VOLUME XI

March 1, 1982

Address
Health Sciences Center
State University of New York at Stony Brook
Stony Brook, New York 11794

The University represents that the information in this publication is accurate as of the press date. Circumstances may require that a given course be withdrawn, or that alternate offerings be made. All applicants are reminded that the State University of New York at Stony Brook is subject to the policies promulgated by the Board of Trustees of the State University of New York (SUNY). Fees and charges are set forth in accordance with such policies and may well change in response to alterations in policy or actions of the legislature, during the period covered by this publication. The University reserves the right to change its policies without notice.

The State University of New York at Stony Brook does not discriminate on the basis of race, religion, sex, color, national origin, age, disability, marital status, or status as a disabled or Vietnam era veteran in its education programs or employment.
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Calendar</td>
<td>7</td>
</tr>
<tr>
<td>Health Sciences Center Overview</td>
<td>13</td>
</tr>
<tr>
<td>Health Sciences Center Admissions</td>
<td>17</td>
</tr>
<tr>
<td>Academic Regulations and Procedures</td>
<td>23</td>
</tr>
<tr>
<td>School, Program, and Course Designations</td>
<td>41</td>
</tr>
<tr>
<td>Information About Fees, Living Expenses, and Housing</td>
<td>43</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>51</td>
</tr>
<tr>
<td>School of Allied Health Professions</td>
<td>57</td>
</tr>
<tr>
<td>School of Dental Medicine</td>
<td>93</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>117</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>165</td>
</tr>
<tr>
<td>School of Social Welfare</td>
<td>181</td>
</tr>
<tr>
<td>Health Sciences Center Shared Resources</td>
<td>205</td>
</tr>
<tr>
<td>Clinical Affiliations</td>
<td>208</td>
</tr>
<tr>
<td>The University</td>
<td>216</td>
</tr>
<tr>
<td>Directories</td>
<td>231</td>
</tr>
<tr>
<td>Faculty</td>
<td>240</td>
</tr>
<tr>
<td>Transportation to Stony Brook</td>
<td>324</td>
</tr>
<tr>
<td>Campus Map</td>
<td>325</td>
</tr>
<tr>
<td>Long Island Map</td>
<td>326</td>
</tr>
<tr>
<td>Index</td>
<td>327</td>
</tr>
</tbody>
</table>
Academic Calendar

The Health Sciences Center academic calendar is composed of modules of 5 weeks in length and courses consist of 1, 2, 3 or more modules as determined by the academic faculty of each School. Students will be informed by the School of the number of modules required for each course.

The Health Sciences Center fall and spring academic periods are comparable to University semesters for purposes of registration and payment of tuition and fees.

A course may be added or dropped, and the Credit or Pass/No Credit option changed, only within the first two weeks of the first module of a course, regardless of the number of modules required to complete the course.

HEALTH SCIENCES CENTER ACADEMIC CALENDAR 1982-1983

Fall 1982

August 26, Thursday  
Final registration and payment of fees for main campus, social welfare and graduate allied health professions students not previously registered.

August 30, Monday  
Main campus, social welfare and graduate allied health professions classes, add/drop, and late registration begin. ($20.00 late fee assessed)

September 2, Thursday  
Final registration, allied health professions undergraduates, dental medicine, medicine, nursing

September 6, Monday  
Labor Day (no day or evening classes)

September 7, Tuesday  
Modules 1, E, G, and N classes, add/drop, and late registration begin. ($20.00 late fee assessed)

September 13, Monday  
Main campus, social welfare, and graduate allied health professions late registration end.

Last day for main campus and social welfare undergraduate students to add a course or to drop courses without a W (withdrawal) grade being recorded.
September 17, Friday
Last day for main campus, social welfare, and graduate allied health professions students to drop a course without tuition liability

September 20, Monday
Modules 1, E, G, & N add/drop end.

September 24, Friday
HSC late registration ends.

September 27, Monday
Last day for social welfare undergraduates to add/drop

October 8, Friday
Last day for graduate main campus, graduate social welfare, and graduate allied health professions students to add or withdraw from a course (W will be recorded for withdrawal).

October 11, Monday
Last day to file for December graduation

October 12, Tuesday
Yom Kippur (no day or evening classes)

October 14, Thursday
Module 1 classes end

October 22, Friday
Modules 2, F, O, & Q classes, and add/drop begin

October 29, Friday
Columbus Day (classes in session)

Last day for payment of deferred fall semester fees

November 1, Monday
Last day for removal of Incomplete and No Record grades from spring semester and module 9

November 2, Tuesday
Election Day (classes in session)

November 12, Friday
Modules 2 & E classes end.

November 15, Monday
Advance registration for spring semester 1983 begins (schedule announced prior to registration)

November 24, Wednesday
Modules 3, P, R, & S classes and add/drop begin

Thanksgiving recess begins at close of classes.

November 29, Monday
Classes resume

November 30, Tuesday
Modules 3, P, R, & S, add/drop end.

December 17, Friday
Modules 3, F, & G classes end.

Modular terms end.

Main campus final examinations begin.

Final grades due in office of student services 72 weekday hours after last class meeting or scheduled examination

December 23, Thursday
Semester ends for main campus, social welfare and graduate allied health professions students
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 3, Monday</td>
<td>Final registration; nursing and allied health professions.</td>
<td>Modules 4, H, J, &amp; T classes &amp; add/drop begin (basic sciences)</td>
</tr>
<tr>
<td>January 4, Tuesday</td>
<td>Final registration and payment (or proper deferral)</td>
<td>Fees for main campus, social welfare and graduate allied health professions students not previously registered</td>
</tr>
<tr>
<td>January 10, Monday</td>
<td>Last day for preregistered students to pay spring semester fees in person without late payment penalty</td>
<td>Modules 4, H, J, &amp; T classes &amp; add/drop begin (allied health professions &amp; nursing)</td>
</tr>
<tr>
<td>January 13, Thursday</td>
<td>Last day for social welfare undergraduate students to add a course or to drop a course without a withdrawal grade being recorded.</td>
<td>Last day for main campus, social welfare, and graduate allied health students to drop a course without tuition liability</td>
</tr>
<tr>
<td>February 1, Tuesday</td>
<td>End of late registration period.</td>
<td>End of late registration period.</td>
</tr>
<tr>
<td>February 4, Friday</td>
<td>Mid-winter recess begins at close of classes</td>
<td>Last day for payment of deferred spring semester fees</td>
</tr>
<tr>
<td>February 7, Monday</td>
<td>Classes resume</td>
<td>Modules 6, V, X, &amp; Z classes &amp; add/drop begin</td>
</tr>
<tr>
<td>March 3, Thursday</td>
<td>Last day for payment of deferred spring semester fees</td>
<td>Modules 5, H, Q, &amp; R classes end</td>
</tr>
<tr>
<td>March 11, Friday</td>
<td>Modules 6, V, X, &amp; Z classes &amp; add/drop begin</td>
<td>Modules 5, H, Q, &amp; R classes end</td>
</tr>
<tr>
<td>March 14, Monday</td>
<td>Modules 6, V, X, &amp; Z classes &amp; add/drop begin</td>
<td>Modules 5, H, Q, &amp; R classes end</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>March 15, Tuesday</td>
<td>Last day for removal of Incomplete and No Record grades from fall semester.</td>
<td></td>
</tr>
<tr>
<td>March 22, Tuesday</td>
<td>Last day for main campus and social welfare undergraduate students to withdraw from a course.</td>
<td></td>
</tr>
<tr>
<td>March 25, Friday</td>
<td>Last day to change to or from Pass/No Credit.</td>
<td></td>
</tr>
<tr>
<td>April 4, Monday</td>
<td>Spring recess begins at close of classes. Classes resume.</td>
<td></td>
</tr>
<tr>
<td>April 11, Monday</td>
<td>Advance registration for fall semester 1983 begins (schedule announced prior to registration).</td>
<td></td>
</tr>
<tr>
<td>April 18, Monday</td>
<td>Bills for fall semester to be mailed approximately June 1, with payment due during latter part of July</td>
<td></td>
</tr>
<tr>
<td>April 22, Friday</td>
<td>Registration begins for summer session 1983 with fees payable at time of registration.</td>
<td></td>
</tr>
<tr>
<td>April 25, Monday</td>
<td>Modules 6, I, J, &amp; S classes end</td>
<td></td>
</tr>
<tr>
<td>May 6, Friday</td>
<td>Modules 7, K, &amp; M classes &amp; add/drop begin</td>
<td></td>
</tr>
<tr>
<td>May 16, Monday</td>
<td>Modules 7, K, &amp; M add/drop ends</td>
<td></td>
</tr>
<tr>
<td>May 20, Friday</td>
<td>Main campus final examinations begin. Social welfare and graduate allied health final grades due in office of student services 72 weekday hours after last class meeting or scheduled examination.</td>
<td></td>
</tr>
<tr>
<td>May 22, Sunday</td>
<td>Main campus, social welfare and graduate allied health professions semesters end.</td>
<td></td>
</tr>
<tr>
<td>May 27, Friday</td>
<td>Commencement.</td>
<td></td>
</tr>
<tr>
<td>May 30, Monday</td>
<td>Modules 7, T, U, &amp; V classes end</td>
<td></td>
</tr>
<tr>
<td>May 31, Tuesday</td>
<td>Memorial Day, no classes</td>
<td></td>
</tr>
<tr>
<td>June 10, Friday</td>
<td>Modules 8 &amp; L classes &amp; add/drop begin.</td>
<td></td>
</tr>
<tr>
<td>July 1, Friday</td>
<td>Modules 8 &amp; L add/drop ends</td>
<td></td>
</tr>
<tr>
<td>August 6, Friday</td>
<td>Modules 8, K, W, &amp; X classes end</td>
<td></td>
</tr>
<tr>
<td>August 5, Friday</td>
<td>Modules L, M, Y, &amp; Z classes end</td>
<td></td>
</tr>
</tbody>
</table>

**Summer 1983**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 5, Tuesday</td>
<td>Module 9 classes &amp; add/drop begin</td>
</tr>
<tr>
<td>July 15, Friday</td>
<td>Module 9 add/drop ends</td>
</tr>
<tr>
<td>August 6, Friday</td>
<td>Module 9 classes end</td>
</tr>
</tbody>
</table>
I to r: Northport Veterans Administration Medical Center—Northport, N.Y.; Long Island Jewish-Hillside Medical Center/Queens Hospital Center—New Hyde Park, N.Y.; Hospital of the Medical Research Center, Brookhaven National Laboratory—Upton, N.Y.; Nassau County Medical Center—East Meadow, N.Y.; Health Sciences Center, State University of New York at Stony Brook—Stony Brook, N.Y.
Health Sciences Center Overview

The Health Sciences Center is a major division of the State University of New York at Stony Brook, located on the north shore of Long Island 60 miles east of New York City. It is the fourth and newest health center in the SUNY system.

The decision to develop a new Health Sciences Center at Stony Brook grew out of the Muir Commission Report presented to former Governor Rockefeller in 1963, which assessed the State's immediate health manpower and service needs. Noting that the then 2½ million residents of the two Long Island counties of Nassau and Suffolk were among the largest populations in the United States not served by an academic medical center, the Muir Commission recommended the development of a Health Sciences Center within the State University at Stony Brook to meet the health, teaching and related service needs of the Long Island geographic area.

The Health Sciences Center now consists of five schools: the Schools of Allied Health Professions, Dental Medicine, Medicine, Nursing, and Social Welfare. In addition, a full range of professional, technical and laboratory resources is available to the Center, providing academic support services for students and faculty.

The Health Sciences Center has also established a partnership with four Long Island Hospitals, referred to as clinical campuses, where students receive their essential patient care experience in the "field." These are Hospital of the Medical Research Center, Brookhaven National Laboratory; Long Island Jewish-Hillside Medical Center and the Queens Hospital Center Affiliation of LIJ-HMC; Nassau County Medical Center; and Northport Veterans Administration Medical Center. In addition, the five schools have affiliation agreements with over 80 other hospitals and health agencies in the Long Island area.

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

| School of Allied Health Professions | 1970 | B.S., M.S. |
| School of Dental Medicine           | 1973 | D.D.S.    |
| School of Medicine                  | 1971 | M.D., Ph.D. |
| School of Nursing                   | 1970 | B.S., M.S. |
| School of Social Welfare            | 1971 | B.S., M.S.W. |
Objectives of the Center
- To increase the supply and proficiency of health professionals in fields of demonstrated regional, state, and national need.
- To provide health care 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 emerge as a regional resource for advanced education, patient care, and research in broad areas of health.

Buildings and Facilities
The Health Sciences schools share instructional space, multidisciplinary laboratories, lecture halls, and the support services of the division of laboratory animal resources, the health sciences center library, media services, and the office of student services. (Students who wish detailed information on the extensive laboratory facilities available for various academic programs are encouraged to address their inquiries to the appropriate school or department. Further information on shared resources may be found on page 205.)

Planning for a new dental facility as part of the Health Sciences Center is presently underway and it is expected that the School of Dental Medicine will move from its temporary facilities by the mid-eighties, bringing all five schools to one location.

The University Hospital, a central teaching facility for all the educational programs of the Health Sciences Center, opened in February 1980. University Hospital includes surgical suites, laboratories, emergency and ambulatory care units capable of handling up to 300,000 visits per year, and ancillary facilities. When fully operational, nearly half of the 540-bed hospital will be dedicated to intensive and specialty care.

Specialized services in the hospital will include an open heart surgery program, a comprehensive renal dialysis facility, a transplant service, full perinatal care (including high-risk obstetrics, and neonatal and pediatric intensive care units), acute psychiatric services for adults and children, and a broad-based diagnostic and therapeutic rehabilitation program.

While the University Hospital will provide a hospital teaching environment for students, the Health Sciences Center will continue to utilize the clinical facilities currently being provided for its students in Long Island hospitals and health agencies which have entered into partnership agreements with the Health Sciences Center.

The Center and the Community
At present, over 2,000 skilled professionals from the Long Island region have faculty appointments and participate in the schools of the Center. All Health Sciences Center 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. Continuing education for many health professions is offered by the schools. The Center also sponsors conferences, workshops, and lectures on major health issues for the general community.
Admission to all Health Sciences Center programs is by formal application only and is selective because enrollment for each program is limited. Admissions to Health Sciences Center programs are generally conducted for the fall only.

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

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

Admissions decisions in all programs are made independently of an applicant’s ability to finance his/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 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.

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

*Some faculty members of various Health Sciences Center schools also teach courses under the auspices of the Center for Continuing and Developing Education (CED) on the main campus. This is a part-time evening program that leads to a Master of Arts in Liberal Studies (M.A./L.S.) degree. Students who enroll in Health Sciences Center courses through the CED program are not Health Sciences Center students. Information about applying to the CED program can be obtained by writing to the Center for Continuing and Developing Education, State University of New York at Stony Brook, Stony Brook, New York 11794.*
Undergraduate Programs

Pre-application Advisement

All of the Health Sciences Center’s baccalaureate programs are upper division programs. There are no first year admissions to the Health Sciences Center. High school students interested in eventual enrollment in any of the baccalaureate programs must apply for admission to the State University of New York at Stony Brook or to another college to complete their lower division undergraduate work.

Academic advisement about prerequisites for admission and course and program content is available from each of the schools of the Center. It is recommended that applicants seek academic advisement early. Please contact:

**School of Allied Health Professions**
Robert O. Hawkins, Jr., associate dean, (516) 246-2253

**School of Nursing**
Jeneane Dunn, assistant to the dean, (516) 246-2253

**School of Social Welfare**
Janet Steele-Holloway, assistant dean for admissions and recruitment, (516) 246-2141

Request for Applications

For information and applications for the undergraduate programs of the Health Sciences Center, please contact:

Office of Student Services  
Level 5, Room 040, Health Sciences Center  
State University of New York at Stony Brook  
Stony Brook, N.Y. 11794  
Telephone: (516) 246-2109

Applications to undergraduate programs can be obtained in mid-fall of the year prior to when an applicant seeks admission. In their application requests, individuals should indicate the specific program and the academic level for which they are applying. This information is crucial because application procedures differ from program to program. Students who are currently matriculated in non-health sciences programs at Stony Brook should indicate so when requesting an application.

School and Program

The following chart identifies the appropriate program code and the proper deadline date for each program:

<table>
<thead>
<tr>
<th>Program</th>
<th>Program Code</th>
<th>Deadline Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School of Allied Health Professions</strong></td>
<td>Program Code</td>
<td>Deadline Date</td>
</tr>
<tr>
<td>Baccalaureate Programs (B.S.)</td>
<td>HAT</td>
<td>March 1</td>
</tr>
<tr>
<td>Cardiorespiratory Sciences</td>
<td>HAT</td>
<td>March 1</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>HAD</td>
<td>March 1</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>HAY</td>
<td>January 15</td>
</tr>
<tr>
<td>Physician’s Assistant Education</td>
<td>HAP</td>
<td>January 15</td>
</tr>
</tbody>
</table>
Program School of Nursing
Baccalaureate Program (B.S.)
Registered Nurse Baccalaureate Program (B.S.)
Part-time only

Program of Social Welfare
Baccalaureate Program
(B.S., Social Welfare)

Program Code Deadline Date
HNI January 31
HNC January 31
HWU March 15

Graduate Programs
Pre-application Advisement
Admission to the master’s degree programs in Social Work (M.S.W.), Nursing (M.S.) Allied Health Professions (M.S. in Health Sciences), and to the Ph.D. programs in the School of Medicine 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 Stony Brook degree.

Academic advisement about prerequisites for admission and course and program content is available. It is recommended that applicants seek academic advisement early. Please contact:

School of Allied Health Professions
Rose Walton, chairman, department of allied health resources
(516) 246-2132

School of Medicine, Basic Sciences Departments
Nicholas Delihas, associate dean, (516) 246-2312

School of Nursing
Paula B. Hunter, director, graduate program, (516) 246-2385

School of Social Welfare
Janet Steele-Holloway, assistant dean for admissions and recruitment, (516) 246-2141

Requests for Applications
For information and applications for the graduate programs in the Schools of Allied Health Professions, Nursing and Social Welfare, please contact:

Office of Student Services
Level 5, Room 040, Health Sciences Center
State University of New York at Stony Brook
Stony Brook, N.Y. 11794
Telephone: (516) 246-2109
School and Program
The following chart identifies the appropriate program code and the proper deadline date for each program:

<table>
<thead>
<tr>
<th>Program</th>
<th>Program Code</th>
<th>Deadline Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Allied Health Professions</td>
<td>HAS</td>
<td>April 1</td>
</tr>
<tr>
<td>Master of Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Nursing</td>
<td>HNG</td>
<td>None</td>
</tr>
<tr>
<td>Master of Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Social Welfare</td>
<td></td>
<td>March 15</td>
</tr>
<tr>
<td>Master of Social Work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Doctoral Programs
For information and applications about HWG graduate studies in the departments of basic science of the School of Medicine, please refer to the following chart which includes the appropriate program codes and the proper deadline dates for the Ph.D. programs.

<table>
<thead>
<tr>
<th>Program</th>
<th>Program Code</th>
<th>Deadline Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Studies in the Basic Sciences (Ph.D.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomical Sciences</td>
<td>HBA</td>
<td></td>
</tr>
<tr>
<td>Pathology</td>
<td>HBP</td>
<td></td>
</tr>
<tr>
<td>Molecular Microbiology</td>
<td>HBM</td>
<td>March 1</td>
</tr>
<tr>
<td>Physiology/Biophysics</td>
<td>HBY</td>
<td></td>
</tr>
<tr>
<td>Pharmacological Sciences</td>
<td>HBH</td>
<td></td>
</tr>
<tr>
<td>Oral Biology and Pathology</td>
<td>HBO</td>
<td></td>
</tr>
</tbody>
</table>

For applications and information write:
Anatomical Sciences, Pathology,
Physiology/Biophysics or Pharmacological Sciences:
Basic Health Sciences, Health Sciences Center
SUNY at Stony Brook
Stony Brook, N.Y. 11794

Molecular Microbiology
Life Sciences Laboratory Building
SUNY at Stony Brook
Stony Brook, N.Y. 11794

Oral Biology and Pathology
South Campus, 196 Building L
SUNY at Stony Brook
Stony Brook, N.Y. 11794

20
Graduate Professional Programs

Pre-application Advisement
Admission to the programs in dental medicine and medicine is highly selective. Interested applicants should refer to the statements on admissions in the sections of the Schools of Dental Medicine and Medicine in this Bulletin.

Academic advisement about prerequisites for admission and course and program content is available. It is recommended that applicants seek academic information early. Please contact:

School of Dental Medicine
Office of admissions, (516) 246-2805

School of Medicine
Office of admissions, (516) 246-2113

Requests for Applications
Applicants to the Schools of Dental Medicine and Medicine may request applications beginning in June of the year prior to the fall for which the applicant is seeking admission.

For information and applications for the graduate-professional programs in the Schools of Dental Medicine and Medicine, please refer to the following chart, which includes appropriate program codes and deadline dates for each program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Program Code</th>
<th>Deadline Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Dental Medicine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor of Dental Surgery (D.D.S.)</td>
<td>HD</td>
<td>January 1</td>
</tr>
<tr>
<td>For applications and information please contact; School of Dental Medicine Office of Dental Admissions South Campus, 167 Building L SUNY at Stony Brook Stony Brook, N.Y. 11794 Telephone: (516) 246-2805</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| School of Medicine        |              |               |
| Doctor of Medicine (M.D.) | HM           | December 15   |
| M.D./Ph.D. Program        |              |               |
| M.D. with Special Distinction in Research |            |               |
| Fifth Pathway Program     | HF           |               |
| For applications and information contact: School of Medicine, Office of Admissions Health Sciences Center SUNY at Stony Brook Stony Brook, N.Y. 11794 Telephone: (516) 246-2113 |
Academic Regulations And Procedures

The academic regulations and procedures in each of the following sections apply to all undergraduate and graduate students in schools of the Health Sciences Center unless differences are indicated in the wording of the section. Regulations and procedures that are specific to a school or degree program are listed in the school or program section of this Bulletin.

Registration
Completion of registration in accordance with instructions issued by the Health Sciences Center office of student services is a prerequisite to class attendance. Registration after the close of the announced final registration period requires the payment of a late registration fee of $20. Registration is not permitted after the end of the second week of classes. A student is not considered registered until the appropriate forms have been filed with the office of records through the office of student services and arrangements regarding tuition and fees have been made with the University office of student accounts.

In exceptional circumstances, students, with the approval of their academic adviser and the program director, may appeal to the school committee on academic standing for retroactive registration. If approved by the committee, late registration and payments will be possible according to procedures implemented through the Health Sciences Center office of student services.

Registration and subsequent changes in registration will occur according to the Health Sciences Center academic calendar for each program.

Graduate Student Registration and Matriculation
All candidates for a graduate degree must complete registration according to the regular registration procedures and as stated above for each academic period. Students must maintain matriculation by registering for at least a one-credit course in research or independent study during each academic period for which they are maintaining matriculation. To be eligible to receive a degree, a student must maintain matriculation for the academic periods prior to and including the period in which the
degree is conferred. This includes those graduate students who are not taking classes but are using the library, laboratories, or computer facilities; who are consulting with the faculty while working on their dissertations, clinical experience, or independent study; and who are preparing for or taking required examinations. Students who hold graduate traineeships, research assistantships, or fellowships must be registered as full-time students.

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

**Course Load**
A full-time student may register for no less than 12 credits for the fall or spring academic period and no more than the maximum credit load established for the program by each school. A student who wishes to register for less than 12 credits or for more than the program maximum must have written approval of the academic adviser and the dean. Eligibility rules for scholarships and other forms of assistance may permit calculation of full-time credit load at less than 12 credits in a particular academic period. Questions on this status should be directed to the adviser or the office of the dean.

**Change of Registration**
A student may change his/her registration only by completing the appropriate request form, including signature of the instructor, and then obtaining the approval of the adviser for the proposed change. Forms for this purpose are available from the Health Sciences Center office of student services.

No course may be added or dropped after the second week of classes. In special cases resulting from delayed decision on waiver or similar matters, time limits may be appealed, and if approved by the adviser, the instructor(s), and the dean, may be authorized up to two weeks before the end of the course. A $10 fee is charged for late add/drop.

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

**Challenge Program**
The University has established a challenge program which permits undergraduates to earn advance placement credit and course credit by taking examinations instead of regular courses. Courses for which examinations are permitted are recommended by the faculty of a degree program 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 adviser or to the office of the dean.

Repeating Courses
With the adviser’s approval, a student may repeat a course in which a D, F, NC, or W is received. 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 credit-hour requirements.

Grade Reports
Grade reports are prepared as quickly as possible after the conclusion of each academic period; they are mailed directly to the student’s local address at the end of the fall period and to the home address supplied by the student at the end of the spring period and summer session.

Classification of Students
For the purpose of interpreting academic regulations, undergraduate students will be classified as junior after completion of 57-84 credits, and as seniors after completion of 85 or more credits.

Assignment of Grades
Final grades are given at the end of the appropriate semester or module and are recorded by the University in the fall at the end of the semester and of Module 3, and in the spring at the end of the semester and of module 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.

A letter grading system is used by the Schools of Allied Health Professions, Nursing, and Social Welfare, and in the basic science courses for students of these schools. 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) grading system is used for selected courses in the Schools of Nursing and Social Welfare, and for all clinic courses and seminars in the School of Dental Medicine except those in the department of restorative dentistry and those specifically identified by the school. The School of Dental Medicine also uses an honor grade of (H). The School of Medicine uses the H S/U grading system as described in the school section of this Bulletin.

Letter Grading System
The Schools of Allied Health Professions, Nursing and Social Welfare, and the instructors in the basic science courses for these students of these schools, may use plus or minus grades. The students in the Schools of Dental Medicine are not graded plus or minus when graded by the letter grading system.
Grades are assigned point values as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>(superior work)</td>
</tr>
<tr>
<td>A−</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>(good work)</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>(good work)</td>
</tr>
<tr>
<td>B−</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>(satisfactory work)</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>(satisfactory work)</td>
</tr>
<tr>
<td>C−</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>(minimum passing work)</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>(minimum passing work)</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>(failing work)</td>
</tr>
</tbody>
</table>

An exception to the grading system above is that D and D+ may not be assigned to graduate students in a graduate level course.

**Incomplete**
Incomplete (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 School of Medicine as described in the school section of this Bulletin; in the other schools, 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 F or No Credit (NC). Under unusual circumstances an instructor may extend the period for completing the course requirements. In this case, the instructor must notify the office of student services in writing of the new deadline.

**No Record (NR) Grades**
An instructor may assign a temporary grade of No Record (NR) only for students in the Schools of Allied Health Professions, Nursing and Social Welfare. 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. An NR report is not to be interpreted as a grade but only as a temporary indication of a state of affairs which requires prompt resolution, leading either to removal of the course from a student's program (whenever it has appeared as a result of an error in recording the registration information submitted by the student), or to assignment of a grade. If a final grade is not reported by the deadline date appearing in the academic calendar, the grade of F or NC, as appropriate, will be recorded.

**Pass/No Credit**
A Pass/No Credit (P/NC) option is used by the Schools of Nursing and Social Welfare. It permits students to explore various areas of the curriculum with less immediate pressure for grades. "Pass" or "No Credit" 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 (Pass) if the reported grade is A, B, C, or D (including + or −), or as NC if the reported grade is Withdraw
(W) or F. The Pass/No Credit option may be used only as indicated below:

A. The faculty of the school in which the student is enrolled decides which courses must be taken under the letter grading system.

B. A student must designate the Pass/No Credit 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.

C. Questions about the applicability of the Pass/No Credit option to individual situations should be discussed with the student's faculty adviser.

Reserved
A Reserved (R) grade is used by the Schools of Medicine and Nursing and indicates attendance for zero credit during the first course in a sequence for which a final grade and total credits will be assigned only at the completion of the sequence. The School of Medicine does not assign credits at the completion of the sequence.

Satisfactory/Unsatisfactory
A Satisfactory/Unsatisfactory (S/U) grading policy may be used by the Schools of Nursing and Social Welfare in specially designated courses where finer grading distinctions are impractical, and an S/U grading policy is announced in the course description. 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 grade, (H) for all clinic courses and seminars, except those in the department of restorative dentistry and those specifically identified by the school. The School of Medicine uses S/U grading as described in the school section of this Bulletin.

Withdraw
The letter (W) is used by all the schools and indicates withdrawal from a course after the tenth day of classes.

Grade Point Average and Certificate for Graduation
For the purposes of determining grade point averages for the undergraduate students in the Schools of Allied Health Professions, Nursing and Social Welfare only 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.

Grades and courses appearing on the student’s academic record at the time of certification for the degree cannot be changed subsequently. No student will be permitted to graduate with the grade of "F", "I" or "NR" on the academic record except in exceptional circumstances and if permission is granted by the dean of the school.
**Academic Standing**
The academic standing of students is subject to the policies of the Health Sciences Center school in which the student is enrolled. Each school has a committee on academic standing which is advisory to the dean. Appeals from decisions of deans are directed to the 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 pertaining to the school involved in other sections of this *Bulletin*.

**Requirements for the Bachelor's Degree**
All Health Sciences Center candidates for bachelor's degrees must satisfy the following general and school requirements for the specific degree. For graduation, at least 120 credit hours of passing work must have been completed in approved courses with the minimum cumulative grade point average specified by the school. A cumulative grade point average of at least 2.00 is required for all work undertaken after admission to a school. The general Health Sciences Center requirements for the bachelor's degree are:

A. Proficiency in English Composition .......................... 3 credits
All entering students are expected to demonstrate competence in the clear and logical expression of ideas in written English. This requirement may be met by passing the English proficiency examination or by completing EGC 101 English Composition.

B. Natural Sciences and Mathematics ............................ 6-8 credits
This requirement may be met by completing 2 semester courses from the offerings of the following departments, divisions or schools: biological sciences, chemistry computer science, earth and space sciences, engineering, interdisciplinary natural sciences, mathematical sciences, physics, and basic sciences. (Student teaching courses are not acceptable.)

C. Social and Behavioral Sciences ............................... 6-8 credits
This requirement may be met by completing 2 semester courses from the offerings of the following departments or interdisciplinary programs: Africana studies* anthropology, economics, history, linguistics, political sciences, psychology, social sciences, interdisciplinary program (SSC), sociology, and appropriate interdisciplinary courses offered in the Health Sciences Center. (Student teaching courses are not acceptable.)

D. Arts and Humanities ............................................ 6-8 credits
Two semester courses to be chosen from among the offerings of the following departments or interdisciplinary programs: Africana studies*, art, Chinese, classics and classical languages, comparative literature, English, French, Germanic and Slavic languages, Hebrew, Hispanic languages, Italian, music, philosophy, religious studies, theatre arts, and appropriate courses offered by the department of community and preventive medicine, School of Medicine.

*Appropriate choices are identified in lists heading the sections of the *Undergraduate Bulletin* where the courses are described.
Equivalent or transfer credit to fulfill general University requirements is determined by the Health Sciences Center school to which the student is admitted.

Courses taught at Stony Brook which are appropriate to fulfill general 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 Center. The student must discuss with his/her advisor which courses are appropriate and will be accepted to fulfill the general University requirements.

Awards and Honors

Graduation with Honors
A candidate for the bachelor's degree may receive school or departmental honors for superior performance upon recommendation of the faculty of the school in which the student is enrolled. Such honors are indicated on the student's diploma.

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, providing each student has completed at least 12 credits for letter grade (including S) and no I's, NR's, NC's or F's. P grades are not counted as letter grades for this purpose.

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:

Ward Melville Valedictory Award
In honor of its first chairman, the Council of the State University of New York at Stony Brook annually presents the University's most distinguished undergraduate honor, the Ward Melville Valedictory Award, to the graduating senior who has attained the highest academic average during four years at Stony Brook.

William J. Sullivan Award
The William J. Sullivan Award is presented annually by the Council of the State University of New York at Stony Brook in honor of Justice William J. Sullivan, retired chairman of the Council. The Sullivan Award is the most prestigious service award the University can present to a graduating senior. It represents the University's recognition of particularly outstanding service contributions to the development of academic and student life on the campus.

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

The Distinguished Community Service Award
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. This award is sponsored through a grant from the Suffolk County Federal Savings and Loan Association.

United University Professions Award
The State University of New York at Stony Brook presents the United University Professions Award to that member of the graduating class who has most displayed an unselfish concern for the promotion and protection of human rights and values.

Elizabeth D. Couey Award
The State University of New York at Stony Brook presents the Stony Brook Union, Elizabeth D. Couey Award annually in memory of the first coordinator of student activities.

Charles D. Breitel Pre-law Scholarship
The Charles D. Breitel Pre-law Scholarship, named in honor of the Chief Justice of the New York State Court of Appeals, is presented annually by the University and the Suffolk County Bar Association. The award of $500, supported by the generosity of the Bar Association, is made on the basis of scholarship, character, and need. Seniors whose permanent home address is in Suffolk County, and who are admitted to at least one accredited law school, are eligible.

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

Faculty-Student Association Campus Life Award
The Faculty-Student Association awards a scholarship in recognition of outstanding contributions to the quality of campus life. Awards are given to students in good academic standing who have created or revitalized programs or projects that meet evident needs of the campus community, serve a large number of people, and have the potential to contribute in future years.

The Elisabeth Luce Moore Fellowship
The Elisabeth Luce Moore Fellowship in International and Religious Studies is presented annually by the Stony Brook Foundation to a deserving Stony Brook student who demonstrates outstanding academic poten-
tial and gives promise of contributions of unusual stature to the fostering of international understanding and/or the appreciation of religious values.

**The George B. Costigan Scholarship**
The George B. Costigan Scholarship is presented annually by the Council of the State University of New York at Stony Brook in honor of George B. Costigan, retired chairman of the Council. This scholarship is presented to a junior or senior at Stony Brook who is a graduate of one of the two year colleges on Long Island and who has best used his enrollment at that college to mature in character, awareness, and learning, in fulfillment of the University's motto, "To Learn—To Search—To Serve."

**The Health Sciences Health and Public Affairs Scholarship Award**
The Health and Public Affairs Scholarship Awards were created in conjunction with a Visiting Lecture in Health and Public Affairs in 1978. The awards recognize Health Sciences Center students interested in the relationship of health and public affairs, who have strong records in preparation for their professions. The scholarship program is sponsored by the Health Sciences Center and the Center's student association. At least two awards are made annually, one to a prebaccalaureate and one to a postbaccalaureate student. Recipients of the scholarships are selected by the Health and Public Affairs Lecture and Scholarship Committee and are announced each spring at the annual Visiting Lecture in Health and Public Affairs.

**The Health Sciences Undergraduate Award**
The Health Sciences Undergraduate Award is presented annually by the University Association of the State University of New York at Stony Brook to a junior in the Health Sciences Center for academic excellence and outstanding, non-academic service activities on campus and in the community.

**The Mortimer Kreuter Scholarship**
The Mortimer Kreuter Scholarship is awarded each year by a fund committee to a mature person who needs financial assistance in order to return to or continue his/her undergraduate or graduate education.

**Richard B. Moore Scholarship**
The Richard B. Moore Scholarship, established by the Stony Brook Foundation to honor the memory of the distinguished civil rights activist and historian, provides annual recognition for a Stony Brook student of African heritage with outstanding academic potential.

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

*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 based not only on high grades, but also on breadth, balance, and proportion in the candidates' programs.

Sigma Xi is a national honorary society for achievement in pure or applied scientific research. Any student associated with the State University of New York at Stony Brook who has through initial research achievements shown a marked aptitude for research which is expected in due course to lead to the fulfillment of the requirements for full membership may be nominated and elected as an associate member of Sigma Xi.

Requirements for M.S., M.S.W., M.D., and D.D.S. Degrees
All candidates for M.S., M.S.W., M.D., and D.D.S. degrees should consult the section of this Bulletin pertaining to the school involved.

Double Degrees and Double Majors Involving the College of Arts and Sciences and the Health Sciences Center
Students at Stony Brook may simultaneously earn baccalaureate degrees from both the College of Arts and Sciences and the Health Sciences Center if they have been admitted formally to each unit and fulfilled the criteria and requirements outlined below.

Written approval to undertake this curriculum must be obtained from the dean of the Health Sciences Center school in which the student is enrolled and from the office of curriculum and instruction subject to review and final authorization from the provost.

The double degree may include either a Bachelor of Arts or a Bachelor of Science degree from the College of Arts and Sciences. The degree from the Health Sciences Center will be a Bachelor of Science.

The double degree may include either a Bachelor of Arts or a Bachelor of Science degree from the College of Arts and Sciences. The degree from the Health Sciences Center will be a Bachelor of Science.

The second baccalaureate degree will be a 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 Center program and a College of Arts and Sciences major.

To earn credit towards a second degree, a student must fulfill the following requirements: (1) minimum total credits, 144; (2) minimum liberal arts credits, 90; (3) the distribution and proficiency requirements of the College of Arts and Sciences, the completion of which also ordinarily satisfies the general requirements of the Health Sciences Center; (4) minimum Stony Brook liberal-arts credits, 36 (of which at least 15 must be in upper division courses); (5) minimum Health Sciences Center credits as determined by the department and school of the selected major; and (6) minimum quality point average and minimum unduplicated course work as required for each degree.

Only double degrees, not double majors, may be earned by students studying jointly in the Schools of Nursing or Social Welfare and the College of Arts and Sciences. Students in the School of Allied Health Professions may earn either a double degree or a double major. For a double major, all current guidelines and regulations apply except that the
distribution requirements are those currently in effect for the Health Sciences Center programs.

**Changing to Colleges of Arts and Sciences or Engineering and Applied Sciences.**
Students enrolled in a school of the Health Sciences Center who wish to leave the Health Sciences Center and pursue work in either the College of Arts and Sciences or the College of Engineering and Applied Sciences must have received written notice of admission to one of those colleges before filing a change of major card with the Health Sciences Center office of student services. When filed, the change of major card must show the approval of the chairman of the department of the new major, and the director of the Health Sciences Center school program from which the student has withdrawn.

**Transcripts**
Students who desire transcripts of their academic record, either for their own use or for forwarding to some other institution or agency, should submit their request in writing to the office of records at least two weeks before the transcript is needed except at the end-of-semester peak period when additional time should be allowed. Transcript requests, that are billed by the University cost $4.00 each; pre-paid transcript requests cost $3.00 each. Payment is made to the bursar and the receipt submitted to the office of records with the transcript request. Partial transcripts of students' records are not issued.

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 institution concerned.

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

**Residence**
For a student to be certified for a degree, he or she must have earned the equivalent of one year of full-time study as a student in the school. Graduate students must maintain matriculation by registration for a one-credit research or independent studies course until graduation. Exceptions for programmatic reasons are noted under applicable programs in this Bulletin.

**Summer Study Elsewhere**
To insure that projected courses will be fully acceptable for transfer credit, students planning to take summer courses elsewhere should discuss plans in advance with their academic advisers to obtain assistance in determining intended courses and their school equivalents. After receipt by the office of student services of an official transcript indicating that the student has completed the courses with an acceptable grade, appropriate transfer credit will be granted.
Graduate Study Away From Campus

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

1. The reasons for the request.
2. The conditions under which the student's work away from campus is to be performed, supervised, and evaluated.
3. The registration of the student as a graduate student in the school and payment of the necessary fees. A student who is supported by a stipend or grant from state funds, or from University monitored Federal and private sources, must be registered as a full-time student. If the student is employed elsewhere, in a position not under the University or Health Sciences Center jurisdiction, matriculation may be maintained by registering for at least one credit of research or independent study in each academic period.
4. Agreement by the dean of the school that permission for the student to do work away from the campus will not diminish the school’s capability to fulfill its commitments.
5. An agreement from the institution where the student’s work is to be performed, in which acceptance of responsibility for its supervision is made. In the case of archival research or field work, a statement of authorization for the student to use such resources must be obtained.
6. The approval of the student’s academic adviser.

Graduate Student Exchange Credits

When the special educational needs of a graduate student at one campus of State University of New York can be served best by taking a course for credit at another 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 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 course requested. The student will pay appropriate tuition and fees at the visited institution. If the student has a waiver of tuition at his or her home institution, the waiver will be recognized by the visited institution. At the completion of the course, the visited institution will, on request, send a
transcript to the student's home institution. This exchange is restricted to courses not available at the home institution.

**Transferred Graduate Credits from Other Universities**

A candidate for the master's degree may petition the school to accept credits from another institution toward his or her degree. The school has the responsibility of deciding on the applicability of credits to the specific program. Normally, transfer credit will be limited to no more than 6 credits.

**Foreign Students**

In addition to meeting the academic requirements for admission to graduate or undergraduate programs in the Health Sciences Center, international students are also expected to have fulfilled the following University and Federal Immigration and Naturalization Department regulations:

1. Completion of a University financial affidavit indicating that the student has sufficient funding to pay for his/her educational and personal expenses while in the United States. In addition, the student must provide a statement from his/her bank or employer confirming that the funds indicated on the financial affidavit are available to the student.

2. A minimum score of 550 for undergraduate study and 500 for graduate study on the Test of English as a Foreign Language (TOEFL) is required. Official transcripts and records must be translated and submitted as documentation of academic work.

**Withdrawal From the Health Sciences Center**

Withdrawal from the Health Sciences Center, for any reason, will be recorded only when the form entitled "Withdrawal from the University" has been completed and submitted to the Health Sciences Center office of student services. The date upon which this form is filed, and not the date of the last class attendance, is considered the official day of withdrawal. Non-attendance or notification to the instructors does not constitute official withdrawal.

**Unauthorized Withdrawal**

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

**Leave of Absence**

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

**Medical Leaves of Absence and Suspension**

Most students who leave the Center for medical reasons will do so voluntarily after discussions with medical and academic advisers. A request for a medical leave of absence is normally initiated by a student, approved by the dean of his or her school in consultation with the director of the
University health service, and entered on the University records by the Health Sciences Center office of student services.

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

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

Initiating Requests for Medical Evaluation: The dean of a Health Sciences Center school will request an evaluation of the student from the director of the University health service.

Initial Evaluation: The director of the University health service will evaluate the student's health status and review any medical opinion submitted on the student's behalf. The director of the University health service 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 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 Center. That documentation will be submitted by the school to the director of the University health service for a judgment of its adequacy. The director of the University health service may require additional evidence. If readmission is denied by the dean, the student may use the appeal process described in Appeal, above.

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

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 Family Educational Rights and Privacy Act permits current or former students to inspect and review their educational records. Students are also accorded the right to a hearing in order to question the contents of their educational records. Written consent of students may be required before personally identifiable information about them will be released from their educational records as provided by law.

Specific guidelines and procedures are contained in PR-106, "Compliance with Family Rights and Privacy Act," contained in the Administrative Organization, Policies, and Procedures Manual of the University. A copy of this manual is available in the reference room of the library.

After administrative remedies available at the University have been exhausted, inquiries or complaints may be filed with the Family Educational Rights and Privacy Act Office, Department of Education, 330 Independence Avenue S.W., Washington, D.C. 20201.

**Equivalent Opportunity/Religious Absences**
Some students may be unable to attend classes on certain days because of religious beliefs. Section 224-a of the Education Law provides that:

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/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 classes, examination, study, or work requirements are held on Friday after four o’clock post meridian or on Saturday, similar or makeup classes, examinations, study, or work requirements 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 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/her rights under this section.

7) As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of the State University of New York, or of the Board of Higher Education of the City of New York, or any community college.

Changes in Regulations and Course Offerings
Changes in academic regulations or course offerings will be communicated to students as soon as possible. Information in this Bulletin is subject to change for appropriate reasons.
School, Program, And Course Designations

The code letters given below are used to designate the various Health Sciences Center schools and programs.

The first letter is always H for health sciences, the second letter indicates the school, and the third letter indicates either the program, the department, or the type of instruction.

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

School of Allied Health Professions

- HAD Medical Technology
- HAP Physician’s Assistant Education
- HAS Health Science (M.S.)
- HAT Cardiorespiratory Sciences
- HAX Special Programs
- HAY Physical Therapy

School of Dental Medicine

- HD Dental Medicine
- HDC Children’s Dentistry
- HDH Dental Health
- HDI Interdisciplinary Dentistry
- HDM Dental Medicine
- HDO Oral Biology and Pathology
- HDP Periodontics
- HDR Restorative Dentistry
- HDS Oral Surgery
**School of Medicine**
- HBA Anatomical Sciences
- HBC Biochemistry
- HBH Pharmacological Sciences
- HBI Interdisciplinary Basic Sciences
- HBM Molecular Microbiology
- HBO Oral Biology and Pathology
- HBP Pathology
- HBY Physiology/Biophysics
- HF Fifth Pathway
- HM Medicine
- HMC Community and Preventive Medicine
- HMK Pediatric Medicine
- HMM Medicine
- HMO Obstetrics and Gynecology
- HMP Psychiatry

**School of Nursing**
- HNC Registered Nurse Baccalaueate Program
- HNG Graduate Nursing
- HNI Undergraduate Nursing

**School of Social Welfare**
- HWC Social Welfare
- HWG Graduate Social Welfare
- HWU Undergraduate Social Welfare
- HWI Social Welfare In-service
- HWP Social Welfare Part-time Graduate
- HWT Social Welfare Tutorial
Information About Fees, Living Expenses And Housing

Tuition and Fees
Registration is not complete until a student pays all fees and charges which are due and payable by the first day of classes unless properly deferred. Tuition and fees are based on the schedule printed below. All fees and charges are subject to change without notice.

ACADEMIC YEAR CHARGES

<table>
<thead>
<tr>
<th>Tuition for Full-Time Study</th>
<th>First Semester</th>
<th>Second Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N.Y. State resident</td>
<td>$ 525.00</td>
<td>$ 525.00</td>
<td>$1,050.00</td>
</tr>
<tr>
<td>Non-resident</td>
<td>$ 875.00</td>
<td>$ 875.00</td>
<td>$1,750.00</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N.Y. State resident</td>
<td>$ 850.00</td>
<td>$ 850.00</td>
<td>$1,700.00</td>
</tr>
<tr>
<td>Non-resident</td>
<td>$1,092.50</td>
<td>$1,092.50</td>
<td>$2,185.00</td>
</tr>
<tr>
<td>Professional (Medicine and Dental Medicine)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N.Y. State resident</td>
<td>$2,150.00</td>
<td>$2,150.00</td>
<td>$4,300.00</td>
</tr>
<tr>
<td>Non-resident</td>
<td>$3,150.00</td>
<td>$3,150.00</td>
<td>$6,300.00</td>
</tr>
</tbody>
</table>

Tuition for Part-Time Study

Part-Time Undergraduate
N.Y. State resident ............... $ 35.00 per credit hour
Non-resident ..................... $ 58.50 per credit hour

Part-Time Graduate
N.Y. State resident ............... $ 71.00 per credit hour
Non-resident ..................... $ 91.50 per credit hour
**General Fees**

**Application Fee:**
- Application to undergraduate programs (transfer students only) ................................ $10.00
- Application to graduate programs .......................................................... 20.00
- Application to dental medicine and medicine ........................................... 35.00

**College Fee**
- Full-time student* ......................................................... $12.50
- Part-time student (per semester) ................................................. $ .85

**Student Activity Fee**
- Undergraduate full-time .................................................. $45.00
- Graduate ................................................................. $10.00

**Dormitory Housing**
- Double occupancy ...................................................... $550.00

**Meal Plan (optional)** ......................................................... $330.00—$555.00 per semester depending on which type of meal plan is requested

**Cooking Fee** (all dormitory residents not on meal plan) ................................. $ 55.00

**Late Registration Fee** ......................................................... $ 20.00

**Late Add/Drop Fee** .......................................................... $ 10.00

**Returned Check Fee** ......................................................... $ 5.00

**Lost I.D. Card** ................................................................. $ 3.00

**Health Insurance (optional)** .................................................. $124.00

**Transcript Fee (each)** ......................................................... $4.00 ($3.00 pre-paid)

**Advance Tuition Deposit** (applies toward first semester charges for freshman and transfers only) ........................................... $ 50.00

**Advance Housing Deposit** (applies toward first semester charges) ......................... $ 75.00

---

*12 credits or more is full-time
**This fee set by the undergraduate and graduate student governments.
General Fees

College Fee .................................................. $.85 per credit hour
Student Activity Fee ........................................... $15.00 per summer session
(Late Registration Fee ...................................... $20.00

Summer Session Charges***

Tuition

Undergraduate
N.Y. State resident ............................................ $35.00 per credit hour
Non-resident .................................................... $58.50 per credit hour

Graduate
N.Y. State resident ............................................ $71.00 per credit hour
Non-resident .................................................... $91.50 per credit hour

Housing Fees

Housing—Double Occupancy

<table>
<thead>
<tr>
<th>Period</th>
<th>Room Charge</th>
<th>Cooking Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 19–June 28</td>
<td>$150.00</td>
<td>$9.00</td>
</tr>
<tr>
<td>June 29–August 2</td>
<td>$125.00</td>
<td>$7.50</td>
</tr>
<tr>
<td>August 3–August 29</td>
<td>$100.00</td>
<td>$6.00</td>
</tr>
</tbody>
</table>

Fees and Charges

Payment

All fees and charges for a given academic period must be paid in full or properly deferred prior to the first day of classes. All checks must be payable to “SUNY at Stony Brook.” Post-dated checks are not accepted. Payment can be made by credit card (Master Charge and VISA only).

Students making payment on or after the first day of classes, during the late registration period, or pre-registered students making payment after pre-billing due date, shall be required to pay a late registration fee of $20. This fee is non-deferrable. The late registration period ends at the close of the second week of classes of each academic period.

Deferment

Students receiving awards provided by the State of New York, managed by the University, or payable to the University, may utilize deferment equal to the amount of the award. Documented proof of the award and the amount must be presented at the time of payment to apply the deferment to the account. Only current awards are deferrable.

***HSC summer special term is Module 9 and is comparable to main campus summer session for purposes of payment of tuition and fees.
When deferring bills, the student should present a power of attorney card to the bursar’s office. All deferments expire six (6) weeks after the first day of classes. Only tuition, room and board charges may be deferred. Deferment may be granted to students for the following types of awards.

1) Tuition Assistance/Regents Scholarship Awards: Students who have received a TAP/Regents award notice may obtain a deferment upon presentation to the bursar’s office. To insure receipt of the award certificate by the time of payment of tuition, students must apply for these programs before June 10.

2) Pell Grant—Basic Educational Opportunity Grant: Students will receive an award notice (student eligibility report) from the Federal government. This notice must be submitted to the office of student services for approval and processing. The approved student copy of the Student Eligibility Report must be submitted to the bursar’s office to complete deferment.

3) Veterans’ Education Benefits: Students who are eligible for veterans’ benefits should obtain an application from the office of veterans affairs. Incoming students who are veterans are advised to contact that office concerning veterans’ benefits as soon as possible.

The 1972 G.I. Bill amendments provide for advance payment of up to two months of G.I. benefits to be available for the veterans upon registration, but in no case earlier than 30 days prior to the beginning of the enrollment period. The advance payment check will be mailed directly to the University and held there for the veteran. Veterans will be notified directly by the Veterans Administration.

Deferment based upon veterans’ benefits may be obtained by submitting to the bursar’s office a copy of the deferment form prepared and signed by the Stony Brook office of veterans affairs. Veterans whose educational benefits are paid directly to the University should present an eligibility award certificate from the Veterans Administration to the office of the bursar.

4) Office of Vocational Rehabilitation: Deferment based upon office of vocational rehabilitation benefits may be obtained by presentation of an award letter or a voucher indicating the amount of the award and period covered from the office of vocational rehabilitation. All such letters must be accompanied by a tuition assistance award certificate, if applicable.

5) Private, Public, or Industrial Scholarships, Grants, Internships and Loans (Including Foreign Student Government Scholarships and Vocational Rehabilitation Grants): All students who can present notification of awards payable to the University or jointly payable to the University and the student in the above categories are eligible for a deferment equal to the amount of the award. In cases where the award is payable to the University and the student, the student will be required to complete a power of attorney form to be presented at the bursar’s office in order to receive an award credit.

6) Health Sciences Center Awards: Recipients of scholarships and loans (i.e., health professions loan, nursing loan) should submit a copy of their award letter from the office of student services in the Health Sciences Center with their bill to complete their deferment.
7) University Employment: Graduate students employed on teaching assistant, graduate assistant, or research assistant lines may defer charges up to one-half of their semester salary.

Refund Policy
All requests for refunds must be submitted in writing to the office of student accounts, State University of New York at Stony Brook, Stony Brook, New York 11794.

Pre-Enrollment Tuition Deposits
Each new student is required to pay an advance tuition deposit of $50. Deposits for the fall semester are due May 1, or 30 days after admission is offered, whichever is later, and are applied against charges incurred by the student in the first semester. Requests for refunds will be granted under the following conditions:
1. If a student is admitted prior to April 1, the written request for refund must be received in the office of student accounts by May 1. Those students admitted after April 1 must submit a written request for refund to the office of student accounts within 30 days of admission.
2. If a student has enrolled in another SUNY institution and provides satisfactory proof of such enrollment to the office of student accounts, a refund will be granted.

Housing Deposits
Each student is required to pay a $75 advance room deposit when requesting a future room assignment; this deposit will be applied to the housing charges of the first semester. Refunds of the $75 housing deposit will be made if the student applies in writing for the refund before July 1.

Tuition
Students who withdraw from the University or part-time students decreasing their academic load shall be liable for payment of tuition in accordance with the following schedule.

<table>
<thead>
<tr>
<th>Liability During</th>
<th>Semester</th>
<th>Special Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Second week</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Third week</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Fourth week</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Fifth week</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

The first day of class session, as published by the University, shall be considered the first day of the semester, quarter, or other term, and Saturday of the week in which this first class session occurs shall be
deemed the end of the first week for refund purposes. (Since campus offices are not open for business on Saturday, cancellations and withdrawals must be effected during the Monday through Friday office working hours.)

A student who does not attend any class sessions after Saturday of the first week and who notifies the office of student services of any intent to cancel registration on or before the second Saturday following the first day of classes shall be deemed to have cancelled registration during the first week.

Certification of the effective date of withdrawal must be made by the Health Sciences Center office of student services. A withdrawal card must be completed and returned to the office of student services on the date of withdrawal. To expedite refunds, the student accounts copy of the withdrawal card should be presented with the refund request.

No money shall be refunded for tuition unless application for refund is made within one year after the end of the term for which the tuition requested to be refunded was paid to the State University.

**Exception for Military Service**

There shall be no tuition or fee liability established for a student who withdraws to enter military service prior to the end of an academic term for those courses in which he/she does not receive academic credit. Acceptable proof must be submitted.

**Room Fee**

Once a student has registered and occupied a room, refunds will not be granted for room payments for that quarter. Exceptional situations are referred by the office of student services to the office of student accounts.

**Meal Plan Fee**

Meal plan refund requests must be made in writing to the Faculty Student Association, Stony Brook Union.

**Student Activity Fee**

As determined by Polity (the undergraduate student government) and the Graduate Student Organization, full refunds will be granted if the student withdraws within the first two weeks of classes. No refunds will be granted for withdrawals after the second week of classes.

**Cooking Fee**

The cooking fee will be refundable if the student has enrolled in the meal plan. The amount of such refund is to be determined by University policy in effect at the time.

**College Fee, Late Registration Fee, and Lost ID Card Fee**

These fees are not refundable.

**Refunds Caused by Overpayment or Processing Errors**

Refunds of amounts paid will be made when a student overpays University fees or when the student pays fees which are erroneous.
Other Expenses

Education-Related Expenses
These include primarily the estimated costs of transportation to clinical facilities, of books and other instructional materials, and of uniforms. Education-related expenses for students in the Health Sciences Center average approximately $1,000 for the academic year. More information can be obtained from the different Health Sciences Center schools. Details on textbook costs can be obtained through the Health Sciences Center bookstore, located on Level 2.

Personal and Living Expenses
These will vary greatly depending upon the kind of living accommodations selected, personal spending patterns, size of family, etc. Basically, applicants should keep in mind that the Stony Brook vicinity is a high-cost area. It should be noted that the academic calendar for most Health Sciences students is 10 rather than 9 months. For medical and dental students it is 11 months, and for the physician’s assistant education program it is 12 months.

Transportation
Public transportation for recreational use, for commuting between off-campus residences and the Health Sciences Center, and to clinical facilities is grossly inadequate. Therefore, students are advised to have private transportation available if possible. There is a parking structure adjacent to the Health Sciences Center. Rates are $.50 per hour, $3.00 per day, or $15.00 per month. Free parking is also available in South ‘P-Lot’ to the Health Sciences Center and to other points on the campus.

Housing

On-Campus Housing
The University residence halls are arranged in complexes called quadrangles; each quadrangle (quad) normally accommodates approximately 1,000 students. Living arrangements include single rooms (limited number), double rooms, and four- or six-person suites. Every student is provided with a bed, bureau, study desk, chair and closet. Each residence hall contains public lounges, study areas, laundry and recreation facilities. Cafeterias operate in some of the quadrangles.

There are a limited number of furnished rooms (double occupancy), in the apartment complex located across the street from the Health Sciences Center. Some spaces are allocated on a priority basis to students in the Center by the office of student services.

Cost
The rate for dormitory housing for double occupancy is $550 per semester. There is an additional charge for on-and off-campus telephone service installed in a room. An advance room deposit of $75 is required to reserve a space.
Each student living on campus who does not participate in a pre-paid meal plan is charged an additional $55 per semester cooking fee. All campus housing rates are subject to change without prior notice.

Request for Campus Housing
Students currently enrolled in the Health Sciences Center and Stony Brook students who are applying to any of the Health Sciences Center programs for the following fall have an opportunity to select housing accommodations in the spring. Students newly admitted to the Health Sciences Center from other educational institutions will be given information on applying for on-campus housing at the time they are accepted; they may not request on-campus housing until they are admitted.

Questions concerning campus accommodations should be addressed to the office of residence life, located on the first floor of the administration building, (516) 246-7006.

Off-Campus Housing
Many students prefer to live in off-campus housing. Clinical or field assignments may have a bearing on where a student chooses to live. The Health Sciences Center schools do not provide free housing at clinical sites for students.

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

The University's off-campus housing office list rentals within a 20-mile radius of the campus. The office is open from 10:00 a.m. to 4:00 p.m. Monday through Friday; it is located on the third floor of the administration building.
Financial Assistance

Financial aid for Health Sciences Center students falls into three major categories: programs administered by off-campus agencies to which the student applies directly; special funds administered by the Health Sciences Center, and campus-based programs administered by the campus office of financial aid. In all cases, the Health Sciences Center office of student services acts as liaison between the student and the agency involved by providing relevant information, assisting with application forms, forwarding pertinent documentation, and coordinating the award process. The first contact for a Health Sciences Center student interested in applying for financial aid should be the office of student services in the Health Sciences Center.

ALL FINANCIAL AID PROGRAMS* ARE BASED SOLELY ON FINANCIAL NEED. A student’s financial need is determined by comparing the yearly costs of attendance at Stony Brook with the student’s resources. These resources may include family contribution, savings from summer earnings, social security, veterans’ benefits, earnings from employment, student savings, and funds from scholarships and loans, other than those administered by the main campus and the Health Sciences Center.

*The 1983 Federal budget, presently under discussion at the U.S. Congress proposes changes and reductions to most Federal financial aid programs. The information about financial aid presented in this section is accurate as of press date of this Bulletin, it is subject to change by the Federal and state authorities.
Special Funds for Health Sciences Students

Dental and medical students may qualify for a number of loan and scholarship programs such as the Exceptional Need Scholarship for first year students, the Health Professions Loans, the Regents Scholarship for Professional Education, and the State University Tuition Waivers. Information about these and other funds can be obtained at the admissions offices of the School of Dental Medicine and the School of Medicine.

Graduate nursing students may be eligible for graduate nurse traineeships from the division of nursing, health resources administration, U.S. Public Health Service.

Graduate social welfare students may qualify for a limited number of teaching assistantships at the discretion of the School of Social Welfare. Some grants and stipends are also available to students in exceptional need. For information, contact student affairs, in the School of Social Welfare.

Off-Campus Programs of Financial Aid

Tuition Assistance Program (TAP)
This state-funded grant is for full-time matriculated graduate and undergraduate New York State residents. Awards from this program apply only toward tuition. Maximum awards are the full cost of tuition and college fee for undergraduate students and are $300 per semester for graduate and professional students.

The applicant must complete and send the student payment application to the New York State Higher Education Services Corporation in Albany by early summer. The application process takes at least two months. The TAP agency will mail an award certificate to the student’s permanent address indicating the amount of the award. This certificate must be presented to the bursar’s office at the time of payment to defer the amount of tuition equal to the amount of the TAP award (See page 45 of this Bulletin. 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).

Pell Grant—Basic Educational Opportunity Grant (BEOG)
Fund by the Federal government, this grant is available to full or part-time (6 or more credits per semester) matriculated undergraduate students.

The applicant should send the completed BEOG application to the Iowa Processing Center or the financial aid form (FAF) to Princeton by early summer. The application process takes at least one month. After processing, BEOG will mail a student eligibility report to the student’s permanent address. All three copies of this document must be mailed to the Health Sciences Center office of student services for certification. After certification and calculation of the award, the student will receive a copy of the student eligibility report that may be used for deferment against his/her University bill at the time of payment.
Guaranteed Student Loans (GSL)
Full or part-time matriculated graduate and undergraduate students are eligible to apply for this loan. Maximum yearly amounts are $2500 for undergraduates, $5000 for graduates, and $7500 for medical and dental students. Repayment begins nine months after the student ceases to be at least a half-time student. At repayment, 9 percent interest will be charged on first-time loans, and a 7 percent interest rate will accrue for students who have an outstanding previous loan at a lower rate.

Applications for guaranteed student loans are available at any participating bank or credit union. The student must complete the application and submit it with a “needs test” form, to the office of student services. That office will certify the student’s academic status and financial need for the loan and forward the application to the lender of the student’s choice.

Upon disbursement of the loan, a 5 percent origination fee is deducted from the total amount borrowed by the student. This fee goes to the Federal government and is used to reduce Federal interest and special allowance costs.

Parent Loans for Undergraduate Students (PLUS)
PLUS loans are available to the parents of dependent undergraduate students at 14 percent interest. The student’s parent(s) (natural, adoptive, or legal guardians) may borrow up to $3000 per academic year for the student in addition to any guaranteed student loans that the student already has. Parents are eligible for the same authorized deferments as students under the guaranteed student loan program. Applications are available at participating banks and credit unions.

Auxiliary Loans to Assist Students (ALAS)
ALAS loans will be available to graduate and professional students or independent undergraduate students. The maximum amount allowed to graduate and professional students is $3000 per year; independent undergraduates may borrow up to $2500 per year. These amounts are in addition to amounts borrowed through the guaranteed student loan program.

Repayment at 14 percent begins immediately once the student leaves school or drops to less than full-time status. There are no deferment of repayment or grace periods on ALAS loans.

Veterans’ Benefits
Eligible students must file with the office of veterans affairs located in room 132 of the humanities building. This office will assist in the procedure of notifying the Veterans Administration of the student’s change in schools.

Campus-Based Programs of Financial Aid
These programs are processed by the main campus office of financial aid after referral of students’ files by the Health Sciences Center office of student services.
National Direct Student Loan (NDSL)
This loan is funded by the Federal government, based on financial need, for graduate and undergraduate students. Repayment begins six months after graduation or leaving college for other reasons. A student may be allowed up to 10 years to repay the loan. During the repayment period the student will be charged five percent of the unpaid balance of the loan principal.

Supplemental Educational Opportunity Grant (SEOG)
This grant is funded by the Federal government for undergraduate students with exceptional financial need. If a student received this grant at a previous college, he/she must submit a financial aid transcript from the college’s financial aid office.

College Work Study Program
This part-time work program is based on financial need. Maximum number of work hours is 20 hours per week. Graduate and undergraduate students are eligible to apply.

Application Procedure
Students interested in applying for any of the special funds for Health Sciences Center students and/or the campus-based funds must complete two (2) application forms as follows:
1) The financial aid form (FAF) produced and analyzed by the College Scholarship Service in Princeton, New Jersey and
2) The institutional application for financial aid produced by the Health Sciences Center at Stony Brook.
Both forms are available at the office of student services.
All financial aid programs require students to apply each year by the established deadline, usually February 1st. Information on deadlines for applications and assistance on financial aid is available at the office of student services.

Further Information
More detailed information on programs of financial assistance can be found in the 1981–83 Undergraduate Bulletin.
School of Allied Health Professions

Dean: Edmund J. McTernan
Associate dean: Robert O. Hawkins, Jr.
Assistant dean: Martin H. Rosenfeld
Assistants to the dean: Joan M. Kenny, Eleanor Kra
Director, continuing professional education: Elaine Friedman

About the School of Allied Health Professions
The complexity of high quality, modern medical care requires so many kinds of knowledge and skills that a large team—rather than any one individual or single professional group—must be called into action to provide the best possible health care for our contemporary society. In the modern medical center, as many as 125 different kinds of health-related specialists stand ready to utilize their skills and knowledge.

More than 40 distinct and different categories of health professional have joined the physician and the nurse on this modern health care team. Each has a special set of competencies applicable to individual or social health problems. In the practice of their specialties, all allied health professionals work in a colleague status with physicians and nurses. Historically, different allied health professions originated in the patient care area; early training for each specialty was obtained on the job. Within recent years, the concept of the School of Allied Health Professions as a separate but integral part of the Health Sciences Center concerned with the education of these various specialists has arisen. The School of Allied Health Professions provides an environment in which expertise and resources can be consolidated towards the goal of more effective and more efficient education of several allied health profession groups, with the added advantage of providing opportunities to help the graduates understand their role in the context of total health care, rather than within the narrow limitations of their unique field.
Admission to the School of Allied Health Professions may be gained by candidates with different kinds of academic backgrounds. Ordinarily, students enter after gaining two years of college credit on the main campus at Stony Brook, in other universities, colleges or community colleges. Specific course requirements for admission have been kept to a minimum to permit flexibility. In general the question asked is, "Is this candidate able to carry the academic load of the junior year in the school?" Program curricula include special prerequisite requirements because of the requirements of accrediting bodies outside the University. Counseling is available to former service corpsmen, to health care personnel in lower level jobs, to adult students, and to others in need of this kind of assistance.

The school is organized into five departments: allied health resources, cardiorespiratory sciences, medical technology, physical therapy, and physician's assistant education.

One graduate program leading to a Master of Science in Health Sciences and four undergraduate programs leading to a Bachelor of Science with certification in a specific professional field are offered by the school. The undergraduate programs are planned over a two-year period covering the junior and senior years.

The following programs are offered in the school during the 1982-83 academic year:

- **Department of Allied Health Resources**
  - Program in Health Sciences (M.S. degree)
- **Department of Cardiorespiratory Sciences**
  - Program in Cardiorespiratory Sciences (B.S. degree)
- **Department of Medical Technology**
  - Program in Medical Technology (B.S. degree)
- **Department of Physical Therapy**
  - Program in Physical Therapy (B.S. degree)
- **Department of Physician's Assistant Education**
  - Program for Physician’s Assistant Education (B.S. degree)

Students in the baccalaureate programs pursue core and elective curricula, as well as the courses required for competence in their specific professional field, so that graduates have the benefit of broad orientation to the health field, to the life and behavioral sciences, and to research which the core and elective program provides.

**Goals and Objectives**

The School of Allied Health Professions is committed not only to the education and training of highly competent health professionals and therapists but also to preparing its graduates to assume leadership roles in the health care system.

A unique commitment is to the team approach to health care which provides for innovative programs utilizing an interdisciplinary core cur-
riculum, ongoing clinical experience, and an active program in continuing professional education.

**Undergraduate Admission**
Students seeking admission to the undergraduate programs to the School of Allied Health Professions, either from the general program at Stony Brook or from other institutions, must be specifically accepted to the school and to the program they have selected.

**Admission Requirements**
General admission requirements for candidates to the four baccalaureate programs of the school are: a cumulative average of 2.5, and completion of 57 semester hours of credit including three credits in English composition, 6–8 credits in natural sciences, 6–8 credits in social and behavioral sciences, and 6–8 credits in arts and humanities. (See page 28, "Requirements for the Bachelor's Degree", for lists of specific areas of study to satisfy these requirements.) Transfer credit is given for course work completed with grades of C or better. Applicants are also required to take the Allied Health Professions Admission Test given by The Psychological Corporation located at 304 East 45th Street, New York, N.Y. 10017.

Specific programs have additional requirements. Please check the admission requirements for entrance to the specific program to which admission is sought. Refer to the section entitled "Health Sciences Center Admissions" at the beginning of this Bulletin for application information.

There is no restriction regarding the amount of the time taken to complete the admission requirements although most students do so in two to three years.

**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, 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 faculty representative from each department and two student representatives. The admissions committee of each program reviews the candidates' transcripts, records, and application form, 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 admission since places are limited by available space.

**Insurance**
Students admitted to the school are required to purchase liability insurance prior to participation in clinical assignments. (Approximate cost is $15 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.

**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’s assistant, or registered nurse practitioner, not earlier than six months prior to entry into the school, and a report of chest x-ray or patch test for tuberculosis, completed within the same period. A note certifying to completion of the examination is not acceptable; a full examination report is required. This documentation is submitted to the Health Sciences Center office of student services and is forwarded to the University health service as part of the student’s health record. The school requires an additional health report at the beginning of the senior year.

**Graduate Admission**
Candidates for admission to graduate study are expected to hold a bachelor’s degree from a recognized institution of higher learning. A “B” average in undergraduate study will be required for admission to the graduate program; however, other factors indicating competence and promise will be taken into consideration, including letters of recommendation, personal interviews, and personal statements by the applicant. 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.

The master’s program in health sciences 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. In addition to holding an acceptable baccalaureate degree, each candidate must hold appropriate professional status (i.e. registration, certification, or licensure) 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 their careers as teachers, supervisors, or researchers in the health professions.

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

**Academic Information**
Academic counseling is available to students of the school. Program faculty will provide academic counseling upon request.

Financial aid, part-time employment, etc., is sometimes available in limited amounts. A small amount of such support is available only to students in specified programs in the school, and limited special support is available from time to time to students of the several schools of the Health Sciences Center. In addition, students may qualify for some of the general support programs administered by the University. For advice and
detailed information, an appointment should be made with the office of student services, Health Sciences Center. (See the "Financial Assistance" section of this Bulletin.)

**Academic Standing**

The School of Allied Health Professions 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 appearance. These standards foster the team concept of health care 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, no student on probation will be permitted to participate in the required periods of full-time clinical practice. Specific programs may have additional academic criteria or requirements. Please refer to individual program sections for details.

**Grading Policy**

The School of Allied Health Professions 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, and (2) 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 in Health Sciences degree.

**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 1982-83 Allied Health Professions Dean’s List, students must be matriculated full-time in a baccalaureate program of the school and have a grade point average of at least 3.60 for seniors or 3.45 for 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 which might endanger the health or welfare of patients or resident institutions.

The penalty for any substantiated act of academic dishonesty is immediate termination of the student's matriculation in the school.

**Appeals of Probation or Termination**
Students may appeal probation or termination by requesting reconsideration of this decision by the dean. Consult the section entitled "Academic Regulations and Procedures" in the beginning of this Bulletin for further information.

**Classification of Students**
A student must have earned a minimum of 57 semester hours of credit to be considered a third-year student, and therefore acceptable for the professional program of the school. A minimum of 85 such credits is required for fourth-year standing. Less-than-full-time study is permitted, through part-time, non-matriculated student status, for persons already employed in the health care system and for others with special needs or interests.

Mathematics courses are not specifically required for admission; however, a reasonable command of general mathematics through trigonometry will be necessary for success in the academic program of the school. The Allied Health Professions Admissions Test includes a portion on mathematics. In addition, a basic mathematics diagnostic test is given to all new students during orientation. Students who do not achieve a satisfactory score are required to complete a mathematics review course during the first two modules of the junior year.

All other academic regulations in effect at Stony Brook, and in the Health Sciences Center, ordinarily apply to students of this school. Consult the section entitled "Academic Regulations and Procedures" at the beginning of this Bulletin for further information.

**Recommended Freshman and Sophomore Curricula**
It is the general policy of the school 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 the student interested in a career in the allied health professions choose a sufficient number of courses in the physical and natural sciences to develop a broad understanding of these fields of study. A spectrum of courses in the social and behavioral sciences is also recommended.
In the case of a few curricula, rigid accreditation criteria force the school to specify special prerequisite course work. Prospective students should consult the information which is given in subsequent pages of the Bulletin relating to the particular curriculum in which they are interested for special recommendations or prerequisite requirements.

Programs in the school have certain prerequisites which dictate the selection of particular courses in the freshman and sophomore years. 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 and sophomores who aspire to programs in the School of Allied Health Professions. Consult the Office of the Associate Dean for assistance in acquiring a faculty adviser. Undergraduate students interested in applying to an upper division program are encouraged to seek faculty advisement early.

**Core and Elective Curricula**

In addition to the specific professional program required for qualification in their fields, all students registered for the undergraduate programs of the school will take the following core program and no less than four (4) credits of electives, or demonstrate equivalent knowledge:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBP 310</td>
<td>Pathology</td>
</tr>
<tr>
<td>HAS 300</td>
<td>Issues in Health Care</td>
</tr>
<tr>
<td>HAS 335</td>
<td>Medical Ethics</td>
</tr>
<tr>
<td>HAS 350</td>
<td>Introduction to Statistics</td>
</tr>
</tbody>
</table>

The four required credits from the following elective courses will be completed according to program advisement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAS 306</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>HAS 320</td>
<td>Nutrition</td>
</tr>
<tr>
<td>HAS 329</td>
<td>Patient Education</td>
</tr>
<tr>
<td>HAS 332</td>
<td>Management Concepts for Allied Health Professionals</td>
</tr>
<tr>
<td>HAS 333</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>HAS 351</td>
<td>Research Design</td>
</tr>
<tr>
<td>HAS 393</td>
<td>Caring for the Elderly</td>
</tr>
<tr>
<td>HAS 430</td>
<td>Health Economics</td>
</tr>
<tr>
<td>HAS 490</td>
<td>Research Tutorial</td>
</tr>
</tbody>
</table>

**Academic Calendar**

The School of Allied Health Professions is one of the few schools within the University system that is faced with the need to meet concurrently academic and professional requirements at the undergraduate level. These mandates, joined with the geographic problems incurred in obtaining suitable clinical experience in the Long Island area, make adherence to the usual academic calendar an impossibility. In order to meet these professional needs without totally preventing student involvement with other units
of the campus, a special 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.

**Clinical Resources**

Long-range plans anticipate heavy utilization of University Hospital for clinical instruction of students in the programs of the school. In addition, there is intensive student instruction at the clinical campuses associated with the Health Sciences Center. Other sections of this *Bulletin* describe University Hospital, and shared resources which now exceed 2,000 beds.

Each program director in consultation with the Dean, negotiates affiliation arrangements for the use of those clinical facilities which 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 HIS/HER OWN TRANSPORTATION TO AND FROM CLINICAL ASSIGNMENTS.

**Graduation and Degree Requirements**

**Candidates for the Bachelor of Science Degree**

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, core, and elective curricula and specific program requirements.

**Candidates for the Master’s Degree**

A minimum of 36 semester hours of graduate study is required, at least 30 of which must be completed at Stony Brook. A cumulative grade point average of 3.0 (B) is required for graduation; the minimum passing grade is 2.0 (C). See program descriptions for specific requirements.

**Courses**

Courses offered by the school are intended for matriculated allied health students only. However, those marked with the symbol * are open on a limited basis, with permission of the instructor, to other students. Priority is given to Health Sciences Center students.

Some courses offered by the school are open to *part-time non-matriculated students*. To obtain specific information about or an application for part-time, non-matriculated status, write to the Coordinator for Part-Time, Non-Matriculated Students, Dean’s Office, School of Allied Health Professions, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, New York 11794.
Continuing Professional Education
The School of Allied Health Professions recognizes a strong responsibility to serve as a resource and information center for practicing allied health professionals. The school sponsors many continuing professional education activities, which are an integral part of the school's program.

To respond to the needs of the professional constituency, programs may be scheduled in the late afternoon, evening, or on weekends and may be located on campus, in the community, or at remote locations. They are offered in intensive workshop or extended course format.
DEPARTMENT OF ALLIED HEALTH RESOURCES

Chairman: Rose Walton

Professors: James Brindle (Emeritus), Edmund J. McTernan, Peter Rogatz, Ursula C. Schwerin, H. Barry Waldman

Associate professors: Ruth E. Baines, Warren L. Balinsky, Michael S. Elliott, Sidney Feinberg, Sanford M. Gerstel, Bruce A. Gould, Robert O. Hawkins, Jr., Marsha Z. Laufer, Robert Markowitz, Rose Walton


Lecturer: Abigail November


This department offers core and elective courses for the school’s four undergraduate programs; provides instruction leading to the degree of Master of Science for health professionals interested in research, teaching, or supervision; and administers other special programs for allied health professionals.

Program in Health Sciences Leading to the Degree of Master of Science
This program is open to qualified health professionals who wish to pursue careers in teaching, supervision, or research within their own professional fields.

Admission Requirements
In addition to the graduate admission requirements for the School of Allied Health Professions, all candidates must submit Graduate Record Examination scores.

Program Requirements
Candidates must complete a minimum of 36 credits and satisfy the specific interdisciplinary, track, and internship requirements described below. Courses are chosen with program advisement and approval.

Interdisciplinary: Candidates must successfully complete courses to show understanding and competence in the following areas: medical care delivery, written communication, research methodology, and interpersonal and group skills.

Track: Candidates must select a specialty track of teaching, supervision, or research and complete 14 track credits.

Internship: Candidates must complete a 12-credit internship/prac-
Coping with bureaucracies as agent, requires permission of the instructor, whose decision will be based on results of a preliminary diagnostic test.  
1 credit, modules 1-2, Professor Fox

**HAS 300 Issues in Health Care**
Examines major issues influencing health care delivery. Emphasis on analysis of significance of these issues to the allied health professions. Organization of the delivery system, professional roles, quality control, cost controls, health agencies and alternative delivery models, consumer lifestyles, and health statistics are included.  
1 credit, modules 1-2, Dr. McTernan

**HAS 306 Human Sexuality**
Presents psychosexual development, sex myths, male and female sexual behavior, paraphilia, alternate life styles, contraception and venereal disease, sexual dysfunction, and sex therapy in a lecture-discussion group format. Limited to 30 students; admission by permission of instructor.  
2 credits, modules 1-2 and modules 5-6, Professors Hawkins and Silberman

**HAS 320 Nutrition**
Introduces human nutritional needs and the changing requirements during the life cycle. Explores controversies surrounding nutrition.  
1 credit, modules 1-2, Ms. Stein

**HAS 329 Introduction to Patient Education**
Provides an overview of the concept of patient education. Considers current trends and related research regarding the planning of patient education programs in hospitals and other health care organizations.  
1 credit, modules 1-2, Dr. Gould

**HAS 332 Management Concepts for Allied Health Professionals**
Coping with bureaucracies as agent, participant, and consumer. Consideration of the human dimensions of personnel, financial and materials management as related to the service functions of health agencies.  
2 credits, modules 5-6, Professor Jospe and SAHP faculty

**HAS 333 Group Dynamics for Health Professionals**
Assists students in improving interpersonal interactions. Through structured exercises, principles of interpersonal relations and group dynamics are illustrated. Specific attention to health-related work experiences.  
1 credit, modules 1-2, Dr. Walton

**HAS 335 Medical Ethics**
Examines ethical and legal considerations in health practice including health law, consent, malpractice, regulation of health practice, professionalism, professional codes of ethics, and ethical dilemmas.  
1 credit, modules 5-6, Dr. Williams

**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, modules 3-4, Dr. Leiken

**HAS 351 Research Design**
Basic elements of research design, including confidence intervals, sampling procedures, analysis of data, types of research, literature searches, hypothesis statements, term definition, variable control, report writing.  
Prerequisite: HAS 350 or permission of instructor.  
1 credit, modules 5-6, Dr. Laufer

**HAS 393 Caring for the Elderly**
An interdisciplinary course introducing students to gerontology. Emphasis on sensitivity to the health and sociological issues unique to the elderly.  
1 credit, modules 1-2 and modules 5-6, Dr. Porcino
HAS 399 Allied Health Independent Study
A course of study providing students in the School of Allied Health Professions with the opportunity to undertake independently a special project involving advanced readings, reports, discussions, research, or special course work on topics or problems of his/her choosing, with the guidance of an assigned faculty member. Projects must have the approval of the Academic Standing Committee of the School of Allied Health Professions prior to registration.
Variable credits 1-6, modules 1-3 and modules 4-6, SAHP Faculty

*HAS 430 Health Economics
Introduces basic economic concepts as they relate to the economic issues existing in the health field. Analyzes issues such as labor shortages and productivity, consumer demand, hospital inflation, and the impact of insurance on costs and utilization of health services. Emphasis on cost-benefit analysis as a useful tool when allocating resources and considering alternative delivery systems in the health field.
1 credit, modules 1-2, Dr. Leiken

HAS 490 Research Tutorial
Each student will conduct an original research project.
Prerequisite: HAS 351.
2 credits, modules 5-8, Dr. Leiken

*HAS 505 Human Sexuality: Attitudes
Presents issues related to sexual mores and folkways in contemporary life, including premarital, comarital and extramarital relations, homosexuality, bisexuality, heterosexuality, transexuality, and paraphilias. Permission of the instructor required during the previous semester. Open to CED students.
3 credits, fall and spring semester, Professor Hawkins

*HAS 507 Clinical Nutrition
Explores nutrition as an integral part of the disease process (in etiology as well as treatment) particularly in such major degenerative diseases as cancer, diabetes mellitus, hypertension and ASHD. Students will identify individuals and groups most at risk for the development of these disorders. Preventive education is stressed and students will also integrate basic nutritional concepts, physiological and psychological factors for total care of the individual.
Prerequisite: Basic course in nutrition, biochemistry and/or physiology recommended. Permission of instructor required.
3 credits, spring semester, Ms. Stein

*HAS 510 Community Resources for the Elderly: Implications for Health Practitioners
An interdisciplinary course which explores basic community services available to the elderly on the Federal, state, and local levels, and examines new and innovative programs. Students interview persons over 60 and visit facilities for the elderly. Open to all undergraduate and graduate students with permission of the instructor.
3 credits, spring semester, Dr. Porcino

*HAS 512 Biology of Aging
A multidisciplinary course which focuses attention on the biological changes, both anatomical and physiological, in the aging individual. Presents lectures and discussion by authorities in gerontology, biology and pathology.
3 credits, spring semester, Drs. Carlson, Sokoloff and Porcino

*HAS 515 Measurement and Evaluation in Health Professions Education
Explores issues of measurement and evaluation in educational institutions. Emphasizes approaches to testing, types of instruments, reliability, validity, and item analysis, and examines methods and approaches to evaluation of research.
3 credits, fall semester, Dr. Armstrong

*HAS 518 Health Care of the Elder Woman in American Society
Examines the unique problems and concerns of older women. Includes program and planning implications. Relates the special physical and mental health issues of women over 40 to their social and economic role in American society. Designed for students working with or interested in working with older people. Open to undergraduate students with permission of the instructor.
3 credits, fall semester, Dr. Porcino

*HAS 520 Educational Planning for the Health Field
Presents and elaborates a framework for the systematic design, implementation, and evaluation of education and training programs for health professionals.
Prerequisite: HAS 582 or permission of instructor.
2 credits, spring semester, Dr. Gould

*HAS 522 Educational Administration for Health Professionals
Presents issues involved in the administration of educational and training programs
for health professionals. Simulated decision-making situations will require students to apply knowledge gained in classroom lecture, discussion, and review of pertinent literature. Includes in-service education, continuing professional education, leadership, curriculum, instruction, student selection, and budgeting.

3 credits, fall semester, Dr. Gould

*HAS 529 Patient Education

See HAS 329. Patient education project and paper required.

2 credits, fall and spring semesters, Dr. Gould

*HAS 531 Medical Care Organization

Comprehensive overview of the U.S. system of medical care. Analyzes key issues, political and economic forces, and the problems of achieving the optimum goals of effectively and efficiently planned, managed, coordinated, and financed delivery of health services at all levels.

3 credits, fall semester, Dr. Waldman

*HAS 533 Group Dynamics for Health Professionals

See HAS 333. Designed to develop basic leadership skills in group work.

2 credits, fall and spring semesters, Dr. Walton

*HAS 535 Financial Management

Examines the philosophical, technical and practical aspects of financial management procedures related to budgeting in health care institutions. Includes accounting, progress reporting, status analysis, auditing.

3 credits, fall semester, Mr. Lord

*HAS 537 Resource Management: Planning and Budgeting

Describes the external forces that affect health care agency operation, increasing evolution of laws, agency regulations, and controls that apply to health organizations. Includes elements of planning and budgeting that apply to the internal functioning of health care institutions. Emphasis on development of management ability and departmental relationship to the total agency's activities.

Prerequisite: HAS 535 or permission of instructor.

3 credits, spring semester, Professors Elliott, Karris and Mr. Phelps

*HAS 538 Health Economics and Public Policy

An in-depth analysis of the effects of economic policy on health care and the effects of public policy on the economy. Introduces basic economic and statistical concepts and their use in analyzing health policy. Includes the effect of HMO's, certificate of need legislation, PSRO's, and health insurance on hospital costs and utilization.

3 credits, spring semester, Dr. Leiken

*HAS 539 Planning and Operational Analysis

Studies in the application of quantitative analysis techniques in health planning and administrative problem-solving; location and market research; economics; development of measurement methods for assessing productivity, performance, cost effectiveness, and quality of care; delphi and forecasting techniques, network analysis and scheduling; quantitative and simulated decision-making; use of choice and systems theories as an aid to management and in estimating alternative policy "futures."

3 credits, fall semester, Dr. Balinsky

*HAS 547 Grantsmanship in the Health Professions

Acquaints student with the grantsmanship process, in both federal and private domains. Focus is on research, design, preparation, and submission of grant applications.

2 credits, spring semester, Dr. McTernan and Ms. Friedman

*HAS 550 Statistics

Instruction in 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 their professional health fields.

3 credits, fall semester, Dr. Leiken

HAS 551 Research Design

Explores selected models commonly implemented in the investigation of specific health and health care delivery problems. Emphasizes conceptual understanding of research design and methodology and the structured investigation of problems in allied health. Appraises selected research studies and requires the formulation of a research proposal for the development of a master's thesis.

3 credits, spring semester, Dr. Laufer

*HAS 557 Health Program Evaluation

Examines the practical role of research in definition of health problems and in identification of alternative courses of action. Dis-
cusses concepts of research and evaluation, research designs, evaluation techniques and indices, examples of program evaluation, and implementing research findings. Sources and uses of data and epidemiology.
3 credits, spring semester, Dr. Kelman

*HAS 582 Teaching Strategies for Health Professionals
Examines selection and use of teaching strategies including group discussions, lectures, workshops/demonstration, simulations, workbooks, self-instructional materials, and audiovisual resources. Problems, examples, and some classroom practice provided. Requires selection and development of an individual teaching problem or project for presentation, discussion, and evaluation.
Prerequisite: Permission of instructor.
3 credits, fall semester, Dr. Armstrong

HAS 584 Internship: Health Professions Education
Internship assignment open only to degree candidates in the teaching track of the M.S. in Health Sciences Program. (Includes seminar on internship experiences for students registered for 6 to 12 credits internship.) Allows student to test, under supervised circumstances, ability to apply theory learned in program courses to the experience of teaching in the allied health field.
Variable credits 2-12, fall and spring semesters, MSHS Faculty

HAS 586 Internship: Health Professions Supervision
Internship assignment open only to degree candidates in the supervision track of the M.S. in Health Sciences Program. (Includes seminar on internship experiences for students registered for 6 to 12 credits internship.) Allows student to apply theory learned functioning as a supervisor in the practice of an allied health profession.
Variable credits 2-12, fall and spring semesters.

HAS 588 Practicum: Health Science Research
Practicum experience in research, open only to degree candidates in the research track of the M.S. in Health Sciences Program. (Includes seminar on practicum experiences for students registered for 6 to 12 credits practicum.) 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.
Variable credits 2-12, fall and spring semesters, MSHS faculty

HAS 590 Independent Study
Proposals for independent study in allied health must be submitted through the director of the graduate program to the Committee on Academic Standing of the School of Allied Health Professions for approval prior to registration for this course.
Variable credits 1-6, fall and spring semesters, SAHP faculty.

*HAS 591 Readings in Allied Health
Supplements formal course work in the health sciences by focusing attention on a wide range of topics of contemporary interest in allied health education, administration or research, through specialized readings under faculty supervision. Topics include: curriculum development, educational technology, health communications, research methodology, gerontology, patient education and health economics and policy.
Variable credits 1-3, fall, spring and summer semesters, SAHP faculty

HAS 599 Thesis Supervision/MSHS
Course open to students in the M.S. in Health Sciences Program who wish to complete a thesis in partial fulfillment of the requirements for the degree.
Variable credits 4-6, fall and spring semesters, Dr. Walton
DEPARTMENT OF CARDIORESPIRATORY SCIENCES

Chairman: William J. Treanor
Professor: Edward H. Bergofsky

Associate professors: Edgar L. Anderson, Jr., Robert Schick, William J. Treanor
Assistant professors: Gloria A. Anderson, Lawrence J. Chiara, Douglas G. Perry, Richard F. Pino, Jorge E. Secchi, Alex Stenzler

Lecturers: Robert G. Gulotta, Sandra Matuscavage, Nancy B. Navarro, Robert C. Spina


Program in Cardiorespiratory Sciences
Leading to the Degree of Bachelor of Science

Program director pro tem: William J. Treanor
Medical director: Edward H. Bergofsky

The department of cardiorespiratory sciences offers an upper-division program leading to the Bachelor of Science degree. Students are trained to function either in the administration of respiratory therapy procedures, or to conduct diagnostic procedures in cardiopulmonary laboratories.

The program is not intended for individuals whose career goal is the practice of routine cardiopulmonary or respiratory therapy procedures; technical programs conducted in community colleges and hospitals are the appropriate educational choice towards such a goal. Individuals who aspire to careers as supervisors, teachers, or research participants in the field of respiratory therapy or cardiopulmonary technology will find this curriculum appropriate for these objectives.

The program is accredited by the American Medical Association, Joint Review Committee on Respiratory Therapy Education, and the National Society for Cardiopulmonary Technology.

The school's Certificate of Professional Achievement in Cardiorespiratory Sciences is awarded upon satisfactory completion of all course work.

Admission Requirements
Candidates for the cardiorespiratory sciences program must meet the admission requirements of the School of Allied Health Professions (see page 59 of this Bulletin). The requirements may be fulfilled through previous college studies completed.
In addition to the general academic requirements for junior status in the School of Allied Health Professions, the department of cardiorespiratory sciences requires candidates to have successfully completed two semesters of biology, a semester of chemistry, a semester of physics, and a semester of college algebra. Courses in physiology or in anatomy and physiology are strongly recommended.

**Program Requirements**
Cardiorespiratory sciences students must complete the core and elective course requirements of the School of Allied Health Professions. In addition, the following courses are required:

### Basic Science/Other Allied Health Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBA 360</td>
<td>Regional Human Anatomy</td>
<td>2</td>
</tr>
<tr>
<td>HBA 471</td>
<td>Human Microscopic Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>HBH 332</td>
<td>Fundamentals of Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>HBY 350</td>
<td>Physiology</td>
<td>4</td>
</tr>
<tr>
<td>HAD 320</td>
<td>Medical and Public Health Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>HAD 351</td>
<td>Medical Instrumentation</td>
<td>2</td>
</tr>
</tbody>
</table>

### Professional Courses

#### JUNIOR YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAT 302</td>
<td>EKG Technique and Interpretation</td>
<td>1</td>
</tr>
<tr>
<td>HAT 306</td>
<td>Patient Evaluation for Cardiorespiratory Sciences</td>
<td>1</td>
</tr>
<tr>
<td>HAT 307</td>
<td>Non-Invasive Cardiovascular Tests</td>
<td>1</td>
</tr>
<tr>
<td>HAT 359</td>
<td>Pulmonary Physiology for Cardiorespiratory Sciences</td>
<td>3</td>
</tr>
<tr>
<td>HAT 361</td>
<td>Theory of Respiratory Diagnosis and Treatment</td>
<td>3</td>
</tr>
<tr>
<td>HAT 362</td>
<td>Respiratory Therapy Technique</td>
<td>2</td>
</tr>
<tr>
<td>HAT 363</td>
<td>Diagnostic Pulmonary Function Tests</td>
<td>2</td>
</tr>
<tr>
<td>HAT 395</td>
<td>Clinical Practicum for CRS: Basic Respiratory Therapy*</td>
<td>5</td>
</tr>
<tr>
<td>HAT 396</td>
<td>Clinical Practicum for CRS: Pulmonary Function*</td>
<td>5</td>
</tr>
<tr>
<td>HAT 397</td>
<td>Clinical Practicum for CRS: Non-Invasive CV Techniques*</td>
<td>2.5</td>
</tr>
<tr>
<td>HAT 398</td>
<td>Clinical Practicum for CRS: Airway Management*</td>
<td>2.5</td>
</tr>
</tbody>
</table>

#### SENIOR YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAT 401</td>
<td>Introduction to Perfusion Technology</td>
<td>1</td>
</tr>
<tr>
<td>HAT 461</td>
<td>Theory of Cardiovascular Diagnosis and Treatment</td>
<td>3</td>
</tr>
<tr>
<td>HAT 462</td>
<td>Cardiovascular Diagnosis and Treatment Practices</td>
<td>2</td>
</tr>
<tr>
<td>HAT 463</td>
<td>Ventilators</td>
<td>3</td>
</tr>
<tr>
<td>HAT 464</td>
<td>Neonatal and Pediatric Mechanical Ventilation</td>
<td>1</td>
</tr>
<tr>
<td>HAT 490</td>
<td>Introduction to Clinical Education—CRS</td>
<td>2</td>
</tr>
</tbody>
</table>

*Clinical practicum will consist of full-time clinical instruction and practice (for a total of seven modules) in the clinical campuses and at other affiliated health care facilities.*

72
Courses

HAT 302 EKG Technique and Interpretation
Provides the basic technical and interpretive skills required to execute and read an electrocardiogram.
Prerequisite: Permission of instructor.
1 credit, modules 3-4, Professor Treanor

HAT 306 Patient Evaluation for Cardiorespiratory Sciences
Provides concept of data base, historical information, chief complaint and present illness, chest physical examination and the formulation of a problem list.
1 credit, module 2, Professor Anderson

HAT 307 Non-Invasive Cardiovascular Tests
Preparation for clinical cardiovascular noninvasive testing. Includes history-taking and physical examination of the cardiac patient, techniques such as VCG, PCG, UCG and stress testing, utilization of equipment, and measurements and calculations pertinent to testing.
Prerequisite: Permission of instructor.
1 credit, modules 3-4, Ms. Shine and Professor Treanor

HAT 359 Pulmonary Physiology for Cardiorespiratory Sciences
Presents a detailed study of the physiology of human respiration, including functional anatomy, ventilation, diffusion, blood flow, gas transport, acid-base states, mechanics, regulation of ventilation centrally and peripherally, defense mechanisms, and nonrespiratory function.
2 credits, modules 1-2, Professor Perry

HAT 361 Theory of Respiratory Diagnosis and Treatment
A comprehensive study of the etiology, diagnosis, pathogenesis, pathophysiology, treatment, and prognosis of various types of pulmonary pathologies.
3 credits, modules 5-6, Mr. Axton

HAT 362 Respiratory Therapy Technique
Explores the need for administration of therapeutic gases and humidification, their effect on various body systems, contraindications and toxic effects. Emphasis on various modes of monitoring such as auscultation, sphygomanometry, oximetry, ventilometry, and relationship of vital signs to respiratory care.
Prerequisite: HAT 359.
2 credits, modules 5-6, Professor Perry

HAT 363 Diagnostic Pulmonary Function Tests
Provides basic technical skills of pulmonary function testing prerequisite to clinical practice and instruction in the use of various blood gas analyzers, spirometers, screening apparatus, etc. Topics include use and maintenance of equipment, relationship of test results to various pathologies and appropriate patient-operator safety.
Prerequisite: HAT 359.
2 credits, modules 5-6, Ms. Shine

HAT 395 Clinical Practicum for CRS: Basic Respiratory Therapy
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.
Prerequisite: HAT 362.
5 credits, modules 7, 8 or 9, Professor Perry

HAT 396 Clinical Practicum for CRS: Pulmonary Function
Clinical application of spirometry, diffusion studies, blood gas analysis, flow volume loops, body plethysmography, He dilution, nitrogen wash-outs, and bronchodilator responses.
Prerequisite: HAT 363.
5 credits, modules 7, 8 or 9, Ms. Shine

HAT 397 Clinical Practicum for CRS: Non-Invasive CV Techniques
Introduces clinical application of non-invasive cardiovascular testing. Includes electrocardiography, echocardiography, stress testing and systolic time interval measurements and others. Students gain experience in histories and physicals for the cardiovascular patient.
Prerequisites: HAT 302 and HAT 307.
2.5 credits, modules 7, 8 or 9, Professor Treanor

HAT 398 Clinical Practicum for CRS: Airway Management
Introduces the use of mechanical, cognitive, and decisional skills required in managing the airway of critically ill patients. Simulated pre- and post-tests on mannequins monitor the effect of exposure to actual patient management under supervision. Case reports are presented by students in a problem-oriented manner.
Prerequisites: HAT 306, HAT 361, HAT 362, and HAT 363.
2.5 credits, modules 7, 8 or 9, Professor Anderson

HAT 401 Introduction to Perfusion Technology
An introduction to cardiovascular perfusion during open-heart surgery and other critical clinical situations that require emergency support/implementation of various systems. Includes pulsatile assist devices, balloon pumps, total donor-blood exchange, and long-term by-pass support. Laboratory session implements lecture material.
Prerequisite: Permission of instructor.
1 credit, module 2, Mr. Caramante

HAT 461 Theory of Cardiovascular Diagnosis and Treatment
A detailed study of the normal vs. pathologic cardiovascular conditions encountered in the clinical field. Medical and surgical management are emphasized. Topics include anatomy, physiology, and regulation of the cardiovascular system, diagnostic tools, diseases, and their treatments.
Prerequisites: HAT 302, HAT 307 and HAT 397 or permission of instructor.
3 credits, modules 1-2, Ms. Shine

HAT 462 Cardiovascular Techniques
Practical application of the major components of invasive cardiovascular technology. Lectures and labs include EKG and monitoring, cardiac catheterization, HIS Bundle Studies, aseptic technique, and cardiopulmonary resuscitation.
Corequisite: HAT 461.
2 credits, modules 1-2, Professor Treanor

HAT 463 Ventilators
The mechanics, functions, maintenance, and repair of ventilators along with the rationale for their use. Introduction to the flow sheet for monitoring the progress of the intensive respiratory care patient.
3 credits, modules 1-2, Mr. Axton

HAT 464 Neonatal and Pediatric Mechanical Ventilation
Examines neonatal and pediatric anatomy, physiology, and pathology relating to mechanical ventilatory management of patients. Includes analysis of neonatal and pediatric ventilator function in terms of mechanics and suitability in clinical application.
Prerequisite: HAT 463.
1 credit, module 2, Mr. Axton

HAT 480 Cardiac Catheterization
An extension of HAT 497. Students add to their knowledge in monitoring and calibrating and are involved in significant research projects in this discipline. Requires approval of faculty adviser and department chairman.
Prerequisite: HAT 497.
5 credits, module 7 or 8, Professor Treanor

HAT 481 Extracorporeal Circulation
An extension of HAT 466. Theory, application and operation of the heart pump. Requires approval of faculty adviser and department chairman.
Prerequisites: HAT 496 and permission of instructor.
5 credits, module 7 or 8, Mr. Caramante
HAT 482 Cardiac Monitoring
An extension of HAT 397. Provides experience in mobile telemetry, CPR, monitoring and therapeutic techniques of a coronary care unit in specialized clinical departments. Requires approval of faculty adviser and department chairman.
Prerequisite: HAT 397.
5 credits, module 7 or 8, Professor Treanor

HAT 483 Ventilation and Anesthesia
An extension of HAT 398. Detailed exploration of airway management, pharmacology, controlled and assisted ventilation, monitoring techniques, fluid therapy, administration of general anesthetics, and the immediate post-anesthetic, recovery period. Requires approval of faculty adviser and department chairman.
Prerequisite: HAT 398.
5 credits, module 7 or 8, Professor Anderson

HAT 484 Cardiorespiratory Management of the Newborn
An extension of HAT 495. 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. Emphasis on specific technical procedures that differ from the adult patient. Requires approval of faculty adviser and department chairman.
Prerequisite: HAT 464 and HAT 495.
5 credits, module 7 or 8, Professor Perry

HAT 485 Continuous Ventilation
An extension of HAT 495. Provides experience in the care of patients who receive continuous mechanical ventilation. In-depth exploration of aspects of ventilatory management that have profound effects upon the quality of this critical care. Requires approval of the faculty adviser and department chairman.
Prerequisite: HAT 463 and HAT 495.
5 credits, module 7 or 8, Mr. Axton

HAT 486 Pulmonary Function Testing
An extension of HAT 396. In-depth study of pulmonary function techniques including research and use of sophisticated monitoring equipment like mass spectrometers. Requires approval of faculty adviser and department chairman.
Prerequisite: HAT 396.
5 credits, module 7 or 8, Ms. Shine

HAT 487 Cardiorespiratory Rehabilitation
An extension of HAT 395, HAT 495 and HAT 496. In-depth study of program planning and evaluation, chest physical therapy, and other cardiorespiratory rehabilitative and supportive techniques. Requires approval of faculty adviser and department chairman.
Prerequisites: HAT 395, and HAT 495
5 credits, module 7 or 8, Professors Anderson and Treanor

HAT 488 Departmental and Educational Management
Provides an overview of the administration of a hospital, steps involved in policy development and implementation, budget development and third party reimbursement, and relates these concepts to the management of a service department within the larger organization. Equal time spent with hospital administrative officers and in actual department supervision. Requires approval of faculty adviser and department chairman.
Prerequisite: HAT 495.
5 credits, module 7 or 8, Professor Anderson and CRS faculty

HAT 490 Introduction to Clinical Education—CRS
Prepares senior students to transmit skills and knowledge in CRS to junior students in the clinical area. Also prepares seniors for a clinical practicum that is accountable for part of the time required by accrediting agencies.
Prerequisites: HAT 495 and HAT 496.
2 credits, modules 5-6, Professor Anderson

HAT 491 Special Studies in CRS
Students' development of a forecasting system will direct their management of a simulated case of "acute respiratory distress." This model will also allow the faculty to evaluate and the students to strengthen their ability in patient evaluation and therapeutic and diagnostic management. Faculty are available for consultation, especially during the laboratory sessions.
Prerequisites: HAT 306, HAT 395, HAT 396, HAT 397, HAT 398, HAT 495, and HAT 496.
2 credits, modules 5-6, Professor Anderson

HAT 492 Independent Study—CRS
Proposals for independent study in cardiorespiratory sciences must be submitted through the department chairman to the
Committee on Academic Standing of the School of Allied Health Professions for approval prior to registration for this course. Variable credits, 1-6, modules to be determined, CRS faculty.

HAT 495 Clinical Practicum for CRS: Acute Respiratory Care
Affiliation with three different services on clinical campus sites allows each student to practice in an area of acute respiratory care.
Prerequisite: HAT 463.
5 credits, module 3 or 4, Mr. Axton

HAT 496 Clinical Practicum for CRS: Cardiovascular Perfusion
An introduction to techniques utilized in assisting and/or replacing the function of the heart and/or lungs. Provides experience in setting up, operating and discontinuing right and left heart bypass and other assistive modalities.
Prerequisites: HAT 461, HAT 401 and permission of instructor.
2.5 credits, module 3 or 4, Mr. Caramante

HAT 497 Clinical Practicum for CRS: Cardiac Catheterization
Provides clinical experience in invasive cardiovascular techniques and instruction in the theoretical and technical skills of cardiac catheterizations, HIS Bundle Studies, and pacemaker implantation and evaluation.
Prerequisites: HAT 461 and HAT 462.
2.5 credits, module 3 or 4, Professor Treanor

HAT 498 Clinical Practicum for CRS: Student Teaching
Affiliation with three different medical services allows each student to practice student teaching to junior students with faculty supervision and involvement with the active administrative functions of a department. These clinical practices account for part of the time required by the accrediting agencies.
Prerequisites: HAT 490, HAT 491, HAT 495 and HAS 332.
5 credits, module 7 or 8, CRS Faculty
DEPARTMENT OF MEDICAL TECHNOLOGY

Chairman: Martin H. Rosenfeld
Vice chairman: George T. Tortora
Professors: Velio A. Marsocci, Martin H. Rosenfeld
Associate professors: Julius M. Elias, Craig A. Lehmann, George T. Tortora
Assistant professors: Frances Finkelstein, Louis L. Gaynor, James A. Hartnett, Janet L. Haynes, Robert W. Kineiko, Howard Lane, Raymond G. Murphy, William M. Pollack, Sandra Witkowski
Instructors: Robert J. Borley, Ronald J. Carella, Vincent J. DellaSperanza, Isadore Gubernick, Anne E. Kahn, Robert J. Kanter, Christine A. Munz, Solomon Silfen

Program in Medical Technology Leading to the Degree of Bachelor of Science

Program director: Martin H. Rosenfeld
Medical adviser: Marvin Kuschner

The department of medical technology offers an upper division program leading to the Bachelor of Science degree. Students are prepared for careers as professional laboratory scientists who, by employing a wide variety of sophisticated equipment and skills, are capable of scientifically analyzing physical data to assist other members of the health care team in the diagnosis and treatment of disease. Graduates of the program may apply their knowledge of medical technology in a variety of areas such as biochemistry, hematology, blood banking, and microbiology. They are employed in hospitals, private laboratories, research laboratories, the pharmaceutical industry, and other scientific and technology related industries.

The program is accredited by the American Medical Association Council on Medical Education and the National Accrediting Agency for Clinical Laboratory Science.

The school’s Certificate of Professional Achievement in Medical Technology is awarded upon satisfactory completion of all required course work and satisfactory performance on a written comprehensive examination given near the end of the senior year.
Admission Requirements
Candidates for the medical technology program must meet the admission requirements of the School of Allied Health Professions (see page 59 of this Bulletin). The requirements may be fulfilled through previous college studies completed.

In addition to the general academic requirements for junior status in the School of Allied Health Professions, the department of medical technology requires candidates to have successfully completed 16 hours of chemistry, and 8 hours of biology (with laboratories).* Courses in physics and calculus are strongly recommended.

The department also recommends courses in general microbiology, genetics, and biology involving a molecular approach, including genetic control of synthesis and structure of proteins, anaerobic glycolysis and cell energy pathways, and structure and function of DNA and RNA.

Program Requirements
Medical technology students must complete the core and elective course requirements of the School of Allied Health Professions. In addition, the following courses are required:

<table>
<thead>
<tr>
<th>Basic Science Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JUNIOR YEAR</strong></td>
<td></td>
</tr>
<tr>
<td>HBA 472 Human Microscopic Anatomy</td>
<td>6</td>
</tr>
<tr>
<td>HBC 331 Introductory Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>HBY 350 Physiology</td>
<td>4</td>
</tr>
<tr>
<td><strong>SENIOR YEAR</strong></td>
<td></td>
</tr>
<tr>
<td>HBP 532 Immunology</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JUNIOR YEAR</strong></td>
<td></td>
</tr>
<tr>
<td>HAD 311 Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>HAD 313 Clinical Biochemistry</td>
<td>2</td>
</tr>
<tr>
<td>HAD 315 Hematology I</td>
<td>2</td>
</tr>
</tbody>
</table>

*A provisional acceptance may be granted if, upon the judgement of department faculty, there are exceptional circumstances concerning department prerequisites.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 310</td>
<td>Clinical Lab Practice</td>
<td>2</td>
</tr>
<tr>
<td>HAD 311</td>
<td>Biochemistry</td>
<td>1</td>
</tr>
</tbody>
</table>

Courses

**HAD 310 Clinical Lab Practice**
Lecture and laboratory exercises in general clinical laboratory practice. Topics include general hematology, microbiology, urinalysis, and parasitology. For allied health students not enrolled in the medical technology program.
2 credits, modules 3-4, Professors Haynes and Lehmann

**HAD 311 Biochemistry**
Examines physiological and biochemical mechanisms which form the basis for further study in subsequent courses in clinical biochemistry. Topics include carbohydrates, lipids, proteins and enzyme kinetics.
Prerequisites: Organic chemistry and permission of instructor.
1 credit, module 4, Dr. Rosenfeld

*Clinical experience consists of full-time supervised practice, with seminars, in affiliated hospital laboratories for a total of 20 weeks (10 weeks each in the junior and senior years).

Note: Students enrolled in the medical technology program must take both the lecture and the lab in any course so offered, and must pass both to receive credit for either.
HAD 313 Clinical Biochemistry
Examines physiological and biochemical mechanisms involved in the utilization of diagnostic procedures in the medical laboratory. 
Prerequisites: HAD 311 and permission of instructor. 
Corequisite: HAD 383. 
2 credits, modules 5-6, Dr. Rosenfeld

HAD 315 Hematology I
A comprehensive study of the human hematopoietic system and its relationship to other organ systems. Includes morphological and biochemical relationships of erythropoiesis and leukopoiesis to healthy vs. disease states and lab application of current methods in hematologic analysis. 
Prerequisite: Permission of instructor. 
Corequisite: HAD 385. 
2 credits, modules 5-6, Professor Haynes

HAD 316 General Microbiology
Presents the biology of eucaryotic and procaryotic microorganisms as well as consideration of microbial form, structure, function, physiology, metabolism, growth and genetics. Some applications of microbiology considered, including dairy, food and water bacteriology. 
Prerequisite: Permission of instructor. 
2 credits, modules 1-2, Dr. Tortora

HAD 317 Medical Microbiology
A comprehensive study of the nature and epidemiology of infectious disease, and the role of microorganisms in health and disease. Includes clinical effects of microbial infection on the human host: utilization of biochemical, morphologic, and serologic characteristics in the speciation of microorganisms: mode of action of the major classes of antibacterials; and rationale of in vitro determination of microbial sensitivity to chemotherapeutic agents. 
Prerequisite: HAD 316 and permission of instructor. 
2 credits, modules 3-4, Dr. Tortora

HAD 319 Medical Microbiology for Physician's Assistants
A study of microorganisms involved in health and disease and their relation to the host. Emphasis on microorganisms commonly encountered in clinical practice of the physician’s assistant. 
1 credit, modules 3-4, Dr. Tortora

HAD 320 Medical and Public Health Microbiology
A study of microorganisms important in health and disease. Includes host-parasite relationships, epidemiology, infectious disease prevention and control in the hospital community. 
Prerequisite: Permission of instructor. 
3 credits, modules 5-6, Dr. Tortora

HAD 351 Medical Instrumentation
Explores principles of physics, mechanics, and electronics related to the application of instrumentation in the biomedical area. Includes types of instruments, quality control, identification of malfunction and safety considerations. 
2 credits, modules 5-6, Professor Marsocci

HAD 380 Clinical Microbiology I
Practical experience in the isolation and identification of microorganisms commonly encountered in the clinical laboratory. Morphologic, biochemical, and serologic techniques of the clinical laboratory are studied using microorganisms involved in human disease. 
Prerequisites: HAD 316 and HAD 317. 
2 credits, modules 3-4, Dr. Tortora

HAD 381 Clinical Microbiology II
A continuation of HAD 380. 
Prerequisites: HAD 316 and HAD 317. 
2 credits, modules 5-6, Dr. Tortora

HAD 383 Clinical Biochemistry Lab
Laboratory exercise in conjunction with HAD 313. 
2 credits, modules 5-6, Dr. Rosenfeld and Professor Lehmann

HAD 385 Hematology I Lab
Laboratory exercise in conjunction with HAD 315. 
2 credits, modules 5-6, Professor Haynes

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 through the department chairman to the committee on Academic Standing of the school for approval prior to registration for this course. 
Variable credits, 1-6, modules 1-3 and modules 4-6, Medical technology faculty
HAD 395 Clinical Practicum II Medical Technology
Instructions and practice of laboratory procedures in clinical chemistry, microbiology, immunohematology in an approved hospital laboratory on a full-time basis for a five-week period.
10 credits, modules 7-8, Medical technology faculty

HAD 410 Automation
Theory, clinical laboratory application, and analysis of automated instrumentation including assembly, calibration, and quality control of instrumentation as well as a project designed to adapt instrumental analysis to automated methodologies.
2 credits, modules 1-2, Professor Lehmann

HAD 411 Clinical Biochemistry II
A continuation of HAD 313.
Prerequisite: HAD 313.
Corequisite: HAD 480.
2 credits, modules 1-2, Dr. Rosenfeld

HAD 412 Clinical Biochemistry III
Preparation of reagents, standards, controls and instrumentation in special diagnostic chemistry procedures. Introduces laboratory instruction and supervision. Requires students to present a one-hour lecture and a six-hour lab on an assigned topic.
Prerequisite: HAD 383 and HAD 480.
3 credits, modules 7-8, Dr. Rosenfeld and Professor Lehmann

HAD 414 Hematology II Lecture
The study of mechanisms of normal hemostasis and derangements caused by disease or by anticoagulant therapy and the consideration of renal physiology, pathophysiology of urinary tract disease and characteristic changes observed in the laboratory.
Prerequisite: HAD 315.
1.5 credits, modules 1-2, Professor Haynes

HAD 415 Clinical Serology
A study of the antibody-antigen reactions and the use of current techniques employed for their assay. Discussions of the immunologic responses of the host-infectious agent interaction and their demonstration via techniques such as precipitation, agglutination and complement fixation.

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.
Prerequisite: HAD 315 or permission of instructor.
Corequisite: HAD 486.
1.5 credits, modules 1-2, Medical technology faculty

HAD 425 Parasitology
A comprehensive study of parasites of man and related hosts with special emphasis on those of medical importance. Lectures pertain to host-parasite relationships and the role of the parasite in pathogenesis. Laboratory exercises acquaint students with current methods for concentration, isolation and identification of parasites of medical importance including stain and culture methodologies.
3 credits, modules 7-8, Dr. Tortora

HAD 426 Current Concepts in Diagnostic Histopathology
A basic course in routine and specialized histological methods geared to satisfy all needs of a general histological laboratory. Includes instruction/practice in microanatomy, tissue preparative procedures, all forms of microtomy and routine as well as key tissue stains. Familiarizes technologists with histological, laboratory techniques used in medical, veterinary, industrial, and academic settings.
1.5 credits, modules 5-6, Professor Elias

HAD 427 Histology Lab
Elective laboratory portion of HAD 426 and taken in conjunction with HAD 426.
Prerequisite: Permission of instructor.
1.5 credits, modules 5-6, Professor Elias

HAD 451 Medical Instrumentation II
A continuation of HAD 351 and a laboratory for learning the use of electronic testing equipment to troubleshoot laboratory and other biomedical instrumentation. Includes theoretical and practical consideration of the operation of equipment used.
Prerequisite: HAD 351.
1 credit, module 7, Professor Marsocci
HAD 470 Introduction to Nuclear Medicine Technology
Explores basic principles of nuclear medicine and their application to clinical diagnosis. Includes an introduction to nuclear physics, instrumentation in the nuclear medicine laboratory, radiation biology and safety and various in vivo and in vitro diagnostic methods utilizing radionuclides. Laboratory procedures are included on an hours-arranged basis.
2 credits, modules 7-8, Medical technology faculty

HAD 480 Clinical Biochemistry Lab II
A continuation of HAD 383. Taken in conjunction with HAD 411.
Prerequisite: HAD 383.
2 credits, modules 1-2, Dr. Rosenfeld and Professor Lehmann

HAD 485 Hematology II Lab
Laboratory exercises correlated to HAD 414. Taken in conjunction with HAD 414.
2 credits, modules 1-2, Professor Haynes

HAD 486 Immunohematology Lab
Laboratory exercises correlate to HAD 416. Includes trips to selected blood processing centers. Taken in conjunction with HAD 416.
2 credits, modules 1-2, Medical technology faculty

HAD 490 Independent Study/Medical Technology
Proposals for special projects in medical technology involving readings, research, and laboratory problems must be submitted through the department chairman to the Committee on Academic Standing of the school for approval prior to registration for this course.
Variable credits 1-6, modules 1-3, and modules 4-6, Medical technology faculty

HAD 493 Advanced Seminar in Medical Technology
Guided discussions of laboratory problems and case studies. Integrates all areas of medical technology for a comprehensive coverage of laboratory medicine.
Prerequisite: HAD 495.
3 credits, modules 7-8, Medical technology faculty

HAD 495 Clinical Practicum II/Medical Technology
Full-time clinical experience in medical technology.
10 credits, modules 3-4, Medical technology faculty

HAD 500 Survey of Clinical Biochemistry
Explores physiological and biochemical mechanisms involved in the utilization of laboratory data obtained by procedures in the medical laboratory. Topics include carbohydrates lipids, proteins, enzymes, laboratory data utilization.
Prerequisite: Permission of instructor.
2 credits, spring semester, Dr. Rosenfeld

HAD 505 Cytogenetic Laboratory Techniques
Provides practical experience in the construction and analysis of pedigrees, cell and tissue culture, cell harvesting, slide preparation, microscopic techniques, photomicrography, karyotype analysis, correlation of karyotypic and phenotypic syndromes and dermatoglyphic analysis.
Prerequisite: Permission of department chairman.
1.5 credits, spring semester, medical technology faculty

HAD 510 Clinical Laboratory Medicine for Nurse Practitioners—Lecture
Medical areas covered include hematology urinalysis, blood banking, chemistry, electrolyte and water balance and blood gases. Emphasizes interpretation of laboratory data and selective ordering.
Prerequisites: Biochemistry and HBM 531.
1 credit, modules 7-8, Professors Haynes and Lehmann

HAD 511 Clinical Laboratory Medicine for Nurse Practitioners—Laboratory
Skills course emphasizing laboratory methods in hematology, urinalysis, blood banking and microbiology.
Prerequisite/Corequisite: HAD 510
1 credit, modules 7-8, Professors Haynes and Lehmann

HAD 570 Introduction to Nuclear Medicine Technology
See HAD 470.
2 credits, modules 7-8, Medical technology faculty
HAD 590 Independent Study/Medical Technology

Proposals for special projects in medical technology must be submitted through the department chairman to the Committee on Academic Standing of the school for approval prior to registration for this course. Variable credits 1-6, modules 1-3 and modules 4-6, Medical technology faculty.

HAD 596 Seminar in Immunohematology

A course for graduate medical technologists involved with decision making in immunohematology. Includes the immune process, immunogenetics, perinatal immunohematology problems, unfavorable effects associated with transfusion, component therapy, and the administrative policy and practices of blood banking.

Prerequisite: HAD 416 or equivalent and permission of instructor.

3 credits, spring semester, Mr. Borley

DEPARTMENT OF PHYSICAL THERAPY

Chairman: Jacob S. Schleichkorn

Associate professors: Marsha Z. Laufer, Clifton S. Mereday, Jacob S. Schleichkorn

Assistant professors: John Beazley, Gustave V. Conti, Louis H. Cress, Roslyn Davidson, Barbara Silvestri, Joseph Kahn, Isabel Levine, Joan D. Mohr, Janice M. Sniffen, Sharon J. Waldman

Instructors: Cheryl Gonzalez, Iris A. Grucela, Robert Intravaia, Richard W. Johnson, Patricia A. Ramo, James Rumsey, Ivan S. Yankowitz, Linda J. Zane

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

Program director: Jacob S. Schleichkorn

The department of physical therapy offers an upper-division program leading to the Bachelor of Science degree.

Physical therapy may be defined as treatment of patients through a variety of therapeutic procedures such as exercise, stimulation of learning and motor activity, and application of physical agents. It includes instructing and motivating patients and their families towards a defined goal of self-sufficiency. Physical therapists use evaluation and testing in diagnosis and determination of degree of physical impairment and interpret the tests for planning and initiation of treatment programs.

Graduates of the program are prepared to practice direct patient care as well as to pursue careers in research, administration, consultation, supervision and community health affairs.

The program is accredited by the American Physical Therapy Association.

The school's Certificate of Professional Achievement in Physical Therapy is awarded upon satisfactory completion of all course work.
Admission Requirements
Candidates for the physical therapy program must meet the admission requirements of the School of Allied Health Professions (see page 59 of this Bulletin). The requirements may be fulfilled through previous college studies completed.

In addition to the general academic requirements for junior status in the School of Allied Health Professions, the department of physical therapy requires candidates to have successfully completed one year of chemistry, one year of physics and one year of biology, all with laboratories and designed for science majors. Preference will be given to candidates who have completed required course work by the end of the spring semester of the year for which application is made. Experience in rehabilitation is a vital and important factor in the selection of students. Factors considered in the admissions process are detailed in the Bulletin section on undergraduate admissions.

Program Requirements
Physical therapy students must complete the core and elective course requirements of the School of Allied Health Professions. In addition, the following courses are required:

Basic Science Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUNIOR YEAR</td>
<td></td>
</tr>
<tr>
<td>HBA 461 Regional Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>HBA 470 Human Microscopic Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>HBY 350 Physiology</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENIOR YEAR</td>
<td></td>
</tr>
<tr>
<td>HBA 410 Principles of Neuroscience</td>
<td>2</td>
</tr>
</tbody>
</table>

Professional Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUNIOR YEAR</td>
<td></td>
</tr>
<tr>
<td>HAY 315 Foundations of Physical Therapy</td>
<td>1</td>
</tr>
<tr>
<td>HAY 316 Physical Therapy Procedures I—Hydrotherapy</td>
<td>2</td>
</tr>
<tr>
<td>HAY 317 Physical Therapy Procedures II—Massage</td>
<td>1</td>
</tr>
<tr>
<td>HAY 318 Electrotherapy I</td>
<td>2</td>
</tr>
<tr>
<td>HAY 319 Kinesiology</td>
<td>5</td>
</tr>
<tr>
<td>HAY 320 Human Growth and Development</td>
<td>2</td>
</tr>
<tr>
<td>HAY 321 Therapeutic Exercise</td>
<td>3</td>
</tr>
</tbody>
</table>
Courses

HAY 315 Foundations of Physical Therapy
Introduces the historical and ethical foundations of physical therapy; examines the professional role and responsibilities of physical therapists.
1 credit, modules 1-2, Professor Silvestri

HAY 316 Physical Therapy Procedures I—Hydrotherapy
Presents the rationale for therapeutic application of superficial heat and cold. Emphasis on physiological responses, indications, and contra-indications to heat and cold treatment techniques. Laboratory sessions provide practical experience for safe administration of specific treatment procedures. Guest lecturers participate.
2 credits, module 3, Professor Waldman

HAY 317 Physical Therapy Procedures II Massage
Introduces basic principles, techniques, and practical application of therapeutic massage. Emphasis on physiological effects, indications, contra-indications, and proper positioning, and includes soft tissue palpation and bone identification.
1 credit, module 4, Professor Waldman

HAY 318 Electrotherapy I
Introduces thermo-electric equipment and techniques related to physical therapy, including the physics of electrotherapy. Includes demonstrations of techniques applied to various disease entities seen in rehabilitation.
2 credits, modules 5-6, Professor Kahn

HAY 319 Kinesiology—Scientific Foundations
Explores kinetics and kinematics of normal, purposeful, human movement, and integrates knowledge of human anatomy, physiology, mechanics, and biomechanics to the human body. Includes evaluation procedures such as manual muscle testing and measurement of joint range of motion.
Prerequisites: HBA 461, HBA 470, and HBY 350.
5 credits, modules 4-6, Professor Mereday

*Clinical practice will consist of full-time clinical instruction and practice in the clinical campuses and other affiliated patient-care facilities.
HAY 320 Human Growth and Development
 Presents growth and development in the first two years of life and explores major causes of disability. Covers early identification, initial evaluation, referrals, approaches to care and community resources as well as incidence, etiology, and prognosis. Guest lecturers participate. Prerequisite: Permission of instructor. 
2 credits, modules 5-6, Professor Schleichkorn

HAY 321 Therapeutic Exercise
 Presents the rationale for therapeutic exercise. Topics include techniques related to ambulation activities, ADL, and basic therapeutic exercises. Prerequisite: HAY 316 and HAY 317. 3 credits, modules 5-7, Professor Meredith

HAY 322 Introduction to Rehabilitation Techniques
 Introduces various rehabilitative procedures including ADL, progressive ambulation, Bobath, Rood, PNF and Brunnstrom techniques. Prepares students to deal with major treatment techniques encountered in initial clinical experience. Includes lecture, labs, demonstrations and field trips. Prerequisite: HAY 319. 4 credits, module 7, Professor Waldman

HAY 396 Physical Therapy Clinical Practice I
 A five-week, full-time supervised clinical assignment in an affiliated hospital or other health facility. Prerequisites: HAY 316, HAY 317, HAY 318 and HAY 319. 5 credits, module 8, Professor Silvestri

HAY 402 Psycho-Social Aspects of Disability
 Emphasizes psycho-social aspects of disability as they affect the handicapped individual, family and community. Presentations relate to recognition of psycho-social problems and how they can be better understood, minimized, or eliminated. Guest lecturers participate. Prerequisite: Permission of instructor. 2 credits, modules 1-2, Professor Schleichkorn

HAY 415 Clinical Medicine
 A study of the pathophysiology of specific disease entities and application of pathophysiology to formulating principles of patient evaluation and treatment. Emphasis on generating treatment goals and rehabilitation programs appropriate for disability. Guest lecturers will participate. 3 credits, modules 1-2, Professor Silvestri

HAY 416 Electrotherapy II
 Examines principles of electro-physics and the physiological effects of low-voltage currents and introduces electro-therapeutic modalities and procedures used in the treatment of commonly encountered clinical syndrome. Prerequisite: HAY 318. 2 credits, modules 2-3, Professor Kahn

HAY 418 Rehabilitation Procedures I
 Integrates knowledge of neurophysiology, the development sequence, motor learning, and perceptual evaluation with specific neuro-physiological therapeutic exercise approaches. Prerequisites: HAY 316, HAY 317, HAY 318, HAY 319, and HAY 321. 4 credits, modules 1-2, Professor Waldman

HAY 420 Prosthetics and Orthotics
 Introduces clinical application and evaluation of prosthetics and orthotics and other appliances utilized to assist patients in achieving maximum self-sufficiency and independence. Includes normal ambulation, identification of gait deviations and the assistive devices used to improve function. Explores the principles of fit and alignment. Prerequisite: HAY 319. 4 credits, modules 1-2, Professor Meredith

HAY 421 Orthopedic Physical Therapy
 Presents procedures and techniques in the physical therapy management of specific orthopedic syndromes. Emphasis on functional anatomy, articular structures, assessment procedures and application of mobilizing techniques in treatment of spinal and extremity articular dysfunction. Guest lecturers participate. 4 credits, module 3, Professor Meredith

HAY 422 Rehabilitation Procedures II (Cardiopulmonary Rehabilitation)
 Emphasizes evaluation and treatment of the respiratory and cardiac patient. Reviews normal and pathological function of the lungs and heart. Introduces physical assessment, stress testing, and exercise programs for rehabilitation of patients with cardiopulmonary disabilities. Students become certified as basic rescuers in CPR. Laboratory sessions reinforce practical app-
application of treatment procedures. Guest lecturers participate.
3 credits, modules 5-6, Professor Silvestri

HAY 493 Physical Therapy Seminar
A review of major areas covered in the senior year. Emphasis on advanced approaches in rehabilitation. Includes health plans, legal matters and ethics. Guest lecturers participate. Students have the opportunity to discuss topics of special concern prior to completion of the program.
2 credits, modules 5-6, Professor Schleichkorn

HAY 496 Clinical Practice II
A senior clinical affiliation experience of five weeks duration in an affiliated center providing application of training under supervision of clinical educators.
5 credits, module 4, Professor Silvestri

HAY 497 Clinical Practice II
A ten-week, full-time clinical practice which finalizes all didactic and clinical experience for the senior student. Students spend six to eight weeks in a traditional health care setting and two to four weeks in a non-traditional or specialized area of physical therapy practice. Prerequisite: HAY 496.
10 credits, modules 7-8, Professor Silvestri

DEPARTMENT OF PHYSICIAN’S ASSISTANT EDUCATION

Chairman: Edward Brown, Jr.
Vice chairman: Lucille H. Messier
Associate professor: Edward Brown, Jr.
Assistant professors: Stuart M. Copperman, Philip S. Heilpern, Joyce E. Honorof, Paul Lombardo, Lucille H. Messier, Nanci C. Rice
Lecturer: Richard L. Miller
Instructors: Ashton Besse, Steven F. Cogan, James Doody, Alan S. Fribourg, Thelma Georgeson, James A. Griffin, Frank J. King, Patricia W. McKeon, Juanita Maxwell, Elizabeth Sterrett-Rothstein, Rein Tideiksaar, Silas A. Williams

Program for Physician’s Assistant Education Leading to the Degree of Bachelor of Science

Program director: Edward Brown, Jr.
Medical director: Joyce E. Honorof

The department of physician’s assistant education offers an upper division program leading to the Bachelor of Science degree. The program consists of 100 weeks of didactic and clinical training over a two-year period. Graduates are prepared to practice as assistants to the primary care physician, taking thorough medical histories and performing physical examinations, collecting the data, and presenting it in such a way that the physician is aware of the medical problem and can determine the appropriate diagnosis and therapy. Although functioning under the supervision and responsibility of a physician, the physician’s assistant may, under defined rules and circumstances, perform diagnostic and therapeutic procedures without the direct surveillance of the physician. He/she may also coordinate the roles of other health care team members.
Physician's assistants have proved most effective in extending improved health care to larger populations. They have special impact in areas which have traditionally been medically underserved. Graduates are encouraged to work in such areas of medical need. They are employed in hospitals, clinics, private and group practices, and in industry.

The program is accredited by the American Medical Association, Joint Review Committee on Educational Programs for Physician's Assistants.

The School’s Certificate of Professional Achievement for Physician’s Assistants is awarded upon satisfactory completion of all course work.

**Admission Requirements**
Candidates for the physician’s assistant education program must meet the admission requirements of the School of Allied Health Professions (see page 59 of this Bulletin). The requirements may be fulfilled through previous college studies completed.*

In addition to the general academic requirements for junior status in the School of Allied Health Professions, the department of physicians’s assistant education requires that fulfillment of the natural sciences requirement consists of completion of six or more credits in the biological sciences and, additionally, completion of at least three semester credits each in mathematics, chemistry, and microbiology. Course work in sociology and psychology is strongly recommended.

The department also requires a minimum of one year’s experience in direct patient care, either full-time or through equivalent accumulation of 2,000 hours. This requirement can be fulfilled by experience such as that of an orderly, nurses’ aide, registered nurse, medic or emergency medical technician.

The physician’s assistant training is heavily directed toward community medicine involvement, especially in disadvantaged and rural areas in the realm of family practice.

**Program Requirements**
Physician’s assistant students must complete the core and elective course requirements of the School of Allied Health Professions. In addition, the following professional courses are required:

---

*Formal armed forces or professional school courses may in some cases be approved for credit by the Admissions Committee of the School of Allied Health Professions.
### Didactic Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBA 300</td>
<td>Human Biology</td>
<td>4</td>
</tr>
<tr>
<td>HBA 461</td>
<td>Regional Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>HAP 303</td>
<td>Radiology</td>
<td>2</td>
</tr>
<tr>
<td>HAP 308</td>
<td>Psychiatry for Physician's Assistants</td>
<td>3</td>
</tr>
<tr>
<td>HAP 350</td>
<td>Signs and Symptoms: Clinical Medicine I</td>
<td>approx.</td>
</tr>
<tr>
<td>HAP 351</td>
<td>Signs and Symptoms: Clinical Medicine II</td>
<td>36</td>
</tr>
<tr>
<td>HAP 352</td>
<td>Signs and Symptoms: Clinical Medicine III</td>
<td></td>
</tr>
<tr>
<td>HAD 310</td>
<td>Clinical Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>HAD 319</td>
<td>Medical Microbiology for Physician's Assistants</td>
<td>1</td>
</tr>
<tr>
<td>HBH 331</td>
<td>Fundamentals of Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td>HBP 411</td>
<td>Pathology Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

### Clinical Clerkships

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAP 470</td>
<td>General Medicine: Clinical Clerkship</td>
<td>5</td>
</tr>
<tr>
<td>HAP 471</td>
<td>Obstetrics and Gynecology: Clinical Clerkship</td>
<td>8</td>
</tr>
<tr>
<td>HAP 472</td>
<td>General Surgery: Clinical Clerkship</td>
<td>6</td>
</tr>
<tr>
<td>HAP 473</td>
<td>Pediatrics: Clinical Clerkship</td>
<td>5</td>
</tr>
<tr>
<td>HAP 474</td>
<td>Emergency Room: Clinical Clerkship</td>
<td>5</td>
</tr>
<tr>
<td>HAP 475</td>
<td>Psychiatry: Clinical Clerkship</td>
<td>4</td>
</tr>
<tr>
<td>HAP 476</td>
<td>Medicine Preceptorship: Clinical Clerkship</td>
<td>5</td>
</tr>
<tr>
<td>HAP 477</td>
<td>Pediatrics Preceptorship: Clinical Clerkship</td>
<td>5</td>
</tr>
<tr>
<td>HAP 479</td>
<td>Geriatrics: Clinical Clerkship</td>
<td>5</td>
</tr>
<tr>
<td>HAP 480</td>
<td>Orthopedics: Clinical Clerkship</td>
<td>4</td>
</tr>
</tbody>
</table>

### Special Academic Requirements

In addition to the overall academic policies of the School of Allied Health Professions, the physician's assistant education program requires that students maintain at least a 2.5 cumulative grade point average for all clinical clerkships. The following courses must be passed with a minimum grade of C before a student will be permitted to continue in the program:

- HBA 300 Human Biology
- HBA 461 Regional Human Anatomy
- HBH 331 Fundamentals of Pharmacology
- HAP 303 Radiology
Courses

HAP 303 Radiology
Introduces principles of radiation and radiology techniques, with particular emphasis on the interpretation of X-ray films. Limited to physician’s assistant students.
2 credits, modules 5-6, Dr. Arcosano

HAP 308 Psychiatry for Physician’s Assistants
Introduces psychiatry and an approach to general evaluation of patients with emotional problems. Emphasis on social patterns, which exert a profound impact on mental functioning.
3 credits, 3-module duration; modules to be determined, Dr. Heilpern

HAP 350, 351, 352 Signs & Symptoms: Clinical Medicine I, II & III
Preparation for clinical rotations through a systems and problem-oriented approach dealing with the patient in a clinical context. Emphasizes physical examination, evaluation, procedures, and problem solving.
Prerequisites: A grade of C or better is required before beginning next course in sequence.
36 credits, modules 1-8, Professors Messier and Rice

The following courses in the HAP 470 number sequence are all full-time clinical rotations for physician’s assistant students only.

HAP 470 General Medicine: Clinical Clerkship
Applies principles of general medicine learned in HAP 350, 351, and 352 to hospital-based practice. Supervised, ongoing patient contact exposes the student to a variety of acute and chronic medical conditions. Emphasis on data gathering, differential diagnosis, patient management, diagnostic and therapeutic skills, and follow-up care.
5 credits, one-module duration; modules in fall and spring semesters to be determined, Professor Lombardo and clinical staff.

HAP 471 Obstetrics and Gynecology: Clinical Clerkship
Applies principles of ob/gyn learned in HAP 351 to hospital-based practice. Emphasis as in HAP 470 including pre- and post-partum care, pelvic examinations, contraception, and normal labor and delivery.
8 credits, two-module duration; modules in fall and spring semesters to be determined, Professor Lombardo and clinical staff.

HAP 472 General Surgery: Clinical Clerkship
Applies principles of general medicine to the patient presenting with common surgical or urological problems. Supervised exposure to an in-patient, ambulatory care setting with emphasis on data gathering, differential diagnosis, patient management, and communications skills. Operating room technique, wound evaluation, suturing and appropriate triage and referral skills are stressed.
6 credits, one-module duration; modules in fall and spring semesters to be determined, Professor Lombardo and clinical staff.

HAP 473 Pediatrics: Clinical Clerkship
Applies principles of pediatrics to hospital-based practice. Emphasis as in HAP 470 including normal growth and development, newborn evaluation, and evaluation of well and sick children.
5 credits, one-module duration; modules in fall and spring semesters to be determined, Professor Lombardo and clinical staff.

HAP 474 Emergency Room: Clinical Clerkship
Provides supervised exposure to acute primary care problems of the emergency room patient. Emphasis on directed history and physical examination, triage, management of episodic illness, life-saving techniques, treatment of shock, and handling of emergency room equipment.
5 credits, one-module duration; modules in fall and spring semesters to be determined, Professor Lombardo and clinical staff.
HAP 475 Psychiatry: Clinical Clerkship
Applies principles of psychiatry learned in HAP 308 to hospital-based, inpatient/outpatient care setting. Emphasis on recognition and triage of common psychiatric problems, performance of the mental status examination, patient interaction skills, and patient follow-up.
4 credits, one-module duration; modules in fall and spring semesters to be determined, Professor Lombardo and clinical staff

HAP 476 Medicine Preceptorship: Clinical Clerkship
Applies principles of general medicine learned in HAP 350, 351, and 470 to a physician’s office practice. Emphasis as in HAP 470.
5 credits, one-module duration; modules in fall and spring semesters to be determined, Professor Lombardo and clinical staff

HAP 477 Pediatrics Preceptorship: Clinical Clerkship
Applies principles of pediatrics learned in HAP 350, 351, and 473 to a physician’s office practice. Emphasis as in HAP 470.
5 credits, one-module duration; modules in fall and spring semesters to be determined, Professor Lombardo and clinical staff

HAP 479 Geriatrics: Clinical Clerkship
Applies principles of geriatrics with emphasis on data gathering and management of chronic care patients. Stresses psychosocial problems confronting the elderly patient.
5 credits, one-module duration; modules in fall and spring semesters to be determined, Professor Lombardo and clinical staff

HAP 480 Orthopedics: Clinical Clerkship
Provides an opportunity to refine skills acquired in HAP 472 emphasizing evaluation and management of common orthopedic problems, data gathering, splinting, immobilization, and wound evaluation.
4 credits, one-module duration; modules in fall and spring semesters to be determined, Professor Lombardo and clinical staff
School of Dental Medicine

Acting dean: Philias R. Garant
Associate dean: Louis Boucher (Planning and Construction)
Assistant deans: Gary S. Leske (Curriculum and Student Affairs), Edward R. Schlissel (Clinical Affairs), Sharon von Bock (Administrative Affairs)
Assistants to the dean: Anne H. Clarke, Phyllis Brody, Christine Eastman

The School of Dental Medicine is accredited by the Council on Dental Education of the American Dental Association. The school provides a broad educational background and trains graduates to enter into general practice, specialty practice, public health, teaching and/or research. The school has incorporated the disciplines of prosthodontics, operative dentistry, endodontics and dental materials into a single department of restorative dentistry. Orthodontics and pedodontics have been combined into a department of children's dentistry.

Dental students, as well as students in medicine and students from other health science fields, take the same courses in anatomy, biological chemistry, microbiology, pathology, pharmacology and physiology. The correlation of these sciences with dentistry is primarily provided by the faculty of the department of oral biology and pathology. The school has strong ties with a number of satellite hospitals, including Long Island Jewish-Hillside Medical Center and the Veterans Administration Medical Center at Northport. These hospitals and Stony Brook's University Hospital familiarize students with the systemic aspects of dental disease, enabling participation as active members of a health care team.

Small class size allows students to receive more personalized instruction. Didactic as well as clinical instruction is adapted to the needs of the student.

Admission Requirements
The School of Dental Medicine hopes to acquire a student body representative of a variety of backgrounds, experiences and interests. The school will rigorously examine preparation and promise for creative work in dental medicine of all students in whom the school is seriously interested. It is recommended that applicants have a high degree of manual dexterity and demonstrated competence in science.
Decisions will be influenced by an applicant's scholarship, aptitude, character, personality, and promise of future value to society through the dental profession. There is no discrimination in the admissions review and selection process on the basis of sex, race, religion, national origin, age, marital status, and physical and mental disability. Residents of New York constitute a majority of applicants and the entering class reflects this fact.

By law, applicants must have completed a minimum of two years of college before matriculation; however, the applicant should be aware that the vast majority of dental students accepted at Stony Brook have an undergraduate degree. All applicants to the School of Dental Medicine are required to complete the appropriate one-year introductory courses with laboratory in inorganic chemistry, organic chemistry, physics, biology (zoology) prior to admission to the school. One year of mathematics, preferably calculus or statistics, and a year of social and behavioral sciences is also required.

In addition, the school requires an evaluation from the applicant's college preprofessional advisory committee. In the absence of such a committee, letters of evaluation are required from at least two faculty members. The school requires that evaluation data be transmitted directly to the School of Dental Medicine. Interviews are included in the admissions process; applicants will be notified if interviews are required. At that time, a special examination is administered to test an applicant's manual skills at no expense to the applicant.

The school participates in the centralized American Association of Dental Application Service (AADSAS). This service allows applicants to apply to a number of participating schools through the submission of a single set of data to the Measurement Research Center in Iowa City. The school does not require a separate application form. Applications for this service may be obtained from the office of admissions, School of Dental Medicine, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, New York 11794. (See "Health Sciences Center Admissions," page 17 of this Bulletin for further information.)

All applicants are required to take the Dental Aptitude Test (DAT). The deadline for submission of the completed application to the centralized service is January 1. Applications postmarked after midnight, January 1 will not be considered. There is a non-returnable application fee of $35.00. The school observes the agreement of the American Association of Dental Schools regarding the admission of students and will not offer places prior to December 1 of the year prior to matriculation.

Clinical Facilities (Dental Care Center)
Coordinated clinical education in all disciplines is provided in an environment that facilitates the treatment of patients in the instructional environment. The student learns, early in his/her career, to work with auxiliary personnel, including dental assistants, dental hygienists and dental technicians. A faculty composed primarily of full-time educator/clinicians guides the training of the students enrolled in all programs of the school.
Physical facilities are equipped to support the diverse educational, research, and patient care programs offered at the school. The patient treatment facilities are attractive and convenient for patients, and provide a maximum degree of privacy.

Seventy dental operatories, similar to those used in the general practice of dentistry, provide treatment areas for students and faculty. Sixteen of these operatories are built in a unique cluster arrangement designed for optimal utilization when staffed and operated as a group practice facility. The other operatories enable dental students to work alone or in concert with dental auxiliaries as a team. Special suites are available for the teaching and practice of oral surgery and radiology.

**Basic Non-Clinical Education**

Students in the school receive approximately 1,000 hours of instruction in the traditional basic sciences (anatomy, biochemistry, cytology, microbiology, physiology, pharmacology, genetics, and general pathology). Since this instruction is fundamental to all students in dentistry and medicine, most courses are taken jointly by these students. Students are provided with in-depth exposure to the normal and pathological aspects of the structure and function of the oral tissues and to material from the social and behavioral sciences in the School of Dental Medicine.

**Basic Clinical Education**

The clinical component of the educational program is provided by the departments of children’s dentistry, periodontics, restorative dentistry, dental health, oral biology and pathology, and oral and maxillofacial surgery. Conjoint courses are offered in oral diagnosis, radiology, occlusion, pain control and emergency care. Students are introduced to patients and patient care in a carefully controlled environment according to a timetable tailored to each student’s ability. Students often act as subjects as part of their educational experience and training.

Students are taught how to obtain a psychosocial history and how to incorporate this information into the total treatment plan for the patient. This part of the program is taught by members of the faculty of the department of dental health. Preclinical technical experience is given immediately prior to the student’s undertaking the treatments for assigned patients. Most didactic teaching and preclinical laboratory experience is completed by the end of the second year. The principal clinical experience begins in the second year. The student is responsible for the complete care of the patients. When the services of a specialist are required, the student refers to and attends the service of the chosen specialist. All phases of patient care are closely supervised by the professional staff.
Students are trained in the efficient use of dental assistants in a special program of dental auxiliary utilization and management. The objective of the program is to teach new concepts of dental health care delivery by training dental students to be able to effectively and efficiently practice "four-handed, sit-down" dentistry. Specially trained dental assistant teachers work with the students to accomplish these objectives.

During the fourth year, students are taught to utilize new and established diagnostic techniques during the process of diagnosis, treatment planning, and monitoring of therapy. Additionally, qualifying students may participate in one of the many elective programs offered by the various departments of the school or the hospitals of the various clinical campuses.

Grading Policy

The School of Dental Medicine uses the following grading policies: (1) all didactic and lab courses (except those specifically identified) are graded A (superior), B (good), C (satisfactory), D (minimum passing), F (failure), (2) plus and minus grades are not used, (3) all clinic courses and seminars, except those in the department of restorative dentistry and those specifically identified by the school, are graded H (Honors), S (Satisfactory), U (Unsatisfactory), (4) I (Incomplete) and W (Withdrawal) grades may be given as stated in the front of the Bulletin, (5) NR (No Record) grades, the Pass/No Credit option, and R (Reserved) grades are not used, and (6) no credits are assigned for course work.

Dental School Curriculum

The following program represents the curriculum requirements for dental students:

FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>No. of Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD 506/HBS 530</td>
<td>Human Microscopic Anatomy</td>
<td>128</td>
<td>Fall</td>
</tr>
<tr>
<td>HD 507/HBC 531</td>
<td>Biochemistry</td>
<td>60</td>
<td>Fall</td>
</tr>
<tr>
<td>HD 509/HBA 521</td>
<td>Gross Anatomy—Head and Neck</td>
<td>150</td>
<td>Spring</td>
</tr>
<tr>
<td>HD 511/HBY 531</td>
<td>Physiology</td>
<td>96</td>
<td>Fall</td>
</tr>
<tr>
<td>HD 514/HBP 531</td>
<td>Pathology</td>
<td>95</td>
<td>Spring</td>
</tr>
<tr>
<td>HD 515/HBM 531</td>
<td>Medical Microbiology</td>
<td>80</td>
<td>Spring</td>
</tr>
<tr>
<td>HD 516/HBA 522</td>
<td>Neuroanatomy</td>
<td>26</td>
<td>Spring</td>
</tr>
<tr>
<td>HD 518/HBA 533</td>
<td>Genetics</td>
<td>30</td>
<td>Spring</td>
</tr>
<tr>
<td>HDH 501</td>
<td>Health Care Systems</td>
<td>56</td>
<td>Fall</td>
</tr>
<tr>
<td>HDI 502</td>
<td>Pain Control</td>
<td>28</td>
<td>Spring</td>
</tr>
<tr>
<td>HDM 501</td>
<td>Physiologic Emergencies</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>HDM 502</td>
<td>Radiology</td>
<td>20</td>
<td>Spring</td>
</tr>
<tr>
<td>Course</td>
<td>Course Title</td>
<td>No. of Hours</td>
<td>Semester</td>
</tr>
<tr>
<td>--------</td>
<td>--------------</td>
<td>--------------</td>
<td>----------</td>
</tr>
<tr>
<td>HDO 501</td>
<td>Oral Biology and Pathology</td>
<td>53</td>
<td>Spring</td>
</tr>
<tr>
<td>HDP 501</td>
<td>Preventive Periodontics</td>
<td>41</td>
<td>Spring</td>
</tr>
<tr>
<td>HDP 511</td>
<td>Periodontics Clinic</td>
<td>16</td>
<td>Spring</td>
</tr>
<tr>
<td>HDR 501</td>
<td>Dental Morphology and Introduction to Occlusion</td>
<td>84</td>
<td>Fall</td>
</tr>
<tr>
<td>HDR 502</td>
<td>Operative Dentistry Technique</td>
<td>131</td>
<td>Spring</td>
</tr>
<tr>
<td>HDR 503</td>
<td>Restorative Clinic</td>
<td>63</td>
<td>Spring</td>
</tr>
<tr>
<td>HDS 501</td>
<td>Patient Evaluation</td>
<td>28</td>
<td>Spring</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>No. of Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD 617/HBH 531</td>
<td>Pharmacology</td>
<td>115</td>
<td>Spring</td>
</tr>
<tr>
<td>HDC 601</td>
<td>Children's Dentistry Didactic</td>
<td>86</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDC 602</td>
<td>Children's Dentistry Clinic</td>
<td>107</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDH 602</td>
<td>Analysis of Literature and Statistics</td>
<td>40</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDH 603</td>
<td>Behavioral Interactions</td>
<td>50</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDI 602</td>
<td>Pain Control</td>
<td>36</td>
<td>Fall</td>
</tr>
<tr>
<td>HDM 601</td>
<td>Physiologic Emergencies</td>
<td>24</td>
<td>Fall</td>
</tr>
<tr>
<td>HDM 602</td>
<td>Radiology</td>
<td>20</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDM 611</td>
<td>Radiology Clinic</td>
<td>31</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDO 601</td>
<td>Oral Biology and Pathology</td>
<td>100</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDP 601</td>
<td>Treatment of Periodontal Disease</td>
<td>30</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDP 611</td>
<td>Periodontics Clinic</td>
<td>72</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDR 602</td>
<td>Endodontics</td>
<td>40</td>
<td>Fall</td>
</tr>
<tr>
<td>HDR 603</td>
<td>Fixed Partial Prosthodontics</td>
<td>141</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDR 604</td>
<td>Dental Materials</td>
<td>16</td>
<td>Spring</td>
</tr>
<tr>
<td>HDR 606</td>
<td>General Restorative Clinic</td>
<td>302</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDR 607</td>
<td>Dental Auxiliary Utilization</td>
<td>8</td>
<td>Spring</td>
</tr>
<tr>
<td>HDS 601</td>
<td>Oral and Maxillofacial Surgery</td>
<td>33</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDS 611</td>
<td>Oral Surgery Clinic</td>
<td>20</td>
<td>Fall and Spring</td>
</tr>
</tbody>
</table>

**THIRD YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>No. of Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDC 701</td>
<td>Children's Dentistry Didactic</td>
<td>60</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDC 702</td>
<td>Children's Dentistry Clinic</td>
<td>231</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDH 701</td>
<td>Law and Ethics in Dental Practice</td>
<td>27</td>
<td>Fall</td>
</tr>
<tr>
<td>Course</td>
<td>Course Title</td>
<td>No. of Hours</td>
<td>Semester</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>------------------</td>
</tr>
<tr>
<td>HDH 703</td>
<td>Current Dental Health Issues</td>
<td>32</td>
<td>Spring</td>
</tr>
<tr>
<td>HDH 705</td>
<td>Dental Practice Administration</td>
<td>27</td>
<td>Spring</td>
</tr>
<tr>
<td>HDI 710</td>
<td>Dental Emergency Care</td>
<td>20</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDM 701</td>
<td>Physiologic Emergencies</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>HDO 701</td>
<td>Oral Pathology</td>
<td>60</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDO 702</td>
<td>Pathology Conference</td>
<td>20</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDO 703</td>
<td>Oral Diagnostics</td>
<td>46</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDO 704</td>
<td>Oral Facial Genetics</td>
<td>24</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDO 705</td>
<td>Oral Medicine</td>
<td>16</td>
<td>Fall</td>
</tr>
<tr>
<td>HDO 706</td>
<td>Clinical Pharmacology</td>
<td>16</td>
<td>Fall</td>
</tr>
<tr>
<td>HDP 701</td>
<td>Seminars in Periodontics</td>
<td>36</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDP 702</td>
<td>Case Presentations</td>
<td>20</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDP 711</td>
<td>Periodontics Clinic</td>
<td>60</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDR 702</td>
<td>Complete Removal Partial Denture Prosthodontics</td>
<td>160</td>
<td>Fall</td>
</tr>
<tr>
<td>HDR 703</td>
<td>Restorative Dentistry Clinic</td>
<td>290</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDR 707</td>
<td>Dental Auxiliary Utilization</td>
<td>62</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDR 711</td>
<td>Additional Restorative Clinic</td>
<td>82</td>
<td>Spring</td>
</tr>
<tr>
<td>HDR 712</td>
<td>Advanced Restorative Instruction</td>
<td>38</td>
<td>Spring</td>
</tr>
<tr>
<td>HDS 701</td>
<td>Oral and Maxillofacial Surgery</td>
<td>30</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDS 702</td>
<td>Patient Evaluation/ Medicine for Dental Students</td>
<td>88</td>
<td>Fall and Spring</td>
</tr>
</tbody>
</table>

**FOURTH YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>No. of Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDC 801</td>
<td>Dental Care for Handicapped Children</td>
<td>32</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDH 802</td>
<td>Latest Issues in Dental Health and Practical Administration</td>
<td>16</td>
<td>Spring</td>
</tr>
<tr>
<td>HDH 807</td>
<td>Dental Health—Patient Care</td>
<td>36</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDI 807</td>
<td>Comprehensive Patient Care (CPC) Board</td>
<td>36</td>
<td>Spring</td>
</tr>
<tr>
<td>HDI 808</td>
<td>Hospital Dentistry</td>
<td>80</td>
<td>Fall</td>
</tr>
<tr>
<td>HDI 810</td>
<td>Dental Emergency Care</td>
<td>20</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDM 801</td>
<td>Physiologic Emergencies</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>HDO 802</td>
<td>Pathology Conference</td>
<td>8</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDO 807</td>
<td>Oral Biology and Pathology—Patient Care</td>
<td>36</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>Course</td>
<td>Course Title</td>
<td>No. of Hours</td>
<td>Semester</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------</td>
<td>--------------</td>
<td>------------------</td>
</tr>
<tr>
<td>HDP 802</td>
<td>Case Presentations</td>
<td>8</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDP 807</td>
<td>Periodontal-Patient Care</td>
<td>108</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDR 807</td>
<td>Restorative Dentistry-Patient Care</td>
<td>470</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>HDR 808</td>
<td>Restorative Dentistry Clinic</td>
<td>280</td>
<td>Spring</td>
</tr>
<tr>
<td>HDS 801</td>
<td>Oral and Maxillofacial Surgery Rotations</td>
<td>40</td>
<td>Fall</td>
</tr>
<tr>
<td>HDS 807</td>
<td>Oral and Maxillofacial Surgery-Patient Care</td>
<td>36</td>
<td>Fall and Spring</td>
</tr>
</tbody>
</table>

**FOURTH YEAR ELECTIVES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>No. of Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDC 810</td>
<td>Pedodontic Research</td>
<td>280</td>
<td>Spring</td>
</tr>
<tr>
<td>HDC 811</td>
<td>Clinical Pedodontics-Long Island Jewish-Hillside Medical Center</td>
<td>280</td>
<td>Spring</td>
</tr>
<tr>
<td>HDC 812</td>
<td>Clinical Orthodontics-Long Island Jewish-Hillside Medical Center/Health Sciences Center</td>
<td>280</td>
<td>Spring</td>
</tr>
<tr>
<td>HDC 813</td>
<td>Clinical Pedodontics-Brookdale Medical Center</td>
<td>280</td>
<td>Spring</td>
</tr>
<tr>
<td>HDH 811</td>
<td>Health Policies and Delivery</td>
<td>40</td>
<td>Spring</td>
</tr>
<tr>
<td>HDH 812</td>
<td>Systems Methodology</td>
<td>40</td>
<td>Spring</td>
</tr>
<tr>
<td>HDH 813</td>
<td>Administration-Long Island Jewish-Hillside Medical Center</td>
<td>280</td>
<td>Spring</td>
</tr>
<tr>
<td>HDO 810</td>
<td>Oral Pathology-Long Island Jewish-Hillside Medical Center</td>
<td>280</td>
<td>Spring</td>
</tr>
<tr>
<td>HDO 811</td>
<td>Research—Oral Biology and Pathology</td>
<td>280</td>
<td>Spring</td>
</tr>
<tr>
<td>HDP 810</td>
<td>Clinical Periodontics—Northport Veterans Administration Medical Center</td>
<td>80</td>
<td>Spring</td>
</tr>
</tbody>
</table>
### FOURTH YEAR ELECTIVES (Cont.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>No of Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDP 811</td>
<td>Research in Periodontology</td>
<td>280</td>
<td>Spring</td>
</tr>
<tr>
<td>HDR 810</td>
<td>Continuing Experience—Clinical Restorative Dentistry</td>
<td>up to</td>
<td>Spring</td>
</tr>
<tr>
<td>HDR 814</td>
<td>General Dentistry—Northport Veterans Administration Medical Center</td>
<td>280</td>
<td>Spring</td>
</tr>
<tr>
<td>HDR 815</td>
<td>General Dentistry—Long Island Jewish-Hillside Medical Center</td>
<td>280</td>
<td>Spring</td>
</tr>
<tr>
<td>HDR 818</td>
<td>Research in Dental Materials Science</td>
<td>up to</td>
<td>Spring</td>
</tr>
<tr>
<td>HDS 810</td>
<td>Hospital Oral and Maxillofacial Surgery—Northport Veterans Administration Medical Center</td>
<td>280</td>
<td>Spring</td>
</tr>
<tr>
<td>HDS 811</td>
<td>Hospital Oral and Maxillofacial Surgery—Queens Hospital Center Affiliation of Long Island Jewish-Hillside Medical Center</td>
<td>280</td>
<td>Spring</td>
</tr>
<tr>
<td>HDS 812</td>
<td>Inpatient General Anesthesiology—Long Island Jewish-Hillside Medical Center</td>
<td>280</td>
<td>Spring</td>
</tr>
<tr>
<td>HDS 813</td>
<td>Inpatient General Anesthesiology—Northport Veterans Administration Medical Center</td>
<td>280</td>
<td>Spring</td>
</tr>
</tbody>
</table>

### Continuing Education

The School of Dental Medicine recognizes that dental education does not end with the award of a dental degree, and is committed to continuing education. Courses in the various clinical and related basic science disciplines are offered each year by the school’s faculty to the dental communities of Queens, Nassau, and Suffolk Counties. This includes dentists, dental students, residents, educators, and dental auxiliaries.
DEPARTMENT OF CHILDREN'S DENTISTRY

Professors: Gary S. Leske, Louis W. Ripa, Jr. (chairman)

Associate professors: Fred S. Ferguson, Leonard Gorelick, Stephen R. Hall, Norman Hirsh, Richard Pasternak, Albert Reitman, Samuel Rosen


The program in children's dentistry commences in the first quarter of the second year. Initially, the student is introduced to the preventive aspects of dental care in children. Dental caries 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 the occlusion. The didactic program continues in the third year with emphasis on behavior management in children, orthodontic considerations for the adult patient, and literature review. Clinical sessions in children's dentistry are conducted in the students' second and third years.

The department offers electives to fourth year students both at the School of Dental Medicine and off-campus. In addition, a fourth year clinical program in dental care for the handicapped is provided.

Courses

HDC 601 Children's Dentistry — Didactic
An introduction to pedodontics, 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, caries prevention theory of and importance of dietary factors. Includes laboratory.
135 course hours, fall and spring semester, Dr. Ripa and faculty
HDC 602 Children’s Dentistry Clinic
Provides clinical experience for the preventive, interceptive, corrective, operative, surgical treatment of children. Faculty supervision.
Prerequisite: HDC 601 Laboratory Component.
70 course hours, fall and spring semesters, Dr. Ripa and faculty

HDC 701 Children’s Dentistry — Didactic
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 pedodontic literature review seminars.
Prerequisite: HDC 601.
56 course hours, fall and spring semesters, Dr. Ripa and faculty

HDC 702 Children’s Dentistry Clinic
Provides clinical experience in comprehensive patient care for preschool, school-age, and adolescent patients, dental care for the handicapped, and orthodontic treatment on adults undergoing other kinds of dental care.
Prerequisite: HDC 602.
232 course hours, fall and spring semesters, Dr. Ripa and faculty

HDC 801 Dental Care for Handicapped Children
Provides clinical experience in comprehensive care for handicapped children, including pre and post sensitivity training.
Prerequisites: HDC 602 and 702.
32 course hours, spring semester, Dr. Ferguson, Ms. Marinelli

HDC 810 Pedodontic Research
Clinical pedodontics and clinical or laboratory research conducted at the school or in the field.
Prerequisites: HDC 601 and 602, HDC 701 and 702.
280 course hours, spring semester, faculty

HDC 811 Clinical Pedodontics
Clinical pedodontic experiences involving patients with major dental problems and those with disabilities.
Prerequisites: HDC 601 and 602 and HDC 701 and 702.
280 course hours, spring semester, faculty

HDC 812 Clinical Orthodontics
Clinical orthodontics involving correction of major malocclusion under direct faculty supervision.
Prerequisites: HDC 601 and 602 and HDC 701 and 702.
280 course hours, spring semester, faculty

HDC 813 Clinical Pedodontics — Brookdale Medical Center
Clinical pedodontics at Brookdale Medical Center.
Prerequisites: HDC 601 and 602, HDC 701 and 702.
280 course hours, spring semester, clinical faculty
The program in dental health is designed to enhance a recognition of the individual's professional role and responsibility to his/her patients, their families, and the general community.

Throughout the first year, the department offers a course series consisting of seminar sessions and field trips to serve as an introduction to the general field of health care services. The series focuses upon the organization and component aspects of the health delivery system of this country and how they affect the dentists and their patients.

During the second year, a two-part series on the introduction to behavioral interaction is offered which includes a series of didactic sessions whose aim is to (1) define learning in terms of behavioral change, (2) consider behavioral science implications in the dental situation, and (3) assure effective interviewing and communication skills. These sessions are followed by a series of field study projects which are used to put these skills into practice in the dental care setting. Also, during the second year, a two-quarter sequence is offered on the analysis of health literature. The emphasis is on the "what and why" aspects of the use of statistical procedures, rather than on the "how" to actually do the computations involved in statistical analysis.

In the third year, a series of seminars is presented to focus the students' attention on currently important issues in public policy and dentistry. Throughout the third and fourth years, a practice management, ethics and jurisprudence course sequence affords the student a general view and understanding of practice establishment and administration in terms of the legality of practice acts. In addition to the formal course outlined above, the department organizes, in cooperation with other clinical departments, a series of rotations within local community health care centers. The timing of these opportunities depends upon the development and the level of advancement of individual students.
Courses

HDH 501 Health Care Systems
An introduction to the organization and component aspects of the health delivery system in the United States. Emphasis on the effect on the patient, the provider, health institutions, and the general community. Includes field trips to a variety of health delivery modalities.
56 course hours, fall semester, Dr. Waldman and faculty

HDM 502 Radiology
Basic physical principles of radiology and radiation safety. Demonstration of intraoral, extraoral, and panoramic radiographic techniques.
20 course hours, spring semester, Dr. Shakun

HDH 602 Analysis of Literature and Statistics
An introduction to the basic concepts of statistics and experimental design with emphasis on organization of data, graphs and tables, probability, descriptive statistics, measures of central tendency and variation, the normal distribution, confidence intervals, hypothesis testing, and elements of research design.
40 course hours, fall and spring semesters, Dr. Shakun

HDM 602 Radiology
The application of radiographic technique, clinical interpretation, and the critical appraisal of the quality of radiographs.
49 course hours, fall and spring semesters, Dr. Shakun

HDH 603 Behavioral Interactions
Introduction to behavioral science, including psychological aspects, communication skills and interpersonal relations. Emphasis on self-assessment, risk-taking, and personal impact.
50 course hours, fall and spring semesters, Ms. Marinelli

HDH 701 Law and Ethics in Dental Practice
Presents legal and ethical considerations in the practice of dentistry, the history of governmental regulations over the health professions, and current statutes controlling the practice of dentistry and dental hygiene. Examines the judicial process with emphasis on the New York State court system. Explores the issues of professional negligence, malpractice, ethics, statutory control, the court's control over dental practice, and the influence of society and the organized profession.
27 course hours, fall semester, Dr. Pollack

HDH 703 Current Dental Health Issues
A continuation of HDH 501. Emphasizes health insurance, national health programs, developing problems in the delivery of dental services, and the health systems of other countries as comparative models.
32 course hours, spring semester, Dr. Waldman

HDH 705 Dental Practice Administration
An introduction to the establishment and management aspects of dental practice.
27 course hours, spring semester, Dr. Pollack

HDH 802 Latest Issues in Dental Health and Practical Administration
Explores changes in dental care including peer review, mandatory continuing education requirements, advertisement, and the use of denturists and expanded duty auxiliaries.
16 course hours, spring semester, Dr. Waldman

HDH 807 Dental Health-Patient Care
Small group discussion of comprehensive patient care in terms of variations of medical, psychological, economic and other factors which could impact on the planning and/or treatment.
36 course hours, fall and spring semesters, Dr. Waldman and faculty

HDH 811 Health Policies and Delivery
Individual study and independent analysis of health policy issues affecting dental care delivery.
40 course hours, spring semester, Drs. Waldman and Pollack

HDH 812 Systems Methodology
Presents the basic concepts of system analysis and operations research and their relationship to the health care delivery system. Includes the design and analysis of management planning models and simulation of systems.
40 course hours, spring semester, Dr. Shakun

HDH 813 Administration—Long Island Jewish-Hillside Medical Center
Clinical experience in the administration of a dental service in a teaching hospital setting.
280 course hours, spring semester, Dr. Eisenbud and faculty
DEPARTMENT OF DENTAL MEDICINE

Professors: James E. Mulvihill, J. Howard Oaks

Associate professors: Richard Adelson, Leonard Andors, Bernard G. Borden, Gerald M. Kelner, Paul Kornfeld


Instructors: Steven A. Milhauser, Kenneth Schneider

DEPARTMENT OF ORAL BIOLOGY AND PATHOLOGY

Professors: Leon Eisenbud, Philias R. Garant, Lorne M. Golub, A. John Gwinnett, Israel Kleinberg (chairman), Leo M. Sreebny


Assistant professors: Norman Busch, Robi Chatterjee, B. Kalman Friedman, Arthur D. Goren, Nungavarm S. Ramamurthy

Lecturer: Moon-II Cho

The department offers approximately 365 hours of didactic instruction relevant to the understanding of biological and molecular processes involved in oral disease. During the first two 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 tissue, oral microbiota, salivary glands and their products, oral 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 clinical campus at the Long Island Jewish-Hillside Medical Center provides a valuable resource for teaching the oral pathology and oral medicine segments of the department’s programs in the latter two years of the curriculum. Where possible, the didactic subject matter is coupled with actual patient examination and clinico-pathological conferences. Emphasis is placed on the interrelationships of pathology, clinical behavior, prognosis, therapeutic modality and the biologic nature of the disease entity.
The department has developed a unique course in oral diagnostics in the third and fourth years of the dental program which offers basic and practical experience in clinical laboratory methods and familiarizes students with those investigative clinical procedures used in the diagnosis and monitoring of the effectiveness of treatment of a patient.

The department of oral biology and pathology offers graduate studies leading to the M.S. or Ph.D. degree. The main function of this program is to train oral biology educators and researchers to staff dental schools, to train researchers for dental research institutes and dental industrial laboratories, and to provide relevant basic science training for dentists taking postdoctoral 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 and tutorial programs.

Courses

HDO 501 Oral Biology and Pathology
Introduces the molecular structure, biochemical, and physiological and developmental anatomy of the systems constituting the oral apparatus. Covers the embryological development of the face and oral cavity, the biology of the oral mucous membranes, and the biology of the dental mineralized tissues.
53 course hours, spring semester, Dr. Kleinberg and faculty

HDO 601 Oral Biology and Pathology
A continuation of HDO 501 covering the biology of the supporting tissues, the biology of the salivary glands and their products, the microbiology of the oral cavity, and oral motor and sensory systems.
Prerequisites: HDO 501 or permission of the department, HBC 531, HBM 531.
100 course hours, fall and spring semesters, Dr. Kleinberg and faculty

HDO 701 Oral Pathology
Covers the clinical and histopathologic manifestations of acquired, inherited and neoplastic diseases of the human oral cavity. Topics include 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: HBA 530, HBP 531, HDO 601.
60 course hours, fall and spring semesters, Drs. Archard, Eisenbud and Sciubba

HDO 702 Pathology Conference
Clinico-pathology case presentations designed to develop differential diagnosis skills.
Prerequisites: HBP 531, HDO 601.
20 course hours, fall and spring semesters, Drs. Sciubba, Eisenbud and Archard

HDO 703 Oral Diagnostics
Covers the biochemical, physiological, microbiological and electronic principles involved in a variety of techniques used as aids in the diagnosis of oral diseases.
Prerequisites: HDO 501 and 601.
46 course hours, fall and spring semesters, Dr. Kleinberg and faculty

HDO 704 Oral Facial Genetics
Focuses on the utilization, preparation and analysis of basic human genetics in clinical situations. Covers genetic disorders of the cranofacial complex and dentistry for the multiple handicapped patient.
Prerequisite: HBA 533 or permission of instructor.
24 course hours, fall and spring semesters, Dr. Taichman

HDO 705 Oral Medicine
Introduces patient care relating to stomatologic and dermatologic disease, neurologic abnormalities, hematologic disturbances, and the physiologically com-
promised patient.
Prerequisites: HBP 531, HDO 601.
16 course hours, fall semester, Dr. Sciubba and faculty

HDO 706 Clinical Pharmacology
Covers pharmacology in dental practice with emphasis on clinical usage of antibiotics, sedatives, tranquilizers and analgesics. Drug interactions and side effects are discussed.
Prerequisite: HBP 531.
16 course hours, fall semester, Dr. Golub and faculty

HDO 802 Pathology Conference
Continuation of HDO 702.
8 course hours, fall and spring semesters, Drs. Sciubba, Eisenbud and Archard

HDO 807 Oral Biology and Pathology—Patient Care
The clinical continuation of HDO 703 in which the principles of Oral Diagnostics are applied to patient care.
Prerequisite: HDO 703.
36 course hours, fall and spring semesters, faculty

HDO 810 Oral Pathology—Long Island Jewish-Hillside Medical Center
Participation in conference, operating room procedures, pathology laboratory procedures, grand rounds and autopsies in a hospital setting.
280 course hours, spring semester, clinical faculty

HDO 811 Research—Oral Biology and Pathology
Participation in a research project under faculty supervision. Research paper required.
280 course hours, spring semester, Dr. Kleinberg and faculty

DEPARTMENT OF ORAL AND MAXILLOFACIAL SURGERY

Professor: Martin Stern (chairman)

Associate professors: Bertram Blum, Gerald M. Cozzi, Allan L. Firestein, Arthur H. Friedlander, Eugene Friedman, Daniel B. Goodstein, Robert Himmelfarb, Paul S. Kaufman, Stephen A. Sachs, Mark Swerdloff


The teaching program in oral and maxillofacial surgery is designed with the dual purpose of preparing students for the performance of minor surgical procedures as well as recognizing and understanding the clinical management of those diseases commonly found within the domain of the oral surgeon. The students receive instruction and acquire skill in the manipulation of soft and hard tissues, i.e. flap procedures,
alveoplasty, and suturing techniques. They also acquire skill in the removal of unimpacted teeth. The program provides insight into the surgical management of more complex problems such as fractures, impactions, salivary gland diseases, tumors and developmental abnormalities and instruction in patient evaluation, pain and anxiety control, and the management of physiological emergencies.

Courses

HDS 501 Patient Evaluation
Introduces deviations caused by several general disease categories which affect the head and neck region, and the relationship to dental therapy. Topics include oral mucosal diseases, myofacial pain dysfunction syndrome, neoplasia, metabolic and endocrine disorders, trauma, oral manifestations of systemic disease, and the role of the dentist in the team management of oral cancer.
28 course hours, spring semester, faculty

HDM 501 Physiologic Emergencies
Covers diagnosis, management and prevention of medical emergencies. Certification in cardiopulmonary resuscitation required.
3 course hours, spring semester, Drs. Andors and Wender

HDI 502 Pain Control
Introduces psychophysiology of pain, pharmacology of local anesthetics, and the techniques of local block anesthesia.
28 course hours, spring semester, Drs. Andors, Parker and Reiner

HDM 601 Physiologic Emergencies
A continuation of HDM 501.
Prerequisite: HDM 501.
24 course hours, fall semester, Drs. Andors and Wender

HDS 601 Oral and Maxillofacial Surgery
Examines diseases and injuries treated by oral and maxillofacial surgeons, and develops an understanding of the surgery of hard and soft tissues as it applies to oral disease. Clinical experiences include diagnosis, surgical and adjunctive treatment of diseases, injuries, and congenital defects of the human jaws and associated structures.
Prerequisites: HDS 501, HDI 502, HDM 501.
53 Course hours, fall and spring semesters, faculty

HDI 602 Pain Control
Introduces intravenous conscious sedation and nitrous oxide analgesic theory, including relevant pharmacology and physiology of the respiratory and cardiovascular systems. Covers patient selection, evaluation, technique and rationale.
36 hours, fall semester, Drs. Andors, Parker and Reiner

HDM 701 Physiologic Emergencies
A continuation of HDM 501.
Prerequisites: HDM 501 and 601
4 course hours, fall semester, Drs. Andors and Wender

HDS 701 Oral and Maxillofacial Surgery
Presents recent advances in oral and maxillofacial surgery therapy and research. Includes patient encounters to develop proficiency in basic exodontia and minor oral surgery. Includes guest lecturers.
Prerequisites: HDI 602, HDM 601, HDS 601.
30 course hours, fall and spring semesters, faculty

HDS 702 Patient Evaluation/Medicine for Dental Students
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 with emphasis on oral manifestations and dental treatment modifications required by the medically compromised patient.
Prerequisites: HDI 602, HDM 601, HDS 601.
88 course hours, fall and spring semesters, faculty

HDM 810 Physiologic Emergencies
A continuation of HDM 501.
Prerequisites: HDM 501, 601 and 701.
3 course hours, fall semester, Drs. Andors and Wender
HDS 801 Oral and Maxillofacial Surgery Rotations
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. Emphasis on need for interdisciplinary consultation.
Prerequisites: HDM 701, HDS 701 and 702. 40 course hours, fall semester, faculty.

HDS 807 Oral and Maxillofacial Surgery—Patient Care
See HDS 801.
Prerequisites: HDM 701 HDS 701 and 702. 36 course hours, fall and spring semesters, faculty.

HDS 810 Hospital Oral and Maxillofacial Surgery—Northport Veterans Administration Medical Center
Clinical experience in the independent management of surgical problems common in the practice of dentistry. Emphasis on the removal of multi-rooted teeth, mucoperiosteal flaps, alveoloplasties and biopsy, and the application of this knowledge to the patient.
Prerequisites: HDM 701, HDS 701 and 702. 280 course hours, spring semester, clinical faculty.

HDS 811 Hospital Oral and Maxillofacial Surgery—Queens Hospital Center affiliation of Long Island Jewish-Hillside Medical Center
See HDS 810. 280 course hours, spring semester, clinical faculty.

HDS 812 Inpatient General Anesthesiology—Long Island Jewish-Hillside Medical Center
Clinical experience in the biological and physical sciences relevant to the administration of general anesthesia and the application of this knowledge to the patient. Focus on physical examination and evaluation of laboratory data relating to the patient’s medical status. Includes direct participation in the administration of general anesthetics, the support of cardiorespiratory functions, and the management of the post-anesthetic sequelae of general anesthetics.
Prerequisites: HDM 701, HDS 701 and 702. 280 course hours, spring semester, clinical faculty.

HDS 813 Inpatient General Anesthesiology—Northport Veterans Administration Medical Center
See HDS 812. 280 course hours, spring semester, clinical faculty.
DEPARTMENT OF PERIODONTICS

Professor: Paul N. Baer (chairman)

Associate professors: Carl Blacharsh, Mitchell T. Cantor, Blasco C. Gomes, Vincent J. Iacono, Stanley Kitzis, Jules Klingsberg, Elizabeth Pitz (Adjunct), Martin Sternig


The program in periodontics is designed as an introduction to the field. Through a series of lectures, seminars, demonstrations and clinical assignment, the basic knowledge and skills that are essential to the prevention and treatment of periodontal disease are presented. 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 student will be capable of establishing a correct diagnosis and of treating those patients afflicted with early clinical manifestations of periodontal disease.

Courses

HDP 501 Preventive 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.
57 course hours, spring semester, Dr. Baer and faculty

HDP 601 Treatment of Periodontal Disease
Lectures, seminars and clinical experience covering diagnosis, treatment planning, prognosis, therapy, and the overall management of the patient with periodontal disease.
Prerequisite: HDP 501.
102 course hours, fall and spring semesters, Dr. Baer and faculty

HDP 701 Periodontal Clinics
A continuation of HDP 601. Emphasis on the application of knowledge and the treatment of patients with advanced disease or medical or psychological problems requiring special care. Includes seminars on the temporomandibular joint and occlusion.
Prerequisite: HDP 601.
96 course hours, fall and spring semesters, Dr. Baer and faculty

HDP 702 Student Case Presentations
The presentation of completed cases. Requires documentation and treatment and therapy rationale.
20 course hours, fall and spring semesters, Dr. Gomes
HDP 802 Case Presentations
A continuation of HDP 702.
Prerequisite: HDP 702.
8 course hours, fall and spring semesters, Dr. Gomes

HDP 807 Periodontal-Patient Care
A continuation of the clinical portion of HDP 701.
Prerequisite: HDP 701.
108 course hours, fall and spring semesters, Dr. Baer and faculty

HDP 810 Clinical Periodontics—Northport Veterans Administration Medical Center
The application of knowledge in the care of the patients with special medical or psychological needs. Limited enrollment.
80 course hours, spring semester, Dr. Davenport and faculty

HDP 811 Research in Periodontology
Participation in any one of several ongoing departmental clinical or laboratory projects. Limited enrollment.
Prerequisites: HDP 701 and recommendation of the course director or department chairman.
280 course hours, spring semester, clinical faculty

DEPARTMENT OF RESTORATIVE DENTISTRY

Professors: Louis J. Boucher, John Osborne


Instructors: Harold Adler, Peter Friedman, Janice L. Gillespie, Allan A. Goodstein, Bruce T. Michnick, Ronald J. Rosen.
The department of restorative dentistry encompasses the clinical disciplines of operative dentistry, fixed and removal prosthodontics, endodontics, and dental materials. Departmental responsibilities also include instruction in dental anatomy and occlusion.

During the first year, the student is introduced to dental restorative procedures through a course in tooth morphology (dental anatomy) and to preclinical exercises in operative dentistry and the preclinical orientation. By the latter part of the year, the student is performing simple operative procedures (simple dental restorations) for patients. During the second year, this is expanded to include the other clinical disciplines as well.

At the outset of the clinical experience, the student is oriented toward patient needs rather than toward departmental disciplines. Moreover, the activities are clinical rather than laboratory oriented.

During the third and fourth years, having established familiarity with patient management in the clinical environment, students refine their skills and develop expertise which will enable them to practice dentistry at the time of graduation.

A course in Dental Auxiliary Utilization is presented during the second and third years. General concepts are taught through a series of lectures and demonstrations illustrating the efficient use of auxiliary personnel. Students are also given the opportunity to work with the dental auxiliaries when treating patients during periodic Dental Auxiliary Utilization clinic assignments.

Early exposure to patients on a broad front is possible because of the team approach which is employed in the clinical setting. The student is supervised by a clinical teacher who personally executes the difficult portions of the treatment task while supervising the student who performs the simpler ones. As student skill and experience grow, the team leader (teacher) permits the student to perform more of the difficult treatment. Individualized instruction is utilized in the teaching program so that, insofar as possible, the students can progress at their own rate. Moreover, opportunity is given for students who have mastered basic skills to engage in clinical activity which meets their particular interest.

**Courses**

**HDR 501 Dental Morphology and Introduction to Occlusion**

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

84 course hours, fall semester, Dr. Schweyer and faculty

**HDR 502 Operative Dentistry Technique**

Introduces the classification of carious lesions, methods of caries diagnosis, charting of carious lesions, and the integration of these with operative concepts, techniques and materials used in preparing and restoring the natural dentition. Includes laboratory exercises.

131 course hours, spring semester, Dr. Osborne and faculty
HDR 503 Resorative Clinic
Introduction to the clinical facility and actual patient treatment. Includes patient assignment.
63 course hours, spring semester, Dr. Osborne and faculty

HDR 602 Endodontics
Introduction to the biology and pathology of the pulp and the periapical tissues, and the principles of endodontic diagnostic and treatment procedures. Laboratory included. Prerequisites: HDR 501, 502 and 503.
40 course hours, fall semester, Dr. Friedman

HDR 603 Fixed Partial Prosthodontics
Introduces the concept of occlusion and fixed partial denture theory and principles, including the techniques for fabricating occlusal surfaces of teeth in wax compatible with these concepts. Covers impression techniques and the development of diagnostic and practical skills related to the laboratory procedures for the fabrication of dental castings and multi-unit fixed restoration.
Prerequisites: HDR 501, 502 and 503.
141 course hours, fall and spring semesters, Dr. Ullo and faculty

HDR 604 Dental Materials
Introduces the structure of matter and the physical and mechanical properties of selected dental materials fundamental to restorative dentistry. Emphasis on evaluating materials for clinical application compatible with the guidelines and specifications of the Food and Drug Administration and the American Dental Association.
16 course hours, spring semester, Dr. Schlissel and faculty

HDR 606 General Restorative Clinic
Clinical experience in the application of operative procedures. Includes supportive laboratory assignments. Advancement to more independent levels of instruction and patient treatment based on ability.
Prerequisite: HDR 503.
302 course hours, fall and spring semesters, Dr. Lyman and faculty

HDR 607 Dental Auxiliary Utilization
Focus on principles of work simplification, ergonomic design of the dental operatory, and the efficient utilization of auxiliaries for dental office management. Examines the economic, business and legal concepts associated with personnel, and patient management in private practice.
8 course hours, spring semester, Dr. Pardo

HDR 702 Complete Removal Partial Denture Prosthodontics
Presents principles and laboratory procedures for the treatment of the partially and completely edentulous patient. Covers diagnosis, treatment planning, survey and design analysis, prosthodontic terminology, biologic and anatomic factors, and the basic prosthodontic principles and practices in the fabrication of complete and removable partial denture prosthesis.
Prerequisites: HDR 603 and 606.
160 course hours, fall semester, Dr. Renner and faculty

HDR 703 Restorative Dentistry Clinic
The clinical continuation of HDR 606. Emphasis on coordinated treatment within the disciplines of endodontics, operative dentistry, fixed partial prosthodontics, and removable prosthodontics.
Prerequisite: HDR 606.
290 course hours, fall and spring semesters, Dr. Ullo and faculty

HDR 707 Dental Auxiliary Utilization
The clinical continuation of HDR 607. The development of knowledge and skills in four-handed, sit-down dentistry and patient management.
62 course hours, fall and spring semesters, Dr. Pardo

HDR 711 Additional Restorative Clinic
The clinical continuation of HDR 702. Focus on complete and removable prosthodontic care.
Prerequisite: HDR 702.
82 course hours, spring semester, Dr. Ullo and faculty

HDR 712 Advanced Restorative Instruction
A comprehensive review of restorative dentistry. Guest lecturers.
Prerequisite: HDR 702.
38 course hours, spring semester, Dr. Cunningham and faculty

HDR 807 Restorative Dentistry—Patient Care
A continuation of HDR 703 and HDR 711. Emphasis on the development of clinical judgement and expertise through ex-
experience in a wide range of treatment modalities.
Prerequisites: HDR 703 and 711.
470 course hours, fall and spring semesters, Dr. Boucher and faculty

HDR 808 Restorative Dentistry Clinic
A continuation of HDR 807 providing additional experience in endodontics, operative dentistry, fixed partial and removable prosthodontics. Emphasis on the development of independent judgement, insight, and the provision of comprehensive patient care.
280 course hours, spring semester, Dr. Boucher and faculty

HDR 810 Continuing Experience—Clinical Restorative Dentistry
An additional clinical experience in restorative dentistry (prosthodontics, operative dentistry, endodontics).
Up to 280 course hours, spring semester, Dr. Boucher and faculty

HDR 813 General Dental Practice—Monument Valley Hospital
Clinical experience in the provisions of comprehensive dental patient care to native Americans (Navaho/Hopi) on the Navaho Indian Reservation in Monument Valley, Utah/Arizona. Limited enrollment.
280 course hours, spring semester, Dr. Renner and family

HDR 814 General Dentistry—Northport Veterans Administration Medical Center
Clinical experience in the general practice management and care of hospitalized and ambulatory patients with a multitude of organic and psychiatric disorders.
280 course hours, spring semester, Dr. Mongiardo and faculty

HDR 815 General Dentistry—Long Island Jewish-Hillside Medical Center
Clinical experience in hospital dentistry for the medically compromised, psychologically impaired, and socially handicapped patient.
280 course hours, spring semester, Dr. Eisenbud and faculty

HDR 818 Research in Dental Materials Science
Clinical and laboratory research in a selected area of dental materials science under faculty supervision.
Up to 280 course hours, spring semester, Drs. Osborne and Schlissel
School of Medicine

Dean: Marvin Kuschner

Associate deans: David A. Bowers (administration)
Thomas S. Cottrell (clinical affairs)
Nicholas Delihas (basic sciences)
Debra Gillers (admissions)
Aldustus Jordan (student and minority affairs)
Lawrence Sherman (academic affairs)
Tamarath K. Yolles (continuing education)

Assistants to the dean: Carmen Gwinner, Dorothy T. Gregory,
Rosalie Rozensky

The School of Medicine consists of basic science and clinical departments which have the responsibility for preclinical and clinical instruction of students in all the schools of the Health Sciences Center as well as University-wide responsibility to students in other schools on the campus and on affiliated campuses. Basic science departments include the departments of anatomical sciences, biochemistry, microbiology, oral biology and pathology, (in conjunction with the school of dental medicine) pathology, pharmacological sciences, and physiology and biophysics. Clinical departments include the departments of anesthesiology, community and preventive medicine, dermatology, family medicine, medicine, neurology, obstetrics and gynecology, ophthalmology, orthopaedics, otorhinolaryngology, pediatrics, physical medicine and rehabilitation, psychiatry and behavioral science, radiology, surgery, and urologic surgery. In addition to instruction at the undergraduate and professional levels, these departments have major responsibility for graduate, postgraduate, and continuing education. Graduate studies in basic science are closely coordinated with those in the division of biological sciences and are conducted under the general regulations of the Graduate Council and the vice provost for research and graduate studies.

It is the goal of each of these departments 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, and (3) to ensure that every health care 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 Hospital of the Medical Research Center, Brookhaven National Laboratory; the Cold Spring Harbor Laboratory for Quantitative Biology and other research installations in the vicinity. In the clinical departments, these objectives are enhanced by the new University Hospital as well as the clinical affiliates of the Long Island Jewish-Hillside Medical Center and its Queens Hospital Center affiliation, the Nassau County Medical Center, the Northport Veterans Administration Medical Center and various community clinical facilities integrated under a variety of arrangements.

**Admissions**

The New Medical College Admission Test (MCAT) must be taken in 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 are usually reluctant to reject applicants with more complete education preparation in favor of a person with only minimal preparation. It is required that all applicants complete the appropriate one-year introductory courses with laboratory in biology, physics, inorganic chemistry, organic chemistry, and English.

It is the school's hope to acquire a student body representative of a variety of backgrounds, experiences, and interests. The school will examine rigorously the preparation and promise for creative work in medicine of all those students in whom it is most seriously interested. If a student presents no more than the minimum academic work in science, he/she should have other attributes indicating that the individual can learn the sciences basic to medicine. Although it is desired that many backgrounds will be represented in the student body, the school does not attempt to maintain a quota to fill any one "category" or 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.

Grades, new MCAT scores, letters of evaluation, extracurricular, and work experiences are carefully 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, personality, and promise of future value to society through the medical profession. There is no discrimination in the admissions review and selection process on the basis of sex, race, religion, national origin,

*The submission of false or misleading information in the application materials or in the connection with the application process shall be 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.
age, marital status, and disability. New York state residents constitute the majority of applicants, and the entering class reflects this fact. 

All questions concerning admission should be addressed to: Office of Admissions, School of Medicine, Health Science Center, State University of New York at Stony Brook, New York, 11794 (516) 246-2113.

Grading Policy
The School of Medicine assigns no specific credits to medical student courses; students must complete the entire curriculum successfully to graduate. Students enrolled prior to fall 1982 are graded S (Satisfactory) or U (Unsatisfactory). Students entering in fall 1982 and later are graded H (Honors), S (Satisfactory), or U (Unsatisfactory). Other grades used are I (Incomplete), an interim grade that must be resolved before the beginning of the next academic year; R and W. The NR grade is not used.

Fifth Pathway Program/Supervised Clinical Rotation
The Fifth Pathway Program was recognized in 1971 by the Council on Medical Education of the American Medical Association. The program provides a one-year period of supervised clinical clerkships equivalent to those received by students in American medical schools for students who have completed their medical education outside of the United States. Successful completion of the program enables students to enter postgraduate training programs on the same basis as the graduates of American medical schools.

The School of Medicine, in conjunction with four cooperating hospitals, sponsors a program for 45 students per year. The cooperating hospitals are: Queens Hospital Center of the Long Island Jewish-Hillside Medical Center, Nassau Hospital, the Nassau County Medical Center, and Mercy Hospital.

Applicants must provide complete admissions information, including undergraduate and medical school transcripts, letters of recommendation, and a passing score on either the ECFMG examinations or the Part 1 examination of the National Board of Medical Examiners.

Tuition for the program is $6000 per year. Inquiries regarding the program should be addressed to:

Fifth Pathway Program
Office of Admissions, School of Medicine
Health Sciences Center
State University of New York at Stony Brook
Stony Brook, New York 11794

M.D. Curriculum
The M.D. curriculum in the School of Medicine is 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.
The first year curriculum consists of basic science courses, which include biochemistry, embryology, genetics, gross anatomy, microbiology, microscopic anatomy, neuroanatomy, pathology, and physiology. In addition, three other courses are required: Introduction to Clinical Medicine introduces interviewing, history taking, and physical examination skills; Introduction to Community and Preventive Medicine covers biostatistics, epidemiology, and health care delivery, and Social Issues in Medicine exposes the students to problems and methods in medical ethics and legal medicine.

The second year curriculum consists primarily of organ systems courses. These are integrated presentations of basic science and clinical teaching. The major course is A Systems Approach to the Medical Sciences. This includes coverage of the blood, cardiovascular, endocrine, gastrointestinal, musculoskeletal, neurosciences, renal, reproductive, and respiratory systems. A separate Psychobiology system and a Pharmacology course are included in the second year curriculum.

The third year curriculum is comprised of full-time clinical clerkships offered on a rotating basis in medicine (12) weeks, obstetrics and gynecology (6 weeks), pediatrics (6 weeks), primary care (6 weeks), psychiatry (6 weeks), and surgery (12 weeks).

The fourth year curriculum consists of five months of selectives and four months of electives. The following selectives are offered: Subinternships in Internal Medicine, Family Medicine, Geriatric Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry, Surgical Subspecialties. Other courses offered include Community and Preventive Medicine, Consultation Liaison Psychiatry, Diagnostic Imaging, Laboratory Medicine, Neurology; or Orthopaedics. Electives are offered within or outside of the Stony Brook consortium; those outside must be approved by the dean of medicine.

During the four year, a student's acquisition of clinical and laboratory skills necessitates attendance and demonstration of competence at patient-contact exercises and animal laboratories.

M.D./Ph.D. Program
The M.D./Ph.D. program normally requires six years to complete. During the first two years, the M.D./Ph.D. curriculum is identical to the M.D. curriculum with two exceptions. M.D./Ph.D. candidates are not required to take Introduction to Clinical Medicine, Introduction to Community and Preventive Medicine or Social Issues in Medicine in the second year. Instead, advanced courses and/or tutorials in the basic sciences are required. Curriculum requirements in the third and fourth years are mainly devoted to research. At the conclusion of the two-year research period, M.D./Ph.D. candidates are required to complete the Introduction to Clinical Medicine, Introduction to Community and Preventive Medicine, and Social Issues in Medicine courses. Candidates complete full-time clerkships, selectives and electives in the fifth and sixth years. To be awarded the Ph.D. degree, the student must satisfy the Graduate School and basic health science graduate studies requirements.
M.D. With Special Distinction in Research Program

This program is structured like the M.D. program. In addition, students are expected to perform research at the end of the first and second years and during the senior year; this should result in a thesis presented in the fourth year.

Academic Standing

Grades for courses leading to the M.D. degree are indicated as Honors/Satisfactory/Unsatisfactory. Honors/Satisfactory/Unsatisfactory grading is based on reports from course directors to the Committee on Academic Standing. This committee recommends to the dean of medicine whether a student should progress to the next academic year and eventually receive the M.D. degree. The Committee on Academic Standing also evaluates reports of academic dishonesty and makes recommendations to the dean.

In cases of academic difficulty or dishonesty, the student is offered an opportunity to request a formal hearing before the Committee on Academic Standing. These decisions may be appealed to the dean of medicine and the vice president for health sciences.

In instances of medical disability, the dean will request a medical evaluation of the student. If a medical leave of absence is granted, criteria for readmission to the school are specified by the dean of medicine.

Graduate Programs in Basic Sciences

Ph.D. graduate study programs are offered in anatomical sciences, microbiology, oral biology and pathology, pathology, pharmacological sciences, and physiology and biophysics. Doctoral programs currently available are described in detail in the 1982–84 Graduate Bulletin. Inquiries regarding graduate admission to a specific department should be addressed to the director of the department’s graduate program.

Financial Aid

Through the generosity of the faculty and friends of the School of Medicine, two revolving loan funds are available for students in the school. The School of Medicine Revolving Loan Fund is available for emergency loans on a short-term basis, and is supported by contributions from the faculty of the School of Medicine.

The Murray Meiselas Memorial Loan Fund has been established by friends and family members to honor her memory. Loans will be made available to deserving students.

Inquiries concerning these and other sources of financial aid should be directed to the School of Medicine financial aid officer. For additional financial data, refer to the "Financial Assistance" section of this Bulletin.

Continuing Medical Education

The educational mission of the medical school lies in three areas of physician education. These are the education of medical students, residency training and the continuing education of physicians. This is consonant with the philosophy that education is a continuing process throughout a professional career.
The School of Medicine's continuing education program is accredited by the Accreditation Council on Continuing Medical Education. Some 40,000 physician education hours are provided each year through sponsored and co-sponsored programs. In addition to the programs prepared for presentation at the Health Sciences Center, faculty present courses at community hospitals in the bi-county region.

DEPARTMENT OF ANATOMICAL SCIENCES

Chairman: Maynard M. Dewey


Associate professors: Norman C. Creel, John G. Fleagle, Benjamin Walcott.


Instructor: Edmund B. Pare

This department conducts graduate studies leading to the Ph.D. degree, through its own and interdisciplinary programs. It also provides instruction in the anatomical sciences for students in the Schools of Allied Health Professions, Dental Medicine, Medicine, and Nursing. In addition, the department participates in the teaching of undergraduates in biology, anthropology, psychology, and art, and postdoctorals in clinical specialties such as surgery.

Courses

HBA 300 Human Biology
Principles and substance of human biology for those students who have limited background in the physical and biological sciences, but who require a knowledge of the structure and function of the human body.
Prerequisite: Permission of instructor for non-Health Sciences students.
4 credits, fall modules, Drs. Dewey, Walcott Brink

HBA 360 Regional Human Anatomy
An introduction to the gross structure and organization of the human body in the laboratory setting.
Prerequisite: Permission of instructor for non-Health Sciences students.
3 credits, fall modules, Drs. Susman, Creel and Jungers

HBA 364 Primate and Human Evolution
A consideration of the evolution on non-human primates and humans from the viewpoints of the fossil record and comparative morphology of living forms. Includes the origin of primates, the radiation into major groups, the diversity of living primates, and human emergence. Emphasis on relating the structure of fossil and living forms to behavior. Lecture/laboratory.
Prerequisites: Permission of instructor, ANT 120/121 and an introductory course in biology.
4 credits, spring semester, Drs. Stern, Creel and Fleagle

HBA 393, 394 Special Topics from the Anatomical Sciences Literature
Tutorial readings in anatomical sciences with periodic conferences, reports and ex-
aminations arranged with the instructor. Open to junior or senior students. Prerequisite: Permission of instructor. Variable credit, 1-2 per semester, fall and spring semesters, staff

HBA 398, 399 Research Projects in Anatomical Sciences
An independent research project under faculty supervision with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. Project report required. May be repeated. Prerequisite: Laboratory experience and permission of instructor. 2-4 credits per semester, fall and spring semesters, staff

HBA 410 Principles of Neuroscience
Designed for physical therapy students. Reviews basic neurophysiological mechanisms and neuroanatomy, and considers the neural systems involved in the control of movement. Prerequisite: Permission of instructor. 2 credits, fall modules, Drs. Fusco and Brink

HBA 460 Regional Human Anatomy—A
An overview of the gross anatomy of the human body with emphasis on the anatomy of the thorax. Study of the organs within the thoracic cavity is covered in extra periods. Prerequisite: Permission of instructor for non-Health Sciences students. 4 credits, Fall Modules, Drs. Susman, Creel and Jungers

HBA 461 Regional Human Anatomy—B
An overview of the gross anatomy of the human body with emphasis on the anatomy of the limbs. A study of the upper and lower extremities is covered in extra periods. Prerequisite: Permission of instructor for non-Health Sciences students. 4 credits, fall modules, Drs. Susman, Creel and Jungers

HBA 470 Human Microscopic Anatomy—A
Provides the fundamentals of human microscopic anatomy with emphasis on the relationships between structure and function of cells and tissues of the body. Supplemented by tutorial laboratory sessions. Prerequisite: Permission of instructor for non-Health Sciences students. 3 credits, fall modules, staff

HBA 471 Human Microscopic Anatomy—B
Provides the fundamentals of human microscopic anatomy with emphasis on the relationships between structure and function of cells, tissues and selected organ systems of the body. Supplemented by tutorial laboratory sessions. Prerequisite: Permission of instructor for non-Health Sciences students. 4 credits, fall modules, staff

HBA 472 Human Microscopic Anatomy—C
Provides the fundamentals of human microscopic anatomy with emphasis on the relationships between structure and function of cells, tissues and organ systems. Supplemented tutorial laboratory sessions. Prerequisite: Permission of instructor for non-Health Sciences students. 6 credits, fall modules, staff

HBA 521 Gross Anatomy of Head, Neck and Thorax
Tutorial laboratories with emphasis on dissections of the human head, neck and thorax. Includes an introduction to human neuroanatomy. Prerequisite: Permission of instructor. 4 credits, spring modules, Dr. Inke

HBA 522 Neuroanatomy for Dental Students
An overview of the structure and organization of the human central nervous system. Special emphasis on cranial nerves and major functional pathways. Laboratory included. Prerequisite: Permission of instructor. 2 credits, modules 4-5, Dr. Moore and staff

HBA 530 Microscopic Structure of the Human Body
A basic understanding of the cytology and histology of the human body. Emphasis on the integration of structure and function. Self study laboratory included. Prerequisite: Permission of instructor. 6 credits, fall modules, Drs. Dewey and Brink
HBA 531 Gross Anatomy of the Human Body
Tutorial laboratories with emphasis on dissection of the entire human body. Includes functional and topographic anatomy, clinical correlations and an introduction to radiology.
Prerequisite: Permission of instructor.
7 credits, spring modules, Drs. Stern and Fleagle

HBA 532 Human Embryology
The development of human structure with emphasis on normal adult anatomy and the more common congenital anomalies. Covers the events of early embryonic formation and subsequent organogenesis, reproductive physiology and an introduction to developmental mechanisms.
Prerequisite: HBA 530 and concurrently with or after HBA 521/531 and permission of instructor.
2 credits, spring modules, Drs. Dewey and Stern

HBA 533 Basic Medical Genetics
Fundamentals of genetics with emphasis on medical aspects; coverage includes autosomal-x-linkage, gene linkage and chromosome mapping, chromosomal aberrations, multiple allelic systems, population genetics and human genetic counseling.
Prerequisite: Permission of instructor for non-Health Sciences students.
2 credits, spring modules, Drs. Williamson and Creel.

HBA 534 Neuroanatomy for Medical Students
An overview of the structure and organization of the human central nervous system. Special emphasis on functional pathways. Laboratory included.
Prerequisite: Permission of instructor.
1 credit, module 7, Dr. Moore

HBA 537 Physiology and Biochemistry of the Cell Cycle
An integrated view of the cell developmental cycle in prokaryotes and eukaryotes. Topics include: cell cycle anatomy; measurements on fixed and living cells; kinetics of cell population growth; theory and methodology of batch, synchronized and continuous cultures; general patterns of nucleic acid synthesis; regulation of enzyme activity during the cell cycle; temporal control of gene expression; development and function of cellular organelles during the cell cycle; and the control of cell division. Lecture.

HBA 535 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, 3-8 per semester, fall and spring semesters, Dr. Fleagle and staff

HBA 541 Advanced Gross Anatomy
Tutorial laboratories with emphasis on dissection of the entire human body. Includes functional and topographic anatomy, clinical correlations and an introduction to radiology.
Prerequisite: Permission of instructor.
7 credits, spring modules, Drs. Stern and Fleagle

HBA 542 Techniques in Electron Microscopy
Tutorial laboratory with emphasis on how to fix and embed tissues, the preparation of ultra-thin sections, processing electron microscope photographs, and the interpretation of ultrastructural details. Theory of electron optics covered, where applicable, and stresses methods in routine maintenance of an electron microscope.
Prerequisite: Permission of instructor.
Variable credits, 1-4, fall and spring semesters, Drs. Walcott and Dewey

HBA 543 Aspects of Animal Mechanics
An introduction to biomechanics. Covers free-body mechanics and kinetics as applied to vertebrate locomotion. Includes the structure and physiology of muscle as it relates to adaptations of the musculoskeletal system.
Prerequisite: Introductory physics and biology or permission of instructor.
2 credits, spring semester, odd years. Drs. Stern and Jungers.

HBA 544 Primate Evolution
The taxonomic relationships of the primates and their evolutionary history as documented by the fossil record and structural and chemical evidence. Emphasis on human lineage. Laboratory included. Open to senior undergraduates.
Prerequisite: Permission of instructor.
4 credits, spring semester, even years, Dr. Fleagle

HBA 545 Human Evolution
Survey of 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 com-
plexes. Utilization of comparative anatomical material, fossil casts, and slide collection. Prerequisite: Permission of instructor. 4 credits, spring semester, odd years, Dr. Susman

HBA 580 Comparative Anatomy and Evolution of Mammals
The comparative anatomy of living mammals. Laboratory dissection with emphasis on relating structural diversity to behavior. Supplemented by seminars on the evolution of major groups of mammals and anatomical diversity among different taxa. Seminar can be taken separately as HBA 581. Prerequisite: Previous course in human or vertebrate anatomy and permission of instructor. 4 credits, fall semester, odd years, Dr. Fleagle

HBA 581 Evolution of Mammals
A consideration of the evolution and radiation of mammals from the Mesozoic to the present from an anatomical and paleontological perspective. Emphasis on the characteristic morphological features of major groups, the functional significance of anatomical characteristics and the mammalian fossil record. Prerequisite: Permission of instructor. 2 credits, fall semester, odd years, Dr. Fleagle

HBA 582 Comparative Anatomy of Primates
The comparative anatomy of living primates. Laboratory dissection with emphasis on relating structural diversity to behavior and biomechanics. Prerequisite: HBA 364 and previous course in human or vertebrate anatomy and permission of instructor. 4 credits, fall semester, Dr. Fleagle and staff

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 semester, fall and spring semesters, staff

HBA 656 Cell Biology
An introduction to the structural organization of cells and tissues as they relate to function. Emphasis on cell organelle structure and function in specialized cells in tissues. Covers the organization and inter-action of cells in tissues and comparative examples of tissues from vertebrates and invertebrates. Prerequisite: Baccalaureate degree in science or permission of instructor. 3 credits, spring semester, Drs. Dewey, Walcott, Brink and staff

HBA 657 Developmental Biology
The developing systems at all levels from the morphological to the molecular utilizing material from both animal and plant kingdoms. Emphasis on cellular aspects of nonequilibrium systems with special attention to gametogenesis, genetic control of early development, translational control of protein synthesis, the role of cell division and cell movements, and cell-cell interactions in defining developing systems. Prerequisite: Permission of instructor. 3 credits, fall semester, staff

HBA 659 Cellular Neurobiology
The structural and functional aspects of neurons that subserve their role as elements in signal processing networks. Emphasis on signal propagation within and between neurons, including the concepts of facilitation, inhibition, spatial and temporal integration. Membrane and cytoplasmic specializations associated with sensory transduction, transmitter synthesis and renewal and synaptic transmission will be discussed. Prerequisite: 1 year each Physics, Physiology, Math through Calculus. 3 credits, fall semester, even years

HBA 661 Methods in Research
Involvement in a research project supervised by staff members in their research laboratories. Prerequisite: Permission of instructor. Variable and repetitive credit, 1-12 per semester, fall and spring semesters, staff

HBA 690 Graduate Seminar
Seminars by graduate students on current literature in the areas of the anatomical sciences. Prerequisite: Permission of instructor. 2 credits each, fall and spring semesters, 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 credit, 1-2 per semester, fall and spring semesters, staff
HBA 694 Thesis Research
Original investigation under supervision of thesis adviser and committee.
Prerequisite: Permission of thesis adviser. Variable and repetitive credit, 1-2 per semester, fall and spring semesters, 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 credit, 1-4 per semester, fall and spring semesters, staff

HBA 760 Postgraduate Clinical Anatomy of the Head and Neck
Gross and radiological anatomy, embryology, and neuroanatomy of the head and neck, with special emphasis on applications for oral surgeons, otolaryngologists and ophthalmologists. Lectures, dissections, prosections, seminar discussions, and clinical presentations with their anatomical correlates.
Prerequisite: Permission of instructor. Variable credit, spring semester, Drs. Inke and Stern (oral surgery)

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 session, staff

DEPARTMENT OF ANESTHESIOLOGY

Chairman: Paul J. Poppers

Professors: Simon Halevy, Paul J. Poppers, Edward C. Sinnott, Sylvan Surks

Associate professors: Emanuel Feldman, Aaron F. Kopman, Stuart B. Wollman


Instructors: Epifania M. Adaniel, Jo Anne Betta, Danilo A. deSoto, Joseph Michaels, Rosario A. Reyes, Marcelle Salman, Jose M. Sanchez, Jetse Van Vliet

The department of anesthesiology provides undergraduate instruction in the clinical science of the specialty, and the physiology, pharmacology, and biochemistry in 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 the patients. Instruction is provided to medical and dental students in the second year of training and during their clinical clerkship. Those students interested in more advanced training are encouraged to apply for an elective, during which they will be exposed to all aspects of clinical anesthesia management of surgical and obstetrical pa-
tients. They will administer anesthesia under supervision, participate in pre- and post-operative care, and become familiar with specialized aspects, such as intensive care, cardio-pulmonary resuscitation, cardiac and neurosurgical anesthesia, perinatal medicine, and the therapy of chronic pain. The opportunity to participate in ongoing clinical research projects and all teaching exercises is readily available.

In its graduate program the department provides a four-year training program of residents specializing in anesthesiology. It offers similar clinical training of two-to-twelve month duration to medical and dental house officers in other specialties.

Postgraduate training in subspecialties and clinical research is available to physicians who have completed the basic requirements toward specialization.

Through scheduled conferences, seminars, and symposia the department of anesthesiology aims to extend continuing medical education to staff and community practitioners.

**DEPARTMENT OF BIOCHEMISTRY**

Chairman: Masayori Inouye

Professors: Bernard S. Dudock, Vincent P. Cirillo, Masayori Inouye, Monica Riley, Joseph F. Sambrook (adjunct), Richard Setlow (adjunct), Elliot N. Shaw (adjunct), Melvin V. Simpson, F. William Studier (adjunct)

Associate professors: Norman Arnheim, Martin Freundlich, Carl Moos, Raghupathy V. Sarma, Jakob H. Schmidt, Sanford R. Simon, Rolf Stern glanz

Assistant professors: Kenneth Marcu, Sanford Manuel Perucho

This department offers fundamental courses in biochemistry to students in the health professions as well as to undergraduates and graduates in biology. Its graduate studies are centered around an interdisciplinary program in molecular biology.

**Courses**

**HBC 331 Introductory Biochemistry**
An introduction to biochemistry which will include all aspects of metabolism and the synthesis, structure, and function of DNA, RNA, and protein. The medical significance of these aspects of biochemistry will be stressed.
3 credits, fall modules, Dr. Schechter

**HBC 510 Human Biochemistry**
An introduction to the field of biochemistry is presented with emphasis in three areas: metabolism, protein chemistry (enzymology), and nucleic acid molecular biology. Wherever possible or appropriate the molecular and biochemical basis for human diseases (metabolic disorders and genetic

*See the Undergraduate Bulletin for a complete listing of undergraduate course offerings in biochemistry.*
inherited syndromes) will be stressed.  
Prerequisite: Organic chemistry or permission of instructor.  
3 credits, fall semester, Dr. Schmidt

**HBC 531 Principles of Biochemistry**  
An introductory course illustrating the principles of biochemistry in animal systems.  
The following topics will be emphasized: intermediary metabolism including the generation of metabolic energy and the biosynthesis of macromolecular precursors: the structure and biological activity of nucleic acids; and the biosynthesis of proteins.  
Prerequisites: Organic chemistry or permission of instructor.  
4 credits, fall modules, Drs. Freundlich, Schmidt and Dudock

**BMO 504 DNA, RNA, Protein Synthesis**  
Special topics in nucleic acid replication, transcription, and protein synthesis, both in vivo and in vitro, are considered in detail.  
2 credits, spring semester, alternate years, Dr. Arnheim

**BMO 505 Microbial Regulatory Mechanisms**  
Lectures and discussions devoted to current concepts of regulatory mechanisms involved in intermediary metabolism. Major metabolic pathways and their regulation will be studied in detail.  
2 credits, fall semester, alternate years, Dr. Freundlich

**BMO 506 Transport**  
Molecular and ion transport mechanisms will be studied in microorganisms, higher cells, and the cellular organelles. Emphasis will be placed on the molecular basis of transport functions, their genetic and physiological control, and energy coupling mechanisms in active transport. Membrane structure, chemical composition, and biosynthesis will be considered in terms of their role in membrane transport.  
2 credits, spring semester, alternate years, Dr. Cirillo

**BMO 507 Neurochemistry**  
Correlation of chemistry and nerve cell function. Covers classical neurochemistry (chemical composition and metabolism of important constituents of the brain) as well as functional neurochemistry (molecular basis of synaptic transmission, axonal condition, sensory physiology, interneuronal recognition and synapse plasticity). Related topics, such as neuropharmacology and neurodoctrinology, will be discussed.  
Prerequisite: BMO 520, 521.  
2 credits, fall semester, alternate years, Dr. Schmidt

**BMO 509, 510 Experimental Biochemistry**  
An introduction to modern biochemical research techniques. The student spends a half semester 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.  
Variable credit, fall and spring semesters, Staff

**BMO 512 Physical Biochemistry**  
Theoretical principles and experimental methods used in the study of proteins and nucleic acids, e.g., hydrodynamics, spectroscopy, magnetic resonance and diffraction.  
Prerequisites: BMO 520, 521; CHE 301 or 312  
2 credits, fall semester, Dr. Sarma

**BMO 513 Enzymology**  
Principles of steady state kinetics, transient kinetics, allosteric proteins, mechanisms of enzyme catalysis and specific examples of enzyme structure and function.  
Prerequisite: BMO 520, 521  
2 credits, fall semester, Dr. Moos

**BMO 517 Biomembranes**  
The molecular architecture of membranes; the organization, functions, and assembly of lipids and proteins in biological phenomena such as diffusion and conductivity, which are amenable to detailed molecular analysis, will be examined.  
Prerequisite: Permission of instructor  
3 credits, spring semester, Drs. Scandella, and McLaughlin

**BMO 520, 521 Principles of Biochemistry**  
A comprehensive survey of modern biochemistry. Materials discussed will include proteins, membranes, the biosynthesis and degradation of carbohydrates, lipids and amino acids, energy transformation, and the structure and function of nucleic acids.  
3 credits each, fall and spring semesters, staff

**BMO 599 Research**  
Original investigation undertaken under the supervision of a member of the staff.  
Credit to be arranged, fall and spring semesters, staff
BMO 601, 602 Colloquium in Molecular Biology
A weekly series of talks and discussions by visiting scientists in which current research and thinking in various aspects of molecular and cellular biology will be presented.
1 credit each, fall and spring semesters

BMO 603, 604 Student Seminar in Molecular Biology
Seminars given by graduate students on recent work taken from the literature in the area of molecular or cellular biology.
1 credit each, fall and spring semesters

BMO 605, 606 Molecular Biology Workshop
Progress reports given each week by members of the faculty, postdoctoral fellows, and advanced graduate students on their current research.
1 credit each, fall and spring semesters

BMO 685-688 Advanced Seminars
Topics to be arranged.
Variable and repetitive credit, fall and spring semesters

BMO 699 Research
Original investigations undertaken as part of the Ph.D. program under supervision of a research committee.
Prerequisite: Advancement to candidacy.
Credit to be arranged, fall and spring semesters, staff

DEPARTMENT OF COMMUNITY AND PREVENTIVE MEDICINE

Chairman: Andre O. Varma

Professors: Rose Laub Coser, John J. Dowling, Donald H. Eisenberg, John W. Fertig, Daniel M. Fox, David Harris, Howard R. Kelman, Robert K. Match, Mary C. McLaughlin, Peter Rogatz, Andre O. Varma, David E. Weeks, Tamarath K. Yolles

Associate professors: Aaron D. Chaves, Roger D. Cohen, Steven Finch, Steven Jonas, Dorothy S. Lane, Walter J. O'Connor, Martin Posner, Alfred L. Scherzer


Lecturers: Rima D. Apple, Stanley B. Burns, Joseph L. Fleiss, Kathleen A. Handal, Kenneth L. Pearson, Oliver C. Schepers, Judith Simon, James S. Terry, Peter C. Williams, Mahfouz H. Zaki

Instructors: Henry S. Hoffman, Ellin Massey

Community medicine is the study of health and illness of populations or communities, rather than that of individuals. It is broadly concerned with health maintenance, with disease prevention, and with improving the delivery of health care. The field has three components: epidemiology, biostatistics, and analysis of health care delivery systems. In its clinical aspects, the discipline of community and preventive medicine involves the planning, operation, and evaluation of health maintenance, disease prevention, and health care programs, as well as the practice of field and applied epidemiology. This department applies these skills and activities toward three major goals: the teaching of the discipline; the continuance...
of research therein; and the provision of assistance to operating health services agencies on Long Island in the planning, operation, and evaluation of programs. For medical students, the department offers a 60-hour Introduction to Preventive Medicine and a 20-hour course, Social Issues in Medicine, both in the first year. Disease epidemiology is presented on an integrated basis throughout the second year of the curriculum. A broad range of electives and selectives—from clinical experience in a neighborhood health center to basic research in epidemiology and health services systems—is offered in the fourth year. The department also offers several elective and cross-listed courses for other health professional and pre-professional students, some of which are listed below.

**Courses**

**HMC 200 Medicine and Society**
An examination of traditional concerns of the humanities and social sciences as they interface with health care and its delivery. Clinical cases are presented by practicing physicians or other health professionals to introduce such topics as confidentiality, experimentation, death and dying, allocation of scarce resources, etc. Discussion focuses on the social, historical, ethical, and humanistic import of the cases.
3 Credits, Fall Semester, Dr. Terry and staff

**HMC 331 Legal and Ethical Issues in Health Care**
Introduces some of the major ethical and legal doctrines that affect health care professionals. Addresses specific problem situations including: the right to refuse medical, mental and social care; the right to life and its limits (e.g., suicide, euthanasia, abortion); the right to receive care: access to and evaluation of health care delivery. Emphasis on sensitizing students to legal and ethical issues.
3 credits, spring semester, alternate years, Dr. Williams

**HMC 365 Illness and Health in the Social Context**
Illness as a social fact: structural sources of health and illness in family and community; health restoring agents; physician and nurse; the function and organization of hospitals.
3 credits, fall semester, Professor Coser

**HMC 370 Work and Professions**
Social patterning of work situations and careers, of occupations and professions. Relations of work organizations to one another and to larger social structures. Relations between professions and organizations; professional adaptation to professions. Practitioner-client relationships. Professional teams and professional conflicts. Occupational and professional norms and values. Motivations and states in occupational and professional careers. Special emphasis on health professions and its relation to patients, to the public and to one another.
3 credits, fall semester, Dr. R. Coser

**HMC 571 Sociology of Health and Medicine**
Examines the contribution of social factors to health, to states of ill health, and to the organization and delivery of health services.
3 credits, fall semester, Professor Kelman

**HMC 577 Health Services Program Evaluation**
An analysis of the role of evaluation research in formulating and assessing health programs and policies, and an exploration of the structural and methodological requirements and limits of approaches to health care evaluation.
3 credits, spring semester, Professor Kelman

**HMC 595 Organization of Services for Long Term Care**
An identification of the issues involved in the provision of required health care and social services for diverse populations of chronically ill, disabled, and elderly dependent persons.
3 credits, fall semester, Professor Kelman
DEPARTMENT OF DERMATOLOGY

Associate professors: Ralph W. Grover, Richard K. Scher
Assistant professors: Bernard S. Potter, John P. Ruppe, Jr.

The department of dermatology is concerned with the teaching of diseases of the skin and of the dermatologic manifestations of systemic diseases. Major emphasis placed on the consideration of the skin as an organ with special problems in physiology and pathophysiology.

Particular interest given to the effect of environmental agents on the skin as a determinant of local and generalized diseases. The teaching of dermatology is largely conducted during periods of instruction in Medicine and Surgery and through elective courses in Dermatology and Experimental Dermatology.

DEPARTMENT OF FAMILY MEDICINE

Chairman: Melville G. Rosen
Professors: Jack Froom, Sidney Merlis, Melville G. Rosen

Associate professors: Clement J. Boccalini, Allan H. Bruckheim, Clive Caplan, Daniel Friedman, Maurice Goldenhar, Gerald Green, Joseph T. Judge, W. Paul Reagan, William R. Smith


McCarthy, Richard Miller, Robert T. Mullaney, Samuel Seibel, Jitendra A. Shah, Mary Sinatra, Nina Spatafora, Carlos Torres-Lemir, Mark D. Wasser­man, Lawrence I. Weissman

This department has the responsibility of teaching concepts and skills relating to primary, family oriented health care with emphasis on assuming responsibility for the care of all members of the family on a continuing basis. Management of common illnesses, problem-solving, health maintenance and the relationship of psychosocial and environmental factors to the genesis of illness is also emphasized.

In the first year curriculum, the department has a major responsibility for Introduction to Clinical Medicine. The family medicine curriculum is integrated into systems teaching in the second year and a required Clerkship in Family Medicine is offered in the third year. In the fourth year a Subinternship in Family Medicine is offered as a selective. Ongoing electives for medical students include Introduction to the Family and Nutrition; preceptorships are also offered to enhance clinical experience.

In addition to the residency program at Stony Brook’s University Hospital, the department has been active in the development of family medicine residency programs at affiliated hospitals. Approved programs at Southside Hospital, the Community Hospital at Glen Cove, Brookhaven Memorial Hospital, South Nassau Communities Hospital, with their family practice centers, also serve as clinical sites for the undergraduate medical students enrolled in other schools in the Center.

The department has teaching and clinical responsibilities in the ambulatory and inpatient areas of University Hospital and has an active continuing medical education program, including annual review courses and grand rounds.

DEPARTMENT OF MEDICINE

Chairman: Harry W. Fritts, Jr.

Clinical campus chairmen:

Hospital of the Medical Research Center,
Brookhaven National Laboratory.....................Donald Borg

Nassau County Medical Center.........................David W. Westring

Long Island Jewish/Hillside Medical Center and
Queens Hospital Center Affiliation....................Edward Meilman

Veterans Administration Medical Center,
Northport..............................................Martin R. Liebowitz


Lecturers: William S. Battersby, Walter B. Essman

The department of medicine encompasses the departments at the four clinical campuses listed above, plus the department at South Nassau Communities Hospital. The combined faculties of these institutions are charged with responsibility for: (a) helping teach introductory medicine, (b) helping plan and deliver the curriculum of systems teaching, (c) supervising the Clerkship in Medicine, (d) organizing electives in the medical specialties, (e) training house officers and research fellows, and (f) providing continuing education in medicine. These efforts are coordinated by an executive committee, consisting of both appointed and elected members.

One goal of the department is exemplified in the design of the medical clerkships. Under the tutelage of preceptors, the students learn the arts, skills and modes of reasoning used in making diagnoses and managing patients. In addition, the students become a part of the medical staff delivering patient care. These activities are supplemented by conferences, lectures and demonstrations. The study of the patient as a keystone to learning medicine is stressed throughout.

A second goal is evident in the postgraduate programs which offer training in research. Electives are available to senior students, and postdoctoral traineeships are available in both applied and basic research for senior house officers who plan academic careers.

A third goal, the provision of continuing education, is pursued at the various hospitals through regularly scheduled rounds and conferences. These activities, aimed not only at members of the staff but at all health care professionals, emphasize the importance of interdisciplinary approaches in analyzing problems, whether at the bedside or in the laboratory.
DEPARTMENT OF MICROBIOLOGY

Chairman: Arnold J. Levine

Professors: William R. Bauer, John J. Dunn (adjunct), Arnold J. Levine, Jeffrey J. McKeluy, Jane K. Setlow (adjunct), Thomas E. Shenk, Peter Tegtmeyer, Eckard A. Wimmer

Associate professors: Irving Abrahams (adjunct), Carl W. Anderson (adjunct), Ahmad Bukhari (adjunct), Carol A. Carter, Nicholas Delihas, Terri Grodzicker (adjunct), James B. Hicks (adjunct), Eugene R. Katz, Charles W. Kim, Eiichi Ohtsubo, Maria T. Pavlova (adjunct)

Assistant professors: James R. Broach, Joan S. Brugge, Stephen P. Friedling (adjunct), Ann B. Jacobson, Joseph J. Lucas, Christopher S. Matkovic (adjunct), Hisako Ohtsubo, David R. Shortie, William C. Topp (adjunct)

Lecturers: Karen Armstrong, John P. Milazzo (adjunct), Ann Sutton

The department provides instruction in the biology of microorganisms and microbe-host relationships to students in all of the health professions. It also offers such allied undergraduate and graduate courses as are needed for majors in biology and in the health-related professions.

A major thrust is the development of departmental and interdisciplinary programs for graduate study and research. The department has particularly close relationships with the division of biological sciences and anticipates close relationships with the division of infectious diseases in the departments of medicine and pediatrics.

Courses

HBM 320 General Microbiology
Emphasis on molecular structure and function of bacteria and viruses, mechanisms of antibiotic action, and resistance and basic immunology. Includes representative examples of well known infectious disease processes at the molecular level, such as occur with diphtheria. Satisfies the microbiology requirement for admission to nursing, veterinarian and optometry professional schools.
Prerequisites: CHE 112 and 133, BIO 152 and 231 and permission of instructor.
3 credits, spring semester, Dr. Delihas

HBM 321 General Microbiology Laboratory
A complement to HBM 320, the optional laboratory covers basic and applied microbiological methods. Techniques such as growth of bacteria in liquid and agar media, quantitative methods of determination of bacterial concentration, antibiotic sensitivity and Gram staining are included. For pre-health sciences profession students.
Prerequisites: CHE 112 and 133, BIO 152 and 231 and permission of instructor.
Corequisite: HBM 320.
1 credit, spring semester, staff

HBM 393, 394 Special Topics from the Microbiology Literature
Tutorial readings in microbiology with periodic conferences, reports, and examinations arranged with the instructor. Open to junior or senior students.
Prerequisite: Permission of instructor.
1-2 credits per semester, fall and spring semesters, staff
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. The course may be repeated.
Prerequisites: Laboratory experience and permission of the supervising instructor.
2-4 credits per semester, fall and spring semesters, staff

HBM 501 Laboratory Techniques in Nucleic Acids
Introduction to a broad range of procedures used in the analysis of biologically relevant nucleic acid species. The techniques covered include structural analysis of a cloned gene by heteroduplex mapping, restriction enzyme mapping, and Southern blot transfer; transcriptional analysis by Northern blotting and R. loop procedures; and sequences analysis using both Maxam-Gilbert and Sanger techniques.
Prerequisite: Permission of instructor.
4 credits, fall semester, Dr. Broach

HBM 503 Molecular Genetics
Introduces the classical work and current developments in prokaryotic and eukaryotic genetic systems.
3 credits, fall semester, Dr. Shenk, and staff

HBM 505 Biological Macromolecules
Examination of the nature of biopolymers from several perspectives. Structure, structural transitions, polymer-polymer and polymer-small molecule interactions, and macromolecular aggregates, including macromolecules, the nucleic acids (both DNA and RNA), proteins and nucleo-protein complexes. Emphasis on relevant experimental techniques, including principles of physical chemistry and centrifugation, spectroscopy, magnetic resonance, electrophoresis and rapid kinetic methods.
3 credits, spring semesters, Dr. Bauer and staff

HBM 509, 510 Experimental Microbiology
An introduction to modern microbiological research. During the course, the student rotates through two professors’ laboratories spending approximately one-half semester in each. The selection of laboratories is made by the student in consultation with his advisory committee. By taking part in ongoing projects the student will learn experimental procedures and techniques and become acquainted with research opportunities in the department.
Prerequisites: Matriculation in a graduate program and permission of the departmental faculty.
Variable credit, 1-4 credits per semester, fall and spring semesters, staff

HBM 531 Medical Microbiology
Presents information derived from molecular and experimental cellular biology and provides a foundation for understanding the basic aspects of the growth, regulation, structure, and function viruses, prokaryotic and eukaryotic cells. Extrapolation and application of basic concepts of microbiology to human disease will be made.
4 credits, spring modules, Drs. Carter, Levine, Wimmer and staff

HBM 599 Graduate Research
Original investigations under faculty supervision.
Prerequisite: Permission of instructor.
Variable credit, 1-8 per semester, fall and spring semesters, staff

HBM 611 Animal Cells
Covers the primary structures of animal cells, a survey of cell and tissue culture techniques, regulation of growth in normal and transformed cells, structure and organization of chromatin and mechanisms of replication and transcription of the genome, with material serving as background for a critical evaluation of the recent research literature.
Prerequisite: Permission of instructor.
3 credits, fall semester, Dr. Lucas

HBM 612 Animal Virology
Animal Virology describes the molecular mechanisms used by animal viruses to replicate nucleic acids and control gene expression. Several viruses are covered in great experimental detail to illustrate the methodology used to investigate viruses. Considers attributes of all major virus groups. Focus on original data rather than review articles.
Prerequisite: Permission of instructor.
3 credits, fall semester, Dr. Tegtmeyer and staff

HBM 621, 622 Short Courses in Microbiology
On occasion the department will present short courses covering topics in microbiology at an advanced level. Classes will meet one or two periods for three to five weeks. Announcement of the courses will be made by sending notices to University departments.
Prerequisite: Permission of instructor.
1 credit, fall and spring semesters, staff
HBM 631 Molecular Aspects of Immunology
Examines immunology and cell biology with emphasis on structure and genetics of immunoglobulins, transplantation genetics, the T-locus of mice, teratocarcinomas, genetics of cell-cell interactions, development of lymphoid series of cells. Basic concepts derived from experimental immunology are applied to human disease to provide an understanding of the molecular bases of infection. Prerequisite: Permission of instructor. 2 credits, spring semester, Dr. Levine and staff

HBM 690 Microbiology Seminar
A weekly meeting devoted to current work in the department and lectures by invited speakers. Prerequisite: Permission of instructor. 1 credit each semester, repetitive, fall and spring semesters, staff

HBM 691 Readings in Microbiology Literature
Readings in microbiology literature covering animal cells and animal viruses. Prerequisite: Permission of instructor. 1 credit, spring semester, Dr. Brugge

HBM 694 Thesis Research in Microbiology
For the student who has been admitted to candidacy. Original research will be under the supervision of the thesis adviser and advisory committee. Prerequisite: Permission of thesis adviser. Variable credit, 1-9 credits per semester, fall and spring semesters, staff

HBM 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 semester, staff

DEPARTMENT OF NEUROLOGY

Chairman: Robert Y. Moore

Professors: Sydney Louis, Robert Y. Moore, Morton Nathanson, Arthur D. Rosen

Associate professors: Richard R. Carruthers, Steven H. Horowitz, Robert J. Mones


Lecturer: Karen Bulloch

Instructors: Anne H. Remmes, Simon Sanchez, Gertraud E. Tejera

The department of neurology is committed to outstanding service in the three areas of teaching, research and patient care. Instruction at all levels of education is provided, Neuroanatomy, Neurophysiology, Neurochemistry, Neuropharmacology, Neuropathology, and an Introduction to Clinical Neurology is offered in the pre-clinical years. A clinical
clerkship and a selective in neurology are offered in the clinical years. A residency program offers postgraduate training in neurology.

The clinical clerkship is an intensive two-week, in-patient experience in neurology during the third year of medical school. The intent is to provide the student with the background to be able to take a good neurological history and carry out a neurological examination so that it is possible to evaluate the neurologic patients in an appropriate and logical manner.

The selective in neurology is available to fourth year students, and involves the care of in-patients and out-patients and participation in the active consultation services and in the specialty clinics such as pediatric neurology, epilepsy, and neuromuscular disease. Emphasis is on improving clinical diagnostic skills and the ability to formulate a plan of care for the common neurological problems; attention is also directed towards techniques and interpretation of EEG's, EMG's, lumbar puncture, and neuroradiological procedures including computerized tomography. A review of neuroanatomy and an introduction to the neurological literature is included.

A four-year residency program to prepare postgraduate physicians for board certification is offered. The residency training program in neurology provides a firm background in basic neuroscience disciplines and extensive exposure to clinical neurology. Residents complete separate rotations in neuropathology, neuroradiology, child neurology and psychiatry and are encouraged to become involved in clinical and/or basic neuroscience research.

In addition to the academic program, the faculty provides a strong service component through the operation of the neurology service in University Hospital and at Northport Veterans Administration Medical Center, a special out-patient facility for neuromuscular disease sponsored by the Muscular Dystrophy Association and a Clinical Neurophysiology Laboratory.

Faculty research programs augment the clinical and academic aspects of the department. Departmental research covers the spectrum of interests in neuroscience, ranging from neuroanatomical and neurophysiological studies to specialized research in neuroimmunology, neurotoxicology, and seizure disorders.

DEPARTMENT OF OBSTETRICS AND GYNECOLOGY

Chairman: Martin L. Stone

Professors: Fred Benjamin, Joseph J. Rovinsky, Martin L. Stone


The department of obstetrics and gynecology is responsible for instruction of medical students in each phase of their development.

During the first year curriculum, the department participates in the Introduction to Clinical Medicine course. Students are taught male and female genito-urinary physical examinations in an innovative program using prepared "professional patients." Following the study of exam techniques utilizing audio-visual 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 maximize the ability of students to perform expert, productive, non-traumatic genital exams and to minimize the initial technical and psychological difficulties of the exam.

Second year medical students have an intensive three-week course in Reproduction Biology. Building on and expanding the students' knowledge of the basic sciences, this course covers every aspect of
human reproduction and the normal and abnormal conditions of the female reproductive system.

The Clinical Clerkship in Obstetrics and Gynecology is a six-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 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, human genetics, and gynecological surgery and oncology. Participation in faculty projects as well as in independent student research projects utilizing the department’s laboratory facilities in cytogenetics, endocrinology, neural tube defects, immunology, and virology is encouraged.

It is the department’s principal goal to train physicians who will not only maintain but improve the highest standards in women’s health care.

DEPARTMENT OF OPHTALMOLOGY

Professors: Peter H. Ballen, Jorge Buxton, Gerald B. Kara, David A. Rosen

Associate professors: Robert T. Goldberg, Seymour Goodstein, Peter J.G. Maris, Charles B. Tulevech


Instructors: Jean Huberman, Richard G. Lennon, Robert Morris
DEPARTMENT OF ORAL BIOLOGY AND PATHOLOGY

Chairman: Israel Kleinberg

Professors: Leon Eisenbud, Philias R. Garant, Lorne M. Golub, A. John Gwinnett, Israel Kleinberg, Leo M. Sreebny


Assistant professors: Norman Busch, B. Kalman Friedman, Arthur D. Goren

Research assistant professors: Robi Chatterjee, Nungavarm S. Ramamurthy

Lecturer: Moon-II Cho

The department is located in the School of Dental Medicine and is responsible for instruction to the undergraduate dental student in that body of basic knowledge relevant to the understanding of the biological and molecular processes involved in oral disease. In this regard, the department 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 approaches for use in the prevention and management of oral disease. At the graduate level, the department, in cooperation with the other basic sciences, offers advanced instruction leading to the M.S. and Ph.D. degrees.

Courses

HBO 500 Biology of the Oral Mineralized Tissues
An in-depth consideration of the physical and chemical properties which influence the solubility of calcium phosphates and how this relates to the formation and physiologic and pathologic resorption of the mineralized tissues associated with the oral cavity (enamel, dentin, cementum, calculus, bone). Prerequisites: Oral Biology and Pathology or its equivalent and permission of the instructor. 3 credits, fall and spring semesters, Dr. Kaufman

HBO 510 Salivary Metabolism and Secretion
A consideration of the normal and abnormal structure and function of the glandular systems found in the oral cavity with emphasis on the composition, regulations and functions of the secretions form the major and minor salivary glands. Prerequisites: Oral Biology and Pathology or its equivalent and permission of instructor. 3 credits, fall and spring semesters, Drs. Kleinberg and Pollack

HBO 520 Oral Microbial Systems
A consideration of the structural composition, metabolism and environmental relationships to bacterial systems. Includes specific and mixed bacterial populations. Prerequisites: Oral Biology and Pathology or its equivalent and permission of instructor. 3 credits, fall and spring semesters, Drs. McNamara, Pollock and Kleinberg

HBO 530 Molecular Biology and Pathology of the Periodontium
A consideration of the ultrastructure and biochemical composition of the periodontal tissues, the microbial interrelation 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 crevice fluid.

Prerequisites: Oral Biology and Pathology or its equivalent and permission of instructor. 3 credits, fall and spring semesters, Dr. Golub and Garant

**HBO 535 Epithelial Keratinization and Differentiation**

An in-depth consideration of the morphological and biochemical changes that occur in keratinocytes during differentiation of the epidermis and oral mucosa, the kinetics of epithelial renewal, and the effect of mesenchymal factors upon the form and synthetic activity of the epithelium. The role of intraepithelial cells other than keratinocytes will be considered. 3 credits, spring semester, Dr. Taichman

---

**DEPARTMENT OF ORTHOPAEDICS**

**Chairman:** Roger Dee

**Professors:** Roger Dee, Leroy S. Levine, Sidney Sacks

**Associate professors:** Adrian R. Coran, Robert C. Fett, Jr., E. Raymond Goodrich, Martin A. Gruber, Richard S. Laskin, Michael T. Manley


**Instructors:** Noah S. Finkel, A. Philip Fontanetta, Karl Friedman, Sanford Ratzan

This department concerns itself with the teaching of the musculoskeletal problems that include children's orthopaedics, traumas, sports medicine, emergency treatment of the multiple injury, and hand surgery. Additional programs in spinal surgery and joint replacement surgery are an important part of the department's activity.
DEPARTMENT OF OTOLARYNGOLOGY

Associate professors: Merrill Goodman

Assistant professors: Anthony Bolognesi, Dev Chitkara, Sanford Hausman, Lawrence Mazzarella, Edward Orzac, Harbans Singh, Benjamin Zielinski.


DEPARTMENT OF PATHOLOGY

Acting chairman: Frederick Miller

Professors: Lauren V. Ackerman, James I. Berkman, M. Desmond Burke, John L. Duffy, Henry D. Isenberg, Aaron Janoff, Leonard Kahn, Janis V. Klavins, Marvin Kuschnier (chairman), Bernard P. Lane, Leslie Lukash, Frederick Miller, Vincent S. Palladino, Felix Rapaport, Arthur Sawitsky, Claire A. Shellabarger, Leon Sokoloff, Gilbert Solitare, Sidney B. Weinberg


Instructors: Shahida Asad, David M. Bernstein, Daniel L. Costa, Carl S. Klass, Rabia N. Mir, Richard White

This department is concerned with the pathogenesis of disease as well as with its manifestations and diagnosis. The department serves as a bridge between the pre-clinical and clinical sciences for students, clinicians and nonclinicians at all stages of training. The department has responsibility for teaching students in each school of the Health Sciences Center, in the College of Arts and Sciences, and in the Graduate School. It also 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**
A study of 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 and 152.
3 credits, fall semester, Dr. Phillips

**HBP 390 Selected Topics in Experimental Pathology**
Faculty will cover a broad spectrum of topics including cardiovascular disease, arthritis, defects in the immune system, connective tissue diseases, transplantation immunology, experimental carcinogenesis, immuno-and histocytochemistry, radiation pathology, tumor immunology, environmental pollutants and chronic obstructive lung disease, and cell culture as a tool for the study of disease. An understanding of biochemistry is useful.
Prerequisite: Advanced courses in biology.
3 credits, fall semester, Drs. Godfrey and Janoff

**HBP 393, 394 Special Topics from the Pathology Literature**
Tutorial readings in pathology, with periodic conferences, reports, and examinations arranged with the instructor. Open to third or fourth year students.
Prerequisite: Permission of instructor.
1-2 credits per semester, fall and spring semesters

**HBP 398, 399 Research Project in Pathology**
An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. Project report required. This course may be repeated.
Prerequisites: Laboratory experience and permission of the supervising instructor.
2-4 credits per semester, fall and spring semesters

**HBP 411 Applied Pathology**
Designed for physician's assistants, advanced nursing students and other allied health profession students who are concurrently registered in HBP 310 or who have demonstrated mastery of the material in that course. Extends the range and depth of HBP 310 with emphasis on clinical application. Limited enrollment with permission of the dean.
1 credit, spring semester, Dr. Miller and staff

**HBP 531 General Pathology**
Introduction to the nature and causes of disease, death, reaction to injury, and repair. Analysis of associated structural changes in cells and tissues, with reference to their functional correlates.
Prerequisites: Histology, gross anatomy, physiology and biochemistry, prior or concurrent microbiology and permission of instructor.
6 credits with lab, 3 credits without lab, spring modules, course coordinator: Dr. Miller

**HBP 532 Immunology**
A general introduction to the principles of immunology for professional students including definition of antigens and antibodies, description of cellular events in the immune response, theories of antibody formation, mechanism of inflammation, hypersensitivity states, and diseases associated with responsiveness of the immune system. Biochemistry, genetics and histology helpful.
Prerequisites: Advanced course in biology and permission of instructor.
2 credits, spring modules, course coordinator: Dr. Miller

**HBP 533 Basic Immunology**
Basic principles of immunology for graduate students in the biological sciences including definition of antigens and antibodies, specificity of the immune response, serological
quantification of proteins and hormones, immunoglobulin structure, the genetics of immunoglobulin synthesis, cellular cooperation in the immune response, hypersensitivity, tolerance, transplantation. Open to advanced undergraduates. Prerequisites: Advanced courses in biology and biochemistry and permission of instructor.
3 credits, fall semester, course coordinators: Drs. Godfrey and Habicht

HBP 535 Cell and Tissue Injury
A study of cellular mechanisms in disease with consideration of types of and chemical agents which can injure cells or aggregates of cells and the nature of the interaction between the injurious agents and the x-target tissue or cells. Emphasis on cellular alterations occurring as a consequence of the injury or as a response to the injury, and the ultrastructural and molecular aspects of injury and the response to injury. Experimental models which permit elucidation of the mechanisms underlying human disease. Prerequisite: HBP 531 or permission of instructor.
2 credits, spring semester, Dr. Lane

HBP 552 Radiopathology
A consideration of the biological and pathological effects of ionizing radiation in living organisms, with emphasis on cellular, molecular and atomic mechanisms. Prerequisite: HBP 531.
1 credit, fall spring semesters, by special arrangement with instructor, staff

HBP 553 Pathology of Neoplasia
A study of the nature and behavior of neoplastic tissue, the etiologies of cancer, the effect of tumors upon the host. Includes laboratories to acquaint the student lacking a background in histology or physiology with the appearance and behavior of cancer on the tissue and organ level. Prerequisite: Permission of instructor.
2 credits, spring semester, course coordinator: Dr. Miller; Instructors: staff (Special laboratory: Dr. Lane)

HBP 554 Advanced Immunology
Mechanisms of injury produced by immunological reactions in tissues, autoimmune diseases, immunodeficiency diseases. Supervised laboratory experience in selected topics in immunochemistry or immunology can be arranged. Prerequisite: HBP 531 or 533.
2 credits, spring semester, staff

HBP 555 Biology of Phagocytes
A discussion of monocytes, macrophages, and neutrophic leukocytes of mammalian species, with emphasis on man. Topics include kinetics, cell biology, chemotaxis metabolism, physiological functions, immunological actions and pathological roles of phagocytic cells. Prerequisites: HBC 331 or 531 (HBP 531 and 532 also recommended).
2 credits, fall semester, Drs. Janoff and White

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. The presentations are both didactic and practical and are given by an interdepartmental faculty. While intended principally for senior medical students, the course might be taken by advanced microbiology or biochemistry students interested in clinical applications. Prerequisite: Permission of instructor.
6 credits, spring semester, Dr. Burke, staff

HBP 558 Glycoproteins: Structure, Function and Molecular Pathology
Recent developments in research of glycoproteins suggest that their carbohydrate moieties function as specific markers in a range of biological processes. Covers the structure, biosynthesis, catabolism, intermolecular interactions, immunocytochemistry, cell membrane interactions and the function in bacterial cell walls of glycoproteins in health and disease. Includes discussion of structure-function relationships of a range of specific glycoproteins.
1 credit, spring semester, Dr. McDevitt

HBP 561 Electron Microscopy for Experimental Pathologists
Use of the electron microscope (EM), alone and in conjunction with other methodologies in studies of biological dysfunction. Special techniques include histochemistry, enzyme histochemistry, immunohistochemistry, diffraction, stereo-EM and scanning EM. Design of protocols, preparation and interpretation of data. Prerequisite: Permission of instructor.
Variable credits, 2-6 per semester, fall and spring semesters, Dr. Lane
HBP 563 Histochemistry
Application of histochemical techniques (enzyme histochemistry, radioautography, cytophotometry, electron histochemistry and immunohistochemistry) to the analysis of chemical components of cells and tissues.
Prerequisites: HBP 531 or 533 and permission of instructor.
3 credits, fall semester, Professor Elias

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: Permission of instructor.
1 credit per semester, fall and spring semesters, staff

HBP 621 Clinical Histopathology
Prerequisite: Permission of instructor.
Variable credits 1-3, fall semester, staff; course coordinators: Drs. Miller and Kane

HBP 622 Clinical Pathologic Correlations: Gross Pathology
Correlative exercises in clinical pathology and human gross anatomic pathology including surgical biopsy material. Open to students in medical sciences.
Prerequisite: Permission of instructor.
Variable credits 1-3, fall semester, staff; course directors: Drs. Kane and Miller

HBP 690 Seminar in Pathology
Seminar in major topics in experimental pathology by students, staff and visiting scientists.
Prerequisites: Permission of instructor. Open only to pathology graduate students.
Variable and repetitive credits 1-4 per semester, fall and spring semesters, Drs. Phillips and Godfrey

HBP 691 Journal Club in Pathology
Critical discussion of selected topics in experimental and descriptive pathology with presentation of papers from the literature.
Prerequisite: Permission of instructor.
2 credits, fall and spring semesters, Drs. Godfrey and Janoff

HBP 692 Advanced Tutorial in Experimental Pathology
An advanced tutorial in pathology under faculty supervision with emphasis on material not formally experienced in didactic course work. Directed readings and other educational experiences may relate to either preparation for thesis research or for the Ph.D. qualifying examinations.
Prerequisites: Permission of instructor and successful completion of program committee assigned courses.
Variable credits, 1-12 per semester, fall and spring semesters, staff

HBP 694 Thesis Research in Pathology
Original investigation under the supervision of a staff member.
Prerequisite: Permission of instructor.
Variable and repetitive credits, 1-12 per semester, fall and spring semesters, staff

HBP 695 Teaching Practicum in Pathology
Practice instructions in the teaching of pathology carried out under faculty orientation and supervision.
Prerequisite: Permission of instructor.
Variable and repetitive credits, 1-4 per semester, fall and spring semesters, staff

HBP 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 credit, summer semester, staff

HBP 961 Seminars in Correlative Pathology and Medicine
Weekly seminars on current inpatient and outpatient problems at the Northport Veterans Administration Medical Center evaluated with reference to clinicopathological correlations and implications for diagnostic, therapeutic and preventive medicine. Primarily for health sciences professionals.
Prerequisite: Permission of staff.
1 credit each semester, repetitive, fall and spring semesters, Dr. Kane and staff

HBP 963 Seminars in Surgical Pathology (Oral)
Monthly seminars on in-patient and out-patient problems at the Northport Veterans Administration Medical Center with particular reference to clinicopathological cor-
relations and the application of laboratory findings to the diagnosis, treatment and prevention of oral disease. Primarily for health sciences professionals. 
Prerequisite: Permission of staff. 
1 credit each, fall and spring semesters, Drs. Friedlander and Singer

**HBP 964 Advanced Surgical Pathology**
A postgraduate approach to the diagnosis and management of diseases encountered by the surgical pathologist. Emphasis on sophisticated problems and recent advances in the understanding of pathologic processes. Primarily for health sciences professionals. 
Prerequisite: Permission of staff. 
2 credits, fall and spring semesters, Dr. Ackerman

**HBP 965 Practicums in Diagnostic Histochemistry**
Lectures and practical exercises on the procedural details of the various methods used in diagnostic histochemistry. Emphasis on the use of fluorescence microscopy, enzyme histocytochemistry, immunohistologic methods and requisite special stains used in the analysis of various clinical entities, and diseases of the skin, kidney, muscle, lymphoid and hematopoietic tissues. Primarily for health sciences professionals. 
Prerequisite: Permission of instructor. 
Variable credits, 1-3, spring semester, Professor Elias

**HBP 966 Hematology Conference**
In-depth instruction on a given aspect of hematology, oncology or immunology. Staff from medicine, pathology, and nuclear medicine participate, and there is usually a case presentation to introduce the subject. Various teaching aids, such as review of pathological material, are used. Primarily for health sciences professionals. 
Prerequisite: Permission of instructor. 
Variable credits, 1-3, fall, spring and summer semesters 1 and 11, Dr. Coller

**HBP 967 Tumor Conference**
A consideration of various problems in the management of patients with a malignancy and recommend a course of therapy for each patient including a review of a particular aspect of cancer treatment or natural history in depth. The conference also functions as the link between the hospital and the Eastern Oncology Cooperative Group. Primarily for health sciences professionals. 
Prerequisite: Permission of instructor. 
Variable credits, 1-3, fall, spring and summer semesters 1 and 11, Dr. Ackerman

**HBP 968 Advanced Clinical Pathologic Correlations: Gross Pathology**
Postgraduate correlative exercises in human gross pathologic anatomy with emphasis on the gross pathologic basis for altered function and clinical manifestations of disease. Open to physicians and others with advanced degrees in medical sciences. 
Prerequisite: Permission of instructor. 
Variable credits, 1-3, fall and spring semesters, Dr. Kane

**HBP 969 Surgical Pathology for Residents in Pathology**
Presentation of advanced surgical pathology cases in conference form and review of problem areas. Primarily for health sciences professionals. 
Prerequisite: Permission of instructor. 
Variable credits, 1-3, fall and spring semesters, Dr. Ackerman

**HBP 970 Gross Neuropathology**
A clinical-pathological correlation session with emphasis on the history, physical findings and clinical cases. Includes a brain cutting session and examination. Primarily for health sciences professionals. 
Prerequisite: Permission of instructor. 
Variable credits, 1-3, fall and spring semesters, Dr. Peress
DEPARTMENT OF PEDIATRICS

Chairman: John C. Partin

Professors: Platon J. Collip, Murray Davidson, Hossein K. Ghadimi, Norman L. Gootman, Marvin Green, David Harris, Philip Lanzkowsky, Philip J. Lipsitz, Howard C. Mofenson, John C. Partin, Carl E. Pochedly, Avron H. Ross, Maxwell Stillerman


Instructors: Albert Adler, Arie Aloni, Richard C. Ancona, Charles C. Baldwin, Yaik Yong Ban, Harvey Bernstein, Mariana Castro, Peter F.
The pediatric teaching program is a three-year program 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 and treats pediatrics as an organic continuum in which the individual pediatrician must function to coordinate complex systems of disease prevention as well as treatment. Special emphasis is placed on community and ambulatory practice.

The program is based at University Hospital which provides 50 pediatric beds, 34 newborn intensive care beds, 20 bassinets and an active ambulatory care pavilion. In addition, the service operates in the Coram Health Center, and ambulatory care center of Suffolk County; and for adolescent medicine, in the University health service which provides for 23,000 ambulatory encounters per year.

Elective experiences are available in all fields of pediatrics, either at University Hospital or at affiliated programs at Nassau County Medical Center or Long Island Jewish-Hillside Medical Center.

DEPARTMENT OF PHARMACOLOGICAL SCIENCES

Chairman: Arthur P. Grollman

Distinguished professor: Seymour S. Cohen

Professors: Arthur P. Grollman, Francis Johnson, Edward Reich, Cheng-Wen Wu

Associate professors: Moises Eisenberg, Allen Krantz, Ilene H. Raisfeld, David L. Williams, Felicia Ying-Hsiueh Wu

Assistant professors: Daniel Bogenhagen, Paul J. Brynes, Charles R. Iden, Craig C. Malbon, Philip Marcus (adjunct), Alan McLaughlin, Masura Takeshita

The department provides instruction in medical pharmacology for professional students in the schools of the Health Sciences Center and offers a number of graduate and upper-division courses in the pharmacological sciences. Interdisciplinary graduate studies are organized as tracks: Chemical Biology, Physiological Pharmacology, Biochemical Pharmacology and Toxicology.
Faculty interests cover a variety of topics relating to pharmacology and toxicology including medicinal chemistry, molecular mechanisms of drug and hormone action and clinical pharmacology. Teaching is directed towards an understanding of the therapeutic and toxic actions of drugs and chemicals. The basic principles underlying these properties are emphasized.

**Courses**

**HBH 331 Fundamentals of Pharmacology**
Emphasizes basic principles that underlie actions of drugs on physiological processes with particular reference to therapeutic and toxic actions. Primarily for Nursing and Allied Health students.
Prerequisites: HBA 300 or BIO 206, or HBY 350 or BIO 230 and permission of instructor.
5 credits, modules 4,5,6, Dr. Eisenberg, staff

**HBH 332 Pharmacology in Cardiorespiratory Sciences**
Basic principles, pharmacology of the autonomic nervous system and advanced pharmacology of the respiratory and cardiovascular systems.
Prerequisite: Must be enrolled in cardiorespiratory sciences program of the School of Allied Health Professions.
3 credits, modules 4,5,6, Dr. Marcus

**HBH 372 Molecular Pharmacology**
Examines the nature and aims of selectivity and the need to build selectivity into a drug molecule, with emphasis on the action of drugs (and other biologically active agents) on cells. Covers underlying physical and chemical principles including the nature of receptors, distribution phenomena, structure-action relationships, drug metabolism, chemotherapy, and pharmacodynamics. The second part of the course deals with the three cardinal principles of selectivity, namely the use of favorable differences in distribution, biochemistry, and cell structure. Cross-listed with CHE 461.
Prerequisite: CHE 322 or 332, BIO 361.
3 credits, spring semester, Dr. Albert

**HBH 393, 394 Topics in Pharmacology**
Tutorial readings in pharmacology with periodic conferences, reports and examinations arranged with the instructor. Open to third & fourth year students.
Prerequisite: Permission of instructor.
1-2 credits per semester, fall and spring semesters, staff

**HBH 396, 398, 399 Research Project in Pharmacology**
Independent research under faculty supervision, with emphasis on principles of experimental design, data collection, evaluation of findings and reporting of results. Project report required. This course may be repeated.
Prerequisites: Laboratory experience and permission of supervising instructor.
2-4 credits per semester, summer, fall and spring semesters, staff

**HBH 531 Pharmacological Basis of Therapeutics**
Basic principles that underlie actions of drugs on physiological processes with particular reference to therapeutic and toxic actions. Primarily for medical, dental and graduate students.
Prerequisite: Physiology, biochemistry or permission of instructor.
5 credits, spring modules, Dr. Malbon, staff

**HBH 533 Graduate Orientation in Pharmacology**
Basic principles that underlie actions of drugs on physiological processes. A supplementary course in pharmacology for graduate students (required for Pharmacology graduate students). Group discussion of current research topics in Pharmacology. Concurrent with HBH 531.
Prerequisite: Permission of instructor.
6 credits, spring modules, Dr. Cohen, staff

**HBH 541 Medicinal Chemistry**
The molecular mechanisms of drug action and its relationship structure, with emphasis on stereochemistry, functional groups and charge distribution. Some aspects of the synthesis of drugs, covering
both natural and synthetic molecules. Possible future developments.
Prerequisite: Permission of instructor. 3 credits, fall semester, Dr. Eisenberg

HBH 543 Principles of Toxicology
An examination of basic concepts of modern toxicology. Emphasis on biochemistry and pathology of toxicants. Topics discussed include: kinetics of absorption, distribution and elimination of toxicants; metabolism of exogenous substances; mutagenesis; chemical carcinogenesis; inhalation toxicity, organ toxicity; and detection and evaluation of toxicants, and other toxicology related areas.
Prerequisite: Permission of instructor. 3 credits, fall semester, Dr. Brynes, Dr. Iden, staff

HBH 545 Laboratory Techniques in Pharmacology and Toxicology
On site demonstrations of selected methods used in toxicologic research. The principles, mechanics, and limitations of methods used in forensic pathology, animal studies, mutagen and carcinogenesis testing discussed. Specific techniques in electron microscopes and methods used in the detection of toxins such as radioimmunoassay, chromatography (gas liquid) and mass and atomic absorption spectroscopy demonstrated. Procedures for safe handling of toxic substances in laboratory research discussed and demonstrated.
Prerequisite: Permission of instructor. 1 credit, fall semester, Dr. Raisfeld, staff

HBH 550 Biophysics
Theoretical background and application of current physical techniques to the study of molecular mechanisms of biological functions. Includes spectroscopy, diffusion processes, noise and fluctuation, interfacial phenomena.
Prerequisite: Physical chemistry or permission of instructor. 3 credits, fall semester, Dr. Eisenberg

HBH 560 Topics in Biochemical Pharmacology
Examines the biochemical characteristics of drug and hormone action. Several drugs, hormones, and neurotransmitters, will be examined in detail to illustrate: the interaction of drugs and hormones with cellular receptors, bonding forces and determinants of specificity in drug receptor interactions, the central role of adenyl cyclase in pharmacological regulation, transduction of the chemical signal to the pharmacological response, mechanisms of drug entry into cells. Emphasis on current concepts and experimental approaches.
Prerequisites: Graduate, biochemistry and permission of instructor. 3 credits, spring semester, alternate years, Drs. Williams, Brynes, Grollman, Cohen, Benjamin and Malbon

HBH 563 Advanced Toxicology
Examines three or four selected topics in toxicology. Topics rotate biannually. Some subject areas to be examined: carcinogenesis, mutagenesis, inhalation toxicology, and industrial toxicology.
4 credits, fall semester, Dr. Costa

HBH 565 Epidemiology and Statistics
Methods, designs and indices used in epidemiological studies will be presented. The common statistical procedures for estimation and comparison will be covered, such as the t-test, chi-squares, linear regression and correlation. Special topics will include survivorship analysis, dose-response curves and biological assay procedures. 3 credits, spring semester, Dr. Varma

HBH 580 Selected Topics in Pharmacology
Student seminars and readings on topics to be arranged through consultation with staff. Prerequisite: Permission of instructor. Variable and repetitive credits, 1-8 per semester, fall and spring semesters, staff

HBH 590 Pharmacology Seminars
Advanced research seminars by staff and visiting lecturers. Prerequisite: Permission of instructor. 1 credit, repetitive, fall and spring semesters

HBH 599 Graduate Research in Pharmacological Sciences
Original research projects under faculty supervision. Prerequisite: Permission of instructor. Variable credits, 1-12 per semester, fall and spring semesters, staff

HBH 650 Clinical Pharmacology
A clinically oriented seminar emphasizing rational therapeutics. Patients are studied at the bedside to illustrate therapeutic problems. Prerequisite: Permission of instructor. Variable credits, 2-4 per semester, spring semester, Dr. Raisfeld.

HBH 694 Thesis Research in Pharmacology
Original investigation undertaken as part of
HBH 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 credit, summer semester, staff

DEPARTMENT OF PHYSICAL MEDICINE AND REHABILITATION

Professor: Lawrence W. Friedmann
Associate professors: Arminus Cassvan, Raoul C. Psaki
Assistant professors: David G. Armesto, Marshall G. Finkle, Andrew A. Fischer, Daoud B. Karam, Reuben Leass, Edgar L. Marin
Instructors: S. Pani Akuthota, Ernesto S. Capulong, Raymond K. Elias, Carlos A. Montorfano, Guan-Hiok Yu

The department of physical medicine and rehabilitation provides educational experience for students at several points in the curriculum including exposure to rehabilitation medicine during the musculoskeletal system teaching; electives are available during the clinical phase of the curriculum.

DEPARTMENT OF PHYSIOLOGY AND BIOPHYSICS

Chairman: William G. Van der Kloot

Professors: Joel E. Brown, Paul LeFevre, Harvey M. Levy, Stuart G. A. McLaughlin, William G. Van der Kloot
Associate professors: William B. Benjamin, Ira S. Cohen, Marian E. LeFevre
Assistant professors: John B. Cabot, Chris Clausen, Leon C. Moore, Kamal K. Shukla

This department offers a diversified program of studies ranging from the physics of cell membranes to the function of the central nervous system. Physiology and biophysics has responsibility for teaching in all the schools of the Health Sciences Center, for undergraduate sequences in biology, and for graduate studies. The latter includes departmental and interdisciplinary graduate programs. The inclusion of biophysics with physiology is seen as a means to foster the application of the techniques of physics and engineering to investigational problems in medicine and biology at all levels of biological organization.
Courses

HBY 302 Vertebrate Systems Physiology
The study of several vertebrate organ systems as examples of biological organization and control. Emphasis on comparative approach to the physiology of animal organ systems.
Prerequisite: BIO 201.
3 credits, spring semester, even years, staff

HBY 310 Cell Physiology
The physiology of animal cells: excitation, conduction, transduction, transport, motility, secretion, and responses to transmitters and hormones.
Prerequisite: Physics 101 or 103, Biology 230. Not open to students who have taken Biology 333.
3 credits, spring semester, Odd Years, Dr. Van der Kloot

HBY 350 Physiology
The normal functioning of human tissues and organs, and their regulation and integration by the nervous and endocrine systems. Special emphasis on 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.
4 credits, fall semester, Dr. LeFevre 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.
Variable credits, 1-2 each, fall and spring semesters, staff

HBY 398, 399 Research Project in Physiology and Biophysics
An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. Project report required. This course may be repeated.
Prerequisites: Laboratory experience and permission of the supervising instructor.
2-4 credits per semester, fall and spring semesters, staff

HBY 506 Transport
Study of molecular and ion transport mechanisms in microorganisms, higher cells, and the cellular organelles. Emphasis on the molecular basis of transport functions, their genetic and physiological control and energy coupling mechanisms in active transport. Membrane structure, chemical composition, and biosynthesis considered in terms of their role in membrane transport.
(Cross-listed with BMO 506)
Prerequisite: Permission of instructor.
2 credits, spring semester, even years, Drs. Cirillo, LeFevre and Simon

HBY 531 Introduction to Mammalian Physiology
An introduction at the graduate level to physiology, with emphasis on man. The principle of cellular physiology, followed by an introduction to the circulatory, respiratory, gastrointestinal, renal, endocrine and nervous systems.
Prerequisites: Admission to medical or dental school or permission of instructor.
5 credits, fall modules, Dr. Van der Kloot

HBY 551 Membrane Physiology and Biophysics
The molecular structure of biological membranes, using NMR, spin labels, X-rays, DTC. A review of fundamental concepts relevant to the study of solute permeation through membranes by considering successively the properties of a thin film of hydrocarbon, a phospholipid bilayer, a bilayer with pores and channels, and finally, biological membrane.
Prerequisite: Permission of instructor.
3 credits, spring semester, Dr. McLaughlin

HBY 552 Physiology and Pharmacology of Excitable Membranes
A survey of origins of electrophysiological phenomena: the ionic theory of resting and action potentials, the physical and chemical properties of membrane ionic conductances, and the biophysics and physiology of sensory organs. Stress the understanding of electrophysiological phenomena in terms of molecular mechanisms.
One semester of calculus is recommended. Open to graduate students and advanced undergraduates.
Prerequisite: Permission of instructor.
3 credits, fall semester, odd years, Dr. Strichartz
HBY 553 Synapses
Biophysics, physiology, and pharmacology of synaptic transmission. The neuro-muscular junction used as model to develop basic concepts.
Prerequisite: Calculus, physiology or neurophysiology, physics.
3 credits, spring semester, even years, Drs. Cohen and Van der Kloot

HBY 590 Seminar in Physiology and Biophysics
Seminars and discussions on major topics in physiology and biophysics by students, staff and visiting scientists.
Prerequisite: Permission of thesis adviser.
Variable and repetitive credits, 1-12 per semester, fall and spring semesters, staff

HBY 591 Physiology and Biophysics Research
Original investigation under the supervision of a staff member.
Prerequisite: Permission of instructor.
Variable and repetitive credits, 1-12 per semester, fall and spring semesters, staff

DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCE

Acting Chairman: Sherman N. Kieffer


During the 1960's, psychiatry in America developed from a profession in which therapist and patient traditionally interacted on a one-to-one basis into a profession concerned additionally with the mental health of com-
munities and the development of comprehensive mental health programs designed to serve the total population.

The concepts of community psychiatry have broadened and deepened to encompass the range of behavioral sciences, in efforts to meet human needs and prevent emotional disturbance, as well as to treat persons already mentally ill.

The department of psychiatry and behavioral science at Stony Brook is firmly based within these concepts. Its teaching, research and service programs are being developed simultaneously; and its students and faculty are professionally involved in providing mental health care for the residents of Long Island communities which range from rural hamlets on the eastern tip of the Island through sizable towns in western Suffolk and Nassau Counties.

Just as problems within the population range from the those of migrant agricultural workers to those of affluent suburbanites, so do the opportunities to develop students' skills in both the undergraduate curriculum and the residency program of the department.

The department, in keeping with its philosophy and professional orientation, has major investments in the uncovering of new knowledge, the application of research findings, and the planning and provision of adequate and appropriate mental health services.

For faculty and students alike, the demographic and physical environments that make up the Long Island scene provide a setting conducive to innovation, investigation and experimentation in establishing a University/community service relationship.

The department has developed administrative and operative agreements with the New York State Office of Mental Health; the five state institutions in Suffolk County; the Veterans Administration; the Suffolk County Division of Community Mental Health Services; Southside Hospital; South Nassau Communities Hospital; Long Island Jewish-Hillside Medical Center and its Queens Hospital Center affiliation; the Hospital of the Medical Research Center, Brookhaven National Laboratory; and Nassau County Medical Center to be mutually involved in research, training of professionals, and the delivery of mental health services.

**Service Responsibilities**

The departmental divisions, in concert with the department's affiliated institutions participate in providing mental health services within a catchment area of approximately 300,000 persons and for the veteran population of Long Island.

To meet this responsibility the department operates psychiatric services at University Hospital, 60-bed acute in-patient service and a 366-bed chronic care service at the Northport Veterans Administration Medical Center. Its professional involvement also includes three out-patient clinics, 10 Veterans Administration satellite clinics and two outreach clinics. In addition, there are the bed facilities and services of the Suffolk Developmental Center and the Sagamore Children's Psychiatric Center.
A close working relationship with the Suffolk County Division for Community Mental Health Services makes available a wide range of county community mental health programs.

Opportunities exist not only for clinical experiences in out-patient, day care and consultation programs, but also for elective programs in mental health administration, planning, etc.

**Long Island Research Institute**

The Long Island Research Institute is a mental health research facility of the New York State Office of Mental Health. It is operated in close affiliation with the department of psychiatry and behavioral science of the Health Sciences Center. The chairman of the department of psychiatry and behavioral science serves as the director of the institute. Staff receive joint appointments to the department and to the institute. All laboratories are used conjointly.

This institute is one of the three research institutes of the New York State Office of Mental Health. It is an applied research facility whose mission is closely related to the operating "service delivery" programs of the state. Its mission is reflected in its organization. There are six principal divisions, each made up of a number of related laboratories.

These divisions are concerned with investigations in the areas of treatment and its outcomes and evaluation; development and evaluation of new diagnostic procedures; epidemiology and community psychiatry especially related to the discharged patient; biology, physiology and behavior as related to diagnosis, treatment and rehabilitation of the mentally handicapped.

**Research**

The research interests of the department of psychiatry and behavioral science are broad. Clinical investigations include: demographic, family history and phenomenology studies in affective disease and schizophrenia, and the diagnostic validity of these disorders. Other investigations include: psychophysiological and neurobiological studies, evaluations of treatment methods and programs, the clinical applications of sleep research, psychological, physiological and clinical studies of human sexuality; the classification and treatment of developmental disabilities; and epidemiological studies to aid in the administration and delivery of mental health services. All research efforts coordinate basic science and clinical investigation with clinical services and medical school and psychiatric residency education programs.

**Training**

**Undergraduate**

The department has implemented its commitment to an interdisciplinary approach to mental health throughout its curricular activities. Within the undergraduate curriculum of the medical school, the department of psychiatry and behavioral science offers:

1) Introduction to Interviewing (first year) within an interdepartmental *Introduction to Clinical Medicine* course.
2) A six-week Psychobiology System (second year), which is part of the "Systems" teaching. This system includes an introduction to the behavioral sciences, to the biological bases of behavior, to the psychological bases of behavior and to human sexuality.

3) Within systems other than psychobiology, sessions on the psychological and psychiatric aspects of the etiology, diagnosis, and management of particular diseases or conditions.

4) A six-week required Clinical Clerkship in Clinical Psychiatry (third year).

5) The department offers advanced supervision of interviewing and patient management within the Clinical Clerkship in Medicine (third year).

6) A psychiatry track available to students in their third and fourth years on an elective basis. This track is designed for students who are interested in a career in psychiatry.

7) Electives within the department include research and clinical opportunities in a wide variety of settings.

Residency Training
The department of psychiatry and behavioral science offers a four-year residency program in psychiatry with the first year designed as a categorical postgraduate-1 mixed clinical experience. The residency program provides a broad variety of situations, subjects and settings from which students may select their learning experiences. The fundamental philosophy of these programs is that psychiatry is a medical specialty and the program goal is to train a physician who specializes in the treatment and understanding of diseases and abnormalities which manifest themselves in behavioral change; that such a physician be well grounded in practice in public service settings (i.e., hospital, clinic, community mental health center or research center); be familiar with concepts and practices of administration of mental health; and that this physician understand that his/her practice of medicine does not occur in a vacuum, but within the structure of the medical community and the community in which his/her patients live.

DEPARTMENT OF RADIOLOGY

Chairman: Morton A. Meyers


Radiology, including conventional diagnostic radiology, computed tomography, ultrasonography, nuclear medicine, and radiobiology, is not only a clinical discipline in itself, but is supportive in the essential applications of several of the basic sciences and most of the other clinical specialties.

In the first year, radiology is useful within Introduction to Clinical Medicine and particularly in the understanding of anatomic relationships in vivo. It plays a very important role in the core curriculum of the second year in the knowledge of pathophysiology of the various systems. A detailed course in clinical radiology is presented throughout the third year, and a highly popular selective course in diagnostic imaging is given in the fourth year.

In addition, radiology provides support throughout the clinical curriculum in the diagnosis and management of patients. An increasing choice of electives is offered.

Residency Program
The department of radiology offers a four-year residency in diagnostic radiology. The residency includes experience in all aspects of general radiology, as well as, ultrasonography, computerized tomography, nuclear medicine and special procedures. Emphasis is placed on clinical radiology and clinically oriented research.

DEPARTMENT OF SURGERY

Chairman: Harry S. Soroff

Professors: Irving M. Ariel, Jerrold M. Becker, Gerard P. Burns, Clarence Dennis, Anthony Di Benedetto, Maximo Deysine, Joseph A. Epstein, Ralph Ger, Fabio Giron, Donald E. Janelli, Felix Rapaport,


161
Lecturer: Walter L. Phillips


The department of surgery is organized into a series of sections each with its own chief. These sections include general, cardiac, thoracic, plastic, transplantation, and vascular surgery.

The department of surgery has the following responsibilities: 1) the provision of consultations and operative surgery for patients; 2) the provision of surgical aspects of diagnosis in the core curriculum in the preclinical years; 3) the supervision of a residency program in general surgery which is of five years duration; 4) the organization and supervision of clinical clerkships; 5) the offering of electives in the final year; 6) the preparation of individuals who choose the specific branches of surgery; and 7) the investigation of relevant problems of surgical sciences.

DEPARTMENT OF UROLOGIC SURGERY

Associate professors: Andrew T. Cole, Martin Spatz, Albert P. Sutton

School of Nursing

Dean: Lenora J. McClean

Program directors: Patricia O'Neill, (acting), basic baccalaureate program
Paula B. Hunter, master of science program
Carole L. Blair, registered nurse, baccalaureate program
Rose S. Meyers, continuing professional education

Assistant dean for administration: Stephen B. Lourie

Assistant to the dean: Jeneane G. Dunn

Professor: Lenora J. McClean

Associate professors: Carole L. Blair, Doretta Dick

Clinical associate professors: Pura LaBorde, Gene Mundie, Josephine Paterson, Janet Schroeder, Elizabeth Szczurowski, Loretta Zderad

Assistant professors: Ora James Bouey, Barbara A. Charles, Ellen Dri, Marcia Geraghty, Patricia A. Gorzka, Yvonne Harmon, Merrilyn Katz, Barbara Koehler, Anita M. Leach, Barbara M. McCarthy, Patricia O'Neill, Sally Anne Schuckman, Yvonne Singletary, Helena Terr, Michelle Vance, Maureen M. Whalen, Janet Zenk, Madeleine N. Zunno (Emeritus)

Clinical assistant professors: Edith M. Augustson, Penny Buchholz, Kathleen Caramore, Sylvia Carlson, Kathleen Klein Cooper, Karen Fitzgerald, Mary H. Hawthorne, Mary P. Hayes, Ethel Hicks, Susan Martin, Patricia Sarli, Charlotte Slintak, Elaine H. Strock, Bessie B. Urquhart
Overview of the School of Nursing
The School of Nursing offers educational opportunities to men and women who wish to prepare themselves for the responsibilities of professional health care practice in a dynamic and rapidly changing society. The baccalaureate curriculum prepares basic and registered nurse students to become knowledgeable participants in the delivery of comprehensive health care within communities as well as hospitals and other health care agencies. The Master of Science curriculum prepares students to become direct providers of family and mental health care services in a variety of community settings, as well as for clinical specialties in the care of high-risk mothers, infants, and the critically ill and injured. Programs at both levels of education are designed to maximize the potential and the participation of nurses in health care to meet the public's need for accessible, high quality services in order to maintain health as well as treat illness.

Individual learning needs, consideration of students' past and present educational experiences, career goals, and areas of general interest are used as guidelines to develop the curriculum. Teaching objectives deal with ways of knowing, rules of evidence, critical assessment of data, and application of problem-solving techniques to health-illness problems.

Continuing Education
The School of Nursing recognizes that education is a process of life-long learning. The school is committed to provide continuing professional education through short-term, non-credit courses. Courses are designed to meet the needs and interests of nurses in the region and expert faculty provide outstanding learning experiences. A separate bulletin is published each spring and fall.

Student Advisement
All students in the School of Nursing are assigned an adviser. The adviser carries the major responsibility for ongoing counseling, assessment, and dissemination of information regarding the advisee's status.
The program director, the Academic Standing Committee, and the School of Nursing office of student services are kept informed of identified problems. Advisement sessions are held at each registration period, at mid-semester, and at the end of each semester. Problems not resolved at the adviser level are referred to the Academic Standing Committee and program directors. Decisions made at this level are communicated, in writing, to the student.

Pre-Admission Advisement
Monthly meetings are held in the school on the first Wednesday of each month in Room 202, Level 2 of the Health Sciences Center. They are open to all applicants interested in the program. Individual advisement is available at time of admission.

Graduation Requirements
Bachelor of Science Degree: Candidates must complete the general University requirements and all requirements for the major in nursing with a minimum grade of C. (Refer to “Requirements for the Bachelor’s Degree” in this Bulletin for a complete description.)
Master of Science Degree: Candidates must complete all requirements of the program with a minimum grade average of B.

Scholarships and Financial Aid
Limited scholarships and financial aid programs are available. Information is available from the Health Sciences Center office of student services. (See “Financial Assistance” section in this Bulletin.)

Tuition and Fees
Tuition and fees for the school correspond to those fees applicable to the general University program. For detailed information, consult the section in this Bulletin entitled “Information About Fees, Living Expenses, and Housing.”

Clinical Resources
Students’ clinical experiences take place in a variety of hospitals and community agencies in Nassau and Suffolk Counties, in addition to University Hospital and clinical campuses associated with the Health Sciences Center. EACH STUDENT IS PERSONALLY RESPONSIBLE FOR ARRANGING HIS/HER OWN TRANSPORTATION TO AND FROM CLINICAL ASSIGNMENTS.
Each student is responsible for submitting completed health, immunization and malpractice forms at time of fall registration in preparation for clinical study.

Academic Standards
The criteria for students maintaining enrollment in good standing in the School of Nursing follows:
1) Satisfactory performance in all academic and clinical components of the programs. Undergraduate students must maintain an overall grade point average of 2.0 and graduate students must maintain a 3.0.
2) Academic honesty.

Failure to meet academic standards may result in any of the following actions:

**Warning:** A student is placed “on warning” when poor performance is demonstrated mid-semester.

**Jeopardy:** A student is placed “in jeopardy” if courses are failed at the end of a given semester.

**Suspension:** A student is placed on suspension (a mandated temporary leave) when achievement and improvement have not been demonstrated during the period of jeopardy.

**Termination:** A student will be terminated when he/she has a second failure in the same clinical course, when the G.P.A. is less than 2.0 (undergraduate) or 3.0 (graduate), or when academic dishonesty has been demonstrated.

A student will be dismissed as a result of deficient academic performance, clinical performance, and/or substantiated academic dishonesty. Refer to the “Academic Regulations and Procedures” section of this Bulletin for further information.

**Grading Policy**

The School of Nursing follows the grading policies stated in the front section of this Bulletin with the following exceptions: 1) D grades are not acceptable on any level of study in the school, although undergraduate students may earn quality points for a D grade, 2) the P/NC option is not available for any required course 3) courses in which a D grade is earned must be repeated.

**Academic Dishonesty**

Academic dishonesty shall be defined as the misrepresentation of the authorship or in any fashion falsifying part or all of any work submitted for academic credit. A student found guilty of academic dishonesty shall, upon warning, be terminated from the program.

**Appeals**

The School of Nursing’s policies on appeals are those of the Health Sciences Center and are elaborated further in the School of Nursing Student Handbook.

**UNDERGRADUATE PROGRAM**

The baccalaureate program offers a Bachelor of Science degree with a nursing major which combines knowledge from the social/behavioral, physical/biological sciences and the humanities, with clinical practice and content. The curriculum helps students to integrate theory and principles basic to health care with practical strategies for application of theory to needs and problems of consumers of health care services. Curriculum is organized around the concept of man throughout the life cycle, functioning within a constellation of interacting factors which constitute the human environment. Relationship between factors determine the
quality of life and impact on health status and functioning. The family as an open system forms the central unit of study as well as consumer participation in health care delivery. Research integral to nursing practice is also introduced.

Course work is sequential and culminates in a semester of independent study which provides an opportunity for students to synthesize knowledge in pursuit of clinical study and experience in an area of choice.

The baccalaureate program is an upper division program, accepting basic and registered nurse students with a minimum of 57 earned college credits. The undergraduate program prepares basic students to take the State Licensure Examination for registered professional nurses and is fully accredited by the National League for Nursing.

**Academic Requirements for Admission**

Successful completion of 57 non-nursing college credits is required. It is strongly recommended that these credits include the University degree requirements. (Refer to page 28 of this *Bulletin* for "Requirements for the Bachelor's Degree.") The following are required within the 57 non-nursing credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Comparable Stony Brook Course No.</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>EGL 101</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>PSY 101</td>
<td>3</td>
</tr>
<tr>
<td>Development of Child Psychology</td>
<td>PSY 211</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>SOC 103</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy/Physiology</td>
<td>BIO 206</td>
<td>4</td>
</tr>
<tr>
<td>College Chemistry</td>
<td>CHE 111-112</td>
<td>4-6</td>
</tr>
<tr>
<td>Microbiology</td>
<td>HBM 320 &amp; HBM 321</td>
<td>4</td>
</tr>
<tr>
<td>Group Process</td>
<td>PSY 209 or SOC 382</td>
<td>2</td>
</tr>
</tbody>
</table>

College mathematics, oral speech communication are strongly recommended.

**Application Procedure**

Applicants should apply directly to the office of student services for admission. The school admits students only in the fall of each year.

In addition to submitting the formal application for admission and supporting documents, applicants must also submit the following:

1) Three letters of recommendation. At least one reference should be from a current or former professor.

2) Personal statement. Included in the application are a series of questions directed to eliciting responses from applicants relative to their interest in health, nursing and the expressed goals of the School of Nursing. Applicants are expected to respond to these questions in the most comprehensive manner possible. This is an integral part of the application and will be scrutinized carefully by the Admissions Committee.
Application Information
For applications and information, call or write: Office of Student Services, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, New York, 11794. Telephone (516) 246-2109.

Curriculum
The baccalaureate curriculum is organized around the concepts of man/environment interaction, health, nursing, nursing process and professional role development.

Required courses are divided into four areas of study: Health Related Sciences; Clinical Nursing Practice; Professional Socialization and Interdisciplinary Electives.

Clinical study is organized around the individual and family throughout the life-cycle from preconception through senescence with emphasis on assessment and maintenance of health in the community as well as intervention with health problems in a variety of health care facilities. Students develop the rationale and skills for systematic appraisal of individual and family and community health status and utilization of these data in nursing practice. The following courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBA 300</td>
<td>Human Biology</td>
<td>2</td>
</tr>
<tr>
<td>HBH 331</td>
<td>Pharmacology</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNI 301</td>
<td>Biomathematics</td>
<td>1</td>
</tr>
<tr>
<td>HNI 350</td>
<td>Perspectives in Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>HNI 362</td>
<td>Ecological Framework for Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>HNI 363</td>
<td>Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>HNI 440</td>
<td>Research in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>HNI 479</td>
<td>Implications of Nursing Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNI 364</td>
<td>Data Base for Nursing Intervention</td>
<td>9</td>
</tr>
<tr>
<td>HNI 374</td>
<td>Family of Young Adulthood</td>
<td>9</td>
</tr>
<tr>
<td>HNI 375</td>
<td>Family of Childhood and Adolescence</td>
<td>9</td>
</tr>
<tr>
<td>HNI 476</td>
<td>Family of Middle Adulthood</td>
<td>9</td>
</tr>
<tr>
<td>HNI 477</td>
<td>Family of Late Adulthood</td>
<td>9</td>
</tr>
<tr>
<td>HNI 478</td>
<td>Guided Independent Study in Nursing Practice</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Electives</td>
<td>2</td>
</tr>
</tbody>
</table>
Courses

HNI 301 Biomathematics
Emphasis on conversion math and metric values used in nursing and health care.
1 credit, fall semester, Professor Geraghty

HNI 350 Perspectives in Nursing Practice
Focuses on historical, social, economic and political perspectives on the development of nursing education and practice in the United States. Emphasis on understanding the social mission and conceptual framework of the School of Nursing, values, and the role of nursing in the health care industry. Examines social and legal forces influencing the development of nursing and scope of practice.
2 credits, modules 1-3, faculty

HNI 362 Ecological Framework for Nursing Practice
Study of the relationship of man to environmental factors affecting health status and functioning. Explores wellness, health, and illness as expressions of life processes in man's continued interaction with his environment throughout the life cycle.
2 credits, modules 1-3, Professor O'Neill

HNI 363 Nutrition
An introduction to the basic elements of nutrition and normal and therapeutic diets. Assesses the nutritional needs and problems of individuals, families, and communities across the life cycle. Emphasis on preventive teaching. Explores selected sociological and ecological implications.
1 credit, modules 4-5, Professor Dick

HNI 364 Data Base for Nursing Intervention
A basic core course with emphasis on developing a data base on human needs and health status through observation and communication. Includes skill development in assessment of physical status, psychosocial development, and family and community factors which influence health. Uses nursing process as a framework for data collection and planning interventions for health maintenance. Includes laboratory and clinical placements.
6 credits, modules 1-3, Ms. Driessnack-Hill

HNI 374 Family of Young Adulthood
Focuses on the processes of the expanding family from conception through the newborn period and the nature of the setting provided for the developmental stages of each of its members. Emphasis on the developmental stage of the young adult and the relationship between stress-related life events and vulnerability to illness. Individuals, family, and community viewed as open, interacting systems. Explores primary, secondary and tertiary levels of prevention at each life stage and the concept of developing and implementing programs of wellness management. Includes a study of Maslow's hierarchy of needs within the person as an approach to studying the human behavior of a young adult. Includes clinical experiences.
9 credits, modules 3, 4, 5, third year, faculty

HNI 375 Family of Childhood and Adolescence
Focus on growth and development of children and adolescents within the context of the open systems interaction of families and communities. Primary, secondary and tertiary prevention integrative to the nursing process is used to develop appropriate strategies for nursing interventions for health problems most common to this age group. Includes clinical experiences.
9 credits, spring, third year, faculty

HNI 440 Research in Nursing
Focuses on selected models commonly used in the investigation of health and health care delivery problems. Emphasis on conceptual understanding of design and methodology, including basic knowledge necessary for the development of structured investigation of nursing problems.
2 credits, modules 1, 2, 3, Professor O'Neill

HNI 476 Family of Middle Adulthood
Focuses on the development processes, adaptations, and common health problems of individuals in the middle life stage and as members of families and communities. Primary, secondary and tertiary prevention integrative to the nursing process is used to develop appropriate strategies for nursing interventions for health problems. Emphasis on development of self-direction and critical analysis of problems. Includes clinical experiences in hospital and community facilities.
9 credits, modules 1, 2, 3, fourth year, faculty

HNI 477 Family of Late Adulthood
Focuses on the life style, development processes, adaptations, and common health problems and individuals during late adulthood. Theories and problems of aging will include biological, sociological, cultural, and psychological. Explores major issues and current concepts of health care for the
aged as well as health problems using primary, secondary and tertiary prevention integrative to nursing process.

9 credits, modules 4,5,6, faculty

**HNI 478 Guided Independent Study in Nursing Practice**

The final component of the senior year. A study of a selected nursing problem of practical significance through nursing process. Student-designed learning experience requires faculty approval and a designated clinical preceptor.

6 credits, modules 7 and 8, faculty

**GRADUATE PROGRAM**

The graduate program offers advanced clinical preparations leading to a Master of Science degree in three areas of specialization: *Family Health, Perinatal Care, Critical Care and Mental Health*. The core curriculum provides a strong knowledge base for advanced clinical study and family oriented practice including: basic sciences, theory of family organization and functioning, critical analysis of political and professional issues, research and theory development in nursing, and analysis of clinical problems with strategies of systemic assessment, intervention, and evaluation. Course work in the biological sciences is provided by the School of Medicine and affords students opportunities to study with students in medicine, dentistry and other allied health fields. Preparation includes immersion in clinical activities in the area of chosen specialization; students work closely with School of Medicine faculty and students, and other health professionals under the general supervision of School of Nursing faculty. Advanced clinical nursing in the area of specialization is provided in the curriculum and taught by nursing faculty, utilizing a variety of other interdisciplinary resources.

The final element of the graduate program involves an independent study opportunity to prepare students for practice as direct providers. Learning objectives are developed and implemented by students. Opportunities are available for independent study in a variety of regions of the United States or in other countries under joint auspices of the international education programs and the School of Nursing.

**Academic Requirements for Admission**

Candidates for admission to full- or part-time study in the graduate program must hold a baccalaureate degree in nursing and professional nurse registration. A strong previous academic achievement (G.P.A. of 3.0) is required. Upper-division courses in physics, human anatomy, and organic chemistry are strongly recommended. Successful completion of an upper-division course in statistics is required.
Graduate Record Examination
The result of the aptitude test of the Graduate Record Examination (GRE) is required of all prospective graduate students. Students who have taken the GRE should request the Educational Testing Service to forward their scores directly to the School of Nursing.

Applications
Applicants should send applications and credentials to the Office of Student Services, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, New York 11794. After review of the completed file by the Admissions Committee of the graduate program, School of Nursing, candidates will be contacted for a personal interview with a faculty member in his or her area of intended specialization.

Curriculum
The graduate program curriculum provides for the development of a strong knowledge base in basic sciences and nursing followed by intensive clinical experience and study in the selected area of specialization. Skills in scientific inquiry and theory development in nursing are gained through course work and clinical research projects. Students take an independent study clinical placement as their final program element.

Basic Science Requirements
Students are required to complete graduate level courses in biochemistry, anatomy, microbiology and pathology. Clinical specialization determines other more specific science requirements.

FIRST YEAR REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNG 520</td>
<td>Primary Health Care I</td>
<td>6</td>
</tr>
<tr>
<td>HNG 521</td>
<td>Primary Health Care II</td>
<td>6</td>
</tr>
<tr>
<td>HNG 530</td>
<td>Contemporary Issues in Nursing, Health and Social Policy</td>
<td>2</td>
</tr>
<tr>
<td>HNG 550</td>
<td>Clinical Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>HNG 563</td>
<td>Theories of Family Interactions and Therapeutic Interventions</td>
<td>2</td>
</tr>
<tr>
<td>HNG 564</td>
<td>Human Sexuality and Health Care</td>
<td>2</td>
</tr>
<tr>
<td>HNG 580</td>
<td>Clinical Research Project I</td>
<td>3</td>
</tr>
</tbody>
</table>

SECOND YEAR REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNG 533</td>
<td>Leadership in Health Care Organizations</td>
<td>2</td>
</tr>
<tr>
<td>HNG 581</td>
<td>Clinical Research Seminar and Project II</td>
<td>3</td>
</tr>
</tbody>
</table>
### CLINICAL NURSING COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNG 565</td>
<td>Advanced Theory and Practice in Family Health Nursing I</td>
<td>8</td>
</tr>
<tr>
<td>HNG 566</td>
<td>Advanced Theory and Practice in Family Health Nursing II</td>
<td>8</td>
</tr>
<tr>
<td>HNG 575</td>
<td>Advanced Theory and Practice in Critical Care Nursing I</td>
<td>8</td>
</tr>
<tr>
<td>HNG 576</td>
<td>Advanced Theory and Practice in Critical Care Nursing II</td>
<td>8</td>
</tr>
<tr>
<td>HNG 587</td>
<td>Advanced Theory and Practice in Perinatal Nursing I</td>
<td>8</td>
</tr>
<tr>
<td>HNG 588</td>
<td>Advanced Theory and Practice in Perinatal Nursing II</td>
<td>8</td>
</tr>
<tr>
<td>HNG 585</td>
<td>Independent Field Study</td>
<td>4</td>
</tr>
</tbody>
</table>

### Courses

**HNG 520 Primary Health Care I**
Provides a foundation in assessment of health needs and problems as the first step in refining clinical judgment for planning comprehensive primary care. Augments and refines ability with the introduction of more complex variables and new knowledge of concurrent graduate health sciences. Emphasis on obtaining an accurate, thorough, and comprehensive data base from which the student learns to interpret the complex relationships among signs and symptoms.
6 credits, modules 1-4, faculty

**HNG 521 Primary Health Care II**
Integrates nursing theories and the skills of investigation with the skills of nursing diagnosis and appropriate interventions in selected patient population problems throughout the life cycle. Emphasis on assessing the needs of the patient within the family in the areas of education, counseling and goal setting.
Prerequisite: HNG 520, required basic sciences and permission of faculty.
Corequisite: Required basic sciences (spring offerings).
6 credits, modules 5-8, faculty

**HNG 530 Contemporary Issues in Nursing, Health, and Social Policy**
The study of historical and current issues in professional nursing. Emphasis on the relationship of nursing to social, political and economic changes in the United States. Examines origins of nurse practitioner movement and problems in development.
2 credits, modules 2,3, faculty

**HNG 533 Leadership in Health Care Organization**
The study of organizational dynamics in health care systems. Topics include theories of leadership and management, organizational planning, understanding the organizational environment and its constraints, problem-solving and decision-making, communication and committees, interpersonal relations, and budgeting.
1 credit, modules 3,4, Professor Hunter

**HNG 546 Guided Readings**
Study format and objectives will be developed and implemented by students as electives. Faculty serve as preceptors.
Up to 6 credits, faculty

**HNG 550 Clinical Nursing Research**
Study of the research process as it relates to theory, clinical practice and primary care delivery in nursing. Emphasis on the characteristics of theories and the advantages/disadvantages of various research designs and methodologies, with focus on current clinical nursing research. Stresses the ability to critically analyze published research studies in terms of relevance and implications for theory and clinical practice.
3 credits, modules 6,7,8, Professor Welbourne

**HNG 563 Theories of Family Interactions and Therapeutic Interventions**
Includes theories such as family, systems, communications, role, and crisis. The developmental approach will be used to demonstrate family dynamics. Covers fami-
structure assessments, communication patterns, therapist-family interaction dynamics and the implementation of various therapeutic techniques.

2 credits, modules 6,7,8, Professor Leach

HNG 564 Human Sexuality and Health Care
Integrates theories and information about human sexuality with the relevant theories and content from nursing and other health sciences. Presents issues in the context of family dynamics, the autonomy of the individual, and the life cycle. Emphasis on the relation of human sexuality to psychosocial factors, health, illness, and the educational and counseling role of the nurse practitioner. 2 credits, modules 1,2,3, Professor Welbourne

HNG 565 Advanced Theory and Practice in Family Health Nursing I
Application of advanced theories and analysis of primary care practice. Emphasis on synthesis and evaluation of health care delivery. Individual practice, and social and biological phenomena. Reviews ethical and legal concerns. Clinical preparation emphasizes total health of family members within family and community systems. Prerequisites: HNG 520 and 521, required basic sciences and permission of faculty. 8 credits, modules 1,2,3, faculty

HNG 566 Advanced Theory and Practice in Family Health Nursing II
A continuation of HNG 565. 8 credits, faculty

HNG 575 Advanced Theory and Practice in Critical Care Nursing I
Intensive clinical practice in the care of adults with acute and chronic illness with emphasis on providing care on a continuum, from the acute stage through outcome utilizing the nursing process. Considers ecological antecedents and concomitant factors. The role of the nurse practitioner in a critical and tertiary care setting will be incorporated in facilitating patient and family participation in health promotion, maintenance and restoration via teaching and counseling. Analysis and evaluation of ethical and legal concerns interwoven. Prerequisites: HNG 521 and required basic sciences. 8 credits, modules 4,5,6, faculty

HNG 576 Advanced Theory and Practice in Critical Care Nursing II
A continuation of HNG 575. 8 credits, modules 4,5,6, faculty

HNG 580 Clinical Research Seminar and Project I
Provides an advanced information and understanding about the nursing research process. Includes the definition of a specific, limited clinical research problem and a pilot project. Content focuses on research questions and issues related to student projects and instrumentation, development of procedures, data analysis, interpretation and the application of findings to theory and practice. Prerequisite: HNG 582. 3 credits, Professor Welbourne

HNG 581 Clinical Research Seminar and Project II
A continuation of HNG 580. 3 credits, Professors Welbourne, Hunter and Blair

HNG 585 Independent Field Study
Provides students an opportunity to further synthesize and develop individual practice role as a nurse practitioner. Individual learning needs and professional goals provide framework to develop the specific objectives for clinical experience. Clinical placements in advanced nursing practice, nursing research, and/or the leadership component of clinical specialization, or in those areas of the United States and other countries where health care is most needed is encouraged. Prerequisite: Completion of all other courses in the graduate program. 4 credits, modules 7,8, faculty

HNG 587 Advanced Theory and Practice in Perinatal Nursing I
Analysis and application of theory relating to the health problems of high-risk mothers, fetuses, neonates, and families. Emphasis on life-threatening problems and the significance of risk factors on the health and adjustment capability of the family, community, and society as a whole. Clinical experiences focus on primary, secondary and tertiary prevention including ambulatory care and home visits as well as antepartum, labor and delivery, postpartum, nursery, and neonatal intensive care. Selected patients and their families are
REGISTERED NURSE OPPORTUNITIES LEADING TO A BACCALAUREATE DEGREE

Opportunities for completion of the baccalaureate degree by graduates of associate degree and diploma programs are predicated on the belief of the School of Nursing faculty that as adult learners, these students possess unique characteristics of diverse life, educational and clinical experience, a high level of motivation which fosters independent and collaborative learning. Through this program, students complete baccalaureate education and prepare for additional career opportunities.

This program is for registered nurse students who have built upon knowledge acquired through education and experience. Academic credit may be obtained through advanced placement mechanisms depending on applicant qualifications.

Part-time study is available. Part-time students are expected to complete the program within five years. Enrollment in certain courses may be limited depending upon demand and availability of teaching facilities and resources. Students must submit evidence of a registered professional nurse license within one year following admission.

Applications and Admissions
Applications for admission must be filed by January 31, 1983 for the fall semester. Admission is available only in the fall semester.

Admission to the clinical nursing sequence is limited to those who can be accommodated by existing clinical facilities and nursing faculty resources.

Inquiries regarding Registered Nurse Opportunities should be addressed to: School of Nursing, Health Sciences Center, State University of New York at Stony Brook, Stony Brook, New York 11794. Telephone (516) 246-2165.

Curriculum
Learning opportunities for registered nurses are an integral element of the baccalaureate program. The curriculum is divided into four areas: Health Related Sciences, Professional Socialization, Clinical Nursing Practice and Interdisciplinary Electives and is built on the concepts of man/environment interaction, health, nursing, nursing process and professional role development.
### BASIC SCIENCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBP 310</td>
<td>Pathology</td>
<td>3</td>
</tr>
<tr>
<td>HBH 331</td>
<td>Pharmacology</td>
<td>5</td>
</tr>
</tbody>
</table>

### FOUNDATIONS OF PROFESSIONAL NURSING

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNC 356</td>
<td>Perspectives in Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>HNC 362</td>
<td>Ecological Framework of Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>HNC 371</td>
<td>Patient Education</td>
<td>2</td>
</tr>
<tr>
<td>HNC 479</td>
<td>Professional and Legal Implications of Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>HNC 440</td>
<td>Research in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>HNC 468</td>
<td>Management and Leadership in Nursing</td>
<td>2</td>
</tr>
</tbody>
</table>

### CLINICAL NURSING PRACTICE

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNC 364</td>
<td>Advanced Data Base for Nursing Practice—Theory</td>
<td>3</td>
</tr>
<tr>
<td>HNC 365</td>
<td>Advanced Data Base in Nursing Practice—Lab</td>
<td>3</td>
</tr>
<tr>
<td>HNC 469</td>
<td>Nursing Practice with Families in Communities</td>
<td>8</td>
</tr>
<tr>
<td>HNC 470</td>
<td>Guided Independent Study in Nursing Practice</td>
<td>6</td>
</tr>
<tr>
<td>HNC 472</td>
<td>Guided Readings</td>
<td>Variable</td>
</tr>
</tbody>
</table>

Interdisciplinary Electives: 3

### Courses

**HNC 356 Perspectives in Nursing Practice**  
Focuses on historical, social, economic and political perspectives on the development of nursing education and practice in the United States. Emphasis on understanding the social mission and conceptual framework of the school, values, and the role of nursing in the health care industry. Examines social and legal forces that influence the development of nursing and scope of practice.  
2 credits, modules 1,2,3, Professor Mc Clean

**HNC 362 Ecological Framework for Nursing Practice**  
Focuses on the relationship between man and his environment. Explores the relationship of physical, biological, psychological, political, cultural and economic factors which determine the quality and nature of man’s relationship to his environment and impact on health status and functioning. Analysis of selected broad ecological problems enables students to identify priorities of nursing and health care.  
2 credits, modules 1-3, Professor Harmon

**HNC 364 Advanced Data Base in Nursing Practice—Theory**  
Focuses on the multi-dimensional health assessment of the individual in the context of the family and community, utilizing the conceptual framework of the School of Nursing. Covers expanded role of nursing, utilization of the nursing process and planned intervention at appropriate levels. Emphasis on essential elements of interpersonal communications, health history and health assessment as they relate to meeting patient needs, recognition of risk factors, man/environment interaction, familial health legacy.  
3 credits, modules 1-3, faculty

**HNC 365 Advanced Data Base in Nursing Practice—Laboratory**  
Focuses on introductory methods used in the development of a data base as a nursing assessment tool. Covers the generalized study of the systematic conduction of the history and the health assessment of the patient and presents an overview of the range of normal physical characteristics, with consideration given to common deviations. Autotutorial study combined with health assess-
ment of surrogate patients.
Prerequisite: Successful completion of HNC 364.
3 credits, modules 4-6, faculty

HNC 371 Patient Education
Focuses on principles of education and the teaching/learning process. The nurse’s role as health educator is emphasized.
2 credits, modules 6-8, faculty

HNC 440 Research in Nursing
An introduction to research in nursing. Focuses on selected models commonly used in the investigation of health and health care delivery problems. Emphasis on conceptual understanding of design and methodology, including the basic knowledge necessary for the development of structural investigation of nursing problems.
2 credits, modules 1,2,3, faculty

HNC 468 Management and Leadership
Covers two concepts essential to the practice of professional nursing—leadership and management, and presents the theoretical basis interrelationship, and the application to nursing practice. Provides the student opportunity to explore and analyze acquired knowledge through the utilization of case studies.
Prerequisite: Perspectives & Professional Legal Issues
2 credits, modules 4-6, Ms. Driessnack-Hill

HNC 469 Nursing Practice With Families in Communities
Preparation for participation in the delivery of primary and acute care in a variety of settings. Focuses on the major development processes, including health needs and problems across the life cycle. Identification and application of primary, secondary and tertiary levels of prevention in each of the open systems (individual, family, and community). Explores Maslow's hierarchy of needs as inherent to appropriate interventions for health problems in various age groups. Emphasis on self-directed critical analysis of problems. Clinical experience in setting where primary/acute problems predominate, including hospital and community resources.
Prerequisites: Successful completion of all professional socialization courses, satisfaction of advanced placement requirement and HNC 364, HNC 365, HBP 310.
8 credits, modules 1-3 and 4-6, Professor Blair and faculty

HNC 470 Guided Independent Study in Nursing Practice
A study of a selected nursing problem of practical significance through nursing process. Student-designed learning experience requires faculty approval and a designated clinical preceptor.
Prerequisite: Successful completion of all required courses.
6 credits, all modules, faculty

HNC 479 Professional and Legal Implications of Nursing Practice
Content deals with the changing parameters of legal liability of practicing nurses. Review of present nursing practice will be followed by exploration of basic principles of changing responsibility and increased liability. Special emphasis on the so-called "expansion" of the nursing role through preparation for participation in primary care delivery.
2 credits, modules 6,7,8, Professor McClean

HNC 482 Guided Readings
An independent guided reading program with a selected member of the faculty.
Prerequisite: Permission of instructor.
Variable credit and repetitive credits up to six, all modules, faculty
School of Social Welfare

Dean: Ruth A. Brandwein
Associate dean for academic affairs: Angel Campos
Assistant dean for administration: Evelyn Hersh
Assistant dean for admissions and recruitment: Janet Steele-Holloway
Program directors: Reginald Wells, graduate program
John M. Haynes, one-year residency program
Lynne Soine, undergraduate program
Eve R. Lodge, field instruction
Assistant to the dean: Brenda Braithwaite

Professors: Ruth A. Brandwein, Hyman Frankel, Robert Lefferts, Abraham Lurie (clinical), Esther S. Marcus, Stephen M. Rose

Associate professors: Frances Brisbane, William H. Button, Angel Campos, Harvey A. Farberman, John M. Haynes, Pearl Jordon, Dorothy Headley-Knox, S. Karie Nabinet, Reginald C. Wells

Assistant professors: Jim Gibson, Minna Goldfarb, Eve R. Lodge, Elinor Polansky, Lynne Soine, Janet Steele-Holloway, E. Jean Scully, Rochelle Wolfson

Lecturers: Lemuel Coley, Elliot Einhorn, Barbara Goldberg, Winifred Jolly, Noemi Mella, Agnes Richardson, Sara Jane Spaulding, Carlos M. Vidal

CLINICAL FACULTY

Associate professors: Patricia Goodman, Stowe W. Hausner, Phyllis Simmons

Assistant professors: John J. Ackerman, Esther Cameron, Donna Chaglasian, Catherine M. Cobleigh, June Feldman, Kate Hardcastle, Erna Kaplan, Jane Porcino, Arlene Siegelwaks, Blossom Silberman, Michael W. Slome, Michael O. Smith

The Program for Public and Community Services

Project director: Stowe W. Hausner
Assistant to the director: Betty-Jean Wrase
Assistant to the director: (fiscal affairs): Jane Pomeranz
Senior program associate (purchase): Alfred Stamm
Program associate: Nancy Stepanek
Senior field work supervisor: Matilde Campos
Field work supervisor: Alfredo Estrella

Sudden Infant Death Center

Associate project director: E. Jean Scully
Assistant for community education and training: Vivian Kessler
Counselor: Peggy Bruhn

The Mental Health Project

Project Director: Stephen M. Rose

Mission of the School of Social Welfare

The School of Social Welfare provides a learning environment for those individuals who wish to deepen and extend their knowledge and experience in bringing about social changes. The school shall provide a place for the development of committed, courageous and knowledgeable students who are interested in engaging in the shaping of the social programs and policies of this society.

The school has been created out of a deep concern about the inability of existing institutions to respond to the needs and desires of people and to fulfill the promise of the realization of the stated egalitarian goals of American democracy. These failures have been publicly acknowledged in the case of those institutions concerned with social well-being in areas such as health, education, welfare, housing and employment. Bold new approaches are required in the organization and provision of programs that are consistent with the kind of society that allows for the full development and expression of human potential.

Contemporary human problems—poverty, poor housing, environmental pollution, unmet health needs, alienation, inadequate education, racism, coercion and exploitation, unrealized human potential—are conditions of society that can be explained by the structure of existing institutional arrangements and patterns of relationships that are sustained by certain values and beliefs. Thus, solutions to these problems must be sought in changing those aspects of the social structure at all levels that
systematically result in the perpetuation of dehumanizing social conditions. These efforts must be directed toward the discovery of new and more humanistic organizational forms, improvement and further development of such humanistic structures as already exist, new ways to influence the functioning of social, economic and political systems, and new ways to equitably distribute power, resources, rights, freedom and justice.

To see the social structure as the origin for a multitude of human ills provides a frame of reference that begins to liberate the perception of social problems from the constraints of a reality that is defined by that structure. Rather than regarding problems in the context of personal maladaptation, these problems can be viewed as being imposed by the operations of the systems themselves. The energies and resources of individuals and groups find their appropriate outline in identifying, resisting and changing destructive social conditions and the creation of new modes of responsive social organization by considering alternative values and structures.

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

Excerpted from the School's Mission Statement, December 1972

**Programs**

The school’s programs are designed to 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 (B.S.) degree; a full-time, two-year graduate program leading to the Master of Social Work (M.S.W.) degree; and a One-Year Residency Program (OYR), (qualified students attend school on a part-time basis for two of three years) leading to the Master of Social Work (M.S.W.) degree. Students also have an opportunity to develop individualized joint M.S.W.-Ph.D. programs with other graduate departments in the University.

Both the graduate and undergraduate programs of the School of Social Welfare are accredited by the Council on Social Work Education.
Field Instruction
Field and class instruction are integral parts of a single educational experience and a well rounded education in social welfare is best obtained by the integration of theory and practice.

The curriculum requires that students be assigned to field instruction experiences in health and human service agencies where they are supervised by professional social workers. Students must complete a minimum of 16 credits of field instruction accrued at the rate of a minimum of 4 credits per semester within the two-year program.

A variety of field instruction experiences are available to social welfare students in agencies such as hospitals; health planning, counseling and mental health agencies; health and social service departments; schools; and youth programs. In addition, there are school-sponsored projects that are carried out by students and faculty in areas such as mental health, consumer advocacy, counseling programs, community organization, and research. Both traditional and innovative forms of field instruction are available. Field instruction and practicum sites are listed at the end of this section of the Bulletin.

Admissions
The criteria for admissions to graduate and undergraduate programs include academic achievement, commitment and concern for social change, involvement in social welfare and change activities, and demonstrated potential for successful completion of the program. Applicants to the undergraduate program must have completed 57 credits with a 2.5 cumulative grade point average as well as having met general University requirements (Refer to the Undergraduate Bulletin). Except in special circumstances, applicants to the graduate program must hold a bachelor's degree. Student applications will be reviewed as received until March 1. (For further information about admissions procedures, see the section on “Health Sciences Center Admissions” in this Bulletin).

Financial Assistance
The school attempts to provide stipends and scholarship awards on the basis of need. However, with increasing demands on limited funds, students are urged to seek external funding for their education. Applications and inquiries should be made through the Health Sciences Center office of student services. (For more information, see sections on “Information About Fees, Living Expenses, and Housing” and “Financial Assistance” in this Bulletin).

Academic Standing
The school recognizes the necessity for professional ethical and practice standards as well as academic excellence. Policies and procedures regarding academic standing are designed to be responsive to individual
situations as early as possible in order to avoid the development of serious problems later. The school has the responsibility to make decisions regarding 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 University policies on student academic standing issues.

All students must maintain an overall grade point average of B (3.0) to remain in good standing. Students must also maintain a similar average for courses graded Satisfactory/Unsatisfactory (S/U). Any student who earns a grade point average below B (3.0) will normally be placed on academic probation for the following semester and will be considered for termination if his or her grade point average does not reach a B (3.0) by the end of the probationary period.

The School of Social Welfare follows the grading policies stated in the front of the Bulletin with the exceptions that (1) the P/NC option is not available for any required course, (2) a D grade on the undergraduate level is not acceptable to earn credit under the P/NC option, (3) the P/NC option is not applicable to field work, which must be graded S/U (Satisfactory/Unsatisfactory), and (4) students with two (2) or more U or NC grades in any one semester, or two (2) or more U or NC grades in any two consecutive semesters, will be considered to have a grade point average below B. Students who receive a U in field work (HWC 300) for any one semester will also be considered to have a grade point average below B.

Consideration of a student’s academic standing may be initiated in the following situations: (a) failure to maintain a grade point average of B or better; (b) failure to meet satisfactory standards in course work or in field instruction; (c) difficulty in planning or carrying out the required educational program to be developed with the adviser; (d) apparent violation of the honor system with respect to independent work on examinations or papers. After the necessary review procedures have been followed, the appropriate division in the school may recommend to the dean that a student be placed on probation, suspended, or terminated from the program. See “Academic Regulations” in this Bulletin for complete information.

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 to be submitted 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.

Standards of behavior appropriate to professional social work must be met by students in the field instruction placements required of all students in the program. These standards demand honesty in keeping records, and attention to professional ethics are defined in the NASW Code of Ethics in all activities which affect the health or welfare of clients and relationships with colleagues.
The penalty for any substantiated act of academic dishonesty or a breach of professional ethics shall be dismissal from the school.

**UNDERGRADUATE PROGRAM**
The undergraduate program leads to a Bachelor of Science degree. The curriculum provides a generic first year foundation and the opportunity for a more focused second year curriculum in health, mental health, and public and community services. Graduates are prepared for entry-level, social work professional positions in a wide range of health and human services institutions. The program comprises a sequence of courses undertaken simultaneously with field placement in the junior and senior years.

**Dean’s List**
Formal, institutional recognition of outstanding academic achievement is awarded to students in the form of a dean’s list. Any undergraduate student who achieves a 4.0 grade point average in a semester will receive this distinction and it will be reflected on the official University transcript.

**Academic Requirements for Admission to Undergraduate Program**
Applicants to the undergraduate program must achieve upper-division status before seeking admission to the school. The school encourages applications from transfer students as well as applicants from Stony Brook.

Interested students are advised to complete all general University requirements by the end of their second year of undergraduate work. Refer to the “Requirements for the Bachelor’s Degree” section of this Bulletin for general requirements. These include a minimum of 57 credits which must be earned prior to beginning the program. Within these credits students must have completed courses which will provide a broad liberal arts base with core content in the following areas:

A. Written Communication Skills... 3 credits
May be met by satisfactory completion of EGC 101 English Composition, or a comparable course and completion of the English proficiency examination.

B. Arts and Humanities... 6-8 credits
C. Natural Sciences and Mathematics... 6-8 credits
At least one three-credit course must be in the biological sciences.

D. Social and Behavioral Sciences... 15-20 credits
   1) American Political Systems
Minimum of one three-credit course providing an introduction to the U.S. political system and process.
2) The Economic System
Minimum of one three-credit course covering introductory knowledge of production and distribution from the perspective of different economic schools of thought.

3) Sociology/Anthropology
Minimum of one three-credit course with content covering principles of social relations, social structure, social behavior and social organizations and race and ethnicity.

4) Psychology
Minimum of one three-credit course covering foundation knowledge of theories of human behavior and development, concepts of normality and the impact of environment on this development.

5) American History
Minimum of one introductory three-credit course in 19th and 20th century U.S. history as it pertains to an understanding of industrialization, its impact on social, cultural and political aspects of life, and the origins of social welfare in post-industrial America.

Candidates for admission are evaluated on academic performance and demonstrated interest in the social work field. Such interest may be evidenced by paid employment in the field of social work, volunteer work or experience in organizing programs and activities aimed at social improvement.

Graduation Requirements
Candidates for the Bachelor of Science degree must:

1) meet the general requirements of the University that are described in the "Requirements for the Bachelors Degree" in this Bulletin;

2) complete all course and field instruction requirements of the School of Social Welfare described in this section;

3) complete a senior year project under the supervision of a faculty sponsor;

4) complete 55 credits in required courses in the School of Social Welfare program;

5) complete 15 elective credits in the School of Social Welfare or in other approved courses.

Organization of the Curriculum
The curriculum in the undergraduate program is organized around four substantive areas of knowledge and skills: human behavior and the social environment; social welfare policy; social research; and social work practice.

The following program represents the curriculum for the Bachelor of Science student:
FIRST YEAR

FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWC 300</td>
<td>Field Placement</td>
<td>4</td>
</tr>
<tr>
<td>HWC 301</td>
<td>Practice Processes in Social Work I</td>
<td>3</td>
</tr>
<tr>
<td>HWC 305</td>
<td>Human Behavior in the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>HWC 307</td>
<td>Professional Communication in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>HWC 309</td>
<td>Integrating Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>HWC 311</td>
<td>Social Policy, Social Problems and Social Work I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWC 300</td>
<td>Field Placement</td>
<td>4</td>
</tr>
<tr>
<td>HWC 302</td>
<td>Practice Processes in Social Work II</td>
<td>3</td>
</tr>
<tr>
<td>HWC 306</td>
<td>Human Behavior in the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>HWC 310</td>
<td>Integrating Seminar II</td>
<td>2</td>
</tr>
<tr>
<td>HWC 312</td>
<td>Social Policy, Social Problems and Social Work II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

SECOND YEAR

FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWC 300</td>
<td>Field Placement</td>
<td>4</td>
</tr>
<tr>
<td>HWC 303</td>
<td>Practice Processes in Social Work III</td>
<td>3</td>
</tr>
<tr>
<td>HWC 313</td>
<td>Research in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>HWC 315</td>
<td>Integrating Seminar III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Two Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWC 300</td>
<td>Field Placement</td>
<td>4</td>
</tr>
<tr>
<td>HWC 304</td>
<td>Practice Processes in Social Work IV</td>
<td>3</td>
</tr>
<tr>
<td>HWC 314</td>
<td>Senior Project Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Students are required to take HWC 300 through HWC 315. Students may choose elective courses offered by the School of Social Welfare, by other schools of the Health Sciences Center, or by other University departments. The school offers HWC 316 through HWC 398 as electives. Elective offerings may vary from semester to semester.
Courses

HWC 300 Field Placement
Placement in practice settings conducive to generic, multi-level, early intervention and prevention framework. Field instruction provided by an M.S.W.
4 credits, fall and spring semesters

HWC 301/302 Practice Processes in Social Work I and II
Examines purposes and functions of major social work processes from a systems perspective including: relationship building; needs assessment; problem identification and definition; goal determination; contracting; information gathering and investigation; assessment and evaluation; selection of appropriate roles; methods and intervention strategies; implementation of activities to be carried out; termination; and evaluation.
3 credits, fall and spring semesters, faculty

HWC 303 Practice Processes in Social Work III
A continuation of HWC 301/302. Within the framework of social work processes, approaches are categorized as follows: individual, family, group, community, agency and system.
3 credits, fall semester, faculty

HWC 304 Practice Processes in Social Work IV
A continuation of HWC 301/302. Focuses on further development and refinement of concepts and skills underlying an integrated practice, preventive approach to entry-level professional practice with emphasis on the community.
3 credits, spring semester, faculty

HWC 305/306 Human Behavior in the Social Environment I and II
Presents knowledge relevant to human development and behavior from a holistic and comprehensive perspective. Focus on identifying, analyzing and assessing the interrelationships of influences in understanding human behavior. Equal consideration given to social, political, economic, psychological, cultural and biological aspects of human development and behavior.
3 credits, fall and spring semesters, faculty

HWC 307 Professional Communication in Social Work Practice
Addresses the full range of requisite communication skills for professional social work practice regardless of method or setting. Includes principles of effective communication, functions and purposes of communication, roles of communicators, and emphasizes development of professional writing capability.
3 credits, fall and spring semesters, Professor Soiné

HWC 309/310 Integrating Seminar I and II
Provides an overall framework for the integration of course work and field work. Integrates liberal arts with the historical development of the profession. Focuses on socialization to the profession, including value-base, goals and purposes. Provides forum for the on-going integration of social work course content and field placement experience.
2 credits, fall and spring semesters, faculty

HWC 311/312 Social Policy, Social Problems and Social Work: An Historical Analysis, I and II
An introduction to an understanding of social policy in its historical, social, political and economic context. Focuses on how social problems are defined; how policies are developed in relation to these definitions; and, analyzes how these policies do and do not respond to the needs of persons in various ethnic, social and economic groups and their implications for social work practice.
3 credits, fall and spring semesters, faculty

HWC 313 Research in Social Work
Provides an understanding of various research methods utilized in social work practice. Identifies uses of research for the professional practitioner at each level of practice.
3 credits, fall semester, faculty

HWC 314 Senior Project Seminar
Provides supervision, structure and resources to students in the selection and completion of their Senior Project.
3 credits, spring semester, faculty

HWC 315 Integrating Seminar III
A continuation of HWC 309/310.
2 credits, fall semester, faculty

HWC 325 Women and Health Care
See HWC 525.
3 credits, fall and spring semesters, Professor Polansky

HWC 329 The Ethnic Family
See HWC 529.
3 credits, spring semester, Professor Mella

HWC 338 Identification and Utilization of Community Resources
Provides a working knowledge of the legal rights and entitlements of clients and an overview of relevant services and programs.
in Suffolk County, with special reference to the legislative basis for those services; develops techniques for answering the delivery of service; identifies advocacy techniques and grievance systems including legal recourse.
3 credits, faculty

HWC341 Impact of Chronic Disabilities
See HWC 541.
3 credits, spring semester, Professor Polansky

HWC348 Ethnicity, Sex, Age, Class and Social Welfare
See HWC 548.
3 credits, spring semester, Professors Wells and Nabinet

HWC351 Law and Social Change
See HWC 551.
3 credits, fall semester, Professor Frankel

HWC360 Health Care and the Social Worker
Explores current and potential roles of social workers from the perspective of health care policy concepts. Focuses on ways of influencing health services to best reflect community and individual need. Emphasizes basic social work and health care concepts and values which inform and effect service, professionalism, and community utilization. Examines specific aspects of health and disease and the differential impact upon people's lives.
3 credits, fall semester, Professor Polansky

HWC361 Implications of Racism on Social Welfare
Develops a sense of awareness among participants regarding the effect of racism on the delivery of services.
3 credits, fall semester, Professor Wells

HWC367 Overview of Aging
Focuses on specific aspects of aging and the older person in our society. Provides a backdrop for the development of innovative and interdisciplinary services and advocacy programs.
3 credits, fall semester, faculty

GRADUATE PROGRAM
The graduate program prepares students with the needed theoretical and practical expertise to function with maximum competence at different administrative or policy levels in social welfare fields or in the provision of direct services to individuals, families, and groups. The school provides opportunities for study and practice that utilize the wealth of interdisciplinary resources available in the Health Sciences Center and throughout the University.

Program Requirements
Credits
The full-time graduate program requires the completion of 64 credits typically taken over four full semesters. A minimum of 16 of these credits must be earned in field work. Full-time students are required to register for a minimum of 12 hours per semester. Students must request special permission from the dean to register for more than 18 credits per semester. Students who enter the program with prior graduate study may apply for advanced standing.
**Master's Projects**
All students must successfully complete a master's project in accordance with specified policies of the school.

**Educational Plan**
Student progress through the program is formally assessed by the student and faculty adviser as part of the school's academic review process which includes the development of an educational plan and regular assessments.

The educational planning process is the primary means by which students formulate their educational programs with the help of faculty advisers. It is subject to revision as students develop and sharpen their interests and goals.

Students are required to write and periodically update their educational plan. A completed and accepted educational plan is a basic part of the requirement for graduation. These plans must be approved by the student's adviser and the director of the graduate program.

**Graduation Requirements**
Candidates for the Master of Social Work degree must complete:

1) all course and field instruction program requirements of the school as described in this section;
2) educational plans and a master's project under the supervision of a faculty sponsor;
3) 64 credits in courses approved by the school, a minimum of 16 of which must be in field instruction.

**Curriculum Structure and Content**
The curriculum is structured according to both substantive areas and levels of practice. The two major divisions or concentrations of the curriculum are Integrated Practice and Planning, Administration, and Research.

**Integrated Practice**
Integrated practice focuses on direct service to individuals, families, and small groups, recognizing the impact of economic, cultural, and social forces. It attempts to provide a set of theories and practice approaches which acknowledge the individual in his or her environment.

The first year curriculum focuses on theory and a general set of analytic and practice skills. In the second year particular attention is paid to the complexities of the client/worker relationship. Students learn differential approaches to intervention with individuals and organizations in order to affect the detrimental impact of those environmental forces which create alienation and powerlessness in populations which are devalued and oppressed.
FIRST YEAR

FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWC 500</td>
<td>Field Work</td>
<td>4-6</td>
</tr>
<tr>
<td>HWC 503</td>
<td>Human Behavior in the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>HWC 510</td>
<td>Parameters of Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>HWC 513</td>
<td>Integrated Practice I</td>
<td>3</td>
</tr>
<tr>
<td>HWC 572</td>
<td>Analysis of Service Delivery Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16-18</td>
</tr>
</tbody>
</table>

SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWC 500</td>
<td>Field Work</td>
<td>4-6</td>
</tr>
<tr>
<td>HWC 504</td>
<td>Human Behavior in the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>HWC 514</td>
<td>Integrated Practice II</td>
<td>3</td>
</tr>
<tr>
<td>HWC 573</td>
<td>Uses of Social Research</td>
<td>3</td>
</tr>
<tr>
<td>HWC 539</td>
<td>Social and Organizational Change</td>
<td>3</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16-18</td>
</tr>
</tbody>
</table>

SECOND YEAR

FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWC 500</td>
<td>Field Work</td>
<td>4-6</td>
</tr>
<tr>
<td>HWC 515</td>
<td>Integrated Practice III</td>
<td>3</td>
</tr>
<tr>
<td>3 Electives</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16-18</td>
</tr>
</tbody>
</table>

SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWC 500</td>
<td>Field Work</td>
<td>4-6</td>
</tr>
<tr>
<td>HWC 516</td>
<td>Integrated Practice IV</td>
<td>3</td>
</tr>
<tr>
<td>HWC 508</td>
<td>Master's Project</td>
<td>3</td>
</tr>
<tr>
<td>2 Electives*</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16-18</td>
</tr>
</tbody>
</table>

Planning, Administration and Research
The curriculum focuses both theory and practice skills on the analysis, development, implementation, management, and evaluation of social and health policies and programs.

It is aimed at preparing students for a wide range of roles as administrators and managers, program and policy analysts, researchers, program coordinators, planners, and organizers in the health and social

*Elective offerings vary from semester to semester.
work field. The curriculum stresses the development of planning, management, and research skills based on the ability to analyze the political, economic, cultural and social impact of programs on target populations and gear programs to more effectively respond to the requirements of these populations. It includes a combination of theory and practice courses coupled with field experience over a two-year period as follows:

**FIRST YEAR**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWC 500</td>
<td>Field Work</td>
<td>4-6</td>
</tr>
<tr>
<td>HWC 505</td>
<td>Self and Society</td>
<td>3</td>
</tr>
<tr>
<td>HWC 565</td>
<td>Integrating Seminar for Planning, Administration and Research: students (Program Planning and Development I)</td>
<td>3</td>
</tr>
<tr>
<td>HWC 572</td>
<td>Analysis of Service Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>HWC 587</td>
<td>Social Research I</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-18</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWC 500</td>
<td>Field Work</td>
</tr>
<tr>
<td>HWC 510</td>
<td>Parameters of Social Policy</td>
</tr>
<tr>
<td>HWC 566</td>
<td>Program Planning and Development II</td>
</tr>
<tr>
<td>HWC 584</td>
<td>Community Analysis and Organization</td>
</tr>
<tr>
<td>HWC 588</td>
<td>Social Research II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-18</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWC 500</td>
<td>Field Work</td>
</tr>
<tr>
<td>HWC 539</td>
<td>Social and Organizational Change</td>
</tr>
<tr>
<td>3 Electives</td>
<td>(at least one in practice)*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-18</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWC 500</td>
<td>Field Work</td>
</tr>
<tr>
<td>HWC 508</td>
<td>Master's Project</td>
</tr>
<tr>
<td>3 Electives</td>
<td>(at least one in practice)*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-18</td>
</tr>
</tbody>
</table>

*Elective offerings vary from semester to semester.
One-Year Residency Program

The one-year residency program is designed for persons currently working full-time in the field of social work who have a minimum of three years full-time, supervised, social work experience. "One-year residency" refers to the year the applicant is required to spend in the field and be registered as a full-time student. Students enroll in courses required or suggested by their particular sequence.

The program is normally completed in three years. In the first year, the student is required to complete 12 to 16 credits. To accommodate working students, some courses are offered in the late afternoon and/or evening. Students must successfully complete the first year of the program with a minimum grade average of B prior to acceptance into the year of residency.

Students complete their residency in their place of employment in the second year. The field work requirements are completed through an assignment of four days per week, earning 8 credits per semester. Students are also required to complete a minimum of 2 courses per semester, so that their credit load for the year adds up to a minimum of 28 credits but no more than 40 credits.

All remaining degree requirements* are completed in the third year. The general program design for one-year residency students is:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required courses</td>
<td>4 days field work</td>
<td>Complete requirements, plus Electives and Master's Project</td>
</tr>
<tr>
<td>(2-3 per semester)</td>
<td>2 practice courses per semester</td>
<td>(3-4 per semester)</td>
</tr>
<tr>
<td>12-18 credits/year</td>
<td>28 credits/year</td>
<td>12-24 credits/year</td>
</tr>
</tbody>
</table>

The key to acceptance into the program is an agreement entered into by both the applicant and his/her agency stipulating the school's requirements for practicum during the year of residency. This signed agreement is reaffirmed prior to the start of the program residency year.

Under the terms of the agreement, the agency is committed to providing the appropriate learning assignments and supervision which are different from the student's usual employment situation. Details of the field work assignment are determined and approved by the office of field instruction prior to the student's entry into the residency year of the program and must meet the requirements of this program.

During the residency year, the student's field work occurs in his/her agency for four full working days each week for each of two semesters.

*In the event employment circumstances require it, students may petition for a credit load (for first and third years) of less than outlined above. However, the program must be completed within three years of starting the residency year. The required master's project may be completed in the second or third years.
The field work tasks must be at the level normally expected of a second year graduate student. The student must be supervised by a social worker who holds a Master of Social Work degree and who is not or has not been his/her supervisor in the past.

One-year residency students may choose either the Integrated Practice or Planning, Administration and Research sequence.

Courses

HWC500 Field Work
Placement in practice settings related to student’s educational interests and needs. Field instruction by qualified M.S.W.’s. Students will be graded S/U. 4-6 credits. Fall and spring semesters.

HWC503/504 Human Behavior and the Social Environment
An introduction to the prevailing theory regarding human growth and development. A systematic critique of the ideological base of the theory. Examines theory from the perspective of racism, sexism, age and class factors. Required of all first year Integrated Practice students. 3 credits. Fall and spring semesters.

HWC505 Self and Society
Examines the self/society relation. Emphasis on the identification of assumptions implicit in dominant theories and social welfare problem definitions. Identifies bases of race, sex, class and age discrimination. Required of all first year students in Planning, Administration, and Research and in the Mental Health Project. 3 credits. Fall and spring semesters.

HWC506 Human Sexuality
Identifies personal attitudes and judgments about sexually related problems; critically examines factual information derived from research in human sexuality and covers a wide range of sexual behavior from a knowledge base. Includes practice in counseling. Grading is by contract with the instructor. Class size limited to 20. 3 credits. Professor Hawkins.

HWC507/508 Master’s Project
Students are required to enroll in either HWC 507 or HWC 508 with a specific faculty member who will assist them in developing a master’s project. Students graded S/U.

HWC510 Parameters of Social Policy
An introduction to understanding the development of social policies and programs in a historical context that identifies the social, political and economic factors that influence social policy. The nature and extent of selected policies in the fields of health, income maintenance, social welfare, employment and mental health are critically examined using various conceptual models and empirical bases. The connection between policy and social work practice is stressed. Required of all students. 3 credits. Professors Haynes and Lefferts

HWC511 Economics and Health Policy
An in-depth analysis of the effects of economic policy on health care and the effect of health policy on the economy. Covers basic economic and statistical concepts and the use of these concepts to analyze health policy. Includes the effect of HMO’s, certificate of need legislation, PSRO’s and health insurance on hospital costs and utilization. 3 credits. Professor Leiken.

HWC512 Differential Perspectives on Health and Illness: Practice Implications
Examines the structure, accessibility, and relevance of the health delivery system. Health care is viewed from an ecological perspective. Emphasis on health as a value laden concept. Attempts to sharpen practice skills, especially in interdisciplinary collaboration. 3 credits. Fall semester. Professor Jordan.

HWC513 Integrated Practice I
An introduction to the concepts and techniques constituting the practice of social work including general social work practice with individuals, families, groups, communities, and organizations, and develops
begining facility with the range of basic practice methods. Required of all first year Integrated Practice students. 3 credits, fall semester, faculty

HWC514 Integrated Practice II
A continuation of HWC 513 with special focus on substantive areas of practice (health, mental health, public and community services). 3 credits, spring semester, faculty

HWC515/516 Integrated Practice III & IV
Particular attention is paid to the complexities of the client/worker relationship. Focus on differential approaches to intervention with individuals and organizations in order to affect the detrimental impact of those environmental forces which create alienation and powerlessness in populations which are devalued and oppressed. Students graded S/U. 3 credits per semester, fall and spring semesters, faculty

HWC517 Psychopathology and Psychopharmacology
An overview of the major psychiatric disorders and the psychotropic drugs utilized in their treatment. Critiques the biologic treatments of psychiatric and neurological conditions commonly seen in mental health facilities, including the complexities involved in drug management such as indications, contra-indications, side effects, risks, and changes over time. 3 credits, faculty

HWC518 Work With Groups I
An introduction to the theories, events, and processes that occur in small groups. Identifies factors which influence and define these experiences. Explores issues of authority and control, exchange of feelings, problem definitions, and feedback. Analyzes individual and group behaviors with emphasis on utilization of groups in processes of social change. 3 credits, fall semester, faculty

HWC519 Work With Groups II
Advanced preparation for experienced group participants and facilitators having skills and understandings of basic group process. Reviews and analyzes literature relating to group practice and skills in relationship to theoretical and practice goals and experiences of class members and their constituencies in the field. Students graded S/U. Prerequisites: HWC 518 or permission of instructor. 3 credits, spring semester, faculty

HWC520 Women in Administration
Examines status of women as administrators in social welfare agencies, explores alternative theories of casualty, reviews key empirical studies and examines attitudes and beliefs regarding women as administrators. 3 credits, Professor Brandwein

HWC523 Managing Conflict
Examines theories of conflict resolution and their social work application in helping families, co-workers and communities. Develops the concept of mediation as an intervention strategy in family and work disputes and in community problems. Emphasis on empowering previously disenfranchised groups. 3 credits, spring semester, Professor Haynes

HWC525 Women and Health Care
Identifies the systematic lack of quality in care offered to historically oppressed groups. Identifies rights and special needs of woman as patients, family members and citizens at large, which are infringed upon by laws, administrative policies, professional attitudes and lack of programs. Seeks to develop new models of care for women which are based on peer control and reviews. 3 credits, Professor Polansky

HWC527 Introduction to Family Systems
Provides a comparative analysis of four models of family systems theory and practice. Examines theoretical and practical aspects of concern to family systems workers such as the worker's own family, feminism, violence, and death in the family. Covers techniques of intervention generic to family systems practice. Students graded S/U. 3 credits, faculty.

HWC528 Crisis Intervention
Seminar in theory and practice of crisis intervention. Covers crisis theory including types of crises, characteristics and stages of crisis, differential reaction to crisis and adaptive and maladaptive coping strategies. Principles of primary, secondary and tertiary prevention are examined; explores general and specific techniques. Examines suicide prevention and the demands of crisis intervention work on the helper. Students graded S/U. 3 credits, Professor Marcus
HWC 529 The Ethnic Family
Focuses on relational component of social work intervention with ethnic families (American Indians, Blacks, Hispanics, and Asian Americans). Emphasis on the utilization of the dual perspective approach as a frame of reference within the theoretical boundaries of the systems formulation. The dual perspective enables the worker/student to begin "where the client is" in terms of the ethnic and cultural differences from the dominant culture. Provides experiential learning stressing knowledge of ethnic factors, empathy, history and cultural aspects. 3 credits, Professor Nabinet.

HWC 530 Criminal Justice and Corrections
Examines criminal justice process. Emphasis on role and function of social welfare discipline in criminal justice system. 3 credits, Professor Nabinet.

HWC 531 Organization of Health Care Delivery Systems
Provides an introductory description of the health care system, its historical development, and a critical analysis of the major policy and program issues related to health care at the national, state and local levels. Focus on cost, accessibility and quality of care, the role of social work in health care and the emerging trends with respect to patient care and alternative and complementary health care approaches. 3 credits, Professor Lefferts.

HWC 533 Family Intervention: Theory and Practice
Practice seminar focuses on family and marital problems. Examines the environmental, social, economic, psychological and institutional pressures that affect family functioning. Emphasis on intervention skills. Considers broader implications for service delivery and program development. Critiques current theories of family therapy. Students graded S/U. 3 credits, Fall semester, Professor Marcus.

HWC 534/535 Administration and Management I and II
An orientation to basic issues, problems and theoretical perspectives and methods associated with the management and administration of organizations providing social welfare services. Emphasis on budgeting, policy formulation, planning, personnel administration, community and board relations and citizen participation. 3 credits, Professor Spaulding.

HWC 537 Supervision: Theory and Practice
Examines principles, practices and issues in professional supervision including: overview, history, definition, and methods of other helping professions; administrative, educational and helping aspects of supervision; technology; learning patterns of supervisees; supervisory patterns and process; evaluation content and process; and areas of tension in supervision. 3 credits, Fall semester, Professor Marcus.

HWC 538 Death and Dying
Examines student values, attitudes, fears and conceptions relating to death and dying and covers death and dying in various age groups, cultural orientations, and societal expectations. Focuses on the acquisition of bereavement counseling skills. 3 credits, Professor Scully.

HWC 539 Social and Organizational Change
Examines various theories of social and political change and analyzes their usefulness and implications for social welfare practice. Students plan and undertake change-oriented projects. Required. 3 credits, faculty.

HWC 541 Impact of Chronic Disability
Focus on social-emotional-economic impact of chronic illness and methods of assisting individuals and affected families. Identifies appropriate networks and referrals for the chronically ill; includes development and implementation of appropriate strategies to assist the families of the chronically ill. 3 credits, Professor Polansky.

HWC 542 Overview of Alcoholism
Examines attitudes toward the use of alcohol and the medical, social, psychological, and economic aspects of alcoholism. Includes cultural and physical influences of drinking, common characteristics of alcoholics and problem drinkers, a historical perspective about approaches to help the alcoholic, and identification of local treatment resources and a critique of their function and impact on the problem and disease of alcoholism. 3 credits, Fall semester, Professor Brisbane.

HWC 545 Alcoholism and the Family
A continuation of HWC 542. Attention to roles of men and women including single parenting. Examines the effect of parental alcoholism on children. Participants re-
required to attend a meeting of the popular peer fellowship helping resources for alcoholics and the spouses of alcoholics; Alcoholics Anonymous, Al-Anon, and in addition to thoroughly familiarize themselves with literature on Al-ATeen.

3 credits, Professor Brisbane

HWC 547 Staff Development
Explores theories and techniques of staff development and supervision as tools of administration and social change. Covers the use of these theories and techniques in the recruitment, selection, training and supervision of staff, helping the organization and/or agency to function more efficiently and effectively through specific training efforts; helping professionals and paraprofessional workers perform their job effectively through increased awareness, knowledge and skills development; and develops competency in the design and implementation of staff development training programs and in the utilization of supervisory techniques.

3 credits, Professor Campos

HWC 548 Ethnicity, Sex, Age, Class and Social Welfare
Provides a set of key ideas concerning racial, ethnic, sexual, and class relations and their connection to social welfare policy and practice. Includes comparisons of the experiences of different racial and ethnic groups (Asians, Blacks, Caucasians, and Hispanics) within the United States.

3 credits, Professors Wells and Nabinet

HWC 550 Policy Analysis: Principles and Methods
Provides the student with a critical understanding of the political, social and economic aspects of the policy making process. Students will develop a range of qualitative and quantitative methods and skills that can be used in the process of formulating, implementing, or changing policies, and political persuasion.

3 credits, Professor Lefferts

HWC 551 Law and Social Change
An introduction to the interrelationship of the legal process in the U.S. and the profession of social work including the legal process in general and social welfare law in particular. Focuses on the implications for effective practice of social work.

3 credits, fall semester, Professor Frankel

HWC 552 Social Planning
An introduction to the elements and process of social planning. Introduces social planning as one of the key vehicles for social change at the national, state, local and organizational levels. Explores and examines the roles of the planner and policy maker. Develops skills in the use of planning methods.

3 credits, Professor Campos

HWC 554 Social Work and the Legal System
Focuses upon social worker's involvement with the legal system. Covers impact of increasing client's legal rights upon the discretion and power which the social worker exercises with respect to the client; ethical demands of confidentiality vs. legal limitations of social work privilege; potential liability of social worker for malpractice, the social worker in court as a witness; translation of casework plan into legal process; assisting the worker in understanding the legal rights of the client (housing, consumer, equal employment, etc). HWC 551 is not a prerequisite for this course.

3 credits, spring semester, Professor Frankel

HWC 556 Proposal Writing
A comprehensive study of the principles and methods used to prepare program, training, research, demonstration and other types of proposals. Includes workshop practice in developing writing skills, and resources for locating and accessing funding sources.

3 credits, Professor Lefferts

HWC 557 Use of Computers
Develops students' ability to access and use the Statistical Package for the Social Sciences (SPSS). The course will be conducted in the HSC computing center where each student will work interactively with Stony Brook's UNIVAC 1100. Intensive consideration will be given to the problems of managing social data and preparing it for a wide variety of analytical procedures. Prerequisites: Social Research I and II, or equivalent.

3 credits, Professor Button

HWC 558 Research and Computers
A continuation of HWC 557.

3 credits, Professor Button

HWC 559 Systems Theory and Analysis
An introduction to general systems theory and to methods of system analysis as tools in policy analysis, program planning administration, research, evaluation and social work practice.

3 credits, Professor Lefferts

HWC 560 Health Care and the Social Worker
Explores current and potential roles of the social worker from the perspective of
health care policy concepts. Identifies effective ways to promote strength in people who use health care services and ways of influencing services to best reflect the community and individual need. Covers basic social work and health care concepts and values which inform and effect service.

3 credits, Professor Polansky

HWC 561 Implications of Racism for Social Welfare
Examines personal and institutional racism in the U.S. regarding the effect racism has on the delivery of services to individuals who do not fit the traditional "American model." Examines the historical relationship between racism and social welfare policies, programs and practice and contemporary strategies for change.

3 credits, Professor Wells

HWC 565 Integrating Seminar for Planning, Administration and Research Students (Program Planning and Development I)
Identifies and explicates those social work methods, processes and values that form the basis for professional practice in the policy, planning, and administration areas.

3 credits, faculty

HWC 566 Program Planning and Development II
A continuation of HWC 565. Primarily devoted to providing the student with a range of basic methods necessary for practice in these areas with a focus on specific program planning and development skills.

3 credits, faculty

HWC 567 Issues of Aging
Focuses on specific aspects of aging and the older person in our society. Provides a backdrop for the development of innovative and interdisciplinary services and advocacy programs. Explores the myth and ideologies surrounding the area of middle and advanced years and the evolution of a new concept of social work within the field of gerontology.

3 credits, faculty

HWC 572 Analysis of Service Delivery Systems
Theory and analysis of service delivery systems. Includes development of analytic framework aimed at identifying organizational factors affecting the provision of services and the role of workers. Focuses on the historical, social, political and economic determinants of selected social and health service delivery systems. Required of all students.

3 credits, fall semester, faculty

HWC 573 Uses of Social Research
Introduces concepts, terminology, procedures, methods, and structural characteristics of scientific investigations conducted by social, psychological and biomedical researchers in the discovery of new or the reappraisal of existing knowledge in their respective fields; develops ability to critically appraise and evaluate strengths and limitations of reported scientific research generic to field of study; develops ability to prepare plan for conducting an independent investigation or research undertaking and an awareness of the additional statistical, methodological and theoretical knowledge required.

3 credits, faculty

HWC 577 Program Evaluation
An in-depth analysis of both the technical requirements of program evaluation and the organizational and political constraints which influence the evaluation process. Covers techniques in the design and implementation of evaluation research in the health and social work fields.

Prerequisites: HWC 587, 588.

3 credits, faculty

HWC 584 Community Analysis and Organization
Provides an understanding of the concept of community; community structure and processes; community power, how it is acquired and used; the networks and power relationships in a community and how to utilize them; and understanding of the basic social work community organizing skills.

3 credits, Professor Haynes

HWC 585/586 Health Planning I and II
Provides a generic understanding of the planning process in the organization and delivery of health services; explores the implications for health programs of the various backgrounds, life styles and coping mechanisms of patients with particular attention given to class, race, age and sex.

3 credits, Professor Wells

HWC 587 Social Research I
Covers basic research skills necessary for social work research including qualitative and quantitative methods, problem formulation, design, instrumentation, field methods, data analysis and the use of descriptive and inferential statistics. Required for Planning, Administration and Research students.

3 credits, fall semester, Professors Farberman and Button

HWC 588 Social Research II
A continuation of HWC 587. Required for
Planning, Administration and Research students.
3 credits, spring semester, Professors Farberman and Button

HWC590 Mental Health Project Seminar I
Provides field supervision and support, synthesizes the experiences of field work settings and allows comprehension of strategy for advocacy based upon the setting dynamics. Students graded S/U. Limited enrollment.
4 credits, Professor Rose and faculty

HWC591 Mental Health Project Seminar II
A continuation of HWC 590.
4 credits, Professor Rose and faculty

HWC594 Deinstitutionalization
Examines the historical basis of interaction between political economy and the design and delivery of mental health services. Addresses development of ideological and cost-benefit skills as part of policy analysis. Public sector and benefits are also examined. The necessity for historical understanding of policy-making contexts are developed as a base from which to develop strategy.
3 credits, Professor Rose

HWC592 Special Topics in Social Welfare
1-3 credits, faculty

HWC596 Literature and Social Work
Analysis of readings by Charles Dickens, Richard Wright, Sol Yurick, George Konrad, Saul Bellow and other authors; chosen for their direct relationship to how social needs and social work is presented in American culture.
3 credits, Professor Coley

HWC597 Intervention With Children
Preparation for work with school-age children from various socio-economic and racial groups who are generally unserved in our society. Covers the system's impact on their growth and development. Focus on theoretical concepts on development. Examines stress points using a psychosocial and cultural approach and intervention methods, i.e., play techniques, parent involvement, advocacy and mediation with the school and community sources to enhance the child's potential.
3 credits, Professor Knox

HWC598 Aging: A Family Process
Examines the current stereotypic profile of the elderly attending to such factors as "biological decline" vs. social environmental and social structural influences; "being old" vs. aging, a normal growth process; powerlessness vs. changing social roles and self image. Focus will be on the development of advanced social work practice skills in such areas as needs assessment, social and legal advocacy, individual-family counseling, interdisciplinary and collaborative group approaches, and creative linkage forging.
3 credits, Professor Jordon

HWC599 Independent Study
Independent study with an individual faculty member.
1-3 credits, faculty
FIELD INSTRUCTION AND PRACTICUM SITES UTILIZED BY THE SCHOOL OF SOCIAL WELFARE

Alba-Neck Halfway House, Inc., Drug Rehabilitation Center; Hauppauge, N.Y.
Alliance Counseling Center; Hempstead, N.Y.
Association for the Help of Retarded Children; Bohemia, N.Y.
Babylon Youth Bureau, Dispositional Alternatives Project; North Babylon, N.Y.
Bay Shore Mini-Center, Babylon Mental Health Clinic, Health Services;
Bay Shore, N.Y.
Bay Shore School District; Bay Shore, N.Y.
Berkshire Farms Center; Yaphank, N.Y.
Big Brothers/Big Sister; Commack, N.Y.
Brentwood Family Health Center; Family Medicine Research Program
   Mental Health Center; Brentwood, N.Y.; Hauppauge, N.Y.
Brookhaven Sanctuary; Patchogue, N.Y.
Brookhaven Town Youth Bureau, Three Village Community & Youth Services;
   Port Jefferson, N.Y.
Brunswick Hospital Center; Amityville, N.Y.
Carillion House, Huntington, N.Y.
Catholic Charities, Community Life Center; Patchogue, N.Y.; Laurel, N.Y.
Central Islip Psychiatric Center; Central Islip, N.Y.;
   Charles K. Post Center; Central Islip, N.Y.
   Farmingville Mental Health Clinic; Farmingville, N.Y.
   McArthur Mental Health Clinic; Holbrook, N.Y.
   Moffit Mental Health Clinic; Bay Shore, N.Y.
   Montauk Mental Health Clinic; East Islip, N.Y.
Center for Psychotherapy, Coram, N.Y.
Children's Rights of New York; Stony Brook, N.Y.
Comsewogue School District; Port Jefferson Station, N.Y.
Connetquot School District, Bohemia, N.Y.
Concern; Port Jefferson, N.Y.
Consolation Residence; West Islip, N.Y.
Copiague Youth Council; Copiague, N.Y.
Coram YMCA, Coram, N.Y.; CUNY Regional Resource Center; New York,
   N.Y. Center for Psychiatry, Coram
   Queens Parent Child Care Bureau of Child Welfare; Jamaica, N.Y.
Creedmore State Hospital, Queens, N.Y.
C.W. Post College, Student Health and Counseling Center, Brookville, N.Y.
Economic Opportunity Council of Suffolk; Patchogue, N.Y.
Family Service League, Inc.; FACILE, Suffolk County, Huntington, N.Y.
   North Fork Counseling Service; Mattituck, N.Y.
   West Islip-Counseling Service; West Islip, N.Y.
   Huntington Counseling Service; Huntington, N.Y.
Farmingville Mental Health Clinic; Farmingville, N.Y.
Federation of Parents
   (Foster Grandparents) Babylon; N.Y.
Freeport Hospital, Freeport, N.Y.
Gestalt Learning Center; Centerport, N.Y.
Good Samaritan Nursing Home; Sayville, N.Y.
Healthhouse; St. James, N.Y.
Hispanic Research Center, New York City, N.Y.
Holbrook YDC, Holbrook, N.Y.
Huntington Station YDA; Huntington, N.Y.
Huntington Village Youth Board, Huntington, N.Y.
Individualized Rehabilitation Program, Long Beach, N.Y.
Institute for Puerto Ricans and Hispanic Elderly and Disabled,
   New York City, N.Y.
Jamaica Service Center for Older Adults; Jamaica, N.Y.
Jewish Community Service of Long Island; Smithtown, N.Y.
Lake Grove School; Lake Grove, N.Y.
Lincoln Hospital; Bronx, N.Y.
Lindenhurst School District; Lindenhurst, N.Y.
Long Island Council on Alcoholism; Hauppauge; Garden City, N.Y.
Long Island Jewish-Hillside Medical Center, Department of Social Work; Glen Oaks, N.Y.
Madonna Heights, Huntington, N.Y.
Maryhaven Center of Hope; Children's Center; Port Jefferson, N.Y.
Middle Island School District; Middle Island, N.Y.
Montefiore Hospital; Bronx, N.Y.
Nassau County Department for Abused Women; East Meadow, N.Y.
Nassau County Department of Drug and Alcohol Addiction; Mineola, N.Y.
Nassau County Department of Drug and Alcohol (Altox Unit); East Meadow, N.Y.
Nassau County Medical Center; East Meadow, N.Y.
Nassau Pre-Trial Service; Garden City, N.Y.
National Urban League Inc., Administration of Justice Division; Manhattan, N.Y.
New York Diabetes Association; East Meadow, N.Y.
New York Human Resources Administration (Special Services for Children),
New York City, N.Y.
New York State Division for Youth, Brentwood Start Center # 3, Commack, N.Y.
New York State Division of Human Rights; N.Y.S. Office Building;
Hauppauge, N.Y. Tower II, World Trade Center; New York, N.Y.
New York State Services for Autism, New York City, N.Y.
North Fork Family Service, Mattituck, N.Y.
North Shore Child Guidance; Manhasset, N.Y.
NAACP, OPF; Port Jefferson, N.Y.
North Shore University Hospital; Manhasset, N.Y.
Oak Street Association, Patchogue, N.Y.
Open Door Agency, M. Vernon, N.Y.
PEOPLE; Bethpage, N.Y.
People’s Firehouse, Inc., Housing and Community Service Center; Brooklyn, N.Y.
Pilgrim Psychiatric Center; Family Care; Community Support System
for Nassau County; West Brentwood, N.Y.
Planned Parenthood; Huntington, N.Y.
Port Jefferson Youth Bureau, Three Village Community and Youth Services;
Stony Brook, N.Y.
PRICE Counseling Center; Farmingdale, N.Y.
The Program for Public and Community Services, School of Social Welfare, Title XX,
State University of New York at Stony Brook; Stony Brook, N.Y.
Hauppauge Learning Center; Hauppauge, N.Y.
Project Safe, Babylon, N.Y.
Project Return, New York City, N.Y.
Reflections; Plainview, N.Y.
Respect; Melville, N.Y.
Rockland County Psychiatric Center; Orangeburg, N.Y.
Riverhead Mental Health Clinic; Riverhead, N.Y.
Salvation Army; Newark, New Jersey
Samaritan Halfway Society; Forest Hills, N.Y.
St. Charles Hospital, Social Services Department; Port Jefferson, N.Y.
St. James Nursing Home; St. James, N.Y.
St. John’s Episcopal Hospital, Psychiatric Unit; Smithtown, N.Y.
SCAN, Syosset, N.Y.
Seabury Barn; Stony Brook, N.Y.
Selden/Centereach Youth Association; Centereach, N.Y.
Skills Unlimited; Oakdale, N.Y.
Smithtown General Hospital; Smithtown, N.Y.
Smithtown School District; Smithtown, N.Y.
Smithtown Senior Nutrition Program; Smithtown, N.Y.
Southside Hospital, Department of Family Medicine, Social Work
Department; Bay Shore, N.Y.
Southeast Nassau Mental Health Clinic, Plainview, N.Y.
State University of New York at Stony Brook, New York
Center for International Programs
Day Care Program
Office for Disabled Students
Office of Foreign Affairs
Office of Student Affairs
Office of Student Services, HSC
Office of Residence Life
School of Allied Health Professions
School of Social Welfare
SIDS (Sudden Infant Death Syndrome) Center
University Counseling Center
University Hospital
Stony Brook Family Services, West Islip, N.Y.
Suffolk Action Coalition, Smithtown, N.Y.
Suffolk Child Development Center; Patchogue and Smithtown, N.Y.
Suffolk County Conference on Juvenile and Criminal Justice;
   Bay Shore, N.Y.
Suffolk County Community Council; Smithtown, N.Y.
Suffolk County Department of Probation; Hauppauge, N.Y.
Suffolk County Abuse Treatment Program; Hauppauge, N.Y.
Suffolk County Department of Social Services
Suffolk County Health Department, Home Health Services; Hauppauge, N.Y.
Suffolk County Legislature, Budget Review Office, Executive
   Legislative Buildings; Hauppauge, N.Y.
Suffolk County Mental Health Center; Hauppauge, N.Y.
Suffolk Developmental Center; Melville, N.Y.
Sunrise Community Support System; East Islip, N.Y.
Syosset Day Care Center; Syosset, N.Y.
Topic House, Plainview, N.Y.
Town of Islip, Department of Human Development, Youth Bureau; Islip, N.Y.
Valley Stream Catholic Family Service, Valley Stream, N.Y.
Veteran's Service Agency, Community Services Project, Office of Human Resources;
   Hauppauge, N.Y.
VIBS (Victims Information Bureau of Suffolk); Hauppauge, N.Y.
Village of St. Johns; Smithtown, N.Y.
West Harlem Washington Heights Mental Health Center, N.Y.
West Suffolk Young Men's and Young Women's Hebrew Association;
   Smithtown, N.Y.
William Floyd School District; Mastic, N.Y.
Health Sciences Center
Shared Resources

The nature of the Health Sciences Center calls for close cooperation in the support of the academic, scientific, and administrative functions common to the programs and needs of more than one school. This constitutes an important integrative force in the intellectual life of the Center. Of special importance are the center-wide activities of the Health Sciences Center library, laboratory animal resources, audio-visual services and the office of student services.

Audio-visual Services

Acting director: Gloria T. Heard

The facilities include a photographic, television, and motion picture studio, a photography laboratory, and a medical illustration studio. Six lecture halls in the Health Sciences Center are used for instruction, lectures by visitors, and meetings.

Division of Laboratory Animal Resources

Acting director: Sui Sun Chan

The division of laboratory animal resources directs itself to the multifaceted responsibility of procurement, manipulation, and maintenance of the various species housed within the facility. Research activities center around projects involving investigation of laboratory animal disease. The educational activities described below cover facilities and a description of course offerings.

Facilities

Facilities for the teaching activities of the laboratory animal resources unit are located primarily within classroom areas administered by the unit. Many of the informal and specialized teaching or training activities will involve service laboratories or animal maintenance areas within the unit. The facility has a library-conference room for reference works and
seminar sessions. Teaching assistance programs may be carried out either within the facilities, or at the school where the course (of which the assistance is a part) is given.

Programs
A program is projected for divisional (Laboratory Animal Care) personnel who will at the beginning of their employment be mainly unskilled. The objectives of this program are to introduce them to the sophisticated technology of laboratory animal care and to encourage an appreciation for an understanding of research methods. These curricula may lead to three levels of certification: assistant laboratory animal technician, laboratory animal technician, and laboratory animal technologist. The course will take place within the division and continue throughout the year. Each weekly course will be one hour and consist of lectures, films and demonstrations. The course outline will follow the educational literature and references of the American Association for Laboratory Animal Science. The courses will be open to division personnel, Health Sciences personnel, students and animal care personnel from neighboring institutions with permission of the director.

Health Sciences Center Library

Director: Ruth Marcolina

The Health Sciences library, located on Level 3 of the Center, serves the educational and research needs of the faculty, staff, and students in the schools of the Health Sciences Center and the University community. It also functions as a regional resource assisting health care professionals throughout Nassau and Suffolk Counties as a subcontractor for The New York and New Jersey Regional Medical Library located at the New York Academy of Medicine in New York City.

Currently the library collections approximate 179,000 volumes. Periodical and serial titles received number 3,397 covering the fields of allied health, basic sciences, dental medicine, medicine, nursing, and social welfare.

Computer terminals access 31 data bases at Bibliographic Retrieval Services, Inc., Scotia, New York, and the National Library of Medicine, Bethesda, Maryland, providing bibliographic printouts of journal citations in fields relating to health care delivery. Interlibrary loan services further augment local holdings by providing access to other collections held nationally, with out-of-scope materials available from the Frank Melville, Jr. Memorial Library.

Orientation to the library is provided by the reference staff, and group sessions of formal instructions in the use of specific bibliographic searching tools are scheduled on request. Assistance in accessing the library facility and collections is found in the "Guide to the Health Sciences Library." Library hours are: Monday-Thursday, 8:30 a.m.-11:00 p.m.; Friday and Saturday, 8:30 a.m.-5 p.m.; Sunday, 1-9 p.m.
Office of Student Services

Director: Eleanor M. Schetlin

This division provides assistance to Health Sciences Center students and schools with the processes leading to admissions, financial aid, registration, academic records, housing, degree certification, student employment, housing, and student activities. It functions as an administrative liaison office between and among the schools of the Health Sciences Center and various University administrative offices.

Further information in each of these areas may be found in the appropriate sections of this Bulletin.
Clinical Affiliations

The Health Sciences Center and its schools have affiliations with many institutions and agencies. Four of these affiliations—Hospital of the Medical Research Center, Brookhaven National Laboratory; Long Island Jewish-Hillside Medical Center and Queens Hospital Center Affiliation of LIJ-HMC; Nassau County Medical Center; and Northport Veterans Administration Medical Center—were begun early in the history of the inception of the Center and were called clinical campuses. These institutions continue to be major resources for the educational, research, and clinical programs of the schools.

Hospital of the Medical Research Center, Brookhaven National Laboratory

Dean of the clinical campus: Eugene P. Cronkite
Chairman of the medical department: Donald C. Borg

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

The medical department sponsors both basic and applied research dedicated to the improvement of man’s health. Administrative organization of the department consists of three units: the hospital, research laboratories, and the industrial medicine clinic. The research program is comprised of four major activities: environmental health sciences program, nuclear medicine and medical applications of nuclear technology, genetics and biochemical sciences, and host defense sciences. The main function of the coordinator of each of these groups is to foster both intra- and intermural cooperation among these research activities.

The broad framework of the department permits investigation in many areas, encourages collaboration with neighboring academic and health care institutions, and fosters interaction with the other scientific disciplines at Brookhaven. Interests range from studies of cellular biochemistry to investigations of respiratory physiology in health and disease.

The 44-bed hospital of the Medical Research Center is equipped and operated to provide high standards of services to both in-patients and out-patients.

There are no formal courses or clinical clerkships for students at Brookhaven. The learning experience in the medical department provides training in research for students in the scientific, medical, and health-related professions.
**Long Island Jewish—Hillside Medical Center**

*President: Robert K. Match*

Long Island Jewish-Hillside Medical Center is a regional, 813-bed, non-profit medical resource and teaching hospital. The facility occupies a 48-acre campus located on the border of Nassau County and New York City. This is the nucleus of the broad network of affiliations with leading medical, dental, educational and social service institutions throughout the tri-county Long Island area of Queens, Nassau and Suffolk.

Within the medical center complex, the LIJ division is a 490-bed tertiary care facility; the Hillside division has 203 beds for psychiatric inpatients; and the Manhasset division located approximately four miles to the east is a 120-bed adult medical/surgical acute care institution. A 150-bed children’s hospital is currently under construction. Designed specifically for full pediatric in-and out-patient services, it will be linked to the central hospital by enclosed passageways.

Through a contractual affiliation with the New York City Health and Hospital Corporation, Long Island Jewish-Hillside Medical Center is also responsible for professional health services, other than nursing, at Queens Hospital Center. The 610-bed municipal hospital in Jamaica, Queens, is included in the rotation assignments of resident physicians and dentists on the LIJ staff.

The Community Health Program of Queens-Nassau (CHP), a comprehensive prepaid group practice plan, adjoins the LIJ-HMC site and is co-sponsored by the medical center and Blue Cross/Blue Shield of Greater New York. It was the first such hospital-based health maintenance program successfully organized in the New York area. The CHP receives full back-up hospital services from the Long Island Jewish-Hillside Medical Center.

The Jewish Institute for Geriatric Care is also affiliated with LIJ and is located on the New Hyde Park campus. The 527-bed chronic care facility offers rehabilitation and care for the elderly.

**Nassau County Medical Center**

*Executive director: Donald H. Eisenberg
Dean of the clinical campus: Avron H. Ross*

With its 680-bed dynamic care building, the Nassau County Medical Center is a tertiary care public general hospital, located in East Meadow, containing more than one million square feet of usable space. Over 100 full-time physicians and dentists, 255 residents and fellows, and 700 voluntary attendings constitute the professional staff. More than 70 outpatient clinics at the Center cover virtually every sub-specialty.

Special medical features of the Nassau County Medical Center include a large complex of emergency rooms; neonatal, pediatric and cardiac intensive care units; an artificial kidney center providing hemodialysis treatment for Long Islanders with failing kidney functions; a burn center; a rehabilitation center; a high-risk obstetrical service for mothers with an-
ticipated birth problems; a child development center; an array of advanced radiological services; computerized reporting of diversified laboratory services; and highly sophisticated telecommunication between ambulances and the medical center providing patients with heart attacks and other critical conditions with treatment "from the scene to the hospital."

The hospital, includes a 150-seat amphitheater and 300-seat auditorium for lectures and symposiums; domed operating rooms containing galleries for medical students; a 9,000-volume medical library; a closed-circuit television system for educational purposes; extensive research facilities; a modern virology laboratory; and classrooms and laboratories on each patient floor.

**Veterans Administration Medical Center—Northport, N.Y.**

*Director: W.L. Hudson*

The Veterans Administration Medical Center at Northport includes a 408-bed medical/surgical building, clinical laboratory with an electron microscope, radiology and nuclear medicine services, dental clinic, audiology and speech pathology service, cardiac catheterization laboratory, and many others. The beds in the facility houses 832 beds.

The education program within the medical center includes in-service professional and administrative training in addition to a very large educational program for students. Some 1200 students are in the medical center's teaching program with 200 sessions offered yearly. Students come from about 20 educational institutions including the Health Sciences Center at Stony Brook.

Residency programs with on-site program chiefs exist in the following areas: general medicine, surgery, anesthesiology, neurology, dentistry, optometry, nuclear medicine, orthopedics and hospital administration. Fellowships in the following medical subspecialties also exist: cardiology, nephrology, pulmonary medicine, hematology/oncology, gastroenterology, endocrinology and rheumatology.

In addition, ophthalmology, diagnostic radiology and psychiatric residents have major rotations through the medical center.

The medical center is the site of the Northeast Regional Medical Education Center (RMEC), one of seven centers providing continuing medical education to Veterans Administration Medical Center personnel throughout the country. The RMEC has a staff of educational specialists who provide support to educational programs which includes need assessment, the selection of the appropriate education methodology, course design, assessment of results, and media support.

A sophisticated two-way closed-circuit TV system, complete with a studio, is located in Building 12. Closed-circuit TV sets have been installed throughout the main medical-surgical buildings.
The Health Sciences Center's School of Medicine participates in the recruitment of staff for psychiatric, medical and surgical services at the Northport Veterans Administration Medical Center. A large number of the center's clinical staff hold faculty appointments within the schools of the Health Sciences Center.

Clinical Affiliations

Since its inception, the Health Sciences Center has entered into contractual affiliations with various Long Island hospitals, nursing homes, departments of State and local governments, and health, education and welfare agencies, which provide clinical experience opportunities for Health Sciences Center students. These agreements, in effect, have resulted in a partnership relationship between local health providers and the University in developing academic programs at the Health Sciences Center. The interaction between the University health professions students and faculty, and Long Island hospitals and agencies, is seen as a major and progressive step in the continuing planning, coordination, and development of health services in this region.

The University's affiliation agreements, current as of January 1, 1982, are as follows:

<table>
<thead>
<tr>
<th>Affiliate</th>
<th>HSC School</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Holly Patterson Home Allied Services for the Handicapped, Inc.</td>
<td>Allied Health Professions, Nursing</td>
</tr>
<tr>
<td>Association for the Help of Retarded Children Associated Therapies</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Dr. Tzvi Barak</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Bellevue Hospital</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Beth Abraham Hospital</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Betty Bacharach Rehabilitation Center</td>
<td>Social Welfare</td>
</tr>
<tr>
<td>Board of Cooperative Education Services (BOCES)</td>
<td>Allied Health Professions (physician's assistant education)</td>
</tr>
<tr>
<td>Boston University Hospital</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Brookhaven Memorial Hospital</td>
<td>Allied Health Professions (medical technology), Dental Medicine</td>
</tr>
<tr>
<td>Brookhaven National Laboratory</td>
<td>Nursing</td>
</tr>
<tr>
<td>Brunswick Hospital Center</td>
<td>Medicine, family medicine, Nursing</td>
</tr>
<tr>
<td>Burke Rehabilitation Center</td>
<td>All Schools</td>
</tr>
<tr>
<td>Canton-Potsdam Hospital</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Central General Hospital</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Central Islip Psychiatric Center</td>
<td>Allied Health Professions (medical technology)</td>
</tr>
<tr>
<td>Central Suffolk Hospital</td>
<td>Allied Health Professions, Nursing, Social Welfare</td>
</tr>
<tr>
<td>Children's Hospital (Denver)</td>
<td>Allied Health Professions (cardiorespiratory sciences)</td>
</tr>
</tbody>
</table>

211
**Affiliate**

Children's Hospital and Rehabilitation Center of Utica
Columbia Presbyterian Medical Center
Community Health Program of Queens-Nassau, Inc.
Community Hospital at Glen Cove

Community Physical Therapists
Creedmoor Psychiatric Center
Denver General Hospital
Dominican Sisters of the Sick Poor
Duke University Medical Center
Eastgate Medical and Surgical Center
East Nassau Medical Group
Freeport Hospital
Galveston Burn Unit
Gaylord Hospital
Good Samaritan Hospital

Hamptons Hospital and Medical Center
Harlem Hospital
Harmarsville Rehabilitation Center
Hempstead General Hospital
Hochand Northeast Nassau Psychiatric Center
Hospital of the Albert Einstein College of Medicine
Human Resources Center

Huntington Hospital
Jamaica Hospital of Jamaica
Jewish Institute for Geriatric Care
John F. Kennedy Medical Center (Robert Wood Johnson, Jr. Rehabilitation Institute)
John T. Mather Memorial Hospital

Kings Park Psychiatric Center
Little Village School
Long Beach Memorial Hospital
Long Island College Hospital
Long Island Jewish-Hillside Medical Center/Queens Hospital Center Affiliation
Long Island Research Institute (Central Islip)

**HSC School**

Allied Health Professions (physical therapy)
Nursing

Allied Health Professions (physical therapy), Medicine (family medicine), Nursing

Allied Health Professions (physical therapy)
Nursing

Allied Health Professions (physical therapy)
Nursing

Allied Health Professions (physical therapy)
Nursing

Allied Health Professions (physical therapy)

Allied Health Professions (cardio-respiratory sciences); Medicine (social sciences and humanities)
All Schools
Nursing

Allied Health Professions (physical therapy)

Allied Health Professions (physical therapy), Nursing
Nursing

Allied Health Professions (allied health resources)

Allied Health Professions (physical therapy), Medicine (orthopaedics, surgery), Nursing

Allied Health Professions
Dental Medicine
Medicine (family medicine)

Allied Health Professions (physical therapy)

Allied Health Professions (medical technology, physical therapy); Nursing; Social Welfare
Nursing

Allied Health Professions (physical therapy)

Allied Health Professions (physical therapy); Nursing
Social Welfare

All Schools

Medicine (psychiatry and behavioral science)
<table>
<thead>
<tr>
<th><strong>Affiliate</strong></th>
<th><strong>HSC School</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Meadowbrook Medical Education and Research Foundation, Medical Center</td>
<td>Medicine</td>
</tr>
<tr>
<td>Rehabilitation Center</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Memorial Hospital for Cancer and Allied Diseases</td>
<td>Nursing</td>
</tr>
<tr>
<td>Mercy Hospital</td>
<td>Allied Health Professions (physical therapy); Medicine (surgery); Nursing</td>
</tr>
<tr>
<td>Mercy Hospital and Medical Center (San Diego)</td>
<td>Nursing</td>
</tr>
<tr>
<td>Nassau County Department of Health Montefiore Hospital</td>
<td>Social Welfare</td>
</tr>
<tr>
<td>Nassau County Medical Center</td>
<td>All Schools</td>
</tr>
<tr>
<td>Nassau Hospital</td>
<td>Allied Health Professions (physical therapy); medical technology; Medicine (obstetrics/gynecology, pediatrics, surgery); Nursing</td>
</tr>
<tr>
<td>New Rochelle Hospital Medical Center</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>New York Eye and Ear Infirmary</td>
<td>Medicine</td>
</tr>
<tr>
<td>New York Hospital</td>
<td>Allied Health Professions (physical therapy); Nursing</td>
</tr>
<tr>
<td>New York University Medical Center</td>
<td>Allied Health Professions (physical therapy); Nursing</td>
</tr>
<tr>
<td>New York State Office of Mental Health</td>
<td>Medicine (psychiatry and behavioral science); Social Welfare</td>
</tr>
<tr>
<td>Norfolk General Hospital</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Northport Veterans Administration Medical Center</td>
<td>All Schools</td>
</tr>
<tr>
<td>North Shore University Hospital</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Oak Hollow Nursing Home</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Orlando Regional Medical Center, Inc.</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Orthopedic Rehabilitation Services</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Our Lady of Lourdes Hospital</td>
<td>Allied Health Professions (cardio-respiratory sciences)</td>
</tr>
<tr>
<td>Overlook Hospital</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Orthopedic Rehabilitation Services Robert Oshins</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Joseph P. Owens</td>
<td>Allied Health Professions (physical therapy); medicine (surgery)</td>
</tr>
<tr>
<td>Peninsula Hospital Center</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Phelps Memorial Hospital</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Physical Therapy Associates, Inc.</td>
<td>Allied Health Professions (physical therapy)</td>
</tr>
<tr>
<td>Pilgrim Psychiatric Center</td>
<td>Allied Health Professions (physical therapy); Nursing</td>
</tr>
<tr>
<td>Planned Parenthood of East Suffolk, Inc.</td>
<td>Allied Health Professions</td>
</tr>
<tr>
<td>Planned Parenthood of Nassau County, Inc.</td>
<td>Nursing</td>
</tr>
<tr>
<td>Planned Parenthood of Suffolk County</td>
<td>Nursing</td>
</tr>
</tbody>
</table>
Affiliate

Presbyterian Hospital
Project PRYME/Medical Health and Research Association of New York City, Inc.
The Protestant Episcopal Church Homes, Inc., Spalding Rehabilitation Center
Putnam Community Hospital
Raritan Valley Hospital, The College of Medicine and Dentistry of New Jersey
Rocky Mountain Rehabilitation Center, Inc.
Rockland County Psychiatric Center
Roscoe Community Nursing Home Co., Inc.
Smithtown General Hospital
Southampton Hospital
South Nassau Communities Hospital
South Oaks Hospital
Southside Hospital
Spalding Rehabilitation Center
Sperry Corporation
State University Hospital-Downstate Medical Center
St. Charles Hospital
St. Francis Hospital
St. James Nursing Home
St. John’s Episcopal Hospital
St. Joseph’s Hospital
St. Luke Hospital
St. Luke’s Hospital of Middleborough
St. Mary’s Hospital for Children, Inc.
Suffolk Association for the Help of Retarded Children
Suffolk County Health Department
Suffolk County Community College
Suffolk Developmental Center
Suffolk Infirmary at Yaphank

HSC School

Nursing
Allied Health Professions (allied health resources)
Allied Health Professions (physical therapy)
Allied Health Professions (physical therapy)
Allied Health Professions (physical therapy)
Allied Health Professions (physical therapy)
Social Welfare
Allied Health Professions
Social Welfare
Allied Health Professions, Medicine (family medicine); Nursing; Social Welfare
Allied Health Professions (physical therapy)
Nursing
Allied Health Professions (cardio-respiratory sciences, medical technology, physical therapy); Nursing; Medicine (orthopaedics)
Allied Health Professions (cardio-respiratory sciences, physical therapy); Medicine (surgery); Nursing
Allied Health Professions (medical technology, physical therapy); Nursing; Social Welfare
Allied Health Professions (physical therapy)
Social Welfare
Allied Health Professions (physical therapy)
Allied Health Professions (physical therapy)
Allied Health Professions (physician’s assistant education); Nursing; Social Welfare
Dental Medicine
Allied Health Professions (physical therapy)
Nursing
### Affiliate

- Suffolk Rehabilitation Center for Physically Handicapped, Inc.
- Tompkins County Hospital
- United Cerebral Association
- United Cerebral Palsy Association of Nassau County
- United Cerebral Palsy Association of Schenectady
- University of North Carolina
- Veterans Administration Hospital, San Juan, P.R.
- Washington Hospital
- Wassaic Osteopathic Hospital
- Waterville Osteopathic Hospital
- Yale-New Haven Hospital

### HSC School

- Allied Health Professions (physical therapy)
- Allied Health Professions (physical therapy)
- Allied Health Professions (physical therapy)
- Allied Health Professions (physical therapy)
- Allied Health Professions (physical therapy)
- Allied Health Professions (physical therapy)
- Allied Health Professions (physical therapy)
- Allied Health Professions (physical therapy)
- Allied Health Professions (physical therapy)
The University

Background
Established little more than two decades ago as New York's comprehensive State University Center for the downstate-metropolitan area, the State University of New York at Stony Brook is recognized as one of the nation's finest universities. Stony Brook offers excellent programs in a broad spectrum of academic subjects, and conducts major research and public service projects. Over the past decade, externally funded support for Stony Brook's research programs has grown faster than at any other major university in the nation. Internationally renowned faculty members offer courses from the undergraduate to the doctoral level for more than 16,000 students through 71 undergraduate and graduate departmental and interdisciplinary majors. Extensive resources and expert support services help foster intellectual and personal growth.

In 1960, the State Board of Regents and the late Governor Nelson Rockefeller established Stony Brook's mandate as a comprehensive University Center, to "stand with the finest in the country." The quality of Stony Brook's programs was praised by a distinguished national team of scholars in the last Middle States Association of Colleges and Secondary Schools reaccreditation report, which recognized Stony Brook's spectacular achievements in so quickly becoming "an institution of national stature in the time-honored and traditional terms of the outstanding private universities, and of such public institutions as Berkeley, Michigan and Illinois ... The University is in an excellent position to make major contributions in policy and problem oriented research of regional, as well as national, importance."

Founded in 1957 at Oyster Bay, Long Island as a State University College to prepare secondary school teachers of mathematics and science, the young school moved in 1962 to its present location on Suffolk County's north shore.

Since then, Stony Brook has grown to encompass 98 buildings on 1000 acres. The faculty has grown from about 175 to 1100, the student body from 1000 to 16,300, and the annual budget from about $3 million to $120 million.

The University serves the complex, growing Long Island region through research into area problems; through cooperative programs with governmental agencies at the national, state and local levels; through response to the extraordinary demand for higher education opportunity from the region; and as one of Long Island's largest employers. Stony Brook strives to develop programs of the highest quality in areas of great public need, including the health sciences, engineering and applied sciences, public policy, marine and environmental sciences and the arts.
**Location**
Stony Brook is located about 60 miles east of Manhattan on the wooded north shore of Long Island, convenient to New York City's cultural life and Suffolk County's tranquil, recreational countryside and seashores. Brookhaven National Laboratory and the Cold Spring Harbor Laboratory are not far away. Located in the restored village of Stony Brook at the geographical center of Long Island, the campus is some 60 miles west of Montauk Point. It is within minutes of New York State's richest farmland and clam beds, its spectacular Atlantic beaches along Fire Island, the craggy coastline and cliffs of Long Island's north shore and its picturesque village greens and gracious country homes. Long Island's hundreds of miles of magnificent coastline attract many swimming, boating and fishing enthusiasts from around the world.

**Degree Opportunities**
Graduate study is offered in 24 of Stony Brook's present 29 academic departments, as well as in the five schools of the Health Sciences Center, and the Center for Continuing Education. The doctoral degree is offered through 21 departments, the M.A. through 15 and the M.S. through nine. There are also two interdisciplinary M.S. programs, an M.Mus. (Master of Music), a D.M.A. (Doctor of Musical Arts), a D.A. (Doctor of Arts) in foreign languages and a terminal M.A. designed specifically for teachers in biology, chemistry, English, French, history, mathematics, philosophy, physics, sociology or Spanish. In the Health Sciences Center, the M.D. 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. degree by the School of Social Welfare; and the M.S. degree by the School of Allied Health Professions and the School of Nursing. Evening Center programs of the Center for Continuing Education, primarily for working adults, offer the degree of Master of Arts in Liberal Studies (M.A./L.S.). At the undergraduate level, many departmental major programs and interdisciplinary programs leading to the B.A., B.S. and B.E. (engineering) degrees are offered by the College of Arts and Sciences, the College of Engineering and Applied Sciences and the Health Sciences Center.

**Campus**
Stony Brook's bustling academic community is situated within a thousand acres of fields and woodland. Bicycle paths, an apple orchard, park benches, a duck pond and spacious plazas complement modern laboratories, classroom buildings and the Fine Arts Center, giving Stony Brook spirit and cultural vitality.

Surrounding the Frank Melville, Jr. Memorial Library at the center of the campus are the major academic buildings for arts and sciences and engineering, the Van de Graaff nuclear accelerator, the administration building, lecture center, laboratory office building, educational communications center, computing center, Stony Brook Union, the gymnasium, a parking garage, and other service and activities buildings. Stony Brook's Fine Arts Center, located between the library and the administration building, provides superb performing arts facilities and houses the departments of theatre arts, music and art. A spacious outdoor plaza in
which concerts may be held connects the library, Stony Brook Union and Fine Arts Center in the middle of the campus. The social and behavioral sciences building houses many academic departments as well as the Center for Continuing Education.

Encircling the academic buildings are six residential quadrangles with living space for 1000 students each. They are the basic social units for on-campus students, providing residence halls, dining rooms and a diversity of student-sponsored enterprises and social facilities. Each quadrangle consists of 3–5 coeducational “colleges,” or residence halls, housing 200–400 students each. A 240-unit complex of one-, two-, and three-bedroom apartments was opened in the fall of 1980.

South of the main campus is the 26-acre Ashley Schiff nature preserve. Beyond these woods and linked to the main campus by a shuttle bus service is the south campus, where 11 functionally adaptable single story buildings provide flexible space for emerging University programs.

The Health Sciences Center, east of Nicolls Road is Long Island’s tallest building. Parking facilities near the Center are provided, including a 2000-car surface parking lot, two 970-car parking structures for the Health Sciences complex and the main campus, and a 980-car structure completed in 1981.

Students
Stony Brook’s recent enrollment was about 16,000 (11,000 undergraduates and 5000 graduate students, including about 2000 part-time graduate students enrolled in continuing education programs). Foreign students from some 75 countries represent about 9 percent of the total student body. Graduate students come from all over the country and the world.

Faculty
The vast majority of Stony Brook’s 1100 faculty members hold doctoral degrees and 90 percent or more are engaged in active research leading to publication—much of it supported by external grants and contracts. The faculty-student ratio is about one faculty member for every fifteen students.

Eminent faculty members include Einstein Professor C.N. Yang, the Nobel Laureate in physics. Distinguished professors include Justus Buchler, (philosophy) Seymour Cohen, (pharmacology) and Lewis Coser (Sociology) Pulitzer Prize-winning poet Louis Simpson in English; musician-scholars Charles Rosen and Richard Dyer-Bennet; art critic Lawrence Alloway; and author Thomas Flanagan in English, winner of the 1979 National Book Critics Circle fiction award for “The Year of the French.”

Research
In fiscal year 1981, Stony Brook’s sponsored project expenditures exceeded 30 million. The bulk of these funds, (over 80 percent) derive from grants and contracts with the Federal government. The remaining funds come from private foundations, state and local governments, voluntary medical agencies and industrial organizations. Over 500 sponsored proj-
ects are actively being pursued, including scientific studies, training programs, public service projects, educational activities and library support. Many departments prepare brochures describing their sponsored activities in detail.

All campus projects which involve human subjects, whether they are conducted as part of a research program or in conjunction with course activities (including graduate research), must receive prior review and approval by the campus-wide Committee on Research Involving Human Subjects (CORIHS). (It is SUNY policy that the campus may not require the participation of students as subjects in human research.) If such prior approval has not been obtained for degree-related work, delays may occur in the award of a graduate degree. Questions regarding human subjects should be addressed to the staff officer of CORIHS in the office of research administration.


University Libraries
The Stony Brook campus is endowed with a number of libraries established to meet the information needs of students and faculty. The Frank Melville, Jr. Memorial Library, the main library building, provides both an intellectual and physical focal point for the campus and is among the largest academic libraries in the nation. Within the architecturally distinctive building are collections serving the social sciences, humanities, fine arts and music. These collections are particularly strong in English, Western European and Latin American literature, as well as in modern Western history and Latin American history. Special departments in the library provide ready access to current fiction and non-fiction, current periodicals, government documents, maps, microforms and legal materials. Other facilities of note are a music listening center, a student lounge and a variety of individualized study carrels. The full range of library services, including open stack privileges and data base searches, are available to all students.

There are five branch science libraries. Four of these—chemistry, earth and space sciences, engineering, and mathematics/physics—are located in departmental buildings. The fifth, biology, is located in its own building. There is also a Health Sciences library in the Health Sciences Center. Collectively, the University libraries contain over 1,300,000 bound volumes and 900,000 publications in microformat.

Other library facilities of note are the William Butler Yeats Archives and the Institute for Advanced Studies of World Religion, a privately endowed foundation which assists the study and teaching of world religions, particularly Asian systems.
Library Hours
During the academic year, the Melville library is generally open Monday through Thursday, 8:30 a.m. to 12 midnight; Friday, 8:30 a.m. to 10:00 p.m.; Saturday, 10 a.m. to 6 p.m.; and Sunday, 2 p.m. to 12 midnight.

During intersession and other vacation periods, hours are generally 8:30 a.m. to 5:00 p.m., Monday through Friday, and closed weekends. The library is usually closed on those major holidays when classes are not held.

Library hours are subject to change from year to year, and even within the year, depending on constraints imposed by budgetary limitations. Students are urged to check the posted hours of operation at the various branch libraries, as well as at the main library.

Refer to the “Health Sciences Center Shared Resources” section of this Bulletin for Health Sciences Library Hours.

Computing Center
Stony Brook’s Computing Center, located at the west side of the Engineering Quadrangle, is a major centralized facility to service the computing needs of instruction, research and administration. By supporting both local and remote batch access and a large network of interactive terminals, the Computing Center makes extensive computing capabilities available to the campus community.

The central computer complex consists of a UNIVAC 1100/82A system with eight million characters of main memory, two billion characters of online disk storage and a peripheral complement of tape drives, printers and card processing equipment. More than 200 remote devices are located on the campus and are connected via a communications network. A tape library of more than 7,000 magnetic tapes provides for storage of users’ programs and data in machine accessible form.

The Computing Center operates three shifts each day, five days a week, plus one shift on Saturday. There are usually unattended operations (no operators present) for the remainder of the weekend. The Computing Center is open for authorized student access each weekday from 8:30 a.m. to 11:30 p.m. and from 9 a.m. to 4 p.m. on Saturdays.

Special Centers and Institutes
The Center for Contemporary Arts and Letters develops campus art and letters holdings in print and electronic media and sponsors visits by practitioners and critics of the arts; the Center for Industrial Cooperation links the research resources of the university to the needs of Long Island industry, especially in areas of high technology; the Center for Photographic Images of Medicine and Health Care in the School of Medicine collects, catalogs and disseminates slide duplicates of historical photographs relating to medicine and health care, develops curriculum materials based on photographic images and promotes research; the Economic Research Bureau, in cooperation with other University units and community agencies, conducts research in policy problems in health economics, public finance and regional economics; the Educational Communications Center helps develop more effective teaching methods through the use of media and other technical aids; the Educational Products Information Exchange Institute is a non-profit consumer agency for educational materials and
equipment, chartered by the Board of Regents of the State of New York; Stony Brook's branch of Empire State College, The State University of New York's non-traditional learning arm, offers study towards associate and bachelor's degrees without formal class attendance; The Horizon Center concerns itself with the production and presentation of experimental theater and music; the Institute for Advanced Studies of World Religions, a private, nonprofit educational foundation, located a major part of its informational facilities at Stony Brook in 1972. It fosters international cooperation in religious studies and assists the study and teaching of world religions, particularly Asian faiths, through its library containing over 50,500 volumes (in 31 Asian and 10 non-Asian languages) and nearly 590 periodical titles, bibliographical information services, and microform resource, translation, book publication, and research programs. The Institute for Energy Research is an organized research unit of the State University which works with U.S. and international agencies and developing country counterpart groups to develop new analytic methods to evaluate energy alternatives and to train individuals from developing countries in these techniques. This training is done through a number of training programs such as the Energy Management Training Program supported by USAID and offered in cooperation with Brookhaven National Laboratory; the Institute for Theoretical Physics has a faculty of 13 and has guest scientists and visitors numbering about 100 every year, working in various aspects of elementary particle theory and nuclear theory; the Institute for Urban Sciences Research, the research arm of the W. Averell Harriman College for Urban and Policy Sciences, organizes and carries out research projects and programs on public policy problems and issues; the non-profit International Art of Jazz, Inc. provides concerts, workshops and an arts-in-education program for elementary, secondary and college students throughout New York State, utilizing the art form in non-traditional ways as a medium of communications for intercultural awareness and understanding; the Laboratory for Behavioral Research houses experimental, computer-controlled laboratories for the study and analysis of political judgement; the Laboratory for Energy Technology performs research on energy conversion, energy conservation, and energy storage systems; the Laboratory for Planetary Atmospheres Research comprises an interdisciplinary program in atmospheric science between the College of Engineering and Applied Sciences and the Department of Earth and Space Sciences; the Long Island Regional Advisory Council on Higher Education is a consortium of colleges and universities on Long Island dedicated to improved educational effectiveness through inter-institutional cooperation. The Marine Sciences Research Center (MSRC) is the center for research, graduate education, and public service in the marine sciences for the entire SUNY system. The MSRC concentrates on the coastal ocean and conducts studies in coastal environments throughout the world. The MSRC operates a fleet of coastal vessels with frequent research cruises in New York's coastal marine waters. The MSRC manages, jointly with the New York Department of Environmental Conservation, a 146-acre salt marsh preserve, the Flax Pond, and operates the Flax Pond Laboratory; the Museum Computer Network, now headquartered on campus, works to help many of the world's major museums and other institutions make their collections and related information more accessible by computerizing
museum files and archives; the Museum of Long Island Natural Sciences, which houses permanent and special temporary exhibits and has the largest collection of natural history objects on Long Island, is engaged in research and provides programs in Long Island's geological and ecological developments for both adults and school children; the National Coordinating Center for Curriculum Development's Minorities in Engineering Project contributes to the nationwide effort to bring the number of minority engineering students up to parity with the population distribution in the college ages; members of the Nuclear Structure Laboratory have recently completed construction of a superconducting linear heavy ion accelerator which is unique among university-based facilities and provides beams for a wide variety of nuclear experiments; the Poetry Center maintains a collection of poetry as well as video and audio cassette recordings of poets reading from their works, and sponsors readings by established and younger poets, and lectures and symposia on the relationships of the humanities to the other disciplines. The Research Group for Human Development and Educational Policy studies the academic and non-academic functioning of students, faculty, and administrators at Stony Brook and other institutions nationwide and participates in the implementation of its recommendations; the Research Foundation administers grants and contract funds supporting sponsored research, training and related programs carried out by, or supervised by, University faculty; the Science and Mathematics Training Center assists Long Island math and science teachers in curriculum planning and the development of special resource materials; the Stony Brook Foundation, Inc., a not-for-profit corporation formed to encourage and accept gifts and endowments in support of University programs as well as scholarship and loan programs for needy students, also seeks support for University programs which cannot otherwise be supported by the state budget; the Stony Brook Radiation Laboratory is an organized research unit in which members work primarily on a variety of problems on the frontiers of nuclear physics and elementary particle physics; Taproot Workshops, Inc., a non-profit, county-wide organization supported by grants from the New York State Council on the Arts and the Suffolk County Legislature, teaches creative writing to elderly people in congregate centers and nursing homes; the William Butler Yeats Archives has available for research purposes a comprehensive microfilm collection of Yeats' manuscript materials.

**Community Ties**

Over 350 concerts, lectures, films, theater productions, art exhibits and sports events on campus are open to the public each semester.

With more than 6000 people on the campus payroll, Stony Brook is one of Long Island's largest employers. Recent studies indicate that the University generates over $300 million annually in direct and indirect economic impact on Long Island.

In many ways, the University works with surrounding communities to provide services and to help solve area problems. The Computing Center assists numerous colleges, research centers and governmental agen-
cies. Student teachers serve in local secondary schools, and numerous educational projects involve close university-school cooperation. The Point of Woods School at the University provides opportunities for hyper-active elementary school children to become productive students. University Hospital offers sophisticated medical, surgical, psychiatric and emergency facilities. In addition, the University offers community residents a number of other health care services, such as those provided by the Dental Care Center, Psychological Center, Sex Therapy Clinic and Laboratory for Arthritis and Related Diseases. The Marine Sciences Research Center, the statewide center for marine research, undertakes projects on a wide variety of marine related subjects, ranging from regional erosion and pollution problems to management of the fishing industry; the W. Averell Harriman College for Urban and Policy Sciences works with governmental agencies at all levels to help solve problems in fields such as energy, Federal government budgeting, efficiency and organization, sanitation, waste disposal, zoning and transportation. The Economic Research Bureau, in cooperation with other University units and community agencies, conducts research in policy problems in health economics, public finance and regional economics. A thousand or more Stony Brook students annually participate in community volunteer programs in tutoring, recreation, health care and other areas. Recently, ecology students developed plans for a community nature study preserve near the Stony Brook campus. The Association for Community-University Cooperation works to develop positive relationships between the University and the community through an annual series of "town-gown" programs and events.

**Campus Activities**

A wide variety of lectures, seminars, concerts, exhibits, theatrical performances, movies and sporting events are scheduled regularly during the academic year.

Art galleries in the Fine Arts Center, in the library, and in the Stony Brook Union offer regularly changing exhibitions of works by on- and off-campus artists. The Museum of Long Island Natural Sciences, located in the earth and space sciences building, houses a continuous showing of dioramas depicting natural Long Island scenes, as well as special temporary exhibits. An average of five films are shown weekly on campus, including vintage and current productions; often admission is free for students. The campus enjoys an average of one classical music concert per day, including student recitals and performances by faculty and visiting artists.

The Fine Arts Center's pre-inaugural and inaugural concert series have recently brought internationally acclaimed performers to Long Island, including Rudolph Serkin, the Bartok Quartet, Isaac Stern, Andre Watts, Itzhak Perlman, and the Alvin Ailey Repertory Ensemble. Recent campus theatrical productions have included violinist Nathan Milstein, the Cincinnati Symphony Orchestra, the Ballet Fantasio of Romania, the Los Angeles Ballet, the American premiere performance of Verdi's opera, "I'll Corsaro," and Pat Carroll as Gertrude Stein.

Popular concerts on campus have included performances by Patti Smith, Dave Mason, Jerry Garcia, Billy Joel, Carly Simon, Chuck
Mangione, George Benson and the Doobie Brothers.

Stony Brook fields varsity teams in 17 intercollegiate sports competing through the NCAA, the ECAC and the Association for Intercollegiate Athletics for Women. The 1981 women's volleyball team won the New York State Division III AIAW championship. The 1981–82 women's swimming team had an All-America swimmer and the 1981–82 men's swimming team, a Metropolitan Conference record-setter as a freshman. The men's squash team is nationally ranked every year.

The campus student newspaper, Statesman, is published three times weekly during the academic year with a circulation of 10,000 on campus and in the local community. Other student publications includes Stony Brook Press, a student weekly; Black World, a newspaper focusing primarily on news of interest to the black community on campus; Fortnight, a feature magazine; Soundings, the literary magazine, and Specula the campus yearbook.

Campus ministries serve student religious concerns through the Interfaith Center, offering regularly scheduled Jewish, Catholic, and Protestant services and activities which are open to all. Religious and personal counseling services for students of these and other denominations also are provided through the Interfaith Center. The Catholic ministry offers a Newman Club for students, and religious and social services and activities in a Catholic parish atmosphere for the campus community. United Ministries in Higher Education on Long Island, the ministry of six Protestant denominations, conducts a project-oriented ministry which seeks to promote a creative, reciprocal interaction between campus, church and community-at-large in the service of human needs from the perspective of the communities of faith it represents. The B’nai B’rith Hillel Foundation offers religious, social and cultural services as well as personal counseling for students and faculty. It is the umbrella organization for all the Jewish activities at Stony Brook.

The International Student Organization meets student interests in various cultural traditions, as do other groups including the Asian Student Association, India Association, African Students Association, Latin American Student Organization and Caribbean Association.

**Stony Brook Union**

The Stony Brook Union is the campus center for social, recreational and cultural activities at Stony Brook. It was designed to provide space for activities which enhance the academic environment. It is open to all students, faculty and staff members.

The Union is a place to relax, to gather with friends. It is a place to take in a film or a concert, or to watch TV. You can take a craft or photography course, browse through the bookstore, buy records at discount prices, have your hair cut, bowl, play billiards, eat a quick snack or enjoy a leisurely meal.

The Union has space for all kinds of events. There are ten meeting and conference rooms. The auditorium seats 365, and the ballroom can accommodate up to 600. The art gallery displays the works of campus and community artists, and is open weekdays for browsing.

The Union has hosted China Week, Caribbean Week, Handicapped Awareness and Career Development symposiums, activity and club
fairs, and more.

The University Information Center, located in the Union lobby, is a campus-wide resource center. Campus directory information, campus maps, bus and train schedules and concert, film and other events information are available. The Information Center's phone number is 246-3636.

In the office of student activities (room 271) professional staff members will assist you with the programming and staging of campus events.

The Faculty-Student Association (FSA) is located in room 282. FSA operates many Union services—check cashing, SCOOP records, food service, the meal plan office—and several eating places in the Union: Lackmann Cafeteria, the Union Station Deli, the FSA Snack Bar, Dale's Ice Cream and the End of the Bridge Restaurant and Cocktail Lounge.

The Rainy Night House, a student-run cafe, serves specialty teas, beer, brownies, and other delights. Often campus talent is booked to entertain patrons.

The Union Craft Center offers workshops in ceramics, photography, silk-screening, leatherwork and many other crafts. The non-credit classes are taught by professional and student staff, and are open to all. Fees are nominal. For information, call 246-3657.

The Union provides headquarters for many student groups such as Polity (the undergraduate student government), the Women's Center, the Gay Students Union, ENACT (Environmental Action) and NYPIRG (a consumer interest group).

The major student publications newspaper; the University radio station WUSB-FM (90.1), and the audio-visual service operate from the Union.

Further information about the Stony Brook Union or its services can be obtained by calling the Information Center at 246-3636, or the Union director's office at 246-7101.

**Hours of Operation**

During the fall and spring semesters, the Union is open Monday through Wednesday, 8 a.m. to 1 a.m.; Thursday and Friday, 8 a.m. to 2 a.m; Saturday, 10 a.m. to 2 a.m.; and Sunday, 10 a.m. to 1 a.m. During recesses or intersession it is open Monday through Friday, 8:30 a.m. to 5 p.m., and is closed Saturday and Sunday.

Summer session hours are Monday through Friday, 8 a.m. to 8 p.m.; and Saturday and Sunday, 10 a.m. to 5 p.m. The Union is closed New Year's Day, Easter Sunday, Memorial Day, Independence Day, Labor Day, Thanksgiving and Christmas Day.

*Note*: Union hours are subject to change from year to year and even within the year. For building hours information, call 246-3636.

**Gymnasium**

The gymnasium building, which includes a swimming pool, large and small gyms, squash and handball courts, exercise and universal gym rooms and a dance studio, is open seven days a week from 8 a.m. to midnight except on the eve of a major holiday, when it closes at 4 p.m. The gymnasium is also closed on major holidays.

Other physical education facilities include tennis courts, a quarter-
mile track and separate fields for baseball, softball, soccer and intramural football.

Most facilities may be used for recreational purposes when they are not scheduled for classes, intramural or intercollegiate events or special events. Current schedules of recreation hours may be obtained in the physical education office. Hours are subject to change depending on availability of staff.

**Student Service Information**

**Student Affairs**
The office of student affairs, located in the administration building, is responsible for admissions, financial aids, and records services; and for the support and direction of the office of residence life, the University counseling center, career development, special programs, and the Stony Brook Union. The office also serves as a student referral and information center for campus and community resources.

**Residence Life**
Residence life at Stony Brook is an integral part of students' educational experience, offering opportunities for social, intellectual, interpersonal, and intercultural development. Governance and activities vary, but within each residential college, students are encouraged to become involved in all aspects of residential living. Students take part in college legislatures, in student-run businesses, and in campus-wide committees and task forces concerned with life in the residence halls. The professional staff, student staff, and residents establish regulations and customs by which each building functions within the larger University. This emphasis on individual responsibility is intended to promote personal growth and a positive experience for those students who live on campus.

The residential colleges, each housing from 200 to 400 students, are arranged in complexes called quadrangles, which accommodate approximately 1000 students each. Every quadrangle, although an integral part of the entire residential community, has its own unique atmosphere. All colleges house men and women with varying academic interests from all four classes. Both new and returning students have an opportunity to request assignment to specific residence halls, although returning students have the higher priority for such choices.

Each building has public lounges, study areas, laundry rooms, and recreational facilities. Some residential quadrangles have dining halls in operation. Students may choose to participate in one of several meal plans or they may pay a cooking fee and prepare their own meals.

A full-time residence hall director lives in each building and is assisted by a staff of resident assistants and managerial assistants, part-time student staff members on each corridor or wing. The staff combines building management with a strong emphasis on enhancing individual and group life within the buildings through community development, programs, advising, and counseling.

Unmarried new students under the age of 21 are usually required to live in the residence halls when there is space available.

The University's new apartment complex, is designed to house graduate, married and Health Sciences students. Single parents with
children are also eligible to apply for accommodations in the complex. The apartments have one, two or three bedrooms, a kitchen, living room and bathroom. All apartments are furnished. Agreements are made on a 12-month basis. The cost varies depending on the size of the apartment and the number of occupants.

Information regarding the above residence life programs and/or procedures for applying for housing can be obtained by writing to the residence life office or calling (516) 246-7006, 7007.

Health Care Services
The University health service is available to all Stony Brook students and meets most students’ needs for primary health care. It is located in the infirmary building, but is organized as part of the ambulatory care division of University Hospital.

A walk-in clinic in which students are seen on a first-come, first-served basis, is open seven days a week. Students may also make appointments for specialty services. Routine laboratory tests are performed in the health service, and its pharmacy stocks most frequently prescribed medications. Pharmaceuticals are sold at slightly above cost and there are charges for certain laboratory tests. All other services provided in the infirmary are free of charge. However, students are responsible for the costs of any other medical care they require and are strongly urged to carry health insurance. An insurance plan designed for Stony Brook students is made available by the Faculty Student Association.

The infirmary also houses the Stony Brook Volunteer Ambulance Corps, the University counseling center and Eros. The ambulance corps responds to medical emergencies on campus and provides medically necessary transportation. The counseling center provides individual, group, family and marital counseling and psychotherapy to students experiencing psychological difficulties as well as programs for personal growth and enrichment. Eros is a student-run counseling organization.

Off-Campus Housing Service
An off-campus housing service is available to assist students in finding off-campus living arrangements. This service, including listings for available facilities and tenant information, can be obtained by visiting the off-campus housing office.

Commuter College
The commuter college is located in the Stony Brook Union. Commuters as well as other members of the University community have a quiet place to study, a comfortable environment in which to relax between classes, a well designed area for lunch or meeting old and new friends. A typing and media room is available. The commuter college sponsors campus events such as films, holiday parties and theatre and ski trips. Often special events are offered at reduced rates for commuters. Commuters may well find the commuter college to be a productive center for information exchange, campus-based social life, the development of study groups, access to student government and organizations and the enrichment of the experience of being an active Stony Brook commuting student.
Returning Student Network
Recognizing some of the special concerns of adult students, the returning student network has established various services, such as special orientation sessions and workshops to help adult students cope with the responsibilities of work, family and school. Many key offices on campus have designated special returning student advisers to offer information and assistance to older students.

Career Development Office
The career development office assists all students and alumni with career planning and acts as a resource for information on full-time permanent employment. Individual and group consultation with students is emphasized while periodic critical self-examination assists students in relating academic expertise to aspirations for future professional involvement and advancement.

An on-campus recruitment program permits interested seniors and graduate students to meet with prospective employers and graduate school representatives, and a credentials service is provided to support students in their application for jobs or advanced study. These records are maintained permanently.

Students are encouraged to participate in the student volunteer service program, in which experience in specific career areas is received by working with agencies and institutions seeking student volunteers.

Group discussions are held to assist students and alumni in writing resumes and to develop individual systems for applying for employment. As part of the career development office’s out-reach program, visits are made by the career counselors to residence halls and campus departments in order to provide a broad exposure to career-related information.

The career development resource library has information pertaining to employment opportunities in business, government, social service, and education. Relevant materials are available on career planning, teaching certification, health careers, graduate and professional school admissions testing, graduate school and financial aid information and recruitment options.

Other services offered include information and applications for examinations required by various graduate and professional programs (i.e., the GRE, LSAT, GMAT, DAT, NTE, Actuarial Exam, MCAT, TOEFL, OAT, AHPAT and pharmacy test), an annual career information conference and a library of taped descriptions of various careers by people actually engaged in the careers being discussed.

It is suggested that students visit the career development office and become familiar with the services it provides. The office, located in the library building, room W-0550, is open weekdays from 8:30 a.m. to 5:00 p.m. The telephone number is (516) 246-7023/4

Veterans Affairs
The office of veterans affairs provides counseling for veterans and veterans’ dependents eligible to receive educational benefits. These students are urged to contact that office concerning their eligibility as soon as possible.
Foreign Student Affairs
The office of foreign student affairs assists students and faculty from other countries with finances, housing, government regulations (including immigration and tax concerns), and problems related to cross-cultural differences and general matters. Questions relating to academics are usually handled by academic advisers within the individual's school or department. The foreign student affairs staff works with community groups and student organizations to provide access to a varied program of activities during the year, including tours and trips, discussion groups, home hospitality, speaking engagements and other events.

English as a Foreign Language
This program includes diagnosis and testing as well as classes aimed at raising students' ability to understand, speak, read and write standard English to the level of United States college students.

American Living Institute
Stony Brook offers a "Summer Institute for American Living," a program of courses and activities in American language and culture designed to meet the separate and special needs of foreign scholars. Participants in the institute attend classes, visit American homes and join excursions to urban, suburban and rural places of cultural and historic interest. Admission is open to all foreign students who have attained a high school education or its equivalent and to spouses accompanying them.

Upward Bound
The office of upward bound administers a compensatory education program for high school students from eastern Suffolk County. The purpose of the program, which includes a summer residential component, is to motivate and prepare high school students to go on to some form of post-secondary education.

Campus Judiciary Office
The campus judiciary office administers the University student conduct code, the regulations and procedures for student discipline in non-academic matters.

Office of the Disabled
The office of the disabled coordinates services to disabled students and will assist them in application to the University, admission and orientation procedures. (The academic admission requirements and procedures for disabled students are the same as for all other applicants.) The office will also help in the following areas: housing, meals, medical assistance (coordination with the director of the University health service), recreation, academic needs and progress, special parking permits, facilities, financial aid and transportation.

A small center for the disabled, located in the reserve room of the Melville Library, emphasizes service to visually and physically disabled students and faculty. The library also offers extra services such as special study carrels and a paging service in the stacks for disabled students.
It is strongly recommended that after admission, students who are disabled identify themselves prior to the start of classes. These students should call 246-6051. An early start will permit the evaluation of possible problems and will provide time to work out solutions.

Child Care Services
The University has day care services for children ranging in age from two months to five years. There are three on-campus facilities staffed by professionals who are assisted by students enrolled in course work practice. Each of the three centers specializes in a particular age group and curricular approach. The centers are open from 7:30 a.m. to 5:30 p.m., and fees are charged on a sliding scale.

Honorary Societies
At Stony Brook, local chapters of national honorary societies provide recognition for outstanding academic performance. The New York Alpha Beta Chapter of Phi Beta Kappa is devoted to the promotion of excellence in liberal arts and sciences. The Sigma Xi Chapter honors achievement in pure or applied scientific research. The New York Omicron Chapter of Tau Beta Pi recognizes academic excellence in and service to the engineering profession.

Various disciplines have chapters on campus to foster scholarships in specific academic fields. These chapters include the Phi Chapter of Alpha Kappa Delta (sociology), Theta Mu Chapter of Eta Kappa Nu (electrical engineering), Xi Chapter of Omicron Delta Epsilon (economics), Sigma Tau Chapter of Omicron Kappa Upsilon (dentistry), Stony Brook Chapter of Phi Alpha Theta (history), Sigma Mu Chapter of Phi Sigma Iota (romance languages), Delta Chapter of Phi Sigma Tau (philosophy), Eta Theta Chapter of Pi Sigma Alpha (political science) and Delta Nu Chapter of Sigma Gamma Epsilon (earth sciences).

Two additional groups at Stony Brook are Chi Epsilon Delta (continuing education honor society) and Sigma Beta (freshman honor society).

Equal Opportunity and Affirmative Action
Discrimination is unlawful. If you are a student or an employee of SUNY/Stony Brook and you consider yourself to be the victim of illegal discrimination, you may file a grievance in writing with the affirmative action office within 45 calendar days of the alleged discriminatory act. If you choose to file a complaint within the University, you do not lose your right to file with an outside enforcement agency such as the State Division of Human Rights or Equal Employment Opportunity Commission.

Any questions concerning this policy, or allegations of non-compliance, should be directed to:

Dr. Beverly E. Harrison
Special Assistant to the President
for Equal Opportunity and
Affirmative Action
Administration Building 438
SUNY/Stony Brook
Phone: (516) 246-3462
Directories

State University of New York
Trustees
General Statement
Campuses

State University at Stony Brook
Council
Officers of Administration

Health Sciences Center
Administration
Faculty and Staff
State University
Of New York

BOARD OF TRUSTEES

Donald M. Blinken, *Chairman* ...................... New York City
James J. Warren, *Vice Chairman* ................. Albany
George L. Collins, Jr. ................................ Eden
Robert R. Douglass ..................................... New York City
Mrs. Judith Lasher Duken ................................ Plattsburgh
Arnold B. Gardner ...................................... Buffalo
John L.S. Holloman, Jr. .................................. East Elmhurst
Mrs. Nan Johnson ........................................ Rochester
Mrs. Judith Davidson Moyers ........................ Garden City
Mrs. Lillian Roberts .................................... Queens
Mrs. Edward Siegel ....................................... Roslyn
Mrs. Jeanne C. Thayer .................................. New York City
Thomas Van Arsdale ..................................... New York City
Darwin R. Wales ......................................... Binghamton
David Wysnewski ......................................... Binghamton

*Chancellor of the University* ....................... Clifton R. Wharton, Jr.
*Secretary of the University* ......................... Martha J. Downey
General Statement

State University's 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New York citizens and comprise 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 380,000 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 non-traditional paths to a degree. Of the total enrollment, more than 100,000 students are 24 years or older, reflecting State University's services to specific constituencies, such as refresher courses for the professional community, continuing educational opportunities for returning servicemen, 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 smoke 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 1000 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 Danforth, Fulbright-Hayes and Guggenheim Fellowships.

The University offers a wide diversity of what are considered the more conventional career fields, such as engineering, medicine, literature, dairy farming, medical technology, accounting, social work, forestry and automotive technology. Additionally, its responsiveness to progress in all areas of learning and to tomorrow's developing societal needs has resulted in concentrations which include pollution, 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 (EOC's) 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, developmental education and financial aid to disadvantaged students in traditional degree programs.

Overall, at its EOC's, two-year colleges, four-year campuses and university and medical centers, the University offers 3600 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, by providing: local industry with trained technicians in a wide variety of occupational curriculums; transfer options to students who wish to go on and earn advanced degrees, and; the community with yet another source for technical and professional upgrading as well as personal enrichment.

During its brief history, State University has graduated more than 705,000 alumni, the majority of whom are pursuing their careers in communities across the state.

State University is governed by a board of trustees, appointed by the Governor, which 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 one-third to 40 percent of their operating cost and one-half 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 Science

Empire State College
State University College at Brockport
State University College at Buffalo
State University College at Cortland
State University College at Fredonia
State University College at Geneseo
State University College at New Paltz
State University College at Old Westbury

234
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

Downstate Medical Center at Brooklyn
Upstate Medical Center at Syracuse
College of Optometry at New York City
Health Sciences Center at Buffalo*
Health Sciences Center at Stony Brook*

Agricultural and Technical Colleges

Agricultural and Technical College at Alfred
Agricultural and Technical College at Canton
Agricultural and Technical College at Cobleskill
Agricultural and Technical College at Delhi
Agricultural and Technical College at Farmingdale
Agricultural and Technical College at Morrisville

Specialized Colleges

College of Environmental Science and Forestry at Syracuse
Maritime College at Fort Schuyler
College of Technology at Utica/Rome
Fashion Institute of Technology at New York City**

Statutory Colleges***

College of Agriculture and Life Sciences at Cornell University
College of Ceramics at Alfred University
College of Human Ecology at Cornell University
School of Industrial and Labor Relations at Cornell University
College of Veterinary Medicine at Cornell University

---

*The Health Sciences Centers at Buffalo and Stony Brook are operated under the administration of their respective University Centers.

**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 campuses of independent universities.
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
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
State University
Of New York
At Stony Brook

MEMBERS OF THE COUNCIL

Subject to powers of State University trustees defined by law, the operations and affairs of the State University at Stony Brook are supervised locally by a ten-member council. Nine are appointed by the Governor; the tenth, a student member with all the rights and responsibilities of the other members, is elected by the student body. All positions listed are correct as of February 1, 1982.

R. Christian Anderson, Chairman
Brookhaven

Aaron B. Donner,
Bayshore

Leonard L. Eichenholtz
Valley Stream

L. Donald Jaffin
Manhasset

Donald J. Leahy
Douglaston

Betty G. Ostrander
Southampton

Greta M. Rainsford
Hempstead

Ena D. Townsend
Central Islip

Andrew E. Ullman
Cold Spring Harbor
OFFICERS OF ADMINISTRATION

All positions are correct as of February 1, 1982

John H. Marburger, III
President

James B. Black
Vice President for University Affairs

Michael Elliott
Vice President for Hospital Affairs;
Executive Director of the University Hospital

Robert A. Francis
Vice President for Campus Operations

Carl E. Hanes, Jr.
Vice President for Administration

Homer A. Neal, Provost

J. Howard Oaks
Vice President for Health Sciences

Frederick R. Preston
Vice President for Student Affairs

Robert R. Sokal
Acting Vice Provost for Research and Graduate Studies

Arnold Strassenburg
Acting Vice Provost for Curriculum and Instruction
Health Sciences Center

OFFICERS OF ADMINISTRATION

J. Howard Oaks
Vice President for Health Sciences

Ruth A. Brandwein
Dean, School of Social Welfare

Michael S. Elliott
Vice President for Hospital Affairs and Executive Director of the University Hospital

Philies R. Garant
Acting Dean, School of Dental Medicine

Marvin Kuschner
Dean, School of Medicine

Lenora J. McClean
Dean, School of Nursing

Edmund J. McTernan
Dean, School of Allied Health Professions
Robert S. Aaron  
*Assistant Professor of Clinical Medicine*
M.D., Long Island College of Medicine

Beverly H. Abbott  
*Assistant Professor of Clinical Medicine*
M.D., Downstate Medical Center

Bert Abel  
*Assistant Professor of Clinical Medicine*
M.D., University of Lausanne, Switzerland

William G. Abel  
*Clinical Associate Professor of Surgery*
M.D., Columbia University

M. Maurice Abitbol  
*Associate Professor of Clinical Obstetrics and Gynecology*
M.D., Paris Medical School and New York University

Roy Abramowitz  
*Clinical Assistant Professor of Anesthesiology*
M.D., University of Cape Town Medical School

Irving Abrahams  
*Clinical Associate Professor of Microbiology*
Ph.D., Cornell University

Cyril A. L. Abrams  
*Associate Professor of Pediatrics*
M.D., University of Witwatersrand, South Africa

Henry J. Abrams  
*Assistant Professor of Clinical Surgery (Urology)*
M.D., New York Medical College

Martin W. Abrams  
*Assistant Professor of Surgery (Pediatrics)*
M.D., Chicago Medical School

David Allen Abroff  
*Assistant Professor of Restorative Dentistry*
D.D.S., New York University

Virginia Accetta, M.S.  
*Clinical Nursing Specialist, University Hospital*

John J. Ackerman  
*Clinical Assistant Professor of Social Welfare*
M.S.W., Adelphi University

Lauren V. Ackerman  
*Professor of Pathology*
M.D., University of Rochester

Hedda Acs  
*Assistant Professor of Pediatrics*
M.D., Medical School of Budapest, Hungary

Mark J. Adair  
*Assistant Professor of Clinical Psychiatry (Clinical Psychology)*
Ph.D., University of Missouri

Alfred A. Adamo  
*Assistant Professor of Clinical Surgery*
M.D., Downstate Medical Center

Epifania M. Adaniel  
*Instructor in Anesthesiology*
M.D., University of Santo Tomas, Philippines

Kwabena A. Addei  
*Assistant Professor of Clinical Surgery*
M.D., New York Medical College

Gerald Adelson  
*Assistant Professor of Clinical Community and Preventive Medicine*
M.S.S., Adelphi University

Richard Adelson  
*Associate Professor of Dental Medicine*
D.D.S., University of Pennsylvania

Albert Adler  
*Clinical Instructor in Pediatrics*
M.D., University of Lausanne, Switzerland

Harold Adler  
*Instructor in Clinical Restorative Dentistry*
D.D.S., University of Pittsburgh

Samuel N. Adler  
*Instructor in Medicine*
M.D., University of Basel, Switzerland

Belinde Aftalion  
*Clinical Assistant Professor of Pathology*
M.D., University of Madrid, Spain

Renu R. Aggarwal  
*Assistant Professor of Pediatrics*
M.B.B.S., College of Medical Sciences, India
Jose A. Aguero  
_Instructor in Clinical Family Medicine_  
M.D., University of Zaragoza, Spain

Milton Agulnek  
_Assistant Professor of Clinical Pediatrics_  
M.D., New York University

Albert Aharon  
_Assistant Professor of Pediatrics_  
M.D., Medical Faculty, Bulgaria

Sultan Ali Ahmed  
_Assistant Professor of Radiology_  
M.B.B.S., King Edward Medical College, Pakistan

Sheila G. Aide, B.S.N.  
_Teaching Hospital Nurse Anesthetist, University Hospital_

S. Pani Akuthota  
_Instructor in Rehabilitation Medicine_  
M.D., Osmania Medical College, India

Santo Albano  
_Clinical Lecturer of Nursing_  
M.A., Arizona State University

Adrien Albert  
_Visiting Professor of Pharmacological Sciences_  
Ph.D., University of London, England

Paul Alibora  
_Clinical Assistant of Restorative Dentistry_  
D.D.S., New York University

Jak N. Albuquerkerk  
_Clinical Assistant Professor of Pathology_  
M.D., University of Istanbul, Turkey

Thomas M. Alderson  
_Assistant Professor of Clinical Family Medicine_  
M.D., University of Texas Medical Branch at Galveston

Leslie L. Alexander  
_Professor of Radiology_  
M.D., Howard University

Stanley Alexander  
_Assistant Professor of Children’s Dentistry_  
D.M.D., Tufts University

Victor Alinovi  
_Clinical Associate Professor of Obstetrics and Gynecology_  
M.D., Long Island College of Medicine

Robert E. Allen  
_Technical Assistant, Ultrasound University Hospital_

Edward Alleyne, M.S.  
_Associate Nursing Director, University Hospital_

Fred F. Allison  
_Assistant Professor of Clinical Psychiatry_  
M.D., University of Bologna, Italy

John F. Aloia  
_Professor of Medicine_  
M.D., Creighton Medical School

Arie Aloni  
_Clinical Instructor in Pediatrics_  
M.D., University of Bologna, Italy

Meyer L. Alpert  
_Associate Professor of Clinical Radiology_  
M.D., Middlesex Medical School

Leo Altman  
_Clinical Assistant Professor of Pathology_  
M.D., University of Basel, Switzerland

Elenita Alvarez  
_Assistant Professor of Obstetrics and Gynecology_  
M.D., University of Santo Tomas, Philippines

Emilio M. Alvarez, B.S.  
_Assistant for University Financial Analysis, University Hospital_

Jose Alvares  
_Clinical Assistant Professor of Surgery_  
M.D., Goa Medical School

Josephine M. Alvarez  
_Clinical Instructor in Nursing_  
B.S., State University of New York at Stony Brook

Peter Amadio  
_Assistant Professor of Clinical Orthopaedics_  
M.D., Jefferson Medical College

Della M. Ambroggi  
_Clinical Instructor in Health Sciences (Allied Health Resources)_  
M.S., State University of New York at Stony Brook

Harvey J. Amsterdam  
_Assistant Professor of Clinical Family Medicine_  
M.D., Tulane University

Azad K. Anand  
_Assistant Professor of Radiology_  
M.B.B.S., Maulana Azad Medical College

Richard C. Ancona  
_Clinical Instructor in Pediatrics_  
M.D., University of Bonn, Germany

Sharon L. Andersen, M.S.  
_Associate Nursing Director, University Hospital_

241
Paul Aronow  
Assistant Professor of Clinical Psychiatry  
M.D., Downstate Medical Center

Arlette Arp, M.P.S.  
Personnel Associate, University Hospital

Shahida Asad  
Clinical Instructor in Pathology  
M.D., Osmania University, India

Syed N. Asad  
Assistant Professor of Medicine  
M.D., Osmania University, India

Pamella P. Ash, R.N.  
Associate Nursing Director, Ambulatory Services, University Hospital

Jeffrey R. Ashkin  
Instructor in Clinical Medicine  
M.D., George Washington University Medical School

Harold L. Atkins  
Professor of Radiology  
M.D., Harvard University

Venkateswara R. Atluru  
Clinical Assistant Professor of Anesthesiology  
M.B.B.S., Guntur Medical College

Joseph N. Attie  
Associate Professor of Clinical Surgery  
M.D., American University of Beirut, Lebanon

Michael J. Attkiss  
Assistant Professor of Clinical Surgery  
M.D., Columbia University

Edith M. Augustson  
Clinical Assistant Professor in Adult Health Nursing  
M.A., Columbia University

Vincent Avila  
Assistant Professor of Clinical Medicine  
M.D., University of Rome, Italy

Sylvia L. Axelrod  
Assistant Professor of Clinical Psychiatry  
M.D., Yale University

Kenneth L. Axton  
Instructor in Health Sciences  
M.S., State University of New York at Buffalo

William B. Ayers  
Associate Professor of Clinical Surgery  
M.D., Harvard University

Jahangir Ayromlooi  
Assistant Professor of Obstetrics and Gynecology  
M.D., Teheran University, Iran

Victor Azueta  
Clinical Assistant Professor of Pathology  
M.D., University of Mexico, Mexico

Alfred A. Azzoni  
Assistant Professor of Clinical Surgery  
M.D., Columbia University

Marc Bachinsky, M.S.  
Teaching Hospital Chief Assistant Pharmacist, University Hospital

Radoslav Bachvaroff  
Research Associate Professor of Surgery and Pathology (Immunology)  
M.D., Higher Medical Institute of Sofia, Bulgaria

Marie A. Badalamente  
Research Assistant Professor of Orthopaedics  
Ph.D., Fordham University

Mohan R. Badhey  
Clinical Assistant Professor of Surgery  
M.B.B.S., Osmania University, India

Paul N. Baer  
Professor and Chairman, Department of Periodontics  
D.D.S., Columbia University

Sharwan K. Bagla  
Instructor in Medicine  
M.D., Amritsar Medical School, India

Sheila Bagla  
Instructor in Medicine  
M.B.B.S., Delhi Medical College, India

Francis M. Bagshaw  
Associate Professor of Clinical Radiology  
M.D., University of Padua, Italy

Samuel H. Bailine  
Assistant Professor of Clinical Psychiatry  
M.D., New York University

Roger S. Baim  
Assistant Professor of Radiology and Chief, Computed Tomography and Ultrasonography  
M.D., University of Illinois

Ruth E. Baines  
Clinical Associate Professor of Health Sciences (Allied Health Resources)  
M.A., New York University

David A. Baker  
Assistant Professor of Obstetrics and Gynecology  
M.D., Downstate Medical Center

Stuart J. Balaban  
Assistant Professor of Clinical Children’s Dentistry  
D.M.D., Harvard University
Viswanathan Balachandar  
Assistant Professor of Clinical Pediatrics  
M.D., Kasturba Medical College, India

Aaron Balasny  
Assistant Professor of Clinical Psychiatry  
(Clinical Psychology)  
Ph.D., University of Massachusetts

Filippo A. Balboni  
Associate Professor of Clinical Pediatrics  
M.D., University of Rome, Italy

Charles C. Baldwin  
Instructor in Clinical Pediatrics  
M.D., Albert Einstein College of Medicine

Laurence E. Baillie  
Assistant Professor of Clinical Anesthesiology  
M.D., Downstate Medical Center

Warren L. Balinsky  
Clinical Associate Professor of Health Sciences  
(Allied Health Resources)  
Ph.D., Case Western Reserve University

Peter H. Ballen  
Professor of Clinical Ophthalmology  
M.D., New York Medical College

Dvorah Balsam  
Associate Professor of Radiology  
M.D., Albert Einstein College of Medicine

Taik Yon Ban  
Clinical Instructor in Pediatrics  
M.D., Medical College, Seoul National University

Baku S. Bangaro  
Assistant Professor of Clinical Pediatrics  
M.B.B.S., Andhra Medical College, Visakhapatnam, India

Simmy Bank  
Professor of Medicine  
M.B.Ch.B., University of Capetown, South Africa

Charles S. Baraf  
Assistant Professor of Clinical Medicine  
M.D., Downstate Medical Center

Hyman S. Barahal  
Associate Professor of Clinical Psychiatry  
M.D., Wayne University

Anthony J. Barbaccia  
Associate Professor of Clinical Obstetrics and Gynecology  
M.D., New York Medical College

Charles J. Barbanel  
Assistant Professor of Clinical Psychiatry  
M.D., Downstate Medical Center

Henry H. Bard  
Assistant Professor of Clinical Surgery  
M.D., Columbia University

Murray G. Baron  
Professor of Radiology  
M.D., University of Michigan

William J. Baron  
Clinical Assistant Professor of Restorative Dentistry  
D.M.D., University of Pennsylvania

Richard Baronovich  
Associate Administrator (Operations), University Hospital

Ronald A. Barr  
Assistant Professor of Clinical Oral and Maxillofacial Surgery  
D.D.S., New York University

Michael A. Barra, Jr., B.S.  
Facilities Program Coordinator, University Hospital

Peter R. Barra  
Instructor in Clinical Medicine  
M.D., University of Bologna, Italy

Lionel P. Barrau  
Assistant Professor of Medicine  
M.D., University of Madrid, Spain

Neil M. Barton  
Assistant Professor of Clinical Surgery  
M.D., Albert Einstein College of Medicine

Elena C. Baruh  
Assistant Professor of Clinical Anesthesiology  
M.D., University of Santo Tomas, Philippines

Selim Baruh  
Assistant Professor of Medicine  
M.D., University of Istanbul, Turkey

Nerlige G. Basavaraju  
Assistant Professor of Medicine  
M.B.B.S., R.G. Kar Medical College, University of Calcutta, India

Ronald Bash  
Instructor in Medicine  
M.D., Boston University School of Medicine

John L. Bateman  
Assistant Professor of Medicine  
M.D., The Johns Hopkins University

Lee L. Bateman  
Assistant Professor of Clinical Family Medicine  
M.D., Dartmouth Medical School

William S. Battersby  
Lecturer of Medicine (Neurosciences)  
Ph.D., New York University

William R. Bauer  
Professor of Microbiology  
Ph.D., California Institute of Technology

Alan E. Baum  
Associate Professor of Clinical Radiology  
M.D., Columbia University

Judah Bauman  
Clinical Assistant Professor in Clinical Obstetrics and Gynecology  
M.D., Hahnemann Medical College
Judith M. Bearup  
Assistant Professor of Nursing  
M.Ed., University of Portland

Richard T. Beaudoin, M.S.  
Assistant Nursing Director, University Hospital

John Beazley  
Clinical Assistant Professor of Health Sciences (Physical Therapy)  
B.S., Ithaca College

Howard Becker  
Research Assistant Professor of Psychiatry  
M.B.A., City University of New York

Jerrold M. Becker  
Professor of Clinical Surgery  
M.D., New York University

Robert G. Becker  
Clinical Assistant Professor of Health Sciences (Allied Health Resources)  
M.B.A., City University of New York

Michael Beckerman  
Instructor in Clinical Obstetrics and Gynecology  
M.D., University of Bologna, Italy

Donald J. Behr  
Assistant Professor of Clinical Medicine  
M.D., Chicago Medical School

Alfred Belding  
Instructor in Clinical Family Medicine  
M.D., Creighton University School of Medicine, Omaha, Nebraska

Ken J. Belgrave  
Technical Specialist, University Hospital

Jorge Benach  
Assistant Professor of Clinical Pathology  
Ph.D., Rutgers University

David Benisch  
Instructor in Surgery  
M.D., Downstate Medical Center

Ann G. Benjamin  
Clinical Assistant Professor of Pathology  
M.D., Goethe University Medical School, Germany

Fred Benjamin  
Professor of Obstetrics and Gynecology  
M.D., University of Capetown, South Africa

William B. Benjamin  
Associate Professor of Physiology and Biophysics  
M.D., College of Physicians and Surgeons, Columbia University

William P. Benjamin  
Associate Professor of Clinical Psychiatry  
M.D., University of Maryland

Zachary H. Benjamin  
Assistant Professor of Clinical Medicine  
M.D., Long Island College of Medicine

Gerald W. Bennett  
Professor of Radiology  
Ph.D., State University of New York at Stony Brook

Joseph M. Bennett  
Assistant Professor of Clinical Surgery  
M.D., Columbia University

Matthew J. Bennett  
Associate Clinical Professor of Pathology  
M.D., National University of Ireland-Cork Constituent, Ireland

Ronald S. Bennett  
Clinical Assistant Professor of Medicine  
M.D., Downstate Medical Center

William Bennett  
Assistant Professor of Clinical Family Medicine  
M.D., Bologna University

Lois B. Berenson  
Instructor in Clinical Psychiatry (Social Work)  
M.S.W., Adelphi University

Mark S. Berg  
Assistant Professor of Clinical Periodontics  
D.M.D., Tufts University

Richard Berg  
Assistant Professor of Clinical Oral and Maxillofacial Surgery  
D.D.S., New York University

Edward H. Bergofsky  
Professor of Medicine and Professor of Health Sciences  
M.D., University of Maryland

Arthur Berken  
Clinical Professor of Medicine  
M.D., Washington University School of Medicine

James I. Berkman  
Professor of Pathology  
M.D., New York University

Bernard W. Berkowitz  
Assistant Professor of Neurology  
M.D., New York University

Elena R. Berkowitz  
Instructor in Clinical Medicine (Dermatology)  
M.D., University of Buenos Aires, Argentina

Jesse M. Berkowitz  
Professor of Medicine  
M.D., Chicago Medical School

Frederick Berlin  
Assistant Professor of Clinical Children's Dentistry  
D.D.S., Columbia University

Melvin Berlin  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Indiana University

245
Stanley D. Berliner  
Associate Professor of Clinical Surgery  
M.D., Downstate Medical Center
Richard E. Berman  
Instructor in Clinical Medicine  
M.D., University of Rochester
Stuart A. Berman  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., Fairleigh Dickinson University
Arthur M. Bernhardt  
Assistant Professor of Clinical Orthopaedics  
M.D., Chicago Medical School
George Bernhardt  
Assistant Professor of Family Medicine  
M.D., Long Island College of Medicine
David M. Bernstein  
Instructor in Pathology  
Ph.D., New York University
Harvey Bernstein  
Clinical Instructor in Pediatrics  
M.D., University of Pennsylvania
James S. Bernstein  
Assistant Professor of Clinical Medicine  
M.D., Harvard University
Marvin Bernstein  
Assistant Professor of Clinical Medicine  
M.D., Albert Einstein College of Medicine
Mary F. Bernstein, M.A.  
Technical Specialist, Department of Neurology
Renato B. Berroya  
Assistant Professor of Clinical Surgery  
M.D., University of Santo Tomas, Philippines
Robert W. Bertcher  
Assistant Professor of Clinical Medicine  
M.D., New York University
Ashton Besse  
Clinical Instructor in Health Sciences  
(Physician's Assistant Education)  
B.S., State University of New York at Stony Brook
Jo Anne Betta  
Instructor in Clinical Anesthesiology  
M.D., New Jersey College of Medicine and Dentistry
Lucille Bettl, B.A.  
Technical Specialist, Department of Anatomical Sciences
Charles R. Beyrer  
Assistant Professor of Clinical Surgery  
(Ophthalmology)  
M.D., University of Bern, Switzerland
Ballambattu R. Bhat  
Assistant Professor of Clinical Pediatrics  
M.D., Postgraduate Medical Center, Pondicherry, India
Jodumutt G. Bhat  
Assistant Professor of Medicine  
M.B., B.S., Mysore Medical College, India
M.D., Kasturba Medical College, India
Irving Bialer  
Research Associate Professor of Psychiatry (Psychology) and Research Associate Professor in the Program in Special Education and Developmental Studies  
Ph.D., George Peabody College
Thomas Biancianiello  
Assistant Professor of Pediatrics  
M.D., New York Medical College
Thomas Bianchi, B.A.  
Technical Specialist, Department of Pathology
Alvin A. Bicker  
Instructor in Medicine  
(Clinical Physiology)  
Ph.D., New York University
Hannah Goodman Bicker, B.A.  
Research Associate, Department of Oral Biology and Pathology
Nicholas Bigotti, A.A.  
Assistant to the Director, University Hospital
David M. Bikoff  
Assistant Professor of Clinical Family Medicine  
M.D., Harvard University
William H. Bikoff  
Assistant Professor of Clinical Pediatrics  
M.D., New York University
Francis P. Bilello  
Assistant Professor of Clinical Medicine  
M.D., Long Island College of Medicine
Leonard M. Birch  
Assistant Professor of Clinical Medicine  
M.D., Chicago Medical School
Beverly Birns  
Associate Professor of Psychiatry  
(Behavioral Science)  
Ph.D., Columbia University
Steven R. Birnbaum  
Clinical Instructor in Psychiatry  
Ph.D., Hofstra University
Oliver J. Blaber  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Long Island College of Medicine
Carl Blacharsh  
Associate Professor of Clinical Periodontics  
D.D.S., New York University
Bruce Black  
Lecturer of Social Welfare  
M.A., University of California at San Diego
Carole L. Blair  
Associate Professor of Nursing  
M.A., New York University
Carlton H. Blake  
Assistant Professor of Clinical Psychiatry  
M.D., Queens University, Ireland

Richard Blakeslee  
Technical Specialist, School of Dental Medicine

Stanley D. Blatt  
Assistant Professor of Clinical Pediatrics  
M.D., University of Lausanne, Switzerland

Sheldon P. Blau  
Associate Professor of Clinical Medicine  
M.D., Albert Einstein College of Medicine

Charles J. Bleifeld  
Instructor in Clinical Orthopaedics  
M.D., George Washington University

Bertram Blum  
Associate Professor of Clinical Oral and Maxillofacial Surgery  
D.D.S., New York University

Howard I. Blum  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., Columbia University

Richard S. Blum  
Assistant Professor of Clinical Medicine  
M.D., Chicago Medical School

Arnold G. Blumberg  
Associate Professor of Medicine  
M.D., New York University

Marvin L. Blumberg  
Associate Professor of Clinical Pediatrics  
M.D., New York University

Robert M. Blume  
Assistant Professor of Clinical Psychiatry (Education)  
Ed.D., Columbia University

Sheila B. Blume  
Assistant Professor of Clinical Psychiatry  
M.D., Harvard University

Robert S. Bobrow  
Assistant Professor of Clinical Family Medicine  
M.D., Albert Einstein College of Medicine

Clement J. Boccalini  
Associate Professor of Clinical Family Medicine  
M.D., University of Rome, Italy

Bruce N. Bogard  
Assistant Professor of Pediatrics  
M.D., State University of New York at Buffalo

Stanley E. Bogaty  
Assistant Professor of Clinical Ophthalmology  
M.D., Chicago Medical School

Daniel F. Bogenhagen  
Assistant Professor of Pharmacological Sciences  
M.D., Stanford University

Daryl E. Bohning  
Assistant Professor of Medicine  
(Clinical Physiology)  
Ph.D., Iowa State University

Anthony V. Bolognesi  
Assistant Professor of Clinical Surgery  
(Otolaryngology)  
M.D., Syracuse Medical School

Richard Bonanno  
Assistant Professor of Clinical Family Medicine  
M.D., Jefferson Medical College

Victor P. Bond  
Professor of Medicine  
M.D., University of California at San Francisco

Paul Bonheim  
Assistant Professor of Clinical Radiology  
M.D., Chicago Medical School

Evelyn Bonner, B.A.  
Assistant to the Chairman, Department of Biochemistry

Frank Bonura  
Clinical Assistant Professor of Obstetrics and Gynecology  
M.D., University of Rome, Italy

Bernard G. Borden  
Associate Professor of Dental Medicine  
D.M.D., Tufts University

Robert J. Borley  
Clinical Instructor in Health Sciences  
(Medical Technology) and Technical Specialist, University Hospital  
M.S., St. Barnabas Medical Center

Leatrice G. Borofsky  
Associate Professor of Pediatrics  
M.D., Woman’s Medical College of Pennsylvania

Robert Boswell  
Instructor in Medicine  
M.D., Downstate Medical Center

Louis J. Boucher  
Professor, Department of Restorative Dentistry and Associate Dean for Planning and Construction, School of Dental Medicine  
D.D.S., Ph.D., Marquette University

Ora James Bouey  
Assistant Professor of Nursing  
M.A., New York University

John J. Bowman  
Instructor in Clinical Psychiatry  
Ph.D., Hofstra University

David A. Bowers, M.B.A.  
Associate Dean for Administration, School of Medicine
Marcia F. Box-Satlow  
Assistant Professor of Neurology  
M.B.B.S., University of West Indies

Harriet S. Boxer  
Assistant Professor of Clinical Pediatrics  
M.D., Downstate Medical Center

William F. Boyd  
Assistant Professor of Clinical Oral and Maxillofacial Surgery  
D.D.S., Georgetown University

George Boykin, A.A.S.  
Technical Specialist, Department of Anatomical Sciences

Dolores Bradley  
Research Instructor in Nursing  
M.S., Adelphi University

Fernando A. Brady  
Teaching Hospital Administrator (Radiology), University Hospital

Kathleen Bragg, A.A.S.  
Programmer-Analyst, Fiscal and Information Services, University Hospital

Leonard S. Brahen  
Associate Professor of Clinical Psychiatry  
M.D., University of Louisville  
Ph.D., University of Maryland

Brenda J. Braithwaite  
Assistant to the Dean, School of Social Welfare

Stephen I. Braitman  
Assistant Professor of Clinical Surgery (Urology)  
M.D., Downstate Medical Center

John B. Branche  
Associate Professor of Clinical Pediatrics  
M.D., Cornell University

Douglas L. Brand  
Assistant Professor of Medicine  
M.D., Columbia University

Ruth Brandwein  
Professor and Dean, School of Social Welfare  
M.S.W., University of Washington  
Ph.D., Brandeis University

Paul W. Braunstein  
Assistant Professor of Clinical Surgery  
M.D., Harvard University

Edward Braverman  
Instructor in Clinical Medicine  
M.D., Albert Einstein College of Medicine

Andrew B. Bremness  
Assistant Professor of Psychiatry  
M.D., University of Alberta, Canada

B. Lawrence Brennan  
Assistant Professor of Medicine  
M.D., University of Pennsylvania

Kenneth W. Brewster  
Technical Specialist, University Hospital

Robert C. Brice  
Clinical Assistant Professor of Health Sciences (Allied Health Resources)  
M.S., New York University

Lawrence Brickman  
Instructor in Clinical Surgery  
M.D., Free University of Brussels, Belgium

Aaron B. Brill  
Professor of Radiology  
M.D., University of Utah  
Ph.D., University of California at Berkeley

Henry Brill  
Professor of Clinical Psychiatry  
M.D., Yale University

James Brindle  
Professor Emeritus of Health Sciences (Allied Health Resources)  
A.B., University of Pittsburgh

Peter R. Brink  
Assistant Professor of Anatomical Sciences  
Ph.D., University of Illinois

Frances Brisbane  
Associate Professor of Social Welfare  
Ph.D., Union Graduate Center

Arik Brissenden  
Associate Professor of Clinical Psychiatry  
M.D., Columbia University

James R. Broach  
Assistant Professor of Microbiology  
Ph.D., University of California

Paul K. Brodsky  
Instructor in Clinical Medicine  
M.D., Upstate Medical Center

Stephen Brodsky  
Instructor in Medicine  
M.D., Chicago Medical School

Charles M. Brody  
Assistant Professor of Clinical Psychiatry  
M.D., University of Buffalo

Phyllis Brody  
Assistant to the Dean, School of Dental Medicine

Fred Bromberg  
Assistant Professor of Clinical Surgery  
M.D., Syracuse University

Burton Bronsther  
Associate Professor of Clinical Surgery  
M.D., Long Island College of Medicine

John Brooks  
Instructor in Clinical Obstetrics and Gynecology  
M.D., Downstate Medical Center

Edward Brown  
Assistant Professor of Medicine  
M.D., Boston University
Edward Brown, Jr.
Associate Professor of Health Sciences
and Chairman, Department of
Physician's Assistant Education
B.S., Antioch College

George M. Brown
Assistant Professor of Clinical
Orthopaedics
M.D., Temple University

Joel E. Brown
Professor of Physiology and Biophysics
Ph.D., Massachusetts Institute of
Technology

Lowell Brown
Associate Professor of Clinical Surgery
M.D., Columbia University

Ruth C. Brown
Assistant Professor of Nursing
M.S.N., Boston University

Stanley M. Brown
Instructor in Clinical Obstetrics and
Gynecology
M.D., New York University

Louis R. Browne, M.S.
Research Associate, Department
of Surgery

James L. Broyles
Technical Specialist, Department of
Neurobiology and Behavioral Science

Patricia M. Bruce
Technical Specialist, University Hospital

Allan H. Bruckheim
Clinical Associate Professor of Family
Medicine
M.D., University of Lausanne,
Switzerland

Melvyn Bruckstein
Instructor in Medicine
M.D., Downstate Medical Center

Joan S. Brugge
Assistant Professor of Microbiology
Ph.D., Baylor College of Medicine

William R. Brugge
Instructor in Medicine
M.D., Baylor College of Medicine

Donald F. Bruhn
Assistant Professor of Clinical
Obstetrics and Gynecology
M.D., Creighton University

Susan R. Bruno
Technical Specialist, University
Hospital

Sandra C. Brunson
Assistant Professor of Pediatrics
M.D., New York University

Harry B. Bryan, M.S.W.
Social Worker, University Hospital

Paul J. Brynes
Assistant Professor of Pharmacological
Sciences and Chemistry
Ph.D., Cornell University

Mitchell I. Buchbinder
Assistant Professor of Clinical Surgery
(Urology)
M.D., Downstate Medical Center

Penny S. Buchholz
Clinical Assistant Professor of
Nursing and
Clinical Nursing Specialist,
University Hospital
M.A., New York University

Bernard H. Budmen, B.A.
Associate Director for Research
Administration, University Hospital

Penny W. Budoff
Assistant Professor of Clinical Family
Medicine
M.D., Upstate Medical Center

Isabel Buencamino
Assistant Professor of Clinical
Anesthesiology
M.D., University of Santo Tomas,
Philippines

Gerald W. Buetow
Associate Professor of Clinical Surgery
M.D., Georgetown University

Damiano A. Buffa
Assistant Professor of Clinical Obstetrics
and Gynecology
M.D., Downstate Medical Center

Ahmad Bukhari
Adjunct Associate Professor of
Microbiology
Ph.D., University of Colorado Medical
School at Denver

Karen Bulloch
Lecturer in Neurology
Ph.D., University of California at
San Diego

Russell S. Burdge
Assistant Professor of Clinical Pediatrics
M.D., Long Island College of Medicine

George J. Bures
Assistant Professor of Clinical Obstetrics
and Gynecology
M.D., University of Kansas

Howard Burger
Assistant Professor of Clinical
Restorative Dentistry
D.D.S., New York University

M. Desmond Burk
Professor of Pathology
M.B., B. Ch., National University
of Ireland

Gerard P. Burns
Professor of Surgery
M.D., Queens University

Maureen Burns, A.A.S.
Assistant to the Vice President for
Health Sciences
Stanley B. Burns  
Lecturer of Community and Preventive Medicine  
M.D., Upstate Medical Center

Leonard C. Burson  
Associate Professor of Clinical Surgery  
M.D., St. Louis University

Leigh R. Busch  
Clinical Assistant Professor of Restorative Dentistry  
D.D.S., Howard University

Norman Busch  
Clinical Assistant Professor of Oral Biology and Pathology and Clinical Restorative Dentistry  
D.D.S., New York University

Stanley A. Busch  
Associate Professor of Clinical Restorative Dentistry  
D.D.S., New York University

Louis Bush  
Assistant Professor of Clinical Family Medicine  
M.D., University of Chicago

Frank Taylor Bushfield  
Clinical Assistant Professor of Restorative Dentistry  
D.M.D., Tufts University

William H. Button  
Associate Professor of Social Welfare  
Ph.D., Cornell University

Robert Butz, B.E.E.  
Technical Specialist, Department of Physiology and Biophysics

Jorge Buxton  
Clinical Professor of Surgery (Ophthalmology)  
M.D., Buenos Aires Medical School, Argentina

Klaus W. Buzzi  
Assistant Professor of Radiology  
M.A., Hunter College

Hang S. Byun  
Assistant Professor of Clinical Surgery (Neurosurgery)  
M.D., Soo Do Medical College of Korea  
University, Korea

John B. Cabot  
Assistant Professor of Neurobiology and Behavior and Physiology and Biophysics  
Ph.D., University of Virginia

Seymour H. Cagan  
Assistant Professor of Clinical Radiology  
M.D., Downstate Medical Center

Frank Calabro  
Assistant Professor of Clinical Family Medicine  
M.D., Chicago Medical School

Joseph R. Cali  
Assistant Professor of Clinical Surgery  
M.D., Creighton University

Gustavo A. Camargo  
Assistant Professor of Clinical Family Medicine  
M.D., St. Charles University, Guatemala

Elizabeth Ann Cameron, M.S.  
Institutional Studies Assistant, Fiscal Services, University Hospital

Esther Cameron  
Clinical Assistant Professor of Social Welfare  
M.S.W., Adelphi University

Janet A. Camp  
Research Assistant Professor of Psychiatry (Psychology)  
M. Phil., Columbia University

Joseph A. Campanella  
Instructor in Clinical Psychiatry  
M.D., Loyola University Stritch School of Medicine

Angel Campos  
Associate Professor of Social Welfare and Director of Graduate Program, School of Social Welfare  
M.S.W., Columbia University

James J. Cancro  
Assistant Professor of Restorative Dentistry  
D.D.S., New York University

Elizabeth T. Cantor  
Associate Professor of Radiology  
M.D., Woman’s Medical College of Pennsylvania

Franklin J. Cannizzaro  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Long Island College of Medicine

Mitchell T. Cantor  
Associate Professor of Clinical Periodontics  
D.M.D., Tufts University

Nicholas R. Capece  
Assistant Professor of Radiology  
M.D., Creighton University

Clive Caplan  
Associate Professor of Clinical Family Medicine  
M.D., Newcastle University of Durham, England

Francoise Capony  
Research Instructor in Pharmacological Sciences  
Ph.D., University of Montpelier

Frank F. Cappelli  
Assistant Professor of Clinical Pediatrics  
M.D., Georgetown University

Ernesto S. Capulong  
Assistant Professor of Rehabilitation Medicine  
M.D., University of the East Memorial Medical Center, Philippines
V. William Caracci  
Instructor in Clinical Medicine  
(Cardiology)  
M.D., Georgetown University

Louis J. Caramante  
Instructor in Clinical Health Sciences  
(Cardiorespiratory Sciences)  
M.S., Long Island University

Kathleen Caramore  
Clinical Assistant Professor, School of Nursing  
Assistant Nursing Director, University Hospital  
M.S., Adelphi University

Ronald J. Carella  
Clinical Assistant Professor of Health Sciences (Medical Technology)  
M.S., Long Island University

Louis T. Cardi  
Clinical Instructor in Obstetrics and Gynecology  
M.D., University of Rome, Italy

Christopher R. Carlson  
Assistant Professor of Clinical Psychiatry  
Ph.D., University of Texas at Austin

Sylvia Carlson  
Clinical Assistant Professor of Adult Health Nursing  
M.S., Adelphi University

Nicholas T. Carnevale  
Assistant Professor of Neurology  
M.D., Ph.D., Duke University

Pasquale A. Carone  
Associate Professor of Clinical Psychiatry  
M.D., Creighton University

Patrick F. Carone  
Assistant Professor of Psychiatry  
M.D., The Johns Hopkins University  
M.P.H., Yale School of Epidemiology and Public Health

Ruth A. Carpenter  
B.S.N. Personnel Associate  
University Hospital

Martin Carroll  
Clinical Instructor in Social Welfare  
M.S.W., Fordham University

Richard R. Carruthers  
Associate Professor of Neurology  
M.D., Case Western Reserve University

Arland Carsten  
Associate Professor of Pathology  
Ph.D., University of Rochester

Carol Ann Carter  
Associate Professor of Microbiology  
Ph.D., Yale University

Edward N. Cartnick  
Associate Professor of Clinical Obstetrics and Gynecology  
M.D., Tufts University

Dennis J. Caruana, A.A.  
Technical Specialist, University Hospital

Vincent P. Caruso  
Clinical Instructor in Health Sciences  
(Cardiorespiratory Sciences)  
B.S., State University of New York at Stony Brook

Christos P. Carvounis  
Assistant Professor of Medicine  
M.D., University of Athens, Greece

Georgia Carvounis  
Instructor in Medicine  
M.D., University of Athens, Greece

Marie B. Casalino  
Assistant Professor of Pediatrics  
M.D., New York Medical College

Dominick Cascio  
Manager (Electronic Communication), University Hospital

Elizabeth Cascone, B.S.  
Technical Specialist  
University Hospital

Ralph Caselnova  
Instructor in Medicine  
M.D., University of Bologna, Italy

Jane I. Cash  
Clinical Instructor in Social Welfare  
M.S.W., State University of New York at Stony Brook

Donald J. Casper  
Associate Professor of Clinical Obstetrics and Gynecology  
M.D., New York University

Casserene Casselles, M.A.  
Associate Nursing Director, University Hospital

Ira R. Casson  
Assistant Professor of Clinical Neurology  
M.D., New York University

Arminius Cassvan  
Associate Professor of Clinical Rehabilitation Medicine  
M.D., University of Bucharest, Romania

Elaine Castelli  
Technical Specialist, University Hospital

Mariano Castro-Mayana  
Instructor in Pediatrics  
National University of El Salvador

Thomas C. Catalano  
Assistant Professor of Clinical Medicine  
M.D., Downstate Medical Center

Salvatore V. Catena  
Assistant Professor of Clinical Family Medicine  
M.D., New York Medical College

Jorge S. Cerruti  
Assistant Professor of Clinical Orthopaedics  
M.D., School of Medicine, Buenos Aires, Argentina

Frank A. Cerzosimo  
Assistant Professor of Clinical Anesthesiology  
M.D., Long Island College of Medicine

251
Michael P. Cesa  
_Instructor in Clinical Medicine_  
M.D., Downstate Medical Center

Robert E. Cetlin  
_Assistant Professor of Psychiatry (Psychology)_  
Ph.D., University of Pennsylvania

Donna Chaglasian  
_Clinical Assistant Professor of Social Welfare and Research Assistant, School of Social Welfare_  
M.S.W., State University of New York at Stony Brook

Debabrata Chakrabarty  
_Assistant Professor of Clinical Obstetrics and Gynecology_  
M.D., University of Calcutta, India

Robert M. Chafin  
_Assistant Professor of Clinical Psychiatry_  
M.D., Albert Einstein College of Medicine

Siu-sun Chan  
_Aracting Director, Division of Laboratory Animal Resources_  
B.V.M., National Taiwan University, China

Arjun D. Chanana  
_Associate Professor of Pathology and Surgery_  
M.D., Rajputana University, India

Judith Chanana  
_Research Instructor in Nursing_  
M.S., State University of New York at Stony Brook

Marie E. Chandick, M.S.W.  
_Assistant to Director, School of Social Welfare_  

Pradeep Chandra  
_Associate Professor of Medicine_  
M.D., Sawai Man Singh Medical College, India

M. George Chandy  
_Assistant Professor of Clinical Surgery_  
M.B.B.S., Christian Medical College, India

Chung-ke Chang, M.S.  
_Technical Specialist, Department of Pharmacological Sciences_  

John B. Chang  
_Assistant Professor of Clinical Surgery_  
M.D., Seoul National University, Korea

Irving F. Chanin  
_Assistant Professor of Clinical Surgery_  
M.D., Downstate Medical Center

Frederick B. Charatan  
_Associate Professor of Clinical Psychiatry_  
M.D., University of London, England

Barbara A. Charles  
_ASSistant Professor of Nursing_  
B.S., M.A., Columbia University

Robi Chatterjee  
_Research Assistant Professor of Oral Biology and Pathology_  
Ph.D., University of Allahabad, India

Basudeo Chaudhary  
_Assistant Professor of Clinical Psychiatry_  
M.D., Prince of Wales Medical College, India

Aaron Chavies  
_Associate Professor of Clinical Community and Preventive Medicine_  
M.D., New York University

Satish K. Chawla  
_Assistant Professor of Medicine_  
M.D., G.R. Medical College, India

Sidney S. Chen  
_Assistant Professor of Obstetrics and Gynecology_  
M.D., National Taiwan University, China

Margaret Cheddar  
_Instructor in Nursing_  
M.S., Columbia University

Robert Cherniak  
_Assistant Professor of Clinical Family Medicine_  
M.D., New Jersey College of Medicine and Dentistry

Herbert Chessin  
_Assistant Professor of Clinical Obstetrics and Gynecology_  
M.D., Vanderbilt University

Margaret A. Chevallier, A.A.S.  
_Assistant to the Director, Division of Media Services_  

Lawrence J. Chiara  
_Clinical Assistant Professor in Health Sciences (Cardiorespiratory Sciences)_  
_B.A., C. W. Post College_  

Joseph S. Chiaramonte  
_Assistant Professor of Clinical Pediatrics_  
M.D., University of Padua, Italy

Harold Chiat  
_Associate Professor of Clinical Radiology_  
M.D., Harvard University

Dev R. Chitkara  
_Assistant Professor of Clinical Otorhinolaryngology_  
M.D., All India Institute of Medical Sciences, India

Rajinder K. Chitkara  
_Assistant Professor of Medicine_  
M.D., All India Institute of Medical Sciences, India

Moon-Il Cho  
_Lecturer of Oral Biology and Pathology_  
Ph.D., State University of New York at Stony Brook

Claude Yuk Chong  
_Associate Professor of Clinical Radiology_  
M.D., Hong Kong University, China
Annette Choolfaian  
**Clinical Instructor in Health Sciences**  
(Allied Health Resources)  
M.P.A., New York University

George F. Christ  
**Assistant Professor of Clinical Family Medicine**  
M.D., Creighton University

Howard N. Christ  
**Assistant Professor of Clinical Surgery**  
(Urology)  
M.D., New York Medical College

William I. Claravino  
**Instructor in Clinical Obstetrics and Gynecology**  
M.D., Columbia University

Miguel A. Cima  
**Instructor in Medicine**  
M.D., University of Litoral, Argentina

Peter F. Ciminera  
**Clinical Instructor in Pediatrics**  
M.D., University of Bologna, Italy

Francis A. Cincotta  
**Assistant Professor of Clinical Restorative Dentistry**  
D.M.D., New Jersey College of Medicine and Dentistry

Vincent P. Cirillo  
**Professor of Biochemistry**  
Ph.D., University of California at Los Angeles

Howard Citrin  
**Assistant Professor of Clinical Medicine**  
M.D., Downstate Medical Center

Charles I. Citron  
**Assistant Professor of Clinical Children's Dentistry**  
D.D.S., New York University

Steven J. Ciullo, M.S.  
**Teaching Hospital Chief Pharmacist, University Hospital**

Michael R. Clair  
**Assistant Professor of Radiology**  
M.D., Northwestern University Medical School

Anne H. Clarke, M.A.L.S.  
**Assistant to the Dean, School of Dental Medicine**

Walter J. Clarkson, Jr.  
**Assistant Professor of Clinical Medicine**  
M.D., Georgetown University

Chris Clausen  
**Assistant Professor of Physiology and Biophysics**  
Ph.D., University of California at Los Angeles

Sandia Clejan  
**Assistant Professor of Pediatrics**  
Ph.D., City University of New York

Teresa Clemente  
**Clinical Instructor in Social Welfare**  
M.S.W., Adelphi University

Joan E. Clemmons  
**Assistant Professor of Medicine**  
M.D., State University of New York at Buffalo

Robert C. Clifton, A.A.  
**Pharmacy Assistant, University Hospital**

Catharine M. Cobleigh  
**Clinical Assistant Professor of Social Welfare**  
M.S.W., Smith College

Steven F. Cogan  
**Clinical Instructor in Health Sciences**  
(Physician's Assistant Education)  
M.D., Boston University

Robert Z. Cogen  
**Instructor in Clinical Health Sciences**  
(Cardiorespiratory Sciences)  
R.N., Jewish Hospital of Brooklyn

Peter F. Cohn  
**Professor of Medicine**  
M.D., Columbia University College of Physicians and Surgeons

Arlene H. Cohen, M.S.  
**Teaching Hospital Physical Therapist, University Hospital**

Arthur Cohen  
**Instructor in Obstetrics and Gynecology**  
M.D., Albert Einstein College of Medicine

Arthur J. Cohen  
**Assistant Professor of Clinical Family Medicine**  
M.D., Catholic University of Louvain, Belgium

David E. Cohen  
**Instructor in Clinical Medicine**  
M.D., Downstate Medical Center

David H. Cohen  
**Professor and Chairman, Department of Neurobiology and Behavior and Professor of Anatomical Sciences**  
Ph.D., University of California at Berkeley

Ellen Dank Cohen, M.S.  
**Business Manager, Clinical Practice Management Plan, School of Medicine**

Eugene A. Cohen  
**Associate Professor of Clinical Restorative Dentistry**  
D.D.S., Columbia University

Herrick J. Cohen  
**Assistant Professor of Clinical Pediatrics**  
M.D., New York University

Howard L. Cohen  
**Instructor in Medicine**  
M.D., New York University

Ira S. Cohen  
**Associate Professor of Physiology and Biophysics**  
M.D., Ph.D., New York University
Joan E. Cohen  
_instructor in nursing_  
M.A., Columbia University  
Leon Cohen  
_Assistant Professor of Clinical Psychiatry_  
Ph.D., Columbia University  
Maurice Cohen  
_Assistant Professor of Clinical Obstetrics and Gynecology_  
M.D., University of Manitoba, Canada  
Melvin Cohen  
Clinical Associate Professor of Psychiatry (Psychology)  
Ph.D., New York University  
Richard M. Cohen  
_Assistant Professor of Psychiatry (Psychology)_  
Ph.D., Boston University  
Roger D. Cohen  
_Associate Professor of Community and Preventive Medicine (Social Epidemiology)_  
Ph.D., Syracuse University  
Seymour S. Cohen  
_Distinguished Professor of Pharmacological Sciences_  
Ph.D., Columbia University  
Sumner Cohen  
_Assistant Professor of Clinical Children's Dentistry_  
D.M.D., Harvard University  
Stanton H. Cohn  
_Professor of Medicine (Clinical Physiology)_  
Ph.D., University of California at Berkeley  
William J. Cohn  
_Instructor in Clinical Medicine_  
M.D., Medical College of Virginia  
William W. Colden  
_Clinical Instructor in Pediatrics_  
M.D., University of Lausanne, Switzerland  
Andrew T. Cole  
_Associate Professor of Clinical Surgery (Urology)_  
M.D., McGill Medical School, Canada  
Lemuel Coley  
_Lecturer of Social Welfare_  
Ph.D., State University of New York at Stony Brook  
David E. Cofflesh, B.P.S.  
_Technical Specialist, Department of Anatomical Sciences_  
Barry S. Collier  
_Associate Professor of Medicine and Pathology_  
M.D., New York University  
Frank R. Collier  
_Assistant Professor of Clinical Obstetrics and Gynecology_  
M.D., Georgetown University  
Patricia Collier  
_Lecturer in Nursing_  
M.S., State University of New York at Stony Brook  
Platon J. Collipp  
_Professor of Pediatrics_  
M.D., University of Rochester  
Marvin Colson, M.S.H.S.A.  
_Teaching Hospital Assistant Administrator (Coram Health Center), University Hospital_  
John A. Colucci  
Assistant Professor of Clinical Pediatrics  
M.D., Downstate Medical Center  
Quintin U. Columna  
_Clinical Assistant Professor of Pediatrics_  
University of St. Thomas, Philippines  
S. Charles Conarck  
Assistant Professor of Clinical Children's Dentistry  
D.D.S., Washington University  
Fred Confessore, B.S.E.E.  
_Research Assistant, Department of Oral Biology and Pathology_  
Michael Confusionse  
Assistant Professor of Clinical Family Medicine  
Ph.D., California School of Prof. Psychology  
James W. Conklin, B.S.  
_Purchase Associate, Purchasing, University Hospital_  
Francis E. Conrad  
Associate Professor of Clinical Psychiatry and Associate Dean for Veterans' Affairs  
M.D., Medical College of Wisconsin  
Gustave V. Conti  
_Clinical Assistant Professor of Health Sciences (Physical Therapy)_  
D.O., Philadelphia College of Osteopathic Medicine  
Eugene M. Cooper  
_Instructor in Clinical Medicine_  
M.D., Northwestern University  
Joel J. Cooper  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., University of Michigan  
Kathleen Klein Cooper  
_Clinical Assistant Professor, School of Nursing_  
Technical Specialist (Coram Health Center), University Hospital  
Stuart M. Copperman  
_Clinical Assistant Professor of Health Sciences (Physician's Assistant Education) and Assistant Professor of Clinical Pediatrics_  
M.D., Downstate Medical Center
John W. V. Cordice
Associate Professor of Clinical Surgery
M.D., New York University

Adrian R. Coren
Associate Professor of Clinical Orthopaedics
M.D., University of Illinois

Anthony B. Correoso
Associate Professor of Clinical Psychiatry
M.D., Albany Medical College

Alexander J. Corsair
Assistant Professor of Clinical Periodontics
D.M.D., New Jersey College of Medicine and Dentistry

Engracio P. Cortes
Associate Professor of Medicine
M.D., Far Eastern University, Philippines

Elizabeth Coryllos
Associate Professor of Clinical Surgery
M.D., Cornell University

Rose Laub Coser
Professor of Medical Social Sciences and Professor of Sociology
Ph.D., Columbia University

Alfred Cossari
Assistant Professor of Clinical Surgery
M.D., University of Rome

Daniel L. Costa
Clinical Instructor in Pathology
Sc.D., Harvard University

Judith Sassone Costello, B.S.
Technical Specialist
University Hospital

Thomas S. Cottrell
Associate Professor of Pathology and Associate Dean of Clinical Affairs, School of Medicine
M.D., Columbia University

Carol A. Court
Assistant to the Vice President for Health Sciences (Publications and Special Events)

Elena V. Coutrier, B.S.
Teaching Hospital Pharmacist, University Hospital

Donald S. Cox
Assistant Professor of Periodontics
D.D.S., State University of New York at Buffalo

D.M.Sc., Harvard University

Patricia K. Coyle
Assistant Professor of Neurology
M.D., The Johns Hopkins University

Gerald M. Cozzi
Associate Professor of Clinical Oral and Maxillofacial Surgery
D.D.S., New York University

Ray S. Crampton
Assistant Professor of Clinical Surgery
M.D., University of Buenos Aires, Argentina

Joseph Crapotta
Clinical Assistant Professor of Surgery (Ophthalmology)
M.D., University of Bologna, Italy

Philip Crastnopol
Clinical Associate Professor of Surgery
M.D., University of Maryland

Norman C. Creel
Associate Professor of Anatomical Sciences
Dr. Rer. Nat. Eberhard-Karls University, Germany

Joy Cregg
Clinical Instructor in Health Sciences (Cardiorespiratory Sciences)
B.S.N., C.W. Post College

Louis H. Cress
Clinical Assistant Professor of Health Sciences (Physical Therapy)
B.S., Ithaca College

Eugene P. Cronkite
Professor of Medicine and Dean of the Clinical Campus, Hospital of the Medical Research Center, Brookhaven National Laboratory
M.D., Stanford University

James N. Crovello
Assistant Professor of Clinical Psychiatry
M.D., Downstate Medical Center

Victor M. Cruz
Assistant Professor of Clinical Radiology
M.D., University of Santo Domingo, Dominican Republic

James J. Culhane
Clinical Assistant Professor of Health Sciences (Allied Health Resources)
M.P.H., Yale University

Margaret Culhane, M.S.
Technical Specialist
University Hospital

Edward M. Cummings
Assistant Professor of Clinical Periodontics
D.D.S., Georgetown University

Burke A. Cunha
Assistant Professor of Medicine
M.D., Pennsylvania State University

Daniel Cunningham
Clinical Assistant Professor of Restorative Dentistry
D.D.S., State University of New York at Stony Brook

Bernard M. Curtis
Assistant Professor of Clinical Pediatrics
M.D., University of Cincinnati
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth P. Cusack</td>
<td>Clinical Assistant Professor of Health Sciences (Allied Health Resources)</td>
</tr>
<tr>
<td></td>
<td>Ph.D., University of California at Berkeley</td>
</tr>
<tr>
<td>Samuel Cytryn</td>
<td>Assistant Professor of Clinical Family Medicine</td>
</tr>
<tr>
<td></td>
<td>M.D., New York Medical College</td>
</tr>
<tr>
<td>Hans H. Czopp</td>
<td>Assistant Professor of Clinical Family Medicine (Psychiatry)</td>
</tr>
<tr>
<td></td>
<td>M.D., University of Bucharest, Rumania</td>
</tr>
<tr>
<td>Verna E. Dachinger, M.S.</td>
<td>Associate Nursing Director, University Hospital</td>
</tr>
<tr>
<td>John D'Alessandro</td>
<td>Instructor in Surgery</td>
</tr>
<tr>
<td></td>
<td>M.D., State University of New York at Buffalo</td>
</tr>
<tr>
<td>Milton M. Dana</td>
<td>Clinical Assistant Professor of Pathology</td>
</tr>
<tr>
<td></td>
<td>M.D., Downstate Medical Center</td>
</tr>
<tr>
<td>Gaetano D'Angelo, B.A.</td>
<td>Research Assistant, Department of Pysiology and Biophysics</td>
</tr>
<tr>
<td>Nancy D'Angelo, M.A.L.S.</td>
<td>Technical Specialist, Department of Oral Biology and Pathology</td>
</tr>
<tr>
<td>Marvin Dannenberg</td>
<td>Assistant Professor of Clinical Medicine</td>
</tr>
<tr>
<td></td>
<td>M.D., Jefferson Medical College</td>
</tr>
<tr>
<td>Arthur E. Danziger</td>
<td>Assistant Professor of Clinical Oral and Maxillofacial Surgery</td>
</tr>
<tr>
<td></td>
<td>D.D.S., Temple University</td>
</tr>
<tr>
<td>David H. Darnel, B.S.</td>
<td>Technical Specialist, University Hospital</td>
</tr>
<tr>
<td>Stanley P. Darnel</td>
<td>Assistant Professor of Clinical Dental Medicine</td>
</tr>
<tr>
<td></td>
<td>D.D.S., New York University College of Dentistry</td>
</tr>
<tr>
<td>Vijay K. Das</td>
<td>Instructor in Clinical Medicine</td>
</tr>
<tr>
<td></td>
<td>M.D., Medical College of Agra, India</td>
</tr>
<tr>
<td>Raymond G. Dattwyler</td>
<td>Assistant Professor of Medicine</td>
</tr>
<tr>
<td></td>
<td>M.D., State University of New York at Buffalo</td>
</tr>
<tr>
<td>Robert Davenport</td>
<td>Assistant Professor of Periodontics</td>
</tr>
<tr>
<td></td>
<td>D.D.S., University of Maryland</td>
</tr>
<tr>
<td>Ralph Davidoff</td>
<td>Assistant Professor of Clinical Family Medicine (Orthopaedics)</td>
</tr>
<tr>
<td></td>
<td>M.D., Zurich Medical School, Switzerland</td>
</tr>
<tr>
<td>Leah Davidson</td>
<td>Assistant Professor of Clinical Psychiatry</td>
</tr>
<tr>
<td></td>
<td>M.D., University of Witwatersrand, South Africa</td>
</tr>
<tr>
<td>Murray Davidson</td>
<td>Professor of Pediatrics</td>
</tr>
<tr>
<td></td>
<td>M.D., New York University</td>
</tr>
<tr>
<td>Patricia Davidson, B.A.</td>
<td>Institutional Studies Assistant, University Hospital</td>
</tr>
<tr>
<td>Roslyn Davidson</td>
<td>Clinical Assistant Professor of Health Sciences (Physical Therapy)</td>
</tr>
<tr>
<td></td>
<td>B.S., New York University</td>
</tr>
<tr>
<td>Edward T. Davison</td>
<td>Assistant Professor of Clinical Medicine</td>
</tr>
<tr>
<td></td>
<td>M.D., Bowman Gray School of Medicine</td>
</tr>
<tr>
<td>Martin Dawson</td>
<td>Clinical Assistant Professor of Health Sciences (Allied Health Resources)</td>
</tr>
<tr>
<td></td>
<td>M.P.A., New York University</td>
</tr>
<tr>
<td>John DeAngelis</td>
<td>Assistant Professor of Clinical Surgery</td>
</tr>
<tr>
<td></td>
<td>M.D., New York Medical College</td>
</tr>
<tr>
<td>Vincent DeAngelis</td>
<td>Assistant Professor of Clinical Surgery</td>
</tr>
<tr>
<td></td>
<td>M.D., New York Medical College</td>
</tr>
<tr>
<td>Mark J. Decker</td>
<td>Instructor of Clinical Family Medicine</td>
</tr>
<tr>
<td></td>
<td>M.D., Georgetown University</td>
</tr>
<tr>
<td>Robert E. Decker</td>
<td>Associate Professor of Clinical Surgery (Neurosurgery)</td>
</tr>
<tr>
<td></td>
<td>M.D., Temple University</td>
</tr>
<tr>
<td>Stanley L. Deckoff</td>
<td>Assistant Professor of Clinical Radiology</td>
</tr>
<tr>
<td></td>
<td>M.D., New York University</td>
</tr>
<tr>
<td>Stephen L. Deckoff</td>
<td>Clinical Assistant Professor of Surgery</td>
</tr>
<tr>
<td></td>
<td>M.D., Harvard Medical School</td>
</tr>
<tr>
<td>Roger Dee</td>
<td>Professor and Chairman of Orthopaedics</td>
</tr>
<tr>
<td></td>
<td>M.D., Middlesex Hospital Medical School, England</td>
</tr>
<tr>
<td></td>
<td>Ph.D., Institute of Basic Medical Sciences, Royal College of Surgeons, London</td>
</tr>
<tr>
<td>Margaret Deer</td>
<td>Institutional Studies Assistant, Neural Tube Defects Laboratory</td>
</tr>
<tr>
<td>John R. DeFillipi</td>
<td>Assistant Professor of Clinical Surgery (Urology)</td>
</tr>
<tr>
<td></td>
<td>M.D., New York Medical College</td>
</tr>
<tr>
<td>Jack S. Delitch</td>
<td>Assistant Professor of Clinical Radiology</td>
</tr>
<tr>
<td></td>
<td>M.D., Tufts University</td>
</tr>
<tr>
<td>Moshe Dekel</td>
<td>Clinical Assistant Professor of Obstetrics and Gynecology</td>
</tr>
<tr>
<td></td>
<td>M.D., Bologna Medical School</td>
</tr>
<tr>
<td>Thomas B. Delaney</td>
<td>Assistant Professor of Medicine</td>
</tr>
<tr>
<td></td>
<td>M.D., Syracuse Medical Center</td>
</tr>
</tbody>
</table>
Nicholas Delihas  
Associate Professor of Microbiology and  
Associate Dean for Basic Health  
Sciences, School of Medicine  
Ph.D., Yale University

Claudia Dell'Aquila, B.S.  
Institutional Studies Assistant,  
University Hospital

Ernest M. Dell'Aquila, B.B.A.  
Associate for University Financial  
Analysis, University Hospital

Vincent Della Speranza  
Instructor in Medical Technology  
and Technical Specialist, University  
Hospital

B.S., State University of New York at  
Stony Brook

Dean F. Delle Donne  
Clinical Instructor in Restorative  
Dentistry  
D.D.S., State University of New York  
at Stony Brook

Michael R. Delman  
Assistant Professor of Clinical Medicine  
M.D., New York Medical College

Frank J. DeMento  
Assistant Professor of Clinical Medicine  
(Dermatology)  
M.D., New Jersey College of Medicine  
and Dentistry

Clarence Dennis  
Professor of Surgery  
M.D., The Johns Hopkins University  
Ph.D., University of Minnesota

Horace Dennis, B.A.  
Personnel Associate, University  
Hospital

Rochelle Dennis  
Instructor in Clinical Psychiatry  
M.D., University of Texas at San Antonio

Dennis M. DePass  
Clinical Instructor in Health  
Sciences  
R.R.T., Lenox Hill Hospital

Robert M. Derman  
Associate Professor of Psychiatry and  
Art  
M.D., Northwestern University

Alfred M. Derrow  
Associate Professor of Clinical Medicine  
M.D. Tufts University

Myles R. Desner  
Assistant Professor of Clinical Medicine  
M.D., Albany Medical College

Danilo A. deSoto  
Instructor in Clinical Anesthesiology  
M.D., University of Santo Domingo,  
Dominican Republic

Dale Deutsh  
Assistant Professor of Pathology  
and Assistant Administrator,  
University Hospital  
Ph.D., Purdue University

Stanley Deutsch  
Assistant Professor of Obstetrics and  
Gynecology  
Ph.D., University of Pennsylvania

Oscar A. Devera  
Assistant Professor of Clinical Medicine  
M.D., New York University

Linda Devin-Sheehan  
Clinical Instructor in Social Welfare  
M.A., University of Florida

Nicholas J. DeVito  
Assistant Professor of Clinical Surgery  
M.D., New York Medical College

William H. DeVries  
Assistant Professor of Clinical  
Obstetrics and Gynecology  
M.D., George Washington University

Maynard M. Dewey  
Professor and Chairman of Anatomical  
Sciences  
Ph.D., University of Michigan

Maximo Deysine  
Professor of Surgery  
M.D., University of Buenos Aires,  
Argentina

Ruth G. Díaz  
Clinical Instructor in Medicine  
M.D., University of Philippines,  
Philippines

Anthony Di Benedetto  
Professor of Clinical Surgery  
M.D., George Washington University

Ferdinand DiBlasio  
Clinical Assistant Professor of  
Surgery  
M.D., University of Bologna,  
Italy

Doretta J. Dick  
Associate Professor of Nursing  
M.Ed., Columbia University

Gilbert A. Dick  
Instructor in Clinical Pediatrics  
M.D., Downstate Medical Center

James Dick  
Assistant Professor of Clinical Pediatrics  
M.D., Columbia University

Albert Dicker  
Clinical Assistant Professor of Health  
Sciences (Allied Health Resources)  
M.B.A., City College of New York

Arthur Dickerman  
Assistant Professor of Clinical Family  
Medicine  
M.D., Geneva University, Switzerland

Mary Dickinson, B.S.  
Assistant to the Dean, School of  
Medicine
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bernard S. Dudock</td>
<td>Professor of Biochemistry, Pennsylvania State University</td>
</tr>
<tr>
<td>Charlotte Duff, M.A.</td>
<td>Assistant to Chairman, Department of Physiology and Biophysics</td>
</tr>
<tr>
<td>John L. Duffy</td>
<td>Professor of Pathology, New York Medical College</td>
</tr>
<tr>
<td>H. Warren Dunham</td>
<td>Professor of Psychiatry (Medical Sociology), University Hospital</td>
</tr>
<tr>
<td>Charles J. Dunn</td>
<td>Assistant Professor of Clinical Pediatrics, New York University</td>
</tr>
<tr>
<td>Anthony J. Durante</td>
<td>Clinical Assistant Professor of Surgery, University of Bologna, Italy</td>
</tr>
<tr>
<td>Suresh C. Dwivedi</td>
<td>Assistant Professor of Clinical Psychiatry, University of Rajasthan, India</td>
</tr>
<tr>
<td>Leo Dvorken</td>
<td>Clinical Assistant Professor of Pediatrics, University of Geneva, Switzerland</td>
</tr>
<tr>
<td>Kermit G. Dwork</td>
<td>Assistant Professor of Clinical Medicine, Columbia University</td>
</tr>
<tr>
<td>Joseph F. Dyro, Ph.D.</td>
<td>Director of Medical Instrumentation, University Hospital</td>
</tr>
<tr>
<td>Sylvia A. Ebert</td>
<td>Clinical Instructor in Social Welfare, Adelphi University</td>
</tr>
<tr>
<td>Eva V. Ebin</td>
<td>Assistant Professor of Clinical Psychiatry, University of Vienna, Austria</td>
</tr>
<tr>
<td>Lisgar B. Eckardt</td>
<td>Assistant Professor of Clinical Neurology, Cornell University</td>
</tr>
<tr>
<td>Marlene R. Eckstein</td>
<td>Assistant Professor of Clinical Radiology, Albert Einstein College of Medicine</td>
</tr>
<tr>
<td>Robert Edelman</td>
<td>Assistant Professor of Clinical Family Medicine, University of Sheffield, England</td>
</tr>
<tr>
<td>Alfred Edinburgh</td>
<td>Assistant Professor of Clinical Surgery, Columbia University</td>
</tr>
<tr>
<td>Charles B. Edinger</td>
<td>Instructor in Clinical Obstetrics and Gynecology, University of Geneva, Switzerland</td>
</tr>
<tr>
<td>Linda Edmunds, M.S.</td>
<td>Assistant for Institutional Resources, University Hospital</td>
</tr>
<tr>
<td>Jess Edward</td>
<td>Assistant Professor of Clinical Anesthesiology, Hahnemann Medical College</td>
</tr>
<tr>
<td>Sears E. Edwards</td>
<td>Assistant Professor of Clinical Surgery (Urology), New York Medical College</td>
</tr>
<tr>
<td>Thomas W. Egan</td>
<td>Clinical Assistant Professor of Health Sciences, Manhattan College</td>
</tr>
<tr>
<td>Massoud Eghrari</td>
<td>Assistant Professor of Clinical Surgery, University of Paris, France</td>
</tr>
<tr>
<td>Walter C. Eichacker</td>
<td>Assistant Professor of Clinical Family Medicine, Long Island College of Medicine</td>
</tr>
<tr>
<td>Fran W. Eichler</td>
<td>Clinical Assistant Professor of Restorative Dentistry, State University of New York at Stony Brook</td>
</tr>
<tr>
<td>Stuart A. Eigen</td>
<td>Assistant Professor of Clinical Obstetrics and Gynecology, University of Lausanne, Switzerland</td>
</tr>
<tr>
<td>Stanley Einbender</td>
<td>Assistant Professor of Clinical Psychiatry, Chicago Medical School</td>
</tr>
<tr>
<td>Elliot Einhorn</td>
<td>Lecturer of Social Welfare, Hunter College School of Social Welfare</td>
</tr>
<tr>
<td>Donald H. Eisenberg</td>
<td>Professor of Clinical Community and Preventive Medicine (Health Administration), New York University</td>
</tr>
<tr>
<td>Michael L. Eisenberg</td>
<td>Clinical Assistant Professor of Anesthesiology, Albert Einstein College of Medicine</td>
</tr>
<tr>
<td>Moises Eisenberg</td>
<td>Associate Professor of Pharmacological Sciences, California Institute of Technology</td>
</tr>
</tbody>
</table>
Leon Eisenbud  
Professor of Oral Biology and Pathology  
D.D.S., New York University  

Thomas J. Ekkers  
Assistant Professor of Clinical Medicine  
M.D., Northwestern University  

Peter F. Elias  
instructor in Medicine  
M.D., Tufts University  

Julius M. Elias  
Clinical Associate Professor of Health Sciences (Medical Technology) and Research Associate, Department of Pathology  
M.A., C.W. Post College  

Raymond K. Elias  
instructor in Rehabilitation Medicine  
M.D., Royal Medical College, Iraq  

Michael S. Elliott  
Associate Professor of Health Sciences (Allied Health Resources); Assistant Professor of Community and Preventive Medicine; Vice President for Hospital Affairs; Executive Director, University Hospital  
M.S., University of Pittsburgh  

Gerald Ente  
Associate Professor of Clinical Pediatrics  
M.D., New York University  

Michael Epstein  
Assistant Professor of Clinical Pediatrics  
M.D., New York Medical College  

Heywood Y. Epstein  
Assistant Professor of Clinical Radiology  
M.D., Downstate Medical Center  

Joseph A. Epstein  
Professor of Clinical Surgery  
M.D., Long Island College of Medicine  

Nelson S. Erhart  
Assistant Professor of Clinical Pediatrics  
M.D., New York Medical College  

Philip Eskes  
Assistant Professor of Clinical Pediatrics  
M.D., University of Leiden, Netherlands  

John G. Esposito  
Assistant Professor of Clinical Oral and Maxillofacial Surgery  
D.D.S., New York University  

Harry C. Essig  
Associate Professor of Clinical Surgery  
M.D., State University of New York at Buffalo  

Walter B. Essman  
Lecturer of Medicine (Neurosciences)  
M.D., University of Milan, Italy  

Meredith Essner, B.S.  
Technical Specialist  
University Hospital  

Harvey B. Etess  
Instructor in Clinical Medicine  
M.D., New York Medical College  

Stanley Everett  
Assistant Professor of Clinical Pediatrics  
M.D., University of Vermont  

Lydia H.D. Eviatar  
Associate Professor of Pediatrics  
M.D., Hebrew University-Hadassah Medical School, Israel  

Richard D. Faber  
Clinical Assistant Professor of Children's Dentistry (Orthodontics)  
D.D.S., University of Maryland  

David H. Faegenburg  
Associate Professor of Clinical Radiology  
M.D., University of Pennsylvania  

Ralph G. Fairchild  
Research Associate Professor of Radiology  
Ph.D., Adelphi University  

Michael D. Falkove  
Assistant Professor of Clinical Medicine  
M.D., Temple University  

John F. Fallon, B.S.N.  
Teaching Hospital Nurse Anesthetist  
University Hospital  

Irwin Fand  
Research Associate Professor of Psychiatry (Neurophysiology)  
Ph.D., New York University  

Alan A. Fantauzzo  
instructor in Clinical Family Medicine  
D.O., Philadelphia College of Osteopathic Medicine  

Glenn Farber  
Programmer Trainee, Data Processing, University Hospital  

Harvey A. Farberman  
Associate Professor of Social Welfare  
Ph.D., University of Minnesota  

Robert L. Fardelman  
Clinical Assistant Professor of Surgery  
M.D., Long Island College of Medicine  

David Farr  
Assistant Professor of Clinical Medicine  
M.D., New York University  

Joseph E. Farrell  
Assistant Professor of Clinical Orthopaedics  
M.D., Long Island College of Medicine  

Jerome S. Fass  
Assistant Professor of Clinical Psychiatry  
M.D., New York University  

Janet Faust  
Technical Specialist, University Hospital  

Uriel Federbusch  
Assistant Professor of Clinical Children's Dentistry  
D.D.S., University of Buffalo
Stephen E. Feffer  
Associate Professor of Medicine  
M.D., New York University

Sidney Feinberg  
Associate Professor of Clinical Health Sciences (Allied Health Resources)  
B.B.A., City College of New York

Lucy L. Feiner  
Clinical Assistant Professor of Pathology  
M.D., Ludwig-Maximilian University, Germany

Michael Feinstein  
Assistant Professor of Clinical Medicine  
M.D., State University of New York at Buffalo

Norbert Felber  
Assistant Professor of Clinical Medicine  
M.D., Case Western Reserve University

Edward L. Feldman  
Clinical Instructor in Health Sciences (Allied Health Resources) and Social Welfare, and Instructor in Clinical Family Medicine  
M.A., New York University  
M.S.W., State University of New York at Stony Brook

Emanuel Feldman  
Associate Professor of Clinical Anesthesiology  
M.D., Tulane University

Joseph H. Feldman  
Assistant Professor of Clinical Psychiatry and Behavioral Science  
M.D., Boston University

Judith Feldman  
Instructor in Medicine  
M.D., University of California at Davis

June T. Feldman  
Assistant Professor of Psychiatry (Social Work)  
M.S.W., Columbia University

Martin J. Feldman  
Lecturer of Dental Health  
D.D.S., New York University

Saul Feldman  
Visiting Professor of Psychiatry and Behavioral Science (Mental Health Administration)  
D.P.A., New York University

Sidney Fenig  
Assistant Professor of Clinical Medicine  
M.D., Albert Einstein College of Medicine

Fred S. Ferguson  
Associate Professor of Children’s Dentistry  
D.D.S., Howard University

Richard Ferguson, B.S.  
Teaching Hospital Pharmacist, University Hospital

Charles M. Fermon  
Assistant Professor of Clinical Anesthesiology  
M.D., New York University

Michael A. Ferragamo, Jr.  
Assistant Professor of Clinical Surgery (Urology)  
M.D., Downstate Medical Center

Mary E. Ferrari  
Technical Specialist, University Hospital

Louis Ferraro  
Clinical Associate Professor of Pathology  
M.D., New York University

James Ferrentino  
Institutional Studies Assistant, Information Services, University Hospital

Alessandro Ferrero  
Instructor in Surgery  
M.D., Universita Di Torino, Italy

John W. Fertig  
Professor of Community and Preventive Medicine (Biostatistics)  
Ph.D., University of Minnesota

Robert S. Festa  
Assistant Professor of Pediatrics  
M.D., Downstate Medical Center

Stephen Festa  
Assistant Professor of Children’s Dentistry  
D.D.S., State University of New York at Stony Brook

Norbert Fethke  
Assistant Professor of Clinical Surgery (Ophthalmology)  
M.D., University of Paris, France

Herbert C. Fett, Jr.  
Associate Professor of Clinical Orthopaedics  
M.D., Temple University

Joseph Fierstine  
Assistant Professor of Clinical Medicine  
M.D., Downstate Medical Center

Leonard Figelman  
Assistant Professor of Clinical Orthopaedics  
M.D., University of Maryland

Steven Finch  
Associate Professor of Community and Preventive Medicine  
Ph.D., Princeton University

Jeffrey A. Fine  
Instructor in Clinical Psychiatry (Clinical Psychology)  
Ph.D., New York University

Joel C. Fink  
Instructor in Medicine  
M.D., University of Maryland

Max Fink  
Professor of Psychiatry  
M.D., New York University

Robert J. Fink  
Assistant Professor of Clinical Dental Medicine  
D.D.S., Temple University

Elizabeth Cameron Finkel, M.A.  
Administrative Assistant  
University Hospital
Gerald C. Finkel  
*Associate Clinical Professor of Pathology*  
M.D., Harvard University  

Marshall G. Finkel  
*Assistant Professor of Rehabilitation Medicine*  
M.D., McGill University, Canada  

Noah S. Finkel  
*Instructor in Clinical Orthopaedics*  
M.D., Upstate Medical Center  

Frances Finkelstein  
*Clinical Assistant Professor of Health Sciences (Medical Technology)*  
Ph.D., St. John's University  

Allan L. Firestein  
*Associate Professor of Clinical Oral and Maxillofacial Surgery*  
D.D.S., Columbia University  

Andrew A. Fischer  
*Assistant Professor of Physical Medicine and Rehabilitation*  
M.D., Ph.D., Charles University, Czechoslovakia  

Bernard L. Fischer, B.S.  
*Technical Specialist, University Hospital*  

Beverly R. Fischer  
*Instructor in Clinical Pediatrics*  
M.D., Howard University  

Daniel J. Fischer, B.S.  
*Teaching Hospital Pharmacy Assistant, University Hospital*  

Martin P. Fischer  
*Assistant Professor of Clinical Psychiatry*  
M.D., University of Virginia  

Kenneth I. Fishberger  
*Instructor in Medicine*  
M.D., Autonomous University of Guadalajara, Mexico  

Leo Fishel, Jr.  
*Associate Professor of Clinical Medicine*  
M.D., Columbia University  

Johanna C. Fisher  
*Assistant Professor of Clinical Surgery*  
M.D., New York University  

Michael M. Fishkin  
*Assistant Professor of Clinical Family Medicine*  
D.O., College of Osteopathic Medicine and Surgery  

Morton A. Fishman  
*Assistant Professor of Clinical Dental Medicine*  
D.D.S., New York University  

Karen A. Fitzgerald  
*Clinical Assistant Professor, School of Nursing and Clinical Nurse Specialist, University Hospital*  
M.S.N., University of Pennsylvania  

Arlene M. Fitzmaurice  
*Clinical Instructor in Adult Health Nursing*  
B.S., Molloy College  

Arnold D. Flam  
*Assistant Professor of Clinical Periodontics*  
D.D.S., Columbia University  

John G. Fleagle  
*Associate Professor of Anatomical Sciences*  
Ph.D., Harvard University  

Reene A. Fleischer  
*Assistant Professor of Medicine*  
M.D., New York University  

Philip R. Fleishman  
*Assistant Professor of Clinical Medicine*  
M.D., Downstate Medical Center  

Joseph L. Fleiss  
*Lecturer of Community and Preventive Medicine*  
Ph.D., Columbia University  

Powell E. Fletcher, A.A.  
*Technical Specialist, University Hospital*  

George W. Flint  
*Associate Professor of Clinical Surgery*  
M.D., Long Island College of Medicine  

Sheila J.C. Flitman  
*Assistant Professor of Clinical Pediatrics*  
M.D., New York University  

David A. Floering  
*Assistant Professor of Pathology*  
M.D., Ohio State University  

John E. Flynn  
*Assistant Professor of Clinical Surgery (Ophthalmology)*  
M.D., New York University  

Douglas Foerth  
*Clinical Assistant Professor of Restorative Dentistry*  
D.D.S., New York University  

Edward R. Fogarty  
*Assistant Professor of Clinical Obstetrics and Gynecology*  
M.D., Downstate Medical Center  

Rita S. Fogel  
*Assistant Professor of Nursing*  
M.S., Adelphi University  

Carmel A. Foley  
*Instructor in Clinical Psychiatry*  
M.B.B.Ch. BAO, National University of Ireland  

Cornelius J. Foley  
*Assistant Professor of Medicine*  
M.D., National University of Ireland  

Senghao Fong  
*Assistant Professor of Clinical Radiology*  
M.D., National Taiwan University, China  

Gale Forrester, B.S.  
*Technical Specialist*  
University Hospital
Edith M. Forsyth  
Assistant Professor of Clinical Family Medicine  
M.D., Victoria University of Manchester, England

Francine J. Forte, R.D.H.  
Assistant to the Director,  
Field Coordination, Department of Children's Dentistry

Francis Fosmire  
Clinical Assistant Professor of Health Sciences (Allied Health Resources)  
M.S., Columbia University

W. Michael Foster  
Instructor in Medicine (Clinical Physiology) and Research Associate,  
Department of Medicine  
Ph.D., New York University

Daniel M. Fox  
Professor of Humanities in Medicine and Assistant Vice President for Academic Affairs  
Ph.D., Harvard University

Leonard Fox  
Assistant Professor of Clinical Medicine  
M.D., Downstate Medical Center

Irvin M. Fradkin  
Associate Professor of Clinical Pediatrics  
M.D., University of London, England

John Franco  
Instructor in Clinical Family Medicine  
M.D., Universidad Autonoma de Guadalajara, Mexico

Leonard C. Frank  
Assistant Professor of Clinical Psychiatry  
M.D., University of Minnesota

Arthur Frankel  
Assistant Professor of Clinical Family Medicine  
M.D., Hahnemann Medical College

Hyman Frankel  
Professor of Social Welfare  
LL.M., New York University

David M. Frankie  
Clinical Instructor in Social Welfare  
M.S.W., Hunter College

William D. Franklin  
Assistant Professor of Clinical Medicine  
M.D., Tulane University

Alvaro Fraser  
Assistant Professor of Clinical Psychiatry  
M.D., Meharry Medical College

Dorothy Frassetto, A.A.S.  
Teaching Hospital Administrative Assistant, Executive Administration, University Hospital

Albert L. Freese  
Assistant Professor of Clinical Medicine  
M.D., Boston University

Assistant Professor of Anesthesiology  
M.D., Columbia University

Edgar M. Frenkel  
Instructor in Clinical Psychiatry  
M.D., Georgetown University

Martin Freundlich  
Associate Professor of Biochemistry  
Ph.D., University of Minnesota

Alan J. Fribourg  
Instructor in Clinical Health Sciences (Physician's Assistant Education)  
B.S., State University of New York at Stony Brook

Ruth B. Fried  
Instructor in Health Sciences  
B.S., State University of New York  
Empire State College

Theodore Fried  
Assistant Professor of Clinical Family Medicine  
M.D., Ludwig-Maximillian University, Germany

Arthur H. Friedlander  
Associate Professor of Oral and Maxillofacial Surgery  
D.D.S., Temple University

Steven P. Friedling  
(Clinical Assistant Professor of Medicine and Adjunct Assistant Professor of Microbiology  
M.D., Downstate Medical Center

Arnold C. Friedman  
Assistant Professor of Clinical Dental Medicine  
D.D.S., New York University  
College of Dentistry

B. Kalman Friedman  
Assistant Professor of Clinical Oral Biology and Pathology  
D.D.S., New York University

Daniel Friedman  
Clinical Associate Professor of Family Medicine  
M.D., University of Oklahoma

Daniel D. Friedman  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Hahnemann Medical College

Eugene Friedman  
Clinical Associate Professor of Oral and Maxillofacial Surgery  
D.D.S., University of Illinois

Irwin H. Friedman  
Associate Professor of Clinical Medicine  
M.D., Long Island College of Medicine

Karl Friedman  
Instructor in Clinical Orthopaedics  
D.P.M., New York College of Podiatric Medicine

Marie R. Friedman  
Assistant Professor of Clinical Psychiatry  
M.D., New York University
Murray N. Friedman  
Associate Professor of Clinical Surgery  
M.D., New York University

Nei L. Friedman  
Clinical Associate Professor of Social Welfare  
Ph.D., Harvard University

Peter Friedman  
Instructor in Clinical Restorative Dentistry  
D.D.S., University of Pennsylvania

Richard Friedman  
Research Assistant Professor of Psychiatry (Psychology)  
Ph.D., State University of New York at Stony Brook

Seymour Friedman  
Clinical Assistant Professor of Restorative Dentistry  
D.D.S., New York University

Lawrence W. Friedmann  
Professor of Rehabilitation Medicine  
M.D., Howard University

Ingrid Frisvold, A.A.S.  
Technical Specialist, Cardiorespiratory Sciences

Harry W. Fritts, Jr.  
Professor and Chairman of Medicine  
M.D., Boston University

Stanley Frommer  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., University of Pennsylvania

Jack Froom  
Professor of Family Medicine  
M.D., University of Illinois

David A. Frucht  
Assistant Professor of Clinical Surgery  
M.D., Yale University

Howard L. Frucht  
Associate Professor of Clinical Medicine (Gastroenterology)  
M.D., Syracuse Medical School

Lazur Fruchter  
Assistant Professor of Pediatrics  
M.D., Albert Einstein College of Medicine

Bertram Fuchs  
Assistant Professor of Clinical Medicine  
M.D., Downstate Medical Center

Seymour Fuchs  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., University of Basel, Switzerland

Murray Fuhrman  
Associate Professor of Clinical Radiology  
M.D., St. Andrews University

Osvaldo J. Fulco  
Assistant Professor of Medicine  
M.D., University of Buenos Aires, Argentina

Joseph B. Furst  
Assistant Professor of Clinical Psychiatry  
M.D., University of Rochester

Stephen W. Furst  
Assistant Professor of Clinical Medicine  
M.D., Downstate Medical Center

Madeline M. Fusco  
Professor of Anatomical Sciences  
Ph.D., University of Pennsylvania

Diane L. Gabor, B.A.  
Technical Specialist, Department of Pathology

George Gabriel, M.A.  
Medical Records Administrator, University Hospital

Francis S. Gagliardi  
Assistant Professor of Clinical Psychiatry  
M.D., New York Medical College

Dennis E. Gai  
Manager of Systems Planning, University Hospital

Dennis Galanakis  
Associate Professor of Pathology  
M.D., University of Saskatchewan, Canada

Jeanele L. Gaibraith, A.A.S.  
Technical Specialist, Circulation  
M.L.S., State University of New York College at Geneseo

Leonard G. Gallo  
Assistant Professor of Clinical Children's Dentistry  
D.D.S., Fairleigh Dickinson University

James A. Ganetis, B.A.  
Technical Specialist, University Hospital

Aaron Ganz  
Assistant Professor of Clinical Medicine  
M.D., Cornell University

Melvin Ganz  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., New York University

Philias R. Garant  
Professor of Oral Biology and Pathology and Acting Dean, School of Dental Medicine  
D.M.D., Harvard University

Ariel H. Garcia  
Assistant Professor of Clinical Surgery (Plastic Surgery)  
M.D., University of the Philippines, Manila

Juan Garcia  
Assistant Professor of Clinical Psychiatry  
M.D., Madrid Medical School, Spain

Burton Garfinkel  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Chicago Medical School
Willa S. Gartenhaus  
Assistant Professor of Medicine  
M.D., Upstate Medical Center

Julius W. Garvey  
Associate Professor of Surgery  
M.D., McGill University, Canada

Janet G. Gatti  
Technical Specialist, University Hospital

Bernard G. Gauthier  
Assistant Professor of Pediatrics  
M.D., University of Sydney, Australia

Louis L. Gaynor  
Clinical Assistant Professor of Health Sciences (Medical Technology)  
B.S., Empire State College

Kathleen T. Gebhart, M.S.  
Technical Specialist, Audio-Visual Services

Philip M. Gelber  
Assistant Professor of Clinical Medicine  
M.D., University of Chicago

Howard G. Gelfand  
Clinical Instructor in Obstetrics and Gynecology  
M.D., Autonomous University of Guadalajara, Mexico

Mathew I. Gelfand  
Assistant Professor of Clinical Medicine  
M.D., Harvard University

Samuel M. Gelfand  
Assistant Professor of Clinical Surgery  
M.D., Chicago Medical School

Alan C. Geller  
Assistant Professor or Clinical Medicine  
M.D., Chicago Medical School

Joseph Geller  
Assistant Professor of Clinical Family Medicine  
M.D., New York University

Irving Gelston  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., State University of New York at Buffalo

Mordechai Gemer  
Assistant Professor of Surgery  
M.D., Hebrew University  
Hadassah Medical School, Israel

Stanley W. Gensler  
Assistant Professor of Clinical Surgery  
M.D., Albert Einstein College of Medicine

Benjamin Gentin  
Clinical Assistant Professor of Medicine  
M.R.C.P., University of Edinburgh

Theartice Gentry  
Clinical Instructor in Social Welfare  
M.S.W., State University of New York at Stony Brook  
Ph.D., Union Graduate School

Thelma Georges  
Clinical Instructor in Health Sciences (Physician’s Assistant Education)  
B.S., C.W. Post College

Ralph Ger  
Professor of Surgery  
M.D., University of Capetown, South Africa

Jamie Geraci, B.S.  
Occupational Therapist  
University Hospital

Marcia Geraghty  
Assistant Professor of Nursing  
M.A., New York University

Peter R. Gerkin  
Assistant Professor of Clinical Psychiatry  
M.D., George Washington University

Sanford M. Gerstel  
Clinical Associate Professor of Health Sciences (Allied Health Resources)  
M.B.A., City College of New York

Stephen A. Gettinger  
Associate Professor of Clinical Obstetrics and Gynecology  
M.D., New York University

Jacob L. Gewirtz  
Professor of Psychiatry  
Ph.D., University of Iowa

Luise M. Geyer  
Instructor in Clinical Psychiatry  
D.Sc., University of Paris VII, France

Mohammad Ghofrani  
Assistant Professor of Clinical Pediatrics  
M.D., University of Teheran, Iran

Thomas Glacalone, B.F.A.  
Technical Specialist, Audio-Visual Division Services

James R. Giambalvo  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Temple University

Anthony M. Giammarino  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., University of Bologna, Italy

Frank N. Giampietro, Ph.D.  
Teaching Hospital Assistant Administrator, University Hospital

Hazel I. Gibbons, M.P.S.  
Teaching Hospital Administrative Assistant, University Hospital

Charles M. Gibbs  
Lecturer of Neurobiology and Behavior  
Ph.D., University of Iowa

265
James A. Gibson
Clinical Assistant Professor of Social Welfare and Program Coordinator (Title XX), School of Social Welfare
M.S.W., Columbia University

Alan Gibstein
Assistant Professor of Clinical Obstetrics and Gynecology
M.D., Hahnemann Medical College

Leonilda Giedraitis
Instructor in Medicine
M.D., University of Vytautas the Great, Lithuania

Richard A. Giery
Instructor in Clinical Surgery
M.D., New York Medical College

Susan H. Gilbert
Assistant Professor of Anatomical Sciences
Ph.D., Emory University

Debra Gillers, B.A.
Assistant Dean for Medical Admissions
School of Medicine

Janice L. Gillespie
Instructor in Clinical Restorative Dentistry
D.M.D., Case Western Reserve University

Edward Gillie
Assistant Professor of Clinical Medicine
M.D., Albany Medical College

Lewis J. Gilmore
Assistant Professor of Clinical Dental Medicine
D.D.S., New York University

Richard Giliperty
Assistant Professor of Clinical Orthopaedics
M.D., Hahnemann Medical College

Barry R. Gimbel
Instructor in Clinical Medicine
M.D., Catholic University of Louvain, Switzerland

Theodore M. Ginsberg
Assistant Professor of Clinical Pediatrics
M.D., Upstate Medical Center

Gino L. Giorgini, Jr.
Instructor in Clinical Medicine
M.D., New Jersey College of Medicine and Dentistry

Fabio Giron
Professor of Surgery
M.D., University of Valladolid Medical School, Spain

Paul A. Gitman
Assistant Professor of Clinical Medicine
M.D., Boston University

Bernard Gittleman
Instructor in Clinical Medicine
M.D., Downstate Medical Center

Chen Glaser
Instructor in Medicine
M.D., Medical College of Wisconsin

Philip Glaser
Clinical Assistant Professor of Children’s Dentistry
D.D.S., New York University

Kenneth Glass
Assistant Professor of Clinical Orthopaedics
M.D., St. Louis University of Medicine

Hershel H. Glatt
Assistant Professor of Clinical Pediatrics
M.D., University of Louvain, Belgium

Francis X. Gleason
Instructor in Clinical Medicine
M.D., Downstate Medical Center

Abraham G. Glenn
Assistant Professor of Clinical Psychiatry
M.D., Boston University

Steven J. Glick
Assistant Professor of Clinical Psychiatry
M.D., Mt. Sinai School of Medicine

Virginia Glover
Associate Professor of Nursing
Ph.D., Adelphi University

Joel T. Gluck
Assistant Professor of Clinical Restorative Dentistry
D.D.S., New York University

Linda G. Gochfeld
Assistant Professor of Clinical Psychiatry
M.D., Albert Einstein College of Medicine

Henry P. Godfrey
Assistant Professor of Pathology
M.D., Harvard University

Jack H. Goetz
Assistant Professor of Clinical Periodontics
D.D.S., Columbia University

Michael J. Goffin
Assistant Professor of Clinical Radiology
M.D., Catholic University of Louvain, Belgium

Burton M. Gold
Assistant Professor of Radiology
M.D., Cornell University

Lawrence H. Gold
Assistant Professor of Clinical Health Sciences (Allied Health Resources)
M.B.A., St. John’s University

Mark P. Gold
Assistant Professor of Obstetrics and Gynecology
M.D., Albany Medical College

Stephen B. Gold
Clinical Assistant Professor of Children’s Dentistry
D.D.S., New York University
Barbara Goldberg  
*Lecturer of Social Welfare*  
Ph.D., State University of New York  
at Stony Brook

George Goldberg  
*Assistant Professor of Clinical Health Sciences (Allied Health Resources)*  
M.H.A., Wagner College

Philip Goldberg  
*Assistant Professor of Clinical Psychiatry*  
M.D., Kings College, England

Robert T. Goldberg  
*Associate Professor of Clinical Ophthalmology*  
M.D., New York University

Stuart M. Goldberg  
*Assistant Professor of Clinical Oral and Maxillofacial Surgery*  
D.D.S., Columbia University

Theodore L. Goldberg  
*Assistant Professor of Clinical Obstetrics and Gynecology*  
M.D., University of Louvain, Belgium

Louis M. Goldblum  
*Instructor in Clinical Pediatrics*  
D.O., College of Osteopathic Medicine and Surgery

Edward R. Golden, B.B.A.  
*Teaching Hospital Assistant Controller, Fiscal Services, University Hospital*

Richard L. Golden  
*Assistant Professor of Clinical Medicine*  
M.D., University of Geneva, Switzerland

Maurice Goldenhar  
*Associate Professor of Family Medicine*  
M.D., University of Geneva, Switzerland

Morton Goldfarb  
*Associate Professor of Clinical Surgery*  
M.D., New York Medical College

Allan G. Goldman  
*Assistant Professor of Radiology*  
M.D., New York Medical College

Arnold J. Goldman  
*Assistant Professor of Clinical Pediatrics*  
M.D., New York Medical College

Herbert I. Goldman  
*Associate Professor of Clinical Pediatrics*  
M.D., New York University

Mitchell B. Goldman  
*Assistant Professor of Clinical Obstetrics and Gynecology*  
M.D., Chicago Medical School

Robert B. Goldman  
*Clinical Assistant Professor of Children’s Dentistry*  
D.D.S., Columbia University

Steven L. Goldman  
*Assistant Professor of Clinical Medicine*  
M.D., Downstate Medical Center

Malvin A. Goldner  
*Assistant Professor of Clinical Family Medicine*  
D.O., Chicago College of Osteopathic Medicine

James S. Goldrich  
*Assistant Professor of Clinical Obstetrics and Gynecology*  
M.D., Ohio State University

Deborah S. Goldsmith, B.A.  
*Personnel Associate, University Hospital*

Alan S. Goldstein  
*Instructor in Clinical Pediatrics*  
M.D., Chicago Medical School

Arnold H. Goldstein  
*Assistant Professor of Clinical Health Sciences (Allied Health Resources)*  
M.B.A., Wagner College

Jonathan V. Goldstein  
*Assistant Professor of Surgery*  
M.D., Cornell University

Merle Goldstein  
*Research Assistant Professor of Health Sciences (Physician’s Assistant Education)*  
M.A., University of Illinois

Robert Z. Goldstein  
*Assistant Professor of Clinical Medicine*  
M.D., Downstate Medical Center

Ronald F. Goldstein  
*Instructor in Clinical Radiology*  
M.D., Dalhousie University, Nova Scotia

Sanford E. Goldzier, II  
*Assistant Professor of Clinical Pediatrics*  
M.D., New York Medical College

Martin L. Golick  
*Technical Specialist, University Hospital*

Gopalakrishna M. Gollapudi  
*Associate Professor of Medicine*  
M.D., Andra University, India

Lorne M. Golub  
*Professor of Oral Biology and Pathology*  
D.M.D., University of Manitoba, Canada

Blasco C. Gomes  
*Assistant Professor of Periodontics*  
D.D.S., University of Bombay, India

Ph.D., State University of New York at Buffalo

Harry H. Gonda  
*Assistant Professor of Clinical Psychiatry*  
M.D., University of Debrecen, Hungary

James R. Gonzalez, M.P.H.  
*Teaching Hospital Assistant Administrator*  
University Hospital

Larry Good  
*Assistant Professor of Medicine*  
M.D., Medical University of South Carolina

George Goodman  
*Assistant Professor of Clinical Ophthalmology*  
M.D., New York University
Kenneth J. Goodman  
Assistant Professor of Radiology  
M.D., University of Texas

Mark A. Goodman  
Assistant Professor of Medicine  
M.D., Upstate Medical Center

Merrill Goodman  
Associate Professor of Clinical Otolaryngology  
M.D., University of Pennsylvania

Patricia Goodman  
Clinical Associate Professor of Social Welfare and Director of Social Services, University Hospital  
M.S.W., Hunter College of Social Work

Warren Goodman  
Assistant Professor of Clinical Psychiatry  
M.D., Downstate Medical Center

E. Raymond Goodrich  
Associate Professor of Clinical Orthopaedics  
M.D., McGill University, Canada

Allan A. Goodstein  
Instructor in Clinical Restorative Dentistry  
D.D.S., Fairleigh Dickinson School of Dentistry

Daniel B. Goodstein  
Clinical Associate Professor of Oral and Maxillofacial Surgery  
D.M.D., Tufts University

Seymour Goodstein  
Clinical Associate Professor of Ophthalmology  
M.D., Tulane University

Norman L. Gootman  
Professor of Pediatrics  
M.D., University of Vermont

James H. Gordon  
Assistant Professor of Clinical Psychiatry  
M.D., Harvard University

Joel S. Gordon  
Research Assistant Professor of Anatomical Sciences  
Ph.D., University of Pennsylvania

Lawrence Gordon  
Assistant Professor of Clinical Surgery  
M.D., Downstate Medical Center

Joseph Gordon  
Assistant Professor of Clinical Surgery  
M.D., State University of New York at Buffalo

Milton Gordon  
Assistant Professor of Clinical Family Medicine (Pediatrics)  
M.D., Laval University, Canada

Nathan Gordon  
Instructor in Clinical Medicine  
MBChB., University of Witwatersrand, South Africa

Leonard Gorelick  
Associate Professor of Clinical Children's Dentistry (Orthodontics)  
D.D.S., New York University

Arthur D. Goren  
Assistant Professor of Clinical Oral Biology and Pathology  
D.M.D., Tufts University

Peter Gorevic  
Associate Professor of Medicine  
M.D., New York University

Alan S. Gorman  
Clinical Assistant Professor of Periodontics  
D.D.S., Meharry Medical College

Jack D. Gorovoy  
Associate Professor of Clinical Pediatrics  
M.D., University of Toronto, Canada

Patricia A. Gorzka  
Assistant Professor of Nursing  
M.S., State University of New York at Buffalo

Edward Gottfried  
Assistant Professor of Medicine  
M.D., Tufts University

Harold Gottlieb  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., Temple University

Bruce A. Gould  
Clinical Associate Professor of Health Sciences (Allied Health Resources)  
Ed.D., Columbia University

Arthur Graff  
Clinical Instructor in Surgery  
M.D., Downstate Medical Center

Gilbert Graham  
Assistant Professor of Clinical Medicine  
M.D., Upstate Medical Center

Rosemary A. Graham  
Clinical Instructor in Health Sciences (Cardiorespiratory Sciences)  
M.A., State University of New York at Stony Brook

Irene Grasso  
Technical Assistant, Management Systems, University Hospital

Douglas T. Greaves  
Assistant Professor of Clinical Family Medicine  
M.D., Downstate Medical Center

Frank M. Green  
Associate Professor of Clinical Surgery  
M.D., Syracuse University

Gerald A. Green  
Associate Professor of Psychiatry  
Ph.D., University of Southern California

Marvin Green  
Professor of Pediatrics  
M.D., Tulane University
Michael R. Green  
Instructor in Medicine  
M.D., Georgetown College of Medicine

Richard Green  
Professor of Psychiatry  
M.D., The Johns Hopkins University

Richard S. Green  
Associate Professor of Psychiatry  
M.D., Cornell University

Stanley L. Green  
Assistant Professor of Clinical Radiology  
M.D., Free University of Brussels, Belgium

Walter Green  
Technical Specialist, University Hospital

Abby J. Greenberg  
Assistant Professor of Clinical Pediatrics  
M.D., Downstate Medical Center

I. Melbourne Greenberg  
Associate Professor of Clinical Neurosurgery  
M.D., Washington University

Michael N. Greenblat  
Assistant Professor of Clinical Medicine  
M.D., Downstate Medical Center

Claire Greene, B.A.  
Technical Specialist, Department of Pathology

Martin Greenfield  
Assistant Professor of Clinical Medicine  
M.D., Downstate Medical Center

Richard Greenfield  
Clinical Assistant Professor of Restorative Dentistry  
D.D.S., State University of New York at Buffalo

Joseph Greensher  
Associate Professor of Clinical Pediatrics  
M.D., University of Basel, Switzerland

Robert A. Greenwald  
Associate Professor of Medicine  
M.D., The Johns Hopkins University

Seymour Greenwald  
Assistant Professor of Clinical Medicine  
M.D., University of Geneva, Switzerland

Steven S. Greenwald, M.S.  
Associate for University Systems Analysis, University Hospital

Jack M. Greenwood  
Clinical Instructor in Pediatrics  
M.D., New York University

Dorothy T. Gregory  
Assistant to Dean, School of Medicine

Paul G. Gregory  
Assistant Professor of Psychiatry  
M.D., L. Eszterra, University, Hungary

Sherwood W. Greiner  
Assistant Professor of Clinical Orthopaedics  
M.D., Albany Medical College

Howard Grindlinger  
Assistant Professor of Clinical Children's Dentistry  
D.D.S., University of Pennsylvania

Henry H. Grobe, Ph.D.  
Technical Specialist, University Hospital

Terri Grodzich  
Adjunct Associate Professor in Microbiology  
Ph.D., Columbia University

Arthur P. Grollman  
Professor of Pharmacological Sciences and Medicine and Chairman, Department of Pharmacological Sciences  
M.D., The John Hopkins University

Donald Gross  
Clinical Assistant Professor of Oral and Maxillofacial Surgery  
D.D.S., University of Pennsylvania

Harvey R. Gross  
Instructor in Clinical Family Medicine  
M.D., Boston University

Marvin L. Gross  
Assistant Professor of Clinical Medicine  
M.D., Downstate Medical Center

Robert B. Grossman  
Clinical Instructor in Medicine  
M.D., New York University

Elizabeth Grounds  
Technical Specialist, University Hospital

Ralph W. Grover  
Associate Professor of Clinical Dermatology  
M.D., Columbia University

Frank L. Gruber  
Assistant Professor of Clinical Medicine  
M.D., Tulane University

Martin A. Gruber  
Clinical Associate Professor of Orthopaedics  
M.D., New York University

Iris A. Grucela  
Clinical Instructor in Health Sciences (Physical Therapy)  
B.S., New York University

Juan Grullon  
Research Instructor in Surgery  
M.A., New York University

Andrew Grunwald  
Assistant Professor of Medicine  
M.D., New York Medical College

Hans W. Grunwald  
Associate Professor of Medicine  
M.D., University of Chile, Chile

Marc H. Grusensky  
Assistant Professor of Clinical Psychiatry  
M.D., University of Bologna, Italy

Janet M. Guarini, B.S.  
Medical Records Librarian, University Hospital
Alan I. Harris  
Instructor in Clinical Medicine  
M.D., Mt. Sinai School of Medicine

David Harris  
Professor of Community and Preventive Medicine and Pediatrics  
M.D., New York University

E. Jack Harris  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., University of Chicago

Leonard W. Harris  
Assistant Professor of Clinical Dental Medicine  
D.M.D., Tufts School of Dental Medicine

Margaret Ann Harris  
Clinical Assistant Professor of Pathology  
M.D., University of Wisconsin Medical School

Aaron Harrison  
Instructor in Clinical Medicine  
M.D., Albert Einstein College of Medicine

Gerald R. Hartman  
Clinical Assistant Professor of Pediatrics  
M.D., Upstate Medical Center

Judy Hartmann, A.A.  
Medical Records Administrator, University Hospital

James A. Hartnett  
Clinical Assistant Professor of Health Sciences (Medical Technology) and Technical Specialist, Departments of Pathology and Medicine  
M.S., Long Island University

Marvin L. Hartstein  
Assistant Professor of Surgery  
M.D., Downstate Medical Center

Nasser H. Hassani  
Assistant Professor of Clinical Radiology  
M.D., Teheran University, Iran

Irene D. Hassett  
Assistant Professor of Pediatrics (Child Development)  
Ph.D., University of New Mexico

Pamela Hauman, M.A.  
Personnel Associate, University Hospital

Martin Hauptman  
Clinical Assistant Professor of Pediatrics  
M.D., University of Pennsylvania

Arthur A. Hauser, Jr.  
Research Assistant Professor of Psychiatry (Computer Science)  
M.S., New York University

Sanford A. Hausman  
Assistant Professor of Clinical Surgery (Otorhinolaryngology)  
M.D., New York University

Stowe W. Hausner  
Clinical Associate Professor of Social Welfare and Project Director (Title XX), School of Social Welfare  
M.S.W., Columbia University

Robert O. Hawkins, Jr.  
Associate Professor of Health Sciences and Associate Dean, School of Allied Health Professions  
M.Ed., Northeastern University

Mary H. Hawthorne  
Clinical Assistant Professor of Nursing and Assistant Nursing Director, University Hospital  
M.S.N., University of North Carolina, Chapel Hill

Mary P. Hayes  
Clinical Assistant Professor of Adult Health Nursing  
M.S., Adelphi University

Gladys Hayes, A.A.S.  
Medical Records Administrator (Coram Health Center), University Hospital

Martin A. Hayman  
Assistant Professor of Clinical Psychiatry and Behavioral Science  
M.D., New York University

John M. Haynes  
Clinical Associate Professor of Social Welfare  
Ph.D., Antioch/Union College Graduate School

Arthur I. Hazelwood  
Lecturer of Dental Health  
D.D.S., Howard University  
M.P.H., Columbia University

Gloria Heard  
Technical Specialist, and Acting Director, Audio-Visual Services

Philip S. Heilpern  
Clinical Assistant Professor of Health Sciences (Physician’s Assistant Education)  
M.D., Leiden University, Netherlands

Julia R. Heiman  
Research Assistant Professor of Psychiatry  
Ph.D., State University of New York at Stony Brook

Audrey G. Heimler  
Instructor in Pediatrics  
M.S., Sarah Lawrence College

Louis R. Heisler  
Instructor in Clinical Medicine  
M.D., Virginia Commonwealth University

Robert A. Held  
Assistant Professor of Clinical Family Medicine (Ophthalmology)  
M.D., New York Medical College

Eugene Heller  
Assistant Professor of Clinical Medicine  
M.D., Albert Einstein College of Medicine

Keith S. Heller  
Assistant Professor of Clinical Surgery  
M.D., New York University
Mortimer B. Heller
Associate Professor of Radiology
Ph.D., New York University

N. Pierre Helou
Assistant Professor of Clinical Orthopaedics
M.D., Cairo University, Egypt

Margery A. Heneghan
Assistant Professor of Radiology
M.D., Upstate Medical Center

Karen Henrickson, B.S.
Technical Specialist, Division of Media Services

Edward I. Henry
Assistant Professor of Clinical Medicine
M.D., New York Medical College

Ronald M. Henry
Instructor in Medicine
M.D., Columbia University

Joseph G. Herbstritt
Assistant Professor of Clinical Surgery
M.D., State University of New York at Buffalo

Patricia Herman
Associate Nursing Director, University Hospital

Richard I. Herman
Assistant Professor of Clinical Restorative Dentistry
D.D.S., New York University

Waldemar F. Hermann
Assistant Professor of Clinical Surgery
M.D., University of Frankfurt-on-Main, Germany

William W. Heroy
Professor of Clinical Surgery
M.D., Columbia University

Evelyn Hersh, M.S.
Acting Assistant Dean for Administration, School of Social Welfare

Herbert Hershey
Assistant Professor of Clinical Surgery
M.D., University of Vermont

Joel E. Hershey
Assistant Professor of Clinical Pediatrics
M.D., New York University

Bruce Herzog
Instructor in Clinical Radiology
M.D., University of Freiburg, West Germany

Benett J. Hess
Assistant Professor of Clinical Obstetrics and Gynecology
M.D., New York University

Gerald J. Hevern
Instructor in Family Medicine
M.D., State University of New York at Stony Brook

Ethel Hicks
Clinical Assistant Professor of Nursing
B.S., St. John's University

James B. Hicks
Adjunct Associate Professor of Microbiology
Ph.D., University of Oregon

Matthew T. Higgins
Assistant Professor of Clinical Radiology
M.D., Georgetown University

Joseph Hilsenrath
Assistant Professor of Clinical Medicine
M.D., Albert Einstein College of Medicine

Murray M. Hilton
Assistant Professor of Clinical Dental Medicine
D.M.D., University of Pittsburgh

Cindy E. Himelot
Technical Specialist, University Hospital

Edward Hines, A.A.
Technical Specialist, University Hospital

George Hines
Assistant Professor of Clinical Surgery
M.D., Boston University

Norman Hirsch
Associate Professor of Clinical Children's Dentistry
D.D.S., New York University

Alyce J. Hobbs
Assistant to the Vice President for Health Sciences (Personnel)

Eric J. Hochstadt, M.P.A.
Assistant Manager Information Systems, University Hospital

Robert J. Hochstim
Assistant Professor of Clinical Radiology
M.D., Albany Medical College

Sandra Hodne
Teaching Hospital Nursing Anesthetist, University Hospital

Charles Hoffman
Assistant Professor of Clinical Pediatrics
M.D., New York University

Henry S. Hoffman
Instructor in Clinical Community and Preventive Medicine (Health Administration)
M.H.A., Georgia State University

Irwin Hoffman
Associate Professor of Clinical Medicine
M.D., New York University

Leonard R. Hoffman
Assistant Professor of Clinical Oral and Maxillofacial Surgery
D.D.S., New York University

Melvin Holden
Assistant Professor of Clinical Medicine
M.D., Downstate Medical Center
James Holleran
Clinical Assistant Professor of Surgery
M.D., New York Medical College
William C. Hollis
Associate Professor of Clinical Medicine
M.D., Cornell University
Ingolf Holm-Andersen
Assistant Professor of Clinical Medicine
M.D., University of Saarland, Germany
Patricia R. Holmes
Assistant to Chairman, Department of Medicine
Hilja Holpus
Technical Specialist, University Hospital
Charles M. Holtzman
Assistant Professor of Clinical Medicine
M.D., New York University
Joel F. Holubar
Clinical Assistant Professor of Oral and Maxillofacial Surgery
D.D.S., New York University
Paul Honor, B.S.
College Accountant, Fiscal Services, University Hospital
Joyce E. Honorof
Clinical Assistant Professor of Health Sciences (Physician’s Assistant Education) and Instructor in Clinical Family Medicine
M.D., University of Missouri
Rosalind Hopmeier
Instructor in Medicine
M.D., The Medical College of Pennsylvania
Lawrence A. Horn
Assistant Professor of Clinical Obstetrics and Gynecology
M.D., Albany Medical College
Roy Horowitz
Instructor in Clinical Pediatrics
M.D., University of Louvain, Belgium
Steven H. Horowitz
Associate Professor of Neurology
M.D., New York Medical College
Bert S. Horowitz
Assistant Professor of Clinical Surgery
M.D., Columbia University
Mohammed Hossain
Instructor in Medicine
M.D., Dacca Medical College, Bangladesh
Edward J. Hotchkiss
Assistant Professor of Clinical Medicine
M.D., Downstate Medical Center
Clifford E. Hotte
Assistant Professor of Radiology and Teaching Hospital Associate Chief Pharmacist, University Hospital
Pharm. D., Ph.D., University of Michigan
Ronald A. Housman
Assistant Professor of Clinical Medicine
M.D., Upstate Medical Center
Alfred S. Howe
Assistant Professor of Clinical Family Medicine
M.D., University of Lausanne, Switzerland
Zita K. Hsia
Instructor in Medicine
M.D., National Taiwan University, China
Rosario S. Hsieh, M.S.
Laboratory Technician, Department of Medicine (Hematology)
Tony Chung-Soo Hsu
Assistant Professor of Medicine
M.D., Suchow Medical College, China
John Hsueh
Instructor in Medicine
B.M., Kao-Hsiung Medical College
Jean Huberman
Instructor in Surgery
M.D., Dalhousie University School of Medicine, Halifax, Canada
Frank Hudak
Assistant Professor of Orthopaedics
M.D., State University of New York at Buffalo
Kenneth Hughes
Clinical Instructor in Health Sciences
B.S., State University of New York at Stony Brook
John C.K. Hui
Research Assistant Professor of Surgery (Biomedical Engineering)
Ph.D., State University of New York at Stony Brook
Mae B. Hultin
Associate Professor of Medicine
M.D., Hahnemann Medical College
Bharathi Humayan
Assistant Professor of Anesthesiology
M.B.B.S., Jawaharial Institute of Post Graduate Medical Education and Research, Pondicherry, India
Kenneth G. Huml
Clinical Instructor in Pediatrics
M.D., New York Medical College
May-Hung Hung
Teaching Hospital Therapeutic Dietician, University Hospital
Basalingappa L. Hungund
Research Assistant Professor of Psychiatry
Ph.D., Poonai University, India
Paula B. Hunter
Lecturer of Nursing and Acting Director, Graduate Program, School of Nursing
M.A., University of California at Davis
Adam Hurewitz  
Assistant Professor of Medicine  
M.D., New York Medical College

Kenneth S. Hurst  
Instructor in Medicine  
M.D., Downstate Medical Center

Lawrence C. Hurst  
Assistant Professor of Orthopaedics  
M.D., University of Vermont

Martin Hurwitz  
Assistant Professor of Clinical Psychiatry  
M.D., Case Western Reserve University

Paul M. Hyman  
Instructor in Medicine  
M.D., Downstate Medical Center

Leslie G. Hyman  
Research Assistant Professor of Community and Preventive Medicine  
Ph.D., The Johns Hopkins University

Samuel S. Hymowitz  
Assistant Professor of Clinical Dental Medicine  
D.D.S., New York University College of Dentistry

Vincent J. Iacono  
Associate Professor of Periodontics  
D.M.D., Harvard University

John P. Iafrate  
Assistant Professor of Clinical Psychiatry  
M.D., Loyola University

Marie Iannotti, B.A.  
Technical Specialist, University Hospital

Charles R. Iden  
Assistant Professor and Research Associate, Department of Pharmacological Sciences  
Ph.D., The Johns Hopkins University

Ekambaram Ilamathi  
Instructor in Clinical Medicine  
M.D., Madras Medical College, India

Cari Ilardi  
Assistant Professor of Pathology  
M.D., University of Pennsylvania

Turhan Ilkay  
Assistant Professor of Clinical Surgery  
M.D., University of Istanbul, Turkey

Arnold M. Ilman  
Assistant Professor of Clinical Orthopaedics  
M.D., Boston University

Won-Gi Im  
Assistant Professor of Clinical Psychiatry  
M.D., Seoul National University, Korea

Louis J. Imbriano  
Instructor in Clinical Medicine  
M.D., University of Bologna, Italy

Louis A. Ingrisano  
Assistant Professor of Clinical Family Medicine  
M.D., Georgetown University

Bette Jean Ingui  
Assistant Librarian, Reference  
M.L.S., State University of New York at Albany

Irwin Ingwer  
Assistant Professor of Clinical Medicine  
M.D., Jefferson Medical College

Gabor B. Inke  
Professor of Anatomical Sciences  
M.D., Pazmany Peter University, Hungary

D.D.S., Hall/Saal, East Germany

Masayori Inouye  
Professor of Biochemistry  
Ph.D., Osaka University, Japan

Robert Intravaia  
Clinical Instructor in Health Sciences (Physical Therapy)  
B.S., State University of New York at Buffalo

Gerald Irwin  
Professor of Radiology  
M.D., Queens University, Canada

Peter M. Irwin  
Research Instructor in Psychiatry (Computer Science)  
B.A., Bard College

Henry D. Isenberg  
Professor of Clinical Pathology  
Ph.D., St. John’s University

Edward S. Israel  
Assistant Professor of Psychiatry  
M.D., Tufts University

Junichi Iwai  
Associate Professor of Medicine  
M.D., University of Tokyo, Japan

Margaret Jackson, R.N., M.S.W.  
Counselor, School of Social Welfare

Samuel Jackson  
Assistant Professor of Clinical Family Medicine  
M.D., University of Maryland

Warren W. Jackson, B.S.  
College Physician’s Assistant, University Hospital

John A. Jacobey  
Assistant Professor of Clinical Surgery  
M.D., Harvard Medical School

Martin H. Jacobs  
Assistant Professor of Clinical Pediatrics  
M.D., Long Island College of Medicine

Robert Jacobs  
Clinical Instructor in Surgery  
M.D., Jefferson Medical College

Ann B. Jacobson  
Research Assistant Professor of Microbiology  
Ph.D., University of Chicago

Myron J. Jacobson  
Associate Professor of Clinical Surgery  
M.D., University of Chicago
Marks George Jacoby
   Assistant Professor of Clinical Family Medicine
   M.D., University of Durham, England
Robert A. Jadorkovsky
   Assistant Professor of Pediatrics
   M.D., University of Chile
Morton Jagust
   Assistant Professor of Family Medicine
   M.D., New York Medical College
Krishana K. Jajoo
   Instructor in Clinical Medicine
   M.D., Jiwaji University, India
Elizabeth Anne Jakiela, B.S.
   Technical Specialist, Department of Obstetrics and Gynecology
Jesse H. Jampol
   Assistant Professor of Clinical Medicine
   M.D., Harvard University
Morris L. Jampol
   Associate Professor of Clinical Medicine
   M.D., New York University
Donald E. Janelli
   Professor of Surgery
   M.D., New York Medical College
Aaron Janoff
   Professor of Pathology
   Ph.D., New York University
Richard F. Jarmain
   Clinical Assistant Professor of Restorative Dentistry
   D.D.S., Columbia University
Hamid Javidi
   Clinical Instructor of Obstetrics and Gynecology
   M.D., Tehran University
Yelleshpur Jayaram
   Clinical Assistant Professor of Pediatrics
   M.B.B.S., Mysore Medical College, India
David L. Jellinger
   Assistant Professor of Clinical Radiology
   M.D., Columbia University
Albert V. Jessen
   Assistant Professor of Clinical Psychiatry
   M.D., University of Nebraska
Jolyn Jeffy
   Associate Professor of Medicine
   Ph.D., Oxford University, England
Devendra P. Jhamb
   Assistant Professor of Clinical Family Medicine
   M.D., S.M.S. Medical School, India
Shashi B. Jhamb
   Instructor in Medicine
   M.B.B.S., Governmental Medical College, India
Julitta Y. Jo
   Associate Librarian, Serials
   M.A.L.S., Rosary College
Gary R. Joachim
   Assistant Professor of Clinical Medicine
   M.D., Chicago Medical School
Darrel D. Joel
   Associate Professor of Pathology
   D.V.M., Ph.D., University of Minnesota
Arlene A. Johnson
   Instructor in Clinical Family Medicine
   M.D., Downstate Medical Center
Francis Johnson
   Professor of Pharmacological Sciences
   Ph.D., University of Strathclyde, England
Melanie D. Johnson, M.S.
   Technical Specialist (Coram Health Center), University Hospital
Myrtle Johnson
   Assistant Professor of Clinical Anesthesiology
   M.D., University of Vermont
Richard W. Johnson
   Clinical Instructor in Health Sciences (Physical Therapy)
   B.S., Cornell University
Robert C. Johnson
   Instructor in Medicine
   M.D., Columbia University College of Physicians and Surgeons
Margaret Johnstone
   Assistant Professor of Clinical Radiology
   M.D., University of Colorado
Winifred Jolly
   Instructor in Clinical Family Medicine and Lecturer in Social Welfare M.S.W., State University of New York at Stony Brook
Ernesto A. Jonas
   Assistant Professor of Medicine
   M.D., University of Nuevo Leon, Mexico
Steven Jonas
   Associate Professor of Community and Preventive Medicine
   M.D., Harvard University
   M.P.H., Yale University
Aldustus E. Jordan, Ed.D.
   Associate Dean for Student and Minority Affairs, School of Medicine
Pearl Jordon
   Clinical Associate Professor of Social Welfare
   M.S.W., Hunter College of the City University of New York
Richard S. Joseph
   Assistant Professor of Clinical Medicine
   M.D., Albert Einstein College of Medicine
Theodore A. Jospe
   Clinical Assistant Professor of Health Sciences (Allied Health Resources)
   M.B.A., George Washington University
Joseph T. Judge
   Associate Professor of Clinical Family Medicine
   M.D., Georgetown University
Judith E. Juliano  
Clinical Instructor in Health Sciences  
(Cardiorespiratory Sciences)  
B.S., State University of New York at Stony Brook

William L. Jungers, Jr.  
Assistant Professor of Anatomical Sciences  
Ph.D., University of Michigan

Lawrence Jurkowitz  
Assistant Professor of Medicine  
M.D., Columbia University

O. Joshua Jurmann  
Assistant Professor of Clinical Surgery  
M.D., Albert Einstein College of Medicine

Anne E. Kahn  
Instructor in Clinical Health Sciences  
(Medical Technology)

Dennis S. Kahn  
Clinical Assistant Professor of Restorative Dentistry  
D.M.D., Fairleigh-Dickinson University

Joseph Kahn  
Clinical Assistant Professor of Health Sciences  
(Physical Therapy)  
M.S., Ithaca College

Leonard Kahn  
Professor of Pathology  
M.D., University of Witwatersrand

Mark B. Kahn  
Clinical Assistant Professor of Dental Medicine  
D.M.D., Fairleigh-Dickinson University

S. Ali Kahn  
Assistant Professor of Surgery  
M.D., Bangalore Medical College, S. India

Pratap A. Kale  
Assistant Professor of Anesthesiology  
M.B.B.S., B.J. Medical College, Japan

Ivan Kalina  
Clinical Assistant Professor in Pediatrics  
M.D., Charles University, Prague

Harry I. Kalish  
Professor of Psychiatry  
(Psychology)  
Ph.D., State University of Iowa

George J. Kaloyanides  
Professor of Medicine  
M.D., Tufts University

Jagmoban Kalra  
Assistant Professor of Medicine  
M.B.B.S., Lady Hardinge Medical College and Hospital, N. Delhi, India

Rajanikant D. Kamat  
Assistant Professor of Clinical Anesthesiology  
M.D., Grant Medical College, India

Saul Kamen  
Professor of Dental Health  
D.D.S., University of Pennsylvania

Jonathan B. Kameros  
Assistant Professor of Clinical, Oral and Maxillofacial Surgery  
D.D.S., Columbia University

Stuart N. Kandel  
Assistant Professor of Clinical Family Medicine  
M.D., State University of New York at Buffalo

John M. Kane  
Assistant Professor of Psychiatry  
M.D., New York University

Philip B. Kane  
Associate Professor of Pathology  
M.D., New York University

Ferdinand Kann  
Instructor in Clinical Family Medicine  
M.D., University of Basel, Switzerland

Frederick N. Kansler  
Assistant Professor of Clinical Radiology  
M.D. Downstate Medical Center

Norman J. Kanter  
Instructor in Clinical Psychiatry  
Ph.D., State University of New York at Stony Brook

Robert J. Kanter  
Instructor in Clinical Health Sciences  
(Medical Technology)  
M.S., Long Island University

Roslyn Kantor  
Assistant Professor of Clinical Psychiatry  
M.S.W., Adelphi University

Stratos G. Kantounis  
Assistant Professor of Clinical Surgery  
M.D., Downstate Medical Center

Alan W. Kaplan  
Assistant Professor of Clinical Surgery  
M.D., New York University

Allen P. Kaplan  
Professor of Medicine  
M.D., Downstate Medical Center

Cynthia Kaplan  
Assistant Professor of Pathology  
M.D., New York University

Erna Kaplan  
Clinical Assistant Professor of Social Welfare  
M.S.W., Columbia University

Eugene H. Kaplan  
Associate Professor of Clinical Psychiatry  
M.D., New York University

Eugene S. Kaplan  
Instructor in Clinical Pediatrics  
M.D., New York University

Martin P. Kaplan  
Clinical Instructor in Pediatrics  
M.D., New York University

Robert Kaplan  
Clinical Assistant Professor of Obstetrics and Gynecology  
M.D., Upstate Medical Center
Stuart L. Keill
Professor of Clinical Psychiatry
M.D., Temple University
Seymour Keilten
Assistant Professor of Clinical Psychiatry
M.D., University of Geneva, Switzerland
Walter Keller
Adjunct Assistant Professor of
Microbiology
M.D., Medical Academy Dusseldorf, Germany
Leonard H. Kellner, M.D.
Technical Specialist, Neural Tube Defect Laboratory
Barbara Kelly, B.A.
Assistant to Chairman, Department of Pathology
Gerald M. Kelner
Associate Professor of Clinical Dental Medicine
D.D.S., New York University
Joan M. Kenny, M.A.L.S.
Assistant to the Dean (Student Affairs), School of Allied Health Professions
William Kepics, B.S.
Assistant to Chairman, Department of Orthopaedics
Eugene M. Kern
Instructor in Clinical Medicine
M.D., University of Pennsylvania
Howard O. Kerpen
Assistant Professor of Clinical Medicine
M.D., Hahnemann Medical College
Leonard Kertzner
Assistant Professor of Clinical Medicine
M.D., New York University
David Kessler
Assistant Professor of Clinical Family Medicine
M.D., Albany Medical College
Arfa Khan
Assistant Professor of Clinical Radiology
M.D., Government Medical College, India
Farooque A. Khan
Associate Professor of Medicine
M.D., Government Medical College, India
Ahmed Khapra
Clinical Assistant Professor of Pathology
M.B.B.S., Grant Medical College, India
Fereidoon Kharabi
Assistant Professor of Psychiatry
M.D., Teheran University, Iran
Bhushan Khashu
Assistant Professor of Clinical Surgery (Urology)
M.D., Calcutta National Medical Institute, India
Janith S. Kice
Instructor in Clinical Medicine
M.D., University of Vermont
Sherman N. Kieffer
Professor of Psychiatry
M.D., University of Minnesota
Hugo S. Kierszenbaum
Assistant Professor of Clinical Psychiatry
M.D., University of Buenos Aires, Argentina
Charles W. Kim
Associate Professor of Microbiology and
Associate Dean, The Graduate School
Ph.D., University of North Carolina
Dong Kyo Kim
Assistant Professor of Surgery
M.D., Chonnam University, Korea
Soo Jae Kim
Clinical Assistant Professor of Pathology
M.D., College of Medicine of Korea University
Kathryn C. Kinder
Technical Specialist, University Hospital
Robert W. Kineiko
Clinical Assistant Professor of Medical Technology
M.S., Long Island University
Frank J. King, III
Clinical Instructor in Health Sciences (Physician's Assistant Education)
B.S., State University of New York at Stony Brook
Harry King
Assistant Professor of Clinical Pediatrics
M.D., University of Illinois
Joel King
Assistant Professor of Clinical Psychiatry
M.D., Downstate Medical Center
Warren L. King
Assistant Professor of Clinical Psychiatry
M.D., Upstate Medical Center
Scott D. Kirsch
Assistant Professor of Clinical Family Medicine
M.D., State University of New York at Buffalo
Joel P. Kirschner
Instructor in Health Sciences (Cardiorespiratory Sciences)
B.S., Long Island University
Harold Kirshner
Assistant Clinical Professor of Surgery (Ophthalmology)
M.D., University of Bern, Switzerland
Ira A. Kishner
Assistant Professor of Clinical Psychiatry
M.D., Stanford University
Alan M. Kisner
Assistant Professor of Surgery
M.B.B.Ch., University of Witwatersrand, South Africa
Stanley Kitzis
Associate Professor of Clinical Periodontics
D.D.S., New York University
Carl S. Klass
Instructor in Clinical Pathology
M.A., Brooklyn College

Janis V. Klavins
Professor of Pathology
M.D., Ph.D., University of Kiel, Germany

Marvin Klein
Assistant Professor of Pediatrics
M.D., Upstate Medical Center

Maurice Klein
Assistant Professor of Clinical Surgery
M.D., Chicago Medical School

Melvin J. Klein
Assistant Professor of Clinical Medicine
M.D., State University of New York at Syracuse

Robert J. Klein
Technical Assistant, Department of Radiology, University Hospital

Steven A. Klein
Assistant Professor of Clinical Obstetrics and Gynecology
M.D., Jefferson Medical College

Israel Kleinberg
Professor and Chairman of Oral Biology and Pathology
D.D.S., University of Toronto, Canada
Ph.D., University of Durham, England

David Kleiner
Assistant Professor of Clinical Surgery
M.D., New York University

Lawrence M. Kleinman
Instructor in Medicine
M.D., Catholic University of Louvain, Belgium

Jules Klingsberg
Associate Professor of Clinical Periodontics
D.D.S., New York University

Alan B. Klopman
Assistant Professor of Clinical Restorative Dentistry
D.D.S., New York University

Theodore J. Klopman
Assistant Professor of Clinical Restorative Dentistry
D.D.S., New York University

Diane Klotkowski
Research Instructor of Nursing
M.S., Adelphi University

Dorothy Knox
Clinical Associate Professor of Social Welfare
Ph.D., Antioch/Union Graduate Center

Jeffrey M. Kochnower
Research Instructor in Psychiatry
Ph.D., Hofstra University

Barbara Koehler
Assistant Professor of Nursing
M.S., State University of New York at Stony Brook

Elizabeth A. Kolin
Assistant Professor of Clinical Psychiatry
(Clinical Psychology)
Ph.D., Adelphi University

Harvey A. Kolker
Clinical Assistant Professor of Pediatrics
M.D., Downstate Medical Center

Howard D. Kolodny
Professor of Clinical Medicine
M.D., New York University

Marion L. Koomney
Assistant Professor of Clinical Pediatrics
M.D., New York Medical College

Arnold Koopersmith
Assistant Professor of Clinical Surgery
M.D., New York University

Ivan R. Koota
Assistant Professor of Clinical Pediatrics
M.D., Downstate Medical Center

Aaron F. Kopman
Associate Professor of Clinical Anesthesiology
M.D., Albert Einstein College of Medicine

Harold Kopman
Assistant Professor of Clinical Periodontics
D.D.S., Howard University

Paul F. Koprowski
Clinical Assistant Professor of Social Welfare
M.S.W., State University of New York at Stony Brook

Martin B. Koretzky
Instructor in Clinical Psychiatry
Ph.D., State University of New York at Stony Brook

Elise H. Korman
Assistant Professor of Clinical Family Medicine
M.D., Temple University

Paul Kornfeld
Associate Professor of Dental Medicine
D.D.S., State University of New York at Buffalo

Joseph M. Korostik
Clinical Instructor in Health Sciences

Charles R. Korrol
Assistant Professor of Clinical Psychiatry
D.O., Chicago College of Osteopathic Medicine

Ernest Kovacs
Associate Professor of Clinical Psychiatry
M.D., Upstate Medical Center

Harold A. Kozinn
Assistant Professor of Clinical Orthopaedics
M.D., McGill University, Canada
Eleanor Kra, M.A.
Assistant to the Dean (Administration),
School of Allied Health Professions
William F. Kraft
Assistant Professor of Clinical Anesthesiology
M.D., Jefferson Medical College
Barry A. Kramer
Assistant Professor of Psychiatry
M.D., Hahnemann Medical College
Robert J. Kramer
Assistant Professor of Medicine
M.D., Harvard University
Allen Krantz
Associate Professor of Pharmacological Sciences and Chemistry
Ph.D., Yale University
Bernard Krasner
Assistant Professor of Clinical Anesthesiology
M.D., Chicago Medical School
Leonard Krasner
Professor of Psychiatry (Psychology)
Ph.D., Columbia University
Leo Krauss
Assistant Professor of Urologic Surgery
M.D., New York University
Seymour Krauth
Assistant Professor of Clinical Dental Medicine
D.D.S., Ohio State University
Lester N. Krawitt
Assistant Professor of Clinical Surgery
M.D., University of Virginia
Herman S. Kremer
Instructor in Clinical Medicine
M.D., New York University
Janine L. Krieger, B.A.
Personnel Associate, University Hospital
Leonard W. Krinsky
Associate Professor of Clinical Psychiatry
Ph.D., Adelphi University
Ganesan Krishnamoorthy
Assistant Professor of Clinical Psychiatry
M.B.B.S., Jawaharlal Institute, India
James M. Krivo
Instructor in Clinical Medicine
M.D., University of Chicago
Walter N. Kromholz
Associate Professor of Medicine
M.D., Downstate Medical Center
Alan D. Kronish
Assistant Professor of Clinical Restorative Dentistry
D.M.D., University of Pennsylvania
Burton A. Krumholz
Associate Professor of Obstetrics and Gynecology
M.D., New York Medical College
George Krupp
Assistant Professor of Clinical Psychiatry
M.D., Medical College of Virginia
D.M.Sc., Downstate Medical Center
Lawrence S. Kryle
Assistant Professor of Clinical Medicine
M.D., New York University
Edward Kubik
Clinical Instructor in Social Welfare
M.S.W., State University of New York at Stony Brook
Eugene Kuchner
Clinical Assistant Professor of Neurosurgery
M.D., University of Chicago
Sheila S. Kumari
Assistant Professor of Radiology
M.B.B.S., Madras University, India
Betty Chi-mei Lee Kuo
Assistant Professor of Clinical Pediatrics
M.D., Albany Medical College
Samuel S. Kupietz
Research Assistant Professor of Psychiatry
Ph.D., Adelphi University
Arthur W. Kupperman
Assistant Professor of Clinical Oral and Maxillofacial Surgery
D.M.D., University of Pennsylvania School of Dental Medicine
Fedor A. Kuritzkes
Assistant Professor of Clinical Pediatrics
M.D., University of Basel, Switzerland
Harvey Kushner
Assistant Professor of Clinical Medicine
M.D., University of Geneva, Switzerland
Marvin Kushner
Professor and Chairman of Pathology and Dean, School of Medicine
M.D., New York University
Lawrence G. Kushins
Clinical Assistant Professor of Anesthesiology
M.D., Downstate Medical Center
Theresa C. Kutz
Assistant Professor of Clinical Pediatrics
M.D., Downstate Medical Center
Frank W. Kveton
Instructor in Clinical Radiology
M.D., Downstate Medical Center
James P.G. Kwee
Assistant Professor of Clinical Medicine
M.D., University of Indonesia, Indonesia
Anthony R. LaBate, B.S.
Personnel Director, University Hospital
David LaBelle, A.A.S.
Technical Specialist, Department of Radiology

280
Vincent J. LaBombardi  
_Instructor in Medicine (Clinical Physiology)_  
Ph.D., St. John's University

Pura G. Laborde, M.Ed.  
_Clinical Associate Professor and Clinical Associate Dean, School of Nursing and Deputy Director for Nursing, University Hospital_

Morton R. Laby  
_Instructor in Clinical Pediatrics_  
M.D., University of Geneva, Switzerland

William Ladner  
_Assistant Professor of Clinical Anesthesiology_  
M.D., New York University

Maria R. G. Lagade  
_Assistant Professor of Clinical Anesthesiology_  
M.D., University of Santo Tomas, Philippines

Morton R. Laky  
_Instructor in Clinical Pediatrics_  
M.D., University of Geneva

Corradino Lalli  
_Instructor in Medicine_  
M.D., Albert Einstein College of Medicine

Frank Lambert  
_Associate Professor of Clinical Medicine_  
M.D., Georgetown University

Robert G. Lamourette, M.S.  
_Technical Specialist, Pathology, University Hospital_

Alan Lampert  
_Clinical Instructor in Family Medicine_  
M.D., University Autonoma de Guadalajara, Mexico

Stanley J. Landau  
_Associate Professor of Clinical Surgery (Urology)_  
M.D., Cornell University

Bernard P. Lane  
_Professor of Pathology_  
M.D., New York University

Dorothy S. Lane  
_Associate Professor of Community and Preventive Medicine_  
M.D., M.P.H., Columbia University

Howard Lane  
_Clinical Assistant Professor of Health Sciences (Medical Technology)_  
M.S., C.W. Post College

Ira J. Langer  
_Assistant Professor of Clinical Radiology_  
M.D., Upstate Medical Center

Ruth Langer  
_Instructor in Clinical Family Medicine_  
M.D., Albert Einstein College of Medicine

Edward F. Lanigan  
_Instructor in Clinical Medicine_  
M.D., New York University

Harold A. Lanni  
_Clinical Instructor in Health Sciences (Cardiorespiratory Sciences)_  
B.S., University of Central Florida

Bernard Lanter  
_Clinical Associate Professor of Surgery_  
M.D., New York University

Philip Lankzowsky  
_Professor of Pediatrics_  
M.D., University of Capetown, South Africa

Alfred Lapin  
_Assistant Professor of Clinical Obstetrics and Gynecology_  
M.D., University of Pennsylvania

Sidney LaPock  
_Associate Professor of Clinical Restorative Dentistry_  
D.D.S., New York University

Harold L. LaRock, A.A.  
_Teaching Hospital Nurse Anesthetist, University Hospital_

James Lash  
_Assistant Professor of Clinical Radiology_  
M.D., Downstate Medical Center

Leona Laskin  
_Assistant Professor of Clinical Anesthesiology_  
M.D., Upstate Medical Center

Richard S. Laskin  
_Associate Professor of Clinical Orthopaedics_  
M.D., New York University

James F. Lassiter  
_Instructor in Clinical Psychiatry_  
Ph.D., Long Island University

Khin M. Latt  
_Assistant Professor of Clinical Psychiatry_  
M.B.B.S., Rangoon University, India

Hilda Laufer  
_Clinical Assistant Professor of Pathology_  
M.D., Upstate Medical Center

Marsha Z. Laufer  
_Associate Professor of Health Sciences (Allied Health Resources)_  
Ph.D, Northwestern University

Gabriel V. Laury  
_Associate Professor of Clinical Psychiatry_  
M.D., University of Paris, France

Paul C. Lauterbur  
_Professor of Chemistry and Research Professor of Radiology_  
Ph.D., University of Pittsburgh

Ronald LaValle, M.P.S.  
_Deputy Director for Operations, University Hospital_

Christine M. Laverack, B.A.  
_Research Assistant, Department of Psychiatry_

281
Elizabeth Laverack, B.A., M.S.  
Technical Specialist, Department of  
Anatomical Sciences

James J. LaVine  
Assistant Professor of Clinical Surgery  
M.D., Upstate Medical Center

Leroy S. Lavine  
Professor of Clinical Orthopaedics  
M.D., New York University

Andrew W. Lawrence  
Assistant Professor of Clinical Orthopaedics  
M.D., University of Pennsylvania

Donald P. Lawrence  
Instructor in Clinical Pediatrics  
M.D., New York Medical College

Jerome Lawrence  
Assistant Professor of Clinical Orthopaedics  
M.D., Duke University

Anita M. Leach  
Assistant Professor of Nursing  
M.A., New York University

Reuben Leass  
Assistant Professor of Clinical Rehabilitation Medicine  
M.D., University of Maryland

Stuart J. Leavitt  
Assistant Professor of Clinical Anesthesiology  
M.D., New York University

Deniese S. LeBlanc  
Technical Specialist, University Hospital

David L. Lebowitz, B.A.  
Personnel Associate, University Hospital

James W. Ledwith  
Assistant Professor of Medicine  
M.D., Indiana University

Chin Wong Lee  
Assistant Professor of Clinical Surgery  
(Urology)  
M.D., Seoul National University, Korea

Douglas S. Lee  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., New York University

Han Soo Lee  
Assistant Professor of Clinical Psychiatry  
M.D., M.M.S., Seoul National University, Korea

Jaedu Lee  
Assistant Professor of Clinical Psychiatry  
M.D., Seoul National University, Korea

John J. Lee  
Assistant Professor of Psychiatry  
M.D., University of Wisconsin

Thomas D. Lee, M.S.  
Programmer Analyst, Department of  
Community and Preventive Medicine

Won J. Lee  
Assistant Professor of Clinical Radiology  
M.D., Yonsei University, Korea

Yin Chen Lee  
Clinical Associate Professor of Pathology  
M.D., Yale in China Medical College, China

Marian E. LeFevre  
Associate Professor of Physiology and Biophysics  
Ph.D., University of Louisville

Paul G. LeFevre  
Professor of Physiology and Biophysics  
Ph.D., University of Pennsylvania

Robert Lefferts  
Professor of Social Welfare, School of Social Welfare  
Ph.D., Brandeis University

William Lefing  
Instructor in Clinical Medicine

Robert J. Leggiadro  
Assistant Professor of Pediatrics  
M.D., Downstate Medical Center

Joseph Leggio, A.A.S.  
Institutional Studies Assistant  
University Hospital

Craig A. Lehmann  
Assistant Professor of Health Sciences  
(Medical Technology)  
M.S., Long Island University

Paul C. Lehmann  
Assistant Professor of Clinical Orthopaedics  
M.D., New York Medical College

Jerome W. Lehrfeld  
Assistant Professor of Clinical Family Medicine  
M.D., Downstate Medical Center

Samuel R. Lehrman  
Professor of Clinical Psychiatry  
M.D., Eclectic Medical College

Alan M. Leiken  
Assistant Professor of Health Sciences  
(Allied Health Resources) and Adjunct Assistant Professor of Economics  
Ph.D., State University of New York at Stony Brook

David M. Levy  
Assistant Professor of Clinical Surgery  
(Neurosurgery)  
M.D., Jefferson Medical College

Agim Leka  
Instructor in Clinical Medicine  
M.D., University of Rome, Italy

Richard G. Lennon  
Instructor in Clinical Surgery  
(Ophthalmology)  
M.D., Cornell University

Abraham M. Lenobel  
Clinical Assistant Professor of Obstetrics and Gynecology  
M.D., Downstate Medical Center
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>School/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harold Lee Pass</td>
<td>Assistant Professor of Clinical Psychiatry</td>
<td>M.A., Boston University</td>
</tr>
<tr>
<td>Marvin I. Lepaw</td>
<td>Assistant Professor of Clinical Medicine</td>
<td>M.D., University of Geneva, Switzerland</td>
</tr>
<tr>
<td>Marshall Lepidus</td>
<td>Assistant Professor of Pediatrics</td>
<td>M.D., Free University of Brussels, Belgium</td>
</tr>
<tr>
<td>Harvey L. Lerner</td>
<td>Clinical Assistant Professor of Medicine</td>
<td>M.D., University of Chicago</td>
</tr>
<tr>
<td>Laura R. Lesch</td>
<td>Genetic Counselor</td>
<td>University Hospital</td>
</tr>
<tr>
<td>Gary S. Lesch</td>
<td>Professor of Children's Dentistry and Acting Assistant Dean for Curriculum and Student Affairs, School of Dental Medicine</td>
<td>D.D.S., Creighton University</td>
</tr>
<tr>
<td>M. Cristina Leske</td>
<td>Assistant Professor of Community and Preventive Medicine</td>
<td>M.D., University of Chile, Chile</td>
</tr>
<tr>
<td>Joseph M. Letteri</td>
<td>Professor of Medicine</td>
<td>M.D., Georgetown University</td>
</tr>
<tr>
<td>Fred Leventhal</td>
<td>Assistant Professor of Clinical Medicine</td>
<td>M.D., Downstate Medical Center</td>
</tr>
<tr>
<td>Gerard A. Levi</td>
<td>Assistant Professor of Clinical Obstetrics and Gynecology</td>
<td>M.D., Chicago Medical School</td>
</tr>
<tr>
<td>Joseph A. Levi</td>
<td>Instructor in Clinical Health Sciences (Allied Health Resources)</td>
<td>LL.B., University of Belgrade, Yugoslavia</td>
</tr>
<tr>
<td>Leroy R. Levin</td>
<td>Assistant Professor of Clinical Surgery</td>
<td>M.D., Downstate Medical Center</td>
</tr>
<tr>
<td>Lewis M. Levin</td>
<td>Instructor in Clinical Medicine</td>
<td>M.D., New York Medical College</td>
</tr>
<tr>
<td>Arnold J. Levine</td>
<td>Professor and Chairman of Microbiology</td>
<td>Ph.D., University of Pennsylvania</td>
</tr>
<tr>
<td>Harold A. Levine</td>
<td>Clinical Associate Professor of Psychiatry (Clinical Psychology)</td>
<td>Ph.D., Columbia University</td>
</tr>
<tr>
<td>Harold L. Levine</td>
<td>Assistant Professor of Clinical Pediatrics</td>
<td>M.D., Downstate Medical Center</td>
</tr>
<tr>
<td>Isabel Levine</td>
<td>Clinical Assistant Professor of Health Sciences (Physical Therapy)</td>
<td>M.A., New York University</td>
</tr>
<tr>
<td>Joan C. Levine, A.A.S.</td>
<td>Technical Specialist, Department of Anatomical Sciences</td>
<td></td>
</tr>
<tr>
<td>Marc M. Levine</td>
<td>Instructor in Pediatrics</td>
<td>M.D., Medical College of Wisconsin</td>
</tr>
<tr>
<td>Melvin S. Levine</td>
<td>Assistant Professor of Clinical Psychiatry</td>
<td>M.D., Boston University</td>
</tr>
<tr>
<td>Milton L. Levine</td>
<td>Assistant Professor of Clinical Medicine</td>
<td>M.D., Harvard University</td>
</tr>
<tr>
<td>Robert V. Levine, B.A.</td>
<td>Institutional Studies Assistant, University Hospital</td>
<td></td>
</tr>
<tr>
<td>Kenneth B. Levites</td>
<td>Assistant Professor of Clinical Family Medicine</td>
<td>M.D., Albany Medical College of Union University</td>
</tr>
<tr>
<td>Herbert J. Levowitz</td>
<td>Assistant Professor of Clinical Psychiatry</td>
<td>M.D., New York University</td>
</tr>
<tr>
<td>Bruce R. Levy</td>
<td>Assistant Professor of Psychiatry</td>
<td>M.D., New York University</td>
</tr>
<tr>
<td>Harvey M. Levy</td>
<td>Professor and Acting Chairman of Physiology and Biophysics</td>
<td>Ph.D., University of California at Los Angeles</td>
</tr>
<tr>
<td>Jacob M. Levy</td>
<td>Assistant Professor of Clinical Dental Medicine</td>
<td>D.D.S., St. Louis University</td>
</tr>
<tr>
<td>Lester M. Levy</td>
<td>Professor of Medicine</td>
<td>M.D., Columbia University</td>
</tr>
<tr>
<td>Lewis Levy</td>
<td>Assistant Professor of Clinical Neurology</td>
<td>M.D., Downstate Medical Center</td>
</tr>
<tr>
<td>Robert N. Levy</td>
<td>Associate Professor of Clinical Medicine</td>
<td>M.D., Downstate Medical Center</td>
</tr>
<tr>
<td>Anita J. Lewis, B.S.</td>
<td>Technical Specialist, Department of Microbiology</td>
<td></td>
</tr>
<tr>
<td>Henry L. Lewis</td>
<td>Assistant Professor of Clinical Dental Medicine</td>
<td>D.D.S., Case Western-Reserve</td>
</tr>
<tr>
<td>Robert S. Lewis</td>
<td>Assistant Professor of Clinical Restorative Dentistry</td>
<td>D.D.S., New York University</td>
</tr>
<tr>
<td>Vera B. Liang</td>
<td>Assistant Professor of Psychiatry</td>
<td>M.B.B.S., University of Hong Kong, China</td>
</tr>
<tr>
<td>Barry M. Libin</td>
<td>Assistant Professor of Clinical Periodontics</td>
<td>D.D.S., M.S.D., New York University</td>
</tr>
</tbody>
</table>
Leslie S. Libow  
Professor of Medicine  
M.D., Chicago Medical School  

Nicholas C. LiCalzi  
Assistant Professor of Clinical Surgery  
M.D., Loyola University  

Peter Lichtenfeld  
Assistant Professor of Neurology  
M.D., University of Pennsylvania  

Bernard L. Lieberman  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Downstate Medical Center  

Gary J. Lieberman  
Instructor in Clinical Pediatrics  
M.D., New York Medical College  

Robert M. Liebert  
Professor of Psychiatry (Psychology)  
Ph.D., Stanford University  

Martin R. Liebowitz  
Professor of Medicine  
M.D., New York University  

Ilga M. Liepa  
Clinical Instructor in Social Welfare  
M.S.W., Adelphi University  

Jen H. Lin  
Clinical Assistant Professor of Pathology  
M.D., Kaohsiung Medical College, China  

Jimmy U. Lin  
Assistant Professor of Clinical Orthopaedics  
M.D., University of Santo Tomas, Philippines  

Richard M. Linchitz  
Assistant Professor of Clinical Psychiatry  
M.D., Cornell University  

Edward J. Lipinsky  
Instructor in Surgery  
M.D., New York University  

Stanley Lipper  
Assistant Professor of Pathology  
M.B., Ch.B., University of Cape Town  

Lawrence J. Lippert  
Instructor in Clinical Obstetrics and Gynecology  
M.D., Catholic University of Louvain, Belgium  

Mark D. Lipshutz  
Instructor in Medicine  
M.D., Pennsylvania State University  

Philip J. Lipsitz  
Professor of Pediatrics  
M.D., Royal College of Physicians, England  

Richard A. Lipton  
Assistant Professor of Clinical Medicine  
M.D., Columbia University  

Richard S. Litman  
Instructor in Clinical Surgery (Otolaryngology)  
M.D., Bowman Gray School of Medicine  

Arthur E. Littman  
Clinical Assistant Professor of Social Welfare  
M.S.W., State University of New York at Stony Brook  

Herman A. Litwin  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., New York University  

Felix V. Llamido  
Instructor in Clinical Surgery  
M.D., University of Philippines, Manila  

Elly I. Llovera  
Assistant Professor of Clinical Surgery (Ophthalmology)  
M.D., University of Toronto, Canada  

Fred Y. Lobovsky  
Assistant Professor of Clinical Medicine  
M.D., Cornell University  

Eve R. Lodge  
Clinical Assistant Professor of Social Welfare  
M.S.W., University of Pittsburgh  

Milton G. Lodge  
Associate Professor of Psychiatry and Political Science  
Ph.D., University of Michigan  

Robert D. Loeb  
Assistant Professor of Restorative Dentistry  
D.D.S., New York University College of Dentistry  

Amalie Loesevitz  
Clinical Assistant Professor of Pathology  
M.D., University of Marburg, Germany  

Ronald D. Logosso  
Instructor in Clinical Surgery  
M.D., Georgetown University  

Maryann Loh, B.S.  
Assistant Nursing Director, University Hospital  

Paul Lombardo  
Clinical Assistant Professor of Health Sciences and Acting Vice Chairman, Department of Physician’s Assistant Education  
B.A., University of Missouri  

B.S., State University of New York at Stony Brook  

Marion E. Long  
Assistant Professor of Clinical Psychiatry  
M.D., Woman’s Medical College of Pennsylvania  

Thomas I. Longworth  
Assistant Professor of Clinical Surgery  
M.D., New York University  

George A. Lopez  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., Meharry Medical College  

284
Joanne Lopez  
Clinical Nursing Specialist, University Hospital
Joseph LoPiccolo  
Professor of Psychiatry and Psychology  
Ph.D., Yale University
Robert S. Lord  
Clinical Instructor in Health Sciences  
(Allied Health Resources)  
M.S., State University of New York at Stony Brook
Peter Lorenzo  
Technical Specialist, Department of Surgery
Sydney Louis  
Professor of Clinical Neurology  
M.B.B.Ch., University of Witwatersrand, South Africa
Stephen B. Lourie  
Lecturer in Nursing and Assistant Dean for Administration  
M.P.A., New York University
George LoVece  
Clinical Instructor in Pediatrics  
M.D., Marquette University School of Medicine
Alfred S. Lowenstein  
Assistant Professor of Clinical Medicine  
M.D., Downstate Medical Center
Stephen Lowenstein  
Clinical Instructor in Health Sciences  
(Cardiorespiratory Sciences)  
B.S., Long Island University
Robert R. Lowy  
Assistant Professor of Clinical Medicine  
M.D., Downstate Medical Center
Alfred Lubart  
Assistant Professor of Clinical Medicine  
M.D., New York Medical College
Kittie Loychusuk  
Clinical Assistant Professor of Obstetrics and Gynecology  
M.D., Mahidol University
Joseph J. Lucas  
Research Assistant Professor of Microbiology  
Ph.D., University of Pennsylvania
Alan Lucks  
Instructor in Medicine  
M.D., University of Athens, Greece
Harold Ludman  
Assistant Professor of Clinical Medicine  
M.D., Downstate Medical Center
Abraham S. Ludwig  
Assistant Professor of Clinical Family Medicine  
M.D., Chicago Medical School
Frederick W. Luebke, B.S.  
Assistant Nursing Director, University Hospital
Bernard B. Luftig  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., Columbia University
Leslie Lukash  
Professor of Forensic Pathology  
M.D., Tulane Medical School
John C. Luke  
Instructor in Clinical Psychiatry  
M.D., University of Virginia
Peter Luke  
Assistant Professor of Clinical Psychiatry  
M.D., Temple University
Arnold D. Lurie  
Assistant Professor of Clinical Medicine  
M.D., University of Lausanne, Switzerland
Joanna E. Lurie, B.A.  
Technical Specialist  
University Hospital
Paul A. Lusman  
Clinical Assistant Professor of Medicine  
M.D., Albert Einstein College of Medicine
Boris Lustik  
Clinical Assistant Professor of Pediatrics  
M.D., National University of Mexico, Mexico
Gerald M. Lutzer  
Assistant Professor of Clinical Psychiatry  
M.D., Wayne State University
Richard A. Luyster, B.S.  
Assistant Facilities Program Coordinator in Purchasing
Sanford Lyman  
Clinical Assistant Professor of Restorative Dentistry  
D.M.D., Tufts University
David T. Lyon  
Assistant Professor of Medicine  
M.D., Upstate Medical Center
Alan B. MacDonald  
Clinical Assistant Professor of Pathology  
M.D., Columbia University
Karen A. Macharik, B.S.  
Teaching Hospital Physical Therapist, University Hospital
Andrew L. Macina  
Assistant Professor of Clinical Dental Medicine  
D.D.S., Marquette University, Milwaukee
Winifred B. Mack, B.S.  
Teaching Hospital Transplant Coordinator, Department of Surgery
M. Douglas MacLean, Jr.  
Assistant Professor of Clinical Surgery  
M.D., New York Medical College
James N. Macri  
Research Assistant Professor of Obstetrics and Gynecology  
Ph.D., New York University
Juan Madariaga  
Assistant Professor of Clinical Surgery  
M.D., University of Madrid
V.T. Maddaiah  
Associate Professor of Pediatrics  
Ph.D., University of Arizona
Harvey L. Madell  
Assistant Professor of Clinical Medicine  
M.D., New York University
Kumak M. Madom  
Clinical Instructor in Pediatrics  
M.D., Kottayam Medical College, Kerala, India
Vincent V. Madonia  
Assistant Professor of Clinical Medicine  
M.D., New York University
James S. Magidson  
Clinical Assistant Professor of Pathology  
M.D., University of Chicago
Sanford L. Mailman  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., New York University
Jerome E. Maisel  
Associate Professor of Clinical Pediatrics  
M.D., Downstate Medical Center
Stella Maisel  
Clinical Assistant Professor of Health Sciences (Allied Health Resources)  
M.P.A., Long Island University
Steven Maitinsky  
Assistant Professor of Pediatrics  
M.D., University of Munich, Germany
Vera Maitinsky  
Instructor in Clinical Pediatrics  
M.D., University of Munich, Germany
Salema Karim Mahayan, M.S.  
Technical Specialist, University Hospital
Laura L. Majors  
Institutional Studies Assistant, Operations, University Hospital
Herbert Malamud  
Assistant Professor of Medicine (Nuclear Medicine)  
Ph.D., New York University
Craig C. Malbon  
Assistant Professor of Pharmacological Sciences  
Ph.D., Case Western Reserve University
Harish K. Malhotra  
Instructor in Medicine  
M.B.B.S., University of New Delhi, India
David P. Malkin  
Assistant Professor of Restorative Dentistry
D.M.D., Tufts University School of Dental Medicine
Robert D. Malkin  
Clinical Assistant Professor of Surgery (Ophthalmology)  
M.D., Downstate Medical Center
George I. Malis  
Assistant Professor of Medicine  
M.D., Columbia University
Edward H. Malone  
Assistant Professor of Clinical Psychiatry  
M.D., Boston University
Paul S. Mandal  
Assistant Professor of Clinical Pediatrics  
M.D., New York Medical College
Jane B. Mandel  
Research Instructor in Psychiatry  
M.A., Northwestern University
Perry R. Mandel  
Associate Professor of Clinical Radiology  
M.D., New York Medical College
Charlotte Mandell  
Research Instructor in Surgery  
M.S., New York University
Lawton V. Manderson  
Assistant Professor of Clinical Medicine  
M.D., New York University
Michael T. Manley  
Research Associate Professor of Orthopaedics  
Ph.D., University of Strathclyde, England
John B. Manly  
Associate Professor of Orthopaedics  
M.D., Howard University
Charles T. Mann  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Creighton University
William J. Mann, Jr.  
Assistant Professor of Obstetrics and Gynecology  
M.D., Pennsylvania State University
Richard E. Manners  
Clinical Instructor in Pediatrics  
M.D., Albert Einstein College of Medicine
Ronald C. Manning, M.A.  
Assistant Administrator  
University Hospital
Hormoz Mansouri  
Assistant Professor of Clinical Surgery  
M.D., Isfahan Medical School, Iran
Augustus G. Mantia  
Instructor in Medicine  
B.S., St. John's University
Philip A. Mantia  
Clinical Assistant Professor of Medicine  
M.D., Downstate Medical Center
Avelina M. Maralit  
Assistant Professor of Pediatrics  
M.D., Far Eastern University, Philippines
Robert Marantz  
Assistant Professor of Clinical Psychiatry  
M.D., University of Chicago

Rosanne Marcello  
Technical Specialist, University Hospital

James E. March  
Research Instructor in Psychiatry  
(Chemistry)  
Ph.D., St. John’s University

Joanne Marchesano  
Technical Specialist, University Hospital

Anne Marie Marchetti  
Clinical Instructor in Social Welfare  
M.S.W., Fordham University

Kenneth Marcu  
Assistant Professor of Biochemistry  
Ph.D., State University of New York at Stony Brook

Esther S. Marcus  
Professor of Psychiatry and Social Welfare  
Ph.D., New York University

Julius Marcus  
Assistant Professor of Clinical Psychiatry  
M.D., Cornell University

Philip Marcus  
Adjunct Assistant Professor of Clinical Pharmacology  
M.D., Downstate Medical Center

Robert L. Marcus  
Instructor in Clinical Medicine  
M.D., Downstate Medical Center

Maxwell J. Marder  
Assistant Professor of Clinical Medicine  
M.D., University of Virginia

Irving B. Margolis  
Associate Professor of Surgery  
M.D., New York University

Jeffrey Margulies  
Instructor in Medicine  
M.D., Downstate Medical Center

Edgar L. Marin  
Assistant Professor of Rehabilitation Medicine  
M.D., National University of Asuncion, Paraguay

Murray K. Marin  
Clinical Assistant Professor of Restorative Dentistry  
D.D.S., New York University

Rosalie D. Marinelli  
Research Instructor in Dental Health and Co-Project Director, EFDA, School of Dental Medicine  
B.S., Empire State College  
M.S., State University of New York at Stony Brook

Catherine T. Marino  
Assistant Professor of Medicine  
M.D., Downstate Medical Center

Leonard J. Marino  
Assistant Professor of Clinical Pediatrics  
M.D., University of Bologna, Italy

Peter J.G. Maris  
Clinical Associate Professor of Ophthalmology  
M.D., Downstate Medical Center

Moshe Markeiwitz  
Clinical Assistant Professor of Surgery  
M.D., University of Zurich, Switzerland

Robert Markowitz  
Associate Professor of Clinical Health Sciences (Allied Health Resources)  
M.S., Columbia University

David Marmer  
Assistant Professor of Dental Medicine  
D.D.S., Columbia University  
School of Medicine

Vello A. Marsocci  
Clinical Professor of Health Sciences  
(Medical Technology)  
Eng. Sc.D., New York University

Robert D. Martin  
Assistant Professor of Psychiatry  
M.D., Medical College of Georgia

Susan Martin  
Clinical Assistant Professor of Nursing  
M.P.H., Columbia University

Bonnie L. Martinolich  
Technical Assistant, University Hospital

Christopher S. Matkovic  
Clinical Assistant Professor of Medicine  
M.D., Columbia University  
Ph.D., Harvard University

Jeffrey W. Marx  
Instructor in Clinical Medicine  
M.D., Downstate Medical Center

David A. Marzouk  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Cairo University, Egypt

Hagop Mashikian  
Associate Professor of Clinical Psychiatry  
M.D., American University of Beirut, Lebanon
Daniel J. Mason
   Assistant Professor of Clinical Obstetrics and Gynecology
   M.D., Upstate Medical Center

Robert Mason
   Assistant Professor of Medicine
   M.D., Emory University School of Medicine

Ellin Massey
   Clinical Instructor in Community and Preventive Medicine

Raga A. Massih
   Assistant Professor of Clinical Pediatrics
   M.D., Einshams University Hospital, Egypt

Kenneth Master
   Clinical Assistant Professor of Medicine
   M.D., Temple University

Martin Matalon
   Assistant Professor of Clinical Obstetrics and Gynecology
   M.D., University of Cincinnati

Eleanor Matano, B.S.
   Technical Specialist, University Hospital

Robert K. Match
   Professor of Community and Preventive Medicine
   M.D., Downstate Medical Center

Ronald M. Match
   Assistant Professor of Clinical Orthopaedics
   M.D., Jefferson Medical College

Anthony J. Matkovich, B.S.
   Assistant to the Chairman, Department of Anesthesiology

Milton Matlin
   Assistant Professor of Clinical Family Medicine
   M.D., California College of Medicine

Sandra Matuscavage
   Lecturer of Clinical Health Sciences (Cardiorespiratory Sciences)
   M.S., St. John's University

Ronald Matz, A.A.S.
   Assistant Manager, Management Engineering, University Hospital

Lorraine M. Mauser
   Technical Specialist, University Hospital

Evangelos Mavrogeorgis
   Assistant Professor of Clinical Medicine
   M.D., Athens University, Greece

Juanita Maxwell
   Clinical Instructor in Health Sciences (Physician's Assistant Education) and Nursing and Instructor in Clinical Family Medicine and Medical Surgical Nursing
   B.S., State University of New York at Stony Brook

Joseph E. May
   Assistant Professor of Clinical Medicine
   M.D., Wayne State University

Harold W. Mayberger
   Associate Professor of Clinical Obstetrics and Gynecology
   M.D., Long Island College of Medicine

David Mayer
   Instructor in Clinical Surgery
   M.D., Cornell Medical College

Harry J. Mayer
   Assistant Professor of Clinical Surgery
   M.D., Cornell University

Herbert C. Mayer
   Assistant Professor of Clinical Family Medicine
   M.D., Long Island College of Medicine

Philip J. Mayer
   Assistant Professor of Orthopaedics
   M.D., University of Louisville

Lawrence A. Mazzarella
   Clinical Associate Professor of Surgery
   M.D., Stritch-Loyola School of Medicine

Gerald Mazzola
   Clinical Instructor in Health Sciences (Allied Health Resources)
   M.S., State University of New York at Stony Brook

Barbara McAteer, M.S.
   Technical Specialist
   Coram Health Center

Michael McBrien, B.S.
   Technical Specialist, University Hospital

Daniel S. McCally, Jr.
   Instructor in Surgery
   M.D., New Jersey College of Medicine and Dentistry

Barbara M. McCarthy
   Assistant Professor of Nursing
   M.S., Loma Linda University

Kevin McCarthy
   Instructor in Clinical Family Medicine
   M.P.A., New York University

Robert T. McCarthy
   Teaching Hospital Pharmacy Assistant, University Hospital

Leora J. McClean
   Professor of Nursing and Dean, School of Nursing
   Ed.D., Columbia University

Thomas J. McCulloch, B.B.A.
   Associate for University Financial Analysis, Fiscal Services, University Hospital

Peter J. McDermott
   Teaching Hospital Assistant Director of Central Sterile Supply, University Hospital

Cahir McDevitt
   Assistant Professor of Pathology
   Ph.D., University of London, England

Elizabeth McDonald
   Assistant to the Vice President for Health Sciences (Administration)
Lawrence F. McDonald  
Assistant Professor of Psychiatry  
M.D., Albany Medical College

Marianne McDonald  
Clinical Instructor in Health Sciences and Technical Specialist, University Hospital  
B.S., State University of New York at Stony Brook

Joseph W. McDonnell, Ph.D.  
Associate Director, University Hospital

Jack W. McElwain  
Associate Professor of Clinical Surgery  
M.D., Upstate Medical Center

Michael P. McEntee  
Technical Specialist, University Hospital

A. Louis McGarry  
Professor of Clinical Psychiatry  
M.D., Boston University

Edward J. McGay  
Assistant Facilities Program Coordinator, University Hospital

Thomas J.P. McGowan  
Assistant Professor of Clinical Surgery (Ophthalmology)  
M.D., New York University

Heather P. McGuire, R.N., M.P.A.  
Associate Nursing Director, University Hospital

Karen N. McKay, B.A.  
Personnel Associate, University Hospital

Patricia W. McKeon  
Clinical Instructor in Health Sciences (Physician's Assistant Education)  
B.S., State University of New York at Stony Brook

Jeffrey F. McKelvy  
Professor of Microbiology  
Ph.D., Johns Hopkins University

Alan McLaughlin  
Adjunct Assistant Professor of Pharmacological Sciences  
Ph.D., University of Pennsylvania

Mary C. McLaughlin  
Professor of Community and Preventive Medicine  
M.D., New York University

Reginald D. McLaughlin  
Instructor in Clinical Pediatrics  
M.D., Downstate Medical Center

Stuart G.A. McLaughlin  
Professor of Physiology and Biophysics  
Ph.D., University of British Columbia, British Columbia

Thomas G. McLoughlin  
Assistant Professor of Clinical Pediatrics  
M.D., National University of Ireland, Ireland

James D. McMahon  
Associate Professor of Clinical Surgery  
M.D., Georgetown University

Jane McMahon, B.A.  
Assistant to the Chairman, Department of Neurology

Thomas P. McManus  
Assistant Professor of Clinical Pediatrics  
M.D., Long Island College of Medicine

Thomas F. McNamara  
Associate Professor of Oral Biology and Pathology  
Ph.D., Catholic University of America

Kenneth McPeck, A.A.S.  
Teaching Hospital Assistant Administrator, Respiratory Services, University Hospital

Steve R. McQuilken, B.S.  
University Industrial Engineer, University Hospital

Edmund J. McTernan  
Professor of Health Sciences and Dean, School of Allied Health Professions  
Ed.D., Boston University

John G. Meagher  
Instructor in Clinical Obstetrics and Gynecology  
M.D., Downstate Medical Center

Frederick R. Mebel  
Assistant Professor of Clinical Medicine  
M.D., University of Arkansas

Sheila E. Meehan, B.S.  
Teaching Hospital Assistant Administrator, Clinical Services, University Hospital

Robert F. Meier  
Assistant Professor of Clinical Oral and Maxillofacial Surgery  
D.D.S., University of Maryland

Edward Meilman  
Professor of Medicine  
M.D., Harvard University

Alan N. Meisel  
Instructor in Clinical Psychiatry  
M.D., Upstate Medical Center

Leonard E. Meiselas  
Professor of Medicine  
M.D., New York University  
M.Sc., University of Virginia

Nancy Jean Melsner, B.S.  
Technical Specialist  
University Hospital

Lari Meltzer, B.S.  
Technical Specialist  
University Hospital

Eli Menachemi  
Assistant Professor of Clinical Medicine  
M.D., Tel Aviv University, Israel

Julius G. Mendel  
Assistant Professor of Clinical Psychiatry  
M.D., Downstate Medical Center

289
Nancy R. Mendell  
*Research Assistant Professor of Community and Preventive Medicine*  
Ph.D., University of North Carolina

Irwin E. Mendelssohn  
*Assistant Professor of Clinical Psychiatry*  
M.D., Downstate Medical Center

Stephen Mender  
*Assistant Professor of Clinical Periodontics*  
D.M.D., University of Pennsylvania

Edgar M. Mendizabal  
*Assistant Professor of Clinical Medicine*  
M.D., Universidad of Le Paz, Bolivia

Alan R. Mensch  
*Clinical Instructor in Medicine*  
M.D., Chicago Medical School

Harvey Meranus  
*Assistant Professor of Clinical Oral and Maxillofacial Surgery*  
D.D.S., New York University

Clifton S. Mereday  
*Associate Professor of Health Sciences (Physical Therapy)*  
M.S.Ed., City College of New York

Sidney Merlis  
*Professor of Clinical Psychiatry and Family Medicine*  
M.D., Creighton University

Jacob M. Meron  
*Assistant Professor of Clinical Medicine*  
M.D., New York University

Bruce A. Merriam  
*Clinical Assistant Professor of Restorative Dentistry*  
D.D.S., New York University

Lester L. Merritts  
*Assistant Professor of Clinical Medicine*  
M.D., University of Bologna, Italy

Arthur E. Merz  
*Assistant Professor of Clinical Surgery (Ophthalmology)*  
M.D., University of Rochester

Michael Mesbah  
*Assistant Professor of Clinical Surgery*  
M.D., Teheran University, Iran

Lucille H. Messier  
*Clinical Assistant Professor of Health Sciences and Acting Chairman, Physician’s Assistant Education*  
B.S., Empire State College

Nathaniel B. Messinger  
*Assistant Professor of Clinical Surgery*  
M.D., University of Michigan

Eileen A. Metchik  
*Clinical Instructor in Social Welfare*  
M.S.W., New York University

Morton A. Meyers  
*Professor and Chairman, Department of Radiology*  
M.D., Upstate Medical Center

Zosimo Micabalo  
*Instructor in Surgery*  
M.D., Santo Tomas University, Philippines

Peter A. Miceli  
*Clinical Assistant Professor of Surgery*  
M.D., New York Medical College

Joseph Michaels  
*Instructor in Clinical Anesthesiology*  
M.D., Teheran University, Iran

Normand J. Michaud  
*Assistant Professor of Clinical Radiology*  
B.A., New York University

Bruce T. Minchnick  
*Instructor in Clinical Restorative Dentistry*  
D.D.S., New York University

Robert J. Michom  
*Associate Professor of Clinical Medicine*  
M.D., Cornell University

Susan L. Mierjeski  
*Technical Assistant, Department of Children’s Dentistry*

John P. Milazzo  
*Lecturer in Microbiology*  
M.S., Adelphi University

Mario Milazzo  
*Assistant Professor of Clinical Family Medicine*  
M.D., University of Catania, Italy

Steven A. Milhauser  
*Instructor in Clinical Dental Medicine*  
D.D.S., University of Maryland

Daniel Miller  
*Assistant Professor of Clinical Psychiatry*  
M.D., New York University

Frank Miller  
*Assistant Professor of Clinical Surgery*  
M.D., Albany Medical College

Frederick Miller  
*Professor and Acting Chairman, Department of Pathology*  
M.D., New York University

George Miller  
*Assistant Professor of Clinical Medicine*  
M.D., New York University

Howard Miller  
*Clinical Assistant Professor of Children’s Dentistry*  
D.M.D., University of Pennsylvania

Jack Miller  
*Clinical Assistant Professor of Oral and Maxillofacial Surgery*  
D.D.S., State University of New York at Buffalo

Jay A. Miller  
*Instructor in Clinical Obstetrics and Gynecology*  
M.D., Downstate Medical Center

Marilyn E. Miller  
*Associate Professor of Medicine*  
M.D., Medical College of Pennsylvania
Morton G. Miller  
Associate Professor of Psychiatry  
M.D., Albert Einstein College of Medicine

Richard Miller  
Clinical Instructor in Medicine  
M.D., Duke Medical School

Richard L. Miller  
Lecturer of Clinical Health Sciences  
(Physician’s Assistant Education) and Clinical Instructor in Medicine  
M.D., Duke University

Ruth A. Miller  
Assistant Professor of Clinical Pediatrics  
M.D., Medical College of Pennsylvania

Sheldon Miller  
Assistant Professor of Clinical Pediatrics  
M.D., New York University

Stefan Miller, B.S.  
Manager, Systems Planning and Development, University Hospital

Perry J. Milman  
Instructor in Medicine  
M.D., Downstate Medical Center

Chang H. Min  
Assistant Professor of Clinical Psychiatry  
M.D., Yonsei University Medical College, Korea

Lawrence J. Minei  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., University of Louvain, Belgium

Steven A. Mintzer  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Chicago Medical School

Rabia N. Mir  
Clinical Instructor in Pathology  
M.D., Government Medical College, India

Anna Maria Mirabella  
Assistant to Director, School of Medicine

Frances K. Miragliotta  
Assistant to Chairman, Department of Neurobiology and Behavior

M. Ather Mirza  
Assistant Professor of Clinical Orthopaedics  
M.D., Osmania University, India

Yousri Mishriki  
Clinical Assistant Professor of Pathology  
D.M.Sc., Cairo University, Egypt

Prem S. Misra  
Assistant Professor of Medicine  
M.D., King George’s Medical College, India

Dennis W. Mitchell, B.S.  
Associate for Financial Analysis  
University Hospital

Paul L. Mitchell  
Assistant Professor of Clinical Medicine  
M.D., Jefferson Medical College

Merrill M. Miller  
Research Associate Professor of Psychiatry  
Ph.D., Michigan State University

Russell Mittrermeier  
Adjunct Assistant Professor of Anatomical Sciences  
Ph.D., Harvard University

Yahya Moadeel  
Assistant Professor of Clinical Psychiatry  
M.D., Teheran University, Iran

Howard C. Mofenson  
Professor of Clinical Pediatrics  
M.D., Jefferson Medical College

Noel O. Mohammed  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Glasgow University, Scotland

Joan D. Mohr  
Clinical Assistant Professor of Health Sciences (Physical Therapy)  
B.S., University of Connecticut

Manucher Mohtashemi  
Clinical Associate Professor of Surgery  
M.D., University of Lausanne, Switzerland

Laura Molho  
Clinical Assistant Professor of Pathology  
M.D., University of Salonica, Greece

Seymour J. Molinoff  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., University of Geneva, Switzerland

Felix A. Monaco  
Assistant Professor of Clinical Medicine  
M.D., Georgetown University

Gerald A. Mondschein  
Assistant Professor of Clinical Pediatrics  
M.D., Chicago Medical School

Robert J. Mones  
Associate Professor of Clinical Neurology  
M.D., New York University

John J. Mongiardo  
Assistant Professor of Clinical Dental Medicine  
D.D.S., New York University

Alan G. Monheit  
Assistant Professor of Obstetrics and Gynecology  
M.D., University of Pennsylvania

Frank A. Monteleone  
Clinical Assistant Professor of Surgery  
M.D., University of Padua, Italy
Carlos F. Montero  
Assistant Professor of Clinical Orthopaedics  
M.D., University of Buenos Aires, Argentina

Carlos A.A. Montorfano  
Instructor in Rehabilitation Medicine  
M.D., University of Buenos Aires, Argentina

Danuta P. Montorfano  
Assistant Professor of Clinical Radiology  
M.D., University of Buenos Aires, Argentina

Richard M. Moodnick  
Associate Professor of Clinical Restorative Dentistry  
D.D.S., New York University

William A. Mooney  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., New York Medical College

Jean K. Moore  
Assistant Professor of Anatomical Sciences  
Ph.D., University of Chicago

Leon C. Moore  
Assistant Professor of Physiology and Biophysics  
Ph.D., University of Southern California

Robert Y. Moore  
Professor and Chairman, Department of Neurology  
M.D., University of Chicago

Carl Moos  
Associate Professor of Biochemistry  
Ph.D., Columbia University

James D. Moraitis  
Clinical Assistant Professor of Pathology  
M.D., University of Salonica, Greece

M.D., University of Istanbul, Turkey

Nancy P. Moran, B.S.  
Technical Specialist, University Hospital

Joseph Moreschi  
Technical Specialist  
University Hospital

Howard D. Morgenbesser  
Assistant Professor of Clinical Medicine (Allergy)  
M.D., University of Edinburgh, Scotland

Melvin Morrel  
Assistant Professor of Clinical Family Medicine  
M.D., Chicago Medical School

Lynn K. Morris  
Clinical Instructor in Social Welfare  
M.A., State University of New York at Stony Brook

Robert Morris  
Clinical Instructor in Surgery  
M.D., Downstate Medical Center

Stephen Morris  
Assistant Professor of Clinical Dental Medicine  
D.D.S., New York University

Millissia M. Morrissey, B.S.  
Technical Specialist, University Hospital

William E. Morse  
Assistant Professor of Clinical Surgery  
M.D., Cornell University

Joseph A. Morsello  
Assistant Professor of Clinical Family Medicine (Psychology)  
Ph.D., St. John's University

Alan Mortazavi  
Assistant Professor of Clinical Surgery  
M.D., Teheran University, Iran

Gerald W. Moskowitz  
Assistant Professor of Medicine (Nuclear Medicine)  
M.D., Downstate Medical Center

Samuel Movas  
Clinical Associate Professor of Surgery  
M.B.B.Ch., University of Witwatersrand, South Africa

Samuel Mowerman  
Assistant Professor of Clinical Psychiatry  
M.D., Del Valle University, Colombia

Gavin Moynihan  
Assistant Professor of Clinical Family Medicine (Dermatology)  
M.D., Howard University

Richard P. Mueller, B.A.  
Assistant Manager, Information Systems, University Hospital

Marie Muenkel, B.S.N.  
Technical Specialist  
University Hospital

Jeffrey S. Muhlrad  
Assistant Professor of Clinical Orthopaedics  
M.D., Boston University

Robert Mulaney  
Clinical Instructor in Family Medicine  
M.D., Georgetown University

Kathleen A. Mulick, B.S.  
Technical Specialist, University Hospital

Robert Mulaney  
Clinical Instructor in Family Medicine  
M.D., Georgetown University

Kathleen A. Mulick, B.S.  
Technical Specialist, University Hospital

Robert J. Mullanehy  
Clinical Instructor in Family Medicine  
M.D., Georgetown University

David Mumford  
Assistant Professor of Clinical Medicine  
M.B.C.L.B., Birmingham University

Medical School, England

Abdul G. Mundia  
Assistant Professor of Clinical Medicine  
M.B.B.S., L.T.M. Medical College, India
Gene E. Mundie, Ed.M.  
Clinical Associate Professor, School of Nursing  
Associate Nursing Director, University Hospital  
Ed. M., Teacher's College Columbia

Christine A. Munz  
Clinical Instructor in Health Sciences (Medical Technology) and Technical Specialist, Clinical Services  
B.S., C.W. Post College  
University Hospital

Alice Marie Murnane  
Assistant Professor of Clinical Orthopaedics  
M.D., National University of Ireland, Ireland

John J. Murphy  
Assistant Professor of Clinical Family Medicine (Urology)  
M.D., Temple University

Raymond Murphy  
Clinical Assistant Professor of Health Sciences (Medical Technology) and Technical Specialist  
M.S., Long Island University, University Hospital

Seymour B. Musiker  
Assistant Professor of Clinical Pediatrics  
M.D., Chicago Medical School

Barry S. Myers  
Clinical Assistant Professor of Restorative Dentistry  
D.D.S., New York University

Ruth F. Myers  
Clinical Instructor in Social Welfare  
M.S.S., Smith College

David J. Mykoff  
Assistant Professor of Clinical Medicine  
M.D., Louisiana State University

S. Karie Nabinet  
Associate Professor of Social Welfare  
M.S.W., Atlanta University

Miguel A. Nadal  
Assistant Professor of Clinical Family Medicine  
M.D., Havana Medical School, Cuba

Richard W. Nagler  
Assistant Professor of Clinical Medicine  
M.D., New York University

Hachiro Nakamura  
Instructor in Clinical Medicine  
M.D., State University of New York at Buffalo

Parthasarathy Narasimhan  
Assistant Professor of Clinical Medicine  
M.D., Madras Medical College, India

Irene Nasadouk  
Assistant Professor of Clinical Ophthalmology  
M.D., Albert Einstein College of Medicine

Jerome D. Nataro  
Assistant Professor of Clinical Surgery  
M.D., University of Maryland

Shepherd Nathan  
Associate Professor of Clinical Psychiatry  
M.D., University of Basel, Switzerland

Howard Gordon Nathanson  
Instructor in Clinical Obstetrics and Gynecology  
M.D., Downstate Medical Center

Larry Nathanson  
Professor of Medicine  
M.D., University of Chicago

Morton Nathanson  
Professor of Neurology  
M.D., Louisiana State School of Medicine

Jack S. Nauheim  
Assistant Professor of Clinical Surgery (Ophthalmology)  
M.D., New York University

Nancy B. Navarro  
Lecturer of Health Sciences (Cardiorespiratory Sciences)

Arain M. Nawaz  
Instructor in Clinical Medicine  
M.B.B.S., Liaquat Medical College, Pakistan

Walter S. Neff  
Professor of Psychiatry (Psychology)  
Ph.D., Cornell University

John A. Neiditch  
Research Assistant Professor of Psychiatry  
Ph.D., Hofstra University

Alan J. Nelson  
Assistant Professor of Family Medicine  
M.D., National Autonomous University of Mexico, Mexico

Stuart J. Nelson  
Instructor in Medicine  
M.D., Downstate Medical Center

George G. Neuman  
Clinical Assistant Professor of Anesthesiology  
M.D., University of Connecticut

Sally Newhall, A.A.  
Technical Specialist, University Hospital

David Newliner  
Assistant Professor of Restorative Dentistry  
D.D.S., New York University

Sue Newlin, M.A.  
Assistant to Chairman, Department of Microbiology

George C. Newman  
Assistant Professor of Neurology  
M.D., University of Virginia

293
Nathan A. Newman
Assistant Professor of Clinical Surgery (Urology)
M.D., University of Lausanne, Switzerland

Stephen M. Newman
Instructor in Medicine
M.D., State University of New York at Buffalo

Joseph J. Nichols
Lecturer of Dental Health
D.D.S., Georgetown University

George L. Nicklin
Clinical Associate Professor of Psychiatry
M.D., Columbia University College of Physicians and Surgeons

Janine Ellen Nicoll, B.S.
Technical Specialist, Department of Medicine

Robert H. Niebling
Assistant Professor of Clinical Community and Preventive Medicine
M.D., Downstate Medical Center

James Nieves
Clinical Instructor in Health Sciences (Cardiorespiratory Sciences)

Helgard Niewisch, D.V.M.
Director, Division of Laboratory Animal Resources

Frederick Nislow
Assistant Professor of Clinical Periodontics
D.M.D., University of Pennsylvania

Robert S. Nissan
Assistant Professor of Clinical Family Medicine
M.D., University of Buffalo

Perin N. Notani, M.S.
Research Assistant, Department of Community and Preventive Medicine

Salvatore L. Noto
Assistant Professor of Clinical Surgery
M.D., Boston University

Abigail November
Lecturer in Allied Health Resources
M.S., University of Wisconsin

Laurence I. Novick
Assistant Professor of Clinical Medicine
M.D., Chicago Medical School

Sheldon Novick
Assistant Professor of Clinical Medicine
M.D., Downstate Medical Center

Paul L. Novotny
Assistant Professor of Clinical Radiology
M.D., New York Medical College

Dov B. Nudel
Associate Professor of Pediatrics
M.D., University of Tel Aviv, Israel

Jane Nugent
Research Instructor in Health Sciences and Research Associate (Physician’s Assistant Education)
M.A., University of Maryland

Michael P. Nussbaum
Assistant Professor of Pediatrics
M.D., Downstate Medical Center

J. Howard Oaks
Professor of Dental Medicine and Vice President for Health Sciences
D.M.D., Harvard University

Susan O’Brien, B.S.
Technical Specialist, University Hospital

Vincent A. O’Brien
Assistant Professor of Clinical Family Medicine
M.D., New York Medical College

Alexander Ocampo
Clinical Assistant Professor of Pathology
M.D., University of Santo Tomas, Philippines

William L. O’Connell
Assistant Professor of Clinical Oral and Maxillofacial Surgery
D.D.S., Georgetown University

John J. O’Connor
Assistant Professor of Clinical Orthopaedics
M.D., Long Island College of Medicine

Robert J. O’Connor
Assistant Professor of Clinical Restorative Dentistry
D.D.S., New York University

John J. O’Connor
Clinical Assistant Professor of Social Welfare and Program Associate (Title XX), School of Social Welfare
M.S.W., Catholic University

Walter J. O’Connor
Associate Professor of Clinical Community and Preventive Medicine
M.D., Long Island College of Medicine

Alexander G. Oei
Clinical Instructor in Psychiatry
M.D., University of Indonesia

Eray Oge
Clinical Instructor in Health Sciences (Physician’s Assistant Education)
M.D., University of Istanbul, Turkey

Tadao Ogura
Assistant Professor of Clinical Psychiatry
M.D., University of Tokyo, Japan

Eiichi Ohtsubo
Associate Professor of Microbiology
Ph.D., Osaka University, Japan

Hisako H. Ohtsubo
Research Assistant Professor of Microbiology
Ph.D., Kyushu University, Japan
Okogbue Okezie
Assistant Professor of Clinical Medicine
M.D., Harvard University

Joseph J. Okon
Assistant Professor of Community and Preventive Medicine
M.D., Albert Einstein College of Medicine

Herman Oliver
Assistant Professor of Clinical Psychiatry
M.D., University of Amsterdam, Netherlands

Robert M. Oliverio, Jr.
Assistant Professor of Clinical Anesthesiology
M.D., New York Medical College

Joseph G. Oliveri
Assistant Professor of Family Medicine
M.D., Albany Medical College

Francis B. Olsen
Clinical Assistant Professor of Restorative Dentistry
D.D.S., State University of New York at Stony Brook

Seymour Olshin
Assistant Professor of Clinical Medicine
M.D., University of Lausanne, Switzerland

George C. O'Malley
Assistant Professor of Clinical Restorative Dentistry
D.D.S., Georgetown University

Francis J. O'Neill
Professor of Clinical Psychiatry
M.D., University of Vermont

Patricia O'Neill
Assistant Professor of Nursing and Acting Director, Basic Baccalaureate Program, School of Nursing, Adelphi University

Sharon A. O'Neill, M.S.
Technical Specialist (Coram Health Center), University Hospital

Ida M. Onorato
Assistant Professor of Medicine and Dentistry
M.D., New Jersey College of Medicine and Dentistry

Craig B. Ordway
Assistant Professor of Orthopaedics
M.D., Boston University

Ronald H. Orlando
Technical Specialist, Division of Media Services

Donald P. Orofino
Instructor in Medicine
M.D., Georgetown University

David J. Ort, B.S.
Institutional Studies Assistant, University Hospital

Margaret D. Ort
Assistant to Director, Executive Administration, University Hospital

Barry Ortenberg
Assistant Professor of Clinical Restorative Dentistry
D.D.S., Columbia University

Edward S. Orzec
Assistant Professor of Clinical Surgery (Otolaryngology)
M.D., University of Virginia

John Osborne
Professor of Restorative Dentistry
D.D.S., Indiana University

Kathryn L. O'Shaughnessy, A.A.
Teaching Hospital Assistant Director of Central Sterile Supply, University Hospital

Joseph D. Osipow
Assistant Professor of Clinical Restorative Dentistry
D.D.S., Columbia University

Zvi H. Oster
Associate Professor of Radiology
M.D., Hebrew University

Leonard L. Ostreich
Associate Professor of Clinical Obstetrics and Gynecology
M.D., Wayne University

Ronald E. Ostrove
Clinical Instructor in Obstetrics and Gynecology
M.D., New York Medical College

Stanley Ostrow
Assistant Professor of Clinical Medicine
M.D., Downstate Medical Center

John A. Ostuni
Instructor in Medicine
M.D., Downstate Medical Center

Sanford Oxenhorn
Associate Professor of Clinical Psychiatry
M.D., Downstate Medical Center

Leon M. Oxman
Assistant Professor of Clinical Surgery
M.D., University of Rochester

Stuart E. Pace
Assistant Professor of Clinical Psychiatry (Clinical Psychology)
Ph.D., Long Island University

Lawrence J. Pacernick
Instructor in Clinical Medicine (Dermatology)
M.D., University of Michigan

David A. Page
Assistant Professor of Clinical Surgery (Ophthalmology)
M.D., Yale University

295
David E. Parker  
**Clinical Assistant Professor of Dental Medicine**  
D.D.S., Howard University  

Stephen Parles  
**Clinical Assistant Professor of Pediatrics**  
M.D., New York University  

Leo G. Parmer  
**Assistant Professor of Clinical Medicine**  
M.D., Ph.D., Columbia University  

Oneall E. Parris  
**Instructor in Clinical Pediatrics**  
M.D., Columbia University  

Jacqueline S. Partin, M.S.  
**Research Associate, Department of Pathology**  

John C. Partin  
**Professor and Chairman of Pediatrics**  
M.D., University of Cincinnati  

Benjamin Pasamanick  
**Research Professor of Psychiatry**  
M.D., University of Maryland  

Richard Pasternak  
**Associate Professor of Clinical Children’s Dentistry (Orthodontics)**  
D.D.S., Columbia University  

Raymond J. Pastore  
**Assistant Professor of Clinical Medicine**  
M.D., University of Bologna, Italy  

Pratap P. Patel  
**Assistant Professor of Surgery (Neurosurgery)**  
M.B.B.S., Seth G.S. Medical College, Bombay University, India  

Shashikant A. Patel  
**Adjunct Associate Professor of Microbiology**  
M.D., Medical School, Bulgaria  

Philip Pavona, B.S.  
**Technical Specialist, Clinical Services, University Hospital**  

Karen M. Payette  
**Instructor in Clinical Pediatrics**  
M.S., Marquette University  

Thomas Peacock  
**Assistant Professor of Clinical Restorative Dentistry**  
D.D.S., Meharry Medical College  

Richard A. Pearl  
**Assistant Professor of Clinical Neurology**  
M.D., Georgetown University
Henry P. Pechstein
Assistant Professor of Clinical Psychiatry
M.D., Jefferson Medical College
Laurel Pedersen, B.S.
Teaching Hospital Pharmacist,
University Hospital
Ellinor I. Peerschke, Ph.D.
Chief of Clinical Laboratory, University Hospital
Edmund D. Pellegrino
Professor of Medicine
M.D., New York University
Anthony A. Pelosi
Assistant Professor of Psychiatry
M.D., Albany Medical College
Anthony M. Pennisi
Instructor in Clinical Surgery
M.D., University of Rome, Italy
Nancy Beth Pennisi, MA
Associate Nursing Director, University Hospital
Paul H. Penzer
Assistant Professor of Clinical Pediatrics
M.D., Upstate Medical Center
Selwyn J. Pereira
Assistant Professor of Clinical Psychiatry
M.D., University of Chicago
Nancy S. Peress
Associate Professor of Pathology
M.D., Downstate Medical Center
Romeo J. Perez
Assistant Professor of Obstetrics and Gynecology
M.D., University of Santo Tomas, Philippines
John F. Perilli
Instructor in Medicine
M.D., Creighton University
Edward A. Perkes
Assistant Professor of Radiology
M.D., Downstate Medical Center
Ely Perlman
Associate Professor of Clinical Medicine
M.D., New York University
Victor Perlow
Assistant Professor of Clinical Surgery
M.D., University of Cairo, Egypt
Herbert M. Perr
Associate Professor of Clinical Psychiatry
M.D., Tulane University
Douglas G. Perry
Assistant Professor of Health Sciences
(Cardiorespiratory Sciences)
B.S., State University of New York at Stony Brook

Henry D. Perry
Assistant Professor of Clinical Surgery
(Ophthalmology)
M.D., University of Cincinnati
Marius L. Pessah
Assistant Professor of Clinical Medicine
M.D., Wayne State University
G. Michael Peters
Clinical Assistant Professor of Obstetrics and Gynecology
M.D., Downstate Medical Center
Andrew E. Peterson, M.S.
Teaching Hospital Associate Administrator,
University Hospital
Edward P. Petreshock
Assistant Professor of Clinical Medicine
M.D., Downstate Medical Center
Allen C. Peyser
Assistant Professor of Clinical Restorative Dentistry
D.D.S., Temple University
Roger V. Phelps, M.S.
Teaching Hospital Assistant Director
(Fiscal and Informational Services),
University Hospital and Clinical Instructor in Health Sciences (Allied Health Resources)
M.S., State University of New York at Stony Brook
Elizabeth A. Phillips
Assistant Professor of Medicine
M.D., University of Washington
Mildred E. Phillips
Associate Professor of Pathology
M.D., Howard University
Walter L. Phillips
Lecturer of Surgery
M.D., University of Witwatersrand, South Africa
Madeline Pieri, M.P.A.
Personnel Associate, University Hospital
Bala Hari Pillai
Instructor in Medicine
M.B.B.S., Kasturba Medical College, India
George P. Pillari
Assistant Professor of Radiology
M.D., New York Medical College
Alfred P. Pinard
Associate Professor of Clinical Psychiatry
M.D., University of Bern, Switzerland
Jerome Pincus
Instructor in Clinical Medicine
M.D., Long Island College of Medicine
Frank Pindyck
Assistant Professor of Clinical Surgery
M.D., Downstate Medical Center
Lawrence M. Pinkus
Assistant Professor of Medicine
Ph.D., Cornell Medical College
Richard F. Pino  
**Clinical Assistant Professor of Health Sciences (Cardiorespiratory Sciences)**  
M.D., Downstate Medical Center

Walter Pinsker  
**Assistant Professor of Clinical Medicine**  
M.D., Chicago Medical School

John C. Pisacano  
**Assistant Professor of Clinical Pediatrics**  
M.D., New York Medical College

Joseph Pistocchi  
**Clinical Assistant Professor of Surgery**  
M.D., New York Medical College

Alexander C. Pittman  
**Technical Specialist, Environmental Health and Safety, University Hospital**

Elizabeth Pitz  
**Adjunct Associate Professor of Periodontics**  
M.S., University of Missouri

Sylvain Pitzele  
**Research Associate Professor of Surgery**  
M.D., University of Brussels, Belgium

Nicholas F. Pizzolato  
**Instructor in Clinical Radiology**  
M.D., University of Lausanne, Switzerland

Barry Plans  
**Technical Specialist, Operations, University Hospital**

Norbert Platt  
**Clinical Associate Professor of Pathology**  
M.D., Havana University, Cuba

Lester N. Ploss  
**Assistant Professor of Clinical Medicine**  
M.D., Tulane University

Samuel Plotnick  
**Lecturer of Dental Health**  
D.D.S., M.P.H., Columbia University

Arthur Plurad  
**Clinical Assistant Professor of Pathology**  
M.D., University of Philippines, Philippines

Carl E. Pochedly  
**Professor of Pediatrics**  
M.D., Case Western Reserve University

Barry D. Podell  
**Assistant Professor of Clinical Obstetrics and Gynecology**  
M.D., New York University

Martin D. Podgainy  
**Assistant Professor of Medicine**  
M.D., University of Louisville

Marshall A. Polan  
**Assistant Professor of Clinical Restorative Dentistry**  
D.D.S., Columbia University

Ellinor Polansky  
**Assistant Professor of Social Welfare**  
M.S.W., Columbia University

Bernard Polatsch  
**Assistant Professor of Clinical Obstetrics and Gynecology**  
M.D., State University of New York at Buffalo

Harvey Poliakoff  
**Assistant Professor of Clinical Medicine**  
M.D., New York University

Stuart B. Poliner  
**Assistant Professor of Clinical Orthopaedics**  
M.D., Upstate Medical Center

Burton R. Pollack  
**Professor of Dental Medicine**  
D.D.S., J.D., University of Maryland

M.P.H., The Johns Hopkins University

Lorey Pollack  
**Instructor in Obstetrics and Gynecology**  
M.D., New York Medical College

William M. Pollack  
**Assistant Professor of Medical Technology and Technical Specialist, Radiology, University Hospital**

M.S., Polytechnic Institute of New York

Bernard Pollock  
**Assistant Professor of Clinical Obstetrics and Gynecology**  
M.D., University of Leiden, Holland

Jerry J. Pollock  
**Associate Professor of Oral Biology and Pathology**  
Ph.D., Weizmann Institute, Israel

Nicholas M. Poloukhine  
**Assistant Professor of Clinical Surgery**  
M.D., University of Paris, France

Howard A. Popper  
**Assistant Professor of Clinical Periodontics**  
D.D.S., Howard University

Paul J. Poppers  
**Professor and Chairman, Department of Anesthesiology**  
M.D., University of Amsterdam, Netherlands

Robert J. Porcelli  
**Assistant Professor of Medicine (Clinical Physiology)**  
Ph.D., New York University

Jane Porcino  
**Assistant Professor of Health Sciences (Allied Health Resources)**  
M.S.W., State University of New York at Stony Brook

Ph.D., Union for Experimenting Colleges and Universities

Russell Porter  
**Instructor in Clinical Family Medicine**  
M.D., Autonomous University of Guadalajara
William C. Porter, Jr.
Assistant Professor of Clinical Surgery (Urology)
M.D., Columbia University

Martin Posner
Associate Professor of Community and Preventive Medicine
M.D., Downstate Medical Center

Bernard S. Potter
Assistant Professor of Clinical Dermatology
M.D., State University of New York at Buffalo

Rajendra Prasad
Instructor in Medicine
M.B.B.S., King George’s Medical College, India

Antonija Prelec
Associate Librarian, Coordinator for Technical Services
M.L.S., University of Zagreb, Yugoslavia

Vincent W. Prestly
Assistant Professor of Clinical Medicine
M.D., Georgetown University

Stephen N. Price
Assistant Professor of Clinical Psychiatry
M.D., Cornell University

Ronald A. Primes
Assistant Professor of Clinical Medicine
M.D., Chicago Medical School

Joav M. Prives
Assistant Professor of Anatomical Sciences
Ph.D., McGill University, Canada

Claire E. Proctor
Technical Specialist, University Hospital

George Proferes
Clinical Instructor in Social Welfare
M.S.W., Adelphi University

Carol Prokop, B.S.
Research Assistant, Department of Oral Biology and Pathology

Raoul C. Psaki
Associate Professor of Rehabilitation Medicine
M.D., Georgetown University

Joseph Pugliese
Assistant Professor of Clinical Obstetrics and Gynecology
M.D., Royal University School of Medicine, Netherlands

Soma Pulipati
Instructor in Medicine
M.B.B.S., Institute of Medical Sciences Osmania Medical College

Elliot M. Puritz
Assistant Professor of Medicine
M.D., New York Medical College

Arthur C. Quackenbush
Assistant Professor of Clinical Family Medicine
M.D., Harvard University

Richard F. Qualliotine
Assistant Professor of Clinical Family Medicine (Urology)
M.D., Marquette University

Arturo Quel
Technical Specialist, Department of Surgery

Patricia B. Quinn
Instructor in Clinical Psychiatry
M.D., New York University

Shahina Qureshi
Instructor in Clinical Pediatrics
M.D., Dow Medical College, Pakistan

Martin Rabin
Assistant Professor of Clinical Obstetrics and Gynecology
M.D., University of Zurich, Switzerland

Charles J. Rabiner
Professor of Psychiatry
M.D., Downstate Medical Center

Leah Rabinowitz
Assistant Professor of Pediatrics
M.D., State University of New York at Syracuse

Stephen L. Rachlin
Associate Professor of Clinical Psychiatry
M.D., Albert Einstein College of Medicine

Herbert B. Radack
Assistant Professor of Clinical Medicine
M.D., New York University

Michael P. Rafiy
Assistant Professor of Clinical Orthopaedics
M.D., University of Bordeaux, France

Laurie Rafkin, M.H.A.
Teaching Hospital Administrative Assistant (Ambulatory Care), University Hospital

Roy T. Raghunandan
Technical Specialist, University Hospital

Elsa K. Rahn
Associate Professor of Clinical Surgery
M.D., Medical College of Pennsylvania

Kanti R. Rai
Professor of Medicine
M.D., University of Rajputana, India

Francis E. Raia
Assistant Professor of Clinical Medicine
M.D., University of Bologna, Italy

Mark A. Ralfman
Assistant Professor of Clinical Pediatrics
M.D., University Autonoma de Guadalajara, Mexico

Ilene H. Raisfield
Associate Professor of Medicine and Pharmacological Sciences
M.D., New York University
B. Linga Raju  
Assistant Professor of Medicine  
M.D., Mysore Medical College, India

Nungararm S. Ramamurthy  
Research Assistant Professor of Oral Biology and Pathology  
Ph.D., University of Manitoba, Canada

Anjur R. Ramchandran  
Assistant Professor of Clinical Radiology  
M.D., University Hospital, India

Tasneem Ramchandran  
Instructor in Clinical Medicine  
M.D., Osmania Medical College, India

Patricia A. Ramo  
Clinical Instructor in Health Sciences (Physical Therapy)  
M.A., New York University

Frank Ratner  
Assistant Professor of Clinical Medicine  
M.D., Boston University

Sanford Ratzan  
Instructor of Clinical Surgery  
M.D., College of Physicians and Surgeons, Columbia University

Lawrence Ravich  
Assistant Professor of Clinical Surgery (Urology)  
M.D., Chicago Medical School

Peter S. Ravitz  
Instructor in Clinical Surgery  
M.D., Vanderbilt University

Stephen R. Rayburn, B.S.  
Assistant to the Director, Department of Microbiology

Elsbeth M. Reagan  
Assistant Professor of Clinical Family Medicine (Pediatrics)  
M.D., The Johns Hopkins University

W. Paul Reagan  
Clinical Associate Professor of Family Medicine  
M.D., The Johns Hopkins University

Robert D. Redston  
Assistant Professor of Clinical Anesthesiology  
M.D., Chicago Medical School

Thomas H. Rees, M.S.  
Assistant Librarian, Health Sciences Center Library

Edward Reich  
Professor of Pharmacological Sciences  
M.D., The Johns Hopkins University

Allen Reichman  
Assistant Professor of Clinical Psychiatry  
M.D., Georgetown University

Francis M. Reilly, B.A.  
Teaching Hospital Administrative Assistant, General Services, University Hospital

Patricia A. Reilly, B.S.  
Technical Specialist, University Hospital

Sheila C. Reilly, M.A.  
Assistant to the Vice President for Health Sciences (Finance)

Robert P. Reiner  
Clinical Assistant Professor of Dental Medicine  
D.M.D., University of Pennsylvania

Carl D. Reiter, Jr.  
Clinical Instructor in Social Welfare  
M.S.W., Florida State University

Albert A. Reitman  
Associate Professor of Clinical Children's Dentistry  
D.D.S., University of Maryland

Anne Remmes  
Instructor in Neurology  
M.D., State University of New York at Stony Brook
Philip M. Renda, B.S.
Manager, Management Engineering,
University Hospital

Robert P. Renner
Associate Professor of Restorative
Dentistry (Prosthodontics)
D.D.S., Columbia University

Stanley Renner
Associate Professor of Restorative
Obstetrics and Gynecology
M.D., Chicago Medical School

Milton Ressel
Assistant Professor of Clinical Psychiatry
M.D., University of Munich, Germany

Rita S. Reuben
Assistant Professor of Clinical Psychiatry
M.D., Woman's Medical College of Pennsylvania

Henry C. Reusch
Assistant Professor of Clinical Surgery
M.D., Columbia University

Rosario A. Reyes
Instructor in Clinical Anesthesiology
M.D., University of Santo Tomas, Philippines

Robert J. Reza
Assistant Professor of Clinical Medicine
M.D., Columbia University

Ira Loeb Rezak
Associate Professor of Medicine
M.D., Albert Einstein College of Medicine

James J. Rhatigan, M.S.W.
Associate for Community Relations,
University Hospital

Youchan Rhee
Clinical Instructor in Pediatrics
M.D., College of Medicine, Seoul National University, Seoul, Korea

Albert H. Riccio
Instructor in Clinical Medicine
M.D., Downstate Medical Center

Nanci C. Rice
Assistant Professor of Health Sciences
(Physician’s Assistant Education)
M.S., Southern Connecticut State College

Agnes Richardson
Lecturer of Social Welfare
M.S.W., State University of New York at Stony Brook

Ellis Richardson
Research Associate Professor of Psychiatry (Psychology)
Ph.D., Columbia University

Rose A. Richmond
Clinical Assistant Professor of Nursing
M.A., Adelphi University

John S. Rienzo
Associate Professor of Clinical Obstetrics and Gynecology
M.D., Marquette University

William F. Riesterer
Lecturer of Clinical Health Sciences
(Physician’s Assistant Education)
B.S., State University of New York at Stony Brook

Eglintine Rigaud
Instructor in Nursing
M.S.N., Columbia University

Joseph N. Riley
Assistant Professor of Anatomical Sciences and Neurology
Ph.D., University of Florida

Monica Riley
Professor of Biochemistry
Ph.D., University of California at Berkeley

Murray Rimmer
Assistant Professor of Clinical Health Sciences (Allied Health Resources)
M.P.A., New York University

Fred S. Ringler
Clinical Instructor in Social Welfare
M.S.W., State University of New York at Stony Brook

Jack Riolo
Technical Specialist, Department of Oral Biology and Pathology

Louis W. Ripa, Jr.
Professor and Chairman of Children’s Dentistry
D.D.S., Georgetown Dental School
M.S., University of Rochester

Bernard C. Ritchen, M.S.
Assistant to Chairman, Department of Family Medicine

Seymour D. Ritter
Assistant Professor of Clinical Medicine
M.D., Downstate Medical Center

Lewis L. Robbins
Professor of Psychiatry
M.D., Rush Medical School of the University of Chicago

Anne C. Roberts
Assistant to Chairman, Department of Physiology and Biophysics

Gerald S. Roberts
Assistant Professor of Clinical Medicine
M.D., New York University

I. Lloyd Roberts
Assistant Professor of Clinical Restorative Dentistry
D.D.S., New York University

Joan E. Roberts
Research Instructor in Basic Health Sciences
Ph.D., St. John’s University

Steven L. Roberts
Clinical Assistant Professor of Oral and Maxillofacial Surgery
D.D.S., State University of New York at Buffalo
Mark S. Robbins  
Clinical Assistant Professor of Dental Medicine  
D.D.S., State University of New York at Buffalo

Joel Robins  
Associate Professor of Obstetrics and Gynecology  
M.D., University of Lausanne, Switzerland

Charles V. Robinson  
Research Assistant Professor of Biostatistics  
Ph.D., University of Missouri

Sidney J. Robinson  
Technical Specialist, University Hospital

Edward J. Rock, B.S.  
Teaching Hospital Chief Radiological Technologist, Diagnostic, University Hospital

Susan Rockitower, A.A.S.  
Technical Specialist, Department of Surgery

Bernard Rodier  
Assistant Professor of Clinical Surgery  
M.D., Cornell University

Peter Rogatz  
Clinical Professor of Health Sciences (Allied Health Resources) and Clinical Professor of Community and Preventive Medicine  
M.D., Cornell University  
M.P.H., Columbia University

Charles E. Rogers  
Assistant Professor of Clinical Surgery  
M.D., Marquette University

Martin S. Roginsky  
Associate Professor of Medicine  
M.D., Case Western Reserve University

Seymour L. RolJustice  
Professor of Dental Health  
D.D.S., New York University

Rosario J. Romano  
Assistant Professor of Community and Preventive Medicine and Clinical Assistant Professor of Medicine  
M.D., New York Medical College

Anthony D. Romeo  
Associate Professor of Psychiatry (Social Work)  
M.S.S., Fordham University

Carlos A. Romero  
Assistant Professor of Clinical Surgery and Assistant Facilities Program Coordinator, Operations, University Hospital  
M.D., State University of Buenos Aires, Argentina

Juan Rosario, A.A.S.  
Assistant University Financial Analyst, Payroll, University Hospital

Stephen M. Rose  
Professor of Social Welfare, Associate Dean for Academic Affairs, School of Social Welfare and Project Director, The Mental Health Project, School of Social Welfare  
Ph.D., Brandeis University

Wilma Rose, M.A.  
Teaching Hospital Social Worker II, University Hospital

Arthur D. Rosen  
Professor of Neurology  
M.D., Downstate Medical Center

Bruce I. Rosen  
Assistant Professor of Clinical Psychiatry  
M.D., Loyola University

David A. Rosen  
Professor of Ophthalmology  
M.D.C.M., McGill University, Canada

Melville G. Rosen  
Professor and Chairman, Department of Family Medicine  
M.D., Middlesex University

Ronald J. Rosen  
Instructor in Clinical Restorative Dentistry  
D.D.S., Fairleigh Dickinson University

Samuel Rosen  
Associate Professor of Clinical Children’s Dentistry  
D.D.S., Temple University

Conrad Rosenberg  
Associate Professor of Clinical Medicine  
M.D., New York University

Milton Rosenberg  
Associate Professor of Clinical Obstetrics and Gynecology  
M.D., University of Wisconsin

Stuart T. Rosenberg  
Instructor in Obstetrics and Gynecology  
M.D., Catholic University of Louvain, Belgium

Charles I. Rosenblum  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Municipal University of Amsterdam, Netherlands

Gilbert A. Rosenblum  
Assistant Professor of Clinical Medicine  
M.D., Downstate Medical Center

Martin Rosenblum  
Assistant Professor of Clinical Anesthesiology  
M.D., Albert Einseinstein College of Medicine

Alan Rosenblut  
Clinical Assistant Professor of Health Sciences (Allied Health Resources)  
M.S., Columbia University  
M.S., Wagner College
Martin H. Rosenfeld  
Professor of Health Sciences and  
Chairman, Department of Medical  
Technology  
Ph.D., St. John’s University

Michael S. Rosengarten  
Clinical Assistant Professor of  
Restorative Dentistry  
D.D.S., New York University

Richard H. Rosenfeld  
Clinical Instructor in Health Sciences  
(Cardiopulmonary Sciences)

Lois H. Rosenstein  
Personnel Associate, University Hospital

Alan D. Rosenthal  
Associate Professor of Clinical  
Surgery (Neurosurgery)  
M.D., University of Virginia

Arthur F. Rosenthal  
Associate Professor of Clinical Pathology  
Ph.D., Harvard University

David S. Rosenthal  
Assistant Professor of Clinical Medicine  
M.D., New York University

Evelyn Rosenthal  
Technical Specialist, University Hospital

Randolph Rosenthal  
Assistant Professor of Clinical  
Psychiatry  
M.D., New York University

Sanda Rosenthal  
Assistant Professor of Anesthesiology  
M.D., Rome Medical School, Italy

Zev Rosenwaks  
Assistant Professor of Obstetrics and  
Gynecology (Endocrinology)  
M.D., Downstate Medical Center

Gerald Roskin  
Assistant Professor of Clinical  
Psychiatry  
M.D., New York University

Fred Rosner  
Professor of Medicine  
M.D., Albert Einstein College of  
Medicine

Stuart W. Rosner  
Assistant Professor of Clinical Medicine  
M.D., New York University

Bernard M. Rosof  
Assistant Professor of Clinical Medicine  
M.D., New York University

Avron H. Ross  
Professor of Pediatrics and Dean of the  
Clinical Campus, Nassau County Medical  
Center  
M.D., New York University

Gilbert L. Ross  
Assistant Professor of Clinical Medicine  
M.D., New York University

Lawrence S. Ross  
Assistant Professor of Clinical Radiology  
M.D., Columbia University

Paul M. Ross  
Assistant Professor of Clinical  
Orthopaedics  
M.D., Chicago Medical School

Steven I. Ross  
Clinical Assistant Professor of  
Obstetrics and Gynecology  
M.D., Downstate Medical Center

Stuart Ross  
Clinical Associate Professor of Surgery  
M.D., Columbia University

William Ross  
Clinical Assistant Professor of  
Medicine  
M.D., Downstate Medical Center

Paul G. Rossano  
Assistant Professor of Clinical Family  
Medicine  
Ph.D., Louisiana State University  
M.D., University of Kentucky

Dennis R. Rossi  
Assistant Professor of Clinical Radiology  
M.D., Downstate Medical Center

Michael S. Rost  
Assistant Professor of Clinical Medicine  
M.D., Cornell University

Richard A. Roth  
Assistant Professor of Clinical  
Periodontics  
D.M.D., University of Pittsburgh

Ronald Roth  
Assistant Professor of Clinical  
Family Medicine  
M.D., New York Medical College

Samuel J. Roth  
Assistant Professor of Clinical Surgery  
M.D., Howard College of Medicine

Ivan K. Rothman  
Assistant Professor of Clinical Medicine  
M.D., New York University

Javad Rouhani  
Assistant Professor of Clinical Medicine  
M.D., Teheran University, Iran

Agnes R. Rouse, B.S.  
Assistant To Chairman, Department of  
Medicine

Joseph J. Rovinsky  
Professor of Obstetrics and Gynecology  
M.D., University of Pennsylvania

Richard J. Roxburgh, B.A.  
Technical Specialist, Department of  
Medicine

Rosalie Rozensky  
Assistant to Dean, School of Medicine

Robert L. Rubel  
Assistant Professor of Clinical  
Restorative Dentistry  
D.D.S., Temple University

Howard J. Rubenstein  
Research Assistant Professor of  
Orthopaedics  
Ph.D., University of Virginia
Burton Rubin  
Assistant Professor of Clinical Anesthesiology  
M.D., Cornell University  
Emanuel J. Rubin  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Chicago Medical School  
Leonard R. Rubin  
Professor of Clinical Surgery  
M.D., New York Medical College  
Robert Rubin  
Instructor in Clinical Surgery  
M.D., University of Pittsburgh  
Walter H. Rubins  
Assistant Professor of Clinical Surgery  
M.D., Queens University, Canada  
Eli A. Rubenstein  
Research Professor of Psychiatry (Psychology)  
Ph.D., Catholic University  
Chunilal Ruder  
Assistant Professor of Clinical Anesthesiology  
M.D., Seth G.S. Medical College, India  
Bexaida M. Rudy  
Technical Specialist, University Hospital  
Virginia Ruggiero, B.S.  
Technical Specialist, Department of Medical Technology  
Ulises Ruiz  
Associate Professor of Surgery  
M.D., University of Madrid, Spain  
James A. Rumsey  
Clinical Instructor in Health Sciences (Physical Therapy)  
B.S., Slippery Rock State College  
John P. Ruppe, Jr.  
Assistant Professor of Clinical Family Medicine  
M.D., New York University  
Herman D. Ruskin  
Professor of Clinical Medicine  
M.D., University of Witwatersrand, South Africa  
Frank A. Russo, B.S.  
Deputy Director for Fiscal and Information Services, University Hospital  
Gerald Russo  
Instructor in Pediatrics  
M.D., Downstate Medical School  
Albert Rutsky  
Assistant Professor of Clinical Psychiatry  
M.D., University of Geneva, Switzerland  
Bernard J. Ryan  
Assistant Professor of Clinical Surgery  
M.D., Harvard University  
Gerard Ryan  
Clinical Assistant Professor of Pathology  
M.D., Seton Hall College of Medicine  
Edward P. Ryan  
Clinical Associate Professor of Surgery (Neurosurgery)  
M.D., Queens University, Canada  
Francis J. Ryan, Ed.D.  
Facilities Program Coordinator, University Hospital  
Steven W. Ryder  
Instructor in Medicine  
M.D., Mt. Sinai School of Medicine  
Muthukrishna Sabanayagam  
Assistant Professor of Clinical Psychiatry  
M.D., Government Stanely Medical College, University of Madras, India  
Jeffrey Sachs  
Assistant Professor of Dental Health  
D.D.S., State University of New York at Stony Brook  
John R. Sachs  
Professor of Medicine  
M.D., Columbia University  
Robert S. Sachs  
Instructor in Psychiatry and Behavioral Sciences  
M.D., University Autonoma De Guadalajara Mexico  
Stephen A. Sachs  
Associate Professor of Dental Maxillofacial Surgery  
D.D.S., Columbia University  
Sidney Sacks  
Clinical Professor of Orthopaedics  
M.D., University of Capetown, South Africa  
Francis J. Safina  
Instructor in Medicine  
M.D., University of Rome, Italy  
David M. Salkin  
Technical Specialist, University Hospital  
Joan M. Sajnacki  
Teaching Hospital Assistant Director of Central Sterile Supply, University Hospital  
Hugo R. Salerno  
Instructor in Medicine  
M.D., University of Padua, Italy  
Marcelle Salman  
Instructor in Clinical Anesthesiology  
M.D., Royal University of Bagdad, Iraq  
Ronald Salomonson  
Clinical Assistant Professor of Restorative Dentistry  
D.D.S., State University of New York at Buffalo  
Marc Salzberg  
Assistant Professor of Clinical Community and Preventive Medicine  
M.D., New York Medical College  
Peter A. Salzer  
Clinical Assistant Professor of Surgery  
M.D., Tufts University
David Salzman  
_instructor in medicine_  
M.D., University of Brussels  
Selim T. Samaan  
Assistant Professor of Clinical Surgery  
M.D., Alexandria University, Egypt  
Joseph F. Sambrook  
Adjunct Professor of Biochemistry  
Ph.D., Australian National University, Australia  
Charles M. Samet  
Associate Professor of Clinical Medicine  
M.D., University of Minnesota  
Arnold F. Sammis, Jr.  
Assistant Professor of Clinical Surgery  
M.D., University of Rochester  
Michael Sampson  
Assistant Professor of Medicine  
M.D.C.M., McGill University  
Dominick Sampogna  
Assistant Professor of Clinical Surgery  
M.D., Boston University  
Steven Samuels  
Assistant Professor of Clinical Family Medicine (Internal Medicine)  
M.D., New York Medical College  
Jose M. Sanchez  
_Instructor in Clinical Anesthesiology_  
M.D., Santo Domingo University, Dominican Republic  
Roman S. Sanchez  
_Instructor in Clinical Psychiatry_  
M.D., Santo Domingo University, Dominican Republic  
Harold S. Sandhaus  
Assistant Professor of Clinical Medicine  
M.D., The Johns Hopkins University  
Arnold E. Sands  
Assistant Professor of Clinical Medicine  
M.D., Chicago Medical School  
Lorenzo A. Sanesi  
Assistant Professor of Clinical Family Medicine (Internal Medicine)  
M.D., University of Bologna, Italy  
Thomas J. Sansone, M.A.  
Teaching Hospital Chief Physical Therapist, University Hospital  
Edward Santora, Jr.  
Clinical Assistant Professor of Oral and Maxillofacial Surgery  
D.D.S., Georgetown University  
Delfin S. Santos  
Assistant Professor of Clinical Surgery  
M.D., University of Santo Tomas, Philippines  
Raymond L. Saperstein  
Clinical Assistant Professor of Radiology  
M.D., New York University  
Kishore R. Saraf  
Assistant Professor of Psychiatry  
M.D., Bombay University, India  
Stephen M. Saravay  
Assistant Professor of Clinical Psychiatry  
M.D., Downstate Medical Center  
Paul G. Sari  
Assistant Professor of Anesthesiology  
M.D., University of Alexandria, Egypt  
Patricia Sarli, M.S.  
Clinical Assistant Professor, School of Nursing  
Raghupathy V. Sarma  
Associate Professor of Biochemistry  
Ph.D., University of Madras, India  
Alvin M. Sarnoff  
Assistant Professor of Clinical Dental Medicine  
D.D.S., New York University  
Ralph Sasto  
Assistant Professor of Family Medicine  
M.B.B.Ch., University of Witwatersrand, South Africa  
Dawn Sasvary, M.S.  
Technical Specialist, Department of Surgery, University Hospital  
Maurice S. Satin  
Research Assistant Professor of Psychiatry  
Ph.D., University of Missouri  
Madeleine E. Kolisch Savit  
Associate Librarian, Health Sciences Center Library  
A.M.L.S., University of Michigan, School of Library Science  
Arthur Sawitsky  
Professor of Clinical Pathology and Medicine  
M.D., New York University  
Bruce I. Saxe  
Assistant Professor of Clinical Radiology  
M.D., Downstate Medical Center  
Howard E. Scalettar  
Associate Professor of Clinical Pediatrics  
M.D., University of Utah  
Dorothea H. Scandella  
Lecturer of Microbiology  
Ph.D., Sanford University  
Lucille C. Scanna, A.A.S.  
Institutional Studies Assistant Operations, University Hospital  
Sandy Schachner  
Assistant Professor of Anesthesiology  
M.D., Medical College of Wisconsin  
Martin I. Schachter  
Assistant Professor of Clinical Restorative Dentistry  
D.M.D., Tufts University  
Howard J. Schare  
Associate Professor of Clinical Oral and Maxillofacial Surgery  
D.M.D., University of Pennsylvania  
Gerald E. Schattner  
Assistant Professor of Clinical Medicine  
M.D., Downstate Medical Center
Joseph D. Schattner  
Assistant Professor of Clinical Medicine  
M.D., Downstate Medical Center

Nisson Schechter  
Research Assistant Professor of Psychiatry (Biochemistry)  
Ph.D., Western Michigan University

Ira H. Scheinerman  
Assistant Professor of Clinical Medicine  
M.D., Upstate Medical Center

Norman B. Schell  
Assistant Professor of Clinical Community and Preventive Medicine  
M.D., New York University

Oliver C. Schepers  
Lecturer of Clinical Community and Preventive Medicine  
M.A., Sangamon State University

Joseph Schepis  
Clinical Assistant Professor of Medicine  
M.D., Middlesex

Richard K. Scher  
Assistant Professor of Dermatology  
M.D., Howard University

Sheldon Scher, M.A.  
Assistant to the Director, Division of Laboratory Animal Resources

Jonas Scherer  
Clinical Assistant Professor or Pathology  
M.D., University of Brussels, Belgium

Arnold W. Scherz  
Clinical Instructor in Pediatrics  
M.D., State University of New York at Buffalo

Alfred L. Scherzer  
Associate Professor of Community and Preventive Medicine  
M.D., Columbia University

Eleanor M. Schetlin, Ed.D.  
Director of Student Services and Associate Dean for Students

Martin Schick  
Assistant Professor of Clinical Medicine  
M.D., New York University

Robert Schick  
Clinical Associate Professor of Health Sciences (Cardiorespiratory Sciences) and Assistant Professor of Clinical Medicine  
M.D., New York Medical College

Lester Schiff  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., University of Illinois

Harvey Schildkraut  
Instructor in Clinical Medicine  
M.D., University of Zurich, Switzerland

Mollie Schildkrout  
Associate Professor of Clinical Psychiatry  
M.D., Woman's Medical College of Pennsylvania

Marilyn T. Schittone  
Associate Professor of Clinical Medicine  
M.D., New York University

Jacob S. Schleichkorn  
Associate Professor of Health Sciences and Chairman, Department of Physical Therapy  
M.A., New York University

Milton A. Schlein  
Associate Professor of Clinical Restorative Dentistry  
D.D.S., Temple University

Paul J.R. Schlessinger  
Clinical Assistant Professor of Obstetrics and Gynecology  
M.D., Harvard University

Edward R. Schlissel  
Associate Professor of Restorative Dentistry and Acting Assistant Dean of Clinical Affairs, School of Dental Medicine  
D.D.S., State University of New York at Buffalo

Jakob H. Schmidt  
Associate Professor of Biochemistry  
Ph.D., University of California at Riverdale  
M.D., University of Mainz, Germany

Bernard A. Schmierer  
Associate Professor of Pediatrics  
M.D., New York University

Jack Schnee  
Assistant Professor of Clinical Psychiatry  
M.D., Chicago Medical School

Henry I. Schneer  
Professor of Clinical Psychiatry  
M.D., Long Island College of Medicine

Ira J. Schneider  
Assistant Professor of Clinical Surgery  
M.D., University of Chicago

Kenneth Schneider  
Instructor in Clinical Dental Medicine  
D.M.D., University of Pennsylvania

Philip Schneider  
Assistant Professor of Clinical Pediatrics  
M.D., Medical College of State of South Carolina

Paul I. Schneiderman  
Instructor in Medicine  
M.D., Upstate Medical Center

Mark Schoenberg  
Assistant Professor of Clinical Psychiatry  
M.D., Georgetown University

Arnold W. Schreiber  
Instructor in Clinical Medicine  
M.D., Long Island College of Medicine
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Howard Schreiber</td>
<td>Assistant Professor of Clinical Pediatrics</td>
<td>M.D., Downstate Medical Center</td>
</tr>
<tr>
<td>Robert M. Schrier</td>
<td>Clinical Assistant Professor of Obstetrics and Gynecology</td>
<td>M.D., New York University</td>
</tr>
<tr>
<td>Janet Schroeder</td>
<td>Clinical Associate Professor, School of Nursing</td>
<td>Associate Nursing Director, University Hospital</td>
</tr>
<tr>
<td>Sally Anne Schuckman</td>
<td>Assistant Professor of Nursing</td>
<td>M.A., New York University</td>
</tr>
<tr>
<td>Martin L. Schulman</td>
<td>Assistant Professor of Clinical Surgery</td>
<td>M.D., Albany Medical College</td>
</tr>
<tr>
<td>Karen O. Schulte</td>
<td>Clinical Instructor in Social Welfare</td>
<td>M.S.W., State University of New York at Stony Brook</td>
</tr>
<tr>
<td>Sallie S. Schumacher</td>
<td>Assistant Professor of Psychiatry</td>
<td>Ph.D., Washington University</td>
</tr>
<tr>
<td>Laura Schurr</td>
<td>Assistant to the Director, Dental Care Center</td>
<td></td>
</tr>
<tr>
<td>Arnold Schusheim</td>
<td>Associate Professor of Clinical Pediatrics</td>
<td>M.D., University of Groningen, Netherlands</td>
</tr>
<tr>
<td>Joseph L. Schwadron</td>
<td>Assistant Professor of Clinical Restorative Dentistry</td>
<td>D.D.S., New York University</td>
</tr>
<tr>
<td>Arthur J. Schwager</td>
<td>Assistant Professor of Clinical Pediatrics</td>
<td>M.D., Downstate Medical Center</td>
</tr>
<tr>
<td>Eugene Schwab</td>
<td>Assistant Professor of Clinical Pediatrics</td>
<td>M.D., Basel University, Switzerland</td>
</tr>
<tr>
<td>Arlene L. Schwartz, M.S.W.</td>
<td>Counselor, School of Social Welfare</td>
<td></td>
</tr>
<tr>
<td>David Schwartz</td>
<td>Assistant Professor of Clinical Oral and Maxillofacial Surgery</td>
<td>D.D.S., Columbia University</td>
</tr>
<tr>
<td>Eugene D. Schwartz</td>
<td>Associate Professor of Clinical Obstetrics and Gynecology</td>
<td>M.D., University of Virginia</td>
</tr>
<tr>
<td>Irwin L. Schwartz</td>
<td>Assistant Professor of Family Medicine</td>
<td>M.D., University of Louvain, Belgium</td>
</tr>
<tr>
<td>Peter L. Schwartz</td>
<td>Assistant Professor of Surgery (Ophthalmology)</td>
<td>M.D., Downstate Medical Center</td>
</tr>
<tr>
<td>Robert S. Schwartz</td>
<td>Assistant Professor of Clinical Obstetrics and Gynecology</td>
<td>M.D., New York Medical College</td>
</tr>
<tr>
<td>Sheila Schwartz, B.A.</td>
<td>Teaching Hospital</td>
<td></td>
</tr>
<tr>
<td>William Schwartz</td>
<td>Assistant Professor of Clinical Pediatrics</td>
<td>M.D., Chicago Medical School</td>
</tr>
<tr>
<td>Ursula C. Schwerin</td>
<td>Clinical Professor of Health Sciences (Allied Health Resources)</td>
<td>Ph.D., New York University</td>
</tr>
<tr>
<td>Kathy L. Schwewer</td>
<td>Clinical Assistant Professor of Restorative Dentistry</td>
<td>D.D.S., State University of New York at Stony Brook</td>
</tr>
<tr>
<td>Barry H. Swibbner</td>
<td>Instructor in Clinical Surgery (Plastic and Reconstructive)</td>
<td>M.D., Chicago Medical School</td>
</tr>
<tr>
<td>James J. Sciuabba</td>
<td>Associate Professor of Oral Biology and Pathology</td>
<td>D.M.D., Fairleigh Dickinson University</td>
</tr>
<tr>
<td>Edmund A. Schwesinger, Jr.</td>
<td>Clinical Assistant Professor of Health Sciences (Allied Health Resources)</td>
<td>Ph.D., University of Illinois</td>
</tr>
<tr>
<td>Joseph L. Schwadron</td>
<td>Assistant Professor of Clinical Restorative Dentistry</td>
<td>D.D.S., New York University</td>
</tr>
<tr>
<td>William H. Seery</td>
<td>Assistant Professor of Surgery (Urology)</td>
<td>M.D., Albany Medical School</td>
</tr>
<tr>
<td>James J. Scomillio</td>
<td>Instructor in Medicine</td>
<td>M.D., University of Buffalo</td>
</tr>
<tr>
<td>Wesley E. Scott</td>
<td>Assistant Professor of Clinical Surgery</td>
<td>M.D., Meharry Medical College</td>
</tr>
<tr>
<td>Elizabeth Jean Scully</td>
<td>Clinical Assistant Professor of Social Welfare and Associate Project Director (SIDS), School of Social Welfare</td>
<td>M.S.W., State University of New York at Stony Brook</td>
</tr>
<tr>
<td>Jorge E. Secchi</td>
<td>Assistant Professor of Health Sciences (Cardio Respiratory Sciences)</td>
<td>M.D., University of Buenos Aires, Argentina</td>
</tr>
<tr>
<td>Paul Seale, M.P.S.</td>
<td>Teaching Hospital</td>
<td></td>
</tr>
<tr>
<td>Jules J. Seckler</td>
<td>Assistant Professor of Clinical Medicine</td>
<td>M.D., Tulane University</td>
</tr>
<tr>
<td>William L. Seckler</td>
<td>Assistant Professor of Surgery</td>
<td>M.D., Downstate Medical Center</td>
</tr>
</tbody>
</table>
Samuel Seibel  
Clinical Assistant Professor of Family Medicine  
M.D., Downstate Medical Center  
Cathleen A. Seibert  
Clinical Instructor in Health Sciences  
(Cardiorespiratory Sciences)  
B.A., Southampton College  
Bruce J. Seidell  
Instructor in Medicine  
M.D., Albert Einstein College of Medicine  
Cathleen A. Seibert  
Clinical Instructor in Health Sciences  
(Cardiorespiratory Sciences)  
BA, Southampton College  
Robert H. Seinfeld  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Albert Einstein College of Medicine  
Gilbert K. Seligman  
Instructor in Clinical Psychiatry  
M.D., Howard University  
Jose L. Seligson  
Assistant Professor of Clinical Psychiatry  
M.D., National Autonomous University of Mexico, Mexico  
Robert W. Sengstaken  
Associate Professor of Clinical Surgery  
M.D., Columbia University  
Retta C. Sengstock  
Assistant Materials Manager, Central Sterile and Supply, University Hospital  
Stephen A. Senreich  
Instructor in Obstetrics and Gynecology  
M.D., Albert Einstein College of Medicine  
Howard L. Ser  
Clinical Assistant Professor of Obstetrics and Gynecology  
M.D., University of Bologna, Italy  
Edward L. Seretan  
Clinical Assistant Professor of Ophthalmology  
M.D., St. Louis University  
Sylvia Serna  
Assistant to Director, Personnel, University Hospital  
Jane K. Setlow  
Adjunct Professor of Microbiology  
Ph.D., Yale University  
Richard Setlow  
Adjunct Professor of Biochemistry  
Ph.D., Yale University  
Eugenio B. Sevidal  
Assistant Professor of Clinical Family Medicine  
M.D., Far Eastern University, Philippines  
James R. Seymour  
Assistant Professor of Clinical Surgery (Neurosurgery)  
M.D., University of Zurich, Switzerland  
Jitendra A. Shah  
Instructor in Clinical Family Medicine  
M.D., University of Bombay, India  
Manaj Shah  
Assistant Professor of Clinical Psychiatry  
M.B.B.S., B.J. Medical College, India  
Fattah E. Shahidi  
Assistant Professor of Clinical Medicine  
M.D., University of Teheran, Iran  
Mortimer L. Shakun  
Associate Professor and Director, Program Information Systems, School of Dental Medicine  
D.D.S., M.S., New York University  
Rajasekar Sham  
Assistant Professor of Medicine (Nuclear Medicine)  
M.D., Madras Medical College, India  
Stanley A. Shanies  
Instructor in Medicine  
M.D., University of Bologna, Italy  
Alan L. Shanske  
Assistant Professor of Pediatrics  
M.D., Albert Einstein College of Medicine  
Isidore Shapiro  
Clinical Associate Professor of Psychiatry (Social Work)  
M.S.W., University of Pennsylvania  
Ph.D., New York University  
Joseph Shapiro  
Associate Professor of Clinical Psychiatry  
M.D., Royal Colleges of Physicians and Surgeons, Scotland  
Marvin Shapiro  
Assistant Professor of Clinical Surgery  
M.D., New York University  
Raymond N. Shapiro  
Associate Professor of Clinical Surgery (Plastic Surgery)  
M.D., D.D.S., New York University  
Stanley Shapiro  
Assistant Professor of Clinical Psychiatry  
M.D., Downstate Medical Center  
Terry Shapiro  
Clinical Assistant Professor of Restorative Dentistry  
D.M.D., Fairleigh Dickinson University  
Elliott N. Shaw  
Adjunct Professor of Biochemistry  
Ph.D., Massachusetts Institute of Technology  
Robert E. Shea, Jr.  
Institutional Studies Assistant, University Hospital  
Thomas J. Sheehy, Jr.  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Boston University
Lawrence Sheff  
Assistant Professor of Clinical Psychiatry  
M.D., New York Medical College
Claire A. Shellabarger  
Professor of Pathology  
Ph.D., Indiana University
Ashok C. Shende  
Associate Professor of Pediatrics  
M.D., University of Bombay, India
Thomas E. Shenk  
Professor of Microbiology  
Ph.D., Rutgers University
I. Ronald Shenker  
Assistant Professor of Pediatrics  
M.D., University of Wisconsin
John W. Shepard  
Associate Professor of Clinical Surgery  
M.D., Cornell University
Michael M. Sher  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., University of Minnesota
Joel E. Sherlock  
Associate Professor of Medicine  
M.D., Cornell University
Frederick T. Sherman  
Assistant Professor of Medicine  
M.D., Temple University
Jack Sherman  
Clinical Associate Professor of Pediatrics  
M.D., Tulane University
Jeffrey B. Sherman  
Associate for University Financial Analysis, Fiscal Services, University Hospital
John Sherman  
Clinical Instructor in Health Sciences (Allied Health Resources)  
J.D., St. John's University
Lawrence Sherman  
Professor of Medicine and Associate Dean (Academic Affairs)  
M.D., New York University
Robert Sherman  
Assistant Professor of Clinical Neurology  
M.D., University of Louvain, Belgium
S. Murray Sherman  
Professor of Anatomical Sciences  
Ph.D., University of Pennsylvania
Albert Sherwyn  
Assistant Professor of Clinical Pediatrics  
M.D., Chicago Medical School
Alexander Shiu, O.D.T.  
Technical Specialist, Department of Restorative Dentistry
David M. Shobin  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., University of Maryland

David R. Shortle  
Assistant Professor of Microbiology  
M.D., Ph.D., The Johns Hopkins University
Walton W. Shreave  
Professor of Medicine and Radiology  
M.D., Indiana University
Ph.D., Case Western Reserve University
Kamal K. Shukla  
Research Assistant Professor of Physiology and Biophysics  
Ph.D., State University of New York at Stony Brook
Melvin Shuter  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., University of Geneva, Switzerland
Bernard J. Sicuranza  
Associate Professor of Clinical Obstetrics and Gynecology  
M.D., University of Rome, Italy
Padmanabhan Siddarth  
Assistant Professor of Surgery  
M.D., Madras Medical College, India
Ph.D., Jefferson Medical College, India
Saroja Siddarth  
Assistant Professor of Clinical Pediatrics  
M.D., Madras Medical College, India
Marc K. Siegal, B.A.  
Technical Specialist, Department of Surgery
Arthur Siegel  
Instructor in Clinical Radiology  
M.D., State University of New York at Buffalo
Beth Siegel, M.S.  
Counselor, Obstetrics and Gynecology, University Hospital
Stanley E. Siegel  
Clinical Assistant Professor of Dental Health  
D.D.S., New York University
Arlene Siegelwaks  
Clinical Assistant Professor of Social Welfare  
M.S.W., Adelphi University
Howard M. Siglag  
Instructor in Obstetrics and Gynecology  
M.D., University of Bologna, Italy
Harvey R. Silber  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., New York University
Blossom Silberman  
Clinical Assistant Professor of Health Sciences (Allied Health Resources) and Social Welfare  
M.S.W., State University of New York at Stony Brook
Daniel R. Silbert  
Assistant Professor of Pediatrics  
M.D., Yale University

309
Solomon Silfen  
**Instructor in Clinical Health Sciences (Medical Technology)**  
M.S., Long Island University

Barbara S. Silvestri  
**Clinical Assistant Professor of Health Sciences (Physical Therapy)**  
M.S., State University of New York at Stony Brook

Lawrence Silver  
**Associate Professor of Medicine**  
M.D., New York University

Rosalind B. Silver  
**Assistant Professor of Clinical Psychiatry**  
M.S.W., Columbia University

Herbert I. Silverberg  
**Assistant Professor of Clinical Medicine**  
M.D., Downstate Medical Center

Michael Silverberg  
**Assistant Professor of Medicine**  
Ph.D., Oxford University, England

Sidonie A. Silverberg  
**Assistant Professor of Medicine**  
Ph.D., Oxford University, England

David A. Silverman, M.B.A.  
**Director of Unit Management, Nursing, University Hospital**

Felix A. Silverstone  
**Associate Professor of Clinical Medicine**  
M.D., George Washington University

Robert A. Simendinger, B.S.  
**Assistant Manager, Information Systems University Hospital**

Phyllis Simmons  
**Clinical Associate Professor of Social Welfare**  
M.S.W., Adelphi University

Judith Simon  
**Lecturer of Community and Preventive Medicine**  
M.A., State University of New York at Buffalo

Lori Simon, B.S.  
**Programmer Analyst, Information Systems, University Hospital**

Sanford R. Simon  
**Associate Professor of Biochemistry**  
Ph.D., Rockefeller University

Sheldon C. Simon  
**Instructor in Clinical Medicine**  
M.D., University of Rochester

Melvin Simpson  
**Professor of Biochemistry**  
Ph.D., University of California at Berkeley

Mary Sinatra  
**Instructor in Clinical Family Medicine**  
B.A., Rosemont College

Joseph I. Singer  
**Assistant Professor of Clinical Medicine**  
M.D., University of Chicago

Richard Singer  
**Clinical Associate Professor of Pathology**  
M.D., New York University

Amar J. Singh  
**Assistant Professor of Clinical Medicine**  
M.D., Government Medical College, India

Amarjit Singh  
**Assistant Professor of Clinical Medicine**  
M.D., Stanley Medical College, India

Devendra K. Singh  
**Instructor in Medicine**  
M.D., Prince of Wales Medical College, India

Harbans Singh  
**Assistant Professor of Clinical Otorhinolaryngology**  
M.D., Amritsar Medical College, India

Yvonne Singletary  
**Assistant Professor of Nursing**  
M.A., Columbia University

Edward C. Sinnott  
**Professor of Clinical Anesthesiology**  
M.D., New York Medical College

Paul M. Sivak, M.S.W.  
**Counselor, School of Social Welfare**

Michael N. Skaredoff  
**Assistant Professor of Clinical Anesthesiology**  
M.D., Texas Technology University

James Skillman  
**Research Associate of Oral Biology and Pathology**

Mary L. Skillman  
**Technical Assistant, Department of Children’s Dentistry**

Robert A. Skinner, B.S.  
**Technical Specialist, Department of Pathology**

Barrett D. Sklar  
**Assistant Professor of Clinical Family Medicine**  
M.D., Loyola University

Daniel N. Slatkin  
**Assistant Professor of Pathology**  
M.D., McGill University, Canada

Charlotte A. Slintak  
**Clinical Assistant Professor, School of Nursing**  
Assistant Nursing Director (Coram Health Center) University Hospital

Michael Slippen  
**Assistant Professor of Clinical Surgery (Otolaryngology)**  
M.D., Catholic University of Louvain, Belgium

Michael W. Slome  
**Assistant Professor of Psychiatry and Behavioral Science and Clinical Assistant Professor of Social Welfare**  
M.D., Upstate Medical Center
Alvin J. Slovin  
Clinical Assistant Professor of Surgery  
M.D., Downstate Medical Center

Arlene Smaldone, M.S.  
Assistant Nursing Director, University Hospital

Gerald C. Smaldone  
Assistant Professor of Medicine  
M.D., Ph.D., New York University

Doreen Small  
Clinical Instructor, School of Nursing  
B.S.N., Adelphi University

Lynne Smallne  
Clinical Assistant Professor of Social Welfare  
M.D., University of California at San Francisco

Noel Smith  
Assistant Professor of Clinical Surgery  
M.D., Emory University

Oswald G. Smith  
Assistant Professor of Clinical Anesthesiology  
M.D., Meharry Medical College

Reverend Robert Smith  
Chaplain, University Hospital

Stephen G. Smith  
Technical Specialist, University Hospital

Terence W. Smith, M.H.A.  
Teaching Hospital Assistant Administrator, University Hospital

William R. Smith  
Associate Professor of Family Medicine  
M.D., Case Western Reserve University

Janice M. Sniffen  
Assistant Professor in Health Sciences (Physical Therapy)  
M.S., Ohio State University

William Snyder, B.S.  
Technical Specialist, University Hospital

Henry B. So  
Assistant Professor of Clinical Surgery (Pediatrics)  
M.D., University of Santo Tomas, Philippines

Gertrude R. Sobel  
Associate Professor or Clinical Medicine  
M.D., Columbia University

Lynne Soine  
Clinical Assistant Professor of Social Welfare and Director of the Undergraduate Program, School of Social Welfare  
M.S.W., State University of New York at Stony Brook

E. Marvin Sokol  
Associate Professor of Clinical Medicine  
M.D., Medical College of Virginia

Ezri Sokol  
Assistant Professor of Clinical Surgery  
M.D., Medical College of Virginia

Joseph M. Sokol  
Assistant Professor of Psychiatry (Public Administration)  
D.P.A., New York University

Leon Sokoloff  
Professor of Pathology  
M.D., New York University

Yussef Soleymanikashi  
Assistant Professor of Clinical Pediatrics  
M.D., Teheran University, Iran

Kenneth F. Solinsky  
Instructor in Clinical Medicine  
M.D., Upstate Medical Center

Gilbert Solitare  
Clinical Professor of Pathology (Neuropathology)  
M.D., Yale University

Alvin L. Solomon  
Associate Professor of Clinical Restorative Dentistry  
D.D.S., Georgetown University

Sanford P. Solomon  
Assistant Professor of Clinical Psychiatry  
M.D., Yale University

Yale Solomon  
Assistant Professor of Clinical Surgery (Ophthalmology)  
M.D., University of Buffalo

Barry D. Solzberg  
Assistant Professor of Clinical Periodontics  
D.D.S., St. Louis University

Prantika Som  
Research Assistant Professor of Radiology  
D.V.M., University of Calcutta, India

Sc.M., The Johns Hopkins University

Charoen Somvongsiri  
Assistant Professor of Clinical Psychiatry  
M.D., Chulalongkorn University, Thailand

Benjamin Son  
Instructor in Medicine  
M.D., South Eastern University

Vivien A. Soo  
Institutional Studies Assistant, Clinical Services, University Hospital
Danilo B. Soriano  
Assistant Professor of Clinical Surgery  
(Neurosurgery)  
M.D., University of the Philippines,  
Philippines  

Harry S. Soroff  
Professor and Chairman of Surgery  
M.D., Temple University  

Jack Soterekas  
Assistant Professor of Medicine  
M.D., University of Bologna, Italy  

Nina Spatafora, M.A.  
Teaching Hospital Therapeutic Dietician,  
University Hospital  

Martin Spatz  
Clinical Professor of Surgery (Urology)  
M.D., New York University  

Sara Jane Spaulding  
Lecturer in Social Welfare  
Ph.D., University of Cincinnati  

Ilan Spector  
Assistant Professor of Anatomical Sciences  
Ph.D., University of Paris  

Ira J. Spector  
Assistant Professor of Clinical Obstetrics and Gynecology  
M.D., Downstate Medical Center  

Joseph K. Spector  
Associate Professor of Clinical Restorative Dentistry  
D.D.S., New York University  

Stanley Spellman  
Assistant Professor of Clinical Medicine  
M.D., Indiana University  

Alan Spielberg  
Instructor in Clinical Medicine  
M.D., University of Brussels, Belgium  

Alfred I. Spieler  
Clinical Assistant Professor of Pediatrics  
M.D., Boston University  

Lori K. Spina, B.S.  
Technical Specialist, University Hospital  

Robert C. Spina  
Lecturer in Health Sciences  
(Cardiorespiratory Sciences)  
M.P.S., C.W. Post College  

Joseph H. Spinks, B.S.  
Technical Specialist, University Hospital  

Milton L. Spinner  
Assistant Professor of Clinical Pediatrics  
M.D., New York University  

Stanley R. Spiro  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., Temple University  

Irving Spodek  
Clinical Assistant Professor of Obstetrics and Gynecology  
M.D., University of Leiden, Netherlands  

Alice Levinson Sposato  
Assistant to Director, Department of Children’s Dentistry  

Joyce N. Sprafkin  
Research Assistant  
Professor of Psychiatry  
Ph.D., State University of New York at Stony Brook  

Rita Spring  
Nurse Anesthetist, University Hospital  

Claude W. Springer  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., University of Pennsylvania  

William J. Squires  
Assistant Professor of Clinical Family Medicine  
M.D., New York Medical College  

Leo M. Sreebny  
Professor of Oral Biology and Pathology  
D.D.S., Ph.D., University of Illinois  

S. Srinivasan  
Assistant Professor of Medicine  
M.B.B.S., Stanley Medical College, Madras, India  

Alice S. Stahl  
Assistant Professor of Clinical Psychiatry  
M.D., University of Vienna, Austria  

Albert W. Stahman  
Assistant Professor of Clinical Family Medicine  
M.D., Long Island College of Medicine  

Alfred Stamm  
Clinical Associate Professor of Social Welfare and Program Associate (Title XX), School of Social Welfare  
M.S.W., Fordham University  

Leon Star  
Clinical Associate Professor of Surgery  
M.D., Long Island College of Medicine  

Ruth Stark  
Assistant Professor of Clinical Psychiatry  
Ph.D., Adelphi University  

Janet Steele-Holloway  
Clinical Assistant Professor of Social Welfare and Assistant Dean for Student Services, School of Social Welfare  
M.S.W., State University of New York at Stony Brook  

William Steibel  
Lecturer of Dental Health  
D.D.S., New York University  
M.P.H., Columbia University  

Alvin Stein  
Assistant Professor of Clinical Medicine  
M.D., Albert Einstein College of Medicine  

Howard S. Stein  
Assistant Professor of Clinical Pediatrics  
M.D., University of Vermont
Leonard Stein  
Assistant Professor of Clinical Surgery  
M.D., University of Leiden, Netherlands
Matthew B. Stein, M.B.A.  
Teaching Hospital Administrative  
Assistant, Ambulatory Care, University Hospital
Michael P. Stein  
Instructor in Clinical Pediatrics  
M.D., University of Bologna, Italy
Paul L. Stein, M.S.W.  
Counselor, School of Social Welfare
Theodore A. Stein  
Research Assistant Professor of Surgery  
M.S., Southern Illinois University
Bettie M. Steinberg  
Research Assistant Professor of Surgery  
Ph.D., State University of New York at Stony Brook
Harry Steinberg  
Assistant Professor of Medicine  
M.D., Temple University
Herbert Steinberg  
Assistant Professor of Clinical Psychiatry  
M.D., New York University
Howard R. Steinberg  
Assistant Professor of Medicine  
M.D., New York University  
M.P.H., Harvard University
Lawrence Steinberg  
Assistant Professor of Clinical Anesthesiology  
M.D., University of Toronto, Canada
Maurice D. Steinberg  
Assistant Professor of Clinical Psychiatry  
M.D., University of Manitoba Medical School, Canada
Allen S. Steinhardt  
Assistant Professor of Clinical Pediatrics  
M.D., New York University
Judith Steinhart  
Clinical Assistant Professor of Health Sciences (Allied Health Resources)  
D.A., Institute for the Advanced Study of Human Sexuality
Andrew Mark Stelle  
Assistant Professor of Pediatrics  
M.D., Downstate Medical Center
Alex Stenzler  
Clinical Assistant Professor of Health Sciences  
A.A., Miami Dade Community College
Mavis E. Stephenson  
Technical Specialist, Department of Surgery
Arnold B. Sterman  
Assistant Professor of Neurology  
M.D., Cornell University
Jack T. Stern, Jr.  
Associate Professor of Anatomical Sciences and Orthopaedics (Anatomy)  
Ph.D., University of Chicago School of Medicine
Lawrence Stern, B.S.  
Technical Specialist, Department of Orthopaedics
Mark J. Stern  
Instructor in Medicine  
M.D., Mt. Sinai School of Medicine
Martin Stern  
Professor and Chairman of Oral and Maxillofacial Surgery  
D.M.D., Harvard University
Stephanie T. Stern, B.S.  
Counselor, Neural Tube Defects Laboratory, University Hospital
S. David Sternberg  
Associate Professor of Clinical Pediatrics  
M.D., New York Medical College
Rolf Sternglanz  
Associate Professor of Biochemistry  
Ph.D., Harvard University
Martin Sternglass  
Associate Professor of Clinical Periodontics  
D.D.S., New York University
Elizabeth Sterrett-Rothstein  
Clinical Instructor in Health Sciences (Physician's Assistant Education)  
B.S., State University of New York at Stony Brook
Kingsley M. Stevens  
Professor of Medicine  
M.D., Harvard University
Barbara Stewart  
Assistant Professor of Pediatrics  
M.D., Hahnemann Medical College
Maxwell Stillerman  
Professor of Clinical Pediatrics  
M.D., Long Island College of Medicine
Norman Stillman  
Assistant Professor of Clinical Pediatrics  
M.D., New York University
Richard L. Stivelman  
Assistant Professor of Clinical Surgery  
M.D., University of Utrecht, Netherlands
Gerald S. Stoller  
Assistant Professor of Clinical Surgery (Ophthalmology)  
M.D., Temple University
Alex M. Stone  
Associate Professor of Clinical Surgery  
M.D., New York University
Arthur A. Stone  
Research Assistant Professor of Psychiatry and Adjunct Assistant Professor of Psychology  
Ph.D., State University of New York at Stony Brook

313
Janet Stone  
Research Instructor of Nursing  
M.S., State University of New York at Stony Brook

Martin L. Stone  
Professor and Chairman of Obstetrics and Gynecology  
M.D., New York Medical College

Nancy Strafford-Hesko  
Instructor of Nursing  
M.S.N., Yale University

Patricia H. Strasberg, B.S.  
Teaching Hospital Administrative Assistant, University Hospital

Richard J. Strauss  
Instructor in Surgery  
M.D., Downstate Medical Center

Elaine H. Stock  
Clinical Assistant Professor of Adult Health Nursing  
M.S., Adelphi University

Charles Stroh  
Clinical Assistant Professor of Oral and Maxillofacial Surgery  
D.D.S., Northwestern University

Robert R. Strome  
Assistant Professor of Clinical Surgery (Ophthalmology)  
M.D., Padua University Medical School, Italy

Frederick A. Struve, III  
Research Associate Professor of Psychiatry  
Ph.D., Northwestern University

F. William Studier  
Adjunct Professor of Biochemistry  
Ph.D., California Institute of Technology

Philip C. Su  
Assistant Professor of Neurology  
M.D., Taiwan National University, China

Walter J. Suika, B.S.  
Teaching Hospital Admitting Director, University Hospital

Sorel Sulimovici  
Associate Professor of Medicine (Clinical Physiology)  
Ph.D., University of Edinburgh, Scotland

Burton S. Sultan  
Clinical Assistant Professor of Surgery (Ophthalmology)  
M.D., Downstate Medical Center

Philip Sumner  
Associate Professor of Clinical Medicine  
M.D., Chicago Medical School

Sylvan Surks  
Professor of Anesthesiology  
M.D., Chicago Medical School

Suphi Surmeli  
Assistant Professor of Clinical Psychiatry  
M.D., University of Istanbul, Turkey

Frederic M. Suser  
Instructor in Clinical Pediatrics  
M.D., St. Louis University

Randall L. Susman  
Assistant Professor of Anatomical Sciences  
Ph.D., University of Chicago

Herbert Susskind  
Associate Professor of Medicine (Clinical Physiology)  
M.Ch.E., New York University

Leonard Sussman  
Assistant Professor of Pediatrics  
M.D., Albert Einstein College of Medicine

Marvin L. Sussman  
Assistant Professor of Clinical Pediatrics  
M.D., Downstate Medical Center

Richard N. Sussman  
Clinical Assistant Professor of Oral and Maxillofacial Surgery  
D.D.S., Temple University

Maganial K. Sutaria  
Clinical Assistant Professor of Surgery  
M.D., Gujarat University, India

Albert P. Sutton  
Associate Professor of Clinical Urology  
M.D., University of Buffalo

Ann Sutton  
Lecturer in Health Sciences  
Ph.D., State University of New York at Stony Brook

H. Lawrence Sutton  
Assistant Professor of Clinical Psychiatry  
M.D., University of Maryland

Jeffrey Sverd  
Research Assistant Professor of Psychiatry  
M.D., Downstate Medical Center

Lottie J. Swann, A.A.S.  
Personnel Associate, University Hospital

Richard D. Sweeney  
Assistant Professor of Clinical Surgery  
M.D., Downstate Medical Center

Attia I. Swellam  
Research Assistant Professor of Psychiatry  
Ph.D., Rensselaer Polytechnic Institute

Mark Swerdloff  
Associate Professor of Oral and Maxillofacial Surgery  
D.D.S., Columbia University

Robert B. Swersky  
Instructor in Surgery  
M.D., Downstate Medical Center

Jacob Swinkin  
Assistant Professor of Clinical Medicine  
M.D., State University of Iowa

Stephen L. Sylvan  
Assistant Professor of Clinical Dental Medicine  
D.M.D., Tufts School of Dental Medicine
Hebbalmath M. Thippeswamy  
_Instructor in Medicine_  
M.B.B.S., Jawaharlal Nehru Medical College, India  
Emily H. Thomas, M.S.  
_Assistant to the Vice President for Health Sciences (Special Projects)_  
Joseph Thomas  
_Assistant Professor of Clinical Pediatrics_  
M.D., Medical College of Calcutta, India  
Josephine A. Thomas, A.A.  
_Research Assistant, Department of Obstetrics and Gynecology_  
Gerard Thompson, A.A.  
_Teaching Hospital Anesthetist, University Hospital_  
Henry W. Thompson  
_Associate Professor of Clinical Surgery_  
M.D., Stanford University  
Norman B. Thomson  
_Professor of Clinical Surgery_  
M.D., Columbia University  
Yunyong Thongcharoen  
_Assistant Professor of Clinical Medicine_  
M.D., Mahidol University, Thailand  
Ralph G. Thorn  
_Assistant Professor of Pathology_  
M.D., Tufts University  
Howard M. Tichler  
_Assistant Professor of Clinical Children’s Dentistry_  
D.D.S., Temple University  
Rein Tideiksaar  
_Instructor in Clinical Health Sciences (Physician’s Assistant Education)_  
B.S., State University of New York at Stony Brook  
Joel S. Tieg  
_Clinical Assistant Professor of Oral and Maxillofacial Surgery_  
D.M.D., University of Pennsylvania  
Louis H. Tiger  
_Assistant Professor of Clinical Medicine_  
M.D., University of Louisville  
Mary Ann Tinker  
_Assistant Professor of Surgery_  
M.D., University of Michigan  
Perry Tirschwell  
_Assistant Professor of Clinical Surgery_  
M.D., Cornell University  
Djin Y. Tjioe  
_Instructor in Clinical Medicine_  
M.D., University of Indonesia, Indonesia  
Charles Tkacz  
_Assistant Professor of Clinical Psychiatry_  
M.D., New York University  
Alexander A. Tocher  
_Clinical Instructor in Pediatrics_  
M.D., University of Cape Town, South Africa  
Allan H. Toffler  
_Assistant Professor of Clinical Medicine_  
M.D., Upstate Medical Center  
Peter S. Tolins  
_Clinical Associate Professor of Pediatrics_  
M.D., Cornell University  
Beca Tomim  
_Assistant Professor of Clinical Psychiatry_  
M.D., University of Bucharest, Romania  
William C. Topp  
_Auxiliary Assistant Professor of Microbiology_  
Ph.D., Princeton University  
James B. Tormey, Jr.  
_Assistant Professor of Clinical Obstetrics and Gynecology_  
M.D., Downstate Medical Center  
Ana Maria Torres, M.A.  
_Assistant Dean for Students, Office of Student Services_  
Carlos Torres-Lemir  
_Instructor in Clinical Family Medicine_  
M.D., National University of Paraguay, Paraguay  
George Tortora  
_Associate Professor of Health Sciences (Medical Technology)_  
Ph.D., St. John’s University  
Marina Tortora, M.S.  
_Technical Specialist, University Health Service_  
Julji G. Tosheff  
_Instructor in Psychiatry_  
M.D., Higher Medical Institute, Bulgaria  
Albert S. Trachtenberg  
_Assistant Professor of Clinical Radiology_  
M.D., University of Geneva, Switzerland  
William J. Treanor  
_Associate Professor of Health Sciences and Chairman, Department of Cardiorespiratory Sciences_  
M.S., Adelphi University  
Susan E. Trecartin  
_Instructor in Clinical Pediatrics_  
M.D., McGill University, Canada  
Byron M. Treitler  
_Assistant Professor of Clinical Surgery_  
M.D., Downstate Medical Center  
Walter A. Trenkle  
_Assistant Professor of Clinical Orthopaedics_  
M.D., New York University  
Narendra K. Trivedi  
_Assistant Professor of Clinical Psychiatry_  
M.B.B.S., University of Bombay, India  
Raymond Tromba, A.S.  
_Programmer Analyst, University Hospital_  
Nathan Trotter  
_Assistant Professor of Clinical Restorative Dentistry_  
D.M.D., Tufts University
Carolyn Trunca
Assistant Professor of Obstetrics and Gynecology
Ph.D., University of Wisconsin

Antoinette Trupiano
Technical Specialist, University Hospital

Lily E. Tsapogas
Assistant Professor of Anesthesiology
M.D., University of Athens, Greece

Makia J. Tsapogas
Professor of Surgery
M.D., M.Ch., University of London, England

Linda Tseng
Associate Professor of Obstetrics and Gynecology
Ph.D., University of North Dakota

Susan M. Tuck
Instructor in Radiology
M.D., New Jersey College of Medicine

Milton Tuerk
Associate Professor of Clinical Surgery
M.D., D.D.S., New York University

Charles B. Tulevech
Associate Professor of Clinical Surgery
(Ophthalmology)
M.D., Columbia University

Michael J. Tully, A.A.
Technical Specialist
University Hospital

John A. Tuominen, M.A.
Technical Specialist, Electroencephalography, University Hospital

Gale Tureski, B.S.
Technical Assistant, University Hospital

Dorene C. Turi, B.S.
Technical Specialist, Department of Medicine

Daniel S. Turner
Clinical Assistant Professor of Obstetrics and Gynecology
M.D., University of Lausanne, Switzerland

Ira M. Turner
Instructor in Medicine
M.D., Downstate Medical Center

Richard S. Turner
Assistant Professor of Clinical Restorative Dentistry
D.D.S., Columbia University

William J. Turner
Research Professor of Psychiatry
M.D., The Johns Hopkins University

Bernard Turskey
Professor of Psychiatry
M.D., E.E., Medical Institute of Technology

Allen Turtel
Assistant Professor of Clinical Family Medicine
M.D., University of Leiden, Netherlands

Betty M. Twarog
Professor of Anatomical Sciences
(adjunct)
Ph.D., Radcliffe College

Lawrence H. Tydings
Clinical Assistant Professor of Obstetrics and Gynecology
M.D., Downstate Medical Center

Christa C. Ugrinsky, B.S.
Technical Specialist, Department of Obstetrics and Gynecology

Charles Ullo
Assistant Professor of Restorative Dentistry
D.M.D., New Jersey College

Robert W. Unangst
Associate Professor of Clinical Surgery
M.D., New York University

Yogendra Upadhyay
Assistant Professor of Clinical Psychiatry
M.B.B.S., All India Institute of Medical Science, India

Morton Urivetzky
Associate Professor of Medicine (Clinical Physiology)
Ph.D., University of Oklahoma

Bessie B. Urquhart
Clinical Assistant Professor of Nursing
M.A., Columbia University

Vincent J. Vaccarelli, B.S.
Technical Specialist, Division of Media Services

Robert A. Vachon
Research Instructor in Psychiatry
Ph.D., State University of New York at Stony Brook

Dinesh Vadher
Assistant Professor of Clinical Obstetrics and Gynecology
M.B.B.S., Baroda Medical College, M.S. University, India

Elsa Valderrama
Assistant Professor of Pathology
M.D., National University, Colombia

Martin J. Valins
Assistant Professor of Clinical Children’s Dentistry (Orthodontics)
D.D.S., New York University

Catherine M. Vallario, B.S.
Teaching Hospital Pharmacy Assistant, University Hospital

Peter Vallely
Clinical Instructor in Social Welfare
M.S.W., Syracuse University

Sivachandra M. Vallury
Assistant Professor of Clinical Psychiatry
M.D., University of Bombay, India

John J. Valter
Assistant to the Vice President for Health Sciences

Ellen M. Vanacore, M.S.
Personnel Associate, University Hospital
Michelle Vance
Assistant Professor of Nursing
M.S.N., Indiana University

William G. Van der Kloot
Professor and Chairman of Physiology
and Biophysics
Ph.D., Harvard University

Robert N. Van Son
Assistant Professor of Clinical Obstetrics
and Gynecology
M.D., New York Medical College

Jetse Van Vliet
Instructor in Clinical Anesthesiology
M.D., University of Amsterdam,
Netherlands

Malathy Varanasi
Clinical Assistant Professor of
Obstetrics and Gynecology
M.D., Andhra Medical College,
India

Andre O. Varma
Professor and Chairman of
Community and Preventive Medicine
M.D., Medical School of Paramaribo,
Surinam

Nora Varsano-Aharon
Assistant Professor of Medicine
M.D., Hebrew University Medical School,
Israel

Srinivasan Vasudevan
Instructor in Medicine
M.D., University of Delhi, India

Ashok N. Vaswani
Assistant Professor of Medicine
M.B.B.S., Topiwala National Medical
College, Bombay University, India

Judy Vee Lum
Assistant to Director for
Continuing Medical Education
School of Medicine

Anthony Verga
Instructor in Clinical Psychiatry
M.D., Downstate Medical Center

Uma L. Verma
Instructor of Obstetrics and
Gynecology
M.D., Topiwalla National Medical
College, India

Frances M. Vernace
Assistant Professor of Clinical Radiology
M.D., Downstate Medical Center

Patrick F. Vetere
Assistant Professor of Clinical Obstetrics
and Gynecology
M.D., Creighton University

Stanley M. Vickers
Assistant Professor of Clinical Medicine
M.D., Columbia University

Carlos M. Vidal
Lecturer of Social Welfare
M.S.W., State University of New York at
Stony Brook

Victor F. Villadolid
Assistant Professor of Clinical
Ophthalmology
M.D., University of the Philippines,
Philippines

Pasquale A. Vitagliano
Assistant Professor of Clinical Children’s
Dentistry
D.D.S., New York University

Stephen Vlay
Instructor in Medicine
M.D., Yale University

Corrine Vohlidka, M.S.
Technical Specialist, University Hospital

Patricia A. Vonahnens, B.S.
Assistant Nursing Director, University
Hospital

Sharon von Bock
Research Associate and Assistant Dean
for Administrative Affairs, School of
Dental Medicine

Olga von Tauber
Associate Professor of Clinical
Psychiatry
M.D., State University of Vienna Medical
School, Austria

Doreen Vorek, B.S.
Teaching Hospital Pharmacist, University
Hospital

Melina Vratney, B.S.
Technical Specialist, Division of Audio-
Visual Services

Harry L. Wachen
Assistant Professor of Clinical Obstetrics
and Gynecology
M.D., Chicago Medical School

Harold H. Wagner
Assistant Professor of Clinical Pediatrics
M.D., University of Pennsylvania

Jay E. Wagner
Assistant Professor of Clinical Ortho-
paedics
M.D., University of Chicago

Sydney Wain
Instructor in Clinical Obstetrics and
Gynecology
M.D., University of St. Andrews, England

Benjamin Walcott
Associate Professor of Anatomical
Sciences
Ph.D., University of Oregon

Richard H. Walden
Associate Professor of Clinical Surgery
M.D., Long Island College of Medicine

Herbert F. Waldhorn
Associate Professor of Clinical
Psychiatry
M.D., New York University

Gale M. Waldman
Assistant Professor of Nursing
M.S., State University of New York at
Stony Brook
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
<th>Institution</th>
<th>Specialty/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerald H. Waldman</td>
<td>Assistant Professor of Clinical Dental Medicine</td>
<td>D.D.S., New York University</td>
<td></td>
</tr>
<tr>
<td>H. Barry Waldman</td>
<td>Professor and Chairman of Dental Health and</td>
<td>D.D.S., New York University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Professor of Health Sciences (Allied Health</td>
<td>Ph.D., University of Michigan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resources)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharon J. Waldman</td>
<td>Assistant Professor in Health Sciences (Physical</td>
<td>B.S., California State University at Long Beach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Therapy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Henrietta Wallace</td>
<td>Instructor in Obstetrics and Gynecology</td>
<td>M.D., Downstate Medical Center</td>
<td></td>
</tr>
<tr>
<td>Peggy Lou Wallace, M.A.</td>
<td>Assistant Nursing Director, University Hospital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nils G. Wallen</td>
<td>Clinical Assistant Professor of Oral and Maxillofacial Surgery</td>
<td>M.D., University of Maryland</td>
<td></td>
</tr>
<tr>
<td>David J. Walsh, M.S.W.</td>
<td>Counselor, School of Social Welfare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rose A. Walton</td>
<td>Associate Professor of Health Sciences and Chairman,</td>
<td>Ed.D., Nova University</td>
<td></td>
</tr>
<tr>
<td>Herbert Waltzer</td>
<td>Professor of Clinical Psychiatry</td>
<td>M.D., Zurich University, Switzerland</td>
<td></td>
</tr>
<tr>
<td>Wayne Waltzer</td>
<td>Instructor in Surgery</td>
<td>M.D., University of Pittsburgh</td>
<td></td>
</tr>
<tr>
<td>Clifford F. Warren, B.S.</td>
<td>Associate for Financial Analysis</td>
<td>University Hospital</td>
<td></td>
</tr>
<tr>
<td>Burton S. Wasserman</td>
<td>Assistant Professor of Clinical Dental Health</td>
<td>D.D.S., New York University</td>
<td></td>
</tr>
<tr>
<td>Mark D. Wasserman</td>
<td>Clinical Instructor in Family Medicine</td>
<td>M.D., University Autonoma de Guadalajara, Mexico</td>
<td></td>
</tr>
<tr>
<td>Seymour Wasserman</td>
<td>Assistant Professor of Clinical Radiology</td>
<td>M.D., Tulane University</td>
<td></td>
</tr>
<tr>
<td>Marian Waxman</td>
<td>Assistant Professor of Pathology</td>
<td>M.D., Hebrew University and Hadassah Medical School, Israel</td>
<td></td>
</tr>
<tr>
<td>Paul V. Wayne</td>
<td>Instructor in Clinical Medicine</td>
<td>M.D., University of Bern, Switzerland</td>
<td></td>
</tr>
<tr>
<td>Catherine Webb, M.A.</td>
<td>Clinical Nursing Specialist, University Hospital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irving Wecksel</td>
<td>Assistant Professor of Clinical Medicine</td>
<td>M.D., New York Medical College</td>
<td></td>
</tr>
<tr>
<td>David E. Weeks</td>
<td>Professor of Community and Preventive Medicine and</td>
<td>M.D., Northwestern University,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Medicine</td>
<td>M.P.H., Harvard School of Public Health</td>
<td></td>
</tr>
<tr>
<td>Mark E. Weidert</td>
<td>Technical Specialist, University Hospital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edward W. Weigers</td>
<td>Instructor in Clinical Obstetrics and Gynecology</td>
<td>M.D., New York Medical College</td>
<td></td>
</tr>
<tr>
<td>Arthur Weigert</td>
<td>Facilities Program Coordinator, Hospital Administration, University Hospital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peter Weil</td>
<td>Professor of Surgery</td>
<td>M.D., University of Vienna</td>
<td></td>
</tr>
<tr>
<td>Stephen J. Weiler</td>
<td>Associate Professor of Psychiatry</td>
<td>M.D., Ohio State University</td>
<td></td>
</tr>
<tr>
<td>Arthur Weinberg</td>
<td>Associate Professor of Clinical Obstetrics and Gynecology</td>
<td>M.D., University of Virginia</td>
<td></td>
</tr>
<tr>
<td>Sidney B. Weinberg</td>
<td>Professor of Forensic Pathology</td>
<td>M.D., University of Buffalo</td>
<td></td>
</tr>
<tr>
<td>Gary L. Weinberger</td>
<td>Clinical Assistant Professor of Children’s Dentistry</td>
<td>D.D.S., New York University</td>
<td></td>
</tr>
<tr>
<td>Marc A. Weinberg</td>
<td>Instructor in Medicine</td>
<td>M.D., Yale University</td>
<td></td>
</tr>
<tr>
<td>Miklos Weinerber</td>
<td>Assistant Professor of Radiology</td>
<td>M.D., University of Vienna, Austria</td>
<td></td>
</tr>
<tr>
<td>David Weiner, B.S.</td>
<td>Technical Specialist, Obstetrics and Gynecology,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University Hospital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melvyn L. Weiner</td>
<td>Assistant Professor of Clinical Radiology</td>
<td>M.D., Downstate Medical Center</td>
<td></td>
</tr>
<tr>
<td>Shirley Weiner, M.S.W.</td>
<td>Teaching Hospital Social Worker, University Hospital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clement Weinstein</td>
<td>Assistant Professor of Clinical Medicine</td>
<td>M.D., Downstate Medical Center</td>
<td></td>
</tr>
<tr>
<td>Mark J. Weinstein</td>
<td>Instructor in Medicine</td>
<td>M.D., Harvard Medical School</td>
<td></td>
</tr>
</tbody>
</table>

319
Seymour Weinstein  
Assistant Professor of Clinical Dental Medicine  
D.D.S., University of Pennsylvania

Stephen Weinstein  
Associate Professor of Medicine  
M.D., University of Vermont

Irwin M. Weinstock  
Associate Professor of Medicine (Clinical Physiology)  
Ph.D., University of Illinois

Diana B. Weintrab  
Clinical Instructor in Social Welfare and Assistant Director (Title XX), School of Social Welfare  
M.S.W., State University of New York at Stony Brook

Joel Weintrab  
Assistant Professor of Clinical Surgery (Ophthalmology)  
M.D., Columbia University

Michael Weisenberg  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., Georgetown University

Leonard S. Weiss  
Assistant Professor of Clinical Orthopaedics  
M.D., Washington University

Michael F. Weiss  
Assistant Professor of Clinical Pediatrics  
M.D., New York Medical College

Nathan S. Weiss  
Assistant Professor of Pediatrics  
M.D., Chicago Medical School

Robert R. Weiss  
Associate Professor of Obstetrics and Gynecology  
M.D., Hadassah Hebrew University, Israel

Lawrence I. Weissman  
Instructor in Clinical Family Medicine  
M.D., New York Medical College

Daniel Weisz  
Assistant Professor of Surgery  
M.D., The Johns Hopkins University

Leonard Weitzman  
Assistant Professor of Clinical Family Medicine  
M.D., Downstate Medical Center

Sol Weitzman  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., New York University

Burton Weitzner  
Assistant Professor of Clinical Restorative Dentistry  
D.D.S., New York University

Ann K. Welbourne  
Lecturer of Nursing  
Ph.D., New York University

Reginald C. Wells  
Associate Professor of Social Welfare  
B.A., Temple University

Edward E. Welter  
Technical Specialist University Hospital

Constance T. Welzel, B.S.  
Assistant Nursing Director, University Hospital

Ronald Wender  
Clinical Assistant Professor of Dental Medicine  
D.D.S., West Virginia University

Eileen J. Werner, B.A.  
Assistant to Director, Department of Pharmacological Sciences

Zelma Wessely  
Clinical Associate Professor of Pathology  
M.D., University of Vienna, Austria

David W. Westring  
Associate Professor of Medicine  
M.D., University of Wisconsin

Christine N. Wettlaufer, M.H.A.  
Institutional Studies Assistant, University Hospital

David J. Wexler  
Assistant Professor of Clinical Surgery  
M.D., Tufts University

Howard R. Wexler  
Assistant Professor of Clinical Surgery  
M.D., Chicago Medical School

Maureen M. Whalen  
Assistant Professor of Nursing  
M.S., State University of New York at Stony Brook

Richard E. Whalen  
Professor of Psychiatry (Psychology)  
Ph.D., Yale University

George M. Wheatley  
Clinical Assistant Professor of Community and Preventive Medicine  
M.D., Harvard University

M.P.H., Columbia University

James G. Wheeler  
Assistant Professor of Clinical Psychiatry  
Ph.D., City University of New York

Sherri D. Wheeler, B.S.  
Technical Specialist, University Hospital

Roger A. Whist  
Technical Specialist, Department of Restorative Dentistry

Bettye Whitaker  
Technical Specialist, University Hospital

John M. White, B.S.  
Teaching Hospital Pharmacist, University Hospital

Leonard White  
Research Assistant Professor of Psychiatry  
Ph.D., New School for Social Research
Richard White
Instructor in Experimental Pathology
Ph.D., Washington University
William J. Whitehorn
Assistant Professor of Clinical Dental Medicine
D.D.S., State University of New York at Buffalo
Mary E. Whyard
Teaching Hospital Physical Therapist, University Hospital
Jacob J. Wiener
Assistant Professor of Clinical Pediatrics
M.D., Albany Medical College
Aaron Wigdor
Assistant Professor of Clinical Surgery
M.D., New York University
Robert A. Wild
Clinical Assistant Professor of Health Sciences (Allied Health Resources)
J.D., St. John’s University
Kenneth R. Wilkes
Assistant Professor of Clinical Psychiatry
M.D., State University of New York at Buffalo
Bernard G. Williams
Clinical Assistant Professor of Restorative Dentistry
D.D.S., Columbia University
Candace R. Williams, B.A.
Personnel Associate, University Hospital
Chauncy L. Williams
Teaching Hospital Administrative Assistant, Operations, University Hospital
David Williams
Programmer Analyst, University Hospital
David L. Williams
Associate Professor of Pharmacological Sciences
Ph.D., University of Illinois
Lewis E. Williams
Assistant Professor of Surgery
M.D., New Jersey College of Medicine
Peter C. Williams
Lecturer of Social Sciences in Medicine
Ph.D., Harvard University
Samuel Williams, B.A.
Teaching Hospital Administrative Assistant, Receiving and Stores, University Hospital
Silas A. Williams
Clinical Instructor in Health Sciences (Physician’s Assistant Education) and College Physician’s Assistant, University Health Service
B.S., State University of New York at Stony Brook
David L. Williamson
Professor of Anatomical Sciences
Ph.D., University of Nebraska

Allen Willner
Associate Professor of Psychiatry (Behavioral Science)
Ph.D., Michigan State University
G. Gene Wilson
Assistant Professor of Clinical Restorative Dentistry
D.D.S., Loma Linda University
James R. Wilson
Research Assistant Professor of Anatomical Sciences
Ph.D., University of Virginia
Laura C. Wilson, B.S.
Teaching Hospital Nurse Anesthetist, University Hospital
Chris F. Wimmel, B.A.
Medical Records Librarian, University Hospital
Eckard A. Wimmer
Professor of Microbiology
Ph.D., University of Gottingen, Germany
Edward S. Wind
Assistant Professor of Clinical Radiology
M.D., Downstate Medical Center
Martin Winick
Assistant Professor of Clinical Surgery
M.D., Downstate Medical Center
Gilbert E. Winn
Assistant Professor of Clinical Dental Medicine
D.D.S., New York University
Bertrand G. Winsberg
Associate Professor of Psychiatry
M.D., University of Michigan
Marvin I. Winston
Assistant Professor of Clinical Medicine and College Physician, University Health Service
M.D., Chicago Medical School
Leslie Wise
Professor of Surgery
M.B.B.S., University of Sydney, Australia
B. George Wisoff
Clinical Professor of Surgery
M.D., New York University
John D. Wiswall
Assistant for University Financial Analysis, University Hospital
Sandra Witkowski
Clinical Assistant Professor of Health Sciences (Medical Technology) and Technical Specialist, Clinical Services, University Hospital
M.S., C.W. Post College
Margaret G. Woerner
Research Assistant Professor of Psychiatry (Behavioral Science)
Ph.D., New York University
Harry Wogalter
Assistant Professor of Clinical Surgery
M.D., Indiana University
Evelyn Wolf  
Assistant Professor of Clinical Medicine  
M.D., Albert Einstein College of Medicine

William G. Wolff  
Assistant Professor of Clinical Radiology  
M.D., State University of New York at Buffalo

Patricia Wolf-Klein  
Instructor in Medicine  
M.D., Faculty of Medicine, Switzerland

Shelly Wolfson  
Clinical Instructor in Social Welfare  
M.S.W., State University of New York at Stony Brook

David P. Wolk  
Assistant Professor of Clinical Surgery  
M.D., Tufts University

Stuart B. Wollman  
Associate Professor of Clinical Anesthesiology  
M.D., Albert Einstein College of Medicine

Arthur Wolpert  
Assistant Professor of Clinical Psychiatry  
M.D., Ph.D., University of Maryland

Allan Wolpowitz  
Associate Professor of Surgery  
M.B.Ch.B., University of Capetown, South Africa

F.R.C.S., F.L.E.X., Royal College of Surgeons, Scotland

Santiago A. Wong  
Clinical Instructor in Pediatrics  
M.D., Universidato De Buenos Aires, Argentina

Ingrid Woytowitz  
Clinical Instructor in Health Sciences  
(Cardiorespiratory Sciences)  
B.S., State University of New York at Stony Brook

Raymond Woznick, M.S.  
Programmer Analyst, Biomedical Computer Services

Cheng-Wen Wu  
Professor of Pharmacological Sciences  
M.D., National Taiwan University, China

Ph.D., Case Western Reserve University

Ching-Hui Wu  
Assistant Professor of Clinical Medicine  
M.D., National Taiwan University, China

Felicia Ying-Hsueh Wu  
Research Associate Professor of Pharmacological Sciences  
Ph.D., Case Western Reserve University

Howard F. Wunderlich  
Instructor in Medicine  
M.D., Ohio State University

Ranvic Yadav  
Clinical Instructor in Medicine  
M.D., Assam Medical College, Debrugarh Assam, India

William Yankiver  
Assistant Professor of Clinical Surgery  
M.D., New York University

Ivan S. Yankowitz  
Clinical Instructor in Health Sciences  
(Physical Therapy)  
B.S., Ithaca College

Paul E. Yarden  
Assistant Professor of Clinical Psychiatry  
M.D., Hebrew University, Israel

Lewis D. Yecies  
Assistant Professor of Medicine  
M.D., University of Pennsylvania

Deborah Yedwab  
Personnel Associate, University Hospital

James H. Yeh  
Assistant Professor of Medicine (Clinical Physiology)  
Ph.D., University of Wisconsin

Stanley F. Yolles  
Professor of Psychiatry and Behavioral Science  
M.D., New York University

M.P.H., The Johns Hopkins University

Tamarath K. Yolles  
Professor of Community and Preventive Medicine and Associate Dean for Continuing Education  
M.D., New York University

Stanley Youdelman  
Clinical Assistant Professor of Oral and Maxillofacial Surgery  
D.D.S., State University of New York at Buffalo

Arthur Young  
Assistant Professor of Clinical Orthopaedics  
M.D., George Washington University

Melvin W. Young  
Assistant Professor of Clinical Medicine  
M.D., Chicago Medical School

Guan-Hiok Yu  
Instructor in Rehabilitation Medicine  
M.D., National Taiwan University, China

Stuart L. Yunis  
Associate Professor of Clinical Medicine  
M.D., Upstate Medical Center

Edward C. Zaino  
Clinical Associate Professor of Pathology  
M.D., Hahmemann Medical College

Richard Zaino, M.S.W.  
Teaching Hospital Social Worker II, University Hospital

Mahfouz H. Zaki  
Lecturer of Community and Preventive Medicine  
M.B.Ch.B., Cairo University, Egypt

Dr. P.H., Columbia School of Public Health
Edwin L. Zalneraitis  
Assistant Professor of Neurology  
M.D., Brown University Medical School  
Qamar M. Zaman  
Assistant Professor of Clinical Medicine  
M.B.B.S., University of Punjab, Pakistan  
Linda J. Zane  
Clinical Instructor in Health Sciences  
(Physical Therapy)  
B.S., Boston University  
Italo Zanzi  
Associate Professor of Medicine  
M.D., University of Chile, Chile  
Mohammad H. Zarrabi  
Assistant Professor of Medicine  
(Hematology)  
M.D., Teheran University, Iran  
Stephen L. Zaslow  
Assistant Professor of Clinical Psychiatry  
M.D., Harvard University  
Loretta Zderad  
Clinical Associate Professor of Nursing  
Ph.D., Georgetown University  
Phillip Zeidenberg  
Associate Professor of Psychiatry  
M.D., Ph.D., Columbia University  
Steven M. Zeldis  
Assistant Professor of Medicine  
M.D., Yale University  
Janet D. Zenik, M.S.  
Research Assistant, School of Nursing  
Benjamin Z.D. Zielinski  
Assistant Professor of Clinical Otorhinolaryngology  
M.D., Faculty of Medicine, France  
Gary W. Zieve  
Adjunct Assistant Professor of Anatomical Sciences  
Ph.D., Massachusetts Institute of Technology  
Nadim Zilka  
Assistant Professor of Clinical Surgery  
M.D., Royal College of Medicine, Iraq  
Albert Zilka  
Associate Professor of Radiology  
M.D., Paris Medical School, France  
Robert J. Zimrin  
Visiting Assistant Professor of Psychiatry  
M.B.B.S., Sydney University Medical School, Australia  
M.P.H., Hebrew University, Jerusalem  
Alan J. Zimmerman  
Assistant Professor of Clinical Orthopaedics  
M.D., New York University  
Erwin H. Zimmerman  
Associate Professor of Clinical Medicine  
M.D., Duke University  
Allen Zippin  
Clinical Assistant Professor of Neurosurgery  
M.D., University of Toronto, Canada  
Charlotte M. Zitrin  
Assistant Professor of Clinical Psychiatry  
M.D., New York University  
Myron J. Zitt  
Instructor in Clinical Medicine  
M.D., Downstate Medical Center  
S. Paul Zola  
Assistant Professor of Clinical Surgery  
M.D., University of Buffalo  
Olga Zoneraich  
Associate Professor of Medicine  
M.D., lassy University, Rumania  
Samuel Zoneraich  
Professor of Medicine  
M.D., lassy University, Rumania  
Richard M. Zoppa  
Assistant Professor of Clinical Psychiatry  
M.D., University of Bologna, Italy  
Stanley Zucker  
Associate Professor of Medicine  
M.D., Temple University  
Max Zuger  
Assistant Professor of Clinical Psychiatry  
M.D., New York Medical College  
Margaret A. Zukoski, A.A.  
Admissions Counselor, Office of Student Services  
Madeleine N. Zunno  
Assistant Professor Emeritus of Nursing  
M.S., Boston College  
Ann Zuppardo, B.A.  
Assistant to Dean, Office of Student Services  
Martin H. Zwerling  
Assistant Professor of Clinical Otorhinolaryngology  
M.D., Long Island College of Medicine
TRANSPORTATION TO STONY BROOK

Cars
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 or 347. These are east-west routes which feed into Nicolls Road. The University is nine 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.

Ferries
The Bridgeport and Port Jefferson Ferry Company provides service from Connecticut to Long Island between mid-May and mid-October. Sailing time is about 90 minutes. For further information, call (516) 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 further information, call (516) 323-2415.

Planes
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, 10 miles south of the campus. Airport limousine and taxi services are available 24 hours a day to and from each of the three airports.

Trains
The Long Island Railroad’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 from electric to diesel trains at either Jamaica or Huntington to reach the Stony Brook station. Free buses run from the station to the Center.

PARKING FOR THE CENTER

Visitors to the Center may use either of three paid parking areas (see map). A parking structure (Lot A) adjacent to the Center accommodates 1,000 cars. Entrance to the Center from the structure is via Level 2. Parking Lots B & C are adjacent to the Hospital. The lots are open 24 hours a day, seven days a week. A $3.00 parking deposit is required. Parking rates are set at $3.00 per day or $.50 per hour.

Free parking is also available at South P-Lot. An express bus travels to and from the Health Sciences Center every 15 minutes.
Index

Absences
leaves of ........................................ 35
medical leave .................................... 35
religious ......................................... 37
suspension ...................................... 35
Academic calendar ............................ 7
Academic information, programs see schools of
Academic programs, see also schools of
health sciences center ......................... 35
Academic regulations and procedures .... 23
Academic standing ............................. 28
Activities, campus............................... 223
Administration, officers of .................... 238
Administration, officers of, Health Sciences Center .... 239
Admissions ................................. 17
graduate, see schools of
undergraduate, see schools of
Advance housing deposit .................... 44
Advance tuition deposit ...................... 44
Affiliations, clinical ......................... 208
Aid, financial .................................. 51
Allied Health Professions, School of
see schools of
Allied health resources, department of ...... 66
American living institute ..................... 229
Anatomical sciences, department of .... 122
Anesthesiology, department of ............ 126
Applications, see also schools of
deadlines ......................................... 20
financial assistance ........................... 51
requests for .................................... 19
Arts and sciences, college of .............. 32
Assignment of grades ......................... 25
Assistance, financial ......................... 51
Audio-visual services ......................... 205
Auditing ......................................... 24
Awards and honors ........................... 29
Baccalaureate, registered nurse .......... 168
Bachelor's degree, requirements for ....... 28
Background, university ...................... 216
Basic educational opportunity
grant (BEOG) .................................. 46
Basic science programs .................... 20
Biochemistry, department of ............... 127
Board of trustees ............................. 232
Brookhaven National Laboratory, Hospital
of the Medical Research Center .......... 208
Buildings and facilities ..................... 14
Campus activities ............................ 213
description .................................... 217
judiciary office ................................ 229
map .............................................. 325
university ...................................... 217
Campuses of State University of
New York ........................................ 234
Cardiorespiratory sciences, department of .... 71
Center and community ....................... 14
Certification for graduation .................. 27
Challenge program ........................... 24
Change of registration ....................... 24
Changes in regulations and
course offerings ............................... 38
Changing to colleges ......................... 33
Child care services ........................... 229
Children's dentistry, department of ...... 101
Classification, students ...................... 25, 62
Clinical affiliations ........................... 208
College fee ................................... 44
College of arts and sciences ................. 32
College of engineering and applied
sciences ......................................... 33
Colleges, changing to ......................... 33
College work study program ............... 54
Continuing professional education, see schools of
Cooking fee ................................... 44
Council members ............................. 237
Courses ........................................ 67, 73, 79, 85, 90, 101, 104,
106, 108, 110, 112, 122, 127,
130, 136, 142, 145, 151, 154,
169, 195
Course designations ......................... 41
Course load ................................... 24
Course offerings, changes in ............... 38
Courses, repeating ............................ 25
Credits from other universities .......... 35
Curricula ....................................... 63
D.D.S. requirements ......................... 32
Deferment of fees and charges ............ 45
Degrees, see also schools of ................ 13
double requirements .......................... 32
Dental care center ............................ 94
Dental health, department of .............. 103
Dental medicine, department of .......... 105
Dental medicine, school of, see schools of
Department of
allied health resources ....................... 66
anatomical sciences ......................... 122
anesthesiology ............................... 126
biochemistry .................................. 127
community and preventive medicine .... 129

327
cardiorespiratory sciences .......... 71
children's dentistry .
. .. 101
dental health . . . . . . . . . .
. .. 103
dental medicine
..... 105
. ... 131
dermatology .
family medicine
. 131
medical technology
. . . . . . .... 77
medicine ...................... 132
microbiology .
. .. 136
neurology ................. . .... 138
obstetrics and gynecology
. 139
ophthalmology
.. 141
oral and maxillofacial surgery ....... 107
oral biology and pathology ...... 105, 142
........... 143
orthopaedics
otolaryngology . .
. .. 144
physical therapy .
. . 83
physician 's assistant education
.. 87
periodontics .
. ....... . .. 110
pathology .
. ................ 144
pediatrics .................. . ... 149
pharmacological sciences
.. 150
physical medicine and
rehabilitation
... 153
physiology and biophysics ......... 153
psychiatry and behavioral science ... 155
restorative dentistry .............. 111
radiology
. . . . . . . .. 159
surgery ........................ 160
urologic surgery .
. .......... 162
Dermatology, department of .
. .. 131
Deposits, see also general fees
housing
................. 47
pre-enrollment tuition . . ........... 47
Designations, school, program,
course
...... 41
Directories ............. .
. .... 231
Disabled, office of the
.... 229
Divisions
audio visual services .......... . ... 205
. . 206
laboratory animal resources .
student services .
. 206
...... 32'
Double degrees
Double majors
................. 32
Educational records . . . . . . . . . . . . . .. 37
Educational-related expenses .......... 49
Employment, student
54
Engineering and applied sciences,
college of
....... 33
English as a foreign language ......... 229
Equivalent opportunity/religious
absences .
· . 37
Exchange credits ....... . .
. .... 34
Expenses .
.48
Facilities and buildings
· . 14
Faculty and research, university .
. 218
Faculty/staff, health sciences
center .
. ............ . ... 240
Family mediCine, department of
... 131
Fees and charges
graduate .......... .
· . 43

328

professional . .
. . 43
refund policy .
47
summer session .
. . 45
tuition .
. ... 43
undergraduate . . . . . . . . . . . . .
. . 43
Fees, general .
44
Fees, living expenses and housing
... 43
Field work and practicum sites ....... 201
Fifth pathway program
. 119
Financial aid, see also schools of
. 53
campus-based programs
52
off-campus programs
51
Financial assistance ..
229
Foreign student affairs
......... 35
Foreign students .
44
General fees .
Goals and objectives, allied health
.. 58
professions .
.. 27
Grade point average ....... . .
Grades
..... 25
assignment .... . . .. .
· .. 25
reports .
Graduate
admission . .
19
degree requirements
. 32
fees
.. 43
programs
.. 19
registration and matriculation .
. ... 23
studeot exchange credits .
. 34
study away from campus
.... 34
transferred credits
......... 35
...... . . . . 43
tuition
Graduation, see also schools of
... 27
certification
with honors .
. 29
.. 173
Graduate record examination
Gymnasium, university . ....... . . . 225
Health care services .
. . 227
Health insurance fee . . . . . . . . . . .
. . 44
Health Sciences Center
· .. 17
admissions . . ........ .
audio visual services ..
· . 205
· . 240
faculty
......... . .
.... 206
library .
overview ............ .
· .. 13
.. . . . . . . . 36
readmission
student services .
· . 207
. 31
Honorary societies . . ....... .
Honors, awards
. 29
graduation with .
. 29
university ..
Hospital of the Medical Research Center
Brookhaven National Laboratory
208
Housing
. 49
I.D. card fee , lost ....... . . . . . . .. .. ... 44
Incomplete grade .
. ....... ..... 26
Interviews .
. .. 17
Integrated practice .
. .. 191
Laboratory animal resources,
division of .
. ....... . . · . 205
44
Late registration fee ..
.... . 35
Leave of absence ......... . .


goals and objectives 58
graduate admission 60
graduation and degree requirements 64
medical technology, department of 77
physical therapy, department of 83
physician’s assistant education program in health science leading to degree of master of science 66
recommended freshman and sophomore curricula 62
undergraduate admission 59
Dental Medicine 93
admission requirements 93
basic clinical education 95
basic non-clinical education 95
children’s dentistry, department of 101
clinical facilities (dental care center) 94
continuing education 100
courses 101, 104, 106, 108, 110, 112
curriculum 96
dental health, department of 103
dental medicine, department of 105
oral biology and pathology, department of 105
oral and maxillofacial surgery, department of 107
periodontics, department of 110
restorative dentistry, department of 111
Medicine 117
academic standing 121
admissions 118
anatomical sciences, department of 122
anesthesiology, department of 126
biochemistry, department of 127
community and preventive medicine, department of 129
courses 122, 127, 130, 136, 142, 145, 151, 154
dermatology, department of 131
family medicine, department of 131
fifth pathway program/supervised rotation 119
financial aid 121
graduate programs-basic sciences 121
long island research institute 158
M.D. curriculum 119
M.D./Ph.D. program 120
M.D. with special distinction in research program 121
medicine, department of 132
microbiology, department of 136
neurology, department of 138
obstetrics and gynecology, department of 139
ophthalmology, department of 141
oral biology and pathology, department of 141
department of orthopaedics, department of 143
otolaryngology, department of 144
pathology, department of 144
pediatrics, department of 149
pharmacological sciences, department of 150
physical medicine and rehabilitation, department of 153
physiology and biophysics, department of 153
psychiatry and behavioral science, department of 155
radiology, department of 159
surgery, department of 160
urologic surgery, department of 162
Nursing 165
academic dishonesty 168
academic standards 168
appeals 168
clinical resources 167
continuing education 166
courses 170, 173, 177
graduate program 172
graduation requirements 167
overview 166
registered nurse opportunities leading to a baccalaureate degree 176
scholarships and financial aid 167
student advisement 166
tuition and fees 167
undergraduate program 168
Social Welfare 181
academic honesty and professional ethics 185
academic standing 186
admissions 184
appeals of probation, suspension or termination 186
courses 189, 195
field work 184
field work and practicum sites 201
financial assistance 184
graduate program 190
mission and educational philosophy 182
one year residency program 194
planning, administration and research 192
programs 183
undergraduate program 186
Service, military, exception 48
Services
child care 230
health care 227
Shared resources 205
Social Welfare, school of, see schools of
Special center and institutes, university 220
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special fund for health sciences students</td>
<td>52</td>
</tr>
<tr>
<td>Staff</td>
<td>240</td>
</tr>
<tr>
<td>Standing, academic, see also schools</td>
<td>28</td>
</tr>
<tr>
<td>State University of New York</td>
<td></td>
</tr>
<tr>
<td>board of trustees</td>
<td>232</td>
</tr>
<tr>
<td>campuses</td>
<td>234</td>
</tr>
<tr>
<td>council members</td>
<td>237</td>
</tr>
<tr>
<td>general statement</td>
<td>233</td>
</tr>
<tr>
<td>Stony Brook union</td>
<td>224</td>
</tr>
<tr>
<td>Student activity fee</td>
<td>44</td>
</tr>
<tr>
<td>Student affairs</td>
<td>226</td>
</tr>
<tr>
<td>Student educational records</td>
<td>37</td>
</tr>
<tr>
<td>Student employment</td>
<td>54</td>
</tr>
<tr>
<td>Student exchange credits, graduate</td>
<td>34</td>
</tr>
<tr>
<td>Student services</td>
<td></td>
</tr>
<tr>
<td>information</td>
<td>226</td>
</tr>
<tr>
<td>office of</td>
<td>207</td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>classification</td>
<td>25, 62</td>
</tr>
<tr>
<td>foreign</td>
<td>35</td>
</tr>
<tr>
<td>notices to</td>
<td>36</td>
</tr>
<tr>
<td>university</td>
<td>218</td>
</tr>
<tr>
<td>Study away from campus</td>
<td></td>
</tr>
<tr>
<td>graduate</td>
<td>34</td>
</tr>
<tr>
<td>summer</td>
<td>33</td>
</tr>
<tr>
<td>Summer session charges</td>
<td>45</td>
</tr>
<tr>
<td>Summer study</td>
<td>33</td>
</tr>
<tr>
<td>Supplemental education opportunity grant</td>
<td>54</td>
</tr>
<tr>
<td>Surgery, department of</td>
<td>160</td>
</tr>
<tr>
<td>Suspension</td>
<td>35</td>
</tr>
<tr>
<td>Transcripts</td>
<td>33</td>
</tr>
<tr>
<td>fee</td>
<td>44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation expenses</td>
<td>49</td>
</tr>
<tr>
<td>to the center</td>
<td>324</td>
</tr>
<tr>
<td>Trustees, board of</td>
<td>232</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>43</td>
</tr>
<tr>
<td>deposits</td>
<td>47</td>
</tr>
<tr>
<td>summer session</td>
<td>45</td>
</tr>
<tr>
<td>Tuition assistance program (TAP)</td>
<td>46</td>
</tr>
<tr>
<td>Unauthorized withdrawal</td>
<td>35</td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td>admission, see also schools of</td>
<td>18</td>
</tr>
<tr>
<td>fees</td>
<td>43</td>
</tr>
<tr>
<td>programs, see also schools of</td>
<td>18</td>
</tr>
<tr>
<td>tuition</td>
<td>43</td>
</tr>
<tr>
<td>University background</td>
<td>216</td>
</tr>
<tr>
<td>University libraries</td>
<td>219</td>
</tr>
<tr>
<td>University awards and honors</td>
<td>29</td>
</tr>
<tr>
<td>Union</td>
<td>224</td>
</tr>
<tr>
<td>Unsatisfactory/satisfactory grade</td>
<td>27</td>
</tr>
<tr>
<td>Upward bound</td>
<td>229</td>
</tr>
<tr>
<td>Urologic surgery, department of</td>
<td>162</td>
</tr>
<tr>
<td>Veterans Administration Medical Center, Northport</td>
<td>210</td>
</tr>
<tr>
<td>Veterans affairs</td>
<td>228</td>
</tr>
<tr>
<td>Veterans benefits</td>
<td>53</td>
</tr>
<tr>
<td>Withdraw</td>
<td></td>
</tr>
<tr>
<td>unauthorized</td>
<td>35</td>
</tr>
<tr>
<td>Work study program</td>
<td>54</td>
</tr>
</tbody>
</table>
For Further Information

For general student information, contact:

Office of Student Services
Health Sciences Center
State University of New York at Stony Brook.
Stony Brook, New York 11794
(516) 246-2109

Written inquiries about specific schools of the Health Sciences Center may be addressed to the following:

School of Allied Health Professions:
Office of Student Services
Level 4, Room 040, Health Sciences Center

School of Dental Medicine:
Office of Dental Admissions
School of Dental Medicine
167 Building L, South Campus

School of Medicine:
Office of Medical Admissions
School of Medicine
Level 4, Room 040, Health Sciences Center

School of Nursing:
Office of Student Services
Level 5, Room 040, Health Sciences Center

School of Social Welfare
Office of Student Services
Level 5, Room 040, Health Sciences Center