

# **Fall 2019**

# **Health Sciences Bulletin**

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# Health Sciences Bulletin

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

For general information about Admissions & Financial Aid for any of the schools within the health sciences, select [ADMISSIONS](#) 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 schools in the health sciences, as well as course descriptions. Printable PDF files of [courses](#) and [all other sections](#) are available.

## **Student Responsibility**

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

[Health Sciences Academic Calendar](#)

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

# Financial Information

## Tuition and Fees

For information on Tuition and Fees, visit [Bursar/Student Accounts](#).

## New York State Residency

For information on New York State Residency, visit [Bursar/Student Accounts](#).

## Payment Procedures

For information on Payment Procedures, visit [Bursar/Student Accounts](#).

## Time Option Payment Plan (TOPP)

For information on the Time Option Payment Plan, visit [Bursar/Student Accounts](#).

## 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, and supplies. More information can be obtained from the different Health Sciences programs.

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 [Office of Student Accounts](#) at (631) 632-2455.

## TUITION AND FEES

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

## HOUSING DEPOSIT

For information on housing deposit refunds, visit [Bursar/Student Accounts](#).

## 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 the Student Accounts Office with all appropriate documentation. A student withdrawing shall be responsible for payment of tuition and fees in accordance with Tuition & Fee Refund Schedule. A "W" is recorded on the academic transcript.

For information about requesting a refund, visit [Bursar/Student Accounts](#).

## 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 [Bursar/Student Accounts](#).

## 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 [Bursar and Student Accounts](#).

## 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](http://www.nhsc.hrsa.gov).

## REPAYMENT, DEFERMENT, FORBEARANCE AND LOAN FORGIVENESS

For information on repayment, deferment, forbearance and loan forgiveness visit [studentaid.ed.gov](http://studentaid.ed.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](http://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](http://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>.

# 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 [Health Sciences Office of Student Services](#), is a prerequisite to class attendance. Registration for all students is conducted each term by the University's online student system, [SOLAR](#). Advance registration begins in November for the following spring and winter, and in April for the following summer and fall. 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 Technology and Management; 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 (or 43 credits for Registered Nurse Baccalaureate students), and who attain the requisite grade point average (determined by the school). The levels of distinction are summa cum laude, magna cum laude, and cum laude. Attainment of a degree with distinction is indicated on the student's diploma and permanent academic record. The grade point cutoffs are as follows; for students in the School of Health Technology and Management: summa cum laude, 3.85; magna cum laude, 3.75; cum laude, 3.60; students in the School of Nursing: summa cum laude, 3.80; magna cum laude, 3.70; cum laude 3.60; students in the School of Social Welfare: summa cum laude 3.90, magna cum laude 3.80, cum laude 3.70.

## University Awards

The University pays tribute to its outstanding students through the conferring of awards, election to honorary societies and granting of departmental and University honors. 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 professionals. 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 Technology and Management was formed in 1987. The criteria for election include scholarship and community and professional service.

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

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 Technology and Management was established in 2001 to recognize high achievement in scholarship and research.

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

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 Technology and Management, 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](#).

#### Summer Study Abroad

Health Sciences students interested in taking summer 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. For more information, please consult the [registration section](#) of the Graduate Bulletin.

For more information about the awarding of degrees, Health Sciences students should consult the [Graduate Bulletin](#).

## 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

Graduate candidates may petition the school to accept credits from another institution toward his or her degree. The school has the responsibility of deciding on the applicability of credits to the specific program. For more information on the policies

regarding the [transfer of credits](#) for graduate students, please refer to the respective Health Sciences School.

## Apply for Graduation

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

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

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

# Grades and Academic Standards

## Grades & Academic Standards

### Assignment of Grades

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

### Grading and the Grading System

The Health Sciences Schools follow University requirements pertaining to [Grading and the Grading System](#) for all Undergraduate students.

For Graduate Students, the Health Sciences Schools follow the [Grading Policies](#) for all Graduate students, with the exception of the [Retake/Repeat Policy](#) which is outlined below.

*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 Technology and Management, Nursing, Social Welfare, Basic Sciences 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 Technology and Management, Nursing,



Social Welfare, 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 Technology and Management, Nursing, Social Welfare, Basic Sciences 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 (superior work)

A- = 3.67

B+ = 3.33

B = 3.00 (good work)

B- = 2.67

C+ = 2.33

C = 2.00 (satisfactory work)

C- = 1.67 D+ = 1.33

D = 1.00 (minimum passing work)

F = 0.00 (failing work)

S = (indicates satisfactory work)

U = (indicates unsatisfactory work)

The letter grades D and D+ may not be assigned to graduate students in a graduate level course in the schools of Nursing, Social Welfare, Dental Medicine, and the Public Health program.

The following are also used in the grading system:

### Incompletes

Incompletes (I) may be given at the discretion of the instructor when a student is unable to complete all course requirements because of circumstances beyond his or her control. Incomplete (I) grades are used by the Health Sciences programs and the Schools of Medicine and Dental Medicine as described in the school section of this Bulletin. If a grade is not reported by the deadline date appearing in the academic calendar, or if the instructor does not extend the period for completing the course requirements, the grade of I will automatically be changed to U or I/F as appropriate. The grade of I/F will be averaged as F when computing the 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 Technology and

Management, 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 Technology and Management, School of Social Welfare and School of Nursing.

### Reserved/Registered

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

### Satisfactory/Unsatisfactory or Satisfactory/Failure

A Satisfactory/Unsatisfactory (S/U) or Satisfactory/Failure (S/F) grading basis may be used by the Schools of Health Technology and Management, Nursing, Social Welfare and 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. Under this policy, the student's cumulative grade point average and cumulative credit total will be calculated based on course grades earned as of the date of academic renewal, although the original grades and grade point average remain on the transcript. After academic renewal, students must earn 55 credits in residence to be considered for degrees with distinction. For eligibility requirements, see a representative in your Health Sciences School.

## degree progress report

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

### 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.

### Course Load

Undergraduate full-time students must register for a minimum of 12 credits for the fall or spring academic term.

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

## Classification of Courses

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

## Auditing

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

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

## ACADEMIC CREDIT BY EXAMINATION AND OTHER CREDIT OPTIONS

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

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

## Withdrawal from the Health Sciences Programs

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

*Note: Non-attendance does not constitute an official withdrawal. Notification to the student's instructor does not*

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

## Leave of Absence

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

## Medical Leave of Absence

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

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

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

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

## Readmission to the Health Sciences

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

## Transcripts

Dental and medical students must request official transcripts directly from their schools. Information concerning transcript requests is available on the [Registrar's website](#). Transcripts will be issued only if the student's financial record shows no outstanding obligation. Students also may view their unofficial transcripts using the [SOLAR](#) system. Official transcripts of work taken at other institutions, which have been presented

for admission or evaluation of credit, cannot be copied or reissued. If a transcript of work is needed, it should be obtained directly from the appropriate institution.

## SOLAR System

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

## Change of Address

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

## Change of Name

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

## Academic Notice

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

## student educational records

Please refer to the guidelines and procedures on the [Registrar's website](#) regarding student educational records.

## 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.

## Research Involving Human Subjects

Experiments conducted by Stony Brook personnel, on or off campus, in which human subjects are involved are required to be reviewed and approved by the campus Committee on Research Involving Human Subjects (CORIHS) before they can begin. Please consult their [website](#) for additional information.

## 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](#).

## 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](#).

# Resources

## HEALTH SCIENCES OFFICE OF STUDENT SERVICES

The [Health Sciences Office of Student Services](#) (HS OSS) provides student administrative services for the Health Sciences Schools and some services for the Hospital. Areas of office responsibility for students include admissions, financial aid, and general student services including student government and activities. HS OSS provides support for the HS Schools and the Hospital including data reporting, event/room reservations, and maintaining the HS course catalog. HS OSS also collaborates with the Health Sciences Schools in promoting a student life environment conducive to learning and student development.

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

## Health Sciences Academic Calendar

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

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

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

## STONY BROOK MEDICINE

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

## LONG ISLAND STATE VETERANS HOME

The [Long Island State Veterans Home](#), opened in October 1991, adds a unique healthcare facility to the Stony Brook campus. This 350-bed nursing facility was constructed to serve Long Island veterans' need for rehabilitation and skilled nursing care. It is one of the only University nursing homes in the United States in which the medical staff hold faculty

appointments and the nurses and therapists work closely with faculty in their respective schools. The home provides state-of-the-art, long-term and intermediate-level care to veterans of the U.S. Armed Forces.

## CENTER FOR MEDICAL HUMANITIES, COMPASSIONATE CARE AND BIOETHICS

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

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

## Health Sciences Library

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

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

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

## Other Library Resources

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



## Division of Laboratory Animal Resources

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

## Brookhaven National Laboratory

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

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

## Clinical Affiliations

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



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

## Application Fees

### Application Fees

Applicants are required to pay a Stony Brook University application fee: \$50 for each undergraduate program, and \$100 for each Graduate, Advanced Certificate and Doctor of Nursing program, 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 application fee (with the exception of the supplemental fee) can be waived in some instances as indicated below:

#### Undergraduate Applicants

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

#### Graduate and Advanced Certificate Applicants

- Students currently enrolled in an EOP or HEOP program. A letter from the EOP program director confirming enrollment in the program is required (this is separate from a recommendation).

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

## Background Checks

### Student Criminal Background Checks

Students who are required to participate in clinical experience are advised that some of the facilities they choose to select for their clinical placements may require additional background checks as a prerequisite to placement. Such background checks may include, but not be limited to, Social Security trace, fingerprinting for criminal history, drug testing, sex offender registries, child abuse and maltreatment screening, and federal and state health care program exclusion screening. Students seeking placement in a facility requiring background checks are personally responsible for obtaining the background check (including cost unless the clinical site is willing to assume the cost) and may bear the responsibility of delivering the required documentation to the facility. It will be the decision of the clinical site to determine the acceptance of students into its clinical training programs.

### Student Criminal Background Checks

Some Health Sciences programs require a criminal history record check, and students will not be allowed to attend classes unless the check is successfully completed.

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.

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

## Student Drug Testing

Students who choose to be placed at a facility that requires drug testing may choose 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.

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

## 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 makes him or her 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 Health Administration, Nursing, Nutrition, Physician Assistant, Public Health, or Social Work is normally at entry level only. Credits accumulated in these or similar fields prior to matriculation will be evaluated on an individual basis to determine whether previous graduate work can be applied toward the degree at Stony Brook.

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

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

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

Please contact the following for information:

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

Academic advisement about prerequisites for admission and course and program content is available from each school. Please see the individual school section in this Bulletin. The

following list identifies the contact phone number for academic advisement:

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

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

**SCHOOL OF NURSING**  
(631) 444-3200

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

**GRADUATE PROGRAM IN PUBLIC HEALTH**  
(631) 444-2074

- Community Health, MPH
- Health Analytics, 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

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

**GRADUATE PROGRAM IN NUTRITION**  
(631) 638-2132

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

**GRADUATE ADVANCED  
CERTIFICATE PROGRAMS**

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

- Disability Studies

**HEALTH COMMUNICATIONS**  
(631) 444-2074

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

**HEALTH EDUCATION AND PROMOTION**  
(631) 444-2074

**HEALTH CARE MANAGEMENT**  
(631) 444-3240, (631) 444-8812

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

**NUTRITION**  
(631) 638-2132

**NURSING ADVANCED CERTIFICATE PROGRAMS**

The School of Nursing offers Advanced Certificate Programs. Applicants for these programs should visit the website at [www.nursing.stonybrookmedicine.edu](http://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 Office of Education  
150 Rockland Hall  
Stony Brook University  
Stony Brook, NY 11794-8709  
(631) 632-3745

**Graduate Studies in Basic Sciences  
(MS, PhD)**

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

The Graduate School 2401  
Computer Science Building

Stony Brook University  
Stony Brook, NY 11794-4433  
(631) 632-GRAD

#### **Anatomical Sciences**

PhD, Anatomical Sciences

#### **Molecular Genetics and Microbiology**

PhD, Molecular Genetics and Microbiology

PhD, Molecular and Cellular Pharmacology

#### **Physiology and Biophysics**

PhD, Physiology and Biophysics

#### **Oral Biology and Pathology**

PhD and MS, Oral Biology and Pathology

#### **Graduate Professional Programs in Medicine and Dental Medicine**

*(DDS, MD, MD/PhD)*

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

#### **SCHOOL OF DENTAL MEDICINE**

- Doctor of Dental Surgery, DDS

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

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

#### **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

Deadline for applications: December 1

## **Special Admissions**

### **Special Admissions**

#### **Deferred Admissions**

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

## **INTERNATIONAL STUDENTS**

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

1. It is necessary to provide financial documentation, which indicates that the applicant's sponsor(s) has sufficient funding to pay for all educational and personal expenses while in the United States. The amount considered as sufficient funding may vary from year to year. For details, visit <http://stonybrook.edu/commcms/vis/>.
2. Official transcripts and records must be submitted as documentation of academic work. If transcripts are in a foreign language a certified English translation is required in addition to the original documents. All transcripts from a foreign country must also be evaluated by a certified agency in the United States, such as World Education Services ([www.wes.org](http://www.wes.org)) before starting the admission application process. Applicants to undergraduate programs must submit a course-by-course evaluation. Applicants to graduate programs may submit a document-by-document evaluation. Please note that the submission of official transcripts evaluated through the WES ICAP (International Credential Advantage Package) service is not required.
1. The TOEFL iBT Speak or IELTS Speak test is required for admission. A minimum score of 90 is required for the TOEFL iBT Speak with a minimum score of 22 in each subsection and a minimum score of 7 for the IELTS Speak test with no subsection below a 6. The Educational Testing Service of the College Entrance Examination Board administers the TOEFL iBT Speak. They are given several times each year at centers in all major cities of the world. The examination must be taken prior to the date for which admission is sought. For further information, contact Educational Testing Services, Princeton, NJ 08541-6151, 609-771-7100 or [www.toefl.org](http://www.toefl.org). Applicants may take the International English Language Testing System (IELTS Speak) tests instead of the TOEFL iBT Speak. Further information is available by contacting the IELTS web site, [www.ielts.org](http://www.ielts.org).

For further information international students should email the Health Sciences Office of Student Services at [hsstudentservices@stonybrook.edu](mailto:hsstudentservices@stonybrook.edu).

## **CLINICAL LABORATORY SCIENCES AND RESPIRATORY CARE FOUR-YEAR PROGRAMS**

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

## **BACHELOR OF SCIENCE IN HEALTH SCIENCE PROGRAM**

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

## **SCHOLARS FOR MEDICINE**

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

## **SCHOLARS FOR DENTAL MEDICINE**

Stony Brook University offers an integrated eight-year program for students interested in attending dental school following their undergraduate degree. The Scholars for Dental Medicine program (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 maintenance of the minimum GPA. During freshman and sophomore year, Nursing Scholars will participate in lower division nursing seminars and School of Nursing activities, and will develop relationships with faculty mentors and advisors.

## **NON-DEGREE STUDY**

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

## **NON-CREDIT, NON-DEGREE PROGRAMS**

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

# **Student Health Policy**

## **Student Health Policy**

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

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

All students admitted to Health Sciences programs are required to submit to the Student Health Service 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-register 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.

## 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](http://www.stonybrook.edu/sb/bulletin/current/policiesandregulations/admissions/transfer_credit.php)

Students who would like additional information should consult the Office of Academic and Transfer Advising Services or the appropriate Health Sciences Program.

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



# Health Sciences Schools

## School of Medicine

DEAN: Kenneth Kaushansky  
 OFFICE: HSC Level 4, Room 147A  
 PHONE: (631) 444-2113  
 WEB: [renaissance.stonybrookmedicine.edu](http://renaissance.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 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), will 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

### The Ambassador Charles A. Gargano Endowed Chair in Cardiology

In 2013, the Ambassador Charles A. Gargano Chair of Cardiology was established. The Ambassador has been involved with various areas on the Stony Brook campus for many years and his financial commitment to the Department of Cardiology exemplifies his high regard for excellence in health care. The funds will be used to attract an accomplished, research-oriented scientist and clinician who is dedicated to finding new methods of diagnosis and treatment. The holder will serve as an institutional leader in advanced cardiovascular imaging. Generous funding will enable staff to conduct research using imaging tools and working with the clinical population. Hal Skopicki, MD, PhD currently occupies this chair.

### The Edmund D. Pellegrino Professorship of Medicine

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

### The Evelyn Glick Chair in Experimental Medicine

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

### The William and Jane Knapp Endowed Chair in Pharmacological Sciences

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

### The Marvin Kuschner Professorship of Pathology

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

## Grants and Awards

### The Arthur Berken Fellowship

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

### Sir James Black Award for Excellence in Research

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

### Jean M. Devlin Achievement Award

This endowment, created by generous gifts from Richard A. Auhll and Rudi R. Schulte of Santa Barbara, California,

matched by the Department of Pharmacological Sciences, honors Jean M. Devlin, founding Director of Stony Brook's undergraduate program in pharmacology. The Jean M. Devlin Award is presented at commencement to the graduating pharmacology major judged to have the greatest potential for making future contributions to the pharmacological sciences.

### **William G. van der Kloot Awards**

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

### **David L. Williams Memorial Travel Award**

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

### **Radmila and Gabor Inke Anatomical Research Fund**

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

## **Degrees and Programs**

### **Doctor of Medicine**

#### **Admission**

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

the commitment to excellence that will be apparent in their applications.

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

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

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

Please go to our website for more detailed information about current coursework requirements and the MCAT policy: <https://renaissance.stonybrookmedicine.edu/admissions/>

All questions concerning admission should be addressed to: [somadmissions@stonybrookmedicine.edu](mailto: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](http://www.aamc.org)

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

## TECHNICAL STANDARDS POLICY

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

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

## MD CURRICULUM - 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 Biomedical Building Blocks, a 24-week course organized into four distinct components – The Body (anatomy); Molecular Foundations of Medicine (biochemistry; cellular biology and physiology; and pharmacologic principles); Pathogens and Host Defense (integrating immunology, inflammation, microbiology and immunologic diseases); and Basic Mechanisms of Disease (integrating histology, general pathology, hematologic and neoplastic diseases, and dermatologic diseases). Phase

I concludes with a 36-week sequence of four systems-based Integrated Pathophysiology courses: Cardiovascular-Pulmonary-Renal, Gastrointestinal, Endocrine-Reproductive, and Mind-Brain-Behavior (which integrates fundamental neuroanatomy and neuroscience with neuropathology and psychiatric disorders). Integrated across the systems blocks are physiology, histology, pathology, histopathology, pharmacology and therapeutics.

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

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

### Phase II

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

Primary clinical clerkships are completed at Stony Brook University Hospital, as well as other major teaching affiliates. Until May 2020, approximately 40 students desiring to complete their training at our Winthrop University Clinical Campus in Nassau County are chosen through a lottery process at the end of Phase I. These 40 students complete all of their primary clinical clerkships and most of their Phase III course work, including sub-internships and electives, at Winthrop University Hospital and its affiliated clinics.

### Phase III

Phase III, the Advanced Clinical Phase, spans 18 months and offers students maximum flexibility. Students complete a 4-week Selective, a 4-week sub-internship (in anesthesiology, medicine, pediatrics, 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 professional 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 University Hospital also operates Southampton Hospital, a 125-bed academic medical center with >100 clinical faculty members and residents in a variety of specialties. Southampton Hospital is a New York State-designated Stroke Center and its Emergency Department is the sole provider of emergency care on the South Fork, including an interventional cardiac catheterization laboratory. The Stony Brook School of Medicine is also the academic partner of the Northport Veterans Affairs Medical Center and is a full-service facility with 502 beds and ~150 residents in a wide range of specialties.

## **ACADEMIC REQUIREMENTS**

### **Grading Policy:**

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

The School of Medicine uses a 3-tier system of grading for Phase 1 courses: Honors, Pass, Fail. Core clinical clerkships, sub-internships and elective rotations in Phases 2 and 3 are graded on a 5-tier system: Honors, High Pass, Pass, Low Pass, Fail. Core clinical clerkships require passage of an NBME subject exam at the 5<sup>th</sup> 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 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, new 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.

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

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

### MD/MPH Program

The Program in Public Health at Stony Brook offers a Master of Public Health (MPH) degree, which can be obtained with the MD degree. [The combined program](#) requires the completion of all School of Medicine requirements for a Medical Doctorate (MD) and all 54 credits of the

MPH program. However, the School of Medicine will accept the following MPH courses which will be applied towards 8-10 weeks of electives: HPH 506, HPH 507, HPH 514, HPH 542, and HPH 546. In addition, the Program in Public Health will accept 6-9 credits from the School of Medicine for their Introduction to Clinical Medicine, Medicine in Contemporary Society, and Themes in Medical Education modules that will substitute for a 3-credit course within the core MPH curriculum and 3-6 credits within the respective concentration. Students are able to select one of the three MPH concentrations – Health Analytics, Community Health, and Health Policy & Management.

### MD/MBA Program

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.

## GRADUATE NUTRITION PROGRAMS

### 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 (36 credits), as well as an Advanced Certificate in Nutrition (15 credits). 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 facilitate the development of strong knowledge base and counseling skill set. New 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
- Sustainable Food Systems & Health

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.

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

## ADMISSION REQUIREMENTS

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

## PROGRAM REQUIREMENTS

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

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

## GRADUATE NUTRITION PROGRAM LEADING TO THE ADVANCED GRADUATE CERTIFICATION IN NUTRITION

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

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

## ADMISSION REQUIREMENTS

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

## PROGRAM REQUIREMENTS

To satisfy certificate requirements, each student must complete 15 credits. Students have up to five years to complete the coursework and all coursework can be completed online. Students must earn a minimum of a C+ in

any one course, and their overall GPA must remain at 3.0 or higher to remain in the program. If a student earns less than a C+ in a course, that course must be retaken. More detailed information on academic standing policies can be accessed in the Graduate Nutrition Program Student Handbook.

Transfer credits are not accepted in the advanced certificate program.

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

## 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 61 hours of orientation and seminars, 38 weeks of rotations, and 1 week of RD exam review. The distance track includes 37.5 hours of orientation, 1040.5 hours of block rotations (nutrition therapy, food service, community nutrition, elective, renal) 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 starts immediately after Orientation. Seminars are held on Mondays and rotations are Tuesday through Friday every week. The internship year is scheduled to end in early May for the Distance track and early June for the On-site track. Upon successful completion of the Dietetic Internship Program, interns are eligible to sit for the registration examination. Upon passing the CDR exam and receiving RD designation through the CDR, students can then apply for state licensure. Both dietitian and nutritionists must be licensed to practice in New York.

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

## Mission and Goals

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

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

**Goal 1:** 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 [website](#).

## Accreditation

The Dietetic Internship Program at Stony Brook Medicine, at State University of New York, is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (312) 889-0040 (phone), (312) 899-4772 (fax), [www.eatrightPRO.org/ACEND](http://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 <http://portal.dicas.org>

There is a \$25 Application fee payable to Stony Brook University for applying to the Dietetic Internship. The fee can be paid through PayPal. This fee is separate from any fee charged by DICAS or D&D Digital Systems. To submit the Application fee, please click on link on the [Application Instructions](#) of the webpage. 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.

Those applying to the Distance track are required to submit a completed Rotation Schedule, a SBU DI Preceptor Qualification Form and CV 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. The Internship program participates in the national computer matching process.

## 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

- 61 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, interns are eligible to sit for the registration exam.

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

## Departments

### Department of Anatomical Sciences

The [department](#) offers graduate studies leading to the PhD 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 Technology and Management, and Dental Medicine.

### Department of Anesthesiology

The [Department of Anesthesiology](#) provides instruction in the clinical science of the specialty, and the physiology, pharmacology, and biochemistry on which it is founded. Emphasis is placed upon the integration of basic and clinical sciences, and upon an interdisciplinary approach to attain optimal care of patients. Instruction is provided to medical students during their clinical training years. All students rotate through anesthesiology for two weeks during a two-week miniclerkship experience. Those students interested in more advanced training are encouraged to apply for a phase 3 elective, 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 of 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, pediatral, plastic surgery, otolaryngology and periodontal residents.

### Department of Biochemistry and Cell Biology

The Biochemistry and Cell Biology Department (<https://www.stonybrook.edu/commcms/biochem/>) 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.

## 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.

## 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. <https://medicine.stonybrookmedicine.edu/ugme/education/Scholarly> 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.

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

## Department of Emergency Medicine

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

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

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

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

## Department of family, population & Preventive medicine

The [Department of Family, Population and Preventive Medicine](#) officially launched on August 1, 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 Wellness & Chronic Illness
- Conducting extensive educational activities for a diverse group of learners and trainees
- Conducting a broad range of interdisciplinary [research](#)
- Participating in partnerships with communities and institutions to improve the healthcare and health status of populations

### Divisions

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

- [Epidemiology & Biostatistics](#)
- [Family & Community Medicine](#)
- [Graduate Medical Education](#)
- [Medicine in Society](#)
- [Nutrition](#)
- [Occupational, Environmental & Clinical Preventive Medicine](#)
- [Preventive Medicine & Population Health](#)

In addition to teaching in the two Residency Programs, (Family Medicine Residency Program and General Preventive Medicine & Public Health), our faculty are actively involved in various educational programs throughout Stony Brook Medicine and the University. This includes teaching and mentoring medical students, residents, fellows and junior

faculty from other departments, graduate students in the [School of Nursing](#), [Program in Public Health](#), and the [Graduate Program in Biomedical Informatics](#).

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

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

## Department of Medicine

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

- 1) Directing and teaching the Introduction to Clinical Medicine program for first and second year medical students
- 2) Oversight and teaching of the Systems Approach to Medicine for second year medical students
- 3) Directing the Ambulatory Care Clerkship for third-year medical students
- 4) Directing the Clerkship and Sub-Internship in Medicine
- 5) Developing curriculum and supervising electives in the medical subspecialties
- 6) Training 94 residents and 68 fellows
- 7) Providing Continuing Education in Medicine
- 8) Providing superb clinical care for patients across Long Island who require Internal Medicine primary care and subspecialty services in both the inpatient and outpatient settings

The Department of Medicine education program is designed to provide medical students, residents and fellows with a solid foundation in general internal medicine and its subspecialties, including quality patient care and research. This goal is exemplified in the design of the medical clerkship. Under the tutelage of full-time faculty and community preceptors, students learn the arts, skills, and modes of reasoning in making diagnoses and managing patients. In addition, students become a part of the medical staff by delivering patient care. These educational activities are supplemented by conferences, a comprehensive lecture series of topics identified as a target "Core Curriculum," the Chairman's lecture series, small group sessions with the Program Director, and multi-departmental clinical pathology conferences. The study of the patient as the keystone to learning medicine is stressed throughout the inpatient and ambulatory experience. A fourth-year sub-internship is offered for those students with an interest in careers in Internal Medicine and as a foundation for many students pursuing other disciplines. The one to two months internal medicine sub-internship provides the students with an intensive patient

care experience in the inpatient setting with faculty mentoring and oversight. Additionally, many fourth-year students elect to participate in a variety of subspecialty electives that provide in-depth, focused learning experiences in the internal medicine disciplines.

The Graduate Training program's goals and objectives emphasize the department's mission to educate compassionate, life-long learner physicians who are capable of delivering the highest quality of medical care. The core program consists of 94 residents in 5 different tracks including Traditional Internal Medicine training, Primary Care Medicine, Medicine/Pediatrics, and Medicine/Neurology. A preliminary year in Internal Medicine is offered for those pursuing training in other medical disciplines, such as radiology, which require a clinical internship. In addition, the core program supports 73 fellowships, including a full range of subspecialties from Geriatrics through Gastroenterology, and from Endocrinology through Electrophysiology.

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

In keeping with the goals of our education program, continuing education is provided at various hospitals through regularly scheduled rounds and conferences. These activities, aimed at not only the members of the medical staff but for all healthcare professionals, emphasize the importance of interdisciplinary approaches in analyzing problems, whether at the bedside or in the laboratory.

## Department of Molecular Genetics and Microbiology

The [Department of Molecular Genetics and Microbiology](#) provides a focus for research activities ranging from the analysis of pathogenic mechanisms of microorganisms and the host immune response to infection to the study of the molecular mechanisms underlying human cancers. Key discoveries in the fields of microbiology, immunology, cancer biology, and molecular genetics have been made in this department and world-renown scientists have flourished in this environment.

As a basic science department of the School of Medicine, the department offers a diversified course of study leading to the PhD degree in Molecular Genetics and Microbiology. The major areas of study are the basic mechanisms of viral bacterial and fungal pathogenesis, cell growth control and the molecular mechanisms of cancer, and the immune response to infection. The pre-doctoral training program offers its students the opportunity to study topics in virology, bacteriology, fungal biology, immunology, biochemistry, and cell and developmental biology utilizing the experimental approaches of the molecular biologist and geneticist. Instruction and course planning involve faculty members from the Department of 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 is also engaged in undergraduate medical and dental student education, graduate education for biomedical graduate students, and 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 cancer research.

## 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. 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.

Also of note as well is the Neurocritical Care Unit under the direction of two neurointensivists.

Selected residents from neurology, orthopaedics and surgery programs may rotate on the neurological surgery service for intensive exposure to the surgical management of spine and brain maladies, in particular trauma and more complex neurosurgical problems that are characteristic of an academic practice. Neurology and Emergency Medicine residents rotate throughout the year on the Neurocritical Care Unit. Medical students may be instructed on processes relating to the nervous system and pre-clerkship lectures are given periodically with emphasis on skull base tumors, craniospinal trauma, cranial pressure dynamics, central nervous system tumors, non-surgical management of spine pain, acute stroke, movement disorders and cerebrovascular disease. Some of the faculty are engaged in research exploring fluid dynamics in hydrocephalus and intracranial flow disorders; severe traumatic brain injury and brain injury and brain stimulation in coma; clinical trials for the treatment of glioblastomas; and innovative techniques to treat spinal diseases. The Cerebrovascular Center includes an active Clinical Trials Unit conducting numerous national and international trials of novel endovascular devices. Sponsorship may be provided to qualified graduate and medical students.

## Department of Neurology

The [Department of Neurology](#), part of the [Neurosciences Institute](#), consists of faculty in Adult and Pediatric Neurology, as well as various divisions/sections including [Stroke/Cerebrovascular](#), Multiple Sclerosis (MS)/Neuroimmunology, Epilepsy/EEG, Neuromuscular Diseases/EMG, Neuro-Oncology, Movement Disorders and Sleep Disorders. It includes the Comprehensive Stroke Center, [Comprehensive Epilepsy Center](#), the [Adult MS Comprehensive Care Center](#), [Pediatric MS Care Center](#), and the [Stony Brook ALS Center of Excellence](#) among others.

The department's mission is to provide excellence in patient care, research, education and community service. The department provides pre-clinical and clinical training to medical students, as well as residents and fellows." Research in Neurology is carried out in our department by a number of faculty members. The department strives to increase community awareness about neurologic disorders.

In addition to teaching medical students, the Department sponsors two ACGME-accredited residency programs, in both Adult Neurology and Child Neurology. We also have ACGME-accredited Fellowships in Clinical Neurophysiology, Epilepsy, and Cerebrovascular Neurology. Additional Fellowship training opportunities are available in Neuroimmunology/Multiple Sclerosis. Instruction is provided at all levels of medical education. Members of the department participate in the teaching of basic neuroscience to medical students. The mandatory clinical clerkship in neurology consists of intensive inpatient (consultative services and wards) and outpatient experiences in neurology. Students have the opportunity for additional exposure to Child Neurology, Epilepsy, Stroke, or Neuro-Critical Care. The intent is to provide the student with the background to perform a neurological history and examination, and to evaluate patients with neurological disease using the concept of neurologic localization. The emphasis in this experience is on improving clinical diagnostic skills and the ability to formulate a plan of care. Advanced electives are also offered for students who have already completed the neurology clerkship.

The faculty maintains a strong commitment to clinical neurology through operation of the neurology service at Stony Brook University Hospital. Faculty research programs complement the clinical and academic functions of the department. Research in the department of neurology covers a wide spectrum of activities ranging from proteomics, genetic studies and stem cell research, to clinical trials in the major nervous system disorders to neuroimmunology/MS, neuro-imaging, vascular neurology/stroke, epilepsy, movement disorders, neuro-oncology and developmental neurobiology projects.

## 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, 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 neurosciences. Students may also enter the program as an MD/PhD student through the [Medical Scientist Training Program](#).

## 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 is responsible for instruction of medical students in each phase of their development. During the Phase 1 curriculum, Introduction to Clinical Medicine course allows students to be taught male and female genitourinary physical examinations in a program using prepared "professional patients." Following the study of exam techniques utilizing audiovisual aids and pelvic models, small groups of students spend one session with a physician instructor and specially trained professional patients who assist the individual student in conducting the exam. The objective of the program is to provide an experience for students to learn genital exams to minimize the initial technical and psychological difficulties of the exam, and to introduce to them the importance of communication with their patients.

Phase 1 students also have an intensive three-week course in Reproductive System Pathophysiology. Building on and expanding the students' knowledge of the basic sciences obtained in their first year, this course covers aspects of human reproduction dealing with both the normal and abnormal conditions of the male and female reproduction.

During Phase 2, Clinical Clerkship in Obstetrics and Gynecology is a 6-week core curriculum presentation for students to become intimately involved with the ambulatory and hospital care of female patients with pregnancy and/or diseases of the reproductive tract. Educational objectives are attained through didactic lectures, seminars, rounds, and clinical exposure. In addition to gaining experience with examination, diagnosis, and principles of treatment, opportunities are provided for exposure to the preventive medicine aspects of the discipline, including family planning, adolescent guidance, cancer screening, patient education and detection and prenatal health.

In Phase 3, for students already career oriented in obstetrics and gynecology, and for those who desire greater depths than permitted by the core curriculum, electives are offered in Maternal-Fetal Medicine (high-risk pregnancy), Reproductive Endocrinology and Infertility, Gynecologic Oncology, Urogynecology and Gynecology and General obstetrics with participation in faculty research projects as well as in independent student research projects, utilizing the department's laboratory facilities in endocrinology, immunology, fetal physiology and virology.

The principal goal of the department is to train physicians who will maintain and improve the highest standards in women's healthcare.

The department offers an accredited four-year residency, which includes training in all aspects of obstetrics and gynecology. The program provides a structured educational experience that is planned in continuity with undergraduate and continuing medical education. Participants are afforded structured, sequentially developed exposures using a continuity of care model in the ambulatory and inpatient setting. This includes primary medical management and a variety of surgical experiences appropriate to the level of training.

The department offers a three-year fellowship training program in Maternal-Fetal Medicine. This program is designed to include three fellows. The program objective is to train specialists in Maternal-Fetal Medicine who, in addition to having expertise in clinic practice, research, and public health, will have the skills needed to excel in the ever-more challenging environment of academic medicine. Specific objectives include training individuals capable of continuing a career in academic medicine with defined areas of interest and foundations in research and education that will prepare each of the trainees to obtain research grant funding or to otherwise be a productive member of the academic community.

Each graduate of the Fellowship in Maternal-Fetal Medicine will have the knowledge and skills to act as a consultant to general obstetricians as well as to participate in regionalization of perinatal services active in improving the delivery of healthcare to designated populations. The educational program of this fellowship is also designed to guarantee a completed, hypothesis based, research thesis by graduation. Each fellow is taught and mentored and will go on to teach and mentor others with didactic lectures, structured educational experiences, 360 degree evaluations, and involvement as a research mentor to undergraduates and/or residents. Each fellow will be adequately prepared to achieve subspecialty certification by the Division of Maternal-Fetal Medicine of the American Board of Obstetrics and Gynecology and then proceed to develop successful careers in academic medicine.

The department offers a two-year Minimally Invasive Gynecologic Surgery Fellowship training program that is structured to provide the fellow 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 twice yearly opportunities to participate as a teaching proctor in 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 laparoscopic pelvic trainer and robotic simulation is available to the fellow at any time.

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 gynecology 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 in 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.

## 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 (<https://www.stonybrookmedicine.edu/patientcare/orthopaedics>) provides the resident with a rich educational experience through its home institution and two affiliated hospitals, Veterans Affairs Medical Center and Winthrop University Hospital. A rotation is also provided in Orthopaedic Oncology at Memorial Sloan Kettering Cancer Center in New York City, and there is an Orthopaedic Oncology rotation at Stony Brook.

Rotations are provided in the clinical subspecialties of Hand and Foot Surgery, Microsurgery, Oncology, Pediatric Orthopaedics, Spinal Surgery, Sports Medicine, Joint Replacement and Reconstruction, and Upper Extremity Surgery, 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, Foot 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.

Our 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 radiodiagnostic 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 orthopedic surgery and post-residency fellowships in hand surgery.

## Department of Pathology

The [Department of Pathology](#) is concerned with the pathogenesis of disease, as well as with its manifestations of diagnosis. The department serves as a bridge between the preclinical and clinical sciences for students, clinicians, and non-clinicians at all stages of training. It has responsibility for teaching students in each school of the Health Sciences Center, in the College of Arts and Sciences, and in the Graduate School, and has responsibility for the postgraduate and continuing education of residing physicians, house staff and practitioners. In addition to its teaching responsibilities, the department operates the hospital laboratories. At the graduate level, programs leading to the PhD degree are developed within the department and in cooperation with other departments.

## Department of Pediatrics

The [Department of Pediatrics](#) defines three broad areas within its mission. Excellence in:

1. Patient care and patient education in our service to the communities around us.
2. Medical education within each phase of the training of physicians, allied health professionals and scientists.
3. Scholarly research related to childhood health and development, childhood diseases and disorders.

The department's goals align with the three-part mission by providing of the highest standards of care for children and families. While providing exemplary training programs, the highest quality educational and service leadership, and opportunities for research and scholarships so that the department can continue to improve pediatric medical care both in the surrounding communities and at the national level. Faculty roles in teaching encompass trainee education from the start of undergraduate medical and allied health education through residency and subspecialty fellowship

training, combining basic and clinical knowledge with inpatient and ambulatory clinical experiences to facilitate the development of astute, competent, knowledgeable and caring professionals. Ongoing research among the faculty and trainees helps to prepare new investigators with the skills to expand understanding of pediatric diseases, and provide evidence-based and effective interventions for the challenging health problems of the pediatric population. The department is comprised of the clinical and academic divisions, each with its own designated division chief.

### Education Programs

The Department of Pediatrics, hosts a categorical and combined Pediatrics–Internal Medicine Residency and [five fellowship training programs](#), and contributes to the educational growth of undergraduate (baccalaureate level) students, master's and doctoral level students, and trainees in the other four Schools of the Health Sciences. Additionally, the department hosts high school students in its research laboratories, visiting students from other U.S. medical schools seeking senior elective experiences in Pediatrics, and international students engaged in the School's exchange program with two Korean medical schools. The department's education efforts for third-year students are extensive. The Medical School Clerkship in Pediatrics is a required course that is conducted year-round in eight-week blocks for all third-year students in the School of Medicine. The Clerkship in Pediatrics is closely guided by an Executive Committee which meets formally three times yearly to review all aspects of the course. The clerkship objectives, activities, and evaluation criteria are summarized in the Guidelines to the Clerkship in Pediatrics. The Sub-internship in Pediatrics is a rigorous four-week clinical experience designed to expand clinical responsibility beyond that of the clinical clerk. Elective experiences are available in all fields of pediatrics, either at Stony Brook or at affiliated programs at Nassau University Medical Center or Winthrop-University Hospital.

The [ACGME accredited three-year residency program](#) is designed to provide a solid foundation for clinical practice or for further study in the pediatric specialties, including pediatric research. The program emphasizes basic principles of scientific medicine and reasoning, training pediatricians to apply evidence-based medicine to the clinical care of children. While learning to care for the sick child in the inpatient setting, the residents also develop an outpatient primary care continuity practice throughout their three years of training.

## Department of Pharmacological Sciences

[Pharmacology](#) is an interdisciplinary science that explores the effects of exogenous chemicals and endogenous signals on biological systems. Faculty research interests emphasize the molecular mechanisms of the action of drugs, hormones and toxins. Areas of research include chemical biology and toxicology, neuropharmacology, and a variety of types of signal transduction. Teaching is directed toward an understanding of the basic principles underlying the therapeutic and toxic actions of drugs and chemicals.

The department provides instruction for professional students in the schools of the Health Sciences Center and offers

graduate and upper-division courses in pharmacology, toxicology, and therapeutics. A PhD-granting graduate program is offered through the Graduate School and the School of Medicine. An undergraduate pharmacology program is provided through the College of Arts and Sciences.

## Department of Physical Medicine and Rehabilitation

The Department of Physical Medicine and Rehabilitation provides an educational experience for fourth-year students who are interested in the specialty. Students will gain exposure to the field of rehabilitation medicine in a variety of settings including inpatient, outpatient and electromyography. Students will learn the psychiatric approach to patient care and the roles of the various rehabilitation team members. The elective is available at St. Charles Hospital or the Veterans Affairs Medical Center in Northport. 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](mailto: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

	Fall	Spring
Year 1	Cellular Physiology & Biophysics (HBY 530)	Student Journal Club (HBY 570)
	Human Physiology (HBY 501)	Lab rotation (HBY 500)
	Student Journal Club (HBY 570)	Seminar in Physiology & Biophysics (HBY 690)
	Lab rotation (HBY 500)	Statistical Analysis (HBY 561)
	Seminar in Physiology & Biophysics (HBY 690)	Model Based Analysis (HBY 562)
		Ethics In Research (GRD500)
Year2	Graduate Biochemistry (MCB 520)m	Lab Research (HBY 591)
	Biomembranes (MCB 517)	Student Journal Club (HBY 570)
	Lab Research (HBY 591)	Seminar (HBY 690)
	Student Journal Club (HBY 570)	
	Seminar in Physiology & Biophysics (HBY 690)	
	Teaching Practicum (HBY 695)	

An additional 12 credits of electives are taken at the student's discretion during the first and second year.

## Admission

### Application Requirements

The minimum requirements for admission to The Ph.D program in Physiology & Biophysics are a Bachelor's Degree with a Major in the Physical or Biological sciences. Successful applicants have a grade point average of 3.25/4.0 or higher for their undergraduate curriculum, with special emphasis on coursework within the major. Admission requires submission of scores from the Graduate Record Exam (GRE). Successful applicants have GRE scores ranked in the upper half in all three areas of examination. No subject test is required. Students for whom English is not their native language, must establish English proficiency based on the results of your TOEFL or IELTS examinations. Applicants are required to provide three letters of recommendation that can speak to the student's academic and research performance. Preference is given to students with previous research experience. Students who do not meet these qualifications are encouraged to seek admission to our Master's program for additional preparation.

## Department of Psychiatry AND BEHAVIORAL 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. Our portfolio ranges from basic neuroscience, epidemiology and behavioral science to clinical and translational research. 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. Through joint appointments with other departments, many faculty members supervise and support graduate and post-doctoral students in related disciplines.

We invite you to learn more about our department by browsing through our website to learn more about our [Clinical Services](#), [Medical Student Education](#), [Residency Program](#) and [Institute for Mental Health Research \(IMHR\) division](#).

## Department of Radiation Oncology

The [Department of Radiation Oncology](#) is organized to develop and teach the disciplines of radiation physics, radiation biology and therapeutic radiology as applied to the treatment of malignancies and selected benign disorders. Active basic and clinical research programs operate in conjunction with other medical school departments and the Brookhaven National Laboratory.

The mission of the Department of Radiation Oncology is to develop a well-rounded academic program in radiation oncology, to include:

- Expert cost effective radiation therapy services
- Education of medical professionals in the management of oncology patients

- Improvement of patient care through science and technology transfer
- University leadership in oncology

For medical students already career oriented in radiation oncology and for those who desire greater depth than permitted by the core curriculum, fourth year electives are offered in radiation oncology.

Undergraduate and graduate as well as medical students interested in research collaboration or the clinical oncology of solid tumors, are encouraged to apply for elective rotations.

The Radiation Oncology Department fosters and supports three nationally recognized programs that encourage the Stony Brook University community to continue its education in the fields of Medical Dosimetry and Medical Physics.

### Medical Dosimetry Program

The Medical Dosimetry Program a JRCERT accredited two year program offered through the Health Science major. The second year of the program, non-credit post-baccalaureate clinical training is offered in collaboration with the Department of Radiation Oncology. The combination of the two-years of education provides students eligibility for the Medical Dosimetry Certification Board exam. Students work alongside the Radiation Oncology staff within the department, as well as several satellite facilities as to further their experience. Students work clinically to hone their skills in a professional setting, while continuing academic classes taught by departmental faculty and staff.

The Medical Dosimetry program offers accepted students a first hand experience in treatment planning, dose calculations, and responsibilities pertinent to that of a board certified Medical Dosimetrist. As the students continue with a regular regimen of classes, the program concurrently prepares students to handle clinical responsibilities that one would encounter on a daily basis as well as obstacles that may appear on an occasional agenda. During the clinical year, students also undergo a series of tasks that render them competent in basic dosimetry techniques.

### Medical Physics Residency Program

The Medical Physics Residency Program is a two-year program that provides preparation for the Board Certification by the American Board of Radiology (ABR). Residents are involved in all aspects of the clinic including, but not limited to machine QA, IMRT, HDR and LDR Quality Assurance, instruction of Medical Dosimetry and Biomedical Engineering students, 3D conformal and IMRT planning, Stereotactic Radiotherapy, and administrative responsibilities. Residents are encouraged to partake in projects that are run in the clinic and are provided with continued educational opportunities. Residents are trained to be fully functioning Medical Physicist upon the completion of their program.

### Biomedical Engineering Master's of Science

In conjunction with these programs, the Stony Brook Radiation Oncology Department offers the Biomedical Engineering Master's of Science candidates a forum of advanced learning.



Through hands on experience in the clinic and classes taught by our residents and departmental faculty, the MS candidates are afforded an opportunity to acquire experience in Medical Physics.

## Department of Radiology

The [Department of Radiology](#) transverses Stony Brook University Hospital and the Veterans Administration Medical Center and our common mission is a commitment to excellence in medical imaging, responsive service, and the responsible use of our resources in clinical care, education and research. Our goal is to help our patients, referring physicians and family members achieve their goals.

The department offers a four-year residency in diagnostic radiology. The program includes all aspects of radiology, including neuroradiology, musculoskeletal, thoracic, cardiac, interventional, abdominal, and pediatric radiology, as well as nuclear medicine. All modalities are also covered extensively including x-ray, ultrasonography, CT, MRI, PET, nuclear medicine and interventional radiology. The residency provides the resident with a strong foundation to meet his or her goals, whether in clinical practice, academic teaching, or in research. Teaching is the core mission of the department. The clinical rotations, core curriculum, and research project provide each resident with the fundamentals necessary to pursue a clinical and/or academic career. All modalities, including evolving technologies, are included in the program. Substantial research is given to pursue academic endeavors. The rotations are primarily at Stony Brook University Hospital, with additional rotations at the Northport Veterans Administration Hospital. Also, in the third year of the radiology residency, residents take part in the four-week program of the American Institute of Radiologic Pathology program.

The third-year medical students rotate on the radiology service for two weeks. The course combines daily lectures, which address basic image interpretation and an algorithmic approach for the selection of imaging studies. In addition, the student completes a series of programmed learning seminars and teaching files, which review principles of image interpretation. There is extensive exposure to many of the subspecialty areas with observation of procedures and participation in film review sessions with Radiology faculty. Schedules are distributed at the start of the clerkship.

A fourth-year medical student elective is offered. Rotation is for two or four weeks. The student will be able to exercise choice in time commitment to various subspecialties according to perceived need. The student will attend departmental conferences, participate in daily activities of the department, meet with visiting professors, and attend student rounds for case presentations. Overall supervision is by the course director, with day-to-day contact with attending staff members.

The department offers fellowships in musculoskeletal imaging

## Department of Surgery

The [Department of Surgery](#) was founded in 1974 together with the creation of the Stony Brook School of Medicine. Expanding on the institutional vision, the department's mission is to achieve national recognition as a leading research entity;

provide exceptional clinical care encompassing "leading edge" therapies and technologies to our patient population; serve as a first-tier educational program for our fellows, residents, students and staff; and play a leading role in our community in the dissemination of high-quality healthcare and education.

The department is organized into nine clinical divisions: general surgery, including trauma and surgical critical care; cardiothoracic surgery; otolaryngology-head and neck surgery; breast surgery; upper gastroenterological and general surgical oncology; pediatric surgery; plastic and reconstructive surgery; colon and rectal surgery; and vascular surgery. In addition, the department includes two nonclinical divisions: education and surgical research.

## Medical Student Education

The department provides instruction for medical students throughout their four years of training. Most of the department's effort is directed at third- and fourth-year students in the form of a general surgery clerkship and surgical selectives/electives, although some didactic teaching is also provided for the first- and second-year students through clinical correlations lectures. The cornerstone of the student education program is the eight-week 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-certified residency program in general surgery graduating six chief residents per year, with a total of 51 residents. In addition, individual divisions within the department offer an ACGME-accredited residency plus fellowship in 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

The department offers a new five-year vascular surgery residency, which is among the few such programs available nationwide. A traditional two-year residency (fellowship) is also offered. Based in the Division of Vascular Surgery, both training programs are designed to prepare physicians for the pursuit of an academic career in vascular surgery equally as well as for private practice in vascular surgery. Residents are chosen out of medical school for the integrated five-year program, which culminates in eligibility for certification in vascular surgery (not for general surgery). For those physicians who are sure that they want vascular surgery as a career, this program provides focused training and reduces the amount of training time from the standard training period by two years. Residents and fellows are taught open and endovascular interventions, medical management of vascular disease, and use of noninvasive techniques. Clinical research is an important part of both training programs in vascular surgery.

### Colon and Rectal Surgery

The department offers a one-year colon and rectal surgery residency (fellowship) based in the Section of Colon and Rectal Surgery. The content of the educational experience is directed toward fulfilling the requirements of the American Board of Colon and Rectal Surgery. Fellows gain operative experience through a large volume of diverse surgical procedures, including reconstructive anorectal surgery, surgery for inflammatory bowel disease, emergency colon resections, ambulatory anorectal surgery, and all aspects of office and endoscopic procedures. Upon completion of the training program, fellows are ready to enter into clinical practice, and are eligible for board certification in colon and rectal surgery.

### 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 microsurgery, kidney stone disease and lithotripsy, pediatric urology, reconstructive urology, sexual dysfunction, kidney transplantation and minimally invasive surgery via laparoscopy and robot-assisted surgery using the Da Vinci® S HD™ Surgical System.

The majority of the faculty of the Department of Urology are fellowship trained at elite institutions. They offer a wide array of experience in all aspects of urological procedures. The department has a four-year ACGME accredited residency

program and works in conjunction with the School of Medicine in providing education to medical students.

The department participates in the second-year medical student curriculum. In the Introduction to Clinical Medicine course, students are taught the male genitourinary physical examination. Following the study of the exam techniques utilizing audiovisual aids and models, small groups of students spend a session with the instructing physician and professional patients, who assist the student in conducting the physical examinations.

Stony Brook medical students may elect a clerkship during the third-year or a sub-internship during the fourth year. During this rotation, emphasis is placed on the urologic history, physical examinations, and differential diagnosis of urologic problems. The basic pathophysiology of urologic disease is emphasized and the rationale for medical and surgical intervention is reviewed. The sub-internship consists of a four-week rotation, which gives a more in-depth exposure to urology. Students are expected to give a presentation at the end of their rotation. Research-based electives are also available to medical students within the Department of Urology.

All students are taught directly by the attending faculty and urology residents. The residents are responsible for orienting the medical students to the day-to-day activities of the service. This gives the residents a chance to exhibit their teaching, professionalism, communication, and system-based practice skills. Activities include morning rounds, selection of participation in specific surgical cases performed within the department, and participation in the 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

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### 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 for students who hold non-nursing Baccalaureate degrees. Both of these programs are offered on-site and lead to licensure as a registered nurse. The Registered Nurse to Bachelors and Registered Nurse to Bachelors/Masters are available for registered nurses with associate degrees or diplomas in nursing. These programs are offered through distance education with on-site requirements.

At the graduate level, a Master of Science degree in advanced practice nursing is offered in the following population foci: Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, Pediatric Primary 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, Family, Pediatric Primary Care, Psychiatric Mental Health, Women's Health, Neonatal, and Nurse Midwifery. Nurse practitioners and nurse midwives who hold a Master's degree may be eligible to enter our DNP Program with advanced standing (post-masters entry). A gap analysis is conducted to confirm previous coursework taken and validate the number of clinical hours performed at the Master's level. The DNP program is offered through distance education with on-site requirements. The 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 in nursing, Master of Science degree in nursing and Doctor of Nursing Practice programs at Stony Brook University School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE): [www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation). Nurse Midwifery is accredited by the Accreditation Commission for Midwifery Education (ACME), [www.midwife.org/acme](http://www.midwife.org/acme).

### Mission Statement

The mission of the Stony Brook School of Nursing is to prepare nurse leaders at all entries of practice to advance the health of the people of New York, the wider geographic regions and the global community with a focus on the underserved. This is accomplished through innovative, high quality and accessible educational programs, clinical practice, research and public service.

### Vision

Stony Brook University School of Nursing will be a top ranked school recognized for excellence and innovation in education, leadership, research, advocacy, and practice.

### Values

#### I REACH UP

- Integrity
- Respect
- Excellence
- Accountability
- Creativity
- Honesty
- Unity
- Perseverance

### Bachelor of Science Program Outcomes

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

1. Apply principles from the sciences, arts and humanities to patient-centered nursing practice.
2. Use theories from nursing and related disciplines to guide research, policy and clinical nursing practice.
3. Integrate best current evidence with clinical expertise in the delivery of safe, quality care to diverse individuals, families and communities.
4. Apply knowledge and skills in leadership, quality improvement and patient safety to provide high quality health care.
5. Use information management and patient care technologies in communication, mitigation of error,

- decision making and optimization of quality patient outcomes.
6. Engage effectively within nursing and interprofessional teams to foster open communication, mutual respect, and shared decision.
  7. Demonstrate professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
  8. Incorporate cultural values and preferences in the delivery of care to individuals, families, communities and populations across the life span.
  9. Formulate the value of practice excellence, lifelong learning and professional engagement.

## **Master of Science Program Outcomes 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](http://www.nursing.stonybrookmedicine.edu)

Additionally, information sessions are held by the School of Nursing with dates and times posted on the website.

## Applications

All application to the School of Nursing programs are electronic and must be submitted online by published deadlines. Interviews may be required of qualified applicants.

*Admission to Stony Brook University School of Nursing programs is highly competitive. Meeting minimum criteria for admission does not guarantee acceptance. The School of Nursing reserves the right to make final decisions based upon the applicant pool each year.*

## Required Application Documentation

An application is not considered complete until the following documentation is uploaded by the stated application deadline:

- Application including written statement
- Paid application fee or approved waiver
- Unofficial transcripts from all colleges/universities attended
- Three letters of recommendation
- Completion of three prerequisite sciences by the application deadline (for all undergraduate programs)
- Meet the Professional Standards For Admission and Retention (see below)

## Additional Requirements upon Admission

- Official transcripts from all colleges/universities attended
- Certification in Basic Life Support for Healthcare Providers (BLS) w/ AED
- All Neonatal and Midwifery students must submit proof of Neonatal Resuscitation certification (NRP)
- Evidence of meeting University and School of Nursing health requirements
- Evidence of health insurance
- Evidence of student malpractice insurance
- All prerequisite classes must be completed prior to the start of the program
- Foreign transcripts evaluated by a NACES accredited service such the World Education Services (WES)
- TOEFL, if applicable

## Professional Standards for Admission and Retention

The Stony Brook University School of Nursing faculty has specified technical standards critical to the success of students in any Stony Brook University nursing program. Qualified applicants are expected to meet all academic admission criteria, as well as these technical standards, appropriate to their program of study.

1. **Observation:** The applicant/nursing student must be able to 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 acuties 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, students may begin studies as non-matriculated students only by permission. A maximum of six (6) non-clinical credits may be earned prior to matriculation.

In order to become a non-matriculated student, a "Non-Matriculated Application" must be completed and submitted to the School of Nursing Office of Student Affairs for approval. This application is available in the School of Nursing Office of Student Affairs. Non-matriculated study does not guarantee admission to the School of Nursing.

## 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

Undergraduate students must maintain a minimum GPA of 2.50, and graduate students must maintain a minimum 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.

Students in all programs on a leave of absence will not have access to the curriculum, faculty support and technical support. Undergraduate students must pass the theoretical portion of any course with a C+ (74%) or higher. Graduate students in the Master of Science and Advanced Certificate programs must pass the theoretical portion of any course with a grade of C (70%) or higher. Doctoral students must pass all program required courses with a grade of B or higher and maintain a cumulative GPA of 3.00 or higher. Clinical performance is graded as Pass/Fail.

- Failure to pass either the theoretical or the clinical components of a clinical course will result in the failure of the entire course.
- As stipulated in specific course outlines, assignments handed in late or redone may receive reduced credit.
- All students must meet and maintain all Professional Standards for Admission and retention for the School of Nursing.

## Academic Sanctions

The criteria for students to maintain enrollment in good standing in the School of Nursing are satisfactory performance in all academic and clinical components of the program. Failure to meet standards for academic progression may result in an academic sanction.

### Academic Warning

Academic Warning is utilized to notify students of unsatisfactory performance in any course at any time, for the following reasons:

- Unsatisfactory grades.
- Unsatisfactory clinical performance.
- Academic or clinical dishonesty.

- Unprofessional behavior.

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, suspension, deceleration, termination).

### Academic Jeopardy

Jeopardy status is defined as a cumulative GPA of less than 2.50 for undergraduate students, 3.00 for graduate students, failure of the clinical component or failure of a required course.

Jeopardy will be recommended for any of the following circumstances:

- Undergraduate students who receive a grade less than C+ in a required course
- Graduate students who receive a grade less than C in a required course or a grade less than B for doctoral students
- Failure of the clinical component of a course
- Cumulative GPA is less than 2.50 for undergraduate work. Cumulative GPA of 3.00 for graduate work
- Student on Academic Warning who fails to comply with faculty recommendations

### Deceleration

Deceleration is an interruption in the normal sequence of courses in any of the nursing programs. Students may decelerate by requesting approval, by recommendation and advisement of faculty, or by academic sanction.

### Suspension

Suspension is a mandatory temporary leave initiated by the faculty or the clinical faculty/preceptor while questionable actions by a student are being investigated by the Committee on Admissions and Academic Standards. These actions may include but are not limited to:

- Unsafe clinical performance
- Academic Dishonesty
- Professional Misconduct
- Criminal Acts

### Termination

Termination is a mandated expulsion of the student from the nursing program as determined by the Associate Dean for Academic Affairs and Strategic Partnerships. A student may be terminated from the nursing program for any of the following circumstances:

- As a result of an Academic Warning or Jeopardy
- As a result of a substantiated suspension
- As a result to register for two or more consecutive semesters (Undergraduate and Master of Science students)
- As a result of failure to maintain current registration each semester as prescribed by the student's curriculum pathway (Doctoral students)
- As a result of substantiated Academic Dishonesty
- As a result of substantiated professional misconduct

## Academic integrity

All students are expected to follow the codes established by the University, which can be found on the Office of University Community Standards website <https://www.stonybrook.edu/commcms/studentaffairs/ucs/>. Students are also expected to follow the policies of the SON contained in the School of Nursing Student handbook at [www.nursing.stonybrookmedicine.edu](http://www.nursing.stonybrookmedicine.edu). Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Academic dishonesty shall be defined as misrepresentation of authorship or in any fashion falsifying part or all of any work submitted or intended to be submitted for academic credit. Such misrepresentation or falsification includes, but is not limited to, the use of supportive documentation, mechanical aids, mutual cooperation not authorized by faculty, plagiarism or theft of academic materials.

The principles of academic dishonesty also apply to those courses taken during the clinical phases of any program, which are taken for credit or otherwise required for completion of the program. Owing to the critical nature of such requirements and student responsibility for the welfare of patients and agencies providing healthcare, academic dishonesty is further defined to include falsification of patient or agency records, violating accepted codes of professional ethics, surrender, suspension or revocation of license, or engaging in activities that might endanger the health or welfare of patients. Acts of academic dishonesty are referred to the Committee on Admissions and Academic Standards for review and recommendation to the 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 receipt of the first class/certified letter. If the student wishes to challenge the final decision made by the Dean following appeal in the School of Nursing, a further appeal may be directed to the Executive Vice President for Health Sciences within ten (10) business days of receipt of the first class/certified letter from the Dean. All decisions by the Executive Vice President for Health Sciences are final.

## Tuition and Fees

For detailed information about tuition and fees, see the "Cost and Aid" section of this Bulletin.

A Distance Learning fee is assessed in addition to University tuition and fees\* as follows.

First Semester: \$236.00  
Subsequent Semesters: \$141.00

\*All fees are subject to change without notice.

## Financial Aid

Financial aid programs are administered by the University or by federal and state agencies to which the student applies directly. Information about financial aid can be found on [The Health Sciences Office of Student Services](#) website. The office is located in the Health Sciences Center, Level 2, Room 271; the telephone number is (631) 444-2111.

## Clinical Practice Responsibilities

To participate in clinical experiences, students must submit and maintain current documentation of the following: a completed health form including a record of immunizations and titers; health insurance coverage; Basic Life Support for Health Care Providers with/ AED training from the American Heart Association or American Red Cross; malpractice insurance \$1 million/\$3 million (minimum coverage). Students in the Registered Nurse Baccalaureate, Master's, and Doctoral programs must submit a copy of and maintain a current RN license. New York State residents must submit a copy of the current NYS Infection Control Certificate.

ID badges must be worn at all times while participating in class and clinical experiences. Students must adhere to clinical dress code and School of Nursing identification policy.

## Clinical Placement

Students and faculty work together to identify potential clinical sites and preceptors in the geographic area where they plan to do clinical fieldwork. The Clinical Placement staff work closely with students and faculty to facilitate this process so that students are able to achieve clinical competence and expected program outcomes.

All clinical sites and preceptors must be approved by the Stony Brook University School of Nursing faculty within each individual program to ensure that the planned clinical fieldwork will enable the student to successfully fulfill the clinical course objectives. Program faculty maintain communication with preceptors throughout the semester. Faculty are responsible for the overall evaluation of students.

Clinical sites may include private practices, free-standing clinics, hospitals, and hospital-affiliated facilities and practices. All sites require a letter of placement from the Clinical Placement Office. In addition, many sites require a legal affiliation agreement/contract between the individual institution and the State University of New York, on behalf of the Stony Brook University School of Nursing.

The Office of Clinical Placements works closely with the legal department to expedite favorable contract negotiations. Successful or timely contract execution cannot be guaranteed because of the complex nature of the legal process. The School of Nursing currently maintains approximately 600 clinical affiliation agreements/contracts throughout the United States, Canada and abroad.

It is highly recommended that students select sites from the Stony Brook University School of Nursing's list of existing affiliation agreements/contracts or sites for which a contract is not required in order to facilitate timely progression through the program. The clinical experiences depend

on the availability of clinical sites and preceptors in a student's region. The School of Nursing cannot guarantee the availability of clinical sites or the results of clinical negotiations.

## Technical Specifications for On-Site and Distance Education Programs

All nursing students, both onsite and distance, will have selected courses, many of which are available primarily by computer. Each student entering the School, both onsite and distance, **must** have access to a **Windows-based** or **Macintosh-based** computer which they are responsible to maintain. The following is a detailed description of the computer hardware, software and data communication requirements. Please take the time to familiarize yourself with these requirements to assure that your computer system fully meets them.

### Requirements

- A computer purchased within the last 2 years will generally meet the minimum computer hardware requirements.
- Microsoft Windows version 7 or higher, or Mac OS X 10.10 or higher.
- MS Word and PowerPoint are required; current version MS Office 2010, 2013, 2016 or Office 365 recommended. \*
- Internet browsers:
  - Chrome v.40 or higher
  - Microsoft Edge
  - Safari 8 or higher
- Latest Version of Adobe Acrobat Reader and Adobe Flash player are required. (Upgrade can be downloaded free from Adobe Website).

### Recommendations

- Virus scanning software is highly recommended. \*

\* Current versions of MS Office and Symantec anti-virus may be available free from Campus. Since the School of Nursing does not administer these offerings they are subject to change. Registered students can obtain more information about these offers from the Stony Brook University Division of Information Technology website

It is strongly recommended that students use a computer dedicated for their own use rather than sharing a computer with others when completing the Distance Education Program. Students are required to maintain their computer hardware and operating systems in proper functioning order.

Please call Tech Support (631) 444-7505 or email Tech\_Help@notes2.nursing.sunysb.edu, if you have any questions or need any additional information.

## Honors

Degree candidates may receive school or departmental awards for superior performance upon recommendation of the faculty.

## Dean's List

Each semester, part-time students must have completed at least six credits of letter-grade work in order to be considered.

## Degrees with Distinction

School of Nursing undergraduate students are eligible for Degrees with Distinction. Degrees with Distinction are conferred on candidates for the Bachelor of Science degree who have completed at least 55 credits at Stony Brook, excluding special examination and waiver credit (or 43 credits for Registered Nurse Baccalaureate students), and who attain the requisite grade point average. The levels of distinction are *summa cum laude*, *magna cum laude*, and *cum laude*, and constitute approximately the 98th percentile, the 93rd percentile and the 85th percentile, respectively.

The grade point average cutoffs for the three levels of distinction are: *summa cum laude*, 3.80; *magna cum laude*, 3.70; and *cum laude*, 3.60.

Attainment of a degree with distinction is indicated on the student's diploma and permanent academic record.

## Honor Society

The Kappa Gamma Chapter of Sigma Theta Tau International was chartered in 1988 and is the honor society for the School of Nursing. Graduate and Undergraduate students are eligible based upon criteria as established by Sigma Theta Tau International Inc.

## Nursing Clubs/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.

# 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:

- Minimum cumulative GPA of 2.80 is required
- A grade of C or higher in all required pre-admission coursework

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

Required Pre-Admission Coursework	Credits
English Composition	3
Lifespan Development	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
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English Composition	3
Sociology	3
Psychology	3
Lifespan Development	3
Microbiology/Lab	4
Anatomy & Physiology I/Lab	4
Anatomy & Physiology II/ Lab	4
Chemistry	3
Statistics	3
Humanities	6
Fine Arts	3
US History	3
Global Issues	3
Second Semester of Elementary Foreign Language*	3
Electives	9
<b>Total Credits</b>	<b>57</b>

\* 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
<b>Professional Socialization</b>	
HNI 350 Professional Role Development in Nursing	2
HNI 440 Research in Nursing	2
HNI 479 Transitions in Professional Practice	3
<b>Health Related Sciences</b>	
HNI 301 Mathematics for Health Care	1
HNI 310 Pathophysiology	3



HNI 333 Fundamentals of Pharmacology	4	*RN license is required within 11 weeks from the start of the program
<b>Clinical Nursing</b>		Admission Requirements:
HNI 370 Health Assessment	3	<ul style="list-style-type: none"> <li>• Minimum cumulative GPA of 2.50 is required</li> <li>• 57 college credits with a grade of C or higher in all required pre-admission coursework</li> </ul>
HNI 373 Psychosocial Mental Health Nursing	6	
HNI 377 Principles and Applications of Nursing Interventions I	6	
HNI 378 Principles and Applications of Nursing Interventions II	6	
HNI 455 Adult/ Gerontological Health Nursing I	6	
HNI 456 Adult/ Gerontological Health Nursing II	6	
HNI 463 Maternal and Newborn Health Nursing	5	
HNI 464 Child and Adolescent Health Nursing	5	
HNI 469 Population Health Nursing	6	
HNI 474 Capstone Nursing Practicum	5	
Electives	2	
<b>Total Credits</b>	<b>71</b>	
		<b>Required Pre-Admission Coursework*</b>
		English Composition
		Sociology
		Psychology
		Lifespan Development
		Microbiology/Lab
		Anatomy & Physiology I/Lab
		Anatomy & Physiology II/ Lab
		Chemistry
		Statistics
		Humanities
		Fine Arts
		US History
		Global Issues
		Second Semester of Elementary Foreign Language**
		Electives
		<b>Total Credits</b>
		<b>57</b>

## Registered Nurse to Baccalaureate Program (RNBP)

Offered through Distance Learning with On-Site Requirements

The Registered Nurse to Baccalaureate Program is designed for students with either an associate degree or diploma in nursing. The curriculum is concentrated in the upper division and leads to a Bachelor of Science degree with a major in nursing.

The upper-division nursing major draws on the lower-division prerequisite courses from the arts, humanities, and natural and social sciences. Learning experiences are focused on the world's evolving health care environment. Communication, negotiation, and leadership skills are emphasized as students provide care to individuals, families, groups and communities. Various models of professional nursing and health care are introduced.

Spring Admission: Program begins in January\*

Summer Admission: Program begins in May\*

\*Admission requirements for graduates of SUNY Associate of Science (AS) degree programs in nursing may differ as per the SUNY transfer path. Applicants are urged to attend Information Sessions for further advisement regarding admission requirements.

\*\* Stony Brook University students who satisfy the LANG (communicate in a language other than English) requirement for foreign language 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.

<b>Graduation Requirements</b>	<b>Credits</b>
<b>Professional Socialization</b>	
HNC 350 Professional Role Development in Nursing	2
HNC 440 Research in Nursing	2

HNC 479 Transitions into Professional Practice 3

### Health Related Sciences

HNC 310 Pathophysiology 3

HNC 333 Fundamentals of Pharmacology 4

HNC 499 Clinical Epidemiology-Population Based 3

### Clinical Nursing

Clinical Practice Portfolio - Submitted while in program 28

HNC 340 Novice to Expert: A Capstone Experience for RN to BS students 6

HNC 370 Health Assessment 3

HNC 469 Population Health Nursing 6

HNC 470 Nursing Management Practicum 6

Electives 5

**Total Credits 71**

### Advanced Placement Credits

Registered Nurse to Baccalaureate students are required to submit a clinical practice portfolio to be evaluated for 28 advanced placement credits. If the portfolio does not meet academic standards, the student will not be able to continue in the program. A non-refundable fee of \$300 is required for the portfolio evaluation.

## Registered Nurse Baccalaureate to Master of Science Program (BS/MS Program)

Offered through Distance Learning with On-Site Requirements

The Registered Nurse Baccalaureate to Master of Science Program is designed for students with either an associate degree or diploma in nursing. The curriculum is concentrated in the upper division and leads to a Bachelor of Science degree with a major in nursing. Upon meeting progression criteria, students will continue to the Master of Science program in their designated specialty.

Admission Requirements

- Minimum cumulative GPA of 3.00 is required
- Minimum 1 year clinical experience as an RN in clinical area of interest
- 57 college credits with a grade C or better

in the following pre-admission courses:

Required Pre-Admission Coursework*	Credits
English Composition	3
Sociology	3
Psychology	3
Lifespan Development	3
Microbiology/Lab	4
Anatomy & Physiology I/Lab	4
Anatomy & Physiology II/Lab	4
Chemistry	3
Statistics	3
Humanities	6
Fine Arts	3
US History	3
Global Issues	3
Second Semester of Elementary Foreign Language**	3
Electives	9
<b>Total Credits</b>	<b>57</b>

\*Admission requirements for graduates of SUNY Associate of Science (AS) degree programs in nursing may differ as per the SUNY transfer path. Applicants are urged to attend Information Sessions for further advisement regarding admission requirements.

\*\*Stony Brook University students who satisfy the LANG (communicate in a language other than English) requirement for foreign language will fulfill the foreign language admission requirement for the School of Nursing. However, the number of required elective credits must increase from 9 to 12 in order to meet the minimum requirement of 57 credits.

Graduation Requirements	Credits
<b>Professional Socialization</b>	
HNC 350 Professional Role Development in Nursing	2
HNC 440 Research in Nursing	2
HNC 479 Transitions into Professional Practice	3
<b>Health Related Sciences</b>	
HNC 310 Pathophysiology	3

HNC 333 Fundamentals of Pharmacology	4
HNC 499 Clinical Epidemiology-Population Based	3
<b>Clinical Nursing</b>	
Clinical Practice Portfolio - submitted while in program	28
HNC 340 Novice to Expert:A Capstone Experience for RN to BS students	6
HNC 370 Health Assessment	3
HNC 469 Population Health Nursing	6
HNC 471 Nursing Management Practicum for BS/MS students	3
Electives	0
<b>BS/MS - Graduate Core Classes</b>	
HNH 503 Organizational Leadership and Role Formation	3
HNH 504 Quality Improvement, Safety and Health Care Technologies	3
HNH 505 Health Care Policy and Advocacy	2
<b>Total Credits</b>	<b>71</b>

### Advanced Placement Credits

Registered Nurse to Baccalaureate students are required to submit a clinical practice portfolio to be evaluated for 28 advanced placement credits. If the portfolio does not meet academic standards, the student will not be able to continue in the program. A non-refundable fee of \$300 is required for the portfolio evaluation.

## 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 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 Professional Standards for Admission and Retention ([www.nursing.stonybrookmedicine.edu/sites/default/files/Professional%20Standards%20100119.pdf](http://www.nursing.stonybrookmedicine.edu/sites/default/files/Professional%20Standards%20100119.pdf))

### Applicants with Non-Nursing Bachelor Degrees

Applicants to a master's program with a non-nursing bachelor's degree are required to submit a clinical practice portfolio to be evaluated for baccalaureate-level nursing competencies once they have been offered conditional acceptance to a program. 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
- Current curriculum vitae/resume
- 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)
- Certification in Neonatal Resuscitation Program (NRP) for Nurse Midwifery and Neonatal Students
- Evidence of student malpractice insurance
  - RN/student malpractice insurance for Midwifery, Nursing Leadership and Nursing Education Students
  - RN/student nurse practitioner insurance for nurse practitioner 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	Healthcare Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3
HNG 519	Advanced Theory and Clinical Practice in Adult-Gerontology Nursing I	4
HNG 529	Advanced Theory and Clinical Practice in Adult-Gerontology Nursing II	5
HNG 539	Advanced Theory and Clinical Practice in Adult-Gerontology Nursing III	5
HNG 540	Clinical Pharmacology	3
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 543	Applications in Clinical Nursing Research	3
HNG 549	Advanced Theory and Clinical Practice in Adult-Gerontology Nursing IV	5
HNG 588	Clinical Pathobiology	3
	Electives	3
<b>Total Credits</b>		<b>45</b>

### 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	Healthcare Policy and Advocacy	2
HNG 520	Selected Topics in Childhood Morbidity	3
HNG 525	Advanced Health Assessment Child Health	3
HNG 540	Clinical Pharmacology	3
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 543	Applications in Clinical Nursing Research	3
HNG 518	Advanced Theory and Clinical Practice in Child Health Nursing I	4
HNG 528	Advanced Theory and Clinical Practice in Child Health Nursing II	4
HNG 538	Advanced Theory and Clinical Practice in Child Health Nursing III	5
HNG 548	Advanced Theory and Clinical Practice in Child Health Nursing IV	4
HNG 588	Clinical Pathobiology	3
	Electives	2
<b>Total Credits</b>		<b>45</b>

## 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	Healthcare Policy and Advocacy	2
HNG 513	Advanced Health Assessment of the Neonate and Infant	3
HNG 522	Selected Topics in Neonatal Pathophysiology	2
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 542	Neonatal Pharmacology	3
HNG 543	Applications in Clinical Nursing Research	3
HNG 569	Advanced Theory and Clinical Practice in Neonatal Health Nursing I: The Childbearing Family	3
HNG 564	Advanced Theory and Clinical Practice in Neonatal Health Nursing II: Primary Care Concepts for High Risk Infants	3

Course #	Title	Credits
HNG 578	Advanced Theory and Clinical Practice in Neonatal Health Nursing III: The High Risk Neonate I	7
HNG 579	Advanced Theory and Clinical Practice in Neonatal Health Nursing IV: The High Risk Neonate II	7
HNG 588	Clinical Pathobiology	3
<b>Total Credits</b>		<b>45</b>

### Women's Health Nurse Practitioner (HNWZM)

Offered through Distance Education with On-Site Requirements

**No longer accepting applications to this program. Program information on this page is applicable to currently enrolled students only.**

The Women's Health Nurse Practitioner Program prepares nurses as expert providers of primary health care to women and their families across health care settings. The primary focus of the program is to prepare the graduate to promote, maintain, supervise and restore health, identify health risks, and assess, diagnose, and manage acute and chronic illnesses common in primary care. The ability to function as an educator, leader, consultant, advocate, and change agent is an essential to the development of clinical expertise in this role.

Course #	Title	Credits
HNH 503	Organizational Leadership and Role Formation	3
HNH 504	Quality Improvement, Safety and Healthcare Technologies	3
HNH 505	Healthcare Policy and Advocacy	2
HNG 501	Primary Care	3
HNG 514	Advanced Theory and Clinical Practice in Perinatal/ Women's Health Nursing I	4



Course #	Title	Credits
HNG 515	Advanced Health Assessment	3
HNG 524	Advanced Theory and Clinical Practice in Perinatal/ Women's Health Nursing II	4
HNG 534	Advanced Theory and Clinical Practice in Perinatal/ Women's Health Nursing III	5
HNG 540	Clinical Pharmacology	3
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 543	Clinical Applications in Nursing Research	3
HNG 554	Advanced Theory and Clinical Practice in Perinatal/ Women's Health Nursing IV	4
HNG 588	Clinical Pathobiology	3
	Electives	2
<b>Total Credits</b>		<b>45</b>

### 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

Course #	Title	Credits
HNH 504	Quality Improvement, Safety and Healthcare Technologies	3
HNH 505	Healthcare Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3
HNG 517	Advanced Theory and Clinical Practice in Psychiatric/ Mental Health Nursing I	4
HNG 527	Advanced Theory and Clinical Practice in Psychiatric/ 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	Statistical Methods and Scholarly Inquiry	3
HNG 543	Applications in Clinical Nursing Research	3
HNG 547	Advanced Theory and Clinical Practice in Psychiatric/ Mental Health Nursing IV	5
HNG 551	Psychopharmacology	2
HNG 588	Clinical Pathobiology	3
	Electives	2
<b>Total Credits</b>		<b>45</b>

### Nurse Midwifery (HNEZM)

#### Offered through Distance Education with On-Site Requirements

The Nurse Midwifery Program prepares nurses as expert providers of health care to women across the lifespan. The certified nurse midwife is prepared to provide and/or

collaborate in the care of women and the healthy newborn with a focus on normal birth in a variety of settings. The ability to function as an educator, leader, consultant, advocate, and change agent is an essential to the development of clinical expertise in this role.

Course #	Title	Credits
HNH 503	Organizational Leadership and Role Formation	3
HNH 504	Quality Improvement, Safety and Healthcare Technologies	3
HNH 505	Healthcare Policy and Advocacy	2
HNG 501	Primary Care	3
HNG 515	Advanced Health Assessment	3
HNG 540	Clinical Pharmacology	3
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 543	Applications in Clinical Nursing Research	3
HNG 555	Professional Issues in Midwifery	1
HNG 581	Midwifery I	4
HNG 585	Midwifery II	4
HNG 586	Midwifery III	5
HNG 587	Midwifery IV	5
HNG 588	Clinical Pathobiology	3
<b>Total Credits</b>		<b>45</b>

*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
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HNG 577	Family Theory	3
HNH 503	Organizational Leadership and Role Transformation	3
HNH 504	Quality Improvement, Safety, and Health Care Technologies	3
HNH 505	Health Policy and Advocacy	2
HNG 541	Statistical Methods & Scholarly Inquiry	3
HNG 543	Applications in Clinical Nursing Research	3
HNG 540	Clinical Pharmacology	3
HNG 515	Advanced Health Assessment	3
HNG 588	Clinical Pathobiology	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 (HNH2M)*

*Offered through Distance Education with On-Site Requirements*

The Master of Science in Nursing Leadership prepares nurses as leaders to assume leadership positions across all levels of nursing and health care continuum. This program is offered as an executive cohort program using a blended model with scheduled on-site immersions and curriculum delivery via a computer mediated modality.

Course #	Title	Credits	
HNH 503	Organizational Leadership and Role Transformation	3	nursing as well as in clinical settings. This program is offered as an executive cohort program using a blended model with scheduled on-site immersions and curriculum delivery via a computer-mediated modality.
HNH 504	Quality Improvement, Safety and Health Care Technologies	3	
HNH 505	Health Care Policy and Advocacy	2	
HNG 541	Statistical Methods & Scholarly Inquiry	3	
HNG 543	Applications in Clinical Nursing Research	3	
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 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	
	<b>Total Credits</b>	<b>36</b>	
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			
			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
			Statistical Methods & Scholarly Inquiry
			3
			HNG 543
			Applications in Clinical Nursing Research
			3
			HNH 510
			Facilitating Adult Learning
			3
			HNH 511
			Curriculum Design, Implementation and Evaluation in Nursing Education
			3
			HNH 512
			Advanced Theory and Practice in Nursing Education
			3
			HNH 513
			Advanced Theory and Practice in Nursing Education I
			3
			HNH 514
			Advanced Theory and Practice in Nursing Education II
			4
			HNH 515
			Advanced Theory and Practice in Nursing Education III
			4

Electives	2
<b>Total Credits</b>	<b>45</b>

## Advanced Certificate Programs

### Admission Requirements

- Completed application
- Master's 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)
- Professional Standards for Admission and Retention

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
<b>Core Courses</b>		
HNG 519	Advanced Theory and Clinical Practice in Adult Health Nursing I	4
HNG 529	Advanced Theory and Clinical Practice in Adult Health Nursing II	5

Course #	Title	Credits
HNG 539	Advanced Theory and Clinical Practice in Adult Health Nursing III	5
HNG 549	Advanced Theory and Clinical Practice in Adult Health Nursing IV	5
		19 (minimum)
<b>By Individual Advisement (Gap Analysis)</b>		
HNH 503	Organizational Leadership and Role Transformation	3
HNH 504	Quality Improvement, Safety and Health Care Technologies	3
HNH 505	Health Care Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3
HNG 540	Clinical Pharmacology	3
HNG 588	Clinical Pathobiology	3

### Pediatric Primary Care Nurse Practitioner (HNKZC)

Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
<b>Core Courses</b>		
HNG 520	Selected Topics in Childhood Morbidity	3
HNG 518	Advanced Theory and Clinical Practice in Child Health Nursing I	4
HNG 528	Advanced Theory and Clinical Practice in Child Health Nursing II	4
HNG 538	Advanced Theory and Clinical	5

Course #	Title	Credits	Course #	Title	Credits
	Practice in Child Health Nursing III			Women's Health Nursing II	
HNG 548	Advanced Theory and Clinical Practice in Child Health Nursing IV	4	HNG 534	Advanced Theory and Clinical Practice in Perinatal/ Women's Health Nursing III	5
		20 (minimum)			
	<b>By Individual Advisement (Gap Analysis)</b>		HNG 554	Advanced Theory and Clinical Practice in Perinatal/ Women's Health Nursing IV	4
HNH 503	Organizational Leadership and Role Transformation	3			20 (minimum)
HNH 504	Quality Improvement, Safety and Health Care Technologies	3		<b>By Individual Advisement (Gap Analysis)</b>	
HNH 505	Health Care Policy and Advocacy	2	HNH 503	Organizational Leadership and Role Transformation	3
HNG 525	Advanced Health Assessment Child Health	3	HNH 504	Quality Improvement, Safety and Health Care Technologies	3
HNG 540	Clinical Pharmacology	3	HNH 505	Health Care Policy and Advocacy	2
HNG 588	Clinical Pathobiology	3	HNG 515	Advanced Health Assessment	3
			HNG 540	Clinical Pharmacology	3
			HNG 588	Clinical Pathobiology	3

### Women's Health Nurse Practitioner (HNWZC)

#### Offered through Distance Education with On-Site Requirements

No longer accepting applications to this program. Program information is applicable to currently enrolled students only.

Course #	Title	Credits
	<b>Core Courses</b>	
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/	4

### Neonatal Nurse Practitioner (HNNZC)

#### Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
	<b>Core Courses</b>	
HNG 522	Advanced Topics in Fetal and Neonatal Pathophysiology	2
HNG 542	Neonatal Clinical Pharmacology	3
HNG 578	Advanced Theory and Clinical	7



Course #	Title	Credits	
	Practice in Neonatal Health Nursing III: The High Risk Neonate I		<b>Psychiatric Mental Health Nurse Practitioner (HNMZC)</b> <b>Offered through Distance Education with On-Site Requirements</b>
HNG 579	Advanced Theory and Clinical Practice in Neonatal Health Nursing IV: The High Risk Neonate II	7	
		19 (minimum)	
	<b>By Individual Advisement (Gap Analysis)</b>		
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 513	Advanced Health Assessment of the Neonate and Infant	3	
HNG 564	Advanced Theory and Clinical Practice in Neonatal Health Nursing II: Primary Care Concepts for High Risk Infants	3	
HNG 569	Advanced Theory and Clinical Practice in Neonatal Health Nursing I: The Childbearing Family	3	
HNG 588	Clinical Pathobiology	3	
			<b>Course #</b>
			<b>Title</b>
			<b>Credits</b>
			<b>Core Courses</b>
			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 <sup>2</sup>
			Departmental Elective
			2
			22 (minimum)
			<b>By Individual Advisement (Gap Analysis)</b>
			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 Pathobiology	3

### Nurse Midwifery (HNEZC)

#### Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
<b>Core Courses</b>		
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)
<b>By Individual Advisement (Gap Analysis)</b>		
HNH 503	Organizational Leadership and Role Transformation	3
HNH 504	Quality Improvement, Safety and Health Care Technologies	3
HNH 505	Health Care Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3
HNG 540	Clinical Pharmacology	3
HNG 588	Clinical Pathobiology	3

#### Family Nurse Practitioner Program

Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
<b>Core Courses</b>		
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)
<b>By Individual Advisement (Gap Analysis)</b>		
HNH 509	Organizational Leadership and Role Transformation	3
HNH 504	Quality Improvement, Safety, and Health Care Technologies	3
HNH 505	Health Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3
HNG 540	Clinical Pharmacology	3
HNG 588	Clinical Pathophysiology	3

#### Nursing Education

Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
<b>Core Courses</b>		

HNH 510	Facilitating Adult Learning	3	HNH 530	Communication and Relationship Management	3
HNH 511	Curriculum Design, Implementation and Evaluation in Nursing Education	3	HNH 531	Business Skills for Nurse Leaders	3
HNH 512	Advanced Teaching Strategies in Nursing Education	3	HNH 532	Finance and Economics in Nursing Leadership	3
HNH 513	Advanced Theory and Practice in Nursing Education I	3	HNH 533	Legal/Ethical/Regulatory Issues in Nursing Leadership	3
HNH 514	Advanced Theory and Practice in Nursing Education II	4	HNH 534	Advanced Leadership Seminar	3
HNH 515	Advanced Theory and Practice in Nursing Education III	4	HNH 540	Advanced Theory and Practice in Nursing Leadership I	4
<b>Total</b>		20 (minimum)	<b>Total Credits</b>		22

**By Individual Advisement (Gap Analysis)**

HNH 503	Organizational Leadership and Role Transformation	3
HNH 504	Quality Improvement, Safety, and Health Care Technologies	3
HNH 505	Health Care Policy and Advocacy	2
HNG 515	Advanced Health Assessment	3
HNG 540	Clinical Pharmacology	3
HNG 588	Clinical Pathobiology	3

**Nursing Leadership**

Offered through Distance Education with On-Site Requirements

Course #	Title	Credits
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\*Please visit our website at [www.nursing.stonybrookmedicine.edu](http://www.nursing.stonybrookmedicine.edu) for Gainful Employment information

**Doctor of Nursing Practice (DNP)**

Offered through Distance Education with On-Site Requirements

**Program Overview**

The DNP degree was adopted in 2004 by the Association of Colleges of Nursing (AACN) in response to numerous societal, scientific, and professional advances. These ongoing developments include expansion of scientific knowledge required for safe practice, an increasingly interprofessional work environment, and growing interest in the quality of patient care and outcomes of care. Practice demands associated with an increasingly complex healthcare system create a mandate to educate professional nurses engaged in advanced practice with doctoral level competencies. The DNP degree represents attainment of the highest level of preparation in nursing practice.

The Post-Baccalaureate **DNP Program at Stony Brook University School of Nursing** prepares diverse students to be clinical leaders, stimulate innovation in practice, and influence policy, thereby impacting patient outcomes and population health. Our **DNP graduates** have skills and tools that enable them to identify opportunities for improvement in health care delivery, critically appraise evidence to inform

change, utilize information technology to analyze complex practice models and organizational issues, improve systems of care to enhance safety and quality of care when needed, and facilitate translation of evidence into practice to advance health outcomes.

The license-qualifying Post-Baccalaureate DNP Program is designed for registered nurses who **hold a baccalaureate degree** with a major in nursing, and prepares them to sit for a national certification exam in an advanced practice nursing specialty. The program requires 87 credits of coursework, including a minimum of 1,000 scholarly/clinical practice hours. The Post-Baccalaureate DNP Program is offered in the following population foci: Adult-Gerontology-Primary Care, Family, Pediatric-Primary Care, Psychiatric-Mental Health, Women's Health, Neonatal, and Nurse Midwifery.

Nurse practitioners and nurse midwives who **hold a Master's degree** may be eligible to enter our DNP Program with **advanced standing (post-masters entry)**. A gap analysis is conducted to confirm previous coursework taken and validate the number of clinical hours performed at the Master's level. With advanced standing, the program requires 42 credits of coursework, including a minimum of 500 scholarly practice hours (to meet the 1,000+ post-baccalaureate practice hour requirement).

**The DNP program at Stony Brook University School of Nursing is offered through distance education with on-site requirements.** DNP students pursue study in various areas of clinical inquiry, and develop a practice-relevant quality improvement or evidence-based practice project. The faculty of the School of Nursing is committed to the spirit of collaboration and mentorship. *Major foci of the DNP Program are developing a community of scholars, fostering a commitment to lifelong learning, and cultivating an area of clinical scholarship.*

Course #	Course Title	Credits	Graduation Requirements (with Advanced Standing)
			Scientific Underpinnings
HND 612	Theories of Applied Science	3	
HND 650	Systems Theory	3	
			DNP Project Core
HND 647	DNP Seminar (Clinical Inquiry, Review of Literature)	4	
HND 655	Doctoral Synthesis I (Planning,	5	

	Methods, Implementation)	
HND 665	Doctoral Synthesis II (Management & Analysis of Data)	6
HND 675	Doctoral Synthesis III (Scholarly Dissemination)	6
	<b>Analytics &amp; Informatics Core</b>	
HND 635	Biostatistics	3
HND 645	Large Datasets	3
	<b>Advanced Clinical Practice Core</b>	
HND 615	Genomics	3
	<b>Population Health Core</b>	
HND 625	Health Policy and Social Justice	3
HND 640	Principles of Epidemiology/ Global Health	3
<b>Total Credits</b>		<b>42</b>

## Accelerated BACCALAUREATE PROGRAM (ABP)

On-Site, One Year

The Accelerated Baccalaureate Program is designed for students who have already completed a bachelor's degree, either at the State University of New York at Stony Brook or another comparable institution. The concentrated nursing curriculum leads to a Bachelor of Science degree with a major in nursing. Graduates of the program are eligible to sit for the NCLEX-RN exam.

This second bachelor's degree draws on the prerequisite courses from the humanities and the natural and social sciences as a means of assisting the student to use theory and utilize nursing process to provide health promotion, health maintenance and restoration of diverse populations of patients. Students are provided learning experiences focused on individuals, families, groups and communities. In addition, students are exposed to various delivery models of professional nursing and health care. Stony Brook University Hospital is utilized as a clinical site along with various other settings.

Admission Requirements

- B.A. or B.S. Degree

•Minimum cumulative GPA 2.80 and grades of C or higher in the following courses:

Required Courses	Credits
English Composition	3
Microbiology/Lab	4
Anatomy & Physiology I/Lab	4
Anatomy & Physiology II/ Lab	4
Chemistry	3
Statistics	3
Lifespan Development	3

HNI 464 Child and Adolescent Health	5
HNI 469 Population Health Nursing	6
HNI 474 Capstone Nursing Practicum	5
<b>Total Credits</b>	<b>69</b>

## 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 full-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.

Graduation Requirements	Credits
<b>Professional Socialization</b>	
HNI 350 Professional Role Development in Nursing	2
HNI 440 Research in Nursing	2
HNI 479 Transitions into Professional Practice	3
<b>Health Related Sciences</b>	
HNI 301 Mathematics for Health Care	1
HNI 310 Pathology	3
HNI 333 Fundamentals of Pharmacology	4
<b>Clinical Nursing</b>	
HNI 370 Health Assessment	3
HNI 373 Psychosocial Mental Health Nursing	6
HNI 377 Principles and Applications of Nursing Interventions I	6
HNI 378 Principles and Applications of Nursing Interventions II	6
HNI 455 Adult/ Gerontological Health Nursing I	6
HNI 456 Adult/ Gerontological Health Nursing II	6
HNI 463 Maternal and Newborn Health Nursing	5



## 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 June. 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. Graduate Record Examination (GRE) General Test. Official score reports must be sent directly from ETS (photocopies are not acceptable).
6. Three letters of recommendation attesting to your academic ability and
7. Evidence of successful completion (grade C or better) of a graduate-level statistics course within the last five years
8. Curriculum Vitae including education and employment history; honors and awards; and publications and grantsmanship. Must demonstrate a progressive record of professional development in nursing
9. A personal interview with PhD program faculty
10. An exemplar of scholarly writing (e.g., publications)
11. 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.
12. 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>))
13. 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 (<http://sb.cc.stonybrook.edu/gradbulletin/current/degrees/phd/index.php>)

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 full-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 area 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
<b>Statistics/Research Design</b>		
NUR 635 Biostatistics	3	
NUR 636 Advanced Statistical Methods	3	NUR 635
NUR 647 Doctoral Research Seminar	4	
NUR 660 Quantitative Methods in Nursing Research	3	
NUR 661 Qualitative Methods in Nursing Research	3	
<b>Philosophy/Theory/Foundations</b>		
NUR 630 Philosophical	3	

Foundations of Nursing Science			NUR 699 PhD Dissertation Research – On campus; or,	(1)	Following completion of Dissertation Seminar II, students will register for one (1) credit per semester until dissertation is completed and defended
NUR 631 Concepts, Theories and Knowledge Development in Nursing Science	3		NUR 700 PhD Dissertation Research – Off campus (Domestic); or,		
NUR 531 Introduction to Biobanking, Biomedical Informatics and Biomarker Research	1		NUR 701 PhD Dissertation Research – Off campus (International)		
JRN 501 Distilling Your Message: Communicating Science	1		(until <i>Dissertation Defense</i> )		
MCR 562 Data Management and Informatics for Clinical Scientists	3	NUR 635			
		NUR 636			
<b>Research Practicum</b>					
Cognates (3)	9				
NUR 690 Dissertation Seminar I	6	Successful completion of Qualifying Examination			
NUR 691 Dissertation Seminar II	6	Successful defense of Dissertation Proposal			
<b>Doctoral Role Formation</b>					
NUR 697 Research Practicum	3				
NUR 698 Teaching Practicum	3				
<b>TOTAL CREDITS</b>	<b>54</b>				
<b>By Advisement</b>					
Qualifying Examination	N/C	To be taken prior to dissertation phase			

**Cognates**

Students will select a minimum of three cognate courses (9 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 HND 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 HND 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 purpose of the Qualifying Examination is to ascertain the breadth and depth of the student's preparation and to appraise readiness to undertake significant original investigation. Successful completion of the examination signifies the student's advancement to candidacy and potential to complete continuing coursework and the dissertation. It also represents the faculty's commitment to provide scholarly resources to assist the student in meeting these benchmarks. The advancement to candidacy is achieved by satisfactory completion of the Qualifying Examination, which is taken prior to the dissertation phase (HND 690 Dissertation Seminar I). At the discretion of the program, the Qualifying Examination

may be oral, written, or both. The Examination Committee is appointed by the Program Director. The Committee must include at least two faculty members from the program and may include one or more members from outside the University or program. Results of the examination will be communicated to the student as soon as possible and to the Graduate School within one week of the completion of the examination. A repetition of the preliminary examination, upon failure, may be scheduled at the discretion of the Program Director. The dean of the Graduate School must approve a request for repeat examination.

### Dissertation Proposal

The dissertation proposal is prepared under the guidance of a faculty advisor. The proposal will be defended orally at a seminar, announced two (2) weeks in advance, and is open to PhD in Nursing faculty and students and to the larger academic community. The dissertation proposal defense committee must include at least two faculty members from the program and may include one or more members from outside the University or program. The dissertation proposal defense will be scheduled after successful completion of HND 691 Dissertation Seminar II. Upon successful defense of the proposal, the student may register for HND 699/700/701 PhD Dissertation Research

### Dissertation

The three requirements for the Ph.D. are assessed in the final defense of a dissertation.

1. The dissertation should demonstrate significant original work.
2. The final dissertation should be presented with clarity of thought and excellence of exposition that make it suitable for publication as a book or a series of papers in learned journals.
3. The dissertation should demonstrate a breadth and depth of the candidate's knowledge beyond the confines of his or her own research and is also critically assessed in the defense and at various examinations during the student's studies.

Successful oral defense of the dissertation to the candidate's dissertation committee and the University community at large is required. The dissertation committee will include the candidate's dissertation advisor, at least two faculty members from the program and may include one or more members from outside the University or program.

### 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 Web site. 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 \(MHA\)](#)
- [PhD in Population Health and Clinical Outcomes Research](#)
- [Advanced Graduate Certificate in Health Communications](#)
- [Advanced Graduate Certificate in Health Education and Promotion](#)
- [Combined and concurrent degree programs:](#)
  - [Master of Business Administration/MPH](#)
  - [Master of Social Work/MPH](#)
  - [MPH/Master of Science in Nutrition](#)
  - [MPH/Master of Arts in Public Policy](#)
  - [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.

### Vision, Mission and Goals

The vision of the Program in Public Health is to improve the health of populations on Long Island and in the region, state, and nation through education, research, and community service that utilizes all of the scholarly resources of Stony Brook University in a collaborative and boundary-spanning manner.

The mission of the program is to promote improvements in the health of the public through excellence in education, research, and community service locally, nationally, and globally.

The specific goals and measurable objectives developed by the faculty (with feedback from our public health community and constituents) of the Program in Public Health can be found on the [program's website](#).

To achieve its general educational, research and community benefit goals, the program trains public health professionals who:

- Understand the multiple determinants of health and illness including the social, behavioral, environmental, demographic,

occupational, policy, economic, genetic, and health care determinants;

- Appreciate the need for interdisciplinary collaboration in order to understand population health problems and develop optimal strategies to address them;
- Have the strongest analytical, conceptual, and communication skills in order to facilitate development and implementation of optimal strategies for addressing population health problems.

## Program Values

The Program in Public Health embraces as a core value adherence to all ethical standards of conduct and academic integrity. The program's culture inherently values: beneficence, diversity and inclusiveness, reduction of health disparities, protection of vulnerable populations, the balance of public health with human rights, and community engagement. In support of the mission statement, the program values the training of students as public health problem solvers with a population health orientation by a multi-faceted team of faculty, staff, and public health practitioners. The program operationalizes its values through the following pillars upon which the program stands: education, research and service.

## Education

The *Program in Public Health* values high-quality education that moves beyond the simple transmission of information to 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 and Clinical Outcomes Research, the Master of Health Administration, and the Advanced Graduate Certificate programs. They have as their cornerstones the development of analytical and critical thinking skills and an ecological approach to health improvement and disease prevention that will produce public health problem solvers 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)* actively sought accreditation from the Council on Education for Public Health (CEPH) since its inception, and successfully obtained accreditation in 2008 for the Master of Public Health (MPH) degree.

Between 2012 and 2013, the PPH conducted a thorough self-study process whereby we engaged students, staff, faculty, and community stakeholders in an assessment of our program. In July 2014, we were notified of our successful completion of the re-accreditation process, culminating in a 7-year term of CEPH accreditation, extending to July 1, 2021.

If you wish to obtain a copy of our final self-study document or CEPH's report on our final self-study document please contact Dr. Catherine Messina, PhD, Associate Director of Academic Affairs, by email at [catherine.messina@stonybrook.edu](mailto:catherine.messina@stonybrook.edu) or by telephone at (631) 444-8266.

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

The PPH has achieved Candidacy Status for accreditation by the Commission on Accreditation of Healthcare Management Education (CAHME) for the Master of Health Administration Program and for the Master of Public Health - Health Policy & Management concentration. Learn more about this process [here](#).

The PPH is regionally accredited by the Middle States Commission on Higher Education (CHE MSA) as a component of SUNY Stony Brook University.



## 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://](https://publichealth.stonybrookmedicine.edu/academics/bulletin)**

[publichealth.stonybrookmedicine.edu/academics/bulletin](https://publichealth.stonybrookmedicine.edu/academics/bulletin)

Program Director: Lisa Benz Scott, 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 Health Analytics, Health Policy & Management, and Community Health 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 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.

- *MBA/MPH applicants may submit GMAT scores in lieu of GRE scores.*
- *MPH/MS in Nutrition additional requirements:*
  - Physiology (laboratory not required)
  - A nutrition course if the undergraduate degree is not in nutrition/dietetics. Prospective students can take the *Survey of Nutrition* course offered by the Program as a non-matriculated student or use a previously taken nutrition course with approval of the course syllabus by Program coordinator. Alternatively, prospective students can be admitted to the Program with the condition that they successfully complete the Survey of Nutrition course. If the student successfully completes the Survey of Nutrition course they can proceed with registration for the subsequent semester.

For more information about these programs, contact the Assistant Director for Student Affairs at (631) 444-2074

### MD/MPH (Combined) and DDS/MPH (Concurrent) Degree Programs

The combined MD/MPH and concurrent DDS/MPH are two programs in which Stony Brook University medical and dental students complete their MPH degree during medical or dental school (4 year program – not recommended) or during medical or dental school and an additional year (5 year

program - recommended). All requirements of the MPH and MD or DDS degrees are met. Up to four medical students and two dental students each year are awarded full MPH tuition scholarships, while enrolled full-time in their MD or DDS programs.

### Admission Requirements

Applicants applying for admission to both the Program in Public Health (PPH) and the School of Medicine (SOM) or School of Dental Medicine (SDM) need the following:

1. The application process for the PPH is separate from the application to the Stony Brook SOM or SDM. Admission to one program is determined independently from admission to the other; and admission to one program does not guarantee admission to the other.
2. To avoid the need to send support documents to both programs, SOM or SDM applicants who also apply to the PPH can request in writing that the SOM or SDM provide to the MPH Admissions Committee a copy of their support documents including MCAT or DAT scores, official transcripts from all post-secondary schools, and letters of recommendation for their application for admission to the PPH.
3. SOM and SDM applicants who apply to the PPH must provide one additional reference that addresses the applicant's public health leadership potential.

## Advanced Graduate Certificate in Health Communications

The Advanced Graduate Certificate in Health Communication is offered as collaboration between the *Program in Public Health* and the 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.

For more information, visit our website: <http://publichealth.stonybrookmedicine.edu/>

## Advanced Certificate in Health Education and Promotion

The Advanced Graduate Certificate in Health Education and Promotion is a 25-credit program that will enhance students' knowledge, experiences, and skills in health education and promotion and positively impact their chosen career pathway in public health. It is anticipated that graduates will find or enhance employment in academic settings, research facilities, public health organizations, or health care institutions. In addition, courses in this certificate address the health education competencies that are the basis for the nationally recognized Certified Health Education Specialist (CHES) certification offered by the National Commission for Health Education Credentialing, Inc. Students completing this certificate will obtain some of the credits necessary for eligibility to take the exam.

Notes for MPH Applicants and Students:

- Students pursuing an Advanced Graduate Certificate concurrently with the MPH at Stony Brook may use approved courses to count towards both the certificate and degree.
- Students who have earned the Advanced Graduate Certificate prior to matriculation in the MPH will be held to the 12 credit rule outlined in the Non-Matriculated Students section of the Program in Public Health Bulletin.

Students who have completed the MPH prior to acceptance into the Advanced Graduate Certificate will not be able to count MPH credits towards the certificate. In this circumstance, students may take different courses than those counted towards the MPH degree.

For more information, visit our website: <http://publichealth.stonybrookmedicine.edu/>

## Master of Health administration COMPLETE ADMISSIONS AND CURRICULUM INFORMATION CAN BE FOUND ON OUR WEBSITE AND IN OUR BULLETIN: [HTTPS://](https://publichealth.stonybrookmedicine.edu/academics/bulletin)

[PUBLICHEALTH.STONYBROOKMEDICINE.EDU/  
ACADEMICS/BULLETIN](https://publichealth.stonybrookmedicine.edu/academics/bulletin)

Program Director: Julie Agris, PhD, Jd, LLM, FACHE

The MHA Program is a 2-year, hybrid 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 combination of high quality, interactive, distance learning and in-person 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.

## Phd in population health and clinical outcomes research

This program is designed to meet the training needs of PhD-prepared scientists in the fields of population health and clinical outcomes research. The program draws upon the expertise of our faculty to successfully deliver the curriculum, and the resources available at Stony Brook University to implement and sustain the program.

For all information regarding admissions and curriculum, please see the [Graduate Bulletin](#) or visit the program website, <https://publichealth.stonybrookmedicine.edu/phcor>.

## School of Health Technology and Management

DEAN: Stacy Jaffee Gropack

OFFICE: Health Sciences Tower, Level 2, Room 400

PHONE: (631) 444-2252

WEB: [www.hsc.stonybrook.edu/shtm](http://www.hsc.stonybrook.edu/shtm)

### About the School

American demographics, economics and technological advances in diagnostics, treatment and therapy have combined to create an environment where patients are diagnosed earlier, are more likely to survive disease or trauma, live longer, participate in ambulatory-based treatment, and asked to take a more participatory role in their own health care.

As advances in science and information technology collide with a new consumerism and cry for reform of systematic health care processes, educators find themselves in the midst of transition as we move from one health care model to another. Whatever the new health care model evolves into, you can be assured that the School of Health Technology and Management will provide its graduates with the necessary skills to practice their profession.

The school offers baccalaureate, master's, and doctoral degrees in both clinical and non-clinical areas that include applied health informatics, athletic training, clinical laboratory sciences, health science, medical molecular biology, occupational therapy, physical therapy, physician assistant, and respiratory care. These programs are full-time entry-level except for the post professional program for Physician Assistants, and the graduate program in medical molecular biology which are for health care professionals. Students in the professional programs pursue core and basic science

curricula, as well as the professional courses required for competence in their specific profession.

The School of Health Technology and Management offers non-credit certificate programs in anesthesia technology, EMT-paramedic, medical dosimetry, phlebotomy, radiation therapy, and radiologic technology.

### The Center for Public Health Education

The Center for Public Health Education (CPHE) has been involved in education for health professionals and human service professionals since 1983. Its mission is to provide relevant and critical information on HIV/AIDS that will support health and human service professionals caring for people infected with HIV/AIDS; promote quality care and target resources needed to meet the needs of underserved communities; promote HIV prevention, education, and harm reduction; and influence public policy relevant to the HIV/AIDS epidemic.

The number of programs provided by the CPHE document the presence of a strong educational commitment and a very active continuing program of education. Tens of thousands of providers from the Long Island community have participated in a wide variety of programs conducted by the CPHE throughout the region.

- The CPHE is a partner in the Northeast/Caribbean AIDS Education and Training Center (AETC), funded by the Health Resources and Services Administration (HRSA). As a local performance site, the CPHE designs HIV-related training programs tailored to the specific needs of clinicians. Programs range from general HIV/AIDS overviews to in-depth, advanced trainings, mini-residencies, and clinical consultations. Focused training is offered in subspecialties that address the needs of men, women, and children with HIV, as well as special populations such as adolescents, inmates, substance abusers, and the mentally ill.
- The New York State Department of Health AIDS Institute provides funding to the CPHE to develop and deliver a wide range of HIV educational programs that include the new NYS 2017 HIV Testing Guidance as well as other relevant topics such as cultural competency, and HIV risk reduction and harm reduction, viral hepatitis and STIs. CPHE also oversees a Peer Certification program for individuals living with HIV, Hepatitis C or assessing Harm Reduction services.

For further information contact:

The Center for Public Health Education,  
School of Health Technology and Management,  
Benedict House,  
Stony Brook University,  
Stony Brook, New York 11794-4016  
(631) 444-3209 Fax: (631) 444-6744

Attention: Ilvan Arroyo, Associate Director

### Goals and Objectives

Advances in technology require state-of-the-art equipment for training in these fields. The School of Health Technology and Management offers the most up-to-date, advanced

equipment for training our health care graduates. In addition, advances in information technology and electronic medical records require that our students become familiar with the latest health care models. Our school is committed to the team approach in health care, and to the education and training of highly competent health care professionals who can assume leadership roles in diverse health care settings.

### Professional Program Admission

Students seeking admission to the applied health informatics, athletic training, clinical laboratory sciences, medical molecular biology, occupational therapy, physical therapy, physician assistant, and respiratory care programs in the school, either from the College of Arts and Sciences at Stony Brook or from other institutions, must be specifically accepted to the school and to the program they have selected.

Stony Brook students may declare a major in Health Science, which leads to a Bachelor of Science degree. Health Science majors will spend three years on west campus taking liberal arts, science, and health-related courses and will fulfill all Stony Brook Curriculum (SBC) requirements. The senior year will be spent enrolled in classes in the Health Sciences. Stony Brook freshman may also declare a major in athletic training, clinical laboratory sciences, polysomnographic technology, and respiratory care.

### Admission Requirements

Candidates for admission to full-time upper-division study in athletic training, clinical laboratory sciences, polysomnographic technology, and respiratory care must have a minimum cumulative average of 2.5 and 60 semester hours of credit. In addition, all entry-level clinical programs require the completion of three credits in English composition (equivalent to WRT 102), six credits in social and behavioral sciences, three credits in arts, three credits in humanities, and six to eight credits in natural science. (Refer to "Requirements for the Bachelor's Degree" at the beginning of this Bulletin for specific areas of study to satisfy these requirements.) Candidates for admission to the graduate programs require a minimum grade point average of 3.0 and completion of a baccalaureate degree prior to admission. Transfer credit is given for course work completed with grades of C or higher.

The individual programs have additional requirements. Please check the admission requirements for entrance to the specific program to which admission is sought. Refer to "Health Sciences Admissions" at the beginning of this Bulletin for application information. Technical standards for professional programs are available upon request.

### Selection Factors and Procedures

Programs within the school base selection of students on several factors. Experience in the particular field or in the health care system, evidence of ability to succeed academically and demonstrated concern for human beings are considered as primary selection factors. These factors are judged by letters of recommendation, personal interviews, and transcripts, and by personal statements from the applicants.

Admission to the school is determined by the school's Admissions Committee, which is composed of a representative from each department. The Admissions

Committee of each program reviews the candidate's transcripts, records, and application forms, conducts interviews, and makes recommendations to the school's Admissions Committee. Offers of admission are made in order of merit. Although applicants may meet minimum admission requirements, they might not be offered an interview or admission since places are limited by available space.

### **Recommended Freshman and Sophomore Curricula**

The general policy of the school is to avoid, to the greatest extent possible, specific prerequisite course requirements. The purpose of this policy is to permit flexibility in evaluating the records of candidates for admission. Emphasis is placed upon the extent to which the student is prepared through training and experience to pursue the program.

It is recommended that students interested in a career in the health professions choose a sufficient number of courses in the physical and natural sciences to develop a broad understanding of these fields of study. At least one course in English composition, as well as a spectrum of courses in the humanities and social and behavioral sciences, is required.

In the case of a few programs, rigid accreditation criteria for the school to specify special prerequisite course work. Prospective students should consult the information given in subsequent sections of the Bulletin relating to the particular program in which they are interested for special recommendations or prerequisite requirements. These are listed as "Admission Requirements" under the heading for the specific program.

Faculty members of the school are available to serve as advisers to freshmen, sophomores, and any other undergraduates who aspire to programs in the school. Consult the assistant dean for academic and student affairs for assistance in acquiring a faculty adviser. Undergraduate students interested in applying to an upper-division program are encouraged to seek faculty advisement early.

## **Policies**

### **Physical Examination and History**

Documentation of satisfactory health status, prior to beginning classes, is required. Documentation must include a health history and physical examination report completed by a licensed physician (M.D. or D.O.), registered physician assistant or registered nurse practitioner, not earlier than six months prior to entry into the school; a report of chest x-ray or PPD Mantoux test for tuberculosis; and a report of measles, mumps, rubella, hepatitis, and varicella antibody titer completed within the same period. A note certifying completion of the examination is not acceptable; a full examination report is required. This documentation is submitted to the student health service as part of the student's health record. The school requires an updated health assessment at the beginning of each year. Additional requirements are specified in the "Physical Examination Policy" section of this Bulletin.

### **Clinical Insurance**

Students admitted to the school are required to purchase liability insurance prior to participation in clinical assignments. (Costs vary by program and can range from \$15-\$175 per year.) Clinical sites also require students to have proof of health insurance before beginning clinical rotations. It is the individual student's responsibility to arrange appropriate coverage.

### **Academic Standing**

The School of Health Technology and Management recognizes the necessity for knowledge, as well as superior behavioral, ethical and clinical standards. Students are evaluated on knowledge, professional competence and skill, adherence to professional codes of ethics, sensitivity to patient needs, ability to work with and relate to peers and other members of the health care team, attitude, attendance, punctuality, and professional appearance. These standards foster the health care team concept and have been established to protect the rights of the patients and communities served by the Health Sciences Center. Failure to demonstrate these important qualities will be reflected in a student's grade.

Undergraduate students must maintain an overall grade point average of 2.0 and a 2.5 minimum average in required professional courses to remain in good standing. Any student who earns a grade point average below 2.0 overall or 2.5 in professional courses will be placed on probation for the following period and terminated if his/her average does not attain those levels at the end of the probationary period. Graduate students must maintain an overall grade point average of 3.0 to remain in good standing. Normally, a student on probation will not be permitted to participate in the required periods of full-time clinical practice. Specific programs may have additional academic criteria or requirements. Refer to individual programs for details.

### **Grading Policy**

The School of Health Technology and Management follows the grading policies stated in the front of this Bulletin with the exceptions that 1) the P/NC, R, and S/U grades are not used; 2) S/F may be used in specifically designated courses where finer grading distinctions are impractical; and 3) D grades may be given to graduate students in graduate level courses for which the credit is counted in determining the grade point average, but no credit is granted toward the Master of Science or Doctor of Physical Therapy degrees.

### **Dean's List**

A Dean's List of superior undergraduate students is compiled at the end of the fourth and eighth modules of each academic year. To be eligible for the Health Technology and Management Dean's List, students must be matriculated full time in a baccalaureate program of the school and have a minimal grade point average of 3.60 (seniors) or 3.45 (juniors).

### **Academic Dishonesty**

Academic dishonesty shall be defined as misrepresentation of authorship or in any fashion falsifying part or all of any work submitted or intended to be submitted for academic credit.



Such misrepresentation or falsification includes, but is not limited to, the use of supportive documentation, mechanical aids, or mutual cooperation not authorized by the faculty.

The principles of academic dishonesty also apply to those courses taken during the clinical or internship phases of any program which are taken for credit or otherwise required for completion of a program. Due to the critical nature of such requirements and student responsibility for the welfare of patients and institutions providing medical care, academic dishonesty is further defined to include the falsification of patient or institutional records, knowingly violating accepted codes of professional ethics or knowingly engaging in activities that might endanger the health or welfare of patients or resident institutions.

The penalty for any substantiated act of academic dishonesty shall be expulsion from the school, unless the dean and the chair of the department in which the accused is a student concur with a Committee on Academic Standing recommendation for a modified penalty.

### Appeals

Students may appeal probation or termination by requesting reconsideration of this decision by the dean. All other academic regulations in effect at Stony Brook University and in the Health Sciences Center ordinarily apply to students of this school. Consult the "Academic Regulations and Procedures" at the beginning of this Bulletin for further information.

### Courses

Courses offered by the school are intended for Health Technology and Management students only. However, some are open on a limited basis, with permission of the instructor, to other students. Priority is given to Health Sciences students.

### Academic Calendar

The School of Health Technology and Management is one of the few schools within the University that is faced with the need to meet concurrent academic and professional requirements. These mandates, joined with the geographic challenges incurred in obtaining suitable clinical experience in the Long Island area, make it impossible to adhere to the usual academic calendar. In order to meet these professional needs, a special academic calendar has been developed. This calendar provides for modules of five weeks in length; courses consist of one, two, three, or more modules as determined by the academic faculty. (See the "Academic Calendar" section of this Bulletin and related publications.)

### FINANCIAL AID

Financial aid, part-time employment, etc., is available in limited amounts. Students may qualify for some of the general support programs administered by the Health Sciences Office of Student Services. For advice and detailed information, contact the Health Sciences Office of Student Services. (See the "Financial Assistance" section of this Bulletin.)

## CLINICAL RESOURCES

Clinical instruction takes place at more than 215 clinical affiliates of Stony Brook Medicine, in addition to University Hospital. Other sections of this Bulletin describe University Hospital and key affiliates which now exceed 2,400 beds. Each program director, in consultation with the dean, negotiates affiliation arrangements for the use of those clinical facilities that will provide the best possible range and quality of instruction for students. Therefore, not all programs necessarily send students to any one hospital or clinical site. Each program director can provide, upon request, information about current arrangements for clinical instruction for his/her student group. Each student is personally responsible for arranging transportation to and from clinical assignments.

## Graduation and Degree Requirements

### Undergraduate Degree (Baccalaureate)

Candidates must have earned a minimum of 120 semester hours of credit (including credit granted for proficiency examinations, etc.), with a grade point average of 2.0 during the junior and senior years of study. (Refer to "Requirements for the Bachelor's Degree" in this Bulletin for a complete description.)

All candidates for graduation must complete the general degree requirements, school and core curricula, and specific program requirements.

### Graduate Degrees (Masters or Doctorate)

A cumulative grade point average of 3.0 is required for graduation. The minimum passing grade for each graduate course is a C, unless otherwise noted. See program descriptions for special academic requirements. All degree requirements for Post Professional Physician Assistant programs must be completed within five years.

### Courses

Courses offered by the school are intended for Health Technology and Management students only. However, some are open on a limited basis, with permission of the instructor, to other students. Priority is given to Health Sciences students.

## Degrees and Programs

### program in Applied health informatics leading to a master of science degree

Program Director: Carmen McCoy

The School of Health Technology and Management offers a Master of Science degree in Applied Health Informatics (MS/AHI). The MS/AHI is a full-time, 15 month, 52 credit degree program offered at the Stony Brook Southampton campus. Students enroll in two traditional 15 week fall and spring semesters and four 6-7 week summer sessions. Students are expected to complete the degree program within 15 months. The graduate program was designed to appeal to clinically

prepared health care graduates, computer science graduates and non-clinical health-related graduates.

The curriculum was developed with input from regional CIOs, health IT hiring managers, and national experts to ensure that graduates have the knowledge, skills and competencies required to work in the healthcare industry. The MS/AHI curriculum provides broad knowledge and skills of health IT and in-depth study in one specialty field in health IT.

In addition, students complete 480 hours of practicum experience at large healthcare centers, community-based health care organizations, or with vendors in the region. The practicum provides students with on-the-job-training to build their resumes with work experience. The MS/AHI curriculum:

- Fosters critical thinking, evidence-based practice, leadership and professionalism with an emphasis on the development of professional knowledge, skills and competencies that are valued and needed by healthcare organizations.
- Utilizes problem-based learning, case studies, and student presentations as instructional methodologies.
- Focuses on the application of health informatics with the primary purpose of responding to the high demand workforce needs.
- Includes a 16 credit internship which will provide the opportunity to demonstrate mastery of the curriculum and build skills and competencies that will enhance the students' ability to find gainful employment in the region.

### Program Requirements

The MS/AHI curriculum includes a core sequence of courses (24 credits), as a foundational base of knowledge, skills, and competencies in Health Informatics put forth by the Commission on Accreditation for Health Informatics Education (CAHIIM), taken during the summer I, II and fall semesters. Students then select a specialization of study (12 credits) for the spring semester in Knowledge Management and Leadership, Clinical Informatics, or Data Analytics. Each specialization requires students to complete 16 credits of practicum courses. Practicum I (4 credits) is completed during the spring semester with the specialization courses and practicum II & III (12 credits) are completed during summer sessions I & II.

### Admissions Requirements

The MS in Applied Health Informatics accepts applicants for admission each summer. The program admission requirements are as follows:

- A baccalaureate degree from an accredited college or university
- An overall 3.0 undergraduate GPA
- Three letters of recommendation
- Essay demonstrating an in-depth understanding of, and commitment to, this dynamic profession

*Note: Graduate Record Examination (GRE) is not required for admission*

For applicants with an overall GPA of less than 3.0, but substantive coursework (minimum of 14 credits) that is directly applicable to the study of health informatics, applications will be evaluated by faculty based on the GPA of this

coursework to be considered for conditional admission. If by the completion of the first enrolled semester, a conditionally admitted student is able to maintain a 3.0 graduate GPA, the applicant will be recommended for full admission to the master's degree program.

### Required Core Curriculum

The core curriculum is common to all students regardless of specialization. The core curriculum is taken during summer sessions and fall semester.

Course #	Title	Credits
HHA 500	Health Care Delivery Systems	3
HHA 501	Biomedical and Health Informatics Essentials	3
HHA 502	Health Information Systems and HIT	3
HHA 503	Regulations, Confidentiality, Privacy and Security	3
HHA 504	Database Design and Development for Health Informatics Professionals	3
HHA 505	Leadership and Management Essentials	3
HHA 506	Research Design and Methodology for the Health Informatics Professionals	3
HHA 507	Statistics for Health Informatics Professionals	3

### Specialization Curriculum

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

#### Clinical Informatics Specialization Curriculum

The goal of this specialization is to develop the knowledge, skills, and competencies required of clinical informatics personnel. The curriculum aligns with domains and learning outcomes put forth by Gardner, et al. (2009) in the Journal of American Medical Informatics Association's article entitled, core content for the subspecialty of clinical informatics.

Course #	Title	Credits
HHA 530	Clinical Decision Making and Process Improvement	4
HHA 531	Health Information Systems	4
HHA 532	Leading and Managing Clinical Information Systems Change	4

### Knowledge Management and Leadership Specialization Curriculum

The goal of this specialization is to develop the knowledge, skills, and competencies required by leaders in Health Informatics. The curriculum aligns with domains and learning outcomes put forth by AHIMA Competencies for Master-level HIM.

Course #	Title	Credits
HHA 540	Health Data Management	4
HHA 541	Information Technology and System	4
HHA 542	Advanced Organizational Leadership and Management	4

### Data Analytics Specialization Curriculum

The goal of this specialization is to develop the knowledge, skills, and competencies required to manipulate, analyze, interpret and present healthcare data using application software. This specialization was developed by national leaders in the field. Note: Departmental approval required to register for this specialization.

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

### Practicum Courses

Practicum I is taken during the spring semester, Practicum II and Practicum III are offered during summer sessions.

Course #	Title	Credits
HHA 584	Specialization Practicum I	4
HHA 586	Specialization Practicum II	6
HHA 588	Specialization Practicum III	6

### Program in Athletic Training Leading to a Master of Science Degree

Program Chair: Kathryn Koshansky

The Stony Brook University (SBU) Athletic Training Program (ATP), offered by the School of Health Technology and Management (SHTM), 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://healthtechnology.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 of Statistics

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

## Recommended Courses:

- Kinesiology or Biomechanics
- 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
- Three 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.liasoncas.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 "C-" 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. Minimum grade of "C+" is required in each course.

## 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	3
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
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 571	Research Seminar I	1
HAL 572	Research Seminar II	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

**Elective Course**

Course #	Title	Credits
HAL 510	Strength and Conditioning for the Healthcare Practitioner	3

**Program in Clinical Laboratory Sciences Leading to the Bachelor of Science Degree**

Interim Program 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. A part time online-hybrid program is also available. Clinical laboratory scientists utilize a wide variety of sophisticated equipment and skills to perform tests that analyze specimens to produce data for the diagnosis, prevention, and treatment of disease. Many of the same tests are used for organ transplants, therapeutic drug monitoring, crime investigation, genetic studies, and research. The program now offers two specializations (Forensic Medical Diagnostics, and

Clinical Cytogenetics) within its traditional clinical laboratory curriculum.

The majority of clinical laboratory scientists work in hospital laboratories; however, many job opportunities exist in other areas such as research and development, industry, sales and technical services, health departments, and computer firms. Competitive salaries, career advancement, and a versatile background make the clinical laboratory professional well-equipped to enter a variety of scientific fields. The program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), located at 5600 N. River Road, Suite 720 Rosemont, IL 60018, (773) 714-8880. In addition to the baccalaureate degree, the school's Certificate of Professional Achievement in Clinical Laboratory Sciences is awarded upon satisfactory completion of all required coursework. The Clinical Laboratory Sciences program is a New York State licensure qualifying program. 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 Technology and Management. The requirements may be fulfilled through previously completed college studies.

In addition to the general academic requirements for junior status in the School of Health Technology and Management, the Department of Clinical Laboratory Sciences requires candidates to meet the department's natural science requirement by successfully completing 8 credits of biology with laboratories, 3 credits of microbiology, 12 credits of chemistry with laboratories (including one course in organic chemistry), and 3 credits of statistics.

In order to be eligible for enrollment to the specializations, students must complete all the requirements for the Clinical Laboratory Sciences degree and the applicable requirements associated with the individual specialization. A genetics course is recommended for the Clinical Cytogenetics specialization.

All prerequisite and recommended science courses must be designated for science majors. Stony Brook freshmen are able to declare a lower-division clinical laboratory sciences major. To advance to junior status, they must meet the requirements described above, and successfully complete HAD 210 Introduction to Clinical Laboratory Sciences with a minimum grade of A- .

\*A conditional acceptance may be granted if, upon the judgment of department faculty, there are exceptional circumstances concerning department prerequisites.

**Program Requirements**

All clinical laboratory sciences students must complete the following courses for successful completion of the upper-division program leading to the baccalaureate degree.



### Basic Science Courses/Other Health Technology and Management Courses (Junior and Senior Year)

Course #	Title	Credits
HAS 332	Management Concepts for Health Professionals	1
HBP 310	Pathology	3
HAD 324 (for HHCZB students only)	Pathology	3
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

Course #	Title	Credits
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 with a laboratory component must be passed with a grade of C- or better to remain matriculated in the program and to attend clinical practicums. Failure to pass all required courses, or failure to achieve a minimum grade of C- in all professional (HAD) courses with a laboratory component, will require a student to repeat the course. To graduate from the Clinical Laboratory Sciences program, a passing grade of B+ or better is required for all clinical practica (HAD 397, HAD 398, HAD 494, HAD 497, and HAD 498).

## Elective Specializations

### Forensic Medical Diagnostics

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

### Clinical Cytogenetics

Course #	Title	Credits
HAD 406	Introduction to Clinical Cytogenetics	1
HAD 506	Clinical Cytogenetics Internship	3-5

## PROGRAM IN EMERGENCY MEDICAL TECHNICIAN–BASIC LEADING TO A CERTIFICATE

Program Director: Malcolm Devine

The EMT-Basic training program is a non-degree, non-credit program designed to train students in accordance with the 1998 standards established by the United States Department of Transportation. Upon successful completion of the program, all students will be eligible to take examinations for certification as:

- New York State EMT
- Nationally Registered EMT
- AHA CPR for Health Care Providers

The program, available at multiple times throughout the academic year, includes approximately 130 hours of didactic instruction and 24 hours of clinical practicum in ambulance operations or emergency hospital care. EMT Basic

Certification is a prerequisite for the program in Emergency Medical Technician- Paramedic.

## Admission Requirements

Applicants must be 18 years of age or older, prior to the New York State practical exam.

For further information please click [here](#)

## Program in Emergency Medical Technician–Paramedic Training Leading to a Certificate

Program Director: Paul Werfel

The EMT-paramedic training program is a non-degree, non-credit program designed to train effective and compassionate paramedics in accordance with the 1998 standards established by the United States Department of Transportation. Upon successful completion of the program all students will be eligible to take examinations for certification as:

- New York State EMT–Paramedic
- Nationally Registered EMT–Paramedic (NREMT-P)
- New York City REMSCO
- AHA CPR for Health Care Providers
- AHA ACLS (Advanced Cardiac Life Support)
- AHA PALS (Pediatric Advanced Life Support)

Certification in Advanced Cardiac/Pediatric Life Support and Basic Life Support is also part of the curriculum. The program, offered every year, consists of approximately 750 hours of didactic training and 696 hours of clinical practicum in the emergency department, paramedic ambulance, CCU, obstetrics, pediatrics and other applicable venues.

## Admission Requirements

Applicants must be 18 years of age or older, have a high school diploma and be a currently certified New York State EMT or AEMT.

## Program in Health Science Leading to the Bachelor of Science Degree

Program Chair: Deborah Zelizer

The School of Health Technology and Management offers a [Bachelor of Science degree in Health Science \(BSHS\)](#), with clinical and non-clinical concentrations. Non-clinical concentrations of study include community health education, disability studies and human development, emergency and critical care, environmental health and safety, health 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.

While there is no formal application process, all students must complete the following requirements before advancing to the senior year curriculum.

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

- All S.B.C. requirements
- A minimum of 16 credits of natural science coursework, including HAN 200\*\* and HAN 202\*\* (HAN 220/HAN 222, 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.
- 10 upper-division credits (300 and 400 level courses). Can be met with any course meeting S.B.C., natural science, or related electives requirements.

### Related Electives

See the [Health Science program](#) for an extensive list of related electives.

Note: 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) in the senior year.

Note: \* All students need a minimum of 91 credits and all requirements met by the end of the spring semester of their junior year to advance to the fall senior year curriculum. 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 basis may not be used to satisfy the Health Science Major requirements.

Note: \*\*Students have 3 attempts to pass this course with the letter grade of C or better, withdrawing from the course is considered an attempt. If a student cannot pass the course after 3 attempts, a student will be required to change their major.

### Program Requirements

#### Required Core Courses: Fall Semester (Senior Year)

For the first semester of the last year of study (senior year), all students enroll in 15 credits of core health science courses including:

Course #	Title	Credits
HAN 300	Health Care Issues	3
HAN 333	Communication Skills	3
HAN 335	Professional Ethics	3
HAN 364	Issues in Health Care Informatics	3
HAN 383	Scholarly Writing in Health Science	3

### Special Academic Requirements

To be in good standing in the Health Science program, a student must maintain a 2.0 overall cumulative grade point average, with a 2.5 minimum professional grade point average in the required HAN (Health Science major) courses. All core Health Science program courses must be passed with a grade of C or better before a student is permitted to advance to the concentration courses. If a student receives a grade less than C in any of the HAN courses, the course must be repeated.

#### Concentration Courses: Spring Semester (Senior Year)

During the last semester of the senior year, students must take one of the following concentrations of study. Approval for a generalist concentration of study may be granted if, upon judgment of the program chair, there are exceptional circumstances. 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 department.

#### Anesthesia Technology

This concentration provides the knowledge and skills required for students to function as integral members of anesthesia teams in surgical settings. Acceptance into the post-baccalaureate clinical year is required in order to enter the concentration. After completion of this concentration, students continue to the nine-month non-credit, non-degree post-baccalaureate anesthesiology technologist certificate program to be eligible for the national certification examination. (Total length of program is 4+1=5 years.)

Course #	Title	Credits
HAN 434	Corporate Compliance and Regulation	4
HAN 481	Introduction to Anesthesia	2
HAN 483	Cardiopulmonary Physiology for Anesthesia Technology	3

Course #	Title	Credits
HAN 485	Clinical Monitoring	1
HAN 489	Pharmacology for Anesthesia Technology	4

For admission requirements to the clinical concentrations, please refer to the SHTM website at <http://healthtechnology.stonybrookmedicine.edu/programs/hs>

### Community Health Education

This concentration provides students with the knowledge and skills needed to plan, implement, and evaluate health education programs in the community. Students who successfully complete this concentration may be eligible to apply for the national certification examination for health educators. Employment opportunities may be found in public and private health-related agencies, hospitals, and HMOs (Health Maintenance Organizations).

Course #	Title	Credits
HAN 440	Introduction to Community Health Education	3
HAN 442	Community Health Education Models and Resources	3
HAN 444	Teaching Strategies	4
HAN 456	Behavioral and Social Aspects of Health	3

### Disability Studies and Human Development

This concentration provides students with an interdisciplinary focus of study in areas such as independent living, employment, adults and children with disabilities, and health and community issues. Prepares students for entry-level professional and managerial positions in developmental or physical disability services agencies, independent living centers, mental health centers, and geriatric and vocational rehabilitation agencies.

Course #	Title	Credits
HAN 443	Aging and Disability	3
HAN 446	Disability Health and Community	3
HAN 447	Children with Disabilities	3
HAN 448	Disability and Employment	3

Course #	Title	Credits
HAN 449	Project in Disability Studies	4

### Emergency and Critical Care

This concentration will serve the needs of those students interested in pursuing clinical graduate studies. Emphasis is placed on providing knowledge of the most frequently encountered medical emergencies, including trauma and resuscitation. In addition, due to the changing global environment, courses on hazardous materials and weapons of mass destruction will also be provided.

Course #	Title	Credits
HAN 416	Special Issues in Emergency Care and Resuscitation	3
HAN 417	Cardiac Emergencies	3
HAN 471	Trauma and Trauma Systems	3
HAN 472	Emergency Response to Hazardous Materials and Terrorism	3
HAN 477	Medical Emergencies	3

### Environmental Health and Safety

This concentration explores the concepts and principles of various environmental health issues including lead management, pest management, hazardous waste management, and food service sanitation. Emphasis is placed on the recognition, identification and control of environmental contaminants in the workplace; prevention and preparedness for hazardous material incidents; and compliance with various regulatory agencies. 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,	4

Course #	Title	Credits
	Emergency Response and Environmental Auditing	
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. Students are required to complete a minimum of 14 credits from the courses offered below.

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. Students are required to complete a minimum of 14 credits from the courses offered below.

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	3

Course #	Title	Credits
	Improvement in Health Care	

### Medical Dosimetry

A medical dosimetrist is a member of the radiation oncology team. Medical dosimetrists have the education and expertise necessary to generate radiation dose distributions and dose calculations for cancer patients in collaboration with the medical physicist and the radiation oncologist. After completion of this concentration, students continue on to the twelve-month, non-credit, non-degree post-baccalaureate certificate program in order to be eligible to take the Medical Dosimetrist Certification exam. Job opportunities may be found in cancer treatment centers, community and hospitals, free-standing clinics. (Total length of program is 4 + 1 = 5 years.)

Note: Enrollment in HAN 395 Radiation Physics in Medicine (4 credits) is required during the fall semester of the senior year to submit an application for this concentration of study.

Acceptance into the post-baccalaureate clinical year is required in order to enter the concentration. The Medical Dosimetry program is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 2850 Chicago, Illinois 60606-3182, Phone: 312.704.5300, Email: [mail@jrcert.org](mailto:mail@jrcert.org)

Course #	Title	Credits
HAN 401	Radiobiology and Health Physics	3
HAN 482	Introduction to Pathology	3
HAN 487	Introduction to Treatment Planning	3
HAN 490	Fundamentals of Medical Dosimetry and Contouring	3
HAN 492	Radiation Oncology/ Medical Physics II	4

For admission requirements to the clinical concentrations, please refer to the SHTM website at <http://healthtechnology.stonybrookmedicine.edu/programs/hs>

### Public Health

This concentration provides a basic foundation in public health, including epidemiology and biostatistics. It also introduces the foundation of 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.



Note: HAN 440 may be taken in lieu of HAN 454.

Course #	Title	Credits
HAN 450	Introduction to Public Health	3
HAN 452	Epidemiology and Biostatistics	3
HAN 454	Issues in Public Health	3
HAN 455	Health Literacy for Public Health	3
HAN 456	Behavioral and Social Aspects of Health	3

### Radiation Therapy

This concentration was developed to train and prepare students to meet the daily challenges of a radiation therapist 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. The Radiation Therapy Program at Stony Brook University is through partnership with Mount Sinai Health System. After completion of this concentration, students continue on to the non-credit, non-degree post-baccalaureate certificate program in order to be eligible to take national registry examination. The twelve month non-credit, non-degree post-baccalaureate certificate program rotations are conducted at the Mt. Sinai Health System. (Total length of program is 4+1=5 years.)

Note: Enrollment in HAN 395 Radiation Physics in Medicine (4 credits) is required during the fall semester of the senior year to submit an application for this concentration of study.

Acceptance into the non-credit post-baccalaureate clinical year is required in order to enter the concentration.

Course #	Title	Credits
HAN 401	Radiobiology and Health Physics	3
HAN 402	Radiographic Anatomy and Pathology	3
HAN 482	Introduction to Pathology	3
HAN 486	Principles and Practice of Radiation Therapy	3
HAN 492	Radiation Oncology/ Medical Physics II	4

For admission requirements to the clinical concentrations, please refer to the SHTM website at <http://healthtechnology.stonybrookmedicine.edu/programs/hs>

### Radiologic Technology

This concentration is developed to educate students to meet the growing demand for technologists who image the body through the use of radiation equipment (x-ray technology). As a member of the radiological team, technologists capture images of bones, organs, and blood vessels as prescribed by physicians to assist in the diagnosis of diseases or injuries. After completion of this concentration, students continue on to the twelve-month, non-credit, non-degree post-baccalaureate certificate program in order to be eligible to take the national registry examination. Job opportunities may be found in hospitals, physician offices, urgent care clinics, diagnostic laboratories, and industry. (Total length of program is 4+1=5 years.)

Note: 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 post-baccalaureate clinical year is required in order to enter the concentration.

Course #	Title	Credits
HAN 401	Radiobiology and Health Physics	3
HAN 402	Radiographic Anatomy and Pathology	3
HAN 404	Radiology Instrumentation	3
HAN 405	Radiographic Technique	3
HAN 406	Radiographic Procedures and Positioning I	6

For admission requirements to the clinical concentrations, please refer to the SHTM website at <http://healthtechnology.stonybrookmedicine.edu/programs/hs>

### Program in medical molecular biology leading to the Master of science degree

Program Director: Gloria Viboud

The program is designed to provide clinical laboratory scientists with a strong foundation in the different molecular aspects of medical biology and the laboratory skills necessary to perform molecular-based techniques used in diagnostics, the research lab, and the medical biotechnology industry.

Learning outcomes will be consistent with those specified by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) for Diagnostic Molecular Scientists. This includes proficiency in a broad array of techniques used in molecular diagnostics, basic principles behind each test, applications to the diagnosis of genetic diseases, cancer and infectious diseases, interpretation of results, advantages and

limitations of each method, and type of specimen required for each test. The program also emphasizes the importance of biosafety and proper decontamination procedures, and quality control to ensure accurate data for proper patient diagnosis.

Students will complete the majority of the course requirements in the distance-learning format. The program is offered as a two-year prescribed part-time program during the summer, fall and spring terms. The last term includes three clinical rotations in the areas of molecular diagnostics, cytogenetics and flow cytometry, and the program culminates with a capstone project. After completion of the program, students will be eligible to take the Technologist in Molecular Biology by the American Society for Clinical Pathology [MB(ASCP)] certification examination.

### Admission Requirements

- A New York State clinical laboratory technologist license
- Baccalaureate degree in a life science related field with a minimum undergraduate grade point average of 3.00.
- 12 credits of chemistry with labs (including organic chemistry and biochemistry), 8 credits of biology with labs (including cell biology and genetics), 3 credits of microbiology, 3 credits of immunology, 6 credits of mathematics (including statistics), 3 credits of pathophysiology (for those applicants without a clinical laboratory sciences undergraduate major).

### Program Requirements

Students must complete a total of 33 credits including the following required on-line and on-site courses.

#### Professional Courses (Year One)

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

#### Professional Courses (Year Two)

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

\* On-line Course

\*\*On-Site Course

### The advanced certificate Program in medical molecular biology

Program Director: Gloria Viboud

The Advanced Certificate Program in Medical Molecular Biology is designed to provide clinical laboratory scientists with a strong foundation in the different molecular aspects of medical biology and the skills necessary to perform and analyze molecular-based 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, students will be well prepared to take the Technologist in Molecular Biology by the American Society for Clinical Pathology [MB(ASCP)] certification examination.

### 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, 3 credits of microbiology, 3 credits of immunology, 6 credits of mathematics (including statistics), 3 credits of pathophysiology (for those applicants without a clinical laboratory sciences undergraduate major).

### Program Requirements

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

#### Professional Courses

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

## Program in Occupational Therapy Leading to the Master of Science in Occupational Therapy Degree

Program Chair: Mary Squillace

The Department of Occupational Therapy offers a three-year program leading to the Master of Science in Occupational Therapy Degree. This degree program is offered in a traditional weekday format.

Occupational therapy is the art and science of directing an individual's participation in selected tasks to restore, reinforce, and enhance performance in activities that are important and meaningful to their health and well-being. Reference to occupation in the title is in the context of an individual's goal directed use of time, energy, interest, and attention. An occupational therapist's fundamental concern is the client's development and maintenance of the capacity to perform, throughout the life span and with satisfaction to self and

others, those tasks and roles essential to productive living and to the mastery of self and the environment.

Occupational therapy provides service to those individuals whose abilities to cope with tasks of living are threatened or impaired by developmental deficits, the aging process, poverty, cultural differences, physical injury or illness, or psychological and social disability.

Occupational therapy serves a diverse population in a variety of settings, such as hospitals and clinics, rehabilitation facilities, long-term care facilities, extended care facilities, sheltered workshops, schools and camps, private homes, and community agencies.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE): c/o AOTA, 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3425. ACOTE's phone number is 301-652-6611 (x 2914). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state 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 Technology and Management.

### Professional Course (Year One)

Course #	Title	Credits
HAO 500	Functional Neuroscience	4
HAO 504	Introduction to the Historical & Contemporary Practices of Occupational Therapy	3
HAO 505	Foundations of Occupational Therapy	3
HAO 506	Life Span Growth and Development for Occupational Therapy	3
HAO 507	Conditions in Occupational Therapy	2
HAO 508	Theories of Adult Rehabilitation	2
HAO 509	Occupational Therapy Theory and Practice in Pediatrics	4
HAO 519	Kinesiology for Occupational Therapy	4
HAO 523	Assessment & Intervention of Psychosocial Issues	4
HAO 561	Functional Anatomy Review	4
HAO 573	Professional Behaviors I	1.5
HAO 586	Fieldwork IA*	1

### Professional Courses (Year Two)

Course #	Title	Credits
HAO 517	Universal Design	3
HAO 520	Substance Abuse and Occupational Therapy	2

Course #	Title	Credits
HAO 522	Assessment & Intervention of Adult Rehabilitation	3
HAO 524	Assessment & Intervention of the Upper Extremities	3
HAO 525	Vision, Perception, and Cognition	2
HAO 526	Gerontology and Occupational Therapy	3
HAO 527	Sensory Integration Theory and Practice in Occupational Therapy	2
HAO 542	Patient Education	2
HAO 549	Introduction to Research Design for Occupational Therapy	3
HAO 551	Research Design for Occupational Therapy	3
HAO 574	Professional Behaviors II	1
HAO 587	Fieldwork IB*	1
HAO 588	Fieldwork IC*	1
HAO 596	Fieldwork Level IIA**	12

### Professional Courses (Year Three)

Course #	Title	Credits
HAO 530	Community, Occupation, and Health	4
HAO 534	The Occupational Therapy Manager	3
HAO 562	Principles of Instruction	3
HAO 570	Global Communities, Occupation, and Health	2
HAO 575	Professional Transition Seminar	2

Course #	Title	Credits
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	2
HAO 597	Fieldwork Level IIB**	12

\*Fieldwork level IA, IB and IC are pre-clinical experiences and generally consist of observation and very limited hands-on experience in mental health, physical disabilities, and pediatric settings. Each is a maximum of 40 hours in length.

\*\*Fieldwork level IIA and IIB are full-time clinical experiences.

## PHLEBOTOMY TRAINING PROGRAM LEADING TO A CERTIFICATE

Program Director: Kathleen Finnegan

The phlebotomy program is a non-degree, non-credit ASPT (American Society of Phlebotomy Technicians) accredited program designed to train students in effective phlebotomy techniques. Graduates can be employed in a variety of settings including hospitals, private laboratories, and physicians' offices. The phlebotomy program consists of 60 hours of lecture and 30 hours of professional laboratory practice followed by 100 hours of clinical training at a local hospital.

### Admission Requirements

Applicants must be 18 years of age or older, have a high school diploma (or an equivalent), and a minimum grade point average of 80 (on a scale of 100) or 2.5 (on a scale of 4.0). Upon successful completion of the program, students receive a certificate of achievement and are eligible to take a national certifying examination in phlebotomy.

## Program in Physical Therapy Leading to the Entry-Level Doctor of Physical Therapy Degree

Interim Program Chair: Kyle Hewson

Recent trends in health care have precipitated the development of a three-year entry-level graduate clinical doctorate program in physical therapy. These changes in health care include:

- Shorter lengths of stay in traditional environments.
- Higher acuity and survival as a result of medical science and technological advances.

- The need for health management via intervention, prevention, and maintenance, as well as the management of disease, impairments, and disabilities.
- Role and practice adaptations by physical therapists in anticipation of and in response to market changes.
- The development of strategies by payers that demand evidence-based justifications for interventions.
- Health care models that require greater risk assumption and accountability for outcomes of care. The three-year graduate program consists of 95 didactic credits and 35 clinical credits. Graduates of the program are prepared to provide care in a multitude of physical therapy settings. The program develops leaders who demonstrate evidence-based practice, critical inquiry skills, and clinical decision making skills needed for differential diagnosis and autonomous practice. In addition to direct patient care, graduates can pursue careers in research, administration, consultation, and community health. The Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE/APTA). Graduates are eligible to sit for the national license exam. In addition to the doctor of physical therapy degree, the school's Certificate of Professional Achievement in Physical Therapy is awarded upon satisfactory completion of all coursework.

### Admission Requirements

Applicants for the entry-level doctor of physical therapy program must have a completed baccalaureate degree prior to enrollment in the program. Candidates must meet the school's natural science requirement by successfully completing two courses each of chemistry, physics, and biology. Each course must be designated for science majors and have a laboratory component. One course in anatomy and one course in physiology or two courses of anatomy and physiology are also required. Completion of required science courses must be within the past ten years. No more than two science prerequisites may be outstanding at the time of application; outstanding sciences cannot be in the same subject area. In addition, the department requires one course in psychology and one course in statistics. Candidates must complete required course work by the end of the spring term of the year for which the application is made. Certification in cardiopulmonary resuscitation (CPR) is required. A minimum of a 3.0 cumulative grade point average and a minimum of a 3.0 cumulative science grade point average are preferred. Applicants must submit Graduate Record Examination (GRE) scores. At least 100 hours of volunteer or work experience within a physical therapy facility is required. A varied exposure to the field is recommended.

### Program Requirements

Physical therapy continuing students (who entered 2017 or 2018) must reference prior Health Sciences Bulletins for required courses.

Physical therapy students entering the summer of 2019 and 2020 must complete the following required courses:



**Professional Courses (Year One) 46.5 Credits**

**Note: Some course titles, credits, and/or descriptions will be revised. See program website.**

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	3.5
HAY 527	Foundations of Patient Care	4
HAY 528	Clinical Medicine and Pharmacology II	4
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
HAY 560	Professional Practice I: Foundations	2

**Professional Courses (Year Two) 41 Credits**

**Note: Some course titles, credits, and/or descriptions will be revised. See program website.**

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
HAY 507	Orthopedic Physical Therapy I	2
HAY 508	Orthopedic Physical Therapy III	4
HAY 509	Pediatric Physical Therapy	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	1
HAY 590	Case Studies II	1
HAY 595	Clinical Education I	8
HAY 620	Cardiopulmonary Physical Therapy I	2

## Professional Courses (Year Three) 42.5 Credits

**Note: Some course titles, credits, and/or descriptions will be revised. See program website.**

Course #	Title	Credits
HBA 542	Advanced Human Anatomy	0
HAY 621	Cardiopulmonary Rehabilitation II	2
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 562	Professional Practice III: Selected Topics	1.5
HAY 602	Issues in Health Care Administration	3
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 and participate in clinical education.

### Physician Assistant Program Leading to the Master of Science Degree

Interim Program Chair: Donna Ferrara

The Department of Physician Assistant Education currently offers a graduate program leading to the Master of Science degree and the school's Certificate of Professional Achievement for Physician Assistants. The program consists of approximately 100 weeks of pre-clinical and clinical instruction presented over a 24-month period.

The program educates skilled professionals who 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://healthtechnology.stonybrookmedicine.edu/programs/pa/elpa> is the definitive source of information on admissions and provides comprehensive information on the program. For questions that are not addressed by the Website, please contact the program directly.

Candidates for the physician assistant program must also meet the admission requirements of the School of Health Technology and Management. The requirements may be fulfilled through previously completed college studies.

In addition to the general academic requirements for graduate status in the school, the program specifies that fulfillment of the natural science requirement consists of completion of six courses in the biological sciences to include two courses in biology, one in genetics, one in microbiology, one in anatomy, and one in physiology. In addition, the completion of four courses in chemistry to include two courses in general chemistry, one in organic chemistry, and one biochemistry. Courses should be designated for science majors. Preference for interview is given to applicants who will have completed all admissions requirements by the time of interview, whose courses are within seven years of application, and who apply early in the cycle.

The program also requires a minimum of 1,000 hours of direct patient care experience. This requirement can be fulfilled by paid or volunteer experience as an EMT, medical assistant, emergency room technician, etc. For an application, please visit [www.caspaonline.org](http://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 516	Problem Based Learning (PBL)	1
HAP 518	Medical Director Presentation Rounds	.5
HAP 521	Clinical Medicine I	5
HAP 522	Clinical Medicine II	7
HAP 523	Clinical Medicine III	6
HAP 524	Clinical Medicine IV	9
HAP 528	Genitourinary, Sexual and Reproductive Health	4
HAP 532	Diagnostic Imaging	2
HAP 534	Introduction to Clinical Psychiatry	3
HAP 545	Ethics and Health Care for PAs	3
HAP 549	Clinical Skills for the PA Student	1
HAP 551	Research Design and	2

Course #	Title	Credits
	Evidence Based Medicine	
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

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 512	Principles of Clinical Pharmacology	6
HAP 521	Clinical Medicine I	5
HAP 522	Clinical Medicine II	7
HAP 523	Clinical Medicine III	6
HAP 524	Clinical Medicine IV	9
HAP 528	Genitourinary, Sexual and Reproductive Health	4
HAP 532	Diagnostic Imaging	2
HAP 534	Introduction to Clinical Psychiatry	3
HAP 545	Ethics and Health Care for PAs	3
HAP 549	Clinical Skills for the PA Student	1
HAP 551	Research Design and Evidence Based Medicine	2
HAP 561	Masters Project I	1
HAP 562	Masters Project II	1
HAP 563	Masters Project III	1

These didactic courses are graded Satisfactory/Fail

Course #	Title	Credits
HAP 516	Problem Based Learning (PBL)	1
HAP 518	Medical Director Presentation Rounds	.5
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 C 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.

## Post-Professional Physician Assistant Program Leading to the Master of Science Degree

Program Director: Lynn-Timko-Swaim

As providers of medical care and members of the health care team, PAs must respond to new standards of practice, evolving delivery systems, changes in reimbursement procedures, shifts in population demographics, and the opportunities and challenges of technology. This part-time graduate program provides an opportunity for PAs to meet these challenges while obtaining their Master of Science

degree. The [Stony Brook Post-Professional Masters Program \(PPMP\)](#) increases the depth and breadth of student medical knowledge beyond that attained during entry level PA education and prepares graduates for career advancement and leadership in areas such as administration, management, education and research. Optimally, this results in improved services to the patients and the communities that PPMP graduates serve.

To satisfy program degree requirements, each student must complete a minimum of 30 credits including 18 required credits in the core curriculum and 12 elective credits. Core courses include evidence based medicine, ethics and health care, contemporary issues in health care delivery, clinical pharmacology, research writing, and clinical prevention and population health. Elective courses offer each student the opportunity to tailor the program to both his/her work setting and personal interests. The PPMP is offered in a fully online format.

### Admission Requirements

Applicants must possess a baccalaureate degree from an accredited college or university and have graduated from an ARC-PA accredited PA Program. Current NCCPA certification is required and an overall GPA of 3.0 is preferred. Applications and complete program information can be accessed online on the [program's website](#).

### Program Requirements

Candidates must complete a minimum of 30 credits within five years. All core and elective requirements must be satisfied while maintaining a minimum program GPA of 3.0.

### Core Courses

Candidates must complete the six core courses listed below (18 credits):

Course #	Title	Credits
HAP 505	Contemporary Issues in Health Care Delivery	3
HAP 511	Clinical Pharmacology Seminar for Physician Assistants	3
HAP 541	Principles and Practices of Clinical Prevention and Population Health	3
HAP 545	Ethics and Health Care	3
HAP 552	Evidence Based Medicine: Evaluating and Applying Clinical Research	3

Course #	Title	Credits
HAP 554	Medical and Research Writing for Health Professionals	3

### Electives

In addition to those courses listed below, many courses in the SHTM Advanced Certificate in Health Care Management program and Advanced Certificate in Nutrition program can be used to fulfill elective requirements in the PA PPMP. These courses are described in the appropriate Advanced Certificate program section this Bulletin. Registration for elective courses may require the permission of the certificate program director. An added feature of the PA PPMP program is that students can apply for and complete the Advanced Certificate in Nutrition while enrolled in the PA PPMP.

Candidates must complete four elective courses (12 credits) from among the following and/or courses in the Department of HCPM:

Course #	Title	Credits
HAP 538	Clinical Aspects of Palliative Care	3
HAP 539	Hospice and Palliative Care Policy Issues	3
HAP 556	Teaching Strategies	3
HAP 557	Introduction to Clinical Informatics	3
HAP 558	Epidemiology	3
HAP 588	Practicum	3
HAP 559	Complementary and Integrative Medicine	3

Registration for the Practicum (HAP 588) requires permission from the PPMP program director, and three to six credits of tutorial work in the areas of research, education, or administration.

### Program in Respiratory Care Leading to the Bachelor of Science Degree

Program Chair: Lisa Johnson

The respiratory care program offers a full-time upper-division program leading to the Bachelor of Science degree. Stony Brook freshmen are given the option to declare respiratory care as a lower-division major.

Respiratory therapists specialize in the diagnosis and treatment of patients with heart, lung, and sleep disorders. They work with a wide variety of patients, from premature infants to the elderly. They provide services in many settings

including hospitals, clinics, physician offices, nursing homes, and rehabilitation centers. Many are also taking advantage of opportunities in diagnostic labs (such as sleep, cardiac catheterization and pulmonary function) and in-home health care. Individuals who graduate from the program are employed as clinicians, managers, educators and researchers.

The respiratory care program is accredited by the Commission on Accreditation for Respiratory Care (CoARC) [www.coarc.com] located at 1248 Harwood Road, Bedford, Texas 76021-4244, (817) 283-2835. The respiratory care program is also an education program approved by the New York State Department of Education. Stony Brook University is accredited by Middle States Commission on Higher Education Accreditation (last reaffirmed 11/19/09) located at 3624 Market Street, 2nd Floor West, Philadelphia, PA, 19104, Telephone: (267) 284-5000, [www.msche.org](http://www.msche.org). Graduates of the respiratory care program are eligible to sit for national board exams offered by the National Board for Respiratory Care, Inc. (www.nbrc.org/) and may pursue state licensure.

The school's Certificate of Professional Achievement and the University's baccalaureate degree are awarded upon satisfactory completion of all coursework.

### Admission Requirements

Candidates for the respiratory care program must meet the upper-division admission requirements of the School of Health Technology and Management. The requirements may be fulfilled through previously completed college studies.

In addition to the general academic requirements for junior status in the School of Health Technology and Management, candidates must have a minimum grade point average (GPA) of 2.5 and a minimum science GPA of 2.0. All prerequisite courses must be completed with a grade of C or better. Minimum required courses include: 3 credits English composition; 3 credits of arts; 3 credits of humanities; 3 credits of introductory (100 level) and 3 credits of intermediate or higher (200 – 400 level) social and behavioral sciences; 8 credits of anatomy and physiology (preferred) or; 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. An additional physics course with lab, logical and critical reasoning, and introductory and intermediate psychology courses are recommended. Science courses designated for science majors are preferred.

To advance to junior status, Stony Brook students who declared a respiratory care major as freshmen must meet the requirements described above and successfully complete HAT 210 with a grade of B or higher.

### Program Requirements

All respiratory care students must complete the following courses for successful completion of the upper-division program leading to the baccalaureate degree.

### Basic Science/Other Health Technology and Management Courses

Course #	Title	Credits
HAS 332	Management Concepts for Allied Health Professionals	1
HAS 351	Research Literacy/ Research Design	1
HAS 355	Integrative Systems Physiology	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 340	Cardiovascular Clinical*	2
HAT 350	Basic Respiratory Care Clinical*	4
HAT 353	Pulmonary Diagnostic Clinical*	2



Course #	Title	Credits
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
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.

## School of Social Welfare

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 PHONE: (631) 444-2139  
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## Mission and Goals

### Mission Statement

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

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

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

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

### Program Goals

The goals of the MSW program are to:

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

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

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

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

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

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

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

## CSWE Competency Framework

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

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

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

## PROGRAMS

The Stony Brook University School of Social Welfare was established in 1970 and has been continuously accredited by the Council on Social Work Education since 1973. The School is located within a rich interdisciplinary environment, one of 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.

## Field 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 field education. The requirements for graduation include a minimum of 16 credits in field 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.

Field education typically takes place Monday through Friday during the day and early evening. Some placements accept blocks time of less than 7 hours per day, but no placement will be arranged with blocks of less than 4 to 5 hours at a time. Field 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 field 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. The Priority Deadline for applications is March 1st. The deadline for all applications is May 1st.

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

## Financial Information

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

## Scholarship Awards and Programs

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

### Hy Frankel Award

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

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

The School has set forth professional standards, alcohol, drug and gambling policies, academic dishonesty policies, and social media policies found in our handbooks. [BSW/https://socialwelfare.stonybrookmedicine.edu/academics/msw/handbook](https://socialwelfare.stonybrookmedicine.edu/academics/msw/handbook)

Finally, we have established policies for grading and performance in [Field Education](#).

#### A. Stony Brook University Student Conduct Code

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

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

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

#### B. School of Social Welfare Student Conduct Code

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

Students are expected to maintain conduct that is in accordance with standards of practice defined by the School of Social Welfare, Stony Brook University, the field education agency and the professional regulations of the State of New York. Students who engage in activities that are contrary to these standards will be subject to review and possible disciplinary action by the School of Social Welfare and the University.

### 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: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Language often expresses institutional racism, sexism, etc.

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

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

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

- The Stony Brook Writing Center, 2009 Humanities Building, offers advice and support to all students. Contact information: (631) 632-7405.
  - Students are also referred to Purdue University's Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01/>.
  - An online tutorial is available at: <http://apastyle.org/learn/tutorials/basics-tutorial.aspx> A list of courses is available at: [http://www.stonybrook.edu/commcms/writrhet/course\\_listing/description.html](http://www.stonybrook.edu/commcms/writrhet/course_listing/description.html)
- Use the spell check capability of your word processors and refer to dictionaries for spelling, manuals of style for footnotes, bibliographies, etc.
- For citations, the School requires that students adhere to APA (The American Psychological Association) format. This is available at <http://apastyle.org> and also on the Purdue University On Line Writing Lab. Please refer to the following web site for information regarding this format: <http://owl.english.purdue.edu/owl/resource/560/01/>
- The Health Sciences Library offers useful information and tutorials. For example, resources exist on how to use EndNote, a program for references and citations (<http://guides.library.stonybrook.edu/content.php?>



pid=207141&sid=1727723). This software and other resources are available free of charge to students via SOLAR. These resources can be accessed at: [http://it.cc.stonybrook.edu/student\\_guide](http://it.cc.stonybrook.edu/student_guide)

- In addition, the Health Sciences Library has a special site that provides important professional links related to social work. Follow the prompts at <http://sunysb.libguides.com/social-welfare>
- The School expects its constituents to demonstrate commitment to all the social work values that place high value on the worth and dignity of all people.
- We assume that everyone is always trying to do their best and that we all are striving to improve our understanding of each other's world views. This means that we expect our classrooms to create safe places for open discussion through our demonstration of respect for each other as we broach difficult and complex topics and issues.

#### **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 <http://www.socialworkers.org/pubs/code/default.asp>.

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

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

#### **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.

## H. Bias and Hate Crimes or Bias-Related Incidents

It is a Stony Brook University Police mandate to protect all members of our community by preventing and persecuting bias or hate crimes that occur within the campus's jurisdiction. The University is also committed to addressing bias-related activities that do not rise to the level of a crime. These activities, referred to as bias incidents, and defined by the University as acts of bigotry, harassment, or intimidation directed at a member or group with the University community based on national origin, ethnicity, race, age, religion, gender, sexual orientation, disability, military (new status/protected class) veteran status, color, creed, or marital status, may be addressed through the State University's Discrimination Complaint Procedure or the campus conduct code. <http://www.stonybrook.edu/diversity/services/investigation/state.html>

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 field education. Required credits in field education are accrued in the senior year at the rate of 6 credits per term, 14 hours per week. Field education placements are available in hospitals, nursing homes, schools, youth services and public and community social service agencies, among others. No credit 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. 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 biological sciences which provides an understanding of the major concepts of biology, including the cell, the gene, molecular biology, development and evolution, the human implications and values associated with these concepts, and the impact of biology on human behavior. This requirement may be met by BIO 101: A Humanities Approach, or comparable course work at another institution.
- A minimum of one three-credit course in 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: Introduction to Social and Cultural Anthropology or SOC 105: Structure and Methods, or comparable course work at another institution.
- A minimum of one three-credit introductory course in psychology which provides an understanding of psychology as the science of behavior, including content related to personality theory, social and developmental psychology, and psychological testing. This requirement may be met by PSY 103: Introduction to Psychology, or comparable course work at another institution.
- A minimum of one three-credit course in mathematics (above college algebra) or statistics. This requirement may be met by a course that fulfills the QPS designation for the Stony Brook Curriculum.
- A minimum of one three-credit course in the humanities. This requirement may 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 may 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).

\* 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, field education, and professional development requirements of the School of Social Welfare described in this section and in the School of Social Welfare Student Handbook:
  - a. Complete 43 credits in required courses in the School of Social Welfare Program.
  - b. Complete 12 credits in required field education coordinated through the School of Social Welfare Office of Field 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 field education. The following program represents the curriculum for the Bachelor of Science student:

### JUNIOR YEAR, FALL SEMESTER

Course #	Title	Credits
HWC 304	Contemporary Social Justice	3
HWC 308	Human Behavior and the Social Environment I	3
HWC 310	Political Economy of Social Welfare	3

### JUNIOR YEAR, FALL SEMESTER

Course #	Title	Credits
HWC 311	Social Welfare Policy, Services and Analysis	3
HWC 313	Research in Social Work I	3

### JUNIOR YEAR, SPRING SEMESTER

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

### SENIOR YEAR, FALL SEMESTER

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

### SENIOR YEAR, SPRING SEMESTER

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

### REQUIRED PROFESSIONAL DEVELOPMENT

Course #	Title	Credits
HWC 396	Community Learning and Professional	1

**REQUIRED PROFESSIONAL DEVELOPMENT**

Course #	Title	Credits
	Preparation I: Junior Year	
HWC 397	Community Learning and Professional Preparation II: Senior Year	1

**Electives\*** Elective topics vary from term to term. \*Students must take 12 credits of social work electives prior to graduation (can be taken in any combination of summer, fall, winter, spring semesters of Senior (U4) year).

**ELECTIVES**

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

Some courses are offered in concentrated form during the semester, intersession and summer session. Although some courses are offered for student convenience in Manhattan, be advised that in order to complete the program, all students are required to take 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 field education provides the basic professional foundation of knowledge, values and skills for social work practice with individuals, families, groups, organizations and communities. The professional foundation includes content on social work values and ethics, diversity, social and economic justice, populations historically devalued and oppressed, human behavior in the social environment, social welfare policies and services, social work practice, research and field education.

**First Year, Full-time MSW Requirements**

FALL TERM		
Course #	Title	Credits
HWC 500	Field 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

FALL TERM		
Course #	Title	Credits
HWC 596	Community Learning and Professional Preparation I (Year-Long)	1

SPRING TERM		
Course #	Title	Credits
HWC 501	Field 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 596	Community Learning and Professional Preparation II (Year-Long)	-

FALL TERM		
Course #	Title	Credits
HWC 599	Community Learning and Professional Preparation I (Year-Long)	1

SPRING TERM		
Course #	Title	Credits
HWC 503	Field Education IV	6
	Required Specialization Practice course	3
	Required specialization course	3
	Two Advanced Practice Electives	6
HWC 597	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	Field Education III	6
	Required Specialization Practice Course	3
	Required Specialization Course	3
HWC 519	Research I	3
	Elective	3

\*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 field 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 Field Education during the Fall semester of their second year. Social Work Practice courses must be taken concurrently with Field 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 596	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 596	Community Learning and Professional Preparation I (Year-Long)	-

#### FALL CLASS SCHEDULE - MSW STUDENTS (2ND YEAR)

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

#### SPRING CLASS SCHEDULE - MSW STUDENTS (2ND YEAR)

Course #	Title	Credits
HWC 501	Field Education II	4
HWC 505	Integrating Seminar	3

#### SPRING CLASS SCHEDULE - MSW STUDENTS (2ND YEAR)

Course #	Title	Credits
HWC 514	Social Work Practice II	3

#### FALL CLASS SCHEDULE - MSW STUDENTS (3RD YEAR)

Course #	Title	Credits
HWC 503	Field Education III	4
	Required Specialization Practice Course	3
	Required Specialization Course	3
	*HWC Elective	3
	*HWC Elective of (HWC 519) Psychopathology	-
	3	
	*Psychopathology and Three Electives may be taken in any semester after the successful completion of te Second Year.	
HWC 597	Community Learning and Professional Preparation II (Year-Long)	1

#### SPRING CLASS SCHEDULE - MSW STUDENTS (3RD YEAR)

Course #	Title	Credits
HWC 503	Field Education IV	4
	Required Specialization Practice Course	3
	Required Specialization Course	3
	*HWC Elective	3
	*HWC Elective of (HWC 519) Psychopathology	3
	3	

**SPRING CLASS SCHEDULE - MSW STUDENTS (3RD YEAR)**

Course #	Title	Credits
	*Psychopathology and Three Electives may be taken in any semester after the successful completion of the Second Year.	
HWC 597	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 analyses in the field of social welfare.

**\*PLEASE NOTE:** At this time the School is temporarily pausing admissions and applications are not being accepted. Between the retirement of our eminent doctoral chair and the arrival of several new faculty members with research profiles, the School believes it is the perfect time to review and reinvigorate our doctoral program. We will be able to plan strategically in a new and thoughtful way for the program's future and the future of our students. The School website will be kept up to date with the latest information about the Doctoral program.

**Dual Degree Program in Social Work and Law**

The School of Social Welfare and Touro College Jacob D. Fuchsberg Law Center offer a dual degree program in which full-time students may obtain both a Master's degree in Social

Work (MSW) and a Juris Doctor (JD) degree in law following four years of study. This program reduces the amount of full-time study otherwise necessary to earn these two degrees if taken separately.

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

Details regarding the specific course requirements and their sequence for each degree, and the courses and grades for which each school will allow transfer credit, are available by calling or emailing the School of Social Welfare Office of Student Services: [Iva.Bory@stonybrook.edu](mailto:Iva.Bory@stonybrook.edu) or call: 631-444-3170.

**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.

**School Of Dental Medicine**

DEAN: Mary R. Truhlar, DDS, MS

OFFICE: 160 Rockland Hall

PHONE: (631) 632-8900

WEB: [dentistry.stonybrookmedicine.edu](http://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/](http://www.stonybrookmedicalcenter.org/dental/)

## Degrees and Programs

### ADMISSIONS

The Stony Brook School of Dental Medicine selects highly qualified students who are representative of a variety of



backgrounds, experiences, and interests. Selection is based on an overall appraisal of the applicant's suitability for a career in dentistry. Applicants should demonstrate academic achievement, competence in the sciences and a general interest in the profession of dentistry. These factors, as well as performance on the DAT, letters of recommendation and the personal interview, are considered in the admissions process. Consistent with the school policy of selecting students with varied backgrounds, the school encourages applications from qualified individuals from those groups who have in the past been underrepresented in the dental profession. Due to the small class size, students attending the school are educated in a highly supportive environment.

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

For information regarding application to the Doctor of Dental Surgery program please go to: <https://dentistry.stonybrookmedicine.edu/student/admissions>

## FINANCIAL AID

Funding your education is one of the most important investments you will make to prepare for your future. The Stony Brook University School of Dental Medicine are committed to providing our students with the assistance to explore all funding options available.

Financial aid is divided into three basic categories: grants/scholarships, loans, and employment programs. Grants/Scholarships do not have to be repaid. Loans usually carry some form of interest payment and must be paid back to the lender. Employment Programs allow the student the chance to earn money to help with educational expenses.

All students must file the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The deadline for submission for new students is **April 1st**. When completing the FAFSA do not include parental information, unless you are applying for any campus-based funds, such as the Tuition Waiver Grant for Disadvantaged Students (DW) or the Health Professions Student Loan (HPSL). Parent information will be used only for consideration in awarding campus-based funds.

### Federal Code: 002838

For information regarding Financial Aid please go to: <https://dentistry.stonybrookmedicine.edu/dentalfinancial>

## DDS CURRICULUM

The program of study leading to the Doctor of Dental Surgery (DDS) degree consists of a fixed sequence of courses as listed below. Enrollment in the second, third and fourth years requires the satisfactory completion of all courses in the previous year. Exception may be made in special cases as described in the section on academic standing. Under certain conditions, credit may be given for equivalent courses taken at other recognized academic institutions. The course

hours listed may vary from year to year because of holidays and other school closings. The sequencing of courses, course titles and course hours are subject to modification to reflect changing concepts in dental education and curriculum revisions.

### First-Year Program

Course #	Title	Hours
HBA 521	Gross Anatomy of the Head, Neck and Trunk	152
HBA 531	Nervous System	67
HBV 521b	Physiology	110
HDG 511	Dental Morphology/Occlusion	64
HDG 512	Operative Dentistry I	128
HDG 522	Cariology	28
HDI 501	Foundations in Dental Professional Development	6
HDI 505	Patient I: Communication and Examination	60
HDO 501	Oral Biology I	34
HDP 501	Introduction to Periodontics	28
HDR 503	Radiology I	48
MED 500b	Molecular Foundations of Medicine	101
MED 500c	Pathogens and Host Defense	141
MED 500d	Basic Mechanisms of Disease	95
MED 510	Transition to Medical and Dental School	66

### Clinics

HDG 521	Clinic I: Introduction to Patient Care	33
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### Second-Year Program

Course #	Title	Hours
HBH 531	Pharmacology	40
HDC 601	Children's Dentistry I	50





Course #	Title	Hours
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 Dental Emergencies Clinic	5
HDP 821	Year IV Periodontics Clinic I (component of HDG 821)	60
HDP 822	Year IV Periodontics Clinic II (component of HDG 822)	60
HDR 823	Year IV Radiology Clinic	10
HDS 821	Year IV Oral Surgery Clinic	24
HDS 822	Year IV Oral Surgery Hospital Rotation	25

### Fourth-Year Selective Courses

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

Course #	Course Title	Department
HDG 808	Geriatrics Elective	General Dentistry
HDI 707	Radiology Selective	General Dentistry
HDI 806	Elective in Ethics and Professionalism	Oral & Maxillofacial Surgery
HDI 840	Children's Dentistry Selective	Orthodontics & Pediatric Dentistry
HDI 841	Dental Anesthesiology Selective	Hospital Dentistry & Dental Anesthesiology
HDI 842	Endodontics Selective	Periodontology & Implant Dentistry
HDI 843	Oral & Maxillofacial Surgery Selective	Oral & Maxillofacial Surgery

Course #	Course Title	Department
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	Prosthodontics & Digital Technology
HDR 821	Advanced Prosthodontics Selective	Prosthodontics & Digital Technology

## Graduate Studies in Oral Biology and Pathology

**Co-Directors: Marcia Simon, Stephen G. Walker**

The [Department of Oral Biology and Pathology](#) offers two graduate degrees, which are granted through the [Graduate School](#) of Stony Brook University. The department offers a PhD in Oral Biology and Pathology and an MS in Biomedical Sciences (Track in Oral Biology and Pathology). These degrees can also be obtained as part of a combined DDS/PhD program or a combined DDS/MS program. The MS in Biomedical Sciences (Track in Oral Biology and Pathology) may also be obtained as part of a combined degree program leading to an Advanced Certificate in Endodontics/MS, Advanced Certificate in Orthodontics/MS, or an Advanced Certificate in Periodontics/MS. The main function of these advanced degree programs is to train educators and researchers to staff dental and medical schools, dental research institutes, dental and medical industrial laboratories, and to provide relevant basic science training for dentists and physicians taking postdoctoral specialty training. The course work consists of an in-depth exposure to knowledge, directly and indirectly related to oral biology and its related sciences, and is coupled with appropriate individual research, tutorial and thesis/dissertation programs.

### Oral Biology and Pathology Program

The Graduate Program in Oral Biology and Pathology offers a program of study and research leading to the MS and PhD degrees. The MS curriculum is of approximately two years' duration and is particularly suited for those dental graduates who wish to obtain further basic science training before entering or while obtaining a clinical specialty. The Graduate Program in Oral Biology and Pathology is also of particular interest to industrial-based scientists seeking additional training and advanced degrees. While the department is interested in all aspects of oral biology, active programs of research presently being conducted include the following:

development, metabolism, and control of the oral microflora on the teeth and various epithelial surfaces; oral putrefaction, malodor, and gingivitis; pathogenesis of periodontitis; interrelationship between systemic and oral diseases; mechanisms and therapy of dentinal hypersensitivity; ultrastructure and metabolism of healthy and diseased periodontal tissues with an emphasis on remodeling and matrix metalloproteinases; chemistry and crystallography of the biological calcium phosphates; biology of epithelial growth and differentiation; epithelial gene therapy; mechanisms of epidermal and oral carcinogenesis; wound repair; biology of skin and mucosal grafting; acquired and innate immunity; inflammation and fibrosis; and cancer. Further details may be obtained from the graduate program directors.

### Admission Requirements

In addition to the minimum Graduate School requirements, the following are required:

- A bachelor's degree and grade point average of 3.3 in the sciences and 3.0 overall
- Original transcripts and three letters of recommendation
- Proof of satisfactory performance on the General Aptitude and Advanced parts of the Graduate Record Examination (GRE)
- For the combined DDS/PhD and combined DDS/MS, applicants must apply separately to both the DDS program and the PhD or MS program.
- For the combined Advanced Certificate in Endodontics/MS, Advanced Certificate in Orthodontics/MS, and the Advanced Certificate in Periodontics/MS, applicants must apply separately to both the MS program and the Advanced Certificate Program.

All applicants are carefully screened by the credentials committee of the department. Interviews and discussions are arranged with faculty members and graduate students where possible. Formal approval for acceptance into the program is given by the [Graduate School](#).

### Degree Requirements

In addition to the minimum degree requirements of the Graduate School:

- All students must complete all or part of the Oral Biology and Pathology Oral Systems course.
- MS students must also complete two graduate basic science courses selected from offerings within and outside the department.
- PhD students must also complete four to six basic science course offerings at the graduate level and advance to candidacy by preparing a detailed written proposal in the format of a National Institutes of Health research grant application. A public seminar is presented by the student to members of his or her advisory committee, the department and the University community at large, in which the student defends the proposal. This is followed by a further defense by the student before his or her advisory committee. A determination for advancement to candidacy is then made and forwarded to the Graduate School for official approval.
- An original research thesis/dissertation is required for completion of both the MS and PhD degrees. For the

PhD, a public defense followed by an examination of the student's dissertation by their Dissertation Committee is required. For the MS degree, the student defends the thesis only to the student's thesis committee. If the thesis/dissertation is recommended for approval, the determination is submitted to the Graduate School for final decisions to award the degree.

## Advanced Education Program in Endodontics

### Program Director: Thomas Manders

The Postdoctoral Program in Endodontics is a 24-month, full-time program designed to meet the eligibility requirements of both the American Dental Association for specialization in endodontics and the certifying examination given by the American Board of Endodontics. Applicants to the program must have a DDS or DMD degree, or foreign equivalent. Beginning in July of each year, training takes place primarily in the School of Dental Medicine and its clinical facility (Dental Care Center). Each resident utilizes an operatory designed for endodontic practice, which includes x-ray machines, digital imaging equipment and surgical operating microscopes. Emphasis is placed on diagnosis, in conjunction with the other disciplines, and treatment of all patients requiring endodontic therapy, using a varied aggregate of treatment modalities. Instruction will be provided through lectures, seminars, case presentation, conferences and clinical practice. To receive a certificate in the advanced educational program in endodontics, the student must:

- Satisfactorily complete all courses listed below
- Submit 25 completed case write-ups as per the standards of the American Board of Endodontics
- Complete one research project; pass annual oral examinations modeled after the certifying exam of the American Board of Endodontics

### Year I program requirements include:

Endodontic Clinic  
 Head and Neck Anatomy  
 Oral Pathology  
 Biochemistry and Physiology  
 Pharmacology  
 Microbiology/Immunology  
 Radiology  
 Literature Review  
 Research Project  
 Teaching Training  
 Endodontic Seminars

### Year II program requirements include:

Endodontic Clinic  
 Literature Review  
 Teaching Training  
 Research Project  
 Endodontic Seminars  
 Inhalation/Oral Sedation  
 Biostatistics and Research Methodology

**Year I and II program requirements include:**

Pain Physiology  
 Microanatomy  
 Surgical Endodontics  
 Medical Emergencies  
 Medically Compromised  
 Mechanism of Dental Pain  
 Scientific Writing

**Cost of attendance**

Financial aid budgets or cost of attendance are made up of two parts, direct costs and indirect costs. For more information on Endodontics Tuition & Fees including Living Expenses. Please visit <https://dentistry.stonybrookmedicine.edu/dentalfinancial/cost>.

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## Advanced Education Program in Orthodontics and Dentofacial Orthopedics

**Program Director: Richard D. Faber**

The Advanced Specialty Education Program in Orthodontics and Dentofacial Orthopedics is a 36-month, full-time program designed to meet the eligibility requirements of both the American Dental Association for specialization in orthodontics and the certifying examination given by the American Board of Orthodontics. Applicants to the program must have a DDS or DMD degree, or foreign equivalent that is acceptable for New York State Licensure. Beginning on July 1 of each year, training will take place primarily in the School of Dental Medicine and its clinical facility (Dental Care Center), at Stony Brook University Hospital, and at other affiliated teaching hospitals, such as Cohen's Children's Medical Center/ Northwell System.

Instruction is provided through lectures, seminars, case presentation, conferences and clinical practice. Emphasis is on diagnostic procedures and treatment planning and the application of clinical methods, best designed to meet the treatment objectives for the individual patient.

To receive a certificate in post-doctoral orthodontics, the student must:

- Satisfactorily complete all courses
- Submit 25 completed case analyses
- Submit two completed case write-ups as per standards of the American Board of Orthodontics
- Pass an oral examination modeled after the certifying exam of the American Board of Orthodontics
- Sit for parts I and II of the American Board of Orthodontics written examination
- Present and defend a research project at the end of the third year

**Year I program requirements include:**

Basic Science Core  
 Orthodontic Technique (Pre-clinical Orthodontics)  
 Cephalometrics and Radiology  
 Growth and Development  
 Orthodontic Theory and Practice

Head and Neck Anatomy  
 Diagnosis, Treatment Planning and Interdisciplinary Care I  
 Clinical Orthodontics I  
 Surgical Orthodontics and Craniofacial Deformities I  
 Temporomandibular Joint Dysfunction and Occlusion  
 Literature Review I  
 Journal Club  
 Research Project  
 Evolution of the Craniofacial-dental mechanism  
 Supervised Clinical Teaching  
 Expert Seminar Series

**Year II program requirements include:**

Orthodontic Theory and Practice II  
 Diagnosis, Treatment Planning and Interdisciplinary Care II  
 Surgical Orthodontics II  
 Literature Review II  
 Supervised Clinical Teaching  
 Research Project  
 Journal Club  
 Clinical Orthodontics II  
 Conferences in Clinical Orthodontics  
 Expert Seminar Series

**Year III program requirements include:**

Clinical Orthodontics III  
 Literature Review III  
 Teaching in the Undergraduate Dental Program  
 Research Project  
 Diagnosis, Treatment Planning, and Interdisciplinary Care III  
 Supervised Clinical Teaching  
 Conferences in Clinical Orthodontics  
 Expert Seminar Series

**Cost of Attendance**

Financial aid budget or cost of attendance are made up of two parts, direct costs and indirect costs. For more information on Orthodontics Tuition & Fees including Living Expenses. Please visit <https://dentistry.stonybrookmedicine.edu/dentalfinancial/cost>.

For more information about this program (i.e. tuition, application, stipends), please email [lynda.reynolds@stonybrookmedicine.edu](mailto:lynda.reynolds@stonybrookmedicine.edu).

Lynda Reynolds, Program Coordinator  
 Department of Orthodontics and Pediatric Dentistry  
 114 Rockland Hall  
 School of Dental Medicine  
 Stony Brook University  
 Stony Brook, NY 11794-8701

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## Advanced Education Program in Periodontics

**Program Director: Dr. Hossein Bassir**

The Advanced Education Program in Periodontics is a 36-month, full-time program beginning July 1. It is designed to meet the eligibility requirements of the American Dental Association for specialization in periodontics and for the certifying examination given by the American Board



of Periodontology. Two to three students are accepted each year. Training is provided at the School of Dental Medicine teaching hospitals, Northwell Health. The program objective is to produce highly educated and clinically competent periodontists competent in the diagnosis and treatment of the various forms of periodontal diseases. Significant training is given in implantology, oral and periodontal plastic surgery, oral reconstructive surgery, and periodontal medicine.

Educational objectives are accomplished through lectures, seminars, case presentation conferences and clinical practice. The receipt of a certificate in periodontics is dependent upon satisfactory completion of all scheduled courses, a portfolio of 20 written completed case reports, satisfactory completion of ten competency tests, and passing inservice and oral comprehensive examinations.

### **Year I program requirements include:**

Introduction to Postgraduate Periodontics  
Geriatrics  
Physical Diagnosis and Medical Risk Assessment  
Oral Pathology and Medicine  
Implantology  
Normal and Reparative Tissue Development in the Oral Cavity  
Host Parasite Interactions  
Regional Anatomy, Orofacial Neuroscience and Pain  
Conditions  
Anesthesiology  
Sedation  
Restoring Dental Implants  
Occlusion and Temporomandibular Disorders  
Statistics and Data Analysis  
Ethics and Professionalism in Dental Practice  
Literature Review (Biology and Pathology of the Periodontium/  
Clinical Periodontology)  
Current Periodontology and Implantology Literature Review I  
Conferences in Clinical Periodontics I  
Periodontal Clinic I  
Surgical Seminars I  
Orthodontic and Periodontal Literature/Treatment Planning  
Seminar  
Periodontic/Prosthodontic Treatment Planning Seminar  
Unexpected Outcomes in Periodontics  
Oral and Maxillofacial Pathology Seminars  
Research Project for MS in Biomedical Sciences

### **Year II program requirements include:**

Periodontal Clinic II  
Conferences in Clinical Periodontics II  
Surgical Seminars II  
Current Periodontology and Current Implantology Literature Review II  
Treatment Planning in Restorative/Implant Dentistry II  
Literature Review (Biology and Pathology of the Periodontium/  
Clinical Periodontology)  
Orthodontic and Periodontal Literature Review/Treatment Planning Seminar II  
Provisionalization of Dental Implants  
Prosthodontics  
Periodontic/

Prosthodontic Treatment Planning Seminar  
Unexpected Outcomes in Periodontics  
Research Project for MS in Biomedical Sciences

### **Year III program requirements include:**

Periodontal Clinic III  
Conferences in Clinical Periodontics III  
Surgical Seminars III  
Current Periodontology and Current Implantology Literature Review III  
Treatment Planning in Restorative/Implant Dentistry II  
Implant Therapy in Practice  
Provisionalization of Dental Implants  
Orthodontic and Periodontal Literature Review/Treatment Planning Seminar III  
Periodontic/Prosthodontic Treatment Planning Seminar  
Unexpected Outcomes in Periodontics  
Research Project for MS in Biomedical Sciences

### **Cost of Attendance**

Financial aid budgets or cost of attendance are made up of two parts, direct costs and indirect costs. For more information on Periodontics Tuition & Fees including Living Expenses. Please visit <https://dentistry.stonybrookmedicine.edu/dentalfinancial/cost>.

To apply, applications should go to: <https://portal.passweb.org>.

For more information about the postdoctoral periodontics program (i.e., stipends, estimated expenses, application, admission, etc.) please call (631) 632-8930, or write:

Department of Periodontology  
110 Rockland Hall  
School of Dental Medicine  
Stony Brook University  
Stony Brook, New York 11794-8703

## **GENERAL PRACTICE RESIDENCY**

**Program Director: Deborah Gazzillo, DDS**

**Clinical Director: Sylvia Rice**

Stony Brook University's General Practice Residency (GPR) program was established in 1980. The GPR program has 20 fully accredited one- and two-year positions commencing approximately July 1 of each year. In addition to training in all areas of hospital dentistry, the residents receive an advanced program of didactic and clinical training in implant, fixed and removable prosthodontics, and instruction in the management of medically compromised geriatric patients, phobic patients and individuals with developmental disabilities. The majority of time is spent providing patient care in a state of the art dedicated ADEC operatory staffed by dental assistants

and clerks simulating a small, multi-individual group dental practice.

The General Practice Residency program is an educational program designed to provide clinical, didactic and hospital experience at the post-doctoral level. The program prepares residents to:

- Provide comprehensive oral healthcare to a wide range of ambulatory and hospitalized patients
- Understand the relationship between oral and systemic diseases, to develop professionals and to pursue areas of interest under close supervision of attending staff
- Refine and advance knowledge and clinical skills in the practice of dentistry and the management and treatment of complex restorative problems
- Demonstrate the application of the basic sciences to the clinical practice of dentistry
- Understand the process of self-assessment and peer review

The educational program consists of both clinical and didactic aspects. The clinical training is designed to provide advanced experience in preventive dentistry, restorative dentistry, periodontics, endodontics, and oral-and maxillofacial surgery. Residents treat patients with increasingly complex dental and medical problems, such as patients with implant restorations, lost vertical dimension of occlusion, as well as systemic or psychiatric disorders, the developmentally disabled, geriatric and pediatric patients. Residents are provided with supervised training and experience in patient evaluation, planning and treatment. The program is designed to ensure that the residents will be capable of anticipating, diagnosing and treating emergencies. They develop the skills and knowledge to diagnose and treat acute infections and pain of the oral region, hemorrhage of the oral cavity and traumatic injuries to the dental and maxillofacial tissues. The seminar program contains a didactic component for each clinical discipline. Service rotations to emergency medicine and anesthesiology take place at affiliated institutions and are designed to allow for continuity of patient care.

For information about the GPR program (i.e., stipends, estimated expenses, application, admission, etc.) please call (631) 632-8930, or write:

Pam Burger, Coordinator  
Department of Hospital Dentistry  
151 Westchester Hall  
School of Dental Medicine  
Stony Brook University  
Stony Brook, New York 11794-8711

## advanced Specialty Education Program in Pediatric Dentistry

### Program Director: Charles Larsen, DMD

This is a 24-month program beginning July 1 with five new positions offered each year. The program is a combined Hospital and University-based certificate program. The Stony Brook University Advanced Specialty Education Program in Pediatric Dentistry (ASEPPD) emphasizes resident training in the multidisciplinary comprehensive dental care approach and

management of infants, children and adolescents in addition to dental care for patients with developmental disabilities. Medically compromised patients are managed using an interdisciplinary healthcare-team approach.

The ASEPPD is an educational program designed to provide clinical, didactic and hospital experience at the postdoctoral level. The program goals are as follows:

- Provide the resident with an appropriate and comprehensive education so that they become knowledgeable and clinically proficient in the specialty of pediatric dentistry
- Prepare the resident for a career in clinical practice and/or academics and encourage the resident to continue his/her professional growth after completion of the program through formal coursework, self-study, research, attaining board certification and an active role in an academic/teaching program.
- Provide quality oral healthcare and education to the pediatric and special needs population of Suffolk County, New York.
- Provide leadership and education in pediatric oral health to health professionals within Stony Brook University Hospital, Stony Brook Health Sciences Center, and the Long Island community
- Participate and collaborate in scholarly activity, research and service programs

The didactic curriculum complements the residents' clinical experiences. The core curriculum offers the knowledge and experience required in the medical and dental management of the pediatric and special needs patient. In addition, the curriculum meets the eligibility requirements of the ADA Committee on Dental Accreditation Standards for Advanced Specialty Education in Pediatric Dentistry and the American Board of Pediatric Dentistry Qualifying Examination.

The program is designed to ensure that the residents will become proficient in diagnosis, risk assessment and comprehensive treatment planning. Residents will develop the skills and knowledge to diagnose and treat acute infections and pain of the oral region, and traumatic injuries to the dental and maxillofacial tissues.

Service rotations to Pediatric Medicine, Emergency Medicine and Anesthesiology, which are designed to allow for continuity of patient care, take place at Stony Brook University Hospital and Stony Brook Medicine outpatient clinics.

The Pediatric Dentistry Residency program has a strong community service component. Residents participate in oral health programs, within school-based, Head Start and WIC programs and local community health centers. Residents participate in healthcare provider, allied health staff and caregiver education, and provide oral health services in the underserved areas of Suffolk County. Many of these community services take place in the Stony Brook Dental Mobile Clinic. In addition, clinical services are provided at the Shinnecock Indian Nation Health Care Center.

For information about this program (i.e., tuition, application, stipends) please email:

[lynda.reynolds@stonybrookmedicine.edu](mailto:lynda.reynolds@stonybrookmedicine.edu)

Lynda Reynolds, Program Coordinator  
 Advanced Specialty Education Program in Pediatric Dentistry  
 Department of Orthodontics and Pediatric Dentistry  
 114 Rockland Hall  
 School of Dental Medicine  
 Stony Brook University  
 Stony Brook, NY 11794-8701

## advanced specialty education program in Dental Anesthesiology

### Program Director: Ralph Epstein

This is a 24-month program beginning July 1 with four new positions offered each year. The program is a University Hospital-based certificate program. The Stony Brook University Dental Anesthesia Program emphasizes resident training in all aspects of ambulatory and inpatient sedation and anesthesia services. During the two years of training, the resident will be a part of a comprehensive anesthesia teaching program for medical and dental anesthesia residents. The didactic and clinical training has been developed to meet all requirements of the Commission on Dental Accreditation. The overall mission of the Dental Anesthesia Residency is to train dentists in all aspects of anesthesiology in order to provide them with an appropriate foundation for the administration of anesthesia and pain control for dental patients.

The dental anesthesia residents will begin their training with their medical colleagues at University Hospital. The initial orientation training takes place using the most advanced simulator training techniques in an ultra-modern simulator training facility. Following basic comprehensive training in University Hospital, Veterans Administration Medical Center and the Ambulatory Surgical Center, the resident will receive training at the School of Dental Medicine, providing ambulatory sedation and general anesthesia services to dental patients. This training will be enhanced by working alongside dentist anesthesiologists as they travel to private offices providing ambulatory sedation and intubated general anesthesia services to dental patients. Due to the presence of postgraduate programs in endodontics, general practice dentistry, oral and maxillofacial surgery, pediatric dentistry and periodontology, the dental anesthesia residents will train with their peers and provide sedation and anesthesia services for many different types of dental procedures.

Upon completion of the two-year program, the residents will have the competency and proficiency to provide sedation and general anesthesia, in the inpatient and office-based settings, to the general adult population along with pediatric, geriatric and patients with special needs. This program will provide a special emphasis in the treatment of patients with special needs, i.e., autistic and the developmentally disabled. The residents will also be trained to treat patients with acute and chronic pain syndromes. Because of the University's high regard for excellence in teaching and research, the selection process will look for prospective residents who have an interest in part-time or full-time teaching at the completion of their residency program. To this end, the residents, in their second year, will help teach anesthesia and pain control to the predoctoral students, post-graduate students/residents in the following programs, i.e., endodontics,

GPR, oral and maxillofacial surgery, pediatric dentistry, and periodontology. They will also assist in teaching continuing education programs to the professional community of the greater Long Island region.

Applications are processed through the PASS program and the program participates in the MATCH program for accepting residents. For additional information about this graduate program please contact:

Ralph Epstein, DDS  
 Program Director  
 Advanced Dental Education Program in Dental  
 Anesthesiology  
 Room 1104 Sullivan Hall  
 Stony Brook University  
 School of Dental Medicine  
 Stony Brook, NY 11994-8700

## Advanced Specialty Education Program in Prosthodontics

### Program Director: Tanya Somohano, DMD, FACP

The Advanced Specialty Education Program in Prosthodontics is a 36-month, full-time program beginning July 1. There are two positions offered each year. It is a GME (Graduate Medical Education) funded post-doctoral level program in fixed, removable and implant prosthodontics. The program provides the candidate with clinical proficiency and comprehensive knowledge of the diagnosis, treatment planning, rehabilitation and maintenance of oral function, appearance and health of patients with missing/damaged teeth and orofacial defects by using biocompatible artificial substitutes. The curriculum includes didactic and clinical instruction in complete dentures, removable partial dentures, fixed prosthodontics, implant prosthodontics, implant surgery, digital dentistry, geriatrics, temporomandibular disorders and maxillofacial prosthetics. The didactic background and the clinical and laboratory skills of these areas of prosthodontics are stressed. The program integrates all facets of the biomedical sciences with a comprehensive clinical experience culminating in the award of the certificate in prosthodontics.

The intensive and systematized library reading assignments and literature review seminars are an important aspect of the curriculum. They are designed to acquaint the resident with the principal facets of the prosthodontic specialty, evidence-based health care and methods of critically reviewing the dental literature.

All residents are encouraged to plan on pursuing eventual certification by the American Board of Prosthodontists. To this end, the residents will be required to take Section A of the board exam and present at least two patient treatments that would satisfy the requirements of two parts of Section B of the board exam. Residents are encouraged to challenge one part of Section B of the American Board of Prosthodontics certification exam in February of their third year.

This program follows the guidelines established by the ADA for advanced educational programs in prosthodontics and the multidisciplinary scope of the specialty certificate examination

of the American Board of Prosthodontics. Our goal is to graduate clinical scholars capable of pursuing a career in private practice, academics and/or prosthodontic research.

For additional information regarding the program and admissions requirements please visit our website at: <https://dentistry.stonybrookmedicine.edu/omfradiology>

**Contact person:**

Ms. Elizabeth A. Schroeder  
Stony Brook University  
School of Dental Medicine  
Department of Prosthodontics & Digital Technology  
Attn: Advanced Specialty Education Program in Prosthodontics  
1105 Westchester Hall

Stony Brook, NY 11794-8712

Phone: 631-632-3161

Email: [SDM\\_OMFR@stonybrookmedicine.edu](mailto:SDM_OMFR@stonybrookmedicine.edu)

## Advanced Specialty Education Program in Oral and Maxillofacial Radiology

Program Director: Mina Mahdian, DDS, MDS

The Advanced Specialty Education Program in Oral and Maxillofacial Radiology is a 24-month, full-time program beginning July 1. There are two positions offered each year. It is a GME (Graduate Medical Education) funded post-doctoral level program that is committed to comprehensively train residents to become proficient oral and maxillofacial radiologists, competent teachers who are familiar with the foundations of research methodology, and who are prepared to contribute their skills and knowledge in the service of the profession. The interrelation with other medical/dental specialties is also emphasized.

The curriculum includes didactic and clinical instruction in the fundamentals of image acquisition and interpretation of conventional and advanced radiographic exams in the maxillofacial region as well as providing the residents with multidisciplinary approach in the diagnosis and treatment planning for patients with malignancy, syndromic conditions and complicated maxillofacial developmental abnormalities. Emphasis is placed on developing radiographic interpretative and diagnostic skills based on scientific literature with clinical and pathophysiological correlation. Additionally, all residents are expected to perform a research project culminating in presentation of their project at a national or international meeting and/or publication in a peer reviewed journal.

All residents are encouraged to plan on pursuing certification by the American Board of Oral and Maxillofacial Radiology. Residents will participate in mock board exams provided by the program, in order to become prepared for their board exam. Residents are eligible to challenge the certifying examination of the American Board of Oral and Maxillofacial Radiology upon completion of the 24-month training program.

For additional information regarding the program and admissions requirements please visit our website at: <https://dentistry.stonybrookmedicine.edu/omfradiology>.

Contact person:

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## Fellowship in Dental Care for the Developmentally Disabled

**Program Director: Debra Cinotti**

The School of Dental Medicine offers a postdoctoral fellowship program in the provision of dental care for the persons with developmental disabilities. This program, commencing each July 1, supports two full-time fellows. The program includes seminars, lectures and extensive clinical experiences at the Dental care Center in the School of Dental Medicine and University Hospital. Fellows learn various patient management techniques to provide comprehensive oral healthcare in both an ambulatory and hospital clinical setting, including dental rehabilitation with general anesthesia in the operating room at the Medical Center. Independent study resulting in publication and/or case presentation is required. Lectures/seminars include the following topics:

Pediatric Dentistry Lecture Series  
Seminars on Developmental Disabilities  
Geriatric Dentistry  
Dental Phobia  
Medical Emergencies

For information about this program (i.e., stipends, estimated expenses, application, admission, etc.) please write to:

Dr. Debra Cinotti,  
Chair, Department of General Dentistry

Program Director, Dental Care for the Developmentally Disabled Fellowship Program  
School of Dental Medicine  
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## Departments

### General Dentistry

#### *Department of General Dentistry*

*Acting Chair: Dr. Dan Colosi*

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 (Dental Care for the Developmentally Disabled; Geriatric Dentistry). The department also offers a comprehensive General Practice Residency (GPR) program as well as the Dental Care for the Developmentally Disabled Fellowship Program.

## **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 *Dental Care for the Developmentally Disabled Fellowship Program (DCDD)*. The *GPR* program provides an in-depth experience in the treatment of advanced oral health needs, including prosthetics and implant dentistry. The *DCDD* program provides an in-depth experience in the treatment and management of adult patients with developmental disabilities, providing patient care in both an ambulatory and hospital setting.

## **HOSPITAL DENTISTRY AND DENTAL ANESTHESIOLOGY**

### ***Department of Hospital Dentistry & Dental Anesthesiology***

*Chair: David K. Lam, MD, DDS, PhD, FRCDC*

The [Department of Hospital Dentistry and Dental Anesthesiology](#) was established in September 2000 to facilitate experiences in the dental management of hospital inpatients and outpatients for predoctoral and postdoctoral students. The department actively collaborates with the other departments to provide instruction in the management of patients in a hospital setting and in various pain management techniques.

## **ORAL BIOLOGY AND PATHOLOGY**

### ***Department of Oral Biology & Pathology***

- *Acting Chair: Lucille London, PhD*

The Department of Oral Biology and Pathology acts as a bridge between the traditional basic sciences and the clinical sciences related to oral health. The department has made a major commitment to the development of new diagnostic technology and approaches for use in the preservation of the oral tissue and management of oral disease. It is one of the leading departments in the University in technology development and transfer to clinical practice.

- Within the predoctoral dental curriculum, the department offers approximately 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: David K. Lam, MD, DDS, PhD, FRCDC*

The goal of the predoctoral teaching program in [Oral and Maxillofacial Surgery](#) is to prepare dental students to be competent in performing minor oral surgical procedures and to be able to manage more complex cases. Students receive instruction and acquire abilities in the manipulation of soft and hard tissues (e.g., removal of erupted teeth, flap procedures, alveoloplasty and suturing techniques). In addition, dental students have the opportunity to gain experience in performing more advanced surgical procedures. The program provides insight into the management of complex problems such as facial bone fractures, impacted teeth, salivary gland diseases, tumors and developmental abnormalities. The oral and maxillofacial surgery curriculum includes instruction in patient evaluation, pain and anxiety control, and the management of medical emergencies.

- The Department of Oral and Maxillofacial surgery, in partnership with Northwell Health, also supports both a 6-year MD-integrated and 4-year certificate-only advanced education program in Oral and Maxillofacial Surgery. This program is designed to prepare the trainee with sufficient didactic and clinical education to meet the requirements of the American Board of Oral and Maxillofacial Surgery and to be prepared for a career in clinical practice. Residents are also encouraged to develop skills in teaching and research which will be useful for an academic career.

## ORTHODONTICS AND PEDIATRIC DENTISTRY

### • *Department of Orthodontics & Pediatric Dentistry*

*Acting Chair: Richard D. Faber, DDS, MS*

The predoctoral curriculum of the [Department of Orthodontics and Pediatric Dentistry](#) begins in the first quarter of the second year. Initially, the student is introduced to the preventive aspects of dental care for children. Prevention is especially stressed including the use of systemic and topical fluorides, occlusal sealant application and diet modification. Restorative care and appliance therapy for children is also taught with equal emphasis placed upon the technical aspects of treatment and treatment rationale. The development of occlusion from the prenatal period through adolescence is presented, and what constitutes a normal occlusion is described. Students learn to recognize malocclusion, identify the concomitant etiologic factors and are taught to prevent, intercept or treat minor problems of occlusion. The didactic program continues in the third year with emphasis on behavior management in children, orthodontic considerations for the adult patient and review of the literature. Clinical sessions in children's dentistry are conducted in the student's second and third



years. The department offers selectives to fourth-year students both at the school and at affiliated institutions. In addition, a fourth year clinical program in dental care for the developmentally disabled is provided.

## Periodontology and Endodontics

### *Department of Periodontology*

**Chair: Vincent J. Iacono, DMD**

Through a series of lectures, seminars, demonstrations and clinical assignments, the [Department of Periodontology](#) presents basic knowledge and skills to predoctoral dental students that are essential to the prevention and treatment of diseases and conditions affecting the supporting structures around teeth and their substitutes, (i.e., dental implants). Upon completion of this program, the student is capable of differentiating a healthy from a diseased periodontium. A thorough knowledge of all local etiologic factors responsible for periodontal disease and methods of preventing its onset is stressed. Utilizing this knowledge and experience, the dental student is exposed to the full scope of periodontal specialty care and trained to competently evaluate, treatment plan and manage patients with gingivitis and stage I-IV periodontitis..

The department also includes the Division of Endodontics, devoted to the morphology, physiology, and pathology of the human dental pulp and periradicular tissues. Predoctoral instruction includes the biology of the normal pulp and the etiology, diagnosis, prevention, and treatment of diseases and injuries of the pulp and associated periradicular conditions.

## Prosthodontics and digital technology

### *Department of Prosthodontics & Digital Technology*

**Acting Chair: Dan Colosi, DDS, PhD**

The [Department of Prosthodontics](#) is the branch of dentistry that deals with the restoration and maintenance of oral function by the replacement of missing teeth and other oral structures by artificial devices. Oral and maxillofacial radiology is the specialty of dentistry that deals with the acquisition and interpretation of radiographic imaging studies performed for diagnosis or treatment guidance for conditions affecting the maxillofacial region. The Department of Prosthodontics & Digital Technology is focused on the alliance between dental biomaterials, the specialty of prosthodontics, diagnostic imaging and the new digital technologies in the dental profession. The Department of Prosthodontics & Digital Technology combines faculty from diverse backgrounds from the clinical specialty areas to the basic sciences. Prosthodontic education is typically structured in fixed prosthodontic, removable prosthodontic, and implant prosthodontic courses. These courses are taught primarily in the second through fourth years of dental school. The predoctoral curriculum in diagnostic imaging comprises didactic and clinical education in fundamental notions of radiographic imaging, conventional and advanced

maxillofacial imaging techniques, and diagnostic image interpretation. These courses are taught in the first through fourth years of dental school. The department has also established an advanced education program leading to a specialty certificate in Prosthodontics which will include experience in Maxillofacial Prosthodontics and Implantology. Faculty members within the Department of Prosthodontics & Digital Technology interface and actively collaborate with other academic departments within the School of Dental Medicine, as well as the School of Medicine surgical specialties of Otolaryngology and Plastic Surgery. The department has established an advanced education program in Oral & Maxillofacial Radiology.