Spring 2024
Health Sciences Bulletin

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Stony Brook University

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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 or COST & AID in the above navigation, or select POLICIES & PROCEDURES for detailed information concerning degree requirements, policies and academic standards and more.SCHOOLS & PROGRAMS provides details on the 5 Health Science Schools and the Program in Public Health, 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

Stony Brook University offers many undergraduate and graduate programs which are not administered in the Health Sciences. Information on these programs, including policies for enrolled students, can be found in the Undergraduate Bulletin, Graduate Bulletin, or the School of Professional Development Bulletin.

Need a past bulletin? View Archives Here

Financial Information

TUITION AND FEES

For information on Tuition and Fees, visit Student Financial Services.

NEW YORK STATE RESIDENCY

For information on New York State Residency, visit Student Financial Services

PAYMENT PROCEDURES

For information on Payment Procedures, visit Student Financial Services.

Time Option Payment Plan (TOPP)

For information on the Time Option Payment Plan, visit Student Financial Services.

Payment and Anticipated Aid

For information on Payment and Anticipated Aid, visit Financial Aid.

HEALTH INSURANCE

For information on Student Health Insurance, visit Student Health Services.

Health Insurance For International Students

For information on International Health Insurance, visit Student Health Services.

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 Student Affairs.

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 Student Affairs.

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 Campus Dining.

EDUCATION-RELATED EXPENSES

These include primarily the estimated costs of transportation to clinical facilities, books and other instructional materials, equipment, supplies and additional compliance related clinical or field expenses.

For information on text books, please click here.

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 Transportation and Parking.

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 Transportation and 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 Student Financial Services 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 Student Financial Services.

HOUSING DEPOSIT

For information on housing deposit refunds, visit Student Financial Services.

MEAL PLAN

For information on cancelling a meal plan, call (631) 632-6517 or visit Meal Plan.

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 Student Financial Services 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 Student Financial Services.

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 Student Financial Services.

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

For information on changes in enrollment and financial aid implications, visit Student Financial Services.

FINANCIAL AID

For information on financial aid, visit Financial Aid.

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.

REPAYMENT, DEFERMENT, FORBEARANCE AND LOAN FORGIVENESS

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

FEDERAL WORK STUDY PROGRAM (FWS) AND FWS COMMUNITY SERVICE

For information on the Federal Work Study Program please visit Financial Aid.

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.

HS Bulletin Archives

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Health Sciences Catalog

Health Sciences Courses

Fall 2023

Health Sciences Catalog

Health Sciences Courses

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HSC Student Bulletin

2008-2010

HSC Student Information
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School of Health Technology and Management
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School of Dental Medicine
School of Health Technology and Management
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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 Schools & Programs section of this Bulletin.

REGISTRATION AND ACADEMIC RECORDS

Completion of registration (enrollment of coursework), in accordance with instructions issued by the University Registrar, is a prerequisite to class attendance. Registration for all students is conducted each term by the University's online student system, SOLAR. Advance registration generally begins in early November for the winter and spring terms, and in late March/early April for summer and fall. Students are able to add & drop classes according to the dates on the academic calendar. Students who are not enrolled in a course prior to day one of classes will incur a late registration fee. For more information on tuition liability please visit the Bursar's website.

In exceptional circumstances, students may request a late petition to enroll in coursework after the dates specified on the academic calendar. If the petition is 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 Professions; juniors and seniors 3.60 in the School of Nursing; juniors and seniors 3.75 in the School of Social Welfare.

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, 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 Professions: 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. For more information regarding the University awards that are presented each year please refer to the Undergraduate Bulletin.

HONOR SOCIETIES

Selection of students for honors 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 Professions. The Stony Brook chapter was established in 1982 to recognize and encourage scholarship in allied health.

Delta Lambda, a chapter of Delta Omega Honor Society, recognizes excellence in practice, research, education, and academic achievement in the field of public health. Inductees may represent up to 20% of the graduating student body and must be in the upper 25% academically. Alumni, faculty, and honorary members may also be considered for induction each year.

Lambda Beta is a national honor society for the profession of respiratory care. The Stony Brook chapter in the School of Health Professions 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 Professions was formed in 1993. Eligibility is limited to no more than 15 percent of each class.

Omicron Kappa Upsilon-Chapter Award recognizes an OKU component chapter that has created exemplary programs that promote excellence at the local level. The Award Selection Committee will consider all activities by a component chapter that recognizes and encourages the art, science and literature of dentistry. Selection will be based upon the innovative and creative programs the chapter has developed to encourage excellence in educating and motivating students, faculty and the dental community.

Phi Alpha Honor Society is a national honor society for social work students dedicated to excellence in scholarship, humanitarian goals, and high professional standards. The National Council of Phi Alpha Honor Society granted membership privileges to the SBU School of Social Welfare effective August, 2015.

Pi Theta Epsilon is a national honor society for the profession of occupational therapy. The Stony Brook chapter in the School of Health Professions 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.

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.

Upsilon Phi Delta Honor Society recognizes, rewards, and encourages academic excellence in the study of healthcare management and policy. Inductees may represent up to 20% of the graduating student body and must be in the upper 25% academically with a minimum GPA of 3.5. Alumni and honorary members may also be considered for induction each year.

For additional honor societies, please refer to the academic honors.

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. For more information on the general degree requirements, please visit the Undergraduate Bulletin.

Note: Additional major specific grade point average requirements for specific schools are described under the Schools and Programs section of the Health Sciences Bulletin.

General Education Requirements

Health Sciences candidates for the Bachelor of Science degree must also satisfy their designated general education requirements as outlined by the University. For more information on the general education requirements, please refer here.

Transferred Undergraduate Credits from Other Colleges & Universities

Undergraduate students are strongly encouraged to discuss any questions about transfer credits with a program advisor. For more information regarding transferring credits from other institutions, Health Sciences students should also consult the University policies and the course equivalencies list.

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 in the Undergraduate Bulletin.

Note: For double majors for students in the School of Health Professions, 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.

Second Bachelor's Degree Program

The Health Sciences Schools follow the University requirements pertaining to second Bachelor's degrees. For more information, please visit this link.

Study Abroad

Health Sciences students interested in taking courses at another institution should discuss their plans in advance with their Health Sciences academic advisors and the Study Abroad Office.

REQUIREMENTS FOR GRADUATE DEGREES

All candidates for East Campus degrees should consult the appropriate Schools and Programs section of this Bulletin.

Graduate Student Residence and Matriculation Requirements

Health Sciences students follow the matriculation policies of the University.

All students enrolled in the Health Sciences in any program, whether in residence or absentia, must register each fall and spring for at least one graduate credit until all degree requirements have been met. A student is not considered

to have registered until enrollment is posted on SOLAR and arrangements regarding tuition and fees have been made with the Bursar's Office.

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.

SUNY Exchange Program

Graduate students interested in participating in the SUNY Exchange Program should consult the Graduate Bulletin and speak with their program advisor.

Transferred Graduate Credits from Other Universities

For **Undergraduate Students** please visit: http://www.stonybrook.edu/sb/bulletin/current/policiesandregulations/admissions/transfer_credit.php

Graduate Students:

A maximum of 12 credits may be transferred to a master's program and a maximum of 6 credits may be transferred to a certificate program at Stony Brook with the approval of the Health Sciences program provided that they have not been used toward the satisfaction of any degree or certificate requirements here or at another institution. A candidate for the doctoral degree may only transfer those graduate credits that are relevant to the learning outcomes of the Stony Brook graduate program. Review and approval of course content will be carried out by the appropriate program committee.

Transfer from Non-Matriculated Status

Students transferring from non-matriculated status are limited to a maximum of 12 graduate credits for master's degrees and 6 credits for certificates. Students must be formally matriculated into a degree program before the petition to transfer is submitted. All graduate courses completed in non-matriculated status will be counted as part of the total graduate grade point average (GPA).

Transfer from Other Institutions

A candidate for the master's degree may petition to transfer a maximum of 12 graduate credits from another institution toward their master's degree requirements. These credits must be from an institution authorized to grant graduate degrees by recognized accredited commissions and meet the following guidelines:

- Credits must not have been used to fulfill the requirements for either a baccalaureate or another advanced degree or certificate.
- Credits must not be more than five years old at the time the student is admitted to graduate study at Stony Brook. Acceptance is contingent upon support and approval of the appropriate Health Sciences Program
- Credits must clearly be graduate level in order to be considered for transfer.
- Credits must carry the grades of A or B. "Pass" or "Satisfactory" grades are not transferable unless these grades can be substantiated by the former institution as B (3.0) or better.
- Grades earned in transferred courses are not counted as part of the overall GPA at Stony Brook.
- Work from one master's degree is not transferable to a second one.

Transfer from Non-US institutions

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 evaluation.

APPLY FOR GRADUATION/DEGREE CONFERRAL

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 appropriate school/program. The appropriate school/program will submit to the University Registrar for processing.

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 AND THE GRADING SYSTEM

The Health Sciences Schools follow University requirements pertaining to Grading and the Grading System for all Undergraduate students.

Note: The School of Medicine uses the Honors/Pass/Fail grading system as described in the School of Medicine section of this Bulletin.

Grading System:

A letter grading system is used by the Schools of Health Professions, Nursing (refer to the School of Nursing for specific grading policy), Social Welfare, Basic Sciences, Graduate Nutrition and Public Health programs. The School of Dental Medicine uses the letter grading system, without plus or minus grades, for all didactic and laboratory courses, including basic sciences courses, except those specifically identified by the school.

A Satisfactory/Unsatisfactory (S/U) and/or Satisfactory/ Failure (S/F) grading system is used for selected courses in the Schools of Health Professions, Nursing, Social Welfare, Graduate Nutrition and Public Health programs 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 Professions, Nursing, Social Welfare, Basic Sciences, Graduate Nutrition and Public Health programs may use plus or minus grades for students of these schools.

Grades are assigned point values as follows:

A = 4.00

A- = 3.67

B+ = 3.33

B = 3.00

B- = 2.67

C+ = 2.33

C = 2.00

C- = 1.67

D+ = 1.33

D = 1.00

F = 0.00

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 Social Welfare, Dental Medicine, Graduate Nutrition, the Public Health program and the School of Nursing PhD in Nursing 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 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 respective schools' Deans Office 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 Professions, Nursing, Social Welfare and Public Health Program.

The Schools of Dental Medicine and Medicine do not use the NR grade. The NR grade is assigned for students who have never (to the instructor's knowledge) participated in the course in any way, but appear on the final grade roster for the course. Undergraduate grades of NR 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 A-C/U or S/U. 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 not be used by undergraduates in the School of Health Professions, School of Social Welfare and School of Nursing.

Reserved/Registered

A Reserved (R) grade is used by the Schools of Health Professions, 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 Professions, Nursing, Social Welfare and Public Health Program in specially designated courses where finer grading distinctions are impractical, and an S/U grading policy is announced in the course description provided by the school. No other grades may be assigned in such courses. 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 add/drop deadline noted on the academic calendar for Undergraduate and Graduate students. The W is not calculated into the grade point average.

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

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. Exceptions to this policy may be made at the discretion of the Health Sciences Schools. In 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

For more information on the degree progress report for Undergraduate students, please follow this link.

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 INTEGRITY

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

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.

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.

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.

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 COURSE REGISTRATION

During the time frame specified by the academic calendar, undergraduate students may add or drop courses through the SOLAR system. After the add/drop period, changes in registration must be requested through the appropriate Health Sciences school and course drops will result in a "W" (withdrawal) being recorded on the transcript. 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.

CHANGE OF NAME

Students must report changes of name to the Office of the Registrar. 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.

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.

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.

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 a minimum of 9 credit hours per term. Full-time status is a requirement for on-campus housing and most financial aid programs.

COVID-19 PANDEMIC

All Health Sciences School students must adhere to the COVID protocols established by the University. Please visit the Stronger Together webpage for additional information.

EQUIVALENT OPPORTUNITY/ RELIGIOUS ABSENCES

Some students may be unable to attend classes on certain days because of religious beliefs. The Health Sciences Schools follow University policies regarding equivalent opportunity/religious absences. For more information, Undergraduate students should consult this link and Graduate students should refer to this link. To view the University policy regarding Religious and Other Holidays please refer to this link.

HIPAA

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.

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 (LOA) 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, for approval with documentation and processed by the University Registrar.

At the time of withdrawal from the University, students have the option of indicating whether they intend to return. A LOA 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, for approval with documentation and processed by the University Registrar.

Failure to return at the end of the defined LOA term will result in automatic dismissal from the program. The student will need to reapply for admission if he/she wishes to continue in the program.

Students who do not maintain registration for two (2) consecutive semesters, with the exception of formal leave of absence* or prior academic advisement from faculty, will lose access to academic/technology support and will be dismissed from the program

***Special Note for Undergraduate students in the Health Science major within the School of Health Professions**

Students who do not maintain registration for two (2) consecutive semesters, with the exception of formal leave of absence, will be discontinued from the program, and required to re-matriculate to enroll or transfer credits into Stony Brook.

Formal leave of absence: Students who indicate at the time of official withdrawal that they may wish to return to Stony Brook will be approved for return to the University during the four (4) consecutive Fall/Spring semesters following the semester in which they withdrew if:

1. The student leaves in good academic standing;
2. There has been no previous withdrawal;
3. The student has no disciplinary action pending or in force.

Students who wish to return or to transfer credits into Stony Brook after four consecutive Fall/Spring semesters following the semester in which they withdrew must rematriculate.

Students who have taken a Permanent Withdrawal: Students who wish to return to the University after requesting a Permanent Withdrawal must rematriculate.

What is the re-matriculation process?
Students must submit the Undergraduate Rematriculation Form to the Registrar's Office. Visit the forms page to download the form. There is a re-matriculation fee. Once this form is processed by the Registrar's Office, the student is required to meet with an Academic Advisor before being able to enroll for classes.
NOTE: Students who do not attend the semester in which they rematriculate are not eligible to enroll for future semesters. These students must follow the Rematriculation Process for the new semester in which they plan on attending, and must submit a rematriculation form and rematriculation fee.

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 their school and processed by the University Registrar.

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

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.

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 Office of Research Compliance (ORC) before they can begin.

RESEARCH INVOLVING SAFETY CONSIDERATIONS

Questions regarding research safety considerations should be directed to the appropriate school or program and may also be directed to the Office of Research Compliance.

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.

STUDENT CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING

Stony Brook University Health Sciences Schools are dedicated to preparing students for a variety of careers in medical facilities, social services organizations, and other institutions.

The Health Sciences Schools require that all students participating in internships, practicums, clinical rotations, or otherwise working at Stony Brook Medicine facilities or other clinical training sites comply with the placement requirements of each respective clinical facility.

Clinical sites increasingly request students to complete criminal background checks and drug screening to meet the requirements for placement.

PROCEDURES

To facilitate placement at a clinical facility, the Health Sciences Schools will collaborate with CastleBranch, Inc. to help students obtain criminal background checks and drug screening. CastleBranch is a vendor that specializes in higher education screening.

Students will set up student-pay accounts with CastleBranch to complete criminal background record checks and drug screening.

Students will be responsible for paying CastleBranch directly and entering into an End User Agreement to govern their use of the system. Stony Brook University will not process payments.

The Health Sciences Schools will certify students' eligibility for clinical placements based on the results of CastleBranch's criminal background checks and drug screening.

CRIMINAL BACKGROUND CHECKS

1. Students who choose to be placed at a facility that requires a criminal history record check may object to completing the process. Such students may select, but shall not be guaranteed acceptance to an alternate clinical site, and may not be able to complete program requirements needed for graduation.

1. Criminal history screening includes a review of criminal convictions and probation. The following factors will be considered for individuals with criminal history:
   - The nature of the crime and its relationship to the position
   - The amount of time elapsed since the occurrence
   - The number of convictions
   - The age of the person at the time of occurrence
   - Whether accepting the individual for clinical instruction would pose an unreasonable risk to the facility, its employees or its patients
   - Any information produced by the person regarding their rehabilitation and good conduct

1. Students may provide consent for criminal background checks through the CastleBranch portal.

1. CastleBranch will analyze the criminal history report and determine if a student has a criminal conviction. CastleBranch will notify the Director of Health Sciences Schools Compliance and the respective Health Sciences School representative for any student with a criminal conviction. The details of such convictions shall not be disclosed to the School representatives.

1. The Director of Health Sciences Schools Compliance shall consult with the Office of General Counsel to review the student's criminal history and determine their eligibility for placement at the designated clinical site.

1. Upon request, subject to applicable confidentiality laws and Stony Brook University policy, the respective Health Sciences School will submit a written statement to the clinical placement site that the criminal background check was conducted and that the student is eligible for placement. Ineligible students shall not be assigned to a clinical placement site.

DRUG TESTING

1. Students who choose to be placed at a facility that requires drug testing may decide not to consent to the screening. Such students may select but are not guaranteed acceptance to an alternate clinical site and may not be able to complete the program requirements needed for graduation.

1. Students may provide consent for Drug Screening through the CastleBranch portal.
2. CastleBranch will analyze the toxicology report and determine if a student is eligible for placement at a clinical site.
3. The Health Sciences Schools will use CastleBranch's determination to certify that a student is eligible for placement. The drug testing services include a Medical Review Officer who will contact any student with a "non-negative" test to determine if there is an explanation (prescription, etc.). If a student has a New York State Medical Marijuana Card, the prescription will be verified by Stony Brook Medicine.
4. Upon request, subject to applicable confidentiality laws and Stony Brook University policy, the Health Sciences Schools will provide a written statement to indicate a student has completed drug screening and is eligible for placement.

1. The State of New York defines professional misconduct under New York State Education Law §6530. Professional misconduct includes impairment resulting from being a habitual abuser of alcohol or drugs that impair a practitioner's judgment and performance (New York State Education Law §§6530(7) and (8)). Professional misconduct also results from "…being convicted of committing an act constituting a crime under New York State Law, or federal law or of the law of another jurisdiction … which, if committed under the laws of the State of New York, would have been a crime under New York State law" (New York State Education Law §6530(9)).
2. Students who receive adverse results for toxicology screens and/or criminal background checks may be barred from clinical placements. This will impede a student's ability to complete a degree and/or obtain licensure in the student's chosen field. Eligibility for licensure may depend upon work experience, completion of didactic and clinical education, not having a criminal record, and being free of illegal drugs and habitual alcohol abuse. Students are responsible for understanding the requirements of certification exams and licensure that are subject to change depending on the applicable certifying boards or agencies.
3. Generally, clinical sites will decline a student's application for a clinical placement if the student has had a positive toxicology screen or a record of criminal convictions nexus to the nature and scope of work at the facility. These determinations are fact and site-specific and may depend on the laws of the jurisdiction in which the site is located. The University will not recommend students for clinical placement without the appropriate clearances. If a student is found to be ineligible due to the results of a toxicology report or criminal background check, the University will withdraw its recommendation regarding the student's placement at the clinical site. If the adverse result(s) are discovered while the student is placed at the clinical site, the University will notify the clinical site and will remove the student from their placement.

4. The Office of Student Affairs will: (1) offer resources to the student through the University's Counseling and Psychological Services ("CAPS") and the Center for Prevention and Outreach ("CPO") to assist the student, and/or (2) offer a meeting with University's Student Support Team in the Division of Student Affairs to provide resources and guidance. The student may also be offered participation in educational workshops/ classes, such as the University's Substance Education course, to support healthy decision-making. Students are strongly recommended to avail themselves of all of the resources offered. Students enrolled in some non-matriculated programs may be ineligible to participate in CAPS or CPO resources but are encouraged to seek assistance through their faculty advisor.
5. A student with a positive toxicology screen will be prohibited from participating in clinical placements. As a result, the student may be unable to meet course objectives for classroom or clinical requirements. This may also affect eligibility for graduation and licensure. Students should consult their bulletins or their academic advisor regarding any academic consequences.
6. The Director of Health Sciences Schools Compliance shall consult with General Counsel, the Chief Compliance Officer, and the Senior Vice President for Health Sciences before a clinical placement affiliated is notified that a student is ineligible for placement due to toxicology or criminal background check results.
7. The Health Sciences Schools shall maintain appropriate administrative, physical, and technical safeguards to protect student information.

STUDENT EXCLUSION SCREENING

Stony Brook Medicine facilities, and other organizations affiliated with Stony Brook University Health Sciences Schools as clinical training sites may face civil monetary penalties and exclusion from federal or state health care programs, including Medicaid and Medicare if students assigned to those sites are ineligible to participate in such programs. Therefore, all Health Sciences students shall be screened to identify persons who have been determined to be ineligible.

Students shall immediately disclose any debarment, exclusion, suspension, or other event which make them ineligible to participate in federal or state health care programs. Students shall immediately report such events to their Program Directors and the Office of Health Sciences Schools Compliance.

The U.S. Department of Health and Human Services Office of Inspector General (OIG) is required to exclude individuals for the following conduct:

- Medicare or Medicaid fraud,
- Other healthcare fraud, theft or financial misconduct,
- Patient abuse or neglect,
- Felony convictions related to health care fraud, or
- Felony convictions related to unlawful manufacturing, distribution, prescription, or dispensing of controlled substances.

The OIG is permitted to exclude individuals for the following conduct:

- Misdemeanor convictions related to health care fraud not involving federal or state funded programs,
- Misdemeanor convictions related to unlawful manufacturing, distribution, prescription or dispensing of controlled substances,
- Conviction relating to obstruction of an investigation or audit,
- Suspension, revocation or surrender of a license to provide health care for reasons bearing on professional competence or performance or financial integrity,
- Provision of unnecessary or substandard services,
- Engaging in unlawful kickback arrangements, or
- Defaulting on a health education loan or scholarship obligations.

STUDENT EDUCATIONAL RECORDS

Please refer to the guidelines and procedures on the Office of the Registrar's website regarding student educational records.

TRANSCRIPTS

Dental and medical students must request official transcripts directly from their schools. Information concerning transcript requests is available on the Office of the Registrar 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.

WITHDRAWAL FROM THE HEALTH SCIENCES PROGRAMS

Withdrawal from an academic program, for any reason, will be recorded only when written documentation is submitted to the academic program and dean for approval and processed by the University Registrar.

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.

Resources

GRADUATE SCHOOL OFFICE OF ADMISSIONS AND STUDENT SERVICES

The Graduate School Office of Admissions and Student Servicesprocesses admissions for Stony Brook University graduate students and undergraduate upper-division health sciences students. Admission requirements vary by program in accordance with the individual schools from which each program originates. More information can be found in your school's section of this bulletin.

The Graduate School Office of Admissions and Student Services can be reached at (631) 444-2111 or by email at gradadmissions@stonybrook.edu. It is located in *The Graduate School, Rm 2401, Computer Science Building, Stony Brook, NY 11794* (This is the corrected version).

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 Professions, Renaissance 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 Professions, 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. Coller 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

In addition to clinical placement opportunities at Stony Brook's world-class hospital facilities, including Stony Brook University Hospital, Stony Brook Southampton Hospital, Stony Brook Eastern Long Island Hospital and Stony Brook Children's Hospital, our Health Sciences schools affiliate with many other institutions and agencies to place students in clinical rotations. These opportunities are program specific and our program directors will be happy to provide additional information regarding educational, research and clinical rotation opportunities upon request.

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(s). 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 Cost & Aid section in this Bulletin. Programs may require one or more interviews for all applicants who are seriously considered. Ordinarily, interviews are arranged by the programs rather than at 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

Applicants are required to pay a Stony Brook University a non-refundable application fee: $50 for each undergraduate program, and $100 for each Graduate, Advanced Certificate and Doctor of Nursing program, or relevant Central Application Service fee (CAS). Application to some programs are through a national application system and the relevant application fee must be paid to that organization. Additionally, an applicant using a CAS may also require a supplemental application fee.

The Stony Brook University 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.
- Veterans of the United States Military Service, currently on Active Duty of members of the National Guard or Reserves are exempt from paying the application fee. NOTE: Before fee waiver is applied, veterans must be vetted through the Office of Veteran Affairs at Stony Brook University and must submit a copy of their discharge paperwork (DD Form 214) with their application submission for review and approval of the application fee waiver request.

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).
- Veterans of the United States Military Service, currently on Active Duty of members of the National Guard or Reserves are exempt from paying the application fee. NOTE: Before fee waiver is applied, veterans must be vetted through the Office of Veteran Affairs at Stony Brook University and must submit a copy of their discharge paperwork (DD Form 214) with their application submission for review and approval of the application fee waiver request.

Requesting a waiver of the application fee does not guarantee approval. The request will be reviewed and a final determination made by the Graduate School Office of Admissions and 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 AND DRUG SCREENING

Stony Brook University Health Sciences Schools are dedicated to preparing students for a variety of careers in medical facilities, social services organizations, and other institutions.

The Health Sciences Schools require that all students participating in internships, practicums, clinical rotations, or otherwise working at Stony Brook Medicine facilities or other clinical training sites comply with the placement requirements of each respective clinical facility.

Clinical sites increasingly request students to complete criminal background checks and drug screening to meet the requirements for placement.

To facilitate placement at a clinical facility, the Health Sciences Schools will collaborate with CastleBranch, Inc. to help students obtain criminal background checks and drug screening. CastleBranch is a vendor that specializes in higher education screening.

Students will set up student-pay accounts with CastleBranch to complete criminal background checks and drug screening that are required by clinical sites.

Students will be responsible for paying CastleBranch directly and entering into an End User Agreement to govern their use of the system. Stony Brook University will not process payments.

The Health Sciences Schools will certify students' eligibility for clinical placements based on the results of CastleBranch's criminal background checks and drug screening.

CRIMINAL BACKGROUND CHECKS

1. Students who choose to be placed at a facility that requires a criminal history record check may object to completing the process. Such students may select, but shall not be guaranteed acceptance to, an alternate clinical site and may not be able to complete program requirements needed for graduation.

1. Students shall provide consent for criminal background checks through the CastleBranch portal.

1. CastleBranch will analyze the criminal history report and determine if a student has a criminal conviction. CastleBranch will notify the respective Health Sciences School representative of any student with a criminal conviction.
2. When the Health Sciences School receives a report of a student with a criminal conviction, the designated committee will meet to review the criminal history to determine its relevance on the activity being requested by the student. The following factors will be considered:
    a. The nature of the crime and its relationship to the student's proposed position
    b. The specific duties and responsibilities necessarily related to the license or employment/position sought or held by the student
    c. The bearing, if any, of the criminal offense or offenses for which the student was previously convicted will have on their fitness or ability to perform one or more such duties or responsibilities
    d. The amount of time elapsed since the occurrence of the criminal offense or offenses
    e. The number of convictions
    f. The age of the student at the time of the occurrence of the criminal offense or offenses
    g. The seriousness of the offense or offenses
    h. Whether accepting the individual for clinical instruction would pose an unreasonable risk to the facility, its employees, or its patients
    i. The legitimate interest of the public agency or private employer in protecting property, and the safety and welfare of specific individuals or the general public
    j. Any information produced by the student, or produced on their behalf, regarding their rehabilitation and good conduct

Drug Testing

1. Students who choose to be placed at a facility that requires drug testing may decide not to consent to the screening. Such students may select, but are not guaranteed acceptance to, an alternate clinical site and may not be able to complete program requirements needed for graduation.
2. Students shall provide consent for Drug Screening through the CastleBranch portal.
3. CastleBranch will analyze the toxicology report and determine if a student is eligible for placement at a clinical site.
4. The Health Sciences Schools will use CastleBranch's determination to certify that a student is eligible for placement. The drug testing services include a Medical Review Officer who will contact any student with a "non-negative" test to determine an explanation (prescription, etc.).
5. Upon request, subject to applicable confidentiality laws and Stony Brook University policy, the Health Sciences Schools will provide a written statement to indicate a student has completed drug screening and is eligible for placement.
6. The State of New York defines professional misconduct under New York State Education Law §6530. Professional misconduct includes impairment resulting from being a habitual abuser of alcohol or drugs that impair a practitioner's judgment and performance (New York State Education Law §§6530(7) and (8)). Professional misconduct also results from "…being convicted of committing an act constituting a crime under New York State Law, or federal law or of the law of another jurisdiction … which, if committed under the laws of the State of New York, would have been a crime under New York State law" (New York State Education Law §6530(9)).
7. Students who receive adverse results for toxicology screens and/or criminal background checks may be barred from clinical placements. This will impede a student's ability to complete a degree and/or obtain licensure in the student's chosen field. Eligibility for licensure may depend upon work experience, completion of didactic and clinical education, not having a criminal record, and being free of illegal drugs and/or habitual alcohol abuse. Students are responsible for understanding the requirements of certification exams and licensure that are subject to change depending on the applicable certifying boards or agencies.
8. Generally, clinical sites will decline a student's application for a clinical placement if the student has had a positive toxicology screen and/or a record of criminal convictions nexus to the nature and scope of work at the facility. These determinations are fact and site-specific and may depend on the laws of the jurisdiction in which the site is located. The University will not recommend students for clinical placement without the appropriate clearances. If a student is found to be ineligible due to the results of a toxicology report or criminal background check, the University will withdraw its recommendation regarding the student's placement at the clinical site. If the adverse result(s) are discovered while the student is placed at the clinical site, the University will notify the clinical site and will remove the student from their placement.
9. Students who have received positive toxicology results must re-submit to toxicology screens within one (1)

week of receipt of the adverse determination. If the second toxicology screen is also positive or if the student declines to take a second toxicology screen, the Office of Student Affairs will: (1) offer resources to the student through the University's Counseling and Psychological Services ("CAPS") and the Center for Prevention and Outreach ("CPO") to assist the student, and/or (2) offer a meeting with University's Student Support Team in the Division of Student Affairs to provide resources and guidance. The student may also be offered participation in educational workshops/classes, such as the University's Substance Education course, to support healthy decision-making. Students are strongly recommended to avail themselves of all of the resources offered. Students enrolled in some non-matriculated programs may be ineligible to participate in CAPS or CPO resources but are encouraged to seek assistance through their faculty advisor.

10. If the student has a second positive toxicology screen or declines to submit to a follow-up toxicology screen, the student will not be able to participate in clinical placements. As a result, the student may be unable to meet course objectives for classroom and/or clinical requirements. This may also affect eligibility for graduation and licensure. Students should consult their bulletins or their academic advisor regarding any academic consequences.

1. The Director of Health Sciences Schools Compliance shall consult with General Counsel, the Chief Compliance Officer, and the Senior Vice President for Health Sciences before a clinical placement affiliate is notified that a student is ineligible for placement due to toxicology or criminal background check results.

1. The Health Sciences Schools shall maintain appropriate administrative, physical, and technical safeguards to protect student information.

Policy Cross Reference

Health Sciences Bulletin, Student Criminal Background Checks, Drug Screening https://www.stonybrook.edu/hsbulletin/admissions/Background-Checks.php

University Policy P302: Sensitive Information Classification https://www.stonybrook.edu/policy/policies.shtml?ID=302

Stony Brook University Substance Abuse Policy https://www.stonybrook.edu/policy/policies.shtml?ID=108

Stony Brook University Conduct Code on Substance Abuse https://www.stonybrook.edu/commcms/studentaffairs/cpo/substances/conduct-code.php.

Stony Brook University Conduct Code https://www.stonybrook.edu/commcms/ombuds/pdfs/universitystudentconductcode.pdf.

Stony Brook University Community Standards Code of Student Responsibility https://www.stonybrook.edu/commcms/studentaffairs/ucs/conduct.php.

Relevant Standards/Codes/Rules/Regulations/Statutes:

NYS Correction Law, Article 23-A, Licensure and Employment of Persons Previously Convicted of One or More Criminal Convictions

Student Exclusion Screening

Stony Brook Medicine facilities, and other organizations affiliated with Stony Brook University Health Sciences Schools as clinical training sites may face civil monetary penalties and exclusion from federal or state health care programs, including Medicaid and Medicare if students assigned to those sites are ineligible to participate in such programs. Therefore, all Health Sciences students shall be screened to identify persons who have been determined to be ineligible.

Students shall immediately disclose any debarment, exclusion, suspension, or other event which make them ineligible to participate in federal or state health care programs. Students shall immediately report such events to their Program Directors and the Office of Health Sciences Schools Compliance.

The U.S. Department of Health and Human Services Office of Inspector General (OIG) is required to exclude individuals for the following conduct:

- Medicare or Medicaid fraud,
- Other healthcare fraud, theft or financial misconduct,
- Patient abuse or neglect,
- Felony convictions related to health care fraud, or
- Felony convictions related to unlawful manufacturing, distribution, prescription, or dispensing of controlled substances.

The OIG is permitted to exclude individuals for the following conduct:

- Misdemeanor convictions related to health care fraud not involving federal or state funded programs,
- Misdemeanor convictions related to unlawful manufacturing, distribution, prescription or dispensing of controlled substances,
- Conviction relating to obstruction of an investigation or audit,
- Suspension, revocation or surrender of a license to provide health care for reasons bearing on professional competence or performance or financial integrity,
- Provision of unnecessary or substandard services,
- Engaging in unlawful kickback arrangements, or
- Defaulting on a health education loan or scholarship obligations.

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, 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 Applied Health Informatics, Athletic Training, Health Administration, Nursing, Nutrition, Physician Assistant, Public Health, Social Work, or Speech-Language Pathology 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.

Athletic Training (AT) applicants must apply online at https://atcas.liaisoncas.com/applicant-ux/#/login. Master of Health Administration (MHA) applicants must apply at https://hampcas.liaisoncas.com/applicant-ux/#/login. Physical Therapy (DPT) applicants must apply at www.ptcas.org. Physician Assistant (PA) applicants must apply online at www.caspaonline.org. Graduate Program in Public Health applicants must apply at www.sophas.org and related certificate programs must apply at https://www.liaisonedu.com/. Speech-Language Pathology (SLP) must apply at https://csdcas.liaisoncas.com/applicant-ux/#/login.

All other applicants must complete an application for the individual program(s) for which they are applying. Applications are available online: https://www.stonybrook.edu/commcms/grad/admissions/

The Health Sciences Schools and Programs follow the admissions criteria for English Proficiency found in the Graduate Bulletin. In addition to the exemptions listed in the policy, individual schools and programs may request proficiency test exemptions based on clinical licenses, licensing exams, or other criteria. This is done on a case by case basis and evidence must be provided to the Graduate School.

All final supporting application documents must be submitted to the Graduate School Office of Admissions and Student Services if admitted.This includes transcripts from the college/institution where the applicant's undergraduate or graduate degree was conferred as well as transcripts from any other institution where required pre-admission courses were successfully completed. While unofficial transcripts are accepted for the purposes of an admission decision, all final and official transcripts must be submitted before the start of enrollment. 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:

Undergraduate Admissions

Stony Brook University

118 Administration Building

Stony Brook, NY 11794-1901

Tel: 631-632-6868

Fax: 631-632-9898

Email: enroll@stonybrook.edu

https://www.stonybrook.edu/undergraduate-admissions

The Graduate School 2401
Office of Admissions and Student Services

Computer Science Building
Stony Brook University
Stony Brook, NY 11794-4433
Tel: 631-632-GRAD (4723)

Email:
gradadmissions@stonybrook.edu
http://www.stonybrook.edu/graduate-admissions

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 PROFESSIONS
(631) 444-2252

- Clinical Laboratory Sciences, BS
- Health Science, BS

- Respiratory Care, BS

- Applied Health Informatics, MS
- Athletic Training, MS
- Physical Therapy, DPT
- Physician Assistant, MS

- Speech-Language Pathology, MS

SCHOOL OF NURSING
(631) 444-3200

- Basic Baccalaureate Program, BS
- Accelerated Baccalaureate Program, BS
- Registered Nurse Baccalaureate Program, BS
- Registered Nurse Baccalaureate to Master of Science Program, BS/MS
- Graduate Program in Nursing (online with onsite requirements), MS
- Doctor of Nursing Practice Program, (online with onsite requirements), DNP
- Advanced Certificate Program in Nursing (online with onsite requirements)
- PhD in Nursing

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
- Dual Degree in Social Work and Public Health, MSW/MPH
- Dual degree in Social Work and Medical Humanities, Compassionate Care and Bioethics, MSW/MA

PROGRAM IN PUBLIC HEALTH
(631) 444-9396

- Health Administration, MHA
- Population Health and Clinical Outcomes Research, PhD
- Epidemiology and Clinical Research, MS
- Community Health, MPH
- Epidemiology & Biostatistics, MPH
- Generalist, MPH
- Health Policy and Management, MPH
- Dual Degree in Nutrition and Public Health, MS/MPH
- Dual Degree in Social Work and Public Health, MSW/MPH
- Dual Degree in Business Administration and Public Health, MBA/MPH
- Dual Degree in Public Policy and Public Health, MAPP/MPH
- Dual Degree in Medicine and Public Health, MD/MPH
- Concurrent program in Dentistry and Public Health, DDS/MPH

The Master of Public Health (MPH) program also offers accelerated undergraduate to graduate programs (BS Applied Mathematics and Statistics/MPH, BA Earth and Space Science/MPH, BA Women's Studies).

Please see the Program in Public Health section of this Bulletin for more details.

GRADUATE PROGRAM IN NUTRITION
(631) 638-2132

- Nutrition, MS
- Dual Degree in Nutrition and Public Health, MS/MPH

GRADUATE ADVANCED CERTIFICATE PROGRAMS

HEALTH COMMUNICATIONS
(631) 444-9396

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

HEALTH EDUCATION AND PROMOTION
(631) 444-9396

NUTRITION
(631) 638-2132

NURSING ADVANCED CERTIFICATE PROGRAMS

The School of Nursing offers Advanced Certificate Programs. Applicants for these programs should visit the website at www.nursing.stonybrookmedicine.edu or call (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
South Drive
Stony Brook University
Stony Brook, NY 11794
(631) 632-8989

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 (4723)

Anatomical Sciences
PhD, Anatomical Sciences

The Graduate Training Program in Molecular and Cellular Pharmacology
PhD, Molecular and Cellular Physiology
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
South Drive
Stony Brook University
Stony Brook, NY 11794
(631) 632-8989

Applicants to the School of Dental Medicine should visit dentistry.stonybrookmedicine.edu for information regarding the application process or call (631) 632-8989.

RENAISSANCE SCHOOL OF MEDICINE

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

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

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.

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 (SFDM) 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 Professions offers full-time non-degree programs such as EMT-B, EMT-Paramedic, Phlebotomy, Medical Dosimetry, Anesthesia Technology, Radiation Therapy, Radiologic Technology, 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

International Students

INTERNATIONAL STUDENTS

F-1/J-1 International Student Documentation

Each person planning to study, teach or engage in research in the United States is required to have the appropriate immigration status for that activity. The immigration documents for F-1 and J-1 student status are issued by Visa and Immigration Services at Stony Brook University based on receipt of required supporting documentation, including evidence of admission, English language proficiency, and proof of financial support for the program of study. Non-immigrant students are responsible for obtaining and maintaining the appropriate immigration status for their stays in the United States.

Upon application to Stony Brook University, Visa and Immigration Services will email applicants information on how to log in to accessVIS and submit the electronic request for a Form I-20/DS-2019. Upon submission of the required forms in accessVIS AND admission clearance by the appropriate office (Undergraduate Admissions or Graduate School) your request will be reviewed by an International Student Advisor.

Government regulations require that international students attend the institution that issued the I-20/DS-2019 used for entry into the United States. Transfers between institutions may be possible if a student can show that he or she reported to the original institution with the appropriate clearance.

Please contact Visa and Immigration Services for any questions related to I-20/DS-2019 issuance or transfers.

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 meet or exceed the minimum financial requirement for one academic year. For details, visit https://www.stonybrook.edu/commcms/visa/.
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.
3. English-Proficiency requirements as indicated in the Graduate Bulletin and Undergraduate Admissions website for international students.

Notice regarding clinical and practical requirements – Curricular Practical Training

Curricular Practical Training (CPT) is the authorization type F-1 students must receive prior to engaging in any form of off-campus paid or unpaid activity (this includes internships, practicums, field work, rotations, volunteer opportunities, etc). The primary purpose of CPT is to achieve a specific academic objective in accordance with your academic program."

Authorization for CPT is given in the form of an I-20 endorsed by a Visa & Immigration Services Advisor. Students may engage in CPT employment only after they have received their updated I-20 listing the specific employer/field site, location, time period as evidence of their authorization.

International students admitted into programs with clinical or practical requirements are encouraged to begin conversations related to CPT with the program and Visa and Immigration Services upon matriculation.

For further information, international students should email:

- Graduate admissions: gradadmissions@stonybrook.edu
- Undergraduate admissions: enrollint@stonybrook.edu

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 and the credentialing service required by the program or school, as appropriate, documentation of the results of a physical examination, required laboratory tests and a record of immunizations. The completed form must be on file before a student is allowed to start their coursework.

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. The Registrar will de-registrer students who are not in compliance.

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.

COVID-19 PANDEMIC

All Health Sciences School students must adhere to the COVID protocols established by the University. Please visit the Stronger Together webpage for additional information.

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

For **Undergraduate Students** please visit:http://www.stonybrook.edu/sb/bulletin/current/policiesandregulations/admissions/transfer_credit.php

Graduate Students:

A maximum of 12 credits may be transferred to a master’s program and a maximum of 6 credits may be transferred to a certificate program at Stony Brook with the approval of the Health Sciences program provided that they have not been used toward the satisfaction of any degree or certificate requirements here or at another institution. A candidate for the doctoral degree may only transfer those graduate credits that are relevant to the learning outcomes of the Stony Brook graduate program. Review and approval of course content will be carried out by the appropriate program committee.

Transfer from Non-Matriculated Status

Students transferring from non-matriculated status are limited to a maximum of 12 graduate credits for master’s degrees and 6 credits for certificates. Students must be formally matriculated into a degree program before the petition to transfer is submitted. All graduate courses completed in non-matriculated status will be counted as part of the total graduate grade point average (GPA).

Transfer from Other Institutions

A candidate for the master’s degree may petition to transfer a maximum of 12 graduate credits from another institution toward their master’s degree requirements. These credits must be from an institution authorized to grant graduate

degrees by recognized accredited commissions and meet the following guidelines:

- Credits must not have been used to fulfill the requirements for either a baccalaureate or another advanced degree or certificate.
- Credits must not be more than five years old at the time the student is admitted to graduate study at Stony Brook. Acceptance is contingent upon support and approval of the appropriate Health Sciences Program
- Credits must clearly be graduate level in order to be considered for transfer.
- Credits must carry the grades of A or B. “Pass” or “Satisfactory” grades are not transferable unless these grades can be substantiated by the former institution as B (3.0) or better.
- Grades earned in transferred courses are not counted as part of the overall GPA at Stony Brook.
- Work from one master’s degree is not transferable to a second one.

Transfer from Non-US institutions

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 evaluation.

Health Sciences Schools and Program

School of Medicine

DEAN: Peter Igarashi, MD
OFFICE: HSC, Level 4 Room, 169
PHONE: (631) 638-2141
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, 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 (OCME), we provide,

co-provide or jointly provide Continuing Medical Education (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 electronic programs; self-study materials and hands-on training, e.g., procedural skills training, simulations, standardized patients.

Financial Aid

Inquiries concerning sources of financial aid and student financial planning should be directed to the RSOM Office of Student Affairs. 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.

ENDOWED CHAIRS

Ambassador Charles A. Gargano Chair in Cardiology - Hal Skopicki, MD, PhD

The Ambassador Charles A. Gargano Chair in Cardiology was established in 2013 and provides the Division of Cardiology with critical support to enable on-going excellence in research and teaching throughout the Division. The incumbent of the Gargano Chair shall be an institutional leader for advanced cardiovascular patient care, research and education and will be a recognized clinician and researcher who is dedicated to advancing the Division's strengths in prevention, diagnosis and treatment of cardiovascular disease. The Fund will be used to support the incumbent's research, professional activities/expenses and other strategic needs that bolster the strength and reputation of the Division of Cardiology at Stony Brook Medicine. Income from the Gargano Chair endowment may be used to support an annual "Charles A. Gargano Distinguished Lecture in Cardiology" organized by the incumbent or his/her designate.

DCI - Martin Liebowitz Endowed Professor in Nephrology - Sandeep Mallipattu, MD

In 2014, Dialysis Clinic Inc. established an Endowed Professorship in Nephrology within the Renaissance School of Medicine at Stony Brook. The professorship is also named in honor of Dr. Martin Liebowitz, who exemplified the highest level of dedication to medical education, patient care, and kidney disease research over the course of more than 30 years at Stony Brook. The current occupant of the chair is nephrologist Sandeep Mallipattu, MD, FASN, who is a tenured associate professor in medicine and Chief of the Division of Nephrology and Hypertension.

Edmund D. Pellegrino Professor of Medicine - Benjamin J. Luft, MD

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.

Evelyn G. Glick Professor of Experimental Medicine - Arthur Grollman, MD

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.

Joel Strum Kenny Professor in Cancer Research – Yusuf Hannun, MD

The Professorship, established in 2001, honors Joel Strum Kenny who died of leukemia in December 1999. The creation of a Professorship in Cancer Research was established to recruit, retain and support the work of researchers in cancer genetics, a field which holds the keys to hematological malignancies (leukemia) and many other cancers. Yusuf A. Hannun, MD is the current holder of this endowed position.

Leslie P. and Muriel Oberleder Professor in Geriatric Medicine – Suzanne Fields, MD, FACP

The professorship was established in 1996 to support the teaching of clinical practice of geriatric medicine. The position is held by Suzanne D. Fields, MD, who teaches and oversees geriatric educational initiatives as Chief of the Division of General Medicine and Geriatrics at the Stony Brook University School of Medicine. In keeping with Muriel Oberleder's vision for an endowed professorship, Dr. Fields has used her time at Stony Brook to train medical professionals so that the care of older patients is a priority.

Marvin Kuschner Professor of Pathology - Kenneth Shroyer, MD, PhD

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.

Renaissance Endowed Professor in Cancer Biology– Ute Moll, MD, MS

It takes competitive funding to attract and retain the talent required for a world-class clinical and research program. This endowment serves as a catalyst to further Stony Brook Medicine's growing strengths in areas connected to the Stony Brook Cancer Center. The current holder, Ute Moll, MD, is an internationally renowned leader in cancer biology, serves as a professor of pathology and vice chair for research in the Department of Pathology, and is a SUNY Distinguished Professor.

Simons Chair of Medicine - Vincent Yang, MD, PhD

In 2011, Jim and Marilyn Simons established an Endowed Chair in Medicine within the Renaissance School of Medicine at Stony Brook. The Chair is held by a senior faculty member in the Department of Medicine who is highly-regarded as a leader, scholar and educator in the field of medicine. The current occupant of the chair is gastroenterologist Vincent Yang, MD, PhD, who serves as Professor of Medicine, Physiology and Biophysics in addition to his role as Chair of the Department of Medicine.

Svetlana Koroleva Endowed Professor in Gastroenterology – Juan Carlos Bucobo, MD

Inspired by the exemplary care provided by Juan Carlos Bucobo, MD, Gastroenterologist and Director of Endoscopy at Stony Brook Medicine, this professorship was established in 2020 to help advance the faculty, research and teaching capabilities of the Division of Gastroenterology and Hepatology at Stony Brook Medicine.

William and Jane Knapp Endowed Chair in Pharmacological Sciences - Basil Rigas, MD, DSc

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 "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." Basil Rigas, MD, DSc, Professor of Medicine currently occupies this chair.

Zhang Family Endowed Chair in Microbiology and Immunology– David G. Thanassi, PhD

The Zhang Family Endowed Chair in Microbiology and Immunology was established to advance Stony Brook's expertise in the area of immunology. David G. Thanassi, PhD, director of the Center for Infectious Diseases and the Laboratory for Comparative Medicine at Stony Brook University and professor and chair of the Department of Microbiology and Immunology in the Renaissance School of Medicine, currently holds this position enabling the development of synergistic new areas of investigation into the pathogenesis and treatment of these diseases.

Zhang Family Endowed Chair in Rheumatology – Qingping Yao, MD, PhD

It takes competitive funding to attract and retain the talent required for a world-class clinical and research program in Rheumatology. This endowed position was established in 2018 and serves as a catalyst to further Stony Brook Medicine's growing clinical and research strengths in autoimmune/autoinflammatory diseases. This endowed chair, held by Qingping Yao, MD, PhD, will provide on-going support for a faculty member in the Division of Rheumatology who is engaged in basic and/or clinical research related to autoimmune diseases.

GRANTS AND AWARDS

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.

Jean M. Devlin Achievement Award

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

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 research on the human skull using multivariant means undertaken by graduate students, post-doctoral fellows and faculty in the Department of Anatomical Sciences.

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 in pharmacology, in addition to completing prerequisite studies for the pharmacology major.

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.

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.

Degrees and Programs

Doctor of Medicine

ADMISSION

The goal of the Renaissance 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 visit our website for more detailed information about current coursework requirements and the MCAT policy: https://renaissance.stonybrookmedicine.edu/admissions/

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; 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 - 4 YEAR MD PROGRAM

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 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 five 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 1-2 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). Some 12-week clerkship blocks will be 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.

Phase III

Phase III, the Advanced Clinical Phase, spans 18 months and offers students maximum flexibility. Students complete a 4-week Selective, a 4-week sub-internship (in anesthesiology, family medicine, medicine, pediatrics, psychiatry, surgery, emergency medicine, ob/gyn, orthopaedics, or urology), an individualized 2-week Advanced Clinical Experience, and a 4-week Transition to Residency course. Students also complete a minimum of 26 weeks of electives.

School of Medicine Academic Policy and Procedures: https://renaissance.stonybrookmedicine.edu/ugme/policies

MD CURRICULUM - 3 YEAR MD PROGRAM

The Stony Brook School of Medicine's 3-Year MD program (3YMD) is a program that offers a limited number of students who have already been accepted into Stony Brook School of Medicine's 4-year MD program the opportunity to complete their MD in three years. Students who are accepted into the 3YMD track are also offered conditional acceptance into a Stony Brook School of Medicine residency program of their choice. 3YMD students are required to complete academic courses before Phase I of the LEARN curriculum begins in August. 3YMD students are also required to complete ten weeks of academic credits within the graduate medical education (GME/residency) program of their choice during the summer between their first and second years. The completion of summer academic credits allows 3YMD students to fulfill the requirements for an MD degree, as designated by the LCME, in three years. 3YMD students will complete Phase I and Phase II of the LEARN curriculum in its entirety, and Phase III will be modified.

The academic requirements for the 4-year and 3-year MD programs are similar; however, students in the 3YMD track are expected to achieve additional explicit academic and progressional standards. Students in the 3YMD track who encounter academic difficulties will not be able to complete all of the requirements for the MD degree in three years. Such students will exit the 3YMD track and enter the 4-year MD program. Upon exiting the 3YMD track, these students will lose the GME spot they held and must enter the main Match for securing a residency.

Students accepted to the 3YMD track are not permitted to take a year off for research, and they will not be able to participate in joint degree programs (MD/MPH, MD/MBA, MD/MA). Students in the 3YMD track have the option to switch to the 4-year MD program.

School of Medicine Academic Policy and Procedures: https://renaissance.stonybrookmedicine.edu/ugme/policies

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 Medicine is partnering with hospitals from Manhattan to Montauk to create a clinically integrated network to serve the residents of Long Island.

In August 2016, Stony Brook Medicine and the Mount Sinai Health System entered into an affiliation agreement that includes collaboration on research, academic programs and clinical care initiatives. The two institutions launched the partnership to heighten academic and research synergies and to promote discovery, provide expanded clinical trials for both institutions and achieve breakthroughs in understanding and treating disease.

In separate agreements, Southampton Hospital and Eastern Long Island Hospital (ELIH) have joined the Stony Brook Medicine healthcare system to transform healthcare on the East End of Long Island.

MOUNT SINAI PARTNERSHIP
The Mount Sinai affiliation will revolutionize medical research by combining expertise from two premier medical schools. Mount Sinai and Stony Brook will collaborate to develop a wide range of research programs in fields including biomedical engineering and computer science; drug discovery and medicinal chemistry sciences; neuroscience, neurology and psychiatry; basic biology and novel therapeutics; and, public health and health systems.

The affiliation will capitalize on Stony Brook's expertise in mathematics, high-performance computing, imaging, and the physical and chemical sciences, as well as Mount Sinai's strengths in biomedical and clinical research, and health policy and outcomes.

Through the relationship, the schools will develop joint graduate and medical educational programs in all areas, leveraging the strength of existing master's and doctoral programs at each institution. Students will have the opportunity to take classes on both campuses, allowing them to learn new techniques and expand their learning capacity. Mount Sinai and Stony Brook will also build summer programs for undergraduate, graduate and postgraduate students.

Mount Sinai and Stony Brook will invest a combined $500,000 to launch competitive and unique pilot programs, with the intent to receive collaborative external funding. Projects will be determined and overseen by a committee composed of three representatives from each institution.

EAST END HOSPITALS
In January 2015, the State University of New York (SUNY) Board of Trustees approved Southampton Hospital to join the Stony Brook Medicine healthcare system. Now called Stony Brook Southampton Hospital, the 125-bed facility joined Stony Brook Medicine on Aug. 1, 2017.The two institutions will work closely together to improve healthcare quality and access, coordination of care and efficiency for patients across the East End of Long Island.

And in May 2016, the SUNY Board of Trustees approved Eastern Long Island Hospital (ELIH), a 90-bed hospital

on the North Fork of Long Island, to join the Stony Brook Medicine healthcare system as well.

Stony Brook has enjoyed longstanding relationships with both hospitals in providing healthcare services for the East End of Long Island for many years. Now we are building on our collaboration to provide care in ways that are even more complementary, efficient and effective.

Patients will benefit from these partnerships because they help the hospitals match the level of care provided to the level of care needed. They also help address the challenges of healthcare reform by cultivating a broader, stronger network of hospitals and healthcare providers to improve efficiency, control costs and better coordinate care across Suffolk County.

Pending approval by regulatory and various New York State agencies, our planned collaborations will bring together the intimacy and accessibility of high-quality community hospitals with the specialized clinical resources and educational programs of an academic medical center, in a complementary fashion.

Our vision is to create the pre-eminent healthcare delivery system for Long Island, working together with Mount Sinai, Southampton Hospital, Eastern Long Island Hospital and other regional hospitals, post-acute care providers, care management organizations, community-based organizations, behavioral health providers and community physician practices.

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 I courses: Honors, Pass, Fail. Core clinical clerkships, sub-internships and elective rotations in Phases II and III 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 5th 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 a P. Transition courses, short-course electives 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

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.

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

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, and HPH 508. 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 - when matriculating into the combined program

MD/MBA PROGRAM

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

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)

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.

DIETETIC INTERNSHIP PROGRAM

The Stony Brook University Dietetic Internship Program offers two tracks, On-site and Distance, and is sponsored by the School of Medicine. The program has an emphasis in clinical nutrition therapy.

The on-site track begins each September and includes 68 hours of orientation and seminars, 38 weeks of rotations/required program days, and 1 week of RD exam review. The distance track includes 37.5 hours of orientation, 1040.5 block rotations (nutrition therapy, food

service, community nutrition, elective, renal), 28 hours longitudinal research module and 24 hours of Evaluation & Review Week. The Internship is 1215 hours in length. Orientation begins in July for the Distance track and early September for the On-site track. Rotations and seminar start 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 May for the Distance track and early June for the On-site track. Upon successful completion of the Dietetic Internship Program, and attaintainment of a graduate degree, 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.

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 registered 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: The program will prepare graduates 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: Graduates will 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.)

Objectives are provided on the program 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,(800) 877-160 ext. 5400 (phone), ACEND@eatright.org (email), www.eatrightPRO.org/ACEND. The Dietetic Internship Program received full re-accreditation in 2018.

The program is accredited for up to 16 full-time students for the On-site track and up to 30 full-time students in the Distance track. The program is accredited for 2 part-time students in the On-site track and up to 5 part-time students in the Distance track. 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: https://dicas.liaisoncas.com/

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 the fee charged by DICAS. To submit the Application fee, please click on link on the Application Instructions of the webpage. Only one Application fee will be assessed by Stony Brook University if the applicant is applying to both the On-site and Distance tracks.

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. and a master's Degree (any field)* - applicants without a master's degree who match to Stony Brook University DI will be required to apply to the MS in Nutrition at Stony Brook University.

Applicants will be required to dually matriculate into the Stony Brook University MS in Nutrition unless:

- **The applicant has a graduate degree and can provide an official transcript conferring the degree**
- **The applicant is within 9 credits of completed a self-identified graduate program. The applicant will be made aware that the degree should be completed within a year of completing the dietetic internship program. A DI Verification statement will not be issued without an official transcript conferring a degree**

Those applying to the Distance track are required to submit a completed Rotation Schedule and a SBU DI Preceptor Qualification Form for each preceptor as a supplemental to the DICAS application. Details and further instruction can be found on the website.

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. This one-time 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.

DIETETIC INTERNSHIP ROTATIONS AND REQUIREMENTS

ON-SITE TRACK

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

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

DISTANCE TRACK

ROTATIONS

- Nutrition Therapy: 600 hours - 2 sites required
- Food Service Management: 150 hours
- Community Nutrition: 262.5 hours
- Elective: 75 hours
- Research (longitudinal and virtual): 28 hours - dates are posted on website
- Renal (virtual): 30 hours

REQUIRED ACTIVITIES/COURSEWORK

- Orientation
- Evaluation & Review Week

Upon successful completion of the Dietetic Internship Program, and completion of the master's degree, interns are eligible to sit for the registration exam.

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

GRADUATE NUTRITION PROGRAM LEADING TO THE MASTER OF SCIENCE in professional nutrition practice DEGREE

The Nutrition Division within the Department of Family, Population and Preventive Medicine at Stony Brook Medicine offers a Master of Science in Professional Nutrition Practice (50 credits. This program was designed to prepare students to become professional dietitians/nutritionists. The program is a 16-month 50-credit program, with 30 credits of didactic coursework integrated with 20 credits of supervised experiential learning coursework. It is a competency-based program designed to meet the accreditation standards and required competencies of Accreditation Council for Education in Nutrition and Dietetics (ACEND). There are two concentrations, Advanced Nutrition Therapy & Critical Care and Integrative Nutrition Therapy, as well as a generalist track. The curriculum is organized into 4 content units: Nutrition Therapy, Food Service Systems & Management, Community Nutrition & Public Health and Research & Quality Improvement, and within each of these units the appropriate didactic coursework is completed prior to, or concurrent with, the relevant supervised experiential learning courses. All didactic coursework will be delivered via distance education. Graduates of the program will be eligible to sit for the national registration examination administered by the Commission on Dietetic Registration required to become a Registered Dietitian (RD).

This graduate nutrition program 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, will provide instruction on evidence-based, timely nutrition therapies and facility the development of strong knowledge base and counseling skill set. Concentrations offer students the option of selecting a program emphasis, allowing for a more individualized curriculum to match with a student's interests and career development goals.

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 50 credits. Students have up to five years to complete the coursework and all didactic coursework can be completed online. Students must earn a minimum of a C+ in all didactic coursework and a minimum of a B+ in all supervised experiential learning coursework. Their overall GPA must remain at 3.0 or higher to remain in good academic standing. If a student earns less than a C+ in a course, that course must be retaken.

Applications and complete program information can be accessed online on the program's website.

GRADUATE NUTRITION PROGRAM LEADING TO THE MASTER OF SCIENCE DEGREE

The Nutrition Division within the Department of Family, Population and Preventive Medicine at Stony Brook Medicine offers a fully online Master of Science in Nutrition degree program. The graduate nutrition program 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, will provide instruction on evidence-based, timely nutrition therapies and facility the development of strong knowledge base and counseling skill set. Program concentrations offer students the option of selecting a program emphasis, allowing for a more individualized curriculum to match with a student's interests and career development goals. In addition to the general course sequence option, concentrations are available in:

- **Advanced Nutrition Therapy & Critical Care**
- **Integrative Nutrition Therapy**

Admission into these concentrations requires submission of a DPD verification statement. For students without this, a generalist option is available.

Core courses include Macronutrients and Metabolic Regulation, Advanced Nutrition in Clinical Practice I, Advanced Communication and Counseling, Research Methods in Nutrition, Statistics, and Applications of Nutrition Research Literature.

The Program is designed to meet the needs of students with varying backgrounds, including practicing physicians, dietitians/nutritionists 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. *It is not for those seeking a program to meet requirements for the registration examination. **

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 passed their registration exam, as well as professionals who desire a graduate degree in nutrition for career advancement.

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 good academic standing. If a student earns less than a C+ in a course, that course must be retaken.

Applications and complete program information can be accessed online on the program's website.

Departments

Department of Anatomical Sciences

The department offers graduate studies leading to the Ph.D. degree through the Ph.D. program in Anatomical Sciences and, for some faculty members, also through participation in the 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 Professions 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 during a two-week Miniclerkship experience. Those students interested in more advanced training are encouraged to apply a phase 3 anesthesiology sub internship rotation, during which they will be exposed to all aspects of clinical anesthesia management of surgical, obstetrical, and chronic pain patients.

In its graduate program, the department provides a four-year training program for residents specializing in anesthesiology. They administer anesthesia with supervision, participate in pre- and post-operative care, intensive care, cardiac, pediatric, neurosurgical, and obstetric anesthesia, and therapy of acute and chronic pain.

The Department of Anesthesiology also provides comprehensive instruction to dental, emergency medicine, orthopedic surgery, pedi dental, plastic

surgery, neurosurgery, otolaryngology, and periodontal residents.

DEPARTMENT OF BIOCHEMISTRY AND CELL BIOLOGY

The Biochemistry and Cell Biology 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 (both Ph.D. and MS) are centered on an interdisciplinary program in molecular biology, cell biology, biochemistry and structural biology. For more information on BCB graduate programs, see https://www.stonybrook.edu/commcms/biochem/education/graduate/index.php.

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 bioimaging, biomechanics, biomaterials, biotechnology, tissue engineering, and bioinstrumentation. Our Program in Biomedical Engineering (PIBE) trains individuals with baccalaureate degrees in engineering (BE), 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. Our graduate 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 to the development of advanced technology in biomedical products and processes in industry or government. The program'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, in three career oriented specializations.

To provide the permanent foundation on which to build a career in biomedical engineering, an integrated core 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.

Our Graduate Program relies on the core courses to provide biomedical engineering students with an overview of the biophysical principles involved in cell, tissue and organ biology. The progression of the PIBE core courses requires two resident terms to complete. In addition to these the core 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. Finally, each course has a component of independent study to nurture the student's abilities to pursue a topic specialized interest.

GRADUATE BIOMEDICAL ENGINEERING PROGRAM CURRICULUM REQUIREMENTS

Master's Degree Curriculum: The Masters of Science Degree in BME is achieved by completing the core courses and a specialization through technical elective requirements. A minimum of 33 graduate credits is required to earn the Master of Science in BME (project option) or 39 credits for the Master of Science in BME (thesis option). The program of study can be customized in consultation with your faculty advisor/mentor to accommodate almost any BME area of interest. Please refer to the graduate bulletin for the most current BME graduate degree requirements.

Doctoral Degree Curriculum: There are no course requirements per se, for the completion of the doctoral degree, once the MS degree (or an equivalent degree) is awarded, though certain courses may be required to fill any gaps in the student's knowledge. Following completion of a qualifying exam, an independent basic research program will be undertaken. One year of teaching practicum must be satisfactorily performed. A proposal defense must be undertaken at least two full academic semesters prior to the final defense, where the overall goals and research direction are approved by a faculty committee. 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. Please refer to the graduate bulletin for the most current BME graduate degree requirements.

Advanced Graduate Certificate in Life Sciences Innovation and Entrepreneurship: The Advanced Graduate Certificate in Life Sciences Innovation and Entrepreneurship, a collaboration between Stony Brook University's Department of Biomedical Engineering, College of Business and Center for Biotechnology, will enhance student's understanding of how biological sciences translate into new therapeutics, diagnostics and/or medical devices. In parallel, students will be provided an introduction to the fundamental aspects of business, finance, regulatory affairs, market need, and research due-diligence critical in leveraging technology platforms into biological sciences oriented start-up companies.

Graduates of this 16 credit Advanced Certificate in Life Sciences Innovation and Entrepreneurship will exit the program with the ability to interpret the vernacular of life sciences industry and summarize discipline specific foundational knowledge to be successful in bio-specific business ventures. Graduates will be able to evaluate the range of career opportunities (including intellectual property law, investment and financial analysis, business development, regulatory and entrepreneurial activities) available to biological sciences graduate students. Additionally, graduates will be able to develop and apply business strategies around innovations emerging from within their own laboratories, incubators and/or the broader university community.

UNDERGRADUATE BIOMEDICAL ENGINEERING PROGRAM CURRICULUM REQUIREMENTS

The Department of Biomedical Engineering offers the major in biomedical engineering, leading to Bachelor of Engineering 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. Please refer to the undergraduate bulletin for the most current BME undergraduate degree requirements.

Honors Program in Biomedical Engineering

The purpose of the honors program in Biomedical Engineering is to give high achieving students an opportunity to receive validation for a meaningful research experience and for a distinguished academic career. A student interested in becoming a candidate for the honors program in Biomedical Engineering may apply to the program at the end of the sophomore year. To be admitted to the honors program, students need a minimum cumulative grade point average of 3.50 and a B or better in all major required courses (including math and physics). Transfer students who enter Stony Brook University in the junior year need a minimum cumulative grade point average of 3.50 and a B or better in all required major courses (including math and physics) in their first semester at Stony Brook University.

Graduation with departmental honors in Biomedical Engineering requires the following:

1. **A cumulative grade point average of 3.50 or higher and a B or better in all major required courses (including math and physics) upon graduation.**
2. **Completion of BME 494, a 1 credit seminar on research techniques, with a B or better.**
3. **Completion of BME 495, a 3-credit honors research project, with a B or better.**
4. **Presentation of an honors thesis (written in the format of an engineering technical paper) under the supervision of a BME faculty member. The thesis must be presented to and approved by a committee.**

For students who qualify, this honor is indicated on their diploma and on their permanent academic record.

BE/MS Degree: BME undergraduate students may be eligible to enroll in the BE/MS degree starting in their senior year and pursue a Bachelor's Degree along with a MS in Biomedical Engineering. Important features of this accelerated degree program are that students must apply to the program through the BME Graduate Program Director during their junior year.

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 the early phase of medical school, dermatology is introduced within three general courses: "Pathogens and Host Defense," "Mechanisms of Disease," and "Integrated Pathophysiology." These dermatology sessions/lectures occur in Phase 1 of the new LEARN curriculum during the first year and a half of medical school. Clinical rotations begin halfway through the second year of medical school.

A one-month clinical elective is offered during either the third or fourth year, which provides exposure to the diagnosis and management of cutaneous disorders in both the ambulatory and inpatient settings at Stony Brook Road, and Stony Brook University Hospital, and the Northport Veterans Affairs Medical Center, respectively.

Dermatology research is provided through the Scholarly Concentration Program. A shorter (1-2 month) research elective may be available through individual dermatology faculty members.

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.

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 is actively involved in medical students education. For third year students, 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 exercises. Throughout the fourth year, the department offers a "sub-internship" in Emergency Medicine. During this rotation the students take on the roles/responsibilities of a PGY-1 in Emergency Medicine and are exposed to all facets of Emergency Medicine. In addition to their clinical work the students participate in weekly simulation and procedural training sessions. 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, 2015 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 Lifestyle & Integrative Medicine
- 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 8 Divisions. Click on the links to view descriptions of each division's focus, activities, and programs.

- Cancer Prevention
- 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 Health Professions, 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. In addition to 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 combined faculty of these institutions are charged with the responsibility for the following:

UNDERGRADUATE MEDICAL EDUCATION

- Teaching Introduction to Clinical Medicine for first and second year medical students
- Oversight and teaching of the Integrated Pathophysiology course for first and second year medical students
- Directing the Primary Care Clerkship
- Directing the Internal Medicine Clerkship and Sub-Internship in Medicine
- Developing curriculum and supervising electives for senior medical students in the medical subspecialties
- Developing and directing the Translational Pillar Courses to third year students which highlight cutting edge scientific advances in medicine

GRADUATE MEDICAL EDUCATION

- Clinical training for 100 internal medicine residents and 86 subspecialty fellows
- Longitudinal curriculum encompassing Teaching and Medical Education, Patient Safety and Quality Improvement, Social Justice and Health Equity, Professional Identity Formation, Point-of-Care Ultrasound, Communication, Scholarship and Inquiry, and Women's Health.

CONTINUING MEDICAL EDUCATION

- Faculty development, mentorship, and career advancement

The Department of Medicine education program is designed to provide medical students, residents, and fellows with a strong foundation in general internal medicine and its subspecialties, including quality patient care and research. During preclinical training of medical students Internal Medicine faculty provide an educational foundation in pathophysiology and clinical reasoning in the Integrated Pathophysiology courses. During the Medicine and Primary Care Clerkships in inpatient and outpatient direct patient care settings, our medical students continue to develop their diagnostic and patient care skills under the direct guidance of faculty physicians. Additionally, a series of educational activities including lectures, interactive small group discussions, and simulation exercises teach and reinforce the Internal Medicine curriculum. Under the tutelage of full-time faculty and community preceptors, students learn the art, skill, and mode of reasoning in diagnostic decision making diagnoses and clinical management. 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 emphasized throughout the inpatient and ambulatory experiences. A fourth-year intensive inpatient sub-internship is offered for those students pursuing Internal Medicine as a career and as a foundation for many students pursuing other disciplines. 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 Medical Education Program is committed to providing outstanding clinical and educational experiences where residents and fellows attain the knowledge to deliver the highest quality medical care, skills for life-long learning, and the sensibility to be compassionate and observant physicians. In a supportive environment, the Stony Brook Medicine-trained physician will provide care that is compassionate, patient-centered, and is of high quality and value; practice self-reflection and life-long learning with an attitude of inquiry and discovery; aspire to be a leader and role model in the medical community; practice self-care in order to maintain and foster wellbeing; and embrace diversity and honor the diverse needs of patients, families, staff, colleagues, and learners.

The core residency training program consists of 99 residents in two tracks including categorical Internal Medicine and Primary Care Medicine. A separate Medicine-Pediatrics training program is also offered. In addition, the core program supports fellowships in 13 fellowship training programs including Cardiology (including Electrophysiology, Interventional), Endocrinology, Gastroenterology, Geriatrics, Hematology/Oncology, Infectious Diseases, Nephrology, Palliative Medicine, Pulmonology/Critical Care Medicine, Rheumatology, and Sleep Medicine.

In keeping with the goals of our education program, continuing education is provided at our hospitals through regularly scheduled rounds and professional development conferences. These activities, aimed at members of the medical staff and all healthcare professionals, emphasize the importance of an interdisciplinary approach to issues in healthcare, whether at the bedside, in the clinic, in the classroom, or in the laboratory.

Department of Microbiology and immunology

The Department of Microbiology and Immunology provides a focus for research activities ranging from analysis of the molecular biology and pathogenic mechanisms of microorganisms to the host immune response to infection. Key discoveries in the fields of microbiology, immunology, cancer biology, and molecular genetics have been made in this department and world-renowned scientists have flourished in this environment.

As a basic science department of the Renaissance School of Medicine, the department offers a diversified course of study leading to the PhD degree in Microbiology and Immunology. The major areas of study are molecular mechanisms of viral, bacterial and fungal pathogenesis, and the host immune response as it relates to infection, the microbiota, and other diseases. The pre-doctoral training program offers its students the opportunity to study topics in virology, bacteriology, fungal biology, immunology, biochemistry, and cell biology utilizing the experimental approaches of the microbiologist, molecular biologist, geneticist and immunologist. Instruction and course planning involve faculty members from the Department of Microbiology and Immunology, and selected members from the Departments of Biochemistry and Cell Biology, Chemistry, Medicine, Pathology, and Pharmacological Sciences, and Cold Spring Harbor Laboratory. The department also offers research opportunities to undergraduate students.

The department has an active seminar program of outside speakers who present topics relevant to medical microbiology, immunology and molecular 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.

Our training opportunities lead the way in interdisciplinary research with clinical and basic research cooperation in the fields of infectious disease, and immunology.

Department of Neurological Surgery

The Department of Neurological Surgery is a principal component of the neurosciences program at Stony Brook Medicine. 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. Our goal is to provide our students with an education that fosters the intellectual and technical skills and professional attitudes necessary to succeed in clinical care, research, education, and to provide a deep understanding of clinical practice and scientific inquiry. 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 faculty holds leadership roles in many of the Centers of the Neurosciences Institute, including the Cerebrovascular and Stroke Center, the Movement Disorders Center, the Epilepsy Center and the Spine Center to name a few. 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 and a Neurocritical Care Unit, under the direction of two neurointensivists.

The Neurosurgery Residency Program is a seven-year program under the direction of the Department of Neurosurgery. The program provides a broad neurosurgical education in general neurosurgery and subspecialty neurosurgery, as well as an opportunity for residents to participate in both clinical and basic science research.

Our program's strong emphasis on clinical neurosurgical education and on research education takes place in collaboration with faculty neuroscientists in the Department of Neurosurgery at Renaissance School of Medicine at Stony Brook University, which is one of the leading research institutions in the world.

Our goal is to provide our residents with an education that fosters the intellectual and technical skills and professional attitudes necessary to succeed in clinical care, research, education, and provide a deep understanding of clinical practice and scientific inquiry. By educating our residents to be skilled and ethical attending neurosurgeons, they will be well equipped to contribute to the highest quality patient care and to the acquisition and dissemination of the scientific understanding and the treatment of neurosurgical disorders.

Weekly protected didactic time is a strong component of our program. Residents are engaged in various educational seminars on Wednesday and Friday mornings. Our didactics include weekly resident-led journal clubs, monthly spine focused journal clubs, cadaver-based spine labs and an annual hands-on cadaver based peripheral nerve lab. Neurosurgery collaborates with other departments such as orthopedics and plastic surgery to provide a full-day didactic and dissection course for residents and medical students.

We are proud to be part of the Neurosciences Institute which is a collaborative effort among multiple clinical and basic science departments here at Stony Brook University, and includes multiple specialty centers, including:

- JCAHO Comprehensive Stroke Center
- Inpatient Stepdown Unit
- Neuro-critical Care Unit
- Level 4 Comprehensive Epilepsy Center
- Inpatient Video Epilepsy Monitoring Unit
- Comprehensive Spine Center
- Comprehensive Multiple Sclerosis Center
- Neuromuscular Disease and ALS Center
- The Stony Brook University Neuromuscular Disease and Christopher Pendergast ALS Center of Excellence - An ALS Association Certified Center
- Neuro-Oncology Center
- Skull Base Surgery Center
- Sleep Disorders Center
- Huntington's Disease Center of Excellence

Department of Neurology

The mission of the Department of Neurology is to provide excellence in clinical care, medical education, research, and community service. Our faculty care for both adults and children in subspecialty areas such as Stroke, Neurocritical Care, Multiple Sclerosis/ Neuroimmunology, Epilepsy, Neuromuscular Diseases,

Neuro-Oncology, Parkinson's and Movement Disorders, and Sleep Disorders. Our specialty centers include the Comprehensive Stroke Center, Level 4 Comprehensive Epilepsy Center, Adult MS Comprehensive Care Center, Parkinson's and Movement Disorders Center, Pediatric MS Care Center, Christopher Pendergast ALS Center of Excellence, Huntington's Disease Center of Excellence, TAA Center of Excellence for Tourette Syndrome and Tic Disorders, among others. As part of our community outreach efforts, departmental faculty also participate in local symposia, deliver informational lectures, and lead patient support groups.

Our faculty are dedicated to training the next generation of neurologists. The Department sponsors ACGME-accredited residency programs in Adult and Child Neurology and fellowships in Clinical Neurophysiology, Epilepsy, Vascular Neurology, and Neuroimmunology/ Multiple Sclerosis. Faculty also teach medical students in their basic neuroscience course and later during their clinical clerkships in inpatient (consultative services and wards) and outpatient settings. Skills gained include obtaining a neurological history, conducting the neurological examination, and using these data to localize, diagnose, and formulate a care plan.

Our faculty also participate in basic, translational, and clinical research. These programs complement the clinical and academic functions of the Department. Lastly, faculty and staff are engaged in a range of therapeutic trials for diseases, including multiple sclerosis, stroke, epilepsy, Parkinson's disease, and brain tumors.

Department of Neurobiology and Behavior

The Department of Neurobiology and Behavior offers fundamental courses in neurobiology for students of all university levels, including undergraduates in biology and graduate students in the Program in Neuroscience.

The Graduate program in Neuroscience is a university-wide program concluding in either an MS or PhD degree. Both tracks of study are designed to provide broad training opportunities for students interested in research careers in the field of neuroscience.

Department of Obstetrics, Gynecology and Reproductive Medicine

The Department of Obstetrics, Gynecology and Reproductive Medicine is organized into the following divisions: Gynecology and General Obstetrics, Gynecologic Oncology, Maternal-Fetal Medicine, Urogynecology, Reproductive Endocrinology and Infertility, and Midwifery.

The Department's mission is a commitment to a multidisciplinary team approach to women's healthcare, clinical education and research. Our mission is to add value to our hospital, its medical school and our community for the benefit of our patients. We strive to deliver compassionate patient care, educational excellence and to create and expand knowledge of women's health through basic and clinical research.

In order to foster educational excellence, the department is responsible for instruction of medical students in all three phases of their curricular development during the four years in the Renaissance School of Medicine at Stony Brook. During the Phase 1 curriculum, the Introduction to Clinical Medicine (ICM) course allows students to be taught basic clinical skills that will be used for the rest of their careers. This course also introduces them to the nuances and importance of communication and collaboration with their patients. Phase 1 students also have an intensive three-week Reproductive Endocrinology System Pathophysiology course. Building on and expanding the students' knowledge of the basic sciences obtained in their first year, this course reviews aspects of sexual development, human reproduction and diseases that affect these areas.

During Phase 2, the Clinical Clerkship in Obstetrics and Gynecology, a 6-week core curriculum rotation, expands the student's understanding of the issues patients face in the office and in hospital care settings with regards to pregnancy and diseases that affect the reproductive tract and the endocrine system that regulates it. Educational objectives are attained through nationally recognized learning objectives reviewed in lectures, labs, simulations, case based learning, and clinical experiences in the inpatient and outpatient setting. Students gain experience by developing a rapport with patients, performing history and physical exam skills, assessing different diagnoses and their accompanying appropriate treatment planning. Students are exposed to the preventive medicine aspects of the discipline, such as family planning, adolescent development, annual cancer screenings, and routine prenatal health. Treatment modalities can then range from evidence based medical management to cutting edge surgical interventions.

In Phase 3, for those students who desire greater immersion into the field of obstetrics and gynecology than permitted by the core curriculum, Sub I's and Electives are offered in Maternal-Fetal Medicine (high-risk pregnancy), Reproductive Endocrinology and Infertility, Gynecologic Oncology, Urogynecology, Gynecology and Sonography. Those students interested in pursuing research in the field, can join in our numerous and diverse faculty research projects as well as develop independent student research projects in basic science, clinical or educational areas.

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 ACGME accredited Maternal-Fetal Medicine Fellowship training program. 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. 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 generate a completed, hypothesis based, research thesis during the Fellowship. Fellows are expected to involve themselves in the education and mentoring process through didactic lectures, structured educational experiences, 360 degree evaluations, and involvement with OBGYN Resident physicians, medical students, and undergraduate students. 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.

The department offers a two-year Minimally Invasive Gynecologic Surgery Fellowship training program that is structured to provide the fellow with all aspects of minimally invasive gynecologic surgery, research endeavors and educational opportunities. Surgical training is a key component of our MIGS fellowship. Our MIGS division provides a robust surgical program with focus on advanced laparoscopy including hysterectomy, myomectomy and endometriosis surgeries, utilizing a balance of conventional laparoscopy as well as daVinci robotic surgery. Four main surgical approaches: laparoscopy, robotic surgery, hysteroscopy, and vaginal surgery are all encompassed. Emphasis is placed on pelvic anatomy to allow the fellow to become confident in navigating all pelvic spaces when encountering complex surgical cases. There are two opportunities a year to participate as a teaching proctor in a pelvic anatomy cadaver lab as well as an animate lab laparoscopy workshop allowing the fellow to gain skills and to teach house staff as well. A simulation lab with a laparoscopic pelvic trainer and robotic simulation is available to the fellow at any time.

The department also offers a two-year Global Women's Health Fellowship. This is a two-year fellowship that incorporates clinical, teaching, and research responsibilities at Stony Brook Medicine and Hospital Central de Maputo in Mozambique. The fellow will graduate with an advanced degree in public health and will graduate equipped to run global health program that focuses on capacity building in women's health, clinical education, program development and/or program implementation. In the first year of the fellowship, the fellow will work on G-local (Local-Global issues). G-local issues include issues of health disparity and health equity in the local community. During the G-local portion of the fellowship the candidate will focus on service to the uninsured and underserved communities in Suffolk County. The fellow will be required to serve as an attending at the Access-Gyn clinic once per month which is the free gynecology clinic offered by the Stony Brook OBGYN department and will be required to perform outreach and service to one of the following: Riverhead Jail or Shinnecock Indian Nation on Long Island. Outreach may include education or direct services on site. Clinically, during the first year, the fellow will sharpen skills needed to work skillfully in Sub-Saharan Africa. They will work primarily as a Laborist, focusing on management of complications of labor and the top three causes of maternal mortality worldwide: Hemorrhage, Hypertensive diseases, and Infections. On average they will work 10 shifts per month on Labor ward. This will help them to sharpen their skills in dealing with common and complex obstetrical emergencies. During the first year, the fellow will be part of the Stony Brook Hemorrhage and Accreta call pool and will be expected to scrub as first-assist or attending on cesarean hysterectomies to become expert and this procedure.

An online Masters of Public Health program at London School of Hygiene and Tropical Medicine will be included as part of this fellowship. This is an online course that includes basic competencies in public health such as program development, health policy, health economics, epidemiology, principles of disease control and a required research project. The research project may be substituted with a quality improvement project depending on the requirements of the specific public health degree concentration. The fellow's research or quality improvement project will be designed during the first year and IRB approval (if applicable) will be sought during the first year.

During the second year of the fellowship, the candidate will spend 12 months on site at Maputo Central Hospital as a visiting faculty at Universidade Eduardo Mondlane. During their time in Maputo, Mozambique, the fellow will have clinical teaching responsibilities. They will be required to take primary labor and delivery call, gynecologic emergency room call. They will be primarily engaged in education and quality improvement or research projects.

Fellows interact and operate with skilled mentors not just in minimally invasive surgery, but also gynecologic oncology and female pelvic floor surgery. A unique and valued component of the fellowship is the emphasis on gynecologic ultrasound for various gynecologic conditions. Ultrasound training includes traditional abdominal and vaginal modalities, as well as 3D reconstructions, saline sonohysterogram and sono hysterosalpingogram. The fellow is expected to become AIUM certified upon completion of the fellowship. The fellow will also become familiar in interpreting a pelvic MRI. Our fellows also function as junior faculty, taking on the role of gynecology attending for the house staff approximately 1 week every other month, supervising consults and any emergent cases from the Emergency Room that require surgery as well as taking a 12-hour OB-GYN call twice a month.

The Department of Obstetrics, Gynecology and Reproductive Medicine recognizes the importance of

research by our faculty members, residents and students. One of our core values, as part of the academic mission of the department is to establish an atmosphere of respect and excitement for research. Our commitment to multidisciplinary team-based women's healthcare is a key component of our efforts to create and expand knowledge and improve the quality of our patients' lives through excellent basic, translational, and clinical research. The Department's mission to foster clinical investigation and translational research amongst the faculty is supported by an established and rapidly growing Division of Research.

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 Orthopaedics

The Orthopaedic Surgery Residency Program provides the resident with a rich educational experience through its home institution and the Veterans Affairs Medical Center. Rotations are available at Memorial Sloan Kettering Cancer Center in New York City and Shriners Hospitals for Children in Spokane Washington.

Rotations are provided in the clinical subspecialties of Hand and Foot Surgery, Microsurgery, Oncology, Pediatric Orthopaedics, Spinal Surgery, Sports Medicine, Joint Replacement and Reconstruction, Upper Extremity Surgery, and Orthopaedic Oncology. There is uninterrupted participation in the comprehensive management of patients in all subspecialties, from the initial ambulatory encounter through admission and treatment processes to rehabilitation and follow-up. All residents receive experience in clinical and diagnostic orthopaedics, and comprehensive training in the surgical management of all orthopaedic problems.

Multiple weekly specialty conferences include Pediatric, Spine, Sports, Hand, Food and Ankle, Trauma, and Recon/Ortho Oncology. X-ray rounds are held daily. Grand Rounds are held two to three times a month with in-depth, topic-based lectures provided by visiting professors, attendings, or senior/chief residents in one of our media integrated lecture halls. Tumor Board is held monthly, presenting and discussing recent surgical cases of bone and soft tissue cancers, and QA Conference is held quarterly, where resident case presentations of morbidities and mortalities are discussed by faculty and residents. Resident Conference is held every Wednesday, and consists of various conferences planned cadaver or skills labs, and specialty seminars.

Strong faculty commitment to teaching and academic development, combined with a full and varied surgical schedule, provides a vast amount of clinical material and support for the resident. This results in an experience that fulfills and exceeds the requirements of the American Board of Orthopaedic Surgeons (ABOS). Stony Brook Medicine has new operating rooms, which are pre-wired for recording and conferencing capabilities.

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 Orthopaedic department also houses a musculoskeletal lab and a microsurgical skills lab with fully functional microscopes, both standard and trainer/dual scopes, instruments and suture materials. Our wet-dry surgical skills lab is a fully functional surgical demo and modeling area used for research, anatomic dissections, and surgical/arthroscopic practice. As stated above, all lab activity can be recorded and viewed live via direct communication with the conference room.

Educational activity, including the Orthopaedic Cellular Biology/Structure Lab and Musculoskeletal Lab, provide basic research experience. Instruction in cellular physiology and biochemistry of musculoskeletal tissues (bone/cartilage; muscle/nerve; tendon/ligament) is given by the Ph.D. faculty of the Orthopaedic Department. Our research scientists help to facilitate the development of collaborative and independent research initiatives. Pathology is taught by the clinical faculty, and anatomy is taught on a regular basis, both in the operating room and the lab. Cross-sectional anatomy is taught in combination with radio diagnostic techniques such as CT and MRI, both for the extremities and spine. 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. 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.

The department supports a fully accredited residency program in orthopaedic 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 resident 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 is comprised of 180 pediatric physicians, and other health care professionals practicing in over 30 pediatric specialties. Our faculty provide care for more than 400,000 children throughout Long Island in our new state-of-the-art Children's Hospital and affiliated offices in Suffolk County.

We have robust, competitive ACGME-accredited residency training programs in Pediatrics, Medicine-Pediatrics, and Child Neurology, as well as fellowship training programs in Pediatric Gastroenterology, Pediatric Infectious Disease, and Neonatal-Perinatal Medicine. Residents and fellows are trained to apply evidence-based medicine to the clinical care of children. Residency and fellowship curriculum include training beyond the clinical medicine and include patient safety and quality improvement education, communication, procedural training, and research methodologies.

Our faculty, residents, and fellows all play an important role in the education of medical students from the Renaissance School of Medicine at Stony Brook University, visiting medical students, undergraduate students, master's and doctoral level students, and trainees in the other four Schools of the Health Sciences. The department's education efforts for medical students are extensive. The Clerkship in Pediatrics is a required course that is conducted year-round in six-week blocks for all third-year medical students in the School of Medicine. 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 at Stony Brook Children's.

Our expert faculty lead cutting-edge research in a variety of fields through bench and clinical research projects, quality improvement projects, advocacy programs, and educational research. Faculty provide mentorship for junior trainees in all aspects of medicine.

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 including toxicology, and therapeutics. Both MS- and PhD-granting graduate programs are offered through the Graduate School and the School of Medicine.

Department of Physical Medicine and Rehabilitation

Physical Medicine and Rehabilitation, a division of the Department of Orthopaedics and Rehabilitation, offers an elective in Physical Medicine and Rehabilitation 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 acute inpatient rehabilitation, outpatient rehabilitation, and procedures including joint injections, botulinum toxin injections, and electrodiagnostic testing. Students will learn the physiatric approach to patient care and the roles of the various rehabilitation team members. Attendance at twice weekly lectures is mandatory.

The elective is available at St. Charles Hospital or the Veterans Affairs Medical Center Northport. Detailed information regarding the elective is available on CBase.

For more information, students may contact Mr. Dennis Lawney, Program Coordinator, at (631)474-6349, or dennisj.lawney@chsli.org.

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

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

YEAR I

Fall		Spring	
HBY 530	Cellular Physiology & Biophysics	HBY 570	Student Journal Club
HBY 501	Human Physiology	HBY 500	Lab Rotation
HBY 570	Student Journal Club	HBY 690	Seminar in Physiology & Biophysics
HBY 500	Lab rotation (HBY 500)	HBY 561	Statistical Analysis
HBY 690	Seminar in Physiology & Biophysics (HBY 690)	HBY 562	Model Based Analysis
		GRD 500	Ethics In Research

YEAR II

Fall		Spring	
MCB 520	Graduate Biochemistry	HBY 591	Lab Research
MCB 517	Biomembranes	HBY 570	Student Journal Club
HBY 591	Lab Research	HBY 690	Seminar

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. Starting this application cycle, scores from the Graduate Record Exam (GRE) scores are no longer required for admission to our program, but a strong performance on the GRE will reflect positively on your application, if you think it's necessary. 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 HEALTH

The Department of Psychiatry and Behavioral Health is a leader among clinical departments in research and provides a complete range of instruction from beginning medical education through post-residency fellowships, offering top-notch mentored clinical experiences focused on treatment and recovery. Our portfolio ranges from basic neuroscience, epidemiology and behavioral science to clinical and translational research, translating cutting-edge biomedical science into diagnostic, therapeutic and prognostic advances. In addition to teaching psychiatry, members of the department are also involved in teaching psychology, neurobiology, pharmacology and biomedical engineering. Faculty within the department are dedicated to research related to an understanding of psychiatric disorders, ranging from basic neurobiological research to applied clinical studies. Many Faculty members supervise and support graduate and post-doctoral students in related disciplines through joint appointments with other departments.

We invite you to browse through our website to learn more about our Clinical Services,Medical Student Education,Residency Program and Institute for Mental Health Research (IMHR) Division and Leadership Team.

Department of Radiation Oncology

The Department of Radiation Oncology teaches the disciplines of oncology and clinical application of radiation and tumor biology, radiation physics, and therapeutic delivery of various radiations modalities, as applied to the treatment of malignancies and selected benign disorders. The department supports clinical trials and basic research in conjunction with other medical specialties and the Brookhaven national laboratory.

The mission of the Department of Radiation Oncology is to develop a well-rounded academic program in Cancer care, involving the clinical oncological science and research of the tumor and molecular biology and medical physics. There are several education programs that we offer.

RESIDENCY TRAINING PROGRAM

The department hosts an ACGME- accredited four-year residency training program in radiation oncology. The residents rotate in the oncology subspecialty services, receiving intensive hands-on training in the oncological and radiotherapeutic management of malignant and benign neoplasms both in the adult and pediatric patient populations. As part of their curriculum, they gain expertise in brachytherapy, stereotactic radiosurgery, image-guided radiation therapy, and other modern treatment modalities. They also carry out clinical and/or basic research projects under supervision of faculty members who are active in the respective research areas. These may include basic laboratory bench-work, retrospective and prospective clinical investigations, participation in investigator-initiated trials, public health and bioinformatics projects. Results of the research are presented at national meetings and published in peer-reviewed journals. The program's curriculum also includes rigorous didactics in radiobiology, radiation physics, and clinical oncology, incorporating interactive teaching sessions, Grand Rounds talks, journal clubs, M&M conferences, and multidisciplinary team discussions. In the final years of residency training, there are opportunities for research and clinical electives, both domestically and abroad.

Our main department's laboratory research projects include an investigation into molecular mechanisms underlying the effects of combining radiosurgery or stereotactic body radiotherapy with checkpoint inhibitor immunotherapy; the cell biology of radiation-induced normal tissue toxicity in the CNS; biomedical informatics studies focusing on the application of artificial intelligence to radiotherapy, as well as numerous research projects in medical physics.

For medical students who wish to explore radiation oncology as a specialty option we offer both clinical rotations in the department and opportunities to participate in the department's research projects.

MEDICAL PHYSICS RESIDENCY PROGRAM

The Medical Physics Residency Program is accredited by the Commission on Accreditation of Medical Physics Educational (CAMPEP) and provides the residents with two years of clinical training in the discipline of therapeutic medical physics. Under close supervision of board-certified medical physicists, the residents are involved in all aspects of the clinical medical physics activities, including, but not limited to, machine quality assurance, treatment planning of conventional and advanced external beam radiotherapy, brachytherapy procedures, as well as radiation safety and protection. Two years of intensive training prepares the residents with the experience and knowledge for board certification and to become fully functioning and confident medical physicists.

BIOMEDICAL ENGINEERING MEDICAL PHYSICS TRACK

The Department of Radiation Oncology offers the Biomedical Engineering M.S. and Ph.D. students a forum of advanced learning in therapeutic medical physics. Through hands-on experience in the clinic and didactic lectures given by our departmental physics faculty, the

students are afforded an opportunity to acquire practical experience and knowledge in Medical Physics.

Department of Radiology

The Department of Radiology provides clinical services to Stony Brook University, Southampton and Eastern Long Island Hospitals as well as to our imaging centers at Stony Brook Road, Commack and Riverhead. We provide Interventional Radiological services to the Northport Veterans Administration Medical Center. Our mission is a commitment to excellence in medical imaging, quality, patient care, education and research.

The department offers a four-year residency in Diagnostic Radiology. The program includes rotations in Neuroradiology, Musculoskeletal, Chest, Cardiac, Interventional, Abdominal, sonography, Pediatric radiology, Breast Imaging as well as Nuclear Medicine including PET MRI and PET CT imaging. The department has a newly installed dual- energy CT scanner. There is extensive availability with exposure to research with highly respected radiologists, research faculty and medical physicists. This provides residents with strong foundations to go on to the highly respected fellowships and careers in both the academic and private sector. The rotations are primarily at Stony Brook University Hospital, with additional rotations at the Northport Veterans Administration Hospital. The department is pleased to announce a new certificate program for our Radiology Residents in informatics in conjunction with the Department of Bioinformatics, which can be obtained during their residency. This program is currently in its second year.

The third-year medical students rotate in Radiology, which includes daily lectures that 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 faculty.

A fourth-year medical student elective is also offered. The student will be able to exercise choice in time commitment to various subspecialties according to interest and 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.

The Department offers a one-year Fellowship in Musculoskeletal Radiology, Breast Imaging and Neuroradiology.

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 Phase II clerkship (repeated eight times per year to encompass the entire Phase II 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-certfied 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 general, vascular, colon and rectal surgery, otolaryngology and plastic surgery 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 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 and Endovascular Surgery

The department offers a five-year vascular and endovascular surgery residency and a traditional two-year fellowship. Based in the Division of Vascular and Endovascular Surgery, both training programs are designed to prepare physicians for the pursuit of either an academic or high volume private practice career in vascular and endovascular Surgery. Residents are chosen out of medical school for the integrated five-year program, which culminates in eligibility for primary certification in vascular surgery only while fellows have complete a general surgery residency and eligible for certification in both general and vascular surgery. For those physicians who are decided on vascular surgery as a career, this program provides focused training and reduces the amount of training time from the traditional training period by two years. Residents and fellows are taught the whole range of open and endovascular interventions from routine to complex, medical management of vascular disease, and use and interpretation of noninvasive vascular lab studies. Clinical research is an important part, and required, 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.

Otolaryngology-Head and Neck Surgery

The department offers a five-year residency program in otolaryngology-head and neck surgery. This residency is

devoted to the task of educating and training physicians to function independently as specialists in the field. The program is based in Division of Otolaryngology-Head and Neck Surgery, and has met the rigorous standards set by the ACGME. It consists of a specialized year of rotations (i.e., six months of otolaryngology, one month of plastic surgery, one month of oral and maxillofacial surgery, one month of neurosurgery, one month of anesthesia, one month of surgical critical care, and one month of trauma surgery), followed by four years of otolaryngology-head and neck surgery. All rotations occur at Stony Brook University Hospital and the ambulatory and clinical facilities of the Division of Otolaryngology-Head and Neck Surgery. Upon completion of the residency, trainees are ready to enter into clinical practice, into fellowship training, or into basic medical or clinical research.

Plastic Surgery

The Division of Plastic and Reconstructive Surgery provides training of plastic surgery residents at Stony Brook Medicine, as an affiliated institution of the integrated six-year residency program of the Long Island Plastic Surgical Group (LIPSG) base at NuHealth (Nassau University Medical Center; NUMC) in East Meadow, NY. The program, fully accredited by the ACGME, trains residents in all aspects of surgery with specialization in plastic and reconstructive surgery, under the guidance and mentorship of faculty from all three organizations: NUMC, LIPSG, and Stony Brook Medicine. Residents have the unique opportunity to train in the large private practice setting of LIPSG, as well as at numerous other locations including NYU Winthrop Hospital and Mercy Medical Center in addition to Stony Brook University Hospital, Stony Brook Cleft Palate-Craniofacial Center, and Stony Brook Plastic & Cosmetic Surgery Center. The NuHealth LIPSG-Stony Brook plastic surgery residency program teaches the next generation of plastic surgeons everything from the basics of aesthetic enhancement procedures to reconstruction of skin in patients with severe burns.

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, prostate diseases, infertility and Men's Health, kidney stone disease and Endourology, 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 outpatient 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 Urology faculty 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; and**
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 Nursing

DEAN: Patricia Bruckenthal, PhD, RN, FAAN
OFFICE: Health Sciences Center, Level 2
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WEB: www.nursing.stonybrookmedicine.edu

Overview

The School of Nursing (SON) offers degree programs leading to the Bachelor of Science (BS), Master of Science (MS), Doctor of Nursing Practice (DNP), and the PhD in Nursing. At the undergraduate level, the SON offers the Basic Baccalaureate Program (BBP), and an Accelerated Baccalaureate Program (ABP) 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 Baccalaureate and Registered Nurse to Baccalaureate/ Masters are available for registered nurses with associate degrees 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 Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, Pediatric Acute Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Women's Health Nurse Practitioner, Neonatal Nurse Practitioner, 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, Adult-Gerontology Acute Care, Family, Pediatric Primary Care, Pediatric Acute 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 PhD in Nursing is designed for Master's prepared nurses who aspire to research and academic roles within healthcare and educational settings. This full time, cohort-based program is offered on-site.

The Baccalaureate degree, Master of Science degree, Advanced Certificate and Doctor of Nursing Practice programs at Stony Brook University School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE): www.aacnnursing.org/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 University School of Nursing is to prepare nurse leaders at all levels of practice through the use of creative pedagogies, cutting-edge research and innovative practice models to deliver socially just care and improve the health of local and global communities.

VISION

Stony Brook University School of Nursing will prepare nurses of today to be the healthcare leaders of tomorrow.

VALUES

I CARE

- **Integrity:** ***Honest, humanistic and ethical in all interactions.***
- **Collaboration:** ***Foster interdisciplinary approaches to creative solutions to complex educational and healthcare challenges.***
- **Accountability:** ***Responsible for upholding our professional values, in service to our school, organization, community and each other.***
- **Respect:** ***Foster an environment of civility, trust, inclusivity, diversity and belonging.***
- **Excellence:** ***Set the highest standards for education, research, practice and service.***

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 FOR THE APRN AND NURSE EDUCATOR ROLES

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.**

MASTER OF SCIENCE PROGRAM OUTCOMES FOR THE NURSE LEADER ROLE

Upon completion of the program, the student will be able to:

1. **Incorporate the concepts of leadership, change, collaboration, and innovation into the role of nurse leader.**
2. **Implement leadership skills to manage change, improve outcomes, and create a preferred future for nursing practice.**
3. **Translate relevant research to promote evidence-based practice models, improve outcomes, and mitigate risk. patient care delivery systems and patient care.**
4. **Integrate knowledge from nursing and related sciences to develop foundational thinking skills that facilitate leadership at the highest level.**
5. **Utilize current and emerging technologies in the strategic management of health care delivery systems.**
6. **Analyze models of advocacy and activism that promote relationship building and organizational excellence.**
7. **Integrate the values of respect, social and ethical responsibility, and professionalism into the practice environment.**
8. **Demonstrate knowledge of patient care delivery models, clinical practice and health care policy that reflects current healthcare trends and societal needs.**

9. **Demonstrate behaviors of professional engagement in lifelong learning activities with the learning environment.**

DOCTOR OF NURSING PRACTICE (DNP) 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.**

DOCTOR OF PHILOSOPHY (PHD) IN NURSING PROGRAM OUTCOMES

Upon completion of the program, the student will be able to:

1. **Master in-depth knowledge in a substantive area of study.**
2. **Ethically conduct original research to advance nursing knowledge and practice.**
3. **Demonstrate distinguished expertise in scholarly writing and intellectual critique.**
4. **Provide leadership in academic nursing through research, education and professional practice.**
5. **Influence policy by integrating nursing knowledge within social, cultural, political and economic contexts.**
6. **Contribute to a global community of scholars through continued professional development and scholarly dissemination.**

PRE-ADMISSION

Information about the School of Nursing's academic programs and admission requirements are located on the website: www.nursing.stonybrookmedicine.edu

Additionally, recorded information sessions are 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 uploaded by the stated application deadline:

- **Application including essay as indicated on the application**
- **Paid application fee or approved waiver**
- **Unofficial transcripts from all colleges/universities attended**
- **Three professional online letters of recommendation**
- **Completion of three pre-admission sciences by the application deadline (for the Accelerated and Basic Baccalaureate undergraduate programs)**
- **Meet the Technical Standards For Admission and Retention (see below)**
- **Current curriculum vitae/resume**

ADDITIONAL REQUIREMENTS UPON ADMISSION

- **Official transcripts from all colleges/universities attended**
- **Certification in Basic Life Support for Healthcare Providers (BLS) w/ AED from the American Heart Association or American Red Cross**
- **All Neonatal and Midwifery students must submit proof of Neonatal Resuscitation Certification (NRP)**
- **Evidence of meeting University and School of Nursing health requirements (a one time fee will be applied for compliance tracking)**
- **Evidence of health insurance**
- **Evidence of student malpractice insurance**
- **All pre-admission classes must be completed prior to the start of the program**
- **Foreign transcripts evaluated by a NACES accredited service such as the World Education Services (WES)**
- **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. Review of technical standards is essential for all applicants

and continuing students in the Stony Brook University School of Nursing. Students are encouraged to ask questions about or clarify the Technical Standards for Admission and Retention and make a determination as to whether you can meet the requirements with our without reasonable accommodation. Any information and inquiries about disabilities are handled in a confidential manner, to the extent possible within the accommodation process, and should be directed to Student Accessibility Support Services at https://www.stonybrook.edu/sasc/ or email at sasc@stonybrook.edu.

1. **Observation: The applicant/nursing student must be able to participate actively in all classroom, clinical and laboratory exercises. The applicant/nursing student must be able to assess and comprehend the condition of all patients assigned to her or him. Such observation and information acquisition usually requires the functional use of visual, auditory, olfactory and somatic senses.**
2. **Communication: 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.**
3. **Sensory/Motor: The applicant/nursing student must be competent in the ability to effectively and efficiently use the senses of sight, hearing, touch, and smell to make correct judgments, assessments and to engage in the practice of safe patient care and 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 safe patient care and emergency treatment to all patients at all acuities and settings.**
4. **Intellectual-Conceptual, Integrative and Quantitative Abilities: The applicant/nursing student must be able to measure, calculate, analyze, synthesize, and evaluate to competently and efficiently engage in safe patient care and the practice of nursing.**
5. **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 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

In select situations, and by permission of the appropriate academic department, students may apply to register for a course(s) as a non-matriculated student. If approved, a maximum of six (6) non-clinical credits may be earned as a non-matriculated student. Please note, non-matriculated study does not guarantee admission to the School of Nursing. In order to become a non-matriculated student, applicants must complete a "Non-Matriculated Application". For additional information, access to the application and for permission to register, please contact the appropriate School of Nursing academic department. A non-refundable application fee will apply.

STUDENT ADVISEMENT

Each student is assigned a faculty advisor for the duration of their enrollment in the School. Students are responsible to communicate with their advisor at least once each semester.

GRADING POLICY

All undergraduate students must maintain a minimum cumulative GPA of 2.50; and all graduate and doctoral students must maintain a minimum cumulative GPA of 3.00 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 or upon prior advisement from faculty. Students in all programs on a leave of absence will not have access to Stony Brook email, the curriculum, faculty support, and technical support. Undergraduate students must pass each required course with a C+ (74.00-77.99) or higher. Graduate students in the Master of Science, Advanced Certificate, and Doctoral Programs must pass each required course with a grade of B (82.00-85.99) or higher. Students in the Master of Science and Advanced Certificate programs who were admitted prior to Summer 2021 are expected to follow the minimum grade policy in effect at the time of their admission. Please contact your Program Director if you have questions or require additional information. 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.
- All students must meet and maintain Technical Standards for Admission and Retention for the School of Nursing.

GRADING SYSTEM

Letter Grade		Point Value	Numerical Grade
A	=	4.00	94.00-100
A-	=	3.67	90.00-93.99
B+	=	3.33	86.00-89.99
B	=	3.00	82.00-85.99
B-	=	2.67	78.00-81.99
C+	=	2.33	74.00-77.99
C	=	2.00	70.00-73.99
C-	=	1.67	66.00-69.99
D+	=	1.33	62.00-65.99
D	=	1.00	58.00-61.99
F	=	0.00	57.99 or less
S	=	Satisfactory Work	
U	=	Unsatisfactory Work	
I	=	Incomplete	
NR	=	No Record	
R	=	Reserved (Pending completion of the second semester section of an extended course)	

Final course grades and individual assignments within courses (exams, projects, etc.) will not be rounded (example: a 77.9 is not a 78)

The letter grades D and D+ may not be assigned to doctoral level courses within the PhD Nursing program in the School of Nursing.

See the Health Sciences Center Bulletin for grading system for courses taken in other departments.

ACADEMIC RENEWAL POLICY

School of Nursing 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, will have their record treated as two separate records. Under the School of Nursing Academic Renewal policy, the cumulative GPA will be reset at the start of a student's new program and the cumulative grade point average will be calculated based on course grades earned as of the date of academic renewal. Please note, the original grades will remain on the transcript.

After academic renewal, undergraduate students must earn 55 credits in residence to be considered for degrees with distinction.

COURSE WITHDRAWAL

If a student wishes to drop a course, they may do so through Solar up until the end of the Add/Drop period (refer to the HSC calendar for dates).

After the Add/Drop period, and up until the ninth week of classes, withdrawal requests are processed by the Office of Student Affairs. A final grade for Withdrawal (W) will be recorded on the student's transcript.

After the ninth week of class, students may only withdraw from a course by withdrawing from all courses in that semester OR by withdrawing from the University; exceptions to this policy may be approved by the program director via a petition process. Students may be requred to submit documentation to warrant such approval.

For Summer/Winter sessions, withdrawal requests after the 10th day of class must be processed by the Office of Student Affairs and a final grade for Withdrawal (W) will be recorded on the student's transcript.

Students who withdraw from a course(s) are liable for payment of tuition and fees in accordance with the University's schedule of tuition liability.

For all courses dropped or withdrawn, students shall inform their faculty of record and meet with their program director for a revised program pathway. Withdrawing from a course constitutes an attempt to complete the course. Students are allowed only two attempts at any course; exceptions to this policy may be approved by the program director.

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.
- First occurrence of cumulative GPA falling below the minimum required by program.
- Academic or clinical dishonesty.
- Unprofessional behavior.
- Failure to maintain compliance with required documentation.

Faculty recommendations, in writing, are developed to assist students to meet individual learning needs and course objectives. Failure to comply with faculty recommendations will result in further actions (jeopardy, deceleration, dismissal).

Academic Jeopardy

Jeopardy status is defined as a cumulative GPA of less than 2.50 for undergraduate students, 3.00 for graduate and doctoral students, failure of the clinical component or failure of a required course. Jeopardy will be recommended for any of the following circumstances:

- Failure of a required course
- Second occurrence of cumulative GPA falling below the minimum required by program.
- 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.

Note: Students in the Accelerated or Basic Baccalaureate Programs are not permitted to request a deceleration of their academic pathway.

Dismissal

Dismissal 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 dismissed 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 (2) or more consecutive semesters
- As a result of substantiated Academic Dishonesty
- As a result of substantiated professional misconduct

ACADEMIC INTEGRITY

Intellectual honesty is the cornerstone of all academic and scholarly work. Students in the profession of nursing at all levels of practice are expected to demonstrate the highest standards of civility, honesty, and integrity in all aspects of their personal and professional lives.

The integrity of the School of Nursing, as well as the profession of nursing, is dependent on the integrity of each of its members. The School of Nursing is committed to educating nurses who provide the highest quality health care. To that end, the School of Nursing is committed to mandating and enforcing the practice of academic integrity by all students. In addition to the School of Nursing Academic Integrity and Professional Behavior policies, found in the School of Nursing Student Handbook (www.nursing.stonybrookmedicine.edu), all students are required to act in accordance with the Code of Student Responsibility and in accordance with the laws of the State of New York.

The principles of academic integrity 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, surrender, suspension or revocation of license, or engaging in activities that might endanger the health or welfare of patients.

The subcommittee of the School of Nursing Admissions and Academic Standards Committee (AAS) has the responsibility for hearing cases of suspected violations of academic integrity and make recommendations to the Associate Dean for Academic Affairs and Strategic Partnerships.

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 within ten (10) business days of the date of the certified letter. Appeals are only considered based on new evidence not available at the time of the hearing and/or errors in procedure. All decisions by the Dean of the School of Nursing are final.

TUITION AND FEES

In addition to University tuition and fees, the following program and course fees* are applied as follows:

A Distance Learning fee each semester:

First Semester: $236.00
Subsequent Semesters: $141.00

A Clinical Skills Center Course fee for each Advanced Health Assessment and Clinical Skills Course:

$175.00 per course

For a full listing of course fees, please visit https://www.stonybrook.edu/bursar/course-fees.php

***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 obtained by calling 631-632-6840 or by emailing finaid@stonybrook.edu.

CLINICAL PRACTICE RESPONSIBILITIES

Stony Brook University is required by State and Federal agencies to obtain immunization records of all students in all programs on campus. The Stony Brook University School of Nursing is contractually obligated to attest that all of our students are fully compliant with all required health and health-related documentation at all times while enrolled in their academic program. This includes School of Nursing programs that meet regularly on campus and distance learning programs that have required onsite meetings and/or clinicals.

CLINICAL PLACEMENT

The Office of Clinical Placements facilitates the processing of clinical placement requests and contracts for all clinical affiliations within the Baccalaureate, Master of Science, Advanced Certificate, and DNP programs. The office works collaboratively with faculty to secure clinical placement sites for students. Once a suitable site is identified, students submit a clinical placement request form for processing. The office maintains electronic data systems and records related to students, clinical placement sites, clinical affiliation agreements, clinical contracts and preceptors. Central to the clinical placement process for all programs is the establishment of a clinical affiliation agreement and clinical contract which is executed between SUNY and the clinical site. Upon final execution of a clinical affiliation agreement, SUNY procures and provides the site with a certificate of insurance or related protection evidencing the required insurance coverage. The provisions of a clinical affiliation agreement and clinical contract include the responsibilities and mutual terms that are agreed upon during the life of the agreement.

TECHNOLOGY SPECIFICATIONS FOR ON-SITE AND DISTANCE EDUCATION PROGRAMS

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 two (2) years will generally meet the minimum computer hardware requirements. Note: You must take your quizzes/exams on a computer (desktop or laptop). Honorlock (our current proctoring application) does NOT work on iPads, tablets or phones. Dual monitors may be used, but will need to be disconnected when taking quizzes/exams.**
- **Operating System: Microsoft Windows version 10 or higher, or Mac OSX 10.13 or higher.**
- **Webcam: integrated or attached webcam device WITH mic (most laptops have mic and camera integrated)**
- **MS Word and PowerPoint are required; current version MS Office 2010, 2013 or Office 365 recommended ***
- **Internet browsers: Google Chrome (minimum version 79) when taking a Honorlock proctored exam. Please note: additional browsers (Safari, FireFox and Edge may be used to access other University and SON resources, but Chrome is required for proctored exams**

Recommendations

- **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.

Honors

Degree candidates may receive school or departmental awards for superior performance upon the recommendation and review by the School of Nursing Awards Committee.

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, and who attain the requisite grade point average. Students in the Registered Nurse to Baccalaureate Program or Registered Nurse to Master of Science

Program who entered the program prior to 2022, must follow the policy in place during their entry term into the program. The levels of distinction are suma 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 charted in 1988 and is the honor society for the School of Nursing. Graduate and Undergraduate, Graduate, and Doctoral students are eligible based upon criteria as established by Sigma Theta Tau International Inc.

Nursing Clubs/HSA Organizations

The Health Sciences Association (HSA) represents all HSC undergraduate students enrolled in the Schools of Health Technology and Management, Nursing, and Social Welfare. HSA 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. For more information, please email sbuprenurse@gmail.com.

Degrees and Programs

Basic Baccalaureate Program (BBP)

The nursing curriculum leads to the Bachelor of Science degree with a major in Nursing. Students begin the nursing major after completing two years of pre-requisite, general education coursework, either at Stony Brook University or another accredited institution. The nursing major applies principles from the sciences, art and humanities to patient-centered nursing practice. Graduates of the program are eligible to sit for the NCLEX-RN exam.

Admission Requirements:

- Cumulative GPA of 2.80 is required
- A grade of C or higher in all required pre-admission coursework
- Three of the pre-admission sciences must be completed by the application deadline

Pre-Admission Coursework for applicants WITH a Baccalaureate Degree on Admission

Required Pre-Admission Coursework	Credits
English Composition	3
Lifespan/Developmental Psychology	3
Microbiology/Lab	4
Anatomy & Physiology I/ Lab	4
Anatomy & Physiology II/ Lab	4
Chemistry	3
Statistics	3

Pre-Admission Coursework for Applicants WITHOUT a Baccalaureate Degree on Admission

Required Pre-Admission Coursework	Credits
English Composition	3
Introduction to Sociology	3
Introduction to Psychology	3
Lifespan/Developmental Psychology	3

Microbiology/Lab	4
Anatomy & Physiology I/ Lab	4
Anatomy & Physiology II/ Lab	4
Chemistry	3
Statistics	3
Humanities	6
Fine Arts	3
US History	3
Global Issues	3
Second Semester of Elementary Foreign Language*	3
Electives	9
Total Credits	57

* Stony Brook University students who satisfy the requirement for LANG (communicate in a language other than English) 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 with the School of Nursing curriculum satisfy Stony Brook curriculum requirements and provide our students with a diverse educational foundation that will facilitate lifelong active and adaptive learning and inspire engaged global citizenship.

Graduation Requirements	Credits
Professional Socialization	
HNI 350 Professional Role Development in Nursing	2
HNI 440 Nursing Research: Appraising Evidence for Practice	2
HNI 479 Transitioning to Baccalaureate Nursing Practice	3
Health Related Sciences	
HNI 301 Mathematics for Health Care	2
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
HNI 455 Adult/ Gerontological Health Nursing I	6
HNI 456 Adult/ Gerontological Health Nursing II	6
HNI 463 Sexual, Reproductive and Perinatal Health	5
HNI 464 Child and Adolescent Health Nursing	5
HNI 469 Population Health Nursing	6
HNI 474 Capstone Nursing Practicum	4
Electives	2
Total Credits	71

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 an associate degree 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.

*RN license is required within six (6) months from the start of the program

The program requires 60 credits of upper division coursework

Admission Requirements:

- Cumulative GPA of 2.50

- **60 college credits with a grade of C or higher in all required pre-admission coursework**

Required Pre-Admission Coursework*	Credits
Lower Division Clinical Nursing Courses	30
English Composition	3
Introduction to Psychology	3
Microbiology/Lab	4
Anatomy & Physiology I/ Lab	4
Anatomy & Physiology II/ Lab	4
Statistics	3
Humanities	3
US History	3
Global Issues	3
Total Credits	60

Registered Nurse to Baccalaureate students who were admitted prior to Summer 2022 are expected to follow the admission requirements in effect at the time of their admission.

Registered Nurse to Baccalaureate Program Curriculum

	GRADUATION REQUIREMENTS	
Course #	Title	Credits
	Professional Development	
HNC 351	Role Development for Professional Advancement	3
HNC 440	Nursing Research: Appraising Evidence for Practice	2
HNC 479	Transitioning to Baccalaureate Nursing Practice	3
HNC 490	Professional and Ethical Communication in the Digital Era	3
HNC 304	Social Justice in Healthcare	2
HNC 369	Ethical and Legal Issues in Healthcare Policy	3
	Health Related Sciences	
HNC 310	Pathophysiology	3
HNC 360	Statistical Methods	3
HNC 300	Healthcare Informatics	3
HNC 333	Fundamentals of Pharmacology	4
HNC 305	Healing and the Arts	2
HNC 497	Genetics and Genomics	3
HNC 499	Epidemiology: Population Based	3
HNC 492	Complementary and Alternative Therapies	2
	Clinical Nursing	
HNC 370	Health Assessment	3
HNC 340	Novice to Expert	6
HNC 470	Nursing Leadership Practicum: A Capstone Experience	6
HNC 469	Population Health Nursing	6
	TOTAL CREDITS	60

Students enrolling in the Registered Nurse to Baccalaureate program may apply for up to a maximum of 8 transfer credits provided the courses meet specific criteria:

- **Credits for all courses must carry a grade of C+ or higher at regionally accredited institutions**
- **Credits must not be more than 5 years old at the time the student is admitted to their program of study at the School of Nursing**

- **Courses must be 300 or 400 level**

Courses considered for transfer credit will be evaluated and may be accepted for applicability to specific School of Nursing degree requirements. 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. Please refer to the School of Nursing Student Handbook for the full policy on Transfer Credits. Students who have received a prior bachelor's degree from Stony Brook University or another accredited institution may be eligible to apply a maximum of 19 credits of upper-division level coursework (undergraduate courses numbered 300 or higher) toward the liberal arts & sciences component of the Registered Nurse to Baccalaureate degree program. Only courses with a minimum grade of C+ shall be considered. Please speak to a School of Nursing Undergraduate Program Advisor for more information regarding the School of Nursing Transfer Credit Policy.

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 an associate degree 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

- **Cumulative GPA of 3.00**
- **Minimum of 1 year clinical experience as a Registered Nurse in clinical area of interest**
- **60 college credits with a grade of C or better in the following pre-admission courses:**

Required Pre-Admission Coursework*	Credits
Lower Division Clinical Nursing Courses	30
English Composition	3
Introduction to Psychology	3
Microbiology/Lab	4
Anatomy & Physiology I/Lab	4
Anatomy & Physiology II/Lab	4
Statistics	3
Humanities	3
US History	3
Global Issues	3
Total Credits	60

Registered Nurse to Baccalaureate Master of Science students who were admitted prior to Summer 2022 are expected to follow the admission requirements in effect at the time of their admission.

Registered Nurse/Baccalaureate to Master of Science Program Curriculum

Graduation Requirements	Credits
Professional Development	
HNC 351 Role Development for Professional Advancement	3
HNC 440 Nursing Research: Appraising Evidence for Practice	2
HNC 479 Transitioning to Baccalaureate Nursing Practice	3
HNC 304 Social Justice in Healthcare	2
Health Related Sciences	
HNC 310 Pathophysiology	3
HNC 360 Statistical Methods	3
HNC 300 Healthcare Informatics	3
HNC 333 Fundamentals of Pharmacology	4
HNC 305 Healing and the Arts	2
HNC 497 Genetics and Genomics	3
HNC 499 Epidemiology: Population Based	3
Clinical Nursing	
HNC 370 Health Assessment	3
HNC 340 Novice to Expert	6
HNC 470 Nursing Leadership Practicum: A Capstone Experience	6
HNC 469 Population Health Nursing	6
Master's Core	
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
Total Credits	60

Students enrolling in the Registered Nurse to BS/MS program may apply for up to a maximum of 8 transfer credits provided the courses meet specific criteria:

- Credits for all courses must carry a grade of C+ or higher at regionally accredited institutions
- Credits must not be more than 5 years old at the time the student is admitted to their program of study at the School of Nursing
- Courses must be 300 or 400 level

Courses considered for transfer credit will be evaluated and may be accepted for applicability to specific School of Nursing degree requirements. 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. Please refer to the School of Nursing Student Handbook for the full policy on Transfer Credits. Students who have received a prior bachelor's degree from Stony Brook University or another accredited institution may be eligible to apply a maximum of 19 credits of upper-division level coursework (undergraduate courses numbered 300 or higher) toward the undergraduate liberal arts & sciences component of

the Registered Nurse to BS/MS degree program. Only courses with a minimum grade of C+ shall be considered. Please speak to a School of Nursing Undergraduate Program Advisor for more information regarding the School of Nursing Transfer Credit Policy.

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 3.00
- Current professional Registered Nurse license
- Three online letters of recommendation
- Three credit undergraduate course in Health Assessment (by advisement for Nursing Leadership Program)
- Three credit undergraduate course in Statistics (by advisement for Nursing Leadership Program)
- Meet all Technical Standards for Admission and Retention (see application)
- Current curriculum vitae/resume

APPLICANTS WITH NON-NURSING BACHELOR DEGREES

Applicants to a Master of Science 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. There is a $300 non-refundable fee for evaluation of the Clinical Practice Portfolio. If the portfolio does not meet academic standards, the student cannot be matriculated.

Additional Requirements Upon Admission

- Official transcripts from all colleges/universities attended
- Evidence of meeting all Stony Brook University and School of Nursing health requirements
- Evidence of health insurance
- Certification in Basic Life Support for Healthcare Providers (BLS) with AED (must be acquired through American Heart Association or American Red Cross). In addition to BLS, Adult-Gerontology Acute Care Nurse Practitioner students must have Advanced Cardiovascular Life Support (ACLS) and Pediatric Acute Care Program students must have Pediatric Advanced Life Support (PALS).
- Certification in Neonatal Resuscitation Program (NRP) for Nurse Midwifery and Neonatal Students
- Evidence of student malpractice insurance is required for all Master of Science students

Transcripts from foreign institutions must be evaluated by a NACES accredited evaluation service, such as the World Education Services (WES) http://www.wes.org

MASTER OF SCIENCE PROGRAM CURRICULUMS

Adult-Gerontology Primary Care Nurse Practitioner (HNAZM)

Offered through Distance Education with On-Site Requirements

The Adult-Gerontology Primary Care 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	Health Care Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3
HNG 519	Advanced Theory and Clinical Practice in Adult-Gerontology Nursing Across the Continuum I	4
HNG 529	Advanced Theory and Clinical Practice in Adult-Gerontology	5

Course #	Title	Credits
	Nursing Across the Continuum II	
HNG 539	Advanced Theory and Clinical Practice in Primary Care Adult-Gerontology Nursing I	5
HNG 540	Clinical Pharmacology	3
HNG 541	Nursing Research and Evidence-Based Practice I	3
HNG 543	Nursing Research and Evidence-Based Practice II	3
HNG 549	Advanced Theory and Clinical Practice in Primary Care Adult-Gerontology Nursing II	5
HNG 588	Clinical Pathophysiology Across the Lifespan	3
	Electives	3
Total Credits		45

Adult-Gerontology Acute Care Nurse Practitioner (HNQZM)

Offered through Distance Education with On-Site Requirements

The Adult-Gerontology Acute Care Nurse Practitioner Program prepares graduates to provide advanced practice nursing to adult-gerontology patients (young adults, older adults, and frail elderly) with complex acute and/or chronic health conditions and to develop effective solutions for patient, population and system needs. The program equips students with knowledge, skills, and attitudes to manage patient care across the full spectrum of acuity and healthcare settings.

Course #	Title	Credits
HNH 503	Organizational Leadership and Role Formation	3
HNH 504	Quality Improvement, Safety and Healthcare Technologies	3
HNH 505	Health Care Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3
HNG 519	Advanced Theory and Clinical Practice in Adult-Gerontology Nursing Across the Continuum I	4
HNG 529	Advanced Theory and Clinical Practice in Adult-Gerontology Nursing Across the Continuum II	5
HNG 509	Advanced Theory and Clinical Practice in Acute Care Adult-Gerontology Nursing I	5
HNG 559	Advanced Theory and Clinical Practice in Acute Care Adult-Gerontology Nursing II	5
HNG 540	Clinical Pharmacology	3
HNG 541	Nursing Research and Evidence Based Practice I	
HNG 543	Nursing Research and Evidence Based Practice II	3
HNG 580	Advanced Skills, Technologies & Clinical Decision-Making in Acute Care	3
HNG 588	Clinical Pathophysiology	3

Course #	Title	Credits
	Across the Lifespan	
	Electives	3
Total Credits		45

Pediatric Primary Care Nurse Practitioner (HNKZM)

Offered through Distance Education with On-Site Requirements

The Pediatric Primary Care 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	Health Care Policy and Advocacy	2
HNG 520	Pediatric Pathophysiology	3
HNG 525	Advanced Health Assessment Child Health	3
HNG 540	Clinical Pharmacology	3
HNG 541	Nursing Research and Evidence-Based Practice I	3
HNG 543	Nursing Research and Evidence-Based Practice II	3
HNG 518	Advanced Theory and Clinical Practice in Pediatric Nursing Across the Continuum I	4
HNG 528	Advanced Theory and Clinical Practice in Pediatric Nursing Across the Continuum II	4
HNG 538	Advanced Theory and Clinical Practice in Primary Care Pediatric Nursing I	5
HNG 548	Advanced Theory and Clinical Practice in Primary Care Pediatric Nursing II	4
HNG 588	Clinical Pathophysiology Across the Lifespan	3
	Electives	2
Total Credits		45

Pediatric Acute Nurse Practitioner (HNPZM)

Offered through Distance Education with On-Site Requirements

The Pediatric Acute Care Nurse Practitioner Program prepares graduates to provide advanced practice nursing to pediatric patients with acute, critical, and/or complex chronic health conditions and to develop effective solutions for patient, population and system needs. 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	Health Care Policy and Advocacy	2
HNG 520	Pediatric Pathophysiology	3

Course #	Title	Credits
HNG 525	Advanced Health Assessment Child Health	3
HNG 540	Clinical Pharmacology	3
HNG 541	Nursing Research and Evidence-Based Practice I	3
HNG 543	Nursing Research and Evidence-Based Practice II	3
HNG 518	Advanced Theory and Clinical Practice in Pediatric Nursing Across the Continuum I	4
HNG 528	Advanced Theory and Clinical Practice in Pediatric Nursing Across the Continuum II	4
HNG 508	Advanced Theory and Clinical Practice in Acute Care Pediatric Nursing I	4
HNG 558	Advanced Theory and Clinical Practice in Acute Care Pediatric Nursing II	4
HNG 588	Clinical Pathophysiology Across the Lifespan	3
HNG 580	Advanced Skills, Technologies & Clinical Decision-Making in Acute Care	3
Total Credits		45

Neonatal Nurse Practitioner (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
HNH 504	Quality Improvement, Safety and Healthcare Technologies	3
HNH 505	Health Care 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	Nursing Research and Evidence-Based Practice I	3
HNG 542	Neonatal Pharmacology	3
HNG 543	Nursing Research and Evidence-Based Practice II	3
HNG 564	Advanced Theory and Clinical Practice in Perinatal/ Neonatal Health Nursing I: Primary Care Concepts	3
HNG 569	Advanced Theory and Clinical Practice in Perinatal/	5

Course #	Title	Credits
	Neonatal Health Nursing II: The Childbearing Family/High Risk Infant	
HNG 578	Advanced Theory and Clinical Practice in Perinatal/ Neonatal Health Nursing III: High Risk Neonate I	6
HNG 579	Advanced Theory and Clinical Practice in Perinatal/ Neonatal Health Nursing IV: High Risk Neonate II	6
HNG 588	Clinical Pathophysiology Across the Lifespan	3
Total Credits		45

Psychiatric Mental Health Nurse Practitioner (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	Health Care 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/ Mental Health Nursing II	4
HNG 537	Advanced Theory and Clinical Practice in Psychiatric/ Mental Health Nursing III	5
HNG 540	Clinical Pharmacology	3
HNG 541	Nursing Research and Evidence-Based Practice I	3
HNG 543	Nursing Research and Evidence-Based Practice II	3
HNG 547	Advanced Theory and Clinical Practice in Psychiatric/ Mental Health Nursing IV	5
HNG 551	Psychopharmacology	2
HNG 588	Clinical Pathophysiology Across the Lifespan	3
	Electives	2
Total Credits		45

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	Health Care Policy and Advocacy	2
HNG 501	Primary Care	3
HNG 515	Advanced Health Assessment	3
HNG 540	Clinical Pharmacology	3
HNG 541	Nursing Research and Evidence-Based Practice I	3
HNG 543	Nursing Research and Evidence-Based Practice II	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 Pathophysiology Across the Lifespan	3
Total Credits		45

Family Health Nurse Practitioner (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 Care Policy and Advocacy	2
HNG 541	Nursing Research and Evidence-Based Practice I	3
HNG 543	Nursing Research and Evidence-Based Practice II	3
HNG 540	Clinical Pharmacology	3
HNG 515	Advanced Health Assessment	3
HNG 588	Clinical Pathophysiology Across the Lifespan	3
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
Total Credits		45

Nursing Leadership (HNHZM)

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.

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
HNG 541	Nursing Research and Evidence-Based Practice I	3
HNG 543	Nursing Research and Evidence-Based Practice II	3
HNH 530	Communication and Relationship Management	3
HNH 531	Business Skills for Nurse Leaders	3
HNH 532	Finance and Economics in Nursing LeadershipHNH 533	3
HNH 533	Legal/Ethical/ Regulatory Issues in Nursing Leadership	3
HNH 540	Advanced Theory and Practice in Nursing Leadership I	4
HNH 534	Advanced Leadership Seminar	3
HNH 541	Advanced Theory and Practice in Nursing Leadership II	3
	Total Credits	36

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 usinga 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
HNG 541	Nursing Research and Evidence-Based Practice I	3
HNG 543	Nursing Research and Evidence-Based Practice II	3
HNG 540	Clinical Pharmacology	3
HNG 515	Advanced Health Assessment	3
HNG 588	Clinical Pathophysiology Across the Lifespan	3
HNH 510	Facilitating Adult Learning	3
HNH 511	Curriculum Design, Implementation and Evaluation in Nursing Education	3

Course #	Title	Credits
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 of Science or doctoral 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 3.00
- Current registered professional nurse licensure
- Three online letters of recommendation
- Three-credit undergraduate course in Health Assessment (by advisement for Nursing Leadership Program)
- Three-credit undergraduate course in Statistics (by advisement for Nursing Leadership Program)
- Technical Standards for Admission and Retention (see online application)
- Current curriculum vitae/resume

ADDITIONAL REQUIREMENTS UPON ADMISSION

- Official transcripts from all colleges/universities attended
- Evidence of meeting all Stony Brook University and School of Nursing health requirements
- Evidence of health insurance
- Certification in Basic Life Support for Healthcare Providers (BLS) with AED (must be acquired through American Heart Association or American Red Cross). In addition to BLS, ADult-Gerontology AcuteCare Nurse Practitioner students must have Advanced Cardiovascular Life SUpport (ACLS) and Pediatric Acute Care Program students must have Pediatric Advanced Life SUpport (PALS). In addition to BLS, Adult-Gerontology Acute Care Nurse Practitioner students must have Advanced Cardiovascular Life Support (ACLS) and Pediatric Acute Care Program students must have Pediatic Advanced Life Support (PALS).
- Certification in Neonatal Resuscitation Program (NRP) for Nurse Midwifery and Neonatal Students
- Evidence of student malpractice insurance is required for all Advanced Certificate students

Transcripts from foreign institutions must be evaluated for transfer equivalency credits by a NACES 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.

Advanced Certificate Program Curriculums*

ADULT-GERONTOLOGY PRIMARY CARE 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-Gerontology Nursing Across the Continuum I	4
HNG 529	Advanced Theory and Clinical Practice in Adult-Gerontology Nursing Across the Continuum II	5
HNG 539	Advanced Theory and Clinical Practice in Primary Care Adult-	5

Course #	Title	Credits
	Gerontology Nursing I	
HNG 549	Advanced Theory and Clinical Practice in Primary Care Adult-Gerontology Nursing II	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 Pathophysiology Across the Lifespan	3

ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (HNQZC)

Offered through Distance Education with On-Site Requirements

Minimum of 13 credits with a Gap Analysis conducted to determine final program plan for each individual.

Course #	Title	Credits
	Core Course	
HNG 509	Advanced Theory and Clinical Practice in Acute Care Adult-Gerontology Nursing I	5
HNG 559	Advanced Theory and Clinical Practice in Acute Care Adult-Gerontology Nursing II	5
HNG 580	Advanced Skills, Technologies & Decision Making in Acute Care	3
		13 (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 Pathophysiology Across the Lifespan	3
HNG 519	Advanced Theory and Clinical Practice in Adult-Gerontology Nursing Across the Continuum I	4
HNG 529	Advanced Theory and Clinical Practice in Adult-Gerontology Nursing Across the Continuum II	5

PEDIATRIC PRIMARY CARE NURSE PRACTITIONER (HNKZC)

Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
	Core Courses	
HNG 520	Pediatric Pathophysiology	3
HNG 518	Advanced Theory and Clinical Practice in Pediatric Nursing Across the Continuum I	4
HNG 528	Advanced Theory and Clinical Practice in Pediatric Nursing Across the Continuum II	4
HNG 538	Advanced Theory and Clinical Practice in Primary Care Pediatric Nursing I	5
HNG 548	Advanced Theory and Clinical Practice in Primary Care Pediatric Nursing II	4
		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 525	Advanced Health Assessment Child Health	3
HNG 540	Clinical Pharmacology	3
HNG 588	Clinical Pathophysiology Across the Lifespan	3

PEDIATRIC ACUTE CARE NURSE PRACTITIONER (HNPZC)

Offered through Distance Education with On-Site Requirements

Minimum of 11 credits with a Gap Analysis conducted to determine final program plan for each individual

Course #	Title	Credits
	Core Course	
HNG 508	Advanced Theory and Clinical Practice in Acute Care Pediatric Nursing I	4
HNG 558	Advanced Theory and Clinical Practice in Acute Care Pediatric Nursing II	4
HNG 580	Advanced Skills, Technologies & Decision Making in Acute Care	3
		11 (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 525	Advanced Health Assessment Child Health	3

Course #	Title	Credits
HNG 540	Clinical Pharmacology	3
HNG 588	Clinical Pathophysiology Across the Lifespan	3
HNG 518	Advanced Theory and Clinical Practice in Pediatric Nursing Across the Continuum I	4
HNG 528	Advanced Theory and Clinical Practice in Pediatric Nursing Across the Continuum II	4
HNG 520	Pediatric Pathophysiology	3

WOMEN'S HEALTH NURSE PRACTITIONER (HNWZC)

Offered through Distance Education with On-Site Requirements

Currently not 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 Clinical Practice in Perinatal/ Women's Health Nursing III	5
HNG 554	Advanced Theory and Clinical Practice in Perinatal/ Women's Health Nursing IV	4
		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 Pathophysiology Across the Lifespan	3

NEONATAL NURSE PRACTITIONER (HNNZC)

Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
	Core Courses	
HNG 513	Advanced Health Assessment of the Neonate and Infant	3
HNG 522	Advanced Topics in Fetal and Neonatal Pathophysiology	2
HNG 542	Neonatal Clinical Pharmacology	3
HNG 569	Advanced Theory and Clinical Practice	5

Course #	Title	Credits
	in Perinatal/ Neonatal Nursing II: Childbearing Family/High Risk Infant	
HNG 578	Advanced Theory and Clinical Practice in Perinatal/ Neonatal Health Nursing III: High Risk Neonate I	6
HNG 579	Advanced Theory and Clinical Practice in Perinatal/ Neonatal Health Nursing IV: High Risk Neonate II	6
		25 (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 564	Advanced Theory and Clinical Practice in Perinatal/ Neonatal Health Nursing I: Primary Care Concepts	3
HNG 588	Clinical Pathophysiology Across the Lifespan	3

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	4
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
	Departmental Elective	2
		22 (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

Course #	Title	Credits
HNG 540	Clinical Pharmacology	3
HNG 588	Clinical Pathophysiology Across the Lifespan	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
HNG 501	Primary Care	3
		22 (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 Pathophysiology Across the Lifespan	3

FAMILY NURSE PRACTITIONER PROGRAM (HNLZC)

Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
	Core Courses	
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: Theories and Interventions for Advanced Nursing Practice	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 Care Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3
HNG 540	Clinical Pharmacology	3

Course #	Title	Credits
HNG 588	Clinical Pathophysiology Across the Lifespan	3

NURSING EDUCATION (HNUZC)

Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
	Core Courses	
HNH 510	Facilitating Adult Learning	3
HNH 511	Curriculum Design, Implementation and Evaluation in Nursing Education	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
		20 (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 Care Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3
HNG 540	Clinical Pharmacology	3
HNG 588	Clinical Pathophysiology Across the Lifespan	3

NURSING LEADERSHIP (HNHZC)

Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
	Core Courses	
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
		22 (minimum)

***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.*

The School of Nursing is currently only accepting applicants with advanced standing to the DNP program. In order to apply, you must hold a Master of Science degree as an advanced Nurse Practitioner or as a certified Nurse Midwife.

Course #	Title	Credits
	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 665	Doctoral Synthesis II (Management and Analysis of Data)	6
HND 675	Doctoral Synthesis III (Scholarly Dissemination)	6
	Analytics & Informatics Core	
HND 635	Biostatistics	3
HND 645	Large Datasets	3
	Advanced Clinical Practice Core	
HND 615	Genomics	3
	Population Health Core	
HND 625	Health Policy and Social Justice	3

Course #	Title	Credits
HND 640	Principles of Epidemiology/ Global Health	3
Total Credits		42

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
•Bachelor's Degree
•Minimum cumulative GPA 2.80 and grades of C or higher in the following pre-admission courses:

Pre-Admission Required Courses	Credits
English Composition	3
Microbiology/Lab	4
Anatomy & Physiology I/ Lab	4
Anatomy & Physiology II/ Lab	4
Chemistry	3
Statistics	3
Lifespan/Developmental Psychology	3

GRADUATION REQUIREMENTS		
Course #	Title	Credits
	Professional Socialization	
HNI 350	Professional Role Development in Nursing	2
HNI 440	Nursing Research: Appraising Evidence for Practice	2
HNI 479	Transitioning to Baccalaureate Nursing Practice	3
	Health Related Sciences	
HNI 301	Mathematics for Health Care	2
HNI 310	Pathophysiology	3
HNH 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	Sexual, Reproductive and Perinatal Health	5

	GRADUATION REQUIREMENTS	
Course #	Title	Credits
HNI 464	Child and Adolescent Health	5
HNI 469	Population Health Nursing	6
HNI 474	Capstone Nursing Practicum	4

Doctor of philosophy (Phd) in nursing

The Doctor of Philosophy (PhD) represents the highest level of formal education for a career in nursing research and the scholarship of discovery. It prepares scholars for expression and communication of the knowledge base in the profession of nursing. PhD graduates develop the scientific foundation, steward the profession, define its uniqueness, maintain its professional integrity and educate the next generation of nurses. The PhD in Nursing program at Stony Brook University (SBU) School of Nursing (SON) will have a strong scientific emphasis within the discipline of nursing and an understanding of the science of related disciplines and translation science. The program is designed in a broad, cross-functional perspective to prepare nurse scientists to collaborate across disciplines to solve complex problems and address multiple issues facing individuals, families, communities and populations. Translational and innovative research, promoting interdisciplinary collaboration at the highest level, will be foundational to the program. To foster success and promote transformational, far-reaching opportunities, students will engage in a diversified curriculum.

The 54-credit curriculum is designed for Master's-prepared nurses who aspire to research and academic roles within health care and educational settings. It will build on the foundation of research and scholarship gained at the master's level. The part-time, cohort-based program, to be offered on-site (one day/week) with web-enhanced technologies, contains three phases: Coursework, Proposal Development and Dissertation. Coursework and proposal development will take two and one-half years to complete with an additional one year for dissertation completion. The PhD candidate will select an area of research congruent with interdisciplinary faculty expertise. The SBU intensive research environment provides opportunities for mentorship by faculty within and outside the SON. Our Office of Nursing Research assists faculty and doctoral students in meeting research goals by providing administrative support, grant preparation support and management, statistical consultation, and dissemination of research findings through poster/podium presentation and manuscript preparation.

ADMISSION REQUIREMENTS AND APPLICATION PROCEDURES

Application procedures and requirements as set forth in this Bulletin must be followed. Applications will be reviewed by PhD in Nursing program faculty and the Committee on Admissions and Academic Standards. All admissions for the PhD in Nursing will begin annually in May. The number of openings for the PhD

in Nursing program is small and acceptance is competitive. Additionally, congruency of the applicant's research interest with faculty expertise may impact admission decisions.

Requirements for admission include:

1. Applicants to the Ph.D. in Nursing Program must hold a Master's degree in nursing from a nationally accredited program or its international equivalent. Students with a master's degree in a related discipline (i.e, MPH or MPH) and a Bachelor's in Nursing may also be considered.
2. A current unencumbered license to practice as a registered professional nurse
3. One official copy of any transcript from any undergraduate college or university attended, from which a degree was conferred. Applicants must submit one official copy of any transcript relating to any graduate level work undertaken, regardless of whether or not a degree was earned.*Note: Educational systems that cannot be compared to the United States must be evaluated by a US credentials evaluation service before admission can be finalized.*
4. Minimum overall GPA of 3.00 on a 4.00 scale
5. Three letters of recommendation attesting to your academic ability
6. Curriculum Vitae including education and employment history; honors and awards; and publications and grantsmanship. Must demonstrate a progressive record of professional development in nursing
7. A personal interview with PhD program faculty
8. An exemplar of scholarly writing (e.g., publications)
9. A statement of professional goals and research interests including reference to Stony Brook University School of Nursing PhD faculty whose current research is aligned with your areas of interest and expertise.
10. Documented proficiency in English for international student (see the English Proficiency Requirements for Non-Native Speakers of English in the Graduate Bulletin (http://sb.cc.stonybrook.edu/gradbulletin/current/degrees/phd/index.php)
11. International Applicants: Each person planning to study in the United States is required to have the appropriate immigration status. The immigration documents for F-1 and J-1 student status are issued by Visa and Immigration Services at Stony Brook University based on receipt of required supporting documentation, including evidence of admission, English language proficiency, an proof of financial support for the program of study. (see the International Students section in the Graduate Bulletin (https://www.stonybrook.edu/commcms/graduate-admissions/programs/details.php?code=nursing&type=description&level=graduate_bulletin_data#ProgramOverview)

These admission requirements constitute the minimum expectations for applicants. Applicants should be aware that students selected for admission generally exceed these requirements.

REQUIREMENTS FOR THE PHD IN NURSING PROGRAM

Curriculum Requirements

The part-time, cohort-based program, to be offered on-site (one day/week) with web-enhanced technologies, contains three phases: Coursework, Proposal Development and Dissertation. Coursework and proposal development will take two and one-half years to complete with an additional one year for dissertation completion. All students will follow an approved program of courses, called the Academic Program Plan, determined to meet his or her needs and to satisfy program requirements. The Academic Program Plan, developed by the student in consultation with the faculty advisor, should provide sufficient depth and breadth for the chosen are of research, including specific content areas, methodological and analytic approaches. Any changes to the plan must be approved by the faculty advisor and submitted to the Director of the PhD in Nursing Program for final review. The following includes minimum curriculum requirements:

COURSE	CREDIT	PRE-REQUISITE
Statistics/Research Design		
NUR 635 Biostatistics	3	
NUR 636 Advanced Statistical Methods	3	NUR 635
NUR 647 Doctoral Research Seminar	3	
NUR 660 Quantitative Methods in Nursing Research	3	
NUR 661 Qualitative Methods	3	

in Nursing Research		

Philosophy/Theory/Foundations

NUR 630 Philosophical Foundations of Nursing Science	3	
NUR 631 Concepts, Theories and Knowledge Development in Nursing Science	3	NUR 630
NUR 680 Integrating Big Data to Evaluate Population Health/VIP 695 Multidisciplinary Project Leadership	3	
NUR 662 Data Management and Informatics for Clinical Scientists	3	NUR 635 NUR 636
COM 565 Foundations of Science Communication	3	

Research Practicum

Cognates (2)	6	
NUR 690 Dissertation Seminar I	3	
NUR 691 Dissertation Seminar II	3	

Doctoral Role Formation

NUR 697 Seminar Series: Investigator Role and Research Practicum	3	
NUR 698 Seminar Series: Academic Role and Teaching Practicum	3	

By Advisement

Qualifying Examination	N/C	To be taken prior to dissertation phase
NUR 699 PhD Dissertation Research – On campus; or, NUR 700 PhD Dissertation Research – Off campus (Domestic); or, NUR 701 PhD Dissertation Research – Off campus (International) (until *Dissertation Defense*)	6	Following completion of all core courses and the Qualifying Exam, students will register for a minimum of 2 semesters (Spring and Fall), of 3 credits each. Additional enrollment of 1-6 credits per semester is required until dissertation is completed and successfully defended.
TOTAL CREDITS	54	

Cognates

Students will select a minimum of two cognate courses (6 credits) to support the dissertation. They individually and collectively enhance the depth of understanding of the student's chosen area of research. Cognate courses are taken after the first year of coursework when a student's chosen research area has become more clearly defined. Cognates are typically

in specific content areas (i.e., self-management, biomarkers, biomedical informatics) or in specific methodological or analytical approaches (i.e., research design methodologies or data analytical methods). These courses must be at the graduate level and taught by doctorally prepared faculty either from with the School of Nursing or the University community at large. Students should consult with their faculty advisor regarding possible content and methodological areas that will support the chosen area of research.

Teaching Practicum Requirement

All doctoral students in the PhD in Nursing Program at Stony Brook University must complete at least one semester of practicum in teaching under supervision. Students in the PhD in Nursing Program will register for NUR 698 Seminar Series: Academic Role and Teaching Practicum to enhance their expertise in the role of an academician. The practicum will be individualized according to the student's prior experiences in the academic role. The practicum will provide students with expertise in course development, teaching pedagogies and strategies for curriculum delivery, test construction and evaluation methodologies for didactic and clinical learning, approaches to teaching diverse learners and difficult student situations, and professional role development among others.The practicum may include making seminar or class presentations, assisting in laboratories, or leading discussion sessions. Grading experience by itself will not be considered sufficient for satisfaction of this requirement. Faculty are responsible for providing informal feedback and formal evaluation. Following (or in some cases, concurrent with) proper training through a teaching practicum and after having fulfilled other requirements for teaching (e.g., demonstration of spoken English proficiency for non-native speakers of English), a graduate student may serve as a teaching assistant (TA) in courses at Stony Brook University, where the instructor of record is a faculty member. An advanced graduate student may act as the instructor of record for an undergraduate course offered at Stony Brook University only if he or she is appointed to an adjunct faculty position as a lecturer. No student shall be appointed to such a position until he or she has been advanced to candidacy (G5 only). It is not required that

such students be enrolled in full-time status, although this is recommended. Appointment procedures follow the same process as regular faculty appointments. Graduate students at G4 level or below cannot be designated as the Instructor of Record for any course offered at Stony Brook University. They may be appointed as Teaching Assistants. In addition, there must be a designated faculty supervisor who serves as the Instructor of Record for the course.Each student, with the help of their faculty advisor, will identify the semester during which they will complete the teaching practicum, develop individualized student learning outcomes based on prior experiences in the academic role and identify a faculty preceptor. The faculty advisor, faculty preceptor and student will develop the structure of the practicum and plan activities to accomplish the student learning outcomes.

Research Practicum Requirement

All doctoral students in the PhD in Nursing Program at Stony Brook University must complete at least one semester of practicum in research under supervision. Students in the PhD in Nursing Program will register for NUR 697 Seminar Series: Investigator Role and Research Practicum to enhance their expertise in the role of an investigator. The practicum will be individualized according to the student's prior experiences in the investigator role. The practicum will provide students with expertise in selected aspects of the research process, including development of the conceptual/theoretical foundation of the study, study implementation (e.g. start-up activities, consent, intervention, fidelity management), data collection, data management, data analysis, participate in preparation of grant proposal and dissemination of findings.Each student, with the help of their faculty advisor, will identify the semester during which they will complete the research practicum, develop individualized student learning outcomes based on prior experiences in the investigator role and identify a faculty preceptor. The faculty advisor, faculty preceptor and student will develop the structure of the practicum and plan activities to accomplish the student learning outcomes.

Qualifying Examination

The overarching goal of the SON PhD program is to prepare nurse scientists to conduct independent original research to advance nursing science. Successful completion of the Qualifying Examination demonstrates the necessary competencies needed to progress toward independent work in dissertation development and achieve the program outcomes. Students will be eligible to take the Qualifying Examination after completing the first year of the PhD program. The scholarly product of the Qualifying Examination is the PhD student's

independent preparation of a manuscript of publishable quality for submission to a peer-reviewed journal and a separate oral defense of the manuscript. Acceptable scholarly products include an integrative review or concept analysis. The PhD student's faculty advisor must approve the topic for the qualifying examination. As in any academic evaluative examination, the Qualifying Examination must be an individual scholarly product reflecting the student's efforts. The PhD student may receive faculty advice on the topic selection, type of scholarly product, and selection of a peer-reviewed journal considered for submission. The student must also consult with a Health Science Librarian and seek support as needed from the Stony Brook University Writing Center.

Students will typically have six months to complete the Qualifying Examination, or as determined by the PhD Program Director and Faculty Advisor in consideration of the student's PhD program pathway. The grading for the Qualifying Examination will be pass/fail (see below). Students will be assigned two faculty readers. Each reader will assign a grade of "pass" or "not pass" for the manuscript and the oral portion of the exam. Students must pass both written and oral components. If there is a disagreement in grade, a third faculty will be assigned, and the two similar grades will be the official grade.

If a student does not pass the Qualifying Examination, the student will have an opportunity for a second attempt at revision of the manuscript over four weeks, which must be completed before the beginning of the next semester. The evaluation of the second attempt is the same as the first. To remain in the program, students must pass the second attempt.

Grading: Pass with revisions, Pass without revisions, Not Pass

Dissertation Proposal DEFENSE

The purpose of the Dissertation Proposal Defense is to demonstrate an understanding of knowledge in the concentration area that supports the student's dissertation research. Students may not progress to the proposal defense until all required coursework is complete. Written permission from the program director will be required for students who previously obtained permission to progress on an alternate academic pathway.

The proposal defense contains a written and oral component, both requiring a passing grade to advance to dissertation phase. Preparation of the proposal defense occurs under the guidance of the Dissertation Committee, facilitated by the Dissertation Committee Chair.

Dissertation FORMAT AND GUIDELINES

The preparation of the dissertation constitutes the final phase of the PhD program. The dissertation should represent a high level of analytical and research competence and represent an original contribution to the field of nursing science. Students are registered for NUR 699 PhD Dissertation Research during this phase of academic progression. Two dissertation formats are acceptable and are described in the table below. Either format is suitable for quantitative, qualitative, or mixed methods formats. Consultation with the Dissertation Committee Chair will guide the format most appropriate for the student's specific study.

RESIDENCE REQUIREMENT

At least two consecutive semesters of full-time study at Stony Brook University in the program granting the degree (or three consecutive semesters of a

minimum of six credits for part-time students) are required.

Program Time Limit

The time limit for a doctoral degree, including coursework, examinations, practicums, and dissertation is seven (7) years from date of matriculation in the PhD in Nursing Program. In exceptional cases where the program cannot be completed within these periods, students may petition for an extension of the time limit. The Request for Waiver of Graduate Time Limit form can be found by selecting the forms link from the Graduate School website. These petitions require the approval of the student's faculty advisor and Director of the PhD in Nursing Program. Requests for a time limit extension must be filed before the limit is exceeded and must contain a significant justification. The final decision rests with the Dean of the Graduate School, who may impose additional requirements.

Program in Public Health

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ABOUT THE PROGRAM

Welcome to the Program in Public Health at Stony Brook Medicine

Dynamic Academic Programs

The Program in Public Health (PPH) trains people to integrate the knowledge, skills, and values of public health and health management into their careers and provide leadership in their field. The PPH offers a variety of degree programs including:

- **Master of Public Health (MPH) (accredited by the Council on Education for Public Health)**
- **Master of Health Administration (MHA) (accredited by the Commission on the Accreditation of Healthcare Management Education)**
- **MS in Epidemiology and Clinical Research**
- **PhD in Population Health and Clinical Outcomes Research**
- **Advanced Graduate Certificate in Health Education and Promotion**
- **Combined and concurrent degree Programs:**
  - **Master of Business Administration/MPH**
  - **Master of Social Work/MPH**
  - **Master of Science in Nutrition/MPH**
  - **Master of Arts in Public Policy/MPH**
  - **Medical Doctorate/MPH**
  - **Doctorate of Dental Surgery/MPH**

Strong Foundations in Public Health
Public health is distinct from medicine in both its emphasis on prevention and its focus on populations. One of the hallmarks of our program is that we create a learning environment that emphasizes a collaborative, multidisciplinary approach to the root causes of public health problems, while instilling the skills necessary to develop innovative and practical solutions for positive impact. Changing political, economic, and social conditions in the United States and the world make the application of new knowledge and technologies all the more important. In addition to the traditional knowledge, including epidemiology and biostatistics, our graduates leave with:

- **an ecological understanding of the determinants of health – from genetics and behavioral all the way up to environmental and policy factors;**
- **a systems approach to solving health problems;**
- **an emphasis on proactively stabilizing and improving health among all populations;**
- **a thorough understanding and appreciation of the cultural heterogeneity of populations;**
- **an insistence on accountability, evidence-based practice, and continuous performance improvement;**
- **an understanding of the medical, dental, and public health systems that address health - including organization, financing, regulation, quality, & effectiveness;**
- **skills to develop comprehensive health information systems;**
- **tools to assess, develop, implement, and evaluate policy options;**
- **the conceptual and analytical tools to prioritize problems and make sound decisions.**

Exceptional Faculty and Scholarship
One of the many strengths of our program is our exceptional faculty who are public health scholars in clinical, social and behavioral sciences, and the

humanities. The PPH faculty are committed to excellence as teachers and mentors, and many are also leading exciting programs of research, which they translate into the student experience in the classroom, laboratory, clinic or in service to other spheres of public health practice. Current areas of research include racial disparities in healthcare access; sleep health; cognitive functioning and aging; environmental epidemiology; resilience and adaptation in the context of disability and illness.

A Growing Impact on Long Island and Beyond
Our program attracts a competitive pool of outstanding students with diverse backgrounds, unified by a shared passion to improve quality of life locally and globally. Many of our students either work as practitioners in related fields or are in training concurrently, integrating an ecological understanding of health into careers in medicine, dentistry, business, nursing, social work and beyond. The PPH staff work closely to connect students to a growing network of alumni who are public health practitioners. Our alumni network serves as a valuable resource for student field placements and employment. Our students have earned competitive practicum placements and have gone on to obtain full-time employment offers at State and County Departments of Health, non-profit organizations such as IPRO and VIBS (Victims Information Bureau of Suffolk), and university medical centers such as NYU, Stony Brook, and Mt. Sinai.

OUR VISION

Our vision is a society in which all people have equitable access to high quality healthcare that enables them to live up to their full human potential.

OUR MISSION

Our mission is to create a fulfilling education for the next generation of public health practitioners and health management leaders, who are committed to promoting the health of local and global communities through research, interdisciplinary training, and service.

THE SPECIFIC DEGREE PROGRAM VISION, MISSION AND GOALS FOR THE MHA AND MPH PROGRAMS CAN BE FOUND ON OUR WEBSITE.

Our mission is informed by the following values:

- **Excellence: In all our programs we strive for a high degree of excellence, measured by external metrics and standards whenever available.**
- **Synergy: Public health is not a single discipline but a collection of disciplines, which enrich each other; we strive to promote this synergistic approach in both our educational and research endeavors.**
- **Support: Our obligation to our students goes beyond assuring academic success. We design our educational programs and PPH support systems to facilitate career success, whether it is initiating a new career, advancement in a current career, or attainment of leadership positions.**
- **Equity and inclusiveness: In everything we do we seek to promote health equity among, and environmental justice for, all people and populations.**

THE SPECIFIC DEGREE PROGRAM VALUES FOR THE MHA AND MPH PROGRAMS CAN BE FOUND ON OUR WEBSITE.

EDUCATION

The *Program in Public Health* values high-quality education that moves beyond the simple transmission of information to production of creative and critical thinkers who will be able to maintain public health's value to society in the future. This value is operationalized through provision of the Core and Concentration curricula leading to the MPH degree, which is supplemented by a variety of combined and concurrent degree options, the PhD in Population Health & Clinical Outcomes Research, the Master of Health Administration, the MS in Epidemiology & Clinical Research, and the Advanced Graduate Certificate programs. They have as their conerstones the development of analytical and critical thinking skills and and ecological approach to health improvement and disease prevention that will produce public health problem solvers and health management professionals with a population health perspective.

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).

Please visit the program website for more information regarding our faculty and research.

SERVICE

The Program in Public Health values three types of service: Community; Professional; and University.

1. **Community: The Program values direct service to communities. This value is operationalized as advocating for improving population health and eliminating health disparities; and providing needs assessments and guidance for solutions to community health problems, and assisting the public health workforce.**
2. **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.**
3. **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 (PPH) is regionally accredited by the Middle States Commission on Higher Education (CHE MSA) as a component of SUNY Stony Brook University.

The PPH offers two nationally accredited degree programs: the Master of Public Health (MPH) and the Master of Health Administration (MHA).

Council on Education for Public Health (CEPH)

The PPH's Master of Public Health degree program received its initial accreditation by the Council on Education for Public Health (CEPH) in 2008 and reaccredited in 2014. Between 2020 and 2021 the PPH conducted a thorough self-study process whereby we engaged students, staff, faculty, and community stakeholders in an assessment of our program. We had a successful site visit in April 2021 (virtual) and we are reaccredited until 2028.

In addition, as a fully accredited program, our MPH alumni are eligible to be certified in public health by the National Board of Public Health Examiners (NBPHE). This organization was established in September 2005 for the purpose of ensuring that students and graduates from schools and programs of public health accredited by CEPH have mastered the knowledge and skills relevant to contemporary public health. The certification exam serves this purpose. More information about NBPHE and the certification exam can be found at our CPH Exam page.

Commission on Accreditation of Healthcare Management Education (CAHME)

The MHA Program and MPH Concentration in Health Policy and Management are nationally accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). Both the MHA Program and the Health Policy and Management Concentration of the MPH Program submitted to a process of self study in 2019-2020, participated in a virtual CAHME Site Visit in Fall 2020, and successfully received accreditation for both modalities in Spring 2021. The SBU MHA Program is the only accredited MHA program within the SUNY system. Learn more about the accreditation process here.

PROGRAM POLICIES

For more information about the *Program in Public Health* policies visit the program bulletin.

Degrees and Programs

Master of Public Health

COMPLETE ADMISSIONS AND CURRICULUM INFORMATION CAN BE FOUND ON OUR WEBSITE AND IN OUR BULLETIN: HTTPS://PUBLICHEALTH.STONYBROOKMEDICINE.EDU/ACADEMICS/BULLETIN

Program Director: Dylan Smith, PhD

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.

The curriculum for the MPH degree is competency-based in order to comply with current national efforts to improve the quality and accountability of public health training programs. 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 Epidemiology & Biostatistics, Health Policy & Management, Community Health, and Generalist concentrations have concentration-specific competencies.

Combined and Concurrent Degree Programs

ACCELERATED 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. *Master of Social Work (MSW)*
5. *Doctor of Medicine (MD)*
6. *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: https://www.stonybrook.edu/bursar/tuition/.

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.

MSW/MPH

In collaboration with the School of Social Welfare, we offer a combined MSW/MPH degree which prepares students to understand and address social issues affecting the health of individuals, families, communities, and populations. The MSW/MPH program includes about 27 credits of overlap, which reduces the total number of credits in the combined program to 91. Students receive both degrees upon completion of the entire program.

Special Note: Students in the combined MSW/MPH program pay the graduate MSW tuition rate. For more information visit: https://www.stonybrook.edu/bursar/tuition/.

Admission Requirements Combined Degree Programs

Applicants 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.

Applicants who wish to be considered for admission into the combined MSW/MPH program must comply with all admission requirements for both programs.

- *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. Interested students should speak with the Assistant

Director for Student Affairs to discuss tuition policies related to enrollment in these 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 of 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 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 Alda Center for Communicating Science. 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.

This program is currently not accepting applications at this time.

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/

MASTER OF HEALTH ADMINISTRATION

COMPLETE ADMISSIONS AND CURRICULUM INFORMATION CAN BE FOUND ON OUR WEBSITE AND IN OUR BULLETIN: HTTPS://

PUBLICHEALTH.STONYBROOKMEDICINE.EDU/ACADEMICS/BULLETIN

Program Director: Lisa Benz Scott, PhD

The MHA Program is a 2-year, fully online degree that develops highly qualified health management professionals with an understanding of population health competencies. Students have the opportunity to achieve their degree through a high quality, interactive, distance learning courses. The curriculum couples a strong foundation in general management principles with specialized instruction in healthcare administration and population health. Courses are led by full-time faculty members with terminal degrees and subject matter experts who are active practitioners in their fields.

MS EPIDEMIOLOGY AND CLINICAL RESEARCH

For all information regarding admissions and curriculum, please see the Graduate Bulletin or visit the program website, https://publichealth.stonybrookmedicine.edu/msecr.

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 Professions

DEAN: Stacy Jaffee Gropack
OFFICE: Health Sciences Tower, Level 2, Room 400
PHONE: (631) 444-2252
WEB: https://healthprofessions.stonybrookmedicine.edu/

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 Professions 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 science, medical molecular biology, occupational therapy, physical therapy, physician assistant, respiratory care, and speech language pathology. These programs are full-time entry-level except for the health science program and the graduate program in medical molecular biology which is 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 Professions offers non-credit certificate programs in anesthesia technology, EMT-paramedic, medical dosimetry, phlebotomy, radiation therapy, and radiologic technology.

GOALS AND OBJECTIVES

The School of Health Professions provides the highest quality education and leads the nation in creating quality health care programs that complement the country's current and emerging health challenges. Our educational mission supports an interprofessional learning environment. that fosters research, scholarly activity, critical thinking, evidence-based practice, leadership, and professionalism, while affirming the importance of ethical behavior, human diversity, service, and a team approach to health care.

Mission

The mission of the School of Health Professions is to provide the highest quality education in an inter-professional learning environment that fosters educational and translational research, scholarly activity, critical thinking, evidence-based practice, leadership, and professionalism, while affirming the importance of ethical behavior, human diversity, equity and inclusion, cutting-edge technology, and a team approach to health care.

To achieve this, the School endeavors to:

- **Promote patient health and well-being by teaching the knowledge, behavior, and skills needed to ensure excellence in practice;**
- **Expand knowledge through research, scholarship and creative activity;**
- **Facilitate innovative and responsible methods of managing and delivering high quality, cost-effective, accessible health care;**
- **Respond to current and emerging public health challenges both locally and globally;**
- **Cultivate partnerships among faculty, staff, students, alumni, and community;**

Vision

The School of Health Professions strives to be the preferred choice for tomorrow's interprofessional healthcare workforce, preparing the next generation of high-quality clinicians, while supporting clinical translational and educational research, and innovative, inclusive teaching that anticipates and responds to the needs of our diverse community, our region, and beyond.

ADMISSION REQUIREMENTS

Professional Program Admission

Candidates for admission to full-time upper-division study in clinical laboratory sciences 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.

Students seeking admission to the applied health informatics, athletic training, clinical laboratory sciences, physical therapy, physician assistant, respiratory care, and speech language pathology in the school, either from 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 clinical laboratory sciences or respiratory care.

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.

Academic Renewal Policy for Re-admitted Students*

If a student leaves a program by withdrawal, dismissal, or discontinuance, and wishes to return, they must re-apply to the degree program (see program specific admission policies). Re-admitted students may request an academic renewal (see Academic Renewal Policy in the Academic Regulations and Procedures section of this bulletin). Although, 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, an internal transfer of successfully earned, degree applicable, credits may also be requested. Internal transfers will be considered for courses that were not used for prior awarded degrees or requirements. All requests must be approved by both the student's department chair/program director and by the Dean before being processed by the Registrar.

***Applicable to graduate students only.**

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.

Education-Related Expenses

These include costs of transportation to clinical facilities, books, and other instructional materials, equipment, supplies, and additional compliance related clinical or field expenses. Please see school and program handbooks for additional information.

Students admitted to the school are required to purchase liability insurance prior to participation in clinical assignments. (Costs vary by program.) 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 Professions recognizes the necessity for knowledge, as well as superior behavioral, ethical and clinical standards. Students are evaluated on knowledge, professional competence and skill, adherence to professional codes of ethics, sensitivity to patient needs, ability to work with and relate to peers and other members of the health care team, attitude, attendance, punctuality, and 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 students of 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 the School of Health Professions Academic Policies and Procedures and individual programs for details.

Grading Policy

The School of Health Professions follows the grading policies stated in the front of this Bulletin with the exceptions that 1) the P/NC, R, and S/U grades are not used; 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 Professions 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 dismissal 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 Professions 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 Professions 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 Office of Financial Aid. (See the "Financial Assistance" section of this Bulletin.)

CLINICAL RESOURCES

In addition to clinical placement opportunities at Stony Brook's world-class hospital facilities, including Stony Brook University Hospital, Stony Brook Southampton Hospital, Stony Brook Eastern Long Island Hospital and Stony Brook Children's Hospital, the School of Health Professions affiliates with many other institutions and agencies to place students in clinical rotations. 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.

COURSES

Courses offered by the school are intended for Health Professions 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.

CENTER FOR COMMUNITY ENGAGEMENT AND LEADERSHIP DEVELOPMENT

The Center for Community Engagement and Leadership Development (CEE) in the School of Health Professions is a multidisciplinary effort that applies the leadership and social change expertise of Stony Brook University faculty and students for the purpose of bridging the gaps in healthcare and social resource disparities that have persisted in many of Long Island's underserved communities. Through such service to the community, the Center also enriches the academic experience for faculty and students.

The mission of the Center is to develop partnerships between community members and the Stony Brook University faculty to address areas of social disparity. The CCE uses a social justice framework and leadership development strategies to help isolate, research, provide services for, and initiate advocacy measures to change challenges experienced by communities across Long Island and beyond. Specifically, we will focus on the following key areas:

- Health and health care disparities, including disproportionate burden of disease and access
- Education and achievement disparities
- Advocacy and leadership development

The Center's vision is the development of a greater Long Island community that is free from disparity and injustice.

The focus of the Center for Community Engagement (CCE) is to enhance the academic experience of future leaders in community health disciplines and collaborate with local community members to meet the challenges of an increasingly complex world. CCE also creates the opportunity for partnerships between Stony Brook University faculty with national and/or international communities and scholars to further enhance the mission of the Center. The goals of the CCE are as follows:

- **Strengthen Stony Brook University's relationship with local communities**
- **Enhance research and service opportunities for students and faculty**
- **Assist communities in becoming agents of social change**

Website:https://cce.stonybrook.edu/

THE CENTER FOR PUBLIC HEALTH EDUCATION

The Center for Public Health Education's (CPHE) mission is to provide relevant and critical information that will: support health and human service professionals caring for people living with HIV/AIDS; promote quality care and target resources needed to meet the needs of underserved communities; promote HIV prevention education and harm reduction; influence public policy and facilitate research relevant to the HIV/AIDS epidemic.

- **CPHE is a Regional Partner of the Northeast/ Caribbean AIDS Education & Training Center Program, funded by the Health Resources and Services Administration (HRSA). This grant's mission is to provide training opportunities and clinical consultations to health care clinicians working with people living with HIV in Nassau, Suffolk, and Queens counties.**
- **CPHE as a designated HIV/STI/Viral Hepatitis Regional Training Center (RTC) for Long Island and New York City, funded by the New York State Department of Health HIV Education and Training Programs within the AIDS Institute's Office of the Medical Director. Non-physician health and human services providers require ongoing training to provide effective prevention, screening, care and support services for HIV, sexually transmitted infections (STIs), hepatitis C (HCV) and to support LGBTQ+ health, and drug user health.**
- **The Center also serves as the Academic Center for the New York State Peer Worker Certification Program in HIV, HCV, Harm Reduction and Pre-Exposure Prophylaxis (PrEP). More than 250 people living with HIV, Hepatitis C or those who have accessed Harm Reduction services have become certified peer workers since the program's inception in 2016. Our team administers required core training classes, helps peers navigate the application process, leads quarterly Peer Worker Review Board meetings, and helps coordinate the program's annual graduation ceremony.**

For further information contact:

The Center for Public Health Education,
School of Health Professions,
RRAMP Lab,
Research and Development Park
Research and Support Services-Development Drive - Building 17 -Suite 120
Stony Brook University,
Stony Brook, New York 11794-6012
(631) 444-3209

Degrees and Programs

PROGRAM IN APPLIED HEALTH INFORMATICS LEADING TO A MASTER OF SCIENCE DEGREE

Department Chair: Rajiv Lajmi

The School of Health Professions offers a Master of Science degree in Applied Health Informatics (MS/AHI). The MS/AHI is a 48 credit degree program. The program can be completed full-time or part-time. Full-time students complete two traditional 15 week fall and spring semesters and four 6-7-week summer sessions. Full-time students are expected to complete the degree program within 15 months, and part-time students are expected to complete the program within 27 months.

The MS/AHI program is delivered in two formats (students must select one at the beginning of the program):

HyFlex This is a hybrid mode whereby select core classes are offered as a traditional in-person experience and simultaneously as an online synchronous experience. Students can choose to attend some or all classes online or in person.

Online The fully online option allows students to complete the program exclusively through online synchronous instruction. Students who select this option are not allowed to be on campus.

Review specific differences between the two formats here.

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 12 credits of Capstone experiential learning pathway. Options available*:**
  - **A 360-hour practicum internship that provides the opportunity to demonstrate mastery of the curriculum and build hands-on skills and**

competencies that will enhance students' ability to find gainful employment.
- A quality improvement project that is available to students with well-developed health information technology (HIT) experience, and allows for flexibility to focus on a specific problem within HIT.

Note: Sites for approved internships are limited and typically require students to be in person full time over the summer. Fully online students, especially those out of state, may be required to complete the capstone pathway: quality improvement project.

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) taken during the spring semester in Clinical Systems Lifecycle Management or Data Analytics. Each specialization requires students to choose between a traditional experiential practicum OR a quality-improvement project that is completed during summer sessions I and 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
- A CV/resume
- Three letters of recommendation
- Essay demonstrating an in-depth understanding of, and commitment to, this dynamic profession
- For additional international applicant information, visit https://www.stonybrook.edu/commcms/grad/admissions/apply/health-sciences-programs.php

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 applicable coursework to be considered for conditional admission. The student will be required to achieve a minimum 3.0 GPA by the end of the first enrolled term.

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	Health Information Essentials: Standards and Interoperability	3
HHA 502	Health Information Systems and HIT	3
HHA 503	Healthcare Cybersecurity: Regulations, Confidentiality, and Privacy	3
HHA 504	Cloud Computing for Healthcare	3
HHA 505	Healthcare Leadership and Management Essentials	3
HHA 506	Research Design and Methodology for Health Informatics Professionals	3
HHA 507	Data Science for Healthcare: Python and R	3

Specialization Curriculum

Students select a specialization of study in one of the two specialty areas below.

Clinical Systems Lifecycle Management Specialization Curriculum

The goal of this specialization is to develop the knowledge, skills, and competencies required of clinical informatics personnel.

Course #	Title	Credits
HHA 530	Clinical Decision Making	4

Course #	Title	Credits
	and Process Improvement	
HHA 531	Health Information Systems	4
HHA 532	Leading and Managing Clinical Information Systems Change	4

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.

Course #	Title	Credits
HHA 550	Applied Healthcare Analytics	4
HHA 551	Emerging Technologies in Healthcare	4
HHA 552	Healthcare Data Visualization	4

Experiential Learning

Students select one Experiential Capstone Pathway from the options below.

Experiential Capstone Pathway: Practicum

Practicum I and Practicum II are offered during the summer sessions.

Course #	Title	Credits
HHA 586	Specialization Practicum I	6
HHA 588	Specialization Practicum II	6

Experiential Capstone Pathway: Quality Improvement Project

Quality Improvement Project I and Quality Improvement Project II are offered during the summer sessions.

Course #	Title	Credits
HHA 590	Quality Improvement Project I	6
HHA 592	Quality Improvement Project II	6

PROGRAM IN ATHLETIC TRAINING LEADING TO A MASTER OF SCIENCE DEGREE

Department Chair: Xristos Gaglias

The Stony Brook University (SBU) Athletic Training Program (ATP), offered by the School of Health Professions (SHP), is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). This is a full-time, two-year, entry-level professional graduate program leading to a Master of Science degree.

Athletic Trainers (ATs) are healthcare professionals who render service and treatment, under the direction of, or in collaboration with a physician. As part of the healthcare team, services provided by ATs include injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Once a graduate is certified to practice, the athletic trainer must follow individual state regulatory requirements for practice. Athletic trainers' work settings include secondary schools, colleges and universities, professional sports, higher education and emerging settings such as the performing arts, physician practice, public safety, military, occupational health, and healthcare administration.

The athletic training 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 begins in the classroom and laboratory, and is extended into the field through various clinical experiences. 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 and psychomotor skills. This includes clinical decision-making and professional interactions required to become a competent athletic trainer.

The curriculum prepares students for the Board of Certification (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 master's degree, the school's Certificate of Professional Achievement in Athletic Training is awarded upon satisfactory completion of all required coursework.

The Stony Brook University Athletic Training program is currently accredited by the Commission on Accreditation

of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101.

Admission Requirements

The program Web site https://healthprofessions.stonybrookmedicine.edu/programs/at/graduate is the source of information for admissions and comprehensive program information. For questions that are not addressed on the Website, please contact the program directly.

The requirements for admission to the athletic training graduate program include:

- **Completion of a baccalaureate degree**
- **Minimum 3.0 cumulative GPA**

Specific Required Courses (minimum grade of "C"):

- **4 credits of Biology with lab**
- **8 credits of Anatomy and Physiology I and II with labs**
- **4 credits of Chemistry with lab**
- **4 credits of Physics with lab**
- **3 credits Psychology**
- **3 credits Kinesiology or Biomechanics**
- **3 credits of Statistics**

NOTE: Required science coursework must be completed within the last ten years.

Recommended Courses:

- **Exercise Physiology**
- **Nutrition**

Other Admissions Requirements:

- **Current certification in basic life support cardiopulmonary resuscitation (CPR)**
- **50 hours of volunteer clinical experience observing an athletic trainer**
- **Two academic or professional reference letters**
- **TOEFL scores (international students)**

NOTES:

- **All prerequisites must be completed by the end of the spring term of the year that applicants are applying.**
- **GRE is not required**

For application, please visit https://atcas.liaisoncas.com. A required supplemental application may also be required and would be found under the program materials section on the ATCAS website.

Program Requirements

The two-year graduate curriculum consists of 77 graduate credits, including lecture, laboratory, and clinical education. The curriculum will include foundational content, patient care, research, and critical inquiry.

YEAR ONE will include coursework based on physical agents, professional practice, clinical diagnosis and treatment, critical care, evidence-based practice, research design, and two clinical education experiences.

YEAR TWO will include coursework in research methods, healthcare management, advance therapeutic intervention, nutrition, general medical conditions, research, and four clinical education rotations. Students will be conducting research, utilizing IRB protocol, culminating in a capstone activity resulting in an APA style journal report and poster. In addition, students will be participating in interprofessional education and interacting with other healthcare practitioners through the general medical conditions course and clinical education.

Each clinical rotation will involve a minimum number of hours dependent on course credit and location within the program course sequence.

Special Academic Requirements

In addition to the academic policies of the school, students must achieve a minimum grade of “C” in each course in the athletic training program. Additionally, students must maintain a 3.0 cumulative grade point average to remain in good academic standing and participate in clinical affiliations.

Course Progression

Professional courses (HAL) must be taken in a sequential manner. Students who receive a grade of “D+” or below must first retake the course before progressing to the next course in the sequence. ATP professional courses may only be repeated once. A student who receives a course grade of “C-“, may progress on to the next sequence, but must remediate the insufficient grade. Failure to obtain the grade of “C” or higher in two attempts may result in the student being dismissed from the program.

Professional Courses (Year One)

Course #	Title	Credits
HAL 515	Foundations of Athletic Training	4
HAL 520	Principles of Physical Agents	3
HAL 525	Evidence-Based Practice	1
HAL 530	Critical Care	4
HAL 535	Clinical Diagnosis and Treatment I	5
HAL 540	Clinical Diagnosis and Treatment II	5
HAL 545	Clinical Diagnosis and Treatment III	3
HAL 565	Research Design	2
HAL 581	Athletic Training Clinical I	7

Course #	Title	Credits
HAL 582	Athletic Training Clinical II	7

Professional Courses (Year two)

Course #	Title	Credits
HAL 550	Advanced Therapeutic Intervention	5
HAL 555	Healthcare Management	3
HAL 560	Nutrition and Supplement Use for Sports Performance	3
HAL 570	Research Methods	2
HAL 572	Critical Appraisal	1
HAL 575	General Medical Conditions	4
HAL 583	Athletic Training Clinical III	3-5
HAL 584	Athletic Training Clinical IV	7
HAL 585	Athletic Training Clinical V	7
HAL 586	General Medical Clinical	1

PROGRAM IN CLINICAL LABORATORY SCIENCES LEADING TO THE BACHELOR OF SCIENCE DEGREE

Department Chair: Jeannie Guglielmo

The Department of Clinical Laboratory Sciences offers an upper-division program leading to the Bachelor of Science degree. Stony Brook freshmen are given the option to declare clinical laboratory sciences as a lower-division major. A double major in clinical laboratory sciences and biology is available. Clinical laboratory scientists utilize a wide variety of sophisticated equipment and skills to perform tests that analyze specimens to produce data for the diagnosis, prevention, and treatment of disease. Many of the same tests are used for organ transplants, therapeutic drug monitoring, crime investigation, genetic studies, and research. The program now offers one specialization (Forensic Medical Diagnostics) 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 the private sector. 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. Students graduating from the program are eligible to take the American Society for Clinical Pathology (ASCP) national certification exam.

Admission Requirements

Candidates for the clinical laboratory sciences program must meet the upper-division admission requirements of the School of Health Professions. 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 Professions, 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 specialization, students must complete all the requirements for the Clinical Laboratory Sciences degree and the applicable requirements associated with the 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, obtain a C or better in each prerequisite course, have a minimum GPA of 2.5 and successfully complete HAD 210 Introduction to Clinical Laboratory Sciences with a minimum grade of A-.

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 Professions Courses (Junior and Senior Year)

Course #	Title	Credits
HAS 332	Management Concepts for Health Professionals	1
HBP 310	Pathology	3

Course #	Title	Credits
HAD 324 (for HHCZB students only)	Pathology	3
HBY 350 (class of 2018)	Physiology	4
HAD 350 (for HHCZB students only)	Systems Physiology	4
HAS 355 (replaces HBY 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	Immunohematology	3.5
HAD 432	Pharmacology	1.5
HAD 460	Clinical Laboratory Quality Management	1
HAD 492	Research Tutorial	2
HAD 493	Advanced Seminar in Clinical Laboratory Sciences	2
HAD 494	Clinical Chemistry Practicum**	4
HAD 496	Histocompatibility Practicum (elective)*	1
HAD 497	Immunohematology Practicum**	3
HAD 498	Clinical Coagulation/ Urinalysis/ Body Fluids Practicum**	1

** 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 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 practicums (HAD 397, HAD 398, HAD 494, HAD 497, and HAD 498).

Elective Specialization

Forensic Medical Diagnostics

Course #	Title	Credits
HAD 304	Introduction to Forensic Sciences	1
HAD 440	Forensic Sciences Clinical	3-5

PROGRAM IN EMERGENCY MEDICAL TECHNICIAN–BASIC LEADING TO A CERTIFICATE

Program Director: Rudolph Princi

The EMT-Basic Program is a non-degree, non-credit program designed to educate students in accordance with both state and national standards. EMT certification is an ideal way to gain valuable direct and indirect patient contact hours for advanced medical programs. 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

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.

PROGRAM IN EMERGENCY MEDICAL TECHNICIAN–PARAMEDIC TRAINING LEADING TO A CERTIFICATE

Program Director: Rudolph Princi

The EMT-Paramedic Program is a non-degree, non-credit program designed to educate effective and compassionate paramedics in accordance with state and national standards. The Paramedic's primary focus is to provide advanced emergency medical care for critical and emergent patients who access the emergency medical system. The paramedics function as part of a comprehensive EMS response under medical oversight. Paramedics perform interventions and invasive procedures with basic and advanced equipment. Graduates can be employed in various specialties, including critical care, community, tactical, and flight paramedicine.

The Paramedic Program, administered by the School of Health Professions, develops graduates into workforce-ready advanced care practitioners. The program exceeds the guidelines established by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP) and the New York State Department of Health, Bureau of Emergency Medical Services.

The Paramedic Program, offered annually, includes approximately 1,200 hours of didactic and clinical Laboratory education and 790 hours of clinical practicum in the Emergency Department, CCU, NICU, Burn ICU, phlebotomy, OR, L&D, Psych ED, Pediatrics, Medical Control, and BLS/ALS ambulances. Stony Brook was designated a SUNY Flagship University and offers students unique learning experiences. Stony Brook Medicine is the primary clinical rotation site for the Paramedic Program. Students will have opportunities to rotate across the Stony Brook Medicine system, including with the Stony Brook Mobile Stroke Units. Additional clinical rotations are located in Suffolk County, Nassau County, and NYC.

Admission Requirements

Applicants must be 18 years of age or older by the time of the NYS certification exam, have a high school diploma (or an equivalent), be a currently certified NYS EMT or AEMT, and a minimum grade point average of 80 (on a scale of 100) or 2.5 (on a scale of 4.0).

Certification Exams

Upon successfully completing the program, graduates can apply for and take the National Registry of EMT's (NREMT) certification exam and sit for the New York State certification exams.

- New York State EMT–Paramedic
- Nationally Registered EMT–Paramedic (NREMTP)
- AHA CPR for Health Care Providers
- AHA ACLS (Advanced Cardiac Life Support)
- AHA PALS (Pediatric Advanced Life Support)
- Difficult Airway Course: EMS provider
- NAEMT PHTLS (Pre-hospital Trauma Life Support)

PROGRAM IN HEALTH SCIENCE LEADING TO THE BACHELOR OF SCIENCE DEGREE

Department Chair: Deborah Zelizer

The School of Health Professions offers a Bachelor of Science degree in Health Science, 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 informatics, health care management, and public health. Clinical

concentrations of study include anesthesia technology, medical dosimetry, 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.

Advancement

While there is no formal application process, all health science majors must complete the following requirements by the end of the spring semester prior to advancing to the major's full-time senior year curriculum.

* 91 credits with a minimum grade point average of 2.0** including the following:

- All S.B.C. requirements, with the exception of TECH, ESI, CER, DIV, SPK and WRTD†
  - †Effective Fall 2026, the major will no longer offer S.B.C. TECH, CER, and DIV
- A minimum of 16 credits of natural science coursework, including HAN 200*** and HAN 202*** (BIO 203/ANP 300 or other 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.
  - See the Health Science program website for an extensive list of related electives.
- 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.
- Successful completion of the mandatory Health Science workshop and survey.
- Successful completion of WRT 102 or equivalent.

* All students need a minimum of 91 credits and all requirements met by the end of the spring semester to advance to the fall senior year curriculum. Students with a declared second major or minor(s) must complete all required coursework for the major/minor(s) prior to advancing to 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. Courses graded with a G/P/NC or S/U grade may not be used to satisfy the Health Science major requirements.

**Students must have a minimum GPA of 2.0 by the end of the spring semester prior to advancement, however, if a student’s GPA falls below 2.0 after completing incompletes or registration in summer classes, the student will not be permitted to advance to the senior year.

***Students have 3 attempts to pass these courses with the letter grade of C or better, withdrawing from the course is considered an attempt. If a student does not earn the grade of C or higher after the third attempt, a student will be required to change their major.

Petition to Advance

- Students with a 2.0 GPA or higher, 85-90 credits by the end of the spring semester prior to advancing, missing any advancement requirement course(s), or has the grade(s) of incomplete in any course may petition the program director to advance.
- The petition must include a detailed plan:
  - Courses needed
  - Date of completion
  - Where the courses will be taken
  - Students will receive a petition link during the spring semester of their junior year.

Students who are missing 3 requirements (including incomplete grades) by the end of the spring semester must register for a west campus schedule for the fall semester while their petition is being reviewed.

HAN 251 and WRT 102 must be completed with a C or better prior to advancing.

Academic Standards

To remain in good standing, during the major's senior year curriculum, students must maintain a 2.0 overall cumulative grade point average and earn the grade of C or better in all HAN required courses. If less than C is earned in any required course(s) it must be repeated the following academic year, graduate will be delayed. Students are permitted 2 attempts of senior year courses to earn a passing grade.

Fall core courses: The fall core courses are prerequisites for the spring concentration curriculum.

- Students must earn the grade of C or better in a minimum of four core courses to advance to the spring concentration curriculum.
- A student who earns the grade lower than C in two or more core courses will not be permitted to register for the Health Science spring concentration of study.
  - The student must successfully repeat the course courses the following academic year to be eligible to register for the spring concentration of study.
- Students with a grade of incomplete from any fall semester course(s) will not be permitted to register for a spring concentration of study.

The G/P/NC grading option is not available for HAN courses. Once a student has been advanced to the senior year curriculum (HANBS status) the G/P/NC grading option is no longer available for any course taken (even west campus courses).

Program Requirements

The major's senior year-curriculum requires mandatory attendance and full-time enrollment in fall and spring learning communities.

Mandatory structural components/technical standards of the major's learning communities include, student must be able to:

Attend 3 hour class sessions, some spring courses have 4 hour class sessions; actively engage in spontaneous class discussions and instructor random calling on students during discussions; participate effectively in spontaneously created in-class groups; participate effectively in instructor created group; take part in peer collaboration activities and group projects; and publicly deliver a variety of verbal presentations.

- **Fall semester: Each student must register for all five core courses in the same track/section, no exceptions are granted. Students will receive the fall course schedule with their advancement packet.**
  - **HAN core courses meet once a week for 3 hours.**
  - **Every fall schedule has a class(es) scheduled on Monday and Friday, the weekly schedule includes mornings, afternoons, and evenings classes across all fall schedules.**
- **Spring semester: There is one preset schedule per concentration.**

Required Core Courses: Fall Semester (Senior Year)

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

Elective Fall Courses

Course #	Title	Credits
HAN 311	Kinesiology	4
HAN 395	Radiation Physics in Medicine	4

Elective Course Fall or Fall

Course #	Title	Credits
HAN 441	Internship in Health Science	Variable (1-3 credits)

Concentration Courses: Spring Semester (Senior Year)

Please note, without prior notice, concentrations can be closed; students must then select another concentration of study. In addition, the curriculum within a concentration of study is subject to change. Please check with the department.

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 graduate programs or 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	3
HAN 441	Internship (optional)	variable

Emergency and Critical Care

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. This concentration serves the needs of those students interested in pursuing clinical and non-clinical graduate studies.

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

Course #	Title	Credits
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. Prepares students for entry-level positions in both the public and private sector, including hospitals, government agencies (i.e. Food and Drug Administration, Environmental Protection Agency, etc.), private companies and laboratories.

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 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. This concentration serves the needs of those students interested in pursuing clinical and non-clinical graduate studies. Note: Students must earn the grade of C or higher in HAN 364 to be eligible to register for the Informatics concentration of study.

Course #	Title	Credits
HAN 462	Developing Health Information Systems	4
HAN 464	Health Information Systems Management	4
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. This concentration serves the needs of those students interested in pursuing clinical and non-clinical graduate studies.

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	3

Medical Dosimetry

The Mount Sinai Center for Radiation Sciences Education at Stony Brook University is a partnership between Mount Sinai Health System's Department of Radiation Oncology and the School of Health Professions. The Medical Dosimetry clinical concentration was developed to educate and prepare students to meet the daily challenges of a dosimetrist in the dynamic field of radiation oncology and meet the growing demand for dosimetrists nationwide. 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 the didactic courses in this clinical concentration, students continue on the clinical non-credit, non-degree certificate program. The 12 months of clinical rotations in the medical dosimetry clinical non-credit, non-degree certificate program are conducted at

the Mount Sinai Health System. Successful completion of both the concentration and the clinical non-credit, non-degree certificate program are required in order to be eligible to take the national registry examination. Job opportunities may be found in cancer treatment centers and hospitals. Since this is a program within the Health Science major, applications for the clinical non-credit, non-degree certificate program, are only accepted from students who have been advanced to the major's senior year curriculum. Total length of study is 5 years: Health Science major (4 years) + 12 months (clinical non-credit, non-degree certificate program).

In 2015, our program was re-accredited by the JRCERT for a total of 8 years. The program received permission from JRCERT to have the re-accreditation site visit conducted in April 2024, to facilitate a joint visit with Radiation Therapy. The Medical Dosimetry program is in compliance with the requirements of the United States Department of Education, if an institution or program elects to make public disclosure of its accreditation status, program publications must state that the 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.orgm

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 non-credit, non-degree certificate program 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 487	Introduction to Treatment Planning	4
HAN 492	Radiation Oncology/ Medical Physics II	4

For admission requirements to the clinical concentrations, please refer to the SHP website at https://healthprofessions.stonybrookmedicine.edu/programs/hs

Public Health/Community Health Education

This concentration provides a basic foundation in public health and community health education. It introduces concepts of epidemiology and biostatistics, planning, implementing, and evaluating community-based health education models. Internship opportunities may be found in the health departments, public health agencies, HMO’s, hospitals, and other health-related agencies. This concentration serves the needs of those students interested in pursuing clinical and non-clinical graduate studies.

Course #	Title	Credits
HAN 440	Introduction to Community Health Education	3
HAN 450	Introduction to Public Health	3
HAN 452	Epidemiology and Biostatistics	3
HAN 455	Health Literacy for Public Health	3
HAN 456	Behavioral and Social Aspects of Health	3

Radiation Therapy

The Mount Sinai Center for Radiation Sciences Education at Stony Brook University is a partnership between Mount Sinai Health System's Department of Radiation Oncology and the School of Health Professions. The Radiation Therapy (RTT) clinical concentration was developed to educate and prepare students to meet the daily challenges of radiation therapists in the dynamic field of Radiation Oncology and meet the growing demand for radiation therapists nationwide. Radiation Therapists are key members of the radiation oncology team. They provide direct patient care to patients undergoing radiation treatment for cancerous and some non-cancerous conditions. After completion of the didactic courses in this clinical concentration, students continue on to the RTT clinical non-credit, non-degree certificate program. The 12-months of clinical rotations in the RTT clinical non-credit, non-degree certificate program are conducted at the Mount Sinai Health System. Successful completion of both the concentration and the clinical non-credit, non-degree certificate program are required in order to be eligible to take the national registry examination. Since this is a program within the Health Science major, applications for the clinical non-credit, non-degree certificate program are only accepted from students who have been advanced to the major's senior year curriculum. Total length of study is 5 years: Health Science major (4 years) + 12 months (clinical non-credit, non-degree certificate program).

In 2021, the program received full initial accreditation by the JRCERT for a total of 3 years, until 2024. The RTT program is in compliance with the requirements of the United States Department of Education, if an institution or program elects to make public disclosure of its accreditation status, program publications must state that

the 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

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 non-credit, non-degree certificate program 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	4
HAN 492	Radiation Oncology/ Medical Physics II	4

For admission requirements to the clinical concentrations, please refer to the SHP website at https://healthprofessions.stonybrookmedicine.edu/programs/hs

Radiologic Technology

This concentration was 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 clinical non-credit-non-degree certificate program. Successful completion of both the concentration and the clinical non-credit, non-degree certificate program are required in order to be eligible to take the national registry examination. Jon opportunities may be found in hospitals, physicians' offices, urgent care clinics, diagnostic laboratories and industry. Since this is a program within the Health Science major, applications for the clinical non-credit, non-degree certificate program are only accepted from students who have been advanced to the major's senior year curriculum. Total length of study is 5 years: Health Science major (4 years) + 12 months (clinical non-credit, non-degree certificate program).

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 non-credit, non-degree certificate program 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 SHP website at https://healthprofessions.stonybrookmedicine.edu/programs/hs

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 including molecular pathology, cytogenetics and flow cytometry, and the laboratory skills necessary to perform advanced laboratory techniques, the research lab, and the medical biotechnology industry. Learning outcomes are 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 complete more than 70% 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, eligible students will be well prepared to take the Technologist in Molecular Biology by the American Society for Clinical Pathology [MB(ASCP)] certification examination.

The Medical Molecular Biology Program is not accepting applications at this time.

Admission Requirements

- A New York State clinical laboratory technologist license or a related laboratory 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, 3 credits of mathematics.

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
HHM 500	Fundamentals of Molecular Biology Techniques*	3
HHM 510	Advanced Molecular Biology Laboratory**	3
HHM 520	Flow Cytometry Laboratory**	1
HHM 521	Flow Cytometry Methods and Applications*	2
HHM 531	Cytogenetics Methods and Applications*	2
HHM 540	Laboratory Operations in Molecular Biology*	2

Professional Courses (Year Two)

Course #	Title	Credits
HHM 516	Application of Molecular Biology in Research*	3
HHM 545	Ethics in the Laboratory*	2
HHM 551	Research Methods and Scientific Writing*	3
HHM 570	Journal Club on Molecular Biology*	1
HHM 581	Clinical Practicum in Molecular Diagnostics**	2
HHM 583	Clinical Practicum in Flow Cytometry**	2
HHM 585	Clinical Practicum in Cytogenetics**	2
HHM 596	Capstone Project in Medical Molecular Biology	2

* On-line Course

**On-Site Course

THE ADVANCED CERTIFICATE PROGRAM IN MEDICAL MOLECULAR BIOLOGY

Program Director: Gloria Viboud

The Advanced Certificate Program in Medical Molecular Biology is designed to provide students with a strong foundation in the different molecular aspects of medical biology, including molecular pathology, cytogenetics and flow cytometry, and the skills necessary to perform and analyze advanced laboratory techniques used in diagnostics, the research lab, and the medical biotechnology industry. Learning outcomes are 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 all the course requirements in a distance-learning format. The program is offered as a one-year prescribed part-time program during the summer, fall and spring terms. After completion of the program, eligible students will be well prepared to take the Technologist in Molecular Biology by the American Society for Clinical Pathology [MB(ASCP)] certification examination.

The Advanced Certificate Program in Medical Molecular Biology is not accepting applications at this time.

Admission Requirements

- 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, 3 credits of mathematics.

Program Requirements

Students must complete a total of 12 credits including the following required on-line courses.

Professional Courses

Course #	Title	Credits
HHM 500	Fundamentals of Molecular Biology Techniques	3
HHM 511	Application of Molecular Biology in Diagnostics	3
HHM 521	Flow Cytometry Methods and Applications	2
HHM 531	Cytogenetics Methodology and Applications	2
HHM 540	Laboratory Operations in Molecular Biology	2

PROGRAM IN OCCUPATIONAL THERAPY LEADING TO THE MASTER OF SCIENCE IN OCCUPATIONAL THERAPY DEGREE

Department Chair: Dale Coffin

The MS in Occupational Therapy is not accepting applications at this time.

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, 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. 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 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. Three credits each of the following courses are required: Introduction to Psychology, Abnormal Psychology, Introduction to Sociology or Anthropology, Statistics, and English Composition. Candidates must complete required course work by the end of the spring term of the year for which application is made. A minimum overall GPA of 3.0 and a minimum GPA of 2.8 in both science and natural science coursework are required. 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 and natural science coursework. 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 Professions.

Special Academic Requirements

In addition to the academic policies of the school, students must achieve a minimum grade of "B-" in the following courses: HAO 500 Functional Neuroscience, HAO 516 Kinesiology for OT, and HAO 561 Functional Anatomy Review. For the remaining courses, each student must achieve a minimum grade of B. Additionally, students must maintain a 3.0 cumulative grade point average to remain in good academic standing and participate in clinical affiliations.

Course Progression

Professional courses must be taken in a sequential manner. Students who receive a grade below the OT program academic requirements must first retake and successfully pass the course before progressing to the next course in the sequence. Professional courses may only be repeated once. Failure to obtain the academic required grade in two attempts may result in the student being dismissed from the program. A failure of 3 courses will result in dismissal from the program.

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	Clinical 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
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 540	Prosthetics & Orthotics	2
HAO 549	Introduction to Research Design for Occupational Therapy	3

Course #	Title	Credits
HAO 551	Research Design and Methods 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
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	2
HAO 595	Service Learning & Capstone Project	4
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: Jeannie Guglielmo

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 local hospitals and at patient drawing centers.

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

Department Chair: Daniel Lee

Physical therapists help improve quality of life through movement. They examine each person and develop a personalized treatment plan to restore function, reduce pain, improve movement capabilities, and maintain a healthy lifestyle. Individuals who wish to practice physical therapy in the United States must obtain a Doctor of Physical Therapy degree from an accredited program in an accredited institution of higher education.

The three-year graduate program at Stony Brook University consists of 95 didactic credits and 35 clinical credits. Upon completion of the program, graduates consistently demonstrate the skills needed to practice physical therapy in a variety of settings. The program cultivates leaders who develop skills in evidence-based practice, critical inquiry,

and clinical decision-making that are 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 (CAPTE) of the American Physical Therapy Association (APTA). Graduates are eligible to sit for the National Physical Therapy Examination (NPTE) to obtain licensure. 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 program 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) is required. A minimum of a 3.0 cumulative grade point average is preferred. 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 continuing students (who entered 2021 or 2022) must reference prior Health Sciences Bulletins for required courses.

Physical therapy students entering the summer of 2023 must complete the following required courses:

Professional Courses (Year One) 48 Credits

Course #	Title	Credits
HBA 540	Human Anatomy for Physical Therapists	5
HAY 500	Neuroscience for Physical Therapy	4
HAY 512	Prosthetics and Orthotics in Physical Therapy	3
HAY 515	Foundations of Kinesiology	1
HAY 517	Exercise Physiology	1
HAY 518	Foundations of Exercise and Movement in PT	3.5
HAY 519	Kinesiology	4.5
HAY 526	Clinical Medicine and Pharmacology I	4.5
HAY 527	Foundations of Patient Care	4
HAY 528	Clinical Medicine and Pharmacology II	5
HAY 534	Motor Learning and Motor Control	3
HAY 543	Integumentary and Vascular Physical Therapy	2
HAY 544	Biophysical Agents in Physical Therapy	3
HAY 552	Research Methods for Physical Therapists	3

Course #	Title	Credits
HAY 560	Professional Practice I: Foundations	1.5

Professional Courses (Year Two) 39.5 Credits

Course #	Title	Credits
HAY 501	Growth and Development Across the Lifespan	3
HAY 502	Psychosocial Aspects of Disability	2
HAY 504	Neurological Physical Therapy I	2
HAY 505	Neurological Physical Therapy II	2
HAY 506	Neurological Physical Therapy III	4.5
HAY 507	Orthopedic Physical Therapy I	2
HAY 508	Orthopedic Physical Therapy III	4
HAY 509	Pediatric Physical Therapy	4.5
HAY 513	Orthopedic Physical Therapy II	2
HAY 557	Introduction to Evidence Based Practice	1.5
HAY 561	Professional Practice II: Clinical Education	1.5
HAY 589	Case Studies I	.5
HAY 595	Clinical Education I	8
HAY 620	Cardiopulmonary Physical Therapy I	2

Professional Courses (Year Three) 42 Credits

Course #	Title	Credits
HBA 542	Advanced Human Anatomy	0
HAY 524	Health, Wellness, and Prevention in Physical Therapy	2
HAY 525	Advanced Therapeutic Exercise	3
HAY 545	Ethics and Health Care for Physical Therapists	2
HAY 558	Evidence Based Practice Seminar	2
HAY 590	Case Studies II	1
HAY 602	Issues in Health Care Administration	3
HAY 621	Cardiopulmonary Physical Therapy II	2
HAY 692	Clinical Education II	9
HAY 693	Clinical Education III	8
HAY 694	Clinical Education IV	10

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.

PHYSICIAN ASSISTANT PROGRAM LEADING TO THE MASTER OF SCIENCE DEGREE

Department Chair: Donna Ferrara

The Department of Physician Assistant Education currently offers a graduate program leading to the Master of Science degree. 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 collaborate with physicians to practice medicine in patient-centered teams in all specialties and 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 preparing students 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://healthprofessions.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 also meet the admission requirements of the School of Health Professions. 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 500 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
HAP 509	Integrative System Physiology	4
HAP 510	Clinical Laboratory Medicine	3
HAP 512	Principles of Clinical Pharmacology	6
HAP 514	POMR: History and Physical Examination	5
HAP 516	Problem Based Learning (PBL)	1
HAP 518	Medical Director Presentation Rounds (taken over two semesters, 0.5 credits each)	1
HAP 521	Clinical Medicine I	5
HAP 522	Clinical Medicine II	7
HAP 523	Clinical Medicine III	6
HAP 524	Clinical Medicine IV	9
HAP 528	Genitourinary, Sexual and Reproductive Health	4

Course #	Title	Credits
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 didactic 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 didactic courses must be passed with a minimum grade of B-:

Course #	Title	Credits
HAP 501	Community Health and Service Learning for Physician Assistant	2
HAP 504	Professional Practice Issues	2
HAP 510	Clinical Laboratory Medicine	3
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

Course #	Title	Credits
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

These didactic courses are graded Satisfactory/Fail

Course #	Title	Credits
HAP 516	Problem Based Learning (PBL)	1
HAP 518	Medical Director Presentation Rounds (taken over two semesters, 0.5 credits each)	1
HAP 549	Clinical Skills for the PA Student	1

In addition to the academic policies of the school, each of the following clinical courses must be passed with a minimum grade of B- before a student is permitted to graduate.

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

A minimum cumulative GPA of 3.0 is required to remain in good academic standing. Students must maintain a minimum 3.0 cumulative grade point average for all clinical clerkships, and successfully complete all summative evaluation requirements.

PROGRAM IN RESPIRATORY CARE LEADING TO THE BACHELOR OF SCIENCE DEGREE

Department 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 264 Precision Blvd, Telford, TN 37690, (817) 283-2835. CoARC accredits respiratory therapy education programs in the United States. To achieve this end, it utilizes an ‘outcome based’ process. Programmatic outcomes are performance indicators that reflect the extent to which the educational goals of the program are achieved and by which program effectiveness is documented.https://coarc.com/students/programmatic-outcomes-data/

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 2014) 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 for Respiratory Care (NBRC) (www.nbrc.org/) and upon passing the exams can 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 Professions. 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 Professions, 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 (preferred) or general biology with labs; 8 credits of chemistry with labs, 4 credits of physics with a lab, and 3 credits of statistics. Science courses 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.

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 Professions 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	4
HAS 363	Computer Literacy for Health Professionals	1
HAS 490	Research Tutorial	2
HBA 461	Regional Human Anatomy	5
HBP 310	Pathology	3

Professional Courses (Junior Year)

Course #	Title	Credits
HAT 304	Cardiopulmonary Physiology	4
HAT 306	Patient Evaluation	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 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
HAT 410	Introduction to Clinical Education	2

Course #	Title	Credits
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.

Polysomnography Specialty Option Courses

Course #	Title	Credits
HAT 471	Polysomnographic Technology II	2
HAT 476	Polysomnographic Technology II Clinical*	2

* Clinical practice consists of full-time clinical instruction and practice at the clinical affiliates and other affiliated patient-care facilities.

SPEECH LANGUAGE PATHOLOGY LEADING TO THE MASTER OF SCIENCE DEGREE

Department Chair: Renee Fabus

The Speech-Language Pathology (SLP) program leading to a M.S. degree is housed in the School of Health Professions (SHP), at Stony Brook University's Southampton location. It is a comprehensive and rigorous program which prepares students for positions in a variety of settings including hospitals, rehabilitation facilities, long-term care facilities, extended care facilities, schools, agencies, and private practices. Stony Brook University (SBU) is affiliated with Stony Brook University Hospital, Long Island State Veterans Home, and Southampton Hospital. Students will engage in clinical practice each semester throughout their two-year program. The graduate students in this program will engage in clinical simulations and interprofessional practice experiences with students from other health-related programs. The degree program is offered in a traditional weekday format and there is a cohort model which fosters camaraderie among students. Students are required to complete pre-requisite coursework prior to their admission into the program. During a student's didactic coursework, the student will have opportunities to observe and interact with patients diagnosed with a number of different diseases/disorders including Amyotrophic Lateral Sclerosis, Multiple Sclerosis, Parkinson's Disease, Aphasia, Cleft Palate, Autism, and Alzheimer's Disease. Upon completion of the program, students will be eligible for the American Speech-Language-Hearing Association (ASHA) certification and New York State (NYS) licensure. Optional tracks will prepare students for initial teaching certification and bilingual extension certification (in Spanish) in the schools.

Program Requirements

The Speech-Language Pathology graduate program has three tracks. The first track is 63 credits and upon graduation students are eligible for NYS licensure and Certification from the American Speech-Language-Hearing Association. The second track is 73 credits and upon graduation students are eligible for certification as Teacher of Students with Speech and Language Disabilities (TSSLD), NYS licensure and Certification from the American Speech-Language-Hearing Association. The third track is 85 credits and upon graduation students are eligible for bilingual certification in Spanish, NYS licensure and Certification from the American Speech-Language-Hearing Association.

Admissions Requirements

The SLP accepts applicants for admission into the program for entry into the summer/fall semesters. The program admission requirements are as follows:

- A baccalaureate degree from an accredited college or university
- A minimum of an overall 3.0 undergraduate grade point average
- Two letters of recommendation
- Essay
- Interview
- A minimum of 12 credits in the following prerequisite courses or their equivalent as approved by the chair of the department: Phonetics, Anatomy and Physiology of the Speech and Hearing Mechanism, Typical Speech and Language Development, and Speech Science with a minimum grade the grade of B-.
- Complete one course with a minimum grade of C in each of the following areas: Biology, Chemistry

or Physics, Social Sciences, and Statistics. These areas are indicated in the Knowledge and Skills Assessment (KASA form Area IV-A) (https://www.asha.org/Certification/2020-SLP-Certification-Standards/, https://www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards/)

Course Requirements

Plan of Study for Track I - Eligibility for NYS Licensure and ASHA CCCs

Term I Fall I

Total = 15.5 credits

Course #	Title	Credits
HHS 510	Aphasia and Related Disorders	3
HHS 511	Cognitive Communication Disorders	1
HHS 512	Neuroscience in Communication Sciences and Disorders	3
HHS 520	Preschool Child Language Disorders	3
HHS 521	Speech Sound Disorders	3
HHS 540	Foundations of Clinical Practice	2
HHS 581	Clinical I	.5

Term 2: Spring I

Total= 13 credits

Course #	Title	Credits
HHS 513	Adult Dysphagia	3
HHS 514	Neuromotor Speech Disorders	3
HHS 522	Early Intervention in Speech-Language Pathology	3
HHS 536	Seminar in Medical Speech-Language Pathology	1
HHS 551	Research Methods and Resources in Communication Sciences and Disorders	2
HHS 582	Clinical II	1

Term 3: Summer 1

Total= 11.5 credits

Course #	Title	Credits
HHS 537	Seminar in Professional, Ethical and Multicultural Issues	2
HHS 542	Clinical Concepts in Audiology	2
HHS 544	Diagnostics in Speech-Language Pathology	2
HHS 546	Speech and Language Pathology in the Schools	3
HHS 583	Clinical III	1.5
HHS 586	Audiology Clinical	.5
HHS 587	Diagnostics Clinical	.5

Term 4: Fall 2

Total= 13 credits

Course #	Title	Credits
HHS 523	Language and Literacy Disorders in School Age Children and Adolescents	3
HHS 524	Autism and Social Communication Disorders	2
HHS 530	Voice and Resonance Disorders and Instrumentation	3
HHS 531	Fluency Disorders	2
HHS 584	Clinical IV	3

Term 5: Spring 2

Total= 10 credits

Course #	Title	Credits
HHS 532	Aural Rehabilitation	2
HHS 533	Augmentative and Alternative Communication	2
HHS 539	Seminar in Counseling	1
HHS 585	Clinical V	3
HHS 594	Capstone Project in Speech-Language Pathology & Preparation for The Praxis Examination	2

Total credits in program = 63 credits

Plan of Study for Track II - Eligibility for NYS Licensure, ASHA CCCs and Teaching Certification TSSLD

Term 1: Summer 1

Total= 9 credits

Course #	Title	Credits
CEE 505	Education Theory and Practice	3
CEF 547	Principles and Practices of Special Education	3
LIN 544	Language Acquisition and Literacy Development	3

Term 2: Fall 1

Total= 15.5 credits

Course #	Title	Credits
HHS 510	Aphasia and Related Disorders	3
HHS 511	Cognitive Communication Disorders	1
HHS 512	Neuroscience in Communication Sciences and Disorders	3
HHS 520	Preschool Child Language Disorders	3
HHS 521	Speech Sound Disorders	3
HHS 540	Foundations of Clinical Practice	2
HHS 581	Clinical I	.5

Term 3: Spring I

Total= 13 credits

Course #	Title	Credits
HHS 513	Adult Dysphagia	3
HHS 514	Neuromotor Speech Disorders	3
HHS 522	Early Intervention in Speech-Language Pathology	3
HHS 536	Seminar in Medical Speech-Language Pathology	1
HHS 551	Research Methods and Resources in Communication Sciences and Disorders	2
HHS 582	Clinical II	1

Term 4: Summer 2

Total = 11.5

Course #	Title	Credits
HHS 537	Seminar in Professional, Ethical and Multicultural Issues	2
HHS 542	Clinical Concepts in Audiology	2
HHS 544	Diagnostics in Speech-	2

Course #	Title	Credits
	Language Pathology	
HHS 546	Speech and Language Pathology in the Schools	3
HHS 583	Clinical III	1.5
HHS 586	Audiology Clinical	.5
HHS 587	Diagnostics Clinical	.5

Term 5: Fall 2

Total= 13/14 credits

Course #	Title	Credits
HHS 523	Language and Literacy Disorders in School Age Children and Adolescents	3
HHS 524	Autism and Social Communication Disorders	2
HHS 530	Voice and Resonance Disorders and Instrumentation	3
HHS 531	Fluency Disorders	2
HHS 584 or HHS 572	Clinical IV or Speech and Language Pathology in the School Clinical	3/4

Term 6: Spring 2

Total = 10/11 credits

Course #	Title	Credits
HHS 532	Aural Rehabilitation	2
HHS 533	Augmentative and Alternative Communication	2
HHS 539	Seminar in Counseling	1
HHS 584 or HHS 572	Clinical IV or Speech and Language Pathology in the School Clinical	3/4
HHS 594	Capstone Project in Speech-Language Pathology & Preparation for The Praxis Examination	2

Total credits in program = 73 credits

Plan of Study for Track III - Eligibility for NYS Licensure, ASHA CCCs, Teaching Certification TSSLD and Bilingual Extension

Term 1: Summer 1

Total = 9 credits

Course #	Title	Credits
CEE 505	Education Theory and Practice	3
CEF 547	Principles and Practices of Special Education	3
LIN 544	Language Acquisition and Literacy Development	3

Term 2: Fall 1

Total = 15.5 credits

Course #	Title	Credits
HHS 510	Aphasia and Related Disorders	3
HHS 511	Cognitive Communication Disorders	1
HHS 512	Neuroscience in Communication Sciences and Disorders	3
HHS 520	Preschool Child Language Disorders	3
HHS 521	Speech Sound Disorders	3

Course #	Title	Credits
HHS 540	Foundations of Clinical Practice	2
HHS 581	Clinical I	.5

Term 3: Spring I

Total = 13 credits

Course #	Title	Credits
HHS 513	Adult Dysphagia	3
HHS 514	Neuromotor Speech Disorders	3
HHS 522	Early Intervention in Speech-Language Pathology	3
HHS 536	Seminar in Medical Speech-Language Pathology	1
HHS 551	Research Methods and Resources in Communication Sciences and Disorders	2
HHS 582	Clinical II	1

Term 4: Summer 2

Total= 11.5 credits

Course #	Title	Credits
HHS 537	Seminar in Professional, Ethical and Multicultural Issues	2
HHS 542	Clinical Concepts in Audiology	2
HHS 544	Diagnostics in Speech-Language Pathology	2
HHS 546	Speech and Language Pathology in the Schools	3
HHS 583	Clinical III	1.5
HHS 586	Audiology Clinical	.5
HHS 587	Diagnostics Clinical	.5

Term 5: Fall 2

Total = 16 credits

Course #	Title	Credits
HHS 523	Language and Literacy Disorders in School Age Children and Adolescents	3
HHS 524	Autism and Social Communication Disorders	2
HHS 530	Voice and Resonance Disorders and Instrumentation	3
HHS 531	Fluency Disorders	2
HHS 584	Clinical IV	3
SPN 506	Bilingualism	3

Term 6: Spring 2

Total = 13 credits

Course #	Title	Credits
HHS 532	Aural Rehabilitation	2
HHS 533	Augmentative and Alternative Communication	2
HHS 539	Seminar in Counseling	1
HHS 594	Capstone Project in Speech-Language Pathology & Preparation for The Praxis Examination	2
CEF 536	Methods of Teaching Second Language and Content to Bilingual Students	3
SPN 505	Hispanic Dialectology	3

Course #	Title	Credits
	and Sociolinguistics	

Term 7: Fall 3

Total = 7 credits

Course #	Title	Credits
HHS/CEF 526	Foundations of Teaching English Language Arts to Bilingual Language Learners	3
HHS 574	Speech and Language Pathology Bilingual Clinical	4

Total credits in program = 85 credits

School of Social Welfare

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PHONE: (631) 444-2139
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Office of SSW Student Services: Health Sciences Tower, Level 2, Room 093
Phone: (631) 444-2138
Email: ssw_admissions@stonybrook.edu

Minors or other majors of particular interest to students majoring in Social Work: Anthropology (ANT), Ecosystems and Human Impact (EHI), Environmental Studies (ENS), Globalization Studies and International Relations (GLI), Health & Wellness (LHW), Health, Medicine, and Social Change (MHS), Leadership Development (LDR), Political Science (POL), Psychology (PSY), Sociology (SOC), Sustainability Studies (SUS), Women & Gender Studies (WST)

Mission and Goals

MISSION STATEMENT

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.

PROGRAM GOALS

MSW Program Goals

The goals of the program are to:

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;**
2. **Educate graduates to utilize social justice and human rights frameworks in their work and to embrace social action practice;**
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.**
4. **Promote the ability of graduates to engage in critical, self-reflective and ethical practice;**
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**
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.

BSW Program Goals

The BSW Program aims to prepare generalist social work practitioners who are prepared for professional, entry-level positions across the various areas of social work practice. The BSW Program goals are:

1. Prepare generalist social work practitioners to use their knowledge, values, and skills in professional entry-level positions in human services across the various domains of social work practice;
2. Inspire graduates to apply a global human rights framework, and empowerment models in their practice across systems;
3. Educate students to utilize, at every systems level, cultural sensitivity and with an understanding of how racism, sexism, ageism, heterosexism, and other forms of oppression and discrimination affect clients and the client –worker relationship; and
4. Prepare students to employ their understanding of how social, political, and economic factors influence social problems, social policies and programs, and organizational procedures and practices in client, organizational, community, and social change efforts;
5. Develop graduates' ability to understand and utilize evidence based practice models in their work.

The goals for our BSW program are clearly derived from our mission statement, and reflect the values, emphases, and perspectives articulated there. The first goal clearly states that the program prepares students to practice as generalists, i.e. with all systems, in entry level positions. The second goal aligns with our School's commitment to global human rights and empowerment practice. Our relationship with the Robert F. Kennedy Center for Justice and Human Rights has helped to strengthen and enrich this particular goal. The third goal embodies our mission's commitment to educate graduates who are particularly attentive to issues of culture and oppression. The fourth goal encapsulates our mission's dedication to graduate BSW students who put their understanding of social, political, and economic change into their work at every level. The fifth goal is aligned with our mission's obligation to scientific inquiry and the use of evidence based practice.

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. Advance Human Rights and Social, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
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 five schools within the Health Sciences campus of the University, along with the Schools of Medicine, Dental Medicine, Nursing, Health Technology and Management.

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.

MSW AND BSW PROGRAM OVERVIEW

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.

practicum Education

Field and class work are integral parts of a single educational experience and a well-rounded education in social welfare is best obtained by the integration of theory and practice. Therefore, throughout a student's tenure in the program, they must be enrolled concurrently in required social work practice courses with thirty-three weeks of practicum education. The requirements

for MSW graduation include a minimum of 16 credits in practicum education that are accrued each year at the rate of 4 credits per term, 14 hours per week. Advanced Standing students are required to complete 21 hours per week over a 33-week academic year, 6 credits per term. The requirements for BSW graduation include a minimum of 12 credits in practicum education that are accrued in the senior year at the rate of 6 credits per term, 14 hours per week.

practicum 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. practicum education experiences are available in a broad range of human service programs that meet the needs of individuals, families, groups, and communities and are located throughout Nassau and Suffolk counties, and the greater metropolitan New York area. Placements that offer all evening and/or Saturday hours are few and therefore students should be prepared to offer day hours for placement purposes.

In order to measure student competency in practicum education, the school requires written evaluations at the end of each semester, completed by their field instructor. The School has developed a set of behaviors that comprise each competency, and students are evaluated on each behavior of each competency. Students are rated on each practice behavior, and these scores are added together for a score on each competency, using a Likert scale. Each of the evaluations (Generalist and Advanced Generalist) use the same rating scale ranging from: 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.

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. BSW Program - Priority deadline is January 15 and final deadline March 15. MSW Program - Priority deadline is March 1 and final deadline May 1.

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.

View Admissions Requirements

Financial Information

Applications and inquiries about financial aid should be made through the Graduate and Health Sciences Admissions. For more information, refer to COST & AID 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.

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 by 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, practicum 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 practicum 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 found in our handbooks. BSW/ https://socialwelfare.stonybrookmedicine.edu/academics/msw/handbook

Finally, we have established policies for grading and performance in Practicum 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, practicum 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 practicum 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.

C. 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/uaa/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: https://plagiarism.iu.edu/

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;
- 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
- 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 https://guides.library.stonybrook.edu/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.

D. 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 https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English.

We encourage you to review the NASW Practice Standards for a range of topics: https://www.socialworkers.org/Practice/Practice-Standards-GuidelinesFor example, students' attention is drawn to the NASW Standards on Cultural Competence: https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3D&portalid=0

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 (https://www.un.org/en/about-us/universal-declaration-of-human-rights) and the Code of Ethics of the International Federation of Social Workers (https://www.ifsw.org/global-social-work-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.

E. 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/

F. 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.

G. 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. https://www.stonybrook.edu/commcms/oea-equity/compliant-procedure.php

Please see program handbooks for more information on Academic Integrity and Professional Performance. MSW Handbook/BSW Handbook

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 professional program comprises of a sequence of courses and practicum education. Required credits in practicum education are accrued in the senior year at the rate of 6 credits per term, 14 hours per week. Practicum education placements are available in hospitals, nursing homes, schools, youth services and public and community social service agencies, among others. No credit is given for life experience or previous work experience. This professional program is accredited by the Council of Social Work Education (CSWE) and graduates are eligible to apply for advanced standing MSW graduate programs.

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 with a letter grade of C or better 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 and fulfills the WRT designation for the Stony Brook Curriculum. This requirement may be met by WRT 102: Intermediate Writing Workshop, or by having taken comparable course work at another institution. A minimum of one three-credit introductory course in human biological sciences which provides an understanding of the major concepts of human 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 must fulfill the SNW designation for the Stony Brook Curriculum and may be met by ANP 101: Human Biology, or comparable* course work at another institution.**
- **A minimum of one three-credit course in modern 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.**
- **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: What makes us Human? or SOC 105: Introduction to Sociology, 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 mathematics (above college algebra) or statistics. This requirement must be met by a course that fulfills the QPS designation for the Stony Brook Curriculum. *A statistics course is recommended preparation for succeeding in the Social Work Research sequence.***
- **A minimum of one three-credit course in the humanities. This requirement must be met by a course that fulfills the HUM designation for the Stony Brook Curriculum.**
- **A minimum of one three-credit course in the fine arts. This requirement must be met by a courses that fulfills the fine arts. This requirement may be met by a course that fulfills the ARTS designation for the Stony Brook Curriculum.**
- **A minimum of one three-credit course in the human language other than English. The School of Social Welfare follows the Stony Brook Curriculum requirements with the exception of the Communicate in a Human Language other Than English (LANG), learning objectives. This requirement may be met by the first course in a language sequence that partially fulfills the LANG designation (LANG-PART).**
- **The following Stony Brook Curriculum learning outcome course designators must be successfully fulfilled (with a letter grade of C or better) prior to beginning the professional core curriculum in the School of Social Welfare: ARTS, HUM, LANG-PART, QPS, SBS, SNW, USA, and WRT.**

*** Consult the School of Social Welfare for approved courses.**

GRADUATION REQUIREMENTS

Candidates for the Bachelor of Science degree in social work must:

1. **Meet the general requirements of the University that are described in DEGREE REQUIREMENTS in this Bulletin.**
2. **Meet the graduation requirements of the School of Social Welfare, including successful completion of all course, practicum education, and professional development requirements of the School of Social Welfare described in this section and in the School of Social Welfare Student Handbook:**

1. a. Complete 43 credits in required courses in the School of Social Welfare Program.
   b. Complete 12 credits in required Practicum education coordinated through the School of Social Welfare Office of Practicum education.
   c. Complete 2 credits in required professional preparation courses in the School of Social Welfare Program.
   d. Complete 12 credits of elective courses in the field of Social Welfare.
   e. Complete a total of 126 credits of undergraduate work.
   f. Maintain a 3.0 cumulative grade point average in the Social Welfare 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 Practicum education. The following program represents the curriculum for the Bachelor of Science student:

JUNIOR YEAR, FALL SEMESTER		
Course #	Title	Credits
HWC 300	Introduction to Social Work Fields of practice	3
HWC 304	Foundations of Human Rights and Social Justice	3
HWC 308	Human Behavior and the Social Environment I	3
HWC 311	Social Welfare Policy, Services and Analysis	3
HWC 396A	Community Learning and Professional Preparation I A	0.5
HWX 3XX	Social Work Elective (Foundation)	3

JUNIOR YEAR, SPRING SEMESTER		
Course #	Title	Credits
HWC 305	Practice Processes in Social Work I	3
HWC 309	Human Behavior and the Social Environment II	3
HWC 310	Advocacy Practice: The Politics and Economics of Human Rights & Social Welfare	3
HWC 312	Social Welfare Policy II	3
HWC 396B	Community Learning and Professional Preparation I B	0.5
HWX 3XX	Social Work Elective (Foundation)	3

SENIOR YEAR, FALL SEMESTER		
Course #	Title	Credits
HWC 301	Professional Practicum I	6
HWC 306	Practice Processes in Social Work II	3
HWC 313	Research in Social Work I	3
HWC 315	Integrating Seminar I	3
HWC 497A	Community Learning and Professional Preparation II A	0.5
HWX 4XX	Social Work Elective (Enrichment)	3

SENIOR YEAR, SPRING SEMESTER		
Course #	Title	Credits
HWX 302	Professional Practicum II	6
HWC 307	Practice Processes in Social Work III	3
HWC 314	Research in Social Work II	3
HWC 316	Integrating Seminar II	3
HWC 497B	Community Learning and	0.5

SENIOR YEAR, SPRING SEMESTER		
Course #	Title	Credits
	Professional Preparation II B	
HWX 4XX	Social Work Elective (Enrichment)	3

Electives* Elective topics vary from term to term. *Students must take four courses (12 credits) of social work electives prior to graduation – two (2) 300-level Foundation electives and two (2) 400-level Enrichment electives (electives can be taken in any combination of summer, fall, winter, and spring semesters; 400-level electives can only be taken after the successful completion of all required courses of the Junior Year BSW curriculum or by permission of the Undergraduate Program Director).

ELECTIVES

Students are required to take a minimum of 12 credits of electives to fulfill the curriculum requirements.Electives are differentiated between foundational electives (300 level) and enrichment (400 level) electives. Students are required to take a minimum of six credits of foundational electives and six credits of enrichment electives to fulfill the minimum required total of twelve elective credits. A foundational elective is one which provides an overview or broad-based exposure to the topic under consideration. An enrichment elective is one that considers the topic in more depth. An enrichment elective provides a specific focus on the issues and often addresses the practice concerns and skill application related to the topic. Enrichment electives are only open to students successfully completing the junior year BSW curriculum and achieving U4 (Senior) standing.

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. 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 the Director of the Undergraduate Program in writing. See BSW Pre-Approval and Petition of Transfer Credits: https://socialwelfare.stonybrookmedicine.edu/current-students/forms. Students may apply six credits (two electives) from outside the program OR from transfer into the program.

Independent Study Policies and Procedures

Students may elect to take an Independent Study as an elective. The independent study may not replace required course work. 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. An independent study proposal and bibliography should be signed and agreed upon by the student, 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 (HWC 395 or HWC 495) credit for a maximum of 3 credits. Students may apply one 3-credit independent study during their tenure in the program towards fulfillment of required elective credit.

THE MSW

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 as outlined here 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. The curriculum provides for a generalist foundation year of courses and practicum education for all students. In the 2nd year, students concentrate on Advanced Social Work Practice in one of three areas of Specializations.

CURRICULUM

The curriculum provides for a generalist foundation year of courses and practicum 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 one course at the Stony Brook campus. HWC 596 and HWC 597 complete this residency requirement.

GENERALIST FOUNDATION

In the first year, the array of courses and practicum 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 practicum education.

First Year, Full-time MSW Requirements

FALL TERM		
Course #	**Title**	**Credits**
HWC 500	Practicum education I	4-6
HWC 504	Human Behavior and the Social Environment I	3
HWC 509	Foundations of Social Justice: Challenging Oppression	3
HWC 511	Research I	3
HWC 513	Social Work Practice I	3
HWC 596A	Community Learning and Professional Preparation I (Year-Long)	1

SPRING TERM		
Course #	**Title**	**Credits**
HWC 501	Practicum education II	4-6
HWC 505	Integrating Seminar	3
HWC 510	Social Policy & Social Determinants	3
HWC 512	Research II	3
HWC 514	Social Work Practice II	3
HWC 596B	Community Learning and Professional Preparation II (Year-Long)	-

Advanced Curriculum/Second Year Specialization

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. The School of Social Welfare requires students to select a specialization in their second year. The School has three areas of specializations, click here to learn more about each of the specializations.

SECOND YEAR, FULL-TIME AND ADVANCED STANDING MSW REQUIREMENTS

FALL TERM		
Course #	**Title**	**Credits**
HWC 502	Practicum education III	6
	Required Specialization Practice Course	3
	Required Specialization Course	3
HWC 519	Psychopathology and Psychopharmacology	3
	Elective	3
HWC 597A	Community Learning and Professional Preparation I (Year-Long)	1

SPRING TERM		
Course #	**Title**	**Credits**
HWC 503	Practicum education IV	6
	Required Specialization Practice course	3
	Required specialization course	3
	Two Advanced Practice Electives	6
HWC 597B	Community Learning and Professional Preparation II (Year-Long)	-

*A minimum of nine (9) Advanced Practice elective credits are required. Elective offerings vary from term to term. (See Section V. B. Credits)

Advanced Standing Program

Students who have graduated from a CSWE accredited baccalaureate program in social work within the past five years may apply for the Advanced Standing Program. 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 practicum education setting for one academic year and must complete the required and elective courses. Students in this program 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. Students in the Advanced Standing Program must choose a Specialization, but will generally follow the format listed above (Advanced Curriculum/Second Year Specialization.)

Part-Time Program

This option is designed for students who choose not to follow the regular full-time schedule. Students must take a minimum of two courses per semester (6 credits) but may take up to three courses per semester (9 credits). Part-Time students begin practicum education during the Fall semester of their second year. Social Work Practice courses must be taken concurrently with practicum education in the second year (HWC 513 with HWC 500; HWC 514 with HWC 501). HWC 505, Integrating Seminar, must be taken in the Spring semester of the second year. The degree requirements are typically completed in three to four years.

FALL CLASS SCHEDULE - MSW STUDENTS (1ST YR)		
Course #	Title	Credits
HWC 509	Foundations of Social justice: Challenging Oppression	3
HWC 511	Research I	3
HWC 596A	Community Learning and Professional Preparation I (Year-Long)	1

SPRING CLASS SCHEDULE - MSW STUDENTS (1ST YEAR)		
Course #	Title	Credits
HWC 510	Social Policy & Social Determinants	3
HWC 512	Research II	3
HWC 596B	Community Learning and Professional Preparation I (Year-Long)	-

FALL CLASS SCHEDULE - MSW STUDENTS (2ND YEAR)		
Course #	Title	Credits
HWC 500	Practicum 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 - MSW STUDENTS (2ND YEAR)		
Course #	Title	Credits
HWC 501	Practicum education II	4
HWC 505	Integrating Seminar	3
HWC 514	Social Work Practice II	3

FALL CLASS SCHEDULE - MSW STUDENTS (3RD YEAR)		
Course #	Title	Credits
HWC 502	Practicum education III	4
	Required Specialization Practice Course	3
	Required Specialization Course	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.	
HWC 597A	Community Learning and Professional	1

FALL CLASS SCHEDULE - MSW STUDENTS (3RD YEAR)		
Course #	Title	Credits
	Preparation II (Year-Long)	

SPRING CLASS SCHEDULE - MSW STUDENTS (3RD YEAR)		
Course #	Title	Credits
HWC 503	Practicum education IV	4
	Required Specialization Practice Course	3
	Required Specialization Course	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.	
HWC 597B	Community Learning and Professional Preparation II (Year-Long)	1

Additional Requirements:

The following courses are required and may be taken in any semester after the successful completion of the 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.

Ph.D. in Social Welfare

The Ph.D. Program in the School of Social Welfare is a policy research degree that focuses on social problem/ social welfare issues such as poverty, health, violence, and aging. It operates under the auspices of the Stony Brook University Graduate School and is committed to the School of Social Welfare's mission of social justice. Taking full advantage of the resources of both the Graduate School and the multidisciplinary Health Sciences Center as well as affiliated faculty throughout the University, the program features small classes, a supportive environment for doctoral students, and a rigorous course of study. Upon receipt of this Ph.D., graduates will be well prepared to teach, direct research projects in government and social agencies, and carry out policy analysis in the field of social welfare.

Dual Degree Programs in Social Work

MSW/JD DUAL DEGREE WITH TOURO LAW SCHOOL

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 available by calling or emailing the School of Social Welfare Office of Student Services at ssw.admissions@stonybrook.edu

MSW/MPH DUAL DEGREE PROGRAM

Public Health Social Work is a rapidly expanding field of practice. These professionals work directly with individuals to improve their lives and conduct rigorous data analysis to promote the well-being of local and global communities. Public health social workers are comprehensively trained to understand and address social issues affecting the health of individuals, families, communities, and populations, such as homelessness, substance use, violence, and environmental contamination.

Students who wish to be considered for admission into the combined MSW/MPH program must comply with all admission requirements for each degree, (MPH and SSW) including completion of 2 separate applications. The GRE exam is a required component for the MPH application. Please note: When completing the MPH application, select the MSW/MPH option to be considered for the dual degree.

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.

If you have questions about admission or would like more information about the program, you are encouraged to contact Dr. Amy Hammock: 631-444-3108 or e-mail: Amy.Hammock@stonybrook.edu.

MSW/MA DUAL DEGREE PROGRAM

Combining the MSW and MA degrees prepares students to be innovative leaders and change agents working in critical intersections of social work and medical humanities, compassionate care and bioethics, concerning direct practice and policy. Programs addressing bioethics too often focus exclusively on ethical dilemmas in healthcare and the life sciences without adequately attending to the patient's illness experience. At Stony Brook, the MA devotes equal attention to bioethics, medical humanities and the dynamic of compassionate care at a time when patients and healthcare professionals may find the healthcare system challenging.

Students who wish to be considered for admission into the combined MSW/MA program must comply with all admission requirements for each degree, (MSW and MA) including completion of 2 separate applications. Please note: When completing the MSW application, select the MSW/MA option to be considered for the dual degree.

If you have questions about admission or would like more information about the program, you are encouraged to contact Dr. Michelle Ballan at 917-406-1446 or e-mail: Michelle.Ballan@stonybrook.edu

School Of Dental Medicine

DEAN: Patrick M. Lloyd, DDS, MS

OFFICE: 160 Rockland Hall
PHONE: (631) 632-8950
WEB: https://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 FAFSA in order to apply for federal aid. The priority 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.

If you apply for Campus Based Funds, an Institutional Application is also required in order to be considered.

Federal Code: 002838

For information regarding Financial Aid please go to: https://dentistry.stonybrookmedicine.edu/tuition_Financial_aid

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
HDM 501	Gross Anatomy of the Head, Neck and Trunk	152
HDM 505	Nervous System	67
HDM 506	Physiology	110
HDG 511	Dental Morphology/ Occlusion	64
HDG 512	Operative Dentistry I	128
HDG 522	Cariology	28
HDI 502	Transition to Dental School	66
HDI 504	Foundations in Dental Professional	6
HDI 505	Patient I: Communication and Examination	60
HDI 509	Community I: Population, Oral Heath and Epidemiology	10
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		
HDG 521	Clinic I: Introduction to Patient Care	33

Second-Year Program

Course #	Title	Hours
HDM 601	Pharmacology Dental	40
HDC 601	Introduction to Pediatric Dentistry	50
HDE 615	Introduction to Endodontics	21
HDI 606	Community II: Health Care Systems and Clinical Practice	33
HDG 602	Advanced Esthetic Concepts	20
HDG 614	Operative Dentistry II	34
HDI 601	Evidence-Based Dentistry and Critical Thinking	20
HDI 603	Implantology I	26
HDI 604	Foundations in Dental Professional Development II	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

Course #	Title	Hours
HDR 613	Removable Prosthodontics Technique	128
HDR606	Advanced Imaging Techniques	10
HDS 601	Oral and Maxillofacial Surgery	66
HDS 602	Pain Control I	30
HDS 603	Medical Emergencies I	10
HDS 604	Pain Control II	33
HDS 605	Physical Diagnosis: Introduction to Family Medicine	33
HDM 602	Nutrition	7
HDS 606	Oral Pathology	85
Clinics		
HDC 612	Introduction to Orthodontics	40
HDC 621	Year II: Children's Dentistry Clinic	95
HDG 621	Year II Operative Dentistry Clinic	
HDI 605	Patient I: Introduction to Patient Care	234
HDP 621	Year II Periodontics Clinic	56
HDR 622	Year II Radiology Clinic	30
HDS 621	Year II Oral and Maxillofacial Surgery Clinic	9

Third-Year Program

Course #	Title	Hours
HDE 711	Endodontic Technique	47
HDG704	Practice Development I	30
HDC 702	Advanced Orthodontic Concepts	18
HDC 701	Advanced Pediatric Dentistry	96
HDG 724	Year III Clinical Management of Dental Emergencies I	20
HDG 704	Practice Development I	31
HDI 702	Diagnosis and Management of Oro-Facial Pain	16
HDI 703	Implantology II	30
HDI 704	Foundation in Dental Professional Development III	10
HDI 705	Patient III: Interdisciplinary Treatment Planning	50
HDI 706	Foundations in Dental Professional Development IV	
HDO 701	Oral Biology III	11
HDS 702	Oral Pathology	85
HDS 704	Oral Pathology Conference I	26
HDO 704	Translational Oral Biology	39
HDS 705	Oral Medicine	20
HDO 706	Oral Facial Genetics	22
HDP 701	Diagnosis and Treatment of Periodontal Diseases II	18
HDP 702	Periodontal Clinical Seminar	12
HDR 707	Comprehensive Prosthodontics	12
HDR 709	Oral and Maxillofacial Radiologic Interpretation	26
HDS 701	Advanced Oral and Maxillofacial Surgery	6

Course #	Title	Hours
	Treatment Planning	
HDS 703	Medical Emergencies II	3
Clinics		
HDC 721	Year III Children's Dentistry Clinic	246
HDE 725	Year III Endodontics Clinic	30
HDG 721	Year III Operative Dentistry Clinic	2
HDG 724	Year III Clinical Management of Dental Emergencies	20
HDP 721	Year III Periodontics Clinic	255
HDR 722	Year III Fixed Partial Prosthodontics Clinic	162
HDR 723	Year III Removable Prosthodontics Clinic	124
HDR 726	Year III Radiology Clinic	20
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 Complex and Geriatric Patients	27
HDI 804	Foundations in Dental Professional Development IV	13
HDS 804	Oral Pathology Conference II	24
HDS 803	Medical Emergencies III	2
Clinics		
HDG 823	Year Iv Clinic - Special Needs Dental Care	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
HDG 824	Year IV Clinical Management of Dental Emergencies	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
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 707	Radiology Selective	General Dentistry
HDI 806	Elective in Ethics and Professionalism	Oral & Maxillofacial Surgery

Course #	Course Title	Department
HDI 840	Children's Dentistry Selective	Orthodontics & Pediatric Dentistry
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
HDR 804	Esthetic Dentistry Elective	General Dentistry
HDR 821	Advanced Prosthodontics Selective	Prosthodontics & Digital Technology

Graduate Studies in Oral Biology and Pathology

Director: Stephen G. Walker, PhD

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 DENTAL EDUCATION Program in Endodontics

Program Director: Thomas Manders, DDS

The Advanced Dental Education 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 20 completed case write-ups as per the standards of the American Board of Endodontics
- Complete one research project; pass bi-annual oral examinations modeled after the certifying exam of the American Board of Endodontics
- Challenge the written portion of the American Board of Endodontics exam in the second year.

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/tuition_Financial_aid.

To apply, applications should go to https://www.adea.org/pass

For more information about the postdoctoral Endodontics Program (i.e., stipends, estimated expenses, application, admissions, etc.) please contact:

Department of Periodontics and EndodonticsEmail:Amy.Torres@stonybrookmedicine.ed 631-632-8955 SUNY Stony Brook School of Dental MedicineRoom 110 Rockland HallStony Brook, NY 11794

ADVANCED DENTAL EDUCATION PROGRAM IN ORTHODONTICS AND DENTOFACIAL ORTHOPEDICS

Program Director: Hechang Huang, DDS, MSD, MS, PhD

The Advanced Dental 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).

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 analysis**
- **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/tuition_financial_aid.

For more information about this program (i.e. tuition, application, stipends), please email:Hechang.huang@stonybrookmedicine.edu

Director, Advanced Education Program in Orthodontics and Dentofacial Orthopedics
Department of Orthodontics and Pediatric Dentistry
120A Rockland Hall
School of Dental Medicine
Stony Brook University
Stony Brook, NY 11794-8701

ADVANCED DENTAL EDUCATION PROGRAM IN PERIODONTICS

Program Director: Dr. Srivas Myneni, DDS, MS, PhD

The Advanced Dental 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 primarily in the School of Dental Medicine and its clinical facility (Dental Care Center) and at Stony Brook University Hospital. The program objective is to produce highly educated and clinically competent periodontists compentent 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 Postdoctoral 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 IIConferences in Clinical Periodontics IISurgical Seminars IICurrent Periodontology and Current Implantology Literature Review IITreatment Planning in Restorative/Implant Dentistry ILiterature Review (Biology and Pathology of the Periodontium/Clinical Periodontology)Orthodontic and Periodontal Literature Review/ Treatment Planning Seminar IIProvisionalization of Dental ImplantsProstodonticsPeriodontic/ Prosthodontic Treatment Planning SeminarUnexpected Outcomes in PeriodonticsResearch 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
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/tuition_financial_aid.

To apply, applications should go to: https://www.adea.org/pass.

For more information about the postdoctoral periodontics program (i.e., stipends, estimated expenses, application, admission, etc.) please contact:

Department of Periodontics and EndodonticsEmail:SrinivasRao.MyneniVenkatasatya@s

631-632-8739SUNY Stony Brook School of Dental MedicineRoom 110 Rockland HallStony Brook, NY 11794

ADVANCED DENTAL EDUCATION PROGRAM GENERAL PRACTICE RESIDENCY

Interim Program Directors: John J. Foti, DDS and Matthew Hanna, DMD

Stony Brook University's Advanced Dental Education Program in 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 DENTAL EDUCATION PROGRAM IN PEDIATRIC DENTISTRY

Program Director: Kimberly Patterson, DDS, MS

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 Dental Education Program in Pediatric Dentistry (AEPPD) 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 special health care needs. Medically compromised patients are managed using an interdisciplinary healthcare-team approach.

The AEPPD 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 a comprehensive education to 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 Dental Education in Pediatric Dentistry and the American Board of Pediatric Dentistry Qualifying Examination.

The program is designed to ensure residents will become proficient in diagnosis, risk assessment and comprehensive treatment planning, interdisciplinary case management, and procedural ability. 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 Mobile Clinic.

For information about this program (i.e., application, stipends) please email:
Kimberly.patterson@stonybrookmedicine.edu

Advanced Dental 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 DENTAL EDUCATION PROGRAM IN DENTAL ANESTHESIOLOGY

Program Director: Ralph Epstein, DDS

This is a 36-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 Advanced Dental Education Program in Dental Anesthesiology Program emphasizes resident training in all aspects of ambulatory and inpatient sedation and anesthesia services. During the three 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 anesthesiology 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 three-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 third 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 DENTAL EDUCATION PROGRAM IN PROSTHODONTICS

Program Director: Tanya Somohano-Marquez, DMD, FACP

The Advanced Dental 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, digital 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 DENTAL EDUCATION PROGRAM IN ORAL AND MAXILLOFACIAL RADIOLOGY

Program Director: Mina Mahdian, DDS, MDSc

The Advanced Dental 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 https://dentistry.stonybrookmedicine.edu/omfradiology the program and admissions requirements please visit our website at: https://dentistry.stonybrookmedicine.edu/omfradiology.

Contact person:
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FELLOWSHIP IN SPECIAL NEEDS DENTAL CARE

Program Director: Pember Edwards, DDS

The School of Dental Medicine offers a postdoctoral fellowship program in the provision of dental care for persons with special needs. 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. Pember Edwards
Director, Special Needs Dental Care Fellowship Program
School of Dental Medicine
Stony Brook University
Stony Brook, New York 11794-8709
pember.edwards@stonybrookmedicine.edu

Departments

General Dentistry

DEPARTMENT OF GENERAL DENTISTRY

Chair: Ying Gu, DDS, PhD

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 predoctoral divisions of Behavioral Sciences and Practice Management, Operative Dentistry and Dental Materials, and Dentistry for Patients with Special Needs (Special Needs Dental Care). The department also offers a comprehensive General Practice Residency (GPR) program as well as the Special Needs Dental Care Fellowship Program.

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 a format similar to private practice 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, the Foundation, Community and Health Care Systems and Practice Development. The Patient 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 whereby students engage in interactive lectures and panel discussions, exploring factors impacting the patient-doctor relationship and ethical decision making. Community epidemiology of oral disease. The Practice Development conveys the business of dentistry, including health care systems, 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 PROGRAMS

The programs in the Department of General Dentistry are *the General Practice Residency Program (GPR)* and the *Special Needs Dental Care* (SNDC) *Fellowship Program*. The *GPR* program provides an in-depth experience in the treatment of advanced oral health needs, including prosthetics and implant dentistry. The SNDC 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.

HOSPITAL DENTISTRY AND DENTAL ANESTHESIOLOGY

DEPARTMENT OF HOSPITAL DENTISTRY & DENTAL ANESTHESIOLOGY

Chief of Service: Michael Proothi, DMD, MD, FACS

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

- *Interim Chair: Stephen Walker, MSc, 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 300 hours of didactic instruction relevant to the understanding of biological and molecular processes involved in oral diseases. The department is responsible for instruction to dental students in the body of basic biological and molecular processes involved in oral disease. 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. 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.
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- 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. This course also 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 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.

ORAL AND MAXILLOFACIAL SURGERY

- ## DEPARTMENT OF ORAL & MAXILLOFACIAL SURGERY

Chair: Allan J. Kucine, DDS Vice Chair

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.

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- The department includes the Division of Oral Pathology, which strives to teach our dental students how to diagnose and manage various lesions and diseases of the oral cavity. this includes an emphasis on proper and thorough oral examinations and cancer screenings, diagnosis of lesions on a clinical and microscopic level and the appropriate treatment of these entities.
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- The department also includes the Division of Dental Anesthesiology, which provides didactic instruction in pain control to our dental students, as well as sedation and general anesthesia didactic and clinical training to residents in our advanced dental education programs in general dentistry, pediatric dentistry, periodontics, and prosthodontics. In addition, the Division of Dental Anesthesiology has 12 residents in a 36-month CODA accredited dental anesthesiology residency program.
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- 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

Interim Chair: Kimberly Patterson, 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.

Periodontics and Endodontics

DEPARTMENT OF PERIODONTICS AND ENDODONTICS

Chair: Vincent J. Iacono, DMD

The Department of Periodontics and Endodontics includes the Divisions of Periodontics and Endodontics. They have both comprehensive didactic and clinical instruction at both the predoctoral and postdoctoral levels. The predoctoral periodontics program presents basic knowledge and skills to dental students that are essential to the prevention and treatment of diseases and conditions affecting supporting structures around teeth and their substitutes (i.e., dental implants). The educational format is through a series of lecture, seminars, demonstrations and class assignments within eleven (11) courses. Upon completion of this program, the student is capable of differentiating a healthy from 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 gingivitis and stage I-IV periodontitis.

The predoctoral Endodontics program includes four (4) courses for the education of the dental students in the morphology, physiology and pathology of the human dental pulp and periadicular 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 periadicular conditions.

The postdoctoral programs are accredited by the Commission of Dental Accreditation (CODA) for the Advanced Dental Education Program in Periodontics and Endodontics. Each program leads to a certificate in its respective specialty.

Prosthodontics and digital technology

DEPARTMENT OF PROSTHODONTICS & DIGITAL TECHNOLOGY

Interim 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. The department has established an advanced education program in Oral & Maxillofacial Radiology.