers baccalaureate, master's, and doctoral degrees in both clinical and non-clinical areas that include athletic training, clinical laboratory sciences, health care policy and management, health science, occupational therapy, physician assistant, physical therapy, and respiratory care. These programs are full-time entry-level except for the part-time post professional Physical Therapy (transition DPT), post professional program for Physician Assistants, and the graduate health care policy and management programs, which are for health care professionals. The school also offers an adapted aquatics program as a minor. Students in the professional programs pursue core and basic science curricula, as well as the professional courses required for competence in their specific profession.

The School of Health Technology and Management offers non-credit certificate programs in anesthesia technology, EMT-paramedic, medical dosimetry, nuclear medicine, phlebotomy, polysomnographic technology, and radiologic technology.

Goals and Objectives

Advances in technology require state-of-the-art equipment for training in these fields. The School of Health Technology and Management offers the most up-to-date, advanced equipment for training our health care graduates. In addition, advances in information technology and electronic medical records require that our students become familiar with the latest health care models. Our school is committed to the team approach in health care, and to the education and training of highly competent health care professionals who can assume leadership roles in diverse health care settings.

Professional Program Admission

Students seeking admission to the athletic training, clinical laboratory sciences, occupational therapy, physical therapy, physician assistant, and respiratory care programs in the school, either from the College of Arts and Sciences at Stony Brook or from other institutions, must be specifically accepted to the school and to the program they have selected.

Stony Brook students may declare a minor in adapted aquatics or a major in Health Science, which leads to a Bachelor of Science degree. Health Science majors will spend three years on west campus taking liberal arts, science, and health-related courses and will fulfill all D.E.C. requirements. The senior year will be spent enrolled in classes in the Health Sciences.

Admission Requirements

Candidates for admission to full-time upper-division study in athletic training, clinical laboratory sciences, occupational therapy, and respiratory care must have a minimum cumulative average of 2.5 and 57 semester hours of credit. In addition, all entry-level clinical programs require the completion of three credits in English composition, six credits in social and behavioral sciences, six credits in arts and humanities, and six to eight credits in natural science. (Refer to "Requirements for the Bachelor's Degree" at the beginning of this Bulletin for specific areas of study to satisfy these requirements.) Candidates for admission to the Physical Therapy and Physician Assistant programs must complete a baccalaureate degree prior to admission. Preference is given to applicants to Physical Therapy and Physician Assistant programs with a grade point average (GPA) of 3.0 or higher. Transfer credit is given for course work completed with grades of C or higher.

The individual programs have additional requirements. Please check the admission requirements for entrance to the specific program to which admission is sought. Refer to "Health Sciences Admissions" at the beginning of this Bulletin for application information. Technical standards for professional programs are available upon request. Individual program websites also list additional requirements.

Selection Factors and Procedures

Programs within the school base selection of students on several factors. Experience in the particular field or in the health care system, evidence of ability to succeed academically and demonstrated concern for human beings are considered as primary selection factors. These factors are judged by letters of

recommendation, personal interviews, and transcripts, and by personal statements from the applicants.

Admission to the school is determined by the school's Admissions Committee, which is composed of a representative from each department. The Admissions Committee of each program reviews the candidates' transcripts, records, and application forms, conducts interviews, and makes recommendations to the school's Admissions Committee. Offers of admission are made in order of merit. Although applicants may meet minimum admission requirements, they might not be offered an interview or admission since places are limited by available space.

Recommended Freshman and Sophomore Curricula

The general policy of the school is to avoid, to the greatest extent possible, specific prerequisite course requirements. The purpose of this policy is to permit flexibility in evaluating the records of candidates for admission. Emphasis is placed upon the extent to which the student is prepared through training and experience to pursue the program.

It is recommended that students interested in a career in the health professions choose a sufficient number of courses in the physical and natural sciences to develop a broad understanding of these fields of study. At least one course in English composition, as well as a spectrum of courses in the humanities and social and behavioral sciences, is required.

In the case of a few programs, rigid accreditation criteria force the school to specify special prerequisite course work. Prospective students should consult the information given in subsequent pages of the Bulletin relating to the particular program in which they are interested for special recommendations or prerequisite requirements. These are listed as "Admission Requirements" under the heading for the specific program in the following pages.

Faculty members of the school are available to serve as advisers to freshmen, sophomores, and any other undergraduates who aspire to programs in the school. Consult the assistant dean for student affairs for assistance in acquiring a faculty adviser. Undergraduate students interested in applying to an upper-division program are encouraged to seek faculty advisement early.

Health Care Policy and Management Program Admission

The Master's Program in Health Care Policy and Management is offered on either a full-time or part-time basis, with the number of candidates accepted strictly limited to permit close student-faculty interaction. Candidates for admission to graduate study are expected to hold a bachelor's degree from an accredited institution of higher learning. A "B" average in undergraduate study is required for admission to the graduate program; however, other factors indicating competence and promise are taken into consideration, including Graduate Record Examination (GRE) scores, letters of recommendation, personal interviews, and personal statements by the applicant. In addition, each candidate must hold appropriate professional status (e.g., registration, certification, or licen-

sure) in a health field and have practiced in that field for at least one year on a full-time basis (or the equivalent in part-time practice). Candidates must indicate an intention to pursue concentrations in health care management, gerontology, health policy, or nutrition.

Students with an unsatisfactory academic history who show evidence of ability in other ways may petition for conditional admission in order to gain an opportunity to prove their ability to successfully carry the course work in the first term of graduate study in the school.

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

Physical Examination and History

Documentation of satisfactory health status, prior to beginning classes, is required. Documentation must include a health history and physical examination report completed by a licensed physician (M.D. or D.O.), registered physician assistant or registered nurse practitioner, not earlier than six months prior to entry into the school; a report of chest x-ray or PPD Mantoux test for tuberculosis; and a report of measles, mumps, rubella, and varicella antibody titer completed within the same period. A note certifying completion of the examination is not acceptable; a full examination report is required. This documentation is submitted to the student health service as part of the student's health record. The school requires an updated health assessment at the beginning of each year.

Additional requirements are specified in the "Physical Examination Policy" section of this Bulletin.

Clinical Insurance

Students admitted to the school are required to purchase liability insurance prior to participation in clinical assignments. (Costs vary by program and can range from \$15-\$175 per year.)

Clinical sites also require students to have proof of health insurance before beginning clinical rotations. It is the individual student's responsibility to arrange appropriate coverage.

Financial Aid

Financial aid, part-time employment, etc., is available in limited amounts. Students may qualify for some of the general support programs administered by the Health Sciences Office of Student Services. For advice and detailed information, contact the Health Sciences Office of Student Services. (See the "Financial Assistance" section of this Bulletin.)

Academic Standing

The School of Health Technology and Management recognizes the necessity for knowledge, as well as superior behavioral, ethical and clinical standards. Students are evaluated on knowledge, professional competence and skill, adherence to professional codes of ethics, sensitivity to patient needs, ability to work with and relate to peers and other members of the health care team, attitude, attendance, punctuality, and professional appearance. These standards foster the health care

team concept and have been established to protect the rights of the patients and communities served by the Health Sciences Center. Failure to demonstrate these important qualities will be reflected in a student's grade.

Undergraduate students must maintain an overall grade point average of 2.0 and a 2.5 minimum average in required professional courses to remain in good standing. Any student who earns a grade point average below 2.0 overall or 2.5 in professional courses will be placed on probation for the following period and terminated if his/her average does not attain those levels at the end of the probationary period. Graduate students must maintain an overall grade point average of 3.0 to remain in good standing. Normally, a student on probation will not be permitted to participate in the required periods of full-time clinical practice. Specific programs may have additional academic criteria or requirements. Refer to individual programs for details.

Grading Policy

The School of Health Technology and Management follows the grading policies stated in the front of this Bulletin with the exceptions that 1) the P/NC, R, and S/U grades are not used; 2) S/F may be used in specifically designated courses where finer grading distinctions are impractical; and 3) D grades may be given to graduate students in graduate level courses for which the credit is counted in determining the grade point average, but no credit is granted toward the Master of Science or Doctor of Physical Therapy degrees.

Dean's List

A Dean's List of superior undergraduate students is compiled at the end of the fourth and eighth modules of each academic year. To be eligible for the Health Technology and Management Dean's List, students must be matriculated full-time in a baccalaureate program of the school and have a minimal grade point average of 3.60 (seniors) or 3.45 (juniors).

Academic Dishonesty

Academic dishonesty shall be defined as misrepresentation of authorship or in any fashion falsifying part or all of any work submitted or intended to be submitted for academic credit. Such misrepresentation or falsification includes, but is not limited to, the use of supportive documentation, mechanical aids, or mutual cooperation not authorized by the faculty.

The principles of academic dishonesty also apply to those courses taken during the clinical or internship phases of any program which are taken for credit or otherwise required for completion of a program. Owing to the critical nature of such requirements and student responsibility for the welfare of patients and institutions providing medical care, academic dishonesty is further defined to include the falsification of patient or institutional records, knowingly violating accepted codes of professional ethics or knowingly engaging in activities that might endanger the health or welfare of patients or resident institutions.

The penalty for any substantiated act of academic dishonesty shall be expulsion from the school, unless the dean and

the chair of the department in which the accused is a student concur with a Committee on Academic Standing recommendation for a modified penalty.

Appeals

Students may appeal probation or termination by requesting reconsideration of this decision by the dean.

All other academic regulations in effect at Stony Brook University and in the Health Sciences Center ordinarily apply to students of this school. Consult the "Academic Regulations and Procedures" at the beginning of this Bulletin for further information.

Academic Calendar

The School of Health Technology and Management is one of the few schools within the University that is faced with the need to meet concurrent academic and professional requirements. These mandates, joined with the geographic challenges incurred in obtaining suitable clinical experience in the Long Island area, make it impossible to adhere to the usual academic calendar. In order to meet these professional needs, a special academic calendar has been developed. This calendar provides for modules of five weeks in length; courses consist of one, two, three, or more modules as determined by the academic faculty. (See the "Academic Calendar" section of this Bulletin and related publications.)

Clinical Resources

Clinical instruction takes place at more than 215 clinical affiliates of the Health Sciences Center, in addition to University Hospital. Other sections of this Bulletin describe University Hospital and key affiliates which now exceed 2,400 beds. Each program director, in consultation with the dean, negotiates affiliation arrangements for the use of those clinical facilities that will provide the best possible range and quality of instruction for students. Therefore, not all programs necessarily send students to any one hospital. Each program director can provide, upon request, information about current arrangements for clinical instruction for his/her student group.

Each student is personally responsible for arranging transportation to and from clinical assignments.

Graduation and Degree Requirements

Undergraduate Degree (B.S.)

Candidates must have earned a minimum of 120 semester hours of credit (including credit granted for proficiency examinations, etc.), with a grade point average of 2.0 during the junior and senior years of study. (Refer to "Requirements for the Bachelor's Degree" in this Bulletin for a complete description.)

All candidates for graduation must complete the general degree requirements, school and core curricula, and specific program requirements.

Graduate Degrees (M.S. or D.P.T.)

A cumulative grade point average of 3.0 is required for graduation. The minimum passing grade for each graduate course is a C, unless otherwise noted. See program descriptions for special academic requirements. All degree requirements for the Health Care Policy and Management, and Post-Professional Physical Therapy and Physician Assistant programs must be completed within five years. In addition, the Health Care Policy and Management program requires that a minimum of 30 semester hours of graduate study be completed at Stony Brook.

Courses

Courses offered by the school are intended for Health Technology and Management students only. However, some are open on a limited basis, with permission of the instructor, to other students. Priority is given to Health Sciences students.

The Center for Public Health Education

The Center for Public Health Education (CPHE) has been involved in education for health professionals and human service professionals since 1983. Its mission is to provide relevant and critical information on HIV/AIDS that will: support health and human service professionals caring for people infected with HIV/AIDS; promote quality care and target resources needed to meet the needs of underserved communities; promote HIV prevention, education, and harm reduction; and influence public policy relevant to the HIV/AIDS epidemic.

The number of programs provided by the CPHE document the presence of a strong educational commitment and a very active continuing program of education. Tens of thousands of providers from the Long Island community have participated in a wide variety of programs conducted by the CPHE throughout the region.

- The CPHE is a partner in the New York/New Jersey AIDS Education and Training Center (AETC), funded by the Health Resources and Services Administration (HRSA). As a local performance site, the CPHE designs HIV-related training programs tailored to the specific needs of clinicians. Programs range from general HIV/AIDS overviews to in-depth, advanced trainings, mini-residencies, and clinical consultations. Focused training is offered in subspecialties that address the needs of men, women, and children with HIV, as well as special populations such as adolescents, inmates, substance abusers, and the mentally ill.
- The New York State Department of Health AIDS Institute provides funding to the CPHE to develop and deliver a wide range of HIV educational programs that include the new NYS 2010 HIV Testing Guidance as well as other relevant topics such as cultural competency, and HIV risk reduction and harm reduction, viral hepatitis and STIs.

The AIDS Institute provides support to the CPHE as a Center of Expertise in Case Management. The Center has received a contract from the New York State Department of

Health to work on a Long Island wide needle and syringe disposal initiative.

For further information contact:

The Center for Public Health Education
School of Health Technology and Management
Benedict House
Stony Brook University
Stony Brook, New York 11794-4016
(631) 444-3209 fax: (631) 444-6744
Attention: Ilvan Arroyo, Associate Director

Program in Health Science Leading to the Bachelor of Science Degree

Chair: Deborah Zelizer

Professor: Stephen A. Vitkun

Associate Professors: Terry M. Button, Maria R.G. Lagade, Srinivas N. Pentyala, Teri Tiso, Carlos M. Vidal

Assistant Professors: Sandeep Ailawadi, Michael J. Bonvento, Laura J. Borghardt, Johnny Ching, Linda M. Cimino, Donna A. Crapanzano, Sharon A. Cuff, Leo J. DeBobes, Thomas Fernandez, Peter C. Flanagan Jr., Shelley A. Fleit, Janos G. Hajagos, Anthony M. Indelicato, Sachin R. Jambawalikar, Robbye E. Kinkade, Louis Mancuso, John T. Marchese, Patricia A. Wollam Martin, Carmen P. McCoy, Kathleen McGoldrick, Lindsay J. Meyer, Elaine Micali, Stephanie Musso, Edward J. O'Connell, Stephanie Patterson, Nand Reland, Marianna Savoca, Patricia J. Songerth, William Stanley, Michael M. Teglassi, Tamara E. Weiss, Joseph E. Whitton, Maria Wolfe, Deborah Zelizer

Lecturers: Nesly Beausoleil, Liane M. Dunne, John M. Esposito, Sebastian J. Galofaro, Jennifer Mesiano, Paul S. Reyes, James Colby Rowe

Instructor: Randin S. Miller

Affiliated Faculty

Program Advisors

Assistant Professor: (Clinical Laboratory Sciences) Candace J. Golightly

Professors: (Clinical Laboratory Sciences) Craig A. Lehmann

Associate Professors: (Clinical Laboratory Sciences) Deborah T. Firestone; (Occupational Therapy) Pamela Block

Assistant Professors: (Physician Assistant Education) Donna Ferrara, (Clinical Laboratory Sciences) Christine Pitocco; (Physical Therapy) Dawn M. Blatt, Sharon A. Martino

Lecturers: (Health Care Policy and Management) Brooke M. Ellison, Carol A. Gomes

The School of Health Technology and Management offers a Bachelor of Science degree in Health Science (BSHS), with

clinical and non-clinical concentrations. Non-clinical concentrations of study include community health education, disability studies, emergency and critical care, environmental health, health care informatics, health care management, and public health. Clinical concentrations of study include anesthesia technology, medical dosimetry, nuclear medicine technology, and radiologic technology. The curriculum requires that students receive a broad liberal arts education during their first three years. In the senior year, the curriculum focuses on health care-related topics. Graduates will be liberally educated and knowledgeable about health care, and may expect to be employed by hospitals; integrated health care delivery systems; physician group practices; health departments; nursing homes; and managed care, corporate and not-for-profit organizations. They can also pursue clinical degrees through appropriate admissions processes.

While there is no formal application process, students should complete the following requirements before advancing to the senior year courses in the program*:

- 91 credits with a minimum grade point average of 2.0
- All D.E.C. requirements
- A minimum of 16 credits of D.E.C. E classified courses in the natural sciences. Note: HAN 200 and HAN 202 (or equivalent anatomy and physiology courses) are required natural science courses.
- 21 credits of related electives (see below). Any natural science course taken beyond the minimum requirement of 16 credits can also satisfy related elective requirement. Note: HAN 312 (or equivalent medical terminology course) is a required related elective course.
- 10 upper-division credits (300 and 400 level courses). Note: Can be met by courses meeting D.E.C., natural science, or elective requirements.
- 10 credits of computer science/information systems electives are strongly recommended as prerequisites for the Health Care Informatics concentration. CSE 101, CSE 113, and CSE 114 are strongly recommended.

Related Electives

Students are encouraged to take related electives designated:

- ECO, CSE, and BUS for the Health Care Management concentration
- CSE, PSY, ECO, and BUS for the Health Care Informatics concentration
- HIS, HBP, ECO, MEC, BCP, SOC, and BUS for the Environmental Health concentration
- LHW, ECO, ANT, SOC, HMC, PSY, and BUS for the Public Health concentration
- SOC, HWC, LHW, PSY, SSI, and HMC for the Community Health Education concentration

Call the Health Science program for advising and an extensive list of related electives or see the Course Description listing in the University Undergraduate Bulletin for complete information.

Program Requirements

A. Required Core Courses - Fall Semester (Senior Year)

For the first semester of the last year of study (senior year), all students enroll in 15 credits of core health science courses including:

| Course # | Title | Credits |
|----------|-----------------------------------|---------|
| HAN 300 | Health Care Issues | 3 |
| HAN 333 | Communication Skills | 3 |
| HAN 335 | Professional Ethics | 3 |
| HAN 364 | Issues in Health Care Informatics | 3 |
| HAN 383 | Professional Writing | 3 |

Special Academic Requirements

To be in good standing in the Health Science program, a student must maintain a 2.0 overall cumulative grade point average, with a 2.5 minimum professional grade point average in the required HAN (Health Science major) courses. All core Health Science program courses must be passed with a grade of C or better before a student is permitted to advance to the concentration courses. If a student receives a grade less than C in any of the HAN courses, the course must be repeated.

B. Concentration Courses - Spring Semester (Senior Year)

During the last semester of the senior year, students must take one of the following concentrations.

Health Care Management

This concentration provides students with the knowledge and skills required to manage health care practices, plan health care programs and utilize the fundamentals of health care management and health services administration.

| Course # | Title | Credits |
|----------|---|---------|
| HAN 432 | Introduction to Health Care Management | 4 |
| HAN 434 | Corporate Compliance and Regulation | 4 |
| HAN 435 | Sales and Marketing in Health Care | 3 |
| HAN 436 | Continuous Quality Improvement in Health Care | 3 |

Community Health Education

This concentration provides students with the knowledge and skills needed to plan, implement, and evaluate health education programs in the community. Students who successfully complete this concentration may be eligible to apply for the national certification examination for health educators. Employment opportunities may be found in public and private health-related agencies, hospitals, and HMOs (Health Maintenance Organizations).

*A conditional approval for advancement may be granted if, upon judgment of the faculty, there are exceptional circumstances concerning program prerequisites. All students need a minimum of 91 credits and all requirements met by the end of the spring semester of their junior year to advance to the fall senior year curriculum. Prerequisite courses (natural science and related elective) required for advancement to the senior year curriculum must be completed with a letter grade of C or better. A Pass/No Credit grade is not accepted.

| Course# | Title | Credits | Course # | Title | Credits |
|---------|---|---------|----------|--|---------|
| HAN 440 | Introduction to Community Health Education | 3 | HAN 474 | Industrial Hygiene | 4 |
| HAN 442 | Community Health Education Models and Resources | 3 | HAN 476 | Hazardous Materials, Emergency Response and Environmental Auditing | 4 |
| HAN 444 | Teaching Strategies | 4 | HAN 478 | Internship in Environmental Health | 2 |
| HAN 456 | Behavioral and Social Aspects of Health | 3 | | | |

Public Health

This concentration provides students with a basic foundation, including epidemiology and biostatistics, in public health. Students who graduate with this concentration may find employment in health departments, public health agencies, health maintenance organizations, and health-related corporations.

| Course# | Title | Credits |
|---------|---|---------|
| HAN 450 | Introduction to Public Health | 4 |
| HAN 452 | Epidemiology and Biostatistics | 3 |
| HAN 454 | Issues in Public Health | 3 |
| HAN 456 | Behavioral and Social Aspects of Health | 3 |

Health Care Informatics

This concentration prepares students for a career in health care information systems, and processing and managing health care data with computer and communication technologies. Emphasis is placed on health care information systems' architecture, computerized medical data processing, and clinical decision support systems. Ten credits of computer science/information systems electives are strongly recommended as prerequisites (CSE 101, CSE 113, and CSE 114 are strongly recommended).

| Course # | Title | Credits |
|----------|---|---------|
| HAN 462 | Developing Health Information Systems | 4 |
| HAN 464 | Health Information Systems Management | 4 |
| HAN 466 | Applied Health Care Informatics | 4 |
| HAN 467 | Utilization and Outcomes Research Methods | 3 |

Environmental Health

This concentration explores the concepts and principles of various environmental health issues, including lead management, pest management, hazardous waste management, and food service sanitation. Emphasis is placed on the recognition, identification, and control of environmental contaminants in the workplace; prevention and preparedness for hazardous material incidents; and compliance with various regulatory agencies.

| Course# | Title | Credits |
|---------|--|---------|
| HAN 470 | Environmental Health, Occupational Health and Safety Engineering | 4 |

Disability Studies

This concentration provides students with an interdisciplinary focus of study in areas such as independent living, employment, adults and children with disabilities, and health and community issues. This concentration will prepare students for entry-level professional and managerial positions in developmental or physical disability services agencies, independent living centers, mental health centers, and geriatric and vocational rehabilitation agencies.

| Course # | Title | Credits |
|----------|---------------------------------|---------|
| HAN 443 | Aging and Disability | 3 |
| HAN 446 | Disability Health and Community | 3 |
| HAN 447 | Children with Disabilities | 3 |
| HAN 448 | Disability and Employment | 3 |
| HAN 449 | Project in Disability Studies | 4 |

Emergency and Critical Care

This concentration will serve the needs of those students interested in pursuing clinical graduate studies. Emphasis is placed on providing knowledge of the most frequently encountered medical emergencies, including trauma and resuscitation. In addition, due to the changing global environment, courses on hazardous materials and weapons of mass destruction will also be provided.

Note: Preference is given to students who maintain an overall senior year GPA of 2.5, successfully complete all fall semester course work, and achieve NYS Emergency Medical Technician Certification before the start of the post-baccalaureate year.

| Course# | Title | Credits |
|---------|--|---------|
| HAN 416 | Special Issues in Emergency Care and Resuscitation | 3 |
| HAN 417 | Cardiac and Medical Emergencies | 3 |
| HAN 471 | Trauma and Trauma Systems | 3 |
| HAN 472 | Weapons of Mass Destruction | 3 |
| HAN 477 | HAZMAT Training | 3 |

Medical Dosimetry

This concentration is designed to provide students with the knowledge and skills required for competent performance in entry-level positions in the field of medical dosimetry. A medical dosimetrist is a member of the radiation oncology team who has the education and expertise necessary to generate radiation dose distributions and dose calculations for cancer patients, in collaboration with the medical physicist and the radiation oncologist. HAN 395 Radiation Physics in Medicine (four credits) is required during the fall semester of the senior year as a prerequisite to acceptance into the concentration. Acceptance into the post-baccalaureate clinical year is required in order to enter the concentration. Students must

complete one-year post-baccalaureate clinical training in order to be eligible to take the National Registry Examination.

Note: Preference will be given to students who document course work in human anatomy and physiology; complete the following math and physics sequence: Physics 131/132 or Physics 125/126/127; calculus MAT 125 or MAT 131 with a grade of C+ or better; have an above average mid-semester grade in HAN 395 and an above average natural science GPA.

| Course# | Title | Credits |
|---------|---|---------|
| HAN 482 | Introduction to Pathology | 3 |
| HAN 486 | Principles and Practices of Radiation Therapy | 4 |
| HAN 402 | Radiographic Anatomy and Pathology | 3 |
| HAN 492 | Radiation Oncology/Medical Physics II | 4 |

Anesthesia Technology

This concentration provides the knowledge and skills required for students to function as integral members of anesthesia teams in surgical settings. After completion of this concentration, students can work in entry-level non-clinical positions in an anesthesia department or continue to the post-baccalaureate Anesthesiology Technologist Program to be eligible to take the American Society of Anesthesia Technologists and Technicians (ASATT) certification examinations.

Note: Preference is given to students who can document an overall GPA of 2.5 in college level course work and a strong background in the recommended coursework (minimum "C" grade in each course and an overall natural science GPA of 2.5). Recommended coursework includes biology, psychology, human anatomy, physiology, and medical terminology. Preference is given to students who document health care experience (paid or volunteer) and/or community service.

| Course# | Title | Credits |
|---------|--------------------------------------|---------|
| HAN 434 | Corporate Compliance and Regulation | 4 |
| HAN 481 | Introduction to Anesthesia | 2 |
| HAN 483 | Cardiopulmonary Physiology for ASATT | 3 |
| HAN 485 | Clinical Monitoring | 1 |
| HAN 489 | Pharmacology ASATT | 4 |

Nuclear Medicine

This concentration within Radiologic Sciences is designed to educate students to meet a growing need in the health care industry for highly trained technologists who utilize rapidly developing technologies to image the human body. Nuclear medicine is widely used for imaging the bodies of patients with cancer and cardiac conditions. HAN 395 Radiation Physics in Medicine (four credits) is required during the fall semester of the senior year as a prerequisite to acceptance into the concentration. Acceptance into the post-baccalaureate clinical year is required in order to enter the concentration. Students must complete the one-year post-baccalaureate clinical training in order to be eligible to take the National Registry Examination.

Note: Preference is given to students who document an overall GPA of 2.5 in college level coursework; a strong science and math background (minimum "C" grade in each course and an

overall natural science GPA of 2.5). Recommended course work to include calculus, general physics, human anatomy, physiology, medical terminology, and have an above average mid-semester grade in HAN 395. Preference is also given to students who can document Health Care experience (paid or volunteer) and/or community service.

| Course# | Title | Credits |
|---------|---|---------|
| HAN 401 | Radiobiology and Health Physics | 3 |
| HAN 402 | Radiographic Anatomy and Pathology | 3 |
| HAN 426 | Nuclear Medicine Instrumentation | 3 |
| HAN 427 | Nuclear Medicine Procedures | 6 |
| HAN 429 | Radiopharmacy and Therapy in Nuclear Medicine | 3 |

Radiologic Technology

This concentration in Radiologic Sciences has been developed to educate students to meet the growing demand for imaging technologists. HAN 395 Radiation Physics in Medicine (four credits) is required during the fall semester of the senior year as a prerequisite to acceptance into the concentration. Acceptance into the post-baccalaureate clinical year is required in order to enter the concentration. Students must complete the one-year post-baccalaureate clinical training in order to be eligible to take the National Registry Examination.

Note: Preference is given to students who document an overall GPA of 2.5 in college level course work and a strong science and math background (minimum "C" grade in each course and an overall natural science GPA of 2.5). Recommended course work to include: calculus, general physics, human anatomy, physiology, medical terminology, and have an above average mid-semester grade in HAN 395. Preference is also given to students who can document health care experience (paid or volunteer) and/or community service.

| Course# | Title | Credits |
|---------|---|---------|
| HAN 401 | Radiobiology and Health Physics | 3 |
| HAN 402 | Radiographic Anatomy and Pathology | 3 |
| HAN 404 | Radiology Instrumentation | 3 |
| HAN 405 | Radiographic Technique | 3 |
| HAN 406 | Radiographic Procedures and Positioning I | 6 |

Courses

HAN 200 Human Anatomy and Physiology for Health Science I

This is the first course in a two-part sequence that introduces the study of human anatomy and physiology at the cell, tissue and organ system levels of organization, with emphasis on understanding disease processes associated with systems. This course is designed for Health Science (HAV) majors, particularly those interested in pursuing HAN clinical concentrations of study. Open to non-HSC students.

Prerequisite: one BIO course

3 credits, lecture

HAN 202 Human Anatomy and Physiology for Health Science II

This is the second course in a two-part sequence that continues the study of human anatomy and physiology. Topics include the endocrine system, blood composition, the cardiovascular system, the lymphatic system, the immune system, the respiratory system, the digestive system, nutrition, the urinary system, the reproductive system, fluid, electrolyte and acid-base balance, and heredity. This course is designed for Health Science majors (HAV), particularly those interested in pursuing HAN clinical concentrations of study. Prerequisite: HAN 200

3 credits, lecture

HAN 300 Health Care Issues

Provides students with an overview of the organization of the health care delivery system. Includes the role of health care professionals and health care organizations. Explores issues regarding health care insurance, the uninsured and underserved, managed care and changes in the health care marketplace. Provides an overview of major diseases including epidemics, chronic and acute illness. Discusses the role of health promotion and disease prevention as well as alternative and complementary medicine. Restricted to HAN majors.

3 credits, lecture

HAN 312 Medical Terminology and Human Anatomy

Provides the medical terminology and human anatomy needed for non-clinical roles in health care. Presents medical terminology through didactic and experiential techniques by reviewing the digestive, urinary, integumentary, reproductive, respiratory, endocrine, nervous, musculoskeletal, cardiovascular, and lymphatic systems. Students will learn how to build a medical vocabulary and understand the importance of precise communication in the delivery of health care. Open to non-HSC students.

2 credits, lecture

HAN 333 Communication Skills

Introduces the principles of effective communication and stages of group development. Offers theory and practice of interpersonal communication and groups. Provides specific topics related to health care teams. Restricted to HAN majors.

3 credits, lecture

HAN 335 Professional Ethics

Provides students with a framework for identifying ethical dilemmas in professional settings. Through the use of case studies and role-playing, students simulate ethical situations relating to confidentiality, informed consent and truth-telling, and explore various approaches for resolving these conflicts. Presents professional codes of ethics using small and large group discussions. Presents and discusses ethics-related topics such as genetics, transplants, cloning, advance directives, and health care accessibility. Restricted to HAN majors.

3 credits, lecture

HAN 364 Issues in Health Care Informatics

Acquaints students with the use and application of personal computers and medical information systems used in health care. Emphasizes the optimization and customization potential of computer functions for standard and specialized tasks. Examines the present and potential use of the Internet in the health care arena. Presents the application of medical informatics to health care delivery through classroom demonstrations and discussions. Restricted to HAN majors.

3 credits, lecture

HAN 383 Professional Writing

Designed to challenge the undergraduate student to write professional documents and communications in a logical, straightforward style. Students will be shown strategies for writing with purpose, supporting detail, and will use several means of communications including letters, memos, electronically transmitted documents, evidence-based program and grant proposals, and researched essays or brochures. Restricted to HAN majors.

3 credits, lecture

HAN 395 Radiation Physics in Medicine

Provides an introduction to radiological and radiation oncology physics for students interested in a career in either medical imaging or radiation therapy/oncology. Presents elements of mathematics and general physics relevant to the radiological sciences. Topics include production of radiation, radioactivity, interaction of radiations with matter, radiation detection, characteristics of high energy medical LINAC radiation, absorbed dose calculation and measurement, radiography, radionuclide imaging, imaging with ultrasound, imaging with magnetic resonance, and basic medical radiation safety. Restricted to HANBS students.

4 credits, lecture

HAN 401 Radiobiology and Health Physics

Presents an overview of the biological effects of radiation by examining the interaction of radiation with matter, macromolecules, cells, tissue, and the whole body. Studies the clinical impact of responses to radiation. Introduces students to radiation safety through topics such as biologic consequences of irradiation, regulatory limitation of exposure, methods for exposure minimization, and radiation monitoring. Restricted to students approved for appropriate senior year track in the Health Science major.

Prerequisite: HAN 395

3 credits, lecture

HAN 402 Radiographic Anatomy and Pathology

Provides basic radiographic anatomy from both the projection and cross sectional point of view. Introduces to basic disease processes, including the nature and causes of disease and injury. Examines these processes on medical images acquired through radiography, computed tomography, angiography, magnetic resonance, scintigraphy, emission computed tomography and ultrasonography. Restricted to students approved for appropriate senior year track in the Health Science major.

Prerequisite: HAN 395

3 credits, lecture

HAN 404 Radiology Instrumentation

Expands imaging physics into the area of Radiologic Technology. Studies the physical basis, construction, operation, and quality control of radiographic, fluoroscopic, computed radiographic, direct radiographic, digital subtraction, and computed tomography systems. Restricted to students approved for appropriate senior year track in the Health Science major.

Prerequisite: HAN 395

3 credits, lecture

HAN 405 Radiographic Technique

Focuses on production of radiographic image. Includes rationale for selection of technical factors, issues of image resolution and contrast, image receptor technology; film sensitometry; image intensification; film processing; grids; automatic exposure control; portable/surgical procedures; and basic contrast agent pharmacology, and administration directly related to the production of radiographic images. Presents an overview of the special modalities of computed radiography (CR), direct radiography (DR), fluoroscopy, digital fluoroscopy, digital subtraction angiography (DSA), computed tomography (CT), and picture archive communication systems (PACS). Special emphasis is placed on reducing patient exposure to radiation. Restricted to students approved for appropriate senior year track in the Health Science major.

Prerequisite: HAN 395

3 credits, lecture

HAN 406 Radiologic Procedures and Positioning I

Examines routine clinical radiographic positioning of the upper and lower extremities, shoulder, spine, chest, pelvis, skull, abdomen, and digestive and urinary systems. Includes portable studies, operating room applications, angiography and advanced imaging techniques. Restricted to students approved for appropriate senior year track in the Health Science major.

Prerequisite: HAN 395

6 credits, lecture, laboratory

HAN 416 Special Issues in Emergency Care and Resuscitation

This course will explore issues in special patient populations and areas in emergency care. Topics covered will include: pediatric emergencies, obstetric emergencies, neonatology, and geriatric emergencies. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 417 Cardiac and Medical Emergencies

This course will expose students to the concepts and issues that are critical to the assessment and care of patients presenting with cardiac and other medical emergencies. Topics covered will include: pathophysiology, medical patient assessment and management, cardiopulmonary resuscitation, and advanced cardiac life support. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 426 Instrumentation for Nuclear Medicine Technology

Expands on HAN 394 (Imaging Physics), specifically in the area of Nuclear Medicine Technology. Examines the physical basis, construction, operation and quality control of radiation detection, pulse height analysis, planar imaging, Single Photon Emission Tomography (SPECT) imaging and Positron Emission Tomography (PET) imaging devices. Restricted to students approved for appropriate senior year track in the Health Science major.

Prerequisite: HAN 395

3 credits, lecture

HAN 427 Nuclear Medicine Procedures

Covers principles, methods, and instrumentation used in Nuclear Medicine imaging. Examines the preparation and performance of planar, Single Photon Emission Tomography (SPECT), and Positron Emission Tomography (PET) nuclear medicine imaging procedures. Provides information needed to perform a variety of imaging and/or functional studies (e.g. liver, spleen, hepatobiliary, gastric reflux, gastrointestinal bleeds, lung, endocrine, central nervous system). Presents in vitro nuclear medicine procedures. Principles of sensitivity, specificity, accuracy, and predictive values of diagnostic testing are also examined. Restricted to students approved for appropriate senior year track in the Health Science major.

Prerequisite: HAN 395

6 credits, lecture, laboratory

HAN 429 Radiopharmacy and Therapy in Nuclear Medicine

Examines the production, labeling, quality control, clinical biodistribution, and application of radionuclide tracers for nuclear medicine imaging. Covers radionuclide and radiopharmaceutical characteristics that provide suitable imaging properties. Discusses various aspects of laboratory procedures (e.g., safe handling of radionuclides, radiation safety surveys, hot laboratory instruments, radiopharmaceutical preparation, quality control, and sterile technique). Explores pathologies, radiopharmaceuticals, dosage calculation and administration, and patient management issues related to radionuclide therapy. Restricted to students approved for appropriate senior year track in the Health Science major.

Prerequisite: HAN 395

3 credits, lecture

HAN 432 Introduction to Health Care Management

Introduces students to the practices and theories of health care policy and management. Presents an overview of the trends in public policy and management techniques. Restricted to students approved for appropriate senior year track in the Health Science major.

4 credits, lecture

HAN 434 Corporate Compliance and Regulation

Provides an overview of recently enacted legislation requiring health care institutions' compliance programs. Introduces regulations and compliance including anti-trust, controlled substances, Americans with Disabilities Act, Occupational Safety and Health Act, Joint Commission on Accreditation of Health

Care Organizations, Department of Health jurisdiction over hospitals and licensure requirements. Restricted to students approved for appropriate senior year track in the Health Science major.

4 credits, lecture

HAN 435 Sales and Marketing in Health Care

Introduces the essential aspects of marketing and sales in the changing health care world. Addresses the concept of marketing, the nature of marketing strategy and the environment in which marketing operates. Provides a framework for understanding the consumer, along with key selling methods. Topics included the “four Ps” of marketing, promotional elements of marketing, the communication process, and personal selling. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 436 Continuous Quality Improvement in Health Care

Provides basic principles associated with Total Quality Management (TQM) and Continuous Quality Improvement (CQI). Aids identification and quality problem solving found in all health care organizations utilizing CQI tools and techniques. Through the use of case studies, current events, and textbook materials, students will learn how to identify problems, recommend improvements, and collect data to demonstrate process improvement. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 440 Introduction to Community Health Education

Introduces students to the foundation of planning, implementing and evaluating community-based health education programs. Presents classic theories of health education including the social learning theory, health belief model, and the attribution theory. Reviews relevant health education programs. Examines various learning styles and skills. Basic health education models are introduced and critiqued through individual and group projects. Reviews health education professional organizations and associations. Each student is required to design a health education program for a selected population. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 443 Aging and Disability

Provides comprehensive overview of aging and disability. Includes introduction to the field of geriatrics, age related disabilities, and the experiences of people with disabilities as they age. Presents an interdisciplinary perspective. Incorporates social, environmental, cultural, economic and historical issues related to disability and aging. Film, narrative, biography and guest speakers provide students with first-hand accounts of elders with disabilities. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 445 Independent Living and Disability

Interdisciplinary exploration of how independent living has evolved as a social and political movement. Topics include analyzing current legislation, social issues, and living philosophies. Guest speakers will facilitate the students gaining a multi-layered understanding of the issues faced by people with disabilities who are living independently. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 446 Disability Health and Community

Presents a comprehensive view of health and community concerns experienced by people with disabilities. Explores historical analysis, biomedical discourse, cultural critique, and field research to understand the evolution of medical practices, cultural beliefs, and social structures influencing the treatments, services, and opportunities available to people with disabilities in the United States and internationally. Includes gender, sexuality, race, poverty, “invisible disabilities”, eugenic sterilization, assisted suicide topics. Guest speakers will facilitate a multi-layered understanding of the issues faced by people with disabilities and their families. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 447 Children with Disabilities

Provides a comprehensive overview of the theories of child development and issues related to children with developmental spectrum disorders, neurodevelopmental disorders, and communication and learning disorders. Includes behavioral, developmental, language, medical, motor and sensory needs of children with developmental disabilities. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 448 Disability and Employment

Presents a comprehensive overview of the Disability and Employment field. Explores pertinent employment-related legislation, the vocational rehabilitation system, the structure of existing governmental and not-for-profit programs, and current disability employment practices, through the use of didactic and experiential techniques. Emphasizes the key roles of placement professionals. Provides individualized learning opportunities for individuals with disabilities who happen to be job seeking. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 449 Project in Disability Studies

Students will develop independent projects in topic area of disability studies. They will be required to develop a set of readings, engage in a minimum of 15 hours of experiential learning (in the form of community site-visits, volunteerism, or internships). Course instructors and assigned mentors will assist students during bi-weekly group meetings and by scheduled appointments. Restricted to students approved for appropriate senior year track in the Health Science major.

4 credits, lecture, laboratory

HAN 450 Introduction to Public Health

Introduces the principles and practices of public health, including definitions and concepts, history and development, determinants of health, and ethical and legal aspects of public health. Orients students to various public health settings such as local and state health departments, not-for-profit community organizations, and agencies for special populations. Provides students with basic knowledge and skills for conducting community needs assessment with diverse populations. Addresses infectious disease control, environmental health, chronic disease control, tobacco and drug control, maternal and child health, women's health, and injury control topics. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 452 Epidemiology and Biostatistics

Provides students with the basic knowledge and skills for studying diseases of individuals and groups. Introduces biostatistical approaches and skills for collecting and organizing data of communities to meet health needs. Addresses epidemiological concepts, limitations, and resources. Through the use of case studies, students study various epidemiological models used regionally, nationally and internationally. Includes discussions about ethical situations related to research and statistical studies. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 453 Research Methods in Public Health

Focuses on the details of public health research design. Guides students through a step-by-step approach through qualitative, comparative, and quantitative research designs and analysis methods. Students will learn the language of research, various methods for conducting research, and how to identify and synthesize research literature. Builds on concepts covered in the other courses in the public health/community health concentration. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 454 Issues in Public Health

Addresses contemporary topics related to public health policies and practices. Topics include recent regional and national pandemics, changes in public health prevention programs and current political policy-making. Introduces health trends and patterns through the study of changing laws and policies governing public health services and education. Guest lecturers from the county health departments and local community health and public health organizations present up-to-date information on public health issues. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 456 Behavioral and Social Aspects of Health

Introduces social and behavioral factors as determinants of health. Explores theories of human and group behavior and health behavior change models through lecture and case study. Explores the dynamics between health behaviors and culture, gender, age, and socioeconomic status. Students study various inventory tools for measuring health-related knowl-

edge and methods for measuring behavior change. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 462 Developing Health Information Systems

Introduces students to fundamental hardware and software concepts, operating systems, GUI or desktop environments, and system development life cycles. Reviews Windows applications such as spreadsheet, database, forms, queries, and reports. Restricted to students approved for appropriate senior year track in the Health Science major.

4 credits, lecture

HAN 464 Health Information Systems Management

The course includes organizational change issues in health care environments, resource management (inventory, tracking and acquisition), and the role of policy formulation. Consumer issues, standards and security, and the provision of health information resources to health care workers will also be covered. Relevant applications and issues related to health services will also be explored. Restricted to students approved for appropriate senior year track in the Health Science major.

4 credits, lecture

HAN 466 Applied Health Care Informatics

Provides overview of the role of information systems in health care organizations. Emphasizes the integration of evidence-based research into clinical decision-making and the influence of information systems on health outcomes. Explores technical, organizational and cost-benefit issues related to health care information systems, including clinical decision-support, integrated networking, and distributed computing technologies, telemedicine applications and artificial intelligence solutions. Through a combination of classroom-based seminars, group case studies, and computer laboratory exercises, students will develop and exercise analytical skills for appraising health information systems, as well as acquire practical experience using biomedical research databases, desktop application software, and electronic communication systems. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 467 Utilization and Outcomes Research Methods

Provides the necessary tools to evaluate and implement research methods and utilize outcomes within the health care system. Presents an overview of statistics and research methods and evaluation techniques by utilizing group discussions and case studies. Demonstrates the utilization of technology as a resource for existing research as well as management tools. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 470 Environmental Health, Occupational Health and Safety Engineering

Provides the student with knowledge of the fundamentals of occupational safety and health, including safety engineering regulations, codes and practices, safety program administration

recognition of hazards, and implementation of hazard controls. This course also addresses fire and safety problems associated with modern industry, as well as the controls needed to prevent or mitigate hazards. Restricted to students approved for appropriate senior year track in the Health Science major.

4 credits, lecture

HAN 471 Trauma and Trauma Systems

This course will explore concepts and issues that are critical to the assessment and care of trauma patients. Topics covered will include: kinematics, pathophysiology, trauma patient and assessment and management, and trauma system development. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 472 Weapons of Mass Destruction: Nuclear, Biological, and Chemical Agents

Presents a comprehensive overview of nuclear, biological incendiary, chemical, and explosive agents that are more likely to be used as Weapons of Mass Destruction (WMD). Expands the Emergency Medical Service (EMS) provider's training in responding to conventional HAZMAT incidents and focuses on the recognition and management of incidents involving bioterrorism, chemical, and nuclear weapons. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 473 Emergency Response to Terrorism

Prepares Emergency Medical Service (EMS) providers to recognize and respond to terrorist incidents. Topics include identification of on-scene indicators of a suspicious incident, recognition of the tactics and objectives of terrorism, and scene/perimeter control issues that are unique to a terrorist incident. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 474 Industrial Hygiene

Introduces basic concepts of industrial hygiene. Presents the methodology and procedures that professionals in the field use to identify, measure, and correct hazards in the work environment. Restricted to students approved for appropriate senior year track in the Health Science major.

4 credits, lecture

HAN 476 Hazardous Materials, Emergency Response, and Environmental Auditing

Concentrates on the nature of hazardous materials and how they are handled in the workplace. Presents the fundamentals of emergency response planning and how to perform environmental audits. Restricted to students approved for appropriate senior year track in the Health Science major.

4 credits, lecture

HAN 477 HAZMAT Training for Emergency Medical Services

Comprehensive overview of the practice and procedures required of Emergency Medical Service (EMS) providers when respond-

ing to major HAZMAT incidents. Includes management strategies for Hazards Materials (HAZMAT) disasters. Emphasizes the coordination of services and resources by national, federal, and local agencies. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 478 Internship in Environmental Health

This 90-hour internship experience will provide the student with an opportunity to apply the knowledge and skills learned during their environmental health concentration course work, providing the student with real-time work experience. Restricted to students approved for appropriate senior year track in the Health Science major.

2 credits, tutorial

HAN 481 Introduction to Anesthesia

Introduces the basics of the anesthesia specialty. Defines the role of the anesthesia specialist as an integral part of the patient care team. Through the use of lecture, video, tour, and hands-on demonstration, students will gain a working knowledge of how to assist anesthesiologists and anesthetists in the acquisition, preparation, and application of equipment and supplies required for the administration of anesthesia. Restricted to students approved for appropriate senior year track in the Health Science major.

2 credits, lecture

HAN 482 Introduction to Pathology

Pathology is the branch of medicine devoted to the study and understanding of disease. This course will introduce the student to the concept of disease. The types of growth, causative factors, and biological behavior of neoplastic diseases are discussed. Staging procedures are introduced. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 483 Cardiopulmonary Physiology for ASATT

Familiarizes students with the anatomical structures and physiological mechanisms and functions of the cardiopulmonary system. Reviews mathematical formulas and calculations used in clinical applications of physiologic concepts. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 485 Clinical Monitoring

Provides students with a working knowledge of clinical monitoring devices and their application to clinical settings. Covers duties of anesthesia technologist including the provision of technical support to professional staff in order to facilitate anesthesia departmental function. Student develops skills to maintain and organize the anesthesia environment, equipment, and supplies. Restricted to students approved for appropriate senior year track in the Health Science major.

1 credit, lecture

HAN 488 Medical Imaging and Radiographic Anatomy

Presents an overview of a variety of diagnostic imaging modalities and therapeutic applications and procedures provided by modern health care facilities. Discusses imaging equipment and procedures and includes recording images on film media and operation of photochemical processing equipment. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits, lecture

HAN 489 Pharmacology for ASATT

Presents basic principles of pharmacologic properties and clinical applications. Through the use of lectures and scenarios, provides working knowledge base of drug classifications and their modes of action to produce therapeutic effects on target sites. Restricted to students approved for appropriate senior year track in the Health Science major. Restricted to students approved for appropriate senior year track in the Health Science major.

4 credits, lecture

HAN 492 Radiation Oncology/Medical Physics II

Provides students interested in a career in medical dosimetry with an introduction to medical physics for radiation oncology. This is the second course in a two-part series that provides the basis for further study of the applications of radiation oncology physics to radiation treatment planning and radiation dose calculations. Covers topics such as radiation dose distribution, patient dose calculations, treatment planning, electron beam therapy, brachytherapy, modern treatment delivery, and radiation protection. Restricted to students approved for appropriate senior year track in the Health Science major.

4 credits, lecture

Department of Health Care Policy and Management

Chair: Debra S. Dwyer

Vice Chair: Elizabeth A. Vanner

Professor: Robert O. Hawkins Jr. (emeritus)

Associate Professors: Lisa Benz Scott, Karen Goldsteen, Theodore A. Jospe, Alan M. Leiken, Thomas R. Sexton, Fred S. Sganga

Assistant Professors: Joseph A. Bohm, Susan C. Cappello, Frank Caruso, Josephine Connolly Schoonen, Karen Dybus, Lisa M. Johnson, Pamela Noack, M. Veronica McKinnon, Karen J. Mendelsohn

Lecturers: Jeanmarie H. Brand, Francis X. Burke, Brook M. Ellison, Carol A. Gomes, Marilyn L. Haig, Jonathan C. Spier

Instructors: Lorraine E. Danowski, Wendy Lee Hildebrandt, Reginald E. Matthews Jr., Joan Stollberger

Program in Health Care Policy and Management Leading to the Master of Science Degree

Program Director: Debra S. Dwyer

This program is open to qualified health professionals who wish to pursue careers in health care management, health policy, and nutrition within their own professional fields.

Program Requirements

Candidates must complete a minimum of 36 credits and satisfy the specific core, concentration, and practicum requirements described below. Courses are chosen with program advisement and approval.

Core: Candidates must successfully complete courses to demonstrate understanding and competence in the areas of medical care delivery, research methodology, statistics, and communication (12 credits).

Concentration: Candidates must select a specialty concentration in health care management, health policy, or nutrition and complete courses in the chosen area (15 credits).

Practicum: Candidates must complete a practicum in their specialty concentrations (3-6 credits).

Thesis: A master's thesis is optional (4-6 credits) and is in lieu of the practicum requirement.

Electives: Candidates must successfully complete 3-6 elective credits. Practicum credits do not apply.

The Advanced Certificate Program in Health Care Management

Program Directors: Alan M. Leiken and Thomas R. Sexton

Program Requirements

The Advanced Certificate Program in Health Care Management is a professional development program intended for health practitioners who require management training and for managers who require specific management training in the health care field. The program is jointly sponsored by the School of Health Technology and Management and the College of Business.

The curriculum consists of 18 credits. Students are required to complete a minimum of four courses with a health care management focus.

Dietetic Internship Program

Program Director: Josephine Connolly-Schoonen

The Dietetic Internship Program is a 42-week program beginning each September, co-sponsored by the School of Medicine and the School of Health Technology and Management. Applicants are required to have a baccalaureate degree from an accredited college or university, a preferred minimum grade point average of 3.0, and an American Dietetic Association verification statement of completion of a dietetic

program. Students may apply to the Master of Science degree program in Health Care Policy and Management with a concentration in nutrition and pursue the graduate degree concurrently. The Internship program participates in the national computer matching process.

Undergraduate Courses

HAS 190 Introduction to the Health Professions

Presents topics of interest to students considering careers as health professionals. Introduces the student to basic concepts of health, factors influencing health care, health care settings, and selected health professions. May not be taken for credit in addition to LHW 102. Open to west campus students.

1 credit, lecture

HAS 290 Medicine and Society

Examines traditional concerns of the humanities and social sciences as they interface with health care and its delivery. Practicing physicians or other health professionals present clinical cases. Emphasizes confidentiality, experimentation, dying and death, and allocation of scarce resources. Focuses on the social, historical, ethical, and humanistic importance of the cases. Permission of instructor required. Open to west campus students.

3 credits, lecture

HAS 292 Behavioral Intervention for Children with Autism

Provides framework to develop and implement behaviorally based instruction for children with autism spectrum disorders. Presents the variables that control learning in instructional environments. Offers opportunity to develop technical competencies in behavior analytic intervention strategies (defining and measuring behavior, shaping, chaining, and discrete trial instruction) that facilitate acquisition, maintenance and generalization of skills. Involves "hands on" experience for minimum of five hours per week at sites that provide services for children with autism.

Corequisite or prerequisite: HAS 192, not to be taken for credit in addition to HAS 502. Transportation to off-campus sites must be provided by the student. Open to west campus students.

4 credits, lecture

HAS 300 Issues in Health Care

Examines major issues influencing health care delivery. Emphasizes analysis of significance of these issues to the health professions. Covers organization of the delivery system, professional roles, quality control, cost controls, health agencies and alternative delivery models, consumer lifestyles, and health statistics. Integrates current trends in managed care, reimbursement, health policy, and reform. Discusses infectious disease and nutrition. Allows for discipline-specific program development and implementation through HSC outreach efforts.

2 credits, lecture

HAS 332 Management Concepts for Health Professionals

Identifies coping strategies with bureaucracies as agent, participant, and consumer. Considers the human dimensions of personnel, financial, and materials management as related to the service functions of health agencies.

1 credit, lecture

HAS 335 Medical Ethics

Introduces health professional students to basic concepts and challenges in medical ethics. Uses a framework and decision-making process to help students learn how to approach ethical dilemmas. Explores current topics in health care ethics including advance directives, assisted dying, genetics, cloning, transplants, confidentiality, informed consent, and professional conduct.

1 credit, lecture

HAS 350 Introduction to Statistics

Discusses elements of biostatistics, graphs and tables, descriptive statistics, probability, populations of samples, normal distribution, hypothesis testing, and computers.

2 credits, lecture

HAS 351 Research Literacy/Research Design

Prepares students to perform a literature search in their respective disciplines to find scientific and health articles and books in the Health Sciences Center Library. Presents research terminology, methods, and design. Provides basic skills to enhance interpretation, evaluation and analysis of research articles, including the hypothesis, literature review, design, methodology, and data analysis.

1 credit, lecture

HAS 363 Computer Literacy for Health Professionals

Surveys the uses of computers for health practitioners. Offers practical experience in literature database searching and use of applications software.

1 credit, lecture

HAS 391 Readings in Health

Supplementary specialized readings under faculty supervision. Topics determined by mutual agreement between undergraduate student and faculty and must have the approval of the program director in the School of Health Technology and Management prior to registration.

1-3 credits, tutorial

HAS 399 Independent Study in Health

A special project involving advanced readings, reports, discussions, research, or special course work on topics or problems of the student's choosing, with the guidance of an assigned faculty member. Projects must have the approval of the program director in the School of Health Technology and Management prior to registration.

1-6 credits, tutorial

HAS 490 Research Tutorial

An original research project is conducted.

Prerequisite: HAS 351

2 credits, tutorial

Graduate Courses

HAS 501 Autism Spectrum Disorders

Provides educators a comprehensive overview of autism and related disorders. Extensive literature review explores manifestations at varied developmental, intellectual levels across the age span. Includes current theories of causality, Asperger's syndrome and other pervasive developmental disorders. Examines educator's role in therapeutic interventions. NOTE: not to be taken for credit in addition to HAS 192.

3 credits, lecture

HAS 502 Behavioral Intervention for Students with Autism

Provides educators with comprehensive framework to develop and implement behaviorally based instruction for children with autism spectrum disorders. Explores variables that control learning in instructional environments. Students will develop expertise in behavior analytic intervention strategies that facilitate acquisition, maintenance, and generalization of skills. Involves a minimum of five hours per week of experiential work at sites that provide services for children with autism. NOTE: not to be taken for credit in addition to HAS 292.

3 credits, lecture

HAS 503 Issues, Trends, and Challenges in Nutrition

Analyzes and integrates current trends and issues in food and nutrition. Evaluates complementary and alternative forms of medical nutrition therapy, functional foods and nutraceuticals. Examines evidence regarding efficacy, safety and cost of new products. Discusses applications in practical professional settings.

3 credits, lecture

HAS 506 Food Nutrition Policies: Cultural, Behavioral, Social Aspects

Introduces health care professionals to existing food and nutrition policies, the types of data that these policies are based on, and the process by which they are developed. Offers skills needed to critically analyze the process and resulting policies, and those used in developing new policies and securing funds for such projects.

3 credits, lecture

HAS 507 Fundamentals of Nutrition Policy and Management

This course is designed for nutritionists who want to develop effective management skills in the food service and clinical areas with an emphasis placed on clinical dietetics. Case studies, problem-based learning scenarios, and role-playing scenarios will complement lectures and provide students with an opportunity to problem solve and apply information acquired. Personnel issues, cost containment, and management principles pertinent to clinical and food service functions will be discussed and applied to real life situations. Reviews safety and sanitation procedures with practical applications. The survey process and accreditation standards will be covered.

3 credits, lecture

HAS 513 Health Care and Older People

Course is designed to maximize a student's understanding of policy and administrative issues in delivering health care to older people. Highlights examples of policy directions on the national, state, and local levels and the practical application of administrative tools in managing health facilities mandated for older people.

3 credits, lecture

HAS 516 Health and the Aging Process

An overview of information and issues pertinent to physical and psychosocial health of aging Americans. Includes demographics, attitudes, physiological and psychological changes, health promotion, disease prevention, health care delivery settings, and ethical and legal issues.

3 credits, lecture

HAS 518 Women and Health Care

This course provides an overview of women as users and providers of health care in the United States. Attention is given to women as active participants in their health care today as compared to historical times when women were encouraged to be passive. Throughout the course, case studies are introduced to demonstrate the contemporary utilization patterns of health care by women, including the use of managed care companies, women's public health agencies, and grassroots health organizations. In addition, a number of issues are addressed regarding the role of women in providing health care, specifically from a public health management perspective. The course includes examples and presentations of national and regional women's health concerns, such as breast cancer, reproductive choices, heart disease, tobacco use, menopause-related issues, and domestic violence. Special populations are also discussed as they relate to women and health care, including adolescents, older women, homeless women, working women, caretaking women, and middle-class uninsured women. Traditional and alternative health care strategies are offered as acceptable methods for meeting the growing and changing needs of women presently and in the future.

3 credits, lecture

HAS 521 Disability and Health Promotion

Examines the life experiences of people with disabilities from a disability studies perspective. Includes a study of the history, sociology, and psychology of disability, and looks at interactions between people with disabilities and health care providers in terms of miscommunication, prejudice, communication, and health promotion. Explores the larger systems that can help or hinder health promotion including structural barriers of poverty, lack of insurance, inaccessibility of services, architectural barriers, and lack of transportation. Addresses particular health care challenges faced by women and ethnic, racial, and sexual minorities who have disabilities.

3 credits, lecture

HAS 525 Complementary and Alternative Medicine

Examines the theory, philosophy, and applications of complementary and alternative medicine within today's health care system. Presents the many alternatives to traditional Western or allopathic medicine, and how these various models, systems and therapies impact on the delivery of health

care in the United States. Addresses skills needed to best respond to consumers' requests for information about these approaches. Students will examine the current body of research available on complementary and alternative medicine and be introduced to the vast array of resources available, the type of training involved in license/certification, and how to incorporate these approaches into their clinical practices. This course will combine lecture, readings, speakers, independent research and some expediential, hands-on work.

3 credits, lecture

HAS 526 Community Mental Health Programs

Provides a critical examination of the mental health system as it has evolved in the United States. Focuses on the service delivery system: how it has developed, what it is today and where it is going. Deals with the mental health system as a business: how it operates, how it is funded, who it employs, and how it will develop in the new managed care environment.

3 credits, lecture

HAS 527 Principles and Practice of Public and Community Health

Provides an overview of the public health system, the philosophy and purpose of public and community health, the managerial and educational aspects of public health programs, how the public health sector responds to disease prevention, environmental issues, community public health provisions, and other core public and community health components. The impact of federal health care reform on the public health delivery system and the economic and fiscal implications of the system on state and local governments will be discussed. Students will analyze the critical elements of a health care system.

3 credits, lecture

HAS 528 Long Island's Community Health

Provides students with an overview of community health concerns of Long Island and information and resources for addressing them. Presents conditions that are associated with special populations such as the Native Americans, baymen, homeless, migrant workers, rural residents, urban residents, and the uninsured middle-income residents. Community health problems with high incidence on Long Island including breast cancer, Lyme disease, AIDS, and tuberculosis will be covered. Reviews Long Island's environmental health problems with special emphasis on those associated with drinking and swimming water, agriculture, pesticides, and transportation. Discusses and presents the community health care delivery system and model programs and resources.

3 credits, lecture

HAS 529 Community Health and Patient Education

Provides information on current trends in patient education program development. Emphasizes techniques used by health professionals in planning, implementing, and evaluating patient education programs in hospitals and other health care organizations concerned with the educational component of patient care.

3 credits, lecture

HAS 530 Health Care Operations

Addresses the operations within health care institutions from the macro to the micro levels of management. Analyzes philosophy and significant occurrences affecting health care operations in the past, present, and future. Divisions within health care operations (clinical, support and informational services, nursing, finance, and ambulatory care) will address the following aspects of management: financial forecasting and monitoring, staffing, employee productivity and morale, customer service, cost containment, decision making, total quality management, and managed care. Emphasizes hospital operations and presents nursing home and community health care center operations.

3 credits, lecture

HAS 531 Health Care Delivery Systems

Provides overview of health care delivery enterprise in the United States and the various forces that shape this enterprise. Discusses dynamics of care, evolving public and private regulations and guidelines, and rapid technological advances.

3 credits, lecture

HAS 533 Communication and Group Dynamics

Assists students in understanding and improving interpersonal communication skills through structured exercises in speaking, writing, and interacting. Emphasizes leadership skills in group interactions especially in the health care fields.

3 credits, lecture

HAS 534 Fundamentals of Health Care Management

Introduces theories of health care policy and management. Addresses overview of management techniques and the process of human resource management. Includes cases studies in management of health care and how they have shaped the United States health care system.

3 credits, lecture

HAS 535 Essentials of Health Care Finance

The course is designed to introduce the student to those types of financial decisions that health care executives are most likely to be involved with, and to provide material that will help them understand the conceptual basis and mechanics of financial analysis and decision-making as it pertains to health care.

3 credits, lecture

HAS 536 Health Law

Acquaints students with the general applicability of law to the health field and the health delivery system. Covers specific areas of laws (including statutory law, common law, and rules and regulations) applicable to and controlling the operation of hospitals, long-term care facilities, medical practices, health professional practices, and other institutions and individuals involved in the delivery of health care. Identifies legal problems affecting the delivery of health care and addresses problems encountered by institutions and individuals.

3 credits, lecture

HAS 538 Health Economics and Public Policy

Presents an in-depth analysis of the effects of economic principles on health care and the effect of health policy and economic forces on the health care delivery system. Examines the ways in which these concepts may be used to analyze health policy and improve the delivery of health care services. The effect of changes in market forces, human resources needs, formation of integrated delivery systems, health promotion initiatives, and the impact of technology will be studied.

3 credits, lecture

HAS 539 Strategic Planning for Health Programs, Facilities, and Networks

Conveys to prospective and current health program managers the fundamentals of strategic thinking and planning and the integration of these processes into executive management functions. Prepares prospective and current managers to fulfill their roles and responsibilities within a dynamic, changing medical marketplace where health care entities are undergoing a major paradigm shift, changing from independent organizations that provide illness-focused episodic care to networks and systems of entities that address the health care needs of populations over entire lifetimes.

3 credits, lecture

HAS 541 Strategic Management in Health Care

Designed for health services organization managers. Provides exposure to varied theories of organization and management to prepare students to predict and explain organizational and managerial actions and responses relative to public policy. Readings focus on four major themes: organization/environment relationships, organization complexity, strategic management, and the significance of economic theory in understanding organization and systems behavior.

3 credits, lecture

HAS 542 The Impact of the Political Setting on Health Policy and Management

Examines the influences and effects of politics on the implementation of health policy at federal, state, and local levels of government. Analyzes the roles and consequences of various governmental and social entities involved in policy implementation including structure and process. Reviews outcomes of selected public policies within the legislative or administrative context.

3 credits, lecture

HAS 543 Health Policy

Provides students with an overview of health care policy making principles. Specific policy formats will be analyzed using examples of local and national policies. Students will learn to develop selective health policies using case studies.

3 credits, lecture

HAS 544 Principles of Managed Care

Provides an in-depth understanding of the meaning of managed care in the context of the United States health care system. Reviews the history, components, and various organizational forms of managed care systems. Potential benefits, inherent limitations, and the legal, social, and ethical implications of managed care as a health care delivery system will be discussed.

3 credits, lecture

HAS 545 Ethics and Health Care

Provides an overview of ethics in health care in a rapidly changing society. Teaches students to approach ethical dilemmas using theoretical frameworks and decision making processes. Explores ethical issues surrounding health care reform and public health policy and includes distribution of resources and rationing of services. Introduces students to the ethical perspectives of euthanasia, reproduction, transplants, and HIV/AIDS through case studies. Reviews classic cases in health care ethics and their shaping of health policy. Discusses patient education and professional codes of ethics and standards. Not for credit in addition to HAP 545 or HAY 545.

3 credits, lecture

HAS 546 Stem Cells and Society

Provides a multifaceted and interdisciplinary look at issues surrounding stem cell research, taking into consideration the basic science, history, public policy (both federal and state), economics, and ethics. Students will gain an understanding of how each of these disciplines affects the complete issue.

3 credits, lecture

HAS 547 Grantsmanship in the Health Professions

Introduces the grantsmanship process, in both federal and private domains. Focuses on research, design, preparation, and submission of grant applications.

3 credits, lecture

HAS 550 Statistics and Data Analysis

Teaches the use of descriptive statistics such as means, medians, standard deviations and histograms to report results of experiments. Illustrates how inferences can be made from hypothesis testing and regression analysis. Includes analysis of the validity and appropriateness of statistical techniques employed by researchers in the health field.

3 credits, lecture

HAS 551 Research Design and Proposal Writing

This course is designed to acquaint students with the research and proposal writing process in preparation for a practicum or research project, including: identifying a problem within an area of health care management, policy, and/or practice; formulating a research question or hypothesis; reviewing and critically appraising relevant literature; designing a realistic study and selecting appropriate scientific methods to answer the proposed question (or test the hypothesis); articulating the major strengths and limitations of the proposed study; considering expected results and potential impact of study findings on health care management, policy, and/or practice; and communicating the proposal in a well-referenced and clearly written plan.

Prerequisite: HAS 550

3 credits, lecture

HAS 553 Research Methods and Design

Presents process and skills needed to develop a research study, formulate a research question or hypothesis, conduct literature searches, use library resources, critically appraise scientific literature, select an appropriate research design and methods for data collection, and consider the protection of human subjects and health information, including policies and

procedures of the Committee on Research Involving Human Subjects (CORIHS).

Prerequisite: HAS 550. Permission of instructor required. Cannot receive credit for this course and HAS 551.

3 credits, lecture

HAS 554 Marketing in Health Services

Provides an introductory explanation of marketing as a requisite component of modern business. While presenting the basic principles and general philosophies of marketing, the course concentrates on the importance of marketing in health care service delivery in a managed care environment.

3 credits, lecture

HAS 555 Essentials of Health Care Sales and Marketing

Introduces strategic selling methodology and looks at the health care buying decision. Focuses on the health care customer's needs, both organizational and personal. The resultant analysis will allow the student to better determine how to add value to the health care customer's organization and create a long-term business relationship that benefits all parties. Focuses on the key principles, methodologies and strategies of marketing, and expands these basic concepts to include an analysis of the health care value chain: trading relationships between the producers (manufacturers) of the health care products, purchasers of those products (groups purchasing organizations, wholesalers/distributors), and health care providers (hospital customers) that are end users of these products.

3 credits, lecture

HAS 556 Foundation of Health Care Quality Management

Introduces health care quality management methodologies and examines their impact on health care productivity, quality, and patient safety. Utilizes concepts of performance improvement and continuous process improvement to improve product and service quality and competitiveness. Presents history of quality improvement in health care and application of quality concepts to improve clinical outcomes, patient safety, patient satisfaction, financial outcomes, and employee and physician satisfaction. Emphasizes importance of data usage to monitor performance improvement activities.

Prerequisites: HAS 550

3 credits, lecture

HAS 557 Planning and Implementing Community Health Initiatives

Teaches students to develop theoretically informed and evidence based community health initiatives. Focuses on developing culturally competent community health initiatives targeted at particular populations with specific health needs. Students will assess community needs and assets using a variety of methods and will elaborate an initiative's theory of change through use of logic model. Students will design theoretically informed intervention activities appropriate to the needs and assets identified; create a budget and organizational structure; engage key stake holders at each facet of development and implementation of the community health initiative. Cannot be taken for credit in addition to HPH 552.

3 credits, lecture

HAS 558 Epidemiology and Health Policy

Presents the concepts, principles, and applications of epidemiology through the use of public health case studies. Examines the distributions and determinants of disease, human morbidity and mortality, the characteristics of populations and the biological bases of health and disease.

Prerequisite: HAS 550

3 credits, lecture

HAS 559 Health Behavior and Risk Reduction

Discusses the impact of behavior on the health and well-being of the public. Addresses the leading causes of death and disability that are largely attributable to behaviors that can be modified or prevented through changes in individual, community, and institutional or organizational behavior. The course is designed to help students acquire knowledge of theories and concepts to describe, explain, and predict health-related behaviors as well as behavioral responses to risk communication; learn the skills to apply this knowledge to evaluate the effectiveness of behavioral and health communication interventions; and develop a health-related behavioral intervention project proposal that includes a plan to evaluate behavior change outcomes.

3 credits, lecture

HAS 560 Evaluation of Community Health Initiatives

Prepares students to plan, implement, and utilize an evaluation of a community health initiative. Addresses basic principles and practices of evaluation, including identifying goals of a community health initiative; designing an evaluation plan that can determine if the initiative's goals are achieved; implementing an evaluation plan; interacting with stakeholders; and using evaluation results to improve performance. Students are required to design an evaluation component for the community health program developed in HAS 557.

Prerequisite: HAS 557

3 credits, lecture

HAS 563 Computer Case Studies in Health Care Management

Examines problem solving in health care management through the application of personal computers and case studies.

Prerequisite: Knowledge of spreadsheets

3 credits, lecture

HAS 564 Health Information and Communication Systems

Course acquaints students with the types of information systems available in health care and their applications to health care delivery. Includes an overview of various health care networks, patient centered information systems, and imaging systems. Reviews system platforms, electronic medical records and computer assisted instruction. Students discuss the integration of health information systems with communication systems such as E-mail, fax, pagers, and wireless telephones. Through the use of classroom demonstrations and site visits, students gain hands-on experience with several health related information and communication systems.

3 credits, lecture

HAS 568 HIV/AIDS: A Continuing Societal Challenge

Examines the social, psychological, and medical issues of the HIV/AIDS epidemic in relation to the concerns of educators. Explores and assesses how personal values and attitudes impact on the delivery of educational programs.

3 credits, lecture

HAS 570 Business Aspects of Managed Care

Introduces the students to and expands on their knowledge base of the business and financial aspects of the managed care delivery system. Trends in the financing of health care will be explored, as well as the practical application of developing and writing a formal business plan.

3 credits, lecture

HAS 571 Issues in Health Care Management

The course is designed to introduce the student to current trends in the United States health care system, including trends in medical-legal issues, labor relations, cost accounting, and managed care. Models of progressive initiatives and health care delivery systems will be reviewed and discussed.

3 credits, lecture

HAS 572 Ambulatory Care Management

Familiarizes the student with areas of ambulatory care management. Identifies national and local trends and practical applications needed to administer outpatient care programs and facilities.

3 credits, lecture

HAS 574 Group Practice Management

Introduces the student to the practices and theories of Group/Physician Practice Management. Provides fundamental understanding of the financial and regulatory issues that influence today's medical practice. Presents issues such as leadership, operations, compensation, and clinical productivity for review.

3 credits, lecture

HAS 575 Long-Term Care

Enhances the student's understanding of health care options for the elderly, the existing system of long-term care delivery and particularly, the administrative aspects of operating a nursing home. The course will include actual exposure to clinical and operational departments in a nursing home and their roles in the interdisciplinary process. It will also include a review of the rules and regulations governing nursing homes in New York State and the financial implications and reimbursement methodologies that impact upon them.

3 credits, lecture

HAS 576 Workplace 2020

Provides overview of issues affecting the American workplace in the 21st century. Discusses issues in context of health care environment as students learn to forecast and plan for changes in the industry and their specific workplaces. Explores issues of technological advances, diversity, quality improvement, customer service and organization change. Emphasizes professional development and focuses on compe-

tencies and attitudinal changes necessary to plan for career success and contribute to success of the organization.

3 credits, lecture

HAS 577 e-Health Care: e-Commerce and e-Care

Introduces students to e-trends and their impact on health-care. Revisits the traditional models of health care delivery and disease management. Introduces students to the evolution of e-care models. Addresses the use of the Web in health-care organizations, hospitals, medical offices, and pharmaceutical companies. Includes e-business strategies, planning and development, e-health and law concepts related to e-services in health care.

3 credits, lecture

HAS 578 Leadership in Health Care

Focuses on the future role of the leader in the emerging society of organizations. Draws on lessons learned from the past, in both theory and practice. Examines the impact of leadership on the future quality of life, business, learning institutions, and society. Defines difference between management and leadership skills and strategies for balancing and developing each skill set.

3 credits, lecture

HAS 579 Advanced Seminar in Health Policy, Persuasion, and Communication

Analyzes the principle of health policy-making. The goal of the session is a complete health policy statement/paper deliverable to the appropriate policy-maker/legislator. Students will have round table discussions about general public health topics and develop their own health policy project.

3 credits, lecture

HAS 583 Scientific Writing for Thesis and Publication

Provides basic skills and information to plan, research, and execute the writing of a scientific abstract, thesis outline, research proposal and develop current literature and raw data into a form for written presentation to support or refute a hypothesis. Focuses on scholarly writing and deductive logic, through the use of scientific data (whether from the literature or the research data book) to support an argument. Permission of instructor required.

3 credits, lecture

HAS 584 Practicum: Community Health Education

Open only to degree candidates in the community health planning and education track. Allows student to test, under supervised circumstances, his or her ability to apply knowledge learned in courses to the health care field.

1-6 credits, tutorial

HAS 586 Practicum: Health Professions Management

Open only to degree candidates in the management track. Allows student to apply theory learned while functioning as a manager in health practice.

1-6 credits, tutorial

HAS 587 Practicum: Gerontology

Open only to degree candidates in the gerontology track. Allows students to apply theory learned in an integrating, hands on training experience through a practicum, research or program evaluation project.

Prerequisites: HAS 550 and HAS 553

1-6 credits, tutorial

HAS 588 Practicum: Health Policy

Open only to degree candidates in the research track. Allows student to apply and demonstrate knowledge of research methodology by either conducting or participating in a major research effort under the supervision of an experienced researcher.

1-6 credits, tutorial

HAS 590 Independent Study

Independent study proposals in health sciences. Must have the approval of the Research and Directed Study Committee of the School of Health Technology and Management prior to registration.

1-6 credits, tutorial

HAS 591 Independent Readings

Supplementary specialized readings for graduate students under faculty supervision. Topics include but are not limited to: community and public health, mental health, health policy, health care management, health care ethics, gerontology, patient education, and health economics and policy. Approval must be obtained from the Research and Directed Study Committee of the School of Health Technology and Management prior to registration.

1-3 credits, tutorial

HAS 598 Thesis Seminar

Complements thesis research. Includes presentation by degree candidate of research purpose, methodology, and findings and culminates in presentation and discussion of final results.

Corequisite: HAS 599

1 credit, tutorial

HAS 599 Thesis Supervision

Topic, statement of intent, and thesis committee membership must be approved prior to registration.

Corequisite: HAS 598

4-6 credits, tutorial

Division of Diagnostic and Therapeutic Sciences

Chair: James A. Ganetis

Department of Clinical Laboratory Sciences

Chair: Kathleen Finnegan

Vice Chair: Candace J. Golightly

Professors: Craig A. Lehmann, Martin H. Rosenfeld (emeritus), George T. Tortora (emeritus)

Associate Professors: Kathleen Finnegan, Deborah T. Firestone, Candace J. Golightly, Sylvia G. Spitzer, Ann-Leslie Berger-Zaslav

Assistant Professors: Donna D. Castellone, Rosario L. Cheng, Hana S. Fukuto, Jeannie M. Guglielmo, Mary Hotaling, Theresa Mercado, Christine Pitocco, Gloria L. Viboud

Instructors: Marc N. O'Riordan, Alfred Palma, Todd P. Rueb

Program in Clinical Laboratory Sciences Leading to the Bachelor of Science Degree

Program Director: Kathleen Finnegan

Medical Advisor: Jay Bock

The Department of Clinical Laboratory Sciences offers an upper-division program leading to the Bachelor of Science degree. Stony Brook freshmen are given the option to declare clinical laboratory sciences as a lower-division major. A double major in clinical laboratory sciences and biology is available. Clinical laboratory scientists utilize a wide variety of sophisticated equipment and skills to perform tests that analyze specimens to produce data for the diagnosis, prevention, and treatment of disease. Many of the same tests are used for organ transplants, therapeutic drug monitoring, crime investigation, genetic studies, and research. The program now offers three specializations (Forensic Medical Diagnostics, Laboratory Information Systems, and Clinical Cytogenetics) within its traditional clinical laboratory curriculum.

The majority of clinical laboratory scientists work in hospital laboratories; however, many job opportunities exist in other areas such as research and development, industry, sales and technical services, health departments, and computer firms. Competitive salaries, career advancement, and a versatile background make the clinical laboratory professional well-equipped to enter a variety of scientific fields. The program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), located at 5600 N. River Road, Suite 720 Rosemont, IL 60018, (773) 714-8880. In addition to the baccalaureate degree, the school's Certificate of Professional Achievement in Clinical Laboratory Sciences is awarded upon satisfactory completion of all required course work.

Admission Requirements

Candidates for the clinical laboratory sciences program must meet the upper-division admission requirements of the School of Health Technology and Management. The requirements may be fulfilled through previously completed college studies.

In addition to the general academic requirements for junior status in the School of Health Technology and Management, the Department of Clinical Laboratory Sciences requires candidates to meet the department's natural science

requirement by successfully completing 8 credits of biology with laboratories, 3 credits of microbiology, 12 credits of chemistry with laboratories (including one course in organic chemistry), and 3 credits of statistics.

In order to be eligible for enrollment to the specializations, students must complete all the requirements for the Clinical Laboratory Sciences degree and the applicable requirements associated with the individual specialization. A genetics course, as well as an extra credit in chemistry (for a total of 13 credits), is recommended for the Forensic Medical Diagnostics specialization. An Introduction to Computer Science course (CSE 110 or equivalent) is recommended as an additional prerequisite for the Laboratory Information Systems specialization. A genetics course is required for the Clinical Cytogenetics specialization.

The department strongly recommends courses in anatomy, computer literacy, genetics, molecular biology, and physiology. All prerequisite and recommended science courses must be designated for science majors.

Stony Brook freshmen are able to declare a lower-division clinical laboratory sciences major. To advance to junior status, they must meet the requirements described above, and successfully complete HAD 210 with a grade of B+ or higher. Note: Effective 2013, a minimum grade of A- in HAD 210 will be required.

Program Requirements

All clinical laboratory sciences students must complete the following courses for successful completion of the upper-division program leading to the baccalaureate degree.

Basic Science Courses/Other Health Technology and Management Courses (Junior and Senior Year)

| Course# | Title | Credits |
|---------|--|---------|
| HAS 332 | Management Concepts for Health Professionals | 1 |
| HAS 335 | Medical Ethics | 1 |
| HAS 351 | Research Literacy/Research Design | 1 |
| HBC 331 | Introductory Biochemistry | 3 |
| HBP 310 | Pathology | 3 |
| HBP 401 | Immunology | 3 |
| HBV 350 | Physiology | 4 |

Professional Courses (Junior Year)

| Course# | Title | Credits |
|---------|---|---------|
| HAD 313 | Clinical Biochemistry I | 3.5 |
| HAD 315 | Hematology I | 4 |
| HAD 330 | Foundations in Phlebotomy | 1.5 |
| HAD 340 | Foundations in Clinical Laboratory Sciences | 1.5 |
| HAD 363 | Computer Applications in Clinical Laboratory Sciences | 2 |
| HAD 380 | Clinical Microbiology I | 3 |
| HAD 381 | Clinical Microbiology II | 3 |
| HAD 397 | Clinical Microbiology Practicum** | 6 |
| HAD 398 | Clinical Hematology Practicum I** | 3 |

Professional Courses (Senior Year)

| Course# | Title | Credits |
|---------|---|---------|
| HAD 403 | Medical Molecular Biology | 3 |
| HAD 411 | Clinical Biochemistry II | 2.5 |
| HAD 412 | Clinical Biochemistry III | 2 |
| HAD 414 | Coagulation, Urinalysis and Body Fluids | 4 |
| HAD 416 | Immunohematology | 3.5 |
| HAD 425 | Parasitology/Mycology | 2 |
| HAD 432 | Pharmacology | 1.5 |
| HAD 460 | Clinical Laboratory Quality Management | 1 |
| HAD 492 | Research Tutorial | 2 |
| HAD 493 | Advanced Seminar in Clinical Laboratory Sciences | 2 |
| HAD 494 | Clinical Chemistry Practicum** | 4 |
| HAD 496 | Histocompatibility Practicum (elective)* | 1 |
| HAD 497 | Immunohematology Practicum** | 3 |
| HAD 498 | Clinical Coagulation/Urinalysis/Body Fluids Practicum** | 1 |

Special Academic Requirements

In addition to the academic policies of the school, specific academic policies of the program specify that all required courses must be successfully passed in order to remain matriculated in the program. In addition, all professional (HAD) courses with a laboratory component must be passed with a grade of C- or better to remain matriculated in the program and to attend clinical practicums. Failure to pass all required courses, or failure to achieve a minimum grade of C- in all professional (HAD) courses with a laboratory component, will require a student to repeat the course.

Elective Specializations

Forensic Medical Diagnostics

| Course# | Title | Credits |
|---------|-----------------------------------|---------|
| HAD 304 | Introduction to Forensic Sciences | 1 |
| HAD 440 | Forensic Sciences Clinical** | 3-5 |

Laboratory Information Systems

| Course# | Title | Credits |
|---------|---|---------|
| HAD 468 | Laboratory Information Systems Internship | 1 |

Clinical Cytogenetics

| Course # | Title | Credits |
|----------|---------------------------------------|---------|
| HAD 406 | Introduction to Clinical Cytogenetics | 1 |
| HAD 506 | Clinical Cytogenetics Internship | 1-6 |

*A conditional acceptance may be granted if, upon the judgment of department faculty, there are exceptional circumstances concerning department prerequisites.

** Clinical practice consists of full-time clinical instruction and practice at the clinical affiliates and other affiliated patient-care facilities.

Courses

All basic science, professional and other required courses must be passed in order to graduate.

HAD 210 Introduction to Clinical Laboratory Sciences

Defines basic clinical laboratory sciences terminology and application. Introduces the specialties within the clinical laboratory sciences profession including microbiology, hematology, chemistry, immunohematology, and immunology and their roles in patient care. Reviews professional organizations and licensures. Examines employment opportunities. Visitation of clinical laboratories included. Open to west campus students.
1 credit, lecture

HAD 304 Introduction to Forensic Sciences

Introduces the student to forensic science. Describes the interesting and diverse disciplines that comprise the field. Addresses the value of all physical evidence to criminal and civil investigations. Emphasizes forensic biology and chemistry, and the role of the forensic laboratory in the process of criminal investigation. Open to west campus students.
1 credit, lecture

HAD 313 Clinical Biochemistry I

Examines the physiological, biochemical, and mathematical relationships involved in the establishment and utilization of laboratory procedures in the clinical chemistry laboratory. Includes principles of routine clinical chemistry, analytical methods of analysis, and the clinical significance of routine clinical chemistry analytes.
3.5 credits, lecture

HAD 315 Hematology I

A comprehensive study of the human hematopoietic system and its relationship to other organ systems. Includes morphological identification and biochemical relationships of erythropoiesis and leukopoiesis in healthy vs. disease states. Includes principles and applications of current methods in hematologic analysis, techniques, and technology.
4 credits, lecture, laboratory

HAD 330 Foundations in Phlebotomy

Introduces the student to the theory, principles, and procedures of blood collection. Course is divided into a didactic portion for theory and principles of blood collection and a laboratory portion for blood collection procedures and techniques.
1.5 credits, lecture, laboratory

HAD 340 Foundations in Clinical Laboratory Sciences

Introduces the student to important issues in clinical laboratory sciences. Addresses personal and professional developments facing the clinical laboratory scientist. Includes the performance of basic laboratory techniques.
1.5 credits, lecture

HAD 363 Computer Applications in Clinical Laboratory Sciences

Acquaints the student with the use and application of basic computers and laboratory information systems in the clinical laboratory. Includes utilization and multiple functions of the computer in the medical laboratory. The laboratory compo-

nent of the course provides practice with various software applications utilized in the clinical laboratory.

2 credits, lecture, laboratory

HAD 380 Clinical Microbiology I

Lectures cover the medical aspects of disease-causing bacteria, including the nature and epidemiology of infectious diseases and the role of microorganisms in health and disease. Emphasizes the related theory of microbiological procedures such as collection of specimens, staining techniques, culturing methods, biochemical basis of media and reagent tests, identification of commonly cultured bacteria, and antimicrobials used in clinical microbiology. Simulated clinical laboratory includes practical experience in the isolation, identification, and antimicrobial susceptibility testing of microorganisms commonly encountered. Includes morphologic, biochemical, and serologic clinical laboratory techniques using microorganisms involved in human disease.

3 credits, lecture, laboratory

HAD 381 Clinical Microbiology II

A continuation of HAD 380.

Prerequisite: HAD 380

3 credits, lecture, laboratory

HAD 390 Independent Study in Diagnostic Technologies

Proposals for special projects involving advanced readings, reports, and discussions, or research on selected topics must be submitted to the program director for approval prior to registration for this course.

1-6 credits, tutorial

HAD 397 Clinical Microbiology Practicum

Full-time instruction and practice of laboratory procedures in clinical microbiology in an approved hospital laboratory for a six-week period. Practice in the proper techniques for processing specimens for the isolation and identification of bacterial, fungal, and parasitic organisms commonly encountered in infectious processes. Instruction and practice in appropriate techniques for antimicrobial susceptibility testing are included.

Prerequisites: HAD 380, HAD 381

6 credits, clinical

HAD 398 Clinical Hematology I Practicum

Full-time instruction and practice of laboratory procedures in hematology and special hematology in an approved hospital laboratory for a three-week period.

Prerequisite: HAD 315

3 credits, clinical

HAD 403 Medical Molecular Biology

Provides an overview of the structure and function of genes. Includes theory and laboratory practice of diagnostic molecular biology techniques utilized in the clinical laboratory to analyze DNA.

3 credits, lecture, laboratory

HAD 406 Introduction to Clinical Cytogenetics

Introduces the student to cytogenetic principles utilized in the clinical laboratory. The lecture course is designed to introduce the theories, concepts, and techniques applicable to the practice of clinical cytogenetics. Topics include morphology and behavior of human chromosomes, cytogenetic nomenclature, cytogenetic syndromes, and cancer cytogenetics. Laboratory techniques such as fluorescence in situ hybridization (FISH) and various banding techniques are discussed. Permission of department is required.

1 credit, lecture

HAD 411 Clinical Biochemistry II

A continuation of HAD 313.

Prerequisite: HAD 313

2.5 credits, lecture

HAD 412 Clinical Biochemistry III

Covers the clinical significance and analytical methods for special biochemistry analytes including hormones and metabolites, amino acids, trace elements and vitamins, porphyrins, etc.

Prerequisites: HAD 313, HAD 411

2 credits, lecture

HAD 414 Coagulation, Urinalysis, and Body Fluids

A comprehensive study of the function and disorders of hemostasis and thrombosis and anticoagulant therapy. Laboratory diagnosis and laboratory applications are presented. Includes the fundamental principals of urine and body fluid analysis with correlation of laboratory methods and practice.

Prerequisites: HAD 398 and HAD 315

4 credits, lecture, laboratory

HAD 416 Immunohematology

Examines basic immunology, the human blood groups and blood group genetics, hemolytic disease of the newborn, transfusion therapy and current blood bank practice. Includes the performance of clinical laboratory techniques that are routinely performed in an immunohematology laboratory and the interpretation of results.

Prerequisite: HAD 315

3.5 credits, lecture, laboratory

HAD 425 Parasitology/Mycology

Encompasses two specialty areas in clinical microbiology, parasitology and mycology. The first part of the course consists of a comprehensive study of parasites of human and related hosts with a special emphasis on those of medical importance. Host parasite relationships and the role of the parasite in pathogenesis are addressed in lecture. Laboratory exercises demonstrate current methods for identification of parasites of medical importance using prepared slides. The second part of the course consists of lecture and laboratory studies of fungi of medical importance.

Prerequisite: HAD 381

2 credits, lecture, laboratory

HAD 432 Pharmacology

Describes the basic concepts in pharmacology as they relate to the clinical toxicology laboratory. Presents principles and applications of therapeutics in clinical pharmacology.

1.5 credits, lecture

HAD 440 Forensic Sciences Clinical

Full time instruction and practice in a section of the medical examiner's office (e.g., forensic biology, forensic toxicology) to acquire hands-on experience with techniques utilized in the investigation of criminal activities.

Prerequisites: HAD 304 and permission of CLS faculty

3-5 credits, clinical

HAD 460 Clinical Laboratory Quality Management

Introduces students to total quality managed environments and provides tools to affect quality management programs as their careers progress into leadership roles.

1 credit, lecture

HAD 468 Laboratory Information Systems Internship

Familiarizes students with responsibilities of a laboratory information systems (LIS) manager. Provides exposure to various operations involved with developing, maintaining and troubleshooting an LIS in the laboratory and medical informatics setting.

Prerequisites: HAD 363; additional prerequisite track course work, permission of CLS instructor

1 credit, clinical

HAD 490 Independent Study/ Clinical Laboratory Sciences

Proposals for special projects in clinical laboratory sciences involving readings, research, and laboratory problems must be submitted to the program director for approval prior to registration for this course.

1-6 credits, tutorial

HAD 492 Research Tutorial

Provides students with an opportunity to apply both skills and knowledge acquired during their studies to formulate and design a research project. Students will then, under faculty mentorship, execute their project using appropriate research methods. They will also be expected to write and present a scientific paper on the completed research.

2 credits, tutorial

HAD 493 Advanced Seminar in Clinical Laboratory Sciences

Guided discussions about laboratory problems and case studies. Integrates all areas of clinical laboratory sciences for a comprehensive coverage of laboratory medicine.

2 credits, lecture

HAD 494 Clinical Chemistry Practicum

Full-time instruction and practice of laboratory procedures in clinical chemistry and automation in an approved hospital laboratory.

Prerequisites: HAD 313 and HAD 411

4 credits, clinical

HAD 496 Histocompatibility Practicum

Full-time instruction and practice to introduce and expose the student to various methodologies and instrumental techniques used in a histocompatibility laboratory.

Prerequisites: HBP 401, permission of instructor

1 credit, clinical

HAD 497 Immunoematology Practicum

Full-time instruction and practice of laboratory procedures in immunoematology (blood banking) in an approved laboratory. Emphasizes laboratory techniques used in the identification and resolution of problems encountered in current blood bank practice.

Prerequisites: HAD 416

3 credits, clinical

HAD 498 Coagulation and Urinalysis Practicum

Full-time instruction and practice of laboratory procedures in coagulation and urinalysis in an approved hospital laboratory.

Prerequisite: HAD 414

1 credit, clinical

HAD 506 Clinical Cytogenetics Internship

Introduces the students to clinical cytogenetic techniques and standard operating procedures utilized in a clinical cytogenetic laboratory. Permission of department is required.

6 credits, clinical

HAD 590 Independent Study/ Clinical Laboratory Sciences

Proposals for special projects in clinical laboratory sciences must be submitted to the program director for approval prior to registration.

1-6 credits, tutorial

Phlebotomy Training Program Leading to a Certificate

Program Director: Kathleen Finnegan

The phlebotomy program is a non-degree, non-credit ASPT (American Society of Phlebotomy Technicians) accredited program designed to train students in effective phlebotomy techniques. Graduates can be employed in a variety of settings including hospitals, private laboratories, and physicians' offices. The phlebotomy program consists of 60 hours of lecture and 30 hours of professional laboratory practice followed by 100 hours of clinical training at a local hospital.

Admission Requirements

Applicants must be 18 years of age or older, have a high school diploma (or an equivalent), and a minimum grade point average of 80 (on a scale of 100) or 2.5 (on a scale of 4.0). Upon successful completion of the program, students receive a certificate of achievement and are eligible to take a national certifying examination in phlebotomy.

Department of Respiratory Care

Chair: James A. Ganetis

Vice Chair: Lisa M. Johnson

Medical Director: Gerald Smaldone (Respiratory Care)

Co-Medical Director: Avram R. Gold (Polysomnography)

Clinical Education Director: John Brittelli

Associate Professors: Edgar L. Anderson, Jr. (emeritus), William J. Treanor (emeritus)

Assistant Professors: Kenneth L. Axton Jr., Christian Becker, Patricia J. Berkoski, Ingrid Bozeat, John Brittelli, Ann D. Cuccia, Timothy Fisher, James A. Ganetis, William Hanford, Joseph P. Hock, Howard M. Jablow, Lisa M. Johnson, Michael S. Karol, Deniese S. LeBlanc, Michael McPeck, Ramona Ramdeo, Russell E. Rozensky, Stephen G. Smith

Instructors: Jeffrey Adelman, Susan Andersen, Jennifer Caulfield, Kevin Caulfield, Ursula Chojecka, Gary Chudow, Sharon A. Close, Albert Mario Corso, Lisa Endee, David Habel, Gloria Hoerning, Elliott D. Karp, Andrew J. Lee, Wendy A. Linder, Carol A. Marlborough, Donna McEvoy, Ute McKenna, Lori A. McKernan, Sharon Merdian, Theodore L. Nilsson, Ken Okorn, Daniela Rianna, Natalie Jean Sachman, Edward B. Schrage, Matthew Traub, Donna Tsang, Bernadette K. White

Program in Respiratory Care Leading to the Bachelor of Science Degree

Program Director: James A. Ganetis

Clinical Education Director: John Brittelli

The respiratory care program offers a full-time upper-division program leading to the Bachelor of Science degree. A certificate in polysomnographic technology is also offered to students in good standing who complete the senior year polysomnography specialty option. Stony Brook freshmen are given the option to declare respiratory care as a lower-division major.

Respiratory therapists specialize in the diagnosis and treatment of patients with heart, lung, and sleep disorders. They work with a wide variety of patients, from premature infants to the elderly. They provide services in many settings including hospitals, clinics, physician offices, nursing homes, and rehabilitation centers. Many are also taking advantage of growing opportunities in diagnostic sleep labs, cardiac catheterization labs, and in-home health care. Individuals who graduate from the program are employed as clinicians, managers, educators and researchers.

The respiratory care program and polysomnography specialty option are accredited by the Commission on Accreditation for Respiratory Care (CoARC) [www.coarc.com] located at 1248 Harwood Road, Bedford, Texas 76021-4244, (817) 283-2835. The respiratory care program is also an educa-

tion program approved by the New York State Department of Education. Graduates of the respiratory care and polysomnography specialty option programs are eligible to sit for national board exams offered by the National Board for Respiratory Care, Inc. (www.nbrc.org) and may pursue state licensure.

The school's Certificate of Professional Achievement and the University's baccalaureate degree are awarded upon satisfactory completion of all coursework.

A variety of continuing education programs are offered to community practitioners in both respiratory care and polysomnographic technology. Students who satisfactorily complete the continuing education programs are awarded a certificate of attendance.

Admission Requirements

Candidates for the respiratory care program must meet the upper-division admission requirements of the School of Health Technology and Management. The requirements may be fulfilled through previously completed college studies.

In addition to the general academic requirements for junior status in the School of Health Technology and Management, candidates must have a minimum grade point average (GPA) of 2.5 and a minimum science GPA of 2.0. All prerequisite courses must be completed with a grade of C or better. The program also requires candidates to meet the school's natural science requirement by successfully completing 11 credits of biological sciences (including three credits of microbiology), eight credits of chemistry with laboratories, four credits of physics with laboratory, three credits of statistics and certification in basic life support (BLS) from the American Heart Association. An additional physics course, with laboratory, as well as courses in anatomy and physiology, logical and critical reasoning, and medicine and society are also recommended. Science courses designated for science majors are preferred.

To advance to junior status, Stony Brook students who declared a respiratory care major as freshmen must meet the requirements described above and successfully complete HAT 210 with a grade of B or higher.

Program Requirements

All respiratory care students must complete the following courses for successful completion of the upper-division program leading to the baccalaureate degree.

Basic Science/Other Health Technology and Management Courses

| Course# | Title | Credits |
|---------|---|---------|
| HAS 332 | Management Concepts for Allied Health Professionals | 1 |
| HAS 335 | Medical Ethics | 1 |
| HAS 363 | Computer Literacy for Health Professionals | 1 |
| HBA 461 | Regional Human Anatomy | 5 |
| HBH 330 | Fundamentals of Pharmacology I | 2 |
| HBH 331 | Fundamentals of Pharmacology II | 3 |
| HBP 310 | Pathology | 3 |
| HBV 350 | Physiology | 4 |

Professional Courses (Junior Year)

| Course # | Title | Credits |
|----------|--|---------|
| HAT 304 | Cardiopulmonary Physiology | 4 |
| HAT 306 | Patient Evaluation | 2 |
| HAT 320 | Cardiovascular Diagnosis and Treatment I | 2 |
| HAT 330 | Pulmonary Pathology | 3 |
| HAT 331 | Respiratory Care Techniques I | 3 |
| HAT 332 | Respiratory Care Techniques II | 3 |
| HAT 333 | Pulmonary Diagnostic Techniques | 3 |
| HAT 340 | Cardiovascular Clinical* | 2 |
| HAT 350 | Basic Respiratory Care Clinical* | 4 |
| HAT 353 | Pulmonary Diagnostic Clinical* | 2 |
| HAT 470 | Polysomnographic Technology I | 2 |
| HAT 475 | Polysomnographic Technology I Clinical* | 2 |
| HAT 487 | Cardiopulmonary Rehabilitation Clinical* | 2 |

Professional Courses (Senior Year)

| Course # | Title | Credits |
|----------|---|---------|
| HAT 402 | Advanced Cardiac Life Support | 1 |
| HAT 404 | Neonatal Resuscitation | 1 |
| HAT 410 | Introduction to Clinical Education | 2 |
| HAT 411 | Clinical Teaching in Respiratory Care* | 4 |
| HAT 415 | Respiratory Care Techniques IV | 2 |
| HAT 420 | Cardiovascular Diagnosis and Treatment II | 3 |
| HAT 431 | Respiratory Care Techniques III | 4 |
| HAT 432 | Perinatal Respiratory Care | 3 |
| HAT 450 | Critical Care Clinical* | 5 |
| HAT 451 | Perinatal Care Clinical* | 4 |
| HAT 482 | Physiologic Monitoring Clinical* | 2 |
| HAT 493 | Seminar/Readings in Respiratory Care I | 1 |
| HAT 494 | Seminar/Readings in Respiratory Care II | 1 |

Polysomnography Specialty Option Courses

| Course# | Title | Credits |
|---------|--|---------|
| HAT 471 | Polysomnographic Technology II | 2 |
| HAT 476 | Polysomnographic Technology II Clinical* | 2 |

Program in Polysomnographic Technology Leading to a Certificate

Program Director: Russell E. Rozensky

Medical Director: Avram R. Gold

The Department of Respiratory Care offers an eight-month non-credit certificate program in polysomnographic technology. Polysomnographic technologists are health care practitioners who use "high-tech" equipment to diagnose and treat patients with sleep disorders. Students admitted into this pro-

*Clinical practice consists of full-time clinical instruction and practice at the clinical affiliates and other affiliated patient-care facilities.

gram take several courses along with the students in the Respiratory Care and Polysomnography Specialty Option programs. Students who complete the eight-month non-credit certificate program in polysomnographic technology are awarded a polysomnographic technology certificate of completion.

The eight-month non-credit certificate program in Polysomnographic Technology is accredited by the Commission on Accreditation for Allied Health Education Programs (CAAHEP) [www.caahep.org] located at 1361 Park Street, Clearwater, FL 33756, (727) 210-2350 in collaboration with the Committee on Accreditation of Polysomnographic Technologists (CoA PSG) [www.coapsg.org] located at 6 Pine Knoll Drive, Beverly, MA 01915-1425, (744) 855-4100. Graduates of this program are eligible to sit for the national credentialing exams offered by the Board of Registered Polysomnographic Technologists (www.brpt.org).

Admission Requirements

Candidates for the certificate program in polysomnographic technology must have an associates degree or higher, plus all required academic prerequisites. Minimum required courses include three credits English composition; six credits arts and humanities (excluding studio, skills, or technique courses); six credits social and behavioral sciences; six credits biology; eight credits chemistry; four credits physics; three credits college math, and current certification in basic life support (BLS) from the American Heart Association. An additional course in computer skills is recommended. Candidates must also have a minimum grade point average (GPA) of 2.5 and a minimum science GPA of 2.0. All prerequisite courses must be completed with a grade of C or better.

Program Requirements

All students in the non-credit certificate program in polysomnographic technology must complete the following required courses:

Respiratory Care Courses

| Course # | Title | Credits |
|----------|--|---------|
| HAT 304 | Cardiopulmonary Physiology | 4 |
| HAT 306 | Patient Evaluation | 2 |
| HAT 320 | Cardiovascular Diagnosis and Treatment I | 2 |
| HAT 470 | Polysomnographic Technology I | 2 |

Non-credit Polysomnographic Technology Courses

- Instrumentation in Polysomnography
- Introduction to Pharmacology
- Basic Respiratory Care Techniques
- Advanced Polysomnography
- Polysomnographic Technology Internship I
- Polysomnographic Technology Internship II
- Seminar Readings in Polysomnographic Technology I
- Seminar Readings in Polysomnographic Technology II

Courses

HAT courses are given for respiratory care (RC) majors. The courses are sequential and require successful completion of prior courses.

Polysomnographic technology non-credit certificate program students and non-RC students may take selected HAT courses, with the exception of clinical practica, with permission of instructor.

HAT 210 Introduction to Respiratory Care

An introduction to the science of respiratory care. Current trends in professional practice are discussed and students have the opportunity to observe clinical practice at a variety of affiliated health care facilities. This course is specifically designed for lower-division four year respiratory care majors. Open to west campus students.

1 credit, lecture

HAT 304 Cardiopulmonary Physiology

Presents a detailed study of the physiology of human respiration and circulation. Topics include functional cardiopulmonary anatomy, embryology, ventilation, diffusion, blood flow, gas transport, acid-base states, mechanics, and regulation of ventilation and basic cardiac function.

Prerequisite: HBA 461

4 credits, lecture

HAT 306 Patient Evaluation

Provides concept of data base, historical information, medical terminology, chief complaint and present illness, and chest physical examination. Applies problem based learning to the study of clinical assessment skills.

Prerequisite: HBA 461

2 credits, lecture, laboratory

HAT 320 Cardiovascular Diagnosis and Treatment I

Provides the basic technical and interpretive skills required to execute and read an electrocardiogram. Covers basic electrophysiology and presents the etiology, diagnosis, and treatment of arrhythmias, as well as common cardiovascular pathologies, including congenital heart disease. The laboratory component includes EKGs, Holter monitoring and stress testing.

Prerequisite: HBA 461

2 credits, lecture, laboratory

HAT 330 Pulmonary Pathology

A comprehensive study of the etiology, diagnosis, pathogenesis, pathophysiology, treatment, and prognosis of various types of pulmonary pathologies.

Prerequisite: HAT 304

3 credits, lecture

HAT 331 Respiratory Care Techniques I

Covers the beginning skills and therapies required to practice respiratory care. Major topics include: gas physics; medical gas storage, delivery, and therapy; bedside monitoring; humidity and bland aerosol administration; infection control; lung expansion therapy; and bronchial hygiene.

Prerequisite: HBA 461

3 credits, lecture, laboratory

HAT 332 Respiratory Care Techniques II

Course is second in a four-part sequence. Continues the review of basic therapeutic modalities of respiratory care. Major topics include drug aerosol therapy, airway pharmacology, airway management, and blood gases. Emphasizes the clinical use of cardiopulmonary rehabilitation, alternative site care, and disease and disaster management.

Prerequisite: HAT 331

3 credits, laboratory

HAT 333 Pulmonary Diagnostic Techniques

Provides the basic technical skills of pulmonary function testing, including an introduction to the instrumentation and physical principles of clinical measurement; procedures for measuring the lung functions of ventilation, mechanics, diffusion, gas distribution, and exchange; and interpretation of tests results and their relation to various pathophysiologyes.

Prerequisite: HAT 304

3 credits, lecture, laboratory

HAT 340 Cardiovascular Clinical

Provides clinical practice in cardiovascular technology, including both invasive and noninvasive techniques. Students will be introduced to clinical EKG's, Holter scanning, stress testing, and general noninvasive cardiography.

Prerequisite: HAT 320

2 credits, clinical

HAT 350 Basic Respiratory Care Clinical

An introduction to the clinical application of basic respiratory procedures such as oxygen administration, aerosol therapy, IPPB, arterial punctures, and other monitoring and diagnostic procedures.

Prerequisites: HAT 331 and HAT 332

4 credits, clinical

HAT 353 Pulmonary Diagnostic Clinical

Clinical application of spirometry, diffusion studies, blood gas analysis, flow volume loops, body plethysmography, helium dilution, nitrogen washouts, and bronchodilator responses.

Prerequisite: HAT 333

2 credits, clinical

HAT 402 Advanced Cardiac Life Support

Prepares the Respiratory Care student to be a participating member of the Advanced Cardiac Life Support team. The content of this course is modeled after the ACLS course offered by the American Heart Association.

Prerequisites: HAT 320, HAT 332, HAT 420

1 credit, lecture

HAT 404 Neonatal Resuscitation

Provides students with knowledge and skills to perform neonatal resuscitation utilizing simulated situations for practice. Demonstrates the use of resuscitation equipment on manikins.

Corequisite: HAT 432

1 credit, lecture

HAT 410 Introduction to Clinical Education

Introduces clinical teaching to senior students. Modalities include the decision-making process, teaching strategies, classroom management, instructional design, and formative and summative evaluation.

Prerequisites: HAT 420, HAT 431, and HAT 432

2 credits, lecture

HAT 411 Clinical Teaching in Respiratory Care

An extension of HAT 410. Develops skills for senior students to conduct clinical teaching strategies under faculty supervision.

Prerequisite: HAT 410

4 credits, clinical

HAT 415 Respiratory Care Techniques IV

Introduces advanced concepts, equipment, and procedures used in adult, pediatric and neonatal critical care. Provides students with decision-making skills for initiation and management of advanced ventilator technology. Explores functions, clinical applications, and troubleshooting of selected advanced instrumentation. Reviews equipment limitations, quality assurance, equipment maintenance and cost/benefit analysis where applicable.

Prerequisites: HAT 320, HAT 332, HAT 420, HAT 431, HAT 432

2 credits, lecture

HAT 420 Cardiovascular Diagnosis and Treatment II

Examines the theory and practical applications of invasive physiologic monitoring, including metabolic and hemodynamic monitoring, Swan-Ganz catheterization, cardiac output measurement, and aseptic technique. Also contains an in-depth study of the etiology, pathology, and treatment of advanced cardiac disease, including congenital heart disease.

Prerequisite: HAT 320

3 credits, lecture, laboratory

HAT 431 Respiratory Care Techniques III

Introduces the concepts of advanced airway management and mechanical ventilation used in the respiratory support of the critically ill patient. Emphasizes the physiological basis for ventilator use, indications for ventilation, parameters monitored during ventilation, and ventilator design, function, and clinical application.

Prerequisite: HAT 332

4 credits, lecture, laboratory

HAT 432 Perinatal Respiratory Care

Examines anatomy, physiology, and pathology relating to management of the neonatal/pediatric patient. Includes analysis of neonatal and pediatric ventilator function in terms of mechanics and suitability in clinical application.

Prerequisite: HAT 332

3 credits, lecture, laboratory

HAT 450 Critical Care Clinical

Develops clinical skills in the management of the critical care patient. Includes specialized learning experiences in therapeutic modalities, mechanical ventilation, cardiovascular monitoring, and home care ventilation.

Prerequisites: HAT 350, HAT 431

5 credits, clinical

HAT 451 Perinatal Care Clinical

An extension of HAT 432. Presents in-depth diagnostic and therapeutic concepts utilized in pediatric and neonatal intensive care as well as other areas related to the holistic care of the newborn. Emphasizes specific technical procedures that differ from the adult patient.

Prerequisite: HAT 432

4 credits, clinical

HAT 470 Polysomnographic Technology I

Designed to provide entry-level personnel with both didactic and laboratory training in polysomnographic technology. Presents medical terminology, instrumentation setup and calibration, recording and monitoring techniques, documentation, professional issues, and patient-technologist interactions. Lab sessions will provide practical experience in the skills required of an entry-level polysomnographic technologist.

Prerequisite: HAT 331

2 credits, lecture, laboratory

HAT 471 Polysomnographic Technology II

Provides training in more advanced aspects of polysomnographic technology. Students become familiar with the skills and knowledge needed to obtain and evaluate high-quality sleep recordings. Covers all the aspects of sleep scoring and event recognition, recording and monitoring techniques, documentation, professional issues, therapeutic interventions, and patient-technologist interactions related to polysomnographic technology.

Prerequisite: HAT 470

2 credits, lecture, laboratory

HAT 475 Polysomnographic Technology I Clinical

Provides clinical training in the basics of polysomnographic technology. Familiarizes students with instrumentation setup and calibration, recording and monitoring techniques, documentation, professional issues, and patient-technologist interactions related to polysomnographic technology. Provides patient contact in a sleep lab. Presents opportunity to observe, perform (under supervision), and evaluate sleep studies.

Prerequisite: HAT 470

2 credits, clinical

HAT 476 Polysomnographic Technology II Clinical

Provides clinical training in advanced aspects of polysomnographic technology. Familiarizes students with practical aspects of therapeutic interventions, sleep scoring equipment trouble shooting and artifact recognition.

Prerequisites: HAT 470, HAT 471, HAT 475

2 credits, clinical

HAT 482 Physiologic Monitoring Clinical

Provides a clinical experience in the hemodynamic and metabolic monitoring of patients in critical care units/labs. Covers invasive diagnostic cardiovascular procedures, including cardiac catheterization, intra-arterial pressure monitoring, and indwelling arterial catheter insertion and monitoring.

Prerequisites: HAT 420, HAT 431

2 credits, clinical

HAT 487 Cardiopulmonary Rehabilitation Clinical

A clinical experience concentrating on program planning and evaluation of patients with chronic cardiopulmonary disorders. Includes discharge planning, rehabilitative services, stress testing, graded exercise, and other supportive techniques.

Prerequisites: HAT 320, HAT 332

2 credits, clinical

HAT 490 Independent Study

Proposals for independent study in respiratory care must be submitted through the program director to the Committee on Research and Directed Study for approval prior to registration for this course.

1-6 credits, tutorial

HAT 493 Seminar/Readings in Respiratory Care I

A journal club offering that is designed to assist the student in the development of a professional knowledge base. Each student is expected to review and critically analyze current research publications in the field of respiratory care and report those findings to the faculty and their peers in an informal discussion setting.

1 credit, seminar

HAT 494 Seminar/Readings in Respiratory Care II

A practical discussion and seminar course that prepares the student to take the national certification and registry examinations. Each student will take self-assessment exams that analyze their technical and clinical skills in the areas of data collection and interpretation, as well as decision making skills.

Prerequisites: HAT 420, HAT 431, HAT 432

1 credit, lecture

Division of Rehabilitation Sciences

Chair: Richard W. Johnson

Department of Physical Therapy

Chair: Richard W. Johnson

Director of Academic Administration: Janice M. Sniffen

Director of Curriculum and Faculty Development: Anita M. Santasier

Director of Research: Sue Ann Sisto

Professor: Sue Ann Sisto

Associate Professors: William E. DeTurk, Richard W. Johnson, Eric Lamberg, Raymond F. McKenna, Margaret A. McNurlan, Clifton S. Mereday (emeritus), Lisa M. Muratori, Anita M. Santasier, Janice M. Sniffen, Robert Streb, Teri Tiso

Assistant Professors: Vincent Barry, Dawn M. Blatt, Lynn Cataldo, Joanne Cesiro, Paul-Neil Czujko, Elaine DeFrancesco, Karen Furgal, Ralph K. Garcia, Joseph M. Giglio, Cheryl A. Gillespie, Catherine C. Goodman, Cheri L. Gostic, Kyle D. Hewson, Lori I. Hochman, Matthew Hyland, Michelle Hyland, Lisa M. Johnson, Howard W. Makofsky, Sharon A. Martino, Agnes McConlogue-Ferro, Patric McQuade, Susan M. Miale, Karen O'Hagen, Melissa Ommundsen, Peter C. Panus, James Penna, Keith Perrucci, Rose M. Pignataro, Candiano Rienzie, Susan E. Spagnoli, Catherine M. Tupper, Gary Welch, Scott Yerys, Sandra F. Zamparo

Lecturers: Barbara DeTurk, William Jantzen, Patricia M. Onghai, Roger Tsai, T. Guillaume Van Moorsel

Instructors: Susanne Y. Allen-Wuttke, Mary S. Bova, Christopher K. Carden, Stephen K. Cowden, Cynthia Crockford, Robert E. Dayton, Kimberly Duty, Joann Ferrara, Linda J. Finneran, Deirdre A. Foudy, Lillian A. Gabriel, Maureen Godfrey, Dennis Grandic, Jamie L. Greco, John O. Grimaldi, Grace H. Hwang, Brian P. Krebs, Jennifer Kreppein, Kristine Marchiselli, Maureen McCabe, James Megna, Mary S. Mooney, Bobby Nabeyama, Emerald Nandigama, Diane M. Nocerino, Vasiliki Rallatos, Rachel A. Shapiro, Natalie L. Thompson, Aisling Toolan, Christopher E. Turuta, Debra M. Vion, Russell J. Warren, Nancy L. Williams, Kristine Williams, Craig M. Zeier

Program in Physical Therapy Leading to the Entry-Level Doctor of Physical Therapy Degree

Chair: Richard W. Johnson

Directors of Clinical Education: Dawn M. Blatt, Paul-Neil Czujko, Lori I. Hochman

Recent trends in health care have precipitated the development of a three-year entry-level graduate clinical doctorate program in physical therapy. These changes in health care include:

- Shorter lengths of stay in traditional environments.
- Higher acuity and survival as a result of medical science and technological advances.
- The need for health management via intervention, prevention, and maintenance, as well as the management of disease, impairments, and disabilities.
- Role and practice adaptations by physical therapists in anticipation of and in response to market changes.
- The development of strategies by payers that demand evidence-based justifications for interventions.
- Health care models that require greater risk assumption and accountability for outcomes of care.

The three-year graduate program consists of 102 didactic credits and 38 clinical credits. Graduates of the program are prepared to provide care in a multitude of physical therapy settings.

The program develops leaders who demonstrate evidence-based practice, critical inquiry skills, and clinical decision making skills needed for differential diagnosis and autonomous

practice. In addition to direct patient care, graduates can pursue careers in research, administration, consultation, and community health.

The Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE/APTA). Graduates are eligible to sit for the national license exam. In addition to the doctor of physical therapy degree, the school's Certificate of Professional Achievement in Physical Therapy is awarded upon satisfactory completion of all coursework.

Admission Requirements

Applicants for the entry-level doctor of physical therapy program must have a completed baccalaureate degree prior to enrollment in the program. Candidates must meet the school's natural science requirement by successfully completing eight credits each of chemistry, physics, and biology. Each course must be designated for science majors and have a laboratory component. A three-credit mammalian/human physiology course or eight credits of anatomy and physiology is also required.

Completion of required science courses must be within the past ten years. No more than two science prerequisites may be outstanding at the time of application; outstanding sciences cannot be in the same subject area. In addition, the department requires nine credits in social and behavioral sciences, nine credits in arts and humanities, three credits in English composition, and three credits in statistics. Candidates must complete required course work by the end of the spring term of the year for which the application is made. Certification in cardiopulmonary resuscitation (CPR) and first aid is required. A minimum of a 3.0 cumulative grade point average and a minimum of a 3.0 cumulative science/math grade point average is preferred. Applicants must submit Graduate Record Examination (GRE) scores. At least 100 hours of volunteer or work experience within a physical therapy facility is required. A varied exposure to the field is recommended.

Program Requirements

Physical therapy students must complete the following required courses:

Professional Courses (Year One)

| Course# | Title | Credits |
|---------|--|---------|
| HBA 540 | Human Anatomy for Physical Therapists | 6 |
| HBA 542 | Advanced Human Anatomy | 0 |
| HAY 500 | Neuroscience for Physical Therapy I | 3.5 |
| HAY 504 | Adult Neurological Rehabilitation I | 2 |
| HAY 514 | Neuroscience for Physical Therapy II | 3.5 |
| HAY 517 | Exercise Physiology | 1 |
| HAY 518 | Foundations of Exercise and Movement in PT | 3.5 |
| HAY 519 | Kinesiology | 5 |
| HAY 526 | Clinical Medicine and Pharmacology I | 3.5 |
| HAY 527 | Acute Care in Physical Therapy | 4 |
| HAY 528 | Clinical Medicine and Pharmacology II | 4 |
| HAY 541 | Physical Agents Physical Therapy | 1.5 |

| | | |
|---------|---|---|
| HAY 543 | Wound Care in Physical Therapy | 1 |
| HAY 553 | Computer Literacy and Evidence Based Practice | 1 |
| HAY 560 | Foundations of Professional Practice in Physical Therapy | 2 |
| HAY 561 | Teaching, Consulting, Communicating in Clinical Education | 2 |
| HAY 570 | Physical Therapy Case Studies I | 1 |
| HAY 571 | Physical Therapy Case Studies II | 1 |

Professional Courses (Year Two)

| Course # | Title | Credits |
|----------|---|---------|
| HAY 501 | Growth and Development Across the Lifespan | 4 |
| HAY 502 | Psychosocial Aspects of Disability I | 1 |
| HAY 503 | Psychosocial Aspects of Disability II | 1 |
| HAY 505 | Adult Neurological Rehabilitation II | 4 |
| HAY 506 | Adult Neurological Rehabilitation III | 3 |
| HAY 507 | Orthopedic Physical Therapy I | 3.5 |
| HAY 508 | Orthopedic Physical Therapy II | 3.5 |
| HAY 509 | Pediatric Rehabilitation I | 3 |
| HAY 510 | Cardiopulmonary Rehabilitation | 3 |
| HAY 512 | Prosthetics and Orthoses | 4 |
| HAY 524 | Health, Wellness, and Prevention in Physical Therapy | 3 |
| HAY 552 | Research Methods for Physical Therapists: Design and Statistics | 4 |
| HAY 572 | Physical Therapy Case Studies III | 1 |
| HAY 595 | Clinical Internship I | 8 |

Professional Courses (Year Three)

| Course # | Title | Credits |
|----------|--|---------|
| HAY 511 | Pediatric Rehabilitation II | 2 |
| HAY 525 | Advanced Therapeutic Exercise | 3 |
| HAY 542 | Electrotherapy in Physical Therapy | 2.5 |
| HAY 545 | Ethics and Health Care for Physical Therapists | 3 |
| HAY 558 | Evidence Based Practice Seminar | 3 |
| HAY 562 | Selected Topics in Clinical Education and Professional Development | 2 |
| HAY 602 | Issues in Health Care Administration | 3 |
| HAY 692 | Clinical Internship II | 6 |
| HAY 693 | Clinical Internship III | 12 |
| HAY 694 | Clinical Internship IV | 12 |

Special Academic Requirements

In addition to the academic policies of the school, a minimum grade of C- in HBA 540 Regional Human Anatomy is required for continued matriculation in the physical therapy program. For the remaining courses, each student must achieve a minimum grade of C+. Additionally, students must maintain a 3.0 cumulative grade point average to remain in good academic standing and participate in clinical affiliations.

Program in Physical Therapy Leading to the Post-Professional (Transition) Doctor of Physical Therapy Degree

Chair: Richard W. Johnson

Program Director: Kyle D. Hewson

Associate Program Director: Sharon A. Martino

The Post-Professional (Transition) Doctor of Physical Therapy (tDPT) is designed to enhance clinical decision-making skills and promote evidence-based practice necessary for success in today's health care market. Coursework is designed to provide the current knowledge and theory of practice consistent with the demands of profession. This program meets the contemporary needs of physical therapy clinicians, managers, and educators. Specific areas of augmentation include: foundational sciences (pharmacology and medical imaging), clinical sciences (evidence-based practice, clinical decision making, differential diagnosis, health care management, and health, prevention and wellness), computer technology, and outcome measurement and analysis. Students are given the opportunity to pursue further study in areas of particular interest by enrolling in elective classes. These electives span current practice in the areas of musculoskeletal, neuromuscular, and cardiopulmonary care as well as health, wellness and prevention, education, and administration.

Courses are offered in evening and weekend formats to accommodate the working clinician. Courses are offered at two sites, Stony Brook Long Island and Stony Brook Manhattan. Students admitted to the program are eligible to enroll in classes at either or both locations. Please note that the Medical Imaging weekend course must be completed at Stony Brook Long Island.

Admission Requirements

Applicants must have graduated from a program with a certificate, bachelor's degree, or master's degree in physical therapy, and must be licensed in the United States. A cumulative grade point average of 3.0 is preferred.

Program Requirements

Candidates must satisfy all core and elective requirements (30-36 credits). The minimum passing grade is C+.

Core: Candidates must complete the courses listed below

| Course # | Title | Credits |
|----------|---|---------|
| HAY 529 | Principles of Pharmacology | 4 |
| HAY 530 | Differential Diagnosis | 3 |
| HAY 548 | Medical Imaging | 2 |
| HAY 551 | Introduction to Research Methods and Design | 3 |
| HAY 553 | Computer Literacy and Evidence Based Practice | 2 |
| HAY 556 | Outcomes Measurement and Analysis | 3 |
| HAY 558 | Evidence Based Practice Seminar | 3 |
| HAY 576 | Clinical Decision Making | 3 |

Electives

Candidates must select three courses for a total of at least seven elective credits. Electives will vary and may include, but not be limited to, the following:

Topics in Musculoskeletal/Neuromuscular Physical Therapy

| Course# | Title | Credits |
|---------|---|---------|
| HAY 531 | Motor Learning | 3 |
| HAY 536 | Introduction to Motor Control | 3 |
| HAY 608 | Orthopedic Examination and Intervention I | 3 |
| HAY 622 | Current Topics in Pediatrics | 3 |

Topics in Cardiopulmonary Physical Therapy

| Course# | Title | Credits |
|---------|---|---------|
| HAY 615 | Applied Physiological Foundations of Exercise | 3 |
| HAY 616 | Exercise Prescription | 3 |

Topics in Health, Wellness, Education, and Prevention

| Course# | Title | Credits |
|---------|---|---------|
| HAY 563 | Teaching and Physical Therapy Practice | 3 |
| HAY 602 | Issues in Health Care Administration | 2 |
| HAY 610 | Fitness and Wellness | 3 |
| HAY 611 | Complementary and Alternative Approaches to Rehabilitation and Wellness | 3 |
| HAY 612 | Sports and Exercise Nutrition | 3 |

Courses offered in the SHTM Advanced Certificate Program in Health Care Management and the Post-Professional Physician Assistant Program can be used to satisfy the elective requirement with permission of the Program Director.

Practicum (HAY 580) for select students only. (Requires permission of the program director.) Students may enroll in three to six credits in research, education, clinical practice, or management administration.

Courses

HAY 500 Neuroscience for Physical Therapy I

First of a two course series designed to introduce students to general principles of organization and function of the autonomic, peripheral and central nervous system. Presents principles in a systems approach to neuroscience. The anatomy of a system will be followed with its physiology, pathophysiology and clinical relevance to the physical therapist. Clinical topics include neurological testing related to cranial nerves and sensory processes.

Prerequisites: HBA 540 and HAY 560
3.5 credits, lecture, laboratory

HAY 501 Growth and Development Across the Life Span

Presents an integrative approach to normal human growth and development throughout the life span. Examines developmental norms and sequences with emphasis on biophysical

(motor and sensory), cognitive, language, and psychosocial tasks. Discusses social, cultural, and environmental influences. Covers prenatal, infant, child, adolescent, adult, and older adult geriatric development, as well as related aging issues.
4 credits, lecture

HAY 502 Psychosocial Aspects of Disability I

Emphasizes the psychosocial aspects of disability as they affect the life of the individual. Topics include identification of pre-morbid factors that contribute to positive adjustment or maladaptive responses to disability; the influence of culture on individual and family expectations of the health care system; patient perspectives as consumers of the health care system; and changing roles in the family. Students will practice techniques of positive listening and role-play to develop skills in recognizing psychosocial factors during acquisition of patient history. Emphasizes utilization of psychosocial information in the establishment of a plan of care for patients across the life span.
1 credit lecture, laboratory

HAY 503 Psychosocial Aspects of Disability II

Explores the interactions of the individual with disability within the community. Focuses on concerns of the individual beyond physical rehabilitation. Topics include concomitant mental health issues; the mind-body connection; humor in medicine; complementary and alternative medicine; technology and disability; vocational rehabilitation; sexuality; domestic violence and interpersonal abuse; substance abuse; and terminal illness. Promotes identification and communication with local, regional, and national resources that enable individuals with disabilities to engage in recreational, vocational, or educational endeavors.
Prerequisite: HAY 502
1 credit lecture, laboratory

HAY 504 Adult Neurological Rehabilitation I

A systems model of motor control and principles of motor learning will be utilized as a theoretical framework to prepare students to examine, evaluate, establish problem lists, determine and write appropriate goals, develop an intervention plan, and implement an intervention for neurologic patient populations. Presents fundamental skills including documentation, body mechanics, bed mobility and patient positioning, wheelchair management, transfers, and ambulation training. Introduces students to task-oriented practice and neurotherapeutic techniques and applies exercise principles established in Foundations of Exercise and Movement to the individual with a neurological disorder.
Prerequisites: HAY 500 and 518
2 credits, lecture, laboratory

HAY 505 Adult Neurological Rehabilitation II

Establishes a context for the major explanatory concepts applied to the issues of coordination and skill and learning. Students will read original research papers as well as current literature pertaining to motor learning, motor programs and dynamic pattern theory. Students will analyze papers examining loss of function related to neurological disease or injury. A semester long project will integrate the major concepts.
Prerequisite: HAY 500
4 credits, laboratory

HAY 506 Adult Neurological Rehabilitation III

Uses the disablement model to examine the impact of adult neurological or neuromuscular conditions on activities identified by an individual as essential to support physical, social, and psychological well-being and to create a personal sense of meaningful living. Students will continue practicing synthesis of examination data during the evaluation process; however, the major emphasis of the course will be to develop and implement appropriate intervention strategies based on the best evidence available for people with neurological or neuromuscular disorders.

3 credits, lecture, laboratory

HAY 507 Orthopedic Physical Therapy I

Introduces concepts of musculoskeletal subjective and objective examination. Sharpens students' evaluation skills as clinical decision-making and differential physical therapy diagnosis, prognosis, and intervention are introduced in the framework of musculoskeletal dysfunction. Applies these general skills to various musculoskeletal dysfunctions of the lower extremities. Explores functional anatomy, including the osteokinematics, arthrokinematics, myology, and neurology of the lower extremities as they relate to surgical and non-surgical musculoskeletal conditions.

Prerequisite: HAY 519

3.5 credits, lecture, laboratory

HAY 508 Orthopedic Physical Therapy II

Builds on the concepts and skills of Orthopedic Physical Therapy I by integrating clinical decision-making and differential physical therapy diagnosis, prognosis, and intervention of the lower extremities with the spine and upper extremities. Various musculoskeletal dysfunctions of the trunk and upper extremities are explored. Functional anatomy, including the osteokinematics, arthrokinematics, myology, and neurology of the trunk and upper extremities are discussed as they relate to surgical and non-surgical musculoskeletal conditions.

Prerequisite: HAY 507

3.5 credits, lecture, laboratory

HAY 509 Pediatric Rehabilitation I

Prepares students to examine, evaluate, and provide physical therapy intervention for children with disabilities and special health care needs. Foundational knowledge in development, motor control, and motor learning provides the basis for describing impairments of body function and structure and the physical therapy management of activity and limitations common in selected neurological and musculoskeletal pediatric diagnoses. Clinical decision-making will include consideration of the interaction of the natural development of children with their disability, provision of services in natural environments, inclusion of child and caregiver concerns, and medicolegal issues of pediatric practice. Students will gain experience in selecting appropriate pediatric outcome measures, observation of movement in childhood, and goal setting through video analysis, demonstration, and field visits to pediatric clinics. Introduces therapeutic techniques appropriate to begin basic treatment of patients in a pediatric setting.

Prerequisites: HAY 500 and HAY 501

3 credits, lecture, laboratory

HAY 510 Cardiopulmonary Rehabilitation

Emphasizes the patient-client management model for cardiac and pulmonary patients in out-patient and home care settings. Includes interpretation of electrocardiograms, heart/lung auscultation, and the administration of graded exercise test protocols. Explores aerobic endurance exercise prescription and the use of appliances in elderly patients with congestive heart failure. Emphasizes the use of evaluative findings to develop a total plan of care.

Prerequisites: HAY 517, HAY 526, HAY 527, HAY 528

3 credits, lecture, laboratory

HAY 511 Pediatric Rehabilitation II

This course continues to develop the knowledge and skill necessary for the provision of physical therapy care to a wide variety of pediatric clients and patients. Building on the foundation gained in HAY 509, this course presents examination and interventions for subtle and complex movement dysfunctions including developmental coordination disorder, TBI, pediatric MS, childhood cancer, and obesity. Considers interventions appropriate for a variety of service delivery settings including NICU, home-based EI, and schools. Addresses the physical therapist's role in transitions between delivery settings. Students will examine evidence for therapeutic methodology as well as that of alternative and complementary regimes, including TAMO, hippotherapy, Conductive Education, and Theratogs. Students will have an opportunity to compare and contrast local fitness/wellness programs for pediatric populations.

Prerequisite: HAY 509

2 credits, laboratory, lecture

HAY 512 Prosthetics and Orthoses

Studies prosthetic and orthoses management as applied to a variety of patient populations across a life span. Addresses considerations of various pathology and medical surgical management to formulate appropriate patient examinations, evaluation, diagnosis, prognosis, and intervention that are consistent with physical therapy practice guidelines. Principals of normal biomechanics, pathomechanics, physiology and pathophysiology will be a major focus for evaluation, intervention and education of the vascular, neuromuscular, and/or musculoskeletal compromised patient that may utilize prosthetic or orthotic devices. Basic principles of mechanical physics and material characteristics will be applied. Clinical site visits are scheduled to observe and practice patient evaluation, treatment, and education techniques.

Prerequisite: HAY 519

4 credits, lecture, laboratory

HAY 514 Neuroscience Physical Therapy II

Neuroscience II for Physical Therapy follows Gross Anatomy, which includes a section on Neuroanatomy and Neuroscience I for Physical Therapy. Neuroscience II for Physical Therapy demonstrates the role of the nervous system in normal movement control across the life span. This curriculum provides foundation for professional theory and practice courses which focus on dysfunction and treatment of such. This course will provide lab experience in muscle tone, balance, coordination and functional movement testing.

Prerequisite: HAY 500

3.5 credits, lecture, laboratory

HAY 517 Exercise Physiology

Reviews the normal physiology of the cardiopulmonary system. Presents the normal immediate response to exercise and long-term effects of exercise in the healthy, well individual. Includes presentation of foodstuffs for energy production, metabolic pathways for production of ATP, and energy systems used in aerobic and anaerobic activities. The course includes strength and endurance exercise prescription for the healthy, well individual. Also includes laboratory experiences for the measurement of vitals and select exercise testing. Prerequisites: HBA 540 and HAY 560

1 credit lecture, laboratory

HAY 518 Foundations of Exercise and Movement in PT

Presents an introduction to the fundamental principles of strength and flexibility. Fundamentals of muscle and connective tissue function from microstructure to macrostructure are considered in health and dysfunctional states through the life span. These basic principles will be expanded to explore the concept of myofascial mobility, extensibility, and length. Students will combine the skills learned in Kinesiology with those learned in this course to begin the process of examination, evaluation, and designing intervention programs for the movement dysfunction.

Prerequisites: HBA 540 and HAY 560

3.5 credits, lecture, laboratory

HAY 519 Kinesiology

Explores the kinetics and kinematics of normal, purposeful human movement. Integrates knowledge of human anatomy, physiology, mechanics, and biomechanics as it applies to movement of the extremities and spine. Includes evaluation procedures such as manual muscle testing and measurement of joint range of motion. Direct patient contact is scheduled. Prerequisites: HBA 540 and HAY 560

5 credits, lecture, laboratory

HAY 523 Biomechanics and Measurement

Presents mathematical and technological tools used in biomechanical analysis of human movement. Through the study of kinematics, kinetics, and electromyography, students describe variables used to study movement; identify appropriate variables to answer clinical questions; and explain concepts of measurement and measurement equipment. Reviews algebra, vector algebra, trigonometry, and International System of Units. Presents concepts and terminology of measurement and electrical signal processing. Offers opportunities to perform measurements using low and high-technology devices and systems.

3 credits, lecture, laboratory

HAY 524 Health, Wellness, and Prevention in Physical Therapy

Presents issues related to promotion of health and wellness and concepts of integrative medicine. Examines and integrates general fitness into the following clinical environments: obstetrics, occupational health and injury prevention, ergonomics, sports medicine (pre, post, and in season), obesity, chronic pain, pediatrics, geriatrics, and athletic programs for the physically and/or mentally challenged. Students will perform screening techniques for the assessment of the following

wellness issues: school-based scoliosis, safety and accessibility of children play areas, cardiovascular fitness, and fall prevention in the elderly. Based upon the findings of screens and individual client goals, students will develop, implement, and assess the effectiveness of a cohesive wellness program. Introduces issues related to the development of a wellness center and visits to established prevention programs in the community.

Prerequisite: HAY 510

3 credits, lecture

HAY 525 Advanced Therapeutic Exercise

Provides students with the opportunity to apply and analyze therapeutic exercise techniques in order to formulate exercise programs for diverse patient and client populations. Students will be encouraged to discuss and build upon their knowledge of basic therapeutic techniques attained from previous coursework and clinical training experiences. Advanced techniques will be demonstrated and practiced in lab. Students will evaluate, set goals, develop therapeutic exercise programs, and measure outcomes. Issues regarding frequency, intensity, and duration of treatment will be discussed throughout the course. Prerequisites: HAY 507, 508, 518, 519

3 credits, laboratory

HAY 526 Clinical Medicine and Pharmacology I

Provides a foundation in medicine and differential diagnoses. Introduces the concepts of evidence-based practice; World Health Organization International Classification of Functioning, Disability and Health model (ICF); client/patient management model; and an interaction model between patient, task, and environment. These frameworks will guide the process of clinical decision-making. Integrates principles of pharmacology, diagnostic radiology, and laboratory diagnostic testing to facilitate safe and effective patient management planning. Familiarizes students with medical terminology and abbreviations for efficient and effective chart reviewing and documentation. Explores select systemic diseases, focusing on epidemiology, pathology, histology, etiology, as well as primary and secondary clinical characteristics. Discusses and integrates subsequent medical and surgical management to formulate appropriate intervention indications, precautions, and contraindications.

Prerequisites: HBA 540 and HAY 560

3.5 credits, lecture, laboratory

HAY 527 Acute Care in Physical Therapy

Emphasizes use of the patient-client management model focused primarily on the acute care in-hospital setting. Includes examination techniques, transfers, bed positioning, orthopedic, pulmonary and cardiac care, and select post-surgical physical therapy intervention protocols. Includes documentation, discharge planning, and the use of appropriate ancillary services and equipment.

Prerequisites: HAY 518, 526

Corequisite: HAY 528

4 credits, lecture, laboratory

HAY 528 Clinical Medicine and Pharmacology II

Continues to build a foundation in medicine and differential diagnosis. Utilizes the concepts of evidence-based practice; World Health Organization International Classification of

Functioning, Disability and Health model (ICF); client/patient management model; and the interaction model as frameworks for clinical decision-making. Presents epidemiology, pathophysiology, etiology, clinical characteristics, and subsequent medical and surgical diagnoses and management of select disease/injury. Integrates pharmacology, diagnostic radiology, and laboratory diagnostic testing into safe and effective patient management planning through clinical case study exercises. Focuses will be on the formulation of appropriate intervention indications, precautions, and contraindications. Based on medical record review and analysis, students synthesize an appropriate patient/client management plan consistent with the Guide to Physical Therapy Practice.

Prerequisites: HAY 500, 526

4 credits, lecture, laboratory

HAY 529 Principles in Pharmacology

Examines the general principles of pharmacology including pharmacokinetics, pharmacodynamics, and toxicology of common drugs used in clinical medicine. Explores implications of the use of pharmacological agents for the central nervous, cardiovascular, pulmonary, neuromusculoskeletal, and endocrine systems, as well as chemotherapeutics, as it relates to physical therapy patient/client management across the lifespan.

4 credits, lecture

HAY 530 Differential Diagnosis

Introduces students to the role that health screenings and systems review play in the process of making physical therapy diagnoses. Evidence based clinical decision making consistent with the patient client management model will be the foundation upon which differential diagnoses are made. Case studies will be used to integrate screening information in determining a physical therapy diagnosis and making decision regarding intervention versus referral.

3 credits, lecture

HAY 531 Motor Learning

Synthesizes and analyzes current theory and research related to skill acquisition through examination of historical and current literature. Places emphasis on determining the implications of this work for future research, educational and/or clinical practice. Includes early and contemporary theory, skill acquisition facilitation, practice, feedback, transfer of training, modeling, part vs. whole training, imagery, implicit learning, explicit learning, and memory systems.

3 credits, lecture

HAY 535 Issues in Motor Control

Establishes historical context for the major explanatory concepts applied to issues of coordination and skill during the last century. Compares readings of original work of Bernstein to current literature pertaining to motor programs, dynamic pattern theory, and computational models. Students will critically evaluate papers related to the control of locomotion and the control of reaching and grasping skills.

3 credits, lecture

HAY 536 Introduction to Motor Control

Establishes historical context for major explanatory concepts applied to issues of coordination and skill during the last century. Presents readings of original work of leading theoreticians and researchers who have made significant contributions during this period. Students will critically evaluate papers related to reflex theory, serial order, servocontrol, information processing theory, motor programs, dynamic pattern theory, and computational models.

3 credits, lecture

HAY 541 Physical Agents in Physical Therapy

Physical modalities including superficial and deep thermal agents, hydrotherapy, aquatic therapy, intermittent compression, and mechanical traction. Emphasis on evidence-based practice with ample opportunity to learn from experienced clinicians through guest lectures and site visits. Students focus on pre-treatment assessment and physiological response to treatment as the basis for clinical decision making. Patient education, treatment preparation and performance, indications and contraindications will be covered for each modality. Supervised laboratory sessions provide a safe atmosphere for the administration of these agents as well as direct observation of clinical effects. Laboratory sessions and group discussions will be case study driven to foster critical thinking and collaborative learning.

Prerequisites: HBA 540 and HAY 560

1.5 credits, lecture, laboratory

HAY 542 Electrotherapy in Physical Therapy

Presents principles of electrophysics and the application to the human body in health and disease and relates principles to the use of electrophysiologic stimulators and testing equipment in physical therapy clinical practice. Discusses properties of excitable membranes and effects of electrical stimulation on muscle and nerve tissue. Promotes evidence-based practice through analysis of appropriate literature. Covers electrotherapeutic management of impairments and pathology of musculoskeletal system, neuromuscular system, cardiopulmonary system and the integument. Explores the role of electrotherapy as adjunctive modality in a comprehensive physical therapy treatment plan. Discusses fundamental skills for application of biphasic pulsed current, monophasic pulsed current, uninterrupted direct current, interferential electrical stimulation, Russian stimulation, microstimulation (MENS), transcutaneous nerve stimulation (TENS), neurostimulation (NMES), functional electrical stimulation (FES) and iontophoresis. Introduces biofeedback and electrodiagnostic testing: nerve conduction velocity (NCV) and electromyography (EMG).

Prerequisites: years one and two courses

2.5 credits, lecture, laboratory

HAY 543 Wound Care in Physical Therapy

Introduces the physical therapist's role in management of chronic wounds. Focuses on performing a comprehensive assessment designed to identify challenges to proper wound closure. Students will use the results of this assessment to form an appropriate plan of care based on the clinical presentation of the wound and the individual needs of each patient/client. Discusses mechanisms of integumentary heal-

ing in the human body including potential difficulties posed by cardiovascular, orthopedic, neurological and endrocrinologic/metabolic disorders. Considers local factors implicated in delayed wound closure. Students learn to set appropriate goals and apply treatment interventions including wound irrigation and debridement, pressure relief, and choice of topical agents and dressing to promote efficient closure. Emphasizes evidence-based practice: focuses on pre-treatment assessment physiological response to treatment, and best available research as the basis for clinical decision making. Covers patient education, treatment preparation and performance, indications and contraindications for intervention. Laboratory sessions and group discussions will be case study driven to foster critical thinking and collaborative learning.

1 credit, laboratory

HAY 545 Ethics and Health Care for Physical Therapists

Provides an overview of the ethics of health care in a rapidly changing society. Explores ethical issues surrounding health care changes and public health policy. Includes an overview of the ethics within patient education and discussions involving the physical therapy professional codes of ethics and standards. Students will learn how to approach ethical dilemmas using theoretical frameworks and decision-making processes. Introduces the student to the ethics within physical therapy and other health care professions through the use of case studies. Includes a review of classic cases in health care ethics, involving issues such as euthanasia and organ transplants, from an ethical, legal, and historical perspective.

3 credits, lecture

HAY 548 Medical Imaging

Introduces equipment, procedures, and use of medical imaging for examination and evaluation of dysfunction. Examines topics such as radiographs, arthrography, CT scans, MRI, and nuclear studies. Case studies will be used to integrate imaging data into the patient/client management plan.

2 credits, lecture

HAY 550 Statistics

Presents the fundamentals of statistical analysis. Includes performing basic statistical analyses using at least one computer program. Topics include descriptive statistics, statistical inference, tests for experimental comparisons, correlation, regression, and nonparametric tests. Addresses the relationship between statistics and research design by introducing relevant research articles in the field of physical therapy.

3 credits, lecture

HAY 551 Introduction to Research Methods and Design

Introduces basic concepts of scientific design and methodology for the critical examination of scientific literature. Explores the relevance of research application and evidence-based practice in physical therapy. Introduces concepts of dependent, independent variables, hypothesis testing, sampling, and experimental controls. Addresses ethical issues, informed consent and human subject constraints. Measurement reliability and validity will be emphasized with application to outcomes management. Explores a variety of research

designs including experimental, quasi-experimental, descriptive, correlation, qualitative and single case study designs. Basic concepts of statistical analyses will be integrated through discussion and literature learning projects.

3 credits, lecture

HAY 552 Research Methods for Physical Therapists: Design and Statistics

Designed to teach entry-level physical therapy students the fundamentals of reading and understanding research methods, design, and statistics. Includes reliability and validity, research design, descriptive statistics, statistical inference, test for experimental comparison, correlation, regressions, nonparametric tests, single subject design, and qualitative research. Addresses the relationship between statistics and research design by introducing relevant research articles in the health care field.

4 credits, lecture

HAY 553 Computer Literacy and Evidence Based Practice

Addresses the foundational skills practicing therapists need to effectively manage, integrate, and communicate information for clinical practice, research, and professional activities. This course exists in three parts. Part I focuses on accessing and evaluating clinical information. Part II focuses on information organization and manipulation. Part III focuses on the management and professional communication of information.

1-2 credits, lecture

HAY 556 Outcomes Measurement and Analysis

Introduces students to various outcome measures relating to impairments, functional limitations and disability, general health status, and patient/client satisfaction used to guide physical therapy practice across the lifespan. Measurement properties will be explored and strategies discussed to appropriately assess and select various outcome measurement scales. Critical appraisal of the literature will provide the basis for making clinical decisions regarding selection of the most beneficial outcome measure for an individual patient/client, service and/or program.

3 credits, lecture

HAY 558 Evidence Based Practice Seminar

Explores a broad spectrum of research literature examining physical therapy practice. Uses literature as a tool to integrate students critical inquiry skills and depth of knowledge in biomechanical analysis, musculoskeletal measurement, cardiopulmonary functions, motor control, and motor learning theory. Students judge the strength of the evidence of each paper and draw conclusions regarding its clinical significance in neuromotor and musculoskeletal rehabilitation. When lacking evidence, challenges students to suggest ways to strengthen the current evidence.

3 credits, lecture

HAY 560 Foundations of Professional Practice in Physical Therapy

Examines the roles and responsibilities of the physical therapist in the present health care environment. Historical and ethical foundations of the profession, as well as current and emerging issues, are discussed. Explores the scope of practice of the Doctor of Physical Therapy. Introduces the format and function of the APTA Guide to Physical Therapist Practice. Stresses the importance of professionalism, including active membership in the APTA. Explores the dynamics of professional relationships with patients, families, and other care providers.
2 credits, lecture

HAY 561 Teaching, Consulting, Communicating in Clinical Education

Examines different learning styles and their effect on the learning environment. The fundamentals of teaching as they apply to patient education, professional inservices, and clinical education are presented and practiced. Students are introduced to aspects of verbal and nonverbal communication, with the opportunity to work in small groups for application of these principles. The aspect of physical therapy consultation in clinical experiences as well as professional opportunities is explored. Preparation for the first clinical education experience, specifically clinical site and academic program expectations, professional behavior, and student responsibilities, are discussed in detail.
2 credits, lecture

HAY 562 Selected Topics in Clinical Education and Professional Development

Provides framework for assuming the roles of a clinical instructor. Includes the preplanning period, structuring the actual clinical experience, and types of evaluation provided to physical therapy students. Explores various models of clinical education and opportunities for APTA Residencies and Fellowships. Emphasizes self assessment, communication skills and professional development. Links discussions with concurrent learning experiences in Clinical Internship II including learning opportunities, patient care and teaching styles. Explores in detail selected topics from APTA clinical performance instruments. Uses a case study for students to delve deeper into plan of care for a patient receiving treatment during the Clinical Practice II.
Prerequisites: years one, two and summer year three courses
2 credits, lecture

HAY 563 Teaching and Physical Therapy Practice

Introduces students to adult learning principles and strategies for teaching in the academic and clinical environments. Explores teaching/learning philosophies, characteristics of the adult learner, learning styles, self-directed learning, and reflective practice. Discusses the clinical environment as a community of practice, with emphasis on the student, clinical instructor, and community as a learning triad. Students will be given the option to become credentialed clinical instructors through the American Physical Therapy Association.
3 credits, lecture

HAY 570 Physical Therapy Case Studies I

First phase in a three-course sequence designed to develop the student's ability to capture and utilize relevant knowledge and ideas, apply them appropriately within the patient management model, and assess the effectiveness of their interaction. In addition to examining, evaluating, prognosticating, diagnosing and developing and implementing intervention strategies, the students will observe, discover, and rediscover how the four systems (neuromotor, cardiopulmonary, musculoskeletal, and integumentary) work together to influence function. Faculty and lab assistants will design and mentor problem-based activities and case studies that require students to problem solve, hypothesize, and reason. Students will be expected to extract information from a case study, prioritize and sequence patient contact, and demonstrate professional behaviors including effective communication skills. Cases will incorporate patients from the community of diverse cultural backgrounds with and without pathology of the neuromotor, cardiopulmonary, musculoskeletal, and integumentary systems.
Prerequisite: year one fall courses
1 credit lecture, laboratory

HAY 571 Physical Therapy Case Studies II

Requires the development of examination, evaluation, and intervention plans for assigned patients in an acute care setting under faculty mentorship. Utilizes patients from the pediatric, oncology, general medicine, AIDS, neurological, and surgical units. Requires students to manage time, delegate responsibility, document efficiently, perform appropriate discharge planning, and justify clinical decisions at each step in this process. Requires student group presentations with defense of clinical decisions for assigned case studies at the end of the integrative week.
Prerequisite: year one courses
1 credit lecture, laboratory

HAY 572 Physical Therapy Case Studies III

Third phase in a three-course sequence designed to integrate course material throughout the first two years of the program curriculum. With each case study course, the demand on students for synthesis and integration will increase. Faculty and lab assistants involved in year two will design and mentor activities and case studies that require students to examine, evaluate, determine a differential diagnosis, prognosticate, and develop and implement intervention strategies for case studies of all ages from diverse cultural backgrounds with complex neuromotor, cardiopulmonary, musculoskeletal, and/or integumentary pathology/dysfunction.
Prerequisites: years one and two courses
1 credit lecture, laboratory

HAY 576 Clinical Decision Making

Explores various theories and concepts of clinical decision-making and physical therapy diagnosis. Clinical reasoning including hypothesis generation and refinement applied within the context of the NAGI Disablement Model and patient/client management model as outlined in The Guide to Physical Therapy Practice. Clinical cases will be used to explore the diagnostic practice patterns across the lifespan.
3 credits, lecture

HAY 580 Practicum

A limited number of students may enroll in three to six credits of independent study in research, education, clinical practice, or management/administration. Each practicum project is uniquely designed to meet the needs of the student. Mentored by faculty with expertise in the area of study. Acceptable projects must include design, implementation and analysis phases. Three to six credits by permission of the Program Director.

3-6 credits, tutorial

HAY 595 Clinical Internship I

An eight-week course that provides students with their first full-time clinical experience. A licensed physical therapist is responsible for close supervision and guidance during the learning experience. Provides students with the opportunity to utilize the patient management model of care. Students participate in documentation, coordination of care, and discharge planning. Students will perform reexaminations, measure patient outcomes, and modify interventions accordingly. Students will perform an inservice during this clinical experience.

Prerequisite: year one courses

8 credits, clinical

HAY 601 Issues in Global Health Care

Examines theories of health and wellness in the context of national and international public health initiatives. Explores epidemiology of intrinsic and extrinsic high risk factors and the social and political context of professional practice. Current and projected roles of the physical therapist and other health care workers in evolving health care environments are explored, examining various health care models to determine the current impact on practice outcomes and to hypothesize future effectiveness.

2 credits, lecture

HAY 602 Issues in Health Care Administration

Provides an understanding of the role of manager/supervisor as it relates to the goals and objectives of a physical therapy practice or department. Topics include communication skills in business management; ethical decision making in physical therapy practice; delivery systems; legislation and regulation; business planning; marketing and public relations.

variable 2-3 credits, lecture

HAY 608 Orthopedic Examination and Intervention I

Combining lectures, demonstrations, and hands-on laboratory sessions, this course will emphasize the application of evidence-based practice in all areas of spinal management. Where little evidence exists, a pragmatic approach integrating basic principles of biomechanics and pathokinesiology will be used. Provides an introduction to the biomechanical, dysfunction types, and their respective terminology. Presents an integrated model of physical therapy examination and evaluation of spinal disorders. Discusses and incorporates a physical therapy management approach of manual therapy of the spine and pelvis combined with patient education and exercise. The course will devote lab time to carefully monitor skills of palpation, examination, and interventions.

3 credits, laboratory, lecture

HAY 610 Fitness and Wellness

Examines and integrates the principles of strength, endurance, speed and agility training to formulate a wellness screening and program design. These principles will be used as a framework to examine the physical therapist's role in women's health, occupational health and injury prevention, sports medicine (pre-, post-, and in-season), obesity and athletic programs for the mentally and physically challenged. Students will explore the evidence for various fitness techniques.

3 credits, lecture

HAY 611 Complementary and Alternative Approaches to Rehab and Wellness

Examines and integrates the principles of complementary and alternative approaches such as Pilates, Yoga, T'ai Chi, Acupuncture, and Feldenkrais into physical therapy directed wellness programs. Explores the evidence for utilization of these techniques in selected patient populations.

3 credits, lecture

HAY 612 Sports and Exercise Nutrition

Integrates the concepts of nutrition, bioenergetics, and energy expenditure into a broad understanding of the role of nutrition in daily activity, wellness parameters, and exercise performance. Emphasis will be placed on the topics of macro- and micro-nutrients and their effects during exercise and training, nutrient bioenergetics, thermoregulation, ergogenic aids, body composition, energy balance and weight control, and optimal nutrition for healthy lifestyles.

3 credits, lecture

HAY 615 Applied Physiological Foundations of Exercise

Explores literature related to the physiological basis for exercise, in healthy and at-risk populations, and in patients with disease, at the multi-system level. Moves from substrates and their effects on exercise, through metabolic processes, to energy systems. Identifies various exercise states and explores the body's immediate response and long-term adaptation. Nutrition and its impact on movement will be detailed. Information from metabolic gas analysis will be coupled with other clinical tests and measures to design exercise programs. Culminates in the application of principles of exercise physiology in the prescription of exercise for health and prevention across the lifespan and in the treatment of various patients and at risk populations. Current research will provide the basis for examining the evidence underlying principles of exercise for various populations across the lifespan.

3 credits, lecture

HAY 616 Exercise Prescription

Presents issues related to exercise prescription for health, wellness, and prevention in various healthy and at risk populations across the lifespan. Explores various physiological principles and topics in fitness and cardiopulmonary care through case studies. Examines various patient/client types and health and prevention settings (e.g., cardiac, high-risk populations, obstetrics, occupational health and injury prevention, ergonomics, sports medicine (pre, post and in-season), obesity, athletic programs for the physically and/or mentally challenged, falls prevention in the elderly, and cardiac fitness programs) and integrates general fitness.

3 credits, lecture

HAY 622 Current Topics in Pediatrics

Emphasizes the examination, evaluation, assessment, intervention, and outcome measure of children with disabilities. Topics will enhance and challenge those physical therapists that practice in a pediatric setting. Explores the use of current and future adaptive equipment in pediatrics as well as the role of the pediatric physical therapist in a variety of contexts and environments.

3 credits, lecture

HAY 692 Clinical Internship II

A 15-week part-time clinical experience. A licensed physical therapist is responsible for supervision during the learning experience. Students will provide direct patient care, collaborate with other health care professionals, coordinate care of patients, delegate and supervise support personnel and promote wellness and prevention services. Students will incorporate outcome measures into the evaluation process and suggest specific measure useful for the clinical setting. Students will perform an in-service and communicate regularly with DCE to promote reflective thinking during clinical experience.

Prerequisites: years one and two courses

6 credits, clinical

HAY 693 Clinical Internship III

A 12-week full-time clinical experience. A licensed physical therapist is responsible for supervision during the learning experience. The students will provide direct patient care, collaborate with other health care professionals, coordinate care of patients, delegate and supervise support personnel, and promote wellness and prevention services. Students are able to incorporate outcome measures into the evaluation process and suggest specific measures useful for their particular clinical setting. Students will perform an in-service during this clinical experience and communicate regularly with DCE via e-mail to promote reflective thinking during clinical experience.

Prerequisites: years one, two and fall of year three courses

12 credits, clinical

HAY 694 Clinical Internship IV

A 12-week full-time capstone clinical experience. A licensed physical therapist is responsible for supervision during the learning experience. Students will render evidence-based practice and perform as an entry-level physical therapist upon completion of this clinical experience. Students are expected to fully participate in all aspects of physical therapist's scope of practice including direct patient care, documentation, consultation, education, critical inquiry, and administration in the clinical setting. Students will perform as an entry-level physical therapist upon completion of this clinical experience. Students will perform an in-service during this clinical experience and communicate regularly with DCE via e-mail to promote reflective thinking during clinical experience. Students will explore an area of interest outside patient management through the completion of a project designed to meet the needs of the clinical site in coordination with the DCE and clinical site CCCE.

Prerequisites: years one, two and three courses

12 credits, clinical

Program in Occupational Therapy Leading to the Bachelor of Science in Health Science/Master of Science in Occupational Therapy Degrees

Chair: Eva L. Rodriguez

Vice Chair: Karen B. DeChello

Academic Field Work Coordinator: Jamie M. Geraci

Associate Professors: Pamela Block, Karen S. Jacobs

Assistant Professors: Fran Babiss, Donna M. D'Ambrosio, Karen B. DeChello, David N. Escudero, Jamie M. Geraci, Sean M. Getty, Linda Hindy-Telford, Ginger Johnson, Pamela Karp, Alexander Lopez, Candace M. Lorento, Rem Narain, Ronald B. Nonailada, Eva L. Rodriguez, Ann M. Russo, Sharon R. Ray, Mary R. Squillace, Anne B. Vassal, Serena Zeidler

Instructor: Carol K. Chamoff

The Department of Occupational Therapy offers an upper-division three-year program leading to the Bachelor of Science in Health Science/Master of Science in Occupational Therapy Degrees.

This degree program is offered in a traditional weekday format. In addition a weekend format is offered for students who have completed an AAS degree in occupational therapy assistant. Students must have all prerequisites completed by the start date of the program. Students who enter and remain in good standing will graduate in June, three years post entry.

Occupational therapy is the art and science of directing an individual's participation in selected tasks to restore, reinforce, and enhance performance in activities that are important and meaningful to their health and well-being. Reference to occupation in the title is in the context of an individual's goal directed use of time, energy, interest, and attention. An occupational therapist's fundamental concern is the client's development and maintenance of the capacity to perform, throughout the life span and with satisfaction to self and others, those tasks and roles essential to productive living and to the mastery of self and the environment.

Occupational therapy provides service to those individuals whose abilities to cope with tasks of living are threatened or impaired by developmental deficits, the aging process, poverty, cultural differences, physical injury or illness, or psychological and social disability.

Occupational therapy serves a diverse population in a variety of settings, such as hospitals and clinics, rehabilitation facilities, long-term care facilities, extended care facilities, sheltered workshops, schools and camps, private homes, and community agencies.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE); c/o AOTA, 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3425. ACOTE's phone number is 301-652-2682. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of

this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

In addition to the baccalaureate and master's degrees, the school's Certificate of Professional Achievement in Occupational Therapy is awarded upon satisfactory completion of all required course work.

Admission Requirements

Candidates for the occupational therapy program must meet the upper-division admission requirements of the School of Health Technology and Management. The requirements may be fulfilled through previously completed college studies.

In addition to the general academic requirements of the School of Health Technology and Management, the occupational therapy program requires candidates to meet the school's natural science requirements by successfully completing eight credits of biology and four credits of anatomy, or four credits of biology and eight credits of anatomy and physiology, four credits of chemistry, and four credits of physics, all with laboratories and designated for science majors. Preference is given to those candidates who have completed science courses within the past ten years. A three-credit Introduction to Psychology course, a three-credit Abnormal Psychology course, a three-credit Introduction to Sociology or Anthropology course, and a three-credit statistics course are required. Candidates must complete required course work by the end of the spring term of the year for which application is made. Preference is given to applicants with a grade point average of 3.0 or higher. A minimum of 40 hours experience observing occupational therapy treatment in two different settings (outpatient rehabilitation, developmental disabilities, acute care, nursing homes, and schools) under the supervision of an occupational therapist (OTR) is also required for admission to the program. The observation must be supervised and documented in writing by the occupational therapists. No more than 50% of the minimum 40 required experience hours can be completed at a place of employment. Current certification in cardiopulmonary resuscitation (CPR) and first aid are required.

Program Requirements

Occupational therapy students must complete the following course requirements of the School of Health Technology and Management.

Basic Science Courses/Other Health Technology and Management Courses

| Course# | Title | Credits |
|---------|--|---------|
| HAS 363 | Computer Literacy for Health Professionals | 1 |
| HBP 310 | Pathology | 3 |
| HBV 350 | Physiology | 4 |

Professional Course (Year One)

| Course# | Title | Credits |
|---------|---|---------|
| HAO 310 | Neuroscience | 4 |
| HAO 313 | Introduction to Occupational Therapy | 1 |
| HAO 315 | Foundations of Occupational Therapy | 3 |
| HAO 319 | Kinesiology for Occupational Therapy | 4 |
| HAO 320 | Life Span Growth and Development for Occupational Therapy | 3 |
| HAO 323 | Mental Health Concepts | 2.5 |
| HAO 324 | Psychosocial Theory and Practice | 2.5 |
| HAO 330 | Occupational Therapy Theory and Practice in Pediatrics | 4 |
| HAO 374 | Professional Behaviors I | 1.5 |
| HAO 385 | Conditions in Occupational Therapy | 2 |
| HAO 396 | Fieldwork IA* | 1 |
| HAO 461 | Functional Anatomy Review | 4 |
| HAO 491 | Case Studies I | 1 |

Professional Courses (Year Two)

| Course# | Title | Credits |
|---------|---|---------|
| HAO 332 | Occupational Therapy Theory and Practice in Adults | 4 |
| HAO 334 | Acute Care | 1 |
| HAO 338 | Substance Abuse and Occupational Therapy | 2 |
| HAO 340 | Prosthetics and Orthotics | 2 |
| HAO 397 | Fieldwork IB* | 1 |
| HAO 398 | Fieldwork IC* | 1 |
| HAO 421 | Physical Agent Modalities for the Occupational Therapist | 1 |
| HAO 430 | Sensory Integration Theory and Practice in Occupational Therapy | 2 |
| HAO 440 | Gerontology and Occupational Therapy | 3 |
| HAO 451 | Introduction to Research for Occupational Therapy | 1 |
| HAO 458 | Introduction to Evidence-Based Practice | 1 |
| HAO 485 | Vision, Perception, and Cognition | 2 |
| HAO 516 | Assistive Technology/Rehabilitation Design for Occupational Therapy | 2 |
| HAO 518 | Work Programs in Occupational Therapy | 2 |
| HAO 542 | Patient Education | 2 |
| HAO 551 | Research Design for Occupational Therapy | 2 |
| HAO 574 | Professional Behaviors II | 1 |
| HAO 592 | Case Studies II | 2 |
| HAO 596 | Fieldwork Level IIA** | 12 |

Professional Courses (Year Three)

| Course# | Title | Credits |
|---------|-----------------------------------|---------|
| HAO 530 | Community, Occupation, and Health | 3 |
| HAO 532 | Emerging Areas of Practice | 2 |
| HAO 534 | The Occupational Therapy Manager | 3 |

*Fieldwork level IA, IB and IC are pre-clinical experiences and generally consist of observation and very limited hands-on experience in mental health, physical disabilities, and pediatric settings. Each is a maximum of 40 hours in length.

**Fieldwork level IIA, IIB, and IIC are full-time clinical experiences.

| | | |
|---------|---|-----|
| HAO 550 | Statistics and Data Analysis for Occupational Therapy | 3 |
| HAO 562 | Principles of Instruction | 3 |
| HAO 575 | Professional Transition Seminar | 1.5 |
| HAO 580 | Special Topics in Occupational Therapy | 2 |
| HAO 585 | Disability Studies and Occupational Therapy | 2 |
| HAO 593 | Case Studies III | 2 |
| HAO 597 | Fieldwork Level IIB** | 12 |
| HAO 598 | Fieldwork Level IIC** | 10 |

Courses

HAO 310 Neuroscience

Presents an integrated approach to the general principles of organization and function of the autonomic, peripheral, and central nervous system. Presents principles in a Systems Approach to Neuroscience. The anatomy of a system is followed with its physiology, pathophysiology, and clinical relevance to the occupational therapist. Clinical topics include neurological testing, control of posture and balance, pain, muscle tone and spasticity, feedback vs. feedforward control, reflex vs. voluntary control, control of reaching and locomotion, perception, and learning.

Prerequisites: HBY 350, HAO 319, HAO 461

4 credits, lecture

HAO 313 Introduction to Occupational Therapy

Introduces the history and essential aspects of occupational therapy. Examines philosophical base, definitions related to the practice, scope of practice, and role delineations. Provides an orientation to professional organizations, statutes, and credentialing. Open to west campus students.

1 credit, lecture

HAO 315 Foundations of Occupational Therapy

Explores major theories and practice frameworks underlying contemporary occupational therapy practice. Reviews sociological and anthropological themes, as well as the impact of the delivery of health care services. Presents theoretical constructs of occupation, purposeful activity, and occupational science. Introduces activity analysis, structured observation, and documentation. Professional terminology will be studied.

3 credits, laboratory, lecture

HAO 319 Kinesiology for Occupational Therapy

Explores the kinetics and kinematics of normal, purposeful human movement. Integrates knowledge of human anatomy, physiology, and physics and biomechanics of the human body. Evaluation procedures such as manual muscle testing and measurement of joint range of motion are studied. Emphasizes importance of human movement as it relates to human function in occupational roles.

Prerequisite: HOA 461

Corequisite: HBP 310

4 credits, lecture, laboratory

HAO 320 Life Span Growth and Development for Occupational Therapy

Provides students with knowledge of the major developmental theories and factors influencing the normal developmental process. Examines developmental norms and sequences and emphasizes physical (sensory and motor), cognitive, language, and psychosocial tasks. Discusses cultural and environmental influences on development. The coursework covers the entire lifespan, from prenatal and child, through adolescence and adult life stages to dying and death.

3 credits, lecture

HAO 323 Mental Health Concepts

Explores the psychosocial aspects of disability as they affect the function of the individual, the family, and the community. Includes lectures and presentations related to the recognition of psychosocial problems and how they can be better understood, minimized, or eliminated. Delineates the provision of mental health services across all levels of care. Discusses multicultural factors as they relate to mental illness and the recovery process. Exposes the student to the diagnoses and pharmacology of major psychiatric illnesses and reviews psychological theories. Interviewing skills are demonstrated and practiced in the lab sessions. Emphasizes the importance of group dynamics in the student's personal and professional growth. Focuses on the use of group theories, the structure and function of groups in treatment, the analysis of group treatment and group activities, and the therapeutic use of self.

2.5 credits, lecture, laboratory

HAO 324 Psychosocial Theory and Practice

Offers increased understanding of the identification and treatment of psychosocial disabilities across the life span. Teaches major assessment tools and practice frameworks used in contemporary occupational therapy mental health practice and documentation skills. Presents additional therapeutic activities, their use and gradation in psychosocial practice. Addresses the history, practice, and legislation concerning community mental health practice, psychiatric rehabilitation, and work with developmentally disabled populations.

2.5 credits, lecture, laboratory

HAO 330 Occupational Therapy Theory and Practice in Pediatrics

Presents occupational therapy theories, assessments, and treatment processes as they pertain to current pediatric practice. Reviews the predominant models of current practice and integrates effective treatment interventions. Emphasizes abnormal development, acute, and chronic medical conditions and their resulting effects on the central nervous system, orthopedic and musculoskeletal systems. Reviews major causes of disability, the etiology, and prognoses. Discusses the impact on the family system and the cultural implications. Students learn to select and adapt age and developmental stage appropriate evaluation and treatment intervention strategies. Teaches students to analyze occupationally based activities.

Prerequisites: HAO 315, HAO 319, HAO 320, HAO 461, HBP 310, HBY 350

Corequisite: HAO 310

4 credits, lecture, laboratory

HAO 332 Occupational Therapy Theory and Practice with Adults

Focuses on the evaluation and treatment of adults with physical disabilities. Examines injury, illness, disease, and the effects on occupational performance in the areas of work, self-care, and leisure. Presents relevant occupational therapy theories and practice. Explores practice frameworks, evaluation/assessments, treatment interventions, selection of age-appropriate occupation-based activities, and activity analysis. Offers opportunity to refine documentation and clinical reasoning skills through written and verbal assignments. Prerequisites: HAO 319, HAO 320, HAO 385, HAO 461, HBP 310, HBY 350

4 credits, lecture, laboratory

HAO 334 Acute Care

This course covers the occupational therapist's scope of practice, as well as the current assessment, treatment, and documentation methods utilized by occupational therapists in an acute care setting. Students are introduced to high technology equipment found in an acute care setting, i.e. life support, ICU, CCU, PCU, and NICU monitoring devices. Areas discussed include acute care risk factors, the complicated diagnoses often seen in this setting, the role of occupational therapists within this setting, frames of references and treatment techniques, modalities utilized.

Prerequisites: HAO 319, 320, 323, 324, 330, 332, 385, 461, HBP 310, HBY 350

1 credit, lecture

HAO 338 Substance Abuse and Occupational Therapy

Utilizes a life-span approach to examining the physiological, psychological, and societal effects of substance abuse on the individual and their family system. Reviews the major categories of drugs, specific drugs in each category, and the effects and withdrawal symptoms. Discusses major theories of substance abuse and philosophies, treatment models, and age specific interventions. Emphasizes the role of the occupational therapist in the identification and evaluation of the individual using/abusing substances. Students learn to design group and individual treatment interventions for specific populations.

Prerequisites: HAO 320, 323, 324, 330, 385

Corequisite: HAO 332

2 credits, lecture

HAO 340 Prosthetics and Orthotics

Utilizes lecture, discussion, and laboratories to teach students about the design, biomechanical principles, fit, function, use, care, and patient education involved with upper extremity orthotics. Although there is an emphasis on the design, fabrication and use of upper extremity orthotics, students are introduced to upper and lower extremity prosthetic devices, as well as the use of splints in burn care.

Prerequisites: HAO 310, 319, 330, 332, 385, 461, HBP 310, HBY 350

Corequisite: HAO 421

2 credits, lecture, laboratory

HAO 374 Professional Behaviors I

Focuses on expectations of professional behavior at fieldwork sites. Integrates reflective journals and professional portfolio to document clinical competence. Examines the nature of the

supervisory process and how to maximize the use of clinical and administrative supervision. Explores cultural competency and the scope of diversity in health care.

1.5 credits, lecture, laboratory

HAO 385 Conditions in Occupational Therapy

Provides foundation of clinical diagnoses, symptomatology, and prognosis of common medical conditions across the life span. Emphasizes the impact of disease on society, families and individual physical, cognitive and emotional function.

2 credits, lecture

HAO 396 Fieldwork IA

The first of three introductory level clinical experiences. Offers opportunity to identify symptomatology, observe treatment interventions, and formulate treatment plans in a mental health setting. Promotes effective communication skills used with patients and professionals. Uses reflective journals to monitor development of professional behaviors and skills.

1 credit, clinical

HAO 397 Fieldwork IB

The second of three introductory level clinical experiences. Offers opportunity to identify symptomatology, observe treatment interventions, and formulate treatment plans in a pediatric practice setting. Promotes effective communication skills used with patients and professionals. Uses reflective journals to monitor development of professional behaviors and skills.

Prerequisites: HAO 310, 320, 323, 324, 330, 374, 385

1 credit, clinical

HAO 398 Fieldwork IC

The third of three introductory level clinical experiences. Offers opportunity to identify symptomatology, observe treatment interventions, and formulate treatment plans in an adult physical disabilities practice setting. Promotes effective communication skills used with patients and professionals. Uses reflective journals to monitor development of professional behaviors and skills.

Prerequisites: HAO 310, 320, 323, 324, 332, 374, 385

1 credit, clinical

HAO 421 Physical Agent Modalities for the Occupational Therapist

Presents physical agent modalities utilized as adjuncts to occupational therapy treatment. Reviews therapeutic applications of heat and cold, ultrasound, paraffin, TENS, and functional electric stimulation. Provides opportunity to practice applications. Addresses physiological effects of physical agent modalities and their clinical uses and contraindications.

1 credit lecture, laboratory

HAO 430 Sensory Integration Theory and Practice in Occupational Therapy

Enhances basic knowledge and skills regarding sensory integration theory and techniques. Identifies types of sensory integrative dysfunction, reviews approaches to clinical assessment, outlines characteristics of both direct and indirect modes of intervention, and addresses the issue of effectiveness research.

Prerequisites: HAO 310, 315, 320, 330

2 credits, lecture

HAO 440 Gerontology and Occupational Therapy

Focuses on the role of occupational therapists with older adults and families across the continuum of care. Addresses the influence of aging processes on physical, sensory, and cognitive function and their relationship to functional capabilities. Discusses psychosocial aspects of aging, and how environment, culture, and values impact lifestyle and occupational performance. Theories, issues, and clinical skills specific to practice in geriatric rehabilitation, home health care, long term care, adult day care programs, hospice, and community practice, including wellness and prevention programs are addressed. The role of practitioners with older adults with Alzheimer's disease and related dementias, lifestyle redesign, the use of assistive technology to promote safety and functional capability, and the role of occupational therapy with the elderly driver is emphasized. Discusses the role of occupational therapy in supporting older adults health, quality of life, and community living. Students learn methods of assessment, use of EMB to help guide treatment, interdisciplinary approaches of providing treatment, and methods of utilizing community resources to maximize the functional capabilities of older adults.

3 credits, lecture, laboratory

HAO 451 Introduction to Research for Occupational Therapy

Provides a foundation for future professional and scholarly activities and stresses the importance of research for informed practice decisions. Students learn to review published, peer-reviewed research, identify research topics of interest, and implement the literature review process. Students work collaboratively to develop research questions and hypotheses and to review literature pertinent to a topic. Requires the CORIHS human subjects research training. Emphasizes professional writing skills for publications and professional presentations.

HAO 461 Functional Anatomy Review

Presents an anatomical review of all bodily systems for students to acquire a working knowledge of the functional structure of the human body. Provides foundational knowledge for all other courses in the OT program. Builds on the students' prerequisite anatomy and physiology courses. Provides the anatomical knowledge related to the bodily systems in order to understand movement and function and selected pathological conditions, and their relationship to occupational therapy performance deficits in the physical domain.

4 credits, lecture

HAO 485 Vision, Perception, and Cognition

Provides students with theoretical rationale and necessary skills to evaluate and treat a wide range of visual, perceptual, and cognitive task components. Through a combination of lecture, demonstrations, readings and assignments, students will evaluate patients with visuocognitive dysfunction. Discusses the role of occupational therapy in low vision. Presents a variety of treatment approaches/techniques that can improve functional performance and outcome.

2 credits, lecture

HAO 490 Independent Study

An elective learning experience that combines clinical observation with an occupational therapist in a practice setting, with faculty mentored learning in a specialty area of the student's choice.
1.5 credits, tutorial

HAO 491 Case Studies I

This seminar-style course introduces the student to clinical reasoning skills through case study analysis. Students will be given basic information about a variety of clinical cases, and then in small groups will analyze data, obtain additional information, develop treatment intervention strategies, and then present cases in written and verbal formats with its accompanying rationale for their decisions.

Prerequisites: HAO 315, 320, 323, 324

1 credit, seminar

HAO 516 Assistive Technology/Rehabilitation Design for OT

Centers on adapting the environment to improve the client's quality of life. Examines the therapist's ability to help the patient reintegrate into society. Areas covered include the Americans with Disabilities Act, mobility (power and manual), seating/positioning systems, adapted toys, augmentative communication systems, computer access, environmental control units, independent living aids, and vocational adaptations.

2 credits, lecture

HAO 518 Work Programs in Occupational Therapy

Ergonomics consulting, welfare to work services and ticket to work services have been identified as emerging practice areas for occupational therapists. Offers opportunity to learn basics of this practice area including knowledge of ergonomics, work hardening, functional capacity evaluations, and vocational programs. Presents information about the federal regulations for work-related programs, and the professional certification requirements for this practice area.

2 credits, lecture

HAO 530 Community, Occupation, and Health

Presents the importance of occupation as a precursor to health, and of occupational therapy as a health promoting profession. Examines the theories and applications of occupational science through a review of the professional literature and class discussion. This occupational perspective of health will be the foundation for each student's design of a community-based practice program. Reviews social theories, socio-cultural, and socio-political trends that impact the individual's health status and the delivery of health care services. Offers experience in designing/administering needs assessments in the community, and in organizing outcome data.

3 credits, lecture

HAO 532 Emerging Areas of Practice

Discusses the delivery of occupational therapy services in emerging areas of practice. Provides students with alternative models of service delivery and occupational therapy practice. Explores role development and delineation; ethical practice; malpractice; liability concerns; insurance reimbursement; scope of practice and licensure statutes related to emerging areas.

Prerequisites: HAO 323, 324, 330, 332, 440, 530

2 credits, lecture

HAO 534 The Occupational Therapy Manager

This course builds on previously learned management concepts examining in greater detail the specific responsibilities of the manager of occupational therapy services. Students will learn the mechanics of designing and implementing an occupational therapy department, program or practice. Financial, legal, and administrative issues will be discussed, along with marketing strategies. Lectures and class discussions will prepare the student for the culminating course assignment of designing a unique occupational therapy practice.

Prerequisites: successful completion of undergraduate Occupational Therapy curriculum
3 credits, lecture

HAO 542 Patient Education

Provides working knowledge of the theories, approaches, and procedures utilized in communicating health and disease information to patients, their families, collateral staff, and the community at large. Concepts of health, disease, and health promotion are examined, along with the health belief models. Further develops the student's ability to communicate effectively with a wide variety of audiences. Topics include evaluation of literacy, design of instructional materials, evaluating audiovisual materials, health promotion strategies, marketing educational interventions, and measuring outcomes of interventions. Lectures, learning activities, and classroom presentations will be utilized to meet the course objectives.

Prerequisites: successful completion of undergraduate Occupational Therapy curriculum
2 credits, lecture

HAO 547 Grant Writing for Occupational Therapy

Presents students with the practical skills needed to transform pilot research and program development projects into full-scale grant proposals. Discusses the beginning of the grant writing process, identifying resources, determining funding priorities, and how to prepare a competitive grant proposal to obtain funds from public or private sources at the federal, state, and local levels.

Prerequisites: HAO 551, HAO 552, HAO 590
1 credit, lecture

HAO 550 Statistics and Data Analysis for Occupational Therapy

Presents fundamentals of statistics and data analysis. Topics include descriptive statistics, statistical inference, tests for experimental comparisons, correlation, regression, and non-parametric tests. Students learn to use available computer programs for data management and statistical analysis. Discusses validity and reliability of various statistical techniques.

Prerequisite: HAO 551 Corequisite: HAO 552
3 credits, lecture

HAO 551 Research Design and Methods for OT

Provides students beginning research and critical inquiry skills through learning current occupational therapy related research methods and by the design of research grant proposals. Students gain fundamental critical inquiry and writing skills necessary to identify appropriate funding sources and write grant proposals for research and program development.

Students learn to design qualitative research projects and analyze qualitative data.

Prerequisite: Successful completion of undergraduate Occupational Therapy curriculum

Corequisite: HAO 550
3 credits, tutorial

HAO 562 Principles of Instruction

Examines theories of adult learning and education. Focus on principles of curriculum design, various curriculum models, and instructional methods used in various educational settings including professional education, professional development, work place learning and community education. Reviews evaluation and measurement methods. Students design course objectives and outcomes. Discusses elements of successful oral presentations and effective use of instructional media.

Prerequisites: Open to third-year Occupational Therapy students
3 credits, lecture

HAO 574 Professional Behaviors II

Builds on previously learned material covered in Professional Behaviors I. Students will work on more advanced documentation and communication skills required for entry-level practice. Provides opportunity to discuss professional behavior expectations from their clinical fieldwork assignments. Use of the reflective journal to enhance professional development and the continuation of the professional portfolio will assist students in developing and documenting their clinical competence. Explores the supervisory process in greater detail, in the context of its use for personal and professional growth. Discusses the role of the occupational therapy assistant as a colleague and collaborator. Continues to emphasize the importance of life-long learning. Lectures, role-plays, presentations, and experiential activities will be used to achieve learning outcomes.

Prerequisite: successful completion of undergraduate Occupational Therapy curriculum
1 credit, lecture

HAO 575 Professional Transitional Seminar

Discusses issues related to transition of student to entry-level practitioner role. Presents information on licensure, certification exam preparation, NBCOT certification, AOTA specialty examinations, models of supervision, mentoring, job search strategies, marketing skills, malpractice, continuing competency, professional organizations, networking and career goal planning.

Prerequisite: Open to third-year Occupational Therapy students
1.5 credits, seminar

HAO 580 Special Topics in Occupational Therapy

Offers students the opportunity to explore and expand knowledge and skills in a practice area of specific interest. Prerequisite: Open to third-year Occupational Therapy students
2 credits, lecture

HAO 585 Disability Studies and Occupational Therapy

Introduces a social model of disability and explores the ethical and psychological issues faced by people with disabilities across their lifespan. Presents historical analysis, health care discourse, and cultural critique to understand the evolution of health practice, cultural beliefs, and social structures influenc-

ing the treatments, services, and opportunities available to people with disabilities in the United States and internationally. Offers students a multi-layered understanding of the issues faced by people with disabilities and their families. Includes assigned readings, films, guest speakers, site visits, and one-on-one interactions with people with disabilities.

2 credits, lecture

HAO 590 Independent Study in Occupational Therapy

Students develop and/or implement their research projects under the mentorship of the course instructor and a faculty advisor who has expertise in their chosen topic. Literature reviews are completed and the project is prepared in a format appropriate for professional publication or presentation.

2 credits, tutorial

HAO 592 Case Studies II

This seminar-style course further develops the student's clinical reasoning skills. Building on experiences from Case Studies I, students are expected to synthesize knowledge gained from basic science and theory/practice courses, along with initial Level I fieldwork experiences to formulate treatment planning on hypothetical cases. Covers the current assessment, treatment, and documentation methods utilized by occupational therapists in a variety of physical disabilities settings. Students have the opportunity to work independently as well as in small groups when reviewing and discussing patient cases that concern areas such as complicated diagnoses, risk factors, the role of occupational therapy within the specific setting, frames of references, treatment techniques/modalities, discharge planning, safety issues, and follow up. Cases are presented in written as well as oral formats.

2 credits, seminar

HAO 593 Case Studies III

The third in a series of three clinical reasoning seminars, this course will focus on the synthesis of all clinical and academic coursework in formulating a comprehensive plan of care. Greater emphasis on students responding spontaneously to case presentations in class, much as they would be expected to do in the clinical setting.

2 credits, seminar

HAO 596 Fieldwork Level IIA

Fieldwork IIA is an in-depth clinical experience in the delivery of occupational therapy services. According to AOTA guidelines, this fieldwork is designed to promote clinical reasoning and reflective practice; transmit values and beliefs that enable the application of ethics related to the profession; enable the student to communicate and model professionalism as a developmental process and career responsibility; and develop and expand a repertoire of occupational therapy assessments and interventions related to human occupation and performance. This first of three level II fieldwork experiences exposes the student to a variety of clinical conditions in a specific practice area for 12 weeks on a full-time basis.

12 credits, clinical

HAO 597 Fieldwork IIB

This second of three clinical fieldwork experiences provides the occupational therapy student with opportunities to apply

the knowledge and skills learned thus far in the curriculum. Students will be assigned to a fieldwork site for 12 weeks on a full-time basis in a particular area of practice.

12 credits, clinical

HAO 598 Fieldwork IIC

Fieldwork IIC is the third of three in-depth clinical experiences in the delivery of occupational therapy services designed to promote clinical reasoning and reflective practice; transmit values and beliefs that enable the application of ethics related to the profession; enable the student to communicate and model professionalism as a developmental process and career responsibility; and to develop competency and expand a repertoire of occupational therapy assessments and interventions related to human performance. The three Level II fieldwork experiences expose students to a variety of clinical conditions and practice areas across the life span. Students are assigned to a fieldwork site for 10 weeks on a full-time basis.

Prerequisites: HAO 596 and HAO 597

10 credits, clinical

Program in Athletic Training Leading to the Bachelor of Science Degree

Program Director: Kathryn A. Koshansky

Curriculum Director: Xristos K. Gaglias

Clinical Coordinator: Alan D. Freedman

Professor: Mark S. Wolff

Associate Professors: Kathryn A. Koshansky, Donna I. Meltzer, Joseph C. White

Assistant Professors: Stuart B. Cherney, Jeanine M. Engelmann, Alan D. Freedman, Xristos K. Gaglias, James Penna

Instructors: Kristen M. Beyer, Brian Bizzarro, Jennifer Chimenti, Michele Cordova, Lisa Cronk, Adam M. Daveline Barbara-Jean Ercolino, Arturo Flores, Christopher Hildebrandt, Joseph P. Killeen, Jason Lantz, Paul Lasinski, Jason McKay, Nicole Marchetta, Brandon J. Mitchell, Anthony Pesce, Nicole Perperis, Kristen L. Ribbons, Hillary R. Scheier, David Smith, Mary Tovornik

The Athletic Training Program, offered by the School of Health Technology and Management, is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

The program is designed for students interested in becoming a Certified Athletic Trainer (ATC®). The ATC works with physicians and other medical personnel, employers, patients, parents, guardians, and athletic personnel in the development and coordination of efficient and responsive health care delivery systems. Athletic trainers are integral members of the health care team in secondary schools, colleges and universities, professional sports programs, sports medicine clinics, corporate/industrial, and other health care settings.

The athletic trainer's professional preparation is based on the development of specified educational competencies and clinical

cal proficiencies. Through a combination of formal classroom and clinical instruction and clinical experience, the athletic trainer is prepared to provide health care within each of the following content areas: risk management and injury prevention; pathology of injuries and illnesses; clinical examination and diagnosis; acute care of injury and illness; pharmacology; therapeutic modalities; therapeutic and rehabilitative exercise; general medical conditions and disabilities; nutritional aspects of injury and illness; psychosocial intervention and referral; health care administration; and professional development and responsibilities. In addition, all students are required to fulfill their clinical education requirements under the direct supervision of an approved clinical instructor. Major emphasis is placed on the development of psychomotor skills in addition to cognitive knowledge. Required courses include practicum, laboratory, and clinical rotations. The curriculum prepares students for the Board of Certification, Inc. (BOC) examination. Upon passing this examination, an individual may apply for certification by the New York State Education Department Office of Professions.

In addition to the baccalaureate degree, the school's Certificate of Professional Achievement in Athletic Training is awarded upon satisfactory completion of all required course work.

Admission Requirements

Candidates for the athletic training education program must meet the upper division admission requirements of the School of Health Technology and Management. The requirements may be fulfilled through previously completed college studies.

In addition to the general academic requirements for junior status in the School of Health Technology and Management, the program requires candidates to meet the school's natural science requirement. The following course work require grades of "C" or better: Eight credits in biology (to include one course in human physiology); eight credits in chemistry; eight credits in physics; and three credits in calculus. Science classes must have labs.

The program also requires candidates to successfully complete each of the following courses with a grade of B or higher:

- HAL 205 Introduction to Athletic Training
- HAL 210 Emergency Care of Athletic Injuries
- HAL 300 Kinesiology
- ANP 300 Human Anatomy

Candidates must complete required course work by the end of the spring term of the year for which the application is made. Certification in cardiopulmonary resuscitation (CPR) at the professional level is required. A minimum of a 2.5 cumulative grade point average is required. Fifty observational hours with a certified athletic trainer is also required for admission.

Program Requirements

Athletic training students must complete the following required courses:

Professional Courses (Year One)

| Course # | Title | Credits |
|----------|--|---------|
| HAL 305 | Prevention and Care of Athletic Injuries | 3 |
| HAL 306 | Prophylactic Taping, Bracing and Equipment Fitting | 2 |

| | | |
|---------|--|-----|
| HAL 320 | Clinical Evaluation and Diagnosis of the Lumbar Spine and Lower Extremity | 3 |
| HAL 321 | Clinical Evaluation and Diagnosis of the Head, Cervical Spine and, Upper Extremity | 3 |
| HAL 345 | Therapeutic Modalities | 4 |
| HAL 360 | Rehabilitation of Athletic Injuries | 4 |
| HAL 370 | Exercise Physiology | 4 |
| HAL 481 | Athletic Training Practicum I | 3-6 |
| HAL 482 | Athletic Training Practicum II | 7 |
| HAL 483 | Athletic Training Practicum III | 7 |

Professional Courses (Year Two)

| Course # | Title | Credits |
|----------|--|---------|
| HAL 351 | Research Methods and Biostatistics | 3 |
| HAL 355 | General Medical Conditions and Disabilities in the Physically Active | 4 |
| HAL 435 | Organization and Administration in Athletic Training | 3 |
| HAL 450 | Senior Research Seminar in Athletic Training | 3 |
| HAL 460 | BOC Certification Exam Primer | 1 |
| HAL 484 | Athletic Training Practicum IV | 3-6 |
| HAL 485 | Athletic Training Practicum V | 7 |
| HAL 486 | Athletic Training Practicum VI | 7 |
| HAL 499 | Athletic Training Teaching Practicum | 2 |

Special Academic Requirements

To fulfill the upper-division writing requirement in athletic training the student will submit a writing sample to the program writing committee. The writing sample can be a term paper or research study. It must be accompanied by a form (available in the program office) signed by the student and by the instructor of the course for which the material was written.

Courses

HAL 205 Introduction to Athletic Training

Introduction to the health care profession of athletic training. The course explores the history and development of the profession and the concept of the sports medicine team, as well as medical terminology. Students will be required to complete a 50-hour clinical observation. Open to west campus students.
2 credits, lecture

HAL 210 Emergency Care of Athletic Injuries

Recognition and management of medical emergencies with emphasis on those conditions that are most commonly suffered by athletes. Successful completion of the course leads to professional level Cardio-Pulmonary Resuscitation (CPR), Automated External Defibrillator (AED), and First Aid certification by the American Academy of Orthopedic Surgeons Emergency Care and Safety Institute. HAL 205 is recommended prerequisite. Open to west campus students.
3 credits, lecture, laboratory

HAL 300 Kinesiology

The mechanical aspects of human motion and the structure and function of these motions in physically active individuals with or without pathological involvement. The student learns basic qualitative and quantitative clinical techniques used in identifying pathological movement. Open to west campus students. Prerequisite/Corequisite: ANP 300
4 credits, lecture, laboratory

HAL 305 Prevention and Care of Athletic Injuries

A course addressing the areas of knowledge, skills, and values needed by an entry-level certified athletic trainer needs to identify injury and illness risk factors encountered by athletes and others involved in physical activity and to plan and implement a risk management and prevention program.
3 credits, lecture, laboratory

HAL 306 Prophylactic Taping, Bracing, and Equipment Fitting

The student will demonstrate the ability to select and apply preventative and protective taping, wrapping, splinting, bracing, and rehabilitative devices in order to prevent further injury. Additionally, the student will identify, select, and fit general protective and sports specific protective athletic equipment.
2 credits, lecture, laboratory

HAL 320 Evaluation and Diagnosis of Lumbar Spine/Lower Extremity

Focuses on principles of orthopedic examination and assessment. Emphasizes the components of the comprehensive orthopedic clinical evaluation and diagnosis, including history, inspection, palpation, functional testing, and special evaluation techniques of the lumbar spine and lower extremity.
3 credits, lecture, laboratory

HAL 321 Clinical Evaluation and Diagnosis Head/Cervical Spine/Upper Extremity

This course focuses on the principles of orthopedic examination and assessment. Emphasis will be placed on the components of the comprehensive orthopedic clinical evaluation and diagnosis including: history, inspection, palpation, functional testing, and special evaluation techniques of the head, cervical spine, and upper extremity.
3 credits, lecture, laboratory

HAL 345 Therapeutic Modalities

Knowledge, skills, and values needed by the entry-level certified athletic trainer to plan, implement, document, and evaluate the efficacy of therapeutic modalities in the treatment of injuries and illnesses of athletes and others involved in physical activity.
4 credits, lecture, laboratory

HAL 351 Research Methods and Biostatistics

This course introduces the student to research in athletic training. The student learns about the research process, reads, comprehends, and appreciates journal articles and begins writing a research proposal on a topic related to athletic training.
3 credits, lecture

HAL 355 General Medical Conditions and Disabilities in the Physically Active

Presents the pathophysiology and management of common diseases and other medical disorders or disabilities as they relate to athletes and the physically active.
4 credits, lecture

HAL 360 Rehabilitation of Athletic Injuries

Presents the principles and objectives inherent in rehabilitating athletic injuries. Discusses orthopedic rehabilitation fundamentals and specific conditioning and re-conditioning techniques. Exposes the student to different types of exercise and equipment used in rehabilitation. Provides laboratory experience in applying various rehabilitation techniques.
4 credits, lecture, laboratory

HAL 370 Exercise Physiology

Offers the student an understanding and appreciation of the metabolic and physiological adaptations of exercise. In-depth presentation of muscle, cardiac, and pulmonary physiology related to the healthy human at various states: rest, acute exercise, long-term exercise under normal and high stress environmental conditions. Includes presentation of food sources, production of energy, and energy systems. Includes information on how training enhances strength, anaerobic power, aerobic power, and physique while slowing the effects of aging and aiding in disease prevention. Prerequisites: ANP300, BIO 203
4 credits, lecture, laboratory

HAL 435 Organization and Administration in Athletic Training

Examines various issues, policies, and procedures involved with the administration of athletic training in the traditional and nontraditional settings, including facility organization and design, legal liability issues, personnel management, equipment maintenance, budgeting, record keeping, health care services, counseling, and public relations.
3 credits, lecture

HAL 450 Senior Research Seminar in Athletic Training

Culmination of athletic training curriculum. Students complete and present their research study.
3 credits, seminar

HAL 460 BOC Exam Primer

This course is designed to provide students with information regarding study techniques, test taking strategies, and application procedures for the Board of Certification (BOC) exam.
1 credit, lecture

HAL 481 Athletic Training Practicum I

Assignments in clinical settings related to the student's area of study in prevention and care of athletic injuries, prophylactic taping, bracing, and equipment fitting. Students are given the opportunity to observe and integrate skills under the supervision of a Certified Athletic Trainer. Students participate in a laboratory setting that re-evaluates students' skills through patient interaction, psychomotor, and scenario simulations. The credits assigned to these courses are variable and range

between three and six credits based on the length of preseason and the start of fall semester classes. Each assigned credit will equate to 40 contact hours. Students will be limited to completing 40 hours per week.

3-6 credits, clinical

HAL 482 Athletic Training Practicum II

Assignments in clinical settings related to the students' area of study in evaluation of athletic injuries. Students are given the opportunity to observe and integrate skills under the supervision of a certified athletic trainer. Students also participate in a laboratory setting that re-evaluates students' skills through psychomotor and scenario simulations. Provides grand rounds forum. Students are required to complete 280 hours working under the direct supervision of the ACI or CI. Over the course of the semester, students will be limited to completing 20 hours per week.

7 credits, clinical

HAL 483 Athletic Training Practicum III

Assignments in clinical settings related to the students' area of study in therapeutic modalities. Students are given the opportunity to observe and integrate skills under the supervision of a certified athletic trainer. Students participate in a laboratory setting that re-evaluates students' skills through psychomotor and scenario simulations. Provides grand rounds forum. Students are required to complete 280 hours working under the direct supervision of the ACI or CI. Over the course of the semester, students will be limited to completing 20 hours per week.

7 credits, clinical

HAL 484 Athletic Training Practicum IV

Assignments in clinical settings related to the students' area of study in prevention and care of athletic injuries, prophylactic taping, bracing, equipment fitting, and evaluation and assessment. Students are given the opportunity to observe and integrate skills under the supervision of a certified athletic trainer. The credits assigned to these courses are variable and range between three and six credits based on the length of preseason and the start of fall semester classes. Each assigned credit will equate to 40 contact hours. Students will be limited to completing 40 hours per week.

3-6 credits, clinical

HAL 485 Athletic Training Practicum V

This course offers assignments in clinical settings related to the students area of study (Rehabilitation of Athletic Injuries). This course will give the student the opportunity to observe and integrate skills under the supervision of a Certified Athletic Trainer. The student will also participate in a laboratory setting that will re-evaluate the students previous skills through psychomotor and scenario simulations. This meeting time will also act as a venue to discuss current situations arising at the various sites that will provide for a grand rounds forum. Students are required to complete 280 hours working under the direct supervision of the ACI or CI. Over the course of the semester, students will be limited to completing 20 hours per week.

7 credits, clinical

HAL 486 Athletic Training Practicum VI

This course offers assignments in clinical settings related to the students area of study (General Medical Conditions and Disabilities). This course will give the student the opportunity to observe and integrate skills under the supervision of a Certified Athletic Trainer as well as various rotations through Physicians practices. The student will also participate in a laboratory setting that will re-evaluate the students previous skills through psychomotor and scenario simulations. This meeting time will also act as a venue to discuss current situations arising at the various sites that will provide for a grand rounds forum. Students are required to complete 280 hours working under the direct supervision of the ACI or CI. Over the course of the semester, students will be limited to completing 20 hours per week.

7 credits, clinical

HAL 499 Athletic Training Teaching Practicum

Advanced students assist faculty members teaching Athletic Training classes. In addition to working as tutors during instructional periods, students have regular conferences with a faculty supervisor. Students may not serve as teaching assistants in the same course twice.

2 credits, tutorial

Program in Adapted Aquatics Leading to a Minor

Program Director: Peter G. Angelo

Associate Professor: Peter G. Angelo

Lecturers: Jennifer A. Champagne, Gregory W. Laub, Winston Lee, Jeannean M. Mercuri

The field of adapted aquatics uses water as a medium for the rehabilitation of a great variety of muscular, neuromuscular, and neurological problems. Lectures in the Adapted Aquatics Program are presented by Health Sciences Center professionals who are experts in their fields, such as pediatrics, geriatrics, cardiology, internal medicine, occupational therapy, orthopedics, orthotics, pharmacology, physical therapy, respiratory care, and hydrotherapy.

The Minor in Adapted Aquatics offers coursework that promotes career options in the health sciences. The specialized academic background and applied instructor training provide students with skills needed for careers in rehabilitation, and offers experiences relevant for admission to graduate programs in the health professions. The Adapted Aquatics Minor allows students to receive a variety of credentials, licenses, and certifications that are mandated for individuals working in this complex and specialized field. Credentials include Adapted Aquatics Aide Training; Adapted Aquatics Instructor Training; American Red Cross Water Safety Instructor; American Red Cross Lifeguard Training; American Heart Association Basic Life Support for the Health Care Provider; CPR for the Professional Rescuer; Automated External Defibrillation Certification; American Red Cross and American Heart Association CPR Instructor Certification;

*Repeated two times for a maximum total of three credits

and American Red Cross Responding to Emergencies Instructor Certification. The minor is designed to include the variety of interrelated courses necessary for a person to be fully certified to work at any aquatic facility in the country.

Admission Requirements

Admission to the minor is by permission of the program director. It is preferred that students declare their intent to minor in adapted aquatics no later than the beginning of the sophomore year.

Program Requirements

| Course# | Title | Credits |
|---------|--|---------|
| HSQ 121 | Intermediate Swimming | 1 |
| HSQ 221 | Lifeguard Training I | 2 |
| HSQ 222 | Lifeguard Training II | 2 |
| HSQ 223 | Water Safety Instructor | 2 |
| HSQ 270 | Emergency Response, CPR, and Personal Safety | 3 |
| HSQ 271 | Instructor of Cardiopulmonary Resuscitation | 2 |
| HSQ 272 | Instructor of First Aid | 2 |
| HSQ 325 | Instructor of Adapted Aquatics I | 2 |
| HSQ 326 | Instructor of Adapted Aquatics II | 2 |
| HSQ 329 | Fieldwork in Adapted Aquatics Instruction* | 1 |
| HSQ 475 | Adapted Aquatics Teaching Practicum I | 2 |
| HSQ 476 | Adapted Aquatics Teaching Practicum II | 2 |

Courses

HSQ 121 Intermediate Swimming

Designed to equip swimmers with detailed strokes and water skills.

1 credit laboratory, lecture

HSQ 221 Lifeguard Training I

The first in a two-semester sequence leading to certification as an American Red Cross lifeguard. Course content includes elementary rescue techniques, boating and equipment rescues, and swimming rescues.

2 credits, laboratory

HSQ 222 Lifeguard Training II

Preparation for the Red Cross certification in Lifeguard Training and Waterfront Lifeguarding. The material includes requirements and responsibilities of lifeguards, selection and training, preventive lifeguarding, emergency procedures, records and reports, equipment, health and sanitation, water rescues, search and recovery, and environmental conditions.

2 credits, laboratory, lecture

HSQ 223 Water Safety Instructor

A course designed for students to meet the requirements for certification as an American Red Cross Water Safety Instructor.

2 credits, lecture, laboratory

HSQ 270 Emergency Response, CPR, and Personal Safety

An American Red Cross and American Heart Association certification course designed to develop skills and knowledge for the immediate care given to an individual who has been injured or taken ill. The course issues certification in emergency response first aid, professional CPR training, and the use of automated external defibrillators. Presentations include legal issues; disease transmission and prevention; wound care; drugs, alcohol, and other substance abuse; cardiovascular and respiratory disease; AIDS and STD education. Certifications issued meet the required standards for admission to undergraduate and graduate health sciences programs. An extra fee course.

3 credits, lecture

HSQ 271 Instructor of Cardiopulmonary Resuscitation

Covers the American Red Cross certification requirements for Instructor of CPR for the Professional Rescuer and Instructor of Basic Life Support Cardiopulmonary Resuscitation for the Health Care Provider. The course includes teaching methods and protocols of cardiopulmonary resuscitation, including infant, child, adult, and two rescuer procedures and the use of bag-valve masks.

2 credits, lecture

HSQ 272 Instructor of First Aid

Covers the American Red Cross certification requirements for Instructor of Responding to Emergencies Aid. The course includes teaching methods and protocols for effective first response techniques in various emergencies, including treatment of bleeding, burns, fractures and dislocations, and sudden illness.

2 credits, lecture

HSQ 325 Instructor of Adapted Aquatics I

One course of a two-semester sequence in the adaptation of the aquatic environment and aquatic skills to teach the disabled, leading to instructor and/or aid certification in Adapted Aquatics. Focus on a wide spectrum of disabilities including physical, mental, emotional, and multiple disorders in children through adults. Consideration of motor movement and learning theories, development of normal versus impaired motorcognitive skills, hydrodynamics and aquatic adaptation, and related anatomy, physiology, and disease etiologies. Class time is equally divided between lecture/recitation and clinical work in the swimming pool. The sequence may be completed in either order for certification.

2 credits, lecture

HSQ 326 Instructor of Adapted Aquatics II

Second course of a two-semester sequence of instructor training in the adaptation of the aquatic environment and aquatic skills for teaching the physically, mentally, emotionally, or multiple challenged, leading to instructor and/or aid certification in Adapted Aquatics. Focus on the general physiological and genetic etiologies of various disabilities as well as the commonly used surgical treatments, drug therapies, and prosthetic devices for the disabled. Class time is equally divided between lecture/recitation and clinical work in the swimming pool. The sequence may be completed in either order for certification.

2 credits, lecture, laboratory

HSQ 329 Fieldwork in Adapted Aquatics Instruction

Provides the Adapted Aquatics Instructor or Aid candidate the possibility of concentrating on a specific disability. Students study full-case histories and medical files and prescribed physical, occupational, and/or respiratory therapy regimens for specific disabled individuals. Students develop focused aqua-therapy and instructional aquatic regimens for the individual. May be repeated to a maximum of three credits. *1 credit, laboratory*

HSQ 475 Adapted Aquatics Teaching Practicum I

Students assist faculty members teaching Adapted Aquatics and/or Emergency Response classes. In addition to working as tutors during instructional periods, students have regular conferences with a faculty supervisor. Students may not serve as teaching assistants in the same course twice. *2 credits, tutorial*

HSQ 476 Adapted Aquatics Teaching Practicum II

Advanced students assist faculty members teaching Adapted Aquatics and/or Emergency Response classes. In addition to working as tutors during instructional periods, students have regular conferences with a faculty supervisor. Students may not serve as teaching assistants in the same course twice. *2 credits, tutorial*

Division of Clinical Sciences

Department of Physician Assistant Education

Chair: Paul Lombardo

Vice Chair: Peter D. Kuemmel

Medical Director: Gail Cohan

Associate Professors: Darren S. Kaufman, Peter D. Kuemmel, Paul Lombardo

Assistant Professors: Robert M. Ansbach, David L. Brenner, Jeanne M. Cavalieri, Donna A. Crapanzano, Nadya Dimitrov, Karen Dybus, Marian I. Eskow, Donna Ferrara, Edward Giarrusso, Dale M. Janson, Lynn M. Keil, Maureen J. Kelly, Valerie A. Kuemmel, James M. Mills, Loretta Morgan-Naylor, Benjamin W. Pace, Randy L. Parr, Diane Ranieri, Donald O. Reinauer, Michael P. Rodriguez, Patricia J. Sondgeroth, Richard N. Thailer, Lynn Timko-Swaim

Instructors: Lorraine S. Atkinson, Scott Baker, Lori B. Brooks, Rebecca Claudio-Morales, Frederick G. Deutch, Martin Morales, Erin O'Leary, Edward Savarese, Garry J. Schwall, Marzya Sdrewski-Thailer, Matthew Shebes, Jeannine R. Smith

Physician Assistant Program Leading to the Master of Science Degree

Program Director: Paul Lombardo

Medical Director: Gail Cohan

The Department of Physician Assistant Education currently offers a graduate program leading to the Master of Science degree and the school's Certificate of Professional Achievement for Physician Assistants. The program consists of approximately 100 weeks of pre-clinical and clinical instruction presented over a 24-month period.

The program educates skilled professionals who, with physician supervision, practice medicine in all specialties and settings. Emphasis is placed on preparing graduates to work with physicians across a wide range of primary and specialty care settings. Students learn to take medical histories, perform physical examinations, order/perform diagnostic procedures and develop patient management plans. Patient education, counseling, and health risk appraisal are also important aspects of physician assistant education and practice, as is preparation for responsibilities related to the prescribing of medications. Students and graduates are educated and employed in settings such as private and group practices, hospitals, managed care settings, nursing homes, rural and urban out-patient clinics, correctional facilities, medical research facilities, and health administration.

Physician assistants (PAs) are well utilized in health care because of the accessible, quality, cost effective care they provide. The physician assistant profession's contribution to providing primary and specialty care services to underserved areas and populations is well recognized. In keeping with this commitment, PA education at Stony Brook is heavily directed toward community medicine involvement in the provision of medical services and graduates are encouraged to work in areas of medical need.

The physician assistant program is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and the New York State Department of Education. Graduates are eligible to sit for the national certification examination for physician assistants, administered by the National Commission on Certification of Physician Assistants.

Admission Requirements

The program Web site, www.hsc.stonybrook.edu/shtm/, is the definitive source of information on admissions and provides comprehensive information on the program. For questions that are not addressed by the Website, please contact the program directly.

Candidates for the physician assistant program must meet the admission requirements of the School of Health Technology and Management. The requirements may be fulfilled through previously completed college studies.

In addition to the general academic requirements for graduate status in the school, the department specifies that fulfillment of the natural science requirement consists of

completion of 11 or more credits in the biological sciences, including three credits in microbiology, completion of at least eight credits in chemistry, three credits in organic or biochemistry, three credits in genetics, and three credits in statistics for a total of at least 28 credits in the natural sciences. Biology and chemistry courses must be those offered for science and/or pre-med majors. Preference for interview is given to applicants who have a natural science grade point average and an overall grade point average of 3.0 or better and have taken course work in Anatomy and Physiology. Preference is given to applicants whose natural science prerequisites have been taken within seven years of application and to those who have completed all of the required prerequisites at the time of application. Certification in Basic Life Support (BLS) is required prior to start of the program. Certification in ACLS is required prior to the start of the clinical year,

The department also requires a minimum of one year of experience in direct patient/health related care, either full-time or through equivalent accumulation of 1,000 hours. Preference will be given to those candidates with direct patient care or a broad range of health-related experience. This requirement can be fulfilled by paid or volunteer experience as a registered nurse, medic, corpsman, nurses' aide, medical technician, counselor in a health care setting, etc.

Our program participates in the CASPA (centralized application service for physician assistants). For an application please visit www.caspaonline.org or call (240) 497-1895. A required supplemental application will be sent to you upon departmental receipt of the CASPA application.

Program Requirements

The following professional courses must be completed prior to graduation from the Physician Assistant program:

Didactic Courses

| Course # | Title | Credits |
|----------|---|---------|
| HAP 504 | Professional Practice Issues | 2 |
| HAP 510 | Clinical Laboratory Medicine | 3 |
| HAP 512 | Principles of Clinical Pharmacology | 6 |
| HAP 516 | Problem Based Learning (PBL) | 1 |
| HAP 518 | Medical Director Presentation Rounds | 1 |
| HAP 521 | Clinical Medicine I | 5 |
| HAP 522 | Clinical Medicine II | 7 |
| HAP 523 | Clinical Medicine III | 6 |
| HAP 524 | Clinical Medicine IV | 9 |
| HAP 528 | Genitourinary, Sexual and Reproductive Health | 4 |
| HAP 532 | Diagnostic Imaging | 2 |
| HAP 534 | Introduction to Clinical Psychiatry | 3 |
| HAP 540 | Clinical Prevention and Population Health | 1 |
| HAP 545 | Ethics and Health Care for PAs | 3 |
| HAP 549 | Clinical Skills for the PA Student | 1 |
| HAP 551 | Research Design and Evidence Based Medicine | 2 |
| HAP 561 | Masters Project I | 1 |
| HAP 562 | Masters Project II | 1 |
| HAP 563 | Masters Project III | 1 |

| | | |
|---------|---------------------|---|
| HBA 561 | Human Gross Anatomy | 5 |
| HBP 511 | Pathobiology | 3 |
| HBV 501 | Physiology | 4 |

Clinical Courses

| Course # | Title | Credits |
|----------|-------------------------------------|---------|
| HAP 570 | Internal Medicine Clerkship | 5 |
| HAP 571 | Obstetrics and Gynecology Clerkship | 5 |
| HAP 572 | General Surgery Clerkship | 5 |
| HAP 574 | Emergency Medicine Clerkship | 5 |
| HAP 575 | Psychiatry Clerkship | 4 |
| HAP 576 | Medicine Preceptorship | 5 |
| HAP 577 | Pediatric Preceptorship | 5 |
| HAP 579 | Geriatrics Clerkship | 5 |
| HAP 580 | Orthopedic Clerkship | 4 |
| HAP 581 | Clinical Elective | 4 |

Special Academic Requirements

In addition to the academic policies of the school, each of the following courses must be passed with a minimum grade of C before a student is permitted to enter clinical clerkships:

| Course# | Title | Credits |
|---------|-------------------------------------|---------|
| HBA 561 | Human Gross Anatomy | 5 |
| HBP 511 | Pathobiology | 3 |
| HBV 501 | Physiology | 4 |
| HAP 512 | Principles of Clinical Pharmacology | 6 |

Each of the following courses must be passed with a minimum grade of C+:

| | | |
|---------|---|---|
| HAP 504 | Professional Practice Issues | 2 |
| HAP 510 | Clinical Laboratory Medicine | 3 |
| HAP 516 | Problem Based Learning (PBL) | 1 |
| HAP 518 | Medical Director Presentation Rounds | 1 |
| HAP 528 | Genitourinary, Sexual and Reproductive Health | 4 |
| HAP 532 | Diagnostic Imaging | 2 |
| HAP 534 | Introduction to Clinical Psychiatry | 3 |
| HAP 540 | Clinical Prevention and Population Health | 1 |
| HAP 545 | Ethics and Health Care for PAs | 3 |
| HAP 549 | Clinical Skills for the PA Student | 1 |
| HAP 551 | Research Design and Evidence Based Medicine | 2 |
| HAP 561 | Masters Project I | 1 |
| HAP 562 | Masters Project II | 1 |
| HAP 563 | Masters Project III | 1 |

Clinical Medicine courses must be passed with a minimum grade of B-. A minimum cumulative GPA of 3.0 is required to remain in good academic standing. Students must achieve a minimum grade of C for each clinical clerkship/preceptorship/elective, maintain a minimum 3.0 cumulative grade point average for all clinical clerkships, and successfully complete all summative evaluation requirements.

Preclinical and Clinical Course Descriptions

HAP 504 Professional Practice Issues

Provides information critical to understanding the development and organization of the physician assistant profession in the United States. Explores the dynamics of PA practice, including such issues as responsibilities to patients and the public, professional regulation and involvement, team care, cultural diversity, and developing trends in PA practice. Encourages the exploration, critiques, and evaluation of professional practice issues related to the quality, delivery, and cost-effectiveness of our nation's health care system.

2 credits, lecture

HAP 510 Clinical Laboratory Medicine

Presents fundamental principles of laboratory medicines. Strengthens the student's ability to select, perform, and interpret the results of basic clinical laboratory procedures to aid in formulating a preliminary diagnosis and management plan. The course is offered after students have acquired a foundation in human physiology and anatomy.

3 credits, lecture, laboratory

HAP 512 Principles of Clinical Pharmacology

Physician assistant students will learn to rationally and safely prescribe pharmaceuticals for patients in a variety of clinical settings. Includes both traditional lectures and seminar format discussions. Lectures emphasize the integration of pharmacologic principles and properties with the clinical uses of the most commonly prescribed medications. Seminars provide an opportunity for students to deepen understanding and application of knowledge in the setting of patient clinical cases. Seminar sessions and didactic lectures will be scheduled concurrently. Reinforces and integrates course information with content learned during the Clinical Medicine courses of the PA curriculum.

6 credits, lecture

HAP 514 The Problem Oriented Medical Record History and Physical Examination

The course provides students with an organized, sequential approach to the history and physical examination. Students will be able to perform both complete and directed histories and physical examinations and accurately document their findings. Open to entry-level PA students only.

5 credits, laboratory, lecture

HAP 516 Problem Based Learning (PBL)

Provides students with the opportunity to develop critical thinking and problem-solving skills in a seminar, small group environment. Students will learn to connect the knowledge and attitudes developed in behavioral, basic, and clinical science courses and apply it to patient care. Increases student capacity to seek and apply knowledge as individual problem solvers and members of a health care team. Open to entry-level PA students only.

1 credit, seminar

HAP 518 Medical Director Presentation Rounds

Provides students with feedback on oral presentations derived from patient history and physical examinations completed by students. Evaluations are based on students' ability

to critique an incomplete history and physical, identify issues that require further discussion in the HPI and physical exam, write a complete problem list, and document an assessment and plan. Open to entry-level PA students only.

0.5 credits, seminar

HAP 521 Clinical Medicine I

Focuses on mastery of the knowledge, skills, and attitudes necessary to construct a comprehensive patient database and management plan. Students are introduced to, and become proficient in, medical interviewing and performing a physical examination. Emphasizes the process of synthesizing data to formulate a diagnostic plan through learning activities such as lectures, small group process, problem-based learning, case studies, and clinical skills laboratories. Teaches data gathering and recording in the problem-oriented medical record format. The diagnostic process is taught in an organ systems (or medical subspecialty) approach. Students learn to recognize and manage physical and mental health problems. Students are encouraged to think critically as an integral part of developing a logical, sequential, and humanistic approach to their patient responsibilities and mastering medical information. The ultimate goal of these clinical medicine courses is to insure that students are optimally prepared to participate in the delivery of high-quality medical care in both an inpatient and outpatient setting.

Prerequisites: HAP 504 and HBA 561 (minimum grade of C-) *5 credits, lecture*

HAP 522 Clinical Medicine II

Focuses on mastery of the knowledge, skills, and attitudes necessary to construct a comprehensive patient database and management plan. Students are introduced to, and become proficient in, medical interviewing and performing a physical examination. Emphasizes the process of synthesizing data to formulate a diagnostic plan through learning activities such as lectures, small group process, problem-based learning, case studies, and clinical skills laboratories. Data gathering and recording are taught in the problem oriented medical record format. The diagnostic process is taught in an organ systems (or medical subspecialty) approach. Students learn to both recognize and manage physical and mental health problems. Students are encouraged to think critically as an integral part of developing a logical, sequential, and humanistic approach to their patient responsibilities and mastering medical information. The ultimate goal of these clinical medicine courses is to insure that students are optimally prepared to participate in the delivery of high-quality medical care in both an inpatient and outpatient setting.

7 credits, lecture

HAP 523 Clinical Medicine III

Focuses on mastery of the knowledge, skills, and attitudes necessary to construct a comprehensive patient database and management plan. Students are introduced to, and become proficient in, medical interviewing and performing a physical examination. Emphasizes the process of synthesizing data to formulate a diagnostic plan through learning activities such as lectures, small group process, problem-based learning, case studies, and clinical skills laboratories. Data gathering and recording are taught in the problem-oriented medical record format. The diagnostic process is taught in an organ systems (or medical subspecialty) approach. Students learn to recog-

nize and manage physical and mental health problems. Students are encouraged to think critically as an integral part of developing a logical, sequential, and humanistic approach to their patient responsibilities and mastering medical information. The ultimate goal of these clinical medicine courses is to insure that students are optimally prepared to participate in the delivery of high-quality medical care in both an inpatient and outpatient setting.

6 credits, lecture

HAP 524 Clinical Medicine IV

Focuses on mastery of the knowledge, skills, and attitude necessary to construct a comprehensive patient database and management plan. Students become proficient in utilizing the history and physical information as they begin to synthesize data to formulate a diagnostic plan. This is emphasized through learning activities such as lectures, small group process, case studies, and clinical skills laboratories. The diagnostic process is taught in an organ systems approach. Students learn to both recognize and manage physical and mental health problems. Students are encouraged to think critically as an integral part of developing a logical, sequential, and humanistic approach to their patient responsibilities and mastering medical information. Open to entry-level PA students only.

Prerequisite: Minimum grade of B- in HAP 523 and successful completion of prior PA program courses

9 credits, lecture

HAP 528 Genitourinary, Sexual and Reproductive Health

A comprehensive introduction to obstetrics and gynecology (OB/GYN), female and male genitourinary system (GU), and human sexuality. Students will learn about structures, function, evaluation, and treatments of the various diseases and conditions. Open to entry-level PA students only.

4 credits, lecture

HAP 532 Diagnostic Imaging

Provides an overview of common diagnostic imaging modalities and their indications, limitations, benefits, and potential risks. Students learn how to utilize plain radiographs and other imaging studies in the diagnosis of disease with an emphasis on recognition of normal findings and their comparison to the abnormalities found in disease processes.

2 credits, lecture

HAP 534 Introduction to Clinical Psychiatry

Presents key principles of psychiatric evaluation and interviewing to include the mental status exam. Focuses on psychiatric problems seen in primary care, introduces the differential diagnosis and treatment of major psychiatric disorders such as anxiety, personality and mood disorders, psychosis, substance abuse, and somatoform disorders. Fosters an awareness of social patterns that exert an impact on mental functioning.

3 credits, lecture

HAP 540 Clinical Prevention and Population Health

Provide students with an understanding of health promotion, disease prevention, and population health across a spectrum of issues including chronic diseases management, emerging infectious diseases, emergency preparedness, disparities in

health care services, and the impact of behavior and lifestyle choices. Students analyze these issues within the framework of the evidence base for practice, clinical prevention services, health promotion, health systems and health policy, and community aspects of practice.

1 credit, lecture

HAP 545 Ethics and Health Care for PAs

Provides an overview of ethics in health care in a rapidly changing society. Teaches students to approach ethical dilemmas using theoretical frameworks and decision-making processes. Explores ethical issues surrounding health care reform and public health policy and includes distribution of resources and rationing of services. Introduces students to the ethical perspectives of euthanasia, reproduction, transplants, genetics, research on human subjects, pediatrics, cloning, stem cells, and mental health through case studies. Reviews classic cases in health care ethics and their shaping of health policy. Discusses patient education and the Physician Assistant professional codes of ethics and standards.

HAP 549 Clinical Skills for the Physician Assistant Student

The clinical skills course provides the physician assistant student with an overview of common clinical procedural skills and their indications, limitations, benefits, and potential risks. Students are taught how to perform a number of commonly performed clinical procedures. Open to entry-level PA students only.

1 credit laboratory, lecture

HAP 551 Research Design and Evidence-Based Medicine

Provides students with basic knowledge and skills needed to formulate research questions and hypotheses, develop research protocols, critically evaluate and analyze scientific and medical journals, and to conduct computerized searches and literature reviews. Describes principals of Evidence-Based Medicine and emphasizes various types of clinical questions and tools available to answer them. By the end of this course, the student will choose a proposed topic for their capstone project.

2 credits, lecture

HAP 561 Master's Project I

Students will work with a faculty advisor to share their clinical question and perform an initial literature search on a topic of interest (identified in HAP 551). Topics should be well-focused, and may include psychological, economic or ethical issues in health care as well as diagnostic or treatment-related questions. Following review by a faculty committee, the student will write an initial draft to be used as a basis for the final paper.

Prerequisite: HAP 551

1 credit, tutorial

HAP 562 Masters Project II

Students will work with their faculty committee to refine the clinical question and revise the paper submitted at the end of Masters Project I. Emphasis will be placed on thoroughness of the literature search and clarity of the paper. By the completion of this course, students should have the paper in its final form, and have developed a draft of a formal Powerpoint presentation on the topic and process.

Prerequisite: HAP 561

1 credit, tutorial

HAP 563 Masters Project III

Students will revise the Powerpoint presentation submitted at the end of Masters Project II with input from their faculty committee, who will guide them in developing a concise, professional-appearing product, suitable for presentation at a professional conference. Students will present this to the faculty and other members of the class, and will be evaluated on the content, visual, and oral components of their work. Prerequisite: HAP 562

1 credit, tutorial

HAP 570 Internal Medicine Clerkship

Provides practical clinical experience in caring for adult hospitalized patients on a medical service. Strengthens the students skills in developing a comprehensive database with regard to a wide variety of common inpatient medical problems, stressing mastery of cognitive and affective information that enables the student to recognize normal and assess deviation from normal, and effectively consult and refer. Exposure to outpatient care is often included. Students learn to address personal and social issues that influence the care of the medical patient.

Prerequisite: successful completion of preclinical year courses
5 credits, clinical

HAP 571 Obstetrics and Gynecology Clerkship

Provides students with practical clinical experience in the differential diagnosis, evaluation, management, and consultation and referral for normal and abnormal conditions in obstetrics and gynecology. Students will gain skills in obtaining patient histories, physical diagnosis, and medical decision making through exposure to a broad base of patients with a wide variety of personal and social issues that influence patient care.

Prerequisite: successful completion of preclinical year courses
5 credits, clinical

HAP 572 General Surgery Clerkship

Provides students with practical clinical experience in the evaluation and management of surgical patients. Through exposure to a broad base of surgical patients, students will master the knowledge, attitudes and skills necessary to obtain focused patient histories and physical exams, construct a differential diagnosis, make sound medical decisions, and effectively consult and refer. Students will learn to address a variety of personal and social issues that influence the care of the surgical patient.

Prerequisite: successful completion of preclinical year courses
5 credits, clinical

HAP 574 Emergency Medicine Clerkship

Provides students with practical clinical experience in the medical care of acutely ill or injured patients. Students will enhance skills in obtaining focused patient histories, performing focused physical examinations, mastering emergency medical management and decision making, and effective consultation and referral. Emphasis is placed on student recognition of life threatening situations and the response to such situations. Students will learn to address a wide variety of personal and social issues that influence the care of the emergency medical patient.

Prerequisite: successful completion of preclinical year courses
5 credits, clinical

HAP 575 Psychiatry Clerkship

Provides students with practical experience in the recognition, evaluation, and management of patients with mental illness. Through clinical interaction with mental health patients and workers, students will develop an understanding of the biological and psychosocial factors that influence a variety of psychiatric conditions, and effectively consult with other professionals and refer patients to the support services that are required to optimize the care of the psychiatric patient. Students will learn to address a wide variety of personal and social issues that influence the care of this patient population.

Prerequisite: successful completion of preclinical year courses
4 credits, clinical

HAP 576 Medicine Preceptorship

Provides students with practical clinical experience working with the ambulatory medical patient. This preceptorship augments and develops directed data collection skills emphasizing a wide range of primary care medical problems and their management. Cognitive and affective skills that enable the student to recognize normal and assess abnormal findings and effectively consult and refer are a key aspect of learning during this experience. Students will learn to address a wide variety of personal and social issues that influence the care of the medical patient.

Prerequisite: successful completion of preclinical year courses
5 credits, clinical

HAP 577 Pediatric Preceptorship

Provides students with practical clinical experience working with ambulatory pediatric patients. Through exposure to a wide variety of primary care pediatric problems, students will develop directed data collection and patient management skills and learn how to effectively consult and refer. The preceptorship stresses those cognitive and affective skills that enable the student to recognize normal findings and assess abnormal findings. Students will learn to address a wide variety of personal and social issues that influence the care of the pediatric patient.

Prerequisite: successful completion of preclinical year courses
5 credits, clinical

HAP 579 Geriatrics Clerkship

Provides students with practical clinical experience in working with elderly patients. Augments and strengthens students skills in developing a thorough database and enhances student understanding of when to request a consultation or make a referral. Students work with a wide variety of common geriatric problems and learn how to appropriately modify their management approach to the indications, limitations, and methodology of diagnostic procedures and therapeutic regimens in the elderly. Students will also learn to address a wide variety of personal and social issues that influence the care of the geriatric patient.

Prerequisite: successful completion of preclinical year courses
5 credits, clinical

HAP 580 Orthopedic Clerkship

Provides students with practical experience in the care of patients with musculoskeletal disorders and acute injuries in the primary care setting. Students will develop the knowl-

edge, attitudes, and skills necessary to obtain directed patient histories, perform focused physical exams, make sound clinical decisions, and effectively consult and refer through exposure to patients with a wide variety of orthopedic problems. Students will learn to address a wide variety of personal and social issues that influence the care of the orthopedic patient. Prerequisite: successful completion of preclinical year courses 4 credits, clinical

HAP 581 Clinical Elective

Provides students with the opportunity to explore an area of medical or surgical practice beyond basic required rotations. Students are encouraged to choose an area of emerging importance in health care and PA practice and/or a potential employment setting. This elective clerkship further augments and develops patient management skills in the chosen medical or surgical discipline and must be selected in consultation with the students program faculty advisor. Students will learn to address a wide variety of personal and social issues that influence the care of many patients. Prerequisite: successful completion of preclinical year courses 4 credits, clinical

Post-Professional Physician Assistant Program Leading to the Master of Science Degree

Chair: Paul Lombardo

Program Director: Lynn Timko-Swaim

Assistant Director: Nadya Dimitrov

As providers of medical care and members of the health care team, PAs must respond to new standards of practice, evolving delivery systems, changes in reimbursement procedures, shifts in population demographics, and the opportunities and challenges of technology. This part-time graduate program provides an opportunity for PAs to meet these challenges while obtaining their Master of Science degree. The Stony Brook Post-Professional Masters Program (PPMP) increases the depth and breadth of student medical knowledge beyond that attained during entry level PA education and prepares graduates for career advancement and leadership in areas such as administration, management, education, and research. Optimally, this results in improved services to the patients and the communities that PPMP graduates serve.

To satisfy program degree requirements, each student must complete a minimum of 30 credits including 18 required credits in the core curriculum and 12 elective credits. Core credits include evidencebased medicine, ethics and health care, contemporary issues in health care delivery, clinical pharmacology, research writing, and clinical prevention and population health. Elective credits offer each student the opportunity to tailor the program to both his/her work setting and personal interests. The PPMP offers an online and an on-site format. Evening and weekend courses are offered at the Long Island and Manhattan locations in the traditional classroom style setting for the on-site format program.

Admission Requirements

Applicants must possess a baccalaureate degree from an accredited college or university and have graduated from an ARC-PA accredited PA Program. Current NCCPA certification is required and an overall GPA of 3.0 is preferred. Applications and complete program information can be accessed online on the program's Web site: www.hsc.stonybrook.edu/shtm/papmp/index.cfm. Applicants must select on their application either the on-site or online format.

Program Requirements

Candidates must complete a minimum of 30 credits within five years. All core and elective requirements must be satisfied while maintaining a minimum program GPA of 3.0. The on-site format program requires that at least one course must be completed at the Stony Brook Long Island location.

Students in the online format program can complete all course work online.

Core Courses

Candidates must complete the six core courses listed below (18 credits):

| Course# | Title | Credits |
|----------------|---|----------------|
| HAP 505 | Contemporary Issues in Health Care Delivery | 3 |
| HAP 511 | Clinical Pharmacology Seminar for Physician Assistants | 3 |
| HAP 541 | Principles and Practices of Clinical Prevention and Population Health | 3 |
| HAS 545 | Ethics and Health Care | 3 |
| HAP 552 | Evidence Based Medicine: Evaluating and Applying Clinical Research | 3 |
| HAP 554 | Research Writing for Health Professionals | 3 |

Electives

In addition to those courses listed below, many courses in the SHTM Department of Health Care Policy and Management (HCPM) can be used to fulfill elective requirements in the PA PPMP. HCPM courses are described in the Department of Health Care Policy and Management section of this bulletin. Registration for HCMP elective courses may require the permission of the HCMP program director. An added feature of the program is that students can apply for and complete the Advanced Certificate in Health Care Management in the Department of HCPM while enrolled in the PA PPMP.

Candidates must complete four elective courses (12 credits) from among the following and/or courses in the Department of HCPM:

| Course# | Title | Credits |
|----------------|---------------------|----------------|
| HAP 556 | Teaching Strategies | 3 |
| HAP 558 | Epidemiology | 3 |
| HAP 588 | Practicum | 3 |

Registration for the Practicum (HAP 588) requires permission from the PPMP program director. Three to six credits of tutorial work in the areas of research, education, or administration may be completed as practicums.

Course Descriptions

HAP 505 Contemporary Issues in Health Care Delivery

This course provides clinically practicing physician assistants an overview of important information and trends in health care delivery in the 21st century. Lecture content will include topics such as emergency response preparedness, complementary and alternative medicine, information technology in health care, medical genetics, geriatrics, global health, health law, Long Island's community health, women's health, men's health, and other health care topics as they arise. A variety of teaching methods will be utilized including lecture, case studies and small group discussions. Students will have the opportunity to explore in depth one area of special interest pertinent to the course. Post-professional PA students only.

3 credits, lecture, seminar

HAP 511 Clinical Pharmacology Seminar for Physician Assistants

Provides an opportunity for physician assistants to enhance their ability to rationally prescribe pharmaceuticals. The on-line seminars/case discussions integrate information presented via classroom and Web-based lectures. At the completion of this course, students will have deepened their understanding of how to appropriately select medications in various clinical settings, with knowledge of potential advantages, disadvantages, and relative costs. Post-professional PA students only.

3 credits, lecture

HAP 541 Principles and Practices of Clinical Prevention and Population Health

This course provides clinically practicing physician assistants an in-depth understanding of health promotion, disease prevention, and population health and resources for utilization of this information in their clinical practices. The framework for the course consists of four components including evidence base for practice; clinical prevention services-health promotion; health systems and health policy; and community aspects of practice. Includes both individually oriented and population-oriented preventative efforts, as well as interaction between the two. Students will be required to complete a health promotion or disease prevention project relevant to their community or clinical practice. Post-professional PA students only.

3 credits, lecture

HAP 552 Evidence Based Medicine: Evaluating and Applying Clinical Research

Provides practicing PAs with the knowledge and skills to develop and evaluate clinical research questions, hypotheses, designs, and protocols, and to critically evaluate and analyze scientific and medical journals. Students will learn to conduct computerized searches and literature reviews. Introduces the principles and practice of Evidence-Based Medicine, with emphasis on various types of clinical questions typically encountered in PA practice, and tools available to answer them. Course will focus on student areas of interest, and projects

will be based on clinical cases encountered in the student's practice. Students will apply their knowledge of research and EBM by designing a clinical question and conducting and reporting on a thorough literature search on their topic of choice. Post-professional PA students only.

3 credits, lecture

HAP 554 Research Writing for Health Professionals

This course prepares students to write and edit the components of research proposals and essays. Students will review required components for research proposals and practice writing and editing components and other assigned essays. Students will learn a six phase editing process to apply to their own writing and will learn to critique the writing of other students. Post-professional PA students only.

3 credits, distance learning

HAP 556 Teaching Strategies

This course provides an overview of the principles associated with effective teaching. Students will combine theory and practice while developing teaching skills that promote learning and diversity within a variety of educational settings. Topics covered in this course emphasize the practical aspects of teaching and include teaching models, student learning styles, course objectives, learning outcomes evaluation, teaching evaluation, and classroom ethics. Students will be required to complete a final project that will be presented, discussed and evaluated in class. For post-professional PA students only or with permission of the PPMP program director.

3 credits, lecture

HAP 558 Epidemiology

This course presents epidemiologic concepts used to study health and disease in populations. It provides information about the major causes of morbidity and mortality, including methods of measurement (e.g., incidence, prevalence) and data sources. Observational and experimental epidemiologic studies will be described and their advantages and disadvantages compared. Students will develop the skills needed to critically review epidemiologic research studies published in peer-reviewed journals. Students will be introduced to the various areas of epidemiologic study, including cancer, molecular/genetic, environmental, occupational, social and behavioral, and infectious disease/surveillance. The course comprises lectures, small group seminars, and reviews of published research allowing for in-depth discussions of topics. For post-professional PA students only or with permission of the PPMP program director.

3 credits, lecture

HAP 588 Practicum

Provides PA Post-Professional Masters Program (PPMP) students the opportunities to apply theories and skills learned in the program. A limited number of students are allowed to develop a practicum project that is uniquely designed to meet his/her needs. Students will plan and implement a project within one of the following areas: 1) research, 2) administration and management, 3) education, 4) leadership/professional development, or 5) professional writing. Acceptable projects must include design, implementation, and analysis phases as well as a bibliography. Projects are approved by the program

director and a mentor is assigned to assist in the development of a practicum proposal. Enrollment requires permission of the PPMP program director. The course may be repeated no more than once.

3-6 credits, tutorial

Program in Emergency Medical Technician -Paramedic Training Leading to a Certificate

Program Director: Paul A. Werfel

Assistant Program Director: Malcolm D. Devine

Medical Director: Robert S. Levy

The EMT-paramedic training program is a non-degree, non-credit program designed to train effective and compassionate paramedics in accordance with the 1998 standards established by the United States Department of Transportation. Upon successful completion of the program all students will be eligible to take examinations for certification as:

- New York State EMT-Paramedic
- Nationally Registered EMT-Paramedic (NREMT-P)
- New York City REMSCO
- AHA CPR for Health Care Providers
- AHA ACLS (Advanced Cardiac Life Support)
- AHA PALS (Pediatric Advanced Life Support)

Certification in Advanced Cardiac/Pediatric Life Support and Basic Life Support is also part of the curriculum. The program, offered every year, consists of approximately 750 hours of didactic training and 696 hours of clinical practicum in the emergency department, paramedic ambulance, CCU, obstetrics, pediatrics, and other applicable venues.

Admission Requirements

Applicants must be 18 years of age or older, have a high school diploma, and be a currently certified New York State EMT or AEMT. Admission is based on a standardized written test of math and reading skills and a personal interview.

Emergency Medical Technician-Basic Program Leading to a Certificate

Program Director: Paul A. Werfel

Assistant Program Director: Malcolm D. Devine

Medical Director: Robert S. Levy

The EMT-Basic training program is a non-degree, non-credit program designed to train students in accordance with the 1998 standards established by the United States Department of Transportation.

Upon successful completion of the program all students will be eligible to take examinations for certification in:

- New York State EMT - Basic
- Nationally Registered EMT - Basic
- AHA CPR for Health Care Providers

The program, available at multiple times throughout the academic year, includes approximately 130 hours of didactic instruction and 24 hours of clinical practicum in ambulance operations or emergency hospital care. EMT Basic Certification is a prerequisite for the program in Emergency Medical Technician-Paramedic.

Applicants must be at least 18 years old prior to state practical exam.

For details on current courses please go to:
<https://sites.google.com/site/sbuemt/>



School of Nursing



School of Nursing

DEAN: Lee Anne Xippolitos

ASSOCIATE DEANS: Lori Escallier, Marie Marino, Corrine Jurgens

ASSISTANT DEAN FOR BUSINESS AFFAIRS: Philip Tarantino

CHAIR, DEPARTMENT OF GRADUATE STUDIES IN ADVANCED PRACTICE NURSING: Patricia Bruckenthal

CHAIR, DEPARTMENT OF GRADUATE STUDIES IN NURSING EDUCATION AND LEADERSHIP: Marijean Buhse

CHAIR, DEPARTMENT OF UNDERGRADUATE STUDIES: Brenda Janotha

DIRECTOR OF STUDENT RESOURCE DEVELOPMENT: Lenore Lamanna

OFFICE: HSC Level 2

PHONE: (631) 444-3200

WEB: www.nursing.stonybrook.edu

Professors: Mary Anne Dumas, Kathleen Shurpin

Clinical Professors: Marijean Buhse, Lori Escallier, Arleen Steckel

Clinical Associate Professors: Nancy Balkon, Kathleen Bratby, Patricia Bruckenthal, Michael Chiarello, Virginia Coletti, Kathleen Gambino, Corrine Jurgens, Lenore Lamanna, Marie Ann Marino, Barbara Messina, Denise Snow, Philip Tarantino

Clinical Assistant Professors: Terri Cavaliere, Jeannette Coane, Elizabeth Collins, Carol Della Ratta, Janet Galiczewski, Barbara Gibbons, Brenda Janotha, Nicole Rouhana, Barbara Sprung, Catherine Sullivan, Paula Timoney, Lyn Vargo, Patricia Voelpel

Professors Emeritus: Ora James Bouey, Patricia Long

The School of Nursing (SON) offers three degree programs: a Bachelor of Science (B.S.) with a major in nursing, a Master of Science (M.S.) with a major in nursing and a Doctor of Nursing Practice (D.N.P.). The undergraduate curriculum prepares generic students to become knowledgeable participants in the delivery of comprehensive healthcare within hospitals, other healthcare agencies and community settings through upper division Basic Baccalaureate programs (B.B.P.) and Accelerated Bachelor of Science programs (A.B.S.). Registered nurses can complete their baccalaureate degree (B.S.) through the registered nurse baccalaureate program (R.N.B.P.) or registered nurse baccalaureate to master's program (R.N.B.S./M.S.) to complete both the undergraduate and graduate degrees in nursing.

The master of Science degree prepares students for advanced practice roles as nurse practitioners and clinical nurse specialists in adult health which could include primary, acute and critical care, child health, perinatal and women's health, neonatal health, community and mental health, family health/primary care, and as nurse midwives.

The School of Nursing offers an advanced graduate certificate program for nurses with masters degrees to continue their education by preparing for advanced practice as nurse practitioners in adult health which could include primary, acute and critical care, child health, perinatal and women's health, neonatal health, community and mental health, family health/primary care, and as nurse midwives.

The Doctor of Nursing Practice (D.N.P.) has been developed by members of the American Association of Colleges of Nursing in collaboration with the leadership of specialty

organizations and the National Organization of Nurse Practitioner Faculties as nursing's response to the growth of scientific knowledge in the discipline and the growing complexity of healthcare. It is meant to be the highest level of education for clinical practice in nursing and differs substantially from other models of doctoral education.

The School of Nursing's baccalaureate and master's programs are accredited by the Commission on Collegiate Nursing Education (CCNE) One Dupont Circle, NW, Washington, DC, 20036-1120, (202)-887-6791 and the American College of Nurse-Midwives (ACNM) Division of Accreditation 8403 Colesville Road, Ste. 1550 Silver Spring, MD 20910-6374 Phone (240) 485-1800; Fax (240) 485-1818 info@acnm.org www.midwife.org

The School of Nursing is seeking reaccreditation of its baccalaureate and master's program and initial accreditation of the Doctor of Nursing Practice Program in 2012.

Mission Statement

The mission of the School of Nursing is to provide accessible, high quality undergraduate, graduate education to diverse student populations for the development of nurse leaders at all entries of practice. The mission will be accomplished through innovative programs that reflect the needs and current trends of society. Our programs are implemented by faculty who are committed to education of the highest standards and who promote clinical practice, scholarly activity and research that advances the scientific and theoretical foundation of nursing.

Vision

The vision of the School of Nursing is to become a destination public ivy for students, faculty and researchers.

Values

Integrity: the maintenance of high and consistent standards that hold up under scrutiny

Respect: the acknowledgement, consideration and regard for the unique contributions of all

Excellence: the state of highest quality

Accountability: the quality of being responsible for one's actions

Creativity: a unique ability to develop innovation

Honesty: a characteristic of being fair, truthful and morally upright

Strategic Initiatives

1. Position the School of Nursing as a research school of distinction.
2. Augment the level of academic excellence for which Stony Brook University School of Nursing is recognized.
3. Respond to the needs and perspectives of communities of interest locally, nationally and globally.

Goals

- Educate a diverse population of students for professional nursing practice in a variety of settings.
- Provide educational access to geographically dispersed students through innovative programs and evolving technologies.
- Contribute to the scholarly development of the profession through integration of theory, research and clinical practice.
- Provide an educational foundation to promote cultural competence, ethical sensitivity, leadership and life-long learning.
- Prepare for global improvement of healthcare through individual, collaborative and interdisciplinary efforts.
- Provide an environment and infrastructure that supports faculty teaching, scholarship, research, service and practice.
- Provide a mechanism for continuous program assessment, outcomes evaluation and improvement.

Bachelor of Science Program Objectives

Upon completion of the program the student will be able to:

1. Utilize nursing processes to provide health promotion, health maintenance and restoration of diverse populations of patients.
2. Use theory to conceptualize health responses of diverse population of patients.
3. Apply research findings to improve nursing practice.
4. Apply principles of leadership and management in nursing and healthcare delivery.
5. Demonstrate accountability for quality improvement in nursing practice.
6. Participate in interdisciplinary collaboration to improve healthcare and health outcomes through advocacy, activism and change.
7. Demonstrate ethical and social responsibility.
8. Demonstrate continuous professional development.

Master of Science Program Objectives

Upon completion of the program, the student will be able to:

1. Provide first contact and/or continuing healthcare for diverse populations of patients.
2. Apply theory to provide evidence-based clinically competent care.
3. Utilize research process and methods for analyzing healthcare and outcomes.
4. Distinguish the difference between leadership and management.
5. Contribute to the continuous improvement of healthcare systems.
6. Synthesize knowledge obtained from nursing and

- related sciences for application to clinical practice to promote the global improvement of healthcare.
7. Promote ethical and social responsibility for quality healthcare.
8. Pursue advanced professional development.

Doctoral Program Objectives

Upon completion of the program, the student will be able to:

1. Analyze scientific data related to healthcare models and strategies that affect population health.
2. Maintain accountability for quality healthcare by evaluating methods which improve complex healthcare delivery systems.
3. Synthesize relevant findings from evidence for practice to improve healthcare outcomes.
4. Employ leadership skills for interprofessional collaboration that improve patient and population health outcomes.
5. Utilize information systems technology to evaluate outcomes of care, care systems, and quality management.
6. Integrate knowledge from nursing and other sciences as the foundation for the highest level of advanced nursing practice.
7. Participate in development and implementation of healthcare policies that promote ethical and social responsibility.
8. Evaluate clinical competence and organizational skills appropriate to area of specialization through life-long learning and reflection.

Pre-Admission Information

Pre-admission information about programs and admission requirements in the SON are offered on the Web site (www.nursing.stonybrook.edu). Information sessions are held in the School of Nursing, with dates and times posted on the Web site. Due to limited seating, registration to attend a specific session must be made by calling (631) 444-3200.

Applications

All applications to SON programs are to be completed and submitted online by the published deadlines. A personal interview may be required of qualified applicants. All applicants who have submitted completed applications will be notified of the decision regarding their application status. Information regarding application to SON programs may be found at www.nursing.stonybrook.edu

Admission to SON programs is highly competitive. Meeting minimum criteria for admission does not guarantee acceptance. The School of Nursing reserves the right to make final decisions based upon the applicant pool each year.

Non-Matriculated Students

A non-matriculated student may take selected courses up to six credits by permission. Permission must be granted through the SON Office of Student Affairs.

Student Advisement

All students are assigned an academic advisor who is responsible for ongoing academic counseling. Students are required to meet with their advisor before each registration period, at mid-term, and at the end of each term. It is expected that all students will follow the prescribed program and/or pathway. If any variation is needed or requested, students must contact their academic faculty advisor regarding any potential change. If approved, a revised pathway will be required and submitted to the Office of Student Affairs to facilitate course(s) registration.

Tuition and Fees*

For detailed information about tuition and fees, see the "Financial Information" section in this Bulletin. A Distance Learning fee is assessed in addition to University tuition and fees* as follows.

| | |
|--------|-------|
| Fall | \$236 |
| Spring | \$236 |
| Summer | \$150 |

Financial Aid

Financial aid programs are administered by the University or by federal and state agencies to which the student applies directly. The Office of Student Services is located in the Health Sciences Center, Level 2, Room 271; the telephone number is (631) 444-2111 or e-mail hscstudentservices@stonybrook.edu. For additional information on financial aid, visit www.uhmc.sunysb.edu/studserv.

Grading Policy

The School of Nursing follows the grading policies stated in this Bulletin with the following exceptions:

1. A grade of C- or less are not considered passing on any level of study.
2. A grade below C result in academic review for possible termination.
3. Students receiving an incomplete grade may be required by faculty to register for a varying number of credits in continuing coursework and may interrupt academic progression.
4. S/U may be assigned to select courses.

A grade of C- is considered a failing grade in the School of Nursing.

Academic Sanctions

The criteria for students to maintain enrollment in good standing in the School of Nursing are satisfactory performance in all academic and clinical components of the program. Failure to meet standards for academic progression may result in an academic sanction.

Warning Unsatisfactory performance, failure to submit work, academic and/or clinical dishonesty, or unprofessional behavior.

Jeopardy Final grade below C in any required course or a cumulative GPA below 2.0 for undergraduates; cumulative

GPA below 3.0 for graduates; failure to comply with faculty recommendations following academic warning; academic and/or clinical dishonesty, or unprofessional behavior.

Deceleration An interruption in the normal progression through the clinical sequence of courses in any of the nursing programs. Deceleration may be recommended in specific student situations.

Suspension A mandated temporary leave initiated by the faculty or the clinical instructor/preceptor while questionable actions of a student are being investigated by the Admissions and Academic Standards Committee.

Termination is a mandated expulsion of the student from the nursing major as determined by the Dean. A student may be terminated from the nursing program for any of the following circumstances:

1. As a result of an unresolved academic warning or jeopardy
2. As a result of a substantiated suspension
3. As a result of failure to register for two consecutive semesters
4. Failure of a required course

Withdrawal from Course The student must inform the course instructor and academic faculty advisor of the intention to withdraw from a course. If the course withdrawal is within the add/drop period the student can proceed with the withdrawal through SOLAR. If the student requests to withdraw from a course after the add/drop period, the student must request this in writing to the Office of Student Affairs and complete the Petition for Late Add/Drop or Late Registration Activity Withdrawal Form obtained and processed through the Office of Student Affairs.

Withdrawal from Term The student must inform the academic faculty advisor of the intention to withdraw from the term in writing. If the student seeks withdrawal after the add/drop period, the student must request to be withdrawn in writing to the Office of Student Affairs and complete the Petition for Late Add/Drop or Late Registration Activity Withdrawal Form obtained and processed through the Office of Student Affairs.

Withdrawal from University The student must provide a written request to the Program Director indicating his/her intention to withdraw from the program. The student must complete the Change of Enrollment Form obtained and processed through the Office of Student Affairs.

Academic Integrity

All students are expected to follow the codes established by the University. These are contained in the Student Handbook www.studentaffairs.stonybrook.edu/handbook. SON students are also expected to follow the policies of the SON contained in the Student Handbook www.nursing.stonybrook.edu. Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Academic dishonesty shall be defined as misrepresentation of authorship or in any

*All fees are subject to change without notice.

fashion falsifying part or all of any work submitted or intended to be submitted for academic credit. Such misrepresentation or falsification includes, but is not limited to, the use of supportive documentation, mechanical aids, mutual cooperation not authorized by faculty, plagiarism or theft of academic materials.

The principles of academic dishonesty also apply to those courses taken during the clinical phases of any program which are taken for credit or otherwise required for completion of the program. Owing to the critical nature of such requirements and student responsibility for the welfare of patients and agencies providing healthcare, academic dishonesty is further defined to include falsification of patient or agency records, violating accepted codes of professional ethics, or engaging in activities which might endanger the health or welfare of patients. Acts of academic dishonesty are referred to the Committee on Admissions and Academic Standards for review and recommendation to the Dean.

Appeals

The School of Nursing's policies on appeals can be found in the SON Student Handbook.

Clinical Practice Responsibilities

To participate in clinical experiences, students must submit the following: a completed health form; record of immunizations and titers; health insurance card; Basic Life Support and malpractice insurance \$1 million/\$3 million and R.N. licensure/re-registration where applicable.

Students in the Registered Nurse Baccalaureate Program and Master's program must submit a copy of and maintain a current R.N. license. New York State applicants must submit a copy of the current NYS Infection Control Certificate. Students in the Master's program must submit Student Nurse Practitioner or Midwife Malpractice Insurance of \$1 million/\$3 million. All students must submit yearly renewals of their R.N. license, malpractice insurance, Basic Life Support and health form. ID badges must be worn at all times while participating in class and clinical experiences. Students must adhere to clinical dress code and school of nursing identification policy.

Clinical Placement

Students and faculty work together to identify potential clinical sites and preceptors in the geographic area where they plan to do clinical fieldwork. The Clinical Placement staff work closely with students and faculty to facilitate this process so that students are able to achieve clinical competence and expected program outcomes.

All clinical sites and preceptors must be approved by the Stony Brook University School of Nursing faculty within each individual program to ensure that the planned clinical fieldwork will enable the student to successfully fulfill the clinical course objectives. Program faculty maintain communication with preceptors throughout the semester. Faculty are responsible for the overall evaluation of students.

Clinical sites may include private practices, free-standing clinics, hospitals, and hospital-affiliated facilities and practices. All sites require a letter of placement from the Clinical Placement Office. In addition, many sites require a legal affil-

iation agreement/contract between the individual institution and the State University of New York, on behalf of the Stony Brook University School of Nursing.

The Office of Clinical Placements works closely with the legal department to expedite favorable contract negotiations. Successful or timely contract execution cannot be guaranteed because of the complex nature of the legal process. The School of Nursing currently maintains approximately 300 clinical affiliation agreements/contracts throughout the United States, Canada, and abroad.

It is highly recommended that students select sites from the Stony Brook University School of Nursing's list of existing affiliation agreements/contracts or sites for which a contract is not required in order to facilitate timely progression through the program. The clinical experiences depend on the availability of clinical sites and preceptors in a student's region. The School of Nursing cannot guarantee the availability of clinical sites or the results of clinical negotiations.

Technical Standards for Admission and Retention

The Stony Brook University School of Nursing faculty has specified technical standards critical to the success of students in any Stony Brook University nursing program. Qualified applicants are expected to meet all academic admission criteria, as well as these technical standards, appropriate to their program of study.

Observation

The applicant/nursing student must be able to participate actively in all classroom, clinical, and laboratory exercises. The applicant/nursing student must be able to assess and comprehend the condition of all patients assigned to her or him. Such observation and information acquisition usually requires the functional use of visual, auditory, olfactory, and somatic senses.

Communication

The applicant/nursing student must be able to communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity and posture, assess non-verbal communications, and be able to effectively and efficiently transmit information to patients, fellow students, faculty, staff, and all members of the healthcare team. Skills include verbal, written, and nonverbal abilities consistent with effective communication.

Sensory/Motor

The applicant/nursing student must be able to use the senses of seeing, hearing, touch, and smell to make correct judgments regarding patient conditions for the purpose of demonstrating competence to safely engage in the practice of nursing. The applicant/nursing student must have sufficient motor function to elicit information from patients and be able to execute motor movements reasonably required to provide general care and emergency treatment to patients.

Intellectual-Conceptual, Integrative, and Quantitative Abilities

The applicant/nursing student must be able to measure, calculate, analyze, synthesize, and evaluate to engage completely in the safe practice of nursing.

Behavioral and Social Attributes

The applicant/nursing student must have the emotional health to fully use her or his intellectual ability, exercise good judgment, and complete all responsibilities attendant to the diagnosis and care of patients. The practice of nursing requires applicants/nursing students to be able to develop mature, sensitive, and effective relationships with patients and colleagues. To provide safe patient care applicants/nursing students must possess characteristics of adaptability, flexibility, and be able to function in the face of uncertainty.

The healthcare environment requires applicants/nursing students to be able tolerate physical and emotional stress and continue to function effectively and efficiently. She/he must have a high level of compassion for others, motivation to serve, integrity, and a consciousness of social values.

Candidates and students must possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds, and all belief systems.

Technical Specifications for On-Site and Distance Education Programs

Computer and Data Communication Requirements

All students, both on-site and blended, will have selected courses, many of which are available primarily by computer. Each student entering the School, both on-site and distance, must have access to a Windows-based computer, which they are responsible to maintain. The following is a detailed description of the computer hardware, software, and data communication requirements. Please take the time to familiarize yourself with these requirements to assure that your computer system fully meets them.

Hardware Requirements

- Most current Microsoft Windows-based computers, including those purchased within the past five years, will meet the minimum computer hardware requirements.
- A DVD drive is necessary to install some of the required software described below.
- Should you be considering the purchase of a new computer, it is strongly recommended that you consider the purchase of Windows-based notebook computer with wireless connectivity which will enable you to take advantage of the wireless connectivity provided in the School.
- Macintosh computers with Boot Camp or Parallel with Windows version XP or higher installed are acceptable.

Software Requirements

- Windows 7 is recommended for new purchases. Other versions of Windows including XP and Vista are supported.
- MS Word and PowerPoint are required; current version MS Office 2007 recommended, MS Office XP acceptable, MS Office 2000 and 97 not supported.
- Internet browser software required versions are: Microsoft Internet Explorer 8 and 7. Not supported are Internet Explorer 6, Mozilla Firefox, Netscape and AOL browsers.
- Adobe Acrobat Reader software version 7.0 or higher is required.

- Virus scanning software is highly recommended such as Norton or McAfee.
- Current versions of MS Office and Symantec anti-virus may be available free from campus. Since the School of Nursing does not administer these offerings they are subject to change. Registered students can obtain more information about these offers as follows: Symantec anti-virus - see the Stony Brook University Softweb web site and MS Office - contact the HSC Matthews Bookstore at (631) 444-3685.

Internet Connection

An Internet connection is required from an Internet Service Provider (ISP) or cable company.

Please Note: It is strongly recommended that students use their own computers and do not share a computer with others when completing the Blended Program. Students are required to maintain their computer hardware and operating systems in proper functioning order.

Honors

Degree candidates may receive school or departmental awards for superior performance upon recommendation of the faculty.

Dean's List

Each semester, part-time students must have completed at least six credits of letter-grade work in order to be considered.

Degrees with Distinction

School of Nursing undergraduate students are eligible for Degrees with Distinction. Degrees with Distinction are conferred on candidates for the Bachelor of Science degree who have completed at least 55 credits at Stony Brook, excluding special examination and waiver credit (or 43 credits for Registered Nurse Baccalaureate students), and who attain the requisite grade point average (determined by the registrar). The levels of distinction are *summa cum laude*, *magna cum laude*, and *cum laude*, and constitute approximately the 98th percentile, the 93rd percentile and the 85th percentile, respectively.

The grade point average cutoffs for the three levels of distinction are: *summa cum laude*, 3.85; *magna cum laude*, 3.70; and *cum laude*, 3.50.

Attainment of a degree with distinction is indicated on the student's diploma and permanent academic record.

Honor Society

The Kappa Gamma Chapter of Sigma Theta Tau International was chartered in 1988 and is the honor society for the School of Nursing. Graduate and Undergraduate students are eligible based upon criteria as established by Sigma Theta Tau International Inc.

Awards and Scholarships

School of Nursing graduating students are eligible to apply for, or may be nominated by the School of Nursing Awards Committee, to receive University awards as they are applicable. School of Nursing students have frequently received the Distinguished Community Service Award. (Refer to the "Academic Regulations and Procedure" section at the beginning of this Bulletin for a complete list of available awards.)

Helen Bang Award

Awarded to a student who has demonstrated potential for being an outstanding nurse in medical surgical clinical practice.

Yvonne Corrine Headley-Harmon Award

Awarded to a student who demonstrates community service and academic excellence.

Stony Brook Foundation Awards

Awarded to basic baccalaureate and registered nurse baccalaureate students graduating with the highest grade point average.

Dorothy Popkin Award

Awarded to a basic baccalaureate student who has demonstrated excellence in psychiatric/mental health nursing.

Health Sciences Undergraduate Award

Awarded to a junior student in the Health Sciences who demonstrates academic excellence and outstanding non-academic service activities on campus and in the community.

George E. Xippolitos Endowed Memorial Fund

Awarded to a student to provide support for doctoral research with an emphasis in cardiac nursing, including but not limited to research, travel, awards and professional development.

Dean's Award

Awarded to a graduating student that demonstrates overall excellence and has contributed recognizably to the nursing program.

David Douglas Memorial Award

Awarded to a graduating nursing student who is or is related to a veteran and who has demonstrated academic excellence and service to the aging population.

Hugh J.B. Cassidy Award

Awarded to a graduating nursing student(s) who has demonstrated academic excellence and service to the aging population.

Ora James Bouey Scholarship

Bi-annual scholarship to undergraduate nursing students of African American and economically disadvantaged backgrounds. Students must maintain an overall GPA of 2.5.

Debbie Whitmore Award

Awarded to a student who demonstrates academic excellence, significant contribution to student life and athletics on campus and within the community.

Doretta Dick Award

Awarded to a graduating student(s) who showed excellence in scholarly writing.

Nursing Clubs/HSCSA Organizations

The Health Sciences Center Student Association (HSCSA) represents all HSC undergraduate students enrolled in the Schools of Health Technology and Management, Nursing, and Social Welfare. HSCSA sponsors numerous activities and programs during the year to meet the social and academic needs of students. It also promotes interprofessional understanding and education by fostering joint activities among students in the different health professions programs.

National Student Nurse's Association: Stony Brook Chapter

The mission of the National Student Nurse's Association-Stony Brook Chapter is to: organize, represent and mentor students preparing for initial licensure as registered nurses, as well as those enrolled in baccalaureate completion programs, convey the standards and ethics of the nursing profession, promote development of the skills that students will need as responsible and accountable members of the nursing profession, advocate for high quality healthcare, advocate for and contribute to advances in nursing education and develop nursing students who are prepared to lead the profession in the future.

New York Pre-Nursing Society

The Pre-Nursing Society was founded in 2003 by Roxanna Minero with the goal and intentions of educating students on the west side of Stony Brook's campus about Stony Brook's School of Nursing and the nursing profession. Participating students have the opportunity to become involved within the community, helping them to observe firsthand some of the roles of a nurse. Some of the volunteer services include monthly visits to the Veteran's Nursing Home, the Walk for Beauty, the Special Olympics, Light the Night Walk, and the Lupus Walk.

Admission**Basic Baccalaureate Program (Two Year) BBP**

Applicants to the nursing undergraduate program must achieve upper-division status (57 credits) with a cumulative grade point average of 2.8 to be admitted to the Two Year Basic Baccalaureate Program. The school encourages applications from transfer students as well as applicants from Stony Brook University.

The nursing curriculum, concentrated in the upper division years leads to the Bachelor of Science Degree with a major in nursing. Students enter the program having completed two years of general education which must include program prerequisites.

Interested students are advised to complete all general University requirements by the end of their second year of undergraduate work. Refer to "Requirements for the Bachelor's Degree" in this Bulletin for general requirements. These include a minimum of 57 credits which must be earned prior to beginning the program. Students must have completed courses with a grade of C or higher in the following:

| Required Courses | Credits |
|---|---------|
| English Composition | 3 |
| Introduction to Sociology | 3 |
| Introduction to Psychology | 3 |
| Lifespan or Developmental Psychology | 3 |
| Group Theory/Social Psychology | 2-3 |
| Microbiology | 3-4 |
| Anatomy (Anatomy & Physiology I) | 3-4 |
| Physiology (Anatomy & Physiology II) | 3-4 |
| Chemistry I | 3-4 |
| Additional Science (Biology, Physics, etc.) | 3-4 |
| Statistics | 3 |

Three out of six of the following without overlap:

| | |
|--|----|
| Second semester of introductory foreign language | 3 |
| American History | 3 |
| Other World Civilizations | 3 |
| Humanities | 3 |
| The Arts | 3 |
| Western Civilization | 3 |
| Electives | 16 |

These courses together satisfy the SUNY General Education requirements. The SUNY competencies requirements are satisfied within the cumulative curriculum.

Basic Baccalaureate Programs

Accelerated Baccalaureate Program (One Year) (ABP)

The accelerated bachelor of science program is designed for students who have already completed a bachelor's degree, either at Stony Brook University or another accredited school. The nurse curriculum leads to a Bachelor of Science degree with a major in nursing.

Admission Requirements

- Bachelors degree
- Minimum cumulative GPA 2.8
- Prerequisite courses:
 - Anatomy and Physiology (6-8 credits)
 - Chemistry I (3-4 credits)
 - Additional science (Chem II, Bio preferred) (3-4 credits)
 - Microbiology (3-4 credits)
 - Lifespan or Child Development (3 credits)
 - Statistics (3 credits)

Registered Nurse Baccalaureate Program

Program Overview

The Registered Nurse Baccalaureate Program curriculum, concentrated in the upper division, leads to the Bachelor of Science Degree with a major in nursing. Students enter the program with either an associate degree or diploma in nursing.

Admission Requirements

All courses required for admission must be completed prior to enrolling in the School of Nursing at Stony Brook. Official transcripts from each school attended must be submitted in order to transfer the minimum of 57 credits, with a minimum cumulative GPA of 2.5. Grades below C will not be transferred. In addition all applicants are required to submit a Clinical Practice Portfolio during the first year of study.

| Required Courses | Credits |
|--|---------|
| English Composition | 3 |
| Introduction to Sociology | 3 |
| Introduction to Psychology | 3 |
| Lifespan or Developmental Psychology | 3 |
| Group Theory/Social Psychology | 2-3 |
| Microbiology | 3-4 |
| Anatomy (Anatomy & Physiology I) | 3-4 |
| Physiology (Anatomy & Physiology II) | 3-4 |
| Chemistry I | 3-4 |
| Additional Science (Biology, Physics, etc.) | 3-4 |
| Statistics | 3 |
| Three out of six of the following without overlap: | |
| Second semester of introductory foreign language | 3 |
| American History | 3 |
| Other World Civilizations | 3 |
| Humanities | 3 |
| The Arts | 3 |
| Western Civilization | 3 |
| Electives | 16 |

These courses together satisfy the SUNY General Education requirements. The SUNY competencies requirements are satisfied within the cumulative curriculum.

Advanced Placement Nursing Credits (28) for R.N. Students ONLY

R.N. Baccalaureate and R.N. Baccalulate to Master's students are required to submit a Clinical Practice Portfolio to be evaluated for 28 advanced placement credits.

Clinical Practice Portfolio

R.N. Baccalaureate to Master's students and Master of Science students with a non-nursing bachelor's degree are required to submit a clinical practice portfolio that will be evaluated for academic credit (R.N. student) or validation of baccalaureate level nursing competencies (Master of Science student with a non-nursing bachelor's-degree). Failure to meet the Clinical Practice Portfolio requirements will affect your ability to remain a matriculated student in this program. The portfolio must contain, if applicable:

- Current R.N. License
- History of clinical practice employment
- Letter of Comment from Employer
- Professional/Personal development
- Copy of most recent performance evaluation
- Clinical Practice Portfolio Assessment Tool
- Paid Portfolio Fee

Registered Nurse B.S./M.S. Program

Program Overview

The Register Nurse B.S./M.S. program curriculum, concentrated in the upper division. Leads to the Bachelor of Science degree with a major in Nursing. Upon meeting progression criteria, students will continue to the Master of Science program in their designated specialty.

Admission Requirements

All courses required for admission must be completed prior to enrolling in the SON. Official transcripts from each school attended must be submitted in order to transfer the minimum of 57 credits with a minimum cumulative GPA of 3.0. Grades below a C will not be transferred. One to two years relevant clinical experience required depending on designated specialty.

Required Documentation

This documentation must be received by the stated application deadline in order for the application to be considered.

- Three letters of recommendation
- Meet all Technical Standards for Admission and Retention
- Personal Statement
- Official transcripts from all colleges/universities
- Foreign transcripts evaluated by World Education Services (WES), or other accredited services
- Paid application fee
- TOEFL, if applicable

Additional Requirements Upon Admission

- Evidence of meeting University health requirements
- Evidence of health insurance
- Evidence of Student Nurse Malpractice insurance
- Certification in Basic Life Support for Healthcare Providers with AED

Progression Requirements, Junior to Senior Level

To advance to the senior level, students must have completed at least 84 credits, including all junior level courses of the applicable program (B.B.P. or R.N.B.P.) with grades of C or higher. Students must maintain a cumulative grade point average of 2.0.

Course Waiver Requirements

- Five-year age maximum on courses with a grade of B or higher.
- May waive up to a maximum of six credits toward another degree.
- Six credits waived are not counted in GPA from Stony Brook University nor do they count toward residency requirements.
- Must be upper division (300 level or higher.)

Graduation Requirements

All Health Sciences Center candidates for the Bachelor of Science degree must satisfy all University graduation requirements, as well as the Health Sciences Center school requirements for the specific degree. At least 120 credit hours of passing work must have been completed for the Bachelor of Science degree. Each candidate must earn at least 39 credits in upper division courses (numbered 300 and higher) and have an overall cumulative grade point average of at least 2.0.

| Required Courses | Credits |
|--|---------|
| English Composition | 3 |
| Introduction to Sociology | 3 |
| Introduction to Psychology | 3 |
| Lifespan or Developmental Psychology | 3 |
| Group Theory/Social Psychology | 2-3 |
| Microbiology | 3-4 |
| Anatomy (Anatomy & Physiology I) | 3-4 |
| Physiology (Anatomy & Physiology II) | 3-4 |
| Chemistry I | 3-4 |
| Additional Science (Biology, Physics, etc.) | 3-4 |
| Statistics | 3 |
| Three out of six of the following without overlap: | |
| Second semester of introductory foreign language | 3 |
| American History | 3 |
| Other World Civilizations | 3 |
| Humanities | 3 |
| The Arts | 3 |
| Western Civilization | 3 |
| Electives | 16 |

These courses together satisfy the SUNY General Education requirements. The SUNY competencies requirements are satisfied within the cumulative curriculum.

Additional requirements:

R.N. license

One to two years relevant clinical experience depending on designated specialty

Academic Progression Criteria

All admission requirements are complete.

Approved Clinical Practice Portfolio

Cumulative GPA 3.0

Successful completion of all undergraduate coursework

Current R.N. license

Blended Programs

Blended programs are the result of combining technology and curriculum to meet the increasing needs of the modern student whose demanding schedule does not fit that of conventional academia.

These programs are offered in a flexible, blended format. The curriculum is delivered using a computer-mediated distance education modality and students will be required to attend on-site classes periodically each semester.

Academic Requirements for Admission to the Master of Science Programs,* Post-Master's Advanced Certificate Programs,* and Master's Completion Programs*

Master of Science Degree (Minimum 45 Credits)

- Baccalaureate degree with an upper division nursing major (Non-Nursing Bachelor of Science, see information on page 160)
- Cumulative grade point average of at least 3.0
- Three letters of recommendation
- Registered professional nurse licensure (required for clinical experience in the United States)
- Three-credit undergraduate course in Health Assessment (grade C or better) by advisement
- Three credit undergraduate course in Statistics (grade C or better) by advisement
- Certification in Basic Life Support for healthcare providers (HCP/BLS)
- Evidence of meeting University health requirements
- Technical Standard for Admission and Retention (see page 157)
- Evidence of health and malpractice insurance
- Letter of intent-personal statement

Post-Master's Advanced Certificate Program (Minimum 18 Credits)

- Master's degree in Nursing from an accredited program
- Minimum of one year recent relevant experience in a clinical setting is recommended
- Three letters of recommendation
- Registered professional nurse licensure (required for clinical experience in the United States)
- Three-credit undergraduate course in Health Assessment (Grade C or better) by advisement
- Three-credit undergraduate course in Statistics (Grade C or better) by advisement
- Letter of intent-personal statement
- Current vitae/resume
- Certification in Basic Life Support for healthcare providers ((HCP/BLS))
- Evidence of meeting University health requirements
- Evidence of health and malpractice insurance
- Technical Standard for Admission and Retention

Master's Completion Program

By individual advisement.

Graduate Applications with Non-Nursing Bachelor's Degrees (HSN-D)

Applicants to a master's program with a non-nursing bachelor's degree are required to submit a Clinical Practice Portfolio to be evaluated for baccalaureate-level nursing competencies.

- Cumulative GPA 3.0
- Statistics (3 credits undergraduate level) by advisement
- Health Assessment course (3 credits undergraduate level) by advisement

Course Waiver Requirements

- Five-year age maximum on graduate courses with a grade of B or higher.
- May waive up to a maximum of six credits toward another degree.
- Six credits waived are not counted in GPA from Stony Brook University nor do they count toward residency requirement.

Challenge Evaluation Process

Students wishing to challenge a course must obtain permission from the course coordinator/instructor and then file for challenge examination with the Office of Student Affairs.

- Incoming and continuing matriculated undergraduate and graduate students in good standing are eligible to challenge course work up to seven credits. All students must meet University residency requirements.
- Challenge credit will not be awarded if the student has:
 - a. Previously taken and failed the course
 - b. Previously used the course required for another degree
- The grade to be recorded for a challenge evaluation will be entered as a letter grade. If the student fails a challenge evaluation, it will not become part of the student's record and the student will be required to enroll in the course being challenged.
- If the student is not satisfied with the grade received on a challenge evaluation, the student may elect to take the course for which the challenge evaluation is offered and replace the challenge evaluation grade with the grade earned in the course.
- An appropriate special designation by the Registrar should appear on the transcript for each course passed by the challenge evaluation awarding appropriate course credits.
- Challenge evaluation credits are not counted as part of semester credit load for the purposes of academic standing regulations.
- Challenge evaluation credits are not included in the residency requirement for receiving a degree from Stony Brook University.
- The Department of Graduate Studies within the School of Nursing has the authority to determine the courses that can be challenged and the evaluation method used to challenge them.
- Evaluation methods chosen by the department for challenge evaluation may include, but are not limited to, standardized state or national exams, departmental exams, and whenever appropriate, field performance, oral examinations, and other formats.
- Credits for challenge evaluation must be submitted to the Office of Student Affairs for approval and processing through the Office of Student Services to the Registrar.

*The School of Nursing reserves the right to change admission and program requirements to meet prevailing accreditation and registration requirements. Graduates of these programs are eligible to apply for New York State certification as well as national certification in their respective specialties.

Procedure to Apply for the Challenge Evaluation

- The student communicates with course faculty and/or chair of department responsible for the course prior to or early in the academic program in which the course is offered.
- The student obtains a challenge application from the Office of Student Affairs.
- Challenge evaluation application (if approved) is completed by the student and signed by the Faculty/Chair.
- The student sends completed application to the Bursar with payment for the appropriate fee per credit. The Bursar's receipt must be attached to the challenge application.
- The challenge application, with receipt, will be returned to the School of Nursing, Office of Student Affairs, which forwards copy to the Department.
- Upon successful completion of the challenge evaluation, the course faculty submits the challenge examination report to the Office of Student Affairs.
- The Office of Student Affairs will forward a copy to the Office of Student Services for notation on the student's official University academic transcript.

Progression Requirements for the Master of Science Program

- Successful completion of all program required courses.
- Maintenance of a cumulative GPA of 3.0 or better.
- Satisfactory professional and ethical conduct.
- Maintenance of current Registered Professional Nurse license during enrollment in clinical courses and health insurance requirements and malpractice insurance. Graduate students who do not meet the above standards are subject to the same academic sanctions, warning, jeopardy, suspension, and dismissal as the undergraduate students.
- Failure to register for two consecutive semesters may result in termination.

Continuing Professional Education

The School of Nursing's Continuing Professional Education Program has been established to meet the educational demands of a diverse local, national and international adult student population. Many programs are offered to help students meet their educational and career advancement goals.

Contact: Office of Continuing Professional Education

Phone: (631) 444-1059

www.nursing.stonybrook.edu

Undergraduate Bachelor of Science Upper-Division Curriculum Two-Year Program (HNIB2)

| Course # | Title | Credits |
|----------|--|---------|
| HNI 301 | Mathematics for Healthcare | 1 |
| HBP 310 | Pathology | 3 |
| HNI 350 | Perspectives in Nursing Education and Nursing Practice | 2 |
| HNI 364 | Fundamental Concepts of Nursing Practice | 10 |
| HNI 370 | Health Assessment | 4 |
| HNI 367 | Introduction to Healthcare Policy | 1 |

| | | |
|----------|--|----|
| HNI 363 | Nutrition | 2 |
| HNI 373 | Psychiatric Mental Health Nursing | 6 |
| HNI 374 | Community Health Nursing | 6 |
| HBP 310/ | Pathology (continuation) | 0 |
| HNC 310 | | |
| HBH 330/ | Fundamentals of Pharmacology I | 2 |
| HNC 330 | | |
| HNI 440 | Research in Nursing | 2 |
| HNI 463 | Parent Child Health Nursing (Obstetrics) | 6 |
| HNI 464 | Parent Child Health Nursing (Pediatrics) | 6 |
| | Elective | 2 |
| HNI 473 | Adult Health Nursing | 9 |
| HNI 474 | Capstone Nursing Practicum | 3 |
| HNI 479 | Professional, Managerial, Legal, and Ethical Implications for Nursing Practice | 3 |
| HBH 331 | Fundamentals of Pharmacology II | 3 |
| | Total Upper Division Credits | 71 |
| | Transfer or Crossover Credits | 57 |

Undergraduate Bachelor of Science One-Year Accelerated Program (HNIB1)

Professional

| Course # | Title | Credits |
|----------|--|---------|
| HNI 350 | Perspectives in Nursing Education and Nursing Practice | 2 |
| HNI 367 | Intro to Healthcare Policy | 1 |
| HNI 440 | Research in Nursing | 2 |
| HNI 479 | Professional, Managerial, Legal, and Ethical Implications for Nursing Practice | 3 |
| HNI 301 | Mathematics for Healthcare | 1 |
| HBP 310/ | Pathology | 3 |
| HNC 310 | | |
| HBH 330/ | Fundamentals of Pharmacology I | 2 |
| HNC 330 | | |
| HBH 331/ | Fundamentals of Pharmacology II | 3 |
| HNC 331 | | |
| HNI 363 | Nutrition | 2 |
| HNI 364 | Fundamental Concepts of Nursing Practice | 10 |
| HNI 370 | Health Assessment | 4 |
| HNI 373 | Psychiatric Mental Health Nursing | 6 |
| HNI 374 | Community Health Nursing | 6 |
| HNI 463 | Parent Child Health Nursing (Obstetrics) | 6 |
| HNI 464 | Parent Child Health Nursing (Pediatrics) | 6 |
| HNI 473 | Adult Health Nursing | 9 |
| HNI 474 | Capstone Nursing Practicum | 3 |

Undergraduate Registered Nurse Baccalaureate Curriculum

HNC (On-Site) or HNC-Z (Blended)

| Course # | Title | Credits |
|----------|---------------------------------------|---------|
| HNC 300 | Informatics in Nursing | 2 |
| HNC 302 | Introduction to Computer Applications | 1 |

| | | | | | |
|-----------------|--|----|---------------|--|--------|
| HBP/ HNC 310 | Principles of Pathology | 3 | HNH 505 | Healthcare Policy and Advocacy | 2 |
| HBH/ HNC 330 | Fundamentals of Pharmacology I | 2 | HNG 515 | Advanced Health Assessment Across the Life Span | 3 |
| HBH/ HNC 331 | Fundamentals of Pharmacology II | 3 | HNG 519 | Advanced Theory and Clinical Practice in Adult Health Nursing I | 4 |
| HNC 340 | Novice to Expert | 5 | HNG 529 | Advanced Theory and Clinical Practice in Adult Health Nursing II | 5 |
| HNC 350 | Perspectives in Nursing Education and Nursing Practice | 2 | HNG 539 | Advanced Theory and Clinical Practice in Adult Health Nursing III | 5 |
| HNC 370 | Health Assessment | 4 | HNG 540 | Clinical Pharmacology | 3 |
| HNC 440 | Research in Nursing | 2 | HNG 541 | Statistical Methods and Scholarly Inquiry | 3 |
| HNC 469 | Nursing Practice Family and Community | 5 | HNG 543 | Applications of Clinical Nursing Research | 3 |
| HNC 470 | Nursing Management Practicum OR | 6 | HNG 549 | Advanced Theory and Clinical Practice in Adult Health Nursing IV | 5 |
| HNC 471 | Nursing Management Practicum for B.S./M.S. Studies | 3 | HBP 511 | Clinical Pathobiology | 3 |
| HNC 479 | Professional, Management, Legal and Ethical Implications for Nursing Practice | 3 | Or HNG-588 | Clinical Pathobiology Electives | 3 3 |
| HNC 499 | Clinical Epidemiology | 2 | | | |
| | Clinical Practice Portfolio | 28 | | | |
| | Electives* | 5 | | | |

Registered Nurse Baccalaureate to Master's Program

| Course # | Title | Credits |
|-----------------|--|---------|
| HNC 302 | Introduction to Computer Applications | 1 |
| HBP/ HNC 310 | Principles of Pathology | 3 |
| HBH/ HNC 330 | Fundamentals of Pharmacology I | 2 |
| HBH/ HNC 331 | Fundamentals of Pharmacology II | 3 |
| HNC 340 | Novice to Expert | 5 |
| HNC 350 | Perspectives in Nursing Education and Health Practice | 2 |
| HNC 370 | Health Assessment | 4 |
| HNC 440 | Research in Nursing | 2 |
| HNC 469 | Nursing Practice Family and Community | 5 |
| HNC 471 | Nursing Management Practicum | 3 |
| HNC 479 | Professional, Management, Legal and Ethical Implications for Nursing Practice | 3 |
| HNC 499 | Clinical Epidemiology | 2 |
| | Clinical Practice Portfolio | 28 |
| HNH 503 | Organizational Leadership and Role Formation | 3 |
| HNH 504 | Quality Improvement Safety and Healthcare Technologies | 3 |
| HNH 505 | Healthcare Policy and Advocacy | 2 |

Master of Science Programs Advanced Practice Registered Nurse Program

Adult Health Nursing HNA (On-Site) or HNA-Z (Blended)

| Course # | Title | Credits |
|----------|--|---------|
| HNH 503 | Organizational Leadership and Role Formation | 3 |
| HNH 504 | Quality Improvement, Safety and Healthcare Technologies | 3 |

Child Health Nursing HNK-Z (Blended)

| Course # | Title | Credits |
|----------|--|---------|
| HNH 503 | Organizational Leadership and Role Formation | 3 |
| HNH 504 | Quality Improvement, Safety and Healthcare Technologies | 3 |
| HNH 505 | Healthcare Policy and Advocacy | 2 |
| HNG 520 | Selected Topics in Childhood Morbidity | 2 |
| HNG 525 | Advanced Health Assessment Child Health | 3 |
| HNG 540 | Clinical Pharmacology | 3 |
| HNG 541 | Statistical Methods and Scholarly Inquiry | 3 |
| HNG 543 | Applications of Clinical Nursing Research | 3 |
| HNG 518 | Advanced Theory and Clinical Practice in Child Health Nursing I | 4 |
| HNG 528 | Advanced Theory and Clinical Practice in Child Health Nursing II | 4 |
| HNG 538 | Advanced Theory and Clinical Practice in Child Health Nursing III | 5 |
| HNG 548 | Advanced Theory and Clinical Practice in Child Health Nursing IV | 4 |
| HNG 588 | Clinical Pathobiology Electives | 3 3 |

Neonatal Health Nursing HNN-Z (Blended)

| Course # | Title | Credits |
|----------|--|---------|
| HNH 503 | Organizational Leadership and Role Formation | 3 |
| HNH 504 | Quality Improvement, Safety and Healthcare Technologies | 3 |
| HNH 505 | Healthcare Policy and Advocacy | 2 |
| HNG 513 | Advanced Health Assessment of the Neonate and Infant | 3 |
| HNG 522 | Advanced Topics in Fetal and Neonatal Pathophysiology | 2 |
| HNG 541 | Statistical Methods and Scholarly Inquiry | 3 |
| HNG 542 | Neonatal Clinical Pharmacology | 3 |
| HNG 543 | Applications of Clinical Nursing Research | 3 |
| HNG 564 | Advanced Theory and Clinical Practice in Neonatal | 3 |

*Elective offerings vary from semester to semester.

| | | |
|---------|---|---|
| | Health Nursing II: Primary Care for High Risk Infant | |
| HNG 569 | Advanced Theory and Clinical Practice in Neonatal Health Nursing I: The Childbearing Family | 3 |
| HNG 578 | Advanced Theory and Clinical Practice in Neonatal Health Nursing III: The High Risk Neonate I | 7 |
| HNG 579 | Advanced Theory and Clinical Practice in Neonatal Health Nursing IV: The High Risk Neonate II | 7 |
| HNG 588 | Clinical Pathobiology | 3 |

Perinatal/Women's Health Nursing HNW (Blended)

| Course # | Title | Credits |
|----------|--|---------|
| HNH 503 | Organizational Leadership and Role Formation | 3 |
| HNH 504 | Quality Improvement, Safety and Healthcare Technologies | 3 |
| HNH 505 | Healthcare Policy and Advocacy | 2 |
| HNG 501 | Primary Care | 3 |
| HNG 514 | Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing I (Must be taken sequentially) | 4 |
| HNG 515 | Advanced Health Assessment Across the Life Span | 3 |
| HNG 524 | Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing II (Must be taken sequentially) | 4 |
| HNG 534 | Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing III (Must be taken sequentially) | 5 |
| HNG 540 | Clinical Pharmacology | 3 |
| HNG 541 | Statistical Methods and Scholarly Inquiry | 3 |
| HNG 543 | Clinical Applications of Nursing Research | 3 |
| HNG 554 | Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing IV (Must be taken sequentially) | 4 |
| HNG 588 | Clinical Pathobiology | 3 |
| | Electives | 2 |

Psychiatric/Mental Health Nursing HNM-Z (Blended)

| Course # | Title | Credits |
|----------|--|---------|
| HNH 503 | Organizational Leadership and Role Formation | 3 |
| HNH 504 | Quality Improvement, Safety and Healthcare Technologies | 3 |
| HNH 505 | Healthcare Policy and Advocacy | 2 |
| HNG 515 | Advanced Health Assessment Across the Life Span | 3 |
| HNG 517 | Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing I | 4 |
| HNG 527 | Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing II | 5 |
| HNG 537 | Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing III | 5 |
| HNG 540 | Clinical Pharmacology | 3 |
| HNG 541 | Statistical Methods and Scholarly Inquiry | 3 |

| | | |
|---------|---|---|
| HNG 543 | Applications of Clinical Nursing Research | 3 |
| HNG 547 | Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing IV | 5 |
| HNG 551 | Psychopharmacology | 2 |
| HNG 568 | The Addicted Client | 1 |
| HNG 577 | Families: Theory and Intervention For Advanced Nursing Practice | 1 |
| HNG 588 | Clinical Pathobiology | 3 |

Nurse Midwifery HNE (Blended)

Nursing Courses

| Course # | Title | Credits |
|----------|---|---------|
| HNH 503 | Organizational Leadership and Role Formation | 3 |
| HNH 504 | Quality Improvement, Safety and Healthcare Technologies | 3 |
| HNH 505 | Healthcare Policy and Advocacy | 2 |
| HNG 501 | Primary Care | 3 |
| HNG 515 | Advanced Health Assessment Across the Life Span | 3 |
| HNG 540 | Clinical Pharmacology | 3 |
| HNG 541 | Statistical Methods and Scholarly Inquiry | 3 |
| HNG 543 | Applications of Clinical Nursing Research | 3 |
| HNG 555 | Professional Issues in Midwifery | 2 |
| HNG 581 | Midwifery I | 2 |
| HNG 585 | Midwifery II | 5 |
| HNG 586 | Midwifery III | 5 |
| HNG 587 | Midwifery IV | 5 |
| HNG 588 | Clinical Pathobiology | 3 |

Post-Master's Advanced Certificate Program

Adult Health Nursing HNA (On-Site) or HNA-Z (Blended)

| Course # | Title | Credits |
|----------|---|---------|
| HNH 503 | Organizational Leadership and Role Formation | 3 |
| HNH 504 | Quality Improvement, Safety and Healthcare Technologies | 3 |
| HNH 505 | Healthcare Policy and Advocacy | 2 |
| HNG 515 | Advanced Health Assessment Across the Life Span* | 3 |
| HNG 540 | Clinical Pharmacology* | 3 |
| HBP 511 | Clinical Pathobiology* | 3 |
| | Available to On-site students only | |
| HNG 588 | Clinical Pathobiology* | 3 |
| HNG 519 | Advanced Theory and Clinical Practice in Adult Health Nursing I | 4 |
| HNG 529 | Advanced Theory and Clinical Practice in Adult Health Nursing II | 5 |
| HNG 539 | Advanced Theory and Clinical Practice in Adult Health Nursing III | 5 |
| HNG 549 | Advanced Theory and Clinical Practice in Adult Health Nursing IV | 5 |
| | Electives by Advisement | |

*By Advisement

Child Health Nursing HNK-Z (Blended)

| Course # | Title | Credits |
|----------|---|---------|
| HNH 503 | Organizational Leadership and Role Formation | 3 |
| HNH 504 | Quality Improvement, Safety and Healthcare Technologies | 3 |
| HNH 505 | Healthcare Policy and Advocacy | 2 |
| HNG 518 | Advanced Theory and Clinical Practice in Child Health Nursing I | 4 |
| HNG 588 | Clinical Pathobiology* | 3 |
| HNG 525 | Advanced Health Assessment Child Health* | 3 |
| HNG 528 | Advanced Theory and Clinical Practice in Child Health Nursing II | 4 |
| HNG 538 | Advanced Theory and Clinical Practice in Child Health Nursing III | 5 |
| HNG 540 | Clinical Pharmacology* | 3 |
| HNG 548 | Advanced Theory and Clinical Practice in Child Health Nursing IV | 4 |
| HNG 520 | Pediatric Pathophysiology* | 2 |

Perinatal/Women's Health Nursing HNW (Blended)

| Course # | Title | Credits |
|----------|---|---------|
| HNH 503 | Organizational Leadership and Role Formation | 3 |
| HNH 504 | Quality Improvement, Safety and Healthcare Technologies | 3 |
| HNH 505 | Healthcare Policy and Advocacy | 2 |
| HNG 501 | Primary Care | 3 |
| HNG 514 | Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing I | 4 |
| HNG 515 | Advanced Health Assessment Across the Life Span* | 3 |
| HNG 524 | Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing II | 4 |
| HNG 534 | Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing III | 5 |
| HNG 540 | Clinical Pharmacology* | 3 |
| HNG 554 | Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing IV | 4 |
| HNG 588 | Clinical Pathobiology* | 3 |

Neonatal Health Nursing HNN-Z (Blended)

| Course # | Title | Credits |
|----------|--|---------|
| HNH 503 | Organizational Leadership and Role Formation | 3 |
| HNH 504 | Quality Improvement, Safety and Healthcare Technologies | 3 |
| HNH 505 | Healthcare Policy and Advocacy | 2 |
| HNG 513 | Advanced Health Assessment of the Neonate and Infant | 3 |
| HNG 522 | Advanced Topics in Fetal and Neonatal Pathophysiology | 3 |
| HNG 535 | Theory and Role Transition in Advanced Nursing Practice | 1 |
| HNG 542 | Neonatal Clinical Pharmacology | 3 |
| HNG 569 | Advanced Theory and Clinical Practice in Neonatal Health Nursing I: The Childbearing Family* | 3 |

| | | |
|---------|---|---|
| HNG 564 | Advanced Theory and Clinical Practice in Neonatal Health Nursing II: Primary Care for High Risk Infant* | 3 |
| HNG 578 | Advanced Theory and Clinical Practice in Neonatal Health Nursing III: The High Risk Neonate I | 7 |
| HNG 579 | Advanced Theory and Clinical Practice in Neonatal Health Nursing IV: The High Risk Neonate II | 7 |
| HNG 588 | Clinical Pathobiology* | 3 |

Psychiatric/Mental Health Nursing HNM (On-Site) or HNMZ (Blended)

| Course # | Title | Credits |
|----------|--|---------|
| HNH 503 | Organizational Leadership and Role Formation | 3 |
| HNH 504 | Quality Improvement, Safety and Healthcare Technologies | 3 |
| HNH 505 | Healthcare Policy and Advocacy | 2 |
| HNG 515 | Advanced Health Assessment Across the Life Span* | 4 |
| HNG 517 | Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing I | 4 |
| HNG 527 | Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing II | 5 |
| HNG 537 | Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing III | 5 |
| HNG 540 | Clinical Pharmacology* | 3 |
| HNG 547 | Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing IV | 5 |
| HNG 557 | Clinical Perspectives of Neurophysiology Electives by Advisement | 2 |
| HNG 588 | Clinical Pathobiology* | 3 |

Nurse Midwifery Program ACN/HNE-Z (Blended)

| Course # | Title | Credits |
|----------|--|---------|
| HNG 501 | Primary Care | 3 |
| HNG 515 | Advanced Health Assessment Across the Life Span* | 3 |
| HNG 540 | Clinical Pharmacology* | 3 |
| HNG 555 | Professional Issues in Midwifery | 2 |
| HNG 581 | Midwifery I | 2 |
| HNG 585 | Midwifery II | 5 |
| HNG 586 | Midwifery III | 5 |
| HNG 587 | Midwifery IV | 5 |
| HNG 588 | Clinical Pathobiology* | 3 |

*By Advisement

Master of Science Completion Programs (By Individual Advisement)

Doctor of Nursing Practice (D.N.P.) Admission Criteria for Post-Master's Applicants

The following are required for admission, unless otherwise noted:

1. Registered professional nurse licensure
2. National certification in an advance practice specialty (preferred)
3. Master's degree in Nursing from an accredited program
4. Graduate GPA 3.0
5. Relevant recent experience in nursing: minimum of one year required, two years preferred
6. Written statement of why applicant wishes to pursue a D.N.P. at Stony Brook and area of interest
7. Three letters of recommendation
8. Curriculum Vitae and supporting documents
9. Interview
10. Health Care Provider Basic Life Support certification, malpractice insurance, and current University and SON health requirements

Doctor of Nursing Practice (D.N.P.) Academic Progression:

| Course | Title | Credits |
|---------|----------------------------------|---------|
| HND 647 | Doctoral Research Seminar | 3 |
| HND 610 | Ethics Throughout the Lifespan | 3 |
| HND 625 | Health Care Policy | 3 |
| HND 635 | Biostatistics | 3 |
| HND 640 | Principles of Epidemiology | 3 |
| HND 655 | D.N.P. Clinical Residency I | 4 |
| HND 615 | Genomics | 3 |
| HND 648 | Global Health and Social Justice | 3 |
| HND 665 | D.N.P. Clinical Residency II | 4 |
| HND 650 | Systems Theory | 3 |
| HND 675 | D.N.P. Clinical Residency III | 4 |
| HND 685 | D.N.P. Clinical Residency IV | 6 |

Upper-Division Required Courses

HNI 301 Mathematics for Healthcare

Emphasizes conversion, math and metric values used in nursing and healthcare.

1 credit

HNI 350 Perspectives in Nursing Education and Nursing Practice

Historical, social, economic and political perspectives on the development of nursing education and practice in the United States. Examines health policy and the ethical, social and legal forces influencing the development of nursing and scope of practice.

2 credits

HNI 360 Statistical Methods for Healthcare

This introductory statistics course provides a basic understanding of statistical principles and their application to research underpinning evidence-based practice in healthcare. The course places an emphasis on practical application of data management, probability testing, statistics and statistical terminology as used to answer research questions and test hypotheses. A variety of case studies are used to allow introductory application of statistics to simple salient and researchable healthcare problems.

3 credits

HNI 367 Introduction to Healthcare Policy

Studies the relationship of people to environmental factors affecting health status and functioning. Explores wellness, health, and illness as expressions of life processes in interaction with the environment.

1 credit

HNI 363 Nutrition

Introduces the basic elements of nutrition and normal and therapeutic diets. Assesses nutritional needs and problems of individuals, families, and communities across the life cycle. Emphasizes preventive teaching. Explores selected sociological and ecological implications.

2 credits

HNI 364 Fundamental Concepts of Nursing Practice

Introduces the role of the nurse as a healthcare provider. Explores critical thinking and decision making in the nursing process. Includes concepts, principles, research findings and current knowledge in the psychological, social, behavioral and physical sciences, and the humanities, to build a conceptual base for professional practice. Focuses on client/environment interactions throughout the life cycle and the fundamental skills necessary to provide therapeutic nursing interventions in a clinical setting.

10 credits

HNI 370 Health Assessment

Emphasizes clinical decision making in assessing psychological and physiological health status of individuals throughout the life cycle. Culture, development, environment and support systems are assessed through interviewing, history taking, data collection and physical examination to derive nursing diagnoses, determine priorities and plan therapeutic nursing interventions.

4 credits

HNI 373 Psychiatric Mental Health Nursing

Focus is on psychosocial nursing as a continuum of care during the development of children, adults and families in the psychiatric/mental health environment. Theoretical knowledge and clinical practice from the bio/psycho/social cultural model, nursing theories and current research findings are used to assist the student in establishing help as an integral aspect of the nurse-client environment relationship. Case studies and experiential based learning activities are provided to enhance analytical thinking and encourage independent decision-making.

6 credits

HNI 374 Community Health Nursing

Focus is on developing skills in handling health problems of children, adults and families in community environments. Theoretical knowledge and clinical practice from the bio/psycho/social cultural model, nursing theories and current research findings are used to assist the student in establishing help as an integral aspect of the nurse-client environment relationship. Case studies and experiential based learning activities are provided to enhance analytical thinking and encourage independent decision-making.

6 credits

HNI 382 Continuing Coursework

1-12 credits

HNI 440 Research in Nursing

Introduces the language and process of scientific inquiry with a focus on nursing practice. Critical analysis of nursing research methods and application of findings.

Prerequisite: Junior level sequence of nursing courses

2 credits

HNI 463 Parent Child Health Nursing (Obstetrics)

Introduces the theoretical and clinical practice of nursing with multi-cultural parenting families. Builds on related disciplines in the sciences and the humanities and focuses the nursing process in the context of client, environment interaction.

6 credits

HNI 464 Parent Child Health Nursing (Pediatrics)

Introduces the theoretical and clinical practice of nursing with multi-cultural childrearing families. Builds on related disciplines in the sciences and the humanities and focuses the nursing process in the context of client, environment interaction.

6 credits

HNI 473 Adult Health Nursing

Assessment, interventions in, and evaluation of human responses to complex health problems of individuals in middle and late adulthood.

9 credits

HNI 474 Capstone Nursing Practicum

Theory and research findings are integrated in an intensive clinical practicum with the opportunity to actualize the professional nurse generalist role.

3 credits

HNI 479 Professional, Managerial, Legal and Ethical Implications for Nursing Practice

Analyzes legal, economic, and political issues confronting the nurse manager in contemporary healthcare. Focuses on theory and principles of leadership.

Prerequisite: Senior status

3 credits

HNI 498 School of Nursing Full Time Enrollment for FALL Term

For students who are maintaining matriculation before the start date of the HSC program.

12 credits

HBH 330 Fundamentals of Pharmacology I

Covers the basic principles that underlie the action of drugs on physiological processes. These principles are applied to the specific action of drugs on the autonomic nervous system. In addition, the pharmacology of cardiovascular drugs are covered in detail.

2 credits

HBH 331 Fundamentals of Pharmacology II

A continuation of HBH 330. Covers the action of drugs on individual systems as well as drug-drug interactions emphasizing the mechanisms of action. Surveys therapeutic applications and adverse drug reactions.

Prerequisite: HBH 330

3 credits

HBP 310 Pathology

A study of the basic mechanisms of disease and the pathophysiology of the important human illnesses. Primarily for Health Sciences Center students; others admitted with special permission.

3 credits

Electives**HNI 366 Group Theory**

Designed to increase the student's understanding of the behavioral processes inherent in all groups. Emphasis is placed on the interaction between environmental factors, group members, and the group itself as it encounters its designated tasks. This course examines the role of history and culture in healing and medicine. The consideration and utilization of cultural practices and beliefs when designing health education programs will be stressed. This course examines the role of history and culture in healing and medicine. The consideration and utilization of cultural practices and beliefs when designing health education programs will be stressed.

Prerequisite: Course for prospective R.N. and B.B.P. undergraduate students only

2 credits

HNI 376 Clinical Assistantship in Nursing Practice

Focuses on professional role development of the nurse in relation to people, environment interaction, promotion of health and includes 37 hours of preceptored clinical experience. Students receive wages as determined by the hospitals. Elective.

Prerequisite: Permission of instructor

3 credits

HNI 482 Directed Studies

A guided reading program with a selected member of the faculty.

Prerequisite: Permission of instructor

Variable credit and repetitive credit up to four

Registered Nurse Baccalaureate Courses

Upper-Division Required Courses

HNC 300 Nursing Informatics

Designed to provide students with the knowledge and skills necessary for the areas of informatics and information management relevant to effective practice and research in nursing. It will develop use of information technologies in relation to the care of patients, the administration of healthcare facilities, and the education of healthcare professionals and consumers.

2 credits

HNC 302 Introduction to Computer Applications

This course introduces the student to the fundamentals, knowledge and skills needed to be proficient in the use of a Windows based computer in a distance education environment.

1 credit

HNC 310 Pathology

Studies the basic mechanisms of disease and the pathophysiology of the important illnesses of man.

3 credits

HNC 330 Fundamentals of Pharmacology I

Covers the basic principles that underlie the action of drugs on physiological processes. The particular application to drugs acting on the autonomic nervous system are discussed in detail.

2 credits

HNC 331 Fundamentals of Pharmacology II

A continuation of HNC 330. Covers the action of drugs on individual systems as well as drug-drug interactions emphasizing the mechanisms of action. Surveys therapeutic applications and adverse reactions.

Prerequisite: HNC 330

3 credits

HNC 340 Novice to Expert

Provides the student with the opportunity to develop their professional role in nursing using the principals of critical thinking, communication, and decision-making.

5 credits

HNC 350 Perspectives in Nursing Education and Nursing Practice

Historical, social, economic, and political perspectives on the development of nursing education and practice in the United States. Examines health policy and the ethical, social, and legal forces influencing the development of nursing and scope of practice.

2 credits

HNC 360 Statistical Methods for Healthcare

This introductory statistics course provides a basic understanding of statistical principles and their application to research underpinning evidence-based practice in healthcare. The course places an emphasis on practical application of data management, probability testing, statistics and statistical terminology as used to answer research questions and test

hypotheses. A variety of case studies are used to allow introductory application of statistics to simple salient and researchable healthcare problems.

Prerequisite: Permission of instructor

3 credits

HNC 366 Group Theory

Designed to increase the student's understanding of the behavioral processes inherent in all groups. Emphasis is placed on the interaction between environmental factors, group members, and the group itself as it encounters its designated tasks.

Prerequisite: course for prospective R.N. and undergraduate students only

2 credits

HNC 370 Health Assessment

Emphasizes clinical decision making in assessing psychological and physiological health status of individuals throughout the lifecycle. Culture, development, environment and support systems are assessed through interviewing, history taking, data collection and physical examination to derive nursing diagnoses, determine priorities and plan therapeutic nursing interventions.

4 credits

HNC 382 Continuing Coursework

Continuing Course Work

1-12 credits

HNC 440 Research in Nursing

Introduces the language and process of scientific inquiry with a focus on nursing practice. Critical analysis of nursing research methods and application of findings.

2 credits

HNC 450 Health Assessment

Emphasizes clinical decision making in assessing psychological and physiological health status of individuals throughout the lifecycle. Culture, development, environment, and support systems are assessed through interviewing, history taking, data collection, and physical examination to derive nursing diagnoses, determine priorities, and plan therapeutic nursing interventions.

Prerequisite: permission of instructor

4 credits

HNC 469 Nursing Practice Family and Community

Focus is on decision making relevant to health promotion, health maintenance and health restoration of individual families and communities within a multicultural society. Analytical thinking, communication and evidence based guidelines are necessary to develop and provide competent nursing care. Interventions for families and communities will be emphasized.

Prerequisites: successful completion of all professional socialization courses, satisfaction of advanced placement requirement and HNC 370, HBP 310

5 credits

HNC 470 Nursing Management Practicum for B.S. Studies

Studies a selected health-related problem or concern and uses theories and research to design, test, and evaluate interven-

tion strategies. Consultation with a faculty mentor and a preceptorial agreement are essential.

Prerequisites: successful completion of all other required courses and satisfactory faculty assessment of clinical competence for the selected focus of study

6 credits

HNC 471 Nursing Management Practicum for B.S./M.S. Studies

Studies a selected health-related problem or concern and uses theories and research to design, test, and evaluate intervention strategies. Consultation with faculty mentor and a preceptorial agreement are essential.

Prerequisites: successful completion of all other required courses and satisfactory faculty assessment of clinical competence for the selected focus of study; required for terminal course

3 credits

HNC 479 Professional, Managerial, Legal and Ethical Implications for Nursing Practice

Analyzes legal, economic, and political issues confronting the nurse manager within the contemporary healthcare setting. Focuses on theory and principles of leadership.

3 credits

HNC 499 Clinical Epidemiology-Population Based

An introduction to epidemiologic principles will be applied to major public health problems in the community.

2 credits

Electives

HNC 482 Directed Studies

An independent guided reading program with a selected member of the faculty.

Prerequisite: permission of instructor

Variable credit and repetitive credit up to four

Master of Science Courses

All Tracks (Blended)

Core Courses: All Tracks

HNG 503 Organizational Leadership and Role Transformation

This course focuses on the knowledge and skills needed to understand the economies of care, business principles, and how to work within and affect change in systems. It will also prepare students to conceptualize a new advanced practice role in the discipline of nursing. Leadership, including theory, leadership styles, contemporary approaches and strategies, will be explored.

3 credits

HNG 504 Quality Improvement, Safety and Healthcare Technologies

This course prepares students to apply quality improvement methods and analyze information to affect safety and quality of care and to improve patient outcomes. The use of current and emerging technologies to support safety and quality across diverse settings will be emphasized.

3 credits

HNG 505 Health Policy and Advocacy

This course examines how policies shape the structure and financing of healthcare, influence the social determinants of health, and affect health outcomes. Participation in the development and implementation of institutional, local, state, and federal policy will be an expectation of this course. The role of nurse as advocate for patients, the profession, and health-promoting policies will be explored.

2 credits

HNG 540 Clinical Pharmacology

Clinical applications of the major classifications of drugs. Emphasizes pharmacology and therapeutics. Addresses clinical correlations with applications to special populations using case studies. Prescription writing, patient compliance to drug therapy and application of this knowledge for special patient populations.

3 credits

HNG 541 Statistical Methods and Scholarly Inquiry

This is the first of two courses designed to examine research in relation to advanced practice nursing. The course focuses on understanding how quantitative and qualitative research provide the scientific foundation of nursing and impact quality patient outcomes. Particular emphasis is placed on research methodologies, including both quantitative and qualitative designs. Student's analytical skills will be strengthened through critiques of statistical methods and qualitative analyses of healthcare related data.

3 credits

HNG 543 Applications of Clinical Nursing Research

This is the second of two courses designed to examine research in relation to practice and primary care delivery in nursing and healthcare. Particular emphasis is on gaining increased understanding of theories and the advantages and disadvantages of various research designs and methodologies. Current clinical nursing research will be used as examples. Students ability to critically analyze published research studies for relevance and implications for theory and clinical practice will be stressed.

Prerequisite: HNG 541

3 credits

HNG 588 Clinical Pathobiology

This is a graduate course which uses the case study approach and focuses on the underlying principles of modern experimental pathology. Focuses on the clinical aspects of the body system, including relevant underlying biochemistry structure, or pathophysiology at the organ, tissue, cell or molecular end.

3 credits

HBP 511 Clinical Pathobiology

For graduate students who have obtained primary healthcare baccalaureate degrees through the case study approach. Covers the underlying principles of modern experimental pathology. Focuses on the clinical aspects of the body system, including relevant underlying biochemistry, structure, or pathophysiology at the organ, tissue, cell or molecular level. Prerequisites: Undergraduate degree, healthcare experience, biochemistry or cell biology, anatomy and microbiology.

3 credits

HNG 582 Continuing Course Work

1-12 credits, S/U grading

HNG 577, HNG 541, HNG 543, HNG 540*

**These are also Midwifery core courses.*

Child Health Nursing (Blended)**HNG 518 Advanced Theory and Clinical Practice in Child Health Nursing I**

The focus of this course is the development of critical thinking and clinical decision-making as essential components of the advanced practice role. The major emphasis will be on analyzing and exploring common primary health problems of infants, children, and adolescents, and developing optimum client outcomes that promote cost-effective, quality healthcare within the context of a multicultural society. Health assessments will integrate the concepts, theories, and principles underlying advanced assessment, diagnosis, and management of common health problems of infants, children, and adolescents within the context of their families and communities. Knowledge of related health sciences, nursing theories, and research are drawn upon to further develop the framework for the advanced practice role.

Prerequisite: HNG 525 (may be taken as a corequisite)

4 credits

HNG 520 Selected Topics in Childhood Morbidity

The course is designed to provide the graduate student preparing for an advanced practice role with a broad knowledge base of the physiological and pathophysiological changes that occur during the maturational process from conception through childhood. Emphasis will be placed on the maintenance of wellness and prevention of illness through nursing interventions, perinatal education, and anticipatory guidance.

2 credits

HNG 525 Advanced Health Assessment Child Health

This course is designed to enable the student to refine and further develop clinical decision making skills while conducting health assessment of infants, children, and adolescents. Emphasis will be placed on assessment of the child's physical, emotional, and cognitive development within the context of the family and environment.

3 credits

HNG 528 Advanced Theory and Clinical Practice in Child Health Nursing II

This is the second of four sequential courses designed to expand and integrate concepts, theories, and principles under-

lying advanced assessment, diagnosis, and management of common health problems of children within the context of their families and communities. This course prepares students for the advanced practice role of the pediatric nurse practitioner/clinical nurse specialist in an environment conducive to analytic skills, clinical decision making and reflections on practice in a multi-cultural society. Clinical and evidence based research is drawn upon to further develop the framework for the advanced practice role.

Prerequisite: HNG 518

4 credits

HNG 538 Advanced Theory and Clinical Practice in Child Health Nursing III

This is the third of four sequential courses and is designed to provide knowledge and analytical skills to meet the healthcare needs of children and families with chronic and or medically fragile conditions in a complex and culturally diverse society. There will be precepted clinicals that expose students to clinical decision making in collaborative practice environments. Health care management will be linked with evidence based clinical research findings that promote optimal healthcare for children and families within complex interrelated healthcare systems.

Prerequisite: HNG 528

5 credits

HNG 548 Advanced Theory and Clinical Practice in Child Health Nursing IV

This is the last of a series of four courses designed to provide students an opportunity to evaluate critically the role of the Pediatric Nurse Practitioner and Clinical Nurse Specialist in the care of children and their families. Care will be taken to integrate advanced nursing practice, leadership, management, research and expert clinical practice in diagnosing, treating, and managing children with particular healthcare needs. Concepts of clinical practice will be related to outcome based research.

Prerequisite: HNG 538

4 credits

Perinatal/Women's Health Nursing (Blended)**HNG 501 Primary Care**

The student explores and analyzes common health problems as experienced by women from young adulthood through old age. Optimum client outcomes are emphasized in the development of client specific management plans. The clinical components of primary care are practiced in women's healthcare settings. An emphasis is placed on application of evidence-based screening guidelines.

3 credits

HNG 514 Advanced Theory and Clinical Practice in Perinatal/Women's Health I

This is the first of four sequential courses focusing on advanced nursing practice specializing in perinatal/women's health throughout their life span focusing on gynecological health. Analytical thinking and clinical decision making within collaborative practice will be implemented so that therapeutic nursing interventions result in desired outcomes in the ambulatory care of women. Nursing theory and research for health promotion and management of women within the context of a multicultural society will be addressed. Realistic problems

within a collaborative practice will be explored and developed to facilitate acquisition of skills in reasoning, problem solving, decision-making and critical reflections relevant to the specialization of Perinatal/Women's Health.

Prerequisite: HNG 515 (may be taken as a corequisite)

4 credits

HNG 588 Clinical Pathobiology

This is a graduate course which uses the case study approach and focuses on the underlying principles of modern experimental pathology. Focuses on the clinical aspects of the body system, including relevant underlying biochemistry structure, or pathophysiology at the organ, tissue, cell or molecular end.

3 credits

HNG 524 Advanced Theory and Clinical Practice in Perinatal/Women's Health II

This is the second of four clinical courses that will prepare the student to provide primary care to women during the child-bearing years. The conceptual frameworks of wellness, health promotion, and disease prevention, and the effective use of communication strategies in documentation, patient education, and advocacy will be emphasized. This course develops the paradigm of family-centered, community-based healthcare, which respects multicultural traditions and lifestyle variations. Students are prepared for the advanced practice role of the Perinatal/Women's Health Practitioner role in the provision of care to women from preconception through the prenatal, intrapartum, postpartum phase of childbearing. The normal neonate and breastfeeding content is also included in this course.

Prerequisite: HNG 514

4 credits

HNG 534 Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing III

This is the third of four sequential clinical courses designed to integrate nursing theory and research into the health promotion and management of the high-risk perinatal family within the context of a multicultural society. Emphasis is placed on the prevention and early detection of reproductive risk, therapeutic nursing intervention and communication necessary to improve the quality of perinatal outcomes. The nursing process is utilized to manage high-risk reproductive and perinatal complications.

Prerequisite: HNG 524

5 credits

HNG 554 Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing IV

This is the culminating nursing practicum course designed to provide students with the opportunity to implement and critically evaluate the role of the nurse practitioner/clinical nurse specialist in women's health. Emphasis will be placed on the integration of advanced nursing practice, research, and leadership/management concepts in the clinical specialization. Issues in clinical practice related to the specialty area will be explored as well as the effect of therapeutic nursing interventions on patient/family outcomes.

Prerequisite: HNG 534

4 credits

Neonatal Health Nursing (Blended)

HNG 513 Advanced Health Assessment of the Neonate and Infant

This course will be centered on assessment of physical, behavioral and cognitive development of the neonate and infant within the context of their family and environment. Emphasis will be placed on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role.

3 credits

HNG 522 Advanced Topics in Fetal and Neonatal Pathophysiology

This course is designed to provide the graduate student preparing for an advanced practice role in neonatal health with a broad knowledge base of the physiological and pathophysiological changes that occur during the maturational process from conception through infancy. Emphasis will be placed on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role.

2 credits

HNG 542 Neonatal Clinical Pharmacology

The course is centered on pharmacotherapeutic management of selected neonatal conditions with major emphasis on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role. Learners will explore and analyze pharmacologic issues relevant to the neonate and infant in the intensive care and primary care settings as well as potential consequences of maternal drug therapy on the fetus. Currency in knowledge of the principles of clinical and basic pharmacology is an essential prerequisite of this course.

2 credits

HNG 564 Advanced Theory and Clinical Practice in Neonatal Health Nursing II: Primary Care for High Risk Infant

This course focuses on the advanced assessment skills required to provide primary care to high-risk infants and their families within the context of a pluralistic society. The biological and psychosocial aspects are studied as a basis for nursing practice. Emphasis is placed on the role of the neonatal nurse practitioner in improving the provision of primary care and follow-up services to high-risk infants with the purpose of decreasing mortality and morbidity rates and improving the quality of life for these infants after discharged from the intensive care nursery.

3 credits

HNG 569 Advanced Theory and Clinical Practice in Neonatal Health Nursing I: The Childbearing Family

This course focuses on the advanced assessment of the childbearing family. All components of this comprehensive assessment are integral to the development of differential diagnoses and management plans for high-risk neonates and their families and will form the foundation for clinical decision making required in the advanced practice role of the neonatal nurse practitioner. Parenting and the needs of the family in the context of a pluralistic society are emphasized.

3 credits

HNG 578 Advanced Theory and Clinical Practice in Neonatal Health Nursing III: The High Risk Neonate I

This course focuses on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role in providing care to high-risk infants and their families in the acute care setting. Nursing theory and research for health promotion and management of the neonate and family within the context of a pluralistic society will be explored.

Prerequisites: HNG 588, 513, 522, 542

7 credits

HNG 579 Advanced Theory and Clinical Practice in Neonatal Health Nursing IV: The High Risk Neonate II

This course focuses on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role in providing care to high-risk infants and their families in the acute care setting. The role of the neonatal nurse practitioner in improving the provision of care to high-risk infants with the purpose of decreasing mortality and morbidity rates and improving their quality of life is explored. Parenting and the needs of the family in the context of a pluralistic society are stressed.

Prerequisite: HNG 578

7 credits

Adult Health Nursing (On-Site and Blended)

HNG 515 Advanced Health Assessment Across the Life Span

Provides diagnostic reasoning and a regional approach to physical exam in the health assessment process. Functional health patterns and biomedical models constitute the theoretical framework.

4 credits

HNG 519 Advanced Theory and Clinical Practice in Adult Health Nursing I

Clinical problem solving and decision making skills essential to assessing and diagnosing health status, health risks, illness and functional/dysfunctional health patterns of adults and their families. Resources, strengths, and limitations are used as a basis to collaborate with adult patient families and/or other healthcare providers to plan therapeutic interventions to promote, maintain or restore health.

Prerequisite: HNG 515 (may be taken as a corequisite)

4 credits

HNG 529 Advanced Theory and Clinical Practice in Adult Health Nursing II

Builds upon the diagnostic process to develop advanced clinical problem solving skills in diagnosing, treating, and managing a patient/family with health problems and dysfunctional patterns. Therapeutic interventions are planned to promote health, treat illness, manage chronic disease, and limit disabilities by enhancing problem solving and self care abilities of adults and their families.

Prerequisite: HNG 519

5 credits

HNG 539 Advanced Theory and Clinical Practice in Adult Health Nursing III

Emphasizes coordination, consultation, and interaction components of case management to promote, maintain, and/or restore health in groups of adult patients in acute and critical care settings. Clinical research is drawn upon to further develop the framework for the advanced practice role.

Prerequisite: HNG 529

5 credits

HNG 549 Advanced Theory and Clinical Practice in Adult Health Nursing IV

A capstone experience for students to be mentored by faculty in experiencing full enactment of the roles and functions of the NP, CNS. Students identify the patient populations with whom they plan to practice, negotiate for placement in a self selected practice setting, implement the roles and functions of NP, CNS, terminate and evaluate the terminal experience in advanced practice in adult healthcare.

Prerequisites: HNG 539

5 credits

Psychiatric/Mental Health Nursing (Blended)

HNG 515 Advanced Health Assessment Across the Life Span

Provides diagnostic reasoning and a regional approach to physical exam in the health assessment process. Functional health patterns and biomedical models constitute the theoretical framework.

4 credits

HNG 517 Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing I

Provides a theoretical and conceptual foundation for the advanced practice of Psychiatric/Mental Health Nursing. The concept of mental health is based upon a comprehensive understanding of human interaction with the environment through a synthesis of arts, sciences, humanities, and life experience. Emphasis will be placed on the importance theory plays in defining knowledge necessary to assess human behavior, diagnose illness, and to implement and evaluate treatment related to psychopathology.

Prerequisite: HNG 515 (may be taken as a corequisite)

4 credits

HNG 527 Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing II

Provides advanced knowledge and skills inherent in the diagnosis of mental disorders as related to etiology, psychopathology, practice, and research. A variety of treatment models, that provide a foundation for psychotherapeutic interventions will be explored, analyzed, and applied to meet the needs of a complex and culturally diverse society.

Prerequisite: HNG 517

5 credits

HNG 537 Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing III

Provides the knowledge and skills in the nursing diagnosis and therapeutic nursing interventions of mental disorders in special populations in a multicultural society. The variety of

therapeutic roles for the NP/CNS in Psychiatric/Mental Health nursing will be analyzed to provide a framework for advanced practice.

Prerequisite: HNG 527

5 credits

HNG 547 Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing IV

Provides students with the opportunity to implement and evaluate the role of the nurse practitioner/clinical nurse specialist within the nursing discipline in a specialty area of their choice. Emphasis will be placed on integration of the advanced nursing practice role, nursing research, and the leadership component in the clinical specialization. Concepts of clinical practice as they relate to the specialty area in a culturally diverse society will be explored and analyzed so that therapeutic nursing interventions are linked with patient outcomes. Students will be expected to implement their role as advanced nurse practitioner, terminate and evaluate the experience.

Prerequisite: HNG 537

5 credits

HNG 551 Psychopharmacology

This course will center on pharmacotherapeutic management of selected psychiatric conditions. Students will explore and analyze pharmacologic issues relevant to the psychiatric client in ambulatory, acute care, and chronic care settings.

Prerequisite: HNG 540

2 credits

HNG 557 Clinical Perspectives of Pathophysiology/Neurophysiology

This course is based on the core concepts in Neurophysiology, which are integral to the clinical practice of advanced psychiatric mental health nurses. A major focus involves understanding the neurophysiological theories of major psychiatric/mental health disorders and neurological assessment.

3 credits

HNG 568 The Addicted Client: Strategies for Nursing Assessment and Intervention

Provides a theoretical and conceptual foundation needed to address clients with a broad range of substance abuse and addiction patterns on the health-illness continuum. It utilizes concepts from a number of nursing specialties in data collection, diagnosis, planning, intervention and evaluation through the case study method. The critical evaluation of socio-cultural beliefs, values and attitudes toward the addicted client will also be explored.

1 credit

HNG 577 Families: Theory and Intervention for Advanced Nursing Practice

This course is designed to provide a theoretical and conceptual framework for the NP/CNS in developing therapeutic interventions for individuals and their families. Adult and adolescent developmental theories, the major family theories and crisis intervention theory are examined. Selected family typologies are used to illustrate theoretical concepts. Emphasis is placed on assessment, interventions, and development of referral resources.

1 credit

Nurse Midwifery

HNG 501 Primary Care

The student explores and analyzes common health problems as experienced by women from young adulthood through old age. Optimum client outcomes are emphasized in the development of client specific management plans. The clinical components of primary care are practiced in women's healthcare settings. An emphasis is placed on application of evidence-based screening guidelines.

3 credits

HNG 555 Professional Issues in Midwifery Practice

This course addresses the professional role of nurse midwifery, from a historical and community perspective. The structure, function of the American College of Nurse-Midwives (ACNM), along with the essential policies and documents of the organization will be covered, along with a description of how midwives complement and broaden a women's choice of provider, setting, and model of care. An additional focus on the philosophy of midwifery practice and the translation into nurse-midwifery care is provided. State legislative issues, licensure, certification issues and medical malpractice issues related to clinical practice are presented.

2 credits

HNG 581 Midwifery I

This is the first of four sequential courses, each containing the didactic content associated with the clinical practice of midwifery. Providing reproductive anatomy and physiology as a foundation, the course focuses on development of clinical decision making for the diagnosis and management of gynecologic care of women across the life-span. The course utilizes the conceptual frameworks of wellness, health promotion, and disease prevention. The course is designed to foster the effective use of communication strategies in documentation, client education, and advocacy for women. Effective coordination of care, integration of evidence-based practice, and application of bioethical principles of care are emphasized. This course develops the paradigm of family-centered, community-based healthcare, which respects multicultural traditions.

Prerequisite: HNG 501 (may be taken as a corequisite)

2 credits

HNG 585 Midwifery II

This course will introduce the student to the midwifery management process in the primary care of women during the antepartal period. The conceptual frameworks of wellness, health promotion, and disease prevention, and the effective use of communication strategies in documentation, client education, and advocacy will be emphasized. This course develops the paradigm of family-centered, community-based healthcare, which respects multicultural traditions and lifestyle variations. The purpose of this course is to assume responsibility for management of care of the pregnant woman within a family-centered, culturally sensitive context that all times preserves the normalcy of the physiological and developmental process of birth. Students will begin to provide "outpatient" care to women learning to provide both well woman gynecological and antenatal (prenatal) care during this course.

Prerequisite: HNG 581

5 credits

HNG 586 Midwifery III

This course emphasizes the normalcy of labor and birth as a physiologic and developmental process and prepares students to assume responsibility for management of care of the woman and fetus during the intrapartum period. The use of conceptual frameworks of wellness, health promotion, and disease prevention will be emphasized. Communication and collaborative strategies will be emphasized to build upon the strengths of families and communities and minimize technological intervention. The student will attend a three-day residency for advanced clinical skills as part of this course. The residency will provide the student with a safe environment in which s/he can practice skills that will be required in the intrapartum clinical setting.

Prerequisite: HNG 585

5 credits

HNG 587 Midwifery IV

The organizing framework of this course is continuity of care, emphasizing family-centered, community-based healthcare and the normalcy of birth. This course prepares the midwife to assume responsibility for the management and care of the woman and neonate during the postpartum including maternal psychological adaptation, lactation and care of the newborn through the first six weeks of life. This course also introduces the student to the concept of out of hospital birth.

Prerequisite: HNG 586

5 credits

Post-Master's Program Courses-All Tracks

HNG 551 Psychopharmacology

This course will center on pharmacotherapeutic management of selected psychiatric conditions. Students will explore and analyze pharmacologic issues relevant to the psychiatric client in ambulatory, acute care, and chronic care settings.

Prerequisite: HNG 540

2 credits

HNG 557 Clinical Perspectives of Pathophysiology/Neurophysiology

This course is based on the core concepts in Neurophysiology, which are integral to the clinical practice of advanced psychiatric mental health nurses. A major focus involves understanding the neurophysiological theories of major psychiatric/mental health disorders and neurological assessment.

3 credits

HNG 568 The Addicted Client: Strategies for Nursing Assessment and Intervention

Provides a theoretical and conceptual foundation needed to address clients with a broad range of substance abuse and addiction patterns on the health-illness continuum. It utilizes concepts from a number of nursing specialties in data collection, diagnosis, planning, intervention and evaluation through the case study method. The critical evaluation of socio-cultural beliefs, values and attitudes toward the addicted client will also be explored.

1 credit

HNG 570 Independent Studies

The focus of this course is self-directed study in the analysis, examination and critique of a specialty area of interest in advanced practice.

variable (1-6) credits; by permission

HNG 571 Radiologic Diagnostics for Nurse Practitioners

Provides the practitioner student with an overview of current state-of-the-art radiologic diagnostics and related subspecialty procedures. Emphasis placed on acquiring a basic understanding of radiological studies, accuracy in diagnosis and interrelated scenarios.

3 credits

HNG 577 Families: Theory and Intervention for Advanced Nursing Practice

This course is designed to provide a theoretical and conceptual framework for the NP/CNS in developing therapeutic interventions for individuals and their families. Adult and adolescent developmental theories, the major family theories and crisis intervention theory are examined. Selected family typologies are used to illustrate theoretical concepts. Emphasis is placed on assessment, interventions, and development of referral resources.

1 credit

HNG 599 Therapeutic Touch

Therapeutic Touch assessment skills will be taught so that the practitioner may use Therapeutic Touch clinically to assist in reduction of pain and anxiety, promote relaxation and facilitate the body's natural restorative process.

1 credit

Doctor of Nursing Practice Program Required Courses

HND 610 Ethics Throughout the Life Span

This course will provide the student with the underlying concepts and fundamental principles on which ethical decision-making is based. Application to specific ethical issues across the lifespan will be addressed.

3 credits

HND 615 Genomics

This course will provide the student with the knowledge to recognize the role of genetic factors in the prevention, causation and treatment of human disease. Focus will be placed on translation of genetic discoveries into interventions that improve health outcomes.

3 credits

HND 625 Healthcare Policy

This course will provide the student with the knowledge to examine the interface among federal, state, and local governments, from a historical to a contemporary perspective. The focus will be on correlating components of healthcare to health policy, fiscal implications and access and delivery of healthcare.

3 credits

HND 635 Biostatistics

This course will provide the student with knowledge of statistical approaches utilized in epidemiological studies. Analysis of risk factors and disease data will be emphasized. Applying epidemiologic methods to critically evaluate the evidence used in clinical decision making will be an important aspect of this course.

3 credits

HND 640 Principles of Epidemiology

This course will provide the student with a systematic and selective overview of conceptual approaches and research findings related to the impact of social contexts on the health of populations.

3 credits

HND 647 Doctoral Research Seminar

This course will challenge students to develop a project proposal that builds upon the scientific foundation for the practice of nursing. Theory and evidence-driven projects will be prepared in collaboration with interdisciplinary mentors. Grant writing and funding opportunities will be explored. Peer review skills are integral to participation in the seminar.

3 credits

HND 648 Global Health and Social Justice

This course will provide the student with an interdisciplinary perspective of global health. Contemporary issues, problems and controversies that effect social, economic, political and environmental perspectives will be emphasized. A social justice and human rights framework will be used to examine global health disparities.

3 credits

HND 650 Systems Theory

This course will provide the student with the knowledge and skills necessary to identify the responsibilities inherent in the leadership role, opportunities for change and strategies to improve and enhance healthcare delivery from a systems perspective.

3 credits

HND 655 D.N.P. Clinical Residency I

This course will provide the student with the opportunity to work closely with a doctoral faculty advisor to refine, implement and evaluate a scholarly project.

4 credits

HND 656 D.N.P. Proposal Tutorial I

This course will guide the D.N.P. student during the Methodological phase of the D.N.P. Project. During this course the D.N.P. student will maintain consistent and regular contact with their faculty mentor so as to all reciprocal feedback crucial to the success of the project. Curricular outcomes of this course are development of the Methodology section and institutional approval of the D.N.P. Project. This course is to be taken concurrently with HND 655 Residency I.

0 credits

HND 665 D.N.P. Clinical Residency II

Clinical learning objectives will emphasize the integration of scientific and behavioral principals in the management of com-

plex care and complexities in vulnerable populations. Clinical field experience will allow the student to apply advanced diagnostic and clinical management skills in the provision of care to a selected population.

4 credits

HND 666 D.N.P. Proposal Tutorial II

This course will guide the D.N.P. student during the Implementation phase of the D.N.P. Project. During this course the D.N.P. student will maintain consistent and regular contact with their faculty mentor so as to allow reciprocal feedback crucial to the success of the project. A curricular outcome of this course is the implementation of the D.N.P. Project. This course is to be taken concurrently with HND 665 D.N.P. Clinical Residency II.

0 credits

HND 675 D.N.P. Clinical Residency III

This course will provide the student with the opportunity to deliver specialized care to a selected population within the context of a global health perspective. Emphasis will be placed on cultural competence, healthcare policy, healthcare and interdisciplinary collaboration.

4 credits

HND 676 D.N.P. Proposal Seminar I

This course will guide the D.N.P. student during the Evaluation phase of the D.N.P. Project. During this course the student will maintain consistent and regular contact with their faculty mentor so as to all reciprocal feedback crucial to the success of the project. A curricular outcome of this course is the evaluation of the D.N.P. Project. Implications for improvement of patient care/population outcomes will be explored. This course is to be taken concurrently with HND 675 Clinical Residency III.

0 credits

HND 685 D.N.P. Clinical Residency IV

This course will emphasize the differentiation of a more complex and comprehensive level of advanced practice, which will lead to optimal health outcomes from a selected population. Clinical experience will facilitate the development of a culminating project that demonstrates application for improved patient care.

6 credits

HND 686 D.N.P. Proposal Seminar II

This is the culminating course in the D.N.P. Program and will guide the D.N.P. student during the Dissemination phase for the D.N.P. Project. During this course the D.N.P. student will maintain consistent and regular contact with their faculty mentor so as to all reciprocal feedback crucial to the success of the project. A curricular outcome of this course is the dissemination of the project to forums focused on the improvement of patient care/population outcomes. This course is to be taken concurrently with HND 685 D.N.P. Clinical Residency IV.

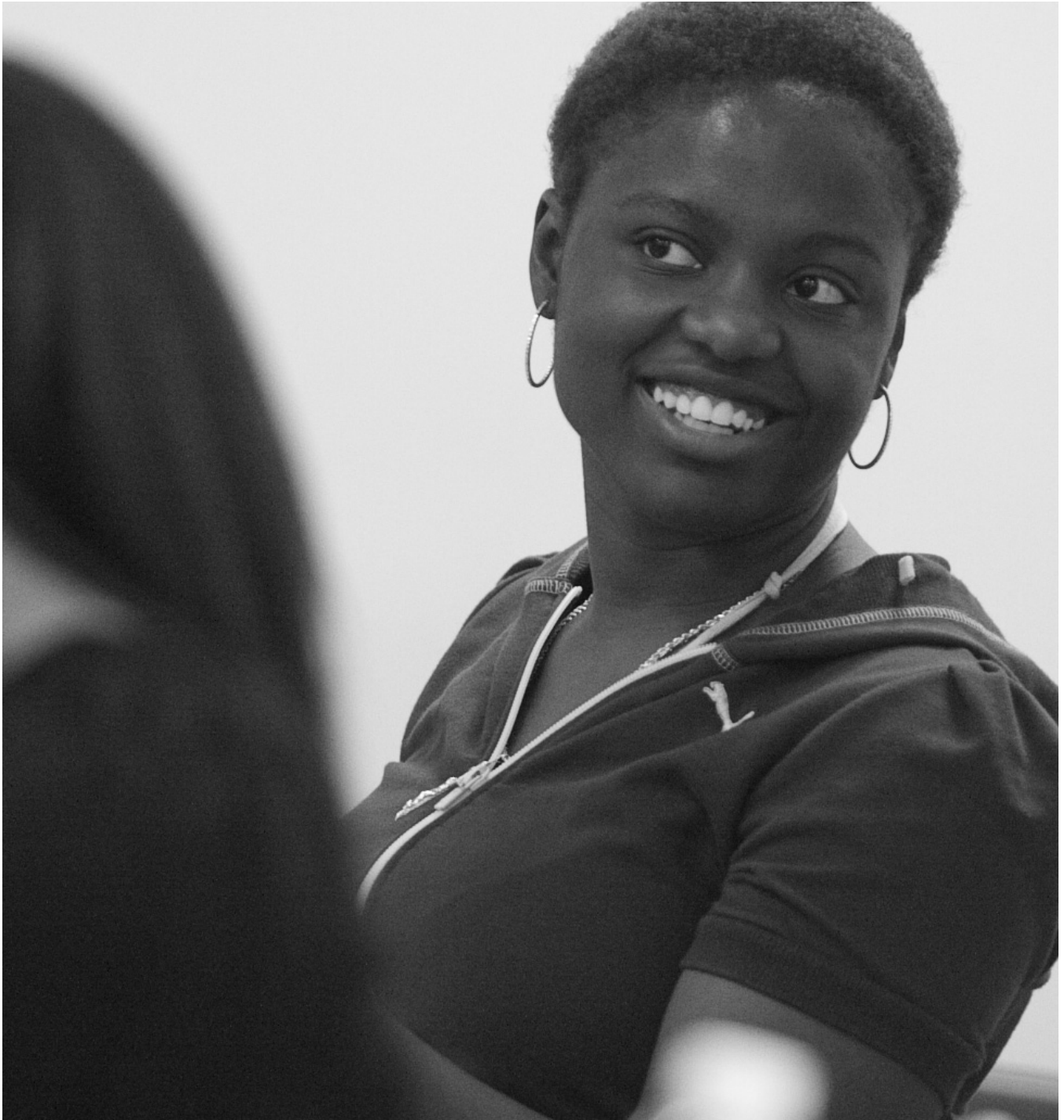
0 credits

HND 682 Continuing Course Work

1-12 credits



School of Social Welfare



School of Social Welfare

DEAN: Frances L. Brisbane

ASSOCIATE DEANS: Jeanne Finch (Interim, Academic Affairs), Kathleen Monahan (The Family Violence Education and Research Center), Bertha Murphy (International Social Work and Global Initiatives)

ASSISTANT DEAN: Carolyn Peabody (Eastern Long Island sites)

DIRECTOR OF DOCTORAL PROGRAM: Joel Blau

DIRECTOR OF GRADUATE PROGRAM: Jeanne Finch

DIRECTOR OF UNDERGRADUATE PROGRAM: Bertha Murphy

DIRECTOR OF FIELD EDUCATION: Betty-Jean Wrase

DIRECTOR OF ADMISSIONS AND STUDENT SERVICES: Kathleen Albin

OFFICE: HSC Level 2, Room 093

PHONE: (631) 444-2138

WEB: www.stonybrookmedicalcenter.org/ssw

Professors: Joel Blau, Frances L. Brisbane, Harvey A. Farberman, Abraham Lurie

Associate Professor Emerita: Dorothy Headley Israel

Associate Professor: Kathleen Monahan

Assistant Professors: Jean Bacon, Rachel Anna Hayward, Pamela Linden, Suzanne Velazquez, Fuhua Zhai

Clinical Associate Professors: Thomas Cassidy, Marvin Colson, Jack Farrington, Jeanne Finch, Garry Mendez, Jr.

Clinical Assistant Professors: Nicholas Kardaras, Richard Morgan, Bertha Murphy, Joan Pastore, Carolyn Peabody, Betty-Jean Wrase

Lecturers: Gloria Adams, John Colon, Leslie Crisafulli Kulewicz

Clinical Instructor: Christopher Coverdale, Helen Gebresillassie

Adjunct Clinical Associate Professor: Luis Valenzuela

Adjunct Clinical Assistant Professors: David Hymowitz, David Perkins

Adjunct Lecturers: Ronald Armstrong, Robert Borzone, William Cabin, Shirley Calhoun, Cheryl Gabrielli, Charles Hochbaum, Henry Ilian, Marcia Leeds, Joann McCaslin, Susan McCarthy, Richard Murdocco, Olatunde Olusesi, Cynthia Pizzuli, Amy Platt, Stephen Rabeno, Christopher Robinson, Robert Smith, Arlene Stevens, Linda Winters

Adjunct Clinical Instructors: Maria Cuadra, Eleanor Curry, Laura Dee, Kathleen Durst, Kevin Foote, Dorian Froelich, Jack Hoffmann, Anne Joinnides, Claudette Lamelle, Lois Logan, Elana Needle, Ann Panciera, Susan Penny, Yolanda Robano-Gross, Karen Sivin, Tyesha Standard, Joseph Walsh, Richard Wolf, Jr., Richard Zaslou

Clinical Faculty

Professors: Beresford Adams, Daniel Eskinazi, Michael Smith

Associate Professors: Dallas Bauman, Beverly Horowitz, Aldustus Jordan, Elinor Polansky, Frederick Preston, Alfred "Coach" Powell, Sheila Thorne, Luoqing Zhuo

Assistant Professors: Louis Cherry, Linda Constanza, Janet Hand, Robert Marmo, Diane Monks, Felix Rodriguez, Jerrold Stein

Lecturers: Wayne Barnstone, Jamie Bogenschutz, Patricia Brauer, Vivian Bugoan, Scott Burzon, Angela Dell'Amore, Thomas Dolise, Laurel Endler, Diane Franco, Janet Gilmore, Charles Gluck, Susan Lewis, Helene Locke, Eleanor Lubitz, Nancy Lynott, John Meister, John Norcott, Geoffrey O'Connell, Jean Peden, Martin Rosolinsky, Colleen Ruffini, Christine Sadosky, Judi Segall, Barbara Simon, Jewel Stafford, Carmen Vazquez, Rachel Wiener

Center for Health Promotion and Wellness

Project Director: Frances L. Brisbane

Center for Culturally Competent Education and Training

Director: Frances L. Brisbane

Centers for Spirituality and Healthcare Education

Co-directors: Gloria Adams and Richard Morgan

New York State Center for Aging Policy Research

Project Director: Harvey A. Farberman

New York State Center for Sudden Infant Death

Project Director: Frances L. Brisbane

Associate Project Director: Marie Chandick

Project for Aging and Cultural Diversity

Project Director: Frances L. Brisbane

Sayville Project

Project Co-directors: Frances L. Brisbane and Bridget Baio

The Child Welfare Training Program

Project Director: Frances L. Brisbane

Project Administrative Officer: Diana Filiano

The Family Violence Education and Research Center

Director: Kathleen Monahan

Mission

Since its inception in 1970, the School of Social Welfare has been committed to a more just society based on equality, human dignity, and social justice. We believe that inequality and injustice are deeply embedded in society's political, economic and health structures, and ideologies. Oppression objectively and subjectively permeates the lives of people, resulting in the denial of human dignity, individual and cultural diversity, and social and economic justice. Oppression is manifest in discrimination on the basis of class, race, ethnicity, gender, sexual orientation, religion, age, and disability, among others.

Our purpose is to prepare students for work in professional social work practice in the public and non-profit sectors of health and social welfare. The School's educational process enables people to identify and analyze the nature and extent of oppression and engage in social work practice that affirms people's strengths as a means to create social change in their lives and in society. The School stresses a commitment to the values of human and cultural diversity, human dignity, social and economic justice, and individual and group self-determination.

Goals

The following goals are derived directly from our mission and definition of social work and guide our educational process:

- to develop human relationships that are grounded in social justice, human dignity, and mutual respect;
- to prepare social work professionals capable of developing new and more just organizational forms;
- to prepare social work professionals capable of transforming already existing structures to ones which affirm and enhance human dignity and social diversity; and
- to identify new ways to influence social, economic, and political systems to distribute power, resources, rights and freedom, so as to achieve social justice.

In addition, the School recognizes the centrality of health in the lives of all people. We also understand that the distribution of healthcare services as well as quality of healthcare services is based on where a person lives, their race/ethnicity, gender, sexual orientation, income level and primary language spoken. An additional goal is to educate social work professionals who are prepared to support the creation of a more just healthcare delivery system and assist individuals, families, and communities to access the highest quality healthcare services that are available.

Programs

The School's programs prepare students for various levels of professional practice in the field of social welfare. These programs include a full-time, upper-division undergraduate program leading to the Bachelor of Science degree with a major in social work (B.S.), which prepares students for beginning professional social work practice; a full-time graduate program leading to the Master of Social Work (M.S.W.) degree that prepares students for entry level advanced social work practice; a dual degree program in social work and law (M.S.W./J.D.) with Touro Law Center; and a doctoral program

(Ph.D.). The goal of the doctoral program is to further scholarly research leading to careers in teaching, research, and policy analysis in social welfare.

The M.S.W. and B.S.W. programs of the School are accredited by the Council on Social Work Education. The M.S.W. program is registered with the New York State Education Department as qualifying for the LMSW and LCSW credentials.

Field Education

Field and class instruction are integral parts of a single educational experience providing an opportunity to obtain a well-rounded education in social welfare by integrating theory and practice.

Field education experiences are available in a broad range of human service programs that meet the needs of children, adolescents, adults and the elderly and emphasize at-risk populations. Field education and practicum sites are located throughout Nassau and Suffolk Counties and in the five boroughs of New York City.

Graduate students must complete a minimum of 16 credits of field education, typically accrued at the rate of 4 credits per semester, 14 hours per week. Undergraduate students must complete 12 credits of field education, typically accrued at the rate of 6 credits per semester in the second year, 14 hours per week.

The Office of Field Education coordinates the placement of all students and oversees the matching of student interests and learning needs with the field education opportunities available. Suggestions regarding placement options are formulated based on a variety of factors including the student's interests, background, education, and previous experience. Field education typically takes place Monday through Friday during the day and early evening. Field placement sites offering only evening and/or weekend hours are extremely limited. Students must have some day availability to complete field education. Some placements accept blocks of time of less than seven hours per day, but no placement will be arranged with blocks of less than four to five hours at a time. Students are given the opportunity to meet with their prospective field instructor/agency student coordinator prior to finalization of the placement. The school, the student, and the prospective agency participate in the final placement decision. Students interested in using their agency of employment as their field education site must meet with faculty in the Office of Field Education to discuss the Pathway II option.

Student Criminal Background Checks

Students are advised that some of the facilities used for field education may require students to submit to a criminal background check or drug screening as a prerequisite to a student's placement at that facility. Such background checks may include, but not be limited to, Social Security trace, criminal history, drug testing, fingerprinting, and sex offender registries. Students placed in a facility requiring a background check and/or drug screening are personally responsible for obtaining the background checks or drug screen (including cost unless the field education site is willing to assume the cost) and may bear the responsibility of delivering the required documentation to the facility. Following these background checks, it will be the decision of the field education site to determine acceptance of students into its training programs.

Students may choose not to be subjected to a background check. The Office of Field Education will work with the student to identify another appropriate site, but cannot guarantee referral to an alternate site that does not require background checks. All students must complete field education requirements for graduation.

The School of Social Welfare will assume no responsibility for obtaining student background checks or drug tests, paying for the background checks or drug tests, evaluating the results of the background checks or drug tests, or for providing the information to the field education sites.

Admissions

The criteria for admission to the graduate and undergraduate programs include academic achievement, commitment and concern for social justice and social change, involvement in social welfare and social change activities, and demonstrated potential for successful completion of the program. Applicants to the undergraduate program must have completed 57 credits as well as having met general University requirements. Applicants to the graduate program must hold a Bachelor's degree. Applicants with a cumulative grade point average of less than 2.5 will not be considered for admission to the graduate and undergraduate programs.

Applications are accepted for admission only for the fall semester. The deadline for all applications is March 1. Please refer to the School of Social Welfare's website for any changes to this date.

Forty-three percent of applicants to the M.S.W. program are accepted; 45 percent are accepted to the B.S.W. program. Ninety-five percent of enrolled M.S.W. students and 98 percent of enrolled B.S.W. students complete the requirements for the degree. A survey of M.S.W. graduates indicated that 90 percent of those responding to the questionnaire were employed in social work and 85 percent had obtained employment within three months of graduation.

Financial Assistance

Applications and inquiries about financial aid should be made through the Health Sciences Office of Student Services. (For more information, refer to "Financial Aid and Educational Expenses" in this bulletin.)

Scholarship Awards and Programs

The School distributes information and/or applications for various scholarships and awards as soon as they become available. Incoming and/or continuing students are eligible for the following scholarships. The school recommends selected students to the appropriate scholarship committee.

Hy Frankel Award

This award, established and funded by the Hy Frankel Fund in Law, is an annual award of \$3,000, given to a graduating student who is committed to combining law and social welfare to advocate and promote the well-being of children, families, and communities.

Sylvia Cutts Memorial Scholarship

This scholarship, established and funded by the Cutts family, is offered in memory of Sylvia Cutts, a former student in the School of Social Welfare and sister of one of the School's founders. The scholarship is awarded to one financially needy African-American woman. The recipient receives \$500.

W. Burghardt Turner Fellowship

This award, funded by the SUNY Fellowship Program for Underrepresented Graduate Students, is for incoming underrepresented students who have demonstrated very high academic achievement. It provides full tuition and a stipend for two full years of study. The stipend is \$10,000 each year for two years. Applicants interested in being considered for this scholarship must submit their applications for admission by December 15. Applicants being considered for this fellowship will need to submit an additional essay upon notification by the school.

Academic Standing

Stony Brook University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.

The School recognizes the necessity of standards for professional ethical practice as well as for academic excellence. Policies and procedures regarding academic standing are designed to respond to situations as quickly as possible to avoid the development of serious problems. The School is responsible for evaluating a student's ability to perform in accordance with accepted academic and professional standards. It has the responsibility and the right to review and act within all policies on student academic standing issues.

The faculty of the School of Social Welfare reserves the right to dismiss or deny admission, registration, readmission, or graduation to any student who, in the judgment of the faculty of the School of Social Welfare, is determined to be unsuited for the study or practice of social work.

All students must maintain an overall grade point average of 3.0 (B) to remain in good standing while enrolled in the School. Any student who earns a grade point average below 3.0 (B) will be placed on academic probation.

Students with two or more F grades and/or who receive an F in Field Education for any one semester will be placed on academic probation.

Conditions Under Which Academic Standing, Student Conduct, and Student Grievance Action May Be Initiated

Consideration of a student's academic standing, student conduct and/or student grievance may be initiated by the student or a faculty member in the following situations.

1. A student believes that he/she has a grievance in relation to his/her status as a member of the School and/or University.

2. Conditionally admitted students do not fulfill the conditions of admission.
3. The student does not maintain a satisfactory grade point average.
4. The student is experiencing difficulty in maintaining satisfactory standards in course work or in field education;
5. The student is having difficulties in planning or carrying out the educational program.
6. The student appears to have violated the SSW Student Conduct Code and/or University policies.
7. There is a question of academic dishonesty and/or violation of professional ethics.
8. The student appears to be or has been in violation of the NASW Code of Ethics.

After the necessary review procedures have been followed, the appropriate group in the school may recommend to the Dean that a student be placed on probation, suspended, or terminated from the program.

Technical Standards

Technical Standards are non-academic standards to which each student must adhere to in order to successfully complete the program. They include behavioral, professional, and intellectual standards. Technical standards must be met with or without reasonable accommodations.

Stony Brook University's School of Social Welfare is committed to a program of excellence. Students in our program are expected to possess and demonstrate certain attributes, abilities, and behaviors necessary for success in our program. Students are expected to meet these standards both in the classroom and in their field education placements with or without reasonable accommodation for disability. Stony Brook University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All applicants and students are held to the same technical and academic standards of admissions and training. If a prospective student who is otherwise qualified requires a reasonable accommodation, they should contact Disability Support Services.

Communication Skills—Students must be able to communicate effectively in all forms of communication including oral, written and listening with or without reasonable accommodations. Students must be able to express themselves at a professional level by demonstrating their ability to express their ideas and thoughts clearly and concisely utilizing language appropriately. Students must have the ability to comprehend English so they are able to understand and integrate the content presented in the program. In a field education placement students must be able to record information accurately and clearly, and communicate effectively and sensitively. Students must also be able to communicate effectively with other members of a treatment team and provide accurate information in internship settings.

Acceptance of Diversity—Students must demonstrate that they accept all people regardless of race, culture, gender, socio-economic status, national origin, age, abilities, sexual orientation, religion, and value systems. Students must respect differences and must demonstrate empathy showing a willingness to understand other's values, ways of life, and world views.

Self-Awareness—Students must demonstrate a willingness to engage in reflective thinking. The student must be able to reflect on their own life experiences and how these affect their work with clients, communities, and organizations. Students must be willing and able to change behaviors that interfere with their practice.

Cognitive Skills—Students must demonstrate long and short-term memory, integration of theoretical frameworks, and classroom knowledge with social work practice, conceptual analysis, deductive and inductive reasoning, and problem solving skills.

Integrity—The School of Social Welfare adopts the University's Code of Conduct, The School of Social Welfare's Student Conduct Code and the NASW Code of Ethics as the standards for the School of Social Welfare. Students must adhere to each of these codes while in the classroom and in field education internships.

Professional Behavior—Students must behave in a manner that is consistent with the ethics of the social work profession. Students must be punctual, dependable, follow appropriate dress code and be willing and able to receive supervision and constructive criticism. Professional behavior also assumes that students do not have personal issues that impede performance either in the classroom, in field education placements or other collegial settings. Students, who are actively impaired psychologically, emotionally, mentally and/or have distorted thought processes and/or are actively abusing illegal or legal substances, can not fully participate in class or in a field education placement.

Interpersonal Skills—Students must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals. These skills include but are not limited to compassion, altruism, integrity, honesty, and respect for others.

Motor Abilities—Students must have sufficient motor abilities to attend class and field education placements, with or without technical accommodation.

Sensory Abilities—Students must have the ability through their senses to participate in classes and field education placements. Students must acquire, integrate and apply data through use of their senses with or without technical accommodation.

Graduate Program Waivers

Credits earned in professional foundation required courses (Human Behavior and the Social Environment, Research, Social Welfare Policies and Programs, and Social Work Practice, if taken in conjunction with one year of satisfactorily completed field education at a CSWE-accredited M.S.W. program) may be waived by the Associate Dean for Academic Affairs or the coordinator of the sequence. The course, with a grade of B or higher, must have been completed no more than five years prior to matriculation in the School of Social Welfare.

Students Accepted as Second-Year Transfers from Another CSWE Accredited School of Social Work

Students accepted into the program as second-year students (on the basis of satisfactory completion of a full year, including field education, at another CSWE accredited graduate social work program) must obtain waivers for the courses that would have been required during their first year. This process must be completed before the end of the add/drop period of the first semester at the School of Social Welfare.

Since waivers do not earn credit, the issuance of waivers does not decrease the number of credits the student must complete in order to graduate. In some cases, however, students may also receive transfer credits for these waived courses. In order to receive transfer credits where applicable, students must initiate and complete the procedure for transfer credit. See "Transfer Credits" to determine applicability and procedures for obtaining transfer credits.

Graduate Program Transfer Credits

No credits earned more than five years prior to admission can be used toward meeting the requirements for the degree.

Transfer from a CSWE-Accredited Graduate Social Work Program

- Students who have been matriculated in an accredited graduate social work program may be awarded up to one year (32 credits) of transfer credits for the satisfactory completion of a full year of course work that included two terms of field education. Credit will be awarded only for work with a grade of B or higher. In such circumstances, students must obtain transfer credits (as well as waivers) for all the required courses that they would have taken during their first year at the School of Social Welfare. Field education evaluations must be submitted to obtain credit for field education. This process must be completed before the end of the add/drop period of entrance into the School of Social Welfare.
- Students who have been matriculated in a CSWE accredited graduate social work program and did not complete a year of field education may be allowed to transfer a maximum of 15 credits of satisfactorily completed course work. Credit will be awarded only for work with a grade of B or higher.
- Students who have been non-matriculated in a CSWE accredited graduate social work program, including the School of Social Welfare, may be allowed to transfer a maximum of four credits of satisfactorily completed course work. Credit will be awarded only for work with a grade of B or higher.
- Students who are matriculated in the M.S.W./J.D. dual degree program with Touro Law Center may be allowed to transfer a maximum of 15 credits of satisfactorily completed course work from Touro Law Center. (Consult school for approved courses eligible for transfer.)

Prior Graduate Work

Transfer credit may be awarded to students for graduate level courses previously completed with a grade of B or higher (within five years prior to admission) taken at an accredited University. A maximum of three such credits may be awarded. The courses for which transfer credit is requested must be similar in content to the courses offered by the School of Social Welfare (as attested to by the faculty member responsible for that course). No credit hours will be given for life experience. No transfer credit can be given for credits used for another earned degree, although students may obtain waivers for such courses, if applicable. Transfer credit may be given only for courses completed within five years prior to matriculation.

Leaves of Absence

Students may be granted a leave of absence by the Dean for a specified period of time up to one year. If the leave of absence is granted beginning in the spring semester, it may be granted for up to three semesters. After the end of the leave of absence period, the student must register in order to remain in good standing. Students should be aware that the integrity of the educational experience will be paramount in decisions regarding leaves of absence and conditions for return. Leave of absence time counts toward the five-year period within which the degree requirements must be completed.

Students planning to return after an approved leave of absence must plan with their faculty adviser and field education faculty during the semester prior to their return and must follow registration and field education planning dates.*

Students must register for the semester immediately following the end of their approved leave or they will be considered to have taken an unauthorized withdrawal from the program.

Unauthorized Withdrawal

Students who do not return at the start of a semester or who leave during a semester, without following official withdrawal procedures, are considered absent without leave. They will be terminated from the program. If students leave during the semester, they will be reported as having failed all courses from which they withdrew without authorization.

Academic Honesty and Professional Ethics

Students may not misrepresent the authorship or, in any fashion, falsify part or all of any work submitted or intended for submission for academic credit. Such misrepresentations shall include, but not be limited to, the use of supportive documentation, mechanical aides or mutual cooperation not authorized by the faculty.

*Re-entry in the program will require careful planning with both the academic adviser and the field education office due to the sequencing of courses and field education placement requirements. Please note that the School cannot guarantee a one-semester field education placement.

Standards of behavior appropriate to professional social work must be met by students in field education placements. These standards demand honesty in keeping records and attention to professional ethics, as defined in the School of Social Welfare Student Conduct Code and the NASW Code of Ethics, in all activities that affect the health or welfare of clients and relationships with colleagues.

The penalty for any substantiated act of academic dishonesty or breach of professional ethics shall be dismissal from the School.

Undergraduate Program

The full-time, upper-division undergraduate program leads to a Bachelor of Science degree with a major in social work. The curriculum provides a foundation for generalist social work practice. Graduates are prepared for entry-level, professional social work positions in a wide range of health and human service institutions. The program comprises a sequence of courses and includes two terms of field education, two days per week. Field education placements are available in hospitals, nursing homes, schools, youth services and public and community social service agencies, among others. No credit will be given for life experience or previous work experience.

Dean's List

Formal, institutional recognition of outstanding academic achievement is awarded to students in the form of a Dean's list. An undergraduate student with at least a 3.75 grade point average in any semester will receive this distinction for that semester which will be reflected on the official University transcript.

Academic Requirements for Admission to the Undergraduate Program

Applicants to the undergraduate program must achieve upper-division status before admission to the School. The School encourages applications from transfer students as well as applicants from Stony Brook University.

Interested students are advised to complete all general University requirements by the end of their second year of undergraduate work. Refer to the "Degree Requirements" section of the Health Sciences Bulletin for general requirements. These include a minimum of 57 credits that must be earned prior to beginning the program. Within these credits, students must have completed courses providing a broad liberal arts base with core content in the following areas.

- A minimum of one three-credit course in English composition, which develops proficiency in the composition of expository and argumentative essays. This requirement may be met by EGC 101: Composition 1, by having taken comparable course work at another institution or by scoring four on the English placement examination and completing a designated intensive writing course.
- A minimum of one three-credit introductory course in biological sciences which provides an understanding of the major concepts of biology, including the cell, the gene, molecular biology, development and evolution, the human

implications and values associated with these concepts, and the impact of biology on human behavior. This requirement may be met by BIO 101: A Humanities Approach, or comparable course work at another institution.

- A minimum of one three-credit course in natural sciences or mathematics in addition to the biology course.
- A minimum of two three-credit courses in the humanities and/or fine arts.*
- A minimum of one three-credit course in American political systems which provides knowledge about the organization of American government, including the Constitution, Congress, political parties, pressure groups, growth of the presidency, the Supreme Court, judicial review, federalism, separation of powers, and the Bill of Rights. This requirement may be met by POL 102: Introduction to American Government, or comparable course work at another institution.
- A minimum of one three-credit introductory course in sociology or anthropology which provides an analysis of the principles of social structure through an examination of various forms of kinship, marriage, family, age group, voluntary associations, and various levels of political, judicial, religious and economic organization. This requirement may be met by ANT 102: Introduction to Social and Cultural Anthropology or SOC 105: Structure and Methods, or comparable course work at another institution.
- A minimum of one three-credit introductory course in psychology which provides an understanding of psychology as the science of behavior, including content related to personality theory, social and developmental psychology, and psychological testing. This requirement may be met by PSY 103: Introduction to Psychology, or comparable course work at another institution.
- A minimum of one three-credit course in American history (post-Reconstruction era) which provides knowledge of modern American history including industrialization, the impact of industrialization upon social, cultural and political life, the Great Depression, the New Deal, and the resulting social and technological changes. This requirement may be met by HIS 104: United States Since 1877, or comparable course work at another institution.

Graduation Requirements

Candidates for the Bachelor of Science degree must:

1. Meet the general requirements of the University that are described in the "Degree Requirements" section of the Health Sciences Center Bulletin.
2. Complete all course and field education requirements of the School of Social Welfare described in this section.
3. Complete 55 credits in required courses in the School of Social Welfare program.
4. Complete 12 credits of elective courses in social welfare.
5. Complete a total of 124 credits of undergraduate work.
6. Maintain a 3.0 cumulative grade point average in the social work program.

*Consult School of Social Welfare for approved courses. Studio, design, or skills improvement courses are not accepted.

Organization of the Curriculum

The curriculum in the undergraduate program is organized around five substantive areas of knowledge and skills: human behavior and the social environment; social welfare policy; social research; social work practice; and field education. Students may not take less than 16 credits in any one semester.

The following program represents the curriculum for the Bachelor of Science student.

First Year, Fall Semester

| Course # | Title | Credits |
|----------|--|---------|
| HWC 304 | Contemporary Social Justice Issues | 4 |
| HWC 308 | Human Behavior and the Social Environment I | 3 |
| HWC 310 | Political Economy of Social Welfare | 3 |
| HWC 311 | Social Welfare Policy, Services and Analysis | 3 |
| HWC 313 | Research in Social Work I | 3 |

First Year, Spring Semester

| Course # | Title | Credits |
|----------|--|---------|
| HWC 300 | Introduction to Fields of Practice | 4 |
| HWC 305 | Practice Processes in Social Work I | 3 |
| HWC 310 | Human Behavior and the Social Environment II | 3 |
| HWC 312 | Social Welfare Policy and Institutional Oppression | 3 |
| HWC 314 | Research in Social Work II | 3 |

Second Year, Fall Semester

| Course # | Title | Credits |
|----------|---|---------|
| HWC 301 | Field Education I | 6 |
| HWC 306 | Practice Processes in Social Work II | 3 |
| HWC 315 | Integrating Seminar I Three Electives* | 3 6 |

Second Year, Spring Semester

| Course # | Title | Credits |
|----------|--|---------|
| HWC 302 | Field Education II | 6 |
| HWC 307 | Practice Processes in Social Work III | 3 |
| HWC 316 | Integrating Seminar II Three Electives* | 3 6 |

Students are required to take HWC 300 through HWC 316. Students may choose elective courses offered by the School of Social Welfare or, with permission of their advisers and the Director of the Undergraduate Program, may take two electives offered by other schools of the Health Sciences, by other University departments or within the graduate program of the School of Social Welfare.

Courses

All courses are undergraduate letter graded (A-F) unless otherwise indicated.

HWC 300 Introduction to Fields of Practice

This course exposes students to various social service delivery systems. Field visits, reports, guest speakers, lectures, and small group discussion are included. Agencies such as youth development associations, public schools, criminal justice systems, mental health and health systems will be observed. The social worker's role in such agencies, and identification and utilization of community resources are emphasized.

4 credits, spring semester

HWC 301 Field Education I

Places students in settings conducive to generalist practice. Prepares students to fulfill social work roles and functions within the social welfare system. Supervision provided by an M.S.W. Students graded S/F. Must be taken concurrently with HWC 306.

Prerequisites: HWC 300 and 305
6 credits, fall semester

HWC 302 Field Education II

A continuation of HWC 301. Students will be graded S/F. Must be taken concurrently with HWC 307.

Prerequisites: HWC 300, 301, 305 and 306
6 credits, spring semester

HWC 304 Contemporary Social Justice Issues

This course explores the meaning of social justice and its presentation in our society. Examines the impact of social injustice and discusses the individuals, organizations, and communities who fight to combat the presence of injustice. Provides an understanding of social problems and the plight of populations who do not benefit from a socially just society. Analyzes effective methods utilized to eradicate the sources of oppression and organizational responses that address injustice and bring balance to the equitable experiences of individuals, groups, and communities.

3 credits, fall semester

HWC 305 Practice Processes in Social Work I

An overview of the purpose, principles, values, skills and processes in social work. Focuses on the knowledge, values, skills, the roles of the social worker and the elements of the professional relationship. The generalist approach to social work practice with an emphasis on diversity, populations-at-risk and the promotion of social and economic justice are highlighted. This course prepares students for the use of differential assessments and interventions with individuals and families.

3 credits, spring semester

HWC 306 Practice Processes in Social Work II

Builds on HWC 305. This course emphasizes the generalist approach in working with groups and families. It explores a variety of models of group work services available to practitioners and agencies. Identifying, building and utilizing intervention skills in the group process are focused on. Must be taken concurrently with HWC 301 and 315.

Prerequisites: HWC 300 and 305

3 credits, fall semester

*Elective offerings vary from semester to semester.

HWC 307 Practice Processes in Social Work III

Builds on HWC 304, 305 and 306. This course emphasizes the generalist approach in working with communities. The nature and application of a variety of community interventive modalities are explored. Must be taken concurrently with HWC 302 and 316.

Prerequisites: HWC 300, 301, 302, 304, 305 and 306
3 credits, spring semester

HWC 308 Human Behavior and the Social Environment I

Introduces a framework for understanding how individuals and families grow, develop and change within their social environment. Interpersonal, intrapersonal and socio-structural theories and their impact on special populations, especially groups that have been historically oppressed, devalued and alienated in society are critiqued.

3 credits, fall semester

HWC 309 Human Behavior and the Social Environment II

A continuation of HWC 308. This course emphasizes an understanding of the life course, the role of time, social events, trauma and the developmental process. Social institutions and their impact on people generally oppressed in society and the role of empowerment are examined.

Prerequisite: HWC 308
3 credits, spring semester

HWC 310 The Political Economy of Social Welfare

This course introduces a political economic framework for viewing social welfare in the United States. Basic political economic determinants of social problems, policies and programs are examined. This course focuses on the role of the state, conflict, power, class structure and ideology as they relate to such problems as poverty, inequality, racism and sexism.

3 credits, fall semester

HWC 311 Social Welfare Policy, Services and Analysis

This course presents the history and basic concepts underlying the development of social welfare in the United States. Identification and interrelationships of social values and structures, political factors and economic conditions in understanding the evolution of social welfare and the profession of social work are emphasized. Presents an analytical framework which enables students to examine social welfare policy according to a disciplined, systematic process built upon the values of social justice and equality, empowerment and self-determination.

3 credits, fall semester

HWC 312 Social Welfare Policy and Institutional Oppression

Builds upon the foundation provided in HWC 311 and expands the student's understanding of the complex interrelationships characterizing American society which result in social injustice, inequality and oppression. Views the policies and programs of the public welfare, health, mental health, housing and criminal justice systems through the lens of five basic sources of oppression in American society—racism, sexism, classism, ageism and heterosexism.

Prerequisite: HWC 311
3 credits, spring semester

HWC 313 Research in Social Work I

This course provides instruction in introductory concepts and methods of social research. Focuses on examining the various methods researchers use to collect data relevant to social work practice, such as survey, experimental design, field research and unobtrusive design.

3 credits, fall semester

HWC 314 Research in Social Work II

Explicates data analytic procedures used in analyzing data relevant to social work practice. Examines basic descriptive statistics (e.g., frequencies and percentages, mean, median, mode, variance, standard deviation) and bivariate (e.g., Pearson's r, chi-square, t-test) as the major focus of the course.

Prerequisite: HWC 313
3 credits, spring semester

HWC 315 Integrating Seminar I

Provides an opportunity for the integration, within the framework of the mission of the school, of the knowledge, skills and professional values acquired and developed through course work and field education experience. Taken concurrently with 301 and 306.

3 credits, fall semester

HWC 316 Integrating Seminar II

Builds on HWC 315. Taken concurrently with 302 and 307.

Prerequisite: HWC 315
3 credits, spring semester

HWC 317 Issues in Death and Dying; Loss and Separation

This course provides an overview of the knowledge, values, policy and skills underlying effective entry-level practice with dying and grieving clients. The interrelationship of psychological, interpersonal, family, institutional, community and cultural dynamics of dying and grieving are covered.

2 credits, semester varies

HWC 321 Ethnic Sensitive Social Work Practice

Provides a theoretical framework and focuses on the development of skills necessary to provide effective culturally sensitive social work services to diverse individuals, families, groups and communities. The special problems faced by groups traditionally devalued and oppressed are examined. Skills in working for institutional change and social justice are emphasized. Co-scheduled with HWC 521.

2 credits, year varies

HWC 323 Growing Old in America: The Social Conditions Policy and Practice Implications

Explores the social, political and economic conditions related to aging in this society. Identifies social policies and program formats that enhance wellness and support dependencies from a positive perspective. Co-scheduled with HWC 523.

2 credits, semester varies

HWC 324 Children and Adolescents Who Grieve

Focuses on issues related to bereavement in children and young people. Children and adolescents who struggle with the crisis of loss is a special population that is often overlooked. Students explore the emotional response of young people who

grieve. Mental health professionals that provide treatment to this population must acquire specialized knowledge and skills to assist in healing wounded children. Upon completion, students will have an increased understanding of the developmental implications of loss in childhood, assessment of bereavement, and treatment interventions specific to bereaved children and adolescents. Co-scheduled with HWC 524.

2 credits, semester varies

HWC 325 Anger Management

This course presents concepts of anger management within a biopsychosocial context. Students learn how to recognize external manifestations of anger in themselves, clients, organizations and communities. Focus is on assessment of clients' ability to both recognize anger ("residual" as well as anger "masking underlying feelings") and methods used for coping. Anger management concepts and skills at the micro, mezzo and macro levels of practice are explored, including anger management strategies that can be taught to clients as part of an intervention plan. Environmental and societal factors as "igniting events" of anger in individuals, families, groups and communities are examined. Appropriate assessment and interventions at all levels of practice are delineated. Co-scheduled with HWC 525.

2 credits, semester varies

HWC 329 Complementary and Alternative Medicine

Human service workers are often required to discuss issues of health and healing. Many individuals, by virtue of their culture, experiences and/or choice, often adhere to a combination of nontraditional and traditional beliefs regarding healthcare. This course familiarizes students with those methods and beliefs most often found in specific cultures. Students will develop an appreciation of each practice in order to interact with clients from a strengths perspective and will gain an international perspective on healthcare modalities. Co-scheduled with HWC 529.

2 credits, semester varies

HWC 330 Case Management in Human Services

Case management has grown dramatically in the human service field over the last 20 years in response to the growing service needs of individuals and families facing complex life situations and issues. It examines both the macro level and micro level issues facing case managers and agencies as they provide quality services to often oppressed populations. Co-scheduled with HWC 530.

2 credits, year varies

HWC 340 Social Issues in Popular Culture

Movies have been a useful medium that can illustrate current social issues and family dynamics, as well as policy and research dilemmas. Each week, a film with a central practice/research/policy issue provides the basis for a lecture and class discussion. Topics focus on a variety of social issues such as family dynamics, bereavement, adoption, domestic violence, abuse, residential placement, policy and research. Co-scheduled with HWC 540.

2 credits, semester varies

HWC 343 Working with Children of Alcoholics and Substance Abusers

Deals with children of alcoholic parents, how parents' illnesses affect the social, emotional and educational development of their children, and the survival roles children assume in order to live in troubled, alcoholic families. It emphasizes identification and intervention strategies with children who suffer from parental alcoholism when they are seen in settings other than home or social service agencies, such as school and youth programs.

2 credits, year varies

HWC 344 Overview of Substance Abuse

This course is an examination of the history and development of alcohol and substance abuse problems in the United States. It focuses on the etiology, psychopharmacology and legal ramifications of the use of licit and illicit substances in our culture. The course provides information on a variety of services available to drug abusers, addicted individuals and their families in the fields of prevention, education and treatment. Co-scheduled with HWC 544.

2 credits, semester varies

HWC 349 Overview of Social Work with Special Populations

This course examines the issues that social workers must consider when working with traditionally disenfranchised populations. Emphasis will include micro and macro issues when intervening with gay and lesbian individuals, members of diverse racial and ethnic groups, and women, as well as others. The historic as well as contemporary experiences of these individuals' interactions with the health and human service delivery system will be explored. Co-scheduled with HWC 549.

2 credits, semester varies

HWC 351 Law and Social Change

This course introduces students to the interrelationship of the legal process in the United States and the profession of social work. Focuses on the legal process in general, social welfare law, in particular, and the implications for effective social work practice. Co-scheduled with HWC 551.

2 credits, year varies

HWC 361 Implications of Racism for Social Welfare

This course examines personal and institutional racism in the United States and the effect racism has on the delivery of services to individuals who do not fit the traditional "American model." It examines the historical relationship between racism and social welfare policies, programs and practice, as well as contemporary strategies for change. Co-scheduled with HWC 561.

2 credits, semester varies

HWC 362 Implications of Child Abuse and Maltreatment

Introduces child maltreatment via its history and how its recognition progressed to spur many to become advocates for the prevention of child abuse. Topics include identification, reporting and interviewing. Social and economic pressures on the family are examined.

2 credits, year varies

HWC 363 Homelessness, Politics and Public Health

This course analyzes homelessness as an issue of social policy, including its history, recent causes and current demographics. Emphasizes the political and economic context that has made homelessness a major social problem. Co-scheduled with HWC 563.

2 credits, semester varies

HWC 364 The Impact of Sexual Assault

Introduction to the incidence and prevalence of childhood sexual abuse. Covered are definition issues, family dynamics, symptoms, assessment techniques, treatment modalities and strategies utilized with the survivor. Issues related to offenders and offender treatment are addressed, as well as ethical and legal dilemmas. Cultural dynamics in sexual abuse related to childhood sexual trauma will be emphasized. Students should develop an understanding and ability to critically analyze current research.

2 credits, semester varies

HWC 369 Youth and Violence

This course examines the etiology of youth at risk for violence, using ecological and interpersonal perspectives. Family, school and community risk factors are outlined as well as assessment, intervention and treatment issues. Successful prevention programs are highlighted. Co-scheduled with HWC 541.

2 credits, year varies

HWC 375 Child Welfare: An Overview

This course covers the impact of historical and contemporary developments within the field of child welfare. Examines the evaluation of child welfare services and the role of child care workers. It also examines out-of-home care, foster care, group home care and institutional care within the context of traditional public/voluntary structure of services and the social/political context. Services in relation to the changing roles of the family and emergence of child care are covered. Co-scheduled with HWC 575.

2 credits, year varies

HWC 379 Special Topics in Social Welfare

These courses examine significant timely issues confronting the profession. Topics include violence as a public health problem, issues of aging, racism, gender, AIDS, the media, and others. Topics vary each term as faculty develop specific modules that address one or more of these issues. Co-scheduled with HWC 579 when offered as an enrichment elective.

1-3 credits, semester varies

HWC 380 Overview of Family Violence

This course is an overview of the phenomenon of family violence in the United States including child abuse, intimate partner violence (IPV) and elder abuse. Incidence and prevalence regarding each form of family violence will be reviewed as well as etiology, current evidence-based treatment modalities and competing political ideologies. Particular focus will be on the current research for each type of family violence and policy directives that emanate. This course also explores theories of etiology, including patriarchy, intergenerational family

dynamics and substance abuse. It examines programmatic approaches and programs for batterers and prevention strategies. Co-scheduled with HWC 580.

2 credits, semester varies

HWC 390 HIV/AIDS

This course focuses on the central aspects of the HIV/AIDS pandemic, including the state of medical knowledge, HIV/AIDS and the law, prejudice and discrimination, AIDS activism and organizing, grief/death/dying, psychosocial issues, redefining the medical model, homophobia, racism, sexism and ableism in research, treatment and policy, IV drug use, drug treatment and other related issues. Upon completion of this course, students will have met the educational requirements established by the HIV Primary Care Medicaid Provider Agreement. This requirement is needed to conduct HIV pre- and post-test counseling in hospitals and clinic settings. Co-scheduled with HWC 590.

2 credits, semester varies

HWC 395 Independent Study

Independent study with an individual faculty member.

1-3 credits, fall and spring semesters

HWC 399 Maintenance of Matriculation

For students who are maintaining matriculation while engaging in consultation with faculty regarding completion of courses. Students will be graded S/F.

1 credit, fall and spring semesters

Graduate Programs

Doctoral Program Leading to a Ph.D. in Social Welfare

Program Purpose

The primary purpose of the Ph.D. program is to produce scholars who can use systematic methods to develop through research, and disseminate through teaching and writing, knowledge concerning social welfare problems and professional social work practice. Professional social work practice includes direct service with clients, the organization and management of service delivery systems, and the formulation and analysis of social welfare policies.

Drawing upon the social, behavioral and health sciences as well as social work knowledge and experience, the graduates of this program will have the skills to expand the base of tested knowledge that can guide the profession of social work in its efforts to address major social problems.

A second purpose is to develop leaders and educators who can effectively contribute to contemporary social work practice as defined in the school's mission statement.

The core of this program is education for scholarly research leading to careers as teachers, researchers and policy analysts with a focus on the content areas of health, mental health and substance abuse. The strength of such a program lies in its location within the Health Sciences Center. This is a natural setting in which to bring together the basic

sciences and theoretical disciplines in applied policy/program analysis, and thereby contribute to research in the social dimensions of health and mental health.

Program Structure and Content

The structure of this proposed program consists of 12 required classroom courses (36 credits) as follows:

- Statistics I and II
- Research Methods I and II
- Social Welfare Policy Analysis I and II
- Organizational Theory
- Knowledge Building in Social Work:
- The Philosophy of Applied Social Research
- Theories of Social Work
- Seminar and Teaching Practicum in Social Work Education
- Dissertation Seminar I and II

Also required are three electives (nine credits), a research practicum of 10 hours per week for two semesters under mentorship (six credits), a scholarly integrative research paper, and the production and defense of a dissertation. Fifty four-credits are required for graduation. In the first three years, students take three courses each semester. The full-time program is designed to be completed in a minimum of four years. The scholarly integrative research paper of publication quality is required at the end of the fourth semester.

The comprehensive integrative paper and oral defense examination are given when 36 credits of required course work are completed. Once admitted to candidacy, the student selects a dissertation chair and committee, develops an approved dissertation proposal and begins dissertation research. The fourth year is spent on completion of the dissertation and defense.

The Part-Time Option

Students who are approved for the part-time option take a minimum of six credits each semester until the 54 credit sequence has been completed. In order to meet residence requirements, they must take nine credits in each of two consecutive semesters. Part-time students prepare their integrative paper at the end of the semester when 36 credits of required course work are completed (usually the second semester of the third year). At the end of the third year, once all coursework and the integrative paper are completed successfully, part-time students select a dissertation chair and committee. In the fourth year, they develop an approved dissertation proposal. They are then advanced to candidacy. Dissertation research begins in the fifth year.

Criteria and Procedures for Admission of Students

Newly admitted students may begin classes during the fall semester only. Applications for admission for the following fall should be received by February 1st.

Admission requirements include:

1. A master's degree from a program accredited by the Council on Social Work Education.
2. Academic promise as evidenced by superior achievement in undergraduate and master's level education.
3. Satisfactory performance on the Graduate Record Examination.
4. A personal interview.
5. Professional competence as demonstrated through substantial experience in responsible social work and/or

human services positions supported by three letters of reference, including one, if possible, from someone familiar with the applicant's capacity to conduct research.

6. A sample of writing in the form of a published article, a manuscript submitted for publication, a document completed for the applicant's agency or in connection with a research interest, or a paper prepared in previous graduate studies.
7. Personal qualities indicating a potential for leadership, compatibility with the school's mission statement, flexibility and openness to new ideas, maturity, a spirit of inquiry and a commitment to furthering the knowledge base of the profession of social work.
8. Competence in quantitative skills as evidenced by performance on the Graduate Record Exam and a college level course in statistics completed with a grade of B or better.

Under special circumstances, applications from persons who do not meet all of these requirements will be considered. Applicants without the M.S.W. degree must have a master's degree in a closely related field and must demonstrate a high potential for success in the program.

Requirements for the Receipt of the Ph.D. Degree

- One year in residence.
- Satisfactory completion of all required and elective courses (54 credits).
- Satisfactory completion of research and teaching practicum.
- Satisfactory performance on the integrative paper.
- Satisfactory performance on qualifying examinations.
- Advancement to candidacy by vote of the Doctoral Committee upon successful completion of all course work and the integrative paper.
- Completion of a dissertation.
- Successful defense of the dissertation.
- Completion of all work toward the degree within seven years of admission to the program. Upon evidence of substantial progress, the Graduate School may grant a one year extension.

A program summary booklet is available describing the Ph.D. program detail, its curriculum and requirements for admission. To receive a copy of this booklet, contact the School of Social Welfare's Ph.D. program office in writing or by telephone at (631) 444-2138.

Dual Degree Program in Social Work and Law

This program offers the opportunity to earn an M.S.W. from the School of Social Welfare and a J.D. (Juris Doctor) from the Touro Law Center in four years, rather than the five which would be required if the degrees were earned separately. Applicants may apply for the dual degree program prior to matriculation or during their enrollment in the first year at either school. Applicants must apply to and be accepted by both schools. If accepted by both schools, the student is automatically eligible for the dual degree program. The first year may be spent at either school, with the choice being up to the student. The second year is spent at the other school, the third year is divided between the two schools and the fourth year is spent primarily at the law school.

A detailed description of the program is available from the School of Social Welfare's Office of Admissions and Student Services at (631) 444-3141.

Program Leading to the Master's Degree (M.S.W.)

The M.S.W. program prepares students with the needed theoretical and practice expertise to function with maximum competence at different administrative or policy levels in social welfare fields and in the provision of direct services to individuals, families, groups and communities. The school provides opportunities for study and practice that utilize the wealth of interdisciplinary resources available in the Health Sciences and the University. Field education practicum sites are located throughout Nassau and Suffolk counties and in the five boroughs of New York City. In addition, the program offers a specialization in health with sub-specializations in alcohol and substance abuse or public health and a specialization in student-community development: social work in higher education.

Program Requirements

Credits

Students must successfully complete a minimum of 64 credits, including all required courses. A minimum of 16 credits must be earned in field education. Students are required to register for a minimum of 12 credits per semester, although the average is 16 to 18 credits per semester. Students may not register for more than 19 credits. Students may take fewer than 12 credits only in the semester in which they are candidates for graduation, except for modified full-time students, who may take fewer credits in the year they expect to graduate. There is a five year limit during which students must complete all requirements for the degree, including time granted for approved leaves of absence.

Graduation Requirements

Candidates for the Master of Social Work degree must:

1. Complete all course and field education requirements of the school.
2. Complete a minimum of 64 credits in courses approved by the school, of which a minimum of 16 must be in field education.
3. Maintain a 3.0 cumulative grade point average.

Curriculum Structure and Content

The curriculum provides for a generalist foundation year of courses and field education for all students. In the second year, students concentrate in advanced social work practice. In addition to the standard daytime schedule, some required and some elective courses are offered during the late afternoons, evenings and weekends. Some courses are also offered in concentrated form during the semesters, intersession and summer session. Although some courses are offered for student convenience in Manhattan, be advised that in order to complete the program, all students are required to take some courses at the Stony Brook campus.

Guided by the theme, social work in health/health in social work, the curriculum provides all social work students with basic knowledge of health programs, policies and practices and how they affect individual and societal well-being. It stresses health in social work by providing the knowledge and skills needed by all social workers, regardless of the setting in which they practice, to give proper attention to health problems and their social consequences.

Generalist Foundation

In the first year, the array of courses and field education provides the basic professional foundation of knowledge, values and skills for social work practice with individuals, families, groups, organizations and communities.

The professional foundation includes content on social work values and ethics, diversity, social and economic justice, populations historically devalued and oppressed, human behavior and the social environment, social welfare policies and services, social work practice, research and field education.

First Year, Full-time M.S.W. Requirements

Fall Semester

| Course # | Title | Credits |
|----------|--|---------|
| HWC 500 | Field Education I | 4-6 |
| HWC 506 | Social Work in Health | 3 |
| HWC 509 | Parameters of Social and Health Policy I | 3 |
| HWC 511 | Research I | 3 |
| HWC 513 | Social Work Practice I | 3 |

Spring Semester

| Course # | Title | Credits |
|----------|---|---------|
| HWC 501 | Field Education II | 4-6 |
| HWC 504 | Human Behavior and the Social Environment | 3 |
| HWC 510 | Parameters of Social and Health Policy II | 3 |
| HWC 512 | Research II | 3 |
| HWC 514 | Social Work Practice II | 3 |

Concentration Year

During the concentration year, the program prepares students for advanced social work practice in a variety of professional roles, including direct services with individuals, families, groups, communities and in the analysis, development, implementation, management and evaluation of human service and health policies and programs.

In addition to the required advanced social work practice courses and advanced field education experiences, students may choose from a variety of electives.

Advanced and Enrichment Electives

Electives are differentiated between advanced practice electives and enrichment electives. Students are required to take a minimum of six credits of advanced practice electives from the minimum required total of nine elective credits.

An enrichment elective is one which provides an overview or broad-based exposure to the topic under consideration; for example: Overview of Substance Abuse, Issues in Popular Culture, Issues in Higher Education, and Social Work with Special Populations. Enrichment electives are also open for enrollment to undergraduates, first-year MSW and non-matriculated students as well as to second year MSW students.

An advanced practice elective is one which considers the topic in more depth. It provides a specific focus on the issues and often addresses the interventive concerns related to the topic, for example: Advanced Social Work with Groups, Proposal Writing, and Individual and Family Treatment of Alcoholics and Substance Abusers. Advanced practice electives are only open to second year MSW students.

Second Year, Full-time M.S.W. Requirements*Fall Semester*

| Course # | Title | Credits |
|----------|--|---------|
| HWC 502 | Field Education III | 4-6 |
| HWC 505 | Psychopathology and Psychopharmacology | 3 |
| HWC 515 | Advanced Social Work Micro Practice I | 3 |
| HWC 516 | Advanced Social Work Macro Practice I | 3 |
| | Electives* | 4 |

Spring Semester

| Course # | Title | Credits |
|----------|--|---------|
| HWC 503 | Field Education IV | 4-6 |
| HWC 517 | Advanced Social Work Micro Practice II | 3 |
| HWC 518 | Advanced Social Work Macro Practice II | 3 |
| | Electives* | 5-6 |

Pathways

In addition to the two-year, full-time option, the School has designed alternative pathways which retain the standard program requirements and quality. Pathway I, the Advanced Standing Option, is open only to graduates of a CSWE-accredited baccalaureate program in social work. Pathway II is open only to applicants already working in the field of social welfare. Eligibility for Pathway II is determined after admission to the program. Pathway III is open to all applicants who choose to complete the program in more than two years (modified full-time).

Pathway I: Advanced Standing

Students who have graduated from a CSWE-accredited baccalaureate program in social work within the past five years may apply for Advanced Standing. Students applying for this option must demonstrate their readiness to function at the level of a second year M.S.W. student. Students generally complete the program in one year, or may take a reduced program and complete the requirements in one and a half years. Students spend three days in a field education setting for one academic year and must complete required and advanced elective courses. Pathway I students cannot use their place of employment for their field education placement and must earn all the 36 credits as matriculated students in the School of Social Welfare. In addition, applicants must:

- Have obtained their baccalaureate degree in social work from a CSWE-accredited program no more than five years prior to admission to the program.
- Have a minimum cumulative grade point average of 2.5, with a minimum 3.0 grade point average in the baccalaureate social work program.
- Have the Pathway I Advanced Standing Practicum Evaluation Form completed by their school's faculty field education advisor.
- Submit three letters of reference† which must include at least two from faculty members from the applicant's social work program; a third letter must be from a social worker from the applicant's field education agency or holding a social work position who is directly familiar

with the applicant's work. Persons completing letters of reference will be asked to evaluate the applicant on maturity of judgment, capacity for growth and change, acceptance of differences in people, commitment to social and institutional change, possession of values consistent with the social work perspective, and readiness to function at the level of second year M.S.W. students.

- Meet all other graduate admissions requirements. A limited number of students are accepted into this option. An interview may be required.

Pathway I: Advanced Standing: Curriculum and Program Design (Full-Time)

Students who plan to complete the program in one year follow the program design below.

Fall Semester

| Course # | Title | Credits |
|----------|--|---------|
| HWC 502 | Field Education III | 6 |
| HWC 505 | Psychopathology and Psychopharmacology | 3 |
| HWC 515 | Advanced Social Work Micro Practice I | 3 |
| HWC 516 | Advanced Social Work Macro Practice I | 3 |
| | Advanced Electives* | 2-4 |

Spring Semester

| Course # | Title | Credits |
|----------|--|---------|
| HWC 503 | Field Education IV | 6 |
| HWC 506 | Social Work in Health | 3 |
| HWC 517 | Advanced Social Work Micro Practice II | 3 |
| HWC 518 | Advanced Social Work Macro Practice II | 3 |
| | Advanced Electives* | 4 |

Students who plan to complete the program in more than one year follow the program design below.

Fall Semester

| Course # | Title | Credits |
|----------|--|---------|
| HWC 502 | Field Education III | 6 |
| HWC 505 | Psychopathology and Psychopharmacology | 3 |
| HWC 515 | Advanced Social Work Micro Practice I | 3 |
| HWC 516 | Advanced Social Work Macro Practice I | 3 |

Spring Semester

| Course # | Title | Credits |
|----------|--|---------|
| HWC 503 | Field Education IV | 6 |
| HWC 506 | Social Work in Health | 3 |
| HWC 517 | Advanced Social Work Micro Practice II | 3 |
| HWC 518 | Advanced Social Work Macro Practice II | 3 |

*Elective offerings vary from semester to semester.

†Applicants applying from the School of Social Welfare, Stony Brook University program, must submit one letter from the Director of the Undergraduate Program. The other two letters must be from individuals familiar with their social work practice, other than School of Social Welfare faculty.

Fall Semester

| Course # | Title | Credits |
|----------|---------------------|---------|
| | Advanced Electives* | 6 |

Pathway II

Students who are currently working full-time in the field of social welfare and have had a minimum of three years paid, full-time, M.S.W. supervised, social welfare experience may apply for permission to use their agency of employment for two days of field education per week, for one year only. The Office of Field Education must approve an educational plan for field education that is developed by the agency. This field education experience must be separate and distinct from a student's regular job responsibilities. The supervisor must hold a Master of Social Work degree and be licensed by New York State and cannot be the student's current supervisor or a past supervisor. The field education plan must be approved by the agency administrator and by the School. Pathway II students may not register for more than four credits (two days) of field education per semester, or for more than three courses per semester. Through this pathway, students may complete the degree requirements in two and a half to three years.

Pathway III (Modified Full-Time)

This option is designed for students who choose not to follow the regular full-time schedule. Students must take 12 to 13 credits each semester while they are attending school, except in the semester (or year) in which they are candidates for graduation, when they may take fewer. The degree requirements are typically completed in two and a half to three years.

Students are not permitted to use their agency of employment for field education unless they meet requirements of Pathway II. Although in some instances, field education may be taken during evenings and Saturdays, this is only acceptable if an educationally sound placement can be arranged. In cases where this cannot be arranged, or it is determined by the faculty that such a placement is not appropriate for the students' learning needs, students may need to complete one or both years of field education in a traditional time period. Pathway III students may not register for more than four credits of field education per semester.

Pathway II and Pathway III Curriculum and Program Design**First Year***Fall Semester*

| Course # | Title | Credits |
|----------|------------------------|---------|
| HWC 500 | Field Education I | 4 |
| HWC 506 | Social Work in Health | 3 |
| HWC 511 | Research I | 3 |
| HWC 513 | Social Work Practice I | 3 |

Spring Semester

| Course # | Title | Credits |
|----------|---|---------|
| HWC 501 | Field Education II | 4 |
| HWC 504 | Human Behavior and the Social Environment | 3 |
| HWC 512 | Research II | 3 |
| HWC 514 | Social Work Practice II | 3 |

Second Year*Fall Semester*

| Course # | Title | Credits |
|----------|--|---------|
| HWC 502 | Field Education III | 4 |
| HWC 509 | Parameters of Health and Social Policy I | 3 |
| HWC 515 | Advanced Social Work Micro Practice I | 3 |
| HWC 516 | Advanced Social Work Macro Practice I | 3 |

Spring Semester

| Course # | Title | Credits |
|----------|---|---------|
| HWC 503 | Field Education IV | 4 |
| HWC 510 | Parameters of Health and Social Policy II | 3 |
| HWC 517 | Advanced Social Work Micro Practice II | 3 |
| HWC 518 | Advanced Social Work Macro Practice II | 3 |

Third Year, Option I*Fall Semester*

| Course # | Title | Credits |
|----------|---|---------|
| HWC 505 | Psychopathology and Psychopharmacology Electives* | 9-10 |

Third Year, Option II*Fall Semester*

| Course # | Title | Credits |
|----------|---|---------|
| HWC 505 | Psychopathology and Psychopharmacology Electives* | 3 4 |

Spring Semester

| Course # | Title | Credits |
|----------|------------|---------|
| | Electives* | 5-6 |

Specializations

As part of their concentration year, second-year students have the opportunity to develop specialized knowledge in a choice of specific areas as follows.

*Elective offerings vary from semester to semester.

Social Work in Healthcare

During the second year of graduate study, students in the School of Social Welfare have the opportunity to fulfill the requirements for graduation with a Specialization in Health Care. This specialization provides students with theory and practice skills in the analysis, development, implementation, management and evaluation of health and mental health programs, policies and practice and how they affect individuals and societal well-being; prepares specialized social workers to occupy both independent and interdisciplinary team roles in health promotion, prevention, patient care, research, planning and management.

Requirements

Matriculated M.S.W. students must meet the following requirements.

- Successful completion of all the professional foundation courses.
- Taking each of the following courses required for the specialization:

| | |
|---------|---|
| HWC 581 | Public Health and Community Health Intervention |
| AND | |
| HWC 582 | Organizational Dynamics and Legal and Ethical Issues in Health Care |
| OR | |
| HWC 584 | Public Health and Community Health Intervention |
- Taking one elective chosen from those courses designated with + in the listing of course descriptions.
- Successfully completing one year of field education in a health or mental healthcare setting.
- Maintaining a grade point average of 3.0 in the courses required for the specialization.
- Completing all other requirements for the Master's degree.

Alcohol and Substance Abuse Sub-Specialization

Students may opt for a Specialization in Healthcare with a sub-specialization in Alcohol and Substance Abuse. Students enrolled in this sub-specialization examine the history and development of policies and practice in the field of alcoholism and substance abuse. This sub-specialization addresses the wider implications that relate to program planning and development, public policy and prevention, and the more specific issues of working with families, individuals and groups in treatment and recovery. Particular emphasis is placed on dealing with traditionally disadvantaged and disempowered populations.

Requirements

Matriculated M.S.W. students must meet the following requirements:

- Successful completion of all the professional foundation courses.
- Taking each of the following courses required for the sub-specialization:

| | |
|---------|--|
| HWC 544 | Overview of Substance Abuse |
| HWC 545 | Individual, Group and Family Treatment of Alcoholics and Substance Abusers |

HWC 581 Public Health and Community Health Intervention

- Successfully completing one year of field education in an alcohol-specific or drug-specific agency with an assignment of either working directly with individuals, families and groups, and/or working with committees, boards, planning groups and community groups.
- Maintaining a grade point average of 3.0 in the courses required for the specialization.
- Completing all other requirements for the Master's degree.

Public Health Sub-Specialization

(Currently Under Review - Suspended Fall 2010)

Students may opt for a Specialization in Healthcare with a sub-specialization in Public Health. The public health focus provides students with theory and practice skills aimed at the prevention and management of health problems in community based populations. Students learn to develop and implement strategies for the prevention of disease, promotion of health and the meeting of healthcare needs. As practitioners, they will be prepared to understand the social, political, ethical, economic, medical and scientific issues involved in addressing community health problems and needs.

Requirements

Matriculated M.S.W. students may qualify for the sub-specialization by meeting the following requirements:

- Successful completion of all the professional foundation courses.
- Successful completion of one year of a field education experience with a public health focus.
- Taking each of the following courses required for the sub-specialization:

HWC 581 Public Health and Community Health Intervention

HWC 589 Biostatistics

AND

HWC 582 Organizational Dynamics and Legal and Ethical Issues in Health Care

OR

HWC 584 Public Health and Community Health Intervention

- Maintaining a grade point average of 3.0 in the courses required for the specialization.
- Completing all other requirements for the Master's degree.

Student-Community Development Specialization: Social Work in Higher Education

The Student-Community Development (SCD) Specialization offers a unique professional partnership between social work and higher education that expands the arenas of social work practice, community organization and systems development to include the contemporary college campus. Students develop skills in providing direct interventions in response to the range of social issues, such as multicultural relations, mental health, safety and student success strategies that currently affect student communities nationwide. The SCD specialization emphasizes organizational and community development, social change and the strengths perspective as vital components of practice within various types of learning communities.

Requirements

Students accepted for this specialization must meet the following requirements:

- Successful completion of 65 credits, which comprises the professional foundation courses.
- Taking each of the following courses required for the specialization:

| | |
|---------|--|
| HWC 592 | Community Building in Higher Education |
| HWC 593 | Student-Community Development Seminar I |
| HWC 594 | Student-Community Development Seminar II |
| HWC 598 | Issues in Higher Education |
- Successfully completing 16 credits of field education. One year of field education (HWC 502 and 503) will be in a higher education setting.
- Maintaining a grade point average of 3.0 in the courses required for the specialization.
- Completing all other requirements for the Master's degree.

Courses

The following course offerings are arranged in four categories corresponding to the curriculum design; professional foundation courses, advanced required courses, enrichment electives and advanced practice electives. All courses are graduate letter graded (A to C-, F) unless otherwise indicated.

Professional Foundation Courses

HWC 500 Field Education I

Placement in practice settings under supervision of a licensed M.S.W. Students will be graded S/F. Must be taken concurrently with HWC 513.

4-6 credits, fall semester

HWC 501 Field Education II

A continuation of HWC 500. Students will be graded S/F. Must be taken concurrently with HWC 514.

Prerequisites: HWC 500 and 513

4-6 credits, spring semester

HWC 504 Human Behavior and the Social Environment I

Introduces a framework for understanding how individuals and families grow, develop and change within their social environment. Critiques interpersonal, intrapersonal and socio-structural theories and their impact on special populations which have been exploited and alienated in society.

3 credits, spring semester

HWC 506 Social Work in Health

This course recognizes the centrality of health as an issue in all people's lives. The issue of health and well-being are issues of concern regardless of practice setting or intervention modality utilized. It is with this in mind, that the School embraces the concept of health as an organizing principle and theme. Serves as an introduction to the concept of health and its connection to social work. The healthcare delivery system, managed care, healthcare financing, epidemiology, ethics, and complimentary

medicine are addressed. The impact of race and culture on the health status of people in this society are covered. Current major public health problems are also addressed.

3 credits, fall and spring semesters

HWC 509 Parameters of Social and Health Policy I

Introduces students to United States social policy, with special emphasis on political, economic and social factors that have affected its historical development, particularly in reference to oppressed groups. Explores relationship of social policy to social work practice.

3 credits, fall semester

HWC 510 Parameters of Social and Health Policy II

Utilizes frameworks for social policy analysis. Explores continuing dilemmas in policy development. Stresses effects of social movements and social change on social policy.

Prerequisite: HWC 509

3 credits, spring semester

HWC 511 Research I

Examines the basic concepts and methods of data collection (e.g., surveys, experimental designs, field research, unobtrusive designs) used in social research. Primarily prepares the student to understand and develop a research proposal and to critique methods used in research articles that address critical issues in social work practice.

3 credits, fall semester

HWC 512 Research II

Provides instruction in the computation, interpretation and application of data analytic procedures used in social research. Covers procedures such as descriptive statistics, correlations, chi-square and t-test. Examines their relevancy for analyzing issues in social work practice.

Prerequisite: HWC 511

3 credits, spring semester

HWC 513 Social Work Practice I

Provides a foundation for generalist practice, including the knowledge base, values and skill development necessary for effective practice with individuals, families, groups and communities. Students are introduced to the helping process across client systems and across the life span through a strengths perspective and empowerment approach to practice. Students are also introduced to the concept of resilience as a foundation to their understanding of human development. Must be taken concurrently with HWC 500.

3 credits, fall semester

HWC 514 Social Work Practice II

A continuation of HWC 513. Revisits the helping process in greater depth with specific reference to the special consideration for work with families, groups, communities and organizations. The broad range of social work roles across client systems is considered. Deepens knowledge of generalist practice and skill development. Must be taken concurrently with HWC 501 and 504.

Prerequisites: HWC 500 and 513

3 credits, spring semester

Advanced Required Courses**HWC 502 Field Education III**

Placement in advanced social work practice settings. Supervision provided by a licensed M.S.W. Students will be graded S/F. Must be taken concurrently with HWC 515 and 516. Prerequisites: HWC 500, 501, 513 and 514
4-6 credits, fall semester

HWC 503 Field Instruction IV

A continuation of HWC 502. Students will be graded S/F. Must be taken concurrently with HWC 517 and 518. Prerequisites: HWC 502, 515 and 516
4-6 credits, spring semester

HWC 505 Psychopathology and Psychopharmacology

This course focuses on the concepts of mental health, mental disorders and the influence of culture on both. The mental health concerns of diverse social, racial and ethnic groups, particularly those historically devalued and oppressed are covered. In addition, the use and misuse of the classification system of the Diagnostic Statistical Manual (DSM-IVTR) are examined. This examination includes the distinction between major mental disorders and other forms of dysfunctional behavior and the recognition of symptoms. Assessment of psychosocial functioning within a multi-cultural and gender role frame is emphasized. Social work values, roles, responsibilities and ethical considerations are detailed throughout the course. The role of the social worker as an integral member of the interdisciplinary mental health team is discussed. Prerequisites: HWC 500, 501, 504, 513 and 514
3 credits, fall semester

HWC 515 Advanced Social Work Micro Practice I

Focuses on the helping process with integration of increased understanding of the significance of transactions between people and their environments. Emphasizes development of advanced theory and practice skills. A focus is placed on developing assessment and diagnosis skills alongside understanding client's defenses, coping mechanisms, and the genetic, familial, cultural, and social factors that influence psychiatric diagnoses. The evaluation of intervention effectiveness, service delivery in an agency context, professional role and conduct are woven throughout the course. Must be taken concurrently with HWC 502 and HWC 516. Prerequisites: HWC 500, 501, 513 and 514
3 credits, fall semester

HWC 516 Advanced Social Work Macro Practice I

Emphasizes the understanding of theories and the development of advanced skills key to practice with groups, communities and organizations. Focus is placed on leadership development in the health and social welfare fields. Must be taken concurrently with HWC 502 and 515. Prerequisites: HWC 500, 501, 513 and 514
3 credits, fall semester

HWC 517 Advanced Social Work Micro Practice II

Emphasizes professional responsibilities for ongoing self-assessment and developing a critically reflective stance

to practice. Concentrates on skill development and working with populations at risk; a concurrent major focus is placed on the different theoretical perspectives, evidence-based social work practice models and interventions. A critical analysis of case material and social systems designed to meet client system needs is stressed toward the development of micro or clinical interventions within a variety of settings and client systems, most particularly the individual, family, group, organization, and community. Must be taken concurrently with HWC 503 and 518.

Prerequisites: HWC 502, 515 and 516
3 credits, spring semester

HWC 518 Advanced Social Work Macro Practice II

Emphasizes advanced theory and practice skills in community organization and program development. Focus is placed on strategic planning, management, evaluation, policy analysis and development, program development, and organizational analysis and change as applied in the health and social welfare fields. Must be taken concurrently with HWC 503 and 517.

Prerequisites: HWC 502, 515 and 516
3 credits, spring semester

Enrichment Electives**HWC 521 Ethnic Sensitive Social Work Practice**

Provides a theoretical framework and focuses on the development of the skills necessary to provide effective culturally sensitive social work services to diverse individuals, families, groups and communities. The special problems faced by groups traditionally devalued and oppressed are examined. Emphasizes skills in working for institutional change and social justice. Co-scheduled with HWC 321.

2 credits, year varies +

HWC 523 Growing Old in America: The Social Conditions - Policy and Practice Implications

Explores the social, political and economic conditions related to aging including long-term care in this society. Identifies social policies and program formats that enhance wellness and support dependencies from a positive perspective. Co-scheduled with HWC 323.

2 credits, semester varies +

HWC 524 Children and Adolescents Who Grieve

Focuses on issues related to bereavement in children and young people. Children and adolescents who struggle with the crisis of loss is a special population that is often overlooked. Students explore the emotional response of young people who grieve. Mental health professionals that provide treatment to this population must acquire specialized knowledge and skills to assist in healing wounded children. Upon completion, students will have gained an increased understanding of the developmental implications of loss in childhood, assessment of bereavement, and treatment interventions specific to bereaved children and adolescents. Co-scheduled with HWC 324.

2 credits, semester varies +

+ This course meets the requirement for an elective in the Healthcare Specialization.

HWC 525 Anger Management

Presents concepts of anger management within a bio-psycho-social context. Students learn how to recognize external manifestations of anger in themselves, clients, organizations and communities. Focus is on assessment of clients' ability to both recognize anger ("residual" as well as anger "masking underlying feelings") and methods used for coping. Anger management concepts and skills at the micro, mezzo and macro levels of practice are explored, including anger management strategies that can be taught to clients as part of an intervention plan. Environmental and societal factors as "igniting events" of anger in individuals, families, groups and communities are examined. Appropriate assessment and interventions at all levels of practice are delineated. Co-scheduled with HWC 325.

2 credits, semester varies

HWC 529 Complementary and Alternative Medicine

Human service workers are often required to discuss issues of health and healing. Many individuals, by virtue of their culture, experiences and/or choice, often adhere to a combination of nontraditional and traditional beliefs regarding healthcare. This course familiarizes students with those methods and beliefs most often found in specific cultures. Students will develop an appreciation of each practice in order to interact with clients from a strengths perspective and will gain an international perspective on healthcare modalities. Co-scheduled with HWC 329.

2 credits, semester varies +

HWC 530 Case Management in Human Services

Case management has grown dramatically in the human service field over the last 20 years in response to the growing service needs of individuals and families facing complex life situations and issues. Examines both the macro level and micro level issues facing case managers and agencies as they provide quality services to often oppressed populations. Co-scheduled with HWC 330.

2 credits, year varies +

HWC 540 Social Issues in Popular Culture

Movies have been a useful medium that can illustrate current social issues and family dynamics as well as policy and research dilemmas. Each week a film with a central practice/research/policy issue provides the basis for a lecture and class discussion. Topics focus on a variety of social issues such as family dynamics, bereavement, adoption, domestic violence, abuse, residential placement, policy and research. Co-scheduled with HWC 340.

2 credits, semester varies

HWC 541 Youth and Violence

Examines the etiology of youth at risk for violence, using ecological and interpersonal perspectives. Family, school and community risk factors are outlined as well as assessment, intervention and treatment issues. Successful prevention programs are highlighted.

2 credits, year varies

HWC 544 Overview of Substance Abuse

This course is an examination of the history and development of alcohol and substance abuse problems in the United States. It focuses on the etiology, psychopharmacology and legal ramifications of the use of licit and illicit substances in our culture. The course provides information on a variety of services available to drug abusers, addicted individuals and their families in the fields of prevention, education and treatment. Co-scheduled with HWC 344.

2 credits, semester varies +

HWC 549 Overview of Social Work with Special Populations

This course examines the issues that social workers must consider when working with traditionally disenfranchised populations. Emphasis will include micro and macro issues when intervening with gay and lesbian individuals, members of diverse racial and ethnic groups, and women, as well as others. The historic as well as contemporary experiences of these individuals' interactions with the health and human service delivery system will be explored. Co-scheduled with HWC 349.

2 credits, semester varies

HWC 551 Law and Social Change

This course introduces students to the interrelationship of the legal process in the United States and the profession of social work. Focuses on the legal process in general, social welfare law, in particular, and the implications for effective social work practice. Co-scheduled with HWC 351.

2 credits, year varies

HWC 552 Lesbians and Gay Men: Issues in Healthcare

This course is an examination of the critical impact that healthcare policies and services have on lesbians and gay men in American society. Issues related to access to care, discrimination, services, health insurance, healthcare resources within geographical areas and the health status of lesbians and gay men are examined. It focuses on the issues that lesbians and gay men encounter in their interactions with the healthcare system.

2 credits, year varies +

HWC 553 Chemical Dependency in Special Populations

This course covers alcoholism and substance abuse with populations that have been traditionally devalued and oppressed. It focuses on development of skills and sensitivity to the needs of ethnic groups, women, the elderly, the mentally ill and LGBT people who are chemically dependent. Policy and practice issues related to these populations are considered.

2 credits, semester varies +

HWC 561 Implications of Racism for Social Welfare

This course examines personal and institutional racism in the United States and the effect racism has on the delivery of services to individuals who do not fit the traditional "American model." It examines the historical relationship between racism and social welfare policies, programs and practice, and contemporary strategies for change. Co-scheduled with HWC 361.

2 credits, semester varies +

+ This course meets the requirement for an elective in the Healthcare Specialization.

HWC 563 Homelessness, Politics and Public Health

This course analyzes homelessness as an issue of social policy, including its history, recent causes and current demographics. It emphasizes the political and economic context that has made homelessness a major social problem. Co-scheduled with HWC 363.

2 credits, semester varies

HWC 575 Child Welfare: An Overview

This course covers the impact of historical and contemporary developments within the field of child welfare. Examines the evaluation of child welfare services and the role of child care workers. It also examines out-of-home care, foster care, group home care and institutional care within the context of traditional public/voluntary structure of services and the social/political context. Services in relation to the changing roles of the family and emergence of child care are covered. Co-scheduled with HWC 375.

2 credits, semester varies

HWC 579 Special Topics in Social Work

These courses examine significant timely issues confronting the profession. Topics include violence as a public health problem, issues of aging, racism, gender, AIDS, the media, and others. Topics vary each term as faculty develop specific modules that address one or more of these issues. This course may also be offered as an advanced practice elective depending on topic. Some topics may be identified as appropriate for the Healthcare Specialization. Depending on topic it may be co-scheduled with HWC 379.

1-3 credits, semester varies

HWC 580 Overview of Family Violence

This course is an overview of the phenomenon of family violence in the United States including child abuse, intimate partner violence (IPV) and elder abuse. Incidence and prevalence regarding each form of family violence will be reviewed as well as etiology, current evidence-based treatment modalities and competing political ideologies. Particular focus will be on the current research for each type of family violence and policy directives that emanate. This course also explores theories of etiology, including patriarchy, intergenerational family dynamics and substance abuse. It examines programmatic approaches and programs for batterers and prevention strategies. Co-scheduled with HWC 380.

2 credits, semester varies +

HWC 590 HIV/AIDS

This course focuses on the central aspects of the HIV/AIDS pandemic, including the state of medical knowledge, HIV/AIDS and the law, prejudice and discrimination, AIDS activism and organizing, grief/death/dying, psychosocial issues, redefining the medical model, homophobia, racism, sexism and ableism in research, treatment and policy, IV drug use, drug treatment and other related issues. Upon completion of this course, students will have met the educational requirements established by the HIV Primary Care Medicaid Provider Agreement. This requirement is needed to conduct HIV pre- and post-test counseling in hospitals and clinic settings. Co-scheduled with HWC 390.

2 credits, semester varies +

HWC 598 Issues in Higher Education

This course examines current issues which arise in institutions of higher education utilizing alternative conflict management and mediation models to provide the framework to examine a variety of social issues on college campuses. It explores such issues as diversity, violence, substance abuse and mental health.

2 credits, semester varies

HWC 595 Independent Study

Independent study with an individual faculty member. Designation as enrichment or advanced practice elective is determined with faculty sponsor.

1-3 credits, semester varies

Advanced Practice Electives**HWC 507 Master's Project**

Students complete a master's project under the sponsorship of a faculty member.

3 credits, semester varies +

HWC 508 Continuation of Master's Project

A continuation of HWC 507 for students who did not finish their Master's Project during the term in which they had registered for it. Students will be graded S/F.

Prerequisite: HWC 507

0 credit, semester varies +

HWC 520 Advanced Social Work Practice with the Aged

This course examines concepts and strategies for working with the elderly at the primary, secondary and tertiary levels of intervention. It presents and critically analyzes a variety of approaches in working with the elderly and their families. Interventions with the well elderly living in the community, the elderly who suffer some disabilities but who are still living in the community and the elderly who are institutionalized are examined.

2 credits, year varies +

HWC 522 Human Sexuality

This course identifies personal attitudes and judgments about sexually related behaviors. Critically examines factual information derived from research in human sexuality and covers a wide range of sexual behavior from a knowledge base.

2 credits, year varies +

HWC 533 Family Intervention in Health and Mental Health

This course focuses on family and marital problems. Environmental, social, economic, psychological and institutional pressures that affect family functioning are examined. Emphasis is placed on intervention skills.

2 credits, semester varies +

+ This course meets the requirement for an elective in the Healthcare Specialization.

HWC 538 Death and Dying; Loss and Separation

This course explores student values, attitudes, fears and conceptions relating to death and dying. Issues of loss and separation in relation to various age groups, cultural orientations and societal expectations are examined. The focus is on the acquisition of bereavement counseling skills.

2 credits, semester varies +

HWC 542 Social Work with Children: The Social Worker's Role

This course is designed to provide an understanding of the special issues and concerns surrounding work with children. Professional dilemmas and guidelines to aid practice are identified. Special issues involved in work with young children are highlighted. Although the focus is on direct work with children, a family-centered approach is presented. Practitioner roles, the impact of service settings, policy and legislation affecting this area of practice are reviewed as is the knowledge base that serves to guide practice, including formulations of practice theory and empirical research findings.

2 credits, year varies +

HWC 545 Individual, Group and Family Treatment of Alcoholics and Substance Abusers

This course covers alcoholism and substance abuse as family illnesses and their stages of development, as well as the impact these illnesses have on the families of active and recovering alcoholics and substance abusers. Self-help groups and on traditional and relatively recent modalities used in the treatment of addicted individuals and their families are focused on.

2 credits, semester varies +

HWC 546 Working with Adult Children of Alcoholics and Substance Abusers

This course focuses on adult children of alcoholic parents and how parents' illness affects their children's social, emotional, and educational development from infancy to adulthood and into old age. Survival roles of children in alcoholic families and how these affect adult functioning are discussed. Examines the continuing effect family alcoholism has on adult children and the intervention strategies used in treatment.

2 credits, year varies +

HWC 547 Managing Conflict

A major concern for health and human service managers is conflict in organization, community and group settings. The various types of conflicts and the concepts of negotiation and mediation as interventive strategies are considered. Didactic and experiential learning experiences are utilized. Focus is on analyzing conflict situations and selecting interventive strategies to reduce, contain or heighten the conflict situation. Oppressive conditions, structures and processes are considered major determinants of human suffering and individual and social problems; students examine how these oppressive conditions are present in conflict situations and consider ways of dealing with them.

2 credits, semester varies +

HWC 548 Adolescent Development and Health Promotion

The effect on adolescent development of physiological changes, relationships with peers and family, and societal expectations are examined. Emphasis is on the development of assessment and engagement skills for working with adolescents and their families to help counteract adolescent self-destructive behavior and promote well-being.

2 credits, year varies +

HWC 550 Culture-Centered Approach to Social Work Practice

This course provides students with an opportunity for self growth while preparing to work with individuals and their families from a culture-centered value base. Culture-centered foundation practice provides students with a frame of reference for better understanding and appreciation of the difference of their own culture from the cultures of others.

2 credits, year varies +

HWC 555 Supervision in Health and Human Service Organizations

This course prepares social workers for the variety of tasks related to supervisory practice in healthcare agencies. Supervision is introduced as a teaching process, as an administrative function and as a program development tool. Emphasis is on helping workers function effectively with culturally diverse clients, populations at risk and the chronically ill. Content includes: historical perspective of supervisory practice; supervisor and agency structure; the organizational context of practice; learning theories; concepts of power, authority and accountability; ethical and clinical issues; supervisory techniques, skill and self awareness; staff and program development and evaluation.

2 credits, semester varies +

HWC 556 Proposal Writing in the Health and Human Service Fields

This course provides a comprehensive study of the principles and methods used to prepare program, training, research, demonstration and other types of proposals. Extensive workshop practice in developing appropriate writing skills and in locating and accessing funding sources is included.

2 credits, semester varies +

HWC 558 Human Services Administration

An introduction to the practice of administration of public and non-profit agencies, theories of management including alternative decision-making models, understanding of organizational structure and process, external and internal functions including interagency collaboration and personnel and financial management, affirmative action and ethical issues. The course combines theory with case examples, practical exercises and other experiential learning modes.

2 credits, semester varies

+ This course meets the requirement for an elective in the Healthcare Specialization.

HWC 559 Mental Health Evidence-Based Practice

This course develops the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented evidence-based practices. This course is designed for M.S.W. students and M.S.W. mental health practitioners. The course familiarizes students with evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. Students should have a basic knowledge of serious mental illness as pre- or co-requisite, however a review will be provided. Research literature is examined to determine the various levels of support for specific interventions and essential principles for translating research into practice. Appropriate treatment outcomes that reflect effective quality mental health practice are identified. Focus is on providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness.

3 credits, spring semester +

HWC 568 The Workings of the Brain: Practice Issues for Social Workers

Addresses the organization, development and functions of the brain and how this influences how we think, feel and behave. Causes of organic changes in the brain such as substance abuse, disease and injury are addressed. Advances in neuroscience that have aided in diagnosis and social work practice are covered. Innovative treatment modalities such as EMDR, biofeedback and vagal nerve implants are presented. Strongly emphasizes the combination of science and practice issues.

2 credits, semester varies +

HWC 569 Childhood Sexual Abuse and Long-Term Sequelae: Assessment and Intervention

This course focuses on the assessment and clinical intervention with adults who were sexually abused in childhood. Treatment for eating disorders, substance abuse, self-injurious behavior, sexual dysfunction, PTSD and dissociative identity disorder (DID) are addressed as well as other health related issues emanating from the trauma of childhood sexual abuse. Cultural, legal, political, and ethical dilemmas are also examined.

2-3 credits, semester varies +

HWC 577 Program Evaluation

This course provides an in-depth analysis of the technical requirements of program evaluation and the organizational and political constraints that influence the evaluation process. Techniques in the design and implementation of evaluation research in the health and human services fields are covered.

Prerequisites: HWC 511 and 512

2-3 credits, semester varies

HWC 578 Advanced Social Work with Groups

This course explores the principles and practice of group work in assisting clients to maximize psychosocial functioning. Class members will participate in an experience that encourages them to realize the power of group work process and usefulness of this modality. Group work techniques, context, dynamics, skills and the role of the group facilitator are discussed. In presenting group work with special populations students learn

about the impact of issues including development, discrimination, illness, addiction and separation on the commonality of the human experience as it presents in group practice.

2 credits, semester varies +

HWC 579 Special Topics in Social Work

These courses examine significant timely issues confronting the profession. Topics include violence as a public health problem, issues of aging, racism, gender, AIDS, the media, and others. Topics vary each term as faculty develop specific modules that address one or more of these issues. Some topics may be identified as appropriate for the Healthcare Specialization. This course may also be offered as an enrichment elective depending on topic.

1-3 credits, semester varies

HWC 581 Public Health and Community Health Intervention

This course examines many of the critical public health issues of today. Students gain an understanding of the concepts underlying social epidemiology and develop an appreciation of the ways in which the health status of different populations in this country is differentially impacted. Community health planning strategies (e.g. health promotion and health education) are examined.

2 credits, semester varies

HWC 582 Organizational Dynamics and Legal and Ethical Issues in Healthcare

This course examines some of the traditional, as well as newer, models through which healthcare services are delivered. Particular emphasis is given to the issue of access to health services as well as the location of the professional social worker within these systems. Students gain the ability to conceptualize many of the critical ethical and legal issues impacting the field today.

2 credits, semester varies

HWC 584 Community Analysis and Health Promotion

Explores diverse concepts of community, analyzes a range of community structures, processes and power relationships. Investigates contemporary models, strategies and tactics of community organizing and health promotion in the United States and in selected other countries and emphasizes efforts made by poor people, ethnic minorities of color and women to organize and mobilize community groups and movements. Highlights group and community analysis and organization skills.

2 credits, semester varies

HWC 588 Qualitative Health Research Methods

The class works as a team on a joint project. Topics include problem formulation, instrument construction, sampling strategy, interviewing, data transcription and data analysis.

Prerequisites: HWC 511 and 512

2 credits, semester varies

+ This course meets the requirement for an elective in the Healthcare Specialization.

HWC 589 Biostatistics

This course is an introduction to the analysis and interpretation of quantitative data using bio-statistical methods. It examines three interrelated issues: the nature of quantitative data and their relationship to social, psychological and biological concepts, the different ways data can be presented to help others understand research questions and the answers to those questions, and the basic and intermediate bio-statistical techniques available for analyzing data. Focuses on how data relate to research questions that are of interest to workers in the healthcare field.

Prerequisites: HWC 512 or equivalent

2 credits, semester varies +

HWC 592 Community Building in Higher Education

This course introduces the Student-Community Development Model as an integrated application of social work, community organization and social work practice modalities. The class works together on a joint project that aims to create community on campus.

2 credits, fall semester

HWC 593 Student-Community Development Seminar I

This course examines how political, socio-economic, cultural and health issues impact higher education. How these systems influence and shape student community wellness on the college campus is emphasized. Contemporary higher education organizational structures, planning modalities and intervention strategies are examined.

3 credits, fall semester

HWC 594 Student-Community Development Seminar II

A continuation of HWC 593, explores intervention strategies, organizational structures and planning parameters utilizing campus-based case studies. It examines the role of change agents within the campus life-arena.

Pre-requisite: HWC 593

3 credits, spring semester

HWC 595 Independent Study

Independent study with an individual faculty member. Designation as enrichment or advanced practice elective is determined with faculty sponsor.

1-3 credits, semester varies

HWC 599 Maintenance of Matriculation

For students who are maintaining matriculation while engaging in consultation with faculty regarding completion of courses and/or the Master's Project. Students will be graded S/F.

1 credit, semester varies

HWL 500 Study at Touro

For students in the M.S.W./J.D. program and who are maintaining matriculation while enrolled at Touro Law Center.

0 credits, fall and spring semesters

Field Education and Practicum Sites in New York State Utilized by the School of Social Welfare

ACCESSO/ACCESS

Alternatives East End

Angelo J. Melillo Center

BOCES-Eastern Suffolk

BOCES-Nassau

BOCES-Western Suffolk

BOCES II

Brentwood Union Free School District

Brighter Tomorrows

Bronx Health and Human Services Development Corporation

Brookhaven Memorial Hospital

Brookhaven Youth Bureau

Cancer Care

Catholic Charities

Center Moriches School District

Central Islip Union Free School District

Central Nassau Guidance and Counseling Services

Circulo de la Hispanidad

Clinical Care Associates

Clubhouse of Suffolk

Coalition of Child Abuse and Neglect

Colonial Youth and Family Services

Community Housing Innovations

Community Programs Center of Long Island

Concern for Mental Health

Covenant House

Creedmoor Psychiatric Center

Developmental Disabilities Institute

EAC Suffolk County

East Hampton Union Free School District

East Islip School District

Eastern Long Island Hospital

Eastport South Manor School District

Elmhurst Hospital Center

Empire Justice Center, Touro Law School

Family and Children's Association

Family Service League of Suffolk County

Farmingdale School District

Federation of Organizations

FECS

Flushing Jewish Community Council

Fordham Tremont Community Mental Health

Forest Hills Community House

Glengariff Health Care Center

Good Samaritan Hospital

Gurwin Geriatric Center

Half Hollow Hills School District

Hands Across Long Island

Hauppauge Union Free School District

HELP Suffolk

HELP USA

Hempstead High School Team Center

Hispanic Counseling Center, Inc.

Hofstra University

+ This course meets the requirement for an elective in the Healthcare Specialization.

Holliswood Hospital
 Hope for Youth
 Hope House Ministries
 Hospice Care Network
 Hospice of the South Shore
 Huntington Youth Bureau
 Interfaith Hospital
 Isabella Nursing Home
 Island Nursing and Rehabilitation Center
 Islip School District
 J-CAPP, Inc.
 Jewish Association of Services for the Aged
 Jewish Board of Family and Children's Services, Inc.
 John Foley Skilled Nursing Facility
 John T. Mather Memorial Hospital
 Out-Patient Services
 Partial Hospitalization Program
 Kings County Hospital
 Legal Aid Society of Nassau
 LIAAC
 Lindenhurst Public Schools
 Littleflower Children's Services
 Long Beach Reach
 Long Beach School District
 Long Island Crisis Center
 Long Island Head Injury Association
 Long Island Head Start
 Long Island Minority AIDS Coalition
 Long Island State Veterans Home
 Long Island University, CW Post Campus
 Student Counseling Services
 Longwood Central School District
 Madonna Heights
 Maryhaven Center of Hope
 Medgar Evers College
 Mental Health Association of Nassau County
 Mental Health Association of Suffolk County
 Mercy Center Ministries
 Mercy Medical Center Family Counseling Services
 Montefiore Medical Center
 Mount Sinai School District
 Multiple Sclerosis Society, Long Island Chapter
 Nassau/Suffolk Law Services Committee, Inc.
 Nassau University Medical Center
 New York City Administration for Children's Services
 New York City Department of the Homeless
 New York Institute of Technology
 North Shore Child and Family Guidance Center
 North Shore University-Long Island Jewish Medical Centers
 Oceanside Counseling Center
 Options for Community Living, Inc.
 Outreach Development Corporation
 Palladia
 Partnership with Children
 Patchogue-Medford School District
 Peconic Bay Medical Center
 Pederson Krag Center
 Phase Piggy Back
 Phoenix House
 Pilgrim Psychiatric Center
 Public School 132 All the Way Program
 Quality Consortium
 Queens Children's Psychiatric Center
 Ride for Life
 Riverhead Central School District
 Sachem Central School District
 Safe Space
 Sagamore Children's Psychiatric Center
 Salvation Army
 Samaritan Village
 Samuel Field YM-YWHA
 Sayville Project
 SCO Family of Services
 Seaffield Center, Inc.
 Self Help Community Services
 Silvercrest Extended Care Facility
 Smithhaven Ministries
 Smithtown School District
 South Huntington School District
 South Oaks Hospital
 South Shore Child Guidance
 Southside Hospital
 St. Catherine of Sienna Medical Center
 St. Charles Hospital and Rehabilitation Center
 St. Johnland Day Health Services
 St. Johnland Nursing Home
 St. Joseph's Village
 Stony Brook University
 Admissions Office
 Career Placement Office
 CARES for KIDS
 Child Welfare Training Program
 Commuter Student Services Office
 Dean of Students Office
 Disability Support Services
 Employee Assistance Program
 International Services
 Medical Center
 Office of Diversity, Affirmative Action and Equal Opportunity
 Residential Programs
 Student Health Services
 Suburban Housing and Prevention
 Suffolk County Brentwood Family Health Center
 Brentwood Mental Health Center
 Department of Aging
 Department of Health Services
 Department of Probation
 Department of Social Services
 Family Drug Court
 Farmingville Mental Health Clinic
 Human Rights Commission
 Jail
 Wellness Project
 Suffolk County Coalition Against Domestic Violence
 Suffolk County Perinatal Coalition
 Suffolk Jewish Community Center
 Suffolk Network on Adolescent Pregnancy
 The Light House, Inc.
 Three Village School District
 Timothy Hill Children's Ranch
 Town of East Hampton Department of Human Services
 Town of Huntington Drug and Alcohol

Town of Huntington Youth Bureau
Town of Smithtown Youth Services
Uniondale School District
United Way of Long Island
Urban Justice Center
University College at Old Westbury
 Student Counseling Services
Veteran's Administration Medical Center
Victims Information Bureau of Suffolk County
Village of Rockville Centre, Sandel Center
Wantagh School District
Westbury School District
West Islip Schools
Westhampton Beach School District
William Floyd Union Free School District
Women's Center of Huntington
YMCA Family Services
Young Adult Institute
Youth and Family Counseling Program of Islip
Youth Environmental Services, Inc.



Graduate Program in Public Health



Graduate Program in Public Health

Core Public Health Faculty

Director: Lisa A. Benz Scott

Professors: John D. Shanley, Norman H. Edelman, Steven Jonas

Assistant Professors: Amy Hammock, Jaymie Meliker, Tia Palermo

Research Assistant Professor: Evonne Kaplan-Liss

Associate Professor: Lauren E. Hale

Affiliated Public Health Faculty

Professors: Evelyn Bromet, Christopher W. Cutler, David L. Ferguson, David Krause, Paul L. Ogburn, Jr., John A. Rizzo, Charles L.

Robbins, Warren Sanderson, Nancy J. Tomes, Arthur Grollman, Steven London, Peter D. Salins, Christopher Sellers, Arthur Stone

Associate Professors: Debra Dwyer, Aldustus E. Jordan, III, Marci Lobel, Debra Cinotti, S. Van McCrary, Anne E. McElroy, Henry Thode

Research Associate Professor: Joan Broderick

Assistant Professors: Dolores Cannella, Breena R. Taira

Clinical Assistant Professor: Jeannette O. Coane

Clinical Associate Professor: Feroza Daroowalla

Instructors: Susanne A. Mendelson

Adjunct Professors: Donald A. Brand, David G. Graham, Alan M. Jacobson, Gregson H. Pigott, James L. Tomarken, Jason Winslow,

Kathleen Flynn-Bisson

Staff: Jonathan Ragone, MPH Academic Coordinator; Mary Vogelle-Buscemi, Office Administrator; Eileen Zappia, Program Secretary

About the Program

The Graduate Program in Public Health was established at Stony Brook to train people who wish to integrate the knowledge, skills, vision, and values of public health into their careers and provide leadership in the field. The Program leads to the Master of Public Health (MPH) degree as well as a variety of combined and concurrent programs.

The Program advocates a population health approach to public health. The hallmarks of population health include ecological understanding of the determinants of health and a systems approach to solving health problems; emphasis on proactively stabilizing and improving health among all populations; and insistence on accountability, evidence-based practice, and continuous performance improvement. The population health approach requires multi-disciplinary collaboration among scholars in the social, behavioral, clinical, and basic sciences and humanities. Furthermore, it incorporates the development of comprehensive health information systems, and the use of advanced analytical tools to examine health problems and evaluate responses.

The population health orientation is consistent with the traditions of public health and with recent Institute of Medicine (IOM) recommendations for public health education, although it expands upon them. The IOM recommends that public health:

“Adopt a population health approach that builds on evidence of multiple determinants of health... (Develop) appropriate systems of accountability at all levels to ensure that population health goals are met; ... Assure that action is based on evidence;”

The population health orientation of the Program is also compatible with the educational philosophy of the Medical Center (originally part of the Health Sciences Center). The Health Sciences Center, opened in 1971, emphasizes the need for interdisciplinary education and collaboration, and recognizes the need for health professions to work together. The Graduate Program in Public Health values the importance of a collegial atmosphere at an early stage in an MPH student's education in order for the student to gain respect for the diverse backgrounds and competencies of fellow students.

The emphasis of the Graduate Program in Public Health reflects the changing environment in which public health practice occurs, and recent thinking about how to respond to these changes. Public health retains its distinct role as the specialty emphasizing prevention, with the object of its work being populations, in contrast to the historical role of medicine, dentistry, and other clinical disciplines that focus on healing, with the object of their work being individuals. “The public health professional is a person educated in public health or a related discipline who is employed to improve health through a population focus.”

Since the 1980s, the three main functions of public health have been identified as assessment, policy development, and assurance. However, the knowledge and skills needed to perform these functions optimally has changed radically in light of advances in information technology and increased knowledge about the determinants of health and disease. These changes are occurring at all levels of inquiry, from the micro (genetics and microbiology) through the macro (the social sciences). Changing political, economic, demographic, and social conditions in the United States and the world make the application of new knowledge and technologies all the more important.

As one recent Institute of Medicine report states: “The beginning of the 21st century provided an early preview of the health challenges the United States will confront in the coming decades. The system and entities that protect and promote the public health, already challenged by problems like obesity, toxic environments, a large uninsured population and health disparities, must also face emerging threats, such as antimicrobial resistance and bio-terrorism. The social, cultural, and global context of the nation's health is also undergoing rapid and dramatic change. Scientific and technical advances, such as genomics and informatics, extend the limit of knowledge and human potential more rapidly than their implications can be absorbed and acted upon. At the same time, people, products, and germs migrate, and the Nation's demographics shift in ways that challenge public and private resources.”

Recent, influential reports regarding public health education suggest ways to address the evolving training needs of public health professionals. These publications include one

report issued by the Centers for Disease Control and Prevention—Public Health’s Infrastructure—and three reports from the Institute of Medicine: *Who Will Keep the Public Healthy?*; *The Future of Public Health in the 21st Century*; and *Crossing the Quality Chasm*. The recommendations in these reports challenge new public health programs to train public health leaders to be boundary spanners—able to use the new tools and knowledge available in order to formulate solutions to the complex public health problems facing us. “Public health professionals have a major role to play in addressing these complex health challenges, but in order to do so effectively, they must have a framework for action and an understanding of the ways in which they do affect the health of individuals and populations.”

These recent recommendations regarding public health can be synthesized as follows. In addition to the traditional knowledge, including epidemiology and biostatistics, public health leaders need:

- An ecological understanding of the causes of poor health—including, social, behavioral, environmental, occupational, demographic, policy, economic, and genetic factors as well as the interrelationship of these factors;
- A thorough understanding and appreciation of the cultural heterogeneity of populations, its impact on public health initiatives, and tools to deal with issues arising from cultural heterogeneity;
- A thorough understanding of the current system of addressing poor health—medical, dental, and public health—including organization, financing, regulation, accessibility, quality, effectiveness, and efficiency;
- An orientation toward policy, as well as programmatic, solutions to public health problems and the skills to assess, develop, implement, and evaluate policies;
- An orientation favoring evidence-based decision-making and the skills to develop evidence for public health decision-making including study design and analysis of data;
- An orientation favoring accountability and continuous quality improvement in public health and the skills needed to measure accountability and assess performance;
- Informatics skills including application of information technology to obtain, organize, and maintain useful data for public health decision-making;
- Leadership skills including the conceptual and analytical tools to prioritize problems and make sound decisions.

Instilling a population health orientation and fostering the skills necessary to act upon it provide the Program’s graduates with the ability to meet the basic needs of public health today—defined as provision of the Essential Public Health Services and the three core public health functions (assessment and monitoring; formulating public policies; and assuring access to appropriate and cost-effective care)—as well as to expand the work of public health to achieve its broad mission “to fulfill society’s interest in assuring conditions in which people can be healthy.”

Vision, Mission, and Goals

The vision of the Graduate Program in Public Health is to improve the health of populations on Long Island and in the

region, State, and nation through education, research, and community service that utilizes all of the scholarly resources of Stony Brook University in a collaborative and boundary-spanning manner.

The mission of the Program is to develop among students and professionals the values, commitment, knowledge, and technical skills necessary to advance the field of public health through application of population health principles.

The general goals of the Graduate Program in Public Health are to:

- Develop a nationally recognized, accredited, graduate educational program in public health.
- Advance knowledge in the public health field by developing an active program of population health research among faculty and students in the Program and other health-related professionals at Stony Brook University.
- Provide community partnerships of the highest quality that benefit the health of local, regional, and State populations.

The specific goals and measurable objectives developed by the faculty of the Graduate Program in Public Health can be found of the program’s website.

To achieve its general educational, research, and community benefit goals, the Program trains public health professionals who:

- Understand the multiple determinants of health and illness including the social, behavioral, environmental, demographic, occupational, policy, economic, genetic, and healthcare determinants; and
- Appreciate the need for interdisciplinary collaboration in order to understand population health problems and develop optimal strategies to address them; and
- Have the strongest analytical, conceptual, and communication skills in order to facilitate development and implementation of optimal strategies for addressing population health problems.

Program Values

The Graduate Program in Public Health embraces as a core value adherence to all ethical standards of conduct and academic integrity. The Program’s culture inherently values: beneficence, diversity, and reduction of health disparities, protection of vulnerable populations, and the balance of public health with human rights. In support of the mission statement, the Program values the training of students as public health problem solvers with a population health orientation by a multi-faceted team of faculty and staff members. The Program operationalizes its values through the following pillars upon which the Program stands: education, research, and service.

Education

The Graduate Program in Public Health values high-quality education that moves beyond the simple transmission of information to production of creative and critical thinkers who will be able to maintain public health’s value to society in the future. This value is operationalized through provision of the MPH Core and Concentration curricula leading to the MPH degree, which have as their cornerstones the development of

analytical and critical thinking skills and an ecological approach to health improvement and disease prevention that will produce public health problem solvers with a population health perspective.

Research

The Graduate Program in Public Health values research that contributes to the health improvement of all populations and the elimination of health disparities. This value is operationalized by facilitating interdisciplinary and collaborative research by the faculty and students in the Program's Center for Public Health and Health Policy Research (CPHHR), which emphasizes health improvement through community-based participatory research (CBPR) and service; and the Center for Health Services and Outcomes Research (CHSOR), which focuses on the effective, efficient, and equitable provision of health and medical care; prevention; and environmental health for children.

Service

The Graduate Program in Public Health values three types of service: Community; Professional; and University.

- **Community:** The Program values direct service to communities. This value is operationalized as advocating for improving population health and eliminating health disparities; and providing needs assessments and guidance for solutions to community health problems. The Program's three centers facilitate these activities.
- **Professional:** The Program values faculty members' contributions to organizations that advance their professional fields. This value is operationalized by the faculty promotion and tenure criteria and by expectations for annual performance evaluations.
- **University:** The Program values service to the University, which is operationalized as mentoring other faculty and serving as members or leaders on committees that advance the mission and goals of the University and the Graduate Program in Public Health.

Accreditation

The Graduate Program in Public Health actively sought accreditation from the Council on Education for Public Health (CEPH) by planning from our inception to meet CEPH standards and criteria. The Program hosted a successful Site Visit in March 2008 and was officially accredited in October 2008.

Because the Graduate Program in Public Health is accredited, our alumni are eligible to be certified in public health by the National Board of Public Health Examiners (NBPHE). This organization was established in September 2005 for the purpose of ensuring that students and graduates from schools and programs of public health accredited by CEPH have mastered the knowledge and skills relevant to contemporary public health. The certification exam serves this purpose. More information about NBPHE and the certification exam can be found at: <http://www.publichealthexam.org/about.cfm>

Research Centers

Center for Health Services and Outcomes Research

Cost control and quality enhancement remain elusive goals in the U.S. healthcare system. More and better evidence is required to help direct scarce healthcare resources to many competing uses, and to evaluate alternative strategies for promoting more cost effective care. In recognition of this need, the Graduate Program in Public Health has established the Center for Health Services and Outcomes Research (CHSOR). The Center is a multidisciplinary research unit that combines expertise in economics, statistics, epidemiology, medicine, and other clinical disciplines to address substantive issues in healthcare delivery. As part of its research mission, the Center seeks to develop joint projects with researchers at Stony Brook University and with health organizations throughout Long Island.

The Center has two divisions: (1) Children's Environmental Health; and (2) Long Island Prevention Research. The Children's Environmental Health division is part of the New York State, regionalized children's environmental health system, which includes eight Children's Environmental Health Centers in New York State (CEHCNY). The mission of CEHCNY is to be a clinical, research, educational, and community referral center for pediatric environmental diseases on Long Island, working in collaboration with the other seven statewide CEHCNY centers. The Long Island Prevention Research division develops research and innovative strategies to prevent disease and promote healthy communities. The focus is on collaboration with communities, as both participants and partners, and other organizations on Long Island including the Suffolk County Department of Health Services and Winthrop University Hospital's Office of Health Outcomes Research.

Center for Public Health and Health Policy Research

The Center for Public Health and Health Policy Research has an active agenda aimed at improving health in minority communities on Long Island. In collaboration with Literacy Suffolk, the Center has received a National Institutes of Health Partners in Research grant entitled Community Alliance for Research Empowering Social Change (CARES). CARES consists of an interdisciplinary team of researchers, community-based organizations, and community members working together to improve minority health outcomes through evidence based public health.

The Center has also hosted the Think Tank for African American Progress on Long Island in the spring 2010. The focus of the meeting was to inspire and assist young, black women to develop their full potential. The Center collaborates closely with the Suffolk County Minority Health Action Coalition, which has held three mini-summits on Long Island to develop partnerships for health improvement projects. The Center also collaborates with the Witness Project, which seeks to educate women in minority communities about cancer prevention and screening.

Admission to the MPH Degree Program

Although admissions requirements are rigorous, the Graduate Program in Public Health aims to develop camaraderie, cooperation, and cohesiveness among students in each cohort. For this reason, admission to the Program is during the fall semester only.

We are seeking intellectually inquisitive people from different socioeconomic, educational, racial, and ethnic backgrounds who can provide special contributions to the field of public health and the Program. The Program considers the potential contribution of each applicant to the student body and the public health field. Applicants are evaluated on academic achievement, leadership potential, professional accomplishment, and personal attributes. Excellent written and oral communication skills are expected. Fluency in more than one language is not required for admission, but it is becoming increasingly desirable for the practice of public health. The Program reserves the right to limit class size in order to maintain a faculty/student ratio that ensures a high quality academic program. Therefore, Program admission is highly selective, and all qualified applicants may not be accepted.

The MPH program is open to students from all academic disciplines. Students can select from one of three concentrations including Community Health, Evaluative Sciences and Public Health Practice. With the exception of applicants to the combined MBA/MPH and MPH/MAPP programs, the Public Health Practice concentration is open only to persons with a clinical degree or studying for a clinical degree such as medicine, nursing, dentistry, physical therapy, or physician assistant.

The MPH admissions requirements for the Program are:

- Bachelor's degree from an accredited college or university with a 3.0 GPA or better. Admitted students usually have GPAs that are higher than 3.0. The major must have an equivalent at the State University of New York (SUNY).
- Official transcripts from all post-secondary schools. Transcripts for all degrees earned in schools outside the U.S. or Canada must be evaluated by an agency accredited by the National Association of Credential Evaluation Services. (See section on International Students for more information about this process. The requirement for evaluation of transcripts is waived for graduates of foreign medical schools with a current license to practice in the U.S.)
- Official GRE (verbal, quantitative, and analytical) scores unless specified. Applicants can request to submit scores from the MCAT, DAT, LSAT, PCAT, or GMAT instead of the GRE. This requirement is waived for applicants who have been awarded a doctoral degree from an accredited U.S. or Canadian college or university.
- Three references from persons who can address the applicant's capacity to provide leadership in public health and complete a course of graduate study. If the applicant is a student or has graduated within the last two years, at least one letter must be from a college or university faculty member with whom the applicant has studied. If the applicant is a member of the public health workforce, at least one letter must be from a senior administrator in the organization who is familiar with his/her work.
- Two essays, no more than 500 words each:

Essay 1: How do your background, training, and experience prepare you for a leadership role in Public Health?

Essay 2: Select one of the following topics:

- a. Explain how the Graduate Program in Public Health and the concentration chosen will help you achieve your short-term and long-term goals;
- b. Define a time in your own life when you have identified and captured an opportunity;
- c. Define a unique quality you possess; or
- d. How do you expect to contribute to the improvement of health in your community?
 - A personal interview, if requested by the Admissions Committee.
 - A non-refundable application fee made payable to Stony Brook University.
 - Completion of the online application.
 - Any other requirements of the Graduate School not stated here.

For international students:

- International students who trained in non-English speaking schools and do not reside in an English speaking country are required to take the TOEFL exam. The expected minimum score is 213 for the Computer-Based Test, 90 for the Internet-Based Test, and 550 for the Paper-Based Test. In addition to the minimum score of 90 on the internet-based exam, each subsection score must be at least a 22.
- International students are required to have a course-by-course educational credential evaluation completed by an agency accredited by the National Association of Credential Evaluation Services (<http://www.naces.org>).
- We require using World Education Services (<http://www.wes.org>). This evaluation provides a U.S. course equivalent including semester hours earned, course content, and corresponding letter grade for all courses listed on the international applicant's transcript. This evaluation must be completed before the application can be considered.

For more information about the requirements for international students, see: <http://www.grad.sunysb.edu/International/>

The Admissions Committee considers all factors including grades, standardized test scores, recommendation letters, essays, prior training, and professional experience. It is a goal of the Admissions Committee to select applicants who have the academic capability, aptitude, character, personal qualities, and commitment to provide future value to society through leadership and creative contributions to the field of public health.

The Admissions Committee encourages applications from persons in the public health workforce and weighs their professional experience heavily in admissions decisions.

Admitted Students

Once admitted, the Program has the following requirements that must be completed by orientation:

- Each entering student must take a mathematics placement examination.
- Students without a clinical background must provide certificates of completion for the following two online

courses: Anatomy and Physiology 101 and Medical Terminology 101, available at: <http://www.universalclass.com>. Students are admitted to the Program on the condition that these courses will be completed by the end of the first semester.

- You must complete the online HIPPA training before the MPH Orientation. The instructions for completing this training are found on the website of the Office of the Vice President for Research: <http://ws.cc.stonybrook.edu/research/orc/humans/training.shtml>
- You must complete the online Protection of Human Subject training before the MPH Orientation. The course is offered by the Collaborative Institutional Training Initiative (CITI) at: <http://www.citiprogram.org>

Information about how to complete this training program is available on the website of the Office of the Vice President for research: <http://ws.cc.stonybrook.edu/research/orc/humans/training.shtml>

Also, it is expected that incoming students will be computer literate and email capable, and have library skills sufficient for graduate work. For students with deficiencies in these areas, resources are available through the Health Sciences Center Library to acquire or update them, as necessary.

MPH Degree Curriculum

The curriculum for the MPH degree is competency-based in order to comply with current efforts to improve the quality and accountability of public health training programs. The Graduate Program in Public Health faculty developed the required MPH Core Competencies, using the Association of Schools of Public Health (ASPH), Master's of Public Health Core Competency Development Project as the starting point.

To ensure that all students have a broad understanding of the basic areas of public health, every student is required to complete all MPH Core courses satisfactorily. Students receive training in the five basic, discipline-specific, competency areas of public health: biostatistics, environmental health, epidemiology, health policy and management, and the social and behavioral sciences. Students also receive core competency education in informatics and communication, professionalism, systems thinking, research methods, and problem solving. The Evaluative Sciences, Public Health Practice, and Community Health concentrations have concentration-specific competencies. The Program's success in transmitting the competencies to students is measured before and after completion of the Program (Orientation and Graduation Competency Assessments), as well as before and after each Core course (Pre/Post Course Competency Assessments). A table with the complete list of MPH Core Competencies and Concentration Competencies is on the Graduate Program in Public Health website.

Curriculum Overview

MPH Core (24 credits)

| Course # | Title | Credits |
|----------|--------------------------------------|---------|
| HPH 500 | Contemporary Issues in Public Health | 2 |

| | | |
|---------|--|---|
| HPH 501 | Introduction to the Research Process | 2 |
| HPH 506 | Biostatistics I | 2 |
| HPH 507 | Biostatistics II | 3 |
| HPH 508 | Health Systems Performance | 3 |
| HPH 514 | Epidemiology for Public Health | 3 |
| HPH 516 | Environmental and Occupational Health | 3 |
| HPH 523 | Social and Behavioral Determinants of Health | 2 |
| HPH 562 | Data Management and Informatics | 2 |
| HPH 563 | Cost Benefit and Cost Effectiveness Analysis | 2 |

MPH Culminating Experience (6 Credits)

| | | |
|---------|--|---|
| HPH 580 | Practicum | 3 |
| HPH 581 | Capstone Seminar: Population Health Issues | 3 |

MPH Concentration (15 Credits)

Total Credit Hours for MPH Program (45 Credits)

Evaluative Sciences Concentration

The mission of this concentration is to prepare public health professionals with the analytical, research, and statistical skills necessary to benchmark and evaluate health improvement initiatives in community and healthcare settings. Increasingly, the health field is challenged to adopt an evidence-based approach to preventing and treating disease and disability. The concentration in Evaluative Sciences will play a critical role in meeting this challenge. There is a special emphasis on integrating cost effectiveness and cost benefit concepts into the curriculum so that resource allocation issues are considered.

The faculty has training in research design, implementation of research projects, and analysis of data as well as expertise in evaluating the performance of specific areas of the health system. Faculty members study a variety of health issues including healthcare quality improvement, patient decision-making, and determinants of health and disease. Some faculty members work with physicians to improve clinical outcomes for patients with heart disease, cancer, asthma, and other conditions. Others work with healthcare administrators to increase efficiency in the use of healthcare resources in hospitals and other medical care settings. Others work with organizations to improve health in communities.

Required Courses

| Course # | Title | Credits |
|----------|--------------------------------------|---------|
| HPH 555 | Demographic Theory and Methods | 3 |
| HPH 560 | Advanced Biostatistics | 3 |
| HPH 559 | Advanced Research Methods | 3 |
| HPH 564 | Qualitative Methods | 3 |
| HPH 534 | Spatial Analysis: Health Application | 3 |

Community Health Concentration

The mission of this concentration is to prepare students for community-based work in public health. Students will acquire skills and knowledge related to planning, implementing, and evaluating community health improvement projects and interventions, as well as learn the principles of community-based participatory research.

Required Courses

| Course # | Title | Credits |
|----------|--|---------|
| HPH 550 | Theories of Social and Behavior Change | 3 |
| HPH 551 | Introduction to Health Communications | 3 |
| HPH 552 | Planning and Implementing Community Health Initiatives | 3 |

Student will be required to take one of the following courses:

| | | |
|---------|---|---|
| HPH 553 | Evaluating Community Health Initiatives | 3 |
| HPH 564 | Qualitative Methods | 3 |

Selectives

(Three credits from courses listed below. Each course may not be offered every year.)

| Course # | Title | Credits |
|----------|--|---------|
| HPH 555 | Demographic Theory and Methods | 3 |
| HPH 560 | Advanced Biostatistics | 3 |
| HPH 532 | Environmental Epidemiology and Exposure Assessment | 3 |
| HPH 534 | Spatial Analysis: Health Applications | 3 |
| HPH 542 | Introduction to Global Health I | 3 |
| HPH 546 | Introduction to Global Health II | 3 |

Or, with approval of advisor, other community health-related courses in the University may be substituted.

Public Health Practice Concentration

The mission of this concentration is to prepare students with a clinical background for positions in public health organizations or to incorporate public health knowledge, skills, and values into their clinical practice. With the exception of students in the combined MPH/MBA and MPH/MAPP programs, only persons with a clinical degree or studying for a clinical degree such as medicine, nursing, dentistry, physical therapy, or physician assistant can select the Public Health Practice concentration.

Required Courses

Required for all student in the Public Health Practice Concentration:

| Course # | Title | Credits |
|----------|---------------------------------------|---------|
| HPH 530 | History of Public Health and Medicine | 3 |
| HPH 555 | Demographic Theory and Methods | 3 |

Required for all student in the Public Health Practice Concentration-Global Health Focus:

| | | |
|---------|----------------------------------|---|
| HPH 542 | Introduction to Global Health I | 3 |
| HPH 546 | Introduction to Global Health II | 3 |

Choose two courses from the following list required for all students in the Public Health Practice Concentration-Management Focus:

| Course # | Title | Credits |
|----------|---|---------|
| HPH 660 | Management Accounting and Financial Decision Analysis | 3 |
| MBA 501 | Managerial Economics | 3 |
| MBA 501 | Finance | 3 |
| MBA 505 | Marketing | 3 |
| MBA 506 | Leadership | 3 |
| MBA 589 | Operations Management | 3 |
| MBA 592 | Organizational Behavior | 3 |

Selectives

(Three credits from courses listed below. Each course may not be offered every year.)

| Course # | Title | Credits |
|----------|--|----------|
| HPH 504 | Surveillance and Control of Infectious Diseases | 3 |
| HPH 505 | Topics in Population Health | 1-3 |
| HPH 519 | Independent Study | variable |
| HPH 534 | Spatial Analysis: Health Applications | 3 |
| HPH 549 | Public Health Law | 3 |
| HPH 560 | Advanced Biostatistics | 3 |
| HPH 564 | Qualitative Methods | 3 |
| HPH 550 | Theories of Social and Behavior Change | 3 |
| HPH 551 | Introduction to Health Communications | 3 |
| HPH 552 | Planning and Implementing Community Health Initiatives | 3 |
| HPH 553 | Evaluating Community Health Initiatives | 3 |

Or, with approval of academic advisor, other courses in the University related to the student's goals may be substituted.

Combined and Concurrent Degree Programs

The Graduate Program in Public Health offers a variety of combined degree programs with the Master in Public Health (MPH) degree.

Five-Year Combined Undergraduate Programs

The Graduate Program in Public Health offers several five-year combined undergraduate degree programs including a Bachelor of Science (BS) in Applied Mathematics and Statistics/MPH; a Bachelor of Science (BS) in Pharmacology/MPH; a Bachelor of Arts (BA) in Women's Studies/MPH; and a Bachelor of Arts (BA) in Earth and Space Sciences/MPH.

Students in these combined degree programs can complete both degrees in 10 semesters. For the first two or three years, students complete undergraduate coursework including General Education and undergraduate major requirements. During either their third or fourth year (once a majority of their undergraduate degree requirements are completed), students begin taking graduate courses as outlined by the plan of study. In their fifth and final year, students complete the remaining graduate requirements for the MPH degree.

Admissions Requirements

Under Stony Brook policy, students must complete 60 credits of undergraduate course work (Junior Status) with a minimum GPA of 3.0 in all college work before being admitted into any combined Bachelor/Master's degree program. Additional entry requirements for the MPH combined degree consist of:

- GPA of at least 3.3 for courses required in undergraduate major
- Two letters of recommendation from faculty members in undergraduate program
- Completion of the MPH application for review by the MPH Admissions Committee

Combined Graduate Programs

The Graduate Program in Public Health offers two combined graduate degree programs with the Master of Public Health degree:

- Master in Business Administration, and
- Master of Arts in Public Policy

MBA/MPH

In collaboration with the College of Business, we offer a combined MBA/MPH degree which prepares students for a management career in the health field. The MBA/MPH program includes about 20 credits of overlap, which reduces the total number of credits in the combined program to 73. Students select a MPH concentration in either Evaluative Sciences or Public Health Practice. Students receive both degrees upon completion of the entire program.

Special Note: Students in the combined MBA/MPH program pay the graduate MBA tuition rate. For more information visit: <http://www.stonybrook.edu/bursar/tuition/mba.shtml>

MPH/MAPP

In collaboration with the Political Science Department, we offer a combined MPH/MAPP degree that prepares students for a career in public health administration and policy-making. The MPH/MAPP program includes about 24 credits of overlap, which reduces the total number of credits in the combined program to 51. Students can only select the Public Health Practice concentration within the MPH program. Students receive both degrees upon completion of the entire program.

Admissions Requirements

Students who wish to be considered for admission into the combined MBA/MPH or MPH/MAPP degree program must comply with all admission requirements for the MPH degree alone. The MPH Admissions Committee reviews completed applications initially and recommends eligible applicants to the College of Business Admissions Committee or Political Science Department, respectively, for final approval. MBA/MPH applicants may submit GMAT scores in lieu of GRE scores.

For more information about this program, contact the MPH Academic Coordinator at (631) 444-2074.

MD/MPH and DDS/MPH Degree Programs

The MD/MPH and DDS/MPH are concurrent degree programs in which Stony Brook University medical and dental students complete their MPH degree during medical or dental school (four-year program) or during medical or dental school and an additional year (five-year program). All requirements of the MPH and MD or DDS degrees are met. Up to four medical students and two dental students each year are awarded full MPH tuition scholarships for their four year MD or DDS programs. These tuition scholarships do not cover a fifth year of MPH study.

Admissions Requirements

You will need the following information if you decide to apply for admission to both the Graduate Program in Public Health (GPPH) and the School of Medicine (SOM) or School of Dental Medicine (SDM):

- The application process for the GPPH is separate from the application to the Stony Brook SOM or SDM. Admission to one program is determined independently from admission to the other; and admission to one program does not guarantee admission to the other.
- To avoid the need to send support documents to both programs, Stony Brook SOM or SDM applicants who also apply to the GPPH can request in writing that the SOM or SDM provide to the GPPH a copy of their support documents including MCAT or DAT scores, official transcripts from all post-secondary schools, and letters of recommendation for their application for admission to the GPPH.
- SOM and SDM applicants who apply to the GPPH must provide one additional reference that addresses the applicant's public health leadership potential.

Advanced Graduate Certificate in Health Communications

The Advanced Graduate Certificate in Health Communications is a collaboration between the Graduate Program in Public Health and the School of Journalism. This 18-credit program is designed for members of the public health workforce, healthcare professionals, master's and doctoral candidates, and media professionals in journalism, marketing, public relations, and communications.

The program prepares students to be effective communicators, bridging the gap between medicine and public health and the world-at-large and providing the skills necessary to communicate health-related issues to the public, directly or through the press. Graduates will find employment in academic settings, research facilities, public health organizations, and healthcare institutions.

Graduates may also serve as health communications experts in media, consulting, and public relations settings. Working professionals will gain communication skills that help them advance within their respective public health, healthcare, or media professions. The Coordinator of the Advanced Graduate Certificate in Health Communications is Evonne Kaplan-Liss, MD, MPH, a physician and journalist with joint appointments in the School of Medicine and the School of Journalism.

For more information, visit our website:

<http://www.stonybrookmedicalcenter.org/publichealth/>

Course Descriptions

Core and Concentration Courses

HPH 500 Contemporary Issues in Public Health

This course provides an introduction to the field of public health that aims to develop an appreciation of the unique and important mission of public health; an understanding of the history, values, ethics, mission, and goals of public health; and knowledge about how public health functions today including the organization, financing, policies, and practices of public health. Students will be expected to think critically about whether public health has achieved its mission in today's world and how the profession might develop in the future.

2 credits, fall, public health faculty

HPH 501 Introduction to the Research Process

This course provides an overview of the research process including formulation of a research problem, conceptualization of the research design, construction of the instrument for data collection, selection of the sample, collection of data, processing of data, and writing the research report. Topics include how to identify a research question and, correspondingly, how to formulate a clear, concise hypothesis or set of hypotheses; reasons and procedures for reviewing the literature; overview of observational and interventional research designs; review of measurement theory, types of scales, and commonly used measures in public health-related research; data collection methods including survey and qualitative methods; and the ethical conduct of research. Through the introduction of these topics, the course provides a general background for individuals who are interested in learning the fundamentals of how to prepare a research proposal.

2 credits, spring, public health faculty

HPH 506 Biostatistics I

This is part one of a two-term course and is intended to provide students and researchers in public health with an introduction to the principles of statistical methods and their application in biomedical and public health research. Students are expected to enroll in parts one and two sequentially within the same academic year. This course includes introductions to the use of computers for statistical analysis, summarizing and exploring data, probability theory, discrete and continuous probability distributions, populations and samples, sampling distributions and statistical inference, hypothesis testing, sample size and power, two-sample comparisons, analysis of variance, association and correlation, simple linear regression and simple logistic regression.

Prerequisite: Math placement exam score of three or higher
2 credits, fall, public health faculty

HPH 507 Biostatistics II

This is part two of a two-term course and is intended to provide students and researchers in public health with an introduction to the principles of statistical methods and their application in biomedical and public health research. Students are expected to enroll in parts 1 and 2 sequentially within the same academic year. This course includes introductions to the use of computers for statistical analysis, summarizing and exploring data, probability theory, discrete and continuous probability distributions,

populations and samples, sampling distributions and statistical inference, hypothesis testing, sample size and power, two-sample comparisons, analysis of variance, association and correlation, simple linear regression and simple logistic regression.

Prerequisite: HPH 506

3 credits, spring term, public health faculty

HPH 508 Health Systems Performance

This course introduces students to the system that we have developed to deliver healthcare in the United States, with international comparisons. The topics include the organization and financing of healthcare systems, access to healthcare including health insurance, regulation and policy issues, and the healthcare workforce.

3 credits, fall, public health faculty

HPH 514 Epidemiology for Public Health

This course presents basic epidemiologic concepts used to study health and disease in populations. It provides an overview of the major causes of morbidity and mortality, including methods of measurement (e.g., incidence, prevalence). Observational and experimental epidemiologic studies will be described and their advantages and disadvantages compared. The course aims for students to begin developing the skills needed to evaluate data, interpret reports, and design and conduct studies. Students will be introduced to the various areas of epidemiologic study: cancer, molecular/genetic, environmental, occupational, social and behavioral, and infectious disease/surveillance. The course comprises both lectures and small group seminars for in-depth discussions of previously assigned topics.

Prerequisite: HPH 506 and HPH 562

3 credits, spring, Professor Meliker

HPH 516 Environmental and Occupational Health

This course is designed to provide the fundamentals of environmental and occupational health and to educate students on issues related to major environmental and occupational concerns. It will provide a forum for the discussion of local and national environmental and occupational public health issues. The content of the course will focus on major pollutants, their detection, impact on health, and principles of remediation. Using various teaching techniques, students will be exposed to current environmental and occupational topics and approaches to prevention and treatment. The course will emphasize the most recent research in the field.

3 credits, summer, Professor Meliker

HPH 523 Social and Behavioral Determinants of Health

This course introduces students to population health as one of the organizing concepts in public health and the orientation that differentiates public health from medicine. Consistent with public health tradition, health is discussed from an ecological perspective, and the course presents current knowledge about the multiple determinants of population health including socioeconomic status, the physical environment, medical care, individual behavior, and genetics and the interaction of these factors. Also covered is the measurement of population health, sources of data, and methods for assessing population health improvements.

2 credits, spring, Professor Hale

HPH 530 History of Public Health and Medicine

This course explores major themes and interpretations in the history of public health and medicine since the 18th century. Particular emphasis is placed on the influence of social and cultural developments on medicine and public health, and vice versa. American developments will be placed in a broad comparative perspective including both Western and non-Western nations.

3 credits, summer, Professor Tomes or Sellers

HPH 534 Spatial Analysis: Health Applications

This course is an intermediate level graduate course in the application of spatial methods for analyzing environmental exposure and disease data. Students with backgrounds in epidemiology, public health, environmental health, biostatistics, community health, biology, sociology, psychology, marine and atmospheric sciences, geosciences, demography, and geography are particularly encouraged to participate. Although the course will focus on examples related to human health, graduate students in other disciplines will find the course useful for specific and appropriately defined research purposes. Techniques for spatially analyzing point patterns and aggregated data in polygons will be introduced, including autocorrelation, clustering analysis, geostatistical smoothing, and approaches for spatial regression. Consideration of space-time variability will also be covered. This course includes theoretical elements so that the student will learn to appreciate strengths and weaknesses of different spatial approaches.

NOTE: Students need a foundational knowledge of Geographic Information Systems (GIS) software. This requirement can be met by completing SBC 313: GIS Design and Application (if available), by completing other Introduction to GIS courses at Stony Brook or elsewhere, or by self-teaching using the following book: *Getting to Know ArcGIS Desktop* by Tim Ormsby, Eileen Napoleon, and Robert Burke.

Prerequisite: Course in GIS or equivalent, as determined by consent from the instructor.

3 credits, term varies, Professor Meliker

HPH 542 Introduction to Global Health I

This course will provide health personnel with a basic awareness of the problems of the worlds' population with special focus on the poorest. To promote these objectives, this course has been designed to introduce medical and public health students to key population health topics from a global perspective, with special emphasis placed on the health and welfare of women and young children in low-income countries. The health impact of emergent and re-emergent infectious diseases will be reviewed, including HIV, tuberculosis, malaria and sexually transmitted infections. Malnutrition will be discussed. Students will be introduced to demography and the impact of population increases on the global environment. There will be discussions of the health problems of immigrants to the U.S. from tropical countries.

3 credits, term varies, public health faculty

HPH 546 Introduction to Global Health II

This course will provide health personnel with a basic awareness of the problems of the worlds' population with special

focus on the poorest. To promote these objectives, this course has been designed to introduce medical and public health students to key population health topics from a global perspective, with special emphasis placed on trends in morbidity and mortality, maternal and perinatal mortality in low-income countries, and war, catastrophe and displaced persons. The health impact of emergent infectious diseases will be reviewed including water-borne diseases, emerging antibiotic resistance, bioterrorism, and parasitic disease. The design and effectiveness of foreign aid programs will be discussed. Students will be introduced to demography and the impact of population increases on the global environment. There will be discussions of the health problems of immigrants to the U.S. from tropical countries. Finally, students will learn about vaccination and other safety issues related to traveling and working in the tropics.

3 credits, term varies, public health faculty

HPH 550 Theories of Social and Behavior Change

In this survey course, students learn about the major social and behavioral theories used in health promotion. Rather than simply cataloguing each theory in turn, this course takes a "constant comparative" approach to the learning of theories, in which theories are dissected to their core elements and compared to each other in order to understand the points of convergence and divergence among them. The goal in taking this comparative approach is application: by knowing the core elements of various theories, students will more easily be able to choose appropriate theories to explain community health problems of interest. In addition to covering traditional individual-level behavior change theories, this course will focus on community and social change theories, challenging students to think about the role of social context on health behavior and community health promotion. After learning about commonly used social and behavioral theories, students will learn about and critique theories that are less-commonly used but have important implications for health promotion.

3 credits, summer, Professor Hammock

HPH 551 Introduction to Health Communications

This course provides an overview of health communications. It is designed to be a skills-building rather than theory-based course. Therefore, assignments are hands-on, often requiring students to reach beyond their comfort zone. As this is a survey course, topics provide an introduction to health communications as it relates to providers and patients, healthcare organizations, community groups, and public health and other government agencies. The course introduces health communications topics including health literacy, social marketing, and new communications technologies. Through the introduction of these topics, the course provides a general background in health communications in the context of a current public health communications issue such as pandemic influenza. Students will be expected to be abreast of healthcare news in all forms of media and be prepared to participate in weekly discussions about how stories have been covered. Students will also be interviewed by a journalism student in the Stony Brook School of Medicine's Clinical Skills Center, write a news profile, write a press release, write an op-ed article, and develop a social marketing tool for a current public health. As this is a communications course, class participation is essential.

3 credits, fall, Professor Kaplan-Liss

HPH 552 Planning and Implementing Community Health Initiatives

In this course, students learn how to develop theoretically informed and evidence-based community health initiatives. Over the course of the semester, students work on developing their own culturally competent community health initiatives, each of which is targeted at a particular population with a specific health need. Each student learns how to assess community needs and assets using a variety of methods, elaborate an initiative's theory of change through use of logic model, design theoretically informed intervention activities appropriate to the needs/assets identified, create a budget and organizational structure, and engage key stakeholders at every facet of development and implementation of the community health initiative. Students work together in the same small group over the course of the semester to get/give feedback and hone their individual projects. Through this intense group work, students both (1) learn how to apply course concepts to several particular community health problems and (2) gain skills for working in teams on community health initiative planning and implementation.

Prerequisite: HPH 550

3 credits, fall, Professor Hammock

HPH 553 Evaluating Community Health Initiatives

This course prepares students to plan, implement, and utilize an evaluation of a community health initiative. Basic principles and practices of evaluation are addressed, including identifying the goals of a community health initiative; designing an evaluation plan that can determine if the initiative's goals are achieved; implementing an evaluation plan; interacting with stakeholders; and using evaluation results to improve performance.

3 credits, spring, Professor K. Goldstein

HPH 555 Demographic Theory and Methods

This course introduces students to the basic theory and methods employed in the study of demography. The students will understand life table methodology, population projection, sources of demographic data, patterns in global fertility and mortality, the demographic transition, current patterns in fertility, marriage and work, abortion and contraception, and fertility/mortality interrelationships.

3 credits, summer, Professor Hale

HPH 559 Advanced Research Methods

This course will provide students with an in-depth review of principles of public health research methods. Emphasis will be placed on conceptualization of research questions, evaluation of research design, sample size, and issues related to potential threats to validity within a public/applied setting. Additionally, students will become familiar with how to evaluate methods used in published literature and to design their own research projects. Course topics will include how to obtain secondary data, sample size calculation, risk adjustment, bias, confounding, and interaction. The instructor will work with students as they develop their own analytic project proposals. Students will be expected to implement their proposed research in HPH 560 Advanced Biostatistics in the following semester.

3 credits, summer, public health faculty

HPH 560 Advanced Biostatistics

Students learn to formulate a scientific question in terms of a statistical model, leading to objective and quantitative answers. Topics may include analysis of variance, regression, including details of data-analytic techniques and implications for study design, measures of association, 2x2 tables, stratification, matched pairs, logistic regression, model building, analysis of rates, and survival data analysis using proportional hazards models. The course stresses applications in epidemiology, and other areas of public health research.

Prerequisite: HPH 507 and HPH 559

3 credits, fall, public health faculty

HPH 562 Data Management and Informatics

This course provides students with an introduction to the principles of public health informatics and data management using the SAS systems. Lectures and labs will be aimed at developing hands-on skills about how to create, maintain, and manage databases using the SAS Systems for Windows, a major software package used frequently in public health and clinical research. In addition, the student will learn how to retrieve and summarize information about population health from major public health information systems in the U.S.

2 credits, fall, public health faculty

HPH 563 Cost Benefit and Cost Effectiveness Analysis

The course will introduce the uses and conduct of cost benefit and cost effectiveness analyses as decision-making aids in the healthcare research. It will provide students with an understanding of the roles and limitations of cost benefit and cost effectiveness analyses and criteria for evaluating those studies. Critical issues regarding measuring cost and effectiveness, evaluating outcomes, discounting, and dealing with uncertainty will be discussed.

Prerequisite: HPH 507 and HPH 562

2 credits, fall, Professor Rizzo

HPH 564 Qualitative Methods

In this course, students learn about the logic, theory, and methods of qualitative research within population health and related fields (e.g., social welfare, nursing, medicine, sociology, and psychology). The course begins with an introduction to the epistemological and ontological underpinnings of qualitative inquiry, with special attention to how these factors affect the types of research questions often asked (and answered) by qualitative researchers. Students then learn the nuts-and-bolts of qualitative research design and data collection through review of existing qualitative studies and hands-on application. Homework and in-class exercises over the course of the semester give students practice in (a) designing a feasible qualitative research study, and (b) collecting three kinds of qualitative data: participant observation, in-depth interviews, and focus groups. The course concludes with an overview of steps for data analysis, including coding, memo-writing, and triangulation. Emphasized throughout the course are methodological issues germane to qualitative (and quantitative) research: reflexivity of the researcher, appropriate treatment of human subjects, and obtaining quality data.

3 credits, fall, Professor Hammock

HPH 580 Practicum

The Practicum is a practical public health experience conducted with a Faculty Advisor and a Preceptor from a public health-related organization. Students will be expected to demonstrate their “capacity to organize, analyze, interpret and communicate knowledge in an applied manner.” Health departments, as well as a variety of other local organizations, offer a wide array of potential sites for the Practicum experience. Instructor consent required.

3 credits, fall, winter, spring, summer, public health faculty

HPH 581 Capstone Seminar: Population Health Issues

This course will assist students in synthesizing the basic public health knowledge through completion of a Capstone Project. Most core and concentration course work must be complete before the student can participate in the Capstone Seminar. Attendance at Public Health Grand Rounds will also be required for this course. Instructor consent required.

3 credits, satisfactory/fail, term varies, public health faculty

Selective Courses**HPH 504 Surveillance and Control of Infectious Diseases**

This course introduces the methods of surveillance and control of infectious diseases in the community and in healthcare organizations including the design, implementation, and evaluation of surveillance systems and the analysis of surveillance system data. The course focuses on infectious diseases common in the United States, but also discusses the global situation. Bioterrorism will be discussed.

3 credits, term varies, public health faculty

HPH 505 Topics in Population Health Studies

This course presents current topics and issues in population health studies.

1-3 credits, term varies, instructor varies

HPH 515 Geographic Information Systems in Public Health

This is a graduate level course covering the theory and application of geographic information systems (GIS) for public health. Geography and the underlying physical and social environments influence public health. Through this class, students will gain a conceptual understanding of: (1) how geography and health are inter-related; and (2) how GIS can be used to study this relationship. Both the theoretical and practical components of the course are important. Theoretical understanding of GIS methods will allow students to make sound geographic modeling decisions. Practical understanding of GIS/health issues engenders sound creation and interpretation of public health maps. This class will combine lectures and discussions of readings, presentations demonstrating how geographic methods can be used to address public health issues, and hands-on computer laboratory activities. Students will also complete a substantial final project in which they investigate a public health GIS application in depth. Students will learn based on a multidisciplinary framework that stresses the connections between various fields including public health, epidemiology, and the social sciences.

Instructor consent required.

3 credits, term varies, Professor Meliker

HPH 519 Independent Study

Intensive reading, under supervision of one or more instructors, of material not covered in the formal curriculum, or execution of a research project under the supervision of one or more faculty members.

Instructor consent required.

1-6 credits, term varies, public health faculty

HPH 532 Environmental Epidemiology and Exposure Assessment

This is an intermediate level graduate course that offers an overview of selected important topics in environmental epidemiology. Major classes of environmental contaminants and environmentally related diseases will be reviewed. Epidemiologic methods will be considered for studying environmental determinants of disease (e.g., air, water, and food pollutants) in relation to specific health outcomes, such as cancer, non-malignant respiratory diseases, adverse reproductive outcomes, and neurologic diseases. Challenges associated with assigning exposure to environmental contaminants will be discussed in depth. Emphasis will be placed on developing a research question and designing a study to address the research question.

Prerequisite: HPH 514 and HPH 516

3 credits, term varies, Professor Meliker

HPH 549 Public Health Law

This course is a survey of legal and policy issues that have special relevance for public health professionals. Topics may vary, but typically will include many of the following: structure of the U.S. legal system; power of state governments in matters affecting healthcare; governmental power and the right to privacy; constitutional issues in social welfare benefits; governmental regulation of healthcare providers and payers; the scope and discretion of administrative agencies in healthcare; the antitrust laws; the fraud and abuse laws; and negligence in the delivery and financing of healthcare.

Prerequisite: HPH 508

3 credits, term varies, Professor McCrary

HPH 575 Public Health Internship

This course is an applied internship in a public, not-for-profit, or private sector organization that provides a public health service. Students will gain practical public health skills through a semester long internship. The student will work in the organization and prepares a weekly journal of activities, as well as a paper at the conclusion of the course, applying program knowledge to the internship activities.

MPH Academic Coordinator consent required.

0-12 credits, fall, spring, summer, and winter; graduate graded and may be repeated for credit

HPH 585 Introduction to Biostatistics and Epidemiology

This course is an introduction to the principles of statistical methods and epidemiology and their application in the health sciences. The student will develop a basic understanding of statistics, epidemiology, and interpretation of research studies in order to communicate risk and scientific evidence to colleagues and the public, directly or through the press.

4 credits, various terms, professor varies

HPH 586 Health Literacy

This course examines and analyzes the issues and challenges of low health literacy. The course includes an examination of the data on national literacy levels and populations at risk for low literacy; research on health literacy; measurement tools; health disparities and cultural competencies as they relate to health literacy; development of health literacy in plain language; effective communication techniques; and organizational/institutional approaches to the challenges of health literacy.

3 credits, term varies, Professors Kaplan-Liss and Jordan

Cross-Listed Courses**HPH 620 Parameters of Social and Health Policy I**

Introduces students to U.S. social policy, with a special emphasis on political, economic and social factors that have affected its historical development, particularly in reference to oppressed groups. Explores the relationship of social policy to social work practice. (Cross-listed with HWC 509)

3 credits, fall, Professors Blau, Brandwein, Farrington, Lewis and Peabody

HPH 621 Parameters of Social and Health Policy II

Utilizes frameworks for social policy analysis. Explores continuing dilemmas in policy development. Stresses effects of social movements and social change on social policy. Prerequisite: HWC 509. (Cross-listed with HWC 510)

3 credits, spring, Professors Blau, Brandwein, Farrington, Lewis and Peabody

HPH 633 Childhood Sexual Abuse and Long-Term Sequelae: Assessment and Intervention

Introduces students to the incidence and prevalence of childhood sexual abuse as a national problem. Covered are definition issues, sequelae during childhood, family constellation and adult sequelae. Addressed are assessment and current treatment modalities, particularly for families and offenders, as well as ethical and legal dilemmas and the subsequent health-related difficulties of this childhood trauma. Special attention is paid to the cultural dynamics in sexual abuse. Students are expected to develop an awareness of and critically analyze current research. Focus is on examination of policy issues and legislation. (Cross-listed with HWC 569)

2 credits, term varies, Professor Monahan

HPH 636 Community Analysis and Health Promotion

Explores diverse concepts of community, analyzes a range of community structures, processes and power relationships. Investigates contemporary models, strategies and tactics of community organizing and health promotion in the United States and in selected other countries. Emphasizes efforts made by poor people, ethnic minorities of color and women to organize and mobilize community groups and movements. Highlights group and community analysis and organization skills. (Cross-listed with HWC 584).

2 credits, term varies, Professor Vidal

HPH 656 Risk Assessment, Regulation, and Homeland Security

The course focus is on risk assessment associated with nuclear, chemical, and biological weapons as it relates to Homeland Security. Topics include air dispersion, uncertainty analysis, exposure measurements, epidemiology, toxicology, regulatory issues, risk management, risk communication, risk perception, and risk preparedness. The course will also cover laws and regulation, discouraging terrorism, and disaster preparedness, various acts passed by the U.S. Congress to regulate water, air, and controlled substances.

Prerequisites: Undergraduate or equivalent physics, math, and chemistry. (Cross-listed with EST 560)

4 credits, fall and spring

HPH 657 Demographic Economics I

This course deals with the economics of the family. It utilizes recently developed techniques in economics and demography to deal with questions concerning marriage, divorce, fertility, contraception, the intra-family distribution of resources, and the intergenerational distribution of resources. Students will do original theoretical and empirical research under the professor's supervision.

Prerequisite: ECO 501, graduate standing in the Economics Department, or permission of the Graduate Program Director (Cross-listed with ECO 642)

0-3 credits, spring

HPH 658 Use of Remote Sensing and GIS in Environmental Analysis

An introduction to the use of aerial and satellite imagery in environmental analysis and the manipulation of geographic data sets of all types using Geographic Information Systems. This course is designed to teach students in archaeology, physical anthropology, and related disciplines, how satellite imagery combined with various maps can be manipulated using GIS software to perform powerful geographic analysis. Although students are eventually likely to use these tools in many different parts of the world, this course focuses on Long Island as a research area, and each student designs and completes a research project on a particular section of the area, focusing on the habitats of local wildlife, the locations of archaeological sites, coastal regimes, etc. This course presumes computer literacy and familiarity with database management. (Cross-listed with ANT 526 and DPA 526)

3 credits, spring

HPH 660 Management Accounting and Financial Decision Analysis

Fundamentals of financial and managerial accounting with emphasis on concepts, ratio and break-even analysis, financial structure, cost analysis, replacement of assets, and cash flow management. (Cross-listed with EMP 502)

3 credits, fall

HPH 661 Methods of Socio-Technological Decision-Making

Focus is on the application of decision-making techniques to analyze problems involving technology, particularly its social impacts. Areas of study include decision-making under uncertainty, decision-making in a passive vs. active environment,

sequential decisions, estimation payoffs, forecasting, and technology assessment. These systems analysis techniques are used to formulate and solve a variety of socio-technological problems, especially those that arise in educational, industrial, and environmental professions. (Cross-listed with EST 581)
3 credits, term varies

HPH 662 Systems Approach to Human-Machine Systems

System concepts (feedback, stability, chaos, ergonomics) and analytical tools applied to dynamic systems in which technologies and/or natural environments interact with human users, regulators, or designers. Examples: ecological systems, nuclear power plant operations, space shuttle missions, computer/web technologies, regional planning. Students prepare a systems design study of an industrial, educational, or environmental device, technology, or management system. (Cross-listed with EST 582)

3 credits, spring

HPH 664 Health Economics I

Theoretical and econometric analysis of selected aspects of the healthcare delivery system, such as the demand for medical services, the supply and distribution of physician services, the utilization of non-physician medical personnel, alternative models of hospital behavior, third-party insurance reimbursement, national health insurance and cost, and price inflation in the hospital and long-term care sectors.

Prerequisites: ECO 501, ECO 521; Graduate standing in the Economics Department or permission of the Graduate Program Director (Cross-listed with ECO 646)

3 credits, fall

HPH 665 Health Economics II

This course applies advanced economic theory and econometrics to issues within the health market in more detail. Theoretical and econometric analysis of the healthcare delivery system, such as the demand for medical services, the supply and distribution of physician services, hospital behavior, third-party insurance reimbursement, national health insurance and cost, price inflation, and welfare economics and policy analysis.

Prerequisite: Permission of instructor (Cross-listed with ECO 645)

3 credits, spring

HPH 671 Marine Pollution

Review of the physical and chemical characteristics and speciation in the marine environment of organic pollutants, metals and radionuclides including bioavailability, assimilation by marine organisms, toxicity, and policy issues.

Prerequisites: MAR 502 and MAR 503 (Cross-listed with MAR 512)

3 credits, fall

HPH 672 Environmental Management

This is an introduction to environmental management, and will focus on the interplay between science and public policy. Concepts include problem identification and definition, collection and analysis of relevant data to produce information, and the roles of public perception and action in ultimately determining outcomes when consensus is not reached. Specific fields to

which these concepts will be applied will be solid waste management and coastal management. Current local problems will be used to illustrate the broader conceptual issues.

Prerequisite: Permission of instructor (Cross-listed with EST 540)
3 credits, spring

HPH 673 Long Island Groundwater Problems

This course will cover basic groundwater concepts in unconsolidated sediments and examine contamination issues in light of Long Island's particular hydrogeology, land use, and waste management history. Mathematical principles will be discussed but not stressed; scientific and technical papers discussing particular concepts or problems, including important local examples, will be closely read.

Prerequisite: Permission of instructor (offered as MAR 521)
3 credits, summer

HPH 675 Environment and Public Health

Review of the interactions of humans with the atmosphere and water resources, especially in the Long Island coastal community. An introduction is provided to the field of environmental health and the practices relevant to an urban/suburban and coastal setting.

Prerequisite: Permission of instructor (Cross-listed with MAR 525)

3 credits, spring

HPH 676 Environmental Law and Regulation

This course covers environmental law and regulations from inception in common law through statutory law and regulations. The initial approach entails the review of important case law giving rise to today's body of environmental regulations. Emphasis is on environmental statutes and regulations dealing with waterfront and coastal development and solid waste as well as New York State's Environmental Quality Review Act (SEQRA) and the National Environmental Policy Act (NEPA). (Cross-listed with MAR 536)

3 credits, spring

HPH 684 Environmental and Waste Management in Business and Industry

Environmental and waste management practices in industrial and other institutional settings. Technologies of hazardous waste prevention, treatment, storage, transportation, and disposal. Information systems and software tools for environmental audits, regulatory monitoring and compliance and cost estimation. Recycling programs, air, land and water emissions controls and permits. Employee health, safety, and education; quality management. Field trips to several Long Island institutions. (Cross-listed with EST 586)

3 credits, term varies

HPH 686 Risk Assessment and Hazard Management

A case-study approach to the assessment of risk and the management of natural and technological hazards, with emphasis on those that can harm the environment. The course focuses on technological hazards involving energy, transportation, agriculture, natural resources, chemical technology, nuclear technology, and biotechnology, and on natural hazards such as

climatic changes, droughts, floods, and earthquakes. The first part of the course consists of readings on risk assessment and hazard management and discussions of published case studies. (Cross-listed as EST 593)

3 credits, term varies

HPH 687 Diagnosis of Environmental Disputes

Diagnosis of disagreements about environmental and waste problems. Tools for evaluating disputes about (a) scientific theories and environmental models, (b) definitions and analytical methodologies for estimating risk, “real” cost, net energy use, and life-cycle environmental impact, (c) regulatory and legal policy, (d) siting of controversial environmental facilities, and (e) fairness and other ethical issues. These diagnostic tools are brought to bear upon case studies of pollution prevention, recycling, nuclear waste disposal, and climate change.

Prerequisite: EST 581 (Cross-listed as both CEY 594 and EST 541)

3 credits, term varies

HPH 688 Principles of Environmental Systems Analysis

This course is intended for students interested in learning systems engineering principles relevant to solving environmental and waste management problems. Concepts include compartmental models, state variables, optimization, and numerical and analytical solutions to differential equations.

Prerequisites: MAT 132 and one year of quantitative science such as physics, chemistry, or geology, or permission of instructor. (Cross-listed with EST 595)

3 credits, fall

HPH 689 Simulation Models for Environmental and Waste Management

This course is intended for students interested in developing computer models for technology assessment and for environmental and waste management. Concepts developed in EST 595 Environmental Systems Engineering and Analysis are applied to real world problems. Techniques in model development will be presented in the context of applications in surface and groundwater management, acid rain, and health risks from environmental contamination.

Prerequisites: EST 595 or permission of instructor (Cross-listed with EST 596)

3 credits, spring

Program Policies

Student Progress

The following grading system is used in the Graduate Program in Public Health:

A (4.0), A- (3.67), B+ (3.33), B (3.00), B- (2.67), C+ (2.33), C (2.00), C- (1.67), and F (0.00). Unless specified differently in the course syllabus, course grades on a 100 point scale are: A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); F (69 or lower).

Students must maintain an overall 3.0 average in all the MPH Core Courses. Students may receive a grade less than B- in one course, without being penalized. After earning one course grade less than B-, students will be required to repeat

any other courses in which they receive a grade less than B-. All courses in the concentration must receive a B or better. All electives must be listed as selectives or approved by the student’s faculty advisor in order to count toward completion of the MPH degree. In evaluating a student’s standing, the Program will not include electives in the GPA that are not listed as selectives or approved by the faculty advisor.

In order to encourage students to develop excellent writing skills, course grades will reflect the quality of writing in course assignments. The specific policy on grading the quality of writing will be the prerogative of the course instructor, and it must be explained in the course syllabus.

The MPH degree requirements are rigorous, and students must be able to devote sufficient time to meet the performance standards required. The Program accommodates full-time and part-time study.

Time and Location of Courses

Most courses are taught on the Health Sciences Center campus and are offered in the late afternoon or early evening.

Credit Transfers

All core courses must be taken at Stony Brook University, unless an equivalent was taken in an accredited public health program with a grade of B or better within the last five years. All concentration courses are to be taken at Stony Brook University, unless an equivalent course, with a grade of B or better, was taken at an approved graduate program in the past five years and transfer of credits is approved by the MPH Academic Coordinator. The student must request a credit transfer and complete the necessary forms. In all respects, the Graduate Program in Public Health follows Stony Brook’s Transfer of Credit policy: Graduate candidates may petition the school to accept credits from another institution toward his or her degree. The school has the responsibility of deciding on the applicability of credits to the specific program. Normally, transfer credits will be limited to no more than six credits.

Non-Matriculated Students

The Graduate Program in Public Health only allows students who have been admitted into the program to take courses as a non-matriculated student. A maximum of twelve credits may be taken as a non-matriculated student in the Graduate Program in Public Health. Permission to enroll in courses must be obtained from the MPH Academic Coordinator.

Public Health Grand Rounds

To provide MPH students with information on emerging and important public health issues, the Graduate Program in Public Health sponsors a Public Health Grand Rounds lecture series each academic year.

Competency Assessment

Each Core Course in the Graduate Program in Public Health curriculum aims to develop specific competencies among MPH students through a set of Learning Objectives. In order to assess how well we are conveying these competencies, we require every MPH student to complete a Competency Assessment survey at the beginning and end of each Core Course. All information from the Competency Assessment surveys is kept strictly confidential and is not, in any way, used to evaluate a student's academic progress in pursuit of the MPH degree. This information is analyzed only for the purpose of improving the Program and maintaining accreditation by the Council of Education for Public Health (CEPH). The Graduate Program in Public Health reserves the right to withhold grades or prevent subsequent course registration for students who do not complete both the pre- and post-survey.

Advising Policy

Each student is assigned a Faculty Advisor upon matriculation into the program. Whenever possible, that advisor will be a faculty member in the student's concentration: Evaluative Sciences, Community Health, or Public Health Practice. The student may change advisors at any time with the consent of the Director of the Graduate Program in Public Health. In addition, students who change their concentration will be assigned, or may select, a Faculty Advisor in the new concentration.

Faculty Advisors must meet with their advisees at least twice a year to discuss student progress through the Program, assess academic growth, and provide guidance with independent study and practicum projects. The Faculty Advisor also discusses the student's expectations for the future and acts as a touchstone if the student is having problems. The two mandatory meetings take place at the end of the fall and spring semesters and can be conducted in person or by phone, whichever is preferred by both the student and Faculty Advisor. Students will be contacted by the Program to schedule an appointment with their Faculty Advisor. At other times, students should contact their Faculty Advisor directly to make appointments.

Questions about course offerings, plans of study, degree requirements, deadlines, practicum requirements, and procedural issues including registration, academic standing, leaves of absence, change of concentration, graduation, and attendance at grand rounds should be directed to the MPH Academic Coordinator (444-2074).

Questions about classroom assignments, text books, and required readings should be directed to the Program Secretary, Eileen Zappia (444-9396). Questions related to student employment, research assistantships, scholarships, and other matters related to finance should be directed to the Office Administrator, Mary Vogelle-Buscemi (444-1120).

Time Limits

Not including granted leaves of absence, all requirements toward the MPH degree and combined graduate degrees must be completed within five years from matriculation in the Program. The five-year undergraduate combined programs must be completed within five years including their undergraduate career. The MD/MPH and DDS/MPH concurrent

degrees can take up to six years. Extension may be granted with approval of the Program Director.

Graduation

The Graduate Program in Public Health has only one graduation ceremony (convocation), which is held each year in the spring. This ceremony serves all students who graduate from the Program during the year.

Academic Integrity

Intellectual honesty is a cornerstone of all academic and scholarly work. Therefore, the Graduate Program in Public Health views any form of academic dishonesty as a very serious matter. The Program treats each suspected case of academic dishonesty on a case-by-base basis. The course instructor may choose to handle an incident or bring it to the Executive Committee for review and recommendations. In this case, the Director will make the final determination of action, based on the recommendations of the Executive Committee. The student may appeal the decision of the course instructor or the Director, following the guidelines of the Program's Academic Appeal Policy (see Graduate Program in Public Health Student Handbook).

Penalties for misconduct may vary according to the circumstances of each particular case. Penalties may range in severity from verbal warning to expulsion from the University with the reason recorded on the student's permanent transcript.

The Stony Brook University Academic Judiciary Committee defines academic dishonesty as follows: Academic dishonesty includes any act that is designed to obtain fraudulently, either for oneself or for someone else, academic credit, grades, or other recognition that is not properly earned or that adversely affects another's grade.

The following represents examples of this and does not constitute an exhaustive list:

- Cheating on exams or assignments by the use of books, electronic devices, notes, or other aids when these are not permitted, or by copying from another student.
- Collusion: two or more students helping one another on an exam or assignment when it is not permitted.
- Ringers: taking an exam for someone else, or permitting someone else to take one's exam.
- Submitting the same paper in more than one course without permission of the instructors.
- Plagiarizing: copying someone else's writing or paraphrasing it too closely, even if it constitutes only some of your written assignment, without proper citation.
- Falsifying documents or records related to credit, grades, status (e.g., adds and drops, P/NC grading, transcripts), or other academic matters.
- Altering an exam or paper after it has been graded in order to request a grade change.
- Stealing, concealing, destroying, or inappropriately modifying classroom or other instructional material, such as posted exams, library materials, laboratory supplies, or computer programs.
- Preventing relevant material from being subjected to academic evaluation.

- Presenting fabricated excuses for missed assignments or tests.
- Some ways that student can protect themselves from involvement in academic dishonesty are as follows:
- Prepare thoroughly for examinations and assignments.
- Take the initiative to prevent other students from copying exams or assignments (for example, by shielding answers during exams and not lending assignments to other students unless specifically granted permission by the instructor).

Check the syllabus for a section dealing with academic dishonesty for each course. There may be requirements specific to the course.

- Avoid looking in the direction of other students' papers during exams.
- Use a recognized handbook for instruction on citing source materials in papers. Consult with individual faculty members or academic departments when in doubt.
- Use the services of the Writing Center for assistance in preparing papers.
- Discourage dishonesty among other students.
- Refuse to assist students who cheat.
- Do not sit near students with whom you have studied.
- Do not sit near roommates or friends.

Many cases of plagiarism involve students improperly using Internet sources. If you quote an Internet source, you must cite the URL for that source in your bibliography. Copying (or closely paraphrasing text) text or figures from a website without citing it and placing it in quotation marks is plagiarism. It is no different from doing the same thing with a printed source. Professing ignorance of this rule will not be accepted as a legitimate basis for appealing an accusation of academic dishonesty.

For more comprehensive information on academic integrity, please refer to the academic judiciary website at: <http://www.stonybrook.edu/uaa/academicjudiciary/>

Student Conduct

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of the Student Judiciary any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the Health Sciences Center Schools and the School of Medicine are required to follow their school-specific procedures.

Attendance Requirements

Attendance is mandatory, unless there is a medical reason or the student is excused by the Program Director or course instructor. If a course instructor has no written policy in the syllabus regarding the consequences for being absent from class, the Graduate Program in Public Health policy will apply: three or more unexcused absences from class will reduce the final course grade by a full letter grade (e.g., A to B).

HIPAA Training

The Graduate Program in Public Health requires all students to complete training in the Health Insurance Portability and Accountability Act (HIPAA) by the start of the fall semester. The requirements are as follows:

- **Review And Understand.** Each student must review and understand the SBU Policy and Procedure on Research Subjects' Right to Privacy at: <http://www.stonybrook.edu/research/HSG/HSGsec25.html>
- **Undergo HIPAA Training.** Each student must carefully read and understand the HIPAA awareness training materials for research investigators and study staff at: <http://www.stonybrook.edu/research/orc/docs/2009%20Research%20HIPAA%20training.pdf>

To satisfy this training requirement, each student must send an e-mail to Mary Ellen Herz at maryellen.herz@stonybrook.edu with the subject reading: HIPAA RESEARCH TRAINING COMPLETED, and the body of the text reading: "I have read and understood the HIPAA awareness training materials and agree to comply with the SBU Policy and Procedures on Research Subjects' Right to Privacy."

Protection of Human Subjects Training

The Graduate Program in Public Health requires all students to take the Stony Brook University online training program in protection of human subjects in research, offered by the Collaborative Institutional Training Initiative (CITI) at: <http://www.citiprogram.org>. Information about this training program is available on the Web site of the Office of the Vice President for Research: <http://www.stonybrook.edu/research/HSG/HSGsec17.html>

This training is part of the Human Subject Protections Program at Stony Brook, which ensures that the University keeps safe those individuals who volunteer to participate in our research activities.

Protection of human subjects training must be completed prior to the start of the fall semester. A copy of the certificate of completion from CITI must be provided to MPH Academic Coordinator.

Organization of Public Health Students and Alumni of Stony Brook University (OPHSA)

The Graduate Program in Public Health graduated its first class in May 2006. Since that time, the alumni of the Program have organized with students to create an association that serves both groups: Organization of Public Health Students and Alumni (OPHSA).

The purpose of OPHSA is to organize current students and alumni to achieve the following goals:

1. To promote the general welfare and professional image of Stony Brook University and the GPPH.
2. To foster a strong relationship between the school, faculty and members of the organization.
3. To foster and sustain collegial relationships between members of the student body and alumni of the GPPH.
4. To promote participation between alumni and students in educational, scientific and public health research activities.

5. To identify and develop resources to assist students, alumni and faculty in their careers.
6. To maintain student and alumni representatives who will advocate for the needs of the student population on standing committees of the GPPH.
7. To promote educational activities necessary for the maintenance and promotion of certification in the public health professions.
8. To promote public participation and advocacy for public health issues.

The Graduate Program in Public Health strongly supports the development of OPHSA and encourages alumni and student participation. We view this initiative as the next important step in furthering the vision, mission, and goals of the Program.



School of Medicine



School of Medicine

DEAN: Kenneth Kaushansky

VICE DEANS: Basil Rigas, Interim Clinical Affairs; Lina Obeid, Research; John H. Riley Jr., Administration and Finance; Sharon Nachman, Faculty Affairs; Latha Chandran, Undergraduate Medical Education; Frederick M. Schiavone, Graduate Medical Education

ASSOCIATE DEANS: Jack Fuhrer, Admissions; Aldustus Jordan, Student and Minority Affairs; Dorothy S. Lane, Continuing Medical Education; Elza Mylona, Faculty Development; William Greene, Clinical Affairs; Sharon Nachman, Clinical Trials; John Shanley, International Programs

ASSOCIATE DEANS AT CLINICAL AFFILIATIONS: John F. Aloia, Winthrop University Hospital; Edward J.C. Mack, Veterans Affairs Medical Center at Northport

ASSISTANT DEANS: Grace Agnetti, Admissions; Marilyn London, Medical Education and Registrar; Mary Jean Allen, Student Affairs; Howard Fleit, Curriculum; Laurie Shroyer, Educational Research; Andrew Wackett, Undergraduate Medical Education; Karen Wilk, Faculty Personnel; Glen Itzkowitz, Scientific Affairs; Saverio Barbera, Clinical Outreach

EXECUTIVE ASSISTANT: Tracey Trettin

OFFICE: HSC Level 4, Room 147A

PHONE: (631) 444-2113

WEB: www.hsc.stonybrook.edu/som

The School of Medicine consists of basic science and clinical departments that have the responsibility for pre-clinical and clinical instruction of medical students in all the schools of the Health Sciences Center, as well as university-wide responsibility to students in other schools on the campus. Basic science departments include the departments of anatomical sciences, biochemistry and cell biology, biomedical engineering, microbiology, neurobiology and behavior, pathology, pharmacological sciences, and physiology and biophysics. Clinical departments include the departments of anesthesiology, dermatology, emergency medicine, family medicine, medicine, neurological surgery, neurology, obstetrics, gynecology and reproductive medicine, ophthalmology, orthopaedics, pediatrics, physical medicine and rehabilitation, preventive medicine, psychiatry and behavioral science, radiation oncology, radiology, surgery, and urology.

In addition to instruction at the undergraduate and professional levels, these departments have major responsibility for graduate, postgraduate, and continuing education. The goal of each of these departments is to:

1. Integrate as rapidly as possible new scientific knowledge and the advances of basic research into the training of every health professional
2. Promote input from all university disciplines into education and research in the health sciences
3. Ensure that every healthcare professional trained in the school is prepared to provide the highest level of patient care. In the basic sciences, these efforts are enhanced by collaboration with colleagues at the biology and medical departments of the Brookhaven National Laboratory, the Cold Spring Harbor Laboratory, and other research institutions in the vicinity. In the clinical departments, these objectives are enhanced by Stony Brook University Medical Center as well as by the clinical affiliates of the Nassau University Medical Center, Winthrop University Hospital, the Northport Veterans Affairs Medical Center, and various community clinical facilities integrated under a variety of arrangements.

Admission to the M.D. Program

The Medical College Admission Test (MCAT) must be taken no later than the year prior to the year for which the student seeks admission. By law, applicants must have completed a minimum of two years of college before matriculation; however, medical school admissions committees favor applicants with more complete educational preparation. Premedical course requirements include one year each of biology, physics, inorganic chemistry and organic chemistry (all with lab), and one year of English. A basic course in biochemistry is helpful in preparing students for the first year of medical school.

The school hopes to acquire a student body representative of a variety of backgrounds, experiences, and interests. The school evaluates the preparation and potential of all applicants, and asks to meet personally with those in whom it is most seriously interested. Although it is desired that many backgrounds are represented in the student body, the school does not attempt to maintain a quota to fill 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 under-represented in medicine. The School of Medicine adheres to the AAMC definition of underrepresented in medicine: "Underrepresented in medicine means those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population."

Grades, MCAT scores, letters of evaluation, and extracurricular and work experiences are carefully and personally examined. Motivational and personal characteristics, as indicated in an individual's application, letters of evaluation, and a personal interview, are also a major part of the admissions assessment.* Decisions will be influenced by an applicant's scholarship, aptitude, character, personal qualities, and promise of future value to society through the medical profession. Students whose history manifests an aptitude for collaboration are encouraged to apply. There is no discrimination in the

*The submission of false or misleading information in the application materials or in connection with the application process shall be the grounds for rejection. If such submission is discovered after the rendering of an offer of admission, matriculation in the school, or award of the degree, it shall be grounds for withdrawal of the acceptance offer, for dismissal, or for revocation of degree.

admissions review and selection process on the basis of race, color, sex, age, ethnicity, religion, national origin, sexual orientation, disability, marital status, or veterans' status.

Although residents of New York State constitute the majority of the entrants, the School of Medicine encourages applications from out of state residents.

All questions concerning admission should be addressed to:

Office of Admissions, School of Medicine
Health Sciences Center, Room 147A, Level 4
Stony Brook University
Stony Brook, NY 11794-8434
Phone: (631) 444-2113

Applications are available through the American Medical Colleges Application Service (AMCAS).

Technical Standards for Admission and Retention

The M.D. degree is, and must remain, a broad undifferentiated degree attesting to the mastery of general knowledge in all fields requisite for entry into graduate medical education programs (residencies) of diverse types. It follows that graduates must possess the essential knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care in a safe and effective manner.

The School of Medicine faculty has, therefore, specified nonacademic criteria, Technical Standards for Admission and Retention, which all applicants/medical students are expected to meet in order to participate in the medical education programs. These criteria include the following five categories: 1) observation; 2) communication; 3) motor skills; 4) intellectual-conceptual, integrative and quantitative abilities; and 5) behavioral and social attributes. A copy of the Technical Standards may be obtained from the Admissions Office.

M.D. Curriculum

The curriculum in the School of Medicine is a combination of a series of courses offered by individual departments or integrated units that are planned and taught in an interdisciplinary manner by faculty from many departments. Activities in the community enrich the formal curriculum. The configuration of the curriculum is under constant review and changes as evidence is found of better ways to enhance student learning and the content requirements for physicians develops. The current configuration is as follows:

The first-year curriculum consists of basic science courses and introductory courses related to patient care. The five basic science courses are:

Molecular Foundations of Medicine, The Body (anatomical sciences and embryology), Neurosciences, Medical Physiology, and Pathology.

The other required course is Foundations of Medical Practice, a recent integration of five previously separate courses: Medicine in Contemporary Society (social sciences and humanities in medicine); Introduction to Preventive Medicine; Introduction to Human Behavior; Introduction to Clinical Medicine; and the first segments of Nutrition. The first year Introduction to Clinical Medicine occurs throughout the year and teaches basic skills in taking a patient history

and doing a physical examination.

After a course in Microbiology, the second year emphasizes the study of pathophysiology in organ systems. The Systems Approach to Medicine consists of integrated elements of basic and clinical science related to hematology, neurology, cardiovascular, endocrine, gastrointestinal, musculoskeletal, psychiatry, renal, reproductive, and respiratory systems. Pharmacology is synchronized with the system segments. Medicine in Contemporary Society and Introduction to Clinical Medicine continue in the second year. The latter focuses on the patient interview, examination and correlative skills as the student acquires additional knowledge in physiology, pathology, and the natural history of diseases in the systems course. Students take Step 1 of the United States Medical Licensing Examination (USMLE) at the end of the second year. Passage of USMLE, Step I, the end of year 2 OSCE are the requirements for advancement into the clinical years of study.

The third-year curriculum is patient focused and consists of a eight-week inpatient/outpatient clerkship in medicine, surgery, pediatrics, and obstetrics-gynecology, four-week clerkships in psychiatry, ambulatory care and family medicine, and two-week rotations in emergency medicine and radiology or an elective month. Medicine in Contemporary Society is part of many of the clerkships. Clinical skills to perform and clinical conditions are assigned in each clerkship. Year three culminates in a Clinical Practice Examination in the Clinical Skills Center which students must pass to advance.

The fourth-year medical student assumes greater patient care responsibilities and continues to acquire clinical and laboratory skills. The curriculum includes: a one-month sub internship (medicine, family medicine, pediatrics, or general surgery), a one-month didactic course (emergency medicine, laboratory medicine, clinical therapeutics, or surgical anatomy), a one-month neurology clerkship, a one-month experience in the surgical subspecialties, a two-week block in primary care psychiatry, and additional elective time to complete a total of 36 weeks of work. There is also a requirement that each student complete a two week course in Medicine in Contemporary Society, or the elective in Palliative Care with Survivorship and Supportive Care Team.

During the four years, a student's acquisition of clinical and laboratory skills necessitates attendance and demonstration of competence at simulated and real patient-contact exercises, laboratories, and other assessment exercises. Passing USMLE Step 1 and both the knowledge and skills parts of Step 2 is required for promotion and graduation.

Graduate Studies in Basic Health Sciences

Graduate studies leading to the Ph.D. degree in basic health sciences are offered in the fields of anatomical sciences, molecular microbiology, cellular and molecular pathology, molecular and cellular pharmacology, physiology and biophysics, or population health and clinical outcomes research. The department of Oral Biology and Pathology also offers a Master's of Science degree in Basic Health Sciences.

Basic health sciences departments of the School of Medicine also collaborate with the Division of Biological Sciences and other academic units to operate graduate study programs in various areas of the biological sciences, such as

molecular biology and biochemistry, cellular and developmental biology, genetics, and neurobiology and behavior. Many of these programs are part of the tri-institutional consortium that includes Cold Spring Harbor Laboratory and Brookhaven National Laboratory, and students have the opportunity to work with the faculty at these institutions in addition to the Stony Brook University faculty.

Each graduate studies program is guided by its own director and executive committee and establishes its own entrance standards and degree requirements, described in detail in the Graduate Bulletin. Inquiries regarding graduate admission to a specific department should be addressed to the director of the department's graduate program. Please see the "Admissions Section" in this Bulletin for more information.

Joint Degree Programs

M.D./Ph.D. Program (MSTP)

The M.D./Ph.D. program normally requires six to eight years to complete. The course of study integrates medical education and basic or translational science training throughout the training period. During the first two years, the M.D./Ph.D. curriculum largely follows the M.D. curriculum, with the addition of MSTP-specific small group sessions. In addition, students participate in basic science journal clubs linked to clinical presentations, dinners with translational researchers, program functions such as the annual poster session and the retreat, and three summers of laboratory research. The next two to four years are spent completing the requirements for the Ph.D. in a basic science laboratory, along with participation in clinically-related activities. To be awarded the Ph.D. degree, the student must satisfy the Graduate School and Basic Health Science Graduate Studies requirements, which are tailored to fit the MSTP. At the conclusion of the research period, M.D./Ph.D. candidates complete the medical school clerkships and selectives required for the awarding of the

M.D. degree. Most students go on to undertake fast-track academic-oriented residency training positions and eventually positions as academic clinicians or translationally oriented basic science researchers.

Scholars for Medicine Program (Bachelors/M.D.)

Scholars for Medicine will earn a Bachelors/M.D. degree with four years of undergraduate course work and four years of medical school. All Scholars of Medicine will be individually counseled on their careers throughout their participation in the program. Benefits include full or partial scholarship funds, help in finding laboratory placements for undergraduate research projects, regular advising from the Premedical Advisor, opportunities to meet faculty in the School of Medicine, and support and encouragement in the exploration of undergraduate and career opportunities.

Scholars for Medicine positions will be available to select entering freshmen who have been accepted to the Honors College, WISE Program, or Engineering Program. Eligibility criteria are: 1350 or above on the SATs; maturity; evidence of social commitment; evidence of interest in science; high moral character; breadth of interests and strong communication skills. Potential candidates will be interviewed by members of the Committee on Admissions for the School of Medicine.

All acceptances to the Scholars for Medicine Program are conditional. Of critical importance will be an ongoing assessment of the candidate's maturity, academic ability and his/her motivation and readiness to pursue a medical education. Scholars must continue to present exemplary academic accomplishments and those personal characteristics that exemplify a Scholar for Medicine. Students accepted into the program must maintain a minimum specified GPA during the first three undergraduate years. All Scholars are required to take the MCAT no later than the spring of their junior year in college and must attain a specific minimum MCAT score.

Scholars for Medicine accepted into the Bachelors/M.D. Program before matriculating at Stony Brook will have a place reserved in Stony Brook Medical School contingent upon the above criteria. Final acceptance will be placed on the ongoing evaluations by program advisors, letters of evaluation, and MCAT performance.

M.D./M.P.H. Program

The M.D./M.P.H. is a combined degree program, i.e. each program remains separate at this point in time, but curricular requirements are dovetailed to permit satisfaction of the requirements for in five years.

Alpha Omega Alpha

A chapter of Alpha Omega Alpha, the national honor medical society, was established at the School of Medicine in 1985. The society's purpose is to recognize and perpetuate excellence in the medical profession. Each year chapter members elect outstanding medical students, graduates, faculty and honorary members to its ranks based on academic achievements, professionalism, teaching, and service to community.

M.D. With Recognition in Research Program

This program is designed to give students opportunities to do research with faculty at Stony Brook. It is offered for students with varying prior research experience. During two months in the summer between year one and two of medical school students initiate their work. The majority of students receive a stipend at that time. The students meet to discuss their plans for and progress in their research. A total of six months is required for this activity. Generally four months are utilized during the fourth year of medical school. Students present their work orally or by poster in May of their fourth year at the Student Research Day. They receive a certificate indicating they have received the M.D. with Recognition and listing in the graduation program. Additionally the designation of M.D. with Recognition becomes part of their permanent record.

M.D. with Recognition in Humanistic Studies

This program, along with the M.D. with Recognition in Research, is designed to cultivate student scholarly capabilities. Project may focus on humanities (literature, philosophy, et al.), arts (music, visual arts, et al.), or social sciences (his-

tory, anthropology, public policy, et al.). Students must complete six months of scholarship during medical school and a creation (manuscript, score, portfolio) presenting their results during a program in their senior year. Students work with two mentors, one a physician and the other a non-physician scholar in the primary field of study.

Center for Medical Humanities, Compassionate Care, and Bioethics

The Center for Medical Humanities, Compassionate Care, and Bioethics was established in 2008 to expand and succeed the Institute for Medicine in Contemporary Society, which was established in 1990, building on the School of Medicine's long tradition of emphasizing humanism, ethics and professionalism in medical education. All three themes reflected in the Center title are taken with equal seriousness: (1) Medical Humanities: It is through the humanities that health professionals are sensitized to the patient as a person with a distinctive worldview and who is coping with illness against the background of a healthcare system that can often be dehumanizing; (2) Compassionate Care: The art of healing requires compassion and emotional intelligence on the part of clinicians, yet many patients and their families do not experience care in this basic sense. As the connection between healing and emotions becomes better understood scientifically, we need to renew a commitment to compassionate care that is grounded in leading-edge research, scholarship, and educational efforts; (3) Bioethics: Bioethics is the systematic study of the moral dimensions—including moral vision, decisions, conduct, and policies—of the life sciences and healthcare, employing a variety of ethical methodologies in an interdisciplinary setting.

The Center is deeply involved in medical education, offering more than 30 courses in the medical school curriculum and requirements across all four years. The Center faculty have expertise in the physician-patient relationship, compassionate care in relation to physician and patient well-being, clinical ethics and case consultation, philosophy of medicine, health policy and law, history of medicine, literature and medicine, professional ethics and altruism, multi-culturalism, spirituality and health, mind and body, the social sciences, and philosophical and religious traditions of medical ethics. In addition to extensive educational initiatives in the School of Medicine, the Center has established an M.A. track consisting of ten courses representing all three of the topical areas in its name. The Center is actively involved in clinical ethics across the medical center and in the third-year clerkships, leads several major community initiatives and dialogues across eastern Long Island, and provides clinician support for the medical student's free clinic. Its work across the entire Stony Brook University includes a lecture series in the history of medicine and bioethics, and course offerings in the departments of history, philosophy, and English. The Center's educational and research programs are described on its website, www.stonybrook.edu/bioethics.

Academic Requirements for the M.D. Degree

Grading Policy

The School of Medicine does not assign credits to medical student courses; rather the curriculum is counted using hours, days and weeks. Students must complete the entire curriculum successfully to graduate. In the first two years, students may receive grades of H (Honors), P (Pass), or F (Fail). In clinical rotations, students may receive F, LP, P, HP, or H. Other recorded grades are I (Incomplete) for students who, with good reason, have not completed all mandatory course requirements, PO (Place Out); and W (Withdrawal). Students who complete a clerkship successfully but for a failure of the National Board of Medical Examiners clerkship subject exam receive a Z in that clerkship until the examination is retaken. At that point the student receives either a Z/P or Z/F. Although the official transcript lists only the listed above grades above, our internal records and letter to residency program directors list HP (high pass) and LP (low pass) as well.

Academic Standing

It is the intention of the School of Medicine to assure that students are adequately prepared, both for the practice of medicine and a life in medicine. Such assurance requires both an overall academic performance that goes beyond merely marginal and an unblemished record of professionalism.

Different courses have different requirements, but in all courses, grades are determined by course directors and reported to the Undergraduate Office of Medical Education (OME) and the Committee on Academic Standing, the body charged with oversight of student progress. Students must complete all coursework in one year before proceeding to the next. Moreover, students must pass a clinical skills examination and USMLE, Step 1 before continuing in the third-year, and must pass a Clinical Practice Examination and both parts of Step 2—knowledge and skills—to graduate.

The Committee on Academic Standing evaluates academic progress and responds to reports of professional misconduct and makes recommendations to the Dean regarding a student's status. The School of Medicine's policy is to ensure the integrity of its examination process, to promote ethical behavior in academic and clinical situations, and to develop in students a commitment to the integrity of the medical profession. Students have an obligation to refrain from any act that is designed to obtain for themselves or others academic credit, grades, or other recognition which is not properly earned. They also have an obligation to take an active role in ensuring that other students refrain from such acts. Each student therefore has the responsibility to prevent or report acts of academic dishonesty. There is a discussion of professionalism in the school's Policies and Procedures, and students are evaluated for professionalism in their course work using a form that specifies elements of personal responsibility, cultural sensitivity, self-improvement, integrity, and altruism.

As important, there is also a student honor code created by the students to which all medical students must adhere. Violations of the student honor code are reviewed by a student committee which reports recommendations to the Dean. In cases of academic difficulty or dishonesty, the student is offered an opportunity to appear before the Committee on Academic Standing. Decisions of this committee are reported to, and may be appealed to, the Dean of Medicine.

Students with learning or other disabilities will be evaluated by the University's Disability Support Services and, in discussion with the dean's office, appropriate accommodations made.

Financial Aid

Inquiries concerning sources of financial aid and student financial planning should be directed to the School of Medicine Student Affairs Office. First-time financial aid applicants must complete the School of Medicine Institutional Application for Financial Aid. All financial aid applicants must complete the Free Application for Federal Student Aid (FAFSA) for each academic year they are applying. Financial aid for medical students consists of loans and grants. Financial aid awards will not exceed the cost of attendance for each academic year. The cost of attendance includes tuition and fees; room and board; books and supplies; transportation expenses; and personal/miscellaneous expenses. The cost of attendance is set and published each spring prior to the beginning of the new academic year.

For a schedule of tuition and fees and payment information, please refer to the "Academic Year Fees and Charges" section at the beginning of this Bulletin.

Continuing Medical Education

The educational mission of the medical school targets medical students, post graduate trainees, and practicing physicians. This is consonant with the philosophy that education is a continuing process throughout a professional career. The purpose of Continuing Medical Education is to optimize patient care and maintain and improve physician competency by means of offering high quality learning experiences for physicians. The activities offered permit physicians to fulfill CME requirements for re-licensure, maintenance of certification, hospital privileges, and medical or specialty society membership. The School of Medicine's continuing education program is fully accredited by the Accreditation Council for Continuing Medical Education. Through its Office of Continuing Medical Education, the School of Medicine sponsors, co-sponsors, or jointly sponsors CME activities including regularly scheduled conferences, courses, and enduring materials. The methods of instruction are varied to offer different types of learning experiences, appealing to diverse and individual learning styles and practice setting requirements. They include live conferences; interactive audio, video, and web-based programs; self-study materials; and hands-on training, e.g., procedural skills training in animal labs, simulation, standardized patients.

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Endowed Chairs

The Edmund D. Pellegrino Professorship of Medicine

In 1986, the University established a professorship in the School of Medicine to honor Edmund D. Pellegrino, M.D., founder of the Health Sciences Center. The endowment specifies that the Edmund D. Pellegrino Professorship of Medicine will be occupied by "an individual who exemplifies the breadth of interests and achievements in education, research, and the practice of medicine that have characterized Dr. Pellegrino's career." The first occupant of that chair was Dr. Pellegrino, who held it for a brief period. Following Dr. Pellegrino's tenure, the chair was occupied by Harry W. Fritts, M.D., who is now the Pellegrino Professor Emeritus and former Chair of Medicine at Stony Brook. Currently, Benjamin J. Luft, M.D., Professor of Medicine, occupies the chair.

The Evelyn Glick Chair in Experimental Medicine

In 1990, Mrs. Evelyn Grollman Glick of Baltimore, Maryland, created an endowment designed to support a Chair in the Department of Pharmacological Sciences. Income from this fund provides research or salary support for the Chair. The current occupant of the chair is Arthur P. Grollman, M.D., Distinguished Professor of Pharmacological Sciences and Professor of Medicine.

The William and Jane Knapp Endowed Chair in Pharmacological Sciences

An endowed chair in the School of Medicine, the William and Jane Knapp Endowed Chair in Pharmacological Sciences was established by the Knapps who are 1978 graduates of Stony Brook and continue to be connected to the University through a variety of activities. Bill Knapp is a member of the Stony Brook Foundation Board, and Jane Knapp is the former president of the Stony Brook Alumni Association. The endowment specifies that the "William and Jane Knapp Endowed Chair in Pharmacological Sciences will be occupied by a senior faculty member who is highly regarded, and who exemplifies the breadth of interests and achievements in education, and will advance the diagnosis and treatment of cancer, diabetes, and/or inflammatory diseases." Howard C. Crawford, Ph.D., Associate Professor of Pharmacological Sciences, currently occupies this chair.

The Marvin Kuschner Professorship of Pathology

An endowed chair in the School of Medicine, the Marvin Kuschner Professorship of Pathology was established by the University in 1988 in honor of Marvin Kuschner, M.D. (1919-2002), the former Dean of the School of Medicine at Stony Brook. The endowment specifies that the "Marvin Kuschner

Professorship of Pathology will be occupied by an individual who exemplifies the breadth of interests and achievements in education, research and the practice of pathology and environmental medicine that have characterized Dr. Kuschner's career." Kenneth Shroyer, M.D., Ph.D., Professor and Chair of the Department of Pathology, currently occupies this chair.

Grants and Awards

The Arthur Berken Fellowship

Dr. Arthur Berken, a long-time member of the clinical faculty at the School of Medicine, was concerned about the impact of technology on men and women in medical school. With the advances in diagnostics and treatment made possible through technology, he feared that young doctors might come to see their patients as little more than biochemical machines. So when Dr. Berken passed away in the late spring of 1994, his wife Roberta, his family, and a number of friends and colleagues endowed a fellowship to encourage would-be physicians to remember that, in the end, it is people who matter most. The Arthur Berken Fellowship prompted a new addition to the School of Medicine's M.D. with Recognition Awards, the M.D. with Recognition in Medical Humanism.

Sir James Black Award for Excellence in Research

An endowment has been established with a gift from Sir James Black, FRS, Nobel Laureate in Physiology or Medicine, to provide an award to the graduating undergraduate pharmacology major who has achieved the highest scholastic excellence in both course work and a senior research project.

Jean M. Devlin Achievement Award

This endowment, created by generous gifts from Richard A. Auhll and Rudi R. Schulte of Santa Barbara, California, matched by the Department of Pharmacological Sciences, honors Jean M. Devlin, founding Director of Stony Brook's undergraduate program in pharmacology. The Jean M. Devlin Award is presented at commencement to the graduating pharmacology major judged to have the greatest potential for making future contributions to the pharmacological sciences.

William G. van der Kloot Awards

An endowment has been established by Professor Robert Nathans and the Department of Pharmacological Sciences in honor of William G. van der Kloot, Ph.D., Professor of Physiology and Pharmacological Sciences, and founding Chair of the Department of Physiology. The endowment provides awards annually to two students in the Molecular and Cellular Pharmacology graduate program. The van der Kloot Award for Excellence in Teaching recognizes the most significant teaching contributions by a graduate student to the undergraduate major. The van der Kloot Award for Excellence in Research recognizes outstanding accomplishments in research evident by first author, peer-reviewed scientific publication.

David L. Williams Memorial Travel Award

Funds are provided by an established endowment to honor David L. Williams, Ph.D., Professor of Pharmacological

Sciences, who was widely recognized as an excellent teacher and mentor of students and junior faculty during his many years here. The award is given to a graduate student who has been advanced to Ph.D. candidacy in the Molecular and Cellular Pharmacology Graduate Program, and who will participate in an advanced course (e.g., at Woods Hole, CSHL or an EMBO course) or present research results at either a national or international scientific meeting.

The Catacosinos Cancer Awards

Dr. and Mrs. William Catacosinos have generously donated funds for annual grants to support cancer research. The Catacosinos Cancer Award recognizes significant contributions to the illumination of the cancer problems of the past and anticipates major advances coming from these investigations. A committee of scientists, appointed by the Dean of Medicine, oversees these awards which are administered by the Stony Brook Foundation.

Radmila and Gabor Inke Anatomical Research Fund

The Department of Anatomical Sciences at University Medical Center Stony Brook is the beneficiary of a generous testamentary gift from Dr. Gabor Inke. Dr. Inke became the department's first member in 1969 and served the Medical Center for more than 20 years. Dr. Inke, a recognized expert on the development of the human skull as well as the kidney, dedicated his life to research and teaching. Upon his death, the Radmila and Gabor Inke Anatomical Research Endowment Fund was created to support the research mission of the department that he helped to create.

Emil C. Voll Bequest

A bequest of more than \$1.7 million from Emil C. Voll was made in 1992 to fund a professorship in cancer research in the School of Medicine. Mr. Voll's wife, Geraldine, died of cancer in 1987. Awards to four faculty investigators enable them to play a major leadership role in the School of Medicine's cancer program.

Clinical Departments in the School of Medicine

Department of Anesthesiology

Chair: Peter S.A. Glass

Professors: Rishimani S.N. Adsumelli, W. Walter Backus, Helene D. Benveniste, James P. Dilger, Christopher Gallagher, Peter S.A. Glass, Thomas Floyd, Ira J. Rampil, Bharathi H. Scott, Stephen A. Vitkun (Distinguished)

Associate Professors: Carole W. Agin, Congwu Du, F. Barry Florence, Maria R.G. Lagade, Ursula Landman, Farrokh R. Maneksha, Daryn Moller, Srinivas Pentyala, Mario Rebecchi, Martin Redmond, Kenneth Rosenfeld, Tracie A. Saunders, Joy E. Schabel, Peggy A. Seidman, Ellen S. Steinberg, Paul Willoughby

Assistant Professors: Ramon Abola, Bassem Assad, Chiwing Auyeung, Syed Azim, Nelson A. Barcelon, Tazeen Beg, Alvin Bicker, Arvind Chandrakantan, Christine Cokinos, Thomas

Corrado, Steve Chen, Michelle Delemos, Congwu Du, Brian Durkin, Lauren H. Fleischer, Abdel Aziz Gaber, Xiaojun Guo, Igor Izrailtyan, Zvi Jacob, Ronald C. Jasiewicz, Renata Kowal, Lixin Liu, Irina Lokshina, Rany Makaryus, Sinha Monsur, William Molinari, Slawomir P. Oleszak, Christopher Page, Eric Posner, Stephen Probst, Shaji Poovathoor, Deborah Richman, Eleanor J. Romano, Mihai R. Sadean, Madhumita Saikia, Syed Y. Shah, Francis Stellaccio, Matthew Tito, Neera Tewari, Andrea K. Voutsas

The Department of Anesthesiology provides instruction in the clinical science of the specialty, and the physiology, pharmacology, and biochemistry on which it is founded. Emphasis is placed upon the integration of basic and clinical sciences, and upon an interdisciplinary approach to attain optimal care of patients. Instruction is provided to medical students during their clinical training years. All students rotate through anesthesiology for two weeks during their surgery selective month. Those students interested in more advanced training are encouraged to apply for a third-year elective or a fourth-year sub-internship, during which they will be exposed to all aspects of clinical anesthesia management of surgical, obstetrical, and chronic pain patients. They will administer anesthesia under supervision, participate in pre- and post-operative care, and become familiar with specialized aspects, such as intensive care, cardiopulmonary resuscitation, cardiac and neurosurgical anesthesia, perinatal medicine, and therapy of acute and chronic pain. Participation in ongoing clinical research projects and all teaching exercises is encouraged.

The Department of Anesthesiology also provides comprehensive instruction to dental, ER, and periodontal residents, and to orthopedic surgery, and medicine interns.

In its graduate program, the department provides a four-year training program of residents specializing in anesthesiology.

Fellowships in subspecialties and clinical research are available to physicians who have completed the requirements toward specialization.

Department of Dermatology

Chair: Evan Jones

Professors: Richard Clark, Marcia Simon

Associate Professors: Evan Jones, Peter Klein, Lawrence Lieblich, Ashfaq Marghoob, Marcia Tonnesen

Assistant Professors: Bernard Berger, Chih-Shan Jason Chen, Paul Chu, Jason Cohen, Theodore Daly, Jnnifer DeFazio, Scott Flugman, Soosan Ghazizadeh, Robert Hayman, Andrienne Haughton, George Hollenberg, Tara Kaufmann, Azim Khan, Adam Korzenko, David Kriegel, Leonard Kristal, Laurie Levine, Kavita Mariwalla, Steve McClain, Richard Miller, Gavin Moynihan, Antoinette Notaro, Lawrence Pacernick, Peter Reisfield, Lynn Silverstein, Robert Skrokov, Amy Steinberg, Diana Sun, Denise Trochesset, Shyam Verma, Marvin Winston Adjunct Professors:, Kenneth Marenus, Julees Mitchel

Clinical Instructor: Deborah Deierlein

The Department of Dermatology is committed to providing quality education in cutaneous biology, cutaneous oncology, and skin disease to medical students, residents and fellows. Emphasis is placed on the integration of principles of basic pathophysiology with clinical manifestations and preventive medicine, and on the development of problem solving and diagnostic skills.

In conjunction with the Department of Orthopedics, Department of Pathology, Department of Radiology, and Department of Medicine/Divisions of Allergy, Immunology and Rheumatology, the Department of Dermatology participates in the Connective Tissue and Skin Systems Course for second year medical students. The format varies from didactic lectures to workshops and clinical pathologic correlations, including an opportunity for students to interact with patients.

A one-month clinical elective is offered during the fourth year, which provides exposure to the diagnostic and management of cutaneous disorders in both the ambulatory and inpatient settings at Stony Brook University Medical Center, Stony Brook Technology Park, and the Northport Veterans Affairs Medical Center.

A one-month research elective provides in-depth exposure to academic dermatology, and the application of laboratory science to clinical problems through participation in a laboratory or clinical research project.

A three-year dermatology residency training program provides structured education in basic cutaneous biology and pathophysiology, and extensive exposure to patients with skin disorders. The training experience comprises all aspects of ambulatory and inpatient dermatology, including dermatologic surgery, cutaneous oncology, dermatopathology, and phototherapy. Opportunity is provided for involvement in basic science and/or clinical skin research.

Postgraduate fellowships are offered in basic and/or clinical research. The Department of Dermatology is actively involved in continuing medical education for staff, community practitioners, and healthcare professionals, through CME accredited Grand Rounds, conferences, seminars, and through participation in local dermatologic societies.

Department of Emergency Medicine

Chair: Mark C. Henry

Vice Chair: Peter Viccellio

Vice Chair for Research: Adam Singer

Professors: Mark C. Henry, Michael McGuigan, Frederick M. Schiavone, Adam Singer, Peter Viccellio

Associate Professors: Sabine N. Brouxhon, Gregory P. Garra, Thomas F.X. Fischer, Scott Johnson, Lester Kallus, Edward Stapleton, Henry Thode

Assistant Professors: Christine Ahn, Alban Bailey, Asher Baer, Michael Beck, Caroline Bevelander, Christopher Carleo, Stuart Chale, Cara Choy, David Cohen, Tara Colvin, David S. Cooling, Lincoln Cox Jr., Kerry Cronin, Patricia Daly, Richard Dickinson, Natalie DiGioia, Jennifer Ehlers, Robert Ehlers, Michael Imperato, Lawrence Kelly, Sayed Mustafeh

Khwaja, Christopher Lee, Robert Levy, Melina LoGuidice-Khwaja, Cori Ann McKean, Brian McMahon, Erika Newton, Eric Niegelberg, Theodore Packy, Nicholas Palamidessi, Joseph Savasta, Ioanis Siderias, William Sommo, Taku Taira, Victor Tarsia, Donna Venezia, Andrew Wackett

The Department of Emergency Medicine offers exposure to a wide range of clinical problems and to an evolving regional emergency medical services system. The academic department provides a home for dedicated faculty and students to learn, teach, and pursue basic science, clinical, and health policy research. Stony Brook offers ample opportunity for collaboration and exchange with faculty and students from many other disciplines.

The department conducts advanced life support training for medical students at the end of the second year. During the third-year, the department offers a two-week clerkship in Emergency Medicine. The course includes 84 hours of clinical time in the Emergency Department, labs, and simulation exercise.

For fourth-year medical students, the department offers four-week didactic courses in Emergency Medicine, twice a year. Those interested in pursuing a career in Emergency Medicine may take the course with incoming first-year Emergency Medicine residents in July. Lectures are offered on management of common emergency department presentations including chest pain/acute MI, trauma, burns, stroke, seizures, pediatric airway disorders, GI bleed, trauma, and toxic syndromes. Labs include airway management, wound care, advanced surgical skills, splinting, ultrasound, regional nerve block, and slit lamp. Special sessions include a Pediatric Advanced Life Support course and Advanced Trauma Life Support. This course is repeated in February as an elective for all fourth-year medical students. In addition to the clinical and didactic experiences, the department also offers a "sub-internship" in Emergency Medicine, where students take on the roles/responsibilities of a PGY-1 in Emergency Medicine. The department's goal is to offer students a path to develop the clinical competence, academic excellence and administrative acumen to assume leadership roles in the field of Emergency Medicine.

The department sponsors an accredited three-year residency training program in emergency medicine. Stony Brook University Medical Center is the primary clinical site of resident education. The comprehensive emergency medicine experience is augmented by rotations at Peconic Bay Medical Center and the New York City Poison Control Center. The goal of the residency program is to train emergency physicians who are capable of providing thorough, competent, evidence-based patient care, and who are dedicated to improving and leading the field of emergency medicine into the future.

Department of Family Medicine

Chair: Jeffrey S. Trilling

Associate Professors: Robert S. Bobrow, Edward L. Feldman, Gerald Kelly, Donna Meltzer, Josephine Connolly-Schoonen, Manal Soliman, Gwendolyn Stretch, Howard Sussman, Jeffrey S. Trilling

Assistant Professors: Susan DeBevoise, Judy Fingergut, Gretchen Mockler, Richard Murdocco, Jedan Phillips, Louis

Verando, Vivica Vollmer, Katherine Wightman

Clinical Instructors: Janet Bienkowski, Lorraine Danowski, Leah Holbrook, Lauren Gargiula-Brand

Community Faculty

Associate Professors: Richard Bonanno, Clive Caplan, Maury Greenberg, Augustus Mantia, Joseph White

Clinical Assistant Professors: Carlo Annese, Jill Baron, Louis Bateman, Patrick Barrett, William Bennett, Scott Bloom, Stanley Blyskal, Frederick Caston, Joseph Calandrino, Michael Confusione, Francine Cormier, Maria Del Vessy, James Dragone, George Dunn, Raymond Ebarb, Michael Fishkin, Theodore Flaum, Melanie Frank, Jerry Reed Frank, John Gil, Louis Greenblatt, Scott Gross, Anthony Guida, Hussan Hito, Mark Jagust, Sabrina Johnson, Danelle Kenny, Scott Kirsch, Michael Ladinsky, Nicholas Livrievi, Frank Lobacz, Mian Long, Kuma Mandel, Ashfaq Margoob, Alan Nelson, Christopher Ng, Andrea Nomberg, Russell Porter, Michael Randell, Annette Rancaniello, Lesley Rechter, Anne Robbins, William Robbins, Linda Roethel, Ronald Roth, Samuel Sandoski, Deborah Schaefer, Eric Schoenfeld, John Slade, Jay Slotkin, Cindy Smith, Esther Sumitra-Albert, Farzad Tabibzadeh, Paul Tchao, Ephraim Zackson

Clinical Instructors: Alfred Belding, Alan Cooper, Laura Corsello, Christine Delguizo, Claudia Fernandes, John Franco, Genine Francis, Herbert Friedman, Francis Gleason, David Goldman, Susan Groh, Ellen Kambi, Marc Lewandoski, Joseph Liodice, Antoun Mitromaras, Lynn Marie Nitti, Steven Selter, Mark Shapiro, Sharmalee Shetty, Sam Smith, Joseph Venezia

The academic Department of Family Medicine holds as its "mission" the high quality delivery, dissemination, continual evaluation, and creation of the principles of Family Medicine.

The department emphasizes teaching, clinical practice, and research in the practice of continuing, comprehensive and family-oriented care to patients. The many educational missions of Family Medicine include management of common illnesses, health promotion and disease prevention, family practice obstetrics, behavioral medicine, sports medicine, chronic illness, and geriatric care. The department has its own division of nutrition and a certified nutrition residency.

The department's role in the medical school curriculum includes directorship of Introduction to Clinical Medicine (years 1 and 2), Introduction to Human Behavior (year 1), a required Clerkship in Primary Care (year 3), and a sub internship and elective (year 4). In postgraduate education, the Family Medicine Residency Program provides 21 residents with comprehensive training in the discipline. It also directs a consortium of residency programs at South Nassau Community Hospital and Community Hospital at Glen Cove.

Resident training in Family Practice occurs primarily at Stony Brook University Medical Center and includes several rotations at affiliated sites. Currently, the program accepts seven residents each year.

The excellent faculty/resident ratio and the fact that residents are involved in teaching third- and fourth-year medical students illustrate some of the advantages of conducting residency training in a major academic health center. Our affiliation with local community hospitals allows residents to experience

the community-based practice of medicine. This combination of knowledge has resulted in all graduates of the program successfully passing the American Board of Family Practice certification examination, 87 percent on the first attempt.

This residency will be attractive to candidates who wish to participate in an active teaching program while they acquire clinical skills in family medicine. It is the department's goal to produce competent family practitioners who may pursue careers in full-time clinical practice or academic medicine. Over the years, graduates have migrated and now practice in all areas of the country. Many have demonstrated a continued interest in teaching, either on a voluntary basis or by holding full-time faculty positions in academic departments.

The three-year residency program in Family Medicine provides experiences in the continuing, comprehensive and personal care which characterizes Family Medicine. These experiences range from providing ambulatory care in the Family Practice Center to inpatient service in family medicine, pediatrics, obstetrics/gynecology, psychiatry, medicine, and other specialties.

For residents, the goals of the program are to:

- understand comprehensive care, including the biomedical, psychological, familial and socio-economic factors that affect health and illness
- understand the importance of continuity of care and coordination of medical services to patients and their families
- fully develop cognitive abilities and clinical skills to maximize effectiveness as a family physician
- acquire competency in office- and hospital-based procedures
- develop a sense of ethics and responsibility applicable to the practice of medicine
- understand the concepts of community and social involvement that will elevate the health standards of the community, as well as the health status of patients
- understand the professional and personal needs necessary to develop an emotionally and intellectually satisfying medical practice
- gain ability to practice medicine within the framework of a team approach, using the skills of other professionals, community agencies, and support groups (www.stonybrook.edu/hscbulletin241)
- appreciate academic achievement and prepare for future learning and teaching in medicine
- prepare for success in this rapidly changing managed healthcare environment

In conjunction with the School of Health Technology and Management, the department offers through its Division of Nutrition a Master's in Primary Care Health Policy.

The Department of Family Medicine has demonstrated a commitment to the community through its outreach programs and primary care initiatives. These programs are coupled with teaching and clinical responsibilities in the ambulatory and inpatient services of Stony Brook University Medical Center as well as at community-based sites throughout Suffolk County. The Department of Family Medicine coordinates and delivers continuing medical education programs to the medical community and conducts healthcare and service research.

Department of Medicine

Chair: Vincent Yang

Executive Vice Chair: William Wertheim

Medical Director, LI State Veterans Home: Frank Cervo

Affiliation Chairs: Aloysius Cuijet, Nassau University Medical Center; Michael Niederman, Winthrop-University Hospital; Mark Graber, Veterans Affairs Medical Center, Northport

Professors: John F. Aloia, Reese Alsop, Wadie F. Bahou, Douglas Brand, David Brown, Harold Carlson, Steven Carsons, Wen-Tien Chen, Richard Clark (Dermatology), Ira Cohen (Physiology and Biophysics), Peter F. Cohn, Stanton Cohn, Barry Collier (Adjunct), John Coulehan (Preventive Medicine), Burke Cunha, Norman H. Edelman, Donald A. Feinfeld, Getachew Feleke, Suzanne Fields, Hussein Foda, Marianne Frieri, Harry W. Fritts Jr. (Emeritus), Theodore Gabig, Pierce Gardner, Marie Gelato, Berhane Ghebrehiwet, Irving Gomolin, Peter Gorevic (Emeritus), Mark Graber, Robert Greenwald (Adjunct), James Grendell, Arthur P. Grollman (Pharmacology), Leonard Hamilton, Mae Hultin, Adam Hurewitz, Jolyon Jesty, George J. Kaloyanides (Emeritus), John Kovach, William Lawson, Wilfred Lieberthal, Martin R. Liebowitz, Benjamin J. Luft, Stefan Madajewicz, Erich Mackow, John Maesaka, Thomas Manis, Michael Niederman, Edward Nord, Robert Olson (Emeritus), Edmund D. Pellegrino (Emeritus), Jonathan Plehn, Nathaniel Reichel, Ira Rezak, Basil Rigas, John R. Sachs (Emeritus), Sami Said, Lawrence Shapiro, Walton Shreeve, Gerald Smaldone, Roy Steigbigel, William Van Nostrand, Michael Viola (Emeritus), Steven Vitkun (Anesthesiology), Nand Wadhwa, James Yeh, Stephen Vlay, Kenneth Zamkoff, Mohammad Zarrabi, Stanley Zucker

Associate Professors: Olakunle Akinboboye, Leonard Arbeit, Syed Asad, Leah Balsam, Eddy Barash, Richard Barnett, Jeffrey Berger, Linda Carosino, Frank Cervo, Edward Cheng, Joseph Chernilas, Gail Cohan, Jerald Cohen, Todd Cohen, Arnold Conrad, Mark J. Corapi, Ralph Della Ratta, Troy Dixon, Philip Domenico, Michael Dubin, Peter Ells, Stephen Feffer, Getachew Feleke, Frederick Fein, Steven Fishbane, Luz Fonacier, Israel Freeman, Jack Fuhrer, Dennis Galanakis, David Goddard, Avram Gold, Beatrice Golumb (Preventive Medicine), Aasha Gopal, William H. Greene, Maritza Groth, Joanne Holland, Jonathan Ilowite, Junichi Iwai, Raja Jaber (Family Medicine), Victor Jiminez, Anoop Kapoor, Alan Katz, Jordan Katz, Jeffrey Kazzaz, Hossein Keyvan, Natalie Klein, Robert J. Kramer, Walter Noah Kromholz, Irwin Kurland, Tai-Ping Lee, Richard Lin, Edward Mack, George Mallis, Augustus Mantia, Kevin Marzo, Joan McInerney, Robert J. Michtom, Perry Milman (Adjunct), Sidonie A. Morrison, Sriram Naidu, Howard Novotny, Thomas O'Riordan, Sanford Pariser, Enrique Pastoriza-Munoz, Melvin Praissman, Louis Ragolia, Earnst Raeder, Romona A. Rajapakse, Linga Raju, Robert Shaw, Jay Slotkin, E. Marvin Sokol, Harry Staszewski, Lisa Strano-Paul, David Tompkins, Marcia Tonnesen (Dermatology), Steven Walerstein, Laurie Ward, Edward Weissman, Shing-Shing Yeh, Stephen Zeldis, Myron Zitt

Assistant Professors: Marc Adler, Shadab Ahmed, Mohammed Amin, Ibrahim Almasry, Michael Ammazalorso, Prachi Anand, Sonia Arunabh, Evangelia Augoustiniatos, Quaiser Bakht, Wendy Balopole, Daniel Baram, Donald J. Behr, Elise Belilos, Nicholas Berbari, Richard E. Berman, Robert Bertcher, Akram Boutros, Pierre Brutus, John Bruno, Anthony Calio, Jian Cao, Stuart Chale (Emergency Medicine), Daniel Chikvashvilli, Howard Citrin, Stephen Cokinos, David Cooling (Emergency Medicine), Feroza Daroowalla, Frank J. DeMento, Oscar A. Devera, Kathleen Dickman, Freddie Diaz, Karen Dominge, Susan Donelan, Regina Druz, Albert Ferrara, Cornelius J. Foley, Kenneth Freese, Steven P. Friedling, Stephen W. Furst, Anthony Gambino, Jorge Gardyn, Michael Garrison, Shai Gavi, Liziamma George Jr., Dmitri Gnatenko, Steven Golub, Mark A. Goodman, David Goodrich, Michael N. Greenblatt, Alice Greene, Seymour Greenwald, Marwan Habeeb, Nabil Hagag, Lynn Hallarman, Bhawa Halwan, Shirley Hanna, Aaron Harrison, Janet Hearing, Donna Heinemann, Jennifer Hensley, Alexander Hindenburg, Herbert Hirsch, Robert Hirschberg, Melvin Holden, Ingolf Holm-Andersen, Rosalind Hopmeier, David Horowitz, Richard Horowitz, John Hui, Stanley Hyman, Bassiema Ibrahim, Louis J. Imbriano, Gary R. Joachim, Diane Johnson, George Juang, Ali Karakurum, Shyamala Karuvannur, Inderjit Katyal, Eugene M. Kern, Todd Kerwin, Robert Klein, Kavita Kongora, Smadar Kort, Edward Kowalski, Atul Kumar, Gamesh Kumar, Harvey Kushner (Emeritus), Susan Lane, Alice Lee, Susan Lee, Harvey L. Lerner, Younghee Limb, David Lin, Zeena Lobo, Janice Lu, Hue Ly, David T. Lyon, Gregory Macina, Lucy Macina, Vincent V. Madonia, Robert Malacoff, Anil Mani, Noelle Mann, Philip A. Mantia, Dwight W. Martin, Sandeep Mehrishi, Dennis Mihalatos, Mageda Mikhail, Angela Mitran-Schwartz, Nobuyuki Miyaswaki, Felix A. Monaco, Robert Mormando, Dennis Mynarcik, Harmeet Narula, Catherine Nicastri, Laurence I. Novick, Edwin Oberstein, Abuzafar Osman, Lucy Palmer, Leo G. Parmer (Emeritus), Shenyi Peng, Lester N. Ploss, Martin D. Podgainy, Bonnie Pollack, Ronald A. Primis, Samia Qazi, Robert J. Rabinowitz, Frank Raio, Frederick Reindl (Pediatrics), Allison Reiss, Mohammed Rizvan, Heidi Roppelt, David S. Rosenthal, Ranjan Roy, Louis Saffran, Ghulam Saydain, Frederick Schiavone (Emergency Medicine), Valentina Schmidt, Jeffrey Schneider, Adrish Sen, Anuja Shah, Shahin Shaikh, Kalpana Shere, Marisa Siebel, Rubens Sievert, Anshu Singh, Rehka Sivadas, Hal Skopicki, Philip Spadafora, Peter Spiegler, Leonard Stein, Alan Steinberg, Jaishree Subramani, Heesuck Suh, Anthony Szema, Dennis Tansiongco, Shirley Tansiongco, Wen-Wei Tchou, Adrian Torres, Joseph Tripedi, Albert Tse, Gayle Vaday, Ashok Vaswani, Janice Verley, Peter Viccellio (Emergency Medicine), Isabelle von Althen, Rosalind Watman, Michael Weinstein, William Wertheim, Evelyn Wolf, Daniel Yellon, Melvin W. Young, Qamar M. Zaman, Athena Zias, Jerome Zisfein, Sheldon Zuckerman

Instructors: Charles Annunziato, Vincent Avila, Elena R. Berkowitz, Stephen Bernstein, Michael Carl, Igor Chernyasvskiy, Sheila Cheruvelil, Stephen Cusumano, Vijay K. Das, Paul Diggs, Elliott Dreznick, Yasser-El-Hennawy, Charles Famulare Theodore Flaum, John Folan, Barry Gimbel, Richard Gold, Perry Gould, Andre Haddad, Lisa Hammer (Pharmacology), Edmund Hayes (Pharmacology),

Linda Honkanen, Bruce Horowitz, David M. Horowitz, Mohammed S. Hossain, Shashi B. Jhamb, Robert C. Johnson, Wei Kao, David Klein, John Lanzzone, Renee Lefland, Agim Leka, Jeffrey Leonardis, Mark Davis-Lorton, Sabahat Mahmood, Deborah McBane, Harvey Mossman, John A. Ostuni, Lawrence Pacernick, Gary Rosenblum, William Ross, Francis J. Safina, Jeffrey Scavron, Paul Schulman, Gary Schwartz, Kambiz Shekib, Sheldon C. Simon, Gregory Spisak, Philip Stein, Michael Sussman, Mandar Tank, Vijai Tivakaran, Djin Y. Tjioe, Andrew Weber, Mark Williams, Ranvic Yadav

The Department of Medicine encompasses nine divisions: **Cardiology, Endocrinology and Metabolism, Gastroenterology and Hepatology, General Internal Medicine, Hospitalist and Geriatrics, Hematology/Oncology, Infectious Diseases, Nephrology and Hypertension, Pulmonary and Critical Care Medicine, and Rheumatology, Allergy and Clinical Immunology at Stony Brook**, as well as at its clinical affiliates listed above. The combined faculties of these institutions are charged with the responsibility for the following:

- 1) Directing and teaching the Introduction to Clinical Medicine program for first and second year medical students
- 2) Oversight and teaching of the Systems Approach to Medicine for second year medical students
- 3) Directing the Ambulatory Care Clerkship for third-year medical students
- 4) Directing the Clerkship and Sub-Internship in Medicine
- 5) Developing curriculum and supervising electives in the medical subspecialties
- 6) Training 49 residents and 75 fellows
- 7) Providing Continuing Education in Medicine
- 8) Providing superb clinical care for patients across Long Island who require Internal Medicine primary care and subspecialty services in both the inpatient and outpatient settings.

The Department of Medicine education program is designed to provide medical students, residents and fellows with a solid foundation in general internal medicine and its subspecialties, including quality patient care and research. This goal is exemplified in the design of the medical clerkship. Under the tutelage of full-time faculty and community preceptors, students learn the arts, skills, and modes of reasoning in making diagnoses and managing patients. In addition, students become a part of the medical staff by delivering patient care. These educational activities are supplemented by conferences, a comprehensive lecture series of topics identified as a target "Core Curriculum," the Chairman's lecture series, small group sessions with the Program Director, and multi-departmental clinical pathology conferences. The study of the patient as the keystone to learning medicine is stressed throughout the inpatient and ambulatory experience. A fourth-year sub-internship is offered for those students with an interest in careers in Internal Medicine and as a foundation for many students pursuing other disciplines. The one to two months internal medicine sub-internship provides the students with an intensive patient care experience in the inpatient setting with faculty mentoring and oversight. Additionally, many fourth-year students elect to participate in a variety of subspecialty electives that provide in-depth, focused learning experiences in the internal medicine disciplines.

The Graduate Training program's goals and objectives emphasize the department's mission to educate compassion-

ate, life-long learner physicians who are capable of delivering the highest quality of medical care. The core program consists of 49 residents in 5 different tracks including Traditional Internal Medicine training, Primary Care Medicine, Medicine/Pediatrics, and Medicine/Neurology. A preliminary year in Internal Medicine is offered for those pursuing training in other medical disciplines, such as radiology, which require a clinical internship. In addition, the core program supports 11 fellowships, including a full range of subspecialties from Geriatrics through Gastroenterology, and from Endocrinology through Electrophysiology.

The post-graduate program encourages trainee participation in research, and offers training in research. Post-doctoral traineeships are available in both applied and basic research for senior house officers planning careers in academic medicine. Separate clinical research fellowships for trainees are available through the General Clinical Research Center. Senior students and residents may take electives in general medicine and the medical subspecialties.

In keeping with the goals of our education program, continuing education is provided at various hospitals through regularly scheduled rounds and conferences. These activities, aimed at not only the members of the medical staff but for all healthcare professionals, emphasize the importance of interdisciplinary approaches in analyzing problems, whether at the bedside or in the laboratory.

Advanced Certificate in Clinical Research

HMT 600 Epidemiology

This course aims: 1) to introduce basic epidemiologic concepts, methods and topics, 2) to provide skills to critically evaluate published literature, interpret data and develop an evidence-based approach to medical practice, and 3) to enable the application of basic epidemiologic principles and methods to problems encountered in clinical practice. This course is given in the summer/fall module.

3 credits

HMT 601 Biostatistics

This course is designed as an introduction to the principles and methods of biostatistics. Emphasis is on the understanding of fundamental probability and statistical concepts, and the ability to identify and apply appropriate statistical techniques to research problems. This course aims: 1) to teach fundamental probabilistic concepts and the principles of statistical reasoning; 2) to understand basic methods of data analysis, including descriptive and inferential statistics; and 3) to introduce some more advanced biostatistical methodologies. This course is given in the summer/fall module.

HMT 602 Molecular Medicine and Molecular Genetics

The aims of this course are: 1) to introduce basic methods of molecular diagnostics currently in clinical use, 2) to introduce principles of human genetic inheritance, 3) to stimulate insights into new molecular medicine approaches that will adapt the advances of the human genome to human diseases and apply these principles to focused areas of relevance to cancer, cardiovascular disease, neurological disease, and

emerging pathogens, and 4) to learn the principles of genetic testing development with relevance to regulatory agencies, licensing and commercialization. This course is given in the summer/fall module.

3 credits

HMT 603 Seminar Series: Research Opportunities at Stony Brook and Affiliated Institutions

The aims of this series are to familiarize trainees with the range and breadth of clinical research at Stony Brook and its affiliated institutions, acquaint trainees with the investigators who might serve as mentors for research projects, and to teach, by example, the elements of study design, data analysis and ethical issues in clinical research. This course spans 3 modules beginning in the summer/fall module and continuing throughout the winter and spring.

3 credits-1 credit/module

HMT 604 Experimental Clinical Research

The aims of this course are to introduce trainees to formulation of a research question and hypothesis testing and to introduce various research methodologies and how they are used to answer clinical research questions. This course is taught in the fall/winter module.

1 credit

HMT 605 Clinical Trials

This course aims to introduce the different aspects of clinical trial design, conduct, management and analysis; and to provide a basic understanding of the key elements of clinical trial design and practice. This course is taught in the fall/winter module.

1 credit

HMT 606 Data Management and Informatics

This course presents the requisite computer and data management skills necessary to conduct clinical research. This course is taught in the spring module.

2 credits

HMT 607 Legal, Ethical and Regulatory Issues in Medical Research

This course is designed to introduce the ethical, legal and regulatory issues in the conduct of clinical investigation and presents the necessary background and skills needed to conduct clinical research. This course is taught in the winter/spring module.

2 credits

HMT 608 Putting It All Together: Development of a Research Proposal

The aim of this course is development of the skills necessary to design a research proposal including framing the specific aims, evaluation of the literature, description of preliminary data and research methods, proposed biostatistical analysis, defining eligibility criteria, development of a safety plan, issues of recruitment including under-represented ethnic and racial groups, where to find grant information, and how to construct a grant budget. This course is taught in the spring module.

1 credit

Department of Neurological Surgery

Chair: Raphael P. Davis

Vice Chair: Michael R. Egnor

Professors: Raphael P. Davis, Michael R. Egnor, David J. Fiorella, Baruch B. Lieber, William E. Van Nostrand

Associate Professor: Henry H. Woo

Assistant Professors: Robert M. Galler, Frederick B. Gutman, Jonathan L. Raanan, Arthur P. Rosiello, Chandramouli Sadasivan

Instructors: Marie Alarcon, Ricardo Aranguren, Jennifer Doolan, Marilyn Higgins, Mary Lane, Jacqueline Paveling, Elaine Sepe, Catherine Sheng, Nancy Strong

The Department of Neurological Surgery is a principal component of the neurosciences program at Stony Brook. The main objective of the department is to provide quality patient care using the latest technology while integrating a commitment to teaching and research in the neurosciences. The clinical faculty members provide surgical care to both adult and pediatric patients who require surgical treatment for diseases and disorders of the spine and brain. The Cerebrovascular Center offers expertise in the surgical and endovascular management of cerebral aneurysms, carotid and intracranial atherosclerosis, arteriovenous malformations, and acute stroke. The department includes faculty with training in Physical Medicine and Rehabilitation who provide non-surgical treatment of spine disorders, varying from prescription of physical therapy programs to performance of fluoroscopically guided injections.

Selected residents from neurology, orthopaedics and surgery programs may rotate on the neurological surgery service for intensive exposure to the surgical management of spine and brain maladies, in particular trauma and more complex neurosurgical problems that are characteristic of an academic practice. Medical students may be instructed on processes relating to the nervous system and pre-clerkship lectures are given periodically with emphasis on skull base tumors, craniospinal trauma, cranial pressure dynamics, central nervous system tumors, non-surgical management of spine pain, acute stroke and cerebrovascular disease. Some of the research faculty are engaged in multidisciplinary, translational research exploring fluid dynamics in hydrocephalus and intracranial flow disorders; and the role of amyloid β -protein (A β) in Alzheimers disease and stroke. We are home to one of only three Artis[®] Zeego angiography suites in the country dedicated to research and training. The Cerebrovascular Center includes an active Clinical Trials Unit conducting numerous national and international trials of novel endovascular devices. Other research projects include research on interspinal spacers used in spinal surgery and the development of artificial discs. Sponsorship may be provided to qualified graduate students.

Department of Neurology

Chair: Patricia K. Coyle (Acting)

Professors: Mary R. Andriola, Anita Belman (Emeritus), Patricia K. Coyle, S. Ali Khan, Lauren B. Krupp, Robert G. Peyster, Rahman Pourmand, Patrick Sibony

Associate Professors: Oded Gerber, Mark A. Kaufman, Joanna Smirollo, Clemente Roque

Assistant Professors: Tejwant Bindra, Lourdes Bello-Espinosa, Christopher Christodoulou, Laura Donarummo, Agnieszka Kowalska, Brian Lebowitz, Michael Guido, Nurcan Gursoy, Cara Harth, Jill Miller-Horn, Thomas Preston, Candice Perkins, Gail Schuman, Rebecca Spiegel, Warren Spinner, Igor Zilberman

Instructors: Ann Marie Byers, Barbara Fuentes, Patricia Melville

The Department of Neurology, part of the Institute for Advanced NeuroSciences, includes Divisions of Pediatric Neurology, Clinical Neurophysiology, and Neuropsychology, as well as sections in Stroke/Cerebrovascular Neurology, Multiple Sclerosis (MS)/Neuroimmunology, Epilepsy/EEG, Neuromuscular Diseases/EMG, Neuro-Oncology and Sleep Disorders. It includes the Long Island Comprehensive Epilepsy Center, the Adult and Pediatric MS Comprehensive Care Centers, and the Stony Brook ALS Center of Excellence.

The department's mission is to provide excellence in neurologic care for the patient, research, education, and community service. The department provides basic and clinical training in neurological science to medical students, fellows, and residents. The intent of this training is to provide a basis for scientific neurology and practical instruction in patient care. The department carries on a broad program of research that contributes to the understanding of the structure, function and diseases of the nervous system. The clinical faculty provides tertiary, as well as basic level clinical care in neurology, carried out within the context of medical student and residency/fellowship training. The department strives to increase community awareness about neurological disorders.

In addition to instruction of medical students the Department provides ACGME approved training programs in the following areas with subsequent Board Certification: 1) Adult Neurology, 2) Child Neurology, 3) Clinical Neurophysiology, and 4) Cerebrovascular Neurology. The department participates in the Sleep Medicine program as well. A three-year residency program is offered to prepare post-graduate physicians for board certification in adult or child neurology. The residency training programs provide a firm background in basic neuroscience disciplines and extensive exposure to clinical neurology. The didactic and clinical curricula are emphasized. Residents complete separate rotations in neuropathology, neuroradiology, child neurology, and psychiatry, and are encouraged to become involved in clinical and/or basic neuroscience research. Graduates from all programs are eligible for certification exams upon completion of the program.

Instruction is provided at all levels of medical education. Members of the department participate in the teaching of basic neuroscience to medical students. The mandatory clinical clerkship consists of intensive inpatient (consultative serv-

ices and wards) and outpatient experience in neurology. Exposure to the Child Neurology, Epilepsy/EEG/Intra-operative Monitoring Sleep, or Stroke services can be arranged during the clerkship. The intent is to provide the student with the background to perform a neurological history and examination, and to evaluate patients with neurological disease in an appropriate and logical manner. The emphasis in this experience is on improving clinical diagnostic skills and the ability to formulate a plan of care. Attention is also directed to learning the techniques and interpretation of evoked potentials, electroencephalography, electromyography, and neuroradiological procedures, including magnetic resonance imaging. Students are expected to participate in all aspects of the clinical activities of the department. Individually crafted advanced electives in neurology are available for students who have completed the clerkship.

The faculty maintains a strong commitment to clinical neurology through operation of the neurology service at Stony Brook University Medical Center and at the Northport Veterans Affairs Medical Center. Faculty research programs complement the clinical and academic functions of the department. Research in the department of neurology covers a wide spectrum of activities ranging from proteomics, genetic studies and stem cell research, to clinical trials in the major nervous system disorders to neuroimmunology/MS, neuro-imaging, vascular neurology/stroke, epilepsy, neuro-ophthalmology and developmental neurobiology projects. There are active ongoing research collaborations with Brookhaven National Laboratories, and Cold Spring Harbor, as well as onsite research within the department.

Department of Obstetrics, Gynecology and Reproductive Medicine

Chair: J. Gerald Quirk

Professors: Rishimani Adsumelli, David A. Baker, Richard Bronson, Eva Chalas, J. Andrew Fantl, Reinaldo Figueroa, Allan Jacobs, Chaur-Dong Hsu, Paul L. Ogburn Jr., Michael Pearl, J. Gerald Quirk, Martin L. Stone (Emeritus), Siamek Tabibzadeh, Linda Tseng (Emeritus), Anthony Vintzileos

Associate Professors: Frank Bonura, James Droesch, Mark I. Funt, Alan Garely, Todd Griffin, Magdalen Hull, Cynthia Kaplan, Wendy Kinzler, George Lazarou, Jerry Ninia, Daniel Kenigsberg, Alan Monheit, Morgan Peltier, Douglas Phillips, Gabriel San Roman, Traci Saunders, Joy Schabel, Genevieve Sicuranza, Ellen Steinberg, Patrick Vetere

Assistant Professors: Michael Arato, Cecilia Avila, Lauri Budnick, Ann Buhl, Kristen Cain, Miguel Carrasco, Kent Chan, Christine Conway, Valerie Cucco, Deborah M. Davenport, Frank Dolisi, Kathleen E. Droesch, Peter Finamore, Vinette Greenland, Abraham Halfen, Robert Hock, John Hunt, Svetlin Slaveirov Ivanov, Jennifer Johnson, Elana Kastner, Steven Klein, Christina Kocis, Mary Kriner, Henry Lam, Douglas S. Lee, Gary Levine, Michael Lydic, Charles T. Mann, Noel O. Mohammed, Seymour Molinoff (Emeritus), Fredric Moon, Teresa Mular, Hitesh Narain, Robert O'Keefe, B. Hannah Ortiz, John Pallota, Hiramani R. Pardanani, John

Pellettieri, Jeffrey A. Porte, Lisa Rimpel, David Reavis, Elsie Santana-Fox, Robert Schwartz, Natalie Semenyuk, Steven Sherwin, David M. Shobin, Joon Song, James Stelling, Melissa Strafford, Linda Sung, Eva Swoboda, Maggie Tetrokalashvilli, Lawrence Tydings, Ian VanPraagh, Malathy Varanassi, Jeannine Villella, Dympna Weil, Julie Welischar, Christian Westermann, Jerry Wider

Instructors: Kristen Alarcon, Susan Altman, Jacqueline Amiratta, Lisa Amarin, Scott Berman, Eliot Birnbaum, Theodore Blaszczyk, Robin Bliss, Karen Coburn, Michael Demishev, Vivien Diaz-Barrios, Marlo Dombroff, Lance Edwards, Gloria Escamilla, Maria Fisher, Heather Findletar, Susan Fish, Marie Frey, Michael Gentileco, Jennifer Griffin, Rosemary Griffith, Adeeti Gupta, Jessica Hilsenroth, Arlene Kaelber, Daniel Kiefer, Nicholas Kleopoulos, Pamela Koch, Lan Na Lee, Laura Lesch, Megan Lochner, Karen Lohan, Paul Lograno, Morisa Marin, Jennifer Marshak, Careen Mauro, Goldie McBride, Brian McKenna, Jolene Muscat, Raphael Osei, Dreux Patton, John Petraco, Amy Richter, Joyce Rubin, Gerardo San Roman, Philip Schoenfeld, Partick Schreiber, Mindy L. Shaffran, Carrie Semelsberger, Vanessa Soviero, Maxine Spicer, Erin Stevens, Dennis Strittmatter, Jodi Turano, Ann Visser, Doris Weisman, Lindsay Weissman, Joseph Xerri, Peyman Zandieh

The Department of Obstetrics, Gynecology and Reproductive Medicine is organized into the following divisions, each with its own chief: Gynecology and General Obstetrics, Gynecologic Oncology, Maternal-Fetal Medicine, Reproductive Endocrinology and Infertility, and Midwifery.

The department is responsible for instruction of medical students in each phase of their development. During the second-year curriculum, the department participates in the Introduction to Clinical Medicine course. Students are taught male and female genitourinary physical examinations in a program using prepared "professional patients." Following the study of exam techniques utilizing audiovisual aids and pelvic models, small groups of students spend one session with a physician instructor and specially trained professional patients who assist the individual student in conducting the exam.

The objective of the program is to provide an experience for students to perform non-traumatic genital exams to minimize the initial technical and psychological difficulties of the exam, and to introduce to them the importance of communication with their patients.

Second-year medical students also have an intensive three-week course in Reproductive System Pathophysiology. Building on and expanding the students' knowledge of the basic sciences obtained in their first year, this course covers aspects of human reproduction dealing with both the normal and abnormal conditions of the male and female reproduction.

The Clinical Clerkship in Obstetrics and Gynecology is an eight-week core curriculum presentation for students to become intimately involved with the ambulatory and hospital care of female patients with pregnancy and/or diseases of the reproductive tract. Educational objectives are attained through didactic lectures, seminars, rounds, and clinical exposure—the latter essentially by integration into the service as a subintern. In addition to gaining experience with examination, diagnosis, and principles of treatment, opportunities are provided for exposure to the preventive medicine aspects of the discipline, including

family planning, adolescent guidance, cancer screening, patient education and detection and prenatal health.

For students already career oriented in obstetrics and gynecology, and for those who desire greater depths than permitted by the core curriculum, fourth-year electives are offered in maternal-fetal medicine (high-risk pregnancy), reproductive endocrinology and infertility, gynecologic oncology, and gynecology and general obstetrics with participation in faculty research projects as well as in independent student research projects, utilizing the department's laboratory facilities in endocrinology, immunology, fetal physiology, and virology.

The principal goal of the department is to train physicians who will maintain and improve the highest standards in women's healthcare.

The department offers an accredited four-year residency, which includes training in all aspects of obstetrics and gynecology. The program provides a structured educational experience that is planned in continuity with undergraduate and continuing medical education. Participants are afforded structured, sequentially developed exposures using a continuity of care model in the ambulatory and inpatient setting. This includes primary medical management and a variety of surgical experiences appropriate to the level of training.

The department offers a three-year training program in Maternal-Fetal Medicine through its two Regional Perinatal Centers on Long Island, Stony Brook University Medical Center, and Winthrop University Hospital. This program is designed to include up to three fellows. The program objective is to train specialists in Maternal-Fetal Medicine who, in addition to having expertise in clinic practice, research, and public health, will have the skills needed to excel in the ever-more challenging environment of academic medicine. Specific objectives include training individuals capable of continuing a career in academic medicine with defined areas of interest and foundations in research and education that will prepare each of the trainees to obtain research grant funding or to otherwise be a productive member of the academic community.

Each graduate of the Fellowship in Maternal-Fetal Medicine will have the knowledge and skills to act as a consultant to general obstetricians as well as to participate in regionalization of perinatal services active in improving the delivery of healthcare to designated populations. The educational program of this fellowship is also designed to guarantee a completed, hypothesis based, research thesis by graduation. Each fellow is taught to teach and mentored to mentor with didactic lectures, structured educational experiences, 360 degree evaluations, and involvement as a research mentor to undergraduates and/or residents. Each fellow will be adequately prepared to achieve subspecialty certification by the Division of Maternal-Fetal Medicine of the American Board of Obstetrics and Gynecology and then proceed to develop successful careers in academic medicine.

Department of Ophthalmology

Chair: Patrick A. Sibony

Professors: Craig Evinger, Nisson Schechter, Patrick A. Sibony, Stephen Yazulla, Fadi El Baba, Leslie Hyman

Associate Professors: Elinor Schoenfeld, Robert Honkanen,

Barbara Nemensure, Ling Ming Dong, Suh-Yuh Wu

Assistant Professors: Nariman Boyle, Timothy Chou, Tehmina Haque, Richard Koty, Maury A. Marmor, Nita Mehta, Dorothy Reynolds, Eric Roberts, Gideon Schneck, Pamela Weber, John Wittpenn, James F. Collins, Stephen Greenberg, Nancy Kwon, Jeffery Martin, John Romanelli, Scott Sheren, Eric T. Vinokur, Michael Weiner, Nance Kwon, Phil Bonano, Brian McGuinness, Mark Dinowitz

The Department of Ophthalmology at Stony Brook University Medical Center is a fully integrated multi-specialty ophthalmic group offering a wide range of ophthalmic services committed to providing the highest quality care for patients with all types of eye diseases and visual problems. The department strives to educate and advise patients about their specific eye problems; to communicate with the referring healthcare providers in order to provide timely, well coordinated care; and to treat patients with efficiency, respect, and compassion.

The department is organized to provide the following clinical services:

- General ophthalmology service
- Neuro-ophthalmology service
- Vitreoretinal service
- Cornea and anterior segment service
- Glaucoma service
- Oculoplastics and reconstructive surgery service
- Pediatric ophthalmology and adult strabismus service
- Optometric service
- Uveitis

These services are directed by members of the full-time faculty, all of whom are board certified and fellowship trained.

The faculty plays an active role in the medical student education, contributing to several of the organized teaching blocks. The department offers a two-to-four-week clinical clerkship in ophthalmology.

The department has a three-year fully accredited residency training program in ophthalmology. This training program has six residents, three of whom rotate at both Stony Brook University Medical Center and the Northport Veterans Affairs Medical Center. The faculty also participates in the training of residents from other departments in the School of Medicine including the Departments of Family Medicine, Maxillofacial Surgery, Neurology, and Emergency Medicine. The department offers a basic series of lectures in ophthalmology. Research participation within the department adds a valuable dimension to its educational programs, demonstrating the faculty's commitment to scholarly activity and the advancement of ophthalmic knowledge and patient care.

The department has a number of research programs both within the full-time faculty and in collaboration with Neurobiology, Preventive Medicine, and Neurology. The department is a member of the SUNY Eye Institute.

Department of Orthopaedics

Chair: Lawrence C. Hurst

Professors: Marie A. Badalamente, Lawrence C. Hurst

Affiliated Professors: Izhar Haque; James Capozzi

Associate Professors: Stephen Kottmeier, Steven P. Sampson, Edward Wang

Assistant Professors: Wesley Carrion, Nicholas Divaris, Svetlana Ilizarov, Brian Morelli, Samantha Muhlrad, James Nicholson, James Paci, James Penna, Mark Stephen, David Wallach

The Orthopaedic Surgery Residency Program provides the resident with a rich educational experience through its home institution and two affiliated hospitals, Veterans Affairs Medical Center and Winthrop University Hospital. A rotation is also provided in Orthopaedic Oncology at Memorial Sloan Kettering Cancer Center in New York City.

Rotations are provided in the clinical subspecialties of Hand and Foot Surgery, Microsurgery, Oncology, Pediatric Orthopaedics, Spinal Surgery, Sports Medicine, Joint Replacement and Reconstruction, and Upper Extremity Surgery. There is uninterrupted participation in the comprehensive management of patients in all subspecialties, from the initial ambulatory encounter through admission and treatment processes to rehabilitation and follow-up. All residents receive experience in clinical and diagnostic orthopaedics, and comprehensive training in the surgical management of all orthopaedic problems.

Strong faculty commitment to teaching and academic development, combined with a full and varied surgical schedule, provides a vast amount of clinical material and support for the resident. This results in an experience that fulfills and exceeds the requirements of the American Board of Orthopaedic Surgeons (ABOS).

The orthopaedic faculty oversees the Connective Tissue Course for the medical students and Medical Imaging Course in the Physical Therapy Program. Medical students have an option of participating in an Orthopaedic Club, led by one of the orthopaedic faculty.

The academic resources of the program, including the Orthopaedic Cellular Biology/Structure Lab and Musculoskeletal Lab, provide basic research experience. Instruction in cellular physiology and biochemistry of musculoskeletal tissues (bone/cartilage; muscle/nerve; tendon/ligament) is given by the Ph.D. faculty of the Orthopaedic Department. Pathology is taught by the clinical faculty and supplemented by a visiting professor. Anatomy is taught on a regular basis, both in the operating room and the lab. Psychomotor skills are taught in a preliminary physical exam and psychomotor course that is given annually to entry-level (PGY-2) residents. Periodically throughout the year, psychomotor skills are refined through hands-on experience in the micro-lab suturing vessels, tendons and nerves. Laboratory experiences also include training in arthroscopy. A trauma-oriented skill section is also included and offers experience with procedures such as internal fixation for wrist fractures and AO techniques in trauma. Multiple

weekly conferences include Peds Conference, Peds X-ray Conference, Trauma Conference, and Hand Conference. There is also participation on a weekly basis with Grand Rounds (which consists of case or pathology presentations one to two occasions per month, formal senior resident presentations once per month, and QA Conference once per month). Resident Conference is held every Wednesday for three hours. Each section includes a lecture by a resident(s), based on PGY level, or an attending and/or lab by all residents and an attending. Sports Conference and Chairman's Rounds are held every other week.

A completed research project of publishable quality is required of each resident prior to graduation. Time and resources are available to the residents for required and elective research interests. The Research Committee meets every other week.

The department supports a fully accredited residency program in orthopaedic surgery, and post-residency fellowships in hand surgery.

Department of Pathology

Marvin Kuschner Professor and Chair: Kenneth R. Shroyer

Professors: Jorge Benach, Jay L. Bock, Richard Bronson, Martha Furie, Marc Golightly, Gail S. Habicht, Cynthia Kaplan, Bernard P. Lane, Sergey Lyubsky, Yupo Ma, Kenneth Marcu, Frederick Miller (Emeritus), Ute M. Moll, Allen Norin, Nancy Peress (Emeritus), Mildred E. Phillips (Emeritus), Kenneth R. Shroyer, Sanford Simon, Meenakshi Singh, Leon Sokoloff (Emeritus), Roy Steigbigel, Carmen Tornos, William Van Nostrand, Charles Wetli (Emeritus)

Associate Professors: Galina Botchkina, John C. Chumas, Thomas S. Cottrell (Emeritus), Howard Fleit, Dennis Galanakis, Eli Hatchwell, Alan Heimann, Haojie Huang, Philip B. Kane, Richard Kew, Sharon Liang, Stanley Lipper (Emeritus), Kanokporn Rithidech, Roberta Seidman, Eric Spitzer, Silvia Spitzer, Ann Leslie Berger Zaslav, Sui Zee, Gary Zieve

Assistant Professors: Tahmeena Ahmed, Paul Chu, Jason Cohen, William Engellener, Youjun Hu, Sonya Hwang, Jingfang Ju, Edward Klein, Antonius Koller, Jingxuan Liu, James S. Magidson, Natalia Marchenko, Yvonne Milewski, Alexei Petrenko, Lisa Senzel, Ali Tamsen, David Tegay, Denise Trochesset, Glenda Trujillo, James Wilson, Ming Wu, Jianhua Zhang, Jizu Zhi, Thomas Zimmermann

Instructor: Stephanie Horowitz

The Department of Pathology is concerned with the pathogenesis of disease, as well as with its manifestations of diagnosis. The department serves as a bridge between the preclinical and clinical sciences for students, clinicians, and non-clinicians at all stages of training. It has responsibility for teaching students in each school of the Health Sciences Center, in the College of Arts and Sciences, and in the Graduate School, and has responsibility for the postgraduate and continuing education of residing physicians, house staff and practitioners. In

addition to its teaching responsibilities, the department operates the hospital laboratories. At the graduate level, programs leading to the Ph.D. degree are developed within the department and in cooperation with other departments.

Courses

HBP 310 Pathology

Studies the basic mechanisms of disease and the pathophysiology of the important illnesses of man. Primarily for Health Sciences students; others admitted with special permission. Prerequisites: permission of instructor, BIO 151, 152
3 credits, fall 3-6, Dr. Furie

HBP 398, 399 Research Project in Pathology

An independent research project under faculty supervision that emphasizes the principles of experimental design, data collection, evaluation of findings, and reporting of results. Project report required. May be repeated. Prerequisites: laboratory experience and permission of the supervising instructor
0-4 credits per term, fall and spring, staff

HBP 401 Applied Immunology

Introduces the principles of immunology for allied health professions students. Emphasizes applications of immunological principles to clinical and laboratory immunology. Prerequisite: biology or pre-med major, or enrollment in School of Health Technology and Management
3 credits, spring 5 and 6, Dr. Golightly

HBP 511 Pathobiology

For graduate students who have obtained primary healthcare baccalaureate degrees through the case study approach. Covers the underlying principles of modern experimental pathology. Focuses on the clinical aspects of the body system, including relevant underlying biochemistry, structure, or pathophysiology at the organ, tissue, cell or molecular level. Prerequisites: undergraduate degree, healthcare experience, biochemistry or cell biology, anatomy and microbiology
3 credits, fall 3-6, Dr. E. Spitzer

HBP 531 General Pathology

Introduces the nature and causes of disease, death, reaction to injury, and repair. Analyzes associated structural changes in cells and tissues, with reference to their functional correlates. Prerequisites: histology, gross anatomy, physiology and biochemistry, prior or concurrent microbiology or permission of instructor
3-6 credits with lab, 3 credits without lab, spring modules 5-8, Dr. Fleit

HBP 533 Immunology

Principles of immunology for graduate students in the biological sciences, including definition of antigens and antibodies, specificity of the immune response, immunoglobulin structure, the genetics of immunoglobulin synthesis, cellular cooperation in the immune response, hypersensitivity, tolerance immuno-genetics. Open to advanced undergraduates.

Prerequisites: advanced courses in biology and biochemistry, and permission of instructor.

3 credits, fall, Drs. Fleit and Habicht

HBP 554 Advanced Immunology

Selected topics in immunology are discussed using original research literature as the central focus. Students present and discuss the literature in a seminar format. Prerequisite: HBP 531 or 533 and permission of instructor
2 credits, spring, Drs. Fleit and Habicht

HBP 556 Laboratory Medicine

A four-week full-time (6 hr/day) course dealing with clinical laboratory decision making and the basis for the laboratory evaluation of human evaluation of human disease. Didactic and practical presentations by interdepartmental faculty. Intended principally for senior medical students, but also for advanced microbiology or biochemistry students interested in clinical applications. Prerequisite: permission of instructor
6 credits, spring module 5, Dr. Bock

HBP 590 Seminars in Immunology

A series of monthly seminars focusing on research in progress by the participants, current journal articles in the field of immunobiology, and prepared reviews of specified areas in the general field. Prerequisite: MCB graduate students
1 credit per term, fall and spring, Dr. Fleit and staff

HBP 691 Journal Club in Pathology

Provides students with a forum for acquiring skills involved in the critical analysis and presentation of scientific data by active participation in seminars of major topics in cellular and molecular pathology, and critical discussion of selected topics with presentation of papers from the literature. Prerequisite: MCB graduate students
1 credit, fall, Dr. Kew (only offered in fall)

HBP 969 Anatomical and Surgical Pathology for Residents in Pathology

To provide practical and clinical experience in tissue pathology. During the four-week elective, the student is given the opportunity to participate in all aspects of autopsies as well as gross and microscopic examination of surgical specimens. There is ongoing review of general and organ system pathology to reinforce structural-functional correlations. This elective is selected by students who plan a career in pathology as a "hands-on" introduction to the specialty. The elective is also chosen by others, particularly individuals who will enter radiology, and who seek to correlate radiographic and pathologic anatomy. Students who are sufficiently interested and motivated may become involved in relatively independent work-up of selected cases. Primarily for health sciences professionals. Prerequisite: permission of instructor
Variable credits, 1-3, fall, spring, and summer, Dr. Kane

HBP 970 Neuropathology

The purpose of this elective is to demonstrate to the student what it means to be a neuropathologist and to provide the student the opportunity to read about and directly study the pathology of diseases of the central nervous system, skeletal

muscle and peripheral nerve in preparation for a career in the clinical neurosciences. The focus of this elective will be individualized depending upon the specific career goals of each student. The major activities will be: 1) autopsy neuropathology, where the student will perform gross and microscopic examinations of the central nervous system and will formulate neuropathological diagnoses for each case, 2) active neurosurgical casework, in which the student will participate in frozen section diagnosis, final neurosurgical pathology case signout and correlation with clinical and radiological findings for each case, 3) review of skeletal muscle and peripheral nerve biopsies and clinical correlation for each case, 4) independent study of glass slide study sets using a microscope. The student will be expected to perform correlative reading for all cases. Prerequisite: permission of the instructor.

Variable credits, 1-3, fall, spring, and summer, Dr. Seidman

Department of Pediatrics

Chair: Margaret M. McGovern

Professors: David Annunziata, Thomas M. Biancanello, Marion Castro-Magano, Latha Chandran, Sherry Courtney, Jonathan Davis, Gabrielle Carlson, Richard N. Fine, Janet E. Fischel, Patricia A. Galvin-Parton, Hossein Ghadimi, Joseph Greensher, Martin Gruber, Avinash C. Jerath, Stephen Katz, Margaret M. McGovern, Ronald V. Marino, Howard C. Mofenson, Sharon A. Nachman, Margaret M. Parker, Robert I. Parker, Cedric J. Priebe, Warren N. Rosenfeld, Leonard Rosenzweig, Alfred Scherzer, Grover J. Whitehurst, Thomas A. Wilson

Associate Professors: Eleni Bacola, Walter Backus, Anita Belman, Harvey Bernstein, John B. Branche, Mary Cataletto, Anupama Chawla, Lev Chernobilsky, Peter Ciminera, Joseph D. DeCristofaro, Marian J. Evinger, Fred Ferguson, Hershel H. Glatt, Cynthia Kaplan, Catherine E. Kier, Harvey Kolker, Marion L. Koomey, Sergey Kunkov, Andrew H. Lane, Haesoon Lee, Boris Lustik, V. T. Maddaiah, Steven A. Maitinsky, Leonard Marino, Peter Morelli, Seymour B. Musiker, Pramod Narula, Michael Nussbaum, Aruna Parekh, Stephen Parles, Susmita Pati, John C. Pomeroy, Devina Prakash, Leslie Quinn, Frederick J. Reindl, III, Arnold Scherz, Irwin L. Schwartz, Jack Sherman, Richard Sosulski, Shanthi Sridhar, Peter S. Tolins, David Volkman, Robert Wasnick, Dilys A. Whyte

Assistant Professors: Albert Adler, Khalid Ahmad, Renu R. Aggarwal, Milton Agulnek, Farzana Ahsan, Arie Aloni, Richard Ancona, Robert Angert, Jane Aronson, Viswanathan Balachandar, Howard Balbi, Rula S. Balluz, Taik-Yong Ban, Lena Baram, Christy A. Beneri, Alexander Benitt, Rachel A. Bergeson, William H. Bikoff, Manoj Biniwale, Robyn Blair, Denise Blumberg, John F. Bisocco, Harriet S. Boxer, Rachel Boykan, William Bryson-Brockman, Jose Canas, Rosa Cataldo, M. Yasar Celiker, Shang Yao Chen, Julie Cherian, Thulasi Cheruvanky, Maribeth B. Chitkara, Cathy Coleman, John A. Colucci, Margaret Connolly, Jill Creighton, Zenaida Cruz, Christopher Cuccia, Hema Dalal, Christopher DeSanto, Carla DeVincent, Mehmet Yilmaz Dincsoy, Divna Djokic,

Denise Dixon, Kathleen Doobinin, Traci Downs, Charles J. Dunn, Michael Egnor, Allison Eliscu, Nelson S. Erhart, Juan Espinoza, Stanley Everett, Kimberly Fenton, Robert Festa, Damian Forletti, Jay A. Freed, Patricia Galvin-Parton, Blanca R. Gamboa, Mireya H. Garcia, Joseph Gartner, Grace Gathungu, Linda Genen, Mohammad Ghofrani, Barry E. Goldberg, Louis M. Goldblum, Ilene Goldstein, Abby J. Greenberg, Devin Grossman, Susan Gunduz, Anne G. Hansen, Gerald R. Hartman, Martin Hauptman, Jason Halegoua, Laura Hogan, Darius Holmes, Kenneth G. Huml, David Hyman, Sharon L. Inkeles, Jay Iype, George M. Johnson, Kimberly Joyner, Gail G. Kaden, Ivan Kalina, Martin P. Kaplan, Evonne Kaplan-Liss, Megan Kasnicki, Mitchell Kleinberg, Sujatha Kosuri, Leonard Kristal, Mark J. Kropf, Robyn LaBarca, Bernard Lau, Betty Chimei Lee Kuo, Boris Lustik, Kumar Madom, David Makowski, Adelaide Masakayan, Daniel Mayer, Carolyn Milana, Jeffrey Morganstern, Roberta Nataloni, Richard Nickerson, Bettina Niederer, Patricia Nolan, Ellen Oppenheimer, Julia Ordonez-Guerin, Berrin Ozturk, Jagan N. Pahuja, Anil G. Palekar, Laurie Panesar, Rahul Panesar, James Parles, Kalpana Patel, Ammukutty Paulose, Nancy Pearson, Paul H. Penzer, Joseph Puccio, Youchan Rhee, Carlos J. Rivera, Carolyn Robbins, Michael P. Rodriguez, Irina Rubin, Lycia Ryder, Dominick Sabatino, Richard Salo, Howard Schreiber, Arthur J. Schwager, Anna Schwartz, Michelle Seitz, Jila Sharif, Shetal Shah, Robert Shapiro, Saroja Siddharth, Foazia Siddiq, Robbyn Sockolow, Yosef Soleymani, Daniel E. Sloniewsky, Esther Speer, Tracey L. Spinnato, Katarina Supe-Markovina, Raphael Strauss, Behzad Talebian, David H. Tegay, Liliana Tique, Joseph Thomas, Gerardo Tolentino, James Townsend, Janice Valmassoi, Susan Walker, Nora E. Wecker, Lisa Wilks-Gallo, Santiago A. Wong, Janaki Yadlapalli, Barbara Young, Rose Marie Young, Shelly Zeira

Instructors: Taranjeet Ahuja, Keith Ancona, Donna Baranek, Anita Belman, Laura Bennett, Stuart Berman, Melissa Bowers, Jennifer Byrne, Teresa Carney, Siobhan Cassidy, Rene Chituk, Lisa Clark, Jennifer Clarke-Nastasi, William W. Colden, Christine Danzi, Janet DiFalco, Traci Downs, Philip Eisenberg, Nancy Enterlin, Ada Fenick, Laurene Fleischer, Barbra Francisco, Laurence J. Galinkin, Kerry Gallagher-Walsh, Jack M. Greenwood, Jeanne Greenfield, Deborah Guigliano, Susan Gunduz, Mohinder K. Guram, Ann Hajduk-Bennett, Elisa Han, Elizabeth Hantz, Harriet Hellman, Claudia Herbert, Celso Hofelena, Roy Horowitz, Janice John, Soma S. Johnkutty, Gail Kaden, Susan Katz, Mitsu A. Kee, Michele Kelly, Nikhat S. Khan, Grace Kim-Lu, Jason Kronberg, Mark Kropf, Alexander Lee, George V. LoVece, Rosemary Mahan, Richard E. Manners, Phyllis Marion, Paul Martinez, Fatema Meah, Patricia Mele, Susan Milla, Maria Mineo, Pamela Minett, Forough B. Mokhtari, Kerry B. Moore, Stephan Nagler, Jeanmarie A. Napolitano, Tulika Narain, Jennifer A. Nastasi, Robert Newman, Magalena Oleszak, Fernando Ordonez, Marc Ovadia, John Pastore, Linda H. Perangelo, Mihailo Petrovic, Linda H. Ponzer, Shahina Qureshi, Sarala Radhakrishnan, Jennifer L. Reinitz, Anne Rohan, Lisa Romard, Dov Rosen, David E. Sanchez, Debra Sansoucie, Patricia Schwarz, Barbara Seifert, Reid Selden, Marjorie Serotoff, Jennifer Shaer, Michael P. Stein, Karen Sulitzer, Rohit Talwar, Alexander A. Tocher, Robert Trepel, Kathleen Usmani, Decerina Uy, Mona Vani, Javier F. Vieytez, Nancy Welsch-

Doyle, Barbara Wieder, Ian Winkler, Maicie M. Wong

The Department of Pediatrics defines three broad areas within its mission:

- 1) Excellence in patient care and patient education in our service to the communities around us.
- 2) Excellence in medical education within each phase of the training of physicians, allied health professionals, and scientists.
- 3) Excellence in scholarship and research related to childhood health and development, childhood diseases and disorders.

Our goals align with the three-part mission, including the provision of the highest standards of care for children and families, while providing exemplary training programs, highest quality educational and service leadership, and opportunities for research and scholarship so that the department can continue to improve pediatric medical care both in the surrounding communities and at the national level. Faculty roles in teaching encompass trainee education from the start of undergraduate medical and allied health education through residency and subspecialty fellowship training, combining basic and clinical knowledge with inpatient and ambulatory clinical experiences to facilitate the development of astute, competent, knowledgeable, and caring professionals. Ongoing research among the faculty and trainees helps to prepare new investigators with the skills to expand understanding of pediatric diseases, and provide evidence-based and effective interventions for the challenging health problems of the pediatric population.

The department is comprised of the following clinical and academic divisions, each with its own designated Division Chief.

Division of Adolescent Medicine: The division provides primary care for adolescents ages 12 through 21. Part of the mission of the division is to provide services to reduce or prevent high risk behaviors. Adolescent Medicine also provides primary care including a comprehensive psychosocial component in order to screen for high-risk behaviors and educate teens in order to prevent future high risk behaviors. Additional services offered include gynecological care; female and male family planning services; substance abuse screening; sexually transmitted disease screening and treatment including oral HIV testing; screening and treatment for various mental health issues like ADHD, ADD, depression, and anxiety; and medical care for patients with eating disorders including obesity. The division of Adolescent Medicine works closely with the Division of Infectious Disease to provide primary care for Adolescents infected with the HIV virus (either perinatally or behaviorally infected) through a program called URAPP (University Response and Prevention Program). In addition, Adolescent Medicine and the Cody Center for Autism provide comprehensive sexual education and related medical care for teens with developmental delay. Services also include individual counseling and group counseling exploring appropriate and inappropriate sexual behaviors. Adolescent Medicine also provides inpatient consultations to evaluate for specific adolescent needs as well as high-risk behaviors as mentioned above.

Division of Pediatric Cardiology: The division provides diagnosis and treatment of cardiovascular diseases in infants, children, and adolescents; cares for adults with congenital cardiac

defects; diagnosis and treatment of cardiovascular disease in the fetus; preventive cardiology services (e.g. Fit Kids for Life program); and the diagnosis and treatment of hyperlipidemia in children. Its faculty offer cardiac catheterization and echocardiography for the diagnosis of heart lesions. In addition the Division has expertise in fetal echocardiography.

Division of Pediatric Critical Care Medicine: The Pediatric Intensive Care Unit provides complete care for critically ill children at Stony Brook University Medical Center. Care is provided for children from birth to age 21, with medical or surgical problems or who have been victims of trauma. The division provides state-of-the-art care, including continuous renal replacement therapy, high frequency oscillatory ventilation, and inhaled nitric oxide therapy. In addition, they provide moderate or deep sedation for children undergoing painful procedures, both inpatients and outpatients. The transport service provides a team to transport children from all of the other hospitals in Suffolk County. The Pediatric Intensive Care faculty also organize and teach Pediatric Advanced Life Support courses to physicians and nurses throughout the institution. The Stony Brook Simulation Center is used to teach the PALS courses and to train our residents. The PICU has a very active Family Advocacy Board that includes family members of former (and sometimes current) PICU patients and PICU leadership, and works to improve the care of the children in the PICU and meet the needs of the parents and family members as well.

Division of Developmental and Behavioral Pediatrics: Diagnosis and treatment are available for a wide range of behavior problems and developmental disturbances of infancy and early childhood. Specialties include assessments of concerns about high-risk and premature infants, disorders of parenting and problems of early childhood (such as sleep disturbances, tantrums, toilet skill training, and self-control). Developmental assessment is provided for children from birth to five years of age. For children with complex medical management needs, joint consultation in the behavioral and developmental aspects of the disease is provided.

The Cody Center for Autism and Developmental Disabilities: The Cody Center for Autism and Developmental Disabilities is recognized by the NY State Legislature as a State University Center for Autism and Developmental Disabilities. The clinical service consists of a multidisciplinary evaluation and treatment program that offers primary, specialty medical (e.g., neurology and genetics), and mental healthcare, plus educational and training programs for families and individuals of all ages who are affected by developmental disabilities. Other division programs provide school-based consultation services, undergraduate and postgraduate educational courses in the field of Autism and Developmental Disabilities, and a multi-site collaborative research program. The broad mission of the Cody Center is to:

- Advance the standard of care for individuals with autism spectrum disorders and other developmental disabilities.
- Provide an educational setting for professionals.
- Contribute significant research outcomes to the body of science surrounding autism and related disorders.
- Practice a multidisciplinary approach to treating people with developmental disabilities.

Division of Pediatric Emergency Medicine: This division was established in March 2010 with the opening of a separate pediatric ED. The division provides emergent care of patients up to age 21 in a child-friendly environment.

Division of Pediatric Endocrinology: The division of Pediatric Endocrinology provides inpatient and outpatient care for patients with diabetes mellitus, thyroid disorders, growth disorders, disorders of calcium and phosphorous, adrenal disorders, hypoglycemia, hypothalamic and pituitary disorders, problems with sexual differentiation and lipid disorders. In 2008-2009 there were 4,000 annual outpatient visits, 70 inpatient admissions, and 200 inpatient consultations. The division hosts a Pediatric Endocrinology Fellowship program that has been ACGME accredited since 1995. It is a three-year program open to graduates who have successfully completed a Pediatric residency program. The program aims to train physicians in the art and science of clinical Pediatric Endocrinology. It is based exclusively at Stony Brook University Medical Center and its affiliated Medical School. Fellows have weekly continuity clinics under the supervision of the faculty and are required to develop a research project under mentorship of the faculty within the Division of Pediatric Endocrinology or the Medical School at large.

Division of Pediatric Gastroenterology: This division provides outpatient and inpatient consultations for pediatric patients with gastrointestinal, liver and nutritional concerns. The division treats a large number of children with reflux, acute and chronic abdominal pain, gastrointestinal bleeding, Celiac Disease, failure to thrive, chronic constipation, feeding problems, Irritable Bowel Syndrome, Crohn's Disease, and Ulcerative Colitis. Children with a wide range of liver, diseases, including infectious hepatitis, autoimmune hepatitis, congenital anomalies, and Wilson's Disease are evaluated and followed through the program. In addition to these disorders, an increasing number of children with fatty liver (an emerging serious liver disease) are also evaluated and followed at Stony Brook. Nutritional consultations are provided for children with severe feeding problems, children dependent on tube feeds, those with Celiac Disease, with excessive weight gain, obesity, hypercholesterolemia, and with severe food allergies. The division also manages nutritional support for patients with Cystic Fibrosis. The division prides itself for providing excellent care and support for families with children requiring tube feedings. Gastrostomy tubes are placed via endoscopy in the endoscopy suite or bedside in the ICU in critically ill children by the division's physicians. The division performs over 500 procedures a year including upper endoscopies, colonoscopies, polyp removal, pH probe studies, 48 hour BRAVO pH monitoring, and has 5000 ambulatory visits/year. Capsule endoscopy is now available for small bowel evaluation. All pediatric endoscopies are performed under sedation/anesthesia provided by a pediatric anesthesiologist, therefore markedly enhancing the safety and comfort our children.

Division of Genetics: Medical Genetics offers services to all individuals from infants to adults including prenatal and preimplantation genetic counseling. Services may involve evaluation, diagnosis, counseling, and treatment of a wide variety of genetic conditions including: inborn errors of metabolism, follow up of abnormal newborn screening, cancer genetic counseling, birth defects, chromosomal abnormalities,

dysmorphology/syndrome recognition, neurofibromatosis and neurocutaneous disorders, developmental delay and mental retardation, neurodegenerative disorders, genetic evaluation of autism, congenital hearing loss, prenatal and preimplantation genetic diagnosis, and family history concerns. The Inherited Metabolic Disorder Clinic has been designated as a Center of Excellence by the National Society of Inherited Metabolic Disorders. It is one of only eight NYS-DOH designated Metabolic Centers in New York State and the only such center located on Long Island. The division also operates the Inherited Metabolic Disease Family Support Group for Long Island (IM.D.FSGLI) as a community service which brings families together for Educational and Social activities and provides special foods, formulas and other resources including full day educational symposia and Taste Connections.

Division of General Pediatric Medicine: Comprehensive and confidential healthcare is offered for patients between birth and 21 years. Full service general pediatrics is offered at the following locations: Stony Brook University Medical Center, University Pediatrics at Tech Park, Stony Brook Primary Care at Patchogue, Stony Brook Primary Care at Islip, Stony Brook Primary Care at East Moriches, Stony Brook Pediatrics at Southold, and Stony Brook Pediatrics at Riverhead.

Division of Pediatric Hematology and Oncology: Staffed by a team of physicians, specialized nurses, and ancillary personnel, this division provides the most advanced diagnostic and treatment modalities for pediatric patients with hematologic and/or oncologic disorders. Care is provided in a multidisciplinary team setting to offer state-of-the-art care to children. Some of the services offered include:

- Inpatient and outpatient services for chemotherapy and transfusion needs
- Autologous and cord blood stem cell transplantation
- Care of patients with sickle cell disease, thalassemia and other hemoglobinopathies, bleeding disorders, Gaucher's disease, and other metabolic disorders.

Division of Pediatric Hospitalist Medicine: This division was created in 2009 in recognition of the strong value of this service in enhancing quality of care. As has been the experience at many centers, the hospitalist service contributes to patient care and resident education in important ways. Hospitalists develop and adhere to evidence-based clinical care guidelines for the care of common disorder (e.g. asthma) which results in shortened lengths of stay and better patient outcomes. In addition they provide a high level of resident supervision. Pediatric Hospital Medicine currently has three full-time faculty members with some additional coverage provided by the chief residents and the academic general pediatrics fellows. The clinical responsibilities in the hospital include caring for patients in the newborn nursery, caring for acutely ill children on the general pediatric ward, and circumcisions in the NBN and NICU. The hospitalists also provide care to chronically ill children at several long-term care facilities. In addition to the clinical duties, the hospitalists are actively involved in the education of both pediatric residents and medical students. Their other major focus is to improve the overall quality of care for our patients within the hospital by creating and instituting new initiatives such as the asthma action pathway and leading the initiative on patient-family centered care.

Division of Pediatric Infectious Diseases: This division provides clinical consultation for Infectious Disease problems to children hospitalized at Stony Brook University Hospital and to those in the community on an ambulatory basis. In addition, the division conducts clinical research in two distinct tracks: 1) federally funded clinical HIV/AIDS trials, and 2) industry sponsored pharmaceutical trials. The division currently receives more HIV/AIDS research funding than any other hospital or organization on Long Island and is both the Designated AIDS Center and the Regional Perinatal Center for Suffolk County. In addition, the division is one of only nine Centers of Excellence in Pediatric Care in the state as designated by the New York State Department of Health, AIDS Institute. The multi-disciplinary division consists of three attending physicians, two Pediatric Infectious Diseases Fellows, a Certified Pediatric Nurse Practitioner, an Obstetric Nurse Practitioner and a Nurse Practitioner of Psychiatry, registered nurses, social workers, a nutritionist and a treatment advocate. The division has been continuously funded by the National Institutes of Child Health and Development (NICHD) as a Pediatric and Obstetric AIDS Clinical Trials Group (PACTG) since 1992, and is the only organization in Nassau or Suffolk County providing access to the latest federally funded HIV/AIDS research. The division is currently conducting 22 pediatric and obstetric medication/treatment protocols as well as a longitudinal quality of life study of perinatally HIV-infected children. The division also receives funding from the Ryan White C.A.R.E. Act Titles I and II to provide HIV-specific pediatric care, supportive, psychological, treatment advocacy and nutritional services, and is the only recipient of Ryan White C.A.R.E. Act Title IV funding in Nassau or Suffolk Counties and of funding from the Suffolk Project for AIDS Resource Coordination (SPARC). SPARC is the community-based component of the division whose mission is to improve coordination of HIV/AIDS services and enhance access to services for HIV-infected women, infants and children, including access to HIV/AIDS clinical trials. The SPARC project began as a pilot program with one staff funded at \$70,000 in 1995; it has grown to a staff of 15 funded at over \$833,000 and has become a model among Health Resources and Services Administration (HRSA) projects across the nation.

Division of Neonatology: Stony Brook University Hospital is a New York State Department of Health designated Regional Perinatal Center (RPC) with a state-designated Level III NICU that offers excellence of care in Neonatal and Perinatal medicine. The division offers 24-7 in-house coverage by a BE/BC Neonatologist who works together with the in-house Maternal and Fetal Medicine faculty to provide around the clock attending coverage of the service. The NICU had 935 admissions last year accounting for 10,235 inpatient days. Division faculty also provide consults to both inpatient and outpatient high-risk OB patients to prospectively plan for the care of sick neonates. Biweekly conferences are held with the Maternal Fetal Medicine faculty and Fellows and Neonatal Faculty and Fellows and various other consultants to discuss the patients in preparation for delivery and post-delivery management. The division also coordinates a high-risk clinic for NICU graduates, offers quarterly outreach conferences with eight RPC-affiliated institutions, and is one of two NICUs in New York State that

offer a MOD-supported program to provide family-centered care to our NICU families. This assists them with their transition to a NICU stay, which can be very traumatic.

Division of Pediatric Nephrology: This division offers a wide range services including: clinical nephrology consultation, management of chronic kidney disease and hypertension, kidney biopsies, dialysis, and the only renal transplantation service for pediatrics in Suffolk County, Long Island. The division is consulted on a wide variety of renal diseases including: hematuria, proteinuria, hydronephrosis (both pre- and post-natal), nephritic and nephritic syndromes, lupus nephritis, renal cystic diseases, urinary tract infections, and congenital abnormalities, to name a few of the more common diseases. The Pediatric Nephrology service provides the only pediatric dialysis service in Suffolk County and the only one east of the Nassau/Queens border. The renal transplant service is an outstanding team that includes Stony Brook transplant physicians. The division is also involved in multicenter clinical trials.

Division of Pediatric Pulmonology/Allergy and Immunology: The division provides multidisciplinary inpatient and outpatient services for infants and children with acute and chronic respiratory problems, including cystic fibrosis, asthma, bronchopulmonary dysplasia (BPD), congenital lung abnormalities, neuromuscular respiratory diseases, chronic respiratory failure/insufficiency and pediatric sleep disorders. The Asthma Care Program provides a single source of comprehensive asthma care for children. Our pediatric pulmonologists work together with nurse practitioners, nurses and respiratory therapists to offer a multidisciplinary approach to treating children and adolescents with asthma. The Cystic Fibrosis Center is accredited for care, teaching and research by the Cystic Fibrosis Foundation and provides integrated, multidisciplinary care for children with cystic fibrosis and their families. The Center also provides educational programs for health professionals and conducts research focused on improved treatments. The Pulmonary Function Laboratory has comprehensive state-of-the-art facilities for performing and interpreting lung function tests including spirometry, full pulmonary function testing, exercise testing and cold-air challenge as well methacholine challenge for asthma diagnosis in children. The Pediatric Bronchoscopy Service provides diagnostic evaluation of inpatients and outpatients and is supported by a well-equipped flexible bronchoscopy unit. Infants, including newborns, and children with airway and respiratory problems who need bronchoscopy undergo the procedure with sedation in collaboration with intensivists in the Neonatal Intensive Care Unit or the Pediatric Special Procedures Unit. The Sleep Disorders Center provides diagnostic services to aid in the evaluation of sleep disorders, including obstructive sleep apnea, respiratory disorders and behavioral problems related to sleep. The Sleep Disorders Center is located in Smithtown. The pediatric pulmonologists provide guidance and ongoing assessment of patients in the pediatric ventilatory unit at Avalon Gardens in Smithtown. The division also includes the Allergy and Immunology services for the department and specializes in asthma, allergic diseases and immunological disorders in all age groups. We specialize in the care of families in need of asthma, allergy and/or immunology consultations, diagnostic evaluations and specialty medical care.

Division of Pediatric Rheumatology: This new division offers comprehensive diagnosis and management for rheumatologic disorders including juvenile rheumatoid arthritis and lupus.

Education Programs: The Department of Pediatrics participates actively in the educational programs of Stony Brook University's School of Medicine, hosts a categorical and combined Pediatrics-Internal Medicine Residency and five fellowship training programs, and contributes to the educational growth of undergraduate (baccalaureate level) students, master's and doctoral level students, and trainees in the other four Schools of the Health Sciences. Additionally, we host high school students in our research laboratories, visiting students from other U.S. medical schools seeking senior elective experiences in Pediatrics, and international students engaged in our School's exchange program with two Korean medical schools. The department's education efforts for third-year students are extensive. The Medical School Clerkship in Pediatrics is a required course that is conducted year-round in eight-week blocks for all third-year students in the School of Medicine. The Clerkship in Pediatrics is closely guided by an Executive Committee which meets formally three times yearly to review all aspects of the course. The clerkship objectives, activities, and evaluation criteria are summarized in the Guidelines to the Clerkship in Pediatrics. The Subinternship in Pediatrics is a rigorous four-week clinical experience designed to expand clinical responsibility beyond that of the clinical clerk. Elective experiences are available in all fields of pediatrics, either at University Hospital or at affiliated programs at Nassau University Medical Center or Winthrop-University Hospital.

The ACGME accredited three-year residency program is designed to provide a solid foundation for clinical practice or for further study in the pediatric specialties, including pediatric research. The program emphasizes basic principles of scientific medicine and reasoning, training pediatricians to apply evidence-based medicine to the clinical care of children. While learning to care for the sick child in the inpatient setting, the residents also develop an outpatient primary care continuity practice throughout their three years of training. The program is based at University Hospital, which operates 100 pediatric beds and at nine active ambulatory care sites which together provide for 90,000 ambulatory encounters per year.

Department of Physical Medicine and Rehabilitation

Chair: Jennifer Semel (Acting, St. Charles)

Professor: Lyn Weiss (NUMC)

Associate Professors: Walter Gaudino (NUMC), Adam Isaacson (NUMC), Thomas Pobre (NUMC)

Assistant Professors: Ernesto S. Capulong (South Nassau), Magda Fahmy (VA), Harvey Goldberg (NUMC), Karen James (VA), Dae-Song Kim (VA), Yu-Jen Lai (St. Charles), Benson Ong-Hai, Jonathan Ranaan, Ajendra Sohal (NUMC), Susan Stickevers (VA), Jay Weiss (NUMC), Jun Zhang (St. Charles)

The Department of Physical Medicine and Rehabilitation pro-

vides an educational experience for fourth-year students who are interested in the specialty. Students will gain exposure to the field of rehabilitation medicine in a variety of settings including inpatient, outpatient and electromyography. Students will learn the physiatric approach to patient care and the roles of the various rehabilitation team members. The elective is based at St. Charles Hospital. Students may contact Jennifer Semel-Concepcion, M.D., Acting Chair of the department, at (631) 474-6011.

Department of Preventive Medicine

Chair: Iris A. Granek

Vice Chair: Dorothy S. Lane

Residency Director: Dorothy S. Lane

Distinguished Service Professors: Dorothy S. Lane, Cristina Leske (Emeritus)

Distinguished Professor: Cristina Leske (Emeritus)

Professors: John Coulehan (Emeritus), Norman Edelman, Stephen Finch (Applied Math and Biostatistics), Raymond Goldsteen, Iris Granek, Leslie Hyman, Steven Jonas, John Kovach, Nancy Mendell (Applied Math and Biostatistics), Stephen Post, John Rizzo, John Shanley, Peter C. Williams

Associate Professors: Clare Bradley, Stephanie Brown, John Chen, Andrew Flescher, David G. Graham, Anselm Hennis, Mary Hibberd, Raja Jaber, S. Van McCrary, Catherine Messina, John Meyer, Elza Mylona, Louis Pizzarello, Barbara G. Nemesure, Elinor Schoenfeld, Dylan Smith

Assistant Professors: Matthew Caddell, Maria Carney, Mary F. Cavanagh, Humayun Chaudhry, Linda Cocchiarella, Michael Dorn, Brooke Ellison, Joseph Falco, Melody Goodman, Lauren Hale, Lynn Hallarman (Medicine), Amy Hammock, Evonne Kaplan-Liss, Carla Keirns, Wei-Hsin Lu, Robin Mcfee, Jaymie Meliker, Sara Mendelsohn, Tia Palermo, Reed Phillips, Austin Ratner, Hector Sepulveda, Anthony Shih, Jay Slotkin (Medicine), James Tomarken, Michael Vetrano, Julie Weiser-Shlefstein, Jason Winslow, Suh-Yuh Wu

Instructors: Janet Bienkowski, Lynette Dias, Tere Dickson, Daniel Kuhles, Joanna Locke, Terry Mahotiere, Aletha Maybank, Demetrius Moutsiakis, Jamie Romeiser, Clare Scanlon-Kohlroser, Peter Smith, Bette Taylor, Lucille Weinstein, Kevin Zacharoff

The Department of Preventive Medicine was established when the medical school first opened in 1971 with goals and composition that were well aligned with the school's focus on community service and an interdisciplinary approach to research and teaching. The result is a faculty that represents the clinical, social, and behavioral sciences, as well as the humanities. With its population health perspective and focus on all aspects of preventing disease and disability, the department has developed into an important force in establishing linkages with area-wide agencies such as the two county

health departments. Research activities address understanding the multiple determinants of health and illness including social, behavioral, environmental, demographic, occupational, policy, economic, and genetic, as well as investigating the effectiveness of medical, behavioral and public health interventions.

The department's mission is accomplished through the work of the faculty and staff within its divisions and programs. There are five divisions: Epidemiology; Community and Behavioral Health; Medicine in Society; Evaluative Sciences; and Occupational, Environmental and Clinical Preventive Medicine. Major programs include The Graduate Program in Public Health (GPPH); the Residency Program in General Preventive Medicine and Public Health; the Biostatistical Consulting Core; the Center for Medical Humanities, Compassionate Care and Bioethics; the doctoral program in Population Health and Clinical Outcomes Research (PHCOR); and the Long Island Occupational and Environmental Health Center (LIOEHC).

The major departmental goals are:

1. Teaching of the disciplines of preventive medicine (e.g., biostatistics and epidemiology) and the social and ethical context of healthcare.
2. Conducting a broad range of research in the epidemiology and prevention of disease as well as in healthcare delivery, evaluation, and policy.
3. Practicing occupational, environmental, and clinical preventive medicine.

Research

The Division of Community and Behavioral Health focuses on health behavior, specifically designing and/or implementing interventions to promote healthy behaviors, including chemoprevention and lifestyle modification clinical trials. Major components include cancer control (breast, colorectal and prostate) and women's health (cancer, CVD and osteoporosis). Another focus has been educational research, specifically competency-based education at all stages of the continuum (medical student, GME, CME).

The Division of Epidemiology is a research center with local, national, and international projects focused primarily on the epidemiology of eye and vision problems and cancer. The division has an active clinical trials program, serving as the coordinating and data center for trials of eye diseases, vision problems, and diabetes.

The Division of Evaluative Sciences faculty members study a variety of health issues including healthcare quality improvement, patient decision-making, and determinants of health and disease. Some work with physicians to improve clinical outcomes for patients with heart disease, cancer, asthma, and other conditions. Others work with healthcare administrators to increase efficiency in the use of healthcare resources in hospitals and other healthcare settings. Some work with clinical scientists (geneticists, environmental scientists, molecular biologists, and social scientists) to increase knowledge about how to prevent disease and disability altogether.

The Division of Medicine in Society brings together leading researchers in the humanities and social sciences, centering on medical humanities, compassionate care, and bioethics. This collaborative environment allows the diversity of faculty disciplinary backgrounds to enhance research. Topics focus on

investigating the ethical and social context of healthcare, innovative medical pedagogy; the role of ethics, law, humanities, and social science research in healthcare.

Clinical Services

The Division of Occupational, Environmental, and Clinical Preventive Medicine was initially created in 1986 to establish a clinical service to address the occupational and environmental health needs of the Long Island community. As the department's clinical arm, the division continues to expand and now includes many clinical preventive medicine services such as immunizations and cancer screening. The Travel and Adult Vaccination Program provides counseling and adult vaccination services to individuals traveling abroad. The Wellness/Chronic Illness Program is dedicated to providing individual consultations that exemplify integrative, comprehensive, and patient-centered medicine across the life cycle. The Wellness Program also conducts workshops and innovative group visits that provide patients with the knowledge and tools necessary to improve their general well being and master the management of their illness. The division as a whole provides services for the University Hospital Employee Health Service and other employers across Long Island. Areas of research focus include planning, operating, and evaluation of disease prevention; healthcare and health maintenance programs; environmental factors associated with disease; and maintaining healthy hospital personnel through the employee health service.

Teaching

Teaching has always been a primary focus of departmental activities. It is responsible for courses integrating social sciences and humanities into the medical school curriculum as well as teaching the principles of epidemiology, biostatistics, health service delivery and economics to medical students, public health graduate students, clinical research scientist trainees, preventive medicine residents, as well as residents in other departments.

School of Medicine: The Department of Preventive Medicine has teaching responsibilities at every stage of education in the Stony Brook School of Medicine. Presently the teaching program for medical students in the first year occurs during a course entitled Foundations of Medical Practice, specifically within its content areas of Prevention, Medicine in Contemporary Society (MCS) and Self Awareness. The Prevention content area includes biostatistics, epidemiology, clinical preventive services, and healthcare delivery concepts. The MCS content area is part of a four-year curriculum focused on ethical issues and the social context of healthcare. The Self Awareness sessions focus on interpersonal skills, communication and behavioral aspects of health. In the second year, disease epidemiology is presented on an integrated basis in the medical school's curriculum in organ systems teaching. The departmental teaching program also includes a broad spectrum of electives ranging from clinical experience in a neighborhood health center to basic research in epidemiology, injury control, computing, occupational medicine, and health services systems, is offered in the third and fourth year.

Preventive Medicine Residency Program: The Department of Preventive Medicine at the Stony Brook University School of Medicine offers an ACGME-accredited, two-year combined academic and practicum residency training program in General Preventive Medicine and Public Health. Residents in the program are taught the components of specialty training in preventive medicine, including a core curriculum in epidemiology and biostatistics, health services administration, environmental and occupational health, cultural and behavioral factors in health and disease, and clinical applications of preventive medicine. The program is designed to develop knowledge and skills in the preventive medicine core and specialty area competencies.

Program Components: The educational design of the program seeks to integrate the basic science and practical aspects of general preventive medicine and public health. The academic phase in a Master's of Public Health degree program from the Mailman School of Public Health at Columbia University is supplemented during the practical phase with conferences and seminars that frequently utilize a case or problem presentation and solving approach. Biostatistics, epidemiology, and behavioral science theory and methods are taught in relation to their actual applications in the residents' health administration and clinical preventive medicine practice experience. Basic principles of epidemiology, biostatistics, and behavioral science are also firmly established through residents' participation in medical student teaching in these disciplines, as well as through the residents' active involvement in a research project. The components of each resident's program therefore include academic work, clinical experience, teaching, and research. For more information see the program's website at: <http://www.stonybrookmedicalcenter.org/prevmed/residency>

Master's in Public Health: The Graduate Program in Public Health was established at Stony Brook to train people who wish to integrate the knowledge, skills, vision, and values of public health into their careers and provide leadership in the field. The program leads to the Master's of Public Health (MPH) degree as well as a variety of combined and concurrent programs.

The program advocates a population health approach to public health. The hallmarks of population health include ecological understanding of the determinants of health and a systems approach to solving health problems; emphasis on proactively stabilizing and improving health among all populations; and insistence on accountability, evidence-based practice, and continuous performance improvement. The population health approach requires multi-disciplinary collaboration among scholars in the social, behavioral, clinical, and basic sciences and humanities. Furthermore, it incorporates the development of comprehensive health information systems, and the use of advanced analytical tools to examine health problems and evaluate responses.

The Master's in Public Health (MPH) degree is accredited by the Council on Education for Public Health (CEPH) and has three concentrations: (1) Evaluative Sciences, (2) Public Health Practice, and (3) Community Health. For more information, please see the section in the Health Sciences Bulletin, or visit the program's website at <http://www.stonybrookmedicalcenter.org/publichealth/>

Master's in Clinical Science: The department provides courses in Epidemiology, Biostatistics, Data Management and Informatics and Clinical Trials as part of the Master's in Clinical Science program (formerly the National Institutes of Health funded Clinical Research Training Program). This program is designed to offer highly focused training to outstanding postgraduate fellows and junior faculty interested in pursuing careers in clinical biomedical research.

M.A. Track in Medical Humanities, Compassionate, Care and Bioethics: The Center for Medical Humanities, Compassionate Care, and Bioethics successfully sought approval of a Master's of Arts (M.A.) track through Graduate Studies in 2010 (see www.stonybrook.edu/bioethics/MA). The program will allow our students to take a set of five core required seminars taught by Center faculty, and then focus in on five elective courses offered by Center faculty.

Required courses are as follows:

HCB 501 Compassionate Care, Medical Humanities, and the Illness Experience

This course will introduce students to major interpretations of the illness experience, to several classical biographical and autobiographical accounts of illness, and to the important dynamic of compassionate care in the healing relationship. The patient-as-person will be emphasized throughout, as well as the ways in which respect for and empathy toward the patient impacts diagnostic accuracy, patient adherence, and patient and professional satisfaction. Some emotional dynamics of the illness experience will be addressed, such as hope, through the work of eminent physician-writers such as Jerome Groopman, M.D.. The dynamics of medical mistakes and forgiveness will be explored through psychiatrist Aaron Lazarre's influential writings on effective medical apologies. Some philosophical and metaphysical aspects of personhood and self-identity will be introduced.

3 credits, fall, ABCF grading

HCB 502 Landmark Cases in Bioethics

What is a life worth living? How do we decide—and who decides—when to use medical technologies such as incubators, ventilators, transplants and reproductive technologies? This is an intensive introduction to some of the cases in medical ethics that have changed the ways that we are born, cared for, and die in American hospitals. Examples of topics include: vaccination and public health; eugenics and human subjects research ethics; the right of privacy and healthcare; end-of-life planning and treatment; women's bodies and fetal rights; disability rights; religious beliefs and healthcare; triage and allocation of scarce resources; mental illness and individual rights; global clinical trials; and, bioethics and culture.

3 credits, fall, ABCF grading

HCB 503 Traditions and Values in Bioethical Conflicts

This course serves as an introduction to Western moral and religious traditions and to the positions about killing, saving, and enhancing that these traditions have informed. It explores the interface between religion and biomedical ethics and then delves into specific issues in healthcare in light of more general normative concerns such as justice, love, auton-

omy and rights, utilitarianism, self-sacrifice, gender, virtue, and community. The issues with which the course deals address the plights of real people, in the concrete, who come from particular backgrounds and whose set of values may make them sometimes recalcitrant to possibilities that technology has made (or is just now making) available.

3 credits, fall, ABCF grading

HCB 504 Special Topics in Biotechnology

Just because we can do it, does this mean that we should do it? This course takes a focused look at controversial practices in healthcare settings, such as organ donation and enhancements, which have been (and are continuing to be) made available with the advancement of technology. Ought we to regard that which technology makes available as uncontroversially good? If not, why not? What sorts of new issues regarding distributive justice, autonomy, utility, and compassion are ours to consider carefully because of the changing world in which we live?

3 credits, spring, ABCF grading

HCB 599 Special Projects Capstone Course

This course, to be offered in the second (spring) semester, is designed to satisfy the “special projects” requirement of our program. The first part of the course will be devoted to readings and discussions that further illuminate the methodologies of the interdisciplinary field of medical humanities, compassionate care, and bioethics. Students will develop an appreciation for the standards of high quality scholarship and research through review of carefully selected readings. This will prepare them for the second part of the course, where they pursue and present their own research based on the existing literature. This “capstone” course will be highly collaborative, entail substantial peer review, and be organized around the development of significant student projects which are intended to represent the beginnings of publishable papers. Our entire faculty will be involved in these projects according to their specific areas of expertise.

3 credits, spring, ABCF grading

Electives courses offered:

HCB 510 Literature, Compassion, and Medical Care

How does literature help us understand the nature of human illness and suffering? Can written works of art, ancient and contemporary, that depict moments of compassion and compassionate acts lay bare the moral, spiritual, psychological, and physical reality of suffering? There is a long association between literature and medicine, from the viewpoint of physician-writers, such as Anton Chekov and William Carlos Williams, whose literary skills have eclipsed their medical backgrounds. Sherlock Holmes and Doctor Watson were the creations of a physician-writer, Arthur Conan Doyle. Physicians portrayed in literature, such as Dr. Bernard Rieux, in Albert Camus’ *The Plague*, have also explored the relationship between patient and doctor, the nature of healing. This semester-long course will study these relationships through reading of poetry, drama, fiction, memoir, and essay and reflect on the nature of suffering, the intrinsic human need for compassion, and the implications for health and healing.

3 credits, fall, ABCF grading

HCB 511 Bioethics, Disability and Community

Most people will experience disability at some point in their lives, and for some it will shape their social, personal, family, educational, and employment experiences. Viewpoints on disabilities which have emerged in policy and the broader culture have been explicitly challenged by emerging communities of people with disabilities who seek to speak for themselves and claim full inclusion in society. In this context, bioethicists and disability scholars have found points of both common cause and stark disagreement over issues such as neonatal and end-of-life care, the value and values inherent medical decisions and their outcomes. These bioethical debates occur in the context of debates over the rights of individuals with disabilities to self-determination, accommodations for work and schooling, and the potential for people with disabilities to make unique contributions because of—rather than despite—their disabilities. This course will consider major debates in bioethics in light of recent scholarship in disability studies, drawing on perspectives from philosophy, literature and narrative, history, and sociology.

3 credits, fall, ABCF grading

HCB 512 Altruism and Bioethics

What is altruism, and what are its evolutionary roots as a moral dynamic? What impact does altruistic action have on the human agent? Does it impact flourishing and health? When is it experienced as overwhelming by medical professionals? Where does altruism fit within medical and nursing professionalism? How is it related to compassionate care? What about the duty to treat in time of epidemic, auto-experimentation, pro-bono medical treatment, high-risk provision of healthcare in time of conflict, healthcare activism, and the commitment to the patient’s good as a guiding professional ideal? How does the practitioner strike a balance between the care of patients and the care of the nearest and dearest or the care of the self? How does altruism correlate with pro-social behavior, happiness, and health?

3 credits, fall, ABCF grading

HCB 513 Disease and Society (cross-listed with History)

What is disease? How do the beliefs, politics, and economies of particular societies shape how diseases are defined, experienced, and treated? In this seminar, students will explore these questions by analyzing historical documents, scientific reports, and historical scholarship. We will look at disease from multiple perspectives—as a biological process, clinical entity, population phenomenon, historical actor, and personal experience. We will pay special attention to how diseases have been recognized, diagnosed, named, classified and counted in different times, places, cultures, and settings based on different environmental and social conditions, medical ideas, diagnostic technologies, and available treatments. The course will begin with a review of major approaches to understanding the manifold relationships between disease and society. The remainder of the course will view disease and society relationships through the lens of specific issues, such as epidemic disease, consumption and affluence, globalization, and risk.

3 credits, fall, ABCF grading

HCB 514 Global Bioethics

Bioethics is an American invention. Ideas about medicine and morality, of course, go back to antiquity and are documented as medical ethics in Europe, medical morality in China, and under many other names in cultures around the world. Recently, the process of globalization of ideas, medical practices, clinical trials, and migration of patients has led to clashes of culture around issues such as the appropriate standards and control groups for clinical trials, organ transplantation, brain death, and end-of-life care. Issues of religion, morality, public policy, disability rights and policy, and health system structure and payment all shape how particular societies decide to manage divisive issues such as the beginning and end of life. This course will draw on a growing literature on global and transnational cases, policies, and traditions in the ethics of health, public health, and healthcare. *3 credits, spring, ABCF grading*

HCB 515 Health Policy, History and Ethics

Who gets sick? Who gets healthcare, what kind, and in what setting? This course covers the major health policy issues of the United States today, including the health status of the U.S. as a whole, the social and economic determinants of health, the role of personal and public health services in affecting health, the organization and financing of health services, and the multiple factors affecting health policies. We will explore the evolution of the U.S. healthcare system in the past century, and debates about rights to healthcare or lack thereof, health disparities, conflicts of interest, and the ethics of health policy and practice. *3 credits, fall, ABCF grading*

HCB 516 Ethical Issues in Human Reproduction

New technologies have modified human reproduction in numerous ways, raising profound questions about the moral status of human life and the nature of parental and sibling obligations. This course will investigate the values that attach to different relationships, both familial and general. It will cover questions around the treatment of infertility, surrogate mothering, the commodification of the body, and the elevated expectations of familial obligations that correspond to new reproductive technologies. *3 credits, spring, ABCF grading*

HCB 517 The Problem of Evil: Philosophical, Biological, and Social Dimensions

What is the nature of evil? Can it be the result of brain malfunction, something that is genetically predetermined? Or, is evil something which is part of or at least necessary to know the good? Alternatively, is evil an arbitrary designation, a perspective from which we can wrest ourselves given the right sort of reinvention? In this class, we shall address the problem of evil from scientific, social-scientific, and philosophical perspectives, using fiction and non-fictional sources. Examples of medical evil, such as the Nazi doctors or Tuskegee, can be introduced as case studies. *3 credits, spring, ABCF grading*

HCB 518 Empirical Bioethics

This course will introduce students to some of the major empirical studies that have been done in the area of bioethics. Students will be able to address questions of methodology, and assess the significance of such studies on phenomena such as

ethical decision making, informed consent, truth-telling, confidentiality, moral psychology, and the like.

3 credits, spring, ABCF grading

HCB 519 Public Health Law (cross-listed HPH 549)

This course is a survey of legal and policy issues that have special relevance for public health professionals. Topics may vary, but typically will include many of the following: structure of the U.S. legal system; power of state and federal governments in matters affecting healthcare; governmental power and the right to privacy; constitutional issues in social welfare benefits; governmental regulation of healthcare providers and payers; the scope and discretion of administrative agencies in healthcare; the antitrust laws; the fraud and abuse laws; and negligence in the delivery and financing of healthcare. The course is taught primarily by Socratic method. *3 credits, spring, ABCF grading*

Doctorate in Population Health and Clinical Outcomes

Research: As part of the SUNY Stony Brook Graduate School, the doctoral program in Population Health and Clinical Outcomes Research [PHCOR] provides a multidisciplinary, integrated, applied problem-solving approach to support students in addressing the important issues within the field. The purpose of this small and highly specialized graduate degree program is to train population health and clinical outcomes researchers, academicians, and practitioners who will advance the field on a local, regional and national level.

It has been recognized that there is a critical need for well-trained people with the skills of population health and clinical outcome research. For example the new healthcare legislation places great emphasis on population-based approaches to the obesity epidemic and clinical outcomes approaches to establishing comparative efficacy of treatments. We believe that these skills will be in great demand in the public, private and academic sectors. By uniquely placing a focus on human subject studies and trials, in combination with best practices in clinical care and community interventions, the PHCOR program will extend knowledge in the areas of safety, quality, efficiency, accessibility, accountability, and equity of care by supporting opportunities for development of new knowledge about health and disease prevention, diagnosis, treatment, and prognosis.

Students will gain knowledge, skills, and experience by means of a series of a rigorous quantitative and analytical courses designed to develop advanced problem-solving skills. Working under faculty mentor guidance, student projects will focus on substantive current healthcare problems affecting population health, health policy, clinical practice, and patient-based healthcare decisions. Graduates will be competent in the design, conduct, and evaluation of research studies that will improve the future public health and medical care provided.

In addition to select MPH courses (HPH 506, HPH 507, HPH 508, HPH 514, HPH 523, HPH 560), required course work includes:

HPD 519 Systematic Review of the Literature

This course will provide students with an understanding of the processes used to perform a systematic literature review, as well as provide a "hands-on" experience. Each student will perform a systematic review of the literature for their own pre-defined research question of interest. As part of the sys-

tematic literature review process, students will learn how to focus their research question; to search the literature to identify relevant studies; to appraise the quality and select studies; and to summarize studies as well as to synthesize their results in context of their original research question raised. To receive a grade for this course, moreover, a scholarly product (e.g., manuscript or letter to the editor) must be submitted to a peer-reviewed journal.

3 credits, fall, Dr. Laurie Shroyer

HPD 566 Clinical Trials

This course introduces the design, conduct, and analysis of clinical trials. Topics will include types of clinical trials, study design, treatment allocation, randomization and stratification, quality control, sample size requirements, patient consent, and interpretation of results. (Clinical Outcomes Concentration Requirement)

2 credits, spring, Dr. Laurie Shroyer

HPD 567 Clinical Outcomes Research

This course will introduce the basic concepts, methods, and topics in clinical outcomes research; and introduce the skills necessary to evaluate the efficacy, effectiveness, and cost-effectiveness of devices, interventions, processes of care, and healthcare delivery systems. The specific topics to be covered include: outcomes measurement; population health assessment, valuing health outcomes, risk adjustment case-mix adjustment methods, effectiveness efficacy and cost effectiveness in clinical outcomes research, and analysis methods. (Clinical Outcomes Concentration Requirement)

3 credits, fall, Dr. Laurie Shroyer

HPD 592 Applied Data Management and Analysis Using SAS

This course provides students with an introduction to the principles of public health and clinical research-related informatics and data management using the SAS systems. Lectures and labs will be aimed at developing hands-on skills about how to create, maintain, manage, and analyze databases using the SAS Systems for Windows, a major software package used frequently in public health and clinical outcomes research.

Prerequisites: HPH 562 or comparable SAS skills.

1 credit, spring, Ms. Jamie Romeiser

HPD 601 Human Subjects Research Ethics/Responsible Conduct of Research

This introductory course incorporates three components focused upon identifying: 1) the ethical principles associated with human subjects' research; 2) the primary tenets of responsible conduct of research; and 3) academic career planning. This course provides a philosophical basis for current research ethics practices, identifies outstanding ethical issues and controversies in clinical and translational science research, and provides students with knowledge and access to resources such that they may to address the ethical challenges that may arise most effectively. The course provides a more in-depth exploration of the ethics and responsible conduct of clinical and translational science research that can supplement current mandated training in the area.

1 credit, term varies, Dr. Laurie Shroyer and Dr. Stephen Post

HPD 661 Psychometric Theory

This course covers classical and modern psychometric theory. Topics include an introduction to formulation of metrics, composite tests, validity and reliability, test length, factors impacting precision, item parameters, test construction, and item response theory. Using data, students will evaluate the psychometric properties of an outcome instrument.

Prerequisite: HPH 560 Advanced Biostatistics

3 credits, term varies, Preventive Medicine Faculty

HPD 662 Observational Research Methods

This course provides an introduction to a broad range of observational research methods. Emphasizing different observational research design approaches, topics covered include: research question clarification, hypothesis formulation, development of a conceptual model, comparing the strengths and weaknesses of the different methodological approaches, identification of data forms/definitions with data collection requirements, and sampling strategies. In addition to cross-sectional, case-control, and cohort study designs, the observational study methods discussed will include systematic review of the literature including meta-analysis approaches. (Population Health Concentration requirement)

2 credits, term varies, Preventive Medicine Faculty

One of the following three Advanced Statistics Courses:

HPD 671 Advanced Statistical Modeling

This course provides an introduction to a wide variety of advanced statistical modeling methods, such as categorical multivariable logistic regression, used to address complex questions raised. The course includes extensive data analysis, with de-identified data sets.

Prerequisite: HPH 560 Advanced Biostatistics

3 credits, term varies, Preventive Medicine Faculty

HPD 672 Survival Analysis

This course uses time-to-event analytical approaches as applied to questions related to clinical medicine and population health. Nonparametric methods for group comparisons and semi-parametric regression models will be emphasized. Parametric methods and distribution theory for survival analysis will also be included.

Prerequisite: HPH 560 Advanced Biostatistics

3 credits, term varies, Preventive Medicine Faculty

HPD 673 Longitudinal Data Analysis

This course covers the theory and application of univariate and multivariable techniques appropriate for longitudinal data. Students will be exposed to both theory and application addressing repeated measures challenges.

Prerequisite: HPH 560 Advanced Biostatistics

3 credits, term varies, Preventive Medicine Faculty

HPD 681 Advanced Social and Behavioral Determinants of Health

This course will build on the prior HPH 523 and further examine the current evidence supporting an association between social determinants (e.g., socioeconomic status, physical living conditions, individual characteristics, social support, etc.) and

health. Students will review and critically examine the current literature on the social determinants of population health with the goal of indentifying gaps in this literature which may be filled by future research. Concepts relating to the social determinants of health (e.g., identification of current priority areas, theoretical frameworks and perspectives, intervention, research methodology, etc.) will be addressed as each comes up in the context of the reviewed journal article. Using publicly available data sets, students will choose a research topic related to an identified gap in the current research on the social determinants of health, propose a project to examine this topic or need which can be accomplished using publicly available data sets, conduct the analysis, and write up their project in a format suitable for submission for publication.

Prerequisites: Permission of Instructor (Population Health Concentration Requirement)

3 credits, spring, Dr. Catherine Messina

HPD 682 Statistical Methods in Clinical Outcomes Research

The purpose of the course is to familiarize students with some major topics in clinical outcomes research, the statistical models commonly employed, and statistical problems that need to be overcome. Specific topics of interest may include: risk factor analysis—static models; risk factor/disease progression analysis—dynamic models; survival analysis (including multi-variable survival analysis); volume-outcomes research; and forecasting models. Statistical techniques and challenges will be discussed within the context of each research topic as they arise. By the end of this course, students should be broadly familiar with these issues, and should be able to evaluate published clinical outcomes research in terms of the appropriateness of models chosen and how well the statistical problems have been addresses, and the reliability of the results.

Prerequisites: Permission of Instructor, HPH 507 Biostatistics II or equivalent course (Clinical Outcomes Concentration Requirement)

3 credits, fall, Dr. John Rizzo

HPD 685 Research in Population Health and Clinical Science

This course provides an overview of research methods as applied to questions raised in the fields of population health and clinical outcomes research. It covers the topics of risk adjustment, cost assessment, access to, utilization and quality of care, outcomes and health status measurement, and health system performance.

Pre/Co-requisite: permission of instructor

3 credits, term varies, Preventive Medicine Faculty

HPD 686 Mentored Research Project in Population Health and Clinical Science

This course will expose doctoral students to a project with which they are not currently familiar in the field of population health or clinical science. Each student will select a faculty mentor for their course project. Students will identify (with the pre-approval of their mentor and course director) a specific problem to address and/or a component of the mentor's project to complete. Following IRB approval or waiver (if applicable), the mentored project will be initiated. Final grade

will be based upon the research proposal, project plan, and final project report submitted.

Prerequisite: HPH 685 Research in Population Health and Clinical Science

3 credits, term varies, Preventive Medicine Faculty

HPD 693 Practicum in Teaching

3 credits, term varies, S/U grading

HPD 694 Graduate Seminar in Research Writing

A weekly departmental colloquia is hosted with discussions related to current research on population health or clinical science. Presenters may be students, faculty members, or outside investigators. A primary focus of these sessions will be to coordinate doctoral student submissions of abstracts, manuscripts, and grants. The key concepts in scientific writing and presentation skills will be covered in readings, lectures, and discussions.

3 credits, fall and spring, S/U grading

HPD 699 Dissertation Research

Original investigation in population health or clinical outcomes research undertaken with the supervision of the student's Dissertation Committee.

0-6 credits, fall and spring, S/U grading

Department of Psychiatry and Behavioral Science

Chair: Mark J. Sedler

Professors: Evelyn Bromet (Distinguished), Gabrielle A. Carlson, Steven Cole, Judith Crowell, Max Fink (Emeritus), Laura Fochtmann, Andrew Francis, Kenneth Gadow, Dmitry Goldgaber, Jan Loney (Emeritus), Richard Mattison, Lawrence Morin, Nisson Schechter, Joseph Schwartz, Mark J. Sedler, Arthur Stone (Distinguished), Nora Volkow

Associate Professors: Joan Broderick, Fred Friedberg, Harold Pass, Wolfgang Quitschke, Marsha Tanenberg-Karant, Michael Schwartz, Joyce Sprafkin, Deborah Weisbrot

Assistant Professors: Ashraf Abaza, Joseph Blader, Lisa Bonvino, Lory Bright-Long, Darla Broberg, Eduardo Constantino, Barbara DiGiuseppe, Erik Fink, Brenda Garro, Paul Garson, Douglas Kent Hoverkamp, Leighann Litcher-Kelly, Daniel Klages, Laura Kunkel, David Margulies, Donna Osikowicz Donoghue E. Victoria Rundberg-Rivera, Ciprian Spenser, Alan Steinberg, Robert Vincent, Sheldon Weintraub, Adeb Yacoub

Instructors: Marlene Galnick, Michael Greenberg, Kevin Kelly, Maureen Largan

The Department of Psychiatry and Behavioral Science provides a complete range of instruction from beginning medical education through post-residency fellowships. Members of the department are involved in teaching in psychology, neurobiology, pharmacology, and biomedical engineering, as well as psychiatry. The faculty within the department is dedicated to

research related to an understanding of psychiatric disorders, ranging from basic neurobiological research to applied clinical studies. Through joint appointments with other departments, many faculty members supervise and support graduate and post-doctoral students in related disciplines.

Clinical Services: The department is organized into three clinical divisions. The clinical divisions include Adult Psychiatry, Child Psychiatry, and Medical/Geriatric Psychiatry. Services in these divisions may be provided at Stony Brook University Hospital, at the Northport Veterans Affairs Medical Center, and at Eastern Long Island Hospital. University Hospital services provide 30 adult care beds, adult day hospital facilities, 10 children's beds, a comprehensive psychiatric emergency program, a consultation-liaison service and out-patient clinics for adults and children. Northport Veterans Affairs Medical Center provides a 50-bed acute inpatient service and a 50-bed chronic care service. Eastern Long Island Hospital provides an 23-bed and adult inpatient service.

Medical Student Education: The department is committed to an interdisciplinary approach to mental health throughout its curricular activities. Within the curriculum of the medical school, the department provides psychiatric curriculum in the first year introduction to human behavior course, the second year neuroscience course, the third-year clerkship in clinical psychiatry (four weeks), and the fourth year clerkship in behavioral medicine (two weeks). A psychiatry sub-internship is available to students in their third and fourth years on an elective basis.

Residency Program: The Department of Psychiatry and Behavioral Science offers a four-year residency program in psychiatry with the first year designed as a categorical post-graduate "mixed" clinical experience. The residency program provides a broad variety of situations, subjects, and settings from which residents and students may select their learning experiences. The program goal is to train a physician who specializes in the treatment and understanding of diseases and abnormalities that manifest themselves in behavioral change. Such a physician should be well grounded in diagnostics, psychopharmacological interventions and behavioral management techniques. The training program pays particular attention to the neurobiological foundations of psychiatry, while at the same time providing training in psychotherapeutics and other skills necessary to the general practice of psychiatry.

Fellowship Training: The department offers several fellowships including accredited clinical fellowships in child psychiatry, and geriatric psychiatry.

Institute for Mental Health Research: Founded in 1982, the IMHR is the research division of the department. With several million dollars of extramural support annually the research and clinical research faculty are engaged in psychiatric research ranging from basic science investigations of circadian rhythms, the molecular biology of Alzheimer's disease, to cutting-edge research in behavioral medicine and in the epidemiology of mental disorders.

In addition to this umbrella research organization the department is also home to the Alzheimer's Disease Center of Long Island, and the Applied Behavioral Medicine Research Institute.

Department of Radiation Oncology

Chair: Allen G. Meek

Professors: Allen G. Meek, Lawrence Reinstein

Associate Professors: Tae L. Park, Tamara E. Weiss

Assistant Professors: Leon Forman, Bong S. Kim, Magdy S. Shady, Edward S. Valentine

Instructor: Edward H. Glenn

The Department of Radiation Oncology is organized to develop and teach the disciplines of radiation physics, radiation biology and therapeutic radiology as applied to the treatment of malignancies and selected benign disorders. Active basic and clinical research programs operate in conjunction with other medical school departments and the Brookhaven National Laboratory.

For medical students already career oriented in radiation oncology and for those who desire greater depth than permitted by the core curriculum, fourth year electives are offered in radiation oncology.

Undergraduate and graduate as well as medical students interested in research collaboration or the clinical oncology of solid tumors, are encouraged to apply for elective rotations.

The mission of the Department of Radiation Oncology is to develop a well-rounded academic program in radiation oncology, to include:

- Expert cost effective radiation therapy services
- Education of medical professionals in the management of oncology patients
- Improvement of patient care through science and technology transfer
- University leadership in oncology

The Radiation Oncology Department fosters and supports three nationally recognized programs that encourage the Stony Brook University community to continue its education in the fields of Medical Dosimetry and Medical Physics.

Medical Dosimetry Program

The Medical Dosimetry Program is a one-year post-baccalaureate program offered as a continuation of the Health Science major and provides students eligibility for the Medical Dosimetry Certification Board exam. Students work along side the Radiation Oncology staff within the department, as well as several satellite facilities as to further their experience. Students work clinically to hone their skills in a professional setting, while continuing academic classes taught by departmental faculty and staff.

The Post-Baccalaureate Medical Dosimetry program offers accepted students a first hand experience in treatment planning, dose calculations, and responsibilities pertinent to that of a board certified Medical Dosimetrist. As the students continue with a regular regimen of classes, the program concurrently prepares students to handle clinical responsibilities that one would encounter on a daily basis as well as obstacles that may appear on an occasional agenda. During the clinical year, students also undergo a series of tasks that render them competent in basic dosimetry techniques.

Medical Physics Residency Program

The Medical Physics Residency Program is a two-year program that provides preparation for the Board Certification by the American Board of Radiology (ABR). Residents are involved in all aspects of the clinic including, but not limited to machine QA, IMRT, HDR and LDR Quality Assurance, instruction of Medical Dosimetry and Biomedical Engineering students, 3D conformal and IMRT planning, Stereotactic Radiotherapy, and administrative responsibilities. Residents are encouraged to partake in projects that are run in the clinic and are provided with continued educational opportunities. Residents are trained to be fully functioning Medical Physicist upon the completion of their program.

Biomedical Engineering Master's of Science

In conjunction with these programs, the Stony Brook Radiation Oncology Department offers the Biomedical Engineering Master's of Science candidates a forum of advanced learning. Through hands on experience in the clinic and classes taught by our residents and departmental faculty, the M.S. candidates are afforded an opportunity to acquire experience in Medical Physics.

Department of Radiology

Chair: John Ferretti (Interim)

Professors: Harold L. Atkins (Emeritus), Dvorah Balsam, Nancy E. Budorick, John Ferretti, Donald P. Harrington, Arie E. Kaufman, Jerome Z. Liang, Morton A. Meyers (Emeritus), Robert G. Peyster

Associate Professors: Terry M. Button, Paul R. Fisher, Gene R. Gindi, Elaine S. Gould, Seth O. Mankes, Steven Perlmutter, Clemente T. Roque, Mark E. Wagshul, Wei Zhao, Dinko Franceschi, Jeffrey Hellinger

Assistant Professors: Alams Abbasi, Matthew Barish, Jane Bernier, Cliff Bernstein, Bruce M. Chernofsky, Varghese Cherian, Jared Dunkin, Americo Fiore, Sheri Ford, Mingpian Huang, Maryanna Mason, Ajay Malhotra, Robert Matthews, Robert Perone, William H. Moore, Roxanne B. Palermo, Erica J. Posniak, Elham Safaie, Carl Tack, G. Lucy van de Vegte, Steven West, Henry H. Woo, Zengmin Yan, Marlene Zawin

Divisions

- Division of Breast Imaging
- Division of Diagnostic Radiology
- Division of Cardiac Imaging
- Division of Cross-sectional Imaging
- Division of Interventional Radiology
- Division of Musculoskeletal
- Division of Neuroradiology
- Division of Nuclear Medicine
- Division of Pediatric Imaging

Our department transverses Stony Brook University Medical

Center and the Veterans Administration Medical Center and our common mission is a commitment to excellence in medical imaging, responsive service, and the responsible use of our resources in clinical care, education, and research. Our goal is to help our patients, referring physicians and family members achieve their goals.

The medical students rotate through the Nassau University Medical Center and Winthrop University Hospital. The third-year medical students rotate on the radiology service for two weeks. The course combines daily lectures, which address basic image interpretation and an algorithmic approach for the selection of imaging studies. In addition, the student completes a series of programmed learning seminars and teaching files, which review principles of image interpretation. There is extensive exposure to many of the subspecialty areas with observation of procedures and participation in film review sessions with Radiology faculty. Schedules are distributed at the start of the clerkship.

A fourth-year medical student elective is offered. Rotation is for two or four weeks. The student will be able to exercise choice in time commitment to various subspecialties according to perceived need. The student will attend departmental conferences, participate in daily activities of the department, meet with visiting professors, and attend student rounds for case presentations. Overall supervision is by the course director, with day-to-day contact with attending staff members.

The department offers a four-year residency in diagnostic radiology. The program includes all aspects of radiology, including neuroradiology, musculoskeletal, thoracic, cardiac, interventional, abdominal, and pediatric radiology, as well as nuclear medicine. All modalities are also covered extensively including x-ray, ultrasonography, CT, MRI, PET, nuclear medicine and interventional radiology. The residency provides the resident with a strong foundation to meet his or her goals, whether in clinical practice, academic teaching, or in research. Teaching is the core mission of the department. The clinical rotations, core curriculum, and research project provide each resident with the fundamentals necessary to pursue a clinical and/or academic career. All modalities, including evolving technologies, are included in the program. A one-month research rotation is supplemented by elective research opportunities. The rotations are primarily at Stony Brook University Hospital, with additional rotations at the Northport Veterans Administration Hospital. Also in the third-year of radiology residency, the residents stake part in the four week program of the American Institute of Radiologic Pathology program.

The department offers fellowships in musculoskeletal and breast imaging.

Department of Surgery

Chair: Todd K. Rosengart

Professors: Roberto C. Bergamaschi, Thomas V. Bilfinger, Marvin L. Corman, Alexander B. Dagum, Arnold E. Katz, Nicos Labropoulos, Margaret A. McNurlan, Cedric J. Priebe Jr. (Emeritus), Todd K. Rosengart, Marc J. Shapiro, Annie Laurie Shroyer, Wasyl Szeremeta, Maisie L. Shindo, Harry S. Soroff (Emeritus)

Associate Professors: Martyn W. Burk, Antonios P. Gasparis, Evan R. Geller, Sami U.Khan, Thomas K. Lee, Eugene P. Mohan, Brian J. O’Hea, Allison J. McLarty, Louis Merriam, David A. Schessel, Richard J. Scriven, Frank C. Seifert, Joseph J. Sorrento Jr., Apostolos K. Tassiopoulos, Kevin T. Watkins

Assistant Professors: Philip O. Bao, Valerie A. Brunetti, Duc T. Bui, Paula I. Denova, Patricia A. Farrelly, Jason C. Ganz, Mark A. Gelfand, Sandeep Gupta, Brian M. Hall, Mazen M. Hashisho, Jared M. Huston, Steven M. Katz, David S. Landau, Bernard F. Martin, Mark F. Marzouk, Michael F. Paccione, Colette R.J. Pameijer, Elliot Regenbogen, Christine R. Rizk, Ghassan J. Samara, Steven Sandoval, William B. Smithy, James A. Vosswinkel

Instructor: Vimala S. Sivaraman

The Department of Surgery was founded in 1974 together with the creation of the Stony Brook School of Medicine (SOM). Expanding on the institutional vision, the department’s mission is to achieve national recognition as a leading research entity; provide exceptional clinical care encompassing “leading edge” therapies and technologies to our patient population; serve as a first-tier educational program for our fellows, residents, students and staff; and play a leading role in our community in the dissemination of high quality healthcare and education.

The department is organized into nine clinical divisions: general surgery, including trauma and surgical critical care; cardiothoracic surgery; otolaryngology–head and neck surgery; breast surgery; upper gastroenterological and general surgical oncology; pediatric surgery; plastic and reconstructive surgery; colon and rectal surgery; and vascular surgery. In addition, the department includes two nonclinical divisions, namely, education, and surgical research.

Medical Student Education: The department provides instruction for medical students throughout their four years of training. Most of the department’s effort is directed at third- and fourth-year students in the form of a general surgery clerkship and surgical selectives/electives, although some didactic teaching is also provided for the first- and second-year students through clinical correlations lectures. The cornerstone of the student education program is the eight-week third-year clerkship (repeated six times per year to encompass the entire third-year class), which is offered at three sites (Stony Brook University Hospital, Winthrop-University Hospital, and the the Northport Veterans Affairs Medical Center).

Third Year: The third-year surgery clerkship is designed to provide the student with a broad experience in the the evaluation and treatment of patients with surgical disease across all of the general surgical disciplines via his/her assignment to a specific surgical team of residents and attending physicians. These rotations are geared to emphasize direct patient contact, including all phases of evaluation, diagnosis, and treatment. Students are specifically expected to: 1) participate in daily patient care until clinic follow-up, 2) accept personal responsibility as a physician for the care of their patients, acting always under attending and resident supervision, 3) obtain didactic learning through regular attendance of student lectures and department-wide educational activities, and 4) attend surgical skills labs geared to teach basic surgical technique.

The formative and summative evaluation of students

include weekly meetings with the clerkship director at which regular feedback to the students is provided, a mid-point quiz, an Objective Structured Clinical Examination (OSCE), and a clinical evaluation by the attending and resident physicians with whom the student has had substantial contact. At the conclusion of the general surgery clerkship, the student also takes a “PBL” formatted oral examination and a standardized National Board examination, graded on a standardized national curve.

Fourth Year: There are a number of course offerings in the fourth year, one of which is mandatory (Surgical Selectives), and several which are electives (sub-internships in a number of services, and the surgical anatomy didactic course). The one-month Surgical Selectives course (including a mandatory two-week service in anesthesiology) provides student with additional exposure to optional rotations in the surgical sub-specialties. The sub-internship in surgery allows the senior medical student to function as a primary responsible physician working under the close supervision of the surgical team.

Residency/Fellowship Programs: The Department of Surgery offers a five-year, ACGME-certified residency program in general surgery graduating six chief residents per year, with a total of 51 residents. In addition, individual divisions within the department offer an ACGME-accredited residency plus fellowship in vascular surgery, ACGME-accredited residency (fellowship) in colon and rectal surgery, and ACGME-accredited residency (fellowship) in surgical critical care.

All residency/fellowship programs in the department require residents to develop the six competencies, as defined by the ACGME, in the following areas: patient care; medical knowledge; practice-based learning and improvement; interpersonal and communication skills; professionalism; and systems-based practice. To successfully complete residency/fellowship training, these competencies must be developed to the level expected of a new practitioner.

A new Surgical Skills Center (SSC) is also available to provide our residents and medical students with a more expanded educational curriculum. The SSC provides opportunities for trainees to practice in a stress-free environment not only surgical technical skills, but also pre-operative and post-operative patient care scenarios that enhance residents’ educational experience. The SSC utilizes cutting-edge audio/video technologies and software in order to maximize the utility and productivity of the activities it hosts and to provide opportunities for performance review of, effective debriefing with, and meaningful feedback to trainees.

Training modules range from basic open skills (knot tying, suturing, IV access, central line and chest tube insertion) and fundamental laparoscopic skills (camera navigation, controlled cutting, transfer drills, and laparoscopic suturing) to advanced open surgical skills (inguinal hernia anatomy and repair, sutured and stapled intestinal anastomosis, vascular anastomosis, arterial endarterectomy and bypass, open aortic aneurysm repair) and advanced patient care skills (advanced trauma and cardiac life support, various surgical clinical care scenarios). Three high-end haptic virtual reality simulators are also available for training in laparoscopic advanced skills, laparoscopic cholecystectomy, laparoscopic colon resection, angiographic vascular anatomy, and a wide array of basic and advanced endovascular skills (navigation of endovascular

catheters, angioplasty, and stenting). A dedicated space for a surgical wet-lab has also been created to allow for practice using animal tissue.

General Surgery: The general surgery residency graduates six chief residents per year, and a total of 51 residents participating in a five-year, ACGME program across three campuses. General surgery residents are provided training predominantly by Department of Surgery full-time and voluntary faculty, but also rotate on the Department of Urology transplant service and receive additional endoscopy experience on the Gastroenterology Service in the Department of Medicine. As detailed below, the residents' clinical rotations are supplemented by didactic conferences and simulation lab opportunities, as well as by opportunities to rotate out of their training for one to two year experiences in departmental, on-campus or off-campus research endeavors.

Vascular Surgery: The department offers a new five-year vascular surgery residency, which is among the few such programs available nationwide. A traditional two-year residency (fellowship) is also offered. Based in the Division of Vascular Surgery, both training programs are designed to prepare physicians for the pursuit of an academic career in vascular surgery equally as well as for private practice in vascular surgery. Residents are chosen out of medical school for the integrated five-year program, which culminates in eligibility for certification in vascular surgery (not for general surgery). For those physicians who are sure that they want vascular surgery as a career, this program provides focused training and reduces the amount of training time from the standard training period by two years. Residents and fellows are taught open and endovascular interventions, medical management of vascular disease, and use of noninvasive techniques. Clinical research is an important part of both training programs in vascular surgery.

Colon and Rectal Surgery: The department offers a one-year colon and rectal surgery residency (fellowship) based in the Section of Colon and Rectal Surgery. The content of the educational experience is directed toward fulfilling the requirements of the American Board of Colon and Rectal Surgery. Fellows gain operative experience through a large volume of diverse surgical procedures, including reconstructive anorectal surgery, surgery for inflammatory bowel disease, emergency colon resections, ambulatory anorectal surgery, and all aspects of office and endoscopic procedures. Upon completion of the training program, fellows are ready to enter into clinical practice, and are eligible for board certification in colon and rectal surgery.

Surgical Critical Care: The surgical critical care residency (fellowship) is a one-year experience (two fellows per year) centered at Stony Brook University Medical Center, which is the only regional (Level 1) trauma center in Suffolk County. The fellows are provided clinical experience in surgical critical care, including burn care, and do rotations on the hospital's specialized intensive care units. Fellows are actively involved in clinical research with members of the Division of General Surgery, Trauma, Surgical Critical Care, and Burns.

Research: The Department of Surgery is committed to its mission to achieve national recognition as a leading research entity. The department has developed an infrastructure to support both clinical and translational research and to foster research projects by both faculty and trainees. The surgery residency program has incorporated a robust curriculum in research education, including the teaching of literature review, hypothesis generation, study design, biostatistics, ethics in research, data analysis, and research proposal writing. As part of the training requirement, all residents must present or publish a paper in their first three years of training, with a second such project mandated for their fourth or fifth year.

Department of Urology

Chair: Wayne C. Waltzer

Professors: Zelik I. Frischer, Sardar Ali Khan, Wayne C. Waltzer, Robert J. Wasnick

Associate Professors: Frank Darras, Yefim Sheynkin

Assistant Professors: Howard L. Adler, Rahuldev Bhalla, Ruth Ann Miles, David A. Schulsinger

Nurse Practitioners: Anne Klassert, Yvonne Kwok, Kathy Kelly-Lyons, Jeanne Martin

Physician Assistants: Robert Newman, Matthew Petersen

The Department of Urology at Stony Brook University Hospital provides a wide range of general and tertiary urological care. Subspecialty services include urologic oncology, female urology, laparoscopy, infertility and microsurgery, kidney stone disease and lithotripsy, pediatric urology, reconstructive urology, sexual dysfunction, kidney transplantation and minimally invasive surgery via laparoscopy and robot-assisted surgery using the Da Vinci[®] S HD™ Surgical System.

The majority of the faculty of the Department of Urology are fellowship trained at elite institutions. They offer a wide array of experience in all aspects of urological procedures. The department has a four-year ACGME accredited residency program and works in conjunction with the School of Medicine in providing education to medical students.

The department participates in the second-year medical student curriculum. In the Introduction to Clinical Medicine course, students are taught the male genitourinary physical examination. Following the study of the exam techniques utilizing audiovisual aids and models, small groups of students spend a session with the instructing physician and professional patients, who assist the student in conducting the physical examinations.

Stony Brook medical students may elect a clerkship during the third-year or a sub-internship during the fourth year. During this rotation, emphasis is placed on the urologic history, physical examinations, and differential diagnosis of urologic problems. The basic pathophysiology of urologic disease is emphasized and the rationale for medical and surgical inter-

vention is reviewed. The sub-internship consists of a four-week rotation, which gives a more in-depth exposure to urology. Students are expected to give a presentation at the end of their rotation. Research-based electives are also available to medical students within the Department of Urology.

All students are taught directly by the attending faculty and urology residents. The residents are responsible for orienting the medical students to the day-to-day activities of the service. This gives the residents a chance to exhibit their teaching, professionalism, communication, and system-based practice skills. Activities include morning rounds, selection of participation in specific surgical cases performed within the department, and participation in the out-patient clinic. The residents are also directly responsible for assisting the medical students with history and physical examinations and other clinical patient care activities. The chief resident participates with the attending staff in evaluating all medical students while on their urology rotation.

Residency Program: The educational philosophy of the Department of Urology at Stony Brook University Hospital is to provide the urology resident with an in-depth understanding of the practice of urology, including, but not limited to, patient care, communication skills, medical knowledge, practice-based learning and improvement, professionalism, and system-based practices. In addition to the six competencies, the department provides a strong understanding of the basic scientific, medical, and surgical principles of urology. The department believes that basic and clinical sciences should be integrated into the residency in order to cultivate a physician/urologic surgeon who is well versed not only in the technical aspects of the specialty, but also in a fundamental understanding of the disease processes which affect the urinary tract and the male genital system. The objectives of the urology resident education at Stony Brook are to:

1. Provide a strong didactic, educational environment focused on the six competencies listed above
2. Provide a supervised surgical education with the appropriate evaluative tools
3. Reinforce the concept of self-motivated education, which will serve the resident well in his/her practice in the community, in research, or in academics
4. Provide a strong understanding of the six competencies and emphasize how they are important to the functioning of the physician in today's complex healthcare environment

In summary, the overall emphasis of our program is to provide residents with a well rounded educational experience that will prepare them for a productive and satisfying career in urology. Since the career goals of individual residents may differ, it is our goal to provide a broad base of urologic education from which any career path in urology can be achieved.

Basic Science Departments in the School of Medicine

Department of Anatomical Sciences

Chair: William L. Jungers

Professors: Peter R. Brink (joint), Brigitte Demes, Diane

Doran-Sheehy (joint), John G. Fleagle, Frederick E. Grine (joint), Françoise Jouffroy (adjunct), William L. Jungers, David W. Krause, Susan G. Larson, Lawrence Martin (joint), Russell A. Mittermeier (adjunct), Clinton Rubin (joint), Jack T. Stern, Randall L. Susman, David L. Williamson

Associate Professors: Maureen O'Leary, Erik Seiffert

Assistant Professors: Nathan Kley, Scott Sampson (adjunct), Alan Turner

The department conducts graduate studies leading to the Ph.D. degree, through its own and interdisciplinary programs (e.g., the Interdepartmental Doctoral Program in Anthropological Sciences). It also provides instruction in the anatomical sciences for students in the Schools of Medicine, Health Technology and Management, and Dental Medicine.

Courses

HBA 393, 394 Special Topics from the Anatomical Sciences Literature

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

Prerequisite: permission of instructor

Variable credits, 1-2 per, fall and spring, staff

HBA 398, 399 Research Projects in Anatomical Sciences

An independent research project under faculty supervision emphasizes the principles of experimental design, data collection, evaluation of findings, and reporting of results. Project report required. May be repeated.

Prerequisites: laboratory experience and permission of instructor
2-4 credits per, fall and spring, staff

HBA 521 Gross Anatomy of Head, Neck and Trunk

Tutorial laboratories. Emphasizes dissections of the human head, neck and trunk.

Prerequisite: permission of instructor

4 credits, fall, Dr. Krause

HBA 522 Human Embryology for Dental Students

The development of human structure with emphasis on normal adult anatomy and the more common congenital anomalies, particularly those of the head and neck. Covers the events of early embryonic formation and subsequent organogenesis, excluding that of the urogenital system.

Prerequisite: HBA 521

1 credit, fall, Dr. Krause

HBA 531 The Body

A lecture and laboratory with emphasis on dissection of the entire human body. Includes functional and topographic anatomy, embryology, clinical correlations, and an introduction to radiology.

Prerequisite: permission of instructor

8 credits, fall, Dr. Stern

HBA 540 Human Anatomy for Physical Therapists (DPT)

Lecture followed by laboratory dissection of the human body. Regional approach to the gross anatomy of the human body for physical therapy graduate students. The course is presented in three modules. Module one covers the back, thorax, abdomen, pelvis and perineum. Lectures will cover the regional anatomy of the above as well as conceptual information about the peripheral nervous system, the heart and respiratory system. Module two covers the brain, head and neck. Lecture will address the anatomy and organization of the central nervous system, the cranial nerves, introduction to the anatomy of the special senses and mastication. Module three will offer an expanded view of the functional anatomy of the limbs and musculoskeletal system.

Prerequisite: admission to the Doctoral Program in Physical Therapy

6 credits, summer/fall, Dr. Susman

HBA/DPA 541 Human Evolutionary Anatomy

A lecture and laboratory with emphasis on dissection of the entire human body. Includes functional and comparative anatomy with special emphasis on the musculoskeletal morphology of humans and higher primates.

Prerequisite: permission of instructor

8 credits, fall, Dr. Jungers

HBA 542 Advanced Human Anatomy for Physical Therapists

Regional approach to the gross anatomy of the lower limb for physical therapy graduate students (DPT). The course is presented in conjunction with HAY 519, Kinesiology for Physical Therapists. This module will offer an expanded view of the functional anatomy and anthropology of the hip, thigh, leg and foot. Labs will be three hours, one day per week. Enrollment will be limited to DPT students.

Prerequisite: HBA 540

fall, Dr. Susman

HBA 550 Vertebrate Evolution

Survey of the fossil record of vertebrate evolution. The course emphasizes the origin, phylogeny, comparative and functional morphology, biogeography, and paleontology of vertebrate animals. Laboratory included. The lectures and laboratories will utilize an extensive collection of comparative anatomical material, fossil casts, and slides.

Prerequisites: previous course in human or vertebrate anatomy and permission of instructor

4 credits, spring, alternate years, ABCF grading, Dr. Kley

HBA 551 Phylogenetic Systematics, Biogeography and Comparative Methods

This course will provide students with a familiarity in the practical application of modern phylogenetic methods and the use of phylogenies in framing evolutionary hypotheses. The course will have both a lecture and laboratory component with lectures including in-class discussions of assigned readings. Lab exercises will be devoted to hands-on experience with available software for phylogenetic and comparative methods. Comparative methods examined will include a focus on historical biogeography as well as ancestral state reconstruction,

rates of evolution and diversification, and analysis of adaptation and key innovations.

4 credits, spring, ABCF grading, Dr. Turner

HBA 560 Advanced Regional Anatomy

Advanced human gross anatomy for graduate students or advanced undergraduates in biology, anthropology, and other life sciences.

Prerequisite: permission of instructor

variable credits, summer, Dr. Demes

HBA 561 Human Gross Anatomy

A lecture and laboratory course that includes dissection of the entire human body. The course is organized in three modules: (1) thorax and abdomen, (2) head and neck, including neuroanatomy, and (3) limbs. It covers regional and conceptual information on the gross anatomy of all organ systems in the human body.

Prerequisite: permission of instructor for students that are not enrolled in Stony Brook's Occupational Therapy, Physician Assistant or Respiratory Therapy Programs

5 credits, ABCF grading

HBA 563 Aspects of Animal Mechanics

An introduction to biomechanics. Covers free-body mechanics and kinetics as applied to vertebrate locomotion. Also covers scaling, stress and strain, and muscle physiology as these topics relate to adaptations of the musculoskeletal system. Prerequisite: introductory physics and biology or permission of instructor

2 credits, spring, alternate (odd) years, Drs. Stern, Jungers, and Demes

HBA/DPA 564 Primate Evolution

The taxonomic relationships of the primates and evolutionary history as documented by the fossil record and structural and chemical evidence. Emphasizes primates prior to the origin of the human lineage. Laboratory included. Open to senior undergraduates.

Prerequisite: permission of instructor

4 credits, spring, alternate years, Dr. Fleagle

HBA/DPA 565 Human Evolution

Surveys the fossil record of human evolution from the later Tertiary through the Pleistocene with emphasis on the record of morphological evolution including evolution of the skull, teeth and limbs. Includes the ape-human furcation, radiation of the early hominids, the evolution of *Homo erectus*, Neanderthal man, later human ancestors, the evolution of the brain and intelligence, bipedalism and other morphological complexes. Utilization of comparative anatomical material, fossil casts, and slide collection. Cross-listed with ANT 565.

Prerequisite: permission of instructor

4 credits, fall, alternate years, Dr. Grine

HBA/DPA 566 Studies in Functional Morphology

Introduces the theory and methods of functional morphology. Covers various methods of analysis and the application of experimental techniques such as electromyography or motion analysis as they pertain to the understanding of the interac-

tion between form and function. Emphasizes the analysis of human and non-human primate morphology, and its application to the interpretation of fossil evidence for human and non-human primate evolution.

Prerequisite: permission of instructor
2 credits, spring, alternate (even) years, Dr. Larson

HBA 580 Comparative Anatomy and Evolution of Mammals

The comparative anatomy, evolutionary history and radiation of fossil and living mammals. A major research project on any aspect of mammalian comparative anatomy is required. Supplemented by lectures on the evolutionary history and radiation of mammals. Comparative osteological and fossil cast collections will be utilized. Lecture series can be taken separately as HBA 581.

Prerequisites: previous course in human or vertebrate anatomy and permission of instructor
4 credits, spring, alternate years, Dr. Krause

HBA 581 Evolution of Mammals

The evolutionary history and radiation of mammals from the Mesozoic to the present from a paleontological and anatomical perspective. Emphasizes the origin of mammals and the origin, evolution and anatomical diversity of modern and extinct orders of mammals. Prerequisites: previous course in human or vertebrate anatomy and permission of instructor
2 credits, spring, alternate years, Dr. Krause

HBA 582 Comparative Anatomy of Primates

Laboratory dissection that emphasizes relating structural diversity to behavior and biometrics.

Prerequisites: HBA 564 and previous course in human or vertebrate anatomy and permission of instructor
4 credits, alternate spring, Dr. Fleagle

HBA 590 Projects in Anatomical Sciences

Individual laboratory projects closely supervised by faculty members to be carried out in staff research laboratories. Prerequisite: permission of instructor
1-6 credits per term, fall and spring, staff

HBA 690 Graduate Seminar

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

Prerequisite: permission of instructor
1 credit, fall and spring, staff

HBA 692 Advanced Topics in Anatomical Sciences Literature

Tutorial readings in anatomical sciences with periodic conferences, reports and examinations arranged with the instructor. Prerequisite: permission of instructor
variable and repetitive credits, 1-2 per term, fall and spring, staff

HBA 695 Practicum in Teaching

Practical instruction in the teaching of anatomical sciences carried out under faculty supervision. Prerequisite: permission of instructor
variable and repetitive credits, 1-4 per term, fall and spring, staff

HBA 699 Dissertation Research

Original investigation under supervision of thesis advisor and committee.

Prerequisite: permission of thesis adviser
variable and repetitive credits, 1-9 per term, fall and spring, staff

HBA 800 Full-Time Summer Research

Full-time laboratory research projects supervised by staff members.

Prerequisite: permission of instructor and full-time graduate student status
0 credit, summer, staff

Department of Biochemistry and Cell Biology

Professor and Chair: Robert S. Haltiwanger

Distinguished Professors: William J. Lennarz, Rolf Sternglanz

Professors: Deborah Brown, David Bynum, Vitaly Citovsky, Neta Dean, Dale Deutsch, Peter Gergen, Robert S. Haltiwanger, Nancy Hollingsworth, Masayori Inouye (adjunct), Huilin Li, Erwin London, Chang-Jun Liu (adjunct), Kenneth Marcu, Nisson Schechter, Richard Setlow (adjunct), John Shanklin (adjunct), Sanford Simon, Steven Smith, F. William Studier (adjunct)

Associate Professors: Paul Bingham, Bernadette Holdener, A. Wali Karzai, Harvard Lyman, Aaron Neiman, Hermann Schindelin (adjunct), Keith Sheppard, Gerald Thomsen

Assistant Professor: Kevin Czaplinski

Instructors: Susan Erster, Matthew Schmidt, Joanne Souza

This department offers fundamental courses in biochemistry and cell biology to students in the health professions, as well as to undergraduates and graduates in biochemistry and biology. Its graduate studies are centered on an interdisciplinary program in molecular biology, cell biology, and also a graduate program in biochemistry and structural biology. The department also offers a Biochemistry and Cell Biology (BCB) M.S. program.

Courses

Refer to the Undergraduate Bulletin (Biological Sciences Section) for a complete listing of undergraduate course offerings.

HBC 331 Introductory Biochemistry

An introduction to biochemistry including all aspects of metabolism and the synthesis, structure, and function of DNA, RNA, and protein stresses the medical significance of these aspects of biochemistry.

3 credits, fall, Dr. Schechter

HBC 531 Molecules, Genes and Cells

An integrated course covering the important aspects of biochemistry, cell biology, human and molecular genetics, and histology.

Includes lectures, small group conferences and laboratories and stresses the clinical relevance of the basic science material.

8 credits, fall, Dr. El Maghrabi and Dr. Schechter

MCB 500 Directed Readings in Molecular and Cellular Biology

Directed readings in topics of current interest, under supervision of a faculty sponsor culminating in one or more critical review papers.

Prerequisites: matriculation in graduate program or permission of instructor

1-3 credits, yearly, faculty

MCB 503 Molecular Genetics

Covers gene structure and regulation in prokaryotic and eukaryotic organisms, mutational analysis and mapping, transposable elements and biological DNA transfer mechanisms. Bacteriophage as well as lower and higher eukaryotic systems, are used to illustrate aspects of molecular genetic structure and function. (Note: this course jointly listed as HBM 503)

Prerequisites: matriculation in graduate program or permission of instructor

3 credits, fall, staff

MCB 509, 510 Experimental Molecular and Cellular Biology

An introduction to modern biochemical research techniques. The student spends a half term in the laboratory of each of four different members of the staff selected in consultation with the course director. In each laboratory the student participates in some aspect of the ongoing research pursued by the faculty member.

1-4 credits each term, variable, fall and spring, faculty

MCB/BSB 512 Structural Biology and Spectroscopy

Theoretical principles and experimental methods used in the study of proteins and nucleic acids, e.g., spectroscopy, magnetic resonance and diffraction.

Prerequisites: MCB 520, or undergraduate physical chemistry course, plus matriculation in graduate program or permission of instructor

2 credits, spring, Dr. London

MCB 517 Membrane Biochemistry

Examines the molecular architecture of membranes; the organization, functions, and assembly of lipids and proteins in biological membranes.

Prerequisite: matriculation in graduate program or permission of instructor

1 credit, fall, Dr. London

MCB 520 Graduate Biochemistry I

Several topics in modern biochemistry are treated at an advanced level. Topics covered will include protein structure, enzyme kinetics and mechanisms, and enzyme regulation. Prerequisite: HBC 331, or undergraduate biochemistry course, plus matriculation in graduate program or permission of instructor

3 credits, fall, Dr. London

MCB 531, 532 Graduate Seminar in Molecular and Cellular Biology

Seminars are given by graduate students on current literature in the fields of biochemistry, molecular biology, cell biology or developmental biology.

Prerequisite: matriculation in graduate program or permission of instructor

1 credit, fall and spring, ABCF grading

MCB 580 Teaching Honors

Selected students whose performance in the basic required courses for the graduate program is in the top 10 percent conduct tutorials for first-year graduate students in the program and other students taking graduate courses for credit. The tutors are supervised and graded by program faculty of the graduate program. Successful completion of this course will make the students eligible to receive an "Honors in Teaching" on their transcript.

1 credit, fall and spring

MCB 599 Dissertation Research

Original investigation under the supervision of a member of the staff.

Prerequisite: matriculation in graduate program or permission of instructor

1-12 credits, fall and spring, S/U grading

MCB 601, 602 Colloquium in Molecular and Cellular Biology

A weekly series of talks and discussions by visiting scientists covering current research and thinking in various aspects of molecular and cellular biology. Required for all MCB graduate students. Attendance is mandatory. Visitors welcome. Prerequisite: matriculation in graduate program or permission of instructor

1 credit, fall and spring, S/U grading

MCB 603, 604 Student Seminar in Molecular and Cellular Biology

Seminars given by graduate students on the progress of their own thesis research. Required of all students every term in which they are registered in Graduate Studies in Molecular Biology and Biochemistry. Attendance is mandatory. Visitors welcome.

1 credit each, fall and spring, faculty

MCB 656 Cell Biology

Introduces the structural and functional organization of cells and tissues and the way structure relates to function. Emphasizes cell organelle structure and function in specialized cells in tissues. The organization and interaction of cells in tissues also covered. The course is comparative and includes examples of tissues from vertebrates, invertebrates, and plant prokaryotic systems. Cross-listed with HBA 656.

4 credits, spring, Dr. Gary Zieve

MCB 657 Principles of Development

Covers developing systems at all levels from the morphological to the molecular. Illustrative material from both animal and plant kingdoms are used. Special attention given to gametogenesis, genetic control of early development, transcrip-

tional and translational control of protein synthesis, the role of cell division and cell movements, and cell-to-cell interactions in defining developing systems. Cross-listed with HBA 657.
Prerequisite: MCB 656
3 credits, fall, Dr. Lyman

MCB 688 Advanced Seminars

Topics to be arranged. Visitors are welcome.
Prerequisite: matriculation in graduate program or permission of instructor
1 credit each, fall and spring

MCB 699 Dissertation Research on Campus

Prerequisite: Must be advanced to candidacy (G5). Major portion of research must take place on SBU campus, at Cold Spring Harbor, or at the Brookhaven National Lab.
Prerequisite: matriculation in graduate program or permission of instructor.
1-12 credits, fall, spring, and summer, S/U grading, may be repeated for credit

MCB 800 Summer Research

Prerequisite: matriculation in graduate program or permission of instructor
0 credits, S/U grading

BSB 509, 510 Experimental Biochemistry and Structural Biology

An introduction to modern biochemical research techniques. The student spends a half-semester in the laboratory of each of four different members of the faculty. In each laboratory, the student participates in some aspect of the research being pursued by the faculty member.
1-6 credits, fall and spring, ABCF grading, may be repeated for credit

BSB 515 Computational Methods in Biochemistry and Structural Biology

Computational methods used in sequence searching and analysis, bioinformatics, graphical analysis of proteins, and nucleic acids.
Prerequisite: this class is restricted to first-year BSB, HBM and HBH Ph.D., students and second-year MCB Ph.D. students. Exceptions require approval from the course instructor
1 credit, fall, S/U grading

BSB 531, 532 Journal Club in Biochemistry and Structural Biology

Provides students with a forum for acquiring skills involved in the critical analysis and presentation of scientific data by active participation in seminars of major topics in structural biology and biochemistry, and critical discussion of selected topics with presentation of papers from the literature.
Prerequisites: must be registered in the BSB program
1 credit, fall and spring, ABCF grading, may be repeated for credit

BSB 580 Advanced Structural Biology

Advanced topics in NMR spectroscopy and structural biology
Prerequisites: Physical Biochemistry (MCB 512)
2 credits, spring, ABCF grading, may be repeated for credit

BSB 581 Teaching Honors

Selected students whose performance in the basic required courses for the graduate program is in the top 10 percent conduct tutorials for first-year graduate students in the program and other students taking graduate courses for credit. The tutors are supervised and graded by faculty of the graduate program. Successful completion of this course makes students eligible to receive "Honors in Teaching" on their transcripts.
1 credit, fall and spring, S/U grading, may be repeated for credit

BSB 599 Research

Original investigation undertaken with the supervision of a faculty member.
1-12 credits, fall and spring, S/U grading, may be repeated for credit

BSB 601, 602 Colloquium in Biochemistry and Structural Biology

A weekly series of talks and discussions by visiting scientists covering current research and thinking in various aspects of structural biology and biochemistry.
Prerequisite: must be registered in the BSB program
1 credit, fall and spring, S/U grading, may be repeated for credit

BSB 603, 604 Student Seminars in Biochemistry and Structural Biology

Seminars given by graduate students on the progress of their own thesis research. Required of all students every semester in which they are registered in the Graduate Program in Biochemistry and Structural Biology. Attendance is mandatory. Visitors are welcome.
Prerequisite: must be registered in the BSB program
1 credit, fall and spring, S/U grading, visitors are welcome

BSB 699 Dissertation Research on Campus

Original investigations undertaken as part of the Ph.D. program under supervision of a research committee. Prerequisite: Advancement to candidacy (G5). Major portion of research must take place on SBU campus, or at the Brookhaven National Laboratory and Cold Spring Harbor Laboratory.
1-12 credits, fall, spring, and summer, S/U grading, may be repeated for credit

BSB 800 Summer Research

0 credits, S/U grading, may be repeated for credit

BCB 551 Introduction to Research in Biochemistry and Cell Biology

A series of talks, discussions, and practical exercises to address topics related to research in biochemistry and cell biology such as: laboratory etiquette, the laboratory notebook: practical and legal aspects; experimental design; critical evaluation of the literature; analysis and presentation of data; and experimental techniques used in biochemistry and cell biology.
Prerequisites: Matriculation in M.S. program or permission of instructor
2 credits, fall, ABCF grading

BCB 552 Advanced Laboratory Methods in Biochemistry and Cell Biology

Introduces the details of theoretical principles and experimental techniques used to investigate the properties and interactions of biological molecules. Students will familiarize themselves with the instrumentation and techniques used to investigate different biochemical problems through a combination of lectures, demonstrations, and/or laboratory work. Various topics will be covered, such as cell culture and manipulation; protein purification and characterization using electrophoretic, spectroscopic and thermodynamic techniques; the identification of proteins by mass spectrometry; nucleic acid purification and the utilization of PCR and microarray technologies to investigate cellular function at the molecular level. Prerequisite: Matriculation in M.S. program or permission of the instructor

3 credits, fall, ABCF grading

BCB 559 M.S. Research Practicum in Biochemistry and Cell Biology

The student will be introduced to modern biochemical research techniques through participation in ongoing research in the laboratory of a Biochemistry and Cell Biology faculty member for one semester. Student must obtain permission to register from a sponsoring faculty member.

Prerequisite: Matriculation in M.S. program and permission of instructor

4 credits, fall, spring, summer I and II, S/U grading

BCB 599 M.S. Thesis Research in Biochemistry and Cell Biology

Prerequisite: Student must identify and obtain permission to register from a sponsoring faculty member. Research will take place on the Stony Brook campus, at Brookhaven National Laboratory, or as an internship under the guidance of an approved mentor in the laboratory of a local biotechnology company.

Prerequisites: Matriculation in M.S. program and permission of instructor

1-9 credits, fall, spring, summer I and II, S/U grading

Department of Biomedical Engineering

Chair: Clinton T. Rubin

Graduate Program Director: Helmut Strey

Undergraduate Program Director: Mary Frame

Distinguished Professors: Benjamin Chu, Miriam Rafailovich, Clinton T. Rubin

Professors: Helene Benveniste, Danny Bluestein, Peter Brink, Richard Clark, Ira Cohen, Peter Djuric, Shmuel Einav, Joanna Fowler, Fred Grine, Gregory Hannon, Donald P. Harrington, Benjamin Hsiao, Arie E. Kaufman, Jerome Liang, Richard Mathia, W.R. McCombie, Partha Mitra, Yingtian Pan, Yi-Xian Qin, Nathaniel Reichek, Wei Zhu

Associate Professors: Terry Button, Avraham Dilmanian,

Emilia Entcheva, Mary Frame, Gene Gindi, Michael Hadjiargyrou, Stefan Judex, Klaus Mueller, Scott Powers, Steven Skiena, Irene Solomon, Helmut Strey, Paul Vaska, Michael Zhang, Wei Zhao

Assistant Professors: Anil Dhundale, Yu Shin Ding, James W. Goldfarb, Rita Goldstein, James Hainfeld, Kathryn Kolsky, Jean Logan, Jonathan Liu, Lisa Miller, Michiko Miura, Louis Pena, Nand Reland, Robert Rizzo, David Schlyer, Balaji Sitharaman, Lillianne Strey, Peter Thanos, Paul Vaska, Marcelo Vazquez, Mark Wagshul, Yi Wang, Keith Welsh, Zhong Zhong

Biomedical engineering is at the forefront of medicine's technologic revolution; its many successes have raised expectations for the prevention, diagnosis, and treatment of disease. Faculty at Stony Brook University have been active contributors to the cutting-edge of this technology, and our University is building on internationally acclaimed strengths in Bioelectromagnetics, biomechanics, biomaterials, biotechnology, tissue engineering, instrumentation and medical imaging. The program in biomedical engineering trains individuals with baccalaureate degrees in engineering, applied mathematics, and the sciences to provide them with the synthesis, design, and analysis skills necessary to contribute effectively to the advancement of science and technology in health and medical care.

Graduate degree programs are offered at the master's and doctoral levels. These programs provide two distinct avenues of graduate study in biomedical engineering: the doctoral level is directed toward the student interested in a research or academic career, and the master's level for those primarily interested in the application of biomedical engineering concepts in the development of advanced technology in biomedical products and processes. The department's goal of actively promoting the development of a creative, versatile biomedical engineer is accomplished by exposing the individual to the biology, engineering, and business concepts critical to succeeding in the biomedical research and development environment. The program's goal is to actively promote the development of versatile biomedical engineers. This includes in-depth exposure to the biological and the engineering concepts underlying physiological processes. A Bachelor of Engineering in Biomedical Engineering (B.E.) is also offered.

To provide the permanent foundation on which to build a career in biomedical engineering, an integrated core set of biomedical engineering courses have been implemented. These provide our biomedical engineering students with the underlying engineering principles required to understand how biological organisms are formed and how they respond to their environment. Students will attain a credible level of sophistication in their understanding of cell, tissue, and organ physiology. The student is then able to complement this background with additional engineering courses either within the Program in Biomedical Engineering (PIBE), or in the other disciplines of engineering.

The graduate program relies on the core set of courses to provide our biomedical engineering students with an overview of the biophysical principles involved in cell, tissue, and organ biology. The progression of the four PIBE core courses requires three resident terms to complete. In addition to these four courses, a seminar series providing exposure to the breadth of bioengineering research and development

activities both within the University, as well as throughout the scientific/industrial community, is required of all PIBE students through their first two years of study. Finally, each course has a component of independent study to nurture the student's abilities to pursue a topic specialized interest.

Curriculum Requirements

Master's Degree Curriculum: The Master's of Science Degree in BME is achieved by completing the core course and track/specialization requirements. The program of study can be chosen from any of the following approved tracks/specializations: general, biomechanics, biosignals, medical physics, or molecular bioengineering. The general program of study can be custom tailored in consultation with your faculty advisor/mentor to accommodate almost any BME area of interest. The core courses that all new graduate students must take are as follows: BME 501 Engineering Principles in Cell Biology, BME 502 Adv. Num. Comput. Analysis Appl. Biol. Syst., BME 505 Prin. and Practice of BME I, BME 520 Lab. Rotation I, BME 521 Lab. Rotation II. All students (except those pursuing the Medical Physics Track) must also fulfill a business/management course requirement, which can be met by taking: BME 509 Fundamentals of the Bioscience Industry or any MBA class (MBA 501–507, 511 or 589) from the School of Business. A given track/specialization will have additional requirements, which includes a minimum of six technical elective courses, 3 of which have to be BME. Students must maintain an overall grade point average (GPA) of 3.0 or better, and must maintain a GPA of 3.0 or better for all core courses.

Thesis or Non-Thesis Options: The student has the option of earning the Master's of Science Degree in BME on either a thesis or non-thesis track. The non-thesis option is recommended for students who wish to pursue a career in industry that does not involve Research and Development (R&D). If non-thesis, the student undertakes elective graduate coursework to complete the 31 credits. The thesis option is recommended for students who will be continuing on for their doctoral degree and for students who wish to pursue an industrial career with an R&D focus. If non-thesis, the student can generally complete the requirements in three full-time academic semesters. In the thesis option, in addition to the general requirements, the student must complete at least six credits of thesis research (BME 599), and submit and defend a written thesis. Generally, it takes four full-time academic semesters to complete the M.S. degree with the Thesis option.

Doctoral Degree Curriculum: A minimum of 15 graduate credits, beyond the Master's in BME level, is required for completion of the Doctor of Philosophy degree in BME. There are no course requirements per se, though certain courses may be required to fill any gaps in the student's knowledge. Following completion of a qualifying exam, and independent basic research program will be undertaken. One semester of teaching practicum must be satisfactorily performed. Completion of this research program will culminate in the submission and oral defense of a dissertation. The University requires at least two consecutive semesters of full-time graduate studies. All requirements for the Ph.D. must be completed within seven years after the completion of 24 credits of graduate study.

Undergraduate Biomedical Engineering Program

The Department of Biomedical Engineering offers the major in biomedical engineering, leading to the B.E. degree. In a rigorous, cross-disciplinary training and research environment, the major program provides an engineering education along with a strong background in the biological and physical sciences. It is designed to enhance the development of creativity and collaboration through study of a specialization within the field of biomedical engineering. Teamwork, communication skills, and hands-on laboratory and research experience are emphasized. The curriculum provides students with the underlying engineering principles required to understand how biological organisms are formed and how they respond to their environment.

Graduate Biomedical Engineering Program

The graduate program relies on the core set of courses to provide our biomedical engineering students with an overview of the biophysical principles involved in cell, tissue, and organ biology. The progression of the five BME core courses requires three resident terms to complete. In addition to these four courses, a seminar series providing exposure to the breadth of Biomedical Engineering research and development activities, both within the University as well as throughout the scientific/industrial community, is required of all BME students through their first two years of study. Finally, each course has a component of independent study to nurture the student's abilities to pursue a topic of specialized interest.

Degrees available through this program include the following:

- Master's of Science (M.S.) in Biomedical Engineering
- Doctor of Philosophy (Ph.D.) in Biomedical Engineering

The First Year

For M.S. students, the first year of study includes core courses, electives, and attending the PIBE seminars. Students in the M.S. research track are required to identify a research advisor by the end of their first spring semester in the program. For doctoral students, the first year includes preparation for the qualifying examination, taking any classes as directed by their Dissertation Defense Committee, and initiation of independent research. Most doctoral students will take their qualifying examination within the first year. Some international students may be required to take remedial English courses, depending upon their mastery of the language. Students who are being financially supported by teaching assistantships will assist designated faculty in instructing undergraduate students.

The Second Year and Beyond

In the second year, most students will finish any remaining core and elective courses. M.S. research track students will have begun their research projects under a faculty member's supervision.

Once Ph.D. students have successfully passed their qualifying examination, they have no further requirements except

the completion and defense of an original dissertation. To improve scientific communication skills, all students participate in the weekly program laboratory seminars where faculty, postdoc, and graduate students present the latest research from their laboratories. These intimate, yet informal, meetings allow students to learn by watching and presenting research in a friendly and critical environment.

Graduate Course Offerings

BME 501 Engineering Principles in Cell Biology

Course content is directed toward describing the physico-chemical and biological interactions within cells, and between cells and their environment. The course has two main objectives: 1) to equip students with essential knowledge and stimulate intuitive understanding of molecular and cell biology; 2) to introduce and develop common engineering concepts and approaches for quantitative analysis of physical-chemical systems in the context of cell biology. The long-term goal is to help students operate effectively at the interface of cell biology and engineering, and apply their knowledge of molecular and cellular phenomena and the analytical techniques learned in this course to the design and development of products and processes for improving health and/or medical care. Therefore, a major component of this course will be an individual project requiring the development of a patent for a biomedical device or process, which relies on one or more of the biological (cell and molecular level) and engineering principles covered in class.

3 credits, fall semester, Michael Hadjiargyrou

BME 502 Advanced Numerical and Computation Analysis Applied to Biological Systems

Course Objectives: Numerical analyses of biological data; a unified mathematical/time series framework for modeling and mining biological data. Applications range from cardio-respiratory, renal blood pressure/flow and sequence (DNA, RNA, proteins) to gene expression data. Tools of data analysis include linear algebra, interpolation and extrapolation, parametric and nonparametric spectral estimation with the FFT and singular value decomposition, statistical description of data and integration of ordinary differential equations. Special focus will be placed on the use of linear and nonlinear numerical methods for the identification of physiological system dynamics and the development of computer simulation techniques to study dynamic response of physiological systems.

3 credits, spring, Helmut Strey

BME 503 Cell and Molecular Imaging

This course will cover basics of optics, microscopy, spectroscopy and fluorescence in the context of imaging at the cellular and molecular level. Recently developed advanced imaging techniques for probing protein interactions and live cell functions will also be discussed.

3 credits, fall, Emilia Entcheva

BME 504 Biomaterials Science and Analysis

Course content is directed toward providing an introductory treatment of the engineering issues implicit in understanding living tissue interactions with processed materials. Emphasis

on identifying and eliminating surface contamination, corrosion, and optimizing material surface properties and compatibility.

3 credits, spring, Balaji Sitharaman

BME 505 Principles and Practice in Biomedical Engineering

Introduces first year graduate students to the basic and clinical research at the cutting-edge of biomedical engineering. The course has two key components: the first is a seminar series presented by internationally renowned bioengineers. An interactive discussion of topic-specific scientific literature precedes the formal presentation. The second component of the course is teaming up with a physician, in rounds, the operating theatre, clinics, etc., to get exposure to the real-life problems that face the medical community. It is hoped that the mix of science and clinic will move students toward determining how they can make contributions to health and society.

2 credits, fall, C. Rubin

BME 508 Molecular and Cellular Biomechanics

Course content revolves around the effects and interactions of mechanical forces at the cellular and molecular level. The topics will range from describing the molecular and cellular basis of the adaptation of tissues to physical signals, through prescribing specific mechanical environments for improved tissue engineering, delineating relevant molecular, cellular, and biomechanical techniques, all the way to issues involved in the development and approval of diagnostics and therapeutics in molecular engineering. For a deeper understanding of the course material as well as to allow students to apply their newly gained knowledge, this course will contain a module on the design and analysis of experiments (i.e., applied biostatistics) and incorporate practical exercises in both laboratory (e.g., a real time PCR experiment) or simulated computer settings (e.g., modeling of cell behavior).

3 credits, fall, Stefan Judex

BME 509 Fundamentals of the Bioscience Industry

A four-module course set up to provide students with a comprehensive introduction to the complexities of the bioscience business environment. Registration in BME 509 is by permission of Graduate Program Director.

3 credits, spring, Clinton Rubin

BME 510 Biomechanics

This course emphasizes the application of continuum mechanics to living tissues and organs in order to describe the material properties and their behavior under loading and stress. The interrelationship between biomechanics and physiology is examined in normal function and in disease processes. This course focuses on the physiology of tissue and organ systems in the context of mechanics, stress, strain, viscoelasticity and material behavior, and the constitutive equations and the field equations governing fluids and fluid flow, with an emphasis on the cardiovascular and musculoskeletal systems. Emphasis is placed on the utilization of engineering principles to analyze processes at the tissue and organ levels, covering soft and hard tissues and organs (blood, cardiovascular system, bone, cartilage, etc.) and to understand how these principles could be applied toward the design and development of prosthetic devices.

3 credits, fall, Danny Bluestein

BME 517 Radiation Physics

This graduate offering provides an initial physical background required for the study of the medical physics. Sources of ionizing radiation including radioactivity (natural and manmade) and x-ray producing devices are studied as well as sources of non-ionizing radiations such as radiofrequency and ultrasound. The physical aspects of these radiations are characterized by their interaction with matter and methods for their detection.
3 credits, Terry Button

BME 518 Radiobiology

The biological consequences of irradiation (ionizing, ultrasound, laser, RF, etc.) will be examined. Interaction mechanisms will first be examined followed by examination of the of the radiation impact at the molecular and cellular level. The use of radiation for therapeutic gain will be considered. As well, models will be developed for risk estimates. Topics to be covered will include: target theory, biological response, NSD and risk estimates.
3 credits, Terry Button

BME 519 Medical Health Physics

This course discusses the health physics and safety issues associated with radiological devices, facilities and procedures.
3 credits, spring, Nand Reland

BME 520 Lab Rotation I

The first of two required semester-long research rotations in BME faculty laboratories. Students learn and perform new research skills with the aim of completing a research project that would be suitable for presentation at a national BME research conference.

BME 521 Lab Rotation II

The second of two required semester-long research rotations in BME faculty laboratories. Students learn and perform new research skills with the aim of completing a research project that would be suitable for presentation at a national BME research conference.
1-3 credits

BME 525 Tissue Engineering

Course deals with basics of molecular and cellular biology, bio-material formulation and engineering principles that are relevant to tissue engineering, leading to the principles and practice of designing an engineered tissue, which will be facilitated by a design project.
3 credits, spring, Richard Clark

BME 526 Biological Systems Engineering

This course is a hands-on study of systems engineering in biology, using computer modeling to conceptualize and simulate a wide variety of applications. Computer wizardry not required; all skills taught in class. Appropriate and applicable to all BME tracks.
3 credits, Lilianne Mujica-Parodi

BME 530 Medical Image Formation

This course covers the physical aspects of medical image formation. Image receptor design/optimization, reconstruction

techniques, device hardware and performance characteristics are considered.

3 credits, Wei Zhao

BME 531 Biosensing and Bioimaging

Basic concepts of biosensing and bioimaging, which include the elements of biological systems and bioimmobilizers, traditional electrode and novel optical transducers, and advanced biomedical optical imaging systems.

3 credits, Yingtian Pan

BME 532 Time Series Based Modeling of Biological Data

Unified mathematical/time series framework for modeling and mining biological data. Applications range from cardio-respiratory, renal blood pressure/flow and sequence (DNA, RNA, proteins) to gene expression data. Tools of data analysis include neural networks, time-invariant and time-varying spectral methods, fractal and nonlinear dynamics techniques, hidden markov model, clustering analysis, and various system identification techniques.

3 credits, Ki Chon

BME 534 Functional Genomics

Course provides foundation in concepts of functional genomics and proteomics. Topics include organization and complexity of the mammalian genome and mechanisms of expression of genes, gene expression analysis technologies with a strong focus on construction and utilization of DNA microarrays, and tools for determining gene function by perturbation of gene expression.

3 credits, Michael Hadjiargyrou

BME 540 Radiation Oncology Physics

This course provides a background in therapeutic instrumentation, dosimetry, and treatment planning.

3 credits

BME 545 Cellular Physiology and Biophysics

Cellular structure and function. Topics include ion channels excitability, transport, energetics and metabolism, contraction, secretion, and communication within and between cells. Emphasizes quantitative analysis of cellular processes. Course includes a laboratory with demonstrations and discussions of current issues in cellular physiology and biophysics.

4 credits

BME 571 Microfluids in the Biological Systems

This course will outline theory and applications of special fluid handling conditions associated with living systems.

3 credits, Mary Frame

BME 572 Biomolecular Analysis

This interdisciplinary course is intended for graduate students and advanced undergraduates in departments such as Biomedical Engineering, Chemistry, Physics, Biology and Chemical Engineering. This course will give an introduction to single molecule experiments using fluorescence, optical traps, AFM cantilevers, microneedles, magnetic microbeads as well as micro and nanofluidic devices.

3 credits

BME 599 Biomedical Engineering Research

Research to be supervised by a faculty member of the Program in Biomedical Engineering. Students must have permission of instructor and enroll in appropriate section. Faculty to be identified by the student.

1-9 credits

BME 601 Cardiovascular Fluid Mechanics

The course will cover the application of fluid mechanics principles to the analysis of blood flow in the cardiovascular system under normal and pathological conditions. It will follow an historical time line by beginning with the most basic models of arterial blood flow, and proceed to the most advanced theories related to physiology and pathology flow phenomena, including an examination of the most up to date research in the area and the development of devices and implants.

3 credits

BME 602 Topics in Biomedical Applications of Neural Networks

This is a project-based course, which includes weekly seminars discussing advanced topics in fuzzy logic and neural networks and their applications, in biomedical devices. Applications include drug delivery, diagnostics, management information handling. Students utilize simulation software to develop algorithms to deal successfully with training data sets of their own choosing.

3 credits

BME 604 Finite Element Modeling in Biology and Medicine

Both finite difference and FEM are applied to solve the equations of incompressible and compressible fluid flow in porous media with emphasis on flows in skeletal tissues, i.e., bone and cartilage. Steady-state, transient flow, permeability and surface boundary conditions are discussed. Practical and recent studies in the field are also discussed. Programming using FORTRAN or C languages will be required. The student is also introduced to commercially available software packages.

3 credits, Y.X. Qin

BME 605 Biomechanics of Tactile Sensory Systems

Detailed study of the biomechanics of tactile neurophysiology for engineers entering the field of haptics and robotics manipulations. Anatomy and electrophysiology of transducer cells and neurons starting at the fingertips and extending to the somatosensory cortex. Characteristics of the external stimulus and its peripheral transformation. Relations of these topics to perceptual and/or behavioral responses.

3 credits

BME 606 Drug Gene Delivery

Applications of biodegradable and biocompatible polymers in the design of drug and gene delivery systems for site-specific applications. A broad overview on the origin and development of controlled release therapeutic devices will be provided. Existing and proven commercial products will be examined. The second half of the course will be devoted to the use of DNA as a therapeutic entity and issues relevant to DNA delivery will be explored. An assessment of the most up-

to-date DNA delivery technologies will be presented. Students are required to write a term paper on a drug or gene delivery topics of their choice. Students are also expected to give presentations on drug delivery and gene therapy related topics during the course.

3 credits, Weiliam Chen

BME 610 Magnetic Resonance

This course provides a comprehensive study of magnetic resonance and its applications in medical imaging. An introduction of NMR is followed with development of the hardware and processing aspects required for MR image formation. An overview of basic and advanced MR imaging techniques is provided. Each student will select a topic in MR imaging for presentation at the conclusion of the course.

3 credits, Mark Wagshul

BME 612 Biomedical Engineering Aspects for the Use of Radiation in Medicine

This course provides a comprehensive study of the use of radiation in medicine. Physical aspects of the interaction of radiation with matter and for the radiation production are initially considered. The underlying principles of current radiation based medical imaging are considered next. Topics include radiography, fluoroscopy, radionuclide imaging, and computed tomography. The use of radiation for the treatment of malignancy is considered with the focus on required technology. Finally advanced applications of radiation are considered with focus on imaging and treatment. Each student will select a topic examining the engineering or technical application of radiation in medicine for presentation at the conclusion of the course.

3 credits

BME 615 Clinical Nuclear Imaging

This course is designed to prepare the medical physics graduate student in the area of clinical medical imaging. In this clinical rotation, medical physics methods for: planar film, DR, CR, mammography, fluoroscopy, CT, ultrasound and MRI performance evaluations will be introduced. In addition, basic medical ethics, radiographic anatomy and radiation safety will be covered. A total of 200 clinical hours will be completed in this program.

4 credits

BME 616 Clinical Nuclear Medical Imaging

This course is designed to prepare the medical physics graduate student in the area of clinical nuclear medicine imaging. In this clinical rotation, the students will be exposed to radionuclide processes, radiopharmaceuticals including radioactive gases and aerosols-prepartio, characteristics and radiation dosimetry, in vitro and in vivo radiation detection systems, imaging systems and their performance evaluations. In addition, basic medical ethics, clinical interpretations and radiation safety will be covered. A total of 150 clinical hours will be completed in this program.

4 credits

BME 617 Clinical Radiation Oncology Physics

This course is designed to prepare the medical physics graduate student in the area of clinical radiation oncology physics.

In this clinical rotation, the student will learn by observation and participation some of a selection of the following medical physics procedures: LINAC Beam Dosimetry (ion chamber measurement techniques, film dosimetry (radiographic and radiochromic), diode dosimetry, TLD dosimetry, water phantom scanning), implementation of photon and electron beam calibration protocols (AAPM TG51), LINAC beam data measurement and tabulation, commissioning a TPS system, LINAC, acceptance testing, LINAC monthly QA, HDR QA and planning, and IMRT inverse planning and IMRT clinical QA. A total of 120 clinical hours will be completed in this program.

4 credits

BME 690 Biomedical Engineering Research

Biomedical Engineering research for doctoral students who have already received their M.S. degree, but have not yet advanced to candidacy.

1-9 credits

BME 698 Practicum in Teaching

Undergraduate teaching to be supervised by a faculty member of the Program in Biomedical Engineering. Course to be identified by the student and graduate studies director.

1-3 credits

BME 699 Biomedical Engineering Dissertation Research on Campus

Research to be supervised by a faculty member of the program. Prerequisite: students must be advanced to candidacy (G5); permission of instructor and enroll in appropriate section

1-9 credits

BME 700 Biomedical Engineering Dissertation Research Off Campus

Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place off-campus, but in the U.S. and/or U.S. provinces.

BME 800 Biomedical Engineering Research

Full-time summer research

Department of Molecular Genetics and Microbiology

Chair: Jorge L. Benach

Professors: Jorge L. Benach, James B. Bliska, Carol A. Carter, Nicholas Delihias, Martha Furie, A. Bruce Futcher, Michael J. Hayman, Patrick Hearing, Eugene R. Katz, James B. Konopka, Kenneth B. Marcu, Nancy C. Reich, Roy Steigbigel, Eckard Wimmer (Distinguished)

Associate Professors: Janet C. Hearing, A. Wali Karzai, Janet K. Leatherwood, Aniko Paul, Eric Spitzer, David Thanassi

Assistant Professors: Nicholas A. Carpino, Edward Chan, Howard Crawford, Christopher Lee, Ando van der Velden, Wei-Xing Zong

Research Assistant Professors: Jeronimo Cello, Sangeet Honey, Laura Katona, Steffen Mueller, Anjaruwee Nimmual, Philomena Ostapchuk, Anne Savitt, Nobuhide Ueki, Gloria Viboud

Adjunct Professors: Carl W. Anderson, Dafna Bar-Sagi, John J. Dunn, Christine Ginocchio, Gregory Hannon, Huilin Li, Bettie M. Steinberg, Bruce W. Stillman, William F. Studier, Kevin J. Tracey

Instructor: George J. Burton

The Department of Molecular Genetics and Microbiology provides a focus for research activities ranging from the analysis of mechanisms responsible for the pathogenicity of microorganisms to the identification of genes involved in human cancer. Key discoveries in molecular genetics have been made in this department and world-renown scientists have flourished in this environment.

The department occupies laboratories and offices in the Life Sciences Building and the Centers for Molecular Medicine, a state of the art research and teaching facility. The research laboratories are fully equipped and, in addition, the department provides access to a variety of central facilities and services: a cell culture and hybridoma facility, microinjection facility, microscopy facilities, glassware washing, microarray facility, an analytical equipment lab, environmental rooms, darkrooms, and other department-shared equipment which are readily available to students and trainees.

As a basic science department of the School of Medicine, the department offers a diversified course of study leading to the Ph.D. degree in Molecular Genetics and Microbiology. The major areas of study are the basic mechanisms of viral and bacterial pathogenesis, cell growth, signal transduction and the molecular mechanisms of cancer. The pre-doctoral training program offers its students the opportunity to study topics in virology, bacteriology, immunology, biochemistry, and cell and developmental biology utilizing the experimental approaches of the molecular biologist and geneticist. Instruction and course planning involve faculty members from the Department of Molecular Genetics and Microbiology, and selected members from the Departments of Biochemistry and Cell Biology, Medicine, Pathology, and Pharmacology, and from three outside institutions, Cold Spring Harbor Laboratory, Brookhaven National Laboratory, and The Feinstein Institute for Medical Research. The department also offers undergraduate and graduate courses that are required for majors in the health-related professions as well as the basic sciences.

The department has an active seminar program of outside speakers who present topics relevant to molecular microbiology and genetics. In addition, there is a yearly retreat in which ongoing research in the department and recent progress in the field are presented and discussed. The department also presents a colloquium each fall on human diseases, with outstanding researchers from throughout the world presenting their current work on the selected topic.

Our training opportunities lead the way in interdisciplinary research with clinical and basic research cooperation in the fields of cancer research and infectious disease.

Courses

HBM 320 General Microbiology

A study of the molecular structure, functional anatomy, growth, genetics, and pathogenic mechanisms of microbial agents with an emphasis on bacteria and viruses. Non-specific and specific host defenses and the control of microorganisms will also be covered. Satisfies the microbiology requirements for admission to most allied health, nursing, optometry, and veterinary medicine professional schools.

Prerequisites: BIO 202, CHE 132

3 credits, spring

HBM 321 General Microbiology Laboratory

Complementing the lecture material of HBM 320, this optional laboratory covers basic and applied microbiological methods. Students are introduced to methods for isolating pure cultures, microscopy and staining, quantitation of bacteria, and determination of sensitivity to antimicrobial agents. This laboratory is limited to pre-veterinary and pre-health professional students.

Corequisite: HBM 320

1 credit, spring

HBM 393, 394 Special Topics from the Microbiology Literature

Directed readings in molecular genetics and microbiology with periodic conferences, reports, and examinations arranged with the instructors in the department, culminating in a final paper reviewing the literature.

Prerequisite: permission of instructor

1-2 credits, fall/spring

HBM 398, 399 Research Project in Microbiology

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

Prerequisites: laboratory experience and permission of the supervising instructor

2-4 credits, fall/spring, may be repeated for credit

HBM 503 Molecular Genetics

Introduces the classical work and current developments in lower and higher genetic systems. Covers gene structure and regulation in prokaryotic and eukaryotic organisms, mutational analysis and mapping, transposable elements, and biological DNA transfer mechanisms. Bacteriophage as well as lower and higher eukaryotic systems are used to illustrate aspects of molecular genetic structure and function. This course is offered as both MCB 503 and HBM 503.

Prerequisite: matriculation in graduate program or permission of instructor

3 credits, fall, ABCF grading

HBM 509, 510 Experimental Microbiology

An introduction to modern microbiological research for graduate students. The selection of laboratories is made in consultation with the student's advisory committee. By taking part in ongoing projects, the student will learn experimental procedures and

techniques and become acquainted with research opportunities in the Molecular Genetics and Microbiology Program.

Prerequisites: matriculation in a graduate program and permission of the graduate studies director and the lab director
1-8 credits, fall, S/U grading

HBM 511 Introduction to Biophysical Chemistry

Introduces the chemical principles and techniques needed for the study of biological macromolecules. Topics to be covered include solution chemistry, chemical thermodynamics, binding and dissociation equilibrium, denaturation phenomena, spectroscopy, and hydrodynamics. This course is intended to prepare non-chemistry majors for more advanced work in biophysics.

3 credits, fall, ABCF grading

HBM 522 Biology of Cancer

A short course with the emphasis on cancer as a disease of man. Lectures address human cancer as seen by the clinician and as basic research relating to human disease. This course provides students with a link between courses in cell and molecular biology and the application of this basic information to tumor management.

1 credit, spring, even years, ABCF grading

HBM 531 Medical Microbiology

Provides a foundation for understanding the basic aspects of the growth, regulation, structure and function of viruses, bacteria and eukaryotic pathogens. This microbiological foundation is used to understand the pathogenesis of infection. The properties of the infectious agents are correlated to human disease. Laboratory experiments demonstrate basic techniques to identify and quantitate microorganisms. Prerequisite: matriculated Stony Brook second-year medical and dental students.

1-4 credits, fall, H, HP, and P grading

HBM 599 Graduate Research in Microbiology

Original investigations under faculty supervision. Prerequisite: permission of instructor

1-9 credits, fall/spring, ABCF grading, may be repeated for credit

HBM 640 Molecular Mechanisms of Microbial Pathogenesis

This course covers the principles and molecular mechanisms of pathogenesis of a selected group of the best understood viral and bacterial pathogens. A major focus of the course relates to pathogen modification of host extracellular and intracellular signaling events, as well as pathogen-host interactions pertaining to the innate, humoral and cellular responses to infection. The material is presented by invited lecturers who are leaders in their fields. This course is directed to graduate students, post-doctorate and medical fellows, and advanced medical students who are contemplating careers in infectious disease research.

Prerequisite: HBM/BMO 503 and BMO 520

3 credits, fall, ABCF grading

HBM 690 Microbiology Student Seminar

A weekly meeting devoted to current research in the department. Enrolled students present seminars each week throughout the term.

Prerequisite: permission of instructor

1 credit, fall/spring, S/U grading, may be repeated for credit

HBM 691 Readings in Microbiology Literature

Readings in microbiology literature that cover areas of molecular biology and genetics.

Prerequisite: permission of instructor

1 credit, fall, ABCF grading

HBM 692 Experimental Methods in Molecular Genetics and Microbiology

An introduction to methods used in molecular biology. Lectures, presented by invited faculty, focus on specific techniques in molecular biology and are followed by group discussions of one or several papers from the literature that utilized these techniques.

Prerequisite: permission of instructor

1-2 credits, spring, ABCF grading

HBM 699 Dissertation Research on Campus

For the student who has advanced to candidacy. Original research will be under the supervision of the dissertation adviser and advisory committee.

Prerequisites: advancement to candidacy; permission of the dissertation advisor; major portion of research must take place on the SBU campus, at CSHL, BNL, or The Feinstein Institute for Medical Research

1-9 credits, fall/spring/summer, ABCF grading, may be repeated for credit

HBM 800 Full-time Summer Research

Full-time laboratory research projects supervised by staff members.

Prerequisites: permission of instructor and full-time graduate student status

0 credits, summer, S/U grading

Department of Neurobiology and Behavior

Chair: Lorna Role

Distinguished Professor: Lorne M. Mendell

Leading Professor: Gary G. Matthews

Professors: Paul R. Adams, John B. Cabot, L. Craig Evinger, Simon Halegoua, Mary Kritzer, Joel M. Levine, Gary G. Matthews, David McKinnon, Lorne M. Mendell, Lorna Role, Lonnie Wollmuth, Stephen Yazulla

Associate Professors: William F. Collins III, Maurice Kernan, Howard Sirotkin

Assistant Professors: Alfredo Fontanini, Shaoyu Ge, Giancarlo La Camera, Ariana Maffei, Maya Shelly

This department offers fundamental courses in neurobiology to students in the health professions as well as to undergraduates and graduates in biology. Its graduate studies are centered on the program in neuroscience.

Courses

BIO 203-E Fundamentals of Biology: Cellular and Organ Physiology

The fundamentals of cell and organ physiology in mammalian and non-mammalian organisms. The structure and function of cell membranes and the physiology of cell to cell signaling, cellular respiration, and homeostasis of organs and organisms are examined with an emphasis on the comparative physiology of vertebrates and invertebrates.

Prerequisite: level 3 or higher on the mathematics placement exam or BME 100

Pre- or Corequisites: CHE 123 or 129 or 131 or 141, M.A.T 125 or higher or AM.S. 151

3 credits

BIO 208-H Cell, Brain, Mind

An introduction to the human brain and how it is the target of diseases, drugs, and psychological disturbances. The course explores these topics through a knowledge of basic cell neurobiology. The implications of brain science for human behavior in society are also considered. Not for major credit.

Prerequisite: BIO 101 or 150; Advisory Prerequisite: high school chemistry

3 credits

BIO 317 Principles of Cellular Signaling

Basic principles of cellular signaling and maintenance of cellular and organismic homeostasis through intra and intercellular signaling mechanisms. Emphasis is on relationships between nuclear events and ongoing processes of the cell. The roles of membrane receptors and second-messenger pathways in mediating such diverse events as bacterial chemotaxis, protozoan locomotion, and secretion are discussed.

Prerequisites: C or higher in BIO 202 and 203

3 credits

BIO 328 Mammalian Physiology

The basic principles of mammalian physiology. The subject matter includes circulation, respiration, nutrition, excretion (and their control by the nervous and endocrine systems), and sensation and coordination. May not be taken for credit in addition to HBY 350.

Prerequisite: BIO 203; Advisory Prerequisite: CHE 132 or 142

3 credits

BIO 334 Principles of Neurobiology

The ionic basis of nerve potentials, the physiology of synapses, sense organs and effectors, and the integrative action of the nervous system are discussed.

Prerequisites: BIO 203, CHE 131 or 141

3 credits

BIO 335 Animal Physiology Laboratory

Laboratory exercises designed to illustrate principles learned in BIO 328. Topics include muscles and hormones, physiological activities of nerves, circulation, respiration, excretion, digestion, sensory function, and central processes of coordination. One hour of lecture, one hour of recitation and one three-hour laboratory per week.

Prerequisites: CHE 132, 133; BIO 204 and 205 (beginning fall 2008)
Pre- or Corequisite: BIO 328

3 credits

BIO 338 From Synapse to Circuit: Self-organization of the Brain

Exploration of basic neural and synaptic mechanisms and the operation of representative brain circuits, using both theoretical approaches and experimental evidence. Particular attention is given to Hebb's Rule, its cellular basis, its consequences for circuit self-organization, and its limits. A solid background in a mathematical, physical, or biological science is desirable, but most relevant background material is covered in the course. Prerequisite: BIO 203 or CHE 132 or PHY 122; Advisory Prerequisite: BIO 334

3 credits

BIO 339 Molecular Development of the Nervous System

An introduction to the molecular events that underlie development and plasticity of both the peripheral and central nervous systems, with a focus on neuronal mechanisms. Molecular and genetic approaches to the analysis of neural induction, neuronal differentiation, neuronal death and survival, neurotrophic factors, synapse formation and plasticity are presented.

Prerequisite: BIO 202; Advisory Prerequisite: BIO 203 or 325

3 credits

BIO 446 Readings in Neurobiology and Physiology

Tutorial readings in the biological sciences. This course may be repeated, but not more than two credits may be used toward biology major requirements. Limit of one topic per semester.

Prerequisite: written permission of instructor and undergraduate studies committee

1-2 credits per course, S/U grading

BIO 486 Research in Neurobiology and Physiology

In this course, the student works under the supervision of a faculty member in developing an individual project that makes use of the knowledge and techniques acquired in previous courses. The student prepares an appropriate report on the project. Any of the courses may be taken for more than two semesters but no more than four credits of research and internship may be used for biology major requirements. Limit of one topic per semester.

Prerequisite: written permission of instructor and undergraduate studies committee; request for committee approval must be submitted no later than two days prior to the last day of the add period as scheduled in the academic calendar

0-6 credits, S/U grading

BNB 551 Writing Neuroscience

Seminar course for doctoral students providing practical instruction in written communication in neuroscience. Topics include writing effective abstracts, cover letters, figure captions, and grant specific aims, among others.

1-2 credits, fall, faculty

BNB 555 Laboratory Rotations in Neuroscience

Course for doctoral students in Neuroscience in which students participate in three formal laboratory rotations in program faculty laboratories during the first year. Students make oral presentations for each rotation. Instruction is provided in how to organize and present material in a seminar format, including the proper use of visual aids. Enrollment restricted to students in the graduate Program in Neuroscience.

Prerequisite: faculty approval

1-3 credits, fall/spring, faculty

BNB 560 Introduction to Mammalian Neuroanatomy

This course consists of visual presentations and supplemental lectures providing an overview of the structural organization of the nervous system. The mammalian nervous system and its sensory, motor, and cognitive components are emphasized. Opportunities for examination of whole brains and histological sections, and some hands-on experience with basic neuroanatomical techniques may also be available.

1-2 credits, winter

BNB 561 Introduction to Neuroscience I

First of a two-semester neuroscience core course introducing students to basic principles of neuroscience. The major focus is cellular and molecular neuroscience. Topics covered include the ionic basis of resting potentials and electrical excitability, the structure, function and molecular biology of voltage- and ligand-gated ion channels, exocytosis, cellular networks, and gene regulation.

Prerequisites: BIO 334 or equivalent and permission of instructor

4 credits, fall, faculty

BNB 562 Introduction to Neuroscience II

Second of a two-semester core course introducing students to basic principles of neuroscience. The major focus is systems neuroscience. Topics covered include analyses of all of the major sensory systems, motor systems, and systems mediating higher order, cognitive functions in the nervous system.

4 credits, spring, faculty

BNB 563 Advanced Topics in Neuroscience I

This course includes one to three separate modules taught by different faculty on focused topics in neuroscience, typically focusing on synaptic plasticity and development.

1-3 credits fall, faculty

BNB 564 Advanced Topics in Neuroscience II

This course includes one to three separate modules taught by different faculty on focused topics in neuroscience.

1-3 credits spring, faculty

BNB 597 Seminar Themes

This course focuses on current research topics in neuroscience and is integrated with the Neuroscience Seminar Series. It is centered on a common research theme. Students discuss manuscripts, attend seminars, and meet with outside speakers.

1 credit, fall/spring, faculty

BNB 599 Research

Original investigation undertaken with supervision of a member of the Program in Neuroscience.

variable credit, fall and spring, faculty

BNB 655 Neuropharmacology

An advanced course for graduate students interested in developing an understanding of neuropharmacology. Following a general introduction to the nerve cell structure, synaptic and chemical transmission, three themes receptors, receptors as channels, and G-protein-coupled receptors are developed. Recent advances in cell and molecular biology provide the framework for instruction and discussion. Cross-listed with HBH 655.

3 credits, spring, even years only, faculty

BNB 697 Advanced Neuroscience Seminar Series

Students attend weekly seminar presentations typically given by visiting speakers. Seminars include sub-series of three to four lectures that focus on a particular topic in contemporary neuroscience.

1 credit, fall and spring, faculty

BNB 699 Dissertation Research on Campus

Original investigations undertaken as part of the Ph.D. program under the supervision of the dissertation committee.

credits to be arranged, fall and spring

HBN 531 Neuroscience I: Medical Neuroscience

This course provides an integrative overview of the structure and function of the mammalian nervous system with an emphasis on the human brain. It begins with a series of lectures centered on the cellular foundations and development of the nervous system and its function, and with more in-depth explorations of its sensory, motor and higher order systems, e.g., memory, cognition and emotion. Where appropriate, basic principals of function are illustrated by examples from clinical neurology, psychiatry, and neurosurgery. Interactive lectures are supplemented by patient presentations, neuroanatomical reviews and clinical correlates/problem solving sessions, and student group working sessions to reinforce the material and ground it within clinical contexts.

Department of Pharmacological Sciences

Chair: Michael A. Frohman

Distinguished Professors: Seymour Cohen (Emeritus), Arthur P. Grollman, William Van der Kloot (Emeritus), Edward Reich (Emeritus)

Professors: Daniel Bogenhagen, Moises Eisenberg, Paul

Fisher, Laura Fochtman, Michael Frohman, Charles Iden, Francis Johnson, Craig C. Malbon, Masaaki Moriya, Joav Prives, Basil Rigas, Shinya Shibutani, Roy Steigbigel, Joel Sussman, Ken- Ichi Takemaru, Masaru Takeshita (Emeritus), Styliani-Anna Tsirka, Stephen Vitkun

Associate Professors: Miguel Berrios, Howard Crawford, Carlos de los Santos, Feng-Qian Li, Sidonie A. Morrison, Orlando Scharer, Ken Ichi Takemaru, David Talmage

Assistant Professors: Adan Aguirre, Roger Cameron, Emily Chen, Holly Colognato, Dax Fu, Miguel Garcia-Diaz, Kathleen G. Dickman, Thomas Rosenquist, Jessica Seeliger, Markus Seeliger, Panayotis K. Thanos, Fayanne Thorngate, Robert Watson

Adjunct Professors: Rodney Bednar, Caroline Kisker, Phil Marcus, Barbara Messina, Fernando Salles

Instructors: Kimberly Conlon, Daryl Henderson

Pharmacology is an interdisciplinary science that explores the effects of exogenous chemicals and endogenous signals on biological systems. Faculty research interests emphasize the molecular mechanisms of the action of drugs, hormones, and toxins. Areas of research include chemical biology and toxicology, neuropharmacology, and a variety of types of signal transduction. Teaching is directed toward an understanding of the basic principles underlying the therapeutic and toxic actions of drugs and chemicals.

The department provides instruction for professional students in the schools of the Health Sciences Center and offers graduate and upper-division courses in pharmacology, toxicology, and therapeutics. A Ph.D.-granting graduate program is offered through the Graduate School and the School of Medicine. An undergraduate pharmacology program is provided through the College of Arts and Sciences.

Courses

HBH 330 Fundamentals of Pharmacology I

Covers the basic principles that underlie the action of drugs on physiological processes. These principles are applied to the specific action of drugs on the autonomic nervous system. In addition, the pharmacology of cardiovascular drugs is covered in detail.

2 credits, module 3, Dr. Berrios

HBH 331 Fundamentals of Pharmacology II

A continuation of HBH 330. Covers the action of drugs on individual systems as well as drug-drug interactions emphasizing the mechanisms of drug action. Surveys therapeutic applications and adverse drug reactions.

Prerequisite: HBH 330

3 credits, modules 4-6, Dr. Berrios

HBH 332 Pharmacology in Cardiorespiratory Sciences

Includes the basic principles of drug actions and covers drug applications in the autonomic, cardiovascular and respiratory systems. For cardiorespiratory sciences students enrolled in the School of Health Technology and Management.

3 credits, modules 3, 4, not offered all semesters, Dr. Prives

HBH 393, 394 Topics in Pharmacology*

Tutorial readings in pharmacology with the periodic conferences, reports and examinations arranged with the instructor. Open to third- and fourth-year students.

Prerequisite: permission of the instructor
1-5 credits per term, fall and spring, staff

HBH 396, 398, 399 Research Project in Pharmacology**

Independent research under faculty supervision, emphasizing principles of experimental design, data collection, evaluation of findings and reporting of results. Project report required. May be repeated.

Prerequisites: laboratory experience and permission of supervising instructor
1-6 credits per term, summer, fall and spring, staff

HBH 501 Principles of Pharmacology

Basic principles and mechanism of drug distribution, absorption, metabolism, and elimination. Principles of chemical carcinogenesis and tumor promotion. Autonomic, Smooth Muscle, and CNS Pharmacology. Pharmacology of specific drugs of historical interest including alcohol, antibiotics, aspirin, nicotine and morphine. Review of anticoagulants and thrombolytic agents, antiparasitic, and drugs for the treatment of allergic conditions and gout. Includes discussion of specific cases taken from clinical practice and a presentation based on a set of selected readings. Cross-listed with BCP 401 Principles of Pharmacology.

Prerequisites: permission of instructor
4 credits, fall

HBH 502 Advanced Principles of Pharmacology

Advanced concepts of drug metabolism, pharmacokinetics, biochemical, and molecular mechanisms of drug action and drug resistance in human disease states. Toxicological agents and environmental pollutants. The pharmacology of autocoids, anti-inflammatories, immunosuppressants and anti-asthmatics. Rational drug design and drug receptor interactions using computer molecular modeling techniques. Includes discussion of specific cases taken from clinical practice and a presentation based on a set of selected readings. Cross-listed with BCP 402 Advanced Principles of Pharmacology.

Prerequisite: HBH 501
4 credits, spring

HBH 510 Pharmacology: Principles and Practice

Introduces the basic principles of pharmacology and covers drugs with action in the autonomic and central nervous systems. Includes the discussion of specific cases taken from the clinical practice.

Prerequisite: open only to students enrolled in the Physician Assistant Graduate Program
2 credits, module, Dr. Berrios

HBH 511 Pharmacology: Principles and Practice

Continuation of HBH 510. Covers the action of drugs acting in the cardiovascular, respiratory, gastrointestinal, renal, and endocrine systems, as well as anticoagulant, anti-inflammatory, anti-microbial, and anticancer agents. Includes the discussion of specific cases taken from the clinical practice.

Prerequisite: HBH 510, open only to students enrolled in the Physician Assistant Graduate Program
4 credits, module, Dr. Berrios

HBH 531 Principles of Medical Pharmacology

Basic principles that underlie actions of drugs on physiological processes with particular reference to their therapeutic and toxic actions. For medical and dental students.

Prerequisites: physiology, biochemistry, and permission of instructor and admission to Graduate Health Sciences Center Program
5 credits, modules 4-6, Dr. Fisher and staff

HBH 545 Biochemical Laboratory Techniques

Introduces theoretical principles and experimental techniques used in modern biological research. Lectures and homework assignments explore topics in basic molecular and cellular techniques.

Prerequisites: permission of instructor; admission to graduate Health Sciences Center program
1 credit, fall, ABCF grading, Dr. Crawford and staff

HBH 546 Biochemical Laboratory Techniques

Continuation of HBH 545. Lectures and demonstrations present topics in chromatography, mass spectrometry, protein sequencing, sedimentation, electrophoresis, ligand binding, basic pharmacological methods and statistical analysis of data. Includes procedures for the safe handling of toxic chemicals and radioisotopes.

Prerequisites: permission of instructor; admission to graduate Health Sciences Center program
1 credit, spring, ABCF grading, Dr. Crawford and staff

HBH 560 Proposal Preparation in Regulatory Biology

A literature-based course focusing on major research areas in molecular, cellular and biochemical pharmacology. The first part of the course will expose students to styles of research grant writing. The second part of the course will focus on student research grant writing and presentations of these research proposals. Due to the coordination of this course with the Qualifying Exam, registration is limited to Pharmacology graduate students.

variable credits, fall and spring, term 0 mods, ABCF grading, Drs. Fisher and Frohman and staff

HBH 580 Selected Topics in Pharmacology

Student seminars and readings on topics arranged through consultation with staff.

Prerequisite: full-time pharmacology graduate status
variable and repetitive credits, 0-1 per, fall and spring, Drs. Colognato and Du

HBH 590 Pharmacology Seminars

Advanced research seminars by staff and visiting lecturers. Prerequisite: full-time pharmacology graduate status
0-1 credits, repetitive, fall and spring

HBH 599 Graduate Research in Pharmacological Sciences

Original research projects under faculty supervision. Prerequisite: permission of instructor
variable credits, 0-12 per term, fall, spring and summer, staff

*Joint Appointment, Cold spring Harbor Laboratory

**Arts and Sciences students may receive no more than a total of six credits in one semester of any combination of courses numbered HBH 393-399.

HBH 601 Practicum in Teaching Pharmacology

Practical experience and instruction in the teaching of pharmacology carried out under faculty orientation and supervision. Prerequisite: permission of instructor and full-time pharmacology graduate status
0-1 credits, fall and spring

HBH 631 Graduate Pharmacology I

Basic principles of pharmacology will be discussed including pharmacokinetics and pharmacodynamics in both normal and various disease states. Major problems in human pharmacology will be considered including obesity, diabetes, hypertension, and heart failure. Underlying physiology as well as pathophysiologic background will be presented. Drug design and development will be discussed from both scientific and socio-economic perspectives.

Prerequisites: Graduate Biochemistry, BMO 520; Molecular Genetics, MCB 503; Graduate Cell Biology BCD 656; or consent of instructor

3 credits, fall and spring, every year, ABCF grading

HBH 632 Graduate Pharmacology II

This course introduces second-year graduate students to chemotherapy agents used to combat bacterial and viral infections as well as cancers. The course develops a detailed understanding of the strategies involved in identifying drug targets in these two diverse therapeutic settings. The antibacterial lectures emphasize the problem of drug resistance and the need to develop new agents to combat resistant organisms. The anti-cancer lectures begin with a comprehensive analysis of the molecular basis of cellular transformation leading to neoplastic disease. Lectures on cancer therapy emphasize the contrast between conventional cytotoxic chemotherapy and novel therapeutic approaches guided by recent developments in cancer research. Novel computational biology and structural biology approaches are featured throughout the course. Each student is expected to make two formal journal-club style presentations during the course and to actively participate in group discussion.

Prerequisites: Graduate Biochemistry, BMO 520; Molecular Genetics, MCB 503; Graduate Cell Biology, BCD 656; Graduate Pharmacology I, HBH 631

3 credits, every year, ABCF grading

HBH 655 Neuropharmacology

An advanced course for graduate students interested in developing an understanding of neuropharmacology and research on this topic. Following a general introduction to the nerve cell structure, synaptic and chemical transmission, three themes receptors, receptors as channels, and G-protein-coupled receptors are developed. Recent advances in cell and molecular biology provide the framework for instruction and discussion.

Prerequisites: full-time matriculated graduate status and permission of instructor, Drs. S. Tsirka and M. Evinger

3 credits, spring, even years, ABCF grading

HBH 699 Dissertation Research on Campus

Original investigation undertaken as part of the Ph.D. program under supervision of thesis adviser and committee on site, where major portion of their research will take place on

Stony Brook University Campus, Cold spring Harbor, or Brookhaven National Laboratory

Prerequisite: permission of thesis adviser

variable and repetitive credits, 1-9, fall, spring, and summer

HBH 700 Dissertation Research in Pharmacology off Campus-Domestic

Original investigation undertaken as part of the Ph.D., program under supervision of thesis adviser and committee off site, and is to be registered for when a major portion of the student's research will take place off-campus but in the U.S. and/or U.S. provinces.

Prerequisite: permission of thesis adviser

variable and repetitive credits, 1-9, fall, spring, and summer

HBH 701 Dissertation Research Off Campus-International

Original investigation undertaken as part of the Ph.D., program under supervision of thesis adviser and committee off site, and is to be registered for when a major portion of research will take place outside of the U.S. and or U.S. provinces.

Prerequisite: permission of thesis adviser

variable and repetitive credits, 1-9, fall, spring, and summer

HBH 800 Full-Time Summer Research

Full-time laboratory research projects supervised by staff members.

Prerequisites: permission of instructor and full-time pharmacology graduate student status

0 credit, summer, staff

HM 800 Clinical Pharmacology

This course is designed to provide fourth-year medical students with practical information about therapeutics. Using a case-oriented approach, students are taught to develop a systematic approach to specific, more common, therapeutic interventions. Basic principles of clinical pharmacology are emphasized with the goal of having students understand drug interactions, dosing schedules, alterations needed in treating the elderly and patients with renal or hepatic dysfunction. Restricted to fourth-year students only.

Prerequisite: permission of instructor

Drs. Grollman and Steigbigel

For the undergraduate pharmacology program offerings in the College of Arts and Sciences, please refer to the Undergraduate Bulletin.

BCP 394 Environmental Toxicology and Public Health

Principles of toxicology will be presented and problems associated with major classes of toxic chemicals to human and environmental health examined. Case studies dealing with current waste management issues will also be discussed. Students will be required to integrate basic information on the chemistry and biology of toxic compounds and apply this knowledge in a multidisciplinary context.

Prerequisites: BIO 201 (or the discontinued BIO 151), CHEM 131 (or equivalent) or permission

This course fulfills an upper division DEC requirement in Category H

BCP 400 Writing in Pharmacology

See requirements for the major in pharmacology, upper-division writing requirement.

Prerequisites: pharmacology major; upper-division standing
0 credits, fall and spring, S/U grading

BCP 401 Principles of Pharmacology

Basic principles and mechanisms of drug distribution, absorption, metabolism, and elimination. Principles of chemical carcinogenesis and tumor promotion. Autonomic, smooth-muscle, and CNS pharmacology. Pharmacology of specific drugs of historical interest including alcohol, antibiotics, aspirin, nicotine, and morphine. Review of anticoagulants and thrombolytic agents, antiparasitics, and drugs for the treatment of allergic conditions and gout.

Prerequisites: BIO 362, CHE 322 and 327, a GPA of 3.0 or higher in these courses and their prerequisites

Corequisite: BCP 403

3 credits, fall

BCP 402 Advanced Pharmacology

Advanced concepts of drug metabolism, pharmacokinetics, biochemical and molecular mechanisms of drug action, and drug resistance in human disease states. Toxicological agents and environmental pollutants. The pharmacology of autocoids, anti-inflammatories, immunosuppressants, and antiasthmatics. Rational drug design and drug receptor interactions using computer molecular modeling techniques.

Prerequisites: BCP 401 and 403

Corequisite: BCP 404

3 credits, spring

BCP 403 Principles of Pharmacology Laboratory

The use of computer software for data collection and analysis. Illustrations of the principles of drug absorption, distribution, metabolism, and elimination. In vitro assays that demonstrate dose response relationships. Principles of bioassays. Determination of drug potency using isolated tissue preparations. Determination of the affinity of an antagonist for an agonist at a receptor site. Evaluation of potencies of anesthetics, analgesics, and anticonvulsant agents.

Corequisite: BCP 401

2 credits, fall

BCP 404 Advanced Pharmacology Laboratory

The use of molecular modeling software for the understanding of structure activity relationships. In vivo studies to demonstrate the pharmacological mechanism of action of drugs acting on the autonomic, cardiovascular, and renal systems. Pharmacokinetic studies, using HPLC, to determine the rate of absorption, distribution, and excretion of therapeutic agents. Radio- and enzyme-immunoassays for the detection of circulating hormones. Cell culture techniques for drug determination and evaluation.

Prerequisites: BCP 401 and 403

Corequisite: BCP 402

2 credits, spring

BCP 406 Pharmacology Colloquium

Research Seminars in Pharmacology and toxicology presented by faculty and distinguished scientists from academic and industrial institutions. A one-hour Journal Club/Discussion Session precedes seminar to review a reference paper relevant to the research concepts to be presented. Students are expected to develop an understanding of the scientific principles given in the colloquium. Speakers meet with the students after the seminar to discuss research concepts and to answer questions. May be repeated.

Prerequisites: BIO 202 and 203, CHE 322, GPA of 3.0 required in these courses and their prerequisites

2 credits, spring

BCP 475 Undergraduate Teaching Practicum in Pharmacology

Prerequisites: Pharmacology Major; U-4 standing; permission of department

3 credits, S/U grading

BCP 487 Research in Pharmacology

Completion of an individual student research project under the supervision of a faculty member. Previously acquired laboratory course techniques and new procedures are utilized. Experimental results must be submitted to the department for grade evaluation in the format of a research report. Not for credit in addition to HBH 396, 398, and 399. May be repeated. Prerequisites: BIO 202 and 203 (or the discontinued BIO 152); CHE 322 and 327; a G.P.A. of 3.0 in these courses and their prerequisites; permission of instructor and department

0 to 3 credits, fall and spring

BCP 488 Internship

Research participation in off-campus laboratories, the pharmaceutical industry, and other academic and public agencies. Students are required to submit to the department a proposal at the time of registration and a report at the end of the semester. Prerequisites: BIO 361, CHE 322, GPA of 3.0 or higher in these courses and their prerequisites; permission of department and Office of Undergraduate Studies

3-6 credits, summer, S/U grading

Department of Physiology and Biophysics

Chair: Peter R. Brink

Vice Chair: W. Todd Miller

Professors: Peter R. Brink, John B. Cabot, Carol Carter, Ira S. Cohen, James P. Dilger, Norman H. Edelman, Emelia Entcheva, Roger A. Johnson, Sardar Ali Kahn, Irvin B. Krukenkamp, Irwin J. Kurland, Richard T. Mathias, Stuart G.A. McLaughlin, Lorne Mendell, W. Todd Miller, Leon C. Moore, Michael R. Rosen, Sami Said, Suzanne Scarlata, Gerald Smaldone, Steven O. Smith, George Stephano, John C. Sutherland, William Van der Kloot (Emeritus)

Associate Professors: Ki H. Chon, Chris Clausen, Raafat El-Maghrabi, James B. Konopka, Richard Z. Lin, David

McKinnon, Mario Rebecchi, Irene C. Solomon, Ilan Spector, Hsien-Yu Wang, Thomas White

Assistant Professors: Mark Bowen, Roger Cameron, Howard Crawford, Sergey Doronin, Mary Frame, Junyuan Gao, Sindhu Kaumari, Zhongju Lu, Scott Lowe, Nicholas Nassar, Srinivas Pentyala, Irina Potopova, Barbara Rosati, Virginijus Valiunas, Kulandiaappan Varadaraj

The Department of Physiology and Biophysics offers a program of study leading to a Doctor of Philosophy or Master's of Science degree. The Department of Physiology and Biophysics has responsibility for teaching in the schools of the Health Sciences Center and for graduate studies. Molecular, cellular, organ physiology and biophysics are the principle areas of teaching and research specialization. The department's focus of interest is in the following general areas:

- 1) Hormonal regulation of cell function and metabolism, with special emphasis on intercellular and intracellular signaling mechanisms
- 2) Biophysical studies of membranes and proteins
- 3) Cellular physiology and electrophysiology
- 4) Preconditioning and arrhythmia prevention. Studies are conducted at the molecular, sub-cellular, cellular, organ and intact animal levels
- 5) Biosystems

Courses

HBY 350 Physiology

The normal functioning of human tissues and organs and their regulation and integration by the nervous and endocrine systems. Emphasizes physiological control systems and the preservation of the constancy of the internal environment. Prerequisites: college courses in biology and chemistry and some background in physical sciences or permission of the instructor; primarily intended for students in the SHTM program and pharmacology majors.

4 credits, fall, Dr. Clausen and staff

HBY 393, 394 Special Topics from Physiology and Biophysics Literature

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

Prerequisite: permission of instructor

1-2 credits per term, fall and spring, staff

HBY 398, 399 Research Project in Physiology and Biophysics

An independent research project under faculty supervision that emphasizes the principles of experimental design, data collection, evaluation of findings, and reporting of results. Project report required. May be repeated.

Prerequisites: laboratory experience and permission of the supervising instructor

0-4 credits per term, fall and spring, staff

HBY 501 Physiology

Introduces normal function of human tissues and organs and their regulation by nervous and endocrine systems. Emphasizes the organization and function of physiological control systems and the maintenance of a constant internal environment. Enrollment restricted to fully matriculated graduate students, with permission of instructor.

4 credits, fall, Dr. Clausen and staff

HBY 530 Cellular Physiology and Biophysics

Cellular structure and function. Topics include ion channels, excitability, transport, energetics and metabolism, contraction, secretion, and communication within and between cells. Emphasizes quantitative analysis of cellular processes. Prerequisite: undergraduate physics, physical chemistry, biology, calculus, or permission of instructor

1-3 credits, variable, fall, Drs. Mathias, Miller and staff

HBY 531 Medical Physiology

A graduate-level introduction to the physiology of the organ systems with ultrastructural correlations. Ultrastructural correlations are demonstrated in a laboratory setting using histological preparations in conjunction with electron micrographs illustrating the relevant ultrastructure needed to understand the normal functioning of tissues and organs. The physiology of the major organ systems is addressed in a lecture format with the emphasis on problem solving. Relevant clinical correlations are addressed at the end of each block in so far as they illustrate how symptoms and signs of disease result from disordered physiology. Organ Systems addresses the structure and function of the cardiovascular, respiratory, renal, gastrointestinal, endocrine, skeletal, reproductive, and integumentary systems.

Prerequisites: permission of instructor

8 credits, spring, Dr. Cameron and staff

HBY 553 Signal Transduction

The course will emphasize fundamental concepts in signal transduction (e.g., membrane-protein and protein-protein interactions, amplification of signals), and individual lectures will apply these concepts at each stage of cell signaling from the cell surface to the nucleus, where signal transduction leads to specific gene expression.

3 credits, spring, odd year, staff

HBY 554 Principles of Neuroscience

The aim of this course is to highlight and create an understanding as to how the human nervous system operates. Prerequisite: undergraduate biochemistry, biology and chemistry; permission of instructor

2 credits, ABCF grading

HBY 557 Advanced Physiology

This course is designed to introduce students to integrative approaches in biomedical research. Emphasis will be placed on the primary physiological concepts of control, communication, signal processing, metabolism and replication.

Prerequisites: systems physiology, biochemistry; and permission of instructor

3 credits, fall, Dr. Solomon and staff

HBY 561 Statistical Analysis of Physiological Data

1 credit, spring, Drs. Moore, Clausen and staff

HBY 562 Model-Based Analysis of Physiological Data

1 credit, spring, Drs. Moore, Clausen and staff

HBY 564 Experimental Teaching in System Physiology

A series of lectures and laboratory exercises designed to introduce students to in vivo experimental techniques used in systems physiology. Emphasis will be placed on the ethical use of rodents in biomedical research the measurement of physiological variables. Data acquisition and analysis procedures used in cardiovascular, respiratory, neural, and renal physiology will also be covered.

1 credit, spring, Dr. Solomon

HBY 565 Mathematical Models of Physiological and Biophysical Systems

An introduction to mathematical modeling of cell and tissue function. Topics include the derivation and numerical solution of models of cell homeostasis, membrane transport and presentations, and completion of a modeling project.

3 credits, fall, Drs. Moore and Clausen

HBY 570 Student Journal Club

Graduate student presentation on a selected topic with faculty consultation.

Prerequisite: limited to students of the physiology and biophysics program

1 credit per semester, repetitive, fall and spring, staff

HBY 590 Special Topics in Physiology and Biophysics

Student's seminars on topics to be arranged through consultation with faculty members.

Prerequisite: permission of instructor

1 credit per term, repetitive, fall and spring, staff

HBY 591 Physiology and Biophysics Research

Original investigation under the supervision of a staff member.

Prerequisite: permission of instructor

1-12 credits per term, repetitive, fall and spring, staff

HBY 690 Seminar in Physiology and Biophysics

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

Prerequisite: limited to students of the physiology and biophysics program

0-1 credit per term, repetitive, fall and spring, staff

HBY 695 Practicum in Teaching in Physiology and Biophysics

Practical experience and instruction in the teaching of physiology and biophysics carried out under faculty orientation and supervision.

Prerequisite: permission of instructor

1 credit per term, repetitive, fall and spring, staff

HBY 699 Dissertation Research in Physiology

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

Prerequisite: must be advanced to candidacy (G5); permission of thesis advisor

1-9 credits, fall, spring and summer, may be repeated for credit

HBY 700 Dissertation Research Off Campus-Domestic

Major portion of research will take place off-campus, but in the U.S. and/or U.S. provinces. Please note, Brookhaven National Lab and the Cold spring Harbor Lab are considered on-campus.

Prerequisite: advancement to candidacy (G5); permission of thesis advisor

1-9 credits, fall, spring and summer, may be repeated for credit

HBY 701 Dissertation Research Off-Campus—International

Major portion of research will take place outside of the U.S. and/or U.S. provinces.

Prerequisite: must be advanced to candidacy (G5), permission thesis advisor

1-9 credits, fall, spring and summer, may be repeated for credit

HBY 800 Full-Time Summer Research

Full-time laboratory research projects supervised by staff members.

Prerequisites: permission of instructor and full-time graduate status

0 credit, summer, staff

HBY 554 Principles of Neuroscience

The aim of this course is to highlight and create an understanding as to how the human nervous system operates.

Prerequisite: undergraduate biochemistry, biology and chemistry; permission of instructor

2 credits, ABCF grading



University Services and Other Information



Bookstores

The University Bookstore is located on the ground level of the Melville Library, opposite the Stony Brook Union. It stocks a wide selection of new and used textbooks, reference books, study aids, general books, school supplies, art supplies, engineering supplies, residence hall living supplies, Stony Brook logo clothing, Seawolves logo clothing, class rings, gifts and novelties, greeting cards, health and beauty aids, electronics, stationery, backpacks, magazines, candy, and snacks.

The Bookstore Campus Account (BCA) is a taxable debit account that offers the convenience of purchasing textbooks and school supplies in the University Bookstore, Matthew's HSC Medical Bookstore, and the Seawolves Marketplace without carrying cash; just present your University ID card. A BCA can be opened in increments of \$100; choose an amount from \$200 to \$1,000. The amount you select is charged to your Student Account and may be deferred against financial aid or paid in monthly installments using the University's Time Option Payment Plan (TOPP). It must be listed on your TOPP application. To open a BCA account, visit www.stonybrook.edu/bca. No refunds can be provided until the end of the academic year unless a student officially withdraws from the University.

The University Bookstore also offers the following services: Prepackaged Textbook Program, Textbook Guarantee Program, Credit Card Authorization, and Parent's Lifeline. For more information about these services, store hours, and more general information, visit the University Bookstore online at <http://sunysb.bncollege.com> or call (631) 632-6550.

The Health Sciences Center (HSC) Bookstore is operated by Matthew's Medical Bookstores under the direction of the Faculty Student Association. Located in Room 310 on Level 2 of the Health Sciences Center, it offers the largest selection of medical/health science books in the region, in addition to textbooks, school supplies, a range of college merchandise, daily necessities, and medical equipment for practitioners. The HSC Bookstore honors special book requests, providing customers with easy access to the hundreds of thousands of medical reference titles available. The HSC Bookstore also carries a wide selection of imprinted clothing and gifts, greeting cards, stationery items, general reading books, and magazines.

For more information, call the HSC Bookstore at (631) 444-3685 or visit www.matthewsmedsuny.com

Campus Recreation

The Department of Campus Recreation coordinates many programs for the University community, including intramural sports, wellness programs, sport clubs, informal open recreation, special events, and equipment rental. Students, faculty, and staff are encouraged to take advantage of the many recreational programs and fitness facilities on campus.

Sports Complex Facilities

The Stony Brook campus has two main facilities where you can exercise during free time. Both are located on the main campus on John Toll Drive across from the Physics Building. Access is free to all students, faculty, and staff with University ID.

The west wing of the Indoor Sports Complex opened in the fall of 1990. Connected to the existing gymnasium, the 105,000-square-foot complex seats 4,100 for basketball and volleyball and 5,000 for lectures, concerts, and other special events. The

facility houses a four-lane, six-sprintlane track (177 meters in length), six glass back-walled squash courts, and locker rooms. Attractive lobbies, offices, and two concession stands complete the facility.

The Pritchard Gymnasium, which is now the east wing of the Indoor Sports Complex, features seating for 1,800 for basketball and volleyball; a six-lane, 25-yard pool; eight racquetball courts; a Universal weight room; a dance studio and exercise room; and three multipurpose courts for basketball, volleyball badminton, or indoor soccer. The courts are available when not in use for scheduled events.

In addition to serving as the center for Division I athletics, the indoor complex also addresses the recreational, educational, and entertainment needs of the University community. Special events held there include wrestling and basketball championships, trade shows, comedy shows and concerts, and sports clinics.

Highlighting the outdoor facilities is the 8,200-seat Kenneth P. LaValle Stadium. The stadium is the home to the Stony Brook football, men's and women's soccer, and men's and women's lacrosse teams. This state-of-the-art facility is the largest outdoor facility in Suffolk County and has quickly become the venue for some of Long Island's most exciting sports events. In addition to the Seawolves' athletic events, LaValle Stadium also plays host to high school football, boys and girls' lacrosse, and field hockey championships.

Other outdoor facilities include tennis courts, the baseball field, and the softball complex.

Most facilities may be used for recreational purposes when they are not scheduled for classes, special events, or intramurals. Available times for recreational use may be obtained in the Indoor Sports Complex (hours are subject to change).

The Goldstein Academic Center was dedicated in December 1997 through a gift made by Stuart Goldstein and the Sunny and Abe Rosenberg Foundation. The Center is the primary study hall for the student-athletes and is equipped with the latest computers and network connections for Internet access. The academic advisors and student-athlete service offices are located in the Center as well.

Wellness Center

The Wellness Center, located in Room 307 of the Student Activities Center, offers opportunities for students to practice positive lifestyle activities. The Wellness Center includes state-of-the-art fitness equipment, locker rooms, and shower facilities. The fitness equipment includes treadmills, elliptical cross trainers, Concept-II rowing machines, selectorized weight-training machines, and free-weight equipment.

The Wellness Center also includes two multipurpose rooms located in the basement of the SAC (next to the bank and the post office) that are utilized for fitness classes, the spinning program, and seminars. They are also used as a training space for student clubs. Throughout the year, free seminars are offered on meditation, nutrition, stress management, time management, and other topics. There are classes in body sculpting, kickboxing, Hip Hop, step aerobics, yoga, etc.

Stop by at the Wellness Center and sign up for a class or check out the exercise equipment. The time schedule is different every semester, so call (631) 632-7209 for updated information.

Sports Clubs

The Department of Campus Recreation advises all sport clubs, which include archery, badminton, ballroom dance, belly dance,

crew, cricket, equestrian, fencing, fitness and nutrition, Go club, ice hockey, kumdo, martial arts, men's rugby, aikido and judo, outdoors club, rollerhockey, Russian hustle club, scuba, softball, squash, soccer, table tennis, tennis, women's lacrosse, women's rugby, and wrestling.

Every club has a contact person available via e-mail to acquire more information about activities. For anyone who is an expert in a sport that is not listed, a new club can be formed.

Intramurals

Intramural sports offer opportunities for students, faculty, and staff to participate in team and individual sport competitions. These include basketball, beach volleyball, bowling, dodgeball, flag football, indoor and outdoor soccer, softball, volleyball, and wiffleball. Individuals as well as teams are encouraged to participate in intramurals. Usually departments form various teams and play against each other.

Membership is required for use of the Sports Complex by all non-Stony Brook ID holders. Information pertaining to all physical education and athletic offerings, facility usage, and membership may be obtained in the Sports Complex main office or by calling (631) 632-9271.

Career Center

The Career Center assists students with all types of career planning and decision-making concerns—from choosing a major and selecting career options to developing the research, writing, and communication skills necessary to attain career goals and successfully make the transition from college to the world of work. Employment services and resources for information on credit-bearing, paid, and volunteer internships, part-time jobs, and full-time career-related employment are also available. Students are encouraged to undertake periodic self-examination beginning in the freshman year, to relate their academic expertise to their future aspirations, and select related experiences (work, service, leadership) to complement their academic program. Individual and group consultation is available.

The Career Center provides students access to employers in a variety of industries through an online recruitment database, ZebraNet. Thousands of job and internship listings are posted each year. The Center also offers five Job and Internship Fairs per year where students can meet company representatives, gather information, and submit resumes. The On Campus Recruitment program brings employers to Stony Brook to conduct interviews for full-time, part-time, and internship positions. Employer Prime Time is a venue for company representatives to visit the Career Center and have open talks with students about careers and job options on a drop in basis. Company Presentations are held throughout the semesters by organizations who want to offer a more formalized learning opportunity for students. Industry panels are organized throughout the year, bringing alumni and other professionals to campus to share their experiences and provide advice to job seekers.

For students seeking admission to graduate or professional programs, the Career Center offers individual advisement and group seminars on relevant topics, such as "Applying to Graduate School" and "Writing a Personal Statement." An online credentials service is also offered through Interfolio, where students can maintain letters of recommendation that are stored online and transmitted directly to schools and employers.

Students can access the Career Center's Web site at www.stonybrook.edu/career, which has valuable job-search links such as ZebraNet and a comprehensive student resume database and referral system.

The Career Center is located near the foot of the Zebra Path walkway and on the ground level of the Melville Library, Room W-0550. The office is open Monday through Friday, from 8:30 am to 5:00 pm. Call (631) 632-6810 for an appointment or drop in for a visit with a peer counselor.

Child Care

The University has on-campus, year-round child care services for children ranging in age from two months to five years. Stony Brook Child Care Services is a nonprofit, nationally accredited center providing service for University students, faculty, and staff. The Center is staffed by professionals in the early childhood field who are assisted by students enrolled in coursework practice. Hours of operation vary. Fees are charged on a scale based on income.

The primary aim of the Center is to provide a warm, supportive, and creative atmosphere in which each child and his or her family are regarded as individuals. For more information or an application, call (631) 632-6930.

Computing Services

Stony Brook University provides a wide array of information technology resources designed to assist students in communicating, learning, and conducting day-to-day tasks. As new technologies emerge and best practices evolve, the Division of Information Technology will keep you informed of Stony Brook's latest student services.

The first thing all students need to know is their Net ID, which is required to utilize much of the technology on campus including public computers and printers, Blackboard (our course management system where many professors post course information/assignments), network access in the residence halls, wireless access in academic buildings, library databases, MySBFiles (central file storage), and MySite (virtual workspace). You can set up your NetID by logging into the SOLAR system and clicking on the Net ID Maintenance option.

Public computer labs at Stony Brook are called SINC (Student Instructional Network Computing) sites and are located throughout the campus in every main academic building. There are a total of 16 SINC sites on the main Stony Brook campus. SINC sites provide students with computers (both Windows and Mac), software, printers, scanners and multimedia hardware. Student consultants are available to answer questions and free workshops on common computer applications are offered to students.

Campus wireless is available to all students through AirNet. The Print from Anywhere service is available to all registered Stony Brook students. It allows students to send print jobs to the SINC site printer queue from any computer on or off campus. Printouts can be retrieved from any SINC site.

In an environmentally conscious effort to eliminate unnecessary waste, the University offers students a daily print quota of 40 single-sided or 25 double-sided pages per day. Print balances roll over each morning except on Saturday and Monday.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) provides crisis intervention, brief psychotherapy, psychiatric care, and group and couples therapy free of charge for Stony Brook students who are enrolled in a degree-granting program and registered for at least six credit hours. Counseling services are available year-round. All information about counseling at CAPS is strictly confidential, except for that information needed in situations where there is an imminent threat or danger.

Students do not have to be confronting desperate or overwhelming difficulties in order to benefit from counseling. Students are encouraged to come in and discuss problems, even if they are not sure that counseling is what they need. For many students, dealing effectively with emotional and social issues increases their success with academic work. CAPS is a place that can help with many issues faced by students.

CAPS also has outreach programs to enhance personal growth and develop skills. The most popular workshops deal with stress management, meditation, and study skills. These programs are free for all Stony Brook students. In addition to workshops, CAPS sponsors a weekly radio program that focuses on health and mental health issues, "Taking Care of Yourself."

During the school year CAPS is open Monday through Friday from 8:30 am to 5:00 pm, plus Tuesday from 5:00 pm to 7:00 pm. During intersession, summer, and spring break CAPS is open Monday through Friday from 8:30 am to 4:00 pm. Appointments for an initial visit are made on a same-day or next-day basis by calling (631) 632-6720. In emergency situations, students will be seen right away without a scheduled appointment.

CAPS is located on the second floor of the Student Health Center, near the Stadium on the west campus. HSC students may schedule appointments in the new Health Sciences Center Counseling Center, located on Level 3 (the same level as the HSC Library). Call (631) 632-6720 for appointments and further information.

For mental health emergencies after hours and on weekends, students should call the University Police at 911 from on-campus extensions and (631) 632-3333 if calling from off campus or a cell phone, or go to the University Hospital Emergency Room. Anyone not experiencing an emergency but wanting to speak to someone after hours and on weekends can call the Response Hotline in Stony Brook at (631) 751-7500.

More information about counseling services can be found at <http://studentaffairs.stonybrook.edu/caps/index.shtml>

Disability Support Services

Disability Support Services (DSS) coordinates advocacy and support services for students with disabilities. These services assist in integrating students' needs with the resources available at the University to eliminate physical or programmatic barriers and to ensure an accessible academic environment. All information and documentation of student disabilities is confidential.

Students are responsible for identifying and documenting their disabilities through the DSS office. Students receive assistance with special modified housing and on-campus transportation. DSS can assist with University procedures and requirements, arrange for special test accommodations and for the recruitment of readers, interpreters, and note-takers.

The professional counseling staff at DSS includes a psychiatric nurse practitioner, a learning disabilities specialist, and a clinical social worker. These counselors are available for confidential consultation, crisis intervention, and brief supportive counseling as well as referrals for medical and learning disability evaluations. All DSS counselors are available to provide in-service training to the University community.

Students who anticipate requiring assistance should contact Disability Support Services as early as possible to allow for implementing recommended services. The office is located in Room 128 of the Educational Communications Center.

Phone: (631) 632-6748, (631) 632-6548 VOICE/TT

Web site: <http://studentaffairs.stonybrook.edu/dss/>

Graduate Student Organization

The GSO is the graduate student government at Stony Brook University. The GSO is a nonprofit organization and is legally and structurally independent of the university administration.

The GSO's purpose is to identify and protect the rights of graduate students, advance their interests, provide a forum for public debate, and promote graduate student participation in University affairs. The Graduate Student Organization is committed to affirmative action/equal employment laws and to prohibiting discrimination on the basis of sex, race ethnicity, religion, national origin, age, sexual orientation, disability, marital status, or veteran status.

Membership in the GSO is open to all graduate students who are enrolled at Stony Brook and pay student activity fees. Any member of the GSO is eligible to be an officer and may serve on any GSO committee. All members are eligible to vote in officer elections, referenda, and other organization-wide ballots. All members of the GSO vote equally.

The GSO office is located in Rooms 227 and 226 in the Student Activities Center.

Intensive English Center

The Intensive English Center (IEC) offers an intensive English language program for potential Stony Brook students who need full-time instruction in English prior to matriculation. The program is also open to people who do not plan to enroll at Stony Brook after completing the training but who wish to improve their English for personal or professional reasons.

An applicant who meets the academic criteria for admission may be given conditional admission to the University contingent upon successful completion of the advanced IEC level. Admission must be recommended by the director of the IEC program.

The program consists of a minimum of 18 hours per week of non-credit English language courses, including reading, writing, speaking, and listening skills. Elective courses include: Business English; Conversation, Film, and American Culture; Grammar; Pronunciation/Accent Improvement; and TOEFL Preparation. IEC students may audit University courses or, if they are in the advanced IEC level, may register for one course with the permission of the IEC director.

In the summer, IEC students attend English classes and join excursions to places of cultural and historic interest. Participants

are eligible to receive a student (F-1) visa, may live on campus, and may use all University facilities.

For additional information, contact:

Intensive English Center
E-5320 Melville Library
Stony Brook University
Stony Brook, NY 11794-3390
Telephone: (631) 632-7031
Fax: (631) 632-6544
E-mail: iec@stonybrook.edu
Web site: www.stonybrook.edu/iec

International Academic Programs

The Office of International Academic Programs administers programs with overseas universities and also brings students from other countries to this campus. An international experience has become a necessity in today's global community. As a result, graduate and professional schools, as well as employers, now prefer students who have studied abroad.

Students can take advantage of exciting international opportunities in either of two ways: as individual participants in international exchanges at overseas partner universities, or as members of study abroad programs under the supervision of a Stony Brook faculty member. Students participating in international exchanges at partner universities are exposed to a variety of languages. Study abroad programs may include a foreign language component, but are otherwise conducted in English.

Undergraduates can apply for financial aid or loans to cover costs of either program, and participation may allow students to graduate earlier than expected. Study abroad programs or international exchanges may span an academic year, a single semester, summer session, or winter session.

Students who intend to study or do research abroad should contact this office to complete University-mandated health and personal forms. For more information, call (631) 632-7031 or visit the office in E-5340 Melville Library.

International Services

International Services provides undergraduate students, graduate students, faculty, and scholars from other countries advice and assistance on U.S. government immigration regulations and cross-cultural issues relating to study, teaching, research, and living in the United States.

The international student and scholar advisors are the Designated School Officials (DSO) and Alternate Responsible Officers (ARO) on campus and are responsible for assisting students in obtaining and maintaining valid F-1 or J-1 immigration status in the United States. Personal advising on immigration and cross-cultural issues is available throughout the year.

International Services works with community groups and student organizations to provide programs and activities, including orientations, tours, discussion groups, workshops, and other events. International Services also provides a liaison for students with the community-based Host Family Program.

To maintain valid immigration status an F-1 or J-1 international student must be enrolled full-time in an approved course

of study and maintain a valid passport, Form I-94, and Certificate of Eligibility Form I-20 or DS-2019. International students should consult an international student advisor upon arrival in the United States and before: 1) accepting employment; 2) traveling outside of the United States, either temporarily or permanently; 3) applying for a U.S. visa abroad; 4) transferring to or from another institution within the United States; 5) withdrawing from the University; 6) dropping below a full course of study; 7) changing his or her address in the United States; 8) changing to another non-immigrant or immigrant status (i.e., from F-1 to permanent resident); or 9) changing academic major, level of study, or when experiencing academic difficulty.

All international students are required to attend a mandatory International Student Orientation Program and to meet with an advisor as soon as possible after their arrival at Stony Brook. International students are encouraged to keep in close contact with their advisors throughout their stay in the United States. Information and important immigration updates are posted at www.grad.sunysb.edu/international

International Services is located in the Graduate School, 2401 Computer Science Building. The telephone number is (631) 632-4685.

Libraries

Stony Brook University Libraries consist of seven libraries located on the West, East, and South campuses. The Libraries serve the needs of students, faculty, staff, and the surrounding community. With more than 2 million bound volumes; 3,000 print journal subscriptions; and access to 54,000 electronic journals, 250 electronic databases, 7,000 circulating videos, and 4 million microform publications, the Stony Brook University Libraries are one of the largest academic library systems in the nation.

The Main Library, located in the Frank Melville Jr. Memorial Library building, is the center of Stony Brook's library enterprise. It is the home to the main stacks (housing humanities and social sciences collections), reference services, the Music Library, the Science and Engineering Library, Special Collections, the map collection, government documents, a patent and trademarks depository, two networked classrooms for research instruction, and a video viewing area.

During the academic year, the Main Library is open Monday through Thursday, 8:30 am to midnight; Friday, 8:30 am to 8:00 pm; Saturday, 10:00 am to 6:00 pm; and Sunday, 12:00 pm to 12:00 am. During intersession and other vacation periods, hours are generally 8:30 am to 5:00 pm, Monday through Friday, and closed weekends. Library hours are subject to change. Call (631) 632-7160 for the updated schedule.

The University Libraries encompass five branch libraries. Chemistry, Math/Physics/Astronomy, and the Marine and Atmospheric Sciences Information Center are located in their departmental buildings. The Science and Engineering Library, located in the North Reading Room of the Melville building, contains reference and circulating collections of biology, computer science, geosciences, and engineering, as well as maps, patents, law books, and government documents. The Music Library, located at the end of the north corridor in the Melville Library building, houses more than 42,000 music recordings including streamed audio for course reserves,

70,000 books, 60 listening stations, 900 performance videos, and 100 periodicals.

The University Libraries maintain a large collection of video and cinema titles. There are more than 11,000 video titles and DVDs to serve campus instructional and cultural needs. Most materials circulate for seven days and may be viewed in designated areas in Main Circulation on the third floor.

The Special Collections Department offers 18,000 printed volumes, 200 manuscript collections, and 650 historic maps. The manuscript and rare book collections document and support a wide range of disciplines. The University Archives houses printed, manuscript, and ephemeral materials created by the faculty, staff, and students of Stony Brook University.

Located in the North Reading Room, the collection of 130,000 maps includes aerial, atlases, census, GIS, historical, oceanographic, street, and topographical maps. To support digital maps, the library also provides GIS software and a loaner GPS unit.

Stony Brook University is home to the only U.S. Patent and Trademark Depository on Long Island. Assistance in conducting patent searches may be obtained in the North Reading Room.

STARS is the Libraries' online catalog, accessible on or off campus via the Library home page. With STARS, you can renew books, find out if a book is checked out, review library fines, and be notified of new arrivals.

The Libraries subscribe to more than 300 electronic databases and more than 40,000 full-text online journals in every field of study. Many articles, statistics, and reports that are no longer available in print, including most indexes and catalogs of these materials, can be accessed online.

Online databases are available from all computers on and off campus. Wireless access to the Internet is available throughout the Melville Library Building and all the branch libraries.

The Central Reading Room is the place where students and faculty often begin their library research. Individualized assistance from professional librarians is available at the Reference Desk, located in the center of the room. This room also offers access to a microforms collection, current periodicals, computer workstations, and disability support services. Instructional Services helps students navigate the electronic information environment. Workshops, research sessions, and tours are available each semester.

Circulation Services oversees the maintenance of all materials housed in the Main Library and the branch libraries on the West Campus, and manages all the functions related to the borrowing and returning of library materials, including course reserves.

Located on the second, third, and fourth floors of the Main Library, the stacks are accessible through the third-floor entrance. The Stacks contain collections of bound journals, books, and audio visual material in humanities and social sciences. There are also a variety of study spaces available on each of these three floors.

The Libraries provide copiers for public use throughout the Main Library and the branches. Payment of library fines is accepted in the Photocopy Center, Monday to Friday, from 8:30 am to 4:30 pm.

Books and journal articles not held by Stony Brook may be borrowed from reciprocating libraries across the country. This service is free and requests are made via the Web through the Libraries' ILL/Document Delivery link.

The Library's information phone line is (631) 632-7160. For more information visit www.stonybrook.edu/library

The Health Sciences Library supports teaching, research, and patient care in six programs: Dental Medicine, Health Technology and Management, Medicine, Nursing, Public Health, and Social Welfare. The Library also supports research and patient care for the Hospital and the Long Island State Veterans Home. It is an area library for the National Network of Libraries of Medicine administered by the National Library of Medicine, a member of the North East Research Libraries consortium, the Association of Research Libraries, and the Association of Academic Health Sciences Libraries. The library also functions as a regional resource assisting healthcare professionals throughout Nassau and Suffolk counties.

The library maintains a current print collection of more than 265,000 serial and monograph volumes, more than 93,000 books, more than 1,200 electronic books, over 100 print professional healthcare and biomedical journals, and nearly 9,000 electronic journals. Additionally, the library supports access to more than 120 primarily Web-based electronic research databases, including ACCESSMedicine, MDConsult, Ovid MEDLINE, ScienceDirect, UpToDate and Web of Science. Numerous classes on improving the effectiveness of managing information resources are offered throughout the year.

The Health Sciences Library is located on Level 3, Room 136; phone (631) 444-2512. For information, visit the Web site at www.hsclib.sunysb.edu

Off-Campus Housing

Off-Campus Housing is a service provided by the Faculty Student Association to assist students in locating and securing off-campus living arrangements. Various housing options are available to rent in the Stony Brook University vicinity including houses, studios, apartments, house shares, and rooms to rent.

The interactive Web site at <http://och.fsa.sunysb.edu> allows students to search and view available accommodations based on a number of factors including housing preference type, price, and distance from the Stony Brook campus. The site contains useful information such as short-term housing, landlord/tenant information, transportation, and local services, as well as roommate referral and merchandise databases.

The Off-Campus Housing Office is located on the second floor of the Stony Brook Union Building, Suite 250. Regular hours of operation of Monday through Friday 9:00 am to 4:00 pm.

Ombuds Office

The University Ombuds Office provides conflict management services to the entire University community. The ombudsperson is defined as an informal, impartial, and independent resource for individuals seeking assistance or information in pursuit of the resolution of a conflict or problem related to their work, studies, or residence at the University. The ombudsperson will listen to all sides of an issue and may advise, coach, mediate, refer, counsel, or negotiate. The ombudsperson does not participate in formal administrative,

adjudicative or disciplinary processes. The services of the Ombuds Office are available to students, faculty, and staff.

All contact with the Ombuds Office is considered confidential in accordance with professional standards of practice. Depending on the nature of the question or problem, the ombudsperson might offer specific advice or mediation, provide information, or make the appropriate referral. The Ombuds Office is also open to those who simply need someone to listen impartially and privately and suggest a course of action or a range of options.

The University Ombuds Office is located in Room W-0505, Melville Library, on the ground floor, alongside the Zebra Path. Hours are 9:00 am to 5:00 pm, Monday through Friday. Walk-in visits are possible, but scheduled appointments are recommended. The phone number is (631) 632-9200; visit the Ombuds Office Web site at www.stonybrook.edu/ombuds for more information.

Stony Brook Union

The Stony Brook Union includes a 350-seat auditorium, a large multipurpose room, a ballroom that accommodates more than 350, a 100-computer SINC site, meeting rooms, offices, and an Interfaith Center. Many student clubs and organizations host their programs and events in these facilities. In addition to attending club meetings, movies, and concerts, students have access to the Stony Brook Union's Craft Center, UNITI Cultural Center, hair salon, lounge areas, and food service, which includes several food options including a Glaat Kosher Deli.

The Wo/Men's Center, located on the second floor, promotes gender equity on Stony Brook's campus and provides a safe haven for students to learn, discuss, and offer each other support.

The campus radio station, WUSB-FM (90.1), operates from the Union and is staffed by students and volunteers. Student newspapers, the campus television station SBU-TV, student-run audio-visual services, and the Inter-Fraternity and Sorority Council all have offices in the Union. In addition, some academic classes are held in the Union's meeting rooms.

Located in the basement of the Student Union, the Craft Center provides noncredit courses in beaded jewelry, ceramics/pottery, drawing, Ikebana, painting, photography, defensive driving, and bartending.

The Union also houses an Information Center, which provides students with campus maps, train and bus schedules, and information about University events. The Information Center's phone number is (631) 632-6830.

Visit <http://studentaffairs.stonybrook.edu/for/index.shtml> for information about the Stony Brook Union facility and for reservations.

Student Activities Center

The Student Activities Center (SAC) opened in 1997 and forever changed the way students, faculty, and staff interact on campus. Everyone seems to come to the Center at some part of the day, for either a meal, a program, an exhibit, a meeting, or an activity. From the soaring windows in the two-story din-

ing hall that overlook the Academic Mall, you are treated to a panoramic view stretching from the Administration Building to the east, and Earth and Space Sciences to the west.

Services offered within the Center include a wireless network (first and third floors); the Seawolves MarketPlace convenience store; U.S. Post Office; a full-service bank with ATMs; an auditorium that seats 595; two multipurpose ballrooms; an art gallery; a sculpture garden; a courtyard; nine meeting rooms; offices for clubs and organizations; a ticket office; several lounges; and two Wellness Centers where you can work out. There are lockers available for commuters in the lower level.

Administrative offices for the Dean of Students and Commuter Student Services are located on the second floor, as are offices for Student Activities, Reservations, and Facilities/Operations managers. The Undergraduate Student Government and Graduate Student Organization offices are on the second floor.

The Information Center is located in the Main Lobby and can be reached by telephone at (631) 632-6730.

Student Activities

All Stony Brook students are encouraged to get involved in activities and programs outside of their classroom experiences to make the most of their college careers. The Student Activities office works with students to offer the campus community co-curricular programs that enhance student life at the University.

Students can choose from more than 250 clubs and organizations to join, or they can create a new student group. The Student Activities office works closely with student groups to plan events such as Opening Activities and Chill Fest at the start of each semester, Homecoming, movies, guest lectures, educational programs, carnivals, parties, and other types of activities. Students can also enjoy weekends at Stony Brook that include concerts, plays, movies, parties, guest speakers, fairs, and cultural exhibits. Volunteer opportunities to assist with these programs also are available.

The Student Activities office also provides support for campus fraternities and sororities, allowing students the opportunity to develop lifelong friendships, to become involved with community service, and to develop skills toward becoming effective leaders. Fraternity and sorority life focuses on scholarship, leadership, service, and social activities. The Stony Brook campus has 30 fraternities and sororities, including national, local, regional, and cultural chapters.

The Student Activities office also offers a variety of media opportunities. Students can train to work at WUSB 90.1 FM radio station as an on-air personality, or help with production and engineering of shows. Similar opportunities are available at the campus' internal television station, SBU-TV. There are also student publications such as campus newspapers, including *The Statesman*, *The Stony Brook Press*, *Blackworld*, and *Creative Minds*. Web publications include the *Asian American E-Zine* and the *Stony Brook Independent*. Many student clubs and organizations also produce newsletters, journals, and publications to serve their members. The campus is also fortunate to have a college-level chapter of the Society of Professional Journalists, which serves as a pre-professional organization.

The Student Activities office manages the Student Activities Center's Gallery, which offers fine arts, crafts, and photography exhibitions to the Stony Brook community. The art exhibitions relate to the campus' monthly Diversity Celebrations themes (e.g., Hispanic Heritage, Diversity of Lifestyles, Religions, Black History, Women's History, Cultures) and also include group senior shows, community artists, juried shows, and faculty and staff exhibits. Opening receptions and special presentations that compliment the exhibitions are held throughout the academic year. The SAC Gallery is located on the first floor of the Student Activities Center.

The Office of Student Activities is located in the Student Activities Center, Room 218, and can be reached at (631) 632-9392 or <http://studentaffairs.stonybrook.edu/StudentActivities>

Student Health Service

New York State Public Health Law requires that every student demonstrate proof of immunity against measles, mumps, and rubella. This law requires the University to prohibit students' future attendance if they fail to acquire or submit certification of the necessary immunizations. Compliance is mandatory; students who fail to provide proof of immunization will be prevented from registering for courses.

NYS Public Health Law §2167 requires institutions, including colleges and universities, to distribute information about meningococcal disease and vaccination to all students meeting the enrollment criteria, whether they live on or off campus. Stony Brook University requires that all students complete and return an acknowledgement form. The information and acknowledgement form can be downloaded at <http://studentaffairs.stonybrook.edu/shs/forms.shtml>

The comprehensive infirmary fee entitles students to health services at the campus Student Health Center.

The medical clinic at the health service is staffed by physicians, physician assistants, nurse practitioners, and nurses. To make the best possible use of your time and the staff's, appointments are required for most visits. Students can call or visit the Student Health Service to set up an appointment. In most cases appointments can be made on a same-day basis. There is a gynecology clinic (Women's Center), dermatology clinic, social worker, health educator, massage therapist, and a registered dietician. Pharmacy and laboratory services are available.

The Student Health Service, located in the Student Health Center building, provides healthcare to all registered students. The health service is open Monday through Friday, 8:00 am to 12:00 pm and 1:00 pm to 5:00 pm, as well as Tuesdays, 8:00 am to 7:30 pm. The hours during intersession and in the summer are 8:00 am to 4:00 pm. When the Student Health Service is closed, students are referred to the Emergency Department of the Hospital on a fee-for-service basis.

For more information about the Student Health Service, please call (631) 632-6740.

Stony Brook now has a required health insurance plan for all full-time, matriculated, domestic students. This plan pays for most medically necessary bills, such as doctor visits, mental health counseling, prescriptions, emergency room, lab testing, diagnostic testing, surgery, hospitalization, etc. The plan covers students anywhere in the world, every day, no matter whether on campus or on semester breaks. For more information, call (631) 632-6331.

Veterans Affairs

The Office of Veterans Affairs (VA) assists students in obtaining the education benefits to which they are entitled to from the Department of Veterans Affairs. The most standard of these services is enrollment certification by which the certifying official informs the awarding agency of the student's enrollment status and duration for each benefit period or semester.

The Department of Veterans Affairs recognizes the veterans affairs coordinator as the certifying official and liaison for veteran students in every academic program offered at Stony Brook University, including medical, dental, nursing, and health technology programs. The veterans affairs coordinator is also an advocate for the veteran student population and interacts with a vast array of constituencies on their behalf.

In addition to one-on-one counseling for veteran students being called to active duty and VA work study placement, students may also visit www.sunysb.edu/stuaff/vets for more information. Stony Brook's VA Web site is updated each semester and provides links for relevant information pertaining to VA benefits (i.e., health, compensation, home loan, etc.). The Office of Veterans Affairs also coordinates the approval from the State Division of Veterans Affairs/Bureau of Veterans Education for all new academic and certificate programs. It is the sole office on the Stony Brook campus dedicated to veteran students regarding their benefits.

The Stony Brook Veteran Student Organization (VESO) is an Undergraduate Student Government sponsored organization. This club is not affiliated with any outside organization. VESO's primary objective is to create a campuswide awareness of the immense contributions that Veteran Students make to the Stony Brook community. VESO aims to bring issues relevant to veteran students to the forefront. With the help of its membership, VESO intends to continue the history of service and commitment for which veterans are known. VESO's main mission is to unite veteran students with each other and with the campus community, to make their transition from military to civilian life easier, and to provide the necessary guidance and mentoring to all new veteran students.

The office also provides certification and tuition deferment services. For additional information or to schedule an appointment, call (631) 632-6700.

Transfer Credit from Military Service

For information about transfer credit from military service school, please make an appointment with the Office of Admissions/Transfer.

Military service school courses will be evaluated with reference to the recommendation of the American Council on Education when official credentials/transcripts have been presented by the student to the Office of Admissions. Such recommendations are not binding upon the University. In no instance may any of the hours of credit be substituted for specific courses, but they may be substituted for electives.

Students who have successfully completed basic training in the armed forces may receive semester hours of elective credit by presenting a DD214, DD295, a copy of a Community College of the Air Force transcript, or a certificate of training to the Office of Admissions.

Writing Center

The Writing Center provides free, individual help with writing to all members of the University community, including undergraduate and graduate students, faculty, and staff. Tutors assist with writing projects ranging from freshman composition essays to dissertation proposals. Tutors receive ongoing training in all aspects of the teaching of writing and are prepared to mentor a wide variety of issues (e.g., getting started, developing arguments, revising, editing, learning techniques for editing and proofreading, understanding specific aspects of grammar, and addressing the needs of English-as-a-second-language students).

Although the Writing Center does not provide proofreading or copyediting services, the tutors are always willing to teach strategies to help writers eliminate error on their own.

Sessions generally take three forms: weekly appointments with the same tutor that students can extend through the semester; drop-in sessions that depend on the availability of tutors; and e-tutoring sessions that students can access at www.stonybrook.edu/writingcenter. All tutoring sessions are approximately 50 minutes long.

For hours of operation or to schedule an appointment, call (631) 632-7405.



State University of New York



State University of New York

General Statement

State University's 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New York citizens and compose the nation's largest centrally managed system of public higher education. When founded in 1948, the University consolidated 29 state-operated, but unaffiliated, institutions. In response to need, the University has grown to a point where its impact is felt educationally, culturally, and economically the length and breadth of the state.

More than 400,000 students are pursuing traditional study in classrooms or are working at home, at their own pace, through such innovative institutions as Empire State College, whose students follow individualized and often nontraditional paths to a degree. Of the total enrollment, approximately 36 percent of the students are 25 years of age or older, reflecting State University's services to specific constituencies, such as refresher courses for the professional community, continuing educational opportunities for returning service personnel, and personal enrichment for more mature persons.

State University's research contributions are helping to solve some of modern society's most urgent problems. It was a State University scientist who first warned the world of potentially harmful mercury deposits in canned fish, and another who made the connection between automobile and industrial exhaust combining to cause changes in weather patterns. Other University researchers continue important studies in such wide-ranging areas as immunology, marine biology, sickle-cell anemia, and organ transplantation.

More than 1,000 public service activities are currently being pursued on State University campuses. Examples of these efforts include special training courses for local government personnel, state civil service personnel, and the unemployed; participation by campus personnel in joint community planning or project work; and campus-community arrangements for community use of campus facilities.

A distinguished faculty includes nationally and internationally recognized figures in all the major disciplines. Their efforts are recognized each year in the form of such prestigious awards as Fulbright-Hayes, Guggenheim, and Danforth fellowships.

The University offers training in a wide diversity of conventional career fields, such as business, engineering, law, medicine, teaching, literature, dairy farming, medical technology, accounting, social work, forestry, and automotive technology. Additionally, its responsiveness to progress in all areas of learning and toward tomorrow's developing societal needs has resulted in concentrations that include the environment, urban studies, computer science, immunology, preservation of national resources, and microbiology.

SUNY programs for the educationally and economically disadvantaged have become models for delivering better learning opportunities to a once forgotten segment of society. Educational Opportunity Centers (EOCs) offer high school equivalency and college preparatory courses to provide young people and adults with the opportunity to begin college or to learn marketable skills. In addition, campus-based Educational Opportunity Programs provide counseling, devel-

opmental education, and financial aid to disadvantaged students in traditional degree programs.

Overall, at its EOCs, two-year colleges, four-year campuses, and university and medical centers, the University offers more than 4,000 academic programs. Degree opportunities range from two-year associate programs to doctoral studies offered at 12 senior campuses.

The 30 two-year community colleges operating under the program of State University play a unique role in the expansion of educational opportunity. They provide local industry with trained technicians in a wide variety of occupational curricula, and offer transfer options to students who wish to go on and earn advanced degrees.

The University passed a major milestone in 1985 when it graduated its one-millionth alumnus. The majority of SUNY graduates pursue careers in communities across the state.

State University is governed by a board of trustees, appointed by the governor that directly determines the policies to be followed by the 34 state-supported campuses. Community colleges have their own local boards of trustees whose relationship to the SUNY board is defined by law. The state contributes 33 to 40 percent of their operating costs and 50 percent of their capital costs.

The State University motto is "To Learn-To Search-To Serve."

Campuses

University Centers

State University of New York at Albany
 State University of New York at Binghamton
 State University of New York at Buffalo
 State University of New York at Stony Brook

Colleges of Arts and Sciences

State University College at Brockport
 State University College at Buffalo
 State University College at Cortland
 State University of New York Empire State College
 State University College at Fredonia
 State University College at Geneseo
 State University College at New Paltz
 State University College at Old Westbury
 State University College at Oneonta
 State University College at Oswego
 State University College at Plattsburgh
 State University College at Potsdam
 State University College at Purchase

Colleges and Centers for the Health Sciences

State University of New York Health Science Center
 at Brooklyn
 State University of New York Health Science Center
 at Syracuse
 State University of New York College of Optometry
 at New York City

Health Sciences Center at SUNY at Buffalo*
Health Sciences Center at SUNY at Stony Brook*

Colleges of Technology and Colleges of Agriculture and Technology

State University of New York College of Technology at Alfred
State University of New York College of Technology at Canton
State University of New York College of Agriculture and Technology at Cobleskill
State University of New York College of Technology at Delhi
State University of New York College of Technology at Farmingdale
State University of New York College of Agriculture and Technology at Morrisville
State University of New York College of Technology at Utica/Rome** (upper-division and master's programs)
Fashion Institute of Technology at New York City***

Onondaga Community College at Syracuse
Orange County Community College at Middletown
Rockland Community College at Suffern
Schenectady County Community College at Schenectady
Suffolk County Community College at Selden, Riverhead and Brentwood
Sullivan County Community College at Loch Sheldrake
Tompkins Cortland Community College at Dryden
Ulster County Community College at Stone Ridge
Westchester Community College at Valhalla

Specialized Colleges

State University of New York College of Environmental Science and Forestry at Syracuse
State University of New York Maritime College at Fort Schuyler

Statutory Colleges****

New York State College of Agriculture and Life Sciences at Cornell University
New York State College of Ceramics at Alfred University
New York State College of Human Ecology at Cornell University
New York State School of Industrial and Labor Relations at Cornell University
New York State College of Veterinary Medicine at Cornell University

Community Colleges

(Locally sponsored two-year colleges under the program of State University)
Adirondack Community College at Glens Falls
Broome Community College at Binghamton
Cayuga County Community College at Auburn
Clinton Community College at Plattsburgh
Columbia-Greene Community College at Hudson
Community College of the Finger Lakes at Canandaigua
Corning Community College at Corning
Dutchess Community College at Poughkeepsie
Erie Community College at Williamsville, Buffalo and Orchard Park
Fashion Institute of Technology at New York City***
Fulton-Montgomery Community College at Johnstown
Genesee Community College at Batavia
Herkimer County Community College at Herkimer
Hudson Valley Community College at Troy
Jamestown Community College at Jamestown
Jefferson Community College at Watertown
Mohawk Valley Community College at Utica
Monroe Community College at Rochester
Nassau Community College at Garden City
Niagara County Community College at Sanborn
North Country Community College at Saranac Lake

* The Health Sciences Centers at Buffalo and Stony Brook are operated under the administration of their respective university centers.

** This is an upper-division institution authorized to offer baccalaureate and master's degree programs.

*** While authorized to offer such baccalaureate and master's degree programs as may be approved pursuant to the provisions of the Master Plan in addition to the associate degree, the Fashion Institute of Technology is financed and administered in the manner provided for community colleges.

**** These operate as "contract colleges" on the campus of independent universities.



Stony Brook University



Stony Brook University

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Members of the Council

Subject to the powers of State University trustees defined by law, the operations and affairs of Stony Brook University are supervised locally by a council. The council is appointed by the Governor, with the exception of a student member, who has all the rights and responsibilities of the other members, and who is elected by the student body.

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Transportation to Stony Brook University

By Car

The Health Sciences Center can be approached from the Long Island Expressway (495), by the Northern and Southern State Parkways, or by Routes 25, 25A, 27, 27A, or 347. These east-west routes feed into Nicolls Road (Route 97). The University is 9 miles north of the Expressway's Exit 62N, and 2 miles north of Route 347, which connects with Route 25 and the Northern State Parkway.

By Train

The Long Island Rail Road's (LIRR) Port Jefferson Branch from Pennsylvania Station (Manhattan) and the LIRR spurs in Brooklyn and Queens provide service to Stony Brook. Travelers must change trains at either Jamaica or Huntington to reach the Stony Brook station. Free buses run from the station to the center.

By Ferry

The Bridgeport and Port Jefferson Ferry Company provides service from Connecticut to Long Island. Sailing time is about 90 minutes. For more information, call (631) 473-0286. The Cross Sound Ferry Service Inc. provides year-round service on the Orient Point/New London Ferry. Sailing time is about 90 minutes. For more information, call (203) 443-5281.

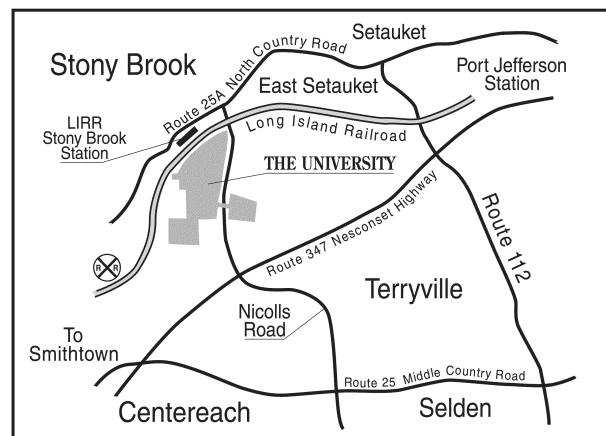
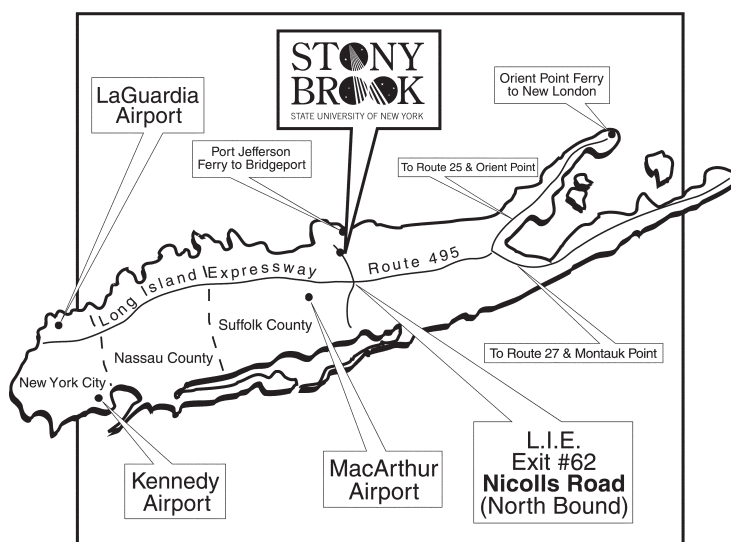
By Airplane

Service is through Kennedy International and LaGuardia Airports, 50 miles west of Stony Brook. Several airlines provide direct service to Long Island's MacArthur Airport, 16 miles south of the campus. Airport limousine and taxi services are available 24 hours a day to and from each of the three airports.

Parking at the Health Sciences Center

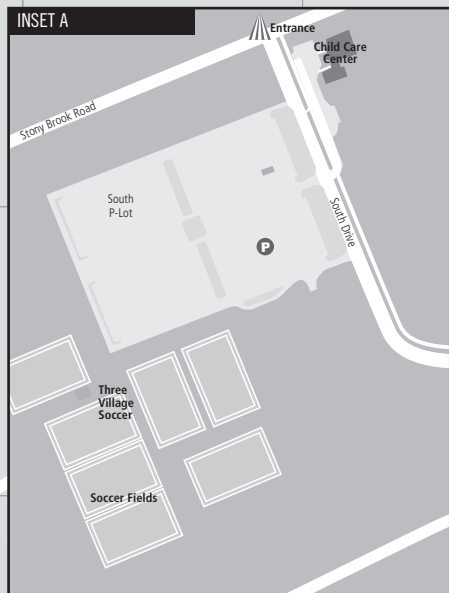
Visitors to the center should use either the North Garage or the South Garage adjacent to the center. Surface lot parking also adjoins the center. A \$10 parking deposit is required. Parking rates are set at \$5 per day or \$.50 per hour.

Free parking is available at North and South P-Lots. An express bus travels to and from the Health Sciences Center every 20 minutes, making a stop at South Campus to accommodate visitors to the School of Dental Medicine.

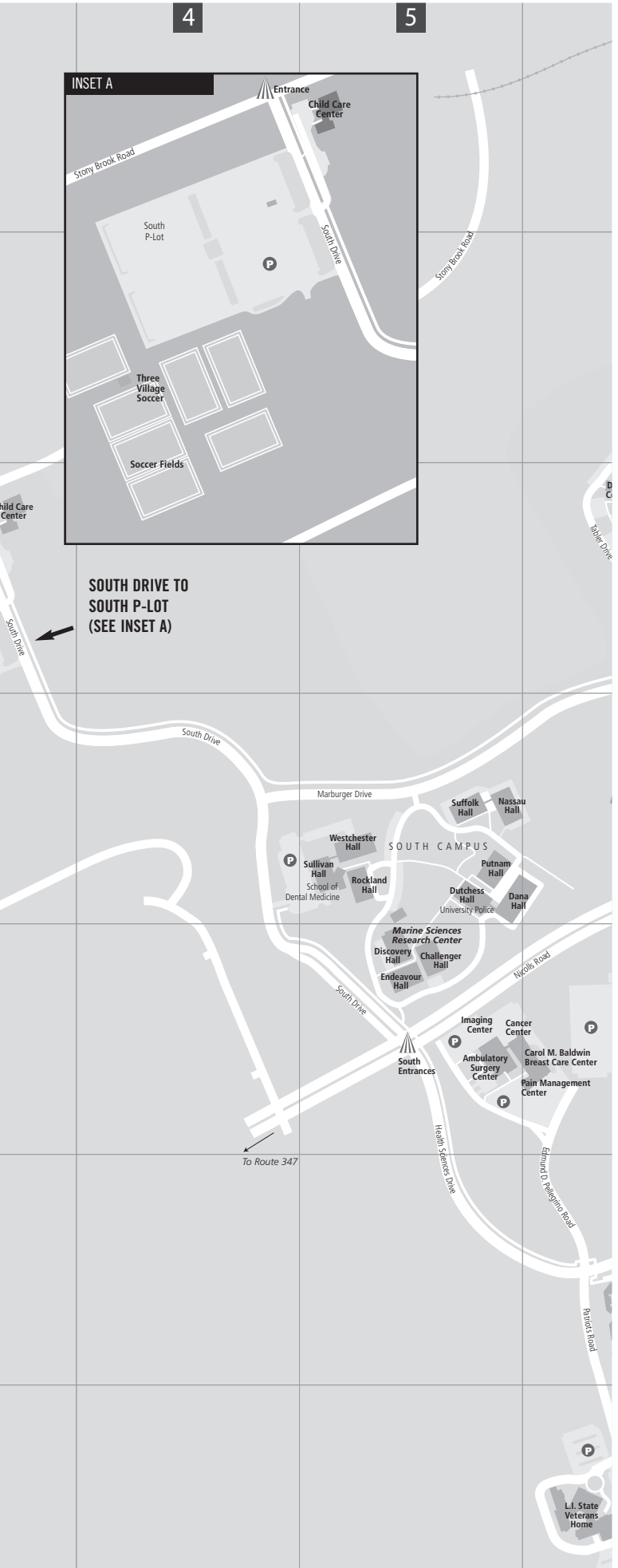


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| Baruch College*B7 | L.I. High Technology Incubator.....E7 |
| Benedict College*D9 | L.I. Rail Road Station.....B9 |
| Bioengineering Bldg.D7 | L.I. State Veterans Home.....INSET B |
| Cancer CenterE5,6 | Marine Sciences Research Center.....D,E5 |
| Cardozo College*C7 | Math Tower.....C8 |
| Carol M. Baldwin Breast Care CenterE5,6 | Mendelsohn QuadD9 |
| Centers for Molecular Medicine (CMM).....D7 | Mount College*C7 |
| Central Services (Receiving)B8 | Nassau HallD5 |
| Central Stores (Warehouse)B8 | North P-LotB,C10 |
| Challenger HallE5 | O'Neill College*D9 |
| Chapin ApartmentsF6, INSET B | Old Chemistry Bldg.....C8 |
| Charles B. Wang CenterD8 | Pain Management Center.....E6 |
| Chemistry Bldg.C8 | Parking, Administration Garage.....D7,8 |
| Child Care Center.....C3, INSET A | Parking, Hospital Garage.....E6 |
| CoGen PlantB8 | Physics Bldg.C8 |
| Computer Science Bldg.....C,D7 | Point of Woods Bldgs.E8 |
| Computing CenterC7 | Police, University (Dutchess Hall)D5 |
| Dana HallD5,6 | Psychology Bldgs. A and BC7,8 |
| DEC (NYS Dept. of Environmental Conservation)D10 | Putnam HallD5 |
| Dental Medicine, School of.....D5 | Red Dragon Labyrinth.....D8 |
| Dewey College*B7 | Rockland Hall.....D5 |
| Discovery Hall.....E5 | Roosevelt QuadB7 |
| Douglass College*C6 | Roth CaféC7 |
| Dreiser College*C6 | Roth QuadC7 |
| Dutchess Hall.....D5 | SAC (Student Activities Center)C7,8 |
| Earth and Space Sciences Bldg. (ESS)C8 | Sanger College*B6 |
| Educational Communications Center (ECC).....C7 | Schick College*B7 |
| Eisenhower College*B7 | Schomberg ApartmentsA7 |
| Endeavour HallE5 | Service Group.....B8 |
| Engineering Bldg.C7 | Social and Behavioral Sciences Bldg. (SBS)D7 |
| Future Residence Hall.....B7 | South CampusD,E5 |
| Frank Melville Jr. Memorial Library.....C8 | South P-LotINSET A |
| Gershwin College*C,D7 | Sports ComplexC8 |
| Gray College*C,D8,9 | Stadium, Kenneth P. LaValle AthleticC9 |
| Greeley College*B7 | Staller Center for the ArtsC,D8 |
| H QuadD9 | Stimson College*B7 |
| Hamilton College*B7 | Stony Brook Union.....C8 |
| Hand College*C6 | Student Activities Center (SAC)C7,8 |
| Harriman HallC8 | Student Health CenterC9 |
| Health Sciences Center (HSC)E6,7 | Suffolk HallD5 |
| Heavy Engineering Bldg.C7 | Sullivan HallD5 |
| Hendrix College*C7 | Tabler Café.....C6 |
| Hospital Parking Garage.....E6 | Tabler QuadC6 |
| Hospital, University.....E6,7 | Toscanini College*B,C6 |
| HSC Garage.....E7 | University HospitalE6,7 |
| HSC LibraryE6,7 | Veterans Home, L.I. StateINSET B |
| Humanities Bldg.D7,8 | Visitors' ParkingP |
| Imaging CenterE5 | Wagner College*B7 |
| Irving College*D9 | Wang CenterD8 |
| James College*D9 | West Apartment Complex.....A7 |
| Javits Lecture CenterC,D7 | Westchester HallD5 |
| Keller College*B6,7 | Whitman College*C7 |
| Kelly CaféB7 | <i>**Residence Hall</i> |
| Kelly QuadB7 | <i>**Admissions Office, Administration 118</i> |



SOUTH DRIVE TO SOUTH P-LOT (SEE INSET A)



6

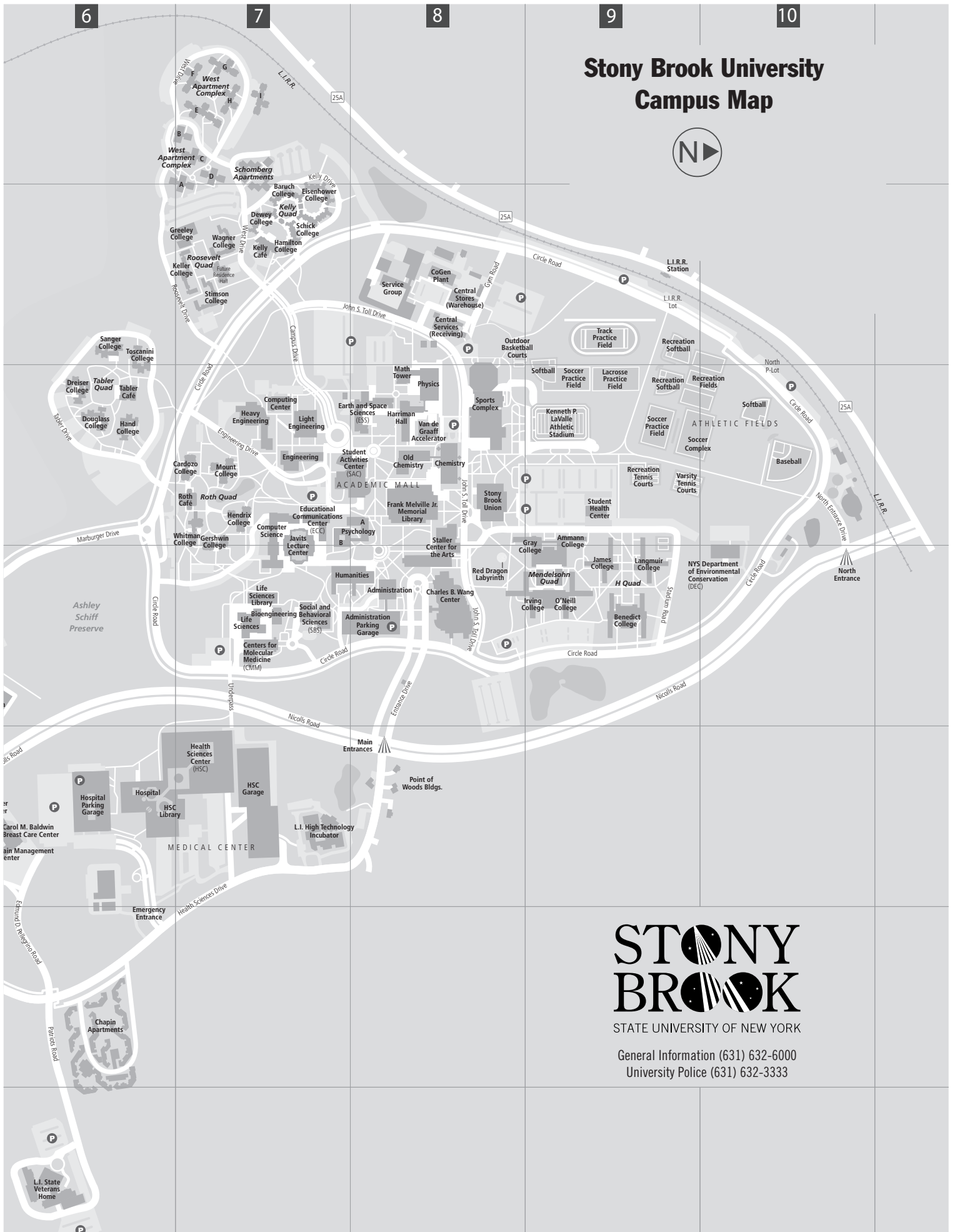
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Stony Brook University Campus Map



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