



2017-2018 Health Sciences Bulletin

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Health Sciences Bulletin



Welcome to the Stony Brook University Health Sciences Bulletin Online. The online Bulletin is updated on a regular basis. Historical versions are archived once per year.

For general information about Admissions & Financial Aid for any of the schools within the health sciences, select [ADMISSIONS](#) in the above navigation, or select [REGULATIONS & PROCEDURES](#) for detailed information concerning degree requirements, policies and academic standards and more. [SCHOOLS](#) provides details on the 6 schools in the health sciences, as well as course descriptions. Printable PDF files of [courses](#) and [all other sections](#) are available.

Student Responsibility

Students are responsible for reviewing, understanding, and abiding by the University's regulations, procedures, requirements, and deadlines as described in official publications including this Health Sciences Bulletin, the Student Handbook, and class schedules.

[Health Sciences Academic Calendar](#)

Need a past bulletin? [Click here](#)

Academic Regulations and Procedures

Overview

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

Registration and Academic Records

Completion of registration (enrollment of coursework), in accordance with instructions issued by the [Health Sciences Office of Student Services](#), is a prerequisite to class attendance. Registration for all students is conducted each term by the University's online student system, [SOLAR](#). Advance registration begins in November for the following spring and winter, and in April for the following summer and fall. Final registration takes place through the first 10 days of classes. Registration on or after the first day of classes will result in a late registration fee.

In exceptional circumstances, students may request late petition to enroll in coursework after day 10. If approved by the academic department and dean of the school. Late registration fees will be processed according to procedures implemented by the Bursar and Student Accounts Offices.

Awards and Honors

Awards and Honors

School Awards

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

Undergraduate Dean's List

At the end of each semester, the dean of each academic undergraduate unit compiles a Dean's List of undergraduate students who constitute approximately the top 20 percent of the class. Each full-time student must complete in that semester at least 12 credits for a letter grade (including S) and have no U's, I's, NR's, NC's, NF's, Q's or F's. P grades are not considered to be letter grades. Part-time students must have earned at least six credits in a semester of letter graded work (not including S or P grades). The grade point cutoffs are: juniors 3.45, seniors 3.60 in the School of Health Technology and Management; juniors and seniors 3.60 in the School of Nursing; juniors and seniors 3.75 in the School of Social Welfare. Juniors must have earned a total of 57 credits; seniors must have 85 credits.

Degrees with Distinction

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

University Awards

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

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

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

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

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

The United University Professions Award is presented to that member of the graduating class who has most displayed an unselfish concern for the promotion and protection of human rights and values.

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

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

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

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

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

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

Honor Societies

Induction into an honorary society also acknowledges outstanding academic performance on the part of a student. Selection of students is based primarily on University records and recommendation (not on application). Some of the disciplinary national honor societies require application and have established criteria for eligibility. Interested students should approach the relevant department or program

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

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

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

Lambda Tau is a national honor society for the profession of Clinical Laboratory Sciences. The Stony Brook Sigma Beta chapter in the School of Health Technology and Management

was formed in 1993. Eligibility is limited to no more than 15 percent of each class.

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

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

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

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

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

Degree Requirements

Degree Requirements

Requirements for the Bachelor of Science

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

The following groups of students will complete the general education requirements as defined by the Stony Brook Curriculum, commonly referred to as SBC.

- Freshmen who matriculate in the Fall of 2014 or later
- Transfer students who matriculate in the Spring of 2015 or later
- Students who matriculate in the School of Nursing Fall 2015 or later

- Students who matriculate in the School of Social Welfare Fall 2015 or later
- Students who matriculate in the Athletic Training major, Respiratory Care major, or Clinical Laboratory Sciences major in the Summer of 2016 or later
- All students matriculating at SUNY Korea
- Students who rematriculate in the Fall of 2014 or later

Students who are not in the above groups will complete the D.E.C. D.E.C. requirements for each student are published in the bulletin that was current as of matriculation (or rematriculation).

the stony brook curriculum (sbc)

The Stony Brook Curriculum includes both breadth and depth of study, and ensures that students will learn skills necessary for life-long learning. Use the course search to search for courses that complete SBC learning objectives.

Through the general education curriculum, students will:

DEMONSTRATE VERSATILITY by showing proficiency in each of ten fundamental learning objectives:

- Explore and Understand the Fine and Performing Arts (ARTS)
- Engage Global Issues (GLO)
- Address Problems using Critical Analysis and the Methods of the Humanities (HUM)
- Communicate in a Human Language Other than English (LANG) (see Note)
- Master Quantitative Problem Solving (QPS)
- Understand, Observe, and Analyze Human Behavior and the Structure and Functioning of Society (SBS)
- Study the Natural World (SNW)
- Understand Technology (TECH)
- Understand the Political, Economic, Social, and Cultural History of the United States (USA)
- Write Effectively in English (WRT)

*Note: CEAS majors, the Athletic Training major, the Respiratory Care major, and the Clinical Laboratory Sciences major are exempt from the LANG learning objective. Students enrolled in the major in Social Work are exempt from the LANG learning objective, but are required to enroll in and pass with a letter grade of C or higher the first semester of an elementary foreign language course numbered 111, or satisfy through alternate methods (see *Communicate in a Human Language Other than English--LANG*).*

EXPLORE INTERCONNECTEDNESS by completing a course that examines significant relationships between Science or Technology and the Arts, Humanities, or Social Sciences (STAS).

PURSUE DEEPER UNDERSTANDING by completing advanced studies in three of four distinct areas of knowledge. A "+" sign in the abbreviations for these learning objectives signifies that most courses in this category will be relatively advanced courses at the 200- to 400-level. These learning objectives are:

- Experiential Learning (EXP+)
- Humanities and Fine Arts (HFA+)
- Social and Behavioral Sciences (SBS+)

- Science, Technology, Engineering, and Mathematics (STEM+)

PREPARE FOR LIFE-LONG LEARNING by taking (in most cases) courses which may also satisfy other SBC, major or other degree requirements.

- Practice and Respect Critical and Ethical Reasoning (CER)
- Evaluate and Synthesize Researched Information (ESI)
- Speak Effectively before an Audience (SPK)
- Write Effectively within One's Discipline (WRTD)

Students may reduce the number of courses needed to achieve the Stony Brook Curriculum learning objectives through university certified AP credit, courses certified in more than one area, challenge exams, on-campus placement tests, course waivers, and faculty-designed themed course clusters. In accordance with SUNY policy, at a minimum, students must complete at least 30 credits of General Education awarded by an institution of higher education. In order to satisfy the SBC learning objectives, a passing letter grade or a grade of S must be earned in the corresponding course. Recorded grades of P, NC, U or F will not satisfy SBC learning objectives. LANG, WRT, and QPS learning objectives must be passed with a grade of C or higher.

A detailed list of the courses and activities that fulfill these objectives may be found in the university undergraduate Bulletin. Many of the above requirements may be fulfilled as part of a student's major or minor.

Note on Courses Satisfying SBC learning objectives:

- A student's general education record may not be changed retroactively. The University may change the SBC category or learning objectives of a course, but for a particular student, the course will count only toward the requirement it fulfilled at the time the student took the course.
- For a number of semesters, the student population at Stony Brook University will include students who are pursuing either the Diversified Education Curriculum OR the Stony Brook Curriculum. Therefore, enrollment in a given course may include students pursuing either D.E.C. or SBC. To facilitate degree progress of both groups of students, a course may satisfy D.E.C., SBC or both. However, the DEC category of a course is not always equivalent to the SBC learning objectives. A course satisfies only the categories in D.E.C. or SBC as approved by the Stony Brook faculty.
- In order to satisfy the SBC learning objectives, a passing letter grade or a grade of S must be earned in the corresponding course. Recorded grades of P, NC, U or F will not satisfy SBC learning objectives. LANG, WRT, and QPS learning objectives must be passed with a grade of C or higher.
- The inclusion of an SBC abbreviation indicates whether a course is approved to satisfy one or more sets of SBC learning objectives. If an SBC abbreviation does not appear with the course entry in the Bulletin, that course may not be used to satisfy any SBC learning objectives.
- College courses taken while the student was in high school will be evaluated for applicability to SBC learning objectives.

- Transferred courses must carry at least three semester hours of credit to be applicable to any learning objective.

transferred Undergraduate credits from other universities

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

Residence Requirement

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

Double Degrees and Double Majors

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

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

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

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

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

- Minimum total credits, 144
- Minimum liberal arts credits, 90
- Diversified education curriculum including the entry skill requirements of the University, the completion of which also satisfies the requirements of the Health Science program. Minimum of 36 Stony Brook liberal arts credits (of which at least 15 must be in upper-division courses)

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

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

Since December 21, 2001, students studying for the Bachelor of Science in Health Sciences are no longer eligible to pursue a double degree. For a double major, all current guidelines and regulations apply, except that the distribution requirements are those currently in effect for Health Sciences programs.

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

Second Bachelor's Degree Program

A student who has received a bachelor's degree from Stony Brook or another accredited institution and who wishes to earn a second degree from a West Campus program must apply and be accepted as a matriculated student for the second baccalaureate. After completing the first degree, the student must earn at least 36 credits in residence at Stony Brook and complete a new major in a significantly different discipline. Of these 36 credits, 21 must be at the upper-division level (courses numbered 300 or higher), primarily from courses chosen for the major. Coursework completed for the first bachelor's degree, whether taken at Stony Brook or elsewhere, does not count toward completing these requirements. Sequential bachelor's degree students who wish to qualify for degrees with distinction must complete 55 credits in coursework at Stony Brook toward the second degree. All sequential bachelor's degree candidates must have completed, with a C or higher, courses judged equivalent to Stony Brook's general education requirements in English composition and mathematics or complete these courses at Stony Brook. For purposes of registration and academic standing, matriculated candidates for a second baccalaureate will be treated as seniors.

Students pursuing a Second Bachelors degree who matriculated prior to Spring 2015 are required to fulfill D.E.C. categories H, I, J, and K through coursework taken at Stony Brook University under the Second Bachelors degree

program. Prior DEC H, I, J, and K courses taken at Stony Brook University do not count toward the Second Bachelors degree program.

Second Bachelor's degree students who matriculated Spring 2015 or later are not required to satisfy SBC learning objectives outside of the requirements described above.

Summer Study Elsewhere

To insure that projected courses will be fully acceptable for transfer credit, students planning to take summer courses elsewhere should discuss plans in advance with their Health Sciences academic advisors to obtain assistance in determining courses and their school equivalents. Appropriate transfer credit will be granted after the [Office of Student Services](#) receives an official transcript indicating that the student has completed the courses with an acceptable grade (C or higher).

Requirements for Graduate Degrees

All candidates for East Campus degrees should consult the appropriate "School" section of this Bulletin.

Graduate Student Residence and Matriculation Requirements

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

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

To be eligible to receive a degree, a student must register for at least one graduate credit for the academic term in which the degree is conferred. This includes those graduate students who are not taking classes, but who use the library, laboratories or computer facilities; who are consulting with the faculty while working on their dissertation, clinical experience or independent study; and who are preparing for or taking required examinations. Students who hold graduate traineeships, research assistantships or fellowships must be registered as full-time students.

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

Graduate Study Away from Campus

Normally it is expected that a graduate student's course of study and research will be conducted at the Health Sciences building under the direct guidance of the faculty of the program in which the degree is sought or at facilities close by such as [Brookhaven National Laboratory](#) and [Cold Spring Harbor Laboratory](#), hospitals and other health agencies on Long Island, or at libraries in New York City. However, there may be circumstances in which the student's work might be facilitated if it were done elsewhere. In such cases, the school

may give permission for the student to carry on work away from the campus.

Permission is ordinarily based on the following factors:

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

Graduate Student Exchange Credits

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

Transferred Graduate Credits from Other Universities

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

Apply for Graduation

To qualify as a candidate for graduation, all students must apply online through the [SOLAR system](#). Deadlines are published in the [Health Sciences Academic Calendar](#). Students who miss the deadline dates noted in the Academic Calendar will not be included in the Commencement publications.

If a student applies for graduation and wishes to change the degree date or send diploma address the student must complete the Graduation Change Date Form available online and submitted to the Health Sciences Office of Student Services located in the Health Sciences Tower, Level 2, Rm. 271.

Diplomas take 4-6 weeks to receive after the degree has been completed and posted to the record.

Grades and Academic Standards

Grades & Academic Standards

Assignment of Grades

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

Grading System

A letter grading system is used by the Schools of Health Technology and Management, Nursing, Social Welfare, Basic Sciences, Master of Public Health and Nutrition programs. The School of Dental Medicine uses the letter grading system, for all didactic and laboratory courses, including basic sciences courses, except those specifically identified by the school.

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

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

Grades are assigned point values as follows:

A = 4.00 (superior work)
 A- = 3.67
 B+ = 3.33
 B = 3.00 (good work)

B- = 2.67
 C+ = 2.33
 C = 2.00 (satisfactory work)
 C- = 1.67
 D+ = 1.33
 D = 1.00 (minimum passing work)
 F = 0.00 (failing work)
 S = (indicates satisfactory work)
 U = (indicates unsatisfactory work)

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

Incompletes

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

No Record

An instructor may assign a grade of No Record (NR) for students in the Schools of Health Technology and Management, Nursing, Social Welfare, Master of Public Health and Nutrition programs. The Schools of Dental Medicine and Medicine do not use the NR grade. The NR grade is assigned for students who have never (to the instructor's knowledge) participated in the course in any way, but appear on the final grade roster for the course.

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

Graded/Pass/No Credit Option (GPNC)

Graded/Pass/No Credit Option (GPNC) may be used by undergraduates in the Schools of Social Welfare and Health Technology and Management for courses taken outside the school's program.

The following provisions reflect the intent of this option, which is to encourage students to explore other and sometimes less familiar areas of study.

1. The GPNC process requires students to select a threshold letter grade as the minimum acceptable grade for the course. If a student should achieve his/her minimum grade or higher, the achieved grade will be the final reported grade on the transcript and will be factored into the GPA. If a student should achieve a grade less than the threshold but higher than F, the final reported grade on the transcript will be P (Pass). If a student fails the course, the final reported grade on the transcript will be NC (No Credit).
2. Courses graded P or NC cannot be used to satisfy the Diversified Education Curriculum (D.E.C.) requirements or the Stony Brook Curriculum (SBC) learning objectives.
3. Courses graded P may be used to satisfy the university upper-division credit requirement.
4. Election of the GPNC option must be completed before the end of the ninth week of the semester as specified in the academic calendar at <http://www.stonybrook.edu/registrar>. After the date specified in the academic calendar, no changes either to or from the GPNC option may be made. Students may not petition to change a course to letter-graded after the deadline for changing courses to or from the GPNC option has passed.
5. The GPNC option may be elected only once for a given course. The GPNC option may be elected more than once per course (but only once per distinct course topic) in courses designated as repeatable for credit. See [link](#) for more information on repeatable courses.
6. Students may elect the GPNC option for no more than one course per term.
7. The Registrar does not communicate to the instructor of a course the names of students who elect the GPNC option.
8. Courses for which the grade of P or NC is recorded are not considered among the minimum of 12 credits required for a student to be on the Dean's List.
9. Majors and minors in the College of Arts and Sciences, the College of Business, the School of Marine and Atmospheric Sciences, and the School of Journalism have specific restrictions on the use of the GPNC option to satisfy their requirements. Refer to the specific major or minor requirements in the "Approved Majors, Minors, and Programs" chapter of this Bulletin for details. Students in the College of Engineering and Applied Sciences may not take any courses in the major, including technical electives, under the GPNC option. Only Open Electives may be taken under the GPNC option.
10. Certain courses may not be taken under the GPNC option, such as developmental courses, or courses with special grading bases such as S/U, or ABC/U. Courses not available for the GPNC option are noted in the Bulletin course descriptions and/or [here](#)

Reserved/Registered

A Reserved (R) grade is used by the Schools of Health Technology and Management, Medicine, Nursing and Social Welfare to indicate attendance during the first course in a

sequence for which a final grade will be assigned only at the completion of the second course in the sequence. R grades are not computed in the GPA.

Satisfactory/Unsatisfactory or Satisfactory/Failure

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

Withdrawal

A mark of W is recorded when the student withdraws from a course after the tenth class meeting for Undergraduate and Graduate students. The W is used to indicate that the student withdrew after the end of the add/drop period. The W is not calculated into the grade point average.

Grade Point Average

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

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

Repeating/retaking Courses

With the approval of the program director, a student may repeat or retake a course. All grades having assigned points and credit hours will be included in the grade point average, but a given course which has been repeated may be counted only once in satisfying degree requirements. Definition: Repeating-to take a course again that is marked as "may be repeated. Examples include topic's courses, teaching seminars or internships. Retaking-to take a course again that is not marked as "may be repeated".

Academic Renewal Policy

Effective October 1997, students who have not been enrolled at the University for at least 10 consecutive semesters and/or have previously earned a degree or certificate from Stony Brook University, may be eligible for academic renewal. Under this policy, the student's cumulative grade point average and cumulative credit total will be calculated based on course grades earned as of the date of academic renewal, although the original grades and grade point average remain on the transcript. After academic renewal, students must earn 55 credits in residence to be considered for degrees with distinction. For eligibility requirements, see a representative in your Health Sciences school.

degree progress report

The Degree Progress Report (available through Stony Brook's Academic Records System-SOLAR), at <http://www.stonybrook.edu/solar>) evaluates and reports a student's progress toward fulfilling degree requirements. The report is designed to be a helpful advisory tool and is not an official evaluation of a student's progress. Note that students should consult the major and minor departments to help plan a course schedule that fulfills the requirements for the major or minor.

Academic Standing

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

Similar procedures are followed in cases where academic dishonesty is alleged to have occurred. Refer to the academic standing requirements for each in subsequent "School" sections of this Bulletin.

Academic Honesty

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

Policies

Policies

Change of Course Registration

During the first ten days of the term, undergraduate students may add or drop courses through the SOLAR system. After the tenth day of classes, changes in registration must be requested through the appropriate Health Sciences school. Students may drop a course after the tenth class day; however, a "W" (withdrawal) will be recorded on the transcript. Graduate students may add classes through the third week of classes; however, a "W" (withdrawal) will be recorded on the academic record if the student drops a class after the tenth day of class. After the start of classes, students who drop

classes or withdraw from the University will incur a percentage of tuition and fees; please see the [Bursar/Student Accounts](#) liability schedule.

Course Load

Undergraduate full-time students must register for a minimum of 12 credits for the fall or spring academic term. A student who wishes to register for less than the number of credits required by the program need to secure approval from the academic program. Graduate full-time students will register for either 12 or 9 credit hours per term based on their academic level. Full-time status is a requirement for on-campus housing and most financial aid programs.

Classification of Courses

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

Auditing

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

Matriculated students who wish to audit a course must first obtain permission from the instructor. Senior citizens must arrange to audit courses through the [School of Professional Development](#). An auditor does not receive academic credit for the course, nor does the University maintain any record of the auditor's attendance in the course. After the end of the add/drop period, the student may not change status in a course from auditor to registered.

ACADEMIC CREDIT BY EXAMINATION AND OTHER CREDIT OPTIONS

Programs in the Health Sciences will allow students to earn credit based on external standardized examinations such as AP, CLEP, IB, Regents College Examinations, and the University's own challenge examinations. Courses for which examinations are permitted are recommended by the faculty and approved by the dean. Credit by examination may not be used to satisfy the Stony Brook Curriculum learning objectives except as follows: AP credit can be used to satisfy many SBC learning objectives and the Health Sciences course distribution degree requirements. Credit by examination or other options does not count toward the University's residence requirement and cannot be used to satisfy total credits necessary to qualify for degrees with distinction.

Additional questions regarding academic credit by examination and other credit options should be directed to the advisor or to the Office of the Dean of the appropriate Health Sciences school.

Withdrawal from the Health Sciences Programs

Withdrawal from an academic program, for any reason, will be recorded only when written notification is submitted to the [Health Sciences Office of Student Services](#) from an **authorized official** of a Health Sciences program, with documentation.

Note: Non-attendance does not constitute an official withdrawal. Notification to the student's instructor does not constitute an official withdrawal. Non-payment of tuition and fees does not constitute an official withdrawal. A student who leaves a school without obtaining an official withdrawal may forfeit the prospect of readmission. If he/she leaves during an academic period without authorization, the student will be reported as having failed all courses. Withdrawal from the University does not relieve students from financial obligations.

Leave of Absence

At the time of withdrawal from the University, students have the option of indicating whether they intend to return. A leave of absence may be obtained for a specified time as determined by the school. Students should contact the school or department as soon as possible noting their desire to withdraw. Proper documents and authorization must be obtained from the academic program and dean, and submitted to the [Health Sciences Office of Student Services](#).

Medical Leave of Absence

Most students who leave the Health Sciences programs for medical reasons do so voluntarily after discussions with medical advisors and an academic program dean. A request for a medical leave of absence is normally initiated by a student, approved by the dean of his or her school in consultation with the appropriate campus office, and entered on the University records by the [Health Sciences Office of Student Services](#).

The dean will indicate what documentation will be necessary to demonstrate readiness to resume studies in the Health Sciences program(s).

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

Students enrolled in a Health Sciences school who wish to leave the Health Sciences school and pursue work in another college must see the appropriate dean in the Health Sciences school and complete a "Change of Enrollment Form" in order to withdraw from the Health Sciences program.

Readmission to the Health Sciences

Students who have withdrawn or have been dismissed, and who wish to be readmitted, must apply for readmission through the appropriate Health Sciences school. If the student has attended another institution since leaving the Health Sciences school, an official transcript must be submitted. Each

school will determine readmission according to established policies.

Transcripts

Dental and medical students must request official transcripts directly from their schools. Information concerning transcript requests is available on the [Registrar's website](#). Transcripts will be issued only if the student's financial record shows no outstanding obligation. Students also may view their unofficial transcripts using the [SOLAR](#) system. Official transcripts of work taken at other institutions, which have been presented for admission or evaluation of credit, cannot be copied or reissued. If a transcript of work is needed, it should be obtained directly from the appropriate institution.

SOLAR System

Stony Brook's student online access system, the [SOLAR](#) system provides students with access to course information, semester class schedules, class registration, unofficial transcripts, financial aid, billing and payment information as well as links to other important sites such as academic calendars. Access is through the student's Stony Brook ID and password.

Change of Address

Students must maintain an up-to-date home and mailing address through the [SOLAR](#) system. International students must report changes of address to the [Office of VISA and Immigration Services](#). Current and former employees of the University must make changes through [Human Resource Services](#).

Change of Name

Students must report changes of name to the [Health Sciences Office of Student Services](#). To change your name you must complete the name change form, available on the [Registrar's website](#). For name changes you must provide two forms of documentation of the new name. Examples of documentation are: driver's license, passport, marriage certificate, court action documents, social security card or professional license. At least one document must be a photo identification. Current and former employees of the University must make changes through [Human Resource Services](#).

Academic Notice

Students who are the subject of warnings, probation, dismissal, or termination will be notified in writing by their school. 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 dismissal from a school is involved, the student will be advised of the date when he/she will become eligible for consideration for readmission.

student educational records

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

certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent to school officials with legitimate educational interests, including but not limited to administrative, academic, or support personnel (including law enforcement and health services); University attorneys, auditors, or collection agents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by State University to comply with the requirements of FERPA. The Office's address is: Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202. In addition, Stony Brook University is authorized to release "directory information" concerning students. Directory information includes: Student's name, addresses (including email), telephone numbers, date and place of birth, major field of study, class, participation in officially recognized activities and sports, weight and height of members of athletic teams, likenesses used in University publications, dates of attendance, degrees and awards received, and previous institutions attended.

Currently enrolled students have the right to have this directory information withheld from the public if they so desire. Forms requesting the withholding of directory information are available at the Registrar's Office on the second floor of the Administration Building or in the Health Sciences Office of Student Services, Health Sciences Tower, Level 2, Rm. 271. At least 10 days should be allowed for processing of these requests.

Additional guidelines and procedures can be found on the [Registrar's website](#).

HIPAA

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

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

Research Involving Human Subjects

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

Research Involving Safety Considerations

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

Equivalent Opportunity/Religious Absences

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

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of religious beliefs, an equivalent opportunity to make up any examination, study, or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the student equivalent opportunity.
4. If registration, classes, examination, study, or work requirements are held on Friday after 4 p.m. or on Saturday, similar or makeup classes, examinations, study, or work

requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements or registration held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any students because of their availing themselves of the provisions of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the Supreme Court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

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

8. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the Regents of the University of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised, or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States code. For more information, see the [Guide to Religious Holidays](#).

Admissions Overview

Overview

Admission to all Health Sciences programs is by formal application only and is selective as enrollment for each program is limited. Admissions to Health Sciences programs are conducted for the spring, summer or fall, depending on the program's annual starting date. Each school of the Health Sciences is responsible for determining its own admissions policy and for selecting its own students. Information about each school's admissions policy criteria and prerequisites can be found under that school's entry in this Bulletin. Admissions decisions in all programs are made independently of an applicant's ability to finance his or her own education. Students interested in applying for financial aid should refer to the Financial Info section in this Bulletin. Programs may require one or more interviews for all applicants who are seriously considered. Ordinarily, interviews are arranged at the program's rather than the applicant's request. Applicants are invited to interviews by telephone, email, or letter. Any further information about a specific program's interview policy and operation can be found in the school or program section in this Bulletin.

Application Fees

Application Fees

All applicants are required to pay a Stony Brook University application fee: \$50 for each undergraduate program, and \$100 for each Graduate, Advanced Certificate and Doctor of Nursing program. Application to some programs through a national application system may also require a supplemental application with a fee.

The application fee (with the exception of the supplemental fee) can be waived in some instances as indicated below:

Undergraduate Applicants

- Students who are graduating from SUNY and CUNY two-year colleges and are applying for the next academic term. Official transcript indicating associate degree and degree date are required.
- Transfer applicants, not graduating and currently enrolled in an EOP, HEOP, SEEK or College Discovery program. A letter from the EOP program director is required confirming current enrollment in the program and listing semesters of aid received (this is separate from a recommendation).
- Stony Brook students not graduating and currently enrolled in a matriculated, undergraduate program.

Graduate and Advanced Certificate Applicants

- Students currently enrolled in an EOP or HEOP program. A letter from the EOP program director confirming

enrollment in the program is required (this is separate from a recommendation).

Requesting a waiver of the application fee does not guarantee approval. The request will be reviewed and a final determination made by the Health Sciences Office of Student Services. If the fee waiver is not granted, payment of the fee is required. The application will not be processed until payment is received or the waiver approved. Upon submission of the application, applicants will receive information on how to check the status of the waiver request.

Background Checks

Student Criminal Background Checks

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

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

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

Pre-Application

Pre-Application advisement and applications

Undergraduate and Graduate Programs

(BS, MS, MSW, MSW/JD, MPH, MHA, DPT, DNP, PhD)

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

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

Physician Assistant (PA) applicants must apply online at www.caspaonline.org. Physical Therapy (DPT) applicants must apply at www.ptcas.org. Occupational Therapy (OT) applicants must apply online at www.otcas.org. Graduate Program in Public Health applicants must apply at www.sophas.org and related certificate programs must apply at <https://sophasexpress.unicas.com/applicant/login>. Master of Health Administration (MHA) must apply at <https://hampcas.liasoncas.com/applicant-ux/#/login>.

All other applicants must complete a Health Sciences Center application for the individual program(s) for which they are applying. Applications are available online: <http://www.stonybrook.edu/commcms/hsstudents/admissions/index.html>

All application support documents must be submitted to the Health Sciences Office of Student Services. Because program application deadlines are as early as October, applicants are advised to apply early in the fall preceding the date of intended enrollment.

Please contact the following for information:

Health Sciences Office of Student Services
Health Sciences Tower Room 271, Level 2
Stony Brook University
Stony Brook, New York 11794-8276
Tel: 631.444.2111
Fax: 631.444.6035
Email: hscstudentservices@stonybrook.edu
<http://www.stonybrook.edu/commcms/hsstudents/>

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

SCHOOL OF HEALTH TECHNOLOGY AND MANAGEMENT (631) 444-2252

- Clinical Laboratory Sciences, BS
- Health Science, BS
- Polysomnographic Technology, BS
- Respiratory Care, BS
- Applied Health Informatics, MS
- Master of Health Administration, MHA
- Medical Molecular Biology, MS
- Occupational Therapy, MS
- Physical Therapy, DPT
- Physician Assistant (entry-level; post-professional onsite or online), MS

SCHOOL OF NURSING

(631) 444-3200

- Baccalaureate Program, BS
- One-Year Accelerated Program, BS
- Registered Nurse Program, BS and BS/MS
- Graduate Program in Nursing (full-time and part-time options, onsite and online options), MS
- Doctor of Nursing Practice

SCHOOL OF SOCIAL WELFARE

(631) 444-2138

- Baccalaureate Program, BS
- Graduate Program in Social Work, MSW
- Dual Degree in Social Work and Law, MSW/JD
- PhD Social Welfare

GRADUATE PROGRAM IN PUBLIC HEALTH

(631) 444-2074

- Community Health, MPH
- Health Analytics, MPH
- Health Policy and Management, MPH

The Master of Public Health (MPH) program offers combined undergraduate to graduate programs (BS Applied Mathematics and Statistics/MPH, BA Earth and Space Science/MPH, BS Pharmacology/MPH, BA Women's Studies/MPH), graduate combined degrees (Master of Business Administration/MPH and Master of Arts in Public Policy/MPH) as well as concurrent programs (MD/MPH and MD/DDS). Please see the Graduate Program in Public Health section of this Bulletin for more details.

GRADUATE PROGRAM IN NUTRITION

(631) 638-2132

- Nutrition, MS

GRADUATE ADVANCED CERTIFICATE PROGRAMS

SCHOOL OF HEALTH TECHNOLOGY AND MANAGEMENT

(631) 444-2252

- Disability Studies

HEALTH COMMUNICATIONS

(631) 444-2074

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

HEALTH EDUCATION AND PROMOTION

(631) 444-2074

HEALTH CARE MANAGEMENT

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

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

NUTRITION

(631) 638-2132

NURSING POST-MS

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

POSTGRADUATE STUDIES IN DENTISTRY

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

Applicants for these programs should contact:
School of Dental Medicine Office of Education
150 Rockland Hall
Stony Brook University
Stony Brook, NY 11794-8709
(631) 632-3745

Graduate Studies in Basic Sciences (MS, PhD)

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

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

Anatomical Sciences

PhD, Anatomical Sciences

Molecular Genetics and MicrobiologyPhD, Molecular Genetics and Microbiology
PhD, Molecular and Cellular Pharmacology**Physiology and Biophysics**

PhD, Physiology and Biophysics

Oral Biology and Pathology

PhD and MS, Oral Biology and Pathology

Graduate Professional Programs in Medicine and Dental Medicine*(DDS, MD, MD/PhD)*

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

SCHOOL OF DENTAL MEDICINE

- Doctor of Dental Surgery, DDS

School of Dental Medicine Office of Education
150 Rockland Hall
Stony Brook University
Stony Brook, NY 11794-8709
(631) 632-8871

Deadline for applications: December 1
Applicants to the School of Dental Medicine should visit dentistry.stonybrookmedicine.edu for information regarding the application process or call (631) 632-8871.

SCHOOL OF MEDICINE

- Doctor of Medicine, MD
- MD/PhD Program
- MD with Special Distinction in Research

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

Deadline for applications: December 1

Special Admissions**Special Admissions****Deferred Admissions**

An applicant who is unable to enroll for the term specified in the admission letter may be able to receive approval to defer the offer of admission until the following academic year according to each school's policy. The applicant must submit a written request for a deferment of admission which will be reviewed by the appropriate academic program. A student who does not enroll within 12 months of the first day

of classes of the term of the original offer of admission must submit a new application and a new application fee.

INTERNATIONAL STUDENTS

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

1. It is necessary to provide financial documentation, which indicates that the applicant's sponsor(s) has sufficient funding to pay for all educational and personal expenses while in the United States. The amount considered as sufficient funding may vary from year to year. For details, visit <http://stonybrook.edu/commcms/vis/>.
2. Official transcripts and records must be submitted as documentation of academic work. If transcripts are in a foreign language a certified English translation is required in addition to the original documents. All transcripts from a foreign country must also be evaluated by a certified agency in the United States, such as World Education Services (www.wes.org) before starting the admission application process. Applicants to undergraduate programs must submit a course-by-course evaluation. Applicants to graduate programs may submit a document-by-document evaluation. Please note that the submission of official transcripts evaluated through the WES ICAP (International Credential Advantage Package) service is not required.
1. The TOEFL iBT Speak or IELTS Speak test is required for admission. A minimum score of 90 is required for the TOEFL iBT Speak and a minimum score of 7 for the IELTS Speak test. The Educational Testing Service of the College Entrance Examination Board administers the TOEFL iBT Speak. They are given several times each year at centers in all major cities of the world. The examination must be taken prior to the date for which admission is sought. For further information, contact Educational Testing Services, Princeton, NJ 08541-6151, 609-771-7100 or www.toefl.org. Applicants may take the International English Language Testing System (IELTS Speak) tests instead of the TOEFL iBT Speak. Further information is available by contacting the IELTS web site, www.ielts.org.
1. International students applying to the registered nurse program and to the graduate and advance certificate programs in the School of Nursing must submit their score on the Commission on Graduate of Foreign Nursing Schools (COGFNS) examination, see www.cgfns.org for information. In addition, all accepted registered nurse and graduate students must be prepared to arrive in the United States in time to take the National Council Licensure Examination (NCLEX) the July preceding the September of admission to the school, see www.ncsbn.org for information.

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

CLINICAL LABORATORY SCIENCES AND RESPIRATORY CARE FOUR-YEAR PROGRAMS

The Clinical Laboratory Sciences and Respiratory Care programs offer four-year programs that enable students to declare a lower-division major in Clinical Laboratory Sciences or Respiratory Care in the freshman year. During the freshman and sophomore years, lower-division majors must fulfill the entrance requirements for their respective upper-division programs.

BACHELOR OF SCIENCE IN HEALTH SCIENCE PROGRAM

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

SCHOLARS FOR MEDICINE

Stony Brook University offers an integrated eight-year program for students interested in attending medical school following their undergraduate degree. The Scholars for Medicine (SFM) track offers selected students in the Honors College, WISE Program or University Scholars Program an opportunity to complete a combined Bachelor's/MD course of study while participating in pre-medical classes and activities. Students accepted into any of these tracks are reserved a seat in Stony Brook University's School of Medicine upon graduation provided they complete all applicable program requirements.

SCHOLARS FOR DENTAL MEDICINE

Stony Brook University offers an integrated eight-year program for students interested in attending dental school following their undergraduate degree. The Scholars for Dental Medicine program (SFDMM) offers selected students in the Honors College an opportunity to complete a combined Bachelor's/DDS course of study while participating in pre-dental school classes and activities. Students accepted into the program are reserved a seat in Stony Brook University's School of Dental Medicine upon graduation provided they complete all applicable program requirements.

SCHOOL OF NURSING SCHOLARS PROGRAM

The School of Nursing Scholars Program offers a select number of students early assurance of a seat in the nursing program upon successful completion of core requirements and foundation courses. During freshman and sophomore year, Nursing Scholars will participate in lower division nursing

seminars and School of Nursing activities, and will develop relationships with faculty mentors and advisors.

NON-DEGREE STUDY

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

NON-CREDIT, NON-DEGREE PROGRAMS

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

Student Health Policy

Student Health Policy

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

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

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

Health Form

The appropriate Health Form for your course of study must be completed by a licensed practitioner prior to the start of

classes and returned to the address indicated on the form. Depending on the program of study, students will complete either the "Health Form–Health Sciences Center" for clinical programs or the "Health Form" for non-clinical programs.

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

NYS Public Health Law 2165 requires that every student demonstrate proof of immunity against measles, mumps and rubella. Only students born before 1957 are exempt from this requirement.

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

Required and Recommended Laboratory Test Results and Immunizations

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

additional requirements

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

Students who do not receive clinical training are exempted from the requirement of an annual health assessment.

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

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

Transfer Credits

Transfer Credits

TRANSFER CREDIT POLICIES

Undergraduate

1. Transfer courses are evaluated individually.
 - Courses taken at institutions in the United States: Credits for all courses passed with a letter grade of C or higher at regionally accredited institutions or recognized by the Program on Noncollegiate Sponsored Instruction of the State of New York and recorded on official transcripts will be evaluated and may be accepted for applicability to specific Stony Brook University degree requirements. Credits for successfully completed courses from these institutions for which a grade equivalent to "P" or "S" was assigned may also be accepted. Credits for courses from institutions with other than regional accreditation are evaluated for transfer purposes on a case-by-case basis.
 - Courses taken at institutions outside the United States: College-level courses completed outside the United States and recorded on official transcripts will be evaluated for transfer credit, provided that the institution where the courses were taken is accredited by the Ministry of Education in that country. International transfer students who have completed college level courses outside the United States may be requested to submit proof of accreditation by the Ministry of Education or provide a WES (World Education Service) evaluation.
1. All academic courses successfully completed at a fully accredited college or university are transferable; however, the University reserves the right to determine what constitutes an academic course. Most baccalaureate degrees at Stony Brook require 120 credits. After earning 57 credits, the student must complete 36 credit hours at Stony Brook. The University will, therefore, accept a maximum of 84 transfer credits.
1. Graduates of SUNY or CUNY colleges who earned an Associate in Arts or Associate in Science degree prior to matriculation at Stony Brook University receive transfer credit for all credit completed as part of their associate degree requirements. Official proof of an A.A. or A.S. degree must be submitted before the start of classes.
1. Transfer credit is entered on the official University transcript. Grades received for transferred courses are not shown nor are they included in the calculation of the student's cumulative grade point average at Stony Brook University.
1. Almost all credits earned at community and technical colleges are considered to be lower-division credit.
1. Transfer courses are reviewed individually by the Academic and Transfer Advising Services Office or the Health Sciences program advisor for their applicability toward fulfillment of general education requirements. Applicants who have completed college-level study at an institution outside of the United States will have their credits evaluated for application to the University's

general education requirements by the Transfer Office or the Health Sciences program.

1. Courses satisfactorily completed elsewhere toward the intended major or needed to fulfill the 39 upper-division credits requirement must be evaluated by the appropriate academic department for specific applicability. No transferred course with a grade lower than C may be counted among the 39 upper-division credits required for graduation.
1. Courses taken at other universities and colleges in a technology curriculum will normally not be transferred as equivalents to engineering or applied sciences courses.
 1. Credit may be given for courses taken in foreign secondary schools having a thirteenth-year equivalent to the first year of college. Students who have studied in such schools should consult the Undergraduate Admissions counselor for international students before seeking a departmental course evaluation.
1. Courses offered by regionally accredited colleges and completed while the student was in high school will be evaluated for transfer credit according to the guidelines in the Application of Transfer Credits to General Education Requirements of the [Undergraduate Bulletin](#).
 1. International Baccalaureate: With its origins in Europe, the International Baccalaureate Program—now offered by some American high schools—leads to a diploma or certificates of examination. Stony Brook University will award six credits for International Baccalaureate higher-level exams with scores of 5 or better for year-long courses.
 1. General Certificate of Education Advanced Level (A-Level): With its origins in the United Kingdom, the General Certificate of Education or GCE is a secondary-level academic qualification that continues to be a popular measure of academic aptitude in other countries, including Hong Kong, Pakistan, India, Nepal, Singapore, and Sri Lanka. Stony Brook University will award up to eight credits per subject for A-level (Advanced) exams in year long courses with grade equivalents of C or better.
1. Students will receive transfer credit for a maximum of four credits of 100-level physical education courses.
 1. Advanced placement credit is granted to students who have taken the appropriate CEEB advanced placement examination and scored a 3 or higher.
 1. Students must list on their application for admission all institutions attended after high school graduation. Those who fail to do so will not receive this transfer credit and may be subject to a range of possible disciplinary actions, including admission revocation and expulsion.

Students who would like additional information should consult the Academic and Transfer Advising office or the appropriate Health Science Program.

Graduate

Graduate candidates may petition the school to accept credits from another institution toward his or her degree. Each Health Sciences school has the responsibility of deciding on the applicability of credits to the specific program.

Resources

HEALTH SCIENCES OFFICE OF STUDENT SERVICES

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

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

More information pertaining to these areas can be found in the appropriate sections of this Bulletin or by visiting the [office website](#). The HS OSS can be reached at (631) 444-2111. It is located in the Health Sciences Tower, Level 2, Room 271.

Health Sciences Academic Calendar

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

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

[Click here](#) for more information about the Health Sciences academic calendars.

STONY BROOK MEDICINE

[Stony Brook Medicine](#) expresses the shared mission of research, clinical care and education – a mission embraced by faculty, staff, researchers and students. Stony Brook Medicine includes Stony Brook University Hospital, School of Dental Medicine, School of Health Technology and Management, School of Medicine, School of Nursing and School of Social Welfare, as well as outpatient care sites. The Health Sciences schools work in tandem with the research and clinical care teams to deliver the best ideas in medicine to patients.

LONG ISLAND STATE VETERANS HOME

The [Long Island State Veterans Home](#), opened in October 1991, adds a unique healthcare facility to the Stony Brook campus. This 350-bed nursing facility was constructed to serve Long Island veterans' need for rehabilitation and skilled nursing care. It is one of the only University nursing homes in the United States in which the medical staff hold faculty appointments and the nurses and therapists work closely with faculty in their respective schools. The home provides state-of-the-art, long-term and intermediate-level care to veterans of the U.S. Armed Forces.

CENTER FOR MEDICAL HUMANITIES, COMPASSIONATE CARE AND BIOETHICS

The [Center for Medical Humanities, Compassionate Care and Bioethics](#), situated in the Department of Family, Population and Preventive Medicine in the School of Medicine, was established in 2008. It is devoted to training medical students and health professionals and to conducting high-impact research and scholarship in the three thematic components reflected in its name.

The Center offers more than 30 courses in the medical school curriculum and has an MA track consisting of 10 courses. The Center is actively involved in clinical ethics across the medical center and in the third year clerkships, leads several major community initiatives and dialogues across eastern Long Island, and provides clinician support for the medical student's free clinic. The Center's educational and research programs are described in detail on its [website](#).

Health Sciences Library

The [Health Sciences Library](#) is the largest health sciences library on Long Island and one of the best in New York State. Its collection of books, journals, reference works and electronic resources is developed in accordance with the teaching, research and patient care needs of six academic programs: Dental Medicine, Health Technology and Management, Medicine, Nursing, Public Health and Social Welfare. The Library's holdings and services support the various clinical and patient care activities of [Stony Brook Medicine](#) and the [Long Island State Veterans Home](#).

The Library is located on the third floor of the Health Sciences Center, easily accessible to faculty, staff, students and hospital personnel. The facilities offer a very welcoming environment for study and research, including the Barry S. Collier Learning Center, consisting of a fully equipped computer lab.

For more information about the Health Sciences Library, including hours of operation, please visit the [website](#).

Other Library Resources

In addition to the Health Sciences Library, the campus has a number of libraries to support students' information needs. The main library on West Campus is [The Frank Melville, Jr. Library](#). In addition, there are three science branch libraries including Chemistry, Science and Engineering, and the [Marine and Atmospheric Sciences Information Center](#), which provide more specialized resources and services in their subject areas.

Division of Laboratory Animal Resources

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

Brookhaven National Laboratory

Brookhaven National Laboratory (BNL) is a multipurpose research laboratory housing large, state-of-the-art facilities such as RHIC, NSLS, NSLS-II (under construction) and the Center for Functional Nanomaterials. Stony Brook is a partner in [Brookhaven Science Associates \(BSA\)](#), managing the Laboratory for the U.S. Department of Energy. Located less than 20 miles from campus, BNL provides many opportunities for collaborative research efforts.

Being Brookhaven Lab's closest university neighbor, Stony Brook is the single largest user of BNL facilities. BNL and the University share an increasing number of joint faculty appointments.

Clinical Affiliations

The Health Sciences and its schools have affiliations with many institutions and agencies. Three of these affiliations — [Nassau University Medical Center](#), NYU Winthrop Hospital and [Northport Veterans Affairs Medical Center](#) — continue to be major resources for the educational, research and clinical programs of the schools. For more information about these affiliations, please visit their websites.

Financial Information

Tuition and Fees

For information on tuition, fees and New York State residency visit [Bursar/Student Accounts](#).

New York State Residency

As a University center of the State University of New York (SUNY), Stony Brook University is bound by the State policy regarding eligibility for the New York State Resident tuition rate.

The initial determination of residency is made at the time of admission to the University. Students with missing and/or conflicting information on their initial application to the University are initially coded as non-resident, pending verification of their residency status.

Students who indicate that they are residents of the state on their initial University application may be asked to complete a residency application to verify their status. Failure to complete this application can result in the student being charged at the non-resident tuition rate.

All students are encouraged to verify their tuition billing rate as soon as bills are posted. It is a student's responsibility to follow up with the Office of Student Accounts if they feel that their tuition billing rate is not correct. Such students must complete a Residency Application by the second week of classes in order to have their application considered for the current term. Residency Applications cannot be reviewed retroactively.

Payment Procedures

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

Students making payment after the published due dates will be required to pay a late payment fee. Those students who register on or after the first day of classes in a given term will be required to pay a registration fee. The late registration period ends at the close of the second week of classes of each academic period. Students failing to meet financial obligations may be subject to additional fees/fines for collection agency charges.

Failure to satisfy their financial obligation in any given term will prevent students from receiving transcripts and diplomas, as well as being permitted to register for future terms and apply for on-campus housing. Delinquent accounts may be transferred to private collection agencies or the New York State Attorney General's Office for collection, and are subject to additional fee/fines and interest from the collection agency. Nonpayment does not constitute official withdrawal. Failure to attend classes will not relieve students of their financial obligation or entitle them to a refund. The date of official

withdrawal determines eligibility for any refunds in accordance with the University refund policy.

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

Time Option Payment Plan (TOPP)

The University offers a Time Option Payment Plan (TOPP) that allows the student to make equal and consecutive payments throughout the semester. There is a processing fee to help defray the administrative expenses of the program. The Time Option Payment Plan is a semester-based program, and enrollment, if desired, must be completed each term. A nonrefundable processing fee is charged each term. For more information, please contact student accounts, (631) 632-2455 or http://www.stonybrook.edu/commcms/bursar/billing_payment/topp. Enrollment is completed on SOLAR.

Payment and Anticipated Aid

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

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

If the current bill does not reflect anticipated financial aid, the student must pay the amount due by the date indicated. If financial aid is received after the bill is paid, the student will be eligible for a refund. Failure to apply for financial aid in a timely manner does not relieve students from the obligation to meet all payment deadlines or late payment fees.

HEALTH INSURANCE

Stony Brook University automatically bills all full-time, matriculated students for a health insurance plan.

This plan pays for most medically necessary bills, such as doctor visits, hospitalization, prescriptions, emergency room, lab testing, diagnostic testing, surgery, mental health counseling, etc. The plan covers students anywhere in the world, every day, no matter whether on campus or on semester breaks. All School of Medicine, School of Dental Medicine, School of Nursing, and other professional Health Sciences students are billed for an additional rider, which covers high costs of potential clinical incidents.

Students who are not citizens of the US and are not permanent residents are billed for the International Student Health Insurance Plan.

Students who already have a health insurance plan in place and do not wish to have the Stony Brook coverage must complete an insurance waiver on their SOLAR accounts by the due date. Waivers must be completed at the start of every academic year.

Students who are enrolled may also enroll dependents at an additional cost. Some part-time students may also be eligible for health insurance. For information and enrollment forms, you can call (631) 632-6054.

For additional information, visit [Student Health Services](#).

Health Insurance For International Students

The State of New York requires all students who are not US citizens or permanent US residents to be enrolled in and billed for the International Student Health Insurance Plan. Some students may be eligible to request a waiver if they have alternate health insurance.

For information please contact the Student Health Insurance Office in the west campus by phone at (631) 632-6331 or via email SHO-RSHIP@stonybrook.edu.

LIABILITY INSURANCE

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

CAMPUS RESIDENCES

For information, rates and fees, pictures and virtual tours of the facilities, visit <http://studentaffairs.stonybrook.edu/res>.

Requests for Campus Housing

Only matriculated students are eligible for on-campus housing. Students currently enrolled in the Health Sciences programs, and Stony Brook students who are applying to any of the Health Sciences programs for the following fall have an opportunity to select housing accommodations in the spring. Students newly admitted to the Health Sciences programs from other educational institutions will be given information on applying for on-campus housing at the time they are accepted.

Housing is not guaranteed to transfers so applicants are encouraged to submit their request for housing as quickly as possible.

OFF-CAMPUS HOUSING

An off-campus housing service is available to assist students in finding living arrangements off-campus. This service maintains up-to-date listings of available facilities to rent or share in the area. It also provides useful information about leases, transportation, the community, and safety guidelines.

For information visit <http://studentaffairs.stonybrook.edu/ocliving>.

FOOD AND MEAL PLANS

Campus Dining Services offers students many different dining venues as well as meal plan options. For information about meal plans, rates, nutritional information, dining hours and other services visit <http://www.stonybrook.edu/commcms/campusdining>.

EDUCATION-RELATED EXPENSES

These include primarily the estimated costs of transportation to clinical facilities, books and other instructional materials, equipment, and supplies. More information can be obtained from the different Health Sciences programs.

For information on text books, please visit <http://www.stonybrook.edu/commcms/bookstore/index.php>.

TRANSPORTATION AND PARKING OPTIONS

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

For students who travel to Stony Brook University via personal vehicle, limited parking is available in the Health Sciences, Hospital and Administration Parking Garages. A monthly Health Sciences Parking Garage card is available to qualified students for a fee, or students may park in the Hospital or Administration Parking Garages for a daily fee. Evening students may purchase a monthly evening Parking Garage card. Other surface parking options are available to students. For more information please visit www.stonybrook.edu/parking.

All vehicles parked in surface parking lots must display a valid parking permit obtained through Parking Services.

The University Police Motorist Assistance Program provides assistance with common personal vehicle problems such as battery jumps, locked-in keys and empty gas tanks. For assistance or more information, please call [University Police](#)

at 333 from any on campus phone, or (631) 632-3333 from any off campus/cell phone.

ALL REFUNDS

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

TUITION AND FEES

Students who officially withdraw from Stony Brook University or reduce the number of credits for which they are registered may be entitled to a prorated refund of tuition or a prorated adjustment of tuition charges. Fee charges billed will not be removed or refunded after the first week of classes. For more information on withdrawals and refunds, visit the [Bursar/Student Accounts website](#).

The first day of classes is the day school officially begins based on the published academic calendar. Students attending evening classes that meet for the first time on the last day of the 100% refund period will have a one-day grace period to withdraw from the class and still be eligible for a full refund.

Tuition deposit refund requests must be made in writing and mailed to:

Student Accounts/Refund Unit
254 Administration Building
Stony Brook University
Stony Brook, New York 11794-1301

Requests must be received (for Fall, by May 1) or 30 days after the offer of admission, whichever is later. There are no refunds of the tuition deposit after the first day of classes.

HOUSING DEPOSIT

If a student no longer plans to reside on campus, he/she may request a partial refund of his/her housing deposit in accordance with the appropriate semester deadlines. There are no refunds of the housing deposit after the start of classes, regardless of whether or not the student is enrolled for the semester.

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

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

Office of Campus Residences
Mendelsohn Quad, Stony Brook University,
Stony Brook, NY 11794-4444 or faxed to (631) 632-9211

For details visit: <http://www.stonybrook.edu/bursar/tuition>.

MEAL PLAN

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

For information on cancelling a meal plan, call (631) 632-6517 or visit <http://www.stonybrook.edu/mealplan/>.

WITHDRAWALS

The process of withdrawing from the University is a formal procedure which the student has the responsibility to initiate. Non attendance of classes does not classify as an official withdrawal and does not relieve the student of his or her financial obligation or entitle the student to a refund.

Students must contact their Health Sciences School to complete the necessary paperwork to withdraw from the University. Students requesting a review of tuition and fee liability must submit a separate written appeal to the Student Accounts Office with all appropriate documentation. A student withdrawing shall be responsible for payment of tuition and fees in accordance with Tuition & Fee Refund Schedule. A "W" is recorded on the academic transcript.

For information about requesting a refund, visit <http://www.stonybrook.edu/commcms/bursar/withdrawals/index.php>

CANCELLATIONS

No grade is recorded on the academic transcript. A student who is given permission to cancel his or her registration shall be responsible for payments of tuition and all fees in accordance with the Tuition and Fee Refund schedule.

For more information visit <http://www.stonybrook.edu/bursar/tuition>

DISMISSALS

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

CHANGES IN ENROLLMENT AND FINANCIAL AID IMPLICATIONS

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

FINANCIAL AID

Financial aid for Health Sciences students is divided into three basic categories: grants, loans, and employment opportunities. Grants, which include scholarships, do not have to be repaid; loans carry some form of interest payment and must be paid back to the lender; employment opportunities afford the student the chance to earn money while attending school. Some financial aid programs are administered by the University, others by federal and state agencies to which the student applies directly.

Eligibility

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

To be independent for the federal aid programs, a student needs to meet one of the following conditions: be at least 24 years old by December 31 of the award year; married; a graduate or professional student; a veteran; an orphan or ward of the court; or have legal dependents other than a spouse. For other conditions, please visit www.stonybrook.edu/finaid.

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

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

Satisfactory academic progress must be maintained for continued eligibility for financial aid. Stony Brook University measures academic progress each term. Eligibility for assistance from the Federal Work Study Program, the Stafford Loans, Perkins Loan, SEOG and Pell Grant programs is contingent on candidates meeting specific quality and quantity academic standards. Recipients of federal student financial aid must complete degree requirements within a stated time frame. New York State Education Department's requirements are described in the TAP section. Specifics on academic progress as a condition of federal student aid eligibility is available at www.stonybrook.edu/finaid.

Application for Financial Aid

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

- Free Application for Federal Student Aid (FAFSA); students may file either the FAFSA or Renewal FAFSA online at www.fafsa.ed.gov beginning October 1.
- Other documents as requested by the financial aid administrator, including copies of students' and parents' tax transcripts, proof of non-taxable income (Social Security, social services benefits) and others.

Students will be automatically offered Summer financial aid if they are registered for at least 6 credits for Summer and have completed a FAFSA for the current academic year.

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

Students may be selected for verification. If a student's application is selected, he or she will be requested to provide additional documentation, such as tax transcripts, to substantiate the accuracy of the information on the FAFSA. Corrections are made, if necessary.

Students are strongly advised to file for financial aid by February 15 of each year to ensure that their awards are posted on their student account as "anticipated aid" by the beginning of classes. Otherwise, they will be liable for late tuition payment fees. Students who apply after the deadline will be given lower priority for aid.

Students can view up-to-date financial aid and billing information by accessing SOLAR.

SPECIAL FUNDS FOR HEALTH SCIENCES STUDENTS

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

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

Many scholarships are available to health professionals through private foundations and governmental agencies to which the student must apply directly. Online information for scholarship searches can be found [here](#).

FEDERAL PELL GRANT

Funded by the federal government, this grant is available to matriculated undergraduate students enrolled in their first baccalaureate program for at least one credit. Application for the Pell Grant is made by completing the FAFSA. After processing, additional documents such as tax forms may be requested from the student's family to determine eligibility for the Pell award.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

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

TUITION ASSISTANCE PROGRAM (TAP)

This state-funded grant is for full-time matriculated undergraduate New York State residents. Awards from this program apply only toward tuition. TAP award amounts are based on New York State net taxable income. Independent status under the state definition for TAP may be different from the federal programs. For more information about TAP visit the Office of the Registrar website www.stonybrook.edu/registrar/tap.

PART-TIME TAP PROGRAM

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

To be eligible for Part-Time TAP, a student must be a first-time freshman in the 2006-07 academic year or thereafter; have earned 12 credits or more in each of the two consecutive semesters, for a minimum total of 24 credits earned and maintain a minimum of a "C" average.

AID PROGRAM FOR PART-TIME STUDY (APTS)

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

A special APTS application form is available at www.stonybrook.edu/finaid/forms. The student should also submit copies of his or her and parent(s) previous year state and federal tax forms.

VETERANS ADMINISTRATION EDUCATIONAL BENEFITS (VA)

Interested students should contact the [Veterans Affairs Office](#), Room 348, Administration Building. Please call (631) 632-6701 for an appointment.

EDUCATIONAL OPPORTUNITY PROGRAM (EOP/AIM)

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

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

GRADUATE TUITION WAIVER PROGRAM FOR FORMER EOP STUDENTS (GW)

Funded by the State University of New York, this program can provide money for tuition to former EOP, SEEK or HEOP students who are New York State residents and enrolled for 12 credits at Stony Brook in a first graduate or professional degree program.

GRADUATE TUITION WAIVER PROGRAM FOR ECONOMICALLY DISADVANTAGED STUDENTS (DW)

This program, funded by the State University of New York, provides up to a full waiver of tuition for students who qualify according to the current year EOP economic eligibility criteria and the federal methodology of needs analysis. This is a need-based tuition waiver program available to New York State residents enrolled as full-time students at Stony Brook in a first professional degree program in the School of Medicine and School of Dental Medicine. Awards range from \$100 per semester to full tuition minus any award received for tuition only. Funds for the program are limited.

NATIONAL HEALTH SERVICE CORPS SCHOLARSHIPS (NHSC)

Full-time students enrolled in the physician assistant program, nurse practitioner, midwifery, medicine and dental medicine are eligible to apply for the National Health Service Corps (NHSC). The program pays tuition and fees, a monthly stipend for living expenses and an allowance for reasonable educational expenses. Applicants must agree to practice their

profession in designated areas of the country as determined by NHSC and must be committed to primary healthcare practice.

The application deadline is usually in March. For more information visit www.nhsc.hrsa.gov.

NURSE CORPS SCHOLARSHIP PROGRAM

The Nurse Corps Scholarship Program, sponsored by the U.S. Department of Health and Human Services, awards scholarships to individuals for attendance at Schools of Nursing. The scholarship consists of payment for tuition, fees, other reasonable educational costs and a monthly support stipend. In return, the students agree to provide a minimum of two years of full-time clinical service at a healthcare facility with a critical shortage of nurses. [Click here](#) for an application and information.

STATE AID TO NATIVES PROGRAM

Funded by New York State, the State Aid to Native Americans Program award is available for enrolled members of a New York State Native American Indian tribe or their children. The student must maintain good academic standing and be a resident of New York State. Applications and information are available from the Native American Education Unit. Information can be found at www.hesc.ny.gov.

NEW YORK STATE AID

For information on all New York State awards, visit www.hesc.ny.gov for additional information.

LOANS

A loan is money you borrow and must pay back with interest.

If you decide to take out a loan, make sure you understand who is making the loan and the terms and conditions of the loan. Student loans may come from the federal government or from private sources such as a bank. Loans made by the federal government, called federal student loans, usually offer borrowers lower interest rates and have more flexible repayment options than loans from banks or other private sources.

There are yearly and lifetime aggregate amounts for federal student loans. If necessary, a student can secure additional funds for their educational expenses through private educational loan programs. To qualify for these loans, the borrower must have a favorable credit history and provide information about income and credit obligations. In some cases, a co-signer is required.

For additional information about types of loans and amounts, visit www.stonybrook.edu/finaid.

REPAYMENT, DEFERMENT, FORBEARANCE AND LOAN FORGIVENESS

For information on repayment, deferment, forbearance and loan forgiveness visit studentaid.ed.gov.

FEDERAL WORK STUDY PROGRAM (FWS) AND FWS COMMUNITY SERVICE

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

Application for Federal Work Study is made by completing the FAFSA. For more information visit the Career Center website career.stonybrook.edu.

STUDENT EMPLOYMENT

Students not eligible for FWS funds can work on campus under the student employment program. Job listings are available on the Career Center website career.stonybrook.edu.

Jobs are also announced in campus newspapers and on bulletin boards. To be eligible, a student must be matriculated and enrolled for at least six credits.

FACULTY STUDENT ASSOCIATION

The www.stonybrook.edu/fsa operates many different auxiliary business services and programs for the campus, such as dining, bookstores, and the campus ID office, and employs close to 500 students. For information and job listings visit <http://www.stonybrook.edu/commcms/fsa/jobs/index.php>.

Health Sciences Schools

School of Social Welfare

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Mission and Goals

Mission Statement

The Stony Brook University School of Social Welfare's mission statement is:

The School of Social Welfare is committed to building a more equitable society based on the values of human dignity, inclusiveness, diversity, equality, and on economic, environmental and social justice.

By advancing knowledge, engaging in systematic inquiry, and developing professional skills, we prepare students for social work practice with individuals, families, groups, organizations, communities and governments in a global context. The School teaches a person-in-environment perspective, community advocacy, therapeutic intervention, individual and group empowerment, and the affirmation of strengths as a means of promoting individual and social change. As an integral part of our student-centered and evidence informed pedagogy, we prepare students to identify and analyze the nature and extent of structural inequality. We focus in particular, on social welfare leadership as a pathway to enhance emotional, psychological and social well-being. We work closely with the university and greater community to fulfill this mission.

We recognize that structural inequality exists in multiple and overlapping layers of discrimination including class, race, ethnicity, gender, gender identity and expression, sexual orientation, religion, age and disability, among others. We therefore seek to remediate the impact of interpersonal and historical trauma, to foster human relationships that are grounded in social justice; human dignity and mutual respect; to develop new and just organizational forms; to transform already existing structures to reflect values that affirm and enhance human dignity and social diversity; and to identify new ways to influence social, economic and political systems to equitably distribute power, resources, rights and freedom.

1. Program Goals

The goals of the MSW program are to:

Goal 1: Prepare advanced generalist practitioners who demonstrate ability to use their knowledge, values, and skills to work at the micro, mezzo, and macro levels of practice within local, national and global contexts;

Goal 2: Educate graduates to utilize social justice and human rights frameworks in their work and to embrace social action practice;

Goal 3: Inspire graduates who lead efforts to improve health and wellness in the lives of all people and to create a more just and life-affirming society.

Goal 4: Promote the ability of graduates to engage in critical, self-reflective and ethical practice;

Goal 5: Develop practitioners who utilize strengths-based, person-in-environment and empowerment approaches in all their work that are informed by a respect for human dignity, diversity, and inclusiveness; and

Goal 6: Educate practitioners who are able to engage in research-informed practice models and who are able to contribute to the creation of knowledge in the field of Social Work by engaging in practice-informed research processes.

The goals for our MSW program are clearly derived from our mission statement, and reflect the values, emphases, and perspectives articulated there. The first goal purposefully aligns with our stated premise to educate for all systems levels of practice in local, national, and global contexts. The second goal emphasizes the importance of social justice and human rights frameworks in our graduates' ability to embrace social action. The third goal is an expression of our commitment to leadership in improving health and wellness for both individuals and in the society—this affirms our commitment to social and environmental justice as well as a reflection of our location within a health sciences infrastructure. Our fourth goal reflects the importance of social workers practicing ethically and from a value base. Our fifth goal expresses a commitment to compel graduates to use frameworks that are informed by human dignity, diversity and inclusiveness. Our sixth goal commits us to educate practitioners who seek and utilize knowledge in their work at all levels.

1. CSWE Competency Framework

The Council on Social Work Education (CSWE), the accrediting body for schools of social work, has identified core competencies for social work education. These competencies guide and inform curriculum and course content.

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities

9. Evaluate Practice with Individuals, Families Groups, Organizations, and Communities

Each competency is represented by a set of *practice behaviors* at the Foundation and Advanced levels of the curriculum. The practice behaviors will be used in various forms of assessment to determine the degree to which students have achieved competency in these nine (9) areas. Overall assessment is reported, in aggregate, on the school's website.

PROGRAMS

The Stony Brook University School of Social Welfare was established in 1970 and has been continuously accredited by the Council on Social Work Education since 1973. The School is located within a rich interdisciplinary environment, one of six schools within the Health Sciences campus of the University, along with the Schools of Medicine, Dental Medicine, Nursing, Health Technology and Management, and a new School of Pharmacy and Pharmaceutical Sciences.

The School offers the BSW, MSW, and PhD degrees on the Stony Brook University campus in Stony Brook, New York on Long Island, and has an extension center MSW program in New York City. The New York City program is offered at the SUNY College of Optometry, the only public Optometry College in New York State. Currently, the School has an enrollment of 100 BSW students, 536 MSW students, and 33 PhD students. The BSW program is a generalist practice program informed by a human rights framework. The MSW program offers a single concentration in Advanced Generalist Practice.

The MSW and BSW programs of the School are accredited by the Council on Social Work Education.

The MSW program is registered with the New York State Education Department as qualifying for the LMSW and LCSW credentials.

Field Education

Field and class work are integral parts of a single educational experience. A well-rounded education in social welfare is best obtained by the integration of theory and practice. Therefore, in the first year of field education (HWC 500-501) students must be enrolled concurrently in the required social work practice course (HWC 513-514). In the second year of field education (HWC 502-503) students must be enrolled in HWC 515/516-517/518. Thirty-three weeks of field education are required each academic year (i.e. at a minimum of 14 hours per week). Requirements for graduation include a minimum of 16 credits in field education.

Field education experiences are available in a broad range of human service programs that meet the needs of individuals, families, groups, and communities. Practicum sites are located throughout Nassau and Suffolk counties, and the greater metropolitan New York area.

Typically graduate students must complete a minimum of 16 credits of field education that are accrued each year at the rate of 4 credits per term, that is, 14 hours per week over a 33-week academic year. Advanced Standing students are

required to complete 21 hours per week over a 33-week academic year, 6 credits per term. Field education typically takes place Monday through Friday during the day and early evening. Some placements accept blocks time of less than 7 hours per day, but no placement will be arranged with blocks of less than 4 to 5 hours at a time. Placements that offer all evening and/or Saturday hours are few and therefore students should be prepared to offer day hours for placement purposes.

Students are evaluated for field education by their ability to achieve competence as defined for generalist and advanced generalist practice. The School has developed a set of behaviors that comprise each competency, and students are evaluated on each behavior of each competency. Additional criteria for Performance in Field Education are described in the Undergraduate Student Field Manual and the Graduate Field Manual. Students are evaluated according to the competency level they are expected to attain (first year MSW field internships and advanced generalist competencies for the second year MSW field internship).

The Field Education Department provides field instructors with Performance Expectations as a tool to guide their efforts to assess and evaluate student learning. The expectations are organized according to the nine Competencies and by expectations for generalist and advanced field education expectations. The Performance Expectations reflect behaviors that should be accomplished by the end of each semester and guide teaching, assignments, and skill development as an ongoing process. Student are expected to develop and strengthen competency throughout their field placement with the goal to achieve competency at their level of study.

The School requires written evaluations at the end of each semester. The written evaluation should reflect prior discussions between field instructor and student and describe progress on achieving competency and areas for further development. The field instructor is responsible for completing the evaluation. The student must be given the opportunity to read the evaluation. The field instructor and student then discuss it and may agree on changes. Both sign the completed evaluation, and students may write an addendum.

The completed evaluation is submitted to the Office of Field Education.

An evaluation is completed at the end of each semester of field education. Students are rated on each behavior, and these scores are added together for a score on each competency. Each of the evaluations (Generalist and Advanced Generalist) use the same rating scale ranging from: N/A – NEVER discussed in supervision or NEVER assigned; IP (1) – Insufficient Progress: Has little understanding of the competency; rarely demonstrates the behavior but has had multiple opportunities to demonstrate; UP (2) – Uneven Progress: Demonstrates a beginning understanding of the competency and struggles with implementation of the behavior in their work; IC (3) – Increased Consistency: Shows evidence of understanding the competence required and continues to strengthen consistency by applying behaviors in their work; C (4) – Competence: Understands the competency required and is consistent in applying the behaviors in their work; and OC (5) – Outstanding: Demonstrates an exceptional ability to effectively integrate the behavior into their practice.

The student who fails to master the competency is rated with a 1 as Insufficient Progress. The student who is beginning to gain an understanding of the competency behaviors receives a 2 or uneven progress. Those that are becoming more consistent in applying behaviors in their work receive a 3 or increased consistency and those that are consistent in their application receive a 4 or competency. For those students that show an exceptional ability they receive a 5 or outstanding. The School expects students to perform at the competency level (4) for each competency by the end of the academic year. As described in AS 4.0 Assessment the Field Evaluation is one of the instruments by which Stony Brook School of Social Welfare measures student competency.

Each evaluation has a section for a description of the tasks and assignments. Included in the evaluation is an overall statement completed by the field instructor about the student's abilities, growth and areas of continued work. The student is expected to contribute to the assessment of his/her learning and to develop objectives for future professional development.

The student completes the page entitled Student's Self-Evaluation of the Field Learning Experience providing them with the opportunity to rate their learning experience at their placement site. They rate their participation in learning, their overall growth through the academic term, and their progress in developing a professional identity.

The School assumes responsibility for final decisions on educational matters. Field faculty assign grades for field education after the evaluations have been received based on a review of the evaluation and discussion with liaison.

In the MSW program Field Education (HWC 500 - HWC 503) is graded Satisfactory (S), or Fail (F). A Fail grade in Field Education automatically places a student on probation; the student may not advance to the next semester's Field and Practice courses, and the matter is referred to the Academic Standing Committee. Reserved (R) grade is used where the time requirement has not been met, or where there is serious question regarding a student's performance, or more time is needed before a definitive decision regarding a grade can be made or when an evaluation has not been submitted.

Field Education and Practicum Sites in New York State Utilized by the School of Social Welfare

ACCESSO/ACCESS

Alternatives East End
 Angelo J. Melillo Center
 BOCES-Eastern Suffolk
 BOCES-Nassau
 BOCES-Western Suffolk
 BOCES II
 Brentwood Union Free School District
 Brighter Tomorrows
 Bronx Health and Human Services Development Corporation
 Brookhaven Memorial Hospital
 Brookhaven Youth Bureau
 Cancer Care
 Catholic Charities
 Center Moriches School District
 Central Islip Union Free School District

Central Nassau Guidance and Counseling Services
 Circulo de la Hispanidad
 Clinical Care Associates
 Clubhouse of Suffolk
 Coalition of Child Abuse and Neglect
 Colonial Youth and Family Services
 Community Housing Innovations
 Community Programs Center of Long Island
 Concern for Mental Health
 Covenant House
 Creedmoor Psychiatric Center
 Developmental Disabilities Institute
 EAC Suffolk County
 East Hampton Union Free School District
 East Islip School District
 Eastern Long Island Hospital
 Eastport South Manor School District
 Elmhurst Hospital Center
 Empire Justice Center, Touro Law School
 Family and Children's Association
 Family Service League of Suffolk County
 Farmingdale School District
 Federation of Organizations
 FECS
 Flushing Jewish Community Council
 Fordham Tremont Community Mental Health
 Forest Hills Community House
 Glengariff Health Care Center
 Good Samaritan Hospital
 Gurwin Geriatric Center
 Half Hollow Hills School District
 Hands Accross Long Island
 Hauppauge Union Free School District
 HELP Suffolk
 HELP USA
 Hempstead High School Team Center
 Hispanic Counseling Center, Inc.
 Hofstra University
 Holliswood Hospital
 Hope for Youth
 Hope House Ministries
 Hospice Care Network
 Hospice of the South Shore
 Huntington Youth Bureau
 Interfaith Hospital
 Isabella Nursing Home
 Island Nursing and Rehabilitation Center
 Islip School District
 J-CAPP, Inc.
 Jewish Association of Services for the Aged
 Jewish Board of Family and Children's Services, Inc.
 John Foley Skilled Nursing Facility
 John T. Mather Memorial Hospital
 Out-Patient Services
 Partial Hospitalization Program
 Kings County Hospital
 Legal Aid Society of Nassau
 LIAAC
 Lindenhurst Public Schools
 Littleflower Children's Services
 Long Beach Reach
 Long Beach School District
 Long Island Crisis Center

Long Island Head Injury Association
 Long Island Head Start
 Long Island Minority AIDS Coalition
 Long Island State Veterans Home
 Long Island University, CW Post Campus
 Student Counseling Services
 Longwood Central School District
 Madonna Heights
 Maryhaven Center of Hope
 Medgar Evers College
 Mental Health Association of Nassau County
 Mental Health Association of Suffolk County
 Mercy Center Ministries
 Mercy Medical Center Family Counseling Services
 Montefiore Medical Center
 Mount Sinai School District
 Multiple Sclerosis Society, Long Island Chapter
 Nassau/Suffolk Law Services Committee, Inc.
 Nassau University Medical Center
 New York City Administration for Children's Services
 New York City Department of the Homeless
 New York Institute of Technology
 North Shore Child and Family Guidance Center
 North Shore University-Long Island Jewish Medical Centers
 Oceanside Counseling Center
 Options for Community Living, Inc.
 Outreach Development Corporation
 Palladia
 Partnership with Children
 Patchogue-Medford School District
 Peconic Bay Medical Center
 Pederson Krag Center
 Phase Piggy Back
 Phoenix House
 Pilgrim Psychiatric Center
 Public School 132 All the Way Program
 Quality Consortium
 Queens Children's Psychiatric Center
 Ride for Life
 Riverhead Central School District
 Sachem Central School District
 Safe Space
 Sagamore Children's Psychiatric Center
 Salvation Army
 Samaritan Village
 Samuel Field YM-YWHA
 Sayville Project
 SCO Family of Services
 Seafield Center, Inc.
 Self Help Community Services
 Silvercrest Extended Care Facility
 Smithhaven Ministries
 Smithtown School District
 South Huntington School District
 South Oaks Hospital
 South Shore Child Guidance
 Southside Hospital
 St. Catherine of Sienna Medical Center
 St. Charles Hospital and Rehabilitation Center
 St. Johnland Day Health Services
 St. Johnland Nursing Home
 St. Joseph's Village
 Stony Brook University

Admissions Office
 Career Placement Office
 CARES for KIDS
 Child Welfare Training Program
 Commuter Student Services Office
 Dean of Students Office
 Disability Support Services
 Employee Assistance Program
 International Services
 Medical Center
 Office of Diversity, Affirmative Action and Equal Opportunity
 Residential Programs
 Student Health Services
 Suburban Housing and Prevention
 Suffolk County Brentwood Family Health Center
 Brentwood Mental Health Center
 Department of Aging
 Department of Health Services
 Department of Probation
 Department of Social Services
 Family Drug Court
 Farmingville Mental Health Clinic
 Human Rights Commission
 Jail
 Wellness Project
 Suffolk County Coalition Against Domestic Violence
 Suffolk County Perinatal Coalition
 Suffolk Jewish Community Center
 Suffolk Network on Adolescent Pregnancy
 The Light House, Inc.
 Three Village School District
 Timothy Hill Children's Ranch
 Town of East Hampton Department of Human Services
 Town of Huntington Drug and Alcohol
 Town of Huntington Youth Bureau
 Town of Smithtown Youth Services
 Uniondale School District
 United Way of Long Island
 Urban Justice Center
 University College at Old Westbury
 Student Counseling Services
 Veteran's Administration Medical Center
 Victims Information Bureau of Suffolk County
 Village of Rockville Centre, Sandel Center
 Wantagh School District
 Westbury School District
 West Islip Schools
 Westhampton Beach School District
 William Floyd Union Free School District
 Women's Center of Huntington
 YMCA Family Services
 Young Adult Institute
 Youth and Family Counseling Program of Islip
 Youth Environmental Services, Inc.

Admissions

The criteria for admission to the graduate and undergraduate programs include academic achievement, commitment and concern for social justice and social change, involvement in social welfare and social change activities, and demonstrated potential for successful completion of the program.

Applicants to the undergraduate program must have completed 57 credits as well as having met general University requirements.

Applicants to the graduate program must hold a Bachelor's degree.

Applicants with a cumulative grade point average of less than 2.5 will not be considered for admission to the graduate and undergraduate programs.

Applications are accepted for admission only for the fall semester. The Priority Deadline for applications is March 1st. The deadline for all applications is May 1st.

Forty-three percent of applicants to the MSW program are accepted; 45 percent are accepted to the BSW program.

Ninety-five percent of enrolled MSW students and 98 percent of enrolled BSW students complete the requirements for the degree. A survey of MSW graduates indicated that 90 percent of those responding to the questionnaire were employed in social work and 85 percent had obtained employment within three months of graduation.

Financial Information

Applications and inquiries about financial aid should be made through the [Health Sciences Office of Student Services](#). For more information, refer to [FINANCIAL INFORMATION](#) in this Bulletin.

Scholarship Awards and Programs

The School distributes information and/or applications for various scholarships and awards as soon as they become available. Incoming and/or continuing students are eligible for the following scholarships. The school recommends selected students to the appropriate scholarship committee.

Hy Frankel Award

This award, established and funded by the Hy Frankel Fund in Law, is an annual award of \$3,000, given to a graduating student who is committed to combining law and social welfare to advocate and promote the well-being of children, families and communities.

Sylvia Cutts Memorial Scholarship

This scholarship, established and funded by the Cutts family, is offered in memory of Sylvia Cutts, a former student in the School of Social Welfare and sister of one of the School's founders. The scholarship is awarded to one financially needy African-American woman. The recipient receives \$500.

W. Burghardt Turner Fellowship

This award, funded by the SUNY Fellowship Program for Underrepresented Graduate Students, is for incoming underrepresented students who have demonstrated very high academic achievement. It provides full tuition and a stipend for two full years of study. The stipend is \$10,000 each year for two years. Applicants interested in being considered for this scholarship must submit December 15. Applicants being considered for this fellowship will need to submit an additional essay upon notification by the school.

Policies

Academic Integrity and Professional Performance

The Stony Brook University School of Social Welfare requires its students to behave in accordance with the Student Conduct Codes of Stony Brook University and the School of Social Welfare, including the School's Technical Standards and Academic Expectations. Students are also expected to embrace the NASW Code of Ethics during the course of their professional education.

Academic and Professional Standards apply to the academic program, field education placements and all activities related to students' participation in the program and/or as members of the university community. Students are expected to maintain conduct that is in accordance with these standards of practice, the field education agency, and the professional regulations of the State of New York. Students who engage in activities that are contrary to these standards are subject to review and possible disciplinary action by the School of Social Welfare and the University.

The School has set forth professional standards, alcohol, drug and gambling policies, academic dishonesty policies, and social media policies. Finally, we have established policies for grading and performance in Field Education.

A. Stony Brook University Student Conduct Code

The *University Student Conduct Code and Campus Policies* document states:

"Regulations make it possible for people to live together and function in an orderly way, protecting the rights of the community while respecting the rights of each individual. You should be able to carry on your daily business safely, peacefully, and productively while you are here; these rules and regulations have been designed to accomplish that goal. For all students, the Student Conduct Code supports compliance with the state and federal laws related to drugs, alcohol, weapons, discrimination, sexual assault or abuse, and racial, sexual, or sexual preference harassment."

All students of Stony Brook University are expected to know the provisions of and to comply with the *University Student Conduct Code* available as a downloadable document at (<http://studentaffairs.stonybrook.edu/ucs/conduct.shtml>). Information regarding campus regulations and disciplinary proceedings as well as procedures for filing a complaint, contact the university hearing officer in the Office of University Community Standards Room 347, Administration Building or call (631) 632-6705.

B. School of Social Welfare Student Conduct Code

The regulations set forth in this document apply to the academic program, field education placements and all activities related to students' participation in the program and/or as members of the university community.

Students are expected to maintain conduct that is in accordance with standards of practice defined by the School of Social Welfare, Stony Brook University, the field education

agency and the professional regulations of the State of New York. Students who engage in activities that are contrary to these standards will be subject to review and possible disciplinary action by the School of Social Welfare and the University.

I. Professional Standards

A. While enrolled in the School of Social Welfare students shall:

1. maintain high standards of personal conduct;
1. not engage in discrimination against any person or group on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other personal characteristic, condition, or status;
1. treat everyone with whom the student comes in contact with respect, courtesy, and fairness;
1. act with consideration for the interest, character and reputation of others;
1. represent accurately and fairly the qualifications, views and findings of colleagues and use appropriate channels to express judgments on these matters;
1. respect the privacy and right to confidentiality of clients and colleagues;
1. behave in accordance with agency policies and procedures;
1. behave in accordance with school and university policies; and
1. adhere to all school and university procedures.

Professional misconduct includes but is not limited to the following:

No student shall:

1. assault, threaten, harass, haze or otherwise physically, verbally, psychologically or sexually abuse, demean, ridicule or attempt to intimidate any other person connected with the university, at the field agency or in the conduct of any other activity related to the student's enrollment in the school; this includes but is not limited to bias related acts of assault or abuse, the dissemination of material (including on social media) that ridicules or demeans individuals or groups and any acts which interfere with the rights of others;
1. participate in, condone, or be associated with dishonesty, fraud, deceit, or misrepresentation;
1. misrepresent professional qualifications, education, experience, or affiliations;
1. exploit professional relationships for personal gain;
1. exploit relationships with clients for personal advantage;
1. engage in personal and/or sexual activities with clients including on social media;

1. conceal information or activities that affect the safety and well-being of clients;
1. carry a weapon on university, school or agency premises;
1. misrepresent his/her role as a student to an institution, client or to the public at large so as to mislead them in their expectations of the student's competencies and/or limitations;
1. be habitually absent or late to assigned agency, habitually leave early or fail to notify the agency of intended absence;
1. engage in commercial activities/solicitation without clearance from the person(s) or body(ies) duly authorized by the President of the University or Field Agency Director to review such activities;
1. practice and/or participate in any school academic or non-academic activity while under the influence of alcohol or drugs or mental disability not appropriately controlled;
1. delegate his/her duties to an unauthorized person;
1. falsify client or institutional records; and
1. fail to follow the University guidelines regarding the use of human subjects or laboratory animals in research or experimentation.

II. Alcohol/Drug and Gambling Policy

1. The consumption of alcohol or possession of an open container of alcohol is prohibited in campus public areas.
2. No student is permitted to sell, possess or use substances defined by New York State and/or Federal Law as illegal or controlled, on University grounds, in the field agency or while engaged in activities related to his/her enrollment in the program.
3. No student is permitted to attend class or field or engage in any activity related to the student's enrollment in the program while under the influence of alcohol or drugs.
4. No student will possess and/or introduce to the campus, and/or the field agency, or while engaged in any activity related to his/her enrollment in the program any drug paraphernalia including, but not limited to: bongs, water pipes, roach clips or hypodermic needles (not established to be specifically for the administration of prescribed medications).
5. No student shall gamble for money or other valuables on University or field agency property or in any University facility.

III. Academic Dishonesty

Academic dishonesty includes but is not limited to:

- cheating on course or proficiency examinations by the use of books, notes, or other aids when these are not permitted, or by copying from other students;
- submission of similar papers or projects in more than one course without permission of the instructors;

- collusion: two or more students helping each other on an examination or assignment, unless specifically permitted by the instructors;
- use of substitutes, sitting in for another student at an examination, or permitting someone else to sit in for oneself;
- plagiarism: submission of another's work as one's own original work without proper acknowledgement of the source;
- falsifying documents or records related to credit, grades, change of status forms (e.g. adds and drops), and other academic matters;
- altering an examination or a paper after it has been graded, for the purpose of fraudulently requesting a revision of the grade;
- use of unauthorized materials for an exam or project (e.g. use of calculators or notes on an examination where they have been prohibited); and
- theft, concealment, destruction, or inappropriate modification of classroom or other instructional material; e.g., posted exams, library materials, laboratory supplies, computer programs and outputs.

1. Social Media Policy

When enrolled in the School and placed in a human service organization the student will come into contact with many individuals who utilize social media for various reasons. Students must be aware of the ways that people can get information about them, connect with them and learn about their family and friends. It is important to look at social media not only from a personal perspective but from a professional one. The professional image extends beyond the physical setting of the field agency. Clients and staff of the agency will be able to view students as they present themselves through social media. Students should be guided by social work values and ethics and this responsibility extends to the virtual world and technological world.

Students are advised to follow the following guidelines in use of social media:

1. Socializing with peers in a social setting may result in pictures and references taken within the context of a relaxed and friendly atmosphere that are posted by a friend who has not set his or her profile to private.
 1. Identity relevant information that can be easily disseminated through social network sites and then shared with large and unknown numbers people and groups – including clients, employees (current or future) colleagues and professional peers.
 1. Sharing content and statements on-line may fall into the category of unprofessional behavior and can reflect poorly on the student, affiliated institutions, and the profession, as well as damaging client relationships;
 1. As social work students you should follow the NASW Code of Ethics. The Code responds to some of the issues we face as we use social media.
- Section 1.06 "Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the

client." *This may apply to "friending" or accepting friend requests;*

- Section 1.07(a) "Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. *" This may apply to conducting online searches about clients;*
- Section 107(m) "Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible." *Make sure there is confidentiality at both the sender and receiver end;*
- Section 4.06(a) "Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency." *Clearly separate your identity as an individual from your identity as professional, or in connection with your placement agency, as appropriate when commenting/ posting on blogs, social media sites. Protect relevant personal information that can be shared with others.*

C. School of Social Welfare Technical Standards

Technical Standards are non-academic standards to which each student must adhere to successfully complete the program. The standards were developed collaboratively by the School of Social Welfare and the Office of Disability Support Services at SBU. They include behavioral, professional and intellectual standards. Technical standards must be met with or without accommodations.

Stony Brook University's School of Social Welfare is committed to a program of excellence. Students in our program are expected to possess and demonstrate certain attributes, abilities and behaviors necessary for success in our program. Students are expected to meet these standards both in the classroom and in their field placements with or without reasonable accommodation for disability. Stony Brook University (SBU) complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All applicants and students are held to the same technical and academic standards of admissions and training. If a prospective student who is otherwise qualified requires a reasonable accommodation, they should contact Disability Support Services at SBU.

Communication Skills – Students must be able to communicate effectively in all forms of communication including oral, written and listening with or without reasonable accommodations. Students must be able to express themselves at a professional level by demonstrating their ability to express their ideas and thoughts clearly and concisely utilizing language appropriately. Students must have the ability to comprehend English so they are able to understand and integrate the content presented in the program. In a field placement students must be able to record information accurately and clearly, communicate effectively and sensitively. Students must also be able to communicate

effectively with other members of a treatment team and provide accurate information in internship settings.

Acceptance of Diversity – Students must demonstrate that they accept all people regardless of race, culture, gender, socio-economic status, national origin, age, abilities, sexual orientation, religion, and value systems. Students must respect differences and must demonstrate empathy showing a willingness to understand other's values, ways of life, and worldviews.

Self-Awareness – Students must demonstrate a willingness to engage in reflective thinking. The student must be able to reflect on their own life experiences and how these affect their work with clients, communities and organizations. Students must be willing and able to change behaviors that interfere with their practice.

Cognitive Skills – Students must demonstrate long and short-term memory, integration of theoretical frameworks and classroom knowledge with social work practice, conceptual analysis, deductive and inductive reasoning, and problem solving skills.

Integrity – The School of Social Welfare adopts the University's Code of Conduct, The School of Social Welfare's Student Conduct Code and the NASW Code of Ethics as the standards for the School of Social Welfare. Students must adhere to each of these codes while in the classroom and in field internships.

Professional Behavior - Students must behave in a manner that is consistent with the ethics of the social work profession. Students must be punctual, dependable, follow appropriate dress code and be willing and able to receive supervision and constructive criticism. Professional behavior also assumes that students do not have personal issues that impede performance either in the classroom, in field placement or other collegial settings. Students, who are actively impaired psychologically, emotionally, mentally and/or have distorted thought processes and/or are actively abusing illegal or legal substances, cannot fully participate in class or in a field education placement.

Interpersonal Skills – Students must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals. These skills include but are not limited to compassion, altruism, integrity, honesty, and respect for others.

Motor Abilities – Students must have sufficient motor abilities to attend class and field placement with or without technical accommodation.

Sensory Abilities – Student must have the ability through his/her senses to participate in classes and field placements. Students must acquire, integrate and apply data through use of their senses with or without technical accommodation.

D. School of Social Welfare Academic Expectations

The School of Social Welfare sets guidelines for the creation of a community of learning based upon a culture of collaboration and respect that honors rights, safety, and the dignity and worth of each person. In addition, as part of an academic institution, and in preparation for professional

practice, the School of Social Welfare holds the following expectations.

- Members of Faculty facilitate your learning. The School of Social Welfare seeks to prepare students for high standards of professional practice. Assistance is available to any student who is seeking to improve their professional skills – either written or verbal. Those seeking help with professional writing and those who wish to improve their writing proficiency may obtain assistance from a variety of resources that are listed below.
- Class discussion and interaction are an integral part of your education. Students are required to attend all classes on time and remain for the full session. This expectation relates to our belief that everyone's participation provides a valuable contribution to the learning. The classroom is not just a place for you to receive information; it provides an opportunity for you to learn from your colleagues and for them to learn from you. To achieve this, attendance and participation of all involved is a requirement.
- As participation in class discussions is strongly encouraged, doing the required and supplementary readings for mastering the course material and being prepared for class discussion is required. In support of these aims, the use of technology supports such as laptop computers and audio-recorders are at the permission of the individual professor. Cell phone use during class time, unless for emergencies, is prohibited. Likewise, texting, except for emergencies, is also prohibited.
- Each student is expected to pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty members are required to report any suspected instances of academic dishonesty and to follow school-specific procedures.

Plagiarism is defined as representing another's words as your own or falsification of credit for submitted work. Any specific questions such as co-authorship, etc. must be discussed with the faculty member(s) involved. In general, it is not permissible to use papers written for one class to be used again for another, but components may be built upon and reformulated as appropriate. This must be discussed with the professors involved. Stony Brook University provides useful and comprehensive information on academic integrity, including categories of academic dishonesty at the following link <http://www.stonybrook.edu/uua/academicjudiciary/>

Blackboard contains SafeAssign for faculty and students to compare submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works. It is recommended to students that they familiarize themselves with this useful tool.

Students are also strongly encouraged to utilize Purdue University's reference guide regarding issues related to plagiarism. This information can be accessed at the following site: <http://owl.english.purdue.edu/owl/resource/589/01/>. Another source that discusses how to avoid plagiarism is: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Language often expresses institutional racism, sexism, etc.

Sensitizing ourselves and becoming consciously aware of these expressions is important in achieving the goal of eliminating these. Therefore, as part of your professional preparation, we ask that you use verbal and written language that is non-racist, non-sexist, etc. Several examples of what is meant by inappropriate language may help to make the expectation more explicit:

- comments are made that express racial, sexual, class, heterosexual and other stereotypes;
- written work uses masculine pronouns when reference to both males and females is intended; (see Practical Guide to Non-Sexist Language [http://socialwelfare.stonybrookmedicine.edu/system/files/Guide to Non-sexist Language.pdf](http://socialwelfare.stonybrookmedicine.edu/system/files/Guide%20to%20Non-sexist%20Language.pdf));
- terms are used that put people in one-down position, e.g., when terms like "girl" or boy" are used in reference to adults or young adults.

Papers and other written work should conform to college standards of written English and paper assignments should be typed unless otherwise specified by your professors. There are many resources available to help you ensure that your papers are grammatically correct and properly formatted.

- The Stony Brook Writing Center, 2009 Humanities Building, offers advice and support to all students. Contact information: (631) 632-7405.
- Students are also referred to Purdue University's Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01/>.
- An online tutorial is available at: <http://apastyle.org/learn/tutorials/basics-tutorial.aspx> A list of courses is available at: http://www.stonybrook.edu/commcms/writrhet/course_listing/description.html

Use the spell check capability of your word processors and refer to dictionaries for spelling, manuals of style for footnotes, bibliographies, etc.

For citations, the School requires that students adhere to APA (The American Psychological Association) format. This is available at <http://apastyle.org> and also on the Purdue University On Line Writing Lab. Please refer to the following web site for information regarding this format: <http://owl.english.purdue.edu/owl/resource/560/01/>

- The Health Sciences Library offers useful information and tutorials. For example, resources exist on how to use EndNote, a program for references and citations (<http://guides.library.stonybrook.edu/content.php?pid=207141&sid=1727723>). This software and other resources are available free of charge to students via SOLAR. These resources can be accessed at: http://it.cc.stonybrook.edu/student_guide
- In addition, the Health Sciences Library has a special site that provides important professional links related to social work. Follow the prompts at <http://sunysb.libguides.com/social-welfare>
- The School expects its constituents to demonstrate commitment to all the social work values that place high value on the worth and dignity of all people.
- We assume that everyone is always trying to do their best and that we all are striving to improve our understanding

of each other's world views. This means that we expect our classrooms to create safe places for open discussion through our demonstration of respect for each other as we broach difficult and complex topics and issues.

E. NASW Code of Ethics and Standards of Practice

The National Association for Social Workers (NASW) is the national professional organization for social workers in the United States. The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, which inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication. You are expected to familiarize yourself with and adhere to the Code of Ethics. The Code may be downloaded from <http://www.socialworkers.org/pubs/code/default.asp>.

We encourage you to review the NASW Practice Standards for a range of topics: <http://www.helpstartshere.org/about/nasw-practice-standards.html>. For example, students' attention is drawn to the NASW Standards on Cultural Competence: <http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf>.

In an increasingly international environment, it is important to view our profession from these global perspectives. Two central documents are the Universal Declaration of Human Rights (<http://www.un.org/en/documents/udhr/index.shtml>) and the Code of Ethics of the International Federation of Social Workers (<http://ifsw.org/policies/statement-of-ethical-principles/>). Both of these documents provide insights into the call for our profession to act on issues of social justice, human rights and social development.

F. Stony Brook University Sexual Harassment Policy Statement

The University reaffirms the principle that students, faculty, and staff have the right to be free from discrimination based upon gender, commonly known as "sexual harassment."

Harassment on the basis of gender is a form of sexual discrimination, and violates Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

The University is responsible for and fully committed to the prevention and elimination of gender harassment. Supervisors and department heads are responsible for promoting an atmosphere that prohibits such unacceptable behavior.

Unwelcome sexual advances, requests for sexual favors and verbal or physical conduct of an abusive, sexual nature constitute harassment when such conduct interferes with an individual's work or academic performance, or creates an intimidating, hostile, or offensive work or academic environment. Harassment of employees by supervisors, or of

students by faculty or administrators, is unlawful. Conversely, harassment of supervisors by employees, faculty by students, or individuals by co-workers, is also unlawful.

The University does not tolerate gender harassment and treats it as a form of misconduct. Sanctions are enforced against individuals engaging in such behavior.

Individuals who are affected by, or are aware of, suspected cases of sexual harassment are urged to bring such situations to the University's attention by contacting the Office of Diversity and Affirmative Action. The Office of Diversity and Affirmative Action has professional staff trained to investigate and provide assistance regarding issues of sexual harassment, and can be reached by calling (631) 632-6280. <http://www.stonybrook.edu/diversity/>

G. School of Social Welfare Policy Statement Concerning Heterosexism and Homophobia

The Mission of the School of Social Welfare is grounded in the basic principle of the absolute dignity and equality of all persons. Therefore, consistent with the Council on Social Work Education Educational Policy and Accreditation Standards and the National Association of Social Workers Policy on Lesbian, Gay, Bisexual and Transgender Issues, the School of Social Welfare believes that heterosexism and homophobia are anti-ethical to the profession of social work.

The Council on Social Work Education requires that social work educators prepare students to understand and value human diversity. It is essential for social workers to have an understanding of the dynamics and consequences of social and economic injustice including all forms of human oppression and discrimination.

The School of Social Welfare provides students the opportunity to develop the knowledge, values and skills to promote social change to implement a wide range of interventions that further the achievement of individual and collective social and economic justice.

Given the School's Mission and the requirements of the Council on Social Work Education, the curriculum must present theoretical and practice content about patterns, dynamics, impact and consequences of discrimination, economic deprivation and oppression of lesbians, gays, bisexuals, and transgenders must be acknowledged.

Students must demonstrate in their conduct and activities the integration of the principles elucidated above. Failure to abide by these principles will be considered grounds for disciplinary action.

H. Bias and Hate Crimes or Bias-Related Incidents

It is a Stony Brook University Police mandate to protect all members of our community by preventing and persecuting bias or hate crimes that occur within the campus's jurisdiction. The University is also committed to addressing bias-related activities that do not rise to the level of a crime. These activities, referred to as bias incidents, and defined by the University as acts of bigotry, harassment, or intimidation directed at a member or group with the University community based on national origin, ethnicity, race, age, religion, gender, sexual orientation, disability, military (new status/protected

class) veteran status, color, creed, or marital status, may be addressed through the State University's Discrimination Complaint Procedure or the campus conduct code. <http://www.stonybrook.edu/diversity/services/investigation/state.html>

IX. Academic Standing, Student Conduct, and Grievances

This section of the document sets forth the policies and procedures of the School of Social Welfare/HSC/Stony Brook University, with respect to the academic standing of students, of students' compliance with the Student Conduct Codes, and the student grievance and appeals procedures. It is understood that the general philosophy underlying these policies and procedures is not one of instituting punitive measures or attempting to constrain the activities of students that are appropriate to and consistent with the School's educational philosophy, mission, policies, and goals. Rather, they are intended to enhance the degree to which the School can be responsive to individual situations as early as possible in order to avoid the development of serious problems, and address student grievances in a timely fashion. It is also recognized that the School has the responsibility to make decisions regarding the ability of students to perform in accordance with accepted academic and professional standards, and as such, has the responsibility and the right to review and act in accordance with the School, Health Sciences Center, and University policies on student conduct and academic standing issues.

These policies are intended to clarify and facilitate the School's ability to:

- identify individual conduct and academic situations which require attention;
- provide review of such situations;
- develop whatever action is necessary to remedy such situations;
- take appropriate administrative action; and
- provide a procedure for dealing with student grievances.

A. Student Status

Student academic status encompasses the following:

1. Good Standing. Students must maintain a cumulative grade point average (GPA) of B (3.00) to remain in good standing.

2. Loss of Good Standing. Students whose cumulative grade point average (GPA) falls below B (3.00) at the end of any one semester will automatically be placed on academic probation for the following semester and be reviewed by the Academic Standing Committee. All students in this situation must contact their academic advisor. If the grade point average does not reach a B (3.00) by the end of the probationary period the matter will be considered by the Academic Standing Committee for further action.

Students who receive an F in field education (HWC 500, 501, 502, 503) or the Social Work Practice courses (HWC 513-518) for any one semester will automatically be placed on probation and the matter will be referred to the Academic Standing

Committee. All students in this situation must contact their academic advisor.

3. Probation, Suspension, Withdrawal, Unauthorized Withdrawal, and Termination

Probation

Students may be placed on probation in accordance with the policies and procedures set forth in this document. Probation means that the student is no longer in good standing. A student on probation must meet formally stated requirements in a specified time period in order to be reinstated to good standing. A student who does not meet such requirements may: (a) have the probationary requirements extended; (b) may be offered the option of voluntarily withdrawing from the program; (c) be suspended; or (d) terminated from the program. In cases of withdrawal, students who wish to re-enter the program must reapply through the regular admissions process.

Suspension

Suspension refers to formal action in which a student loses all rights and privileges to participate in the academic program as of the date of such suspension. Students who are suspended may not register for any subsequent academic period until such suspension is lifted. The usual period of suspension is for one academic year and may be shortened or extended.

Periods of suspension count towards the five-year period within which the degree requirements must be completed.

Withdrawal

Students may apply for voluntary withdrawal from the program. Students who withdraw lose all rights and privileges to participate in activities of the School and may not register for any subsequent academic period unless readmitted through the regular admissions process.

Procedure

Withdrawal from the School, for any reason, will be recorded only when written notification of the withdrawal is submitted by the student and is received by the Office of Student Services of the Health Sciences Center from the School of Social Welfare's Office of Student Services. The date stated on the official withdrawal form and not the date of the last class attendance is considered the official date of withdrawal. Non-attendance or notification to instructors does not constitute official withdrawal.

Unauthorized Withdrawal

Students who do not return at the start of a semester without following official withdrawal procedure are considered to have taken an unauthorized withdrawal from the program. They will be terminated from the program. Students who leave school during a semester without following official withdrawal procedure are considered to have taken an unauthorized withdrawal from the program. They will be terminated from the program and will be reported as having failed all courses for which they were registered.

Termination

Students may be terminated from the program by action of the Dean. Such students lose all rights and privileges to participate in the activities of the School and may not register for any subsequent period.

4. Leaves of Absence. Students may be granted a leave of absence for a period of time up to one year. If the leave of absence is granted beginning in the Spring semester it may be granted for up to three consecutive semesters, after which the student must register in order to remain in good standing. Students should be aware that the integrity of the educational experience would be paramount in decisions regarding leaves of absence and conditions for return. All leaves of absence time counts toward the five-year period within which the degree requirements must be completed.

Return to the program will require careful planning with both the academic advisor and the Field Education Office due to the sequencing of courses and field placement requirements.

Please note that the School cannot guarantee a one-semester field placement.

Procedure

Leaves of Absence are granted by the Dean or Associate Dean for Academic Affairs. Students must submit a written request for a Leave of Absence stating the reasons, to their faculty advisor, with a copy to the School of Social Welfare's Office of Student Services. The advisor will ascertain the student's academic standing in class and field, after which the advisor's written recommendation will be forwarded to the Associate Dean for Academic Affairs.

Students planning to return after an approved leave of absence need to plan with their faculty and field education advisors during the semester prior to their return, and must follow registration and field planning dates.

Students must register for the semester immediately following the end of their approved leave or they will be considered to have taken an unauthorized withdrawal from the program.

B. Conditions under which Academic Standing, Student Conduct and/or Grievance Action(s) May Be Initiated

The School's Academic Standing Committee is responsible for reviewing and evaluating performance standards for Undergraduate and Graduate Students. These include academic standing, professional conduct, and performance in field education.

The Committee serves as an advisory entity to the Dean and is responsible for reviewing and evaluating situations of undergraduate and graduate students in which a student's academic standing and continued matriculation may be at risk. The Academic Standing Committee also considers student grievances. The responsibility of the Academic Standing Committee is to engage in a systematic and thorough process of inquiry to gather relevant information regarding the situation, meet with the student to discuss the situation (whenever possible), and provide a summary and recommendation regarding the reviewed situation.

Consideration of a student's academic standing, student conduct and/or grievance may be initiated by the student or a faculty member when: 1) a student believes that she/he has

a grievance in relation to his/her status as a member of the school/and or university; 2) conditionally admitted students do not fulfill the conditions for admission; 3) the student does not maintain a satisfactory grade point average; 4) the student is experiencing difficulty in meeting standards in course work or in field work; 5) the student is having difficulties in, and 6) there is a question of the student having violated the Academic Integrity or Professional Standards policies.

C. Procedures

Academic standing procedures are as follows:

1. Review of Grade Point Average

At the end of each semester, each student's grade point average is reviewed. Any student whose record indicates they are not meeting GPA requirements in course work and field education will automatically be placed on probation. A letter will be sent to the student to inform him/her, with copies to the advisor and SSW Office of Student Services file. The advisor may discuss the student's probationary status with other faculty.

2. Academic Assessment Meeting

If the student is in danger of not meeting conditions to remain in good standing or graduate, an academic assessment meeting is held. This meeting can be convened at the request of one or more faculty members; at the request of the student; or at the request of the Office of Field Education. This conference may be initiated to discuss: (1) issues regarding the student's educational plans and performance in the program; (2) issues of student conduct; (3) grievances related to the student's academic or non-academic experiences which the student believes have not been satisfactorily resolved. Typically, such a meeting would be convened to devise a plan to address the problem. A report of the meeting will be prepared by one of the faculty members who participated in the meeting and distributed to all the participants. In this report the outcomes and timetables that have been developed to deal with the identified problem will be specified. A copy of this report is placed in the Office of Student Services file. Possible outcomes of this academic assessment meeting may be: 1) a satisfactory resolution of the problem or grievance; 2) development of a plan to address the problems/grievances; or 3) referral of the matter to the Associate Dean for Academic Affairs to request that the matter be reviewed by the Academic Standing Committee. Students may also appeal the recommendation of the Academic Assessment meeting to the Academic Standing Committee. If the matter is referred to the Academic Standing Committee, a copy of the report is sent to the Chairperson who presents the matter to the Committee.

3. Filing a Grievance

Should a student decide to initiate formal grievance, he/she must file a written complaint addressed to the student's advisor with a copy to the Chairperson of the Academic Standing Committee.

4. Review by the Academic Standing Committee

The Academic Standing Committee is chaired by the Assistant Dean for Academic Affairs, and includes three faculty members, (at least one whom is a member of the BSW faculty and one whom is a member of the MSW faculty) appointed by the Dean, in consultation with the program chairs; and the Director of Field Education or her designee. The Director of Student Services serves ex-officio.

When a student is not in Good Standing or is alleged to have violated an Academic Integrity and Professional Standard, the first step requires that the student consult with the faculty advisor, or field liaison, whichever is relevant, in an academic assessment meeting. If the issues cannot be resolved at that level of discussion, or in cases of alleged violations of academic integrity or professional performance, the Academic Standing Committee is convened. The faculty advisor, student, and other involved persons are invited to attend the meeting. The student receives written notification of the meeting date and time, has the right to attend the meeting to present pertinent information and participate in the discussion, and may have student representatives present at the meeting.

Following discussion of the issues by the participants at the meeting, the student, faculty advisor, and any parties withdraw and the committee meets in executive session to deliberate. The Committee may make any of the following recommendations to the Dean: 1) no further action is required; 2) a plan for measures to be taken to improve the student's performance or to resolve the grievance; 3) the student be placed on probation, be suspended or terminated from the School; or 4) an exception is made to permit the student to repeat courses or continue to attend classes and or field education.

After the Committee formulates a recommendation, the student and faculty advisor return to the meeting to hear the Committee's recommendations. The Assistant Dean for Academic Affairs sends the written synopsis of the Academic Standing Committee to the student, the Dean, and copies of both go in the student's file.

Students may appeal the recommendation of the Academic Standing Committee in writing to the Dean within 10 business days. Appeals must be based on a) new evidence that has come to light since the meeting, or b) a violation of procedure. The Dean reviews the appeal, and sends a written determination to the student within 10 business days of receiving the appeal.

It shall be understood that this procedure is an internal School and/or agency matter and not legal proceeding. No participant shall be entitled to other advocates and/or legal representation.

Degrees and Programs

Bachelor of Science

The full-time, upper-division undergraduate program leads to a Bachelor of Science degree with a major in social work. The curriculum provides a foundation for generalist social work practice. Graduates are prepared for entry-level, professional social work positions in a wide range of health and human

service institutions. The program comprises a sequence of courses and includes two terms of field education, two days per week. Field education placements are available in hospitals, nursing homes, schools, youth services and public and community social service agencies, among others. No credit will be given for life experience or previous work experience.

Formal, institutional recognition of outstanding academic achievement is awarded to students in the form of a Dean's list. An undergraduate student with at least a 3.75 grade point average in any semester will receive this distinction for that semester which will be reflected on the official University transcript.

Academic Requirements for Admission

Applicants to the undergraduate program must achieve upper-division status before admission to the School. The School encourages applications from transfer students as well as applicants from Stony Brook University.

Interested students are advised to complete all general University requirements by the end of their second year of undergraduate work. Refer to [DEGREE REQUIREMENTS](#) in this Bulletin for general requirements. These include a minimum of 57 credits that must be earned prior to beginning the program. Within these credits, students must have completed courses providing a broad liberal arts base with core content in the following areas.

- A minimum of one three-credit course in English composition, which develops proficiency in the composition of expository and argumentative essays. This requirement may be met by EGC 101: Composition 1, by having taken comparable course work at another institution or by scoring four on the English placement examination and completing a designated intensive writing course.
- A minimum of one three-credit introductory course in biological sciences which provides an understanding of the major concepts of biology, including the cell, the gene, molecular biology, development and evolution, the human implications and values associated with these concepts, and the impact of biology on human behavior. This requirement may be met by BIO 101: A Humanities Approach, or comparable course work at another institution.
- A minimum of one three-credit course in natural sciences or mathematics in addition to the biology course.
- A minimum of two three-credit courses in the humanities and/or fine arts.*
- A minimum of one three-credit course in American political systems which provides knowledge about the organization of American government, including the Constitution, Congress, political parties, pressure groups, growth of the presidency, the Supreme Court, judicial review, federalism, separation of powers, and the Bill of Rights. This requirement may be met by POL 102: Introduction to American Government, or comparable course work at another institution.
- A minimum of one three-credit introductory course in sociology or anthropology which provides an analysis of the principles of social structure through an examination of various

forms of kinship, marriage, family, age group, voluntary associations, and various levels of political, judicial, religious and economic organization. This requirement may be met by ANT 102: Introduction to Social and Cultural Anthropology or SOC 105: Structure and Methods, or comparable course work at another institution.

- A minimum of one three-credit introductory course in psychology which provides an understanding of psychology as the science of behavior, including content related to personality theory, social and developmental psychology, and psychological testing. This requirement may be met by PSY 103: Introduction to Psychology, or comparable course work at another institution.
- A minimum of one three-credit course in American history (post-Reconstruction era) which provides knowledge of modern American history including industrialization, the impact of industrialization upon social, cultural and political life, the Great Depression, the New Deal, and the resulting social and technological changes. This requirement may be met by HIS 104: United States Since 1877, or comparable course work at another institution.

* Consult the School of Social Welfare for approved courses. Studio, design or skills improvement courses are not accepted.

Graduation Requirements

Candidates for the Bachelor of Science degree must:

1. Meet the general requirements of the University that are described in [DEGREE REQUIREMENTS](#) in this Bulletin.
2. Complete all course and field education requirements of the School of Social Welfare described in this section.
3. Complete 55 credits in required courses in the School of Social Welfare program.
4. Complete 12 credits of elective courses in social welfare.
5. Complete a total of 124 credits of undergraduate work.
6. Maintain a 3.0 cumulative grade point average in the social work program.

Organization of the Curriculum

The curriculum in the undergraduate program is organized around five substantive areas of knowledge and skills: human behavior and the social environment, social welfare policy, social research, social work practice, and field education. The following program represents the curriculum for the Bachelor of Science student:

Junior Year, Fall Term (15 Credits)

Course #	Title	Credits
HWC 304	Contemporary Social Justice Issues	3

HWC 308 Environment I	Human Behavior and the Social 3
HWC 310	Political Economy of Social Welfare 3
HWC 311 Analysis	Social Welfare Policy, Services and 3
HWC 313	Research in Social Work I 3

Junior Year, Spring Term (16 credits)**Course #****Title****Credits**

HWC 300 Practice	Introduction to Fields of 4
HWC 305	Practice Processes in Social Work I 3
HWC 309 Environment II	Human Behavior and the Social 3
HWC 312 Oppression	Social Welfare Policy and Institutional 3
HWC 314 II	Research in Social Work 3

Senior Year, Fall Term (18 credits)**Course #****Title****Credits**

HWC 301 I	Field Education 6
HWC 306	Practice Processes in Social Work II 3
HWC 315	Integrating Seminar I 3
	Two Electives* 6

Senior Year, Spring Term (18 Credits)**Course****Title****Credits**

HWC 302 II	Field Education 4
HWC 307	Practice Processes in Social Work III 3
HWC 316	Integrating Seminar II 3
	Two Electives* 6

* Electives vary from term to term.

1. Electives

Students are required to take a minimum of 12 credits of electives to fulfill the curriculum requirements. In addition to the choice of electives offered in the SSW, to satisfy that requirement, students may take two upper division electives relevant to social work that are taught outside the School of Social Welfare. The course selected may be from those offered by a variety of departments within the University including those courses offered by other schools within the Health Sciences Center. The content of the course must be in concert with the School's mission and program objectives and in a subject not covered by the School's curriculum offerings. Prior to registering for such an elective, students must obtain approval from their advisor and the Director of the Undergraduate Program in writing. Students may apply **two** electives from outside the program **or** from transfer into the program.

1. Independent Study Policies and Procedures

Students may elect to take an Independent Study as an elective. The student needs to obtain approval from his/her faculty advisor and register with an individual faculty member for Independent Study (HWC 395). The Independent Study needs to be in a subject area that is in concert with the School's mission and program objectives, and is not covered already by the curriculum offerings. Students may register for 1-3 credits of independent study during their tenure in the program.

An independent study proposal and bibliography should be signed and agreed upon by the student, the student's faculty advisor, the member of the faculty who has agreed to sponsor the independent study and the Director of the Undergraduate Program before registering for independent study credit for a maximum of 3 credits.

The independent study may not replace required course work. See BSW Independent Study Proposal:

http://socialwelfare.stonybrookmedicine.edu/system/files/BSW_Independent_Study_Proposal_Cover_Sheet.pdf

Master of Social Work**Pathways to the MSW Degree**

The graduate program prepares students for advanced social work practice. It provides students with the needed theoretical and practice expertise to function with maximum competence at different administrative or policy levels in social welfare fields and/or in the provision of direct services to individuals, families, groups, and communities. The school provides opportunities for study and practice that utilize the wealth of interdisciplinary resources available in the Health Sciences Center, the University, and community agencies throughout the New York metropolitan area. The requirements of the MSW Program have been approved by the New York State Education Department as meeting the academic pre-requisites qualifying students to sit for both the LMSW and LCSW License Exams.

Students who have graduated from a CSWE-accredited baccalaureate degree program in social work - within five (5)

years from their initial matriculation are not required to repeat what has been achieved in their undergraduate program.

Candidates for the Master of Social Work degree must:

1. Complete all requirements for graduation in a period no longer than five years from the date of their matriculation at the school.
2. Complete a minimum of 64 credits in courses approved by the school, of which a minimum of 16 must be in field education.
3. Maintain a 3.0 cumulative grade point average.

Curriculum

The curriculum provides for a generalist foundation year of courses and field education for all students. In the second year, students concentrate in advanced social work practice.

Some courses are offered in concentrated form during the semester, intersession and summer session. Although some courses are offered for student convenience in Manhattan, be advised that in order to complete the program, all students are required to take some courses at the Stony Brook campus. At minimum, HWC 504 Human Behavior and the Social Environment I, HWC 505 Human Behavior and the Social Environment II, and HWC 506 Social Work in Health must be taken at the Stony Brook campus.

Guided by the theme, social work in health/health in social work, the curriculum provides all social work students with basic knowledge of health programs, policies and practices and how they affect individual and societal well-being. To give proper attention to health problems and their social consequences, the curriculum stresses health in social work by providing the knowledge and skills needed by all social workers, regardless of the setting in which they practice.

1. Generalist Foundation

In the first year, the array of courses and field education provides the basic professional foundation of knowledge, values and skills for social work practice with individuals, families, groups, organizations and communities.

The professional foundation includes content on social work values and ethics, diversity, social and economic justice, populations historically devalued and oppressed, human behavior in the social environment, social welfare policies and services, social work practice, research and field education.

First Year, Full-time MSW Requirements

Fall Term

Course #	Title	Credits
HWC 500 I	Field Education	4-6
HWC 504 I	Human Behavior and the Social Environment	3

HWC 509	*Foundations of Social Justice: Challenging Oppression	3
HWC 511	Research I	3
HWC 513	Social Work Practice I	3

*formerly known as HWC 509 Parameters of Health and Social Policy I (for students who entered the SSW prior to 2017-18)

Spring Term

Course #	Title	Credits
HWC 501	Field Education II	4-6
HWC 505 3	Human Behavior and the Social Environment II	
HWC 510 3	Social Policy & Social Determinants	
HWC 512 3	Research II	
HWC 514 3	Social Work Practice II	

*formerly known as HWC 510 Parameters of Health and Social Policy II (for students who entered the SSW prior to 2017-18)

1. Advanced Curriculum

The program prepares students for advanced generalist social work practice in a variety of professional roles, including direct services with individuals, families, groups, and communities and in the analysis, development, implementation, management and evaluation of human services, and health policies and programs.

Students with a baccalaureate degree from a social work program accredited by CSWE may apply for admission to the Advanced Standing Program. Admission to this program is only awarded to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through the International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

Students applying for Advanced Standing are eligible to waive the following required courses: Human Behavior and the Social Environment (HWC 504 and 505), Research I and II (HWC 511 and 512), Foundations of Social Justice: Challenging Oppression and Social Policy & Social Determinants * *Formerly named Parameters of Health and Social Policy I/II* (HWC 509 and 510), and Social Work Practice I and II (HWC 513 and 514), and Field Education I and II (HWC 500 and 501) if they have taken similar courses and received a grade of B or better.

In addition to the required advanced social work practice courses and advanced field education experiences, students may choose from a variety of electives.

Second Year, Full-time MSW Requirements

Fall Term

Course # Title	Credits
HWC 502 III Field Education	4-6
HWC 506 3 Social Work in Health Care	
HWC 515 3 Advanced Social Work Micro Practice I	
HWC 516 3 Advanced Social Work Macro Practice I	
HWC 519 3 Psychopathology and Psychopharmacology	

Spring Term

Course # Title	Credits
HWC 503 4-6 Field Education IV	
HWC 517 3 Advanced Social Work Micro Practice II	
HWC 518 3 Advanced Social Work Macro Practice II	
* Two Advanced Practice Electives 6	

1. Alternative Pathways

In addition to the two-year, full-time option, the school has designed alternative pathways that retain the standard program requirements and quality. Pathway I, the Advanced Standing Option, is open only to graduates of a CSWE accredited baccalaureate program in social work. Pathway II is open only to applicants already working in the field of social welfare. Eligibility for Pathway II is determined after admission to the school. Admission to the school does not guarantee approval to register as a Pathway II student. Pathway III is open to all applicants who choose to complete the program in more than two years.

1. Pathway I: Advanced Standing

Students who have graduated from a CSWE accredited baccalaureate program in social work within the past five years may apply for Advanced Standing. Students applying for this option must demonstrate their readiness to function at the level of a second year MSW student. Students generally complete the program in one year, or may take a reduced program and complete the requirements in 1½ to two years.

Students spend three days in a field education setting for one academic year and must complete the required and

elective courses. Pathway I students cannot use their place of employment for their field placement and must earn all the 36 credits as matriculated students in the School of Social Welfare.

Pathway I: Advanced Standing: Curriculum and Program Design (Full-time)

Students who plan to complete the program in one year follow the program design outlined below.

Fall Term

Course # Title	Credits
HWC 502 III Field Education	6
HWC 506 3 Social Work in Health	
HWC 515 3 Advanced Social Work Micro Practice I	
HWC 516 3 Advanced Social Work Macro Practice I	
HWC 519 3 Psychopathology and Psychopharmacology	

Spring Term

Course # Title	Credits
HWC 503 IV Field Education	6
HWC 517 3 Advanced Social Work Micro Practice II	
HWC 518 3 Advanced Social Work Macro Practice II	
*Two Advanced Practice Electives 6	

*A minimum of six (6) Advanced Practice elective credits are required. Elective offerings vary from term to term. In addition, electives are differentiated between advanced practice electives and enrichment electives. Students are required to take a minimum of 6 credits of advanced practice electives. (See Section V. B. Credits)

Pathway I: Advanced Standing: Curriculum and Program Design (Modified Full-time)

Students who plan to complete the program in more than one year follow the program design outlined below:

First Year, Fall Term

Course # Title	Credits
HWC 502 III Field Education	6

HWC 515 I	Advanced Social Work Micro Practice 3	
HWC 516 I	Advanced Social Work Macro Practice 3	
HWC 519 3	Psychopathology and Psychopharmacology 3	

First Year, Spring Term

Course # Title		Credits
HWC 503 IV	Field Education 6	
HWC 517 3	Advanced Social Work Micro Practice II 3	
HWC 518 3	Advanced Social Work Macro Practice II 3	
*Advanced Practice Elective 3		

Second Year, Fall Term

Course # Title		Credits
HWC 506 Health	Social Work in Health 3	
*Advanced Practice Elective 3		

*A minimum of six (6) Advanced Practice elective credits are required. *Elective offerings vary from term to term. In addition, electives are differentiated between advanced practice electives and enrichment electives. Students are required to take a minimum of 6 credits of advanced practice electives from the minimum required total of 9 elective credits. (See Section V. B. Credits)

1. Pathway II: Employment-based Modified Program

Students, who are currently working full-time in the field of social welfare and have had a minimum of three years paid, full-time, MSW supervised, social welfare experience, may apply for permission to use their agency of employment for two days of field education per week, for one year only. This field education experience must be separate and distinct from the student's regular job responsibilities. Specific eligibility criteria for this pathway are in the Field Education Manual. The Office of Field Education must approve participation in this pathway and is responsible for coordinating and approving a field education plan submitted by the student and an approved field education supervisor.

Pathway II students may not register for more than 4 credits (two days) of field education per term, or for more than three courses per semester. In addition to the standard daytime schedule, some required courses and some electives are offered in the late afternoon, evenings and weekends. Through this pathway, students may complete the degree requirements in 2½ to three years. Students in this pathway

are therefore on a modified full-time schedule. See Pathway III for Curriculum Design.

1. Pathway III: Modified Program

This option is designed for students who choose not to follow the regular full-time schedule. Students must take 12 to 13 credits each term while they are attending school, except in the term (or year) in which they are candidates for graduation when they may take fewer. The degree requirements are typically completed in 2½ to three years.

The required courses are taken in the sequence indicated for regular full-time students. In addition to the standard daytime schedule, some required and some elective courses are offered during late afternoons, evenings and weekends. Students are not permitted to use their agency of employment for field education. In some instances, field education may be taken during evenings and weekends if an educationally sound placement can be arranged. In cases where this cannot be arranged, or it is determined by the field education faculty that such a placement is not appropriate for the students' learning needs, students may need to complete one or both years of field education in a traditional time period.

Pathway III students may not register for more than four (4) credits of field education per term.

Pathway II and Pathway III Curriculum and Program Design**First Year, Fall Term**

Course # Title		Credits
HWC 500 I	Field Education 4	
HWC 504 I	Human Behavior and the Social Environment 3	
HWC 511 3	Research I 3	
HWC 513 I	Social Work Practice 3	

First Year, Spring Term

Course # Title		Credits
HWC 501	Field Education II 4	
HWC 505 II	Human Behavior and the Social Environment 3	
HWC 512 3	Research II 3	
HWC 514 3	Social Work Practice II 3	

Second Year, Fall Term

Course #	Title	Credits
HWC 502 III	Field Education	4
HWC 509	*Foundations of Social Justice: Challenging Oppression	3
HWC 515	Advanced Social Work Micro Practice I	3
HWC 516	Advanced Social Work Macro Practice I	3

* HWC 509 Parameters of Health and Social Policy I (for students entering the SSW prior to 2017-18)

Second Year, Spring Term:

Course #	Title	Credits
HWC 503 4	Field Education IV	
HWC 510	*Social Policy & Social Determinants	3
HWC 517 3	Advanced Social Work Micro Practice II	
HWC 518 3	Advanced Social Work Macro Practice II	

*HWC 510 Parameters of Health and Social Policy II (for students entering the SSW prior to 2017-18)

Third Year, Fall Term

Course #	Title	Credits
HWC 506 3	Social Work in Health Care	
HWC 519 3	Psychopathology and Psychopharmacology	

*Two Advanced Practice Electives
6

*Elective offerings vary from term to term. In addition, electives are differentiated between advanced practice electives and enrichment electives. Students are required to take a minimum of six (6) credits of advanced practice electives. (See Section IV. B. Credits)

1. Pathway IV: Part-Time Program

This option is designed for students who choose not to follow the regular full-time schedule. Students must take the courses as prescribed. Courses are limited to two per semester for a total of six (6) credits. After completion of the second year, students may register for more than six (6) credits. Part-Time students begin Field Education during the spring semester

of their second year. The degree requirements are typically completed in three to four years.

Fall Class Schedule

Part-Time Program - MSW Students (First Year)

Course	Title	Credits
HWC 509	Foundations of Social Justice: Challenging Oppression	3
HWC 511	Research I	3

Spring Class Schedule

Part-Time Program - MSW Students (First Year)

Course	Title	Credits
HWC 510	Social Policy & Social Determinants	3
HWC 512	Research II	3

Fall Class Schedule

Part-Time Program - MSW Students (Second Year)

Course	Title	Credits
HWC 500	Field Education I	4
HWC 504	Human Behavior in the Social Environment: Critical Applications of Social Work Theory	3
HWC 513	Social Work Practice I	3

Spring Class Schedule

Part-Time Program - MSW Students (Second Year)

Course	Title	Credits
HWC 501	Field Education II	4
HWC 505	Integrating Seminar	3
HWC 514	Social Work Practice II	3

Fall Class Schedule

Part-Time Program - MSW Students (Third Year)

Course	Title	Credits
HWC 502	Field Education III	4
HWC 515	Micro Practice	3
HWC 516	Macro Practice	3
*HWC	Elective	3
*HWC	Elective or (HWC 519) Psychopathology	3

*Psychopathology and Three Electives may be taken in any semester after the successful completion of the Second Year.

Spring Class Schedule

Part-Time Program - MSW Students (Third Year)

Course	Title	Credits
HWC 503	Field Education IV	4
HWC 517	Micro Practice	3
HWC 518	Macro Practice	3
*HWC	Elective or (HWC 519) Psychopathology	3
*HWC	Elective	3

*Psychopathology and Three Electives may be taken in any semester after the successful completion of the Second Year.

Additional requirements: The following courses are required and may be taken in any semester after the successful completion of Year II courses:

Psychopathology

*Three Electives

Part-time students will develop a curriculum plan with their advisors designating in which semesters they will enroll in these required courses.

*Elective offerings vary from term to term. In addition, electives are differentiated between enrichment electives and advanced practice electives. Part-time students are required to take a minimum of nine (9) credits of enrichment electives.

1. ***Special Focus Areas (*for students who entered the SSW prior to 2017-18)**

As part of their concentration year, second year students have the opportunity to develop specialized knowledge in a choice of specific areas as described below.

The special focus areas share a similar structure, with some specific variation within each, and each specialization has a director who oversees the curriculum for the specialization.

General special focus area requirements:

- Students are required to do a full year of Field Education placement at a setting related to their specialization. The placement may take place in the first or second year of the MSW program.
- Students are required to take electives related to their specialization. Each specialization has a list of required/elective courses that qualify for the specialization (see individual specialization descriptions). Students are required to receive a B grade (3.00) or higher in the electives for the specialization. Enrichment level courses may be required for some of the specializations. However, all MSW students also must complete 2 advanced practice electives before graduating.
- Students are required to do their HWC 515 Advanced Social Work Micro Practice I and HWC 516 Advanced Social Work Macro Practice I written assignments on a topic related to their specialization.

Students are required to complete all requirements for the MSW Degree, including:

- A total of 64 credits (36 credits for Advanced Standing students), of which at least six (6) credits will be the Advanced curriculum courses of the specialization.
- At least 8 of the 16 credits of field education (12 credits for Advanced Standing students) in a setting related to the specialization.

Students in the Modified pathways will not be able to pursue a specialization due to required course scheduling.

The school offers five (5) specializations:

- Health
- Substance Abuse
- Trauma
- Social Work in Higher Education: Student-Community Development (SCD)
- Community and Political Social Action

1. **Health**

Coordinator: Dr. Michelle Ballan, PhD

This focus area provides students with theory and practice skills in the analysis, development, implementation, management and evaluation of health programs, policies and practice and how they affect individuals and societal well-being; and prepares students to occupy both independent and interdisciplinary team roles in health promotion, prevention, patient care, research, planning and management. Particular emphasis is placed on dealing with traditionally disadvantaged and disempowered populations in accordance with the School's mission.

Completion of the following advanced practice electives:

- HWC 581 Public Health and Community Health Intervention (Fall 2014)
- HWC 584 Community Analysis and Health Promotion (Spring 2015)

1. Substance Abuse

Coordinator: Frances L. Brisbane, Ph.D.

Assistant Director: Stephen Rabeno, Ph.D.

Students may opt for a focus area in Substance Abuse. Students enrolled in this specialization examine the history and development of policies and practice in the field of alcoholism and substance abuse. This specialization addresses the wider implications that relate to program planning and development, public policy and prevention, ethical issues within a substance abuse context and the more specific issues of working with families, individuals, and groups in treatment and recovery. Particular emphasis is placed on dealing with traditionally disadvantaged and disempowered populations in accordance with the School of Social Welfare's mission.

Required elective courses:

- HWC 544 Overview of Substance Abuse (Fall 2014) – enrichment elective
- HWC 545 Individual and Family Treatment of Alcoholics and Substance Abusers (Fall 2014 at the Manhattan Site; Spring 2015 at Stony Brook Campus)
- One of the following advanced practice electives:
 - HWC 579 Special Topics in Social Welfare: Treating Veterans and Their Families (Summer 2014)
 - HWC 578 Advanced Social Work with Groups (Fall 2014 or Spring 2015)
 - HWC 556 Proposal Writing in the Health and Human Service Fields (Spring 2015)

1. Trauma

Coordinator: Kathleen Monahan, D.S.W.

This focus area will provide students with the advanced practice knowledge-base regarding the issues of trauma. The specialization is founded on a strengths based perspective and examines the complex issues regarding the range of traumatic events, long-term negative sequelae, and the evidence-based treatments that provide intervention and support. Cultural issues are a particular focus as well as legal, legislative and policy concerns. Two advanced elective courses in the second year of the graduate program support this specialization.

Completion of the following advanced practice electives:

- HWC 579 Special Topics in Social Welfare: The Dynamics of Child Sexual Abuse (Fall 2014)
- HWC 579 Special Topics in Social Welfare: Therapeutic Interventions for Trauma (Spring 2015)

1. Social Work in Higher Education: Student Community Development (SCD)

Coordinator: Richard H. Morgan, Ph.D.

The Social Work in Higher Education: Student-Community Development (SCD) Special Focus Area offers a unique focus on social work within higher education. This focus expands the arenas of social work practice, community organization and systems development to include the contemporary college campus. Students develop skills in providing direct interventions in response to a range of social issues that currently affect student communities nationwide such as multicultural relations, preventive mental health interventions, safety and strategies that promote student retention and success. The specialization emphasizes organizational and community development, social change and the strengths perspective as vital components of social work practice within various types of higher education learning communities.

Required elective courses:

- HWC 598 Issues in Higher Education (from Spring 2014) – enrichment elective

or

- HWC 566 Student-Community Development Student Portfolio Project (Fall 2014)

and

- HWC 594 Student-Community Development Seminar II (Spring 2015)
- Completion of one (1) of the following advanced practice electives:
 - HWC 578 Advanced Social Work with Groups (Fall 2014 or Spring 2015)
 - HWC 581 Public Health and Community Health Intervention (Fall 2014)
 - HWC 548 Adolescent development and Health Promotion (Fall 2014 or Spring 2015)
 - HWC 584 Community Analysis and Health Promotion (Spring 2015)
 - HWC 555 Supervision in Health and Human Service Organizations (Spring 2015 – online)

1. Community and Political Social Action

Coordinator: Carolyn Peabody, Ph.D.

Rooted in a critical and structural analysis of the causes of social problems, the Community and Political Social Action special focus area builds on Foundation and Advanced Generalist knowledge, values and skills to further deepen students' capacity to work for social change. This specialization enables students to gain a sharper focus on select areas such as community organizing, community development and political social work, which includes political advocacy, activism and advancing social workers as elected officials.

Completion of two (2) of the following advanced practice electives:

- HWC 556 Proposal Writing in the Health and Human Service Fields (Spring 2015)
- HWC 579 Social Work in the Political Process – Campaign School (Spring 2015)

- HWC 584 Community Analysis and Health Promotion (Spring 2015)

1. ***Special Focus Areas (*for students who enter the SSW in 2017-18 and beyond)**

Stony Brook University School of Social Welfare requires students to select a special focus area in their second year. The School has three special focus areas:

- Integrative Health: Physical, Psychological, and Social Well Being
- Families, Youth, and Transitions to Adulthood
- Community, Policy, and Political Social Action

All three special focus areas are offered on the Long Island campus.

The Manhattan campus offers the following focus areas:

- Integrative Health and Families
- Youth
- Transitions to Adulthood

Special Focus areas build on the generalist practice competencies that students have mastered in their first year courses and field placements. Focus areas offer the opportunity for students to develop both a deep and broad understanding of a domain of practice that will prepare them for a successful career path in that area of social work. Students will learn about all practice levels within a particular field—from policy and policy practice, to community services, to program development and leadership, to research, to evidence informed practice with specific populations. Special focus areas offer students a state-of-the-art understanding of social work with a special focus on either integrative health, families and youth, or community action and social policy.

Students achieve advanced competencies in their chosen special focus area, and may note their achievements on their resume at graduation.

Integrative Health: Physical Psychological and Social Well Being

The special focus area in Integrative Health recognizes that health is the result of many factors beyond genetics and germs. While health care today includes both behavioral health and management of disease and illness, social workers bring essential skills to address many of the social, political, economic and behavioral causes of illness, including addictions and disabilities. Health care today is delivered in both in-patient and out-patient settings and by primary care physicians in the community, and involves both community education and prevention, and treatment. Because social conditions such as housing, income, food security, mental health and addictions, are responsible for 60% of all health outcomes, social workers are recognized as an integral part of the health team, offering mental health and addiction counseling, serving as care coordinators, and working in community organizations and health settings to design and implement prevention, coordination, and treatment interventions for populations in need. Students interested in the following areas should consider this special focus area:

- Addictions
- Health Disparities and Chronic Illness

- Aging
- Disabilities
- Mental Health
- Trauma Informed Practice

Families, Youth, and Transitions to Adulthood

This Special Focus area recognizes that social conditions greatly impact the ability of families and children to be resilient, to endure as a unit of care and support, to remain housed, to offer nurturance and sustenance, to succeed in the educational system, and to remain outside of the criminal justice system. Other families, their communities, and community service providers strengthen families. Social workers are the primary workforce in this domain of practice, leading children and family organizations, developing policy, planning and implementing community programs, designing and supervising psycho-educational prevention programs, and providing individual, group, and family services to empower and assist clients in the community and in schools. This special focus area will appeal to students interested in the following areas:

- Child and Family Behavioral Health
- Foster Care, Abuse, and Adoption
- School Social Work
- Practice in Higher Education
- Homelessness
- Domestic Violence and Criminal Justice
- Trauma Informed Practice

Community, Policy, and Political Social Action

This Special Focus area recognizes that many of the problems faced by our clients and the communities in which they live result from the existence of inequality and from social policies that create, maintain and deepen both inequality and social injustice. In this Special Focus, students will gain advanced skills in political social work including political analysis and social action to influence and shape policies that empower clients and communities and foster equality and human dignity. The Community, Policy and Political Social Action Focus Area strengthens and deepens students' capacity to work for social change. This focus area enables students to gain a sharper focus on select areas such as:

- Community organizing
- Community Development
- Political advocacy
- Social Activism
- Preparing for Elected Office and the role of staff in the office

Courses and Field Practicum

As students complete generalist course requirements (at the end of the first year for full time students, before entering for Advanced Standing Students, and at the end of the second year for modified students), they must select a Special Focus Area. That selection will guide their second year field internships, enrollment in specialized courses, and elective choices. The courses include:

Policy Practice in Special Focus Area

Psychopathology and Psychopharmacology

Three Practice Courses in the Special Focus Area

Three Electives associated with the special focus area from a menu of electives

Students are also required to accept a second year field placement in the special focus area of the student's choice, as designated by the Department of Field Education.

1. Dual Degree Program in Social Work and Law

The School of Social Welfare and Touro College Jacob D. Fuchsberg Law Center offer a dual degree program in which full-time students may obtain both a Master's degree in Social Work (MSW) and a Juris Doctor (JD) degree in law following four years of study. This program reduces the amount of full-time study otherwise necessary to earn these two degrees if taken separately.

Applicants for admission to the dual degree program must meet the separate application requirements of each program and must be accepted for admission by each school independently. Applicants to the Law School must submit LSAT scores. Applicants to the dual degree program may apply prior to enrollment or during the first year of enrollment at Touro College of Law. **Students must be accepted to Touro College of Law prior to beginning their studies at the School of Social Welfare in order for credits to be accepted by Touro College.**

Details regarding the specific course requirements and their sequence for each degree, and the courses and grades for which each school will allow transfer credit, are contained in a brochure obtainable from the School of Social Welfare Office of Student Services.

1. Individualized Elective Course Options

1. Independent Study Policies and Procedures.

Students may elect to take an Independent Study as an elective. The student needs to obtain approval from his/her faculty advisor and register with an individual faculty member for Independent Study (HWC 595). The Independent Study needs to be in a subject area that is in concert with the School's mission and program objectives, and is not covered already by the curriculum offerings. Students may register for 1-3 credits of independent study during their tenure in the program.

An independent study proposal and bibliography should be signed and agreed upon by the student, the student's faculty advisor, the member of the faculty who has agreed to sponsor the independent study and the Director of the Graduate Program before registering for independent study credit for a maximum of 3 credits. The independent study is determined to be either an enrichment or advanced practice elective in consultation with the Sponsor and Graduate Program Director. The independent study may not replace required course work. See Independent Study Proposal Form: http://socialwelfare.stonybrookmedicine.edu/system/files/Independent_Study_Proposal_Cover_Sheet_0.pdf

1. Master's Project

1. **Policies and Procedures.** The following policies and procedures should guide preparation of the Master's

Project. All Master's Projects are considered Advanced Practice Electives as they are intended to explore a topic in depth. They provide a specific focus on social work practice issues and often address the interventive concerns related to the topic. Implications for social work practice are always addressed.

Purpose. The project should reflect and demonstrate the student's ability to organize and integrate core knowledge, specialty interest, and the school's mission.

Timing. Planning for the Master's Project should start by the end of the student's second semester. The Project must be completed and approved by the deadline dates established each semester in conjunction with the sponsor.

Articulation with other Curriculum Components. The Master's Project is the culmination of the student's ability to identify areas of a substantive nature using values, knowledge, skills and techniques acquired in field work placements and classroom courses.

Credits. The Master's Project shall be awarded three credits. Students should register for HWC 507 with the section number of the Sponsor. If the student does not complete the Project by the end of the semester, a Reserve (R) grade is recorded.

Students then register for HWC 508 Continuation of Masters Project (0 credits) the following semester.

Grading. Letter Graded. Following consultation with the reader, the sponsor determines the grade.

Sponsorship. The student must select a member of the School's full-time faculty who agrees to serve as a sponsor for the Project. In addition, a second faculty member or approved content expert must be selected as a reader. The reader's role shall be determined through discussion among the sponsor, student, and reader.

Prospectus. The student must first submit a written prospectus to the sponsor and reader for approval. A copy of the prospectus with signatures of the sponsor and reader should be placed in the student's file.

Evaluation and Approval. The sponsor and the reader have the authority to accept the final project. They also have ongoing supervisory responsibility for suggesting revisions that the student shall incorporate in the final draft.

Types of Master's Projects. The following are some categories of types of projects. They vary in terms of format and methodological emphases. All projects, regardless of type, must result in a final written product.

- Analytic Essay. Analytic essays focus on specific issues and should include: (1) purpose, goals, and methodology; (2) a definition or redefinition of the issue; (3) review of the relevant literature; (4) description and documentation of the issue; (5) social, political, and economic context and implications of the issue; (6) critical analysis of current policy, practice, and services related to the issue; (7) implications of the analysis for policy formulation and/or practice that emphasizes a change strategy addressing the issue. Essays may also include program and training proposals that include a substantive component regarding the issue addressed by the proposal.

Research Study. A Research Study may be qualitative, quantitative, or both. Research projects should include: (1) statement of an interest, idea, hypothesis or problem; (2) purpose and objectives of the research; (3) review of the pertinent literature; (4) conceptual and operational definitions; (5) logic of the research design; (6) sample strategy when appropriate; (7) data collection methods, (8) findings; (9) analysis of data; (10) conclusions; (11) recommendations and/or implications. Please note that any research methodologies that involve human subjects must be approved through CORIHS. Please indicate whether CORIHS approval is being sought in such circumstances.

- Audio Visual. The Master's Project may take the form of an audio/visual presentation accompanied by a paper that includes the following (1) title page; (2) statement of the purpose of objectives of the project including intended use and audiences; (3) rationale for use of the audio/visual method; (4) description of steps for project development; (5) overview of project; (6) review of pertinent literature; (7) an assessment of the limitations, strengths, and weaknesses of the project; (8) the location and accessibility of the project for future use; (9) implications for social welfare.
- Other Projects. The School welcomes creative projects that may not be covered by the above categories. A written description and analysis must be a part of all projects.
- Group Projects. Group Projects are permissible as long as there is justification for the group format and each individual has an identifiable piece of work.

Standards and Format. Preparation of the Master's Project shall conform to the following general guidelines:

Projects must be typewritten, double-spaced, with margins of 1 ½ inches on all sides, clean corrected copy, on 8 ½ x 11 paper, and in a uniform binder with label provided by the School.

Projects shall meet the following minimum standards which will be used in reviewing the adequacy of and relative merit of the Project:

- Internal Consistency and Continuity
- The adequacy of the Project shall be judged by the extent to which the explicit goals or objectives set forth in the project have been addressed and accomplished.
- The content shall be internally consistent and free of contradiction; or, where such contradiction occurs, it is explained and interpreted.
- The Project shall provide for continuity in the sense of showing the relationship of one part of the project to another and the relationship of each part to the overall purposes or objectives of the project.
- Comprehensiveness
 - The Project must have an analytical component in that it covers or accounts for all of the main or salient points related to the subject.
 - The Project shall also be comprehensive in that it demonstrates an ability to synthesize or integrate a variety of conceptual and/or empirical material relevant to the field of social welfare.

- Analytical
 - The Project must have an analytical component in the sense that the subject of the project is examined from some conceptual frame(s) of reference and is not merely descriptive in nature.
 - A test of the analytic nature of the Project is the extent to which meaning is attached to empirical data; interpretation of descriptive materials is made; and/or, implications, conclusions, or recommendations are drawn from whatever findings or descriptive materials is presented.
- Clarity
 - The Project must meet minimal standards of clarity of exposition in that words are used correctly, explained and defined where necessary.
 - The project must be written in conformity with accepted standards of spelling, grammar, sentence structure, punctuation, and page numbering.
- Completeness
 - The Project must meet the standards addressed above, and include:
 - title and author on outside cover of binder;
 - title page (see sample following);
 - 200-word abstract;
 - Preface and Acknowledgements;
 - Table of Contents;
 - Body of report to contain the following components:
 - statement of the general subject;
 - objectives or purpose of the project;
 - methodology;
 - conceptual framework;
 - literature review;
 - findings or descriptive data;
 - interpretative or descriptive data;
 - limitations of current study
 - conclusions;
 - implications for future research;
 - implications for social work practice;
 - appendices
 - references; and
 - appropriate footnotes in APA form.

Ph.D. in Social Welfare

Program Purpose

The primary purpose of the Ph.D. program is to produce scholars who can use systematic methods to develop through research, and disseminate through teaching and writing, knowledge concerning social welfare problems and policies.

Drawing upon the social, behavioral and health sciences as well as social work knowledge and experience, the graduates of this program will have the skills to expand the base of tested knowledge that can guide the profession of social work in its efforts to address major social problems.

A second purpose is to develop leaders and educators who can effectively contribute to contemporary social work practice as defined in this school's mission statement, which can be found at: socialwelfare.stonybrookmedicine.edu/mission.

The core of this program is education for scholarly research leading to careers as teachers, researchers, and policy analysts with a focus on the content areas of health, mental health, and substance abuse. The strength of such a program lies in its location within the Health Sciences Center. This is a natural setting in which to bring together the basic sciences and theoretical disciplines in applied policy/program analysis and thereby contribute to research in the social dimensions of health and mental health.

Program Structure and Content

The structure of this program consists of 10 required classroom courses (30 credits) as follows:

- Statistics I and II
- Research Methods I and II
- Qualitative Research
- Social Welfare Policy Analysis I and II
- Social Welfare Administration
- Knowledge Building in Social Work: The Philosophy of Applied Social Research
- Social Science Theory for Social Welfare
- Seminar in Social Work Education

In addition, the following are required:

- A minimum of 3 electives (9 credits)
- A research practicum (6 credits)
- A teaching practicum (3 credits)
- Qualifying exams
- A dissertation seminar (6 credits)

Also required are the successful passing of the qualifying exams and the production and defense of a scholarly dissertation. Fifty four (54) credits are required for graduation. In the first three years, students take three courses each semester. The full-time program is designed to be completed in a minimum of four years.

Once all coursework and the comprehensive exam have been completed successfully, students select a preliminary dissertation chair and committee and develop an approved dissertation proposal. The student is then advanced to candidacy and begins dissertation research. The fourth year is spent on completion of the dissertation and defense. Completion of all work toward the degree is required within seven years of admission to the program.

The Part-Time Option

Students who are approved for the part-time option take a minimum of six credits each semester until the 54 credit sequence has been completed. In order to meet residence requirements, they must take nine credits in each of two consecutive semesters. Part-time students take their comprehensive qualifying exam at the end of the semester when 42 credits of required course work are completed (usually the second semester of the third year). At the end of the third year, once all coursework and the integrative paper are completed successfully, part-time students select a dissertation chair and committee. In the fourth year, they develop an approved dissertation proposal. They are then advanced to candidacy. Dissertation research begins in the fifth year.

Criteria and Procedures for Admission of students

The program has suspended admission for new students at this time.

Newly admitted students may begin classes during the fall semester only. Applications for admission for the following fall should be received by February 1.

Admission requirements include:

- A master's degree from a program accredited by the Council of Social Work Education.
- Academic promise as evidenced by superior achievement in undergraduate and master's level education.
- Satisfactory performance on the Graduate Record Examination.
- A personal interview.
- Professional competence as demonstrated through substantial experience in responsible social work and/or human services positions supported by three letters of reference including one, if possible, from someone familiar with the applicant's capacity to conduct research.
- A sample of writing in the form of a published article, a manuscript submitted for publication, a document completed for the applicant's agency or in connection with a research interest, or a paper prepared in your previous graduate studies.
- Applicant has distinct interest in policy, research, and theory with regard to social welfare.
- Personal qualities indicating a potential for leadership, compatibility with the School's mission statement, flexibility and openness to new ideas, maturity, a spirit of inquiry, and a commitment to furthering the knowledge base of the profession of social work.
- Competence in quantitative skills as evidenced by performance on the Graduate Record Exam and a college level course in statistics completed with a grade of B or better

*Under special circumstances, applications from persons who do not meet all of these requirements will be considered. Applicants without the M.S.W. degree must have a master's degree in a closely related field and must demonstrate a high potential for success in the program.

Requirements for the receipt of the Ph.D. degree

- One year in residence.
- Satisfactory completion of all required and elective courses (54 credits).
- Satisfactory completion of research and teaching practicum.
- Satisfactory performance on the integrative paper.
- Satisfactory performance on qualifying examinations.
- Advancement to candidacy by vote of the Doctoral Committee upon successful completion of all course work and the integrative paper.

- Completion of a dissertation.
- Successful defense of the dissertation.

A program summary booklet is available describing the Ph.D. program detail, its curriculum and requirements for admission. To receive a copy of this booklet, contact the School of Social Welfare's Ph.D. program office in writing or by telephone at (631) 444-2138.

Dual Degree Program in Social Work and Law

This program offers the opportunity to earn an MSW from the School of Social Welfare and a JD (Juris Doctor) from the Touro Law Center in four years, rather than the five that would be required if the degrees were earned separately. Applicants may apply for the dual degree program prior to matriculation or during their enrollment in the first year at either school. Applicants must apply to and be accepted by both schools. If accepted by both schools, the student is automatically eligible for the dual degree program. The first year may be spent at either school, with the choice being up to the student. The second year is spent at the other school, the third year is divided between the two schools and the fourth year is spent primarily at the law school.

A detailed description of the program is available from the School of Social Welfare's Office of Admissions and Student Services at (631) 444-3141.

School of Medicine

DEAN: Kenneth Kaushansky
OFFICE: HSC Level 4, Room 147A
PHONE: (631) 444-2113
WEB: medicine.stonybrookmedicine.edu

About the Program

The School of Medicine consists of basic science and clinical departments that have the responsibility for preclinical and clinical instruction of medical students in all the schools of the Health Sciences Center, as well as university-wide responsibility to students in other schools on the campus. Basic science departments include the departments of anatomical sciences, biochemistry and cell biology, biomedical engineering, microbiology, neurobiology and behavior, pathology, pharmacological sciences, and physiology and biophysics. Clinical departments include the departments of anesthesiology, dermatology, emergency medicine, family medicine, medicine, neurological surgery, neurology, obstetrics, gynecology and reproductive medicine, ophthalmology, orthopaedics, pediatrics, physical medicine and rehabilitation, preventive medicine, psychiatry and behavioral science, radiation oncology, radiology, surgery, and urology.

In addition to instruction at the undergraduate and professional levels, these departments have major responsibility for graduate, postgraduate and continuing education. The goal of each of these departments is to:

1. Integrate as rapidly as possible new scientific knowledge and the advances of basic research into the training of every health professional

2. Promote input from all university disciplines into education and research in the health sciences

3. Ensure that every healthcare professional trained in the school is prepared to provide the highest level of patient care. In the basic sciences, these efforts are enhanced by collaboration with colleagues at the biology and medical departments of Brookhaven National Laboratory, Cold Spring Harbor Laboratory and other research institutions in the vicinity. In the clinical departments, these objectives are enhanced by Stony Brook University Hospital as well as by the clinical affiliates of the Nassau University Medical Center, Winthrop University Hospital, the Northport Veterans Affairs Medical Center and various community clinical facilities integrated under a variety of arrangements.

For admission and academic information pertaining to the MD program, please see Degrees and Programs, Doctor of Medicine.

Graduate Studies in Basic Health Sciences

Graduate studies leading to the PhD degree in basic health sciences are offered in the fields of anatomical sciences, molecular microbiology, cellular and molecular pathology, molecular and cellular pharmacology, physiology and biophysics, or population health and clinical outcomes research. The Department of Oral Biology and Pathology also offers a Master's of Science degree in Basic Health Sciences.

Basic health sciences departments of the School of Medicine also collaborate with the Division of Biological Sciences and other academic units to operate graduate study programs in various areas of the biological sciences, such as molecular biology and biochemistry, cellular and developmental biology, genetics, and neurobiology and behavior. Many of these programs are part of the tri-institutional consortium that includes Cold Spring Harbor Laboratory and Brookhaven National Laboratory, and students have the opportunity to work with the faculty at these institutions in addition to the Stony Brook University faculty.

Each graduate studies program is guided by its own director and executive committee and establishes its own entrance standards and degree requirements, described in detail in the [Graduate Bulletin](#). Inquiries regarding graduate admission to a specific department should be addressed to the director of the department's graduate program. Please see [ADMISSIONS](#) in this Bulletin for more information.

Continuing Medical Education

The educational mission of the medical school targets medical students, post graduate trainees and practicing physicians. This is consonant with the philosophy that education is a continuing process throughout a professional career. The purpose of Continuing Medical Education is to optimize patient care and maintain and improve physician competency by means of offering high quality learning experiences for physicians. The activities offered permit physicians to

fulfill CME requirements for re-licensure, maintenance of certification, hospital privileges, and medical or specialty society membership.

The School of Medicine's continuing education program is fully accredited by the Accreditation Council for Continuing Medical Education. Through its Office of Continuing Medical Education, the School of Medicine sponsors, co-sponsors, or jointly sponsors CME activities including regularly scheduled conferences, courses and enduring materials. The methods of instruction are varied to offer different types of learning experiences, appealing to diverse and individual learning styles and practice setting requirements. They include live conferences; interactive audio, video, and web-based programs; self-study materials; and hands-on training, e.g., procedural skills training in animal labs, simulation, standardized patients.

Financial Aid

Inquiries concerning sources of financial aid and student financial planning should be directed to the [Health Sciences Office of Student Services](#). First-time financial aid applicants must complete the School of Medicine Institutional Application for Financial Aid. All financial aid applicants must complete the Free Application for Federal Student Aid (FAFSA) for each academic year they are applying. Financial aid for medical students consists of loans and grants. Financial aid awards will not exceed the cost of attendance for each academic year. The cost of attendance includes tuition and fees; room and board; books and supplies; transportation expenses; and personal/miscellaneous expenses. The cost of attendance is set and published each spring prior to the beginning of the new academic year.

For more information, please see [FINANCIAL INFORMATION](#) in this Bulletin.

Endowed Chairs

The Edmund D. Pellegrino Professorship of Medicine

In 1986, the University established a professorship in the School of Medicine to honor Edmund D. Pellegrino, MD, founder of the Health Sciences Center. The endowment specifies that the Edmund D. Pellegrino Professorship of Medicine will be occupied by "an individual who exemplifies the breadth of interests and achievements in education, research, and the practice of medicine that have characterized Dr. Pellegrino's career." The first occupant of that chair was Dr. Pellegrino, who held it for a brief period. Following Dr. Pellegrino's tenure, the chair was occupied by Harry W. Fritts, MD, who is now the Pellegrino Professor Emeritus and former Chair of Medicine at Stony Brook. Currently, Benjamin J. Luft, MD, Professor of Medicine, occupies the chair.

The Evelyn Glick Chair in Experimental Medicine

In 1990, Mrs. Evelyn Grollman Glick of Baltimore, Maryland, created an endowment designed to support a Chair in the Department of Pharmacological Sciences. Income from this fund provides research or salary support for the Chair. The current occupant of the chair is Arthur P. Grollman, MD,

Distinguished Professor of Pharmacological Sciences and Professor of Medicine.

The William and Jane Knapp Endowed Chair in Pharmacological Sciences

An endowed chair in the School of Medicine, the William and Jane Knapp Endowed Chair in Pharmacological Sciences was established by the Knapps who are 1978 graduates of Stony Brook and continue to be connected to the University through a variety of activities. Bill Knapp is a member of the Stony Brook Foundation Board, and Jane Knapp is the former president of the Stony Brook Alumni Association. The endowment specifies that the "William and Jane Knapp Endowed Chair in Pharmacological Sciences will be occupied by a senior faculty member who is highly regarded, and who exemplifies the breadth of interests and achievements in education, and will advance the diagnosis and treatment of cancer, diabetes, and/or inflammatory diseases." Howard C. Crawford, PhD, Associate Professor of Pharmacological Sciences, currently occupies this chair.

The Marvin Kuschner Professorship of Pathology

An endowed chair in the School of Medicine, the Marvin Kuschner Professorship of Pathology was established by the University in 1988 in honor of Marvin Kuschner, M.D. (1919-2002), the former Dean of the School of Medicine at Stony Brook. The endowment specifies that the "Marvin Kuschner Professorship of Pathology will be occupied by an individual who exemplifies the breadth of interests and achievements in education, research and the practice of pathology and environmental medicine that have characterized Dr. Kuschner's career." Kenneth Shroyer, MD, PhD, Professor and Chair of the Department of Pathology, currently occupies this chair.

Grants and Awards

The Arthur Berken Fellowship

Dr. Arthur Berken, a long-time member of the clinical faculty at the School of Medicine, was concerned about the impact of technology on men and women in medical school. With the advances in diagnostics and treatment made possible through technology, he feared that young doctors might come to see their patients as little more than biochemical machines. So when Dr. Berken passed away in the late spring of 1994, his wife Roberta, his family, and a number of friends and colleagues endowed a fellowship to encourage would-be physicians to remember that, in the end, it is people who matter most. The Arthur Berken Fellowship prompted a new addition to the School of Medicine's MD with Recognition Awards, the MD with Recognition in Medical Humanism.

Sir James Black Award for Excellence in Research

An endowment has been established with a gift from Sir James Black, FRS, Nobel Laureate in Physiology or Medicine, to provide an award to the graduating undergraduate pharmacology major who has achieved the highest scholastic excellence in both course work and a senior research project.

Jean M. Devlin Achievement Award

This endowment, created by generous gifts from Richard A. Auhl and Rudi R. Schulte of Santa Barbara, California, matched by the Department of Pharmacological Sciences, honors Jean M. Devlin, founding Director of Stony Brook's undergraduate program in pharmacology. The Jean M. Devlin Award is presented at commencement to the graduating pharmacology major judged to have the greatest potential for making future contributions to the pharmacological sciences.

William G. van der Kloot Awards

An endowment has been established by Professor Robert Nathans and the Department of Pharmacological Sciences in honor of William G. van der Kloot, PhD, Professor of Physiology and Pharmacological Sciences, and founding Chair of the Department of Physiology. The endowment provides awards annually to two students in the Molecular and Cellular Pharmacology graduate program. The van der Kloot Award for Excellence in Teaching recognizes the most significant teaching contributions by a graduate student to the undergraduate major. The van der Kloot Award for Excellence in Research recognizes outstanding accomplishments in research evident by first author, peer-reviewed scientific publication.

David L. Williams Memorial Travel Award

Funds are provided by an established endowment to honor David L. Williams, PhD, Professor of Pharmacological Sciences, who was widely recognized as an excellent teacher and mentor of students and junior faculty during his many years here. The award is given to a graduate student who has been advanced to PhD candidacy in the Molecular and Cellular Pharmacology Graduate Program, and who will participate in an advanced course (e.g., at Woods Hole, CSHL or an EMBO course) or present research results at either a national or international scientific meeting.

The Catacosinos Cancer Awards

Dr. and Mrs. William Catacosinos have generously donated funds for annual grants to support cancer research. The Catacosinos Cancer Award recognizes significant contributions to the illumination of the cancer problems of the past and anticipates major advances coming from these investigations. A committee of scientists, appointed by the Dean of Medicine, oversees these awards which are administered by the Stony Brook Foundation.

Radmila and Gabor Inke Anatomical Research Fund

The Department of Anatomical Sciences is the beneficiary of a generous testamentary gift from Dr. Gabor Inke. Dr. Inke became the department's first member in 1969 and served for more than 20 years. Dr. Inke, a recognized expert on the development of the human skull as well as the kidney, dedicated his life to research and teaching. Upon his death, the Radmila and Gabor Inke Anatomical Research Endowment Fund was created to support the research mission of the department that he helped to create.

Emil C. Voll Bequest

A bequest of more than \$1.7 million from Emil C. Voll was made in 1992 to fund a professorship in cancer research in the School of Medicine. Mr. Voll's wife, Geraldine, died of cancer in 1987. Awards to four faculty investigators enable them to play a major leadership role in the School of Medicine's cancer program.

Degrees and Programs

Doctor of Medicine

Admission

The goal of Stony Brook University's School of Medicine is to prepare students to meet a major need of society: the improvement of health care and its delivery. The Committee on Admissions seeks to select not only the most competent among the applicant pool, but those who will devote themselves to a life of scholarship and service, those who will make a difference in the lives of their patients and in the way medicine is delivered, and those who will continue the commitment to excellence that will be apparent in their applications.

Consideration of a student's intellectual and academic qualifications as well as qualities such as motivation, integrity, social consciousness, maturity, interpersonal skills and other evidence of promise for the field of medicine will be among those qualities we seek to evaluate. The diversity of the student body is an important objective, and we will strive to accept a class which is representative of a wide variety of backgrounds, experiences and academic interests. A major effort will be made in the selection process to include candidates from under-represented ethnic and economic groups.

The Committee on Admissions will do a holistic review of your candidacy for medical school. Your ability, to some measure, will be evident in your academic record, your scores on competitive examinations, your faculty's statements and your extracurricular and work experiences. Candidates should be aware that the majority of those who apply to Stony Brook University present exceptional credentials and the entering class reflects this fact. Motivational and personal characteristics as indicated in your application, letters of evaluation, and personal interviews are also a major part of our admissions assessment.* The contribution you might make to our student body and the medical profession will, we hope, become apparent in reading your own statements and the comments of others. We cannot now, of course, make any estimate of the probability of favorable action on any one application. Stony Brook University, in making a considerable effort to individualize its application process, hopes to attract applicants who are informed about the school and are particularly interested in Stony Brook University.

There is no discrimination in the admissions review and selection process on the basis of race, color, sex, age, ethnicity, religion, national origin, sexual orientation, disability, marital status or veterans' status. Although residents of New York State constitute the majority of the entrants, the

School of Medicine encourages applications from out of state residents.

Please go to our website for more detailed information about current coursework requirements and the MCAT policy: https://medicine.stonybrookmedicine.edu/admissions_SOM

All questions concerning admission should be addressed to: somadmissions@stonybrookmedicine.edu

Office of Admissions, School of Medicine

Health Sciences Tower, Room 147A, Level 4

Stony Brook University

Stony Brook, New York 11794-8434

Phone: (631) 444-2113

Applications are available through the American Medical College Application Services (AMCAS) at: www.aamc.org

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

TECHNICAL STANDARDS POLICY

The MD degree is, and must remain, a broad undifferentiated degree attesting to the mastery of general knowledge in all fields requisite for entry into graduate medical education programs (residencies) of diverse types. It follows that medical school graduates must possess the essential knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care in a safe and effective manner.

The School of Medicine faculty has, therefore, specified certain criteria (Technical Standards) which all medical students are expected to meet in order to participate in the entire medical education program and the practice of medicine. These Technical Standards are not intended to deter any candidate or enrolled student for whom reasonable accommodation will allow the fulfillment of the complete curriculum. Candidates for admission, academic promotion, and graduation must meet these Technical Standards, with or without reasonable accommodation. These criteria include the following five categories: 1) observation and participation; 2) communication; 3) motor function; 4) intellectual, conceptual, integrative and quantitative abilities; and 5) behavioral and social attributes. A copy of the Technical Standards may be obtained from the Admissions Office.

MD CURRICULUM

The Stony Brook School of Medicine LEARN (Learning-focused, Experiential, Adaptive, Rigorous, Novel) curriculum provides the opportunity for extensive and integrated training

in the basic medical sciences and clinical disciplines of medicine. There are three distinct phases in LEARN: Phase I – the Foundational Phase – of 18 months; Phase II – the Primary Clinical Phase – of 12 months; and Phase III – the Advanced Clinical Phase – of 16 months. “Transition” courses occur at key transitional times in students’ medical training. Five themes of care are woven across the entire curriculum: Patient-Centered Care, Evidence-Based Care, Patient Safety and Quality Care, Ethical and Professional Care, and Health Promotion and Preventive Care

Phase I

Phase I begins with Transition to Medical and Dental School (TMDS), a one-week course that is designed to foster new medical students’ transition from a lay person to a medical professional in training. TMDS is followed by Biomedical Building Blocks, a 24-week course organized into four distinct components – The Body (anatomy); Molecular Foundations of Medicine (biochemistry; cellular biology and physiology; and pharmacologic principles); Pathogens and Host Defense (integrating immunology, inflammation, microbiology and immunologic diseases); and Basic Mechanisms of Disease (integrating histology, general pathology, hematologic and neoplastic diseases, and dermatologic diseases). Phase I concludes with a 36-week sequence of four systems-based Integrated Pathophysiology courses: Cardiovascular-Pulmonary-Renal, Gastrointestinal, Endocrine-Reproductive, and Mind-Brain-Behavior (which integrates fundamental neuroanatomy and neuroscience with neuropathology and psychiatric disorders). Integrated across the systems blocks are physiology, histology, pathology, histopathology, pharmacology and therapeutics.

Three longitudinal courses span the entire Phase I: Introduction to Clinical Medicine (ICM), Themes in Medical Education (TIME), and Medicine in Contemporary Society (MCS). ICM introduces students to the clinical skills required to examine and integrate clinical information from patient history and physical exam. MCS introduces students to ethical and social issues in current health care. TIME are week-long units that bridge key content across the curriculum. TIME weeks have a patient focus within an active learning environment.

Phase I provides time during the first summer for research, clinical shadowing, global health studies, and/or a vacation.

Phase II

Phase II, the Primary Clinical Phase, begins with a one-week Transition to Clinical Care course (TCC) followed by four 12-week blocks of core clerkships: internal medicine (8wks) and primary care medicine (4wks); pediatrics (6wks) and obstetrics and gynecology (6wks); surgery (8wks), emergency medicine (2wks) and anesthesiology (2wks); psychiatry (6wks), neurology (4wks) and radiology (2wks). Each 12-week clerkship block is capped by a one-week Translational Pillar, which integrates cutting edge basic science and translational medicine in the context of clinical care.

Primary clinical clerkships are completed at Stony Brook University Hospital, as well as other major teaching affiliates. Until May 2020, approximately 40 students desiring to complete their training at our Winthrop University Clinical

Campus in Nassau County are chosen through a lottery process at the end of Phase I. These 40 students complete all of their primary clinical clerkships and most of their Phase III course work, including sub-internships and electives, at Winthrop University Hospital and its affiliated clinics.

Phase III

Phase III, the Advanced Clinical Phase, spans 18 months and offers students maximum flexibility. Students complete a 4-week sub-internship (in medicine, pediatrics, surgery, emergency medicine, ob/gyn, orthopaedics, or urology), an individualized 4-week Advanced Clinical Experience, and a 4-week Transition to Residency course. Students also complete a minimum of 22 weeks of electives. One-week Translational Pillar courses are also offered and required during Phase III as in the Primary Clinical Phase.

AFFILIATED HOSPITALS

Stony Brook University Hospital (SBUH) is Long Island's premier academic medical center serving the healthcare needs of Long Island residents. With 603 beds, SBUH serves as the region's only tertiary care center and Level 1 Trauma Center, and is home to the Stony Brook Heart Institute, Stony Brook Cancer Center, Stony Brook Children's Hospital, Stony Brook Neurosciences Institute, and Stony Brook Digestive Disorders Institute. At any given time ~150 Stony Brook School of Medicine students and ~350 residents of all specialties are receiving experiential training at SBUH. Stony Brook University Hospital also operates Southampton Hospital, a 125-bed academic medical center with >100 clinical faculty members and residents in a variety of specialties. Southampton Hospital is a New York State-designated Stroke Center and its Emergency Department is the sole provider of emergency care on the South Fork, including an interventional cardiac catheterization laboratory. The Stony Brook School of Medicine is also the academic partner of the Northport Veterans Affairs Medical Center and is a full-service facility with 502 beds and ~150 residents in a wide range of specialties.

ACADEMIC REQUIREMENTS

Grading Policy: An important goal of the LEARN curriculum is to provide students with interdisciplinary courses that are integrated to the greatest possible extent. Students will be evaluated on both acquisition of knowledge and skills and professional development and values. Advancement throughout medical school will depend on acquiring a good medical knowledge base, achieving basic bedside skills, communicating competently, and demonstrating professional values. Students must successfully complete the entire LEARN curriculum to graduate.

The School of Medicine uses a 3-tier system of grading for Phase 1 courses: Honors, Pass, Fail. Core clinical clerkships, sub-internships and elective rotations in Phases 2 and 3 are graded on a 5-tier system: Honors, High Pass, Pass, Low Pass, Fail. Core clinical clerkships require passage of an NBME subject exam at the 7th percentile level, at minimum, as determined by the latest academic year norms from the NBME for examinee performance. A 'Z' may be given in a clinical course to a student who has passed other elements of a course, but failed the initial attempt of the NBME subject

exam for that course. A second failure converts the Z to a Z/F. If the student passes the make-up subject exam, the Z is converted to the Z plus the grade earned in accord with the course syllabus, for example, Z/P. Transition courses and longitudinal courses are graded on a Pass/Fail basis.

Other recorded grades include I (Incomplete), W (Withdrawal), and PO (Placed-Out). An Incomplete signifies that extenuating circumstances, usually out of the student's control, have prevented the student from completing the course requirements. A grade of Incomplete will be replaced by the final grade when the student completes the requirement. Withdrawal signifies that the student withdrew before completing course objectives. Placed-Out signifies that the student was given credit for a course by (a) having previously taken the same or a similar course and/or (b) by passing an exam deemed appropriate and sufficient by the course director.

Academic Standing: A student in good standing:

1. Has passing grades in all courses, clerkships, electives, standardized patient exams and other mandatory exercises; and
2. Has passed appropriate USMLE exams in the recommended time period during medical school; and
3. Is not on academic probation; and
4. Behaves in accordance with high standards of professional and academic ethics.

The Committee on Academic and Professional Progress (CAPP) may review the record of any student who loses good standing. Absent an exception granted by CAPP, only students in good standing will be permitted to begin a new Phase. Loss of good standing ends a student's eligibility for some special programs or activities, e.g. the Scholarly Concentrations Program, approval for conference travel, and permission to take clinical electives at other institutions. Loss of good standing results in loss of eligibility for educational loans. For purposes of international electives, due to travel arrangements involved, academic good standing will be assessed based on the student's record one semester before travel. However, students with concerns of chronic marginality may not be eligible for international electives or research scholarships. In such situations, the Vice Dean for UGME will make the final decision regarding such eligibility. Students are placed on academic probation by CAPP as a warning that they are in danger of suspension or dismissal. CAPP may put a student on academic probation if the student:

1. Fails any course, clerkship, elective, or mandatory exercise;
2. Has been cited for lack of acceptable academic ethics or professional behavior;
3. Does not pass USMLE Step I in a timely manner;
4. Has two or more Incompletes and/or "Z" 's;
5. Has a pattern of marginal academic performance.

The CAPP may remove a student from academic probation after the student has, to the satisfaction of the committee, remedied the problem giving rise to probation. All assignments to probationary status will appear in the student's MSPE letter. The student will return to good standing upon completion of the required remediation and the required probation period.

Combined Degree Programs

Medical Scientist (MD/PhD) Training Program

<https://medicine.stonybrookmedicine.edu/mstp/program>

Stony Brook University, in conjunction with Cold Spring Harbor Laboratory and Brookhaven National Laboratory, sponsors a medical scientist training program (MSTP) leading to both the MD and PhD degrees. The purpose of the MSTP, partially funded by a competitive grant from the National Institutes of Health, is to train academic medical scientists for both research and teaching in medical schools and research institutions. Graduates of this program are equipped to study major medical problems at the basic level, and at the same time, to recognize the clinical significance of their discoveries.

Students enrolled in the MSTP attend medical school for two years and then pursue graduate study for three to four years. Upon completion of their graduate studies, students re-enter medical school and complete their clinical training. However, variations in this program of study can also be undertaken.

The SBU medical school has recently implemented a substantially redesigned course of study dubbed the LEARN curriculum.

Students matriculated into the MSTP are considered to have been accepted into both the Medical School and the Graduate School (with an undeclared major for the latter; specific programs of study, e.g. Genetics, Pharmacology, or Neuroscience, are chosen at a later time).

MD/MPH Program

<https://publichealth.stonybrookmedicine.edu/academics/degreeoptions/grad/md>

The Program in Public Health at Stony Brook offers a Master of Public Health (MPH) degree, which can be obtained with the MD degree. The combined program requires the completion of all School of Medicine requirements for a Medical Doctorate (MD) and all 54 credits of the MPH program. However, the School of Medicine will accept the following MPH courses which will be applied towards 8-10 weeks of electives: HPH 506, HPH 507, HPH 514, HPH 542, and HPH 546. In addition, the Program in Public Health will accept 6-9 credits from the School of Medicine for their Introduction to Clinical Medicine, Medicine in Contemporary Society, and Themes in Medical Education modules that will substitute for a 3-credit course within the core MPH curriculum and 3-6 credits within the respective concentration. Students are able to select one of the three MPH concentrations – Health Analytics, Community Health, and Health Policy & Management.

MD/MBA Program

<http://www.stonybrook.edu/commcms/business/academics/graduate-program/combined-masters/mdmba.html>

The School of Medicine and the College of Business have created a combined MD/MBA program. The purpose of the combined degree program is to prepare students for a management career in the health care field. The MD/MBA program combines a 4 year MD degree and a 48 credit (16 courses) MBA degree. Students in the combined MD/MBA

degree complete MBA courses including finance, financial accounting, marketing, leadership, technological innovation, operations management, ethics and law, and business planning. Students are expected to either complete the majority of their MBA degree prior to starting their medical degree or after they have completed the medical degree. Due to the rigorous structure of the medical program students should not be taking classes from both programs during a given semester. There are two courses that overlap between both programs to integrate the two degrees. These courses are MBA 507 - Ethics and Law and MBA 522 - Industry Project which will be taken as electives in the medical program and will also count towards the MBA degree. Students receive both degrees upon completion of the entire program. If a student decides to leave before completing both degrees, he or she would receive the MD or MBA if he or she completed the course requirements for one of the degrees.

MD/MA Program

<http://www.stonybrook.edu/bioethics/medicaleducation.shtml>

The joint MD/MA Program is offered on a selective basis for up to 2 medical students each year. In addition to their coursework, these students enroll in the MD with Scholarly Concentration Program and take an additional 18 credits from the MA Program in Medical Humanities, Compassionate Care and Bioethics. Students in the MD/MA Program receive a joint MD/MA upon graduation.

Scholars for Medicine Program (Bachelors/MD)

https://medicine.stonybrookmedicine.edu/admissions_SOM#scholars

Stony Brook University offers an integrated eight-year program for students interested in attending medical school following their undergraduate degree. The Scholars for Medicine (SFM) track offers selected students in the Honors College and WISE an opportunity to complete a combined Bachelor's/MD course of study while participating in pre-medical classes and activities. The Engineering Scholars for Medicine (ESFM) track offers selected students in the College of Engineering and Applied Sciences an opportunity to complete the rigorous training required of all engineers in ABET accredited programs while participating in pre-medical classes and activities. Students accepted into either of these tracks are reserved a seat in Stony Brook University's School of Medicine upon graduation provided they complete all applicable program requirements.

GRADUATE NUTRITION PROGRAMS

Graduate Nutrition Program Leading to the Master of Science Degree

This fully online 36 credit M.S. program in Nutrition provides a comprehensive course of study in advanced nutrition topics to prevent and manage disease, as well as optimize health

through food and nutrition strategies. Expert faculty members, currently working in the field, provide instruction on evidence-based, timely nutrition therapies and facilitate development of a strong knowledge base and counseling skill set. Courses cover advanced medical nutrition therapy, critical care, nutrition strategies to reduce inflammation and modulate immune function, nutrigenomics, nutrition issues through the lifecycle, including pediatrics, neonatology, geriatrics, and biomedical statistics.

The Program is designed to meet the needs of students with varying backgrounds, including registered dietitians/nutritionists, graduates of baccalaureate programs in nutrition, practicing physicians and other health care practitioners, as well as post-baccalaureate students with strong science backgrounds. Students apply current knowledge and skills, new class material and critical thinking skills to complete case studies and other projects, as well as to participate in group discussions. Graduates with complementary clinical training and health-related credentials will be prepared to apply their advanced training in a wide variety of clinical settings, such as hospitals, outpatient health care centers, rehabilitation centers, long term care facilities, cardiac rehabilitation centers, and sports/physical training centers. Graduates without clinical training and health care-related credentials will be prepared to work in non-health care settings, such as wellness centers, media outlets and industry settings including functional food and supplement development, supermarkets and retail food outlets.

This program does not prepare graduates for admission into an accredited dietetic internship, which is necessary to sit for the national registration examination for dietitians/nutritionists. Therefore, this program is most appropriate for those who have already completed an ACEND accredited undergraduate nutrition program, or have already passed their registration exam, as well as professionals who desire a graduate degree in nutrition for career advancement; not for those seeking a program to meet requirements for the registration examination.

ADMISSION REQUIREMENTS

Applicants must possess a baccalaureate degree from an accredited college or university and have satisfied certain prerequisite requirements, including a preferred GPA of a 3.0 or higher. For more detailed information, please refer to our [website](#).

PROGRAM REQUIREMENTS

To satisfy degree requirements, each student must complete 36 credits. Students have up to five years to complete the coursework and all coursework can be completed online. Students must earn a minimum of a C+ in any one course, and their overall GPA must remain at 3.0 or higher to remain in the program. If a student earns less than a C+ in a course, that course must be retaken. More detailed information on academic standing policies can be accessed in the Graduate Nutrition Program Student Handbook.

Applications and complete program information can be accessed online on the program's [website](#).

GRADUATE NUTRITION PROGRAM LEADING TO THE ADVANCED GRADUATE CERTIFICATION IN NUTRITION

This fully online graduate certificate program is designed to meet the needs of students of varying backgrounds, including practicing physicians, nurse practitioners, registered nurses, physician assistants and other health care practitioners with strong practical skills, as well as post-baccalaureate students training to be health care providers with more recent basic science training. The certificate program requires successful completion of five pre-selected classes (15 credits) from within the graduate nutrition course offerings that are considered essential for non-registered dietitian/nutritionist clinicians seeking to incorporate nutrition into their practice. Students with varying backgrounds will apply current knowledge, new class material and critical thinking skills to complete case studies and other class projects. Graduates will be prepared to apply their advanced training in clinical settings, as well as industry settings, such as pharmaceutical or supplement development, functional food companies and media outlets.

This program does not prepare students in any way to earn a professional license or credential.

ADMISSION REQUIREMENTS

Applicants must possess a baccalaureate degree from an accredited college or university and have satisfied certain prerequisite requirements, including a preferred GPA of a 3.0 or higher. For more detailed information, please refer to our [website](#).

PROGRAM REQUIREMENTS

To satisfy certificate requirements, each student must complete 15 credits. Students have up to five years to complete the coursework and all coursework can be completed online. Students must earn a minimum of a C+ in any one course, and their overall GPA must remain at 3.0 or higher to remain in the program. If a student earns less than a C+ in a course, that course must be retaken. More detailed information on academic standing policies can be accessed in the Graduate Nutrition Program Student Handbook.

Transfer credits are not accepted in the graduate certificate program.

Applications and complete program information can be accessed online on the program's [website](#).

DIETETIC INTERNSHIP PROGRAM

This is a 38-week program beginning each September, sponsored by the School of Medicine. The Stony Brook University Dietetic Internship Program has an emphasis in clinical nutrition therapy. The program includes 61 hours of orientation and seminars, 38 weeks of rotations, and 1 week of RD exam review. The Internship is 1215 hours in length. Orientation begins in early September. Rotations and seminar starts immediately after Orientation. Seminars are held on Mondays and rotations are Tuesday through

Friday every week. The internship year is scheduled to end in early June. Upon successful completion of the Dietetic Internship Program, interns are eligible to sit for the registration examination. Upon passing the CDR exam and receiving RD designation through the CDR, students can then apply for state licensure. Both dietitian and nutritionists must be licensed to practice in New York.

Students may apply to the Master of Science degree in nutrition through the [Graduate Nutrition Program](#) concurrently.

Mission and Goals

The mission of the Dietetic Internship Program is to prepare entry level dietitian nutritionists to have a positive impact on health care delivery, health promotion, and the dietetics profession through the provision of high quality medical nutrition therapy, the management of high quality food service systems, and/or the implementation of high quality health promotion programs.

The goals of the Stony Brook University Dietetic Internship Program are:

Goal 1: To prepare entry level dietitians/nutritionists to perform at entry-level through the completion of a variety of high-quality rotations, especially in clinical nutrition therapy, in a timely fashion.

Goal 2: To prepare graduates to think critically and attain life-long learning skills so as to positively impact nutrition practices and the profession. (Examples include: precepting interns, disseminating evidence-based nutrition information to the public, serving in a professional organization, representing your department or institution on committees/task forces, etc.)

Outcomes are provided on the program website [website](#).

Accreditation

The Dietetic Internship Program at Stony Brook Medicine, at State University of New York, is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (312) 889-0040 (phone), (312) 899-4772 (fax), www.eatrightPRO.org/ACEND. The Dietetic Internship Program had a full site review for reaccreditation in 2017 and expects full re-accreditation in 2018.

The program is accredited for up to 16 full-time students. The program is accredited for 2 part-time students. Refer to the program [website](#) for information on completion of the program on a part-time basis.

Admission Requirements

The Stony Brook Dietetic Internship accepts applications in the April Computer Matching cycle and utilizes the Dietetic Internship Centralized Application System (DICAS). To apply students should go to <http://portal.dicas.org>

There is a \$25 Application fee payable to Stony Brook University for applying to the Dietetic Internship. The fee can be paid through PayPal. This fee is separate from any fee charged by DICAS or D&D Digital Systems. To submit

the Application fee, please click on link on the [Application Instructions](#) of the webpage.

Applicants are required to have a baccalaureate degree from an accredited college or university, a preferred minimum grade point average of 3.0, and an Academy of Nutrition and Dietetics verification statement of completion of a didactic program.

For Stony Brook University MS Nutrition students who are applying to the Stony Brook University Dietetic Internship Program: Those students with a DPD verification statement and an undergraduate GPA of greater than 3.2, can secure an interview if they have successfully completed 6 credits in the Stony Brook University MS in Nutrition program. The guarantee is for the interview only and is NOT a guarantee of a seat in the internship.

Refer to the program [website](#) for information on the application screening and interview process and additional admission requirements. The Internship program participates in the national computer matching process.

DIETETIC INTERNSHIP ROTATIONS AND REQUIREMENTS

Rotations

- Clinical Rotations
 - 5 weeks of outpatient rotation at Stony Brook University Hospital
 - 11 weeks of nutrition therapy rotation at Stony Brook University Hospital or an affiliated hospital
 - 4 weeks long term care
 - 64 hour longitudinal research rotation
- 5 weeks of public health nutrition rotation including work at Family, Population and Preventive Medicine and WIC
- 7 weeks of food service rotation including 4 weeks food service management and 3 weeks school food service
- 3 week elective rotation
- 1 week virtual renal rotation

Required Activities/Coursework

- 61 hours of Orientation and Seminar
- 1 week RD examination review

Upon successful completion of the Dietetic Internship Program, interns are eligible to sit for the registration exam.

Stony Brook University does not give credit or supervised practice hours for prior learning experience.

Departments

Department of Anatomical Sciences

The [department](#) conducts graduate studies leading to the PhD degree, through its own and interdisciplinary programs (e.g., the [Interdepartmental Doctoral Program in Anthropological Sciences](#)). It also provides instruction in the anatomical

sciences for students in the Schools of Medicine, Health Technology and Management, and Dental Medicine.

Department of Anesthesiology

The [Department of Anesthesiology](#) provides instruction in the clinical science of the specialty, and the physiology, pharmacology, and biochemistry on which it is founded. Emphasis is placed upon the integration of basic and clinical sciences, and upon an interdisciplinary approach to attain optimal care of patients. Instruction is provided to medical students during their clinical training years. All students rotate through anesthesiology for two weeks during their surgery selective month. Those students interested in more advanced training are encouraged to apply for a third-year elective or a fourth year sub-internship, during which they will be exposed to all aspects of clinical anesthesia management of surgical, obstetrical and chronic pain patients. They will administer anesthesia under supervision, participate in pre- and post-operative care, and become familiar with specialized aspects, such as intensive care, cardiopulmonary resuscitation, cardiac and neurosurgical anesthesia, perinatal medicine, and therapy of acute and chronic pain. Participation in ongoing clinical research projects and all teaching exercises is encouraged.

The Department of Anesthesiology also provides comprehensive instruction to dental, ER, and periodontal residents, and to orthopedic surgery, and medicine interns.

In its graduate program, the department provides a four-year training program of residents specializing in anesthesiology.

Fellowships in subspecialties and clinical research are available to physicians who have completed the requirements toward specialization.

Department of Biochemistry and Cell Biology

This [department](#) offers fundamental courses in biochemistry and cell biology to students in the health professions, as well as to undergraduates and graduates in biochemistry and biology. Its graduate studies are centered on an interdisciplinary program in molecular biology, cell biology, and also a graduate program in biochemistry and structural biology. The department also offers a Biochemistry and Cell Biology (BCB) MS program.

Department of Biomedical Engineering

[Biomedical engineering](#) is at the forefront of medicine's technologic revolution; its many successes have raised expectations for the prevention, diagnosis and treatment of disease. Faculty at Stony Brook University have been active contributors to the cutting-edge of this technology, and our University is building on internationally acclaimed strengths in bioelectromagnetics, biomechanics, biomaterials, biotechnology, tissue engineering, instrumentation and medical imaging. The program in biomedical engineering trains individuals with baccalaureate degrees in engineering, applied mathematics and the sciences to provide them with the synthesis, design and analysis skills necessary to contribute effectively to the advancement of science and technology in health and medical care.

Graduate degree programs are offered at the master's and doctoral levels. These programs provide two distinct avenues of graduate study in biomedical engineering: the doctoral level is directed toward the student interested in a research or academic career, and the master's level for those primarily interested in the application of biomedical engineering concepts in the development of advanced technology in biomedical products and processes. The department's goal of actively promoting the development of a creative, versatile biomedical engineer is accomplished by exposing the individual to the biology, engineering, and business concepts critical to succeeding in the biomedical research and development environment.

The program's goal is to actively promote the development of versatile biomedical engineers. This includes in-depth exposure to the biological and the engineering concepts underlying physiological processes. A Bachelor of Engineering in Biomedical Engineering (BE) is also offered.

To provide the permanent foundation on which to build a career in biomedical engineering, an integrated core set of biomedical engineering courses have been implemented. These provide our biomedical engineering students with the underlying engineering principles required to understand how biological organisms are formed and how they respond to their environment. Students will attain a credible level of sophistication in their understanding of cell, tissue, and organ physiology.

The student is then able to complement this background with additional engineering courses either within the Program in Biomedical Engineering (PIBE), or in the other disciplines of engineering.

The graduate program relies on the core set of courses to provide biomedical engineering students with an overview of the biophysical principles involved in cell, tissue and organ biology. The progression of the four PIBE core courses requires three resident terms to complete. In addition to these four courses, a seminar series providing exposure to the breadth of bioengineering research and development activities both within the University, as well as throughout the scientific/industrial community, is required of all PIBE students through their first two years of study. Finally, each course has a component of independent study to nurture the student's abilities to pursue a topic specialized interest.

Curriculum Requirements

Master's Degree Curriculum: The Master's of Science Degree in BME is achieved by completing the core course and track/specialization requirements. The program of study can be chosen from any of the following approved tracks/specializations: general, biomechanics, biosignals, medical physics, or molecular bioengineering. The general program of study can be custom tailored in consultation with your faculty advisor/mentor to accommodate almost any BME area of interest. The core courses that all new graduate students must take are as follows: BME 501 Engineering Principles in Cell Biology, BME 502 Adv. Num. Comput. Analysis Appl. Biol. Syst., BME 505 Prin. and Practice of BME I, BME 520 Lab. Rotation I, BME 521 Lab. Rotation II. All students (except those pursuing the Medical Physics Track) must also fulfill a business/management course requirement, which can be met

by taking: BME 509 Fundamentals of the Bioscience Industry or any MBA class (MBA 501-507, 511 or 589) from the School of Business. A given track/specialization will have additional requirements, which includes a minimum of six technical elective courses, 3 of which have to be BME. Students must maintain an overall grade point average (GPA) of 3.0 or better, and must maintain a GPA of 3.0 or better for all core courses.

Thesis or Non-Thesis Options: The student has the option of earning the Master's of Science Degree in BME on either a thesis or non-thesis track. The non-thesis option is recommended for students who wish to pursue a career in industry that does not involve Research and Development (R&D). If non-thesis, the student undertakes elective graduate coursework to complete the 31 credits. The thesis option is recommended for students who will be continuing on for their doctoral degree and for students who wish to pursue an industrial career with an R&D focus. If non-thesis, the student can generally complete the requirements in three full-time academic semesters. In the thesis option, in addition to the general requirements, the student must complete at least six credits of thesis research (BME 599), and submit and defend a written thesis. Generally, it takes four full-time academic semesters to complete the MS degree with the Thesis option.

Doctoral Degree Curriculum: A minimum of 15 graduate credits, beyond the Master's in BME level, is required for completion of the Doctor of Philosophy degree in BME. There are no course requirements per se, though certain courses may be required to fill any gaps in the student's knowledge. Following completion of a qualifying exam, and independent basic research program will be undertaken. One semester of teaching practicum must be satisfactorily performed. Completion of this research program will culminate in the submission and oral defense of a dissertation. The University requires at least two consecutive semesters of full-time graduate studies. All requirements for the PhD must be completed within seven years after the completion of 24 credits of graduate study.

Undergraduate Biomedical Engineering Program

The Department of Biomedical Engineering offers the major in biomedical engineering, leading to the BE degree. In a rigorous, cross-disciplinary training and research environment, the major program provides an engineering education along with a strong background in the biological and physical sciences. It is designed to enhance the development of creativity and collaboration through study of a specialization within the field of biomedical engineering. Teamwork, communication skills, and hands-on laboratory and research experience are emphasized. The curriculum provides students with the underlying engineering principles required to understand how biological organisms are formed and how they respond to their environment.

Graduate Biomedical Engineering Program

The graduate program relies on the core set of courses to provide biomedical engineering students with an overview of the biophysical principles involved in cell, tissue and organ biology. The progression of the five BME core courses requires three resident terms to complete. In addition to these four courses, a seminar series providing exposure to the

breadth of Biomedical Engineering research and development activities, both within the University as well as throughout the scientific/industrial community, is required of all BME students through their first two years of study. Finally, each course has a component of independent study to nurture the student's abilities to pursue a topic of specialized interest. Degrees available through this program include the following:

- Master's of Science (MS) in Biomedical Engineering
- Doctor of Philosophy (PhD) in Biomedical Engineering

The First Year

For MS students, the first year of study includes core courses, electives, and attending the PIBE seminars. Students in the MS research track are required to identify a research advisor by the end of their first spring semester in the program. For doctoral students, the first year includes preparation for the qualifying examination, taking any classes as directed by their Dissertation Defense Committee, and initiation of independent research. Most doctoral students will take their qualifying examination within the first year. Some international students may be required to take remedial English courses, depending upon their mastery of the language. Students who are being financially supported by teaching assistantships will assist designated faculty in instructing undergraduate students.

The Second Year and Beyond

In the second year, most students will finish any remaining core and elective courses. MS research track students will have begun their research projects under a faculty member's supervision. Once PhD students have successfully passed their qualifying examination, they have no further requirements except the completion and defense of an original dissertation. To improve scientific communication skills, all students participate in the weekly program laboratory seminars where faculty, postdoc and graduate students present the latest research from their laboratories. These intimate, yet informal, meetings allow students to learn by watching and presenting research in a friendly and critical environment.

Department of Dermatology

The [Department of Dermatology](#) is committed to providing quality education in cutaneous biology, cutaneous oncology and skin disease to medical students, residents and fellows. Emphasis is placed on the integration of principles of basic pathophysiology with clinical manifestations and preventive medicine, and on the development of problem solving and diagnostic skills.

In conjunction with the Department of Orthopedics, Department of Pathology, Department of Radiology, and Department of Medicine/Divisions of Allergy, Immunology and Rheumatology, the Department of Dermatology participates in the Connective Tissue and Skin Systems Course for second year medical students. The format varies from didactic lectures to workshops and clinical pathologic correlations, including an opportunity for students to interact with patients.

A one-month clinical elective is offered during the fourth year, which provides exposure to the diagnostic and management of cutaneous disorders in both the ambulatory and inpatient settings at Stony Brook University Hospital, Stony Brook

Technology Park and the Northport Veterans Affairs Medical Center.

A one-month research elective provides in-depth exposure to academic dermatology, and the application of laboratory science to clinical problems through participation in a laboratory or clinical research project.

A three-year dermatology residency training program provides structured education in basic cutaneous biology and pathophysiology, and extensive exposure to patients with skin disorders. The training experience comprises all aspects of ambulatory and inpatient dermatology, including dermatologic surgery, cutaneous oncology, dermatopathology and phototherapy. Opportunity is provided for involvement in basic science and/or clinical skin research.

Postgraduate fellowships are offered in basic and/or clinical research. The Department of Dermatology is actively involved in continuing medical education for staff, community practitioners and healthcare professionals, through CME accredited Grand Rounds, conferences, seminars and through participation in local dermatologic societies.

Department of Emergency Medicine

The [Department of Emergency Medicine](#) offers exposure to a wide range of clinical problems and to an evolving regional emergency medical services system. The academic department provides a home for dedicated faculty and students to learn, teach, and pursue basic science, clinical, and health policy research. Stony Brook offers ample opportunity for collaboration and exchange with faculty and students from many other disciplines.

The department conducts advanced life support training for medical students at the end of the second year. During the third year, the department offers a two-week clerkship in Emergency Medicine. The course includes 84 hours of clinical time in the Emergency Department, labs and simulation exercise.

For fourth-year medical students, the department offers four-week didactic courses in Emergency Medicine, twice a year. Those interested in pursuing a career in Emergency Medicine may take the course with incoming first-year Emergency Medicine residents in July. Lectures are offered on management of common emergency department presentations including chest pain/acute MI, trauma, burns, stroke, seizures, pediatric airway disorders, GI bleed, trauma and toxic syndromes. Labs include airway management, wound care, advanced surgical skills, splinting, ultrasound, regional nerve block and slit lamp. Special sessions include a Pediatric Advanced Life Support course and Advanced Trauma Life Support. This course is repeated in February as an elective for all fourth-year medical students. In addition to the clinical and didactic experiences, the department also offers a "sub-internship" in Emergency Medicine, where students take on the roles/responsibilities of a PGY-1 in Emergency Medicine. The department's goal is to offer students a path to develop the clinical competence, academic excellence and administrative acumen to assume leadership roles in the field of Emergency Medicine.

The department sponsors an accredited three-year residency training program in emergency medicine. Stony Brook University Hospital is the primary clinical site of resident education. The comprehensive emergency medicine experience is augmented by community rotations at Good Samaritan Hospital (PGY2s), NYC Bellevue for toxicology (PGY2s), and Shock Trauma Center in Maryland for trauma ICU (PGY3s). The goal of the residency program is to train emergency physicians who are capable of providing thorough, competent, evidence-based patient care, and who are dedicated to improving and leading the field of emergency medicine into the future.

Department of family, population & Preventive medicine

The Department of Family, Population and Preventive Medicine officially launched on August 1, 2017 with the merger of the former Department of Family Medicine and Department of Preventive Medicine, both of which were established when the medical school first opened in 1971. With the recognition of numerous synergies between them, along with the growing focus on prevention, population health, and transformation of the delivery of primary care, the time was opportune for the creation of a department with Population as part of its name and identity. Indeed, the new department is well poised to build on the concepts espoused in the Institute of Medicine's 2012 report [Primary Care and Public Health: Exploring Integration to Improve Population Health](#)

Mission

The Department's mission is to improve the health and well-being of patients, families, providers, and communities through clinical, educational and research programs that incorporate primary care, public health, nutrition and preventive medicine.

Vision

In general terms, we fulfill our mission by:

- Providing comprehensive family medicine based primary care utilizing a biopsychosocial focus and the Patient Centered Medical Home (PCMH) delivery model
- Providing specialized services in Occupational & Environmental Medicine, Travel Medicine & Adult Vaccinations and Wellness & Chronic Illness
- Conducting extensive educational activities for a diverse group of learners and trainees
- Conducting a broad range of interdisciplinary [research](#)
- Participating in partnerships with communities and institutions to improve the healthcare and health status of populations

Divisions

The Department is organized into the following 7 Divisions. Click on the links to view descriptions of each division's focus, activities, and programs.

- [Epidemiology & Biostatistics](#)
- [Family & Community Medicine](#)
- [Graduate Medical Education](#)
- [Medicine in Society](#)
- [Nutrition](#)

- [Occupational, Environmental & Clinical Preventive Medicine](#)
- [Preventive Medicine & Population Health](#)

In addition to teaching in the two Residency Programs, (Family Medicine Residency Program and General Preventive Medicine & Public Health), our faculty are actively involved in various educational programs throughout Stony Brook Medicine and the University. This includes teaching and mentoring medical students, residents, fellows and junior faculty from other departments, graduate students in the [School of Nursing](#), [Program in Public Health](#), and the [Graduate Program in Biomedical Informatics](#).

The Department's Nutrition Division offers an online [MS Degree in Nutrition](#) and a [Dietetic Internship](#).

The Medicine in Society Division offers a [MA Degree in Medical Humanities, Compassionate Care and Bioethics](#).

Department of Medicine

The [Department of Medicine](#) encompasses nine divisions: Cardiology, Endocrinology and Metabolism, Gastroenterology and Hepatology, General Internal Medicine, Hospitalist and Geriatrics, Hematology/Oncology, Infectious Diseases, Nephrology and Hypertension, Pulmonary and Critical Care Medicine, and Rheumatology, Allergy and Clinical Immunology at Stony Brook, as well as at its clinical affiliates. The combined faculty of these institutions are charged with the responsibility for the following:

- 1) Directing and teaching the Introduction to Clinical Medicine program for first and second year medical students
- 2) Oversight and teaching of the Systems Approach to Medicine for second year medical students
- 3) Directing the Ambulatory Care Clerkship for third-year medical students
- 4) Directing the Clerkship and Sub-Internship in Medicine
- 5) Developing curriculum and supervising electives in the medical subspecialties
- 6) Training 49 residents and 75 fellows
- 7) Providing Continuing Education in Medicine
- 8) Providing superb clinical care for patients across Long Island who require Internal Medicine primary care and subspecialty services in both the inpatient and outpatient settings

The Department of Medicine education program is designed to provide medical students, residents and fellows with a solid foundation in general internal medicine and its subspecialties, including quality patient care and research. This goal is exemplified in the design of the medical clerkship. Under the tutelage of full-time faculty and community preceptors, students learn the arts, skills, and modes of reasoning in making diagnoses and managing patients. In addition, students become a part of the medical staff by delivering patient care. These educational activities are

supplemented by conferences, a comprehensive lecture series of topics identified as a target "Core Curriculum," the Chairman's lecture series, small group sessions with the Program Director, and multi-departmental clinical pathology conferences. The study of the patient as the keystone to learning medicine is stressed throughout the inpatient and ambulatory experience. A fourth-year sub-internship is offered for those students with an interest in careers in Internal Medicine and as a foundation for many students pursuing other disciplines. The one to two months internal medicine sub-internship provides the students with an intensive patient care experience in the inpatient setting with faculty mentoring and oversight. Additionally, many fourth-year students elect to participate in a variety of subspecialty electives that provide in-depth, focused learning experiences in the internal medicine disciplines.

The Graduate Training program's goals and objectives emphasize the department's mission to educate compassionate, life-long learner physicians who are capable of delivering the highest quality of medical care. The core program consists of 49 residents in 5 different tracks including Traditional Internal Medicine training, Primary Care Medicine, Medicine/Pediatrics, and Medicine/Neurology. A preliminary year in Internal Medicine is offered for those pursuing training in other medical disciplines, such as radiology, which require a clinical internship. In addition, the core program supports 11 fellowships, including a full range of subspecialties from Geriatrics through Gastroenterology, and from Endocrinology through Electrophysiology.

The post-graduate program encourages trainee participation in research, and offers training in research. Post-doctoral traineeships are available in both applied and basic research for senior house officers planning careers in academic medicine. Separate clinical research fellowships for trainees are available through the General Clinical Research Center. Senior students and residents may take electives in general medicine and the medical subspecialties.

In keeping with the goals of our education program, continuing education is provided at various hospitals through regularly scheduled rounds and conferences. These activities, aimed at not only the members of the medical staff but for all healthcare professionals, emphasize the importance of interdisciplinary approaches in analyzing problems, whether at the bedside or in the laboratory.

Department of Molecular Genetics and Microbiology

The [Department of Molecular Genetics and Microbiology](#) provides a focus for research activities ranging from the analysis of mechanisms responsible for the pathogenicity of microorganisms to the identification of genes involved in human cancer. Key discoveries in molecular genetics have been made in this department and world-renown scientists have flourished in this environment.

The department occupies laboratories and offices in the Life Sciences Building and the Centers for Molecular Medicine, a state of the art research and teaching facility. The research laboratories are fully equipped and, in addition, the department provides access to a variety of central

facilities and services: a cell culture and hybridoma facility, microinjection facility, microscopy facilities, glassware washing, microarray facility, an analytical equipment lab, environmental rooms, darkrooms, and other department-shared equipment that are readily available to students and trainees.

As a basic science department of the School of Medicine, the department offers a diversified course of study leading to the PhD degree in Molecular Genetics and Microbiology. The major areas of study are the basic mechanisms of viral and bacterial pathogenesis, cell growth, signal transduction and the molecular mechanisms of cancer. The pre-doctoral training program offers its students the opportunity to study topics in virology, bacteriology, immunology, biochemistry, and cell and developmental biology utilizing the experimental approaches of the molecular biologist and geneticist. Instruction and course planning involve faculty members from the Department of Molecular Genetics and Microbiology, and selected members from the Departments of Biochemistry and Cell Biology, Medicine, Pathology, and Pharmacology, and from three outside institutions, Cold Spring Harbor Laboratory, Brookhaven National Laboratory, and The Feinstein Institute for Medical Research. The department also offers undergraduate and graduate courses that are required for majors in the health-related professions as well as the basic sciences.

The department has an active seminar program of outside speakers who present topics relevant to molecular microbiology and genetics. In addition, there is a yearly retreat in which ongoing research in the department and recent progress in the field are presented and discussed. The department also presents a colloquium each fall on human diseases, with outstanding researchers from throughout the world presenting their current work on the selected topic.

Our training opportunities lead the way in interdisciplinary research with clinical and basic research cooperation in the fields of cancer research and infectious disease.

Department of Neurological Surgery

The Department of Neurological Surgery is a principal component of the neurosciences program at Stony Brook. The main objective of the department is to provide quality patient care using the latest technology while integrating a commitment to teaching and research in the neurosciences. The clinical faculty members provide surgical care to both adult and pediatric patients who require surgical treatment for diseases and disorders of the spine and brain. The Cerebrovascular Center offers expertise in the surgical and endovascular management of cerebral aneurysms, carotid and intracranial atherosclerosis, arteriovenous malformations, and acute stroke. The department includes faculty with training in Physical Medicine and Rehabilitation who provide non-surgical treatment of spine disorders, varying from prescription of physical therapy programs to performance of fluoroscopically guided injections.

Selected residents from neurology, orthopaedics and surgery programs may rotate on the neurological surgery service for intensive exposure to the surgical management of spine and brain maladies, in particular trauma and more complex

neurosurgical problems that are characteristic of an academic practice. Medical students may be instructed on processes relating to the nervous system and pre-clerkship lectures are given periodically with emphasis on skull base tumors, craniospinal trauma, cranial pressure dynamics, central nervous system tumors, non-surgical management of spine pain, acute stroke and cerebrovascular disease. Some of the research faculty are engaged in multidisciplinary, translational research exploring fluid dynamics in hydrocephalus and intracranial flow disorders; and the role of amyloid β -protein (A β) in Alzheimer's disease and stroke. We are home to one of only three Artis[®] Zeego angiography suites in the country dedicated to research and training. The Cerebrovascular Center includes an active Clinical Trials Unit conducting numerous national and international trials of novel endovascular devices. Other research projects include research on interspinal spacers used in spinal surgery and the development of artificial discs. Sponsorship may be provided to qualified graduate students.

Department of Neurology

The [Department of Neurology](#), part of the [Neurosciences Institute](#), includes Divisions of Pediatric Neurology, Clinical Neurophysiology, and Neuropsychology, as well as sections in Stroke/Cerebrovascular Neurology, Multiple Sclerosis (MS)/Neuroimmunology, Epilepsy/EEG, Neuromuscular Diseases/EMG, Neuro-Oncology and Sleep Disorders. It includes the [Comprehensive Epilepsy Center](#), the [Adult MS Comprehensive Care Center](#) and [Pediatric MS Care Center](#), and the [Stony Brook ALS Center of Excellence](#) among others.

The department's mission is to provide excellence in neurologic care for the patient, research, education and community service. The department provides basic and clinical training in neurological science to medical students, fellows and residents. The intent of this training is to provide a basis for scientific neurology and practical instruction in patient care. The department carries on a broad program of research that contributes to the understanding of the structure, function and diseases of the nervous system. The clinical faculty provides tertiary, as well as basic level clinical care in neurology, carried out within the context of medical student and residency/ fellowship training. The department strives to increase community awareness about neurologic disorders.

In addition to instruction of medical students the department provides ACGME approved training programs in the following areas with subsequent Board Certification: 1) Adult Neurology, 2) Child Neurology, 3) Clinical Neurophysiology, and 4) Cerebrovascular Neurology. The department participates in the Sleep Medicine program as well. A three-year residency program is offered to prepare postgraduate physicians for board certification in adult or child neurology. The residency training programs provide a firm background in basic neuroscience disciplines and extensive exposure to clinical neurology. The didactic and clinical curricula are emphasized. Residents complete separate rotations in neuropathology, neuroradiology, child neurology, and psychiatry, and are encouraged to become involved in clinical and/or basic neuroscience research. Graduates from all programs are eligible for certification exams upon completion of the program.

Instruction is provided at all levels of medical education. Members of the department participate in the teaching of basic neuroscience to medical students. The mandatory clinical clerkship consists of intensive inpatient (consultative services and wards) and outpatient experience in neurology. Exposure to the Child Neurology, Epilepsy/EEG/Intra-operative Monitoring Sleep, or Stroke services can be arranged during the clerkship. The intent is to provide the student with the background to perform a neurological history and examination, and to evaluate patients with neurological disease in an appropriate and logical manner. The emphasis in this experience is on improving clinical diagnostic skills and the ability to formulate a plan of care. Attention is also directed to learning the techniques and interpretation of evoked potentials, electroencephalography, electromyography, and neuroradiological procedures, including magnetic resonance imaging. Students are expected to participate in all aspects of the clinical activities of the department. Individually crafted advanced electives in neurology are available for students who have completed the clerkship.

The faculty maintains a strong commitment to clinical neurology through operation of the neurology service at Stony Brook University Hospital and at the Northport Veterans Affairs Medical Center. Faculty research programs complement the clinical and academic functions of the department. Research in the department of neurology covers a wide spectrum of activities ranging from proteomics, genetic studies and stem cell research, to clinical trials in the major nervous system disorders to neuroimmunology/MS, neuro-imaging, vascular neurology/stroke, epilepsy, neuro-ophthalmology and developmental neurobiology projects. There are active ongoing research collaborations with Brookhaven National Laboratory, and Cold Spring Harbor Laboratory, as well as onsite research within the department.

Department of Neurobiology and Behavior

This department offers fundamental courses in neurobiology to students in the health professions as well as to undergraduates and graduates in biology. Its graduate studies are centered on the program in neuroscience.

Department of Obstetrics, Gynecology and Reproductive Medicine

The Department of Obstetrics, Gynecology and Reproductive Medicine is organized into the following divisions, each with its own chief: Gynecology and General Obstetrics, Gynecologic Oncology, Maternal-Fetal Medicine, Reproductive Endocrinology and Infertility, and Midwifery.

The department is responsible for instruction of medical students in each phase of their development. During the second-year curriculum, the department participates in the Introduction to Clinical Medicine course. Students are taught male and female genitourinary physical examinations in a program using prepared "professional patients." Following the study of exam techniques utilizing audiovisual aids and pelvic models, small groups of students spend one session with a physician instructor and specially trained professional patients who assist the individual student in conducting the exam.

The objective of the program is to provide an experience for students to perform non-traumatic genital exams to minimize the initial technical and psychological difficulties of the exam, and to introduce to them the importance of communication with their patients.

Second-year medical students also have an intensive three-week course in Reproductive System Pathophysiology. Building on and expanding the students' knowledge of the basic sciences obtained in their first year, this course covers aspects of human reproduction dealing with both the normal and abnormal conditions of the male and female reproduction.

The Clinical Clerkship in Obstetrics and Gynecology is an eight-week core curriculum presentation for students to become intimately involved with the ambulatory and hospital care of female patients with pregnancy and/or diseases of the reproductive tract. Educational objectives are attained through didactic lectures, seminars, rounds, and clinical exposure — the latter essentially by integration into the service as a sub-intern. In addition to gaining experience with examination, diagnosis, and principles of treatment, opportunities are provided for exposure to the preventive medicine aspects of the discipline, including family planning, adolescent guidance, cancer screening, patient education and detection and prenatal health.

For students already career oriented in obstetrics and gynecology, and for those who desire greater depths than permitted by the core curriculum, fourth-year electives are offered in maternal-fetal medicine (high-risk pregnancy), reproductive endocrinology and infertility, gynecologic oncology, and gynecology and general obstetrics with participation in faculty research projects as well as in independent student research projects, utilizing the department's laboratory facilities in endocrinology, immunology, fetal physiology and virology.

The principal goal of the department is to train physicians who will maintain and improve the highest standards in women's healthcare.

The department offers an accredited four-year residency, which includes training in all aspects of obstetrics and gynecology. The program provides a structured educational experience that is planned in continuity with undergraduate and continuing medical education. Participants are afforded structured, sequentially developed exposures using a continuity of care model in the ambulatory and inpatient setting. This includes primary medical management and a variety of surgical experiences appropriate to the level of training.

The department offers a three-year training program in Maternal-Fetal Medicine through its two Regional Perinatal Centers on Long Island, Stony Brook University Hospital, and Winthrop University Hospital. This program is designed to include up to three fellows. The program objective is to train specialists in Maternal-Fetal Medicine who, in addition to having expertise in clinic practice, research, and public health, will have the skills needed to excel in the ever-more challenging environment of academic medicine. Specific objectives include training individuals capable of continuing a career in academic medicine with defined areas of interest and foundations in research and education that will prepare

each of the trainees to obtain research grant funding or to otherwise be a productive member of the academic community.

Each graduate of the Fellowship in Maternal-Fetal Medicine will have the knowledge and skills to act as a consultant to general obstetricians as well as to participate in regionalization of perinatal services active in improving the delivery of healthcare to designated populations. The educational program of this fellowship is also designed to guarantee a completed, hypothesis based, research thesis by graduation. Each fellow is taught to teach and mentored to mentor with didactic lectures, structured educational experiences, 360 degree evaluations, and involvement as a research mentor to undergraduates and/or residents. Each fellow will be adequately prepared to achieve subspecialty certification by the Division of Maternal-Fetal Medicine of the American Board of Obstetrics and Gynecology and then proceed to develop successful careers in academic medicine.

Department of Ophthalmology

The [Department of Ophthalmology](#) is a fully integrated multi-specialty ophthalmic group offering a wide range of ophthalmic services committed to providing the highest quality care for patients with all types of eye diseases and visual problems. The department strives to educate and advise patients about their specific eye problems; to communicate with the referring healthcare providers in order to provide timely, well coordinated care; and to treat patients with efficiency, respect, and compassion.

The department is organized to provide the following clinical services:

- General ophthalmology service
- Neuro-ophthalmology service
- Vitreoretinal service
- Cornea and anterior segment service
- Glaucoma service
- Oculoplastics and reconstructive surgery service
- Pediatric ophthalmology and adult strabismus service
- Optometric service
- Uveitis

These services are directed by members of the full-time faculty, all of whom are board certified and fellowship trained.

The faculty plays an active role in the medical student education, contributing to several of the organized teaching blocks. The department offers a two-to-four-week clinical clerkship in ophthalmology.

The department has a three-year, fully accredited residency training program in ophthalmology. This training program has six residents, three of whom rotate at both Stony Brook University Hospital and the Northport Veterans Affairs Medical Center. The faculty also participates in the training of residents from other departments in the School of Medicine,

including Maxillofacial Surgery, Neurology, and Emergency Medicine. The department offers a basic series of lectures in ophthalmology. Research participation within the department adds a valuable dimension to its educational programs, demonstrating the faculty's commitment to scholarly activity and the advancement of ophthalmic knowledge and patient care.

The department has a number of research programs both within the full-time faculty and in collaboration with Neurobiology, Preventive Medicine, and Neurology. The department is a member of the SUNY Eye Institute.

Department of Orthopedics

The Orthopedic Surgery Residency Program provides the resident with a rich educational experience through its home institution and two affiliated hospitals, Veterans Affairs Medical Center and Winthrop University Hospital. A rotation is also provided in Orthopedic Oncology at Memorial Sloan Kettering Cancer Center in New York City.

Rotations are provided in the clinical subspecialties of Hand and Foot Surgery, Microsurgery, Oncology, Pediatric Orthopedics, Spinal Surgery, Sports Medicine, Joint Replacement and Reconstruction, and Upper Extremity Surgery. There is uninterrupted participation in the comprehensive management of patients in all subspecialties, from the initial ambulatory encounter through admission and treatment processes to rehabilitation and follow-up. All residents receive experience in clinical and diagnostic orthopaedics, and comprehensive training in the surgical management of all orthopedic problems.

Strong faculty commitment to teaching and academic development, combined with a full and varied surgical schedule, provides a vast amount of clinical material and support for the resident. This results in an experience that fulfills and exceeds the requirements of the American Board of Orthopedic Surgeons (ABOS).

The orthopaedic faculty oversees the Connective Tissue Course for the medical students and Medical Imaging Course in the Physical Therapy Program. Medical students have an option of participating in an Orthopedic Club, led by one of the orthopedic faculty.

The academic resources of the program, including the Orthopedic Cellular Biology/Structure Lab and Musculoskeletal Lab, provide basic research experience. Instruction in cellular physiology and biochemistry of musculoskeletal tissues (bone/cartilage; muscle/nerve; tendon/ligament) is given by the PhD faculty of the [Orthopedic Department](#). Pathology is taught by the clinical faculty and supplemented by a visiting professor. Anatomy is taught on a regular basis, both in the operating room and the lab. Psychomotor skills are taught in a preliminary physical exam and psychomotor course that is given annually to entry-level (PGY-2) residents. Periodically throughout the year, psychomotor skills are refined through hands-on experience in the micro-lab suturing vessels, tendons and nerves. Laboratory experiences also include training in arthroscopy. A trauma-oriented skill section is also included and offers experience with procedures such as internal fixation for wrist fractures and AO techniques in trauma.

Multiple weekly conferences include Peds Conference, Peds X-ray Conference, Trauma Conference, and Hand Conference. There is also participation on a weekly basis with Grand Rounds (which consists of case or pathology presentations one to two occasions per month, formal senior resident presentations once per month, and QA Conference once per month). Resident Conference is held every Wednesday for three hours. Each section includes a lecture by a resident(s), based on PGY level, or an attending and/or lab by all residents and an attending. Sports Conference and Chairman's Rounds are held every other week.

A completed research project of publishable quality is required of each resident prior to graduation. Time and resources are available to the residents for required and elective research interests. The Research Committee meets every other week.

The department supports a fully accredited residency program in orthopedic surgery and post-residency fellowships in hand surgery.

Department of Pathology

The [Department of Pathology](#) is concerned with the pathogenesis of disease, as well as with its manifestations of diagnosis. The department serves as a bridge between the preclinical and clinical sciences for students, clinicians, and non-clinicians at all stages of training. It has responsibility for teaching students in each school of the Health Sciences Center, in the College of Arts and Sciences, and in the Graduate School, and has responsibility for the postgraduate and continuing education of residing physicians, house staff and practitioners. In addition to its teaching responsibilities, the department operates the hospital laboratories. At the graduate level, programs leading to the PhD degree are developed within the department and in cooperation with other departments.

Department of Pediatrics

The [Department of Pediatrics](#) defines three broad areas within its mission:

- 1) Excellence in patient care and patient education in our service to the communities around us.
- 2) Excellence in medical education within each phase of the training of physicians, allied health professionals and scientists.
- 3) Excellence in scholarship and research related to childhood health and development, childhood diseases and disorders.

The department's goals align with the three-part mission, including the provision of the highest standards of care for children and families, while providing exemplary training programs, highest quality educational and service leadership, and opportunities for research and scholarship so that the department can continue to improve pediatric medical care both in the surrounding communities and at the national level. Faculty roles in teaching encompass trainee education from the start of undergraduate medical and allied health education through residency and subspecialty fellowship training, combining basic and clinical knowledge with inpatient and ambulatory clinical experiences to facilitate

the development of astute, competent, knowledgeable and caring professionals. Ongoing research among the faculty and trainees helps to prepare new investigators with the skills to expand understanding of pediatric diseases, and provide evidence-based and effective interventions for the challenging health problems of the pediatric population.

The department is made up of the following clinical and academic divisions, each with its own designated division chief.

Division of Adolescent Medicine

The [division](#) provides primary care for adolescents ages 12 through 21. Part of the mission of the division is to provide services to reduce or prevent high risk behaviors. Adolescent Medicine also provides primary care including a comprehensive psychosocial component in order to screen for high-risk behaviors and educate teens in order to prevent future high risk behaviors. Additional services offered include gynecological care; female and male family planning services; substance abuse screening; sexually transmitted disease screening and treatment including oral HIV testing; screening and treatment for various mental health issues like ADHD, ADD, depression, and anxiety; and medical care for patients with eating disorders including obesity. The division of Adolescent Medicine works closely with the Division of Infectious Disease to provide primary care for Adolescents infected with the HIV virus (either perinatally or behaviorally infected) through a program called URAPP (University Response and Prevention Program). In addition, Adolescent Medicine and the Cody Center for Autism provide comprehensive sexual education and related medical care for teens with developmental delay. Services also include individual counseling and group counseling exploring appropriate and inappropriate sexual behaviors. Adolescent Medicine also provides inpatient consultations to evaluate for specific adolescent needs as well as high-risk behaviors as mentioned above.

Division of Pediatric Cardiology

The [division](#) provides diagnosis and treatment of cardiovascular diseases in infants, children, and adolescents; cares for adults with congenital cardiac defects; diagnosis and treatment of cardiovascular disease in the fetus; preventive cardiology services (e.g. Fit Kids for Life program); and the diagnosis and treatment of hyperlipidemia in children. Its faculty offer cardiac catheterization and echocardiography for the diagnosis of heart lesions. In addition the division has expertise in fetal echocardiography.

Division of Pediatric Critical Care Medicine

The [Pediatric Intensive Care Unit](#) provides complete care for critically ill children at [Stony Brook Children's Hospital](#). Care is provided for children from birth to age 21, with medical or surgical problems or who have been victims of trauma. The division provides state-of-the-art care, including continuous renal replacement therapy, high frequency oscillatory ventilation, and inhaled nitric oxide therapy. In addition, they provide moderate or deep sedation for children undergoing painful procedures, both inpatients and outpatients. The transport service provides a team to transport children from all of the other hospitals in Suffolk County. The Pediatric

Intensive Care faculty also organize and teach Pediatric Advanced Life Support courses to physicians and nurses throughout the institution. The Stony Brook Simulation Center is used to teach the PALS courses and to train our residents. The PICU has a very active Family Advocacy Board that includes family members of former (and sometimes current) PICU patients and PICU leadership, and works to improve the care of the children in the PICU and meet the needs of the parents and family members as well.

Division of Developmental and Behavioral Pediatrics

Diagnosis and treatment are available for a wide range of [behavior problems and developmental disturbances](#) of infancy and early childhood. Specialties include assessments of concerns about high-risk and premature infants, disorders of parenting and problems of early childhood (such as sleep disturbances, tantrums, toilet skill training, and self-control). Developmental assessment is provided for children from birth to five years of age. For children with complex medical management needs, joint consultation in the behavioral and developmental aspects of the disease is provided.

The Cody Center for Autism and Developmental Disabilities

[The Cody Center for Autism and Developmental Disabilities](#) is recognized by the NY State Legislature as a State University Center for Autism and Developmental Disabilities. The clinical service consists of a multidisciplinary evaluation and treatment program that offers primary, specialty medical (e.g., neurology and genetics), and mental healthcare, plus educational and training programs for families and individuals of all ages who are affected by developmental disabilities. Other division programs provide school-based consultation services, undergraduate and postgraduate educational courses in the field of Autism and Developmental Disabilities, and a multi-site collaborative research program. The broad mission of the Cody Center is to:

- Advance the standard of care for individuals with autism spectrum disorders and other developmental disabilities.
- Provide an educational setting for professionals.
- Contribute significant research outcomes to the body of science surrounding autism and related disorders.
- Practice a multidisciplinary approach to treating people with developmental disabilities.

Division of Pediatric Emergency Medicine

[This division](#) was established in March 2010 with the opening of a separate pediatric ED. The division provides emergent care of patients up to age 21 in a child-friendly environment.

Division of Pediatric Endocrinology

The division of [Pediatric Endocrinology](#) provides inpatient and outpatient care for patients with diabetes mellitus, thyroid disorders, growth disorders, disorders of calcium and phosphorous, adrenal disorders, hypoglycemia, hypothalamic and pituitary disorders, problems with sexual differentiation and lipid disorders. In 2008-2009 there were 4,000 annual outpatient visits, 70 inpatient admissions, and 200 inpatient

consultations. The division hosts a Pediatric Endocrinology Fellowship program that has been ACGME accredited since 1995. It is a three-year program open to graduates who have successfully completed a Pediatric Residency Program. The program aims to train physicians in the art and science of clinical Pediatric Endocrinology. It is based exclusively at Stony Brook University Hospital and its affiliated Medical School. Fellows have weekly continuity clinics under the supervision of the faculty and are required to develop a research project under mentorship of the faculty within the Division of Pediatric Endocrinology or the Medical School at large.

Division of Pediatric Gastroenterology

[This division](#) provides outpatient and inpatient consultations for pediatric patients with gastrointestinal, liver and nutritional concerns. The division treats a large number of children with reflux, acute and chronic abdominal pain, gastrointestinal bleeding, Celiac Disease, failure to thrive, chronic constipation, feeding problems, Irritable Bowel Syndrome, Crohn's Disease, and Ulcerative Colitis. Children with a wide range of liver, diseases, including infectious hepatitis, autoimmune hepatitis, congenital anomalies, and Wilson's Disease are evaluated and followed through the program. In addition to these disorders, an increasing number of children with fatty liver (an emerging serious liver disease) are also evaluated and followed at Stony Brook. Nutritional consultations are provided for children with severe feeding problems, children dependent on tube feeds, those with Celiac Disease, with excessive weight gain, obesity, hypercholesterolemia, and with severe food allergies. The division also manages nutritional support for patients with Cystic Fibrosis. The division prides itself for providing excellent care and support for families with children requiring tube feedings. Gastrostomy tubes are placed via endoscopy in the endoscopy suite or bedside in the ICU in critically ill children by the division's physicians. The division performs more than 500 procedures a year including upper endoscopies, colonoscopies, polyp removal, pH probe studies, 48 hour BRAVO pH monitoring, and has 5000 ambulatory visits/year. Capsule endoscopy is now available for small bowel evaluation. All pediatric endoscopies are performed under sedation/anesthesia provided by a pediatric anesthesiologist, therefore markedly enhancing the safety and comfort our children.

Division of Genetics

Medical [Genetics](#) offers services to all individuals from infants to adults including prenatal and preimplantation genetic counseling. Services may involve evaluation, diagnosis, counseling, and treatment of a wide variety of genetic conditions including: inborn errors of metabolism, follow up of abnormal newborn screening, cancer genetic counseling, birth defects, chromosomal abnormalities, dysmorphology/syndrome recognition, neurofibromatosis and neurocutaneous disorders, developmental delay and mental retardation, neurodegenerative disorders, genetic evaluation of autism, congenital hearing loss, prenatal and preimplantation genetic diagnosis, and family history concerns. The Inherited Metabolic Disorder Clinic has been designated as a Center of Excellence by the National Society of Inherited Metabolic Disorders. It is one of only eight NYS-DOH designated

Metabolic Centers in New York State and the only such center located on Long Island. The division also operates the Inherited Metabolic Disease Family Support Group for Long Island (IM.D.FSGLI) as a community service which brings families together for Educational and Social activities and provides special foods, formulas and other resources including full-day educational symposia and Taste Connections.

Division of General Pediatric Medicine

Comprehensive and confidential healthcare is offered for patients between birth and 21 years. Full service general pediatrics is offered at the following locations: Stony Brook Children's Hospital, University Pediatrics at Tech Park, Stony Brook Primary Care at Patchogue, Stony Brook Primary Care at Islip, Stony Brook Primary Care at East Moriches, Stony Brook Pediatrics at Southold, and Stony Brook Pediatrics at Riverhead.

Division of Pediatric Hematology and Oncology

Staffed by a team of physicians, specialized nurses, and ancillary personnel, [this division](#) provides the most advanced diagnostic and treatment modalities for pediatric patients with hematologic and/or oncologic disorders. Care is provided in a multidisciplinary team setting to offer state-of-the-art care to children.

Some of the services offered include:

- Inpatient and outpatient services for chemotherapy and transfusion needs
- Autologous and cord blood stem cell transplantation
- Care of patients with sickle cell disease, thalassemia and other hemoglobinopathies, bleeding disorders, Gaucher's disease, and other metabolic disorders

Division of Pediatric Hospitalist Medicine

[This division](#) was created in 2009 in recognition of the strong value of this service in enhancing quality of care. As has been the experience at many centers, the hospitalist service contributes to patient care and resident education in important ways. Hospitalists develop and adhere to evidence-based clinical care guidelines for the care of common disorder (e.g. asthma) which results in shortened lengths of stay and better patient outcomes. In addition they provide a high level of resident supervision. Pediatric Hospital Medicine currently has three full-time faculty members with some additional coverage provided by the chief residents and the academic general pediatrics fellows. The clinical responsibilities in the hospital include caring for patients in the newborn nursery, caring for acutely ill children on the general pediatric ward, and circumcisions in the NBN and NICU. The hospitalists also provide care to chronically ill children at several long-term care facilities. In addition to the clinical duties, the hospitalists are actively involved in the education of both pediatric residents and medical students. Their other major focus is to improve the overall quality of care for patients within the hospital by creating and instituting new initiatives such as the asthma action pathway and leading the initiative on patient-family centered care.

Division of Pediatric Infectious Diseases

[This division](#) provides clinical consultation for Infectious Disease problems to children hospitalized at Stony Brook and to those in the community on an ambulatory basis. In addition, the division conducts clinical research in two distinct tracks: 1) federally funded clinical HIV/AIDS trials, and 2) industry-sponsored pharmaceutical trials. The division currently receives more HIV/AIDS research funding than any other hospital or organization on Long Island and is both the Designated AIDS Center and the Regional Perinatal Center for Suffolk County. In addition, the division is one of only nine Centers of Excellence in Pediatric Care in the state as designated by the New York State Department of Health, AIDS Institute. The multi-disciplinary division consists of three attending physicians, two Pediatric Infectious Diseases Fellows, a Certified Pediatric Nurse Practitioner, an Obstetric Nurse Practitioner and a Nurse Practitioner of Psychiatry, registered nurses, social workers, a nutritionist and a treatment advocate. The division has been continuously funded by the National Institutes of Child Health and Development (NICHD) as a Pediatric and Obstetric AIDS Clinical Trials Group (PACTG) since 1992, and is the only organization in Nassau or Suffolk County providing access to the latest federally funded HIV/AIDS research. The division is currently conducting 22 pediatric and obstetric medication/treatment protocols as well as a longitudinal quality of life study of perinatally HIV-infected children. The division also receives funding from the Ryan White C.A.R.E. Act Titles I and II to provide HIV-specific pediatric care, supportive, psychological, treatment advocacy and nutritional services, and is the only recipient of Ryan White C.A.R.E. Act Title IV funding in Nassau or Suffolk Counties and of funding from the Suffolk Project for AIDS Resource Coordination (SPARC). SPARC is the community-based component of the division whose mission is to improve coordination of HIV/AIDS services and enhance access to services for HIV-infected women, infants and children, including access to HIV/AIDS clinical trials. The SPARC project began as a pilot program with one staff funded at \$70,000 in 1995; it has grown to a staff of 15 funded at over \$833,000 and has become a model among Health Resources and Services Administration (HRSA) projects across the nation.

Division of Neonatology

Stony Brook University Hospital is a New York State Department of Health designated Regional Perinatal Center (RPC) with a state-designated Level III NICU that offers excellence of care in Neonatal and Perinatal medicine. [The division](#) offers 24-7 in-house coverage by a BE/BC Neonatologist who works together with the in-house Maternal and Fetal Medicine faculty to provide around the clock attending coverage of the service. The NICU had 935 admissions last year accounting for 10,235 inpatient days. Division faculty also provide consults to both inpatient and outpatient high-risk OB patients to prospectively plan for the care of sick neonates. Biweekly conferences are held with the Maternal Fetal Medicine faculty and Fellows and Neonatal Faculty and Fellows and various other consultants to discuss the patients in preparation for delivery and post-delivery management. The division also coordinates a high-risk clinic for NICU graduates, offers quarterly outreach conferences with eight RPC-affiliated institutions, and is one of two NICUs

in New York State that offer a MOD-supported program to provide family-centered care to NICU families. This assists them with their transition to a NICU stay, which can be very traumatic.

Division of Pediatric Nephrology

This division offers a wide range services including: clinical nephrology consultation, management of chronic kidney disease and hypertension, kidney biopsies, dialysis, and the only renal transplantation service for pediatrics in Suffolk County, Long Island. The division is consulted on a wide variety of renal diseases including: hematuria, proteinuria, hydronephrosis (both pre- and post-natal), nephritic and nephritic syndromes, lupus nephritis, renal cystic diseases, urinary tract infections, and congenital abnormalities, to name a few of the more common diseases. The Pediatric Nephrology service provides the only pediatric dialysis service in Suffolk County and the only one east of the Nassau/Queens border. The renal transplant service is an outstanding team that includes Stony Brook transplant physicians. The division is also involved in multi-center clinical trials.

Division of Pediatric Pulmonology/Allergy and Immunology

The division provides multidisciplinary inpatient and outpatient services for infants and children with acute and chronic respiratory problems, including cystic fibrosis, asthma, bronchopulmonary dysplasia (BPD), congenital lung abnormalities, neuromuscular respiratory diseases, chronic respiratory failure/insufficiency and pediatric sleep disorders. The Asthma Care Program provides a single source of comprehensive asthma care for children. Our pediatric pulmonologists work together with nurse practitioners, nurses and respiratory therapists to offer a multidisciplinary approach to treating children and adolescents with asthma. The Cystic Fibrosis Center is accredited for care, teaching and research by the Cystic Fibrosis Foundation and provides integrated, multidisciplinary care for children with cystic fibrosis and their families. The Center also provides educational programs for health professionals and conducts research focused on improved treatments. The Pulmonary Function Laboratory has comprehensive state-of-the-art facilities for performing and interpreting lung function tests including spirometry, full pulmonary function testing, exercise testing and cold-air challenge as well methacholine challenge for asthma diagnosis in children. The Pediatric Bronchoscopy Service provides diagnostic evaluation of inpatients and outpatients and is supported by a well-equipped flexible bronchoscopy unit. Infants, including newborns, and children with airway and respiratory problems who need bronchoscopy undergo the procedure with sedation in collaboration with intensivists in the Neonatal Intensive Care Unit or the Pediatric Special Procedures Unit. The Sleep Disorders Center provides diagnostic services to aid in the evaluation of sleep disorders, including obstructive sleep apnea, respiratory disorders and behavioral problems related to sleep. The Sleep Disorders Center is located in Smithtown. The pediatric pulmonologists provide guidance and ongoing assessment of patients in the pediatric ventilatory unit at Avalon Gardens in Smithtown. The division also includes the Allergy and Immunology services for the department and specializes in asthma, allergic diseases and immunological disorders in all age groups. We

specialize in the care of families in need of asthma, allergy and/or immunology consultations, diagnostic evaluations and specialty medical care.

Division of Pediatric Rheumatology

This division offers comprehensive diagnosis and management for rheumatologic disorders including juvenile rheumatoid arthritis and lupus.

Education Programs

The Department of Pediatrics participates actively in the educational programs of Stony Brook University's School of Medicine, hosts a categorical and combined Pediatrics–Internal Medicine Residency and five fellowship training programs, and contributes to the educational growth of undergraduate (baccalaureate level) students, master's and doctoral level students, and trainees in the other four Schools of the Health Sciences. Additionally, the department hosts high school students in its research laboratories, visiting students from other U.S. medical schools seeking senior elective experiences in Pediatrics, and international students engaged in the School's exchange program with two Korean medical schools. The department's education efforts for third-year students are extensive. The Medical School Clerkship in Pediatrics is a required course that is conducted year-round in eight-week blocks for all third-year students in the School of Medicine. The Clerkship in Pediatrics is closely guided by an Executive Committee which meets formally three times yearly to review all aspects of the course. The clerkship objectives, activities, and evaluation criteria are summarized in the Guidelines to the Clerkship in Pediatrics. The Sub-internship in Pediatrics is a rigorous four-week clinical experience designed to expand clinical responsibility beyond that of the clinical clerk. Elective experiences are available in all fields of pediatrics, either at Stony Brook or at affiliated programs at Nassau University Medical Center or Winthrop-University Hospital.

The ACGME accredited three-year residency program is designed to provide a solid foundation for clinical practice or for further study in the pediatric specialties, including pediatric research. The program emphasizes basic principles of scientific medicine and reasoning, training pediatricians to apply evidence-based medicine to the clinical care of children. While learning to care for the sick child in the inpatient setting, the residents also develop an outpatient primary care continuity practice throughout their three years of training.

Department of Pharmacological Sciences

Pharmacology is an interdisciplinary science that explores the effects of exogenous chemicals and endogenous signals on biological systems. Faculty research interests emphasize the molecular mechanisms of the action of drugs, hormones and toxins. Areas of research include chemical biology and toxicology, neuropharmacology, and a variety of types of signal transduction. Teaching is directed toward an understanding of the basic principles underlying the therapeutic and toxic actions of drugs and chemicals.

The department provides instruction for professional students in the schools of the Health Sciences Center and offers

graduate and upper-division courses in pharmacology, toxicology, and therapeutics. A PhD-granting graduate program is offered through the Graduate School and the School of Medicine. An undergraduate pharmacology program is provided through the College of Arts and Sciences.

Department of Physical Medicine and Rehabilitation

The Department of Physical Medicine and Rehabilitation provides an educational experience for fourth-year students who are interested in the specialty. Students will gain exposure to the field of rehabilitation medicine in a variety of settings including inpatient, outpatient and electromyography. Students will learn the physiatric approach to patient care and the roles of the various rehabilitation team members. The elective is based at St. Charles Hospital. Students may contact Jennifer Semel-Concepcion, MD, acting chair of the department, at (631) 474-6011.

Department of Physiology and Biophysics

The [Department of Physiology and Biophysics](#) offers a program of study leading to a Doctor of Philosophy.

The broad interests of our faculty provide diverse research opportunities ranging from systems physiology, to translational cancer research and single molecule biophysics. Our goal is to instruct students in the use of quantitative methods to study complex physiological problems of relevance to human health and disease.

The Department's principal areas of research specialization are 1) Ion channel and gap junction Biophysics, with emphasis on cardiology and vision; 2) Intracellular and intercellular signaling mechanisms in cancer and neurobiology; 3) Physiology at the cellular, organ, and intact animal levels with emphasis on transgenic models of disease; 4) Fluorescence microscopy with the largest concentrations of microscopy equipment at Stony Brook University.

Our curriculum is based on a foundation in Human Physiology with additional advanced courses in Statistical Methods, Biochemistry and the physical chemistry of Biomembranes. Through elective coursework in Applied Mathematics, Genetics, Neurobiology or Journalism students can tailor their training to their career goals. Students from our program have gone on to careers in academic and industrial research, government service and law.

Program Requirements

Requirements

To obtain the Ph.D in Physiology & Biophysics, students must successfully complete all required coursework. Within the course of laboratory rotations during the first year, students must obtain faculty sponsorship for their doctoral thesis research. By the end of the second year, students must complete their qualifying examination, which entails an oral defense of a research fellowship proposal on the topic of the student's choosing. At the beginning of the third year, students are required to constitute their doctoral thesis examination committee containing at least one member from outside the

Department. Advancement to candidacy is predicated on the successful presentation of the Thesis Proposal by the end of the third year. Once advanced to candidacy, students are expected to pursue a course of rigorous laboratory research. Successful completion of the degree program will entail a first-authored research publication in a peer-reviewed journal. All of these requirements are to be completed within seven years from the date of admission

Curriculum

	Fall	Spring
Year 1	Cellular Physiology & Biophysics (HBY 530)	Student Journal Club (HBY 570)
	Human Physiology (HBY 350)	Lab rotation (HBY 500)
	Student Journal Club (HBY 570)	Seminar in Physiology & Biophysics (HBY 690)
	Lab rotation (HBY 500)	Statistical Analysis (HBY 561)
	Seminar in Physiology & Biophysics (HBY 690)	Model Based Analysis (HBY 562)
		Ethics In Research (GRD500)
Year2	Graduate Biochemistry (MCB 520)m	Lab Research (HBY 591)
	Biomembranes (MCB 517)	Student Journal Club (HBY 570)
	Lab Research (HBY 591)	Seminar (HBY 690)
	Student Journal Club (HBY 570)	
	Seminar in Physiology & Biophysics (HBY 690)	
	Teaching Practicum (HBY 695)	

An additional 12 credits of electives are taken at the student's discretion during the first and second year.

Admission

Application Requirements

The minimum requirements for admission to The Ph.D program in Physiology & Biophysics are a Bachelor's Degree

with a Major in the Physical or Biological sciences. Successful applicants have a grade point average of 3.25/4.0 or higher for their undergraduate curriculum, with special emphasis on coursework within the major. Admission requires submission of scores from the Graduate Record Exam (GRE). Successful applicants have GRE scores ranked in the upper half in all three areas of examination. No subject test is required. Students for whom English is not their native language, must establish English proficiency based on the results of your TOEFL or IELTS examinations. Applicants are required to provide three letters of recommendation that can speak to the student's academic and research performance. Preference is given to students with previous research experience. Students who do not meet these qualifications are encouraged to seek admission to our Master's program for additional preparation.

Department of Psychiatry and Behavioral Science

The [Department of Psychiatry and Behavioral Science](#) provides a complete range of instruction from beginning medical education through post-residency fellowships. Members of the department are involved in teaching in psychology, neurobiology, pharmacology and biomedical engineering, as well as psychiatry. Faculty within the department are dedicated to research related to an understanding of psychiatric disorders, ranging from basic neurobiological research to applied clinical studies. Through joint appointments with other departments, many faculty members supervise and support graduate and post-doctoral students in related disciplines.

Clinical Services

The department is organized into three clinical divisions. The clinical divisions include Adult Psychiatry, Child Psychiatry, and Medical/Geriatric Psychiatry. Services in these divisions may be provided at Stony Brook University Hospital, at the Northport Veterans Affairs Medical Center, and at Eastern Long Island Hospital. University Hospital services provide 30 adult care beds, adult day hospital facilities, 10 children's beds, a comprehensive psychiatric emergency program, a consultation-liaison service and outpatient clinics for adults and children. Northport Veterans Affairs Medical Center provides a 50-bed acute inpatient service and a 50-bed chronic care service. Eastern Long Island Hospital provides an 23-bed and adult inpatient service.

Medical Student Education

The department is committed to an interdisciplinary approach to mental health throughout its curricular activities. Within the curriculum of the medical school, the department provides psychiatric curriculum in the first year introduction to human behavior course, the second year neuroscience course, the third-year clerkship in clinical psychiatry (four weeks), and the fourth year clerkship in behavioral medicine (two weeks). A psychiatry sub-internship is available to students in their third and fourth years on an elective basis.

Residency Program

The Department of Psychiatry and Behavioral Science offers a four-year residency program in psychiatry with the first year designed as a categorical postgraduate "mixed"

clinical experience. The residency program provides a broad variety of situations, subjects, and settings from which residents and students may select their learning experiences. The program goal is to train a physician who specializes in the treatment and understanding of diseases and abnormalities that manifest themselves in behavioral change. Such a physician should be well grounded in diagnostics, psychopharmacological interventions and behavioral management techniques. The training program pays particular attention to the neurobiological foundations of psychiatry, while at the same time providing training in psychotherapeutics and other skills necessary to the general practice of psychiatry.

Fellowship Training

The department offers several fellowships including accredited clinical fellowships in child psychiatry and geriatric psychiatry.

Institute for Mental Health Research

Founded in 1982, the IMHR is the research division of the department. With several million dollars of extramural support annually the research and clinical research faculty are engaged in psychiatric research ranging from basic science investigations of circadian rhythms, the molecular biology of Alzheimer's disease, to cutting-edge research in behavioral medicine and in the epidemiology of mental disorders.

In addition to this umbrella research organization the department is also home to the Alzheimer's Disease Center of Long Island and the Applied Behavioral Medicine Research Institute.

Department of Radiation Oncology

The [Department of Radiation Oncology](#) is organized to develop and teach the disciplines of radiation physics, radiation biology and therapeutic radiology as applied to the treatment of malignancies and selected benign disorders. Active basic and clinical research programs operate in conjunction with other medical school departments and the Brookhaven National Laboratory.

For medical students already career oriented in radiation oncology and for those who desire greater depth than permitted by the core curriculum, fourth year electives are offered in radiation oncology.

Undergraduate and graduate as well as medical students interested in research collaboration or the clinical oncology of solid tumors, are encouraged to apply for elective rotations.

The mission of the Department of Radiation Oncology is to develop a well-rounded academic program in radiation oncology, to include:

- Expert cost effective radiation therapy services
- Education of medical professionals in the management of oncology patients
- Improvement of patient care through science and technology transfer
- University leadership in oncology

The Radiation Oncology Department fosters and supports three nationally recognized programs that encourage the Stony Brook University community to continue its education in the fields of Medical Dosimetry and Medical Physics.

Medical Dosimetry Program

The Medical Dosimetry Program is a one-year post-baccalaureate program offered as a continuation of the Health Science major and provides students eligibility for the Medical Dosimetry Certification Board exam. Students work along side the Radiation Oncology staff within the department, as well as several satellite facilities as to further their experience. Students work clinically to hone their skills in a professional setting, while continuing academic classes taught by departmental faculty and staff.

The Post-Baccalaureate Medical Dosimetry program offers accepted students a first hand experience in treatment planning, dose calculations, and responsibilities pertinent to that of a board certified Medical Dosimetrist. As the students continue with a regular regimen of classes, the program concurrently prepares students to handle clinical responsibilities that one would encounter on a daily basis as well as obstacles that may appear on an occasional agenda. During the clinical year, students also undergo a series of tasks that render them competent in basic dosimetry techniques.

Medical Physics Residency Program

The Medical Physics Residency Program is a two-year program that provides preparation for the Board Certification by the American Board of Radiology (ABR). Residents are involved in all aspects of the clinic including, but not limited to machine QA, IMRT, HDR and LDR Quality Assurance, instruction of Medical Dosimetry and Biomedical Engineering students, 3D conformal and IMRT planning, Stereotactic Radiotherapy, and administrative responsibilities. Residents are encouraged to partake in projects that are run in the clinic and are provided with continued educational opportunities. Residents are trained to be fully functioning Medical Physicist upon the completion of their program.

Biomedical Engineering Master's of Science

In conjunction with these programs, the Stony Brook Radiation Oncology Department offers the Biomedical Engineering Master's of Science candidates a forum of advanced learning. Through hands on experience in the clinic and classes taught by our residents and departmental faculty, the MS candidates are afforded an opportunity to acquire experience in Medical Physics.

Department of Radiology

Divisions

- Division of Breast Imaging
- Division of Diagnostic Radiology
- Division of Cardiac Imaging
- Division of Cross-sectional Imaging
- Division of Interventional Radiology

- Division of Musculoskeletal
- Division of Neuroradiology
- Division of Nuclear Medicine
- Division of Pediatric Imaging

The department transverses Stony Brook University Hospital and the Veterans Administration Medical Center and our common mission is a commitment to excellence in medical imaging, responsive service, and the responsible use of our resources in clinical care, education and research. Our goal is to help our patients, referring physicians and family members achieve their goals.

The medical students rotate through the Nassau University Medical Center and Winthrop University Hospital. The third-year medical students rotate on the radiology service for two weeks. The course combines daily lectures, which address basic image interpretation and an algorithmic approach for the selection of imaging studies. In addition, the student completes a series of programmed learning seminars and teaching files, which review principles of image interpretation. There is extensive exposure to many of the subspecialty areas with observation of procedures and participation in film review sessions with Radiology faculty. Schedules are distributed at the start of the clerkship.

A fourth-year medical student elective is offered. Rotation is for two or four weeks. The student will be able to exercise choice in time commitment to various subspecialties according to perceived need. The student will attend departmental conferences, participate in daily activities of the department, meet with visiting professors, and attend student rounds for case presentations. Overall supervision is by the course director, with day-to-day contact with attending staff members.

The department offers a four-year residency in diagnostic radiology. The program includes all aspects of radiology, including neuroradiology, musculoskeletal, thoracic, cardiac, interventional, abdominal, and pediatric radiology, as well as nuclear medicine. All modalities are also covered extensively including x-ray, ultrasonography, CT, MRI, PET, nuclear medicine and interventional radiology. The residency provides the resident with a strong foundation to meet his or her goals, whether in clinical practice, academic teaching, or in research. Teaching is the core mission of the department. The clinical rotations, core curriculum, and research project provide each resident with the fundamentals necessary to pursue a clinical and/or academic career. All modalities, including evolving technologies, are included in the program. A one-month research rotation is supplemented by elective research opportunities. The rotations are primarily at Stony Brook University Hospital, with additional rotations at the Northport Veterans Administration Hospital. Also in the third year of the radiology residency, residents take part in the four-week program of the American Institute of Radiologic Pathology program.

The department offers fellowships in musculoskeletal and breast imaging.

Department of Surgery

The [Department of Surgery](#) was founded in 1974 together with the creation of the Stony Brook School of Medicine. Expanding on the institutional vision, the department's mission is to achieve national recognition as a leading research entity; provide exceptional clinical care encompassing "leading edge" therapies and technologies to our patient population; serve as a first-tier educational program for our fellows, residents, students and staff; and play a leading role in our community in the dissemination of high-quality healthcare and education.

The department is organized into nine clinical divisions: general surgery, including trauma and surgical critical care; cardiothoracic surgery; otolaryngology–head and neck surgery; breast surgery; upper gastroenterological and general surgical oncology; pediatric surgery; plastic and reconstructive surgery; colon and rectal surgery; and vascular surgery. In addition, the department includes two nonclinical divisions: education and surgical research.

Medical Student Education

The department provides instruction for medical students throughout their four years of training. Most of the department's effort is directed at third- and fourth-year students in the form of a general surgery clerkship and surgical selectives/electives, although some didactic teaching is also provided for the first- and second-year students through clinical correlations lectures. The cornerstone of the student education program is the eight-week third-year clerkship (repeated six times per year to encompass the entire third-year class), which is offered at three sites (Stony Brook University Hospital, Winthrop-University Hospital, and the the Northport Veterans Affairs Medical Center).

Third Year

The third-year surgery clerkship is designed to provide the student with a broad experience in the the evaluation and treatment of patients with surgical disease across all of the general surgical disciplines via his/her assignment to a specific surgical team of residents and attending physicians. These rotations are geared to emphasize direct patient contact, including all phases of evaluation, diagnosis, and treatment. Students are specifically expected to: 1) participate in daily patient care until clinic follow-up, 2) accept personal responsibility as a physician for the care of their patients, acting always under attending and resident supervision, 3) obtain didactic learning through regular attendance of student lectures and department-wide educational activities, and 4) attend surgical skills labs geared to teach basic surgical technique.

The formative and summative evaluation of students include weekly meetings with the clerkship director at which regular feedback to the students is provided, a mid-point quiz, an Objective Structured Clinical Examination (OSCE), and a clinical evaluation by the attending and resident physicians with whom the student has had substantial contact. At the conclusion of the general surgery clerkship, the student also takes a "PBL" formatted oral examination and a standardized National Board examination, graded on a standardized national curve.

Fourth Year

There are a number of course offerings in the fourth year, one of which is mandatory (Surgical Selectives), and several which are electives (sub-internships in a number of services, and the surgical anatomy didactic course). The one-month Surgical Selectives course (including a mandatory two-week service in anesthesiology) provides student with additional exposure to optional rotations in the surgical subspecialties. The sub-internship in surgery allows the senior medical student to function as a primary responsible physician working under the close supervision of the surgical team.

Residency/Fellowship Programs

The Department of Surgery offers a five-year, ACGME-certified residency program in general surgery graduating six chief residents per year, with a total of 51 residents. In addition, individual divisions within the department offer an ACGME-accredited residency plus fellowship in vascular surgery, ACGME-accredited residency (fellowship) in colon and rectal surgery, and ACGME-accredited residency (fellowship) in surgical critical care.

All residency/fellowship programs in the department require residents to develop the six competencies, as defined by the ACGME, in the following areas: patient care; medical knowledge; practice-based learning and improvement; interpersonal and communication skills; professionalism; and systems-based practice. To successfully complete residency/fellowship training, these competencies must be developed to the level expected of a new practitioner.

A new Surgical Skills Center (SSC) is also available to provide residents and medical students with a more expanded educational curriculum. The SSC provides opportunities for trainees to practice in a stress-free environment not only surgical technical skills, but also pre-operative and post-operative patient care scenarios that enhance residents' educational experience. The SSC utilizes cutting-edge audio/video technologies and software in order to maximize the utility and productivity of the activities it hosts and to provide opportunities for performance review of, effective debriefing with, and meaningful feedback to trainees.

Training modules range from basic open skills (knot tying, suturing, IV access, central line and chest tube insertion) and fundamental laparoscopic skills (camera navigation, controlled cutting, transfer drills, and laparoscopic suturing) to advanced open surgical skills (inguinal hernia anatomy and repair, sutured and stapled intestinal anastomosis, vascular anastomosis, arterial endarterectomy and bypass, open aortic aneurysm repair) and advanced patient care skills (advanced trauma and cardiac life support, various surgical clinical care scenarios). Three high-end haptic virtual reality simulators are also available for training in laparoscopic advanced skills, laparoscopic cholecystectomy, laparoscopic colon resection, angiographic vascular anatomy, and a wide array of basic and advanced endovascular skills (navigation of endovascular catheters, angioplasty, and stenting). A dedicated space for a surgical wet-lab has also been created to allow for practice using animal tissue.

General Surgery

The general surgery residency graduates six chief residents per year, and a total of 51 residents participating in a five-year, ACGME program across three campuses. General surgery residents are provided training predominantly by Department of Surgery full-time and voluntary faculty, but also rotate on the Department of Urology transplant service and receive additional endoscopy experience on the Gastroenterology Service in the Department of Medicine. As detailed below, the residents' clinical rotations are supplemented by didactic conferences and simulation lab opportunities, as well as by opportunities to rotate out of their training for one to two year experiences in departmental, on campus or off-campus research endeavors.

Vascular Surgery

The department offers a new five-year vascular surgery residency, which is among the few such programs available nationwide. A traditional two-year residency (fellowship) is also offered. Based in the Division of Vascular Surgery, both training programs are designed to prepare physicians for the pursuit of an academic career in vascular surgery equally as well as for private practice in vascular surgery. Residents are chosen out of medical school for the integrated five-year program, which culminates in eligibility for certification in vascular surgery (not for general surgery). For those physicians who are sure that they want vascular surgery as a career, this program provides focused training and reduces the amount of training time from the standard training period by two years. Residents and fellows are taught open and endovascular interventions, medical management of vascular disease, and use of noninvasive techniques. Clinical research is an important part of both training programs in vascular surgery.

Colon and Rectal Surgery

The department offers a one-year colon and rectal surgery residency (fellowship) based in the Section of Colon and Rectal Surgery. The content of the educational experience is directed toward fulfilling the requirements of the American Board of Colon and Rectal Surgery. Fellows gain operative experience through a large volume of diverse surgical procedures, including reconstructive anorectal surgery, surgery for inflammatory bowel disease, emergency colon resections, ambulatory anorectal surgery, and all aspects of office and endoscopic procedures. Upon completion of the training program, fellows are ready to enter into clinical practice, and are eligible for board certification in colon and rectal surgery.

Surgical Critical Care

The surgical critical care residency (fellowship) is a one-year experience (two fellows per year) centered at Stony Brook University Hospital, which is the only regional (Level 1) trauma center in Suffolk County. The fellows are provided clinical experience in surgical critical care, including burn care, and do rotations on the hospital's specialized intensive care units. Fellows are actively involved in clinical research with members of the Division of General Surgery, Trauma, Surgical Critical Care, and Burns.

Research

The Department of Surgery is committed to its mission to achieve national recognition as a leading research entity. The department has developed an infrastructure to support both clinical and translational research and to foster research projects by both faculty and trainees. The surgery residency program has incorporated a robust curriculum in research education, including the teaching of literature review, hypothesis generation, study design, biostatistics, ethics in research, data analysis, and research proposal writing. As part of the training requirement, all residents must present or publish a paper in their first three years of training, with a second such project mandated for their fourth or fifth year.

Department of Urology

The [Department of Urology](#) at Stony Brook University Hospital provides a wide range of general and tertiary urological care. Subspecialty services include urologic oncology, female urology, laparoscopy, infertility and microsurgery, kidney stone disease and lithotripsy, pediatric urology, reconstructive urology, sexual dysfunction, kidney transplantation and minimally invasive surgery via laparoscopy and robot-assisted surgery using the Da Vinci® S HD™ Surgical System.

The majority of the faculty of the Department of Urology are fellowship trained at elite institutions. They offer a wide array of experience in all aspects of urological procedures. The department has a four-year ACGME accredited residency program and works in conjunction with the School of Medicine in providing education to medical students.

The department participates in the second-year medical student curriculum. In the Introduction to Clinical Medicine course, students are taught the male genitourinary physical examination. Following the study of the exam techniques utilizing audiovisual aids and models, small groups of students spend a session with the instructing physician and professional patients, who assist the student in conducting the physical examinations.

Stony Brook medical students may elect a clerkship during the third-year or a sub-internship during the fourth year. During this rotation, emphasis is placed on the urologic history, physical examinations, and differential diagnosis of urologic problems. The basic pathophysiology of urologic disease is emphasized and the rationale for medical and surgical intervention is reviewed. The sub-internship consists of a four-week rotation, which gives a more in-depth exposure to urology. Students are expected to give a presentation at the end of their rotation. Research-based electives are also available to medical students within the Department of Urology.

All students are taught directly by the attending faculty and urology residents. The residents are responsible for orienting the medical students to the day-to-day activities of the service. This gives the residents a chance to exhibit their teaching, professionalism, communication, and system-based practice skills. Activities include morning rounds, selection of participation in specific surgical cases performed within the department, and participation in the out-patient clinic. The residents are also directly responsible for assisting the medical students with history and physical examinations

and other clinical patient care activities. The chief resident participates with the attending staff in evaluating all medical students while on their urology rotation.

Residency Program

The educational philosophy of the Department of Urology is to provide the urology resident with an in-depth understanding of the practice of urology, including, but not limited to, patient care, communication skills, medical knowledge, practice-based learning and improvement, professionalism, and system-based practices. In addition to the six competencies, the department provides a strong understanding of the basic scientific, medical, and surgical principles of urology. The department believes that basic and clinical sciences should be integrated into the residency in order to cultivate a physician/urologic surgeon who is well versed not only in the technical aspects of the specialty, but also in a fundamental understanding of the disease processes which affect the urinary tract and the male genital system. The objectives of the urology resident education at Stony Brook are to:

1. Provide a strong didactic, educational environment focused on the six competencies listed above
2. Provide a supervised surgical education with the appropriate evaluative tools
3. Reinforce the concept of self-motivated education, which will serve the resident well in his/her practice in the community, in research, or in academics
4. Provide a strong understanding of the six competencies and emphasize how they are important to the functioning of the physician in today's complex healthcare environment

In summary, the overall emphasis of our program is to provide residents with a well rounded educational experience that will prepare them for a productive and satisfying career in urology. Since the career goals of individual residents may differ, it is our goal to provide a broad base of urologic education from which any career path in urology can be achieved.

School Of Dental Medicine

DEAN: Mary R. Truhlar, DDS, MS
 OFFICE: 160 Rockland Hall
 PHONE: (631) 632-8900
 WEB: dentistry.stonybrookmedicine.edu

About the Program

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

All educational programs at the School of Dental Medicine are accredited without reporting requirements by the Commission on Dental Accreditation. The school is a vital, collaborative component of Stony Brook University. The school is made up of a number of academic departments that are responsible

for ensuring that the curricula (predoctoral, postdoctoral and continuing education) reflect the most recent advances in dentistry and medicine. These departments include General Dentistry, Hospital Dentistry and Dental Anesthesiology, Oral Biology and Pathology, Oral and Maxillofacial Surgery, Orthodontics and Pediatric Dentistry, Periodontology and Implant Dentistry, and Prosthodontics and Digital Technology.

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

Advanced specialty programs in endodontics, orthodontics, periodontics and dental care for the developmentally disabled are housed in the School of Dental Medicine. Residencies in general dental practice (GPR), pediatric dentistry, dental anesthesiology, prosthodontics, and oral and maxillofacial radiology are offered through Stony Brook University Hospital.

The school has affiliations with a number of regional hospitals including Nassau County Medical Center and Long Island Jewish Medical Center.

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

Doctor of Dental Surgery Program

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

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

Students at the School of Dental Medicine receive rigorous instruction in the traditional basic sciences (anatomy, biochemistry, histology, microbiology, physiology, genetics, general pathology, embryology, pharmacology, neuroscience

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

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

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

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

Office of Education
115 Rockland Hall
School of Dental Medicine
Stony Brook University
Stony Brook, NY 11794-8709
www.stonybrookmedicalcenter.org/dental/

Degrees and Programs

ADMISSIONS

The Stony Brook School of Dental Medicine selects highly qualified students who are representative of a variety of backgrounds, experiences, and interests. Selection is based on an overall appraisal of the applicant's suitability for a career in dentistry. Applicants should demonstrate academic achievement, competence in the sciences and a general interest in the profession of dentistry. These factors, as well as performance on the DAT, letters of recommendation and the personal interview, are considered in the admissions process. Consistent with the school policy of selecting students with varied backgrounds, the school encourages applications from qualified individuals from those groups who have in the past been underrepresented in the dental profession. Due to the small class size, students attending the school are educated in a highly supportive environment. Academic tutoring, faculty counseling, and individually developed remedial programs are available to students under special circumstances, as determined by faculty.

For information regarding application to the Doctor of Dental Surgery program please go to: <https://dentistry.stonybrookmedicine.edu/student/admissions>

FINANCIAL AID

Funding your education is one of the most important investments you will make to prepare for your future. The Stony Brook University School of Dental Medicine are committed to providing our students with the assistance to explore all funding options available.

Financial aid is divided into three basic categories: grants/scholarships, loans, and employment programs. Grants/Scholarships do not have to be repaid. Loans usually carry some form of interest payment and must be paid back to the lender. Employment Programs allow the student the chance to earn money to help with educational expenses.

All students must file the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. The deadline for submission for new students is **April 1st**. When completing the FAFSA do not include parental information, unless you are applying for any campus-based funds, such as the Tuition Waiver Grant for Disadvantaged Students (DW) or the Health Professions Student Loan (HPSL). Parent information will be used only for consideration in awarding campus-based funds.

Federal Code: 002838

For information regarding Financial Aid please go to: <https://dentistry.stonybrookmedicine.edu/dental/financial>

DDS CURRICULUM

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

First-Year Program

Course #	Title	Hours
HBA 521	Gross Anatomy of the Head, Neck and Trunk	139
HBA 531	Nervous System	67
HBV 521b	Physiology	110
HDG 511	Dental Morphology/Occlusion	64
HDG 512	Operative Dentistry I	128
HDG 522	Cariology	28
HDI 501	Foundations in Dental Professional Development	6
HDI 505	Patient I: Communication and Examination	60
HDO 501	Oral Biology I	34
HDP 501	Introduction to Periodontics	28
HDR 503	Radiology I	48
MED 500b	Molecular Foundations of Medicine	101
MED 500c	Pathogens and Host Defense	141
MED 500d	Basic Mechanisms of Disease	95

Clinics

Course #	Title	Hours
HDG 521	Clinic I: Introduction to Patient Care	33

Second-Year Program

Course #	Title	Hours
HBH 531	Pharmacology	84
HDC 601	Children's Dentistry I	97
HDE 611	Endodontic Technique	53
HDE 615	Introduction to Endodontics	21
HDG 601	Health Care Systems and Clinical Practice	35
HDG 614	Operative Dentistry II	35
HDI 601	Evidence-Based Dentistry and Critical Thinking	20
HDI 602	Community I: Population, Oral Health and Epidemiology	10
HDI 604	Foundations in Dental Professional Development	7
HDI 605	Patient II: Team-Based Oral Diagnosis	33
HDO 601	Oral Biology II	86
HDP 601	Diagnosis and Treatment of Periodontal Diseases I	60
HDR 611	Fixed Partial Prosthodontics Technique	160
HDR 613	Removable Prosthodontics Technique	128
HDS 601	Oral and Maxillofacial Surgery	66
HDS 602	Pain Control I	36
HDS 603	Medical Emergencies I	8
HDS 604	Pain Control II	37

Course #	Title	Hours	Course #	Title	Hours
HDS 605	Physical Diagnosis: Introduction to Family Medicine	20	HDO 706	Oral Facial Genetics	22
Med 204b	Nutrition	7	HDP 701	Diagnosis and Treatment of Periodontal Diseases II	18
Clinics			HDP 702	Periodontal Clinical Seminar	12
HDC 621	Year II Children's Dentistry Clinic	95	HDR 707	Advanced Removable Prosthodontics	12
HDG 621	Year II Operative Dentistry Clinic	234	HDR 708	Advanced Esthetic Concepts	20
HDP 621	Year II Periodontics Clinic	56	HDR 709	Oral and Maxillofacial Radiologic Interpretation	26
HDR 622	Year II Radiology Clinic	30	HDS 701	Advanced Oral and Maxillofacial Surgery Treatment Planning	6
HDS 621	Year II Oral and Maxillofacial Surgery Clinic	9	HDS 703	Medical Emergencies II	3
Third-Year Program			Clinics		
Course #	Title	Hours	HDC 721	Year III Children's Dentistry Clinic	246
HDC 701	Children's Dentistry II	48	HDE 725	Year III Endodontics Clinic	30
HDG 704	Practice Development I	31	HDG 721	Year III Operative Dentistry Clinic	2
HDG 706	Implantology	30	HDG 724	Year III Dental Emergencies Clinic	20
HDI 702	Diagnosis and Management of Oro-Facial Pain	16	HDP 721	Year III Periodontics Clinic	255
HDI 704	Foundation in Dental Professional Development	10	HDR 722	Year III Fixed Partial Prosthodontics Clinic	9
HDI 705	Patient III: Interdisciplinary Treatment Planning	50	HDR 723	Year III Removable Prosthodontics Clinic	124
HDI 732	Community II: Service Learning Experiences	120	HDR 726	Year III Radiology Clinic	20
HDO 701	Oral Biology III	11			
HDO 702	Oral Pathology	85			
HDO 703	Oral Pathology Conference I	26			
HDO 704	Translational Oral Biology	39			
HDO 705	Oral Medicine	20			

Course #	Title	Hours
HDS 721	Year III Oral and Maxillofacial Surgery Clinic	24

Fourth-Year Program

Course #	Title	Hours
HDG 803	General Dentistry Seminar IV	24
HDG 804	Practice Development II	39
HDG 805	Care for Medically Compromised and Geriatric Patients	27
HDI 802	Diagnosis and Management of Oro-Facial Pain	16
HDI 804	Foundations in Dental Professional Development IV	13
HDI 832	Community II: Service Learning Experiences	120
HDO 803	Oral Pathology Conference II	24
HDR 806	Advanced Imaging Techniques	10
HDR 807	Advanced Removable Prosthodontics	12
HDS 803	Medical Emergencies III	2
Clinics		
HDC 821	Year IV Dental Care for the Developmentally Disabled Clinic	20
HDG 821	General Practice Program Clinic I (see also HDP 821)	628
HDG 822	General Practice Program Clinic II (see also HDP 821)	431

Course #	Title	Hours
HDG 824	Year IV Dental Emergencies Clinic	5
HDP 821	Year IV Periodontics Clinic I (component of HDG 821)	60
HDP 822	Year IV Periodontics Clinic II (component of HDG 822)	60
HDR 823	Year IV Radiology Clinic	10
HDS 821	Year IV Oral Surgery Clinic	24
HDS 822	Year IV Oral Surgery Hospital Rotation	25

Fourth-Year Selective Courses

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

Course #	Course Title	Department
HDG 808	Geriatrics Elective	General Dentistry
HDI 806	Elective in Ethics and Professionalism	Oral & Maxillofacial Surgery
HDI 840	Children's Dentistry Selective	Orthodontics & Pediatric Dentistry
HDI 841	Dental Anesthesiology Selective	Hospital Dentistry & Dental Anesthesiology
HDI 842	Endodontics Selective	Periodontology & Implant Dentistry
HDI 843	Oral & Maxillofacial Surgery Selective	Oral & Maxillofacial Surgery
HDI 844	Orthodontics Selective	Orthodontics & Pediatric Dentistry
HDI 845	Periodontics Selective	Periodontology & Implant Dentistry
HDI 846	Research Selective	Office of Research & Faculty Development

Course #	Course Title	Department
HDR 804	Esthetic Dentistry Elective	Prosthodontics & Digital Technology
HDR 821	Advanced Prosthodontics Selective	Prosthodontics & Digital Technology

Graduate Studies in Oral Biology and Pathology

Co-Directors: Marcia Simon, Stephen G. Walker

The [Department of Oral Biology and Pathology](#) offers two graduate degrees, which are granted through the [Graduate School](#) of Stony Brook University. The department offers a PhD in Oral Biology and Pathology and an MS in Biomedical Sciences (Track in Oral Biology and Pathology). These degrees can also be obtained as part of a combined DDS/PhD program or a combined DDS/MS program. The MS in Biomedical Sciences (Track in Oral Biology and Pathology) may also be obtained as part of a combined degree program leading to an Advanced Certificate in Endodontics/MS, Advanced Certificate in Orthodontics/MS, or an Advanced Certificate in Periodontics/MS. The main function of these advanced degree programs is to train educators and researchers to staff dental and medical schools, dental research institutes, dental and medical industrial laboratories, and to provide relevant basic science training for dentists and physicians taking 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, tutorial and thesis/dissertation programs.

Oral Biology and Pathology Program

The Graduate Program in Oral Biology and Pathology offers a program of study and research leading to the MS and PhD degrees. The MS curriculum is of approximately two years' duration and is particularly suited for those dental graduates who wish to obtain further basic science training before entering or while obtaining a clinical specialty. The Graduate Program in Oral Biology and Pathology is also of particular interest to industrial-based scientists seeking additional training and advanced degrees. While the department is interested in all aspects of oral biology, active programs of research presently being conducted include the following: development, metabolism, and control of the oral microflora on the teeth and various epithelial surfaces; oral putrefaction, malodor, and gingivitis; pathogenesis of periodontitis; interrelationship between systemic and oral diseases; mechanisms and therapy of dentinal hypersensitivity; ultrastructure and metabolism of healthy and diseased periodontal tissues with an emphasis on remodeling and matrix metalloproteinases; chemistry and crystallography of the biological calcium phosphates; biology of epithelial growth and differentiation; epithelial gene therapy; mechanisms of epidermal and oral carcinogenesis; wound repair; biology

of skin and mucosal grafting; acquired and innate immunity; inflammation and fibrosis; and cancer. Further details may be obtained from the graduate program directors.

Admission Requirements

In addition to the minimum Graduate School requirements, the following are required:

- A bachelor's degree and grade point average of 3.3 in the sciences and 3.0 overall
- Original transcripts and three letters of recommendation
- Proof of satisfactory performance on the General Aptitude and Advanced parts of the Graduate Record Examination (GRE)
- For the combined DDS/PhD and combined DDS/MS, applicants must apply separately to both the DDS program and the PhD or MS program.
- For the combined Advanced Certificate in Endodontics/MS, Advanced Certificate in Orthodontics/MS, and the Advanced Certificate in Periodontics/MS, applicants must apply separately to both the MS program and the Advanced Certificate Program.

All applicants are carefully screened by the credentials committee of the department. Interviews and discussions are arranged with faculty members and graduate students where possible. Formal approval for acceptance into the program is given by the [Graduate School](#).

Degree Requirements

In addition to the minimum degree requirements of the Graduate School:

- All students must complete all or part of the Oral Biology and Pathology Oral Systems course.
- MS students must also complete two graduate basic science courses selected from offerings within and outside the department.
- PhD students must also complete four to six basic science course offerings at the graduate level and advance to candidacy by preparing a detailed written proposal in the format of a National Institutes of Health research grant application. A public seminar is presented by the student to members of his or her advisory committee, the department and the University community at large, in which the student defends the proposal. This is followed by a further defense by the student before his or her advisory committee. A determination for advancement to candidacy is then made and forwarded to the Graduate School for official approval.
- An original research thesis/dissertation is required for completion of both the MS and PhD degrees. For the PhD, a public defense followed by an examination of the student's dissertation by their Dissertation Committee is required. For the MS degree, the student defends the thesis only to the student's thesis committee. If the thesis/dissertation is recommended for approval, the determination is submitted to the Graduate School for final decisions to award the degree.

Advanced Specialty Education Program in Endodontics

Program Director: Thomas Manders

The Postdoctoral Program in Endodontics is a 24-month, full-time program designed to meet the eligibility requirements of both the American Dental Association for specialization in endodontics and the certifying examination given by the American Board of Endodontics. Applicants to the program must have a DDS or DMD degree, or foreign equivalent. Beginning in July of each year, training takes place primarily in the School of Dental Medicine and its clinical facility (Dental Care Center). Each resident utilizes an operatory designed for endodontic practice, which includes x-ray machines, digital imaging equipment and surgical operating microscopes. Emphasis is placed on diagnosis, in conjunction with the other disciplines, and treatment of all patients requiring endodontic therapy, using a varied aggregate of treatment modalities. Instruction will be provided through lectures, seminars, case presentation, conferences and clinical practice. To receive a certificate in the advanced educational program in endodontics, the student must:

- satisfactorily complete all courses listed below
- submit 25 completed case write-ups as per the standards of the American Board of Endodontics
- complete one research project; pass semiannual oral examinations modeled after the certifying exam of the American Board of Endodontics

Year I program requirements include:

Endodontic Clinic
Head and Neck Anatomy
Oral Pathology
Biochemistry and Physiology
Pharmacology
Microbiology/Immunology
Radiology
Literature Review
Research Project
Teaching Training
Endodontic Seminars

Year II program requirements include:

Endodontic Clinic
Literature Review
Teaching Training
Research Project
Endodontic Seminars
Inhalation/Oral Sedation
Biostatistics and Research Methodology

Year I and II program requirements include:

Pain Physiology
Microanatomy
Surgical Endodontics
Medical Emergencies
Medically Compromised
Mechanism of Dental Pain

Scientific Writing

Cost of attendance

Financial aid budgets or cost of attendance are made up of two parts, direct costs and indirect costs. For more information on Endodontics Tuition & Fees including Living Expenses. Please visit <https://dentistry.stonybrookmedicine.edu/dentalfinancial/cost>.

Advanced Specialty Education Program in Orthodontics and Dentofacial Orthopedics

Program Director: Richard D. Faber

The Advanced Specialty Education Program in Orthodontics and Dentofacial Orthopedics is a 36-month, full-time program designed to meet the eligibility requirements of both the American Dental Association for specialization in orthodontics and the certifying examination given by the American Board of Orthodontics. Applicants to the program must have a DDS or DMD degree, or foreign equivalent that is acceptable for New York State Licensure. Beginning on July 1 of each year, training will take place primarily in the School of Dental Medicine and its clinical facility (Dental Care Center), at Stony Brook University Hospital, and at other affiliated teaching hospitals, such as Cohen's Children's Medical Center/ Northwell System.

Instruction is provided through lectures, seminars, case presentation, conferences and clinical practice. Emphasis is on diagnostic procedures and treatment planning and the application of clinical methods, best designed to meet the treatment objectives for the individual patient.

To receive a certificate in post-doctoral orthodontics, the student must:

- satisfactorily complete all courses
- submit 25 completed case analyses
- submit two completed case write-ups as per standards of the American Board of Orthodontics
- pass an oral examination modeled after the certifying exam of the American Board of Orthodontics
- sit for parts I and II of the American Board of Orthodontics written examination
- present and defend a research project at the end of the third year

Year I program requirements include:

Basic Science Core
Orthodontic Technique (Pre-clinical Orthodontics)
Cephalometrics and Radiology
Growth and Development
Orthodontic Theory and Practice
Head and Neck Anatomy
Diagnosis, Treatment Planning and Interdisciplinary Care I
Clinical Orthodontics I

Surgical Orthodontics and Craniofacial Deformities I
 Temporomandibular Joint Dysfunction and Occlusion
 Literature Review I
 Journal Club
 Research Project
 Evolution of the Craniofacial-dental mechanism
 Supervised Clinical Teaching
 Expert Seminar Series

Year II program requirements include:

Orthodontic Theory and Practice II
 Diagnosis, Treatment Planning and Interdisciplinary Care II
 Surgical Orthodontics II
 Literature Review II
 Supervised Clinical Teaching
 Research Project
 Journal Club
 Clinical Orthodontics II
 Conferences in Clinical Orthodontics
 Expert Seminar Series

Year III program requirements include:

Clinical Orthodontics III
 Literature Review III
 Teaching in the Undergraduate Dental Program
 Research Project
 Diagnosis, Treatment Planning, and Interdisciplinary Care III
 Supervised Clinical Teaching
 Conferences in Clinical Orthodontics
 Expert Seminar Series

Cost of Attendance

Financial aid budget or cost of attendance are made up of two parts, direct costs and indirect costs. For more information on Orthodontics Tuition & Fees including Living Expenses. Please visit <https://dentistry.stonybrookmedicine.edu/dentalfinancial/cost>.

For more information about this program (i.e. tuition, application, stipends), please email lynda.reynolds@stonybrookmedicine.edu.

Lynda Reynolds, Program Coordinator
 Department of Orthodontics and Pediatric Dentistry
 114 Rockland Hall
 School of Dental Medicine
 Stony Brook University
 Stony Brook, NY 11794-8701

Advanced Specialty Education Program in Periodontics

Program Director: Vincent J. Iacono

The Advanced Education Program in Periodontics is a 36-month, full-time program beginning July 1. It is designed to meet the eligibility requirements of the American Dental Association for specialization in periodontics and for the certifying examination given by the American Board of Periodontology. Two to three students are accepted each year. Training is provided at the School of Dental Medicine and at affiliated teaching hospitals, including Stony Brook

University Hospital and Long Island Jewish Medical Center. The program objective is to produce highly educated and clinically competent periodontists proficient in the diagnosis and treatment of the various forms of periodontal diseases. Significant training is given in implantology, oral and periodontal plastic surgery, oral reconstructive surgery, and periodontal medicine.

Educational objectives are accomplished through lectures, seminars, case presentation conferences and clinical practice. The receipt of a certificate in periodontics is dependent upon satisfactory completion of all scheduled courses, a portfolio of 20 written completed case reports, satisfactory completion of ten competency tests, and passing inservice and oral comprehensive examinations.

Year I program requirements include:

Introduction to Postgraduate Periodontics
 Geriatrics
 Physical Diagnosis and Medical Risk Assessment
 Oral Pathology and Medicine
 Implantology
 Normal and Reparative Tissue Development in the Oral Cavity
 Host Parasite Interactions
 Regional Anatomy, Orofacial Neuroscience and Pain
 Conditions
 Anesthesiology
 Sedation
 Restoring Dental Implants
 Occlusion and Temporomandibular Disorders
 Statistics and Data Analysis
 Ethics and Professionalism in Dental Practice
 Literature Review (Biology and Pathology of the Periodontium/
 Clinical Periodontology)
 Current Periodontology and Implantology Literature Review I
 Conferences in Clinical Periodontics I
 Periodontal Clinic I
 Surgical Seminars I
 Orthodontic and Periodontal Literature/Treatment Planning
 Seminar
 Periodontic/Prosthodontic Treatment Planning Seminar
 Unexpected Outcomes in Periodontics
 Oral and Maxillofacial Pathology Seminars
 Research Project for MS in Biomedical Sciences

Year II program requirements include:

Periodontal Clinic II
 Conferences in Clinical Periodontics II
 Surgical Seminars II
 Current Periodontology and Current Implantology Literature
 Review II
 Treatment Planning in Restorative/Implant Dentistry I
 Literature Review (Biology and Pathology of the Periodontium/
 Clinical Periodontology)
 Orthodontic and Periodontal Literature Review/Treatment
 Planning Seminar II
 Provisionalization of Dental Implants
 Periodontic/Prosthodontic Treatment Planning Seminar
 Unexpected Outcomes in Periodontics
 Research Project for MS in Biomedical Sciences

Year III program requirements include:

Periodontal Clinic III
 Conferences in Clinical Periodontics III
 Surgical Seminars III
 Current Periodontology and Current Implantology Literature Review III
 Treatment Planning in Restorative/Implant Dentistry II
 Prosthodontics
 Implant Therapy in Practice
 Provisionalization of Dental Implants
 Orthodontic and Periodontal Literature Review/Treatment Planning Seminar III
 Periodontic/Prosthodontic Treatment Planning Seminar
 Unexpected Outcomes in Periodontics
 Research Project for MS in Biomedical Sciences

Cost of Attendance

Financial aid budgets or cost of attendance are made up of two parts, direct costs and indirect costs. For more information on Periodontics Tuition & Fees including Living Expenses. Please visit <https://dentistry.stonybrookmedicine.edu/dentalfinancial/cost>.

To apply, applications should go to: <https://portal.passweb.org>.

For more information about the postdoctoral periodontics program (i.e., stipends, estimated expenses, application, admission, etc.) please call (631) 632-8930, or write:

Department of Periodontology and Implant Dentistry
 110 Rockland Hall
 School of Dental Medicine
 Stony Brook University
 Stony Brook, New York 11794-8703

GENERAL PRACTICE RESIDENCY

Program Director: Deborah Gazzillo, DDS
 Clinical Director: Sylvia Rice

Stony Brook University's General Practice Residency (GPR) program was established in 1980. The GPR program has 20 fully accredited one- and two-year positions commencing approximately July 1 of each year. In addition to training in all areas of hospital dentistry, the residents receive an advanced program of didactic and clinical training in implant, fixed and removable prosthodontics, and instruction in the management of medically compromised geriatric patients, phobic patients and individuals with developmental disabilities. The majority of time is spent providing patient care in a state of the art dedicated ADEC operatory staffed by dental assistants and clerks simulating a small, multi-individual group dental practice.

The General Practice Residency program is an educational program designed to provide clinical, didactic and hospital experience at the post-doctoral level. The program prepares residents to:

- provide comprehensive oral healthcare to a wide range of ambulatory and hospitalized patients

- understand the relationship between oral and systemic diseases, to develop professionals and to pursue areas of interest under close supervision of attending staff
- refine and advance knowledge and clinical skills in the practice of dentistry and the management and treatment of complex restorative problems
- demonstrate the application of the basic sciences to the clinical practice of dentistry
- understand the process of self-assessment and peer review

The educational program consists of both clinical and didactic aspects. The clinical training is designed to provide advanced experience in preventive dentistry, restorative dentistry, periodontics, endodontics, and oral-and maxillofacial surgery. Residents treat patients with increasingly complex dental and medical problems, such as patients with implant restorations, lost vertical dimension of occlusion, as well as systemic or psychiatric disorders, the developmentally disabled, geriatric and pediatric patients. Residents are provided with supervised training and experience in patient evaluation, planning and treatment. The program is designed to ensure that the residents will be capable of anticipating, diagnosing and treating emergencies. They develop the skills and knowledge to diagnose and treat acute infections and pain of the oral region, hemorrhage of the oral cavity and traumatic injuries to the dental and maxillofacial tissues. The seminar program contains a didactic component for each clinical discipline. Service rotations to emergency medicine and anesthesiology take place at affiliated institutions and are designed to allow for continuity of patient care.

For information about the GPR program (i.e., stipends, estimated expenses, application, admission, etc.) please call (631) 632-8930, or write:

Pam Burger, Coordinator
 Department of Hospital Dentistry
 151 Westchester Hall
 School of Dental Medicine
 Stony Brook University
 Stony Brook, New York 11794-8711

advanced Specialty Education Program in Pediatric Dentistry

Program Director: Charles Larsen, DMD

This is a 24-month program beginning July 1 with five new positions offered each year. The program is a combined Hospital and University-based certificate program. The Stony Brook University Advanced Specialty Education Program in Pediatric Dentistry (ASEPPD) emphasizes resident training in the multidisciplinary comprehensive dental care approach and management of infants, children and adolescents in addition to dental care for patients with developmental disabilities. Medically compromised patients are managed using an interdisciplinary healthcare-team approach.

The ASEPPD is an educational program designed to provide clinical, didactic and hospital experience at the postdoctoral level. The program goals are as follows:

- provide the resident with an appropriate and comprehensive education so that they become knowledgeable and clinically proficient in the specialty of pediatric dentistry
- prepare the resident for a career in clinical practice and/or academics and encourage the resident to continue his/her professional growth after completion of the program through formal coursework, self-study, research, attaining board certification and an active role in an academic/teaching program.
- provide quality oral healthcare and education to the pediatric and special needs population of Suffolk County, New York.
- provide leadership and education in pediatric oral health to health professionals within Stony Brook University Hospital, Stony Brook Health Sciences Center, and the Long Island community
- participate and collaborate in scholarly activity, research and service programs

The didactic curriculum complements the residents' clinical experiences. The core curriculum offers the knowledge and experience required in the medical and dental management of the pediatric and special needs patient. In addition, the curriculum meets the eligibility requirements of the ADA Committee on Dental Accreditation Standards for Advanced Specialty Education in Pediatric Dentistry and the American Board of Pediatric Dentistry Qualifying Examination.

The program is designed to ensure that the residents will become proficient in diagnosis, risk assessment and comprehensive treatment planning. Residents will develop the skills and knowledge to diagnose and treat acute infections and pain of the oral region, and traumatic injuries to the dental and maxillofacial tissues.

Service rotations to Pediatric Medicine, Emergency Medicine and Anesthesiology, which are designed to allow for continuity of patient care, take place at Stony Brook University Hospital and Stony Brook Medicine outpatient clinics.

The Pediatric Dentistry Residency program has a strong community service component. Residents participate in oral health programs, within school-based, Head Start and WIC programs and local community health centers. Residents participate in healthcare provider, allied health staff and caregiver education, and provide oral health services in the underserved areas of Suffolk County. Many of these community services take place in the Stony Brook Dental Mobile Clinic. In addition, clinical services are provided at the Shinnecock Indian Nation Health Care Center.

For information about this program (i.e., tuition, application, stipends) please email:

lynda.reynolds@stonybrookmedicine.edu

Lynda Reynolds, Program Coordinator
Advanced Specialty Education Program in Pediatric Dentistry
Department of Orthodontics and Pediatric Dentistry
114 Rockland Hall
School of Dental Medicine
Stony Brook University
Stony Brook, NY 11794-8701

advanced specialty education program in Dental Anesthesiology

Program Director: Ralph Epstein

This is a 24-month program beginning July 1 with four new positions offered each year. The program is a University Hospital-based certificate program. The Stony Brook University Dental Anesthesia Program emphasizes resident training in all aspects of ambulatory and inpatient sedation and anesthesia services. During the two years of training, the resident will be a part of a comprehensive anesthesia teaching program for medical and dental anesthesia residents. The didactic and clinical training has been developed to meet all requirements of the Commission on Dental Accreditation. The overall mission of the Dental Anesthesia Residency is to train dentists in all aspects of anesthesiology in order to provide them with an appropriate foundation for the administration of anesthesia and pain control for dental patients.

The dental anesthesia residents will begin their training with their medical colleagues at University Hospital. The initial orientation training takes place using the most advanced simulator training techniques in an ultra-modern simulator training facility. Following basic comprehensive training in University Hospital, Veterans Administration Medical Center and the Ambulatory Surgical Center, the resident will receive training at the School of Dental Medicine, providing ambulatory sedation and general anesthesia services to dental patients. This training will be enhanced by working alongside dentist anesthesiologists as they travel to private offices providing ambulatory sedation and intubated general anesthesia services to dental patients. Due to the presence of postgraduate programs in endodontics, general practice dentistry, oral and maxillofacial surgery, pediatric dentistry and periodontology, the dental anesthesia residents will train with their peers and provide sedation and anesthesia services for many different types of dental procedures.

Upon completion of the two-year program, the residents will have the competency and proficiency to provide sedation and general anesthesia, in the inpatient and office-based settings, to the general adult population along with pediatric, geriatric and patients with special needs. This program will provide a special emphasis in the treatment of patients with special needs, i.e., autistic and the developmentally disabled. The residents will also be trained to treat patients with acute and chronic pain syndromes. Because of the University's high regard for excellence in teaching and research, the selection process will look for prospective residents who have an interest in part-time or full-time teaching at the completion of their residency program. To this end, the residents, in their second year, will help teach anesthesia and pain control to the predoctoral students, post-graduate students/residents in the following programs, i.e., endodontics, GPR, oral and maxillofacial surgery, pediatric dentistry, and periodontology. They will also assist in teaching continuing education programs to the professional community of the greater Long Island region.

Applications are processed through the PASS program and the program participates in the MATCH program for accepting residents. For additional information about this graduate program please contact:

Ralph Epstein, DDS
 Program Director
 Advanced Dental Education Program in Dental
 Anesthesiology
 Room 1104 Sullivan Hall
 Stony Brook University
 School of Dental Medicine
 Stony Brook, NY 11994-8700

Advanced Specialty Education Program in Prosthodontics

Program Director: Tanya Somohano, DMD, FACP

The Advanced Specialty Education Program in Prosthodontics is a 36-month, full-time program beginning July 1. There are two positions offered each year. It is a GME (Graduate Medical Education) funded post-doctoral level program in fixed, removable and implant prosthodontics. The program provides the candidate with clinical proficiency and comprehensive knowledge of the diagnosis, treatment planning, rehabilitation and maintenance of oral function, appearance and health of patients with missing/damaged teeth and orofacial defects by using biocompatible artificial substitutes. The curriculum includes didactic and clinical instruction in complete dentures, removable partial dentures, fixed prosthodontics, implant prosthodontics, implant surgery, digital dentistry, geriatrics, temporomandibular disorders and maxillofacial prosthetics. The didactic background and the clinical and laboratory skills of these areas of prosthodontics are stressed. The program integrates all facets of the biomedical sciences with a comprehensive clinical experience culminating in the award of the certificate in prosthodontics.

The intensive and systematized library reading assignments and literature review seminars are an important aspect of the curriculum. They are designed to acquaint the resident with the principal facets of the prosthodontic specialty, evidence-based health care and methods of critically reviewing the dental literature.

All residents are encouraged to plan on pursuing eventual certification by the American Board of Prosthodontists. To this end, the residents will be required to take Section A of the board exam and present at least two patient treatments that would satisfy the requirements of two parts of Section B of the board exam. Residents are encouraged to challenge one part of Section B of the American Board of Prosthodontics certification exam in February of their third year.

This program follows the guidelines established by the ADA for advanced educational programs in prosthodontics and the multidisciplinary scope of the specialty certificate examination of the American Board of Prosthodontics. Our goal is to graduate clinical scholars capable of pursuing a career in private practice, academics and/or prosthodontic research.

For additional information regarding the program and admissions requirements please visit our website at: <https://dentistry.stonybrookmedicine.edu/prosthodontics>

Contact person:

Ms. Elizabeth A. Schroeder
 Stony Brook University

School of Dental Medicine
 Department of Prosthodontics & Digital Technology
 Attn: Advanced Specialty Education Program in
 Prosthodontics
 1105 Westchester Hall Stony Brook, NY 11794-8712
 Phone: 631-632-3161
 Email: SDM.Prosthodontics@stonybrookmedicine.edu

Advanced Specialty Education Program in Oral and Maxillofacial Radiology

Program Director: Mina Mahdian, DDS, MDS

The Advanced Specialty Education Program in Oral and Maxillofacial Radiology is a 24-month, full-time program beginning July 1. There are two positions offered each year. It is a GME (Graduate Medical Education) funded post-doctoral level program that is committed to comprehensively train residents to become proficient oral and maxillofacial radiologists, competent teachers who are familiar with the foundations of research methodology, and who are prepared to contribute their skills and knowledge in the service of the profession. The interrelation with other medical/dental specialties is also emphasized.

The curriculum includes didactic and clinical instruction in the fundamentals of image acquisition and interpretation of conventional and advanced radiographic exams in the maxillofacial region as well as providing the residents with multidisciplinary approach in the diagnosis and treatment planning for patients with malignancy, syndromic conditions and complicated maxillofacial developmental abnormalities. Emphasis is placed on developing radiographic interpretative and diagnostic skills based on scientific literature with clinical and pathophysiological correlation. Additionally, all residents are expected to perform a research project culminating in presentation of their project at a national or international meeting and/or publication in a peer reviewed journal.

All residents are encouraged to plan on pursuing certification by the American Board of Oral and Maxillofacial Radiology. Residents will participate in mock board exams provided by the program, in order to become prepared for their board exam. Residents are eligible to challenge the certifying examination of the American Board of Oral and Maxillofacial Radiology upon completion of the 24-month training program.

For additional information regarding the program and admissions requirements please visit our website at: <https://dentistry.stonybrookmedicine.edu/omfradiology>.

Contact person:

Ms. Elizabeth A. Schroeder
 Stony Brook University
 School of Dental Medicine
 Department of Prosthodontics & Digital Technology
 Attn: Advanced Specialty Education Program in Oral and
 Maxillofacial Radiology
 1105 Westchester Hall Stony Brook, NY 11794-8712
 Phone: 631-632-3161
 Email: SDM_OMFR@stonybrookmedicine.edu

Fellowship in Dental Care for the Developmentally Disabled

Program Director: Debra Cinotti

The School of Dental Medicine offers a postdoctoral fellowship program in the provision of dental care for the persons with developmental disabilities. This program, commencing each July 1, supports two full-time fellows. The program includes seminars, lectures and extensive clinical experiences at the Dental Care Center in the School of Dental Medicine and University Hospital. Fellows learn various patient management techniques to provide comprehensive oral healthcare in both an ambulatory and hospital clinical setting, including dental rehabilitation with general anesthesia in the operating room at the Medical Center. Independent study resulting in publication and/or case presentation is required. Lectures/seminars include the following topics:

Pediatric Dentistry Lecture Series
Seminars on Developmental Disabilities
Geriatric Dentistry
Dental Phobia
Medical Emergencies

For information about this program (i.e., stipends, estimated expenses, application, admission, etc.) please write to:

Dr. Debra Cinotti,
Chair, Department of General Dentistry

Program Director, Dental Care for the Developmentally Disabled Fellowship Program
School of Dental Medicine
Stony Brook University
Stony Brook, New York 11794-8709
debra.cinotti@stonybrookmedicine.edu

Departments

General Dentistry

Department of General Dentistry

Chair: Debra Cinotti, DDS

The [Department of General Dentistry](#) teaches the primary care aspect of dentistry, which includes the knowledge and skills to comprehensively diagnose, treat and manage a patient's overall oral health needs. It encompasses the pre-doctoral divisions of Behavioral Sciences and Practice Management, Operative Dentistry and Dental Materials, the General Practice Program (GPP), and Dentistry for Patients with Special Needs (Dental Care for the Developmentally Disabled; Geriatric Dentistry). The department also offers a comprehensive General Practice Residency (GPR) program as well as the Dental Care for the Developmentally Disabled Fellowship Program for post-doctoral students.

DEPARTMENT OF GENERAL DENTISTRY PRE-DOCTORAL PROGRAM

The Division of Operative Dentistry and Dental Materials educates students in the restorative principles and techniques

of dentistry, beginning in year one. The course *Dental Morphology and Occlusion*, provides foundational knowledge, providing the building blocks for education in *Cariology, Operative Dentistry, and Dental Materials*. During the first-year, students engage in pre-clinical courses, which incorporate a digital curriculum (CAD/CAM dentistry).

Students become competent in operating a digital scanner and CAD/CAM software, and to self-evaluate the quality of their wax-ups, preparations and restorations. Introduction to clinical patient care also begins in year 1 with students performing initial evaluative procedures such as medical and dental histories, and head and neck exams for patients in the Dental Care Center. In year 2, students advance to more complex procedures, providing preventive and restorative treatments for their patients. During the third and fourth years, having established familiarity with patient management in the clinical environment, students progress to more complex treatment modalities including prosthetics and implant dentistry, developing expertise necessary for the practice of dentistry. The third year students provide patient care supervised by general dentists and specialists. Fourth year students provide patient care in the GPP or General Practice Program which is conducted in a format similar to general private practice. In GPP, students learn procedures under the guidance of general practitioners with specialists available when the complexity of the case warrants.

Housed within the Division of Behavioral Sciences and Practice Management, is the *Patient 1-3 series*, the *Foundation Series*, *Community Dentistry*, and *Health Care Systems and Practice Development*. The *Patient 1-3 series* develops and builds upon the students' foundation for clinical diagnosis and treatment planning skills, and explores doctor/patient communication strategies with interactive exercises and simulated clinical experiences. Ethical dilemmas are explored in the *Foundations of Professional Development series* whereby students engage in interactive lectures and panel discussions, exploring factors impacting the patient-doctor relationship and ethical decision making. *Community Dentistry* studies epidemiology of oral disease. The *Practice Development series* conveys the business of dentistry, including health care systems, elements of establishing a dental office and the legal and regulatory concepts related to providing oral health care.

Dentistry for Patients with Special Needs educates our students in the management of patients with complex medical needs and disabilities. Within this division, year 4 students receive comprehensive instruction on the evaluation, diagnosis, and treatment of individuals with developmental disabilities and geriatric patients with complex medical needs. Students practice in small groups, maximizing student/teacher interaction.

DEPARTMENT OF GENERAL DENTISTRY POST-DOCTORAL PROGRAMS

The post-doctoral programs in the Department of General Dentistry are the *General Practice Residency Program (GPR)* and the Dental Care for the *Developmentally Disabled Fellowship Program (DCDD)*. The *GPR* program provides an in-depth experience in the treatment of advanced oral health needs, including prosthetics and implant dentistry. The *DCDD* program provides an in-depth experience in the treatment and

management of adult patients with developmental disabilities, providing patient care in both an ambulatory and hospital setting. Please refer to the bulletin sections specific for these programs for specific program descriptions and detail.

HOSPITAL DENTISTRY AND DENTAL ANESTHESIOLOGY

Department of Hospital Dentistry & Dental Anesthesiology

Chair: David K. Lam, MD, DDS, PhD, FRCDC

The [Department of Hospital Dentistry and Dental Anesthesiology](#) was established in September 2000 to facilitate experiences in the dental management of hospital inpatients and outpatients for predoctoral and postdoctoral students. The department actively collaborates with the other departments to provide instruction in the management of patients in a hospital setting and in various pain management techniques.

ORAL BIOLOGY AND PATHOLOGY

Department of Oral Biology & Pathology

- *Acting Chair: Lucille London, PhD*

The [Department of Oral Biology and Pathology](#) acts as a bridge between the traditional basic sciences and the clinical sciences related to oral health. The department has made a major commitment to the development of new diagnostic technology and approaches for use in the preservation of the oral tissue and management of oral disease. It is one of the leading departments in the University in technology development and transfer to clinical practice.

Within the predoctoral dental curriculum, the department offers approximately 400 hours of didactic instruction relevant to the understanding of biological and molecular processes involved in oral diseases. During the first three years of the predoctoral program, the subject matter deals with the biology of embryological development of the face and oral cavity, oral mineralized tissues, dental supporting tissues, oral microbiota, salivary glands and their products, oral and other mucous membranes, and the various sensory and oral motor systems of the mouth. The sequencing of the units is designed to obtain maximum integration between concurrently offered basic science and clinical courses. The department has developed a unique course in translational and clinical oral biology in the third and fourth years of the dental program, which offers basic and practical experience in clinical laboratory methods and familiarizes students with investigative clinical procedures used in the diagnosis and monitoring of the effectiveness of treatment of a patient. The department is responsible for instruction to dental students in the body of basic biological and molecular processes involved in oral disease.

Oral pathology and oral medicine segments of the department's curriculum are offered in the latter two years

of the predoctoral program. Where possible, the didactic subject matter is coupled with actual patient examination and clinicopathological conferences. Emphasis is placed on the inter-relationships of pathology, clinical behavior, prognosis, therapeutic modality and the biologic nature of the disease entity.

The department also offers graduate studies leading to a PhD in Oral Biology and Pathology or to a MS in Biomedical Science (Track in Oral Biology and Pathology). Both the PhD and MS can be obtained as part of combined DDS/PhD or DDS/MS programs. The MS in Biomedical Science (Track in Oral Biology and Pathology) may also be obtained as part of combined degree programs leading to an Advanced Certificate in Endodontics/MS, and Advanced Certificate in Orthodontics/MS, or an Advanced Certificate in Periodontics/MS. These programs are granted through Stony Brook University's [Graduate School](#). The main function of these programs are to train oral biology educators and researchers to staff dental and medical schools, dental research institutes, dental and medical industrial laboratories, and to provide relevant basic science training for dentists and physicians taking post-doctoral specialty training. The course work consists of an in-depth exposure to knowledge, directly and indirectly related to oral biology and its related sciences, and is coupled with appropriate individual research, tutorial and thesis programs.

Division of Translational Oral Biology

Translational Oral Biology is an area of applied science that has been developed over a period of 35 years at the Stony Brook University School of Dental Medicine, where it exists as an important and unique component of the dental curriculum. It has been built on a growing foundation of oral and medically related biological science with focus on clinical application and patient care.

The Translational Oral Biology curriculum for dental students is given in the third year and is presently comprised of four sections. Section one deals with the nature and fundamentals of technology and knowledge transfer. Section two focuses on the fundamentals and specifics of newly developed and emerging diagnostic devices and techniques. Section three deals with the underlying basis and specifics of a range of new and emerging therapeutics and therapies. The fourth and last part deals with protocols to manage specific diseases where newly discovered and perfected diagnostic and therapeutic entities can be applied and integrated into clinical practice.

ORAL AND MAXILLOFACIAL SURGERY

- *Department of Oral & Maxillofacial Surgery*

Acting Chair: David K. Lam, MD, DDS, PhD, FRCDC

The goal of the predoctoral teaching program in [Oral and Maxillofacial Surgery](#) is to prepare dental students to be competent in performing minor oral surgical procedures and to be able to manage more complex cases. Students receive instruction and acquire abilities

in the manipulation of soft and hard tissues (e.g., removal of erupted teeth, flap procedures, alveoloplasty and suturing techniques). In addition, dental students have the opportunity to gain experience in performing more advanced surgical procedures. The program provides insight into the management of complex problems such as facial bone fractures, impacted teeth, salivary gland diseases, tumors and developmental abnormalities.

The oral and maxillofacial surgery curriculum includes instruction in patient evaluation, pain and anxiety control, and the management of medical emergencies.

- The Department of Oral and Maxillofacial surgery, in partnership with Northwell Health, also supports both a 6-year MD-integrated and 4-year certificate-only advanced education program in Oral and Maxillofacial Surgery. This program is designed to prepare the trainee with sufficient didactic and clinical education to meet the requirements of the American Board of Oral and Maxillofacial Surgery and to be prepared for a career in clinical practice. Residents are also encouraged to develop skills in teaching and research which will be useful for an academic career.

ORTHODONTICS AND PEDIATRIC DENTISTRY

- **Department of Orthodontics & Pediatric Dentistry**

Chair: Richard D. Faber, DDS, MS

The predoctoral curriculum of the [Department of Orthodontics and Pediatric Dentistry](#) begins in the first quarter of the second year. Initially, the student is introduced to the preventive aspects of dental care for children. Prevention is especially stressed including the use of systemic and topical fluorides, occlusal sealant application and diet modification. Restorative care and appliance therapy for children is also taught with equal emphasis placed upon the technical aspects of treatment and treatment rationale. The development of occlusion from the prenatal period through adolescence is presented, and what constitutes a normal occlusion is described. Students learn to recognize malocclusion, identify the concomitant etiologic factors and are taught to prevent, intercept or treat minor problems of occlusion. The didactic program continues in the third year with emphasis on behavior management in children, orthodontic considerations for the adult patient and review of the literature. Clinical sessions in children's dentistry are conducted in the student's second and third years. The department offers selectives to fourth-year students both at the school and at affiliated institutions. In addition, a fourth year clinical program in dental care for the developmentally disabled is provided.

Periodontology and Endodontics

Department of Periodontology

Chair: Vincent J. Iacono, DMD

Through a series of lectures, seminars, demonstrations and clinical assignments, the [Department of Periodontology](#) presents basic knowledge and skills to predoctoral dental

students that are essential to the prevention and treatment of diseases and conditions affecting the supporting structures around teeth and their substitutes, (i.e., dental implants). Upon completion of this program, the student is capable of differentiating a healthy from a diseased periodontium. A thorough knowledge of all local etiologic factors responsible for periodontal disease and methods of preventing its onset is stressed. Utilizing this knowledge and experience, the dental student is exposed to the full scope of periodontal specialty care and trained to competently evaluate, treatment plan and manage patients with slight to moderate periodontal disease.

The department also includes the Division of Endodontics, devoted to the morphology, physiology, and pathology of the human dental pulp and periradicular tissues. Predoctoral instruction includes the biology of the normal pulp and the etiology, diagnosis, prevention, and treatment of diseases and injuries of the pulp and associated periradicular conditions.

The department also includes the School of Dental Medicine faculty representative to the University's Global Health Institute. This program addresses global outreach to the underserved, international professional relationships, and international fellowships.

Prosthodontics and digital technology

Department of Prosthodontics & Digital Technology

Acting Chair: Dan Colosi, DDS, PhD

The [Department of Prosthodontics](#) is the branch of dentistry that deals with the restoration and maintenance of oral function by the replacement of missing teeth and other oral structures by artificial devices. Oral and maxillofacial radiology is the specialty of dentistry that deals with the acquisition and interpretation of radiographic imaging studies performed for diagnosis or treatment guidance for conditions affecting the maxillofacial region. The Department of Prosthodontics & Digital Technology is focused on the alliance between dental biomaterials, the specialty of prosthodontics, diagnostic imaging and the new digital technologies in the dental profession. The Department of Prosthodontics & Digital Technology combines faculty from diverse backgrounds from the clinical specialty areas to the basic sciences. Prosthodontic education is typically structured in fixed prosthodontic, removable prosthodontic, and implant prosthodontic courses. These courses are taught primarily in the second through fourth years of dental school. The predoctoral curriculum in diagnostic imaging comprises didactic and clinical education in fundamental notions of radiographic imaging, conventional and advanced maxillofacial imaging techniques, and diagnostic image interpretation. These courses are taught in the first through fourth years of dental school. The department has also established an advanced education program leading to a specialty certificate in Prosthodontics which will include experience in Maxillofacial Prosthodontics and Implantology. Faculty members within the Department of Prosthodontics & Digital Technology interface and actively collaborate with other academic departments within the School of Dental Medicine, as well as the School of Medicine surgical specialties of Otolaryngology and Plastic Surgery.

School of Nursing

DEAN: Lee Anne Xippolitos, RN, PhD
 OFFICE: Health Sciences Center, Level 2
 PHONE: (631) 444-3200
 WEB: nursing.stonybrookmedicine.edu

Overview

The School of Nursing (SON) offers degree programs leading to the Bachelor of Science (BS), Master of Science (MS) and Doctor of Nursing Practice (DNP). At the undergraduate level, the SON offers the Basic Baccalaureate Program (BBP) and an Accelerated Baccalaureate Program for students who hold non-nursing Baccalaureate degrees. Both of these programs are offered on-site and lead to licensure as a registered nurse. The Registered Nurse to Bachelors and Registered Nurse to Bachelors/Masters are available for registered nurses with associate degrees or diplomas in nursing. These programs are offered through distance education with on-site requirements.

At the graduate level, a Master of Science degree in advanced practice nursing is offered in the following population foci: Adult-Gerontology-Primary Care, Family, Pediatric-Primary Care, Psychiatric-Mental Health, Women's Health, Neonatal, and Nurse Midwifery. The SON also offers a Master of Science in Nursing Education and Nursing Leadership. Advanced Certificate Programs are offered for nurses with an advanced degree (masters or doctoral) to continue their education by preparing them for the advanced practice roles of nurse practitioner, nurse midwife, nurse leader or nurse educator. All Master of Science and Advanced Certificate Programs are offered through distance education with on-site requirements.

The license-qualifying Post-Baccalaureate Doctor of Nursing Practice (DNP) Program is designed for registered nurses who hold a baccalaureate degree with a major in nursing, and is offered in the following population foci: Adult-Gerontology-Primary Care, Family, Pediatric-Primary Care, Psychiatric-Mental Health, Women's Health, Neonatal, and Nurse Midwifery. Nurse practitioners and nurse midwives who hold a Master's degree may be eligible to enter our DNP Program with advanced standing (post-masters entry). A gap analysis is conducted to confirm previous coursework taken and validate the number of clinical hours performed at the Master's level. The DNP program is offered through distance education with on-site requirements.

The Baccalaureate degree in nursing, Master of Science degree in nursing and Doctor of Nursing Practice programs at Stony Brook University School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE): www.aacn.nche.edu/ccne-accreditation. Nurse Midwifery is accredited by the Accreditation Commission for Midwifery Education (ACME), www.midwife.org/acme.

Mission Statement

The mission of the Stony Brook School of Nursing is to prepare nurse leaders at all entries of practice to advance the health of the people of New York, the wider geographic regions and the global community with a focus on the underserved. This is accomplished through innovative, high quality and accessible educational programs, clinical practice, research and public service.

vision

Stony Brook University School of Nursing will be a top ranked school recognized for excellence and innovation in education, leadership, research, advocacy, and practice.

Values

I REACH UP

- Integrity
- Respect
- Excellence
- Accountability
- Creativity
- Honesty
- Unity
- Perseverance

Bachelor of Science Program Outcomes

Upon completion of the program, the student will be able to:

1. Apply principles from the sciences, arts and humanities to patient-centered nursing practice.
2. Use theories from nursing and related disciplines to guide research, policy and clinical nursing practice.
3. Integrate best current evidence with clinical expertise in the delivery of safe, quality care to diverse individuals, families and communities.
4. Apply knowledge and skills in leadership, quality improvement and patient safety to provide high quality health care.
5. Use information management and patient care technologies in communication, mitigation of error, decision making and optimization of quality patient outcomes.
6. Engage effectively within nursing and interprofessional teams to foster open communication, mutual respect, and shared decision.
7. Demonstrate professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
8. Incorporate cultural values and preferences in the delivery of care to individuals, families, communities and populations across the life span.
9. Formulate the value of practice excellence, lifelong learning and professional engagement.

Master OF SCIENCE PROGRAM OUTCOMES

Upon completion of the program, the student will be able to:

1. Integrate scientific findings from nursing and related sciences to improve nursing care across diverse settings.
2. Demonstrate leadership by collaborating and consulting with key stakeholders in the design, coordination and evaluation of patient care outcomes.
3. Apply quality and safety principles within an organization to be an effective leader and change agent.
4. Integrate theory, evidence, clinical judgment, research and interprofessional perspectives to improve practice and health outcomes for patient aggregates.
5. Ethically utilize data, information and appropriate technology to evaluate and achieve optimal health outcomes.
6. Demonstrate political efficacy and competence to improve the quality of healthcare delivery and health outcomes of populations.
7. Integrate the concepts of interprofessional communication, collaboration and consultation to effectively manage and coordinate care across systems.
8. Synthesize ecological, global and social determinants of health to design and deliver culturally relevant clinical prevention interventions and strategies.
9. Demonstrate behaviors of professional engagement and lifelong learning.

Doctoral Program Outcomes

Upon completion of the program, the student will be able to:

1. Analyze scientific data related to healthcare models and strategies that affect population health.
2. Integrate knowledge from nursing and other sciences as the foundation for the highest level of advanced nursing practice.
3. Synthesize relevant finding from evidence for practice to improve healthcare outcomes.
4. Employ leadership skills for interprofessional collaboration that improve patient and population health outcomes.
5. Utilize information systems technology to evaluate outcomes of care, care systems, and quality management.
6. Evaluate methods that improve complex healthcare delivery systems to maintain accountability for quality healthcare.
7. Initiate the development, implementation, and analysis of healthcare policies that promote ethical and social responsibility.
8. Evaluate cultural competence to improve patient and population outcomes.
9. Evaluate clinical competence and organizational skills appropriate to area of specialization through life-long learning and reflections.

Pre-Admission

Information about the School of Nursing's academic programs and admission requirements are located on the website: www.nursing.stonybrookmedicine.edu

Additionally, information sessions are held in the School of Nursing with dates and times posted on the website.

Applications

All application to the School of Nursing programs are electronic and must be submitted online by published deadlines. Interviews may be required of qualified applicants.

Admission to Stony Brook University School of Nursing programs is highly competitive. Meeting minimum criteria for admission does not guarantee acceptance. The School of Nursing reserves the right to make final decisions based upon the applicant pool each year.

Required Application Documentation

An application is not considered complete until the following documentation is received by the stated application deadline:

- Application and personal statement
- Paid application fee or approved waiver
- Unofficial transcripts from all colleges/universities attended
- Three letters of recommendation
- Completion of three prerequisite sciences by the application deadline (for all undergraduate programs)
- Meet the Technical Standards For Admission and Retention (see below)

Additional Requirements upon Admission

- Official transcripts from all colleges/universities attended
- Certification in Basic Life Support for Healthcare Providers (BLS) w/ AED
- All Neonatal and Midwifery students must submit proof of Neonatal Resuscitation certification (NRP)
- Evidence of meeting University and School of Nursing health requirements
- Evidence of health insurance
- Evidence of student malpractice insurance
- All prerequisite classes must be completed prior to the start of the program
- Foreign transcripts evaluated by the World Education Services (WES), or other accredited service
- TOEFL, if applicable

Technical Standards for Admission and Retention

The Stony Brook University School of Nursing faculty has specified technical standards critical to the success of students in any Stony Brook University nursing program. Qualified applicants are expected to meet all academic admission criteria, as well as these technical standards, appropriate to their program of study.

1. **Observation** The applicant/nursing student must be able to understand verbal communications, communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity and posture, assess non-verbal communications, and be able to effectively and efficiently transmit information to patients, families, fellow students, faculty, staff and all members of the health care team. Skills include verbal, written, and nonverbal abilities consistent with effective communication.
1. **Communication** The applicant/nursing student must be able to communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity and posture, assess non-verbal communications, and be able to effectively and efficiently transmit information to patients, fellow students, faculty, staff, and all members of the healthcare team. Skills include verbal, written, and nonverbal abilities consistent with effective communication.
1. **Sensory/Motor** The applicant/nursing student must be able to use the senses of seeing, hearing, touch, and smell to make correct judgments regarding patient conditions for the purpose of demonstrating competence to safely engage in the practice of nursing. The applicant/nursing student must have sufficient motor function to elicit information from patient and be able to execute motor movements reasonably required to provide general care and emergency.
2. **Intellectual-Conceptual, Integrative and Quantitative Abilities** The applicant/nursing student must be able to measure, calculate, analyze, synthesize, and evaluate to engage completely in the safe practice of nursing.
1. **Behavioral and Social Attributes**
The applicant/nursing student must have the mental and emotional health to fully use her or his intellectual ability, exercise good judgment, and complete all responsibilities necessary to competently and efficiently engage in safe patient care and the practice of nursing. Applicants/nursing students must be able to develop mature, sensitive, and effective relationships with individuals, patients, families, community members and colleagues. To provide safe patient care applicants/nursing students must possess characteristics of adaptability, flexibility, and be able to function in the face of uncertainty and complex disorienting situations. The health care environment requires applicants/nursing students to be able to tolerate physical and emotional stress and continue to function effectively and efficiently. She/he must have a high level of compassion for others, motivation to serve, integrity, consciousness of social values and at all times uphold the standards, ethics and values of professional nursing. Candidates and students must possess sufficient interpersonal skills to interact positively with individuals, families and communities from all strata of society, ethnic backgrounds and belief systems.

Non-Matriculated Students

A non-matriculated student may take selected courses up to six credits by permission. Permission must be granted through the SON Office of Student Affairs.

Student Advisement

All students are assigned an academic faculty advisor who is responsible for ongoing academic counseling. Students are required to meet with their advisor before each registration period, at mid-term and at the end of each term. It is expected that all students follow their prescribed pathway. If any variation is needed or requested, students must contact their academic faculty advisor regarding any potential change. If approved, a revised pathway will be required.

Grading Policy

Undergraduate students must maintain a minimum GPA of 2.5, and graduate students must maintain a minimum GPA of 3.0 to be in good academic standing. Enrollment of all matriculated students requires registration for coursework in all semesters, unless a leave of absence has been granted.

Students in all programs on a leave of absence will not have access to the curriculum, faculty support and technical support. Graduate students must pass the theoretical portion of any course with a grade of C (70%) or higher. Undergraduate students must pass the theoretical portion of any course with a C+ (74%) or higher. Clinical performance is graded as Pass/Fail.

- Failure to pass either the theoretical or the clinical components of a clinical course will result in the failure of the entire course.
- As stipulated in specific course outlines, assignments handed in late or redone may receive reduced credit.
- All students must meet and maintain all Professional Standards for Admission and retention for the School of Nursing.

Academic Sanctions

The criteria for students to maintain enrollment in good standing in the School of Nursing are satisfactory performance in all academic and clinical components of the program. Failure to meet standards for academic progression may result in an academic sanction.

Academic Warning

Academic Warning is utilized to notify students of unsatisfactory performance in any course at any time, for the following reasons:

- Unsatisfactory grades.
- Unsatisfactory clinical performance.
- Academic and clinical dishonesty.
- Unprofessional behavior.

Faculty recommendations, in writing, are developed to assist students meet individual learning needs and course

objectives must be in writing. Failure to comply with faculty recommendations will result in further actions (jeopardy, suspension, deceleration, termination).

Academic Jeopardy

Jeopardy status is defined as a cumulative G.P.A. of less than 2.5 for undergraduate students, 3.0 for graduate students, failure in the clinical laboratory or failure of a required course.

Jeopardy will be recommended for any of the following circumstances:

- Undergraduate students who receive a grade less than C + in a required course
- Graduate students who receive a grade less than C in a required course or a grade less than B for doctoral students
- Failure of the clinical component of a course
- Cumulative G.P.A. is less than 2.5 for undergraduate work. Cumulative G.P.A. of 3.0 for graduate work
- Student on Academic Warning who fails to comply with faculty recommendations

Deceleration

Deceleration is an interruption in the normal sequence of courses in any of the nursing programs. Students may decelerate by requesting approval, by recommendation and advisement of faculty, or by academic sanction.

Suspension

Suspension is a mandatory temporary leave initiated by the faculty or the clinical faculty/preceptor while questionable actions by a student are being investigated by the Committee on Admissions and Academic Standards. These actions may include but are not limited to:

- Unsafe clinical performance
- Academic Dishonesty
- Professional Misconduct
- Criminal Acts

Termination

Termination is a mandated expulsion of the student from the nursing program as determined by the Associate Dean for Academic Affairs and Strategic Partnerships. A student may be terminated from the nursing program for any of the following circumstances:

- As a result of an Academic Warning or Jeopardy
- As a result of a substantiated suspension
- As a result to register for two or more consecutive semesters (Undergraduate and Master of Science students)
- As a result of failure to maintain current registration each semester as prescribed by the student's curriculum pathway (Doctoral students)
- As a result of substantiated Academic Dishonesty
- As a result of substantiated professional misconduct

Return to Satisfactory Academic Standing

If the Committee on Admissions and Academic Standards determines that an academic sanction of deceleration,

suspension or termination is not warranted, the Committee will recommend to the Associate Dean for Academic Affairs and Strategic Partnerships that the student return to satisfactory academic standing.

Academic integrity

All students are expected to follow the codes established by the University, which can be found on the Office of University Community Standards website. SON students are also expected to follow the policies of the SON contained in the School of Nursing Student handbook at www.nursing.stonybrookmedicine.edu. Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Academic dishonesty shall be defined as misrepresentation of authorship or in any fashion falsifying part or all of any work submitted or intended to be submitted for academic credit. Such misrepresentation or falsification includes, but is not limited to, the use of supportive documentation, mechanical aids, mutual cooperation not authorized by faculty, plagiarism or theft of academic materials.

The principles of academic dishonesty also apply to those courses taken during the clinical phases of any program, which are taken for credit or otherwise required for completion of the program. Owing to the critical nature of such requirements and student responsibility for the welfare of patients and agencies providing healthcare, academic dishonesty is further defined to include falsification of patient or agency records, violating accepted codes of professional ethics, or engaging in activities that might endanger the health or welfare of patients. Acts of academic dishonesty are referred to the Committee on Admissions and Academic Standards for review and recommendation to the dean.

Appeals

If a student wishes to appeal a decision made by the Associate Dean for Academic Affairs and Strategic Partnerships, the student must direct a letter stating the reason(s) for the appeal to the Dean. If the student wishes to challenge the final decision made by the Dean following appeal in the School of Nursing, a further appeal may be directed to the Executive Vice President for Health Sciences within ten (10) working days of receipt of the first class/certified letter written notice of termination by the Dean. All decisions by the Executive Vice President for Health Sciences are final.

Tuition and Fees

For detailed information about tuition and fees, see the "Cost and Aid" section of this Bulletin.

A Distance Learning fee is assessed in addition to University tuition and fees* as follows.

Fall: \$236
Spring: \$236
Summer: \$150

*All fees are subject to change without notice.

Financial Aid

Financial aid programs are administered by the University or by federal and state agencies to which the student applies directly. Information about financial aid can be found on [The Health Sciences Office of Student Services](#) website. The office is located in the Health Sciences Center, Level 2, Room 271; the telephone number is (631) 444-2111.

Clinical Practice Responsibilities

To participate in clinical experiences, students must submit the following: a completed health form; record of immunizations and titers; health insurance card; Basic Life Support (American Heart Association or American Red Cross) and malpractice insurance \$1 million/\$3 million (minimum coverage) and RN licensure/re-registration where applicable.

Students in the Registered Nurse Baccalaureate Program and Master's program must submit a copy of and maintain a current RN license. New York State applicants must submit a copy of the current NYS Infection Control Certificate. Students in the Master's program must submit Student Nurse Practitioner or Midwife Malpractice Insurance of \$1 million/\$3 million. All students must submit yearly renewals of their RN license, malpractice insurance, Basic Life Support and health form. ID badges must be worn at all times while participating in class and clinical experiences. Students must adhere to clinical dress code and School of Nursing identification policy.

Clinical Placement

Students and faculty work together to identify potential clinical sites and preceptors in the geographic area where they plan to do clinical fieldwork. The Clinical Placement staff work closely with students and faculty to facilitate this process so that students are able to achieve clinical competence and expected program outcomes.

All clinical sites and preceptors must be approved by the Stony Brook University School of Nursing faculty within each individual program to ensure that the planned clinical fieldwork will enable the student to successfully fulfill the clinical course objectives. Program faculty maintain communication with preceptors throughout the semester. Faculty are responsible for the overall evaluation of students.

Clinical sites may include private practices, free-standing clinics, hospitals, and hospital-affiliated facilities and practices. All sites require a letter of placement from the Clinical Placement Office. In addition, many sites require a legal affiliation agreement/contract between the individual institution and the State University of New York, on behalf of the Stony Brook University School of Nursing.

The Office of Clinical Placements works closely with the legal department to expedite favorable contract negotiations. Successful or timely contract execution cannot be guaranteed because of the complex nature of the legal process. The School of Nursing currently maintains approximately 600 clinical affiliation agreements/contracts throughout the United States, Canada and abroad.

It is highly recommended that students select sites from the Stony Brook University School of Nursing's list of existing

affiliation agreements/contracts or sites for which a contract is not required in order to facilitate timely progression through the program. The clinical experiences depend on the availability of clinical sites and preceptors in a student's region. The School of Nursing cannot guarantee the availability of clinical sites or the results of clinical negotiations.

Technical Specifications for On-Site and Distance Education Programs

All nursing students, both onsite and distance, will have selected courses, many of which are available primarily by computer. Each student entering the School, both onsite and distance, **must** have access to a **Windows-based** or **Macintosh-based** computer which they are responsible to maintain. The following is a detailed description of the computer hardware, software and data communication requirements. Please take the time to familiarize yourself with these requirements to assure that your computer system fully meets them.

Requirements

- A computer purchased within the last 2 years will generally meet the minimum computer hardware requirements.
- Microsoft Windows version 7 or higher, or Mac OS X 10.10 or higher.
- MS Word and PowerPoint are required; current version MS Office 2013, 2016 or Office 365 recommended. *
- Internet browsers:
 - Chrome v.40 or higher
 - Internet Explorer 11
 - Microsoft Edge
 - Safari 8 or higher
- Latest Version of Adobe Acrobat Reader and Adobe Flash player are required. (Upgrade can be downloaded free from Adobe Website).

Recommendations

- Virus scanning software is highly recommended. *

* Current versions of MS Office and Symantec anti-virus may be available free from Campus. Since the School of Nursing does not administer these offerings they are subject to change. Registered students can obtain more information about these offers from the Stony Brook University Division of Information Technology website

It is strongly recommended that students use a computer dedicated for their own use rather than sharing a computer with others when completing the Distance Education Program. Students are required to maintain their computer hardware and operating systems in proper functioning order.

Please call Tech Support (631) 444-7505 or email Tech_Help@notes2.nursing.sunysb.edu, if you have any questions or need any additional information.

Honors

Degree candidates may receive school or departmental awards for superior performance upon recommendation of the faculty.

Dean's List

Each semester, part-time students must have completed at least six credits of letter-grade work in order to be considered.

Degrees with Distinction

School of Nursing undergraduate students are eligible for Degrees with Distinction. Degrees with Distinction are conferred on candidates for the Bachelor of Science degree who have completed at least 55 credits at Stony Brook, excluding special examination and waiver credit (or 43 credits for Registered Nurse Baccalaureate students), and who attain the requisite grade point average (determined by the registrar). The levels of distinction are *summa cum laude*, *magna cum laude*, and *cum laude*, and constitute approximately the 98th percentile, the 93rd percentile and the 85th percentile, respectively.

The grade point average cutoffs for the three levels of distinction are: *summa cum laude*, 3.80; *magna cum laude*, 3.70; and *cum laude*, 3.60.

Attainment of a degree with distinction is indicated on the student's diploma and permanent academic record.

Honor Society

The Kappa Gamma Chapter of Sigma Theta Tau International was chartered in 1988 and is the honor society for the School of Nursing. Graduate and Undergraduate students are eligible based upon criteria as established by Sigma Theta Tau International Inc.

Nursing Clubs/HSCSA Organizations

The Health Sciences Center Student Association (HSCSA) represents all HSC undergraduate students enrolled in the Schools of Health Technology and Management, Nursing, and Social Welfare. HSCSA sponsors numerous activities and programs during the year to meet the social and academic needs of students. It also promotes inter-professional understanding and education by fostering joint activities among students in the different health professions programs.

National Student Nurse's Association: Stony Brook Chapter

The mission of the National Student Nurse's Association-Stony Brook Chapter is to organize, represent and mentor students preparing for initial licensure as registered nurses, as well as those enrolled in baccalaureate completion programs, convey the standards and ethics of the nursing profession, promote development of the skills that students will need

as responsible and accountable members of the nursing profession, advocate for high quality healthcare, advocate for and contribute to advances in nursing education and develop nursing students who are prepared to lead the profession in the future.

Pre-Nursing Society

The Pre-Nursing Society was founded in 2003 by Roxanna Minero with the goal and intentions of educating students on the west side of Stony Brook's campus about Stony Brook's School of Nursing and the nursing profession. Participating students have the opportunity to become involved within the community, helping them to observe firsthand some of the roles of a nurse. Some of the volunteer services include monthly visits to the Veteran's Nursing Home, the Walk for Beauty, the Special Olympics, Light the Night Walk, and the Lupus Walk.

Degrees and Programs

Basic Baccalaureate Program (BBP)

The BBP builds upon the foundation acquired through lower division prerequisite courses from the arts, humanities and sciences to prepare students for the role of generalist professional nurse. Students engage in experiential learning opportunities that focus on individuals, families, groups and communities across the health care continuum. In addition, students are exposed to various delivery models of professional nursing and health care. Stony Brook University Hospital is utilized as a clinical site along with other settings.

Stony Brook University Hospital is utilized as a clinical site along with other settings.

Admission Requirements:

- Minimum cumulative GPA of 2.8 is required
- 57 college credits with a grade of C or higher in all required pre-admission coursework

Required Pre-Admission Coursework	Credits
English Composition	3
Sociology	3
Psychology	3
Lifespan Development	3
Microbiology/Lab	4
Anatomy & Physiology I/Lab	4
Anatomy & Physiology II/Lab	4
Chemistry	3
Statistics	3

Humanities	6	HNI 455 Adult/ Gerontological Health Nursing I	6
Fine Arts	3		
US History	3	HNI 456 Adult/ Gerontological Health Nursing II	6
Global Issues	3		
Second Semester of Elementary Foreign Language*	3	HNI 463 Maternal and Newborn Health Nursing	5
Electives	9	HNI 464 Child and Adolescent Health Nursing	5
Total Credits	57	HNI 469 Population Health Nursing	6
		HNI 474 Capstone Nursing Practicum	5
		Electives	2
		Total Credits	71

* Stony Brook University students who satisfy the skill level 3 requirement for foreign language through the Stony Brook University Placement Exam fulfill the foreign language requirement for the School of Nursing. However, the number of elective credits must increase from 9 to 12 in order to meet the minimum requirements of 57 credits.

These courses together satisfy the SUNY General Education requirements. The SUNY competencies requirements are satisfied within the cumulative curriculum.

Graduation Requirements Credits

Professional Socialization

HNI 350 Professional Role Development in Nursing	2
HNI 440 Research in Nursing	2
HNI 479 Transitions in Professional Practice	3

Health Related Sciences

HNI 301 Mathematics for Health Care	1
HNI 310 Pathophysiology	3
HNI 333 Fundamentals of Pharmacology	4

Clinical Nursing

HNI 370 Health Assessment	3
HNI 373 Psychosocial Mental Health Nursing	6
HNI 377 Principles and Applications of Nursing Interventions I	6
HNI 378 Principles and Applications of Nursing Interventions II	6

Registered Nurse to Baccalaureate Program (RNBP)

Offered through Distance Learning with On-Site Requirements

The Registered Nurse to Baccalaureate Program is designed for students with either an associate degree or diploma in nursing. The curriculum is concentrated in the upper division and leads to a Bachelor of Science degree with a major in nursing.

The upper-division nursing major draws on the lower-division prerequisite courses from the arts, humanities, and natural and social sciences. Learning experiences are focused on the world's evolving health care environment. Communication, negotiation, and leadership skills are emphasized as students provide care to individuals, families, groups and communities. Various models of professional nursing and health care are introduced.

Spring Admission: Program begins in January*

Summer Admission: Program begins in May*

*RN license is required within 11 weeks from the start of the program

Admission Requirements:

- Minimum cumulative GPA of 2.5 is required
- 57 college credits with a grade of C or higher in all required pre-admission coursework

Required Pre-Admission Coursework*

Required Pre-Admission Coursework*	Credits
English Composition	3
Sociology	3
Psychology	3
Lifespan Development	3

Microbiology/Lab	4	HNC 370 Health Assessment	3
Anatomy & Physiology I/Lab	4	HNC 469 Population Health Nursing	6
Anatomy & Physiology II/Lab	4	HNC 470 Nursing Management Practicum	6
Chemistry	3	Electives	5
Statistics	3	Total Credits	71
Humanities	6		
Fine Arts	3		
US History	3		
Global Issues	3		
Second Semester of Elementary Foreign Language**	3		
Electives	9		
Total Credits	57		

*The SUNY Transfer Path for Nursing may affect admission requirements for graduation of SUNY AS degree programs in nursing. Applicants are urged to attend Information Sessions for further advisement regarding admission requirements.

** Stony Brook University students who satisfy the skill level 3 requirement for foreign language through the Stony Brook University Placement Exam fulfill the foreign language requirement for the School of Nursing. However, the number of elective credits must increase from 9 to 12 in order to meet the minimum requirements of 57 credits.

Graduation Requirements Credits

Professional Socialization

HNC 350 Professional Role Development in Nursing 2

HNC 440 Research in Nursing 2

HNC 479 Transitions into Professional Practice 3

Health Related Sciences

HNC 310 Pathophysiology 3

HNC 333 Fundamentals of Pharmacology 4

HNC 499 Clinical Epidemiology 3

Clinical Nursing

Clinical Practice Portfolio - Submitted while in program 28

HNC 340 Novice to Expert 6

Advanced Placement Credits

Registered Nurse to Baccalaureate students are required to submit a clinical practice portfolio to be evaluated for 28 advanced placement credits. If the portfolio does not meet academic standards, the student will not be able to continue in the program. The cost is \$300.

Registered Nurse Baccalaureate to Master of Science Program (BS/MS Program)

Offered through Distance Learning with On-Site Requirements

The Registered Nurse Baccalaureate to Master of Science Program is designed for students with either an associate degree or diploma in nursing. The curriculum is concentrated in the upper division and leads to a Bachelor of Science degree with a major in nursing. Upon meeting progression criteria, students will continue to the Master of Science program in their designated specialty.

Admission Requirements

- Minimum cumulative G.P.A. of 3.0 is required
- Minimum 1 year clinical experience as an RN in clinical area of interest
- 57 college credits with a grade C or better in the following pre-admission courses:

Required Pre-Admission Coursework*

Required Pre-Admission Coursework*	Credits
English Composition	3
Sociology	3
Psychology	3
Lifespan Development	3
Microbiology/Lab	4
Anatomy & Physiology I/Lab	4
Anatomy & Physiology II/Lab	4
Chemistry	3
Humanities	3
Fine Arts	3

US History	3	HNH 503 Organizational Leadership and Role Formation	3
Global Issues	3	HNH 504 Quality Improvement, Safety and Health Care Technologies	3
Second Semester of Elementary Foreign Language**	3	HNH 505 Health Care Policy and Advocacy	2
Electives	9	Total Credits	*71
Total Credits	57		

*The SUNY Transfer Path for Nursing may affect admission requirements for graduation of SUNY AS degree programs in nursing. Applicants are urged to attend Information Sessions for further advisement regarding admission requirements.

**Stony Brook University students who satisfy the skill level 3 requirement for foreign language through the Stony Brook University Placement Exam will fulfill the foreign language admission requirement for the School of Nursing. However, the number of required elective credits must increase from 9 to 12 in order to meet the minimum requirement of 57 credits.

Graduation Requirements Credits

Professional Socialization

HNC 350 Professional Role Development in Nursing	2
HNC 440 Research in Nursing	2
HNC 479 Transitions into Professional Practice	3

Health Related Sciences

HNC 310 Pathophysiology	3
HNC 333 Fundamentals of Pharmacology	4
HNC 499 Clinical Epidemiology	3

Clinical Nursing

Clinical Practice Portfolio - submitted while in program	28
HNC 340 Novice to Expert	6
HNC 370 Health Assessment	3
HNC 469 Population Health Nursing	6
HNC 471 Nursing Management Practicum for BS/MS students	3
Electives	0

BS/MS - Graduate Core Classes

Advanced Placement Credits

Registered Nurse to Baccalaureate students are required to submit a clinical practice portfolio to be evaluated for 28 advanced placement credits. If the portfolio does not meet academic standards, the student will not be able to continue in the program. The cost is \$300.

Admission requirements for the Master of Science programs

- Completed application
- Baccalaureate degree with a major in nursing(non-nursing bachelor's degrees, see Clinical Practice Portfolio below)
- Minimum of one year's recent relevant experience (preferred)
- Unofficial transcripts from all college/universities attended
- Cumulative grade point average of at least 3.0
- Current professional Registered Nurse license
- Three letters of recommendation
- Three credit undergraduate course in Health Assessment (by advisement)
- Three credit undergraduate course in Statistics (by advisement)
- Meet all Technical Standards for Admission and Retention

Applicants with Non-Nursing Bachelor Degrees

Applicants to a master's program with a non-nursing bachelor's degree are required to submit a clinical practice portfolio to be evaluated for baccalaureate-level nursing competencies once they have been offered conditional acceptance to a program. The Clinical Practice Portfolio fee is \$300. If the portfolio does not meet academic standards, the student cannot be matriculated.

Additional Requirements Upon Admission

- Official transcripts from all colleges/universities attended
- Current curriculum vitae/resume
- Evidence of meeting all Stony Brook University and School of Nursing health requirements
- Evidence of health insurance and RN/student nurse practitioner malpractice insurance
- Certification in Basic Life Support for Healthcare Providers (BLS) with AED
- Technical Requirements

Transcripts from foreign institutions must be evaluated for transfer equivalency credits by an accredited evaluation service, such as the World Education Services (WES) <http://www.wes.org>

Progression Requirements for the Master of Science Programs

- Successful completion of all program required courses
- Maintenance of a cumulative GPA of 3.0 or better
- Satisfactory professional and ethical conduct
- Maintenance of current Registered Professional Nurse license during enrollment in clinical courses and health insurance requirements and malpractice insurance; graduate students who do not meet the above standards are subject to the same academic sanctions, warning, jeopardy, suspension and dismissal as the undergraduate students
- Failure to register for two consecutive semesters may result in termination

Master of Science Program Curriculums

Advanced Practice Nursing Program in Adult-Gerontological Health (HNAZM)

Offered through Distance Education with On-Site Requirements

The Adult-Gerontological Health Nurse Practitioner Program prepares nurses as expert providers of primary health care to young adults, adults, older adults and their families across health care settings. The primary focus of the program is to prepare the graduate to promote, maintain, supervise, and restore health, identify health risks, and assess, diagnose, and manage acute and chronic illnesses common in primary care. The ability to function as an educator, leader, consultant, advocate, and change agent is an essential to the development of clinical expertise in this role.

Course #	Title	Credits
HNH 503	Organizational Leadership and Role Formation	3
HNH 504	Quality Improvement, Safety and Healthcare Technologies	3
HNH 505	Healthcare Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3
HNG 519	Advanced Theory and Clinical	4

Course #	Title	Credits
	Practice in Adult Health Nursing I	
HNG 529	Advanced Theory and Clinical Practice in Adult Health Nursing II	5
HNG 539	Advanced Theory and Clinical Practice in Adult Health Nursing III	5
HNG 540	Clinical Pharmacology	3
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 543	Applications in Clinical Nursing Research	3
HNG 549	Advanced Theory and Clinical Practice in Adult Health Nursing II	5
HNG 588	Clinical Pathobiology	3
	Electives	3
Total Credits		45

Advanced Practice Nursing Program in Child Health (HNKZM)

Offered through Distance Education with On-Site Requirements

The Pediatric Nurse Practitioner Program prepares nurses as expert providers of primary health care to children and their families across health care settings. The primary focus of the program is to prepare the graduate to promote, maintain, supervise and restore health, identify health risks, and assess, diagnose, and manage acute and chronic illnesses common in primary care. The ability to function as an educator, leader, consultant, advocate, and change agent is an essential to the development of clinical expertise in this role.

Course #	Title	Credits
HNH 503	Organizational Leadership and Role Formation	3
HNH 504	Quality Improvement, Safety and Healthcare Technologies	3
HNH 505	Healthcare Policy and Advocacy	2

Course #	Title	Credits
HNG 520	Selected Topics in Childhood Morbidity	3
HNG 525	Advanced Health Assessment Child Health	3
HNG 540	Clinical Pharmacology	3
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 543	Applications in Clinical Nursing Research	3
HNG 518	Advanced Theory and Clinical Practice in Child Health Nursing I	4
HNG 528	Advanced Theory and Clinical Practice in Child Health Nursing II	4
HNG 538	Advanced Theory and Clinical Practice in Child Health Nursing III	5
HNG 548	Advanced Theory and Clinical Practice in Child Health Nursing IV	4
HNG 588	Clinical Pathobiology	3
	Electives	2
Total Credits		45

Advanced Practice Nursing Program in Neonatal Health (HNNZM)

Offered through Distance Education with On-Site Requirements

The Neonatal Nurse Practitioner Program prepares nurses as expert providers of health care to neonates and their families across health care settings. The primary focus of the program is to prepare the graduate to promote, maintain, supervise and restore health, identify health risks, and assess, diagnose, and manage acute and chronic illnesses. The ability to function as an educator, leader, consultant, advocate, and change agent is an essential to the development of clinical expertise in this role.

Course #	Title	Credits
HNH 503	Organizational Leadership and Role Formation	3

Course #	Title	Credits
HNH 504	Quality Improvement, Safety and Healthcare Technologies	3
HNH 505	Healthcare Policy and Advocacy	2
HNG 513	Advanced Health Assessment of the Neonate and Infant	3
HNG 522	Selected Topics in Neonatal Pathophysiology	2
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 542	Neonatal Pharmacology	3
HNG 543	Applications in Clinical Nursing Research	3
HNG 564	Advanced Theory and Clinical Practice in Neonatal Health Nursing II: Primary Care for High Risk Infant	3
HNG 569	Advanced Theory and Clinical Practice in Neonatal Health Nursing I: The Childbearing Family	3
HNG 578	Advanced Theory and Clinical Practice in Neonatal Health Nursing III: The High Risk Neonate I	7
HNG 579	Advanced Theory and Clinical Practice in Neonatal Health Nursing IV: The High Risk Neonate II	7
HNG 588	Clinical Pathobiology	3
Total Credits		45

Advanced Practice Nursing Program in Perinatal/Women's Health (HNWZM)

Offered through Distance Education with On-Site Requirements

No longer accepting applications to this program. Program information on this page is applicable to currently enrolled students only.

The Perinatal/Women's Health Nurse Practitioner Program prepares nurses as expert providers of primary health care to women and their families across health care settings. The primary focus of the program is to prepare the graduate to promote, maintain, supervise and restore health, identify health risks, and assess, diagnose, and manage acute and chronic illnesses common in primary care. The ability to function as an educator, leader, consultant, advocate, and change agent is an essential to the development of clinical expertise in this role.

Course #	Title	Credits
HNH 503	Organizational Leadership and Role Formation	3
HNH 504	Quality Improvement, Safety and Healthcare Technologies	3
HNH 505	Healthcare Policy and Advocacy	2
HNG 501	Primary Care	3
HNG 514	Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing I	4
HNG 515	Advanced Health Assessment	3
HNG 524	Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing II	4
HNG 534	Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing III	5
HNG 540	Clinical Pharmacology	3
HNG 541	Statistical Methods and Scholarly Inquiry	3

Course #	Title	Credits
HNG 543	Clinical Applications in Nursing Research	3
HNG 554	Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing IV	4
HNG 588	Clinical Pathobiology	3
	Electives	2
Total Credits		45

Advanced Practice Nursing Program in Psychiatric/Mental Health (HNMZM)

Offered through Distance Education with On-Site Requirements

The Psychiatric/Mental Health Nurse Practitioner Program prepares nurses as expert providers of health care to patients with psychiatric or psychosocial issues across health care settings. The primary focus of the program is to prepare the graduate to promote, maintain, supervise and restore mental health, identify health risks, and assess, diagnose, and manage mental health issues. The ability to function as an educator, leader, consultant, advocate, and change agent is an essential to the development of clinical expertise in this role.

Course #	Title	Credits
HNH 503	Organizational Leadership and Role Formation	3
HNH 504	Quality Improvement, Safety and Healthcare Technologies	3
HNH 505	Healthcare Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3
HNG 517	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing I	4
HNG 527	Advanced Theory and Clinical Practice in Psychiatric/	4

Course #	Title	Credits
	Mental Health Nursing II	
HNG 537	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing III	5
HNG 540	Clinical Pharmacology	3
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 543	Applications in Clinical Nursing Research	3
HNG 547	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing IV	5
HNG 551	Psychopharmacology ²	
HNG 588	Clinical Pathobiology	3
	Electives	2
Total Credits		45

Advanced Practice Nursing Program in Nurse Midwifery (HNEZM)

Offered through Distance Education with On-Site Requirements

The Nurse Midwifery Program prepares nurses as expert providers of health care to women across the lifespan. The certified nurse midwife is prepared to provide and/or collaborate in the care of women and the healthy newborn with a focus on normal birth in a variety of settings. The ability to function as an educator, leader, consultant, advocate, and change agent is an essential to the development of clinical expertise in this role.

Course #	Title	Credits
HNH 503	Organizational Leadership and Role Formation	3
HNH 504	Quality Improvement, Safety and Healthcare Technologies	3
HNH 505	Healthcare Policy and Advocacy	2

Course #	Title	Credits
HNG 501	Primary Care	3
HNG 515	Advanced Health Assessment	3
HNG 540	Clinical Pharmacology	3
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 543	Applications in Clinical Nursing Research	3
HNG 555	Professional Issues in Midwifery	1
HNG 581	Midwifery I	4
HNG 585	Midwifery II	4
HNG 586	Midwifery III	5
HNG 587	Midwifery IV	5
HNG 588	Clinical Pathobiology	3
Total Credits		45

Advanced Practice Nursing in Family Health (HNLZM)

Offered through Distance Education with On-Site Requirements

The Family Health Nurse Practitioner Program prepares nurses as expert providers of primary health care to individuals across the lifespan in a variety of health care settings. The primary focus of the program is to prepare the graduate to manage common acute and chronic health problems through health promotion, maintenance, supervision and restoration. The ability to function as an educator, leader, consultant, advocate, and change agent is an essential to the development of clinical expertise in this role.

Course #	Title	Credits
HNG 577	Family Theory	3
HNH 503	Organizational Leadership and Role Transformation	3
HNH 504	Quality Improvement, Safety, and Health Care Technologies	3
HNH 505	Health Policy and Advocacy	2

HNG 541	Statistical Methods & Scholarly Inquiry	3	HNG 541	Statistical Methods & Scholarly Inquiry	3
HNG 543	Applications in Clinical Nursing Research	3	HNG 543	Applications in Clinical Nursing Research	3
HNG 540	Clinical Pharmacology	3	HNH 530	Communication and Relationship Management	3
HNG 515	Advanced Health Assessment	3	HNH 531	Business Skills for Nurse Leaders	3
HNG 588	Clinical Pathobiology	3	HNH 532	Finance and Economics in Nursing Leadership	3
HNG 572	Advanced Theory & Clinical Practice in Family Health Nursing I	4	HNH 533	Legal/Ethical/Regulatory Issues in Nursing Leadership	3
HNG 573	Advanced Theory & Clinical Practice in Family Health Nursing II	5	HNH 540	Advanced Theory and Practice in Nursing Leadership I	4
HNG 574	Advanced Theory & Clinical Practice in Family Health Nursing III	5	HNH 534	Advanced Leadership Seminar	3
HNG 575	Advanced Theory & Clinical Practice in Family Health Nursing IV	5	HNH 541	Advanced Theory and Practice in Nursing Leadership II	3
Total Credits		45			
Nursing Leadership (HNHLM)			Total Credits 36		

Offered through Distance Education with On-Site Requirements

The Master of Science in Nursing Leadership prepares nurses as leaders to assume leadership positions across all levels of nursing and health care continuum. This program is offered as an executive cohort program using a blended model with scheduled on-site immersions and curriculum delivery via a computer mediated modality.

Course #	Title	Credits
HNH 503	Organizational Leadership and Role Transformation	3
HNH 504	Quality Improvement, Safety and Health Care Technologies	3
HNH 505	Health Care Policy and Advocacy	2

Nursing Education (HNUZM)

Offered through Distance Education with On-Site Requirements

The Master of Science in Nursing Education prepares nurses as educators to teach new and advanced nurses, in schools of nursing as well as in clinical settings. This program is offered as an executive cohort program using a blended model with scheduled on-site immersions and curriculum delivery via a computer-mediated modality.

Course #	Title	Credits
HNH 503	Organizational Leadership and Role Transformation	3
HNH 504	Quality Improvement, Safety and	3

	Health Care Technologies	
HNH 505	Health Care Policy and Advocacy	2
HNG 541	Statistical Methods & Scholarly Inquiry	3
HNG 543	Applications in Clinical Nursing Research	3
HNG 540	Clinical Pharmacology	3
HNG 515	Advanced Health Assessment	3
HNG 588	Clinical Pathobiology	3
HNH 510	Facilitating Adult Learning	3
HNH 511	Curriculum Design, Implementation and Evaluation in Nursing Education	3
HNH 512	Advanced Theory and Practice in Nursing Education	3
HNH 513	Advanced Theory and Practice in Nursing Education I	3
HNH 514	Advanced Theory and Practice in Nursing Education II	4
HNH 515	Advanced Theory and Practice in Nursing Education III	4
	Electives	2
	Total Credits	45

Advanced Certificate Programs

Admission Requirements

- Completed application
- Master's degree from an accredited nursing program
- Unofficial transcripts from all colleges/universities attended
- Minimum of one year recent relevant experience (preferred)
- Cumulative grade point average of at least 3.0

- Current registered professional nurse licensure
- Three letters of recommendation
- Three-credit undergraduate course in Health Assessment (by advisement)
- Three-credit undergraduate course in Statistics (by advisement)
- Technical Standard for Admission and Retention

Transcripts from foreign institutions must be evaluated for transfer equivalency credits by an accredited evaluation service, such as the World Education Services (WES) <http://www.wes.org>

The Advanced Certificate Program offers the masters or doctoral prepared nurse the ability to continue graduate education to specialize in another clinical area. This Advanced Certificate Program reflects state and national requirements for certification, as well as national trends. This provides the student with eligibility to apply for New York State Certification as well as national certification in their specialty. Program credit requirements may vary depending upon program and previous graduate course level work.

Stony Brook University School of Nursing reserves the right to change admission and program criteria to meet prevailing accreditation, regulatory and registration requirements.

Meeting clinical course requirements is dependent upon the availability of appropriate clinical sites and preceptors in a student's region. The Stony Brook University School of Nursing cannot guarantee the availability of clinical sites and preceptors or the results of clinical contract/affiliation negotiations.

Advanced Certificate Program Curriculums*

Adult-Gerontological Nurse Practitioner (HNAZC)

Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
Core Courses		
HNG 519	Advanced Theory and Clinical Practice in Adult Health Nursing I	4
HNG 529	Advanced Theory and Clinical Practice in Adult Health Nursing II	5
HNG 539	Advanced Theory and Clinical Practice in Adult Health Nursing III	5

Course #	Title	Credits	Course #	Title	Credits
HNG 549	Advanced Theory and Clinical Practice in Adult Health Nursing IV	5		Practice in Child Health Nursing IV	
		(19) minimum			(20) minimum
	By Individual Advisement (Gap Analysis)			By Individual Advisement (Gap Analysis)	
HNH 503	Organizational Leadership and Role Transformation	3	HNH 503	Organizational Leadership and Role Transformation	3
HNH 504	Quality Improvement, Safety and Health Care Technologies	3	HNH 504	Quality Improvement, Safety and Health Care Technologies	3
HNH 505	Health Care Policy and Advocacy	2	HNH 505	Health Care Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3	HNG 525	Advanced Health Assessment Child Health	3
HNG 540	Clinical Pharmacology	3	HNG 540	Clinical Pharmacology	3
HNG 588	Clinical Pathobiology	3	HNG 588	Clinical Pathobiology	3

Child Health Nurse Practitioner (HNKZC)

Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
Core Courses		
HNG 520	Selected Topics in Childhood Morbidity	3
HNG 518	Advanced Theory and Clinical Practice in Child Health Nursing I	4
HNG 528	Advanced Theory and Clinical Practice in Child Health Nursing II	4
HNG 538	Advanced Theory and Clinical Practice in Child Health Nursing III	5
HNG 548	Advanced Theory and Clinical	4

Perinatal/Women's Health Nurse Practitioner (HNWZC)

Offered through Distance Education with On-Site Requirements

No longer accepting applications to this program. Program information is applicable to currently enrolled students only.

Course #	Title	Credits
Core Courses		
HNG 501	Primary Care	3
HNG 514	Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing I	4
HNG 524	Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing II	4
HNG 534	Advanced Theory and	5

Course #	Title	Credits	Course #	Title	Credits
HNG 554	Clinical Practice in Perinatal/ Women's Health Nursing III Advanced Theory and Clinical Practice in Perinatal/ Women's Health Nursing IV	4	HNG 579	The High Risk Neonate I Advanced Theory and Clinical Practice in Neonatal Health Nursing IV: The High Risk Neonate II	7
		20 (minimum)			19 (minimum)
	By Individual Advisement (Gap Analysis)			By Individual Advisement (Gap Analysis)	
HNH 503	Organizational Leadership and Role Transformation	3	HNH 503	Organizational Leadership and Role Transformation	3
HNH 504	Quality Improvement, Safety and Health Care Technologies	3	HNH 504	Quality Improvement, Safety and Health Care Technologies	3
HNH 505	Health Care Policy and Advocacy	2	HNH 505	Health Care Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3	HNG 513	Advanced Health Assessment of the Neonate and Infant	3
HNG 540	Clinical Pharmacology	3	HNG 564	Advanced Theory and Clinical Practice in Neonatal Health Nursing II: Primary Care Concepts for High Risk Infants	3
HNG 588	Clinical Pathobiology	3	HNG 569	Advanced Theory and Clinical Practice in Neonatal Health Nursing I: The Childbearing Family	3
			HNG 588	Clinical Pathobiology	3

**Neonatal Health Nurse Practitioner (HNNZC)
Offered through Distance Education with On-Site Requirements**

Course #	Title	Credits
	Core Courses	
HNG 522	Advanced Topics in Fetal and Neonatal Pathophysiology	2
HNG 542	Neonatal Clinical Pharmacology	3
HNG 578	Advanced Theory and Clinical Practice in Neonatal Health Nursing III:	7

Psychiatric/Mental Health Nurse Practitioner (HNMZC)**Offered through Distance Education with On-Site Requirements**

Course #	Title	Credits
Core Courses		
HNG 517	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing I	4
HNG 527	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing II	5
HNG 537	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing III	5
HNG 547	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing IV	5
HNG 551	Psychopharmacology ²	21 (minimum)
By Individual Advisement (Gap Analysis)		
HNH 503	Organizational Leadership and Role Transformation	3
HNH 504	Quality Improvement, Safety and Health Care Technologies	3
HNH 505	Health Care Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3
HNG 540	Clinical Pharmacology	3

Course #	Title	Credits
HNG 588	Clinical Pathobiology	3

Nurse Midwifery (HNEZC)**Offered through Distance Education with On-Site Requirements**

Course #	Title	Credits
Core Courses		
HNG 555	Professional Issues in Midwifery	1
HNG 581	Midwifery I	4
HNG 585	Midwifery II	4
HNG 586	Midwifery III	5
HNG 587	Midwifery IV	5
		19 (minimum)
By Individual Advisement (Gap Analysis)		
HNH 503	Organizational Leadership and Role Transformation	3
HNH 504	Quality Improvement, Safety and Health Care Technologies	3
HNH 505	Health Care Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3
HNG 540	Clinical Pharmacology	3
HNG 588	Clinical Pathobiology	3

Family Health Nurse Practitioner

Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
Core Courses		

Course #	Title	Credits
HNG 572	Advanced Theory & Clinical Practice in Family Health Nursing I	4
HNG 573	Advanced Theory & Clinical Practice in Family Health Nursing II	5
HNG 574	Advanced Theory & Clinical Practice in Family Health Nursing III	5
HNG 575	Advanced Theory & Clinical Practice in Family Health Nursing IV	5
HNG 577	Family Theory	3
		22 (minimum)

By Individual Advisement (Gap Analysis)

HNH 509	Organizational Leadership and Role Transformation	3
HNH 504	Quality Improvement, Safety, and Health Care Technologies	3
HNH 505	Health Policy and Advocacy	2
HNH 515	Advanced Health Assessment	3
HNH 540	Pharmacology	3
HNH 588	Pathophysiology Across the Lifespan	3

Nursing Education

Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
Core Courses		
HNH 510	Facilitating Adult Learning	3
HNH 511	Curriculum Design, Implementation	3

HNH 512	Advanced Teaching Strategies in Nursing Education	3
HNH 513	Advanced Theory and Practice in Nursing Education I	3
HNH 514	Advanced Theory and Practice in Nursing Education II	4
HNH 515	Advanced Theory and Practice in Nursing Education III	4

Total 20 (minimum)

By Individual Advisement (Gap Analysis)

HNH 503	Organizational Leadership and Role Transformation	3
HNH 504	Quality Improvement, Safety, and Health Care Technologies	3
HNH 505	Health Care Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3
HNG 540	Clinical Pharmacology	3
HNG 588	Clinical Pathobiology	3

Nursing Leadership

Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
HNH 530	Communication and Relationship Management	3

HNH 531	Business Skills for Nurse Leaders	3
HNH 532	Finance and Economics in Nursing Leadership	3
HNH 533	Legal/Ethical/Regulatory Issues in Nursing Leadership	3
HNH 534	Advanced Leadership Seminar	3
HNH 540	Advanced Theory and Practice in Nursing Leadership I	4
HNH 541	Advanced Theory and Practice in Nursing Leadership II	3
Total Credits		22

*Please visit our website at www.nursing.stonybrookmedicine.edu for Gainful Employment information

Doctor of Nursing Practice (DNP)

Offered through Distance Education with On-Site Requirements

Program Overview

The DNP degree was adopted in 2004 by the Association of Colleges of Nursing (AACN) in response to numerous societal, scientific, and professional advances. These ongoing developments include expansion of scientific knowledge required for safe practice, an increasingly interprofessional work environment, and growing interest in the quality of patient care and outcomes of care. Practice demands associated with an increasingly complex healthcare system create a mandate to educate professional nurses engaged in advanced practice with doctoral level competencies. The DNP degree represents attainment of the highest level of preparation in nursing practice.

The Post-Baccalaureate **DNP Program at Stony Brook University School of Nursing** prepares diverse students to be clinical leaders, stimulate innovation in practice, and influence policy, thereby impacting patient outcomes and population health. Our **DNP graduates** have skills and tools that enable them to identify opportunities for improvement in health care delivery, critically appraise evidence to inform change, utilize information technology to analyze complex practice models and organizational issues, improve systems of care to enhance safety and quality of care when needed,

and facilitate translation of evidence into practice to advance health outcomes.

The license-qualifying Post-Baccalaureate DNP Program is designed for registered nurses who **hold a baccalaureate degree** with a major in nursing, and prepares them to sit for a national certification exam in an advanced practice nursing specialty. The program requires 87 credits of coursework, including a minimum of 1,000 scholarly/clinical practice hours. The Post-Baccalaureate DNP Program is offered in the following population foci: Adult-Gerontology-Primary Care, Family, Pediatric-Primary Care, Psychiatric-Mental Health, Women's Health, Neonatal, and Nurse Midwifery.

Nurse practitioners and nurse midwives who **hold a Master's degree** may be eligible to enter our DNP Program with **advanced standing (post-masters entry)**. A gap analysis is conducted to confirm previous coursework taken and validate the number of clinical hours performed at the Master's level. With advanced standing, the program requires 42 credits of coursework, including a minimum of 500 scholarly practice hours (to meet the 1,000+ post-baccalaureate practice hour requirement).

The DNP program at Stony Brook University School of Nursing is offered through distance education with on-site requirements. DNP students pursue study in various areas of clinical inquiry, and develop a practice-relevant quality improvement or evidence-based practice project. The faculty of the School of Nursing is committed to the spirit of collaboration and mentorship. *Major foci of the DNP Program are developing a community of scholars, fostering a commitment to lifelong learning, and cultivating an area of clinical scholarship.*

Course #	Course Title	Credits
Graduation Requirements (with Advanced Standing)		
Scientific Underpinnings		
HND 612	Theories of Applied Science	3
HND 650	Systems Theory	3
DNP Project Core		
HND 647	DNP Seminar (Clinical Inquiry, Review of Literature)	4
HND 655	Doctoral Synthesis I (Planning, Methods, Implementation)	5
HND 655	Doctoral Synthesis II	6

	(Management & Analysis of Data)		Microbiology/Lab	4
HND 675	Doctoral Synthesis III (Scholarly Dissemination)	6	Anatomy & Physiology I/Lab	4
	Analytics & Informatics Core		Anatomy & Physiology II/Lab	4
			Chemistry	3
			Statistics	3
			Lifespan Development	3
HND 635	Biostatistics	3		
HND 645	Large Datasets	3		
	Advanced Clinical Practice Core		Graduation Requirements	Credits
			Professional Socialization	
HND 615	Genomics	3	HNI 350 Professional Role Development in Nursing	2
	Population Health Core		HNI 440 Research in Nursing	2
HND 625	Health Policy and Social Justice	3	HNI 479 Transitions into Professional Practice	3
HND 640	Principles of Epidemiology/Global Health	3		
Total Credits		42	Health Related Sciences	
			HNI 301 Mathematics for Health Care	1
			HNI 310 Pathology	3
			HNI 333 Fundamentals of Pharmacology	4
			Clinical Nursing	
			HNI 370 Health Assessment	3
			HNI 373 Psychosocial Mental Health Nursing	6
			HNI 377 Principles and Applications of Nursing Interventions I	6
			HNI 378 Principles and Applications of Nursing Interventions II	6
			HNI 455 Adult/ Gerontological Health Nursing I	6
			HNI 456 Adult/ Gerontological Health Nursing II	6
			HNI 463 Maternal and Newborn Health Nursing	5
			HNI 464 Child and Adolescent Health	5
			HNI 469 Population Health Nursing	6

Accelerated BACCALAUREATE PROGRAM (ABP)

On-Site, One Year

The Accelerated Baccalaureate Program is designed for students who have already completed a bachelor's degree, either at the State University of New York at Stony Brook or another comparable institution. The concentrated nursing curriculum leads to a Bachelor of Science degree with a major in nursing. Graduates of the program are eligible to sit for the NCLEX-RN exam.

This second bachelor's degree draws on the prerequisite courses from the humanities and the natural and social sciences as a means of assisting the student to use theory and utilize nursing process to provide health promotion, health maintenance and restoration of diverse populations of patients. Students are provided learning experiences focused on individuals, families, groups and communities. In addition, students are exposed to various delivery models of professional nursing and health care. Stony Brook University Hospital is utilized as a clinical site along with various other settings.

Admission Requirements

- B.A. or B.S. Degree
- Minimum cumulative GPA 2.8 and grades of C or higher in the following courses:

Required Courses	Credits
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HNI 474 Capstone Nursing Practicum	5
Total Credits	69

Program in Public Health

DIRECTOR: Lisa A. Benz Scott
 OFFICE: Health Sciences Center, Level 3, Room 071
 PHONE: (631) 444-9396
 WEB: publichealth.stonybrookmedicine.edu

About the Program

The [Graduate Program in Public Health](#) was established at Stony Brook to train people who wish to integrate the knowledge, skills, vision and values of public health into their careers and provide leadership in the field. The Program leads to the Master of Public Health (MPH) degree as well as a variety of combined and concurrent programs.

The Program advocates a population health approach to public health. The hallmarks of population health include ecological understanding of the determinants of health and a systems approach to solving health problems; emphasis on proactively stabilizing and improving health among all populations; and insistence on accountability, evidence-based practice, and continuous performance improvement. The population health approach requires multi-disciplinary collaboration among scholars in the social, behavioral, clinical, and basic sciences and humanities. Furthermore, it incorporates the development of comprehensive health information systems, and the use of advanced analytical tools to examine health problems and evaluate responses.

The population health orientation is consistent with the traditions of public health and with recent Institute of Medicine (IOM) recommendations for public health education, although it expands upon them. The IOM recommends that public health:

“Adopt a population health approach that builds on evidence of multiple determinants of health... (Develop) appropriate systems of accountability at all levels to ensure that population health goals are met; ...Assure that action is based on evidence;”

The population health orientation of the program is also compatible with the educational philosophy of the Hospital. The Health Sciences Center, opened in 1971, emphasizes the need for interdisciplinary education and collaboration, and recognizes the need for health professions to work together. The Graduate Program in Public Health values the importance of a collegial atmosphere at an early stage in an MPH student's education in order for the student to gain

respect for the diverse backgrounds and competencies of fellow students.

The emphasis of the Graduate Program in Public Health reflects the changing environment in which public health practice occurs, and recent thinking about how to respond to these changes. Public health retains its distinct role as the specialty emphasizing prevention, with the object of its work being populations, in contrast to the historical role of medicine, dentistry, and other clinical disciplines that focus on healing, with the object of their work being individuals. “The public health professional is a person educated in public health or a related discipline who is employed to improve health through a population focus.”

Since the 1980s, the three main functions of public health have been identified as assessment, policy development, and assurance. However, the knowledge and skills needed to perform these functions optimally has changed radically in light of advances in information technology and increased knowledge about the determinants of health and disease. These changes are occurring at all levels of inquiry, from the micro (genetics and microbiology) through the macro (the social sciences). Changing political, economic, demographic, and social conditions in the United States and the world make the application of new knowledge and technologies all the more important.

As one recent Institute of Medicine report states: “The beginning of the 21st century provided an early preview of the health challenges the United States will confront in the coming decades. The system and entities that protect and promote the public health, already challenged by problems like obesity, toxic environments, a large uninsured population and health disparities, must also face emerging threats, such as antimicrobial resistance and bio-terrorism. The social, cultural, and global context of the nation's health is also undergoing rapid and dramatic change. Scientific and technical advances, such as genomics and informatics, extend the limit of knowledge and human potential more rapidly than their implications can be absorbed and acted upon. At the same time, people, products, and germs migrate, and the Nation's demographics shift in ways that challenge public and private resources.”

Recent, influential reports regarding public health education suggest ways to address the evolving training needs of public health professionals. These publications include one report issued by the Centers for Disease Control and Prevention — Public Health's Infrastructure — and three reports from the Institute of Medicine: *Who Will Keep the Public Healthy?*; *The Future of Public Health in the 21st Century*; and *Crossing the Quality Chasm*. The recommendations in these reports challenge new public health programs to train public health leaders to be boundary spanners — able to use the new tools and knowledge available in order to formulate solutions to the complex public health problems facing us. “Public health professionals have a major role to play in addressing these complex health challenges, but in order to do so effectively, they must have a framework for action and an understanding of the ways in which they do affect the health of individuals and populations.”

These recent recommendations regarding public health can be synthesized as follows. In addition to the traditional knowledge, including epidemiology and biostatistics, public health leaders need:

- An ecological understanding of the causes of poor health including social, behavioral, environmental, occupational, demographic, policy, economic and genetic factors as well as the interrelationship of these factors;
- A thorough understanding and appreciation of the cultural heterogeneity of populations, its impact on public health initiatives, and tools to deal with issues arising from cultural heterogeneity;
- A thorough understanding of the current system of addressing poor health — medical, dental and public health — including organization, financing, regulation, accessibility, quality, effectiveness and efficiency;
- An orientation toward policy, as well as programmatic, solutions to public health problems and the skills to assess, develop, implement and evaluate policies;
- An orientation favoring evidence-based decision-making and the skills to develop evidence for public health decision-making including study design and analysis of data;
- An orientation favoring accountability and continuous quality improvement in public health and the skills needed to measure accountability and assess performance;
- Informatics skills including application of information technology to obtain, organize, and maintain useful data for public health decision-making;
- Leadership skills including the conceptual and analytical tools to prioritize problems and make sound decisions.

Instilling a population health orientation and fostering the skills necessary to act upon it provide the program's graduates with the ability to meet the basic needs of public health today — defined as provision of the Essential Public Health Services and the three core public health functions (assessment and monitoring; formulating public policies; and assuring access to appropriate and cost-effective care) — as well as to expand the work of public health to achieve its broad mission “to fulfill society’s interest in assuring conditions in which people can be healthy.”

Vision, Mission and Goals

The vision of the Program in Public Health is to improve the health of populations on Long Island and in the region, state, and nation through education, research, and community service that utilizes all of the scholarly resources of Stony Brook University in a collaborative and boundary-spanning manner.

The mission of the program is to promote improvements in the health of the public through excellence in education, research, and community service locally, nationally, and globally.

The specific goals and measurable objectives developed by the faculty (with feedback from our public health community

and constituents) of the Program in Public Health can be found on the [program's website](#).

To achieve its general educational, research and community benefit goals, the program trains public health professionals who:

- Understand the multiple determinants of health and illness including the social, behavioral, environmental, demographic, occupational, policy, economic, genetic, and health care determinants;
- Appreciate the need for interdisciplinary collaboration in order to understand population health problems and develop optimal strategies to address them;
- Have the strongest analytical, conceptual, and communication skills in order to facilitate development and implementation of optimal strategies for addressing population health problems.

Program Values

The Program in Public Health embraces as a core value adherence to all ethical standards of conduct and academic integrity. The program's culture inherently values: beneficence, diversity and inclusiveness, reduction of health disparities, protection of vulnerable populations, the balance of public health with human rights, and community engagement. In support of the mission statement, the program values the training of students as public health problem solvers with a population health orientation by a multi-faceted team of faculty, staff, and public health practitioners. The program operationalizes its values through the following pillars upon which the program stands: education, research and service.

Education

The *Program in Public Health* values high-quality education that moves beyond the simple transmission of information to produce creative and critical thinkers. This value is operationalized through the provision of Core and Concentration curricula that lead to the MPH degree. The program emphasizes the development of analytical and critical thinking skills and an ecological approach to health improvement and disease prevention.

Research

The *Program in Public Health* values research that contributes to the health improvement of all populations and the elimination of health disparities. This value is operationalized by leading and facilitating interdisciplinary and collaborative research by the faculty and students, including work that emphasizes health improvement through community engagement and community-based participatory research (CBPR).

Center for Health Services and Outcomes Research

Cost control and quality enhancement remain elusive goals in the U.S. healthcare system. More and better evidence is required to help direct scarce healthcare resources to many competing uses, and to evaluate alternative strategies for promoting more cost-effective care. In recognition of this

need, the Graduate Program in Public Health has established the Center for Health Services and Outcomes Research (CHSOR). The Center is a multidisciplinary research unit that combines expertise in economics, statistics, epidemiology, medicine, and other clinical disciplines to address substantive issues in healthcare delivery. As part of its research mission, the Center seeks to develop joint projects with researchers at Stony Brook University and with health organizations throughout Long Island.

The Center has two divisions: (1) Children's Environmental Health; and (2) Long Island Prevention Research. The Children's Environmental Health division is part of the New York State, regionalized children's environmental health system, which includes eight Children's Environmental Health Centers in New York State (CEHCNY). The mission of CEHCNY is to be a clinical, research, educational, and community referral center for pediatric environmental diseases on Long Island, working in collaboration with the other seven statewide CEHCNY centers. The Long Island Prevention Research division develops research and innovative strategies to prevent disease and promote healthy communities. The focus is on collaboration with communities, as both participants and partners, and other organizations on Long Island including the Suffolk County Department of Health Services and Winthrop University Hospital's Office of Health Outcomes Research.

Center for Public Health and Health Policy Research

The Center for Public Health and Health Policy Research has an active agenda aimed at improving health in minority communities on Long Island. In collaboration with Literacy Suffolk, the Center has received a National Institutes of Health Partners in Research grant entitled Community Alliance for Research Empowering Social Change (CARES).

CARES consists of an interdisciplinary team of researchers, community-based organizations, and community members working together to improve minority health outcomes through evidence based public health. The Center has also hosted the Think Tank for African American Progress on Long Island in the spring 2010. The focus of the meeting was to inspire and assist young, black women to develop their full potential. The Center collaborates closely with the Suffolk County Minority Health Action Coalition, which has held three mini-summits on Long Island to develop partnerships for health improvement projects. The Center also collaborates with the Witness Project, which seeks to educate women in minority communities about cancer prevention and screening.

Service

The Graduate Program in Public Health values three types of service: Community, Professional and University.

- **Community:** The Program values direct service to communities. This value is operationalized as advocating for improving population health and eliminating health disparities, providing needs assessments and guidance for solutions to community health problems, and assisting the public health workforce. One example is a partnership with the New York City- Long Island Tower- Lower Tri-County Public Health Training Center (PHTC). The

PHTC, a collaboration between Columbia University Mailman School of Public Health, is one of the 37 Public Health Training Centers across the nation funded through August 2013 by the Health Resources and Services Administration (HRSA) to provide continuing education, training and technical assistance to local, regional and state public health workers.

- **Professional:** The program values faculty members' contributions to organizations that advance their professional fields. This value is operationalized by the faculty promotion and tenure criteria and by expectations for annual performance evaluations.
- **University:** The program values service to the University, which is operationalized as mentoring other faculty and serving as members or leaders on committees that advance the mission and goals of the University and the *Program in Public Health*.

Accreditation

The *Program in Public Health* actively sought accreditation from the Council on Education for Public Health (CEPH) by planning from our inception to meet CEPH standards and criteria. The Program hosted a successful Site Visit in March 2008 and was officially accredited in October 2008 through 2013. In May 2013, the Program completed an extensive self-study process, which culminated with a Site Visit in October 2013 and in June 2014 received notification of re-accreditation through 2020.

Because the *Program in Public Health* is accredited, our alumni are eligible to be certified in public health by the National Board of Public Health Examiners (NBPHE). This organization was established in September 2005 for the purpose of ensuring that students and graduates from schools and programs of public health accredited by CEPH have mastered the knowledge and skills relevant to contemporary public health. The certification exam serves this purpose. [Visit their site for more information about NBPHE and the certification exam.](#)

Program Policies

For more information about these and other policies visit the [program site](#)

Grading

The following grading system is used in the Graduate Program in Public Health:

A (4.0), A- (3.67), B+ (3.33), B (3.00), B- (2.67), C+ (2.33), C (2.00), C- (1.67), and F (0.00). Unless specified differently in the course syllabus, course grades on a 100 point scale are: A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); F (69 or lower).

In order to encourage students to develop excellent writing skills, course grades will reflect the quality of writing in course assignments. The specific policy on grading the quality of writing will be the prerogative of the course instructor and it must be explained in the course syllabus.

Academic Process

Students must maintain a B average (3.0) in all the MPH Core Courses and a B average (3.) in the MPH Concentration.

All electives must be listed as selectives or approved by the student's faculty advisor or Academic Coordinator in order to count toward completion of the MPH degree. In evaluating a student's standing, the program will not include electives in the GPA that are not listed as selectives or approved by the faculty advisor or Academic Coordinator.

When a student's cumulative graduate GPA falls below B (3.0) for grades earned in courses numbered 500 and above taken at Stony Brook, the student shall be placed on probation. If the student's overall GPA has been raised to B (3.0) by the end of the next semester of enrollment after being first notified of probation, the student will be returned to regular status.

Students may be on probation for a maximum of two semesters. A student on academic probation who fails to achieve a 3.0 cumulative GPA by the end of the second semester on probation will usually not be permitted to re-enroll.

A student enrolled part time who has accumulated six semester credits with a cumulative average below 3.0 will have two semesters, or six additional credits (whichever comes first) to bring their cumulative GPA to 3.0.

Temporary grades (I and NR), missing grades and those grades for which no numerical equivalents are defined (P, S, U, and R) are not calculated in determining the eligibility for academic probation. The MPH degree requirements are rigorous, and students must be able to devote sufficient time to meet the performance standards required. The program accommodates full-time and part-time study. Part-time students typically complete the program in 3 years. If a part-time student carries 7-8 credits per semester, including two summers, the MPH degree can be earned in two years. The Program also accommodates full-time study leading to completion of the degree in as short a time as 18 months.

Enrollment Notification Policy

- Students must enroll in at least one course per semester (Fall and Spring) unless they complete a Change of Enrollment Form and submit this form to the MPH Academic Coordinator.
- A Leave of Absence (LOA) of more than one year requires a written justification that must be approved by the Director of the Graduate Program in Public Health.
- When a student wishes to return to active status after a LOA, a Term Activation Form must be completed and submitted to the MPH Academic Coordinator in order to enroll in courses.

Time and Location of Courses

Most courses are taught on the Health Sciences Center campus and are offered in the late afternoon or early evening.

Time Limits

Not including granted leaves of absence, all requirements towards the MPH degree, the BS/MPH degree, the MBA/MPH, and the MPH/MAPP degree must be completed within five

years from matriculation in the program. The MD/MPH joint degree and DDS/MPH concurrent degrees can take six years.

Credit Transfers

All core courses must be taken at Stony Brook University, unless an equivalent was taken in an accredited public health program with a grade of B or better within the last five years. All concentration courses are to be taken at Stony Brook University, unless an equivalent course, with a grade of B or better, was taken at an approved graduate program in the past five years and transfer of credits is approved by the MPH Academic Coordinator. The student must request a credit transfer and complete the necessary forms. In all respects, the Graduate Program in Public Health follows Stony Brook's Transfer of Credit policy: Graduate candidates may petition the school to accept credits from another institution toward his or her degree. The school has the responsibility of deciding on the applicability of credits to the specific program. Normally, transfer credits will be limited to no more than six credits.

Non-Matriculated Students

The Graduate Program in Public Health only allows students who have been admitted into the program to take courses as a non-matriculated student. A maximum of 12 credits may be taken as a non-matriculated student in the Graduate Program in Public Health. Permission to enroll in courses must be obtained from the MPH Academic Coordinator.

Public Health Grand Rounds

To provide MPH students with information on emerging and important public health issues, the Graduate Program in Public Health sponsors a Public Health Grand Rounds lecture series each academic year.

Competency Assessment

Each Core Course in the Graduate Program in Public Health curriculum aims to develop specific competencies among MPH students through a set of Learning Objectives. In order to assess how well we are conveying these competencies, we require every MPH student to complete a Competency Assessment survey at the beginning and end of each Core Course. All information from the Competency Assessment surveys is kept strictly confidential and is not, in any way, used to evaluate a student's academic progress in pursuit of the MPH degree. This information is analyzed only for the purpose of improving the Program and maintaining accreditation by the Council of Education for Public Health (CEPH). The Graduate Program in Public Health reserves the right to withhold grades or prevent subsequent course registration for students who do not complete both the pre- and post-survey.

Advising Policy

Each student is assigned a faculty advisor upon matriculation into the program. Whenever possible, that advisor will be a faculty member in the student's concentration: Evaluative Sciences, Community Health, or Public Health Practice. The student may change advisors at any time with the consent of the director of the Graduate Program in Public Health. In addition, students who change their concentration will be assigned, or may select, a faculty advisor in the new concentration.

Faculty advisors must meet with their advisees at least twice a year to discuss student progress through the program, assess academic growth, and provide guidance with independent study and practicum projects. The faculty advisor also discusses the student's expectations for the future and acts as a touchstone if the student is having problems. The two mandatory meetings take place at the end of the Fall and Spring semesters and can be conducted in person or by phone, whichever is preferred by both the student and faculty advisor. Students will be contacted by the program to schedule an appointment with their faculty advisor. At other times, students should contact their faculty advisor directly to make appointments.

Graduation

The Graduate Program in Public Health has only one graduation ceremony (convocation), which is held each year in the spring. This ceremony serves all students who graduate from the program during the year.

Academic Integrity

Intellectual honesty is a cornerstone of all academic and scholarly work. Therefore, the Graduate Program in Public Health views any form of academic dishonesty as a very serious matter. The program treats each suspected case of academic dishonesty on a case-by-case basis. The course instructor may choose to handle an incident or bring it to the Executive Committee for review and recommendations. In this case, the director will make the final determination of action, based on the recommendations of the Executive Committee. The student may appeal the decision of the course instructor or the director, following the guidelines of the Program's Academic Appeal Policy (see Graduate Program in Public Health Student Handbook).

Penalties for misconduct may vary according to the circumstances of each particular case. Penalties may range in severity from verbal warning to expulsion from the University with the reason recorded on the student's permanent transcript.

The Stony Brook University Academic Judiciary Committee defines academic dishonesty as follows: Academic dishonesty includes any act that is designed to obtain fraudulently, either for oneself or for someone else, academic credit, grades, or other recognition that is not properly earned or that adversely affects another's grade.

The following represents examples of this and does not constitute an exhaustive list:

- Cheating on exams or assignments by the use of books, electronic devices, notes, or other aids when these are not permitted, or by copying from another student.
- Collusion: two or more students helping one another on an exam or assignment when it is not permitted.
- Ringers: taking an exam for someone else, or permitting someone else to take one's exam.
- Submitting the same paper in more than one course without permission of the instructors.

- Plagiarizing: copying someone else's writing or paraphrasing it too closely, even if it constitutes only some of your written assignment, without proper citation.
- Falsifying documents or records related to credit, grades, status (e.g., adds and drops, P/NC grading, transcripts), or other academic matters.
- Altering an exam or paper after it has been graded in order to request a grade change.
- Stealing, concealing, destroying, or inappropriately modifying classroom or other instructional material, such as posted exams, library materials, laboratory supplies, or computer programs.
- Preventing relevant material from being subjected to academic evaluation.
- Presenting fabricated excuses for missed assignments or tests.
- Some ways that student can protect themselves from involvement in academic dishonesty are as follows:
 - Prepare thoroughly for examinations and assignments.
 - Take the initiative to prevent other students from copying exams or assignments (for example, by shielding answers during exams and not lending assignments to other students unless specifically granted permission by the instructor).

Check the syllabus for a section dealing with academic dishonesty for each course. There may be requirements specific to the course.

- Avoid looking in the direction of other students' papers during exams.
- Use a recognized handbook for instruction on citing source materials in papers. Consult with individual faculty members or academic departments when in doubt.
- Use the services of the Writing Center for assistance in preparing papers.
- Discourage dishonesty among other students.
- Refuse to assist students who cheat.
- Do not sit near students with whom you have studied.
- Do not sit near roommates or friends.

Many cases of plagiarism involve students improperly using Internet sources. If you quote an Internet source, you must cite the URL for that source in your bibliography. Copying (or closely paraphrasing text) text or figures from a website without citing it and placing it in quotation marks is plagiarism. It is no different from doing the same thing with a printed source. Professing ignorance of this rule will not be accepted as a legitimate basis for appealing an accusation of academic dishonesty.

For more comprehensive information on academic integrity, please refer to the [academic judiciary website](#).

Student Conduct

Stony Brook University expects students to respect the rights, privileges and property of other people. Faculty are required to report to the Office of the Student Judiciary any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the Health Sciences Center Schools and the School of Medicine are required to follow their school-specific procedures.

Attendance Requirements

Attendance is mandatory, unless there is a medical reason or the student is excused by the program director or course instructor. If a course instructor has no written policy in the syllabus regarding the consequences for being absent from class, the Graduate Program in Public Health policy will apply: three or more unexcused absences from class will reduce the final course grade by a full letter grade (e.g., A to B).

HIPAA Training

The Graduate Program in Public Health requires all students to complete training in the Health Insurance Portability and Accountability Act (HIPAA) by the start of the fall semester.

The requirements are as follows:

- Review And Understand. Each student must review and understand the SBU Policy and Procedure on Research Subjects' Right to Privacy.
- Undergo HIPAA Training. Each student must carefully read and understand the HIPAA awareness training materials for research investigators and study staff.

To satisfy this training requirement, each student must send an e-mail to Mary Ellen Herz at maryellen.herz@stonybrook.edu with the subject reading: HIPAA RESEARCH TRAINING COMPLETED, and the body of the text reading: "I have read and understood the HIPAA awareness training materials and agree to comply with the SBU Policy and Procedures on Research Subjects' Right to Privacy."

Protection of Human Subjects Training

The Graduate Program in Public Health requires all students to take the Stony Brook University online training program in protection of human subjects in research, offered by the [Collaborative Institutional Training Initiative \(CITI\)](#). Information about this training program is available on the website of the [Office of the Vice President for Research](#).

This training is part of the Human Subject Protections Program at Stony Brook, which ensures that the University keeps safe those individuals who volunteer to participate in our research activities.

Protection of human subjects training must be completed prior to the start of the fall semester. A copy of the certificate of completion from CITI must be provided to the MPH Academic Coordinator.

Organization of Public Health Students and Alumni of Stony Brook University (OPHSA)

The Graduate Program in Public Health graduated its first class in May 2006. Since that time, the alumni of the program have organized with students to create an association that serves both groups: Organization of Public Health Students and Alumni (OPHSA).

The purpose of OPHSA is to organize current students and alumni to achieve the following goals:

1. To promote the general welfare and professional image of Stony Brook University and the GPPH.
2. To foster a strong relationship between the school, faculty and members of the organization.
3. To foster and sustain collegial relationships between members of the student body and alumni of the GPPH.
4. To promote participation between alumni and students in educational, scientific and public health research activities.
5. To identify and develop resources to assist students, alumni and faculty in their careers.
6. To maintain student and alumni representatives who will advocate for the needs of the student population on standing committees of the GPPH.
7. To promote educational activities necessary for the maintenance and promotion of certification in the public health professions.
8. To promote public participation and advocacy for public health issues.

The Graduate Program in Public Health strongly supports the development of OPHSA and encourages alumni and student participation. We view this initiative as the next important step in furthering the vision, mission and goals of the program.

Degrees and Programs

Master of Public Health

Admission to the MPH Degree Program

Although admission requirements are rigorous, the *Program in Public Health* aims to develop camaraderie, cooperation, and cohesiveness among students in each cohort. For this reason, admission to the Program is during the fall semester only.

We are seeking intellectually inquisitive people from different socioeconomic, educational, racial, and ethnic backgrounds who can provide special contributions to the field of public health and the program. The Program considers the potential contribution of each applicant to the student body and the public health field. Applicants are evaluated on academic achievement, leadership potential, professional accomplishment, and personal attributes. Excellent written and oral communication skills are expected. Fluency in more

than one language is not required for admission, but it is becoming increasingly desirable for the practice of public health. The Program reserves the right to limit class size in order to maintain a faculty/student ratio that ensures a high quality academic program. Therefore, Program admission is highly selective, and all qualified applicants may not be accepted.

The MPH program is open to students from all academic disciplines. Students can select from one of three concentrations including Community Health, Health Analytics and Health Policy and Management.

The MPH admissions requirements for the program are:

- Bachelor's degree from an accredited college or university with a 3.0 GPA or better. Admitted students usually have GPAs that are higher than 3.0. The major must have an equivalent at the State University of New York (SUNY).
- Official transcripts from all post-secondary schools. Transcripts for all degrees earned in schools outside the U.S. or Canada must be evaluated by an agency accredited by the National Association of Credential Evaluation Services. (See section on International Students for more information about this process. The requirement for evaluation of transcripts is waived for graduates of foreign medical schools with a current license to practice in the U.S.)
- Official GRE (verbal, quantitative, and analytical) scores are required (within last 5 years). This requirement is waived for applicants who have been awarded a doctoral degree from an accredited U.S. or Canadian university. Applicants to the MD/MPH program may substitute MCAT scores for the GRE. Applicants to the MBA/MPH program may substitute GMAT scores. Applicants to the DDS/MPH may substitute DAT scores. A request to substitute any other standardized test scores for the GRE needs to be submitted in writing to the Assistant Director for Student Affairs.
- Three references from persons who can address the applicant's capacity to provide leadership in public health and complete a course of graduate study. If the applicant is a student or has graduated within the last two years, at least one letter must be from a college or university faculty member with whom the applicant has studied. If the applicant is a member of the public health workforce, at least one letter must be from a senior administrator in the organization who is familiar with his/her work.
- One essay, no more than 500 words. Topic: How does your background, training, and experience prepare you for a leadership role in Public Health?
- Completion of the on-line application, SOPHAS, by the deadline of each admission cycle.
- A personal interview, if requested by the MPH Admissions Committee.
- Any other requirements of the Graduate School not stated here.

For International Students:

- International students who trained in non-English speaking schools and do not reside in an English speaking country are required to take the TOEFL exam. The expected minimum score is 213 for the Computer-Based Test, 90 for the Internet-Based Test, and 550 for the Paper-Based Test. In addition to the minimum score of 90 on the internet-based exam, each subsection score must be at least a 22.

- International students are required to have a course-by-course educational credential evaluation completed by an agency accredited by the [National Association of Credential Evaluation Services](#). We require using [World Education Services](#). This evaluation provides a U.S. course equivalent including semester hours earned, course content, and corresponding letter grade for all courses listed on the international applicant's transcript.

This evaluation must be completed before the application can be considered.

For more information about the requirements for international students, [click here](#).

Admissions Committee

The Admissions Committee considers all factors including grades, standardized test scores, recommendation letters, essays, prior training and professional experience. It is a goal of the Admissions Committee to select applicants who have the academic capability, aptitude, character, personal qualities, and commitment to provide future value to society through leadership and creative contributions to the field of public health.

The Admissions Committee encourages applications from persons in the public health workforce and weighs their professional experience heavily in admissions decisions.

Admitted Students

Once admitted, the program has the following requirements that must be completed by orientation:

- All entering students must complete the online Health Insurance Portability Accountability Act (HIPAA) training before the MPH Orientation.
- All entering students must complete the online Protection of Human Subjects training before the MPH Orientation. The course is offered by the Collaborative Institutional Training Initiative (CITI). More information can be found on page 24 of this bulletin.
- All entering students must take an on-line Math Assessment no later than the time of Orientation (if later, it must be with permission of the Director) and prior to enrolling in the Biostatistics courses.
- Also, it is expected that incoming students will be computer literate and email capable, and have library skills sufficient for graduate work. For students with deficiencies in these areas, resources are available through the Health Sciences Center Library to acquire or update them.

• Also, it is expected that incoming students will be computer literate and email capable, and have library skills sufficient for graduate work. For students with deficiencies in these areas, resources are available through the Health Sciences Center Library to acquire or update them, as necessary.

Curriculum

The curriculum for the MPH degree is competency-based in order to comply with current efforts to improve the quality and accountability of public health training programs. The Graduate Program in Public Health faculty developed the required MPH Core Competencies, using the Association of Schools of Public Health (ASPH), Master's of Public Health Core Competency Development Project as the starting point.

To ensure that all students have a broad understanding of the basic areas of public health, every student is required to complete all MPH Core courses satisfactorily. Students receive training in the five basic, discipline-specific, competency areas of public health: biostatistics, environmental health, epidemiology, health policy and management, and the social and behavioral sciences. Students also receive core competency education in informatics and communication, professionalism, systems thinking, research methods, and problem solving. The Community Health, Health Analytics, and Health Policy and Management concentrations have concentration-specific competencies. The program's success in transmitting the competencies to students is measured before and after completion of the Program (Orientation and Graduation Competency Assessments), as well as before and after each Core course (Pre/Post Course Competency Assessments). A table with the complete list of MPH Core Competencies and Concentration Competencies is on the Graduate Program in Public Health website.

Overview

MPH Core (39 credits)

Course #	Title	Credits
HPH 500	Contemporary Issues in Public Health	3
HPH 501	Introduction to the Research Process	3
HPH 506	Biostatistics I	3
HPH 507	Biostatistics II	3
HPH 508	Health Systems Performance	3
HPH 514	Epidemiology for Public Health	3
HPH 516	Environmental and Occupational Health	3
HPH 523	Social and Behavioral	3

Course #	Title	Credits
	Determinants of Health	
HPH 525	Evaluating Public Health Initiatives	3
HPH 550	Theories of Health Behavior & Communication	3
HPH 555	Demography & Global Health	3
HPH 562	Data Management & Informatics	3
HPH 564	Qualitative Methods	3

MPH Culminating Experience (6 credits)

Course #	Title	Credits
HPH 580	Practicum	3
HPH 581	Capstone	3

MPH Concentration (9 credits)

Total Credit Hours for MPH Program (54 credits)

Health Analytics Concentration

The mission of this concentration is to prepare public health professionals with the analytical, research, and statistical skills necessary to benchmark and evaluate health improvement initiatives in community and health care settings. Increasingly, the health field is challenged to adopt an evidence-based approach to preventing and treating disease and disability. The concentration in Health Analytics will play a critical role in meeting this challenge. There is a special emphasis on integrating cost effectiveness and cost benefit concepts into the curriculum so that resource allocation issues are considered.

The faculty has training in research design, implementation of research projects, and analysis of data as well as expertise in evaluating the performance of specific areas of the health system. Faculty members study a variety of health issues including health care quality improvement, patient decision-making, and determinants of health and disease. Some faculty members work with physicians to improve clinical outcomes for patients with heart disease, cancer, asthma, and other conditions. Others work with health care administrators to increase efficiency in the use of health care resources in hospitals and other medical care settings. Others work with organizations to improve health in communities.

Required Courses

Course #	Title	Credits
HPH 560	Applied Biostatistics	3

Course #	Title	Credits
HPH 559	Advanced Research Methods	3
HPH 534	Spatial Analysis: Health Application	3

Community Health Concentration

The mission of this concentration is to prepare students for community-based work in public health. Students will acquire skills and knowledge related to planning, implementing, and evaluating community health improvement projects and interventions, as well as learn the principles of community engagement and community-based participatory research.

Required Courses

Course #	Title	Credits
HPH 551	Practice of Health Communications	3
HPH 552	Planning and Implementing Community Health Initiatives	3
HPH 553	Advanced Evaluation of Community Health Initiatives	3

Health Policy and Management Concentration

The mission of this concentration is to provide students with the policy background, knowledge and skills that will be particularly useful in advancing careers involving management functions in health and healthcare related organizations. Courses address economics, policy and principles of management. Some courses in this concentration are offered in collaboration with Stony Brook's College of Business.

Required Courses

Course #	Title	Credits
HPH 527	Health Economics and Policy	3
HPH 529	Fundamentals of Healthcare Management	3
	<i>Choose one course from the following list</i>	
MBA 501	Managerial Economics	3
MBA 505	Marketing	3

Course #	Title	Credits
MBA 509	Operations Management	3

Or, with approval of the Concentration Head (and consent of the instructor or Program Director, if needed), other courses in the University related to the student's goals may be substituted.

Combined and Concurrent Degree Programs

Combined Undergraduate Programs

The *Program in Public Health* offers several combined undergraduate degree programs including a Bachelor of Science (BS) in Applied Mathematics and Statistics/MPH; a Bachelor of Science (BS) in Pharmacology/MPH; a Bachelor of Arts (BA) in Women's Studies/MPH; and a Bachelor of Arts (BA) in Earth and Space Sciences/ MPH.

For the first two or three years, students complete undergraduate coursework including General Education and undergraduate major requirements. During either their third or fourth year (once a majority of their undergraduate degree requirements are completed), students begin taking graduate courses as outlined by the plan of study. In their fifth and sixth years, students complete the remaining graduate requirements for the MPH degree.

Admission Requirements

Under Stony Brook policy, students must complete 60 credits of undergraduate course work (Junior Status) with a minimum GPA of 3.0 in all college work before being admitted into any combined Bachelor/Masters degree program. Additional entry requirements for the MPH combined degree consist of:

- GPA of at least 3.3 for courses required in undergraduate major
- Two letters of recommendation from faculty members in the undergraduate major
- Completion of the MPH online application, using SOPHAS Express, the centralized application for schools and programs in public health, for review by the MPH Admissions Committee

Combined and Concurrent Graduate Programs

The *Program in Public Health* collaborates with the following programs to offer combined programs with the Master of Public Health degree:

1. *Master of Business Administration (MBA)*
2. *Master of Arts in Public Policy (MAPP)*
3. *Master of Science in Nutrition (MS) (on-line)*
4. *Doctor of Medicine (MD)*
5. *Doctor of Dental Medicine (DDS) (concurrent)*

MBA/MPH

In collaboration with the College of Business, we offer a combined MBA/MPH degree which prepares students for

a management career in the health field. The MBA/MPH program includes about 20 credits of overlap, which reduces the total number of credits in the combined program to 81. Students select a MPH concentration in any of the three concentrations: Community Health, Health Analytics, or Health Policy and Management. Students receive both degrees upon completion of the entire program.

Special Note: Students in the combined MBA/MPH program pay the graduate MBA tuition rate. For more information visit: <http://www.stonybrook.edu/bursar/tuition/mba.shtml>.

MPH/MAPP

In collaboration with the Political Science Department, we offer a combined MPH/MAPP degree that prepares students for a career in public health administration and policy-making. The MPH/MAPP program includes about 24 credits of overlap, which reduces the total number of credits in the combined program to 63-66. Students select a MPH concentration in any of the three concentrations: Community Health, Health Analytics, or Health Policy and Management. Students receive both degrees upon completion of the entire program.

MPH/MS in Nutrition

In collaboration with the Department of Family Medicine, Program in Nutrition, we offer a combined MPH/MS in Nutrition degree for individuals who are interested in leadership roles in which knowledge of nutrition is both marketable and practical. The MPH/MS Nutrition program includes 12-15 credits of overlap, which reduces the total number of credits in the combined program to 75-78 (depending on the MPH concentration). Students select an MPH concentration in Health Analytics, Health Policy and Management, or Community Health. Students receive both degrees upon completion of the entire program. All MPH courses are offered on-site. All Nutrition courses are offered on-line.

Admission Requirements Combined Programs

Students who wish to be considered for admission into the combined MBA/MPH, MPH/MAPP, or MPH/MS in Nutrition degree program must comply with all admission requirements for the MPH degree alone. The MPH Admissions Committee reviews completed applications initially and recommends eligible applicants to the College of Business Admissions Committee, Political Science Department, or Nutrition Program, respectively, for final approval.

- *MBA/MPH applicants may submit GMAT scores in lieu of GRE scores.*
- *MPH/MS in Nutrition additional requirements:*
 - Physiology (laboratory not required)
 - A nutrition course if the undergraduate degree is not in nutrition/dietetics. Prospective students can take the *Survey of Nutrition* course offered by the Program as a non-matriculated student or use a previously taken nutrition course with approval of the course syllabus by Program coordinator. Alternatively, prospective students can be admitted to the Program with the condition that they successfully complete the Survey of Nutrition course. If the student successfully completes the Survey of

Nutrition course they can proceed with registration for the subsequent semester.

For more information about these programs, contact the Assistant Director for Student Affairs at (631) 444-2074

MD/MPH (Combined) and DDS/MPH (Concurrent) Degree Programs

The combined MD/MPH and concurrent DDS/MPH are two programs in which Stony Brook University medical and dental students complete their MPH degree during medical or dental school (4 year program – not recommended) or during medical or dental school and an additional year (5 year program - recommended). All requirements of the MPH and MD or DDS degrees are met. Up to four medical students and two dental students each year are awarded full MPH tuition scholarships, while enrolled full-time in their MD or DDS programs.

Admission Requirements

Applicants applying for admission to both the Program in Public Health (PPH) and the School of Medicine (SOM) or School of Dental Medicine (SDM) need the following:

1. The application process for the PPH is separate from the application to the Stony Brook SOM or SDM. Admission to one program is determined independently from admission to the other; and admission to one program does not guarantee admission to the other.
2. To avoid the need to send support documents to both programs, SOM or SDM applicants who also apply to the PPH can request in writing that the SOM or SDM provide to the MPH Admissions Committee a copy of their support documents including MCAT or DAT scores, official transcripts from all post-secondary schools, and letters of recommendation for their application for admission to the PPH.
3. SOM and SDM applicants who apply to the PPH must provide one additional reference that addresses the applicant's public health leadership potential.

Advanced Graduate Certificate in Health Communications

The Advanced Graduate Certificate in Health Communication is offered as collaboration between the *Program in Public Health* and the School of Journalism. This 18-credit program is designed for members of the public health workforce, healthcare professionals, master's and doctoral candidates, and media professionals in journalism, marketing, public relations, and communications. The certificate prepares students to be effective communicators, bridging the gap between medicine and public health and the world-at-large and providing the skills necessary to communicate health-related issues to the public, directly or through the press. Graduates will likely find employment in academic settings, research facilities, public health organizations, and healthcare institutions. Graduates may also serve as health communications experts in media, consulting, and public relations settings. Working professionals will gain communication skills that help them advance within their respective public health, healthcare, or media professions.

Notes for MPH applicants and students also pursuing a certificate program:

- Students pursuing an Advanced Graduate Certificate concurrently with the MPH at Stony Brook may use approved courses to count towards both the certificate and degree.
- Students who have earned the Advanced Graduate Certificate prior to matriculation in the MPH will be held to the 12 credit rule outlined in the Non-Matriculated Students section of the Program in Public Health bulletin.

Students who have completed the MPH prior to acceptance into the Advanced Graduate Certificate will not be able to count MPH credits towards the certificate. In this circumstance, students may take different courses than those counted towards the MPH degree.

For more information, visit our website: <http://publichealth.stonybrookmedicine.edu/>

Advanced Certificate in Health Education and Promotion

The Advanced Graduate Certificate in Health Education and Promotion is a 25-credit program that will enhance students' knowledge, experiences, and skills in health education and promotion and positively impact their chosen career pathway in public health. It is anticipated that graduates will find or enhance employment in academic settings, research facilities, public health organizations, or health care institutions. In addition, courses in this certificate address the health education competencies that are the basis for the nationally recognized Certified Health Education Specialist (CHES) certification offered by the National Commission for Health Education Credentialing, Inc. Students completing this certificate will obtain some of the credits necessary for eligibility to take the exam.

Notes for MPH Applicants and Students:

- Students pursuing an Advanced Graduate Certificate concurrently with the MPH at Stony Brook may use approved courses to count towards both the certificate and degree.
- Students who have earned the Advanced Graduate Certificate prior to matriculation in the MPH will be held to the 12 credit rule outlined in the Non-Matriculated Students section of the Program in Public Health Bulletin.

Students who have completed the MPH prior to acceptance into the Advanced Graduate Certificate will not be able to count MPH credits towards the certificate. In this circumstance, students may take different courses than those counted towards the MPH degree.

For more information, visit our website: <http://publichealth.stonybrookmedicine.edu/>

Phd in population health and clinical outcomes research

This program is designed to meet the training needs of PhD-prepared scientists in the fields of population health and clinical outcomes research. The program draws upon the expertise of our faculty to successfully deliver the curriculum, and the resources available at Stony Brook University to implement and sustain the program.

For all information regarding admissions and curriculum, please see the [Graduate Bulletin](#) or visit the program website, <https://publichealth.stonybrookmedicine.edu/phcor>.

School of Health Technology and Management

DEAN: Craig A. Lehmann
OFFICE: Health Sciences Center, Level 2, Room 400
PHONE: (631) 444-2252
WEB: www.hsc.stonybrook.edu/shhtm

About the School

American demographics, economics and technological advances in diagnostics, treatment and therapy have combined to create an environment where patients are diagnosed earlier, are more likely to survive disease or trauma, live longer, participate in ambulatory-based treatment, and asked to take a more participatory role in their own health care.

As advances in science and information technology collide with a new consumerism and cry for reform of systematic health care processes, educators find themselves in the midst of transition as we move from one health care model to another. Whatever the new health care model evolves into, you can be assured that the School of Health Technology and Management will provide its graduates with the necessary skills to practice their profession.

The school offers baccalaureate, master's, and doctoral degrees in both clinical and non-clinical areas that include applied health informatics, athletic training, clinical laboratory sciences, health administration, health and rehabilitation sciences, health care policy and management, healthcare quality and patient safety, health science, medical molecular biology, occupational therapy, physical therapy, physician assistant, polysomnographic technology, and respiratory care. These programs are full-time entry-level except for the post professional program for Physician Assistants, and the graduate programs in health care policy and management, healthcare quality and patient safety, and medical molecular biology which are for health care professionals. Students in the professional programs pursue core and basic science curricula, as well as the professional courses required for competence in their specific profession.

The School of Health Technology and Management offers non-credit certificate programs in anesthesia technology,

EMT-paramedic, medical dosimetry, nuclear medicine, phlebotomy, radiation therapy, and radiologic technology.

The Center for Public Health Education

The Center for Public Health Education (CPHE) has been involved in education for health professionals and human service professionals since 1983. Its mission is to provide relevant and critical information on HIV/AIDS that will support health and human service professionals caring for people infected with HIV/AIDS; promote quality care and target resources needed to meet the needs of underserved communities; promote HIV prevention, education, and harm reduction; and influence public policy relevant to the HIV/AIDS epidemic.

The number of programs provided by the CPHE document the presence of a strong educational commitment and a very active continuing program of education. Tens of thousands of providers from the Long Island community have participated in a wide variety of programs conducted by the CPHE throughout the region.

- The CPHE is a partner in the Northeast/Caribbean AIDS Education and Training Center (AETC), funded by the Health Resources and Services Administration (HRSA). As a local performance site, the CPHE designs HIV-related training programs tailored to the specific needs of clinicians. Programs range from general HIV/AIDS overviews to in-depth, advanced trainings, mini-residencies, and clinical consultations. Focused training is offered in subspecialties that address the needs of men, women, and children with HIV, as well as special populations such as adolescents, inmates, substance abusers, and the mentally ill.
- The New York State Department of Health AIDS Institute provides funding to the CPHE to develop and deliver a wide range of HIV educational programs that include the new NYS 2017 HIV Testing Guidance as well as other relevant topics such as cultural competency, and HIV risk reduction and harm reduction, viral hepatitis and STIs. CPHE also oversees a Peer Certification program for individuals living with HIV, Hepatitis C or assessing Harm Reduction services.

For further information contact:

The Center for Public Health Education,
School of Health Technology and Management,
Benedict House,
Stony Brook University,
Stony Brook, New York 11794-4016
(631) 444-3209 Fax: (631) 444-6744

Attention: Ilvan Arroyo, Associate Director

Goals and Objectives

Advances in technology require state-of-the-art equipment for training in these fields. The School of Health Technology and Management offers the most up-to-date, advanced equipment for training our health care graduates. In addition, advances in information technology and electronic medical records require that our students become familiar with the latest health care models. Our school is committed to the team

approach in health care, and to the education and training of highly competent health care professionals who can assume leadership roles in diverse health care settings.

Professional Program Admission

Students seeking admission to the applied health informatics, athletic training, clinical laboratory sciences, healthcare quality and patient safety, medical molecular biology, occupational therapy, physical therapy, physician assistant, polysomnographic technology, and respiratory care programs in the school, either from the College of Arts and Sciences at Stony Brook or from other institutions, must be specifically accepted to the school and to the program they have selected.

Stony Brook students may declare a major in Health Science, which leads to a Bachelor of Science degree. Health Science majors will spend three years on west campus taking liberal arts, science, and health-related courses and will fulfill all Stony Brook Curriculum (SBC) requirements. The senior year will be spent enrolled in classes in the Health Sciences. Stony Brook freshman may also declare a major in athletic training, clinical laboratory sciences, polysomnographic technology, and respiratory care.

Admission Requirements

Candidates for admission to full-time upper-division study in athletic training, clinical laboratory sciences, polysomnographic technology, and respiratory care must have a minimum cumulative average of 2.5 and 60 semester hours of credit. In addition, all entry-level clinical programs require the completion of three credits in English composition (equivalent to WRT 102), six credits in social and behavioral sciences, three credits in arts, three credits in humanities, and six to eight credits in natural science. (Refer to "Requirements for the Bachelor's Degree" at the beginning of this Bulletin for specific areas of study to satisfy these requirements.) Candidates for admission to the graduate programs require a minimum grade point average of 3.0 and completion of a baccalaureate degree prior to admission. Transfer credit is given for course work completed with grades of C or higher.

The individual programs have additional requirements. Please check the admission requirements for entrance to the specific program to which admission is sought. Refer to "Health Sciences Admissions" at the beginning of this Bulletin for application information. Technical standards for professional programs are available upon request.

Selection Factors and Procedures

Programs within the school base selection of students on several factors. Experience in the particular field or in the health care system, evidence of ability to succeed academically and demonstrated concern for human beings are considered as primary selection factors. These factors are judged by letters of recommendation, personal interviews, and transcripts, and by personal statements from the applicants.

Admission to the school is determined by the school's Admissions Committee, which is composed of a representative from each department. The Admissions Committee of each program reviews the candidate's transcripts, records, and application forms, conducts interviews, and makes recommendations to the school's

Admissions Committee. Offers of admission are made in order of merit. Although applicants may meet minimum admission requirements, they might not be offered an interview or admission since places are limited by available space.

Recommended Freshman and Sophomore Curricula

The general policy of the school is to avoid, to the greatest extent possible, specific prerequisite course requirements. The purpose of this policy is to permit flexibility in evaluating the records of candidates for admission. Emphasis is placed upon the extent to which the student is prepared through training and experience to pursue the program.

It is recommended that students interested in a career in the health professions choose a sufficient number of courses in the physical and natural sciences to develop a broad understanding of these fields of study. At least one course in English composition, as well as a spectrum of courses in the humanities and social and behavioral sciences, is required.

In the case of a few programs, rigid accreditation criteria for the school to specify special prerequisite course work. Prospective students should consult the information given in subsequent sections of the Bulletin relating to the particular program in which they are interested for special recommendations or prerequisite requirements. These are listed as "Admission Requirements" under the heading for the specific program.

Faculty members of the school are available to serve as advisers to freshmen, sophomores, and any other undergraduates who aspire to programs in the school. Consult the assistant dean for academic and student affairs for assistance in acquiring a faculty adviser. Undergraduate students interested in applying to an upper-division program are encouraged to seek faculty advisement early.

Policies

Physical Examination and History

Documentation of satisfactory health status, prior to beginning classes, is required. Documentation must include a health history and physical examination report completed by a licensed physician (M.D. or D.O.), registered physician assistant or registered nurse practitioner, not earlier than six months prior to entry into the school; a report of chest x-ray or PPD Mantoux test for tuberculosis; and a report of measles, mumps, rubella, hepatitis, and varicella antibody titer completed within the same period. A note certifying completion of the examination is not acceptable; a full examination report is required. This documentation is submitted to the student health service as part of the student's health record. The school requires an updated health assessment at the beginning of each year. Additional requirements are specified in the "Physical Examination Policy" section of this Bulletin.

Clinical Insurance

Students admitted to the school are required to purchase liability insurance prior to participation in clinical assignments. (Costs vary by program and can range from \$15-\$175 per year.) Clinical sites also require students to have proof of

health insurance before beginning clinical rotations. It is the individual student's responsibility to arrange appropriate coverage.

Academic Standing

The School of Health Technology and Management recognizes the necessity for knowledge, as well as superior behavioral, ethical and clinical standards. Students are evaluated on knowledge, professional competence and skill, adherence to professional codes of ethics, sensitivity to patient needs, ability to work with and relate to peers and other members of the health care team, attitude, attendance, punctuality, and professional appearance. These standards foster the health care team concept and have been established to protect the rights of the patients and communities served by the Health Sciences Center. Failure to demonstrate these important qualities will be reflected in a student's grade.

Undergraduate students must maintain an overall grade point average of 2.0 and a 2.5 minimum average in required professional courses to remain in good standing. Any student who earns a grade point average below 2.0 overall or 2.5 in professional courses will be placed on probation for the following period and terminated if his/her average does not attain those levels at the end of the probationary period. Graduate students must maintain an overall grade point average of 3.0 to remain in good standing. Normally, a student on probation will not be permitted to participate in the required periods of full-time clinical practice. Specific programs may have additional academic criteria or requirements. Refer to individual programs for details.

Grading Policy

The School of Health Technology and Management follows the grading policies stated in the front of this Bulletin with the exceptions that 1) the P/NC, R, and S/U grades are not used; 2) S/F may be used in specifically designated courses where finer grading distinctions are impractical; and 3) D grades may be given to graduate students in graduate level courses for which the credit is counted in determining the grade point average, but no credit is granted toward the Master of Science or Doctor of Physical Therapy degrees.

Dean's List

A Dean's List of superior undergraduate students is compiled at the end of the fourth and eighth modules of each academic year. To be eligible for the Health Technology and Management Dean's List, students must be matriculated full time in a baccalaureate program of the school and have a minimal grade point average of 3.60 (seniors) or 3.45 (juniors).

Academic Dishonesty

Academic dishonesty shall be defined as misrepresentation of authorship or in any fashion falsifying part or all of any work submitted or intended to be submitted for academic credit. Such misrepresentation or falsification includes, but is not limited to, the use of supportive documentation, mechanical aids, or mutual cooperation not authorized by the faculty.

The principles of academic dishonesty also apply to those courses taken during the clinical or internship phases of any

program which are taken for credit or otherwise required for completion of a program. Due to the critical nature of such requirements and student responsibility for the welfare of patients and institutions providing medical care, academic dishonesty is further defined to include the falsification of patient or institutional records, knowingly violating accepted codes of professional ethics or knowingly engaging in activities that might endanger the health or welfare of patients or resident institutions.

The penalty for any substantiated act of academic dishonesty shall be expulsion from the school, unless the dean and the chair of the department in which the accused is a student concur with a Committee on Academic Standing recommendation for a modified penalty.

Appeals

Students may appeal probation or termination by requesting reconsideration of this decision by the dean. All other academic regulations in effect at Stony Brook University and in the Health Sciences Center ordinarily apply to students of this school. Consult the "Academic Regulations and Procedures" at the beginning of this Bulletin for further information.

Courses

Courses offered by the school are intended for Health Technology and Management students only. However, some are open on a limited basis, with permission of the instructor, to other students. Priority is given to Health Sciences students.

Academic Calendar

The School of Health Technology and Management is one of the few schools within the University that is faced with the need to meet concurrent academic and professional requirements. These mandates, joined with the geographic challenges incurred in obtaining suitable clinical experience in the Long Island area, make it impossible to adhere to the usual academic calendar. In order to meet these professional needs, a special academic calendar has been developed. This calendar provides for modules of five weeks in length; courses consist of one, two, three, or more modules as determined by the academic faculty. (See the "Academic Calendar" section of this Bulletin and related publications.)

FINANCIAL AID

Financial aid, part-time employment, etc., is available in limited amounts. Students may qualify for some of the general support programs administered by the Health Sciences Office of Student Services. For advice and detailed information, contact the Health Sciences Office of Student Services. (See the "Financial Assistance" section of this Bulletin.)

CLINICAL RESOURCES

Clinical instruction takes place at more than 215 clinical affiliates of Stony Brook Medicine, in addition to University Hospital. Other sections of this Bulletin describe University Hospital and key affiliates which now exceed 2,400 beds. Each program director, in consultation with the dean, negotiates affiliation arrangements for the use of those

clinical facilities that will provide the best possible range and quality of instruction for students. Therefore, not all programs necessarily send students to any one hospital or clinical site. Each program director can provide, upon request, information about current arrangements for clinical instruction for his/her student group. Each student is personally responsible for arranging transportation to and from clinical assignments.

Graduation and Degree Requirements

Undergraduate Degree (Baccalaureate)

Candidates must have earned a minimum of 120 semester hours of credit (including credit granted for proficiency examinations, etc.), with a grade point average of 2.0 during the junior and senior years of study. (Refer to "Requirements for the Bachelor's Degree" in this Bulletin for a complete description.)

All candidates for graduation must complete the general degree requirements, school and core curricula, and specific program requirements.

Graduate Degrees (Masters or Doctorate)

A cumulative grade point average of 3.0 is required for graduation. The minimum passing grade for each graduate course is a C, unless otherwise noted. See program descriptions for special academic requirements. All degree requirements for the Health Care Policy and Management, Healthcare Quality and Patient Safety, and Post Professional Physician Assistant programs must be completed within five years. In addition, the Health Care Policy and Management program requires that a minimum of 30 semester hours of graduate study be completed at Stony Brook.

Courses

Courses offered by the school are intended for Health Technology and Management students only. However, some are open on a limited basis, with permission of the instructor, to other students. Priority is given to Health Sciences students.

Degrees and Programs

program in Applied health informatics leading to a master of science degree

Program Director: Carmen McCoy

The School of Health Technology and Management offers a Master of Science degree in Applied Health Informatics (MS/AHI). The MS/AHI is a full-time, 15 month, 52 credit degree program offered at the Stony Brook Southampton campus. Students enroll in two traditional 15 week fall and spring semesters and four 6-7 week summer sessions. Students are expected to complete the degree program within 15 months. The graduate program was designed to appeal to clinically prepared health care graduates, computer science graduates and non-clinical health-related graduates.

The curriculum was developed with input from regional CIOs, health IT hiring managers, and national experts to ensure

that graduates have the knowledge, skills and competencies required to work in the healthcare industry. The MS/AHI curriculum provides broad knowledge and skills of health IT and in-depth study in one specialty field in health IT.

In addition, students complete 480 hours of practicum experience at large healthcare centers, community-based health care organizations, or with vendors in the region. The practicum provides students with on-the-job-training to build their resumes with work experience. The MS/AHI curriculum:

- Fosters critical thinking, evidence-based practice, leadership and professionalism with an emphasis on the development of professional knowledge, skills and competencies that are valued and needed by healthcare organizations.
- Utilizes problem-based learning, case studies, and student presentations as instructional methodologies.
- Focuses on the application of health informatics with the primary purpose of responding to the high demand workforce needs.
- Includes a 16 credit internship which will provide the opportunity to demonstrate mastery of the curriculum and build skills and competencies that will enhance the students' ability to find gainful employment in the region.

Program Requirements

The MS/AHI curriculum includes a core sequence of courses (24 credits), as a foundational base of knowledge, skills, and competencies in Health Informatics put forth by the Commission on Accreditation for Health Informatics Education (CAHIIM), taken during the summer I, II and fall semesters. Students then select a specialization of study (12 credits) for the spring semester in Knowledge Management and Leadership, Clinical Informatics, or Data Analytics. Each specialization requires students to complete 16 credits of practicum courses. Practicum I (4 credits) is completed during the spring semester with the specialization courses and practicum II & III (12 credits) are completed during summer sessions I & II.

Admissions Requirements

The MS in Applied Health Informatics accepts applicants for admission each summer. The program admission requirements are as follows:

- A baccalaureate degree from an accredited college or university
- An overall 3.0 undergraduate GPA
- Three letters of recommendation
- Essay demonstrating an in-depth understanding of, and commitment to, this dynamic profession

Note: Graduate Record Examination (GRE) is not required for admission

For applicants with an overall GPA of less than 3.0, but substantive coursework (minimum of 14 credits) that is directly applicable to the study of health informatics, applications will be evaluated by faculty based on the GPA of this coursework to be considered for conditional admission. If by the completion of the first enrolled semester, a conditionally admitted student is able to maintain a 3.0 graduate GPA,

the applicant will be recommended for full admission to the master's degree program.

Required Core Curriculum

The core curriculum is common to all students regardless of specialization. The core curriculum is taken during summer sessions and fall semester.

Course #	Title	Credits
HHA 500	Health Care Delivery Systems	3
HHA 501	Biomedical and Health Informatics Essentials	3
HHA 502	Health Information Systems and HIT	3
HHA 503	Regulations, Confidentiality, Privacy and Security	3
HHA 504	Database Design and Development for Health Informatics Professionals	3
HHA 505	Leadership and Management Essentials	3
HHA 506	Research Design and Methodology for the Health Informatics Professionals	3
HHA 507	Statistics for Health Informatics Professionals	3

Specialization Curriculum

Students select a specialization of study in one of the three specialty areas below.

Clinical Informatics Specialization Curriculum

The goal of this specialization is to develop the knowledge, skills, and competencies required of clinical informatics personnel. The curriculum aligns with domains and learning outcomes put forth by Gardner, et al. (2009) in the Journal of American Medical Informatics Association's article entitled, core content for the subspecialty of clinical informatics.

Course #	Title	Credits
HHA 530	Clinical Decision Making and	4

Course #	Title	Credits
	Process Improvement	
HHA 531	Health Information Systems	4
HHA 532	Leading and Managing Clinical Information Systems Change	4
HHA 584	Specialization Practicum I	4
HHA 586	Specialization Practicum II	6
HHA 588	Specialization Practicum III	6

Knowledge Management and Leadership Specialization Curriculum

The goal of this specialization is to develop the knowledge, skills, and competencies required by leaders in Health Informatics. The curriculum aligns with domains and learning outcomes put forth by AHIMA Competencies for Master-level HIM.

Course #	Title	Credits
HHA 540	Health Data Management	4
HHA 541	Information Technology and System	4
HHA 542	Advanced Organizational Leadership and Management	4
HHA 584	Specialization Practicum I	4
HHA 586	Specialization Practicum II	6
HHA 588	Specialization Practicum III	6

Data Analytics Specialization Curriculum

The goal of this specialization is to develop the knowledge, skills, and competencies required to manipulate, analyze, interpret and present healthcare data using application software. This specialization was developed by national leaders in the field. Note: Departmental approval required to register for this specialization.

Course #	Title	Credits
HHA 550	Applied Healthcare Analytics	4

Course #	Title	Credits
HHA 551	Big Data Technologies in Healthcare	4
HHA 552	Healthcare Data Visualization	4

Practicum Courses

The practicum I is taken during the spring semester, practicums II & III are offered during summer sessions.

Course #	Title	Credits
HHA 550	Specialization Practicum I	4
HHA 586	Specialization Practicum II	6
HHA 588	Specialization Practicum III	6

Program in Athletic Training Leading to the Bachelor of Science Degree

The Athletic Training Program is no longer accepting applications for admission.

Program Chair: Kathryn Koshansky

The Athletic Training Program, offered by the School of Health Technology and Management, is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

The program is designed for students interested in becoming an Athletic Trainer (AT). Athletic trainers are healthcare professionals who collaborate with physicians to optimize activity and participation of patients and clients. As members of the sports medicine team, athletic trainers specialize in the prevention, clinical diagnosis and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations and disabilities. Athletic Training is recognized by the American Medical Association (AMA) as a healthcare profession. Athletic trainers' work settings can include high schools, colleges, universities, professional sports teams, hospitals, rehabilitation clinics, physicians' offices, corporate and industrial institutions, the military, and the performing arts.

The student's comprehensive professional preparation is directed toward the development of specified competencies in the following content areas: Evidence-Based Practice, Prevention and Health Promotion, Clinical Examination and Diagnosis, Acute Care of Injury and Illness, Therapeutic Interventions, Psychological Strategies and Referral, Healthcare Administration, and Professional Development and Responsibility. Formal instruction involves teaching of required subject matter in structured classroom, clinical, and laboratory environments. All students are required to

fulfill their clinical education requirements under the direct supervision of a preceptor. Clinical education provides the student with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities, including decision-making and professional behaviors required of the profession in order to develop proficiency as an athletic trainer.

The curriculum prepares students for the Board of Certification, Inc. (BOC) examination. Upon passing this examination, an individual may apply for certification by the New York State Education Department Office of Professions. In addition to the baccalaureate degree, the school's Certificate of Professional Achievement in Athletic Training is awarded upon satisfactory completion of all required course work.

Admission Requirements

The Athletic Training Program is no longer accepting applications for admission.

Candidates for the athletic training education program must meet the upper division admission requirements of the School of Health Technology and Management, including a minimum of 60 credits of required, recommended, and elective courses. The requirements may be fulfilled through previously completed college studies. In addition to the general academic requirements for junior status in the School of Health Technology and Management, the program requires candidates to meet the school's natural science requirement. The following course work require minimum grades of "C": 3 credits of Introduction to Psychology; 3 additional credits of 200-400 level social behavioral sciences; *8 credits biology (to include 1 course in human physiology); *4 credits chemistry; *4 credits physics; 3 credits calculus; 3 credits statistics; 3 credits medical terminology; 2 credits nutrition; and 2 credits Supplement Use in Sports (only available online through Stony Brook University). *Science classes must have labs. Natural science courses (biology, chemistry, physics) less than 10 years old are preferred. *Please note that Stony Brook University may require prerequisites for some of these courses.

- 3 credits of introductory (SBS) social & behavioral sciences (PSY 103-Introduction to Psychology (or equivalent) with a minimum grade of "C")
- 3 credits of intermediate or higher level (200-400) of social and behavioral sciences (SBS+)

The following courses require a minimum grade of "C":

- PSY 103 - Introduction to Psychology (SBS)
- CHEM 131 - General Chemistry IB (SNW)
- CHEM 133 - General Chemistry Laboratory I (SNW)
- BIO 202 - Fundamentals of Biology: Molecular and Cellular Biology (STEM+)
- BIO 204 - Fundamentals of Scientific Inquiry in the Biological Sciences I
- PHY 121/123 - Physics for the Life Sciences I/Lab (SNW) or PHY 113/115 - Physics of Sport/Lab (SNW)
- BIO 203 - Fundamentals of Biology: Cellular and Organ Physiology (STEM+) or HAN 202 - Human Anatomy and Physiology for Health Science II (STEM+)
- MAT 125 - Calculus A (QPS)

- AMS 102, 110 or PSY 201- Statistics (QPS)
- HAN 312 - Medical Terminology and Human Anatomy
- HAL 376 – Introduction to Nutrition
- HAL 375 - Supplement Use in Sports

The program also requires applicants to successfully complete each of the following courses with a minimum grade of "B":

- HAL 205 Introduction to Athletic Training (CER, GLO)
- HAL 210 Emergency Care of Athletic Injuries (CER)
- HAL 300 Kinesiology
- HAN 200 - Human Anatomy and Physiology for Health Science I (SNW) or ANP 300 - Human Anatomy (STEM+)

Candidates must complete required course work by the end of the spring term of the year for which the application is made. Certification in healthcare provider cardiopulmonary resuscitation (BLS) is required. A minimum of a 2.5 cumulative grade point average is required. Fifty observational hours with an athletic trainer is also required for admission.

All students, except freshmen declared majors, must submit an online application by the deadline (March 15th) of the year they wish to enter. The application process includes an interview with the ATP Admissions Committee.

Freshmen Declared Four-Year Major

Stony Brook freshmen can declare the four-year athletic training major by contacting the Athletic Training program at (631) 632-2837 and meeting with the program chair.

Students successfully completing the lower division component of the major are advanced to the upper division professional program. Freshmen declared majors must successfully complete 60 credits and program prerequisites by the end of the sophomore year, and have a minimum cumulative grade point average of 2.75 and a *science GPA of 2.5.

In addition to general coursework and program specific courses, the freshman declared major student must meet the academic standards listed above and complete HAL 205 Introduction to Athletic Training (GLO) with a minimum grade of B+.

Program Requirements

Athletic training students must complete the following required courses:

Professional Courses (Year One)

Course #	Title	Credits
HAL 305	Prevention and Care of Athletic Injuries	3
HAL 306	Prophylactic Taping, Bracing and Equipment Fitting	2
HAL 320	Clinical Evaluation and Diagnosis of the Lumbar	3

Course #	Title	Credits
	Spine and Lower Extremity	
HAL 321	Clinical Evaluation and Diagnosis of the Head, Cervical Spine and Upper Extremity	3
HAL 345	Therapeutic Modalities	4
HAL 360	Rehabilitation of Athletic Injuries	4
HAL 370	Exercise Physiology	4
HAL 481	Athletic Training Practicum I	3-6
HAL 482	Athletic Training Practicum II	7
HAL 483	Athletic Training Practicum III	7

Professional Courses (Year Two)

Course #	Title	Credits
HAL 351	Research Methods and Biostatistics	3
HAL 355	General Medical Conditions and Disabilities in the Physically Active	4
HAL 435	Organization and Administration in Athletic Training	3
HAL 450	Senior Research Seminar in Athletic Training	3
HAL 460	BOC Exam Primer	1
HAL 484	Athletic Training Practicum IV	3-6
HAL 485	Athletic Training Practicum V	7
HAL 486	Athletic Training Practicum VI	7
HAL 499	Athletic Training Teaching Practicum	2

Special Academic Requirements

An Athletic Training student will fulfill the upper division writing requirement by successful completion of the research paper for HAL 450.

Professional courses (HAL) must be taken in a sequential manner. A minimum grade of C is required in each course. Students who receive a grade of "C-", must remediate the insufficient grade before progressing on to the next course in sequence. Students who receive a grade of "D+" or below must retake the course and achieve a minimum grade of C before progressing to the next course in the sequence. Professional HAL courses may only be repeated once. Failure to obtain the grade of "C" or higher in two attempts may result in the recommendation for termination from the program.

Program in Clinical Laboratory Sciences Leading to the Bachelor of Science Degree

Program Chair: Kathleen Finnegan

The Department of Clinical Laboratory Sciences offers an upper-division program leading to the Bachelor of Science degree. Stony Brook freshmen are given the option to declare clinical laboratory sciences as a lower-division major. A double major in clinical laboratory sciences and biology is available. A part time online-hybrid program is also available. Clinical laboratory scientists utilize a wide variety of sophisticated equipment and skills to perform tests that analyze specimens to produce data for the diagnosis, prevention, and treatment of disease. Many of the same tests are used for organ transplants, therapeutic drug monitoring, crime investigation, genetic studies, and research. The program now offers three specializations (Forensic Medical Diagnostics, Laboratory Information Systems, and Clinical Cytogenetics) within its traditional clinical laboratory curriculum.

The majority of clinical laboratory scientists work in hospital laboratories; however, many job opportunities exist in other areas such as research and development, industry, sales and technical services, health departments, and computer firms. Competitive salaries, career advancement, and a versatile background make the clinical laboratory professional well-equipped to enter a variety of scientific fields. The program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), located at 5600 N. River Road, Suite 720 Rosemont, IL 60018, (773) 714-8880. In addition to the baccalaureate degree, the school's Certificate of Professional Achievement in Clinical Laboratory Sciences is awarded upon satisfactory completion of all required coursework. The Clinical Laboratory Sciences program is a New York State licensure qualifying program.

Admission Requirements

Candidates for the clinical laboratory sciences program must meet the upper-division admission requirements of the School of Health Technology and Management. The requirements may be fulfilled through previously completed college studies.

In addition to the general academic requirements for junior status in the School of Health Technology and Management,

the Department of Clinical Laboratory Sciences requires candidates to meet the department's natural science requirement by successfully completing 8 credits of biology with laboratories, 3 credits of microbiology, 12 credits of chemistry with laboratories (including one course in organic chemistry), and 3 credits of statistics.

In order to be eligible for enrollment to the specializations, students must complete all the requirements for the Clinical Laboratory Sciences degree and the applicable requirements associated with the individual specialization. An Introduction to Computer Science course is recommended as an additional prerequisite for the Laboratory Information Systems specialization. A genetics course is recommended for the Clinical Cytogenetics specialization.

All prerequisite and recommended science courses must be designated for science majors. Stony Brook freshmen are able to declare a lower-division clinical laboratory sciences major. To advance to junior status, they must meet the requirements described above, and successfully complete HAD 210 Introduction to Clinical Laboratory Sciences with a minimum grade of A- .

*A conditional acceptance may be granted if, upon the judgment of department faculty, there are exceptional circumstances concerning department prerequisites.

Program Requirements

All clinical laboratory sciences students must complete the following courses for successful completion of the upper-division program leading to the baccalaureate degree.

Basic Science Courses/Other Health Technology and Management Courses (Junior and Senior Year)

Course #	Title	Credits
HAS 332	Management Concepts for Health Professionals	1
HBP 310	Pathology	3
HAD 324 (for HHCZB students only)	Pathology	3
HBV 350 (class of 2018)	Physiology	4
HAD 350 (for HHCZB students only)	Systems Physiology	4
HAS 355 (replaces HBV 350 effective fall 2017)	Integrative Systems in Physiology	4

Professional Courses (Junior Year)

Course #	Title	Credits
HAD 313	Clinical Biochemistry I	3.5
HAD 315	Hematology I	4
HAD 330	Foundations in Phlebotomy	1.5
HAD 331	Introductory Biochemistry	3
HAD 340	Foundations in Clinical Laboratory Sciences	1.5
HAD 335	Medical Ethics	1
HAD 363	Computer Applications in Clinical Laboratory Sciences	2
HAD 380	Clinical Microbiology I	4
HAD 381	Clinical Microbiology II	4
HAD 425	Parasitology/ Mycology	3
HAD 397	Clinical Microbiology Practicum**	6
HAD 398	Clinical Hematology Practicum I**	3

Professional Courses (Senior Year)

Course #	Title	Credits
HAD 351	Research Literacy and Design	1
HAD 403	Medical Molecular Biology	3
HAD 411	Clinical Biochemistry II	2.5
HAD 412	Clinical Biochemistry III	2
HAD 414	Coagulation, Urinalysis and Body Fluids	4
HAD 415	Applied Immunology	3
HAD 416	Immunoematology	3.5
HAD 432	Pharmacology	1.5

Course #	Title	Credits
HAD 460	Clinical Laboratory Quality Management	1
HAD 492	Research Tutorial	2
HAD 493	Advanced Seminar in Clinical Laboratory Sciences	2
HAD 494	Clinical Chemistry Practicum**	4
HAD 496	Histocompatibility Practicum (elective)*	1
HAD 497	Immunohematology Practicum**	3
HAD 498	Clinical Coagulation/Urinalysis/Body Fluids Practicum**	1

** Clinical practice consists of full-time clinical instruction and practice at the clinical affiliates and other affiliated patient-care facilities.

Special Academic Requirements

In addition to the academic policies of the school, specific academic policies of the program specify that all required courses must be successfully passed in order to remain matriculated in the program. In addition, all professional (HAD) courses with a laboratory component must be passed with a grade of C- or better to remain matriculated in the program and to attend clinical practicums. Failure to pass all required courses, or failure to achieve a minimum grade of C- in all professional (HAD) courses with a laboratory component, will require a student to repeat the course. To graduate from the Clinical Laboratory Sciences program, a passing grade of B+ or better is required for all clinical practica (HAD 397, HAD 398, HAD 494, HAD 497, and HAD 498).

Elective Specializations

Forensic Medical Diagnostics

Course #	Title	Credits
HAD 304	Introduction to Forensic Sciences	1

Laboratory Information Systems

Course #	Title	Credits
HAD 468	Laboratory Information Systems Internship	1

Clinical Cytogenetics

Course #	Title	Credits
HAD 406	Introduction to Clinical Cytogenetics	1
HAD 506	Clinical Cytogenetics Internship	1-6

the advanced certificate program in disability studies

Program Director: Pamela Block

The certificate program in Disability Studies focuses on multiple social and environmental factors that influence the experience of chronic conditions and functional impairments. These factors range from architectural barriers to social discrimination and have a profound influence on access to education, employment, recreation, and participation in other community activities across the life cycle.

Disability Studies draws from philosophy, history, anthropology, sociology, law, political sciences, economics, English, literary and cultural studies, Women's Gender and Sexuality Studies, critical race studies, bioethics, and many other fields. The goal of this certificate program is to train scholars from clinical and non-clinical backgrounds to use a variety of methodologies to operationalize critical theories and focus on the practical and policy implications of disability. The intent is to address social inequalities improving quality of life and community access for disabled people.

Admission Requirements

Admission to the Advanced Certificate Program in Disability Studies is open to any full-time student enrolled in a Stony Brook graduate degree-granting program, and in certain cases independent scholars and writers, as well as clinicians and other professionals in the health fields.

A Disability Studies Program application form is required. Applicants must show writing and critical analytical abilities sufficient to pursue this course of study. The applications will be reviewed by the program director and admissions committee.

Program Requirements

Students must take the following two courses:

Course #	Title	Credits
HAX 664	Conceptual Foundations of Disability Studies 1890s-1990s	3
HAX 668	Emerging Topics in Disability Studies	3

One of the following three courses (3 credits) is required:

Course #	Title	Credits
HAX 665	Disability, Participation and Justice	3
HAX 667	Disability Studies Language, Narrative and Rhetoric	3
HAX 669	Disability and Health in Local and Global Contexts	3

Two additional elective courses (6 credits) are required.

PROGRAM IN EMERGENCY MEDICAL TECHNICIAN–BASIC LEADING TO A CERTIFICATE

Program Director: Malcolm Devine

The EMT-Basic training program is a non-degree, non-credit program designed to train students in accordance with the 1998 standards established by the United States Department of Transportation. Upon successful completion of the program, all students will be eligible to take examinations for certification as:

- New York State EMT
- Nationally Registered EMT
- AHA CPR for Health Care Providers

Certification in Advanced Cardiac/Pediatric Life Support and Basic Life Support is also part of the curriculum. The program, offered every year, consists of approximately 750 hours of didactic training and 696 hours of clinical practicum in the emergency department, paramedic ambulance, CCU, obstetrics, pediatrics and other applicable venues.

The program, available at multiple times throughout the academic year, includes approximately 130 hours of didactic instruction and 24 hours of clinical practicum in ambulance operations or emergency hospital care. EMT Basic Certification is a prerequisite for the program in Emergency Medical Technician- Paramedic.

Admission Requirements

Applicants must be 18 years of age or older, prior to the New York State practical exam.

For further information please click [here](#)

Program in Emergency Medical Technician–Paramedic Training Leading to a Certificate

Program Director: Paul Werfel

The EMT-paramedic training program is a non-degree, non-credit program designed to train effective and compassionate paramedics in accordance with the 1998 standards established by the United States Department of Transportation. Upon successful completion of the program all students will be eligible to take examinations for certification as:

- New York State EMT–Paramedic
- Nationally Registered EMT–Paramedic (NREMT)
- New York City REMSCO
- AHA CPR for Health Care Providers
- AHA ACLS (Advanced Cardiac Life Support)
- AHA PALS (Pediatric Advanced Life Support)

Certification in Advanced Cardiac/Pediatric Life Support and Basic Life Support is also part of the curriculum. The program, offered every year, consists of approximately 750 hours of didactic training and 696 hours of clinical practicum in the emergency department, paramedic ambulance, CCU, obstetrics, pediatrics and other applicable venues.

Admission Requirements

Applicants must be 18 years of age or older, have a high school diploma and be a currently certified New York State EMT or AEMT.

Graduate program in health administration leading to a master of health administration degree

Program Chair: Julie Agris

The Graduate Program in Health Administration is a 50-credit hybrid program leading to a Master of Health Administration (M.H.A.) degree that develops highly qualified health management professionals. The program couples a strong foundation in general management principles with specialized knowledge in the healthcare field. Students have the opportunity to achieve their degree through a combination of high quality, interactive distance education, intense face-to-face on campus residencies and experiential learning opportunities. In addition, all students receive one-on-one career advisement as part of a mentorship program in which seasoned healthcare managers and executives work directly

with students to assist them in beginning a path to reach their ultimate goals in the health management field.

Admissions Requirements

- Baccalaureate degree with a minimum undergraduate grade point average of 3.00.

Program Requirements:

All students must complete the following curriculum:

Professional Courses (Year One)

Course #	Title	Credits
HHH 500	The Health System*	1
HHH 501	Health Analytic Methods*	4
HHH 510	Health Finance and Accounting*	4
HHH 520	Health Governance and Organizational Analysis*	4
HHH 536	Health Law and Compliance*	4
HHH 540	Health Management*	4
HHH 585	MHA Residency I: Communication Skills and Interpersonal Effectiveness **	1
HHH 586	MHA Residency II: Professionalism and Ethics**	1

Professional Courses (Year two)

Course #	Title	Credits
HHH 506	Health Quality and Performance Improvement*	2
HHH 508	Human Resources Management in the Health Sector*	3
HHH 541	Health Strategic Planning and Management (Capstone preparation)*	2
HHH 542	Health Leadership and Change:	2

Course #	Title	Credits
	Comprehensive Capstone Project*	
HHH 564	Health Technology and Information Management*	3
HHH 587	MHA Residency III: Leadership and Change**	1
HHH 588	MHA Residency IV: Comprehensive Capstone Project Presentation and Portfolio Development**	1
HHH 589	Health Management Practicum and Seminar I**	3
HHH 590	Health Management Practicum and Seminar II**	3

Elective Courses

Candidates must select two courses for a total of at least four elective credits.

Course #	Title	Credits
HHH 512	Health Finance II*	2
HHH 530	Health Operations Management*	2
HHH 575	Long-Term Care in the Health Sector*	2
HHH 590	Physician Practice Management*	2

Note: Practicum Placement linked to Elective (Inpatient, Outpatient, LTC, PP)

* On-line Course

**On-Site Course

health and rehabilitation sciences leading to the ph.d. degree

The Health and Rehabilitation Sciences Program is no longer accepting applications for admission.

Program Chair: Sue Ann Sisto

Rehabilitation Research and Movement Performance (RRAMP) Laboratory at the Research and Development Park is a one-of-a-kind 7,000-square-foot laboratory dedicated to helping individuals with disabilities, assessing athletic performance and aiding recovery after disease or injury through the use of a state-of-the-art motion analysis system. This system is coupled with four in-ground force plates, electromyography and an eye tracking system. There is a large computer lab for graduate students, is the site for student work for in the PhD. Program in Health and Rehabilitation Sciences program. The laboratory houses talented faculty from the School of Health Technology and Management whose research explores ways to improve the lives of individuals with spinal cord injury, traumatic brain injury, stroke, Huntington's disease and Multiple Sclerosis, Parkinson's disease, amputations, orthopedic disorders, cerebral palsy, pediatric cancer, geriatric disorders, cardiovascular disease, and obesity. The RRAMP lab also includes a locomotor training center, a motor control / motor learning lab to probe motor recovery, a musculoskeletal lab currently using ultrasound diagnostic equipment to assess and train muscle control of the spine and pelvic floor, prosthetic and orthotic lab, and a transcranial magnetic stimulation and a body composition lab to explore physical changes of muscle, fat, and bone. Plans are being made to add a community fitness and wellness center for people with disabilities; this building will be housed adjacent to the RRAMP lab. The RRAMP lab is operated by faculty and staff from the School of Health Technology and Management. Located at the facility are the research director, assistant to the director, and research professors.

The PhD in Health and Rehabilitation Sciences program is housed in the RRAMP Lab (Rehabilitation Research and Movement Performance) Lab. The RRAMP lab office suite is located in the Research and Support Services Building. In addition to office space, there are four research laboratories within the secured portion of the suite. Within the building, but outside the suite proper, are a conference room, staff/student lounge, disabled patient restroom and shower, and laundry facility.

Admissions Requirements

The Health and Rehabilitation Sciences Program is no longer accepting applications for admission.

The point of entry into the Ph.D. program is based on a "Mentor Match" of students with faculty from the SHTM. This match ensures a highly individualized program of study for the student based on existing research projects of the faculty. The Mentor will ensure that every student is exposed to related research from the three other branches of research in order to provide a successful translational research experience. Mentors and their collaborators, who are conducting research in other branches of this translational continuum, will expand

the research experience of the students. At the same time, these translational research opportunities may facilitate the discovery of relationships between the student's research and that of other faculty researchers. The Admissions Committee of the program assigns the "Mentor Match" based on requests from the students as well as evaluations of their interests and strengths in relationship to the available faculty.

In addition to the minimum Graduate School requirements, the following are required:

- A. All applicants must hold a bachelor's degree prior to the application deadline.
- B. Preference given to applicants with a minimum grade point average of 3.0 on a 4.0 scale and applicants with a master's degree.
- C. Have taken the Graduate Record Examination (GRE) or equivalent graduate entrance exam within the past five years or have completed an American accredited graduate program prior to applying.
- D. Strong letters of recommendation (three references).
- E. Achieved an acceptable score on the TOEFL for international applicants.
- F. Applicant must submit official transcripts from all post-secondary schools.
- G. One essay, no more than 1000 words on the candidate's research interests and how those interests match to research at Stony Brook University's School of Health Technology and Management.

The Admissions Committee will consider all factors including grades, standardized test scores, recommendation letters, essays, prior training, professional experience, and match in research interest. The goal of the committee is to select applicants who have the academic capability, personal qualities, and commitment to provide future value to society through a career in interdisciplinary health sciences research.

Program Requirements

The curriculum consists of 78 credits requiring a minimum of four years of full-time effort. Although the direction of the students' research will be highly individualized, all students must complete 21 credits of core courses, 27 credits of concentration courses (of which 12 are required), and 30 credits of dissertation research. In addition, there will be a zero credit doctoral seminar every semester for discussion and advancement of doctoral projects by faculty and peers.

Core Course Requirements:

Course #	Title	Credits
HAX 600	Doctoral Seminar	0
HAX 602	Frameworks, Models and Classification Systems in Health and	3

Course #	Title	Credits
	Rehabilitation Sciences	
HAX 605	Research Ethics	3
HAX 632	Teaching and Learning	3
HAX 653	Research Methods: Design and Statistics	3
HAX 656	Qualitative Research	3
SOC 501	Multivariate Stats for Social Science	3
SOC 502	Multivariate Regression Techniques	3

Concentration-Specific Requirements:

Behavioral and Community Health Concentration

The BCH concentration is uniquely crafted to train students in leadership and community-based participation, in the domains of healthcare and health policy. This program is designed to meet the aspirations of students seeking to create change in the intersection of healthcare, policy, and the social experience. Fundamentally participatory in nature, this concentration expects students not only to become proficient in research and theory, but also to acquire the tools and experience to apply theory to practice. This program establishes the necessary intellectual framework to understand community-based leadership, and then provides the opportunities to exercise it, professionally and personally. The BCH concentration is designed for social scientists, behavioral scientists, community health researchers, clinicians, community organizers, and health policy specialists. This concentration develops proficiency in various research methods, both qualitative and quantitative in nature. Particular emphasis will be given to translating theory to practice and understanding the applied nature of policy measures. The BCH concentration provides students with proficiency in policy evaluation, community intervention, leadership development, community engagement, and community-based participatory research. Students in the BCH concentration will understand the intersection of health, policy, and society, and the shared relationship among them. In the shifting healthcare environment, attention will be given to marginalized groups, like immigrants, those of racial minority, those with disability, those of lower socioeconomic status, and others. It is expected that graduates of the BCH concentration will be trained to be experts in community leadership, policy analysis, grass roots mobilization, and community health.

Course #	Title	Credits
HAX 640	Community Health and Community Based	3

Course #	Title	Credits
	Participatory Research	
HAX 641	Community Mental Health	3
HAX 642	Participation and Health in Pediatric and Educational Settings	3
HAX 647	Policies and Ethics in Behavioral and Community Health	3

Disability Studies Concentration

The DS concentration focuses on multiple social and environmental factors that influence the experience of chronic conditions and functional impairments. These factors range from architectural barriers to social discrimination and have a profound influence on access to education, employment, recreation, and participation in other community activities across the life cycle. Disability Studies draws from philosophy, history, anthropology, sociology, law, political sciences, economics, occupational sciences, bioethics, and many other fields. The goal of this concentration is to train researchers from clinical and non-clinical backgrounds to use quantitative, qualitative and community participatory methodologies to operationalize critical theories and focus on the practical and policy implications of disability with the intent of improving quality of life and community access to health services for the disabled. In addition to a critical consideration of ICF conceptualizations of health, activity, and participation, the DS concentration: (1) examines the role of power, social identity, and status as related to disability (2) considers the role of social and regional inequalities, and (3) assesses desired changes at the organizational, community, national, and international levels that might positively affect the disabled.

Course #	Title	Credits
HAX 664	Conceptual Foundations of Disability Studies 1890s-1990s	3
HAX 665	Disability, Participation and Justice	
HAX 667	Disability Studies Language, Narrative and Rhetoric	3
HAX 668	Emerging Topics in Disability Studies	3

Rehabilitation and Movement Science Concentration

The RMS concentration aims to train rehabilitation research clinicians and scientists who focus on the understanding of movement control through multiple types of measurement. This concentration examines body function/structure and activity in the able-bodied and in people with movement impairments to potentially enhance physical and psychosocial functioning. Additionally, research focuses on increasing participation among the functionally impaired, thereby impacting the quality of life of people with disabilities. This pursuit of scientific inquiry for RMS crosses all levels of the ICF model. Special emphasis is placed on the measurement of movement, including kinematics (position), kinetics (forces and moments) and EMG (muscle activity); muscle physiology and function (muscle physiological cross-sectional area), and energetics (metabolic and mechanical). These body and structure measurements are studied around the neuro-musculoskeletal basis of movement, given central nervous system mechanisms and the neurophysiology and neuroscience mechanisms underlying movement disorders. The RMS concentration is supported by theories of motor control, motor learning, and biomechanics. Areas of study may include balance and vestibular-ocular disorders; athletic performance; diabetes and wound healing physiology; body composition and obesity; physical interventions for cancer, and movement deficits in other disorders such as Parkinson's disease, Multiple Sclerosis, Huntington's disease, stroke and spinal cord injury. The RMS concentration uses quantitative methods in the measurement of body structure and function such as what is available in the Rehabilitation Research and Movement Performance Lab. In addition, students may experience studies in the Locomotion Learning Lab and the Shah Spinal Cord Injury Basic Science Lab. Students will also be required to relate these measurements to functional activities and societal participation and learn how these discoveries can improve clinical practice, and inform health policy.

Course #	Title	Credits
HAX 620	Rehabilitation and Disability	3
HAX 631	Electro/Neurophysiology: Topics for Rehabilitation Research	3
HAX 634	Motor Learning and Motor Control	3
HAX 635	Biomechanics of the Musculoskeletal System and Movement I	3

Other Requirements

All students are to be enrolled as full time students (12 credits/semester for year 1 and 9 credits/semester for subsequent years).

All courses taken outside the department for application towards the Ph.D. degree requirements are subject

to approval of the student's advisor and the graduate program director. The advisor may pose additional course requirements.

A maximum of 6 graduate credits from other programs, including those of other institutions, may be transferred toward the Ph.D. degree. Credits used to obtain any prior degrees are not eligible for transfer. Requests of credits must be approved by the graduate program director. Each student is required to complete a teaching practicum before graduation. Planning for this requirement is to be made with the student's primary advisor/mentor. Students who are currently educators or have experience teaching in their field of study, may have the teaching practicum waived, which must be approved by the graduate program director.

Written Qualifying Examination

The written qualifying exams are offered every year after completion of the first 2 academic years, usually in the summer before the 3rd year. The written qualifying exam consists of 2 parts: Part 1 covers the required core courses and Part II consists of the required concentration course for each students' concentration. Upon passing the qualifying exams, the Ph.D. student advances to candidacy.

Dissertation

Students chose their dissertation topics in consultation with his/her advisors as soon as possible. Dissertation research is a training experience for the candidate who, under the supervision of the primary advisor/mentor, carries out independent original work of significance. The student, in collaboration with his/her advisor must select a dissertation examining committee as soon as possible after the qualifying exams. The committee must include a Chair who must be within the department of Health and Rehabilitation Sciences, and a minimum of 3 other members of whom one is typically the primary advisor/mentor, and the remaining members are from within and outside Stony Brook University. The committee must be approved by the graduate program director upon the recommendation of the primary advisor. The dissertation examining committee provides a means of exposing the candidate to ideas, methodologies, and helps guide the research process. Each year the committee meets to review the progress of the student.

Dissertation Proposal

The student is required to submit a written dissertation proposal and present it at an oral examination conducted by the dissertation examining committee. The written dissertation proposal must be distributed to the committee members at least 2 weeks before the oral examination. This examination probes the student's ability and examines progress and direction, methodology and feasibility, which can be based on pilot data. The student will be examined based on knowledge and background on the topic, the aims/hypotheses or research questions, the methodology and any preliminary data.

Dissertation Defense

At the completion of the dissertation, approval of the dissertation involves a formal oral defense which is open to all interested members of the University community. The candidate must fill out a doctoral dissertation defense form (available on the graduate school webpage) and must include the dissertation abstract and all relevant information.

The form should be submitted to the graduate program director at least 4 weeks before the defense. This form is then submitted to the Dean of the Graduate School who is responsible for advertising the event to the University community. Copies of the dissertation are distributed at least 2 weeks before the defense date. One copy is kept in the department for examination by the faculty. The final approval of the dissertation must be a majority vote by the dissertation examining committee.

Program in Health Care Policy and Management Leading to the Master of Science Degree

The Master's Program in Health Care Policy and Management is no longer accepting applications for admission.

This program is open to qualified health professionals who wish to pursue careers in health care management, health policy, and nutrition within their own professional fields.

Program Requirements

Candidates must complete a minimum of 36 credits and satisfy the specific core, concentration, and practicum requirements described below. Courses are chosen with program advisement and approval.

Core: Candidates must successfully complete courses to demonstrate understanding and competence in the areas of medical care delivery, research methodology, statistics, and communication (12 credits).

Concentration: Candidates must select a specialty concentration in health care management, health policy, or nutrition and complete courses in the chosen area (15 credits).

Practicum: Candidates must complete a practicum in their specialty concentrations (3-6 credits).

Thesis: A master's thesis is optional (4-6 credits) and is in lieu of the practicum requirement.

Electives: Candidates must successfully complete 3-6 elective credits. Practicum credits do not apply.

The Advanced Certificate Program in Health Care Management

Program Director: Brooke Ellison

The Advanced Certificate Program in Health Care Management is a professional development program intended for health practitioners who require management training and for managers who require specific management training in the health care field.

Program Requirements

The program is jointly sponsored by the School of Health Technology and Management and the College of Business. The curriculum consists of 18 credits. Students must complete four required courses:

Course #	Title	Credits
HAS 530	Health Care Operations	3
HAS 534	Fundamentals of Health Care Management	3
HAS 538	Health Economics and Public Policy	3
HAS 545	Ethics and Health Care	3

Six remaining credits can be chosen from HAS courses, or from specified MBA and HAP courses, upon approval.

Program in Healthcare quality and patient safety leading to the master of science degree

The Healthcare Quality and Patient Safety Program is no longer accepting applications for admission.

Interim Program Director: Deborah Zelizer

The School of Health Technology and Management offers a Master of Science degree in Healthcare Quality and Patient Safety. Healthcare Quality and Patient Safety is a part-time, 36 credit degree program. The program is designed specifically for clinical and non-clinical interdisciplinary health professionals who wish to develop the knowledge, skills, and competencies required to assume leadership roles in healthcare quality, healthcare risk management, patient safety and related fields. Graduates will be eligible to sit for the Certified Patient Safety Officer (CPSO) examination leading to certification.

Admissions Requirements

Preference for admission will be given to candidates with an overall 3.0 grade point average and baccalaureate degree from an entry level clinical program, or a non-clinical degree and two years of full-time healthcare experience.

Program Requirements

Candidates must complete a minimum of 36 credits. The curriculum requires a capstone project or thesis.

Core Curriculum

Course #	Title	Credits
HAU 500	Financing Healthcare Organizations	3
HAU 501	Patient Safety and the Management of Risk	3
HAU 502	Patient Safety and Health Law	3

Course #	Title	Credits
HAU 503	Error Science, Human Factors and Patient Safety	3
HAU 504	Crew Resource Management, Team Performance, and Communication	3
HAU 505	Quality Improvement and Safety	3
HAU 506	Accreditation, Regulations, and National Patient Safety Goals	3
HAU 507	Planning, Evaluation, and Assessment of Patient Safety Initiatives	3
HAU 508	Statistics for Patient Safety Professionals	3
HAU 509	Research Design and Methodology for the Patient Safety Professional	3
HAU 510	Advanced Practice for Risk and Safety Officers	3
HAU 584	Capstone Project	3
HAU 594	Capstone Research-Based	3

THE ADVANCED CERTIFICATE PROGRAM IN Healthcare Quality and Patient safety

The Advanced Certificate in Healthcare Quality and Patient Safety Program is no longer accepting applications for admission.

Interim Program Director: Deborah Zelizer

The advanced graduate certificate is designed for healthcare providers who have met the experiential requirements to sit for quality, risk management and safety national certification examinations with on-the-job experience, but do not possess

the academic preparation in quality and safety. The curriculum consists of 18 credits.

Admissions Requirements

Preference for admission will be given to candidates with an overall 2.8 grade point average and baccalaureate degree from an entry level clinical program, or a non-clinical degree and two years of full-time healthcare experience.

Program Requirements

Course #	Title	Credits
HAU 501	Patient Safety and the Management of Risk	3
HAU 502	Patient Safety and Health Law	3
HAU 503	Error Science, Human Factors and Patient Safety	3
HAU 504	Crew Resource Management, Team Performance and Communication	3
HAU 505	Quality Improvement and Safety	3
HAU 506	Accreditation, Regulations and National Patient Safety	3

Program in Health Science Leading to the Bachelor of Science Degree

Program Chair: Deborah Zelizer

The School of Health Technology and Management offers a [Bachelor of Science degree in Health Science \(BSHS\)](#), with clinical and non-clinical concentrations. Non-clinical concentrations of study include community health education, disability studies and human development, emergency and critical care, environmental health and safety, health care informatics, health care management, and public health. Clinical concentrations of study include anesthesia technology, healthcare quality: coding and reimbursement, medical dosimetry, nuclear medicine technology, radiation therapy, and radiologic technology. The curriculum requires that students receive a broad liberal arts education during their first three years. In the senior year, the curriculum focuses on health care-related topics. Graduates will be educated and knowledgeable about health care, and may expect to be employed by hospitals; integrated health care delivery

systems; physician group practices; health departments; nursing homes; and managed care, corporate and not-for-profit organizations. They can also pursue clinical degrees through appropriate admissions processes.

While there is no formal application process, all students must complete the following requirements before advancing to the senior year curriculum.

* 91 credits with a minimum grade point average of 2.0 including the following:

- All S.B.C. requirements
- A minimum of 16 credits of natural science coursework, including HAN 200 and HAN 202 (or equivalent anatomy and physiology courses)
- 21 credits of related electives including HAN 251 and HAN 312. Any natural science course taken beyond the minimum requirement of 16 credits can also satisfy the related electives requirement.
- 10 upper-division credits (300 and 400 level courses). Can be met with any course meeting S.B.C., natural science, or related electives requirements.

Related Electives

Students are encouraged to take related electives designated:

- ECO, CSE and BUS for the Health Care Management concentration
- CSE, PSY, ECO and BUS for the Health Care Informatics concentration
- HIS, HBP, ECO, MEC, BCP, SOC and BUS for the Environmental Health concentration
- LHW, ECO, ANT, SOC, HMC, PSY and BUS for the Public Health concentration
- SOC, HWC, LHW, PSY, SSI and HMC for the Community Health Education concentration

Contact the [Health Science program](#) for advising and an extensive list of related electives or see the course descriptions listing in the University [Undergraduate Bulletin](#) for complete information.

* All students need a minimum of 91 credits and all requirements met by the end of the spring semester of their junior year to advance to the fall senior year curriculum. Prerequisite courses (natural science and related electives) required for advancement to the senior year curriculum must be completed with a letter grade of C or better. A Pass/No Credit grade is not accepted.

Program Requirements

Required Core Courses: Fall Semester (Senior Year)

For the first semester of the last year of study (senior year), all students enroll in 15 credits of core health science courses including:

Course #	Title	Credits
HAN 300	Health Care Issues	3
HAN 333	Communication Skills	3
HAN 335	Professional Ethics	3
HAN 364	Issues in Health Care Informatics	3
HAN 383	Scholarly Writing in Health Science	3

Special Academic Requirements

To be in good standing in the Health Science program, a student must maintain a 2.0 overall cumulative grade point average, with a 2.5 minimum professional grade point average in the required HAN (Health Science major) courses. All core Health Science program courses must be passed with a grade of C or better before a student is permitted to advance to the concentration courses. If a student receives a grade less than C in any of the HAN courses, the course must be repeated.

Concentration Courses: Spring Semester (Senior Year)

During the last semester of the senior year, students must take one of the following concentrations of study. *Approval for a generalist concentration of study may be granted if, upon judgment of the program director, there are exceptional circumstances.

Anesthesia Technology

This concentration provides the knowledge and skills required for students to function as integral members of anesthesia teams in surgical settings. After completion of this concentration, students can work as an assistant in the operating room and continue to the post-baccalaureate anesthesiology technologist program to be eligible for the national certification examination. (Total length of program is 4+1=5 years.)

Course #	Title	Credits
HAN 434	Corporate Compliance and Regulation	4
HAN 481	Introduction to Anesthesia	2
HAN 483	Cardiopulmonary Physiology for Anesthesia Technology	3
HAN 485	Clinical Monitoring	1
HAN 489	Pharmacology for Anesthesia Technology	4

For admission requirements to the clinical concentrations, please refer to the SHTM website at <http://healthtechnology.stonybrookmedicine.edu/programs/hs>

Community Health Education

This concentration provides students with the knowledge and skills needed to plan, implement, and evaluate health education programs in the community. Students who successfully complete this concentration may be eligible to apply for the national certification examination for health educators. Employment opportunities may be found in public and private health-related agencies, hospitals, and HMOs (Health Maintenance Organizations).

Course #	Title	Credits
HAN 440	Introduction to Community Health Education	3
HAN 442	Community Health Education Models and Resources	3
HAN 444	Teaching Strategies	4
HAN 456	Behavioral and Social Aspects of Health	3

Disability Studies and Human Development

This concentration provides students with an interdisciplinary focus of study in areas such as independent living, employment, adults and children with disabilities, and health and community issues. Prepares students for entry-level professional and managerial positions in developmental or physical disability services agencies, independent living centers, mental health centers, and geriatric and vocational rehabilitation agencies.

Course #	Title	Credits
HAN 443	Aging and Disability	3
HAN 446	Disability Health and Community	3
HAN 447	Children with Disabilities	3
HAN 448	Disability and Employment	3
HAN 449	Project in Disability Studies	4

Emergency and Critical Care

This concentration will serve the needs of those students interested in pursuing clinical graduate studies. Emphasis is placed on providing knowledge of the most frequently encountered medical emergencies, including trauma and resuscitation. In addition, due to the changing global

environment, courses on hazardous materials and weapons of mass destruction will also be provided.

Course #	Title	Credits
HAN 416	Special Issues in Emergency Care and Resuscitation	3
HAN 417	Cardiac Emergencies	3
HAN 471	Trauma and Trauma Systems	3
HAN 472	Emergency Response to Hazardous Materials and Terrorism	3
HAN 477	Medical Emergencies	3

Environmental Health and Safety

This concentration explores the concepts and principles of various environmental health issues including lead management, pest management, hazardous waste management, and food service sanitation. Emphasis is placed on the recognition, identification and control of environmental contaminants in the workplace; prevention and preparedness for hazardous material incidents; and compliance with various regulatory agencies.

Course #	Title	Credits
HAN 470	Occupational Health and Safety Engineering	3
HAN 474	Industrial Hygiene	4
HAN 475	Fundamentals of Environmental Health	3
HAN 476	Hazardous Materials, Emergency Response and Environmental Auditing	4
HAN 478	Internship in Environmental Health	2

Health Care Informatics

This concentration prepares students for a career in health care information systems, and processing and managing health care data with computer and communication technologies. Emphasis is placed on health care information systems' architecture, computerized medical data processing,

and clinical decision support systems. Ten credits of computer science/information systems electives are strongly recommended as prerequisites (CSE 101, CSE 113 and CSE 114).

Course #	Title	Credits
HAN 462	Developing Health Information Systems	4
HAN 464	Health Information Systems Management	4
HAN 465	Concepts and Case Studies in Health Informatics	3
HAN 466	Applied Health Care Informatics	3
HAN 467	Utilization and Outcomes Research Methods	3

Health Care Management

This concentration provides students with the knowledge and skills required to manage health care practices, plan health care programs and utilize the fundamentals of health care management and health services administration.

Course #	Title	Credits
HAN 432	Introduction to Health Care Management	4
HAN 434	Corporate Compliance and Regulation	4
HAN 435	Sales and Marketing in Health Care	3
HAN 436	Continuous Quality Improvement in Health Care	3

Healthcare Quality: Coding and Reimbursement

This concentration of study (AHIMA accreditation pending) is designed to develop the requisite knowledge, skills, and competencies required for entry level practice as a medical coder. Prepares students to take the nationally recognized Certified Coding Associate (CCA) credential, which distinguishes coders as possessing coding competencies across all settings, including hospitals (in-patient and ambulatory) and physician practices.

Note: Enrollment in HAN 424 Pathophysiology (3 credits) is required during the fall semester of the senior year as a prerequisite for this concentration. Acceptance into the concentration is required in order to register for the spring semester concentration coursework. In addition, a 3 credit, full-time 6 week 45 hour practicum during summer session I is required. Curriculum subject to change, please check with the department.

Course #	Title	Credits
HAN 409	Basic CPT Coding	3
HAN 410	ICD-10-CM for Coders	3
HAN 420	ICD-10-PCS for Coders	3
HAN 421	Advanced CPT Coding	3
HAN 422	Healthcare Reimbursement	3
HAN 423	Coding Practicum	3

For admission requirements to the clinical concentrations, please refer to the SHTM website at <http://healthtechnology.stonybrookmedicine.edu/programs/hs>

Medical Dosimetry

A medical dosimetrist is a member of the radiation oncology team. Medical dosimetrists have the education and expertise necessary to generate radiation dose distributions and dose calculations for cancer patients in collaboration with the medical physicist and the radiation oncologist. After completion of this concentration, students continue on to the post-baccalaureate program in order to be eligible to take the Medical Dosimetrist Certification exam. Job opportunities may be found in cancer treatment centers, community hospitals, free-standing clinics and medical schools. (Total length of program is 4 + 1 = 5 years.)

Note: Enrollment in HAN 395 Radiation Physics in Medicine (4 credits) is required during the fall semester of the senior year to submit an application for this concentration of study.

Acceptance into the post-baccalaureate clinical year is required in order to enter the concentration. The Medical Dosimetry program is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 2850 Chicago, Illinois 60606-3182, Phone: 312.704.5300, Email: mail@jrcert.org

Course #	Title	Credits
HAN 402	Radiographic Anatomy and Pathology	3
HAN 482	Introduction to Pathology	3
HAN 487	Introduction to Treatment Planning	3

Course #	Title	Credits
HAN 490	Fundamentals of Medical Dosimetry and Contouring	3
HAN 492	Radiation Oncology/ Medical Physics II	4

For admission requirements to the clinical concentrations, please refer to the SHTM website at <http://healthtechnology.stonybrookmedicine.edu/programs/hs>

Nuclear Medicine

This concentration is designed to educate students to meet a growing need for highly trained technologists who utilize rapidly developing technologies to image the distribution of radioactive agents in the human body. Nuclear medicine imaging is used for patients with cardiac conditions and cancer. After completion of this concentration, students continue on to the post-baccalaureate program in order to be eligible to take the national registry examination. Job opportunities may be found in hospitals, physician offices, and diagnostic laboratories. (Total length of program is 4+1=5 years.)

Note: HAN 395 Radiation Physics in Medicine (4 credits) is required during the fall semester of the senior year as a prerequisite to acceptance into the concentration. Acceptance into the post-baccalaureate clinical year is required in order to enter the concentration.

Course #	Title	Credits
HAN 401	Radiobiology and Health Physics	3
HAN 402	Radiographic Anatomy and Pathology	3
HAN 426	Instrumentation for Nuclear Medicine Technology	3
HAN 427	Nuclear Medicine Procedures	6
HAN 429	Radiopharmacy and Therapy in Nuclear Medicine	3

For admission requirements to the clinical concentrations, please refer to the SHTM website at <http://healthtechnology.stonybrookmedicine.edu/programs/hs>

Public Health

This concentration provides students with a basic foundation, including epidemiology and biostatistics, in public health. Students who graduate with this concentration may find employment in health departments, public health agencies,

health maintenance organizations, and health-related corporations.

Course #	Title	Credits
HAN 450	Introduction to Public Health	4
HAN 452	Epidemiology and Biostatistics	3
HAN 454	Issues in Public Health	3
HAN 455	Health Literacy for Public Health	3
HAN 456	Behavioral and Social Aspects of Health	3

Radiation Therapy

This concentration is designed to educate students to meet the growing demand for radiation therapists. Radiation therapists administer radiation and deliver patient care for the duration of the patients' treatment and are part of the radiation oncology team. Radiation is an effective tool to treat cancer and provide palliative care. After completion of this concentration, students continue on to the non-credit post-baccalaureate program in order to be eligible to take the national registry examination. The 12 month post-baccalaureate clinical rotations are conducted at the Mt. Sinai Health System. (Total length of program is 4+1=5 years.)

Note: HAN 395 Radiation Physics in Medicine (4 credits) is required during the fall semester of the senior year as a prerequisite to acceptance into the concentration. Acceptance into the post-baccalaureate clinical year is required in order to enter the concentration.

Course #	Title	Credits
HAN 401	Radiobiology and Health Physics	3
HAN 402	Radiographic Anatomy and Pathology	3
HAN 482	Introduction to Pathology	3
HAN 486	Principles and Practice of Radiation Therapy	3
HAN 492	Radiation Oncology/ Medical Physics II	4

For admission requirements to the clinical concentrations, please refer to the SHTM website at <http://healthtechnology.stonybrook.medicine.edu/programs/hs>

Radiologic Technology

This concentration is developed to educate students to meet the growing demand for technologists who image the body through the use of radiation equipment (x-ray technology). As a member of the radiological team, technologists capture images of bones, organs, and blood vessels as prescribed by physicians to assist in the diagnosis of diseases or injuries. After completion of this concentration, students continue on to the post-baccalaureate program in order to be eligible to take the national registry examination. Job opportunities may be found in hospitals, physician offices, urgent care clinics, diagnostic laboratories, and industry. (Total length of program is 4+1=5 years.)

Note: HAN 395 Radiation Physics in Medicine (4 credits) is required during the fall semester of the senior year as a prerequisite to acceptance into the concentration. Acceptance into the post-baccalaureate clinical year is required in order to enter the concentration.

Course #	Title	Credits
HAN 401	Radiobiology and Health Physics	3
HAN 402	Radiographic Anatomy and Pathology	3
HAN 404	Radiology Instrumentation	3
HAN 405	Radiographic Technique	3
HAN 406	Radiographic Procedures and Positioning I	6

For admission requirements to the clinical concentrations, please refer to the SHTM website at <http://healthtechnology.stonybrookmedicine.edu/programs/hs>

Program in medical molecular biology leading to the Master of science degree

Program Director: Gloria Viboud

The program is designed to provide clinical laboratory scientists with a strong foundation in the different molecular aspects of medical biology and the laboratory skills necessary to perform molecular-based techniques used in diagnostics, the research lab, and the medical biotechnology industry.

Learning outcomes will be consistent with those specified by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) for Diagnostic Molecular Scientists. This includes proficiency in a broad array of techniques used in molecular diagnostics, basic principles behind each test, applications to the diagnosis of genetic diseases, cancer and infectious diseases, interpretation of results, advantages and limitations of each method, and type of specimen required for each test. The program also emphasizes the importance of biosafety and proper decontamination procedures, and quality control to ensure accurate data for proper patient diagnosis.

Students will complete more than 50% of the course requirements in the distance-learning format. The program is offered as a two-year prescribed part-time program during the summer, fall and spring terms. The last term includes three clinical rotations in the areas of molecular diagnostics, cytogenetics and flow cytometry, and the program culminates with a capstone project. After completion of the program, students will be eligible to take the Technologist in Molecular Biology by the American Society for Clinical Pathology [MB(ASCP)] certification examination.

Admission Requirements

- A New York State clinical laboratory technologist license
- Baccalaureate degree in a life science related field with a minimum undergraduate grade point average of 3.00.
- 12 credits of chemistry with labs (including organic chemistry and biochemistry), 8 credits of biology with labs (including cell biology and genetics), 3 credits of microbiology, 3 credits of immunology, 6 credits of mathematics (including statistics), 3 credits of pathophysiology (for those applicants without a clinical laboratory sciences undergraduate major).

Program Requirements

Students must complete a total of 33 credits including the following required on-line and on-site courses.

Professional Courses (Year One)

Course #	Title	Credits
HMM 500	Fundamentals of Molecular Biology Techniques*	3
HMM 510	Advanced Molecular Biology Laboratory**	3
HMM 511	Application of Molecular Biology in Diagnosis	3
HMM 516	Application of Molecular Biology in Research*	3
HMM 520	Flow Cytometry Laboratory**	1
HMM 521	Flow Cytometry Methods and Applications*	2
HMM 540	Laboratory Operations in Molecular Biology*	2

Professional Courses (Year Two)

Course #	Title	Credits
HMM 531	Cytogenetics Methods and Applications*	2

Course #	Title	Credits
HMM 545	Ethics in the Laboratory*	2
HMM 551	Research Methods and Scientific Writing*	3
HMM 570	Journal Club on Molecular Biology*	1
HMM 581	Clinical Practicum in Molecular Diagnostics**	2
HMM 583	Clinical Practicum in Flow Cytometry**	2
HMM 585	Clinical Practicum in Cytogenetics**	2
HMM 596	Capstone Project in Medical Molecular Biology	2

* On-line Course

**On-Site Course

Program in Occupational Therapy Leading to the Bachelor of Science in Health Science/Master of Science in Occupational Therapy Degrees

Interim Program Chair: Mary Squillace

The Department of Occupational Therapy offers an upper-division three-year program leading to the Bachelor of Science in Health Science/Master of Science in Occupational Therapy Degrees.

This degree program is offered in a traditional weekday format. Students must have all prerequisites completed by the start date of the program. Students who enter and remain in good standing will graduate in June, three years post entry.

Occupational therapy is the art and science of directing an individual's participation in selected tasks to restore, reinforce, and enhance performance in activities that are important and meaningful to their health and well-being. Reference to occupation in the title is in the context of an individual's goal directed use of time, energy, interest, and attention. An occupational therapist's fundamental concern is the client's development and maintenance of the capacity to perform, throughout the life span and with satisfaction to self and others, those tasks and roles essential to productive living and to the mastery of self and the environment.

Occupational therapy provides service to those individuals whose abilities to cope with tasks of living are threatened

or impaired by developmental deficits, the aging process, poverty, cultural differences, physical injury or illness, or psychological and social disability.

Occupational therapy serves a diverse population in a variety of settings, such as hospitals and clinics, rehabilitation facilities, long-term care facilities, extended care facilities, sheltered workshops, schools and camps, private homes, and community agencies.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE): c/o AOTA, 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3425. ACOTE's phone number is 301-652-6611 (x 2914). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

In addition to the baccalaureate and master's degrees, the school's Certificate of Professional Achievement in Occupational Therapy is awarded upon satisfactory completion of all required course work.

Admission Requirements

Candidates for the occupational therapy program must meet the upper-division admission requirements of the School of Health Technology and Management. The requirements may be fulfilled through previously completed college studies.

In addition to the general academic requirements of the School of Health Technology and Management, the occupational therapy program requires candidates to meet the school's natural science requirements by successfully completing eight credits of biology and four credits of anatomy, or four credits of biology and eight credits of anatomy and physiology, four credits of chemistry, and four credits of physics, all with laboratories and designated for science majors. Preference is given to those candidates who have completed science courses within the past ten years. A three-credit Introduction to Psychology course, a three-credit Abnormal Psychology course, a three-credit Introduction to Sociology or Anthropology course, and a three-credit statistics course are required. Candidates must complete required course work by the end of the spring term of the year for which application is made. Preference is given to applicants with a grade point average of 3.0 or higher. A minimum of 40 hours experience observing occupational therapy treatment in two different settings (outpatient rehabilitation, developmental disabilities, acute care, nursing homes, and schools) under the supervision of an occupational therapist (OTR) is also required for admission to the program. The observation must be supervised and documented in writing by the occupational therapists. No more than 50% of the minimum 40 required experience hours can be completed at a place of employment. Current certification in cardiopulmonary resuscitation (CPR) and first aid are required.

Program Requirements

Occupational therapy students must complete the following course requirements of the School of Health Technology and Management.

Basic Science Courses/Other Health Technology and Management Courses

Course #	Title	Credits
HBP 310	Pathology	3
HBV 350	Physiology	4

Professional Course (Year One)

Course #	Title	Credits
HAO 310	Neuroscience	4
HAO 314	Introduction to Historical and Contemporary Practices of Occupational Therapy	3
HAO 315	Foundations of Occupational Therapy	3
HAO 319	Kinesiology for Occupational Therapy	4
HAO 320	Life Span Growth and Development for Occupational Therapy	3
HAO 323	Mental Health Concepts	3
HAO 324	Psychosocial Theory and Practice	3
HAO 330	Occupational Therapy Theory and Practice in Pediatrics	4
HAO 331	Occupational Therapy Theory and Practice in Adults I	2
HAO 374	Professional Behaviors I	1.5
HAO 385	Conditions in Occupational Therapy	2
HAO 396	Fieldwork IA*	1
HAO 461	Functional Anatomy for	4

Course #	Title	Credits
	Occupational Therapy	

Professional Courses (Year Two)

Course #	Title	Credits
HAO 332	Occupational Therapy Theory and Practice in Adults II	3
HAO 334	Acute Care	1
HAO 338	Substance Abuse and Occupational Therapy	2
HAO 340	Prosthetics and Orthotics	2
HAO 397	Fieldwork IB*	1
HAO 398	Fieldwork IC*	1
HAO 421	Physical Agent Modalities for the Occupational Therapist	1
HAO 430	Sensory Integration Theory and Practice in Occupational Therapy	2
HAO 440	Gerontology and Occupational Therapy	3
HAO 451	Introduction to Research for Occupational Therapy	3
HAO 485	Vision, Perception, and Cognition	2
HAO 517	Universal Design	3
HAO 542	Patient Education	2
HAO 551	Research Design for Occupational Therapy	3
HAO 574	Professional Behaviors II	1
HAO 596	Fieldwork Level IIA**	12

Professional Courses (Year Three)

Course #	Title	Credits
HAO 530	Community, Occupation, and Health (Effective Summer 2017, 4 credits)	3
HAO 532	Emerging Areas of Practice	2
HAO 534	The Occupational Therapy Manager	3
HAO 562	Principles of Instruction	3
HAO 575	Professional Transition Seminar	2
HAO 580	Special Topics in Occupational Therapy	2
HAO 585	Disability Studies and Occupational Therapy	2
HAO 592	Case Studies II	2
HAO 593	Case Studies III (Effective Spring 2018, course title is Case Studies)	2
HAO 597	Fieldwork Level IIB**	12
HAO 598	Fieldwork Level IIC**	10

*Fieldwork level IA, IB and IC are pre-clinical experiences and generally consist of observation and very limited hands-on experience in mental health, physical disabilities, and pediatric settings. Each is a maximum of 40 hours in length.

**Fieldwork level IIA, IIB, and IIC are full-time clinical experiences.

Program in Occupational Therapy Leading to the Master of Science in Occupational Therapy Degree

Interim Program Chair: Mary Squillace

The Department of Occupational Therapy offers a three-year program leading to the Master of Science in Occupational Therapy Degree. This degree program is offered in a traditional weekday format.

Occupational therapy is the art and science of directing an individual's participation in selected tasks to restore, reinforce, and enhance performance in activities that are important and meaningful to their health and well-being. Reference to occupation in the title is in the context of an individual's

goal directed use of time, energy, interest, and attention. An occupational therapist's fundamental concern is the client's development and maintenance of the capacity to perform, throughout the life span and with satisfaction to self and others, those tasks and roles essential to productive living and to the mastery of self and the environment.

Occupational therapy provides service to those individuals whose abilities to cope with tasks of living are threatened or impaired by developmental deficits, the aging process, poverty, cultural differences, physical injury or illness, or psychological and social disability.

Occupational therapy serves a diverse population in a variety of settings, such as hospitals and clinics, rehabilitation facilities, long-term care facilities, extended care facilities, sheltered workshops, schools and camps, private homes, and community agencies.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE): c/o AOTA, 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3425. ACOTE's phone number is 301-652-6611 (x 2914). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licensures are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's eligibility to sit for the NBCOT certification examination or attain state licensure.

In addition to the master's degree, the school's Certificate of Professional Achievement in Occupational Therapy is awarded upon satisfactory completion of all required coursework.

Admission Requirements

The occupational therapy program requires candidates to successfully complete eight credits of biology and four credits of anatomy, or four credits of biology and eight credits of anatomy and physiology, four credits of chemistry, and four credits of physics, all with laboratories and designated for science majors. Candidates need to have completed science courses within the past ten years. A three-credit Introduction to Psychology course, a three-credit Abnormal Psychology course, a three-credit Introduction to Sociology or Anthropology course, and a three-credit statistics course are required. Candidates must complete required course work by the end of the spring term of the year for which application is made. Preference is given to applicants with an overall GPA of 3.5 in all course work and a GPA of 3.0 in both the science prerequisites and the overall natural science GPA. A minimum of 40 hours experience observing occupational therapy treatment in two different settings (outpatient rehabilitation, developmental disabilities, acute care, nursing homes, and schools) under the supervision of an occupational therapist (OTR) is also required for admission to the program. The observation must be supervised and documented in writing by the occupational therapists. No more than 50% of the minimum 40 required experience hours can be completed at a

place of employment. A baccalaureate degree is required as well as current certification in cardiopulmonary resuscitation (CPR) and first aid.

Program Requirements

Occupational therapy students must complete the following course requirements of the School of Health Technology and Management.

Professional Course (Year One)

Course #	Title	Credits
HAO 500	Functional Neuroscience	4
HAO 504	Introduction to the Historical & Contemporary Practices of Occupational Therapy	3
HAO 505	Foundations of Occupational Therapy	3
HAO 506	Life Span Growth and Development for Occupational Therapy	3
HAO 507	Conditions in Occupational Therapy	2
HAO 508	Theories of Adult Rehabilitation	2
HAO 509	Occupational Therapy Theory and Practice in Pediatrics	4
HAO 519	Kinesiology for Occupational Therapy	4
HAO 523	Assessment & Intervention of Psychosocial Issues	4
HAO 561	Functional Anatomy Review	4
HAO 573	Professional Behaviors I	1.5
HAO 586	Fieldwork IA*	1

Professional Courses (Year Two)

Course #	Title	Credits
HAO 517	Universal Design	3

Course #	Title	Credits
HAO 520	Substance Abuse and Occupational Therapy	2
HAO 522	Assessment & Intervention of Adult Rehabilitation	3
HAO 524	Assessment & Intervention of the Upper Extremities	3
HAO 525	Vision, Perception, and Cognition	2
HAO 526	Gerontology and Occupational Therapy	3
HAO 527	Sensory Integration Theory and Practice in Occupational Therapy	2
HAO 542	Patient Education	2
HAO 549	Introduction to Research Design for Occupational Therapy	3
HAO 551	Research Design for Occupational Therapy	3
HAO 574	Professional Behaviors II	1
HAO 587	Fieldwork IB*	1
HAO 588	Fieldwork IC*	1
HAO 596	Fieldwork Level IIA**	12

Professional Courses (Year Three)

Course #	Title	Credits
HAO 530	Community, Occupation, and Health	4
HAO 534	The Occupational Therapy Manager	3
HAO 562	Principles of Instruction	3
HAO 570	Global Communities, Occupation, and Health	2

Course #	Title	Credits
HAO 575	Professional Transition Seminar	2
HAO 580	Special Topics in Occupational Therapy	2
HAO 585	Disability Studies and Occupational Therapy	2
HAO 593	Case Studies III	2
HAO 595	Service Learning & Capstone Project	2
HAO 597	Fieldwork Level IIB**	12

*Fieldwork level IA, IB and IC are pre-clinical experiences and generally consist of observation and very limited hands-on experience in mental health, physical disabilities, and pediatric settings. Each is a maximum of 40 hours in length.

**Fieldwork level IIA and IIB are full-time clinical experiences.

PHLEBOTOMY TRAINING PROGRAM LEADING TO A CERTIFICATE

Program Director: Kathleen Finnegan

The phlebotomy program is a non-degree, non-credit ASPT (American Society of Phlebotomy Technicians) accredited program designed to train students in effective phlebotomy techniques. Graduates can be employed in a variety of settings including hospitals, private laboratories, and physicians' offices. The phlebotomy program consists of 60 hours of lecture and 30 hours of professional laboratory practice followed by 100 hours of clinical training at a local hospital.

Admission Requirements

Applicants must be 18 years of age or older, have a high school diploma (or an equivalent), and a minimum grade point average of 80 (on a scale of 100) or 2.5 (on a scale of 4.0). Upon successful completion of the program, students receive a certificate of achievement and are eligible to take a national certifying examination in phlebotomy.

Program in Physical Therapy Leading to the Entry-Level Doctor of Physical Therapy Degree

Program Chair: Eric Lamberg

Recent trends in health care have precipitated the development of a three-year entry-level graduate clinical doctorate program in physical therapy. These changes in health care include:

- Shorter lengths of stay in traditional environments.

- Higher acuity and survival as a result of medical science and technological advances.
- The need for health management via intervention, prevention, and maintenance, as well as the management of disease, impairments, and disabilities.
- Role and practice adaptations by physical therapists in anticipation of and in response to market changes.
- The development of strategies by payers that demand evidence-based justifications for interventions.
- Health care models that require greater risk assumption and accountability for outcomes of care. The three-year graduate program consists of 99 didactic credits and 36 clinical credits. Graduates of the program are prepared to provide care in a multitude of physical therapy settings. The program develops leaders who demonstrate evidence-based practice, critical inquiry skills, and clinical decision making skills needed for differential diagnosis and autonomous practice. In addition to direct patient care, graduates can pursue careers in research, administration, consultation, and community health. The Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE/APTA). Graduates are eligible to sit for the national license exam. In addition to the doctor of physical therapy degree, the school's Certificate of Professional Achievement in Physical Therapy is awarded upon satisfactory completion of all coursework.

Admission Requirements

Applicants for the entry-level doctor of physical therapy program must have a completed baccalaureate degree prior to enrollment in the program. Candidates must meet the school's natural science requirement by successfully completing two courses each of chemistry, physics, and biology. Each course must be designated for science majors and have a laboratory component. One course in anatomy and one course in physiology or two courses of anatomy and physiology are also required. Completion of required science courses must be within the past ten years. No more than two science prerequisites may be outstanding at the time of application; outstanding sciences cannot be in the same subject area. In addition, the department requires one course in psychology and one course in statistics. Candidates must complete required course work by the end of the spring term of the year for which the application is made. Certification in cardiopulmonary resuscitation (CPR) and first aid is required. A minimum of a 3.0 cumulative grade point average and a minimum of a 3.0 cumulative science grade point average is preferred. Applicants must submit Graduate Record Examination (GRE) scores. At least 100 hours of volunteer or work experience within a physical therapy facility is required. A varied exposure to the field is recommended.

Program Requirements

Physical therapy students must complete the following required courses:

Professional Courses (Year One)

Course #	Title	Credits
HBA 540	Human Anatomy for Physical Therapists	6
HBA 542	Advanced Human Anatomy	0
HAY 500	Neuroscience for Physical Therapy I	4
HAY 517	Exercise Physiology	1
HAY 518	Foundations of Exercise and Movement in PT	3.5
HAY 519	Kinesiology	5
HAY 526	Clinical Medicine and Pharmacology I	3.5
HAY 527	Principles of Inpatient Care	4
HAY 528	Clinical Medicine and Pharmacology II	4
HAY 534	Motor Learning and Motor Control	4
HAY 543	Wound Care in Physical Therapy	1
HAY 544	Modalities in Physical Therapy	3
HAY 552	Research Methods for Physical Therapists: Design and Statistics	5
HAY 557	Introduction to Evidence Based Practice	1
HAY 560	Foundations of Professional Practice in Physical Therapy	2
HAY 561	Teaching, Consulting, Communicating in Clinical Education	2
HAY 589	Case Studies I	1

Professional Courses (Year Two)

Course #	Title	Credits
HAY 501	Growth and Development Across the Lifespan	4
HAY 502	Psychosocial Aspects of Disability I	1
HAY 503	Psychosocial Aspects of Disability II	1
HAY 504	Adult Neurological Assessment I	2
HAY 505	Adult Neurological Assessment II	2
HAY 506	Adult Neurological Interventions	4
HAY 507	Orthopedic Physical Therapy Ia	2
HAY 508	Orthopedic Physical Therapy II	3.5
HAY 509	Pediatric Physical Therapy	5
HAY 512	Prosthetics and Orthoses	4
HAY 513	Orthopedic Physical Therapy Ib	1.5
HAY 590	Case Studies II	1
HAY 595	Clinical Internship I	6

Professional Courses (Year Three)

Course #	Title	Credits
HAY 510	Cardiopulmonary Rehabilitation	4
HAY 524	Health, Wellness, and Prevention in Physical Therapy	3
HAY 525	Advanced Therapeutic Exercise	3

Course #	Title	Credits
HAY 545	Ethics and Health Care for Physical Therapists	3
HAY 558	Evidence Based Practice Seminar	2
HAY 602	Issues in Health Care Administration	3
HAY 692	Clinical Internship II	8
HAY 693	Clinical Internship III	10
HAY 694	Clinical Internship IV	12

Special Academic Requirements

In addition to the academic policies of the school, a minimum grade of C- in HBA 540 Regional Human Anatomy is required for continued matriculation in the physical therapy program. For the remaining courses, each student must achieve a minimum grade of C+. Additionally, students must maintain a 3.0 cumulative grade point average to remain in good academic standing and participate in clinical internships.

Physician Assistant Program Leading to the Master of Science Degree

Program Chair: Peter Kuemmel

The Department of Physician Assistant Education currently offers a graduate program leading to the Master of Science degree and the school's Certificate of Professional Achievement for Physician Assistants. The program consists of approximately 100 weeks of pre-clinical and clinical instruction presented over a 24-month period.

The program educates skilled professionals who, with physician supervision, practice medicine in all specialties and settings. Emphasis is placed on preparing graduates to work with physicians across a wide range of primary and specialty care settings. Students learn to take medical histories, perform physical examinations, order/perform diagnostic procedures and develop patient management plans. Patient education, counseling, and health risk appraisal are also important aspects of physician assistant education and practice, as is preparation for responsibilities related to the prescribing of medications. Students and graduates are educated and employed in settings such as private and group practices, hospitals, managed care settings, nursing homes, rural and urban out-patient clinics, correctional facilities, medical research facilities, and health administration.

Physician assistants (PAs) are well utilized in health care because of the accessible, quality, cost effective care they provide. The physician assistant profession's contribution to providing primary and specialty care services to underserved areas and populations is well recognized. In keeping with this commitment, PA education at Stony Brook is heavily directed toward community medicine involvement in the provision of

medical services and graduates are encouraged to work in areas of medical need.

The physician assistant program is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and the New York State Department of Education. Graduates are eligible to sit for the national certification examination for physician assistants, administered by the National Commission on Certification of Physician Assistants.

Admission Requirements

The program Web site, <https://healthtechnology.stonybrookmedicine.edu/programs/pa/elpa> is the definitive source of information on admissions and provides comprehensive information on the program. For questions that are not addressed by the Website, please contact the program directly.

Candidates for the physician assistant program must meet the admission requirements of the School of Health Technology and Management. The requirements may be fulfilled through previously completed college studies.

In addition to the general academic requirements for graduate status in the school, the program specifies that fulfillment of the natural science requirement consists of completion of six courses in the biological sciences to include two courses in biology, one in genetics, one in microbiology, one in anatomy, and one in physiology. In addition, the completion of four courses in chemistry to include two courses in general chemistry, one in organic chemistry, and one biochemistry. Courses should be designated for science majors. Preference for interview is given to applicants who will have completed all admissions requirements by the time of interview, whose courses are within seven years of application, and who apply early in the cycle.

The program also requires a minimum of one year or 1,000 hours of direct patient care experience. This requirement can be fulfilled by paid or volunteer experience as an EMT, medical assistant, emergency room technician, etc. For an application, please visit www.caspaonline.org. A required supplemental application is also required and can be found under the program materials section on the caspa website.

Program Requirements

The following professional courses must be completed prior to graduation from the Physician Assistant program:

Didactic Courses

Course #	Title	Credits
HAP 501	Community Health and Service Learning for Physician Assistant	2
HAP 504	Professional Practice Issues	2

Course #	Title	Credits
HAP 509	Integrative System Physiology	4
HAP 510	Clinical Laboratory Medicine	3
HAP 512	Principles of Clinical Pharmacology	6
HAP 516	Problem Based Learning (PBL)	.5
HAP 518	Medical Director Presentation Rounds	.5
HAP 521	Clinical Medicine I	5
HAP 522	Clinical Medicine II	7
HAP 523	Clinical Medicine III	6
HAP 524	Clinical Medicine IV	9
HAP 528	Genitourinary, Sexual and Reproductive Health	4
HAP 532	Diagnostic Imaging	2
HAP 534	Introduction to Clinical Psychiatry	3
HAP 545	Ethics and Health Care for PAs	3
HAP 549	Clinical Skills for the PA Student	1
HAP 551	Research Design and Evidence Based Medicine	2
HAP 561	Masters Project I	1
HAP 562	Masters Project II	1
HAP 563	Masters Project III	1
HBA 561	Human Gross Anatomy	5
HBP 511	Pathobiology	3

Clinical Courses

Course #	Title	Credits
HAP 570	Internal Medicine Clerkship	5
HAP 571	Obstetrics and Gynecology Clerkship	5
HAP 572	General Surgery Clerkship	5
HAP 574	Emergency Medicine Clerkship	5
HAP 575	Psychiatry Clerkship	4
HAP 576	Medicine Preceptorship	5
HAP 577	Pediatric Preceptorship	5
HAP 579	Geriatrics Clerkship	5
HAP 580	Orthopedic Clerkship	4
HAP 581	Clinical Elective	4

Special Academic Requirements

In addition to the academic policies of the school, each of the following courses must be passed with a minimum grade of C before a student is permitted to enter clinical clerkships:

Course #	Title	Credits
HAP 509	Integrative Systems Physiology	4
HBA 561	Human Gross Anatomy	5
HBP 511	Pathobiology	3
HAP 512	Principles of Clinical Pharmacology	6

Each of the following courses must be passed with a minimum grade of C+:

Course #	Title	Credits
HAP 501	Community Health and Service Learning for Physician Assistant	2
HAP 504	Professional Practice Issues	2

Course #	Title	Credits
HAP 510	Clinical Laboratory Medicine	3
HAP 516	Problem Based Learning (PBL)	1
HAP 518	Medical Director Presentation Rounds	.5
HAP 528	Genitourinary, Sexual and Reproductive Health	4
HAP 532	Diagnostic Imaging	2
HAP 534	Introduction to Clinical Psychiatry	3
HAP 545	Ethics and Health Care for PAs	3
HAP 549	Clinical Skills for the PA Student	1
HAP 551	Research Design and Evidence Based Medicine	2
HAP 561	Masters Project I	1
HAP 562	Masters Project II	1
HAP 563	Masters Project III	1

Clinical Medicine courses must be passed with a minimum grade of B-. A minimum cumulative GPA of 3.0 is required to remain in good academic standing. Students must achieve a minimum grade of C for each clinical clerkship/preceptorship/elective, maintain a minimum 3.0 cumulative grade point average for all clinical clerkships, and successfully complete all summative evaluation requirements.

Post-Professional Physician Assistant Program Leading to the Master of Science Degree

Program Director: Lynn-Timko-Swaim

As providers of medical care and members of the health care team, PAs must respond to new standards of practice, evolving delivery systems, changes in reimbursement procedures, shifts in population demographics, and the opportunities and challenges of technology. This part-time graduate program provides an opportunity for PAs to meet these challenges while obtaining their Master of Science degree. The [Stony Brook Post-Professional Masters Program \(PPMP\)](#) increases the depth and breadth of student medical

knowledge beyond that attained during entry level PA education and prepares graduates for career advancement and leadership in areas such as administration, management, education and research. Optimally, this results in improved services to the patients and the communities that PPMP graduates serve.

To satisfy program degree requirements, each student must complete a minimum of 30 credits including 18 required credits in the core curriculum and 12 elective credits. Core credits include evidence based medicine, ethics and health care, contemporary issues in health care delivery, clinical pharmacology, research writing, and clinical prevention and population health. Elective credits offer each student the opportunity to tailor the program to both his/her work setting and personal interests. The PPMP offers an on-line and an on-site format. Evening and weekend courses are offered at the Long Island and Manhattan locations in the traditional classroom-style setting for the on-site format program.

Admission Requirements

Applicants must possess a baccalaureate degree from an accredited college or university and have graduated from an ARC-PA accredited PA Program. Current NCCPA certification is required and an overall GPA of 3.0 is preferred. Applications and complete program information can be accessed online on the [program's website](#). Applicants must select on their application either the on-site or online format.

Program Requirements

Candidates must complete a minimum of 30 credits within five years. All core and elective requirements must be satisfied while maintaining a minimum program GPA of 3.0. The on-site format program requires that at least one course must be completed at the Stony Brook Long Island location. Students in the online format program can complete all course work online.

Core Courses

Candidates must complete the six core courses listed below (18 credits):

Course #	Title	Credits
HAP 505	Contemporary Issues in Health Care Delivery	3
HAP 511	Clinical Pharmacology Seminar for Physician Assistants	3
HAP 541	Principles and Practices of Clinical Prevention and Population Health	3
HAP 545	Ethics and Health Care	3

Course #	Title	Credits
HAP 552	Evidence Based Medicine: Evaluating and Applying Clinical Research	3
HAP 554	Research Writing for Health Professionals	3

Electives

In addition to those courses listed below, many courses in the SHTM Advanced Certificate in Health Care Management program can be used to fulfill elective requirements in the PA PPMP. These courses are described in the Advanced Certificate in Health Care Management section of this Bulletin. Registration for elective courses may require the permission of the Health Care Management program director. An added feature of the PA PPMP program is that students can apply for and complete the Advanced Certificate in Health Care Management while enrolled in the PA PPMP.

Candidates must complete four elective courses (12 credits) from among the following and/or courses in the Department of HCPM:

Course #	Title	Credits
HAP 556	Teaching Strategies	3
HAP 558	Epidemiology	3
HAP 588	Practicum	3

Registration for the Practicum (HAP 588) requires permission from the PPMP program director. Three to six credits of tutorial work in the areas of research, education, or administration may be completed as practica.

Program in Polysomnographic Technology Leading to the Bachelor of Science Degree

Program Director: Russell Rozensky

The Polysomnographic Technology Program offers a full-time curriculum leading to a Bachelor of Science degree.

Polysomnographic technologists are healthcare practitioners who use "high-tech" equipment to diagnose and treat patients with sleep disorders. They work with a wide variety of patients, from infants to the elderly. They provide services in many settings including hospitals, clinics, and physician offices. Students admitted into this program take several courses along with the students in the Respiratory Care program.

Stony Brook University is accredited by Middle States Commission on Higher Education (<http://www.msche.org>). The Polysomnographic Technology Program is also an education program approved by the New York State Department of Education. The Polysomnographic Technology Program at Stony Brook University is accredited by the Commission on Accreditation of Allied Health Education Programs (<http://>

www.caahep.org). The initial accreditation is valid from July 21, 2016 until July 31, 2021.

Admission Requirements

Candidates for the Polysomnographic Technology Program must meet the upper-division admission requirements of the School of Health Technology and Management. The requirements may be fulfilled through previously completed college studies. In addition to the general academic requirements for junior status in the School of Health Technology and Management, candidates must have a minimum grade point average (GPA) of 2.5 and a minimum science GPA of 2.0. All prerequisite courses must be completed with a grade of C or better. The program also requires candidates to meet the degree requirements for the bachelor of science and successfully complete: 3 credits of English composition; 3 credits of arts; 3 credits of humanities; 3 credits of introductory (100 level) and 3 credits of intermediate or higher (200 – 400 level) social and behavioral sciences; 8 credits of anatomy and physiology or general biology with labs; 8 credits of chemistry with labs, 4 credits of physics with a lab, and 3 credits of statistics. Certification in basic life support (BLS) from the American Heart Association is required prior to starting clinical rotations. To advance to junior status, Stony Brook students who declare polysomnographic technology as a four year major must meet the requirements described above and successfully complete HAT 210 with a grade of B or higher.

Program Requirements

Basic Science/Other Health Technology and Management Courses

Course #	Title	Credits
HAS 351	Research Literature & Design	1
HAS 363	Computer Literacy for Health Professionals	1
HAS 490	Research Tutorial	2

Professional Courses (Junior Year)

Course #	Title	Credits
HAT 304	Cardiopulmonary Physiology	4
HAT 306	Patient Evaluation	2
HAT 309	Communication Skills for Health Care Professionals	2
HAT 315	Pharmacology	4

Course #	Title	Credits
HAT 320	Cardiovascular Diagnosis and Treatment I	2
HAT 331	Respiratory Care Techniques I	3
HAT 470	Polysomnographic Technology I	3
HAT 471	Polysomnographic Technology II	2
HHO 322	Instrumentation in Polysomnography	2
HHO 324	Therapeutic Modalities in Sleep Medicine	3
HHO 326	Introduction to Dental Sleep Medicine	4
HHO 342	Sleep Disorder Pathophysiology	3
HHO 470	Basic Polysomnographic Technology Clinical	4
HHO 471	Intermediate Polysomnographic Technology Clinical	4

Professional Courses (Senior Year)

Course #	Title	Credits
HAT 335	Medical Ethics	2
HAT 410	Introduction to Clinical Education	2
HHO 420	Polysomnographic Technology Management	3
HHO 430	Pediatric Polysomnography	3
HHO 440	Introduction to Electroencephalography	3
HHO 460	Polysomnographic Technology Board Review	1
HHO 472	Advanced Polysomnographic Technology Clinical	4

Course #	Title	Credits
HHO 476	Pediatric Polysomnographic Clinical	3
HHO 479	Clinical Teaching in Polysomnographic Technology	4
HHO 480	Basic Electroencephalography Clinical	3
HHO 488	Polysomnographic Technology Management Clinical	4

Program in Respiratory Care Leading to the Bachelor of Science Degree

Program Chair: Lisa Johnson

The respiratory care program offers a full-time upper-division program leading to the Bachelor of Science degree. Stony Brook freshmen are given the option to declare respiratory care as a lower-division major.

Respiratory therapists specialize in the diagnosis and treatment of patients with heart, lung, and sleep disorders. They work with a wide variety of patients, from premature infants to the elderly. They provide services in many settings including hospitals, clinics, physician offices, nursing homes, and rehabilitation centers. Many are also taking advantage of opportunities in diagnostic labs (such as sleep, cardiac catheterization and pulmonary function) and in-home health care. Individuals who graduate from the program are employed as clinicians, managers, educators and researchers.

The respiratory care program is accredited by the Commission on Accreditation for Respiratory Care (CoARC) [www.coarc.com] located at 1248 Harwood Road, Bedford, Texas 76021-4244, (817) 283-2835. The respiratory care program is also an education program approved by the New York State Department of Education. Stony Brook University is accredited by Middle States Commission on Higher Education Accreditation (last reaffirmed 11/19/09) located at 3624 Market Street, 2nd Floor West, Philadelphia, PA, 19104, Telephone: (267) 284-5000, www.msche.org. Graduates of the respiratory care program are eligible to sit for national board exams offered by the National Board for Respiratory Care, Inc. (www.nbrc.org/) and may pursue state licensure.

The school's Certificate of Professional Achievement and the University's baccalaureate degree are awarded upon satisfactory completion of all coursework.

Admission Requirements

Candidates for the respiratory care program must meet the upper-division admission requirements of the School of Health

Technology and Management. The requirements may be fulfilled through previously completed college studies.

In addition to the general academic requirements for junior status in the School of Health Technology and Management, candidates must have a minimum grade point average (GPA) of 2.5 and a minimum science GPA of 2.0. All prerequisite courses must be completed with a grade of C or better. Minimum required courses include: 3 credits English composition; 3 credits of arts; 3 credits of humanities; 3 credits of introductory (100 level) and 3 credits of intermediate or higher (200 – 400 level) social and behavioral sciences; 8 credits of anatomy and physiology or general biology with labs; 3 credits of microbiology; 8 credits of chemistry with labs, 4 credits of physics with a lab, and 3 credits of statistics. Natural science courses (biology, chemistry, physics) less than 10 years old are preferred. The program also requires students to be certified in Basic Life Support (BLS) offered by the American Heart Association (valid certification card required) prior to starting clinical rotations. An additional physics course with lab, logical and critical reasoning, and introductory and intermediate psychology courses are recommended. Science courses designated for science majors are preferred.

To advance to junior status, Stony Brook students who declared a respiratory care major as freshmen must meet the requirements described above and successfully complete HAT 210 with a grade of B or higher.

Program Requirements

All respiratory care students must complete the following courses for successful completion of the upper-division program leading to the baccalaureate degree.

Basic Science/Other Health Technology and Management Courses

Course #	Title	Credits
HAS 332	Management Concepts for Allied Health Professionals	1
HAS 351	Research Literacy/ Research Design	1
HAS 355	Integrative Systems Physiology (replaces HBY 350 effective fall 2017)	4
HAS 363	Computer Literacy for Health Professionals	1
HAS 490	Research Tutorial	2
HBA 461	Regional Human Anatomy	5

Course #	Title	Credits
HBP 310	Pathology	3
HBY 350	Physiology (class of 2018 only)	

Professional Courses (Junior Year)

Course #	Title	Credits
HAT 304	Cardiopulmonary Physiology	4
HAT 306	Patient Evaluation	2
HAT 309	Communication Skills for Health Care Professionals (class of 2018 only)	2
HAT 315	Pharmacology	4
HAT 320	Cardiovascular Diagnosis and Treatment I	3
HAT 330	Pulmonary Pathology	3
HAT 331	Respiratory Care Techniques I	3
HAT 332	Respiratory Care Techniques II	3
HAT 333	Pulmonary Diagnostic Techniques	3
HAT 340	Cardiovascular Clinical*	2
HAT 350	Basic Respiratory Care Clinical*	4
HAT 353	Pulmonary Diagnostic Clinical*	2
HAT 470	Polysomnographic Technology I	3
HAT 475	Polysomnographic Technology I Clinical*	2
HAT 487	Cardiopulmonary Rehabilitation Clinical*	2

Professional Courses (Senior Year)

Course #	Title	Credits
HAT 335	Medical Ethics	2

Course #	Title	Credits
HAT 410	Introduction to Clinical Education	2
HAT 411	Clinical Teaching in Respiratory Care*	4
HAT 415	Respiratory Care Techniques IV	2
HAT 420	Cardiovascular Diagnosis and Treatment II	3
HAT 431	Respiratory Care Techniques III	4
HAT 432	Perinatal Respiratory Care	4
HAT 450	Critical Care Clinical*	5
HAT 451	Perinatal Care Clinical*	4
HAT 482	Physiologic Monitoring Clinical*	2
HAT 494	Respiratory Care Board Review	1

*Clinical practice consists of full-time clinical instruction and practice at the clinical affiliates and other affiliated patient-care facilities.