Transportation to SUNY Downstate

SUNY Downstate is located at 450 Clarkson Avenue, just off New York Avenue.

**BY AUTOMOBILE**

**From Manhattan:**
Manhattan Bridge: exit onto Flatbush Avenue. Continue approximately three and one-half miles to Parkside Avenue. Turn left onto Parkside Avenue and travel four blocks to New York Avenue. Turn right at New York Avenue and continue one block to Clarkson Avenue.

Brooklyn Bridge: stay to the left at the end of the bridge, following the ramp to Boerum Place, which becomes Adams Street. Continue along Adams Street to Atlantic Avenue. Turn left onto Atlantic Avenue and continue approximately two and one-half miles to Parkside Avenue. Turn left onto Parkside Avenue and travel four blocks to New York Avenue. Turn right at New York Avenue and continue one block to Clarkson Avenue.

Brooklyn-Battery Tunnel (toll): exit onto the Brooklyn-Queens Expressway. Continue through two traffic lights to Caton Avenue. Turn left onto Caton Avenue, and continue sixteen blocks to Flatbush Avenue. Turn left onto Flatbush Avenue and continue two blocks to Parkside Avenue. Turn right onto Parkside Avenue and travel four blocks to New York Avenue. Turn right at New York Avenue and continue one block to Clarkson Avenue.

**BY SUBWAY**

**From Long Island and Airports:**

Southern Long Island and JFK: West on Belt Parkway to North Conduit Boulevard exit (Exit 17W), Continue on North Conduit Boulevard for about 3/4 mile. Fork left onto Linden Boulevard, and take Linden Boulevard to New York Avenue. Right two blocks on New York Avenue to Clarkson Avenue.

Northern Long Island and LaGuardia: Take Grand Central Parkway to Jackie Robinson Pkwy (formerly Interboro Pkwy). Continue to Pennsylvania Avenue, and follow Pennsylvania to Linden Boulevard. Turn right onto Lind. Take Linden Boulevard to New York Avenue. Right two blocks on New York Avenue to Clarkson Avenue.

**Parking**

Parking is available Mondays through Fridays from 6:00 a.m. to 6:00 p.m., located in front of the 445 Lenox Road hospital entrance at the valet parking booth. The fee is $10.00 (this service is not available on weekends or holidays). When the valet parking service is not available, a limited number of spaces for visitors are available at a nominal cost at the Center’s Parking Garage on East 34th Street, between Linden Boulevard and Lenox Road. There are also several private parking lots in the area.

**BY RAILROAD**

**Long Island Railroad**

Take any train to the Jamaica station. Change to Brooklyn-bound train (track 3). Take to the Flatbush Avenue terminal. Follow subway directions from there.

**Metro-North Railroad**

Take any train to Grand Central Terminal. Change to Brooklyn-bound 4 or 5 trains. Follow subway directions from there.

**BY AUTOMOBILE**

Verrazano Narrows Bridge (toll): follow bridge to Route 278, the Gowanus Expressway. Travel approximately five miles to the Prospect Expressway exit. Continue on the Prospect Expressway three exits to the Fort Hamilton Parkway exit. Travel along East 5 Street through two traffic lights to Caton Avenue. Turn left onto Caton Avenue, and continue sixteen blocks to Flatbush Avenue. Turn left onto Flatbush and continue two blocks to Parkside Avenue. Turn right onto Parkside Avenue and travel four blocks to New York Avenue. Turn right at New York Avenue and continue one block to Clarkson Avenue.

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**Metro-North Railroad**

Take any train to Grand Central Terminal. Change to Brooklyn-bound 4 or 5 trains. Follow subway directions from there.

**BY SUBWAY**

**During rush hour,** take the IRT Flatbush Avenue Line (#2 Seventh Avenue or #5 Lexington Avenue) trains to the Winthrop Street station. [Take any IRT Brooklyn-bound train (#2, 3, 4, or 5) to Nevins Street in Brooklyn, changing there for a #2 or #5 marked “Flatbush Avenue.” Note that the # 5 runs only during rush hours.] Exit at Nostrand and Parkside avenues. Cross Nostrand Avenue and walk one block on Parkside Avenue until it ends at New York Avenue. Turn right onto New York Avenue. Cross New York Avenue and walk east on Clarkson Avenue until the entrance at 450 Clarkson Avenue. The Admissions Office is located at 450 Clarkson Avenue.

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Chairperson, Midwifery
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Acting Chairperson,
Diagnostic Medical Imaging
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Acting Chairperson, Physician Assistant
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Associate Dean for Graduate Programs

COLLEGE OF MEDICINE
Eugene B. Feigelson, MD
Dean

SCHOOL OF GRADUATE
STUDIES
Susan Schwartz-Giblin, PhD
Dean

Lists as of 1/10/06
SUNY Downstate Medical Center

EDUCATIONAL MISSION STATEMENT
SUNY Downstate’s Colleges of Medicine, Health Related Professions, and Nursing, and its School of Graduate Studies, offer students a broad professional education that prepares them for practice or careers in any location and community. This education provides exceptional opportunities for those students with a commitment to promoting health in urban communities and addressing the complex challenges of investigating and preventing diseases that confront clinicians, educators, and researchers in such an environment.

This special aspect of Downstate’s unique mission is reflected in the students it attracts and selects, the vast majority of whom are drawn from the New York City metropolitan area. Many of these students are members of minority and cultural groups underrepresented in the health professions. Many come from immigrant families or from economically disadvantaged backgrounds.

The differences in the background and outlook that students bring with them can enhance the quality of the educational experience of all students at SUNY Downstate. The belief that diversity adds an essential ingredient to the educational process is one of Downstate’s primary tenets. Many factors, such as race, ethnic or cultural background, academic achievement, geographic location, diversity of experiences, leadership roles, and socioeconomic background, are taken into consideration in the admissions process. A diverse health-care workforce will be better equipped to provide culturally competent care to an increasingly diverse population.

SUNY Downstate Medical Center, formally known as the State University of New York Health Science Center at Brooklyn, is one of four academic health centers within the 64-unit State University of New York. Located on an urban campus in the East Flatbush section of Brooklyn, SUNY Downstate includes the College of Nursing, College of Health Related Professions, College of Medicine, School of Graduate Studies, Master of Public Health Program, and University Hospital of Brooklyn.

Downstate is a major provider of medical education, health care, and research. BS, MS, MPH, MD, and PhD degrees are granted. It has a total student body of approximately 1,500, a faculty of 4,755 (including full-time, part-time, and voluntary staff), and 3,182 support staff who study and work on its 13-acre campus.

The oldest and largest component of the campus is the College of Medicine, founded in 1860 as the Long Island College Hospital, this country’s first teaching hospital and the prototype for all subsequent medical centers. In 1931, the school was rechartered as the Long Island College of Medicine, with affiliated hospitals throughout Brooklyn. The ‘Downstate’ era began on October 5, 1950, when a merger contract was signed with the newly constituted State University of New York. The College of Nursing and College of Health Related Professions were founded in 1966 in recognition of the critical need for multidisciplinary health-care professionals.

Today, SUNY Downstate is the focal point of a broad network of hospitals, clinics, and community centers. In 1998, one of its researchers, Dr. Robert F. Furchgott, received the Nobel Prize in Medicine.

COLLEGE OF HEALTH RELATED PROFESSIONS (CHRP)
CHRP offers courses of study in Diagnostic Medical Imaging and Physician Assistant leading to a bachelor of science degree. These programs are open to upper-division transfer students.

Master’s degree programs are available in Medical Informatics, Occupational Therapy, and Midwifery, as well as a combined BS/MS degree program in Health Sciences/Physical Therapy.

CHRP offers a master’s degree and an advanced certificate in Midwifery to registered nurses as well as non-RNs. Nurses who have an RN and a bachelor’s degree can obtain a master’s degree with a specialization in Midwifery through the College of Nursing.

ACCREDITATION
SUNY Downstate Medical Center is accredited by the Middle States Association of Colleges and Secondary Schools. The academic programs of the College of Health Related Professions are registered with the New York State Department of Education and accredited by their respective national professional organizations.
The Founding of Downstate Medical Center

SUNY Downstate Medical Center had its beginnings as a small charitable medical service set up in 1856 by a group of German physicians. This free dispensary, organized to treat indigent German-Americans living in Brooklyn, was staffed by five physicians. The original intention was to build a large hospital to care for the German population of Brooklyn. But changing population trends, which brought a largely Irish patient load to the dispensary, necessitated a revision of this plan.

In 1857, physicians from the German General Dispensary, then located on Court Street, resolved to organize a charitable institution in the City of Brooklyn, to be called St. John’s Hospital. From November 7 until December 23 of that year, the dispensary was called The St. John’s Hospital; on December 23, the name of the hospital was changed to The Long Island Hospital and Medical College. It was on this date that a medical college with a hospital was first projected.

Dr. Louis Bauer and Dr. John Byrne, the prime movers in the establishment of the medical college, were trained in Europe, where it was customary for medical schools to be associated with hospitals. The two physicians naturally wanted to adopt this system to prepare the future physicians of Brooklyn. A bill to incorporate the Long Island College Hospital of the City of Brooklyn was introduced in the State Legislature on January 20, 1858, and passed on March 6. The hospital’s charter empowered 25 regents to operate a hospital and to confer degrees on candidates 21 years of age or older, who had passed three years of preceptorship under a practicing physician and completed two courses of lectures at the hospital.

Almost immediately after the charter was signed, the Perry Mansion, located in Brooklyn Heights, was purchased to house the new medical complex. The official inauguration of the Long Island College Hospital took place June 3. Financial difficulties beset the new institution almost immediately, slowing down efforts to open the medical school. The hospital itself was forced to close in late September 1859.

Meanwhile, several outstanding physicians were secured to fill the professorships at the college, and on March 29, 1860, the institution reopened, following financial arrangements underwriting the expense of the collegiate department and settling various liens.

The following day, the instruction of students began. The first teaching faculty was a distinguished one. Most eminent of all was Dr. Austin Flint, Sr., professor of practical medicine and pathology, who had been a professor of medicine at Rush Medical College in Chicago.

A medical student’s training in 1860 consisted of his three-year preceptorship under the direction of a practicing physician and attendance at two courses of lectures of at least sixteen weeks each. The lectures that were given one year were repeated the next, sometimes verbatim, so many students took their first course of lectures at one school and their second at another. The first class had 57 students, as well as a number of graduates of other institutions. The first commencement took place July 24, 1860, with 21 students graduating.

In 1861, in anticipation of the medical needs of the Civil War, the curriculum included a one-month course on military surgery, dissection, and clinical instruction on the wards. By 1869, major changes were introduced into the teaching curriculum. Daily class examinations were instituted to ensure more exact knowledge, especially in the demonstrative and elementary branches. Another change, made in 1872, was the establishment of a reading and recitation term that began early in October and extended to the beginning of the regular term in March. This term included dissection and clinical instruction as well as reading and quizzes.

By 1879, the faculty of the Long Island College Hospital concluded that the system of teaching medicine in the United States was radically wrong. They debated the possibility of instituting a compulsory, full-graded, three-year course of instruction, but abandoned the idea because of their fears that such a plan would result in the loss of many students, when the college was entirely dependent for its existence on students’ fees. Certain changes were made, however, to improve the curriculum. The regular term was lengthened from sixteen weeks to five months, but the four-month reading and recitation term remained optional. Thus, a total of eighteen months’ instruction was available to any student electing two regular and two reading and recitation terms.

Between 1888 and 1897, the Long Island College Hospital grew rapidly. The Hoagland Laboratory building, built primarily for research in bacteriology, was constructed. At its opening, it was considered one of the best-equipped buildings for research and medical training in the country. In December 1897, the Polhemus Memorial Clinic Building was completed. The new building, eight stories high, was erected on the southwest corner of Henry and Amity streets.
By this time, New York State law required that a student take three courses of lectures in three different years. The system of having a regular term of five months and an optional reading term was retained. The entering class of 1897-1898 began the first four-year graded course of instruction. The reading term was abolished, and the school year lasted seven months. In 1897, the student fees were raised to $185 and $190. In the period from 1889 to 1909, the average number of students in the school was 310, and the average number in the graduating class was 62.

During the years immediately before and after World War I, many additional changes occurred at Long Island College Hospital. Admission was opened to women; postgraduate teaching was instituted; a new wing increased the number of beds to 500; and affiliations were established with other Brooklyn hospitals.

In 1930, the college and hospital were separated from one another so that each would be under its own governing board. The college was conducting much of its clinical teaching in other hospitals throughout the borough, and it seemed preferable that it not be governed by the board of only one hospital. The college became the Long Island College of Medicine.

Other changes occurring during the 1930s included the construction of the Polak Memorial Laboratory, housing laboratories in bacteriology, histology, physiology, pathology, gynecology, and surgery. In 1935, 500 beds at Kings County Hospital were set aside in a college division for the clinical instruction of students.

In the 1940s, full-time chiefs were appointed in all the clinical departments, training in psychiatry was offered within a separate department, and Maimonides Hospital and the Veterans Administration Hospital in Fort Hamilton became affiliates, along with a number of other local hospitals. In 1946, the third-year curriculum was changed so that nearly two-thirds of the work consisted of clinical clerkships.

In 1945, the college purchased a six-and-a-half-acre tract of land that eventually became the site of Downstate Medical Center. After approval by a faculty committee and the board of trustees of the Long Island College of Medicine, the board of managers of the Alumni Association, the trustees of the State University of New York, and the State Board of Regents, the State Legislature in 1950 passed a bill legalizing the merger of the Long Island College of Medicine and the State University to form Downstate Medical Center.

The establishment in 1966 of the School of Graduate Studies, the College of Health Related Professions, and the College of Nursing; the construction of the Basic Sciences Building in 1956; student residence halls in 1965; State University Hospital in 1966; the Student Center in 1967; the nurses’ residence in 1968; and the Health Science Education Building in 1992 completed the transition of the medical school as it is now known from its early days as the German General Dispensary on Court Street.

Excerpted with permission from the New York State Journal of Medicine, July 1976. It was reprinted in Alumni Today, Spring 1996, with the permission of the Medical Society of the State of New York.
Mission and Educational Environment

The College of Health Related Professions (CHRP), established in 1966, serves as an engine of educational opportunity for diverse students from Brooklyn, New York City and the tri-state area, providing education in Diagnostic Medical Imaging (BS), Medical Informatics (MS), Midwifery (MS and Advanced Certificate), Occupational Therapy (MS), Physician Assistant (BS) and Physical Therapy (BS/MS). Students who hold an RN also have the option to obtain a master’s degree in Nursing with a specialization in Midwifery.

Each educational program requires that students complete at least two years of undergraduate course work prior to enrollment in CHRP. The College’s Office of Continuing Education also offers a certificate program in Medical Coding and Cancer Registry. For availability, admissions, and financial information on these programs, call the Program Director at (718) 270-7750.

MISSION

The mission of the College of Health Related Professions is to educate health professionals in the delivery of excellent health-care service by developing their scientific competence and fostering their humane spirit. The College seeks to accomplish this by providing a challenging and supportive atmosphere for learning that offers opportunities for structured experiences as well as independent inquiry. Faculty contribute to knowledge in allied health through advancements in clinical practice, scholarly activities, and basic and applied research.

Collaboration is emphasized among students, faculty, clinicians, and professionals in health care and related disciplines. Students are prepared for professional leadership roles through course work and professional and campus activities. The College fosters ongoing professional growth by sponsoring continuing education opportunities in all disciplines. The College strives to serve the urban community in which it is located by providing health services and education to the population.

EDUCATIONAL ENVIRONMENT

The College’s highly qualified and dedicated faculty is committed to helping students realize their highest potential. It provides students with personal attention and guidance as they acquire the principles of their profession and develop proficiency in its essential skills. They themselves committed to scholarship, research, and ongoing professional education, faculty members serve as excellent role models for students.

As part of a large, academic health science center, students in the College of Health Related Professions have the opportunity to exchange ideas with professionals in every area of health care through participation in interdisciplinary conferences, seminars, and presentations. They have the use of one of the most prestigious medical libraries in the country and enjoy the benefits of close ties among each of the professional colleges, the research center, and University Hospital of Brooklyn. Students are encouraged to become active and lifelong participants in the SUNY Downstate community.

The College, which has graduated over 3,000 health professionals to date, has a nationwide reputation for its education of first-rate health-care professionals. Many of the College’s graduates hold academic appointments and department directorships in their specialties throughout the United States. Some are employed in key positions at the hospitals affiliated with SUNY Downstate, and make ongoing contributions as teachers of their alma mater’s current students. The high regard in which graduates of the College of Health Related Professions are held is evidenced by the strong recruiting efforts made by the many health-care organizations that seek to employ them.
Admissions

Requirements for admission and prerequisites for each educational program can be found at http://sls.downstate.edu/admissions/chrp/index.html. Since admissions requirements, procedures, and policies are subject to change, it is important to check the website for any new requirements and application materials.

OPEN HOUSE AND CAMPUS INFORMATION SESSIONS

Each fall, the College of Health Related Professions sponsors an Open House for prospective applicants. If you have requested information regarding a specific program or the College in general, you will receive an announcement. The College also offers Information Sessions for prospective students that provide the following services: 1) more information about the educational programs offered; 2) an opportunity to meet the faculty; and 3) advisement about prerequisite course requirements and admissions criteria. Students who wish to receive course advisement at the Information Sessions are encouraged to bring unofficial copies of their college transcripts and the program advisement worksheet for their program of interest. Program advisement worksheets can be downloaded from the web at http://sls.downstate.edu/admissions/chrp/InfoSessions.html.

To register for an Information Session, students may submit the required information on-line at http://sls.downstate.edu/admissions/chrp/InfoSessions.html or send an e-mail message to admissions@downstate.edu. Potential applicants must include their name, the name of the program that they are interested in, and the date of the Information Session they plan to attend.

A COMPLETE APPLICATION PACKAGE INCLUDES:

1. A program-specific application cover sheet (download from the website).
2. A SUNY Downstate Application form (download from the website).
3. $40 application processing fee for Diagnostic Medical Imaging, Physician Assistant, and Physical Therapy programs; $45 for all graduate programs. Payment in the form of a money order or personal check made out to “SUNY.” If your personal check is returned uncollected, your application will be held until a money order has been submitted.
4. Official transcripts from all colleges attended in the United States, each in a sealed envelope with a signature across the seal. Failure to submit all transcripts in your application package will delay the processing of your application.
   a. Applicants who have completed all or part of their education outside of the United States: do not submit your overseas transcripts until you have been accepted for admission. Instead, you are required to have a detailed, course-by-course education credential evaluation prepared by an evaluation service that is a current member of the National Association of Evaluation Services. (See page 11 for more information.)
   b. If overseas courses have already been evaluated by an accredited U.S. college or university and the courses are listed on the college transcript individually, with credit hours and grades, applicants may submit the transcript without a separate credential evaluation. However, applicants using any of the credits toward prerequisite courses for admission must still submit a complete course-by-course evaluation from a NACES member agency, even if the courses are listed on a transcript from a U.S. college or university.
5. Submit two (2) letters of recommendation, each in a sealed envelope. Letters should be written by a current/former college science professor or an employer/supervisor or another college professor. Letters must be on our Letter of Recommendation Form or on letterhead. All letters must be signed.
6. Essay (personal statement). Explain why you seek admission to your program of choice at SUNY Downstate Medical Center and why you have chosen a health care career. Limit the length of your essay to 250 words. Type your response on separate sheet(s) and attach it to your application form. Remember to print or type your name at the top of your statement.
7. If required, submit documentation of patient contact or shadowing, using the Documentation of Healthcare Experience Form.
8. Submit the Prerequisite Course Requirement Sheet.
9. If you were born outside the United States, please submit a photocopy of your citizenship documents (naturalization papers or U.S. passport) or a photocopy of your permanent resident card or a photocopy of your I-20, IAP-66, BCIS H1, or H4 approval form, etc. If you are currently in the United States on a visa, indicate your visa category on your application and we will send you additional instructions. Do not send photocopies of your employment authorization card, social security card, or driver’s license, as these are not acceptable documents in the admissions process.
10. Read the Technical Standards Information Sheet, if applicable, and retain it for your records. Do not return it with your application.
ADMISSIONS PROCEDURES

Applicants are reminded to read the SUNY Downstate Application Instructions before applying to their program of interest.

A self-administered application package is required for admission to all programs. A complete application includes all of the items listed on the Application Cover Sheet. The entire application must be submitted in one envelope at one time, and it should include the personal statement, application fee, sealed transcripts, and sealed letters of recommendation. Applicants are reminded to attend to the admission deadlines.

Application questions may be forwarded by e-mail to: admissions@downstate.edu.

Specific questions regarding admissions requirements or course equivalencies may be sent to the program office. (See the inside cover of this Bulletin for the e-mail addresses of the individual programs.) Since the admission process relies on e-mail as the primary means of communication with applicants, it is essential for all applicants to provide a clearly written, valid e-mail account on the application form as well as timely updates as necessary.

GENERAL ADMISSIONS POLICIES AND INFORMATION

The Admissions Committee considers the individual qualifications of each applicant. Decisions regarding admission are based on a number of factors, including, but not limited to, the following:

- prior academic performance;
- completion of prerequisite courses and the grades received in those courses;
- results of standardized tests, when required;
- letters of recommendation, communication skills, and motivation to pursue the profession; and
- volunteer or observational experience in the career field.

Entrance requirements vary by individual program. Competitive applicants have completed all prerequisite courses at the time of application. All prerequisites must be completed with a grade of “C” or better (a grade of “C minus” is not acceptable). In some programs, higher grades may be required to be competitive for admission. (A letter grade of “B” or higher in science prerequisites is preferred for admission to the Physical Therapy Program.) See specific instructions for your program.

Prerequisite science courses taken more than 10 years ago may be accepted at the discretion of the Admissions Committee.

We recommend that you have volunteer or observational experience in a setting appropriate to your career choice, preferably before you apply. In some programs, direct patient care or specific health-care experience is required for admission.

Educational programs at SUNY Downstate Medical Center are open to all qualified prospective students regardless of race, religion, sex, color, creed, age, national origin, disability, sexual orientation, marital status, or status as a disabled veteran or veteran of the Vietnam era. Admissions preference is given to New York State residents.

COLLEGE COURSES COMPLETED IN THE UNITED STATES

Official transcripts from all U.S. colleges/universities you have attended must be submitted in your application package, regardless of how long ago you attended them and whether or not courses from those colleges/universities are being used for prerequisite courses. Please indicate on the application any courses in progress, or the processing of your application will be delayed.

We only accept credits from the Council of Higher Education (CHEA) regional accrediting organizations such as Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.
STUDIES COMPLETED OUTSIDE OF THE UNITED STATES

Applicants who have completed all or part of their post-secondary, college/university education in a country other than the United States are required to have a course-by-course, detailed, educational credential evaluation. The evaluation must be completed by a member of the National Association of Credential Evaluation Services (NACES). For a list of approved evaluation agencies, please review the NACES website at www.naces.org. Do not send your overseas college transcript in the self-administered application. Instead, the official course-by-course evaluation report must be sent directly from the agency to the Office of Admissions. Optional: World Education Services at www.wes.org.

If your overseas courses have already been evaluated by an accredited U.S. college or university and the courses are listed on the college transcript individually with credit hours and grades, you may submit the transcript without a separate credential evaluation. However, if you are using any of the credits toward prerequisite courses for admission, you must still submit a complete course-by-course evaluation report from a NACES member agency, even if the courses are listed on a transcript from a U.S. college or university.

CREDIT BY EXAMINATION PROGRAMS

If you are fulfilling admissions requirements through the College-Level Examination Program (CLEP), Dantes Subject Standardized Tests, or Excelsior College examinations, you must have an official copy of your score report forwarded by the testing agency directly to the SUNY Downstate Office of Admissions unless these credits already appear on the official transcript of an accredited U.S. college or university. Applicants to programs in the College of Health Related Professions are limited to a maximum of 12 credit hours by exam. For more information, contact:
The College Board
www.collegeboard.com/testing
(609) 771-7865

Dantes Subject Standardized Tests
www.getcollegecredit.com
(877) 471-9860
Excelsior College
www.excelsior.edu/exams
(888)647-2388

HEALTH-CARE EXPERIENCE

All applicants are urged to seek professional observational or volunteer experience in an appropriate setting prior to applying for admission. In most programs, it is assumed that you will have made at least one visit to a health-care facility or other appropriate health-related organization and have familiarity with your chosen career field at the time of your application. Please review admissions requirements for specific health-care experience as listed by each program.

NOTIFICATION OF ADMISSION STATUS

Notification of admissions decisions is made in writing. We cannot communicate an admissions decision over the telephone. Once you are sent notification that your application has been sent to the Admissions Committee, please be patient and wait for written notification of your admissions status.

Programs starting in June: In general, programs with a June entry date will reach their final admissions decisions by mid-May; although admissions decisions may be reached earlier.

Programs starting in August: In general, programs with an August entry date reach their final admissions decisions by early August; although admissions decisions may be reached earlier.

Applications are reviewed on a modified rolling admissions basis.

Programs starting in June: Early consideration and decision preference are granted to competitive applicants to the June programs who submit their completed applications by December 1. Applications to June-start programs must submit their completed applications by January 6 to receive full consideration. Late applications will be reviewed on a space-available basis.

Programs starting in August: Early consideration and decision preference are granted to competitive applicants to the August-start programs who submit their completed applications by March 1. Applicants to August-start programs should submit their completed applications by February 1 to receive full consideration. Late applications will be reviewed on a space-available basis.

Admissions decisions are final and may not be appealed. Applicants who are not accepted for admission may reapply with enhanced credentials. Individual advisement appointments for a reapplication are not available. Application materials from the prior year’s admissions cycle may be used in the subsequent year’s reapplication. (See Reapplicants to Degree Programs section on page 12 for more information.)

REQUIRED EXAMINATIONS

Graduate Record Examination (GRE)—Only required for Physical Therapy applicants. Not required for applicants who have already earned a master’s degree or higher. For information about the exam, contact:
GRE
Box 6000, Princeton, New Jersey 08541
www.gre.org
(609) 771-7670
Use the SUNY Downstate Institutional Code of 0619

Test of English as a Foreign Language (TOEFL)—Required for all applicants for whom English is a Second Language who have not completed at least one year of full-time study in a regionally accredited college or university in the United States (at least 30 semester credits, including two courses in English composition). A minimum score of 550 (paper); 215 (computer) is required on the TOEFL. The minimum score for the new TOEFL exam will be established later this fall. [2006?]

For information about the exam, contact:
TOEFL Box 6151, Princeton, New Jersey 08541
www.toefl.org
(609) 771-7100
Use the SUNY Downstate Institutional Code of 2535.
CERTIFICATION/LICENSURE DOCUMENTATION

Midwifery:

a. Registered nurse applicants: RN license to practice as a professional nurse in any of the 50 states.

b. Master of Science Completion Program applicants: Certification by the American College of Nurse-Midwives (ACNM) Certification Council. You must submit photocopies of your certification and bachelor’s degree (or its equivalent); or Verification of current status in a baccalaureate or graduate program from a midwifery education program accredited by the ACNM Division of Accreditation; or Evidence of alternative eligibility to practice (such as New York State licensure).

PART-TIME STUDY

Part-time study is available in the following programs:
• Diagnostic Medical Imaging
• Medical Informatics
• Midwifery
• Occupational Therapy

SECOND DEGREE APPLICANTS

If you already hold a bachelor’s, master’s, or doctoral degree, you must still fulfill the same admission requirements, including prerequisite courses, and follow the same procedures as other applicants.

EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

If you were previously enrolled in a SUNY EOP, a CUNY SEEK, or College Discovery program, or an HEOP at an independent college or university in New York State, you may be eligible to continue in this program. If you believe you meet this criteria, go to: sls.downstate.edu/financialaid/FAprogramX01.html

Complete the required form, which is independent of the application process (does not have to be included in your self-administered application).

INTERNATIONAL APPLICANTS

Our entering classes are small and admissions priority is given to United States citizens and permanent residents, and to New York State residents. Applicants to highly competitive programs may have difficulty being accepted due to the large number of qualified applicants.

International students may apply but must document their ability to finance their education as part of the admissions process (see Department of State requirements for an F-1 visa). Federal financial aid or private grants for international students are not available. All international applicants must document their ability to finance their entire education (total length of the program) as part of the admissions process. Student budgets are posted on the SUNY Downstate Financial Aid website and in this Bulletin, pages 16–17. The costs of attendance will be based on a 12-month budget for an out-of-state student, including tuition, fees, educational, and living expenses.

TRANSFER CREDIT

There are two types of transfer credit: transfer credit to meet admission requirements, and Program of Study transfer credit.

Transfer Credit to Meet Admission Requirements

Courses taken in the United States must be from a college or university accredited by a Council for Higher Education Accreditation (CHEA) regional organization, such as the Middle States Association of Colleges and Schools. All courses must be presented on original official transcripts from the educational institution where the courses were completed. For courses taken at institutions outside the United States, a course-by-course, detailed educational credential evaluation must be submitted from a NACES-affiliated agency.

Program of Study Transfer Credit

This type of transfer credit is considered on an individual basis for select programs. (Note: The Physician Assistant Program does not grant Program of Study credit.) The credits are applied to your program of study at SUNY Downstate.

Transfer credit may be offered whenever: 1) the nature, content, and level of the course are comparable to the course offered by SUNY Downstate; 2) the credit earned is appropriate and applicable to the programs offered by SUNY Downstate; and 3) a minimum letter grade of “C” or better has been earned in an undergraduate course; a grade of “B” or better is needed for a graduate course. Students should initiate a request for Program of Study transfer credit through their faculty advisor/program office during the first semester after matriculation in their program.

For more information on Program of Study transfer credit, please speak to a representative of the program to which you are seeking admission.

RE-APPLICANTS TO DEGREE PROGRAMS

Within one year of the initial application, reapplicants must submit the Downstate Application and fee, one new letter of recommendation, and updated official college transcripts. Additional information may be required. Only those reapplicants who have enhanced their applications are encouraged to reapply.

Reapplicants who applied more than one year ago must submit the same information and follow the same instructions as first-time applicants.
DEFERRALS
If you are accepted for admission and wish to request a deferral, you must submit a written request to the Admissions Office by fax or e-mail at least two weeks prior to the registration date for your program. The letter must include the reason you are requesting a deferral, your name, and the name of your program. All requests for deferrals must be approved by the Program Admissions Committee. Approval will be sent to you in writing. In general, deferrals are only granted for one year. Not all programs grant deferrals.

ALTERNATE LIST
Students accepted to the Alternate List may be invited for admission, often within days of the start of the entering class. Alternates are strongly encouraged to complete and submit all required pre-admission documents if they wish to be considered for space-available admission. Candidates on the Alternate List who are not called for admission must reapply to the program if they wish to be considered for admission during a subsequent admission cycle.

PERSONAL INTERVIEWS
Once completed applications are reviewed, the Admissions Committee will notify applicants by letter, email, or telephone about a personal interview. Please do not telephone the Admissions Office to inquire about your status, as this will only delay processing.

The following programs require a personal interview as part of the application process:
- Diagnostic Medical Imaging
- Medical Informatics
- Midwifery
- Nurse Midwifery
- Occupational Therapy
- Physician Assistant
- Physical Therapy

Please note: Admissions requirements, procedures, and policies are subject to change. Check the website for any new requirements and application materials.
Tuition and Fees

Current information regarding tuition charges and fees appears in the appendix of the Student Handbook, which is published and updated annually. Current tuition, fees, and financial aid information are also available on the institutional website, www.downstate.edu.

Tuition
Tuition is determined annually by the SUNY Board of Trustees and is subject to change. Applicants should check Downstate's website for the most up-to-date information on tuition and cost of education.

Students leaving school prior to the established payment dates are responsible for paying tuition for any time attended during the academic year. Liability for tuition is determined on a semester basis using the academic calendar and SUNY policy for tuition liability and refunds.

REFUNDS
Students leaving school for any reason are entitled to a refund or are liable for payment of tuition as indicated in the Student Handbook.

DEFERRAL OF TUITION PAYMENT
Deferral of tuition payment and dorm rent payment can be obtained only by presenting appropriate documentation to the Office of Financial Aid by the date established each semester.

LATE PAYMENT FEE
Students who do not settle their account as requested will be assessed a late-payment fee. Student accounts past due after the end of the term may also be subject to assessment of interest and other collection costs.

TUITION AND FEE INCREASES
Tuition and fees are subject to amendment at any time at the discretion of the Board of Trustees of the State University of New York. Every effort will be made to provide advance notice of such changes.

STUDENT HEALTH FEES 2005-2006
The student health fee for all full-time students is $50 per semester prorated to $4.25 per credit for part-time students. The student health fee is mandatory. This is in addition to the costs for mandatory health insurance.

MANDATORY HEALTH INSURANCE*
Basic Annual Fee ..........$2,692.00
Enhanced Annual Fee ...$4,645.00
*All students engaged in clinical coursework, whether full- or part-time, are required to purchase school-sponsored health insurance, (unless proof of comparable coverage is provided). The cost of coverage is subject to change.

COLLEGE FEES 2005-2006
The college fee for all full-time students is $12.50 per semester; for part-time students, $0.85 per credit.

INTERNATIONAL STUDENT HEALTH INSURANCE
Students attending on an international student visa (F-1, J-1) are required to pay for SUNY-sponsored health insurance, the exact amounts to be determined each year by the State University of New York System Administration.

RESIDENCE HALLS RENTAL—REFUNDS/LIABILITY/DEPOSITS
1. All students must pay an advance room deposit of $500, payable to SUNY, at the time they submit their license agreement for on-campus housing. This deposit should accompany the license and is nonrefundable after July 1. Students who defer payment of this deposit based on financial aid and who fail to notify the housing office in writing by July 1 of a decision not to take on-campus housing will be billed $500.
2. Once either a single or married student-licensee assumes occupancy during the academic year, he or she is fully liable for the balance of the academic-year rental except as indicated in #5 below. For rent-liability purposes, the academic year is considered to be from the day before the beginning of the academic year for a specific program and class year to the day after the last day required by the academic program (including Board Exams).

3. Payment of the academic-year rental obligation for single students may be made in two installments, during fall and spring registration. Married student-licensees are permitted to pay on a monthly basis, but will forfeit this privilege if they fall behind in their payments. Student-licensees who intend to pay their rent from financial aid funds must obtain a letter of deferment from the Office of Financial Aid and present it to the Bursar’s Office during registration. Advance deposits paid may be deducted from the fall payment.

4. The summer period is considered to be from June 1 through August 31. Liability for rent during the summer period is based on actual occupancy, and is due on or before June 5.

5. A student-licensee who vacates prior to the expiration of an academic year will be fully liable for the full academic-year rental, except in the following instances:
   a. Withdrawal due to induction into the military.
   b. Withdrawal due to circumstances beyond the control of the student (such as serious illness).
   c. Withdrawal due to clinical work or coursework taken at other institutions beyond the New York City metropolitan area.

A student licensee wishing to apply for a reduction in the rental charge for one of the reasons stated above must first officially check out of the residence halls by completing exit procedures.

### FEES POLICIES 2005-2006

All students, whether full- or part-time or in-state or out-of-state, pay the same fees. Part-time students are charged fees on a sliding scale according to enrolled credits; check with the Bursar’s Office for part-time fee schedules. Charges shown are subject to change without notice.

**All Students**
- Activity Fee ............... $55.00
- Technology Fee .......... $65.00–80.00
- College Fee ................ $12.50
- Health Service Fee ........ $50.00

**Additional Fees**
- Late Registration ............... $40.00
- Late Payment .............. $30.00–150.00
- Graduation Fee .............. $40.00
- Residence Hall Student Activity Fee ......... $10.00
- Add/Drop Fee ............... $20.00

### RETURNED CHECKS

A service charge is imposed on checks returned from the bank for any reason (insufficient funds, closed account, etc.). Checks given in payment of tuition and fees that are returned by the bank after the tuition-payment deadline are subject to a $40 late-payment fee.

### NEW YORK STATE RESIDENCY GUIDELINES FOR TUITION DETERMINATION

An individual’s domicile is that place where one maintains a permanent home and to which one intends to return. A residence hall is generally not considered a permanent home. See the Student Handbook for residency guidelines.
### UNDERGRADUATE PROGRAMS, AVERAGE PROJECTED COSTS (2005-2006)

All charges shown are subject to change without prior notice. All values are in U.S. dollars.

#### 9 Months

<table>
<thead>
<tr>
<th>Budget Items</th>
<th>Resident On Campus</th>
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<th>Non-Resident On Campus</th>
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The following table shows projected costs for summer enrollment.

#### 3 Months

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#### 12 Months

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Budget accurate as of January 2006.

* Miscellaneous expenses include several items that are considered to be part of the student’s cost of attendance, which are not included in other categories. According to living arrangements, students’ miscellaneous cost will vary. This includes basic health insurance coverage through SUNY Downstate, personal expenses, and, for off-campus students, phone and other utility expenses.

Note: New summer undergraduate students will pay $233 health insurance fee for the summer session only. This summer fee is not included in the totals.

Current tuition and fee charges can be found on the Downstate website, in the Bursar’s section.
**GRADUATE PROGRAMS, AVERAGE PROJECTED COSTS (2005-2006)**

All charges shown are subject to change without prior notice. All values are in U.S. dollars.

<table>
<thead>
<tr>
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Budget accurate as of January 2006.

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Note: New summer undergraduate students will pay $233 health insurance fee for the summer session only. This summer fee is not included in the totals.

Current tuition and fee charges can be found on the Downstate website, in the Bursar's section.
Student Financial Aid

Information about financial aid is subject to change. Federal and state programs and regulations governing student aid change frequently, and may cause the following information to be out of date. The Financial Aid Office regularly updates the information available on Downstate’s website, which is the chief source of information about financial aid and scholarships at Downstate. Please refer to the website if you have further questions. All questions and requests regarding financial aid at SUNY Downstate should be addressed to:

SUNY Downstate Medical Center
Financial Aid Office-Box 110
450 Clarkson Ave, Brooklyn, NY 11203;
Phone: (718) 270-2488;
Fax: (718) 270-7592
e-mail: finaid1@downstate.edu

TO APPLY FOR FINANCIAL AID

It is your responsibility to file all the required forms by the aid application deadline. There are many state and federal programs that are not need-based, but that require you file the Free Application for Federal Student Aid (FAFSA) before you may receive funds. This requirement ensures that all students will be considered for all possible aid. We encourage each student to file a FAFSA each year so that everything is in place if he or she qualifies for a scholarship that has such a requirement.

1. For All Forms of Aid: Be a priority filer.

A priority filer, at SUNY Downstate, is one who files both the FAFSA and the Institutional Application for Financial Aid before March 1 prior to the start of the academic year in which aid is wanted. Institutional applications must be postmarked or delivered with a date prior to March. In order to determine FAFSA priority filing, we will mail a test application on the evening of March 1. All FAFSA results arriving with or before our test will be priority.

2. For All Forms of Aid: File the FAFSA.

File the FAFSA as soon as possible after January 1, preferably before March 1 (for priority filing status) to receive consideration for aid for the academic year that begins during that calendar year. Reapply for federal and state aid each year you intend to be a student. It is wise to complete your tax forms and your FAFSA at the same time.

It is strongly advised that you file on the web. The website is www.fafsa.ed.gov and both your initial filing and a renewal filing can be accomplished on the web. A pre-filing worksheet is available at that site to help you prepare your data. When you enter your data, there are edit checks that help you file correctly. Paper filing is still possible, but it is more prone to errors, and it takes much longer since the application must be mailed, handled by the processor, and scanned into the federal system. Make certain that you indicate that SUNY Downstate is one of your college choices by using our Title IV school code, 002839.

Respond to all questions on the FAFSA, leaving no blanks. If you file using the web application, follow instructions for providing your signature.

Health professions students should include parental information on the FAFSA, even if it appears there is no need to do so. There are a number of grants for priority filers from the Department of Health and Human Services that require this information, whether or not the student is considered to be much longer from the parents.

After filing, you will receive a Student Aid Report (SAR) in response to your FAFSA. Keep the SAR in a safe place. You do not need to bring it to the Financial Aid Office unless we request it.

3. For All Forms of Aid: Complete the Institutional Application for Financial Aid.

It may be obtained through Admissions or Financial Aid. Submit to the Financial Aid Office. It is also available on the web at:

sls.downstate.edu/financialaid/forms.html

4. For TAP (New York State Tuition Assistance Program):

Your state residency status as a student is determined by the college you will attend—either the Admissions or the Registrar’s Office—not by the State itself. If you are a New York State resident and you have filed a FAFSA on the web and have listed at least one New York State school on your FAFSA, you will have the opportunity to file for TAP on the web. Immediately upon completion of the FAFSA, take the opportunity to complete the TAP application. If you file a paper FAFSA, you will receive a TAP application in the mail. You will receive a notice of award, if you are eligible, once the State budget has been passed by the legislature.

5. For Loans:

You must sign a promissory note for any loan you receive. If you are offered Perkins or Stafford Loans, the promissory notes are handled through website application. You will receive complete instructions with your award letter on how to sign the notes. If you wish to receive additional loan funding after all federal loans have been considered, you will be required to apply through a private lender on a form that will require school certification as well. A promissory note will also be required. You should read the terms and conditions of any such loan very carefully.

Additional information beyond that mentioned here may be required. Such requirements will depend on a student’s individual circumstances. Respond promptly to a request for information in order to avoid delays in the processing of your aid.
DETERMINING ELIGIBILITY FOR FINANCIAL AID

Since most student aid is based primarily on financial need, it is important to understand how that need is determined. Financial need is simply explained by the following formula:

\[
\text{Cost of Attendance Minus Expected Family Contribution (EFC) Equals Financial Need.}
\]

To be eligible for financial aid, you must meet the following criteria:

1. Be accepted, matriculated, and enrolled at SUNY Downstate in a degree or graduate certificate program.
2. Be a citizen, national, or permanent resident of the United States or its trust territories.
3. File all required financial aid applications.
4. Be declared eligible, based on a review of financial aid by the Office of Financial Aid or awarding agency.
5. Not be in default on any Federal Perkins/NDSL loan or on a loan made, insured, or guaranteed under the Federal Family Educational Loan Programs (formerly GSL) or the Federal Ford Direct Loan program. This includes Stafford and PLUS loans.
6. Not owe a refund on grants previously received at any school under the Pell Grant, Supplemental Grant, or LEAP or TAP Programs.
7. Be in good academic standing and making satisfactory academic progress. (For additional information on how satisfactory progress is determined for financial aid purposes, see “Satisfactory Academic Progress.”)
8. For federal student aid, be registered with Selective Service, as required.
9. Have completed all additional forms and requirements requested by the Financial Aid Office.

Paying for college has traditionally been considered the responsibility of students and their families. However, not everyone who has the ability to go to college can afford to pay for it. The federal government, state governments, and many private organizations have developed financial aid programs to help students who face this problem. The purpose of the financial aid programs at SUNY Downstate is to support students in their efforts to obtain funding from those organizations. In particular, students who demonstrate “Financial Need” are our first priority.

Financial Aid consists of three different types of assistance: loans, which must be repaid after school; grants, which are non-repayable awards; and part-time employment.

Your eligibility for aid at SUNY Downstate is primarily determined by the U.S. Department of Education. Most students may receive some type of aid. Any student or family can qualify for some loans. Grants, scholarships, and the lowest interest loans are usually restricted to students who meet specific financial eligibility requirements. Different indicators such as income, assets, and family size may be required; those indicators may be considered in different ways. Therefore, depending upon your particular circumstances, you may be eligible for the maximum awards for one program, but not be eligible at all for aid from another.

VERIFICATION

The information you and your family provide on the FAFSA may be subject to verification, according to rules established by the U.S. Departments of Education, Health and Human Services, or other outside agencies. Students who are selected are notified by way of the Student Aid Report (SAR), also called the Student Information and Review Form, and/or in a letter from the Financial Aid Office. Selected students must submit signed copies of all relevant federal income tax forms, with all schedules and W-2 forms for the reportable tax year. Additionally, the appropriate Verification Worksheet must be completed and submitted. We urge students to call our office if they have questions regarding this process.

DEADLINES

Applications for financial aid are accepted after the deadlines noted in “To Apply for Financial Aid” on page 18. The financial assistance offered will depend on the availability of funds. Some programs, especially those funded through SUNY Downstate, are very limited. Late applicants will be assisted according to the following priority schedule:

- First Priority: All on-time (March 1) applicants. (Note: entering students must have been admitted to SUNY Downstate.)
- Second Priority: Entering students whose admission occurs after the deadline.
- Third Priority: Continuing students whose applications are completed after the deadline.

Note: All applicants for aid, regardless of filing date, will be considered for Pell, TAP, or Stafford loans.

SATISFACTORY ACADEMIC PROGRESS

Policy governing federal student aid requires that three elements of student academic progress be reviewed. If these requirements are not met, a student will be denied federal financial aid.

It is required that students who have attended for a period of two academic
years of undergraduate study maintain a 2.0 cumulative grade point average. All students at SUNY Downstate are required to meet this standard.

A maximum time frame applies, which prevents a student from receiving aid for attendance that extends beyond 150 percent of the normal time frame for completion of a program.

An incremental review must be completed each year, which assures that the student will be able to finish within the maximum time frame.

APPEALS OF FINANCIAL AID PROBATION OR SUSPENSION

A student on probation or suspension may appeal in accordance with the policy outlined on the form “Petition for Consideration of Exception to Financial Aid Policy,” available in the Office of Financial Aid. Each appeal will be considered on its merit. The written appeal must be sent to the office three weeks prior to the end of a semester if it is hoped that aid is to be restored for that semester.

The director of Student Financial Services will review the appeal within three weeks of its receipt and determine whether the financial aid suspension or probation is justified. The student will be advised in writing of the decision within one week of the appeal’s consideration.

CITIZENSHIP/RESIDENCY REQUIREMENT

Students who are citizens or are designated by the Department of Homeland Security (formerly Immigration and Naturalization Service) as permanent resident aliens may be eligible for aid. Upon submission of the FAFSA to the federal government, citizenship status will be verified through the Social Security Administration and the Department of Homeland Security. If those agencies are unable to verify a student’s status, the student will be required to provide appropriate documents to verify citizenship status. No federal or state aid will be disbursed without citizenship status confirmation.

POSSIBLE ADDITIONAL INFORMATION REQUIREMENTS

Occasionally, the government or SUNY Downstate may require additional information from a student. When requested, information should be promptly provided so that aid is not delayed.

REFUND POLICY

If a student leaves the school for any reason other than dismissal, tuition is refundable according to the following scale (Fall and Spring semesters):

- **Withdrawal During Week**
  - One .....100% Refund .....0% Liability
  - Two .....70% Refund .....30% Liability
  - Three .....50% Refund .....50% Liability
  - Four .....30% Refund .....70% Liability
  - Five.......0% Refund .... 100% Liability

Notwithstanding any other provisions for refund, when students have withdrawn through circumstances beyond their control, under conditions in which the denial of refund would cause undue hardship, the campus president or a designated vice-president may determine that no liability for tuition has been incurred by the student, provided the student has not completed more than one half of the term and has not received, or will not receive, academic credit for the term.

RETURN OF TITLE IV FINANCIAL AID

Students leaving the institution without completing any coursework in a semester may be liable to return any Title IV financial aid that has not been “earned” based on federal regulations. The amount of aid earned increases as the term progresses. If you leave early in the semester, you will have earned only a small portion of your aid; if you leave later, you will have earned a larger portion of your aid. Once you have completed 60 percent of the term you will have earned all (100 percent) of your Title IV financial aid. If you leave before completing 60 percent of the term, you will have to repay any “unearned” aid funds that were already disbursed to you. If a student withdraws with full tuition refund and no academic credit, 100 percent of any aid must be returned to the school.

FORMS OF FINANCIAL AID

Financial aid packages will vary from year to year. For example, a student may receive a substantial scholarship that is not fully renewed. In such a case, the composition of the financial aid package for the following year would change dramatically. Another example would be the case of a student who has borrowed the maximum total amount under a particular loan program. The financial aid package for the next year might be comprised of other forms of aid to help to compensate for this loss.

The most common type of financial aid package is assembled from a variety of sources. The package will always include some form of loan. Scholarship and/or grant assistance is limited and is awarded to those with the highest financial need.

Loans

Federal Family Education Loan Program (formerly called Guaranteed Student Loans). A student must complete all the requirements described in “Determining Eligibility for Financial Aid” (see page 19) to be eligible for these loans. A new application is required each year. The following types of loans are available:

- **The Federal Subsidized Stafford Loan** is based on need. Because SUNY Downstate is an upper-division school, all undergraduate students are considered for the third- and fourth-year loan maximum of $5,500. Graduate students are considered for a maximum of $8,500.

Aggregate outstanding limits in this program are $23,000 for undergraduate students and $65,500 for graduate students. No repayment is required during school attendance. A grace period of six months is allowed, wherein no repayment is made, after a student leaves school. No interest is charged until repayment begins. Once the loan is in repayment, annual interest rates vary.

- **The Federal Unsubsidized Stafford Loan** is available to all students, regardless of need. If a dependent student is ineligible for the Subsidized Stafford Loan, he or she may still borrow the $5,500 limit in the Unsubsidized Stafford program. An
Independent undergraduate student has a larger borrowing capacity, which is a total of $10,500, combining Subsidized and Unsubsidized amounts. If a student has already received $5,500 in an undergraduate Subsidized Stafford Loan, he or she may borrow an additional $5,000 in unsubsidized Loan. A graduate student may borrow up to a total of $18,500 in combined Subsidized and Unsubsidized amounts. (The same rules apply as for undergraduates in combining Subsidized and Unsubsidized amounts.) No repayment is required during school attendance, although interest begins to accrue immediately and continues to accrue even if principal is being deferred. The grace period and interest rates are similar to the Subsidized Stafford Loan.

- **Federal Parent Loans for Undergraduate Students (PLUS)** are made to parents of dependent students. The annual loan maximum is the total cost of attendance, less other aid. The annual interest rate on the loan varies yearly and is capped at 9%. Repayment and deferment options vary: please contact your lender for details.

The Federal Family Education Loan Program is funded through private lenders. As well as completing all federal requirements described here, a promissory note must be signed for the lender. A Master Promissory Note (MPN) is in use, which requires the student or parent to sign only one promissory note to receive loans each school year (up to ten years), as long as the same school and lender are used. You will receive detailed instructions regarding the MPN. Please read the instructions carefully and respond promptly.

**Other Loans**

- **Federal Perkins Loans** are made by SUNY Downstate. The school receives a limited amount of funding each year from the federal government for this purpose. While federal laws now allow a maximum of $4,000 for undergraduates and $6,000 for graduates, funding levels do not permit the school to make loans as large as the maximum amount except in exceptional circumstances. No interest accrues on the loan until after the grace period is over, which is after the student has been out of school for nine months. At that time, the interest is 5 percent.

**Work**

- **The Federal College Work-Study Program** allows students to be employed while they are enrolled at the school. An award is made which pays the student's salary for doing work, usually on campus. The award is based on need, and provides students an opportunity to reduce lending through working.

**Grants**

- **Federal Pell Grants** are for the most needy undergraduate students who have not yet earned a baccalaureate degree. For eligible students, the Pell grant is available at any level of enrollment, even at less than halftime. The amount depends on the Expected Family Contribution that is calculated in the federal need-analysis process.

- **Federal Supplemental Educational Opportunity Grants (FSEOG)** are primarily available to Pell Grant recipients. Awards vary depending on the annual funding levels allowed to individual institutions.

- **New York State Tuition Assistance Program (TAP)** grants are to help fund tuition costs for State residents in degree-granting programs. These grants vary according to the New York State Net Taxable Income of the student's family. To apply:
  1. Complete the FAFSA on the web and follow immediately with the TAP application.
  2. Complete and submit to the State any form the New York State Higher Education Services Corporation requests of you. A multi-year application is now in use, and you may or may not be required to submit additional information.

- **Aid for Part-Time Study (AP-TS)** grants are available to help fund tuition costs. They are offered to undergraduate students, enrolled part-time (1-11 credits), who are New York State residents and would be eligible, if full-time, for TAP grants. An application must be completed for the Financial Aid Office.

**Scholarships**

- **Regents Professional Opportunity Scholarships** are provided to full-time students who are underrepresented minority students or who have participated in EOP, HEOP, SEEK, or College Discovery programs. Grants range from $1,000 to $5,000 per year. Students in undergraduate programs are eligible. Applications must be submitted before April 30 each year. Recipients must work one year in New York in their profession for each year that they receive the scholarship. For additional information or to obtain an application, contact:
  NYS Education Department Bureau of HEOP Room 1071 EBA Albany, NY 12234
  (518) 486-1319 or (518) 474-5313

- **Primary-Care Service Corps Scholarships** are available to students in the Physician Assistant and Midwifery Programs. Awards are up to $15,000 per year for full-time study, and up to $7,500 for part-time study. Recipients must fulfill a service obligation in New York State of full-time work (at least 35 hours per week) in a medically underserved area or a facility serving a high-need population. Eighteen months of service are required for each full-time award; nine months for each half-time award. For additional information or to obtain an application, contact:
  NYS Department of Health Corning Tower, Room 1084 Albany, NY 12237-0052
  (518) 473-7019
If you have more questions about applying for aid, you may call the Financial Aid Office. We strongly recommend you study our website, which contains more detailed information than is available here.

**FINANCIAL AID WEBSITES**

SUNY Downstate:  
[sll.downstate.edu/financialaid]

U.S. Department of Education:  
[www.ed.gov/finaid]

The Financial Aid Information Page with links to all major scholarship search pages, including ExPAN, FastWeb, FundFinder, CASHE, COLLEGEQUEST, Mach 25, etc.:  
[www.finaid.org]

New York State Higher Education Services Corporation, for information on state grants, scholarships, and special awards:  
[besc.state.ny.us/bulletin.nsf]

State University of New York Student
Loan Service Center:  
[slic.albany.edu]

Loan Consolidation Information:  
[loanconsolidation.ed.gov]

Planning for College and Career Opportunities:  
[maping-your-future.org]

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**EMERGENCY STUDENT LOANS**

Emergency student loans, or cash advances, are available only to students who have applied for and have been awarded financial aid. The loans are made available through the Faculty Student Association (FSA) of SUNY Downstate.

- Application is made through the Financial Aid Office.
- Students registered and matriculated for the current semester are eligible for the loan.
- The loan is available to all students who have completed the financial aid process (all required documents are submitted and have been reviewed by the Financial Aid Office) and are eligible to receive enough future aid to cover school charges as well as the advance.
- Students may apply for the advance one week before the semester begins and at any time during a semester if aid has not been fully delivered.
- Students may have an outstanding loan balance of $1,000 at any given time and may borrow up to $2,500 per academic year in aggregate.
- Students who submit applications by Tuesday before 4 pm may pick up funds at the FSA Office in the Student Center on the following Friday. Applications received after 4 pm on Tuesday will be processed the following week.
- There is a one dollar processing charge per $50 of the amount borrowed. The processing fee cannot be waived.

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**SCHOOL CODES AND IMPORTANT NUMBERS**

**School Codes**

Title IV School Code  
(Required on the FAFSA): 002839

Tuition Assistance Program (TAP): 4886 (undergraduate); 5535 (graduate)

**General Information**

Federal Aid Program Information  
(800) 4FED AID

SAR Status (319) 337-5665

National Health Service Corps  
(800) 221-9393

New York State Regents  
Professional Opportunity Programs  
(518) 486-1319

Selective Service  
(847) 688-6888

TAP (518) 474-5642
The College of Health Related Professions is accredited by the Middle States Association of Colleges and Secondary Schools. The baccalaureate programs and credit-bearing certificate programs are registered with the New York State Education Department and accredited by their respective national professional organizations.

STUDENT RETENTION
The College’s student retention rate is excellent. The majority of students attend part-time. Over 80 percent graduate within 150 percent of the normal program time.
DIAGNOSTIC MEDICAL IMAGING

Bachelor of Science Degree

Acting Chairperson and Clinical Assistant Professor
Joyce A. Miller

Medical Director
Harris L. Cohen, MD, Professor of Radiology, SUNY Downstate; Chief of Ultrasound, SUNY Stony Brook

Clinical Assistant Professors
Devere Paterson, Yosefa Pesin, Marie Toule
Adjunct Faculty
Chard Bubb, Tom Hoffman, Bill Greenhut, Mary Johnson, Samuel Marquez, Kenneth Martinucci, Rovie Mesola, Yehuda Shapir, Paula Woletz, Daniel Zinn

Clinical Faculty
Christine Aucello, Kaji Azam, John Batounis, Paul Beitruch, George Bourne, Debbie Cantales, Margaret Challenger, Blaze Chiarelli, Mara Cohen, Beverly Colton, Martha Correa, Glea Crawford, Marianne Cullen, Brian Cumberbatch, Glen Davis, Eduard Dileo, Jennifer Duwalti, Larissa Feldman, Francisco Fonseca, Iana Garmarnik, Rosanne George, Sheila Guerra, Linda Henriquez, Carol Henry, Tom Hoffman, Marina Iboniky, Antoine Jones, Lance Malamud, Charles McLaughlin, Ambika Nair, Alexander Olivieres, June Ouyong, Marianne Paugh, Marcella Paredes, Scott Page, Fay Perry, Devi Persaud, Jeanine Peters, Amatia Poe, Beverly Prentice, June Robins, Audrey Roldan, Diana Ross, Ginette Rouxseau, Ella Rudyak, Monica Santel, Judith Schwartz, Fernando Seoner, Julia Smiisi, Margarita Sokowska, Jane Stredtlof, Dina Traub, Kathleen Turpin, German Valdez, Ramia Vaisanthi, Lance Walker, Borti Yasim, Peter Zagare

Diagnostic medical sonography is one of the fastest growing diagnostic fields. It is used in nearly every medical specialty and in every type of medical care setting. The technology uses a noninvasive, painless, and acceptably safe energy source—high frequency sound—to obtain detailed and dynamic images of the organs within the body. Medical sonographers must have extensive knowledge of anatomy, pathophysiology, physics, and the medical and biological sciences.

The program is a two-year, upper-division college program leading to the bachelor of science degree. The SUNY Downstate Program in Diagnostic Medical Imaging was the first in the United States to offer a bachelor of science degree with a major in diagnostic medical sonography. The curriculum integrates the basic and medical sciences with sonography courses, giving students a comprehensive academic base which is then applied to lab experiences throughout the New York area. Specialty areas taught include obstetrics-gynecology, abdomen, cardiology, as well as duplex Doppler vascular imaging, neurosonography, and courses in new applications.

ACCREDITATION

The Diagnostic Medical Sonography Program is accredited by the Commission on Allied Health Education Programs, Joint Review Committee on Education in Diagnostic Sonography. Graduates of the program are qualified to take the registry examinations given by the American Registry of Diagnostic Medical Sonographers.

REQUIREMENTS FOR ADMISSION

Applicants must have satisfactorily completed (grades of “C” or better) 60 semester credits at an accredited college or university for admission. Applicants should have earned a minimum of a 3.0 GPA to be competitive.

Specific course requirements include:

- 8 semester credits in human gross anatomy and physiology, with lab (8 semester credits in biology with lab may be substituted, but are not preferred)
- 4 semester credits in chemistry
- 4 semester credits in physics
- 6 semester credits in English
- 3 semester credits in college-level math
- 3 semester credits in psychology
- adult CPR certification
- recommended courses: statistics and computer science

GRADUATION HONORS

Overall Excellence Award—presented to a graduating student with a cumulative grade point average (GPA) of 3.3 or higher, who has consistently received good evaluations from clinical instructors and who contributes significantly to either the Diagnostic Medical Imaging program, student life, or the community.

Academic Excellence Award—presented to a graduate with a GPA of 3.5 or higher with a minimum of “good” evaluations for clinical performance. This award will be given to the individual with the highest GPA meeting these criteria.

Outstanding Student Contribution Award—presented to a graduating student for outstanding contributions to the program, the profession, and the SUNY Downstate community. The student must have a minimum) 2.5 GPA.

CAREER OPPORTUNITIES

Students who graduate from the Diagnostic Medical Imaging program are qualified for careers as clinicians, educators, and administrators in private or academic practice. Most graduates find employment in hospitals and health-related settings. Others are educators and administrators in universities and colleges, while some work for equipment manufacturers.

Because of the rapidly changing technological developments in sonography, job opportunities and new roles continue to emerge, offering graduates excellent opportunities for employment and career growth. There was close to 100 percent employment placement of the class that graduated in May 2005.
# PROGRAM OF STUDY: BS DIAGNOSTIC MEDICAL IMAGING

Program requirements: 70 credits required for the degree. Program of Study/course offerings may change from year to year. Updated Program of Study charts are provided by the Office of the Registrar at the time of course registration.

## JUNIOR YEAR

### Fall Semester Courses (16 credits)

#### Interdisciplinary Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANAT 3105</td>
<td>Introduction to Human Anatomy</td>
<td>3.0</td>
</tr>
<tr>
<td>PHYS 3201</td>
<td>Principles of Human Physiology</td>
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#### Diagnostic Medical Imaging Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIMI 3101</td>
<td>Sonography I (Abdominal and Ob/Gyn)</td>
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</tr>
<tr>
<td>DIMI 3102</td>
<td>Sonographic Physics I</td>
<td>3.0</td>
</tr>
<tr>
<td>DIMI 3103</td>
<td>Lab I</td>
<td>3.0</td>
</tr>
<tr>
<td>DIMI 3235</td>
<td>Monitoring and Assistance of the Patient</td>
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## Spring Semester Courses (17 credits)

#### Diagnostic Medical Imaging Courses

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>DIMI 3107</td>
<td>Medical and Surgical Diseases of the Abdomen</td>
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<tr>
<td>DIMI 3200</td>
<td>Sonography II (Ob/Gyn and Abdomen)</td>
<td>4.0</td>
</tr>
<tr>
<td>DIMI 3202</td>
<td>Sonographic Physics II</td>
<td>3.0</td>
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<tr>
<td>DIMI 3206</td>
<td>Lab II</td>
<td>3.0</td>
</tr>
<tr>
<td>DIMI 3208</td>
<td>Obstetrics and Gynecology</td>
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<tr>
<td>DIMI 3217</td>
<td>Cross-Sectional Anatomy of the Abdomen and Pelvis</td>
<td>3.0</td>
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</table>

## SENIOR YEAR

### Summer Semester Courses (7 credits)

#### Diagnostic Medical Imaging Courses

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>DIMI 4005</td>
<td>Practicum I</td>
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<tr>
<td>DIMI 4009</td>
<td>Cardiology</td>
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<tr>
<td>DIMI 4011</td>
<td>Cardiac and Vascular Principles &amp; Instrumentation</td>
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</tr>
<tr>
<td>DIMI 4015</td>
<td>Introduction to Medical Statistics</td>
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### Fall Semester Courses (15 credits)

#### Interdisciplinary Courses

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<tbody>
<tr>
<td>ADMN 3100</td>
<td>Health-Care Delivery in the U.S.</td>
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<tr>
<td>MSCI 4100</td>
<td>Research Methods</td>
<td>2.5</td>
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#### Diagnostic Medical Imaging Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DIMI 4035</td>
<td>Case Presentations</td>
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</tr>
<tr>
<td>DIMI 4103</td>
<td>Lab III</td>
<td>3.0</td>
</tr>
<tr>
<td>DIMI 4104</td>
<td>Sonography III (Echocardiography)</td>
<td>4.0</td>
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<tr>
<td>DIMI 4106</td>
<td>Cross-Sectional Anatomy of the Thorax and Head</td>
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### Spring Semester Courses (15 credits)

#### Diagnostic Medical Imaging Courses

<table>
<thead>
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<th>Title</th>
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</thead>
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<tr>
<td>DIMI 4111</td>
<td>Fundamental Principles of Imaging Modalities</td>
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<tr>
<td>DIMI 4202</td>
<td>Sonography IV (Pediatric Echocardiography)</td>
<td>1.5</td>
</tr>
<tr>
<td>DIMI 4204</td>
<td>Practicum II</td>
<td>2.0</td>
</tr>
<tr>
<td>DIMI 4212</td>
<td>Professional Seminar and Administrative Techniques</td>
<td>2.0</td>
</tr>
<tr>
<td>DIMI 4213</td>
<td>Introduction to Teaching Methods</td>
<td>2.0</td>
</tr>
<tr>
<td>DIMI 4214</td>
<td>Research and Independent Study</td>
<td>3.0</td>
</tr>
<tr>
<td>DIMI 4301</td>
<td>Sonography V (Vascular Ultrasound)</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS REQUIRED** 70
COURSE DESCRIPTIONS

Note: The curriculum is reviewed periodically; consult the department for up-to-date changes.

DIMI 3101
Sonography I
(Abdominal/Ob-Gyn)
A comprehensive study of the sonography of the abdomen and female pelvis (obstetrics and gynecology). Course includes sonographic terminology, indications, diagnostic and interpretive criteria, and sonographic techniques. Lecture. 3 credits

DIMI 3102
Sonographic Physics I
An overview of basic acoustic wave theory, sonic energy, and medium interaction. Included will be an introduction to Doppler, instrumentation, image artifacts, performance, and safety. Lecture. 3 credits

DIMI 3103
Lab I
Acquisition of basic skills in area of specialization. Instructional settings include college lab, hospitals, and health-care facilities or educational sites. Laboratory. 3 credits

DIMI 3107
Medical and Surgical Diseases of the Abdomen
Study of diseases affecting the abdominal organ systems. Pathophysiology is described and clinical symptoms, applicable diagnostic techniques, treatment procedures, and prognoses are included. This course provides the background for understanding manifestations of disease on sonograms. Lecture. 2 credits

DIMI 3200
Sonography II
(Ob-Gyn and Abdomen)
Advanced study in obstetric, gynecologic, and abdominal ultrasound with emphasis on differential diagnoses, clinical correlation, and familiarization with state-of-the-art applications of sonography. Small parts ultrasound included. (Prerequisites: DIMI 3101 and PHYS 3201.) Lecture. 4 credits

DIMI 3202
Sonographic Physics II
Advanced study in wave theory and special emphasis on conventional and color-flow Doppler as they pertain to all sonographic applications. Also, special emphasis on quality assurance and quality control, as well as innovations in sonography, e.g., signal processing and three-dimensional ultrasound. (Prerequisite: DIMI 3102. Lecture-laboratory. 3 credits

DIMI 3206
Lab II
Continuation of Lab I. (Prerequisites: DIMI 3103 and PHYS 3201.) 3 credits

DIMI 3208
Obstetrics and Gynecology
The normal anatomy and physiology of the reproductive system are taught. Normal and abnormal fetal development are explained, including etiology, treatment procedures and diagnostic techniques for abnormalities. Students also learn basic concepts of birth control, family planning and infertility treatment. Diseases affecting the reproductive tract are studied in terms of clinical symptoms, applicable diagnostic techniques, treatment procedures and prognosis. This course provides the background for understanding manifestations of disease on sonograms. Lecture. 2 credits

DIMI 3217
Cross-Sectional Anatomy of the Abdomen and Pelvis
Extensive study of the abdominopelvic viscera in transverse (axial), sagittal and coronal tomographic planes. Emphasis is placed on the anatomical relationships among organs. Lecture-laboratory. (Prerequisite: Anat 3105.) 3 credits

DIMI 3235
Monitoring and Assistance of the Patient
This course teaches the student sonographer the techniques for assisting and monitoring the patient who is being examined. Lectures and practical demonstrations are given on how to move patients, regulate IVs, and recognize and respond to emergency situations. Lecture-demonstration. 1 credit

DIMI 4005
Practicum I
Supervised practical application of skills learned in Labs I and II. Assignments will be at hospitals, health-care facilities or educational sites. (Prerequisites DIMI 310 and DIMI 3206.) 3 credits

DIMI 4009
Cardiology
Normal anatomy, including the embryological development, physiology and hemodynamics of the heart, is taught. Diseases affecting the heart are described, including pathophysiology, clinical symptoms, diagnostic techniques, treatment procedures and prognosis. This course provides the background for understanding manifestations of disease on echocardiograms. Lecture. 2 credits

DIMI 4011
Cardiac and Vascular Principles and Instrumentation
Identification of basic cardiac and vascular anatomical structures and relation of these to their sonographic images; cardiac and vascular hemodynamics as related to current sonographic applications; description of other modalities that correlate with sonographic findings. Lecture. 1 credit

DIMI 4015
Introduction to Medical Statistics
The fundamental principles of statistics are taught, including descriptive statistics, measures of central tendency, correlations and measures of significance. This course is intended to provide a foundation for “Research Methods” and “Research and Independent Study.” Lecture. 1 credit

DIMI 4035
Case Presentations
Presentation of cases examined by students in clinical practice. Objectives include correlation of didactic knowledge with actual pathology, the critique of sonographic images for technique and researching topics in ultrasound journals. 1 credit

DIMI 4103
Lab III
Acquisition of basic skills in the area of specialization of echocardiography. Instructional settings include hospitals and health-care facilities, and educational sites. (Prerequisites: DIMI 3103, DIMI 3206, DIMI 4005.) 3 credits
DIMI 4104
Sonography III
(Echocardiography)
Study of adult echocardiography, including M-Mode and two-dimensional imaging, as well as spectral and color-flow Doppler technique. Correlation with cardiac pathophysiology will be stressed. (Prerequisites: DIMI 3101, DIMI 3200, DIMI 4011, DIMI 4009.) Lecture. 4 credits

DIMI 4106
Cross-Sectional Anatomy of Thorax and Head
Extensive study of thorax, neck and head regions. These are studied in axial, sagittal, and coronal planes. Emphasis is placed on anatomical relationships between organs. (Prerequisite: Anat 3105.) Lecture-laboratory. 3 credits

DIMI 4111
Fundamental Principles of Imaging Modalities
An overview of diagnostic imaging modalities that are complementary to diagnostic ultrasound. These include nuclear medicine, radiography, digital subtraction angiography, cardiac catheterization, positron emission tomography, CT and MRI. The fundamental physical principles, technique, technology, and interpretive criteria of each modality will be taught. Lecture. 2 credits

DIMI 4202
Sonography IV
(Pediatric Echocardiography)
An overview of normal and abnormal pediatric echocardiography. This course will include cardiac embryology with study of congenital anomalies. (Prerequisite: DIMI 4104.) Lecture. 1.5 credits

DIMI 4204
Practicum II
Continuation of Practicum I. (Prerequisites: DIMI 4103.) 2 credits

DIMI 4212
Professional Seminar and Administrative Techniques
Relevant issues in allied health fields, including ethical considerations, professional credentials, career development, and comparison of employment settings. Review for registry exams included. 2 credits

DIMI 4213
Introduction to Teaching Methods
An introduction to the latest learning theories and instruction in organizing content, setting objectives, lesson planning, course outlining, motivational techniques, and styles of presentation. Lecture, research, presentations. 2 credits

DIMI 4214
Research and Independent Study
In consultation with faculty, students design and conduct original research projects in their areas of interest. A written report of the project is submitted and an oral presentation is made to the class and faculty. (Prerequisite: DIMI 4015 and MSCI 4100.) Lecture, research, presentations. 3 credits

DIMI 4301
Sonography V
(Vascular Ultrasound)
An overview of cerebrovascular and peripheral Doppler ultrasound. Course also includes lectures in advanced topics of neurosonography, pediatric ultrasound, and obstetrics and gynecology. (Prerequisite: DIMI 4011.) Lecture. 2.5 credits

Interdisciplinary Courses
(See page 57–58 for descriptions.)

ADMM 3100
Health-Care Delivery in the United States

ANAT 3105
Introduction to Human Gross Anatomy

MSCI 4100
Research Methods

PHYS 3201
Principles of Human Physiology
Medical Informatics
Master of Science Degree

Chairperson and Associate Professor
Isaac Topor
Assistant Professor
Robert Chamberlain
Adjunct and Clinical Faculty
Maureen Allen, Kristine Alpt, Matthew Avitable, Helen Brown, Greg Conyers, Diana Del Baldo, Isaac Gabriel, Louise Falzon, Abel Rodriguez, Indra Sarkar, Irina Shablinsky

Medical informatics professionals implement and manage a wide range of health-generated information. Informaticians integrate computerized health-information databases that store clinical information, radiographic images, and laboratory data that are critical for quality patient care. Several external developments have influenced the need for educational programs in informatics: expanding information technology, enhanced attention to quality assurance and patient safety, HIPAA regulations, and disease surveillance. The curriculum in medical informatics reflects the knowledge and skills necessary to organize, store, and retrieve complex health-information systems.

Students are taught to work as members of the health-care team and to interact with health providers, technologists, and administrators to maximize medical data management. Students also learn the use of new technologies in communication and information management, including telecommunication, medical imaging systems, and digital libraries.

The Program

The Medical Informatics Master’s Degree Program is a 39-credit full-time or part-time course of study. The curriculum is designed to meet the needs of students from a wide range of backgrounds. The courses are sequenced to encompass an overview of the discipline of medical informatics and to develop competencies and skills required by the discipline.

The courses include: database systems, network architecture, medical imaging systems, internet integration, medical-decision support systems, and evaluation of health-care information systems.

Program of Study: MS Medical Informatics

Fall Semester Courses (9 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIMS 5001</td>
<td>Computer Science for Medical Informatics*</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>URBA 5001 Human Health and Disease*</td>
<td>3</td>
</tr>
<tr>
<td>MIMS 5100</td>
<td>Introduction to Medical Informatics</td>
<td>3</td>
</tr>
<tr>
<td>MIMS 5101</td>
<td>Database System Applications in Biomedicine</td>
<td>3</td>
</tr>
</tbody>
</table>

Spring Semester Courses (10 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIMS 5002</td>
<td>Internet Integration in Healthcare*</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>URBA 5002 Health Care Across the Lifespan*</td>
<td>3</td>
</tr>
<tr>
<td>MIMS 5110</td>
<td>Healthcare Computer Network Architecture</td>
<td>4</td>
</tr>
<tr>
<td>MIMS 5111</td>
<td>Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Summer Semester Courses (5 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIMS 5201</td>
<td>Topics in Medical Informatics</td>
<td>2</td>
</tr>
<tr>
<td>MIMS 5202</td>
<td>User Interface in Medical Informatics</td>
<td>3</td>
</tr>
</tbody>
</table>

Year Two

Fall Semester Courses (9 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIMS 5112</td>
<td>Medical Decision Support System</td>
<td>3</td>
</tr>
<tr>
<td>MIMS 5203</td>
<td>Information Retrieval and Digital Libraries</td>
<td>3</td>
</tr>
<tr>
<td>MIMS 5204</td>
<td>Medical Imaging Systems</td>
<td>3</td>
</tr>
<tr>
<td>MIMS 5206</td>
<td>Independent Study</td>
<td>1–3</td>
</tr>
</tbody>
</table>

Spring Semester Courses (6 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIMS 5121</td>
<td>Master’s Essay in Medical Informatics</td>
<td>3</td>
</tr>
<tr>
<td>MIMS 5205</td>
<td>Evaluation of Healthcare Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 39

*Either course may be taken to fulfill the MS requirement.

Admission Requirements
Successful applicants must hold a baccalaureate degree from a CHEA regionally accredited college or university, possess a cumulative GPA of 3.0 or greater, and have completed a minimum of 6 credits in computer courses.

Graduation Honors
Award for Excellence in Research—presented to a graduating student in recognition of an excellent research paper and an outstanding oral presentation of the research.

Award for Outstanding Service—presented to a graduating student for outstanding contributions to the Medical Informatics Program, profession, and the Downstate community.

Award for Outstanding Leadership—presented to a graduating student for demonstrating outstanding leadership qualities.

Award for Academic Excellence—presented to a graduating student for outstanding academic performance.

Award for Clinical Excellence—presented to a graduating student for outstanding clinical performance and professionalism.
COURSE DESCRIPTIONS

MIMS 5001
Computer Science for Medical Informatics
This course provides an overview of computer science as a science of abstraction. The course introduces computer programming as the way of thinking. Students create models and implement abstractions using data structures and algorithms. This course is intended for students with limited computer background. Lecture and computer lab experience. 3 credits

MIMS 5002
Internet Integration in Healthcare
This course provides an overview of the Internet and worldwide-web integration into healthcare. The course addresses legal, social, and ethical issues as well as various techniques for creating attractive and functional web documents. Lecture and computer lab. 3 credits

MIMS 5100
Introduction to Medical Informatics
This course provides an overview of the medical informatics field, combining perspectives from medicine, computer science, and social science. The course covers the organization of medical information, the effective management of information using computer technology, and the impact of such technology on medical research, education, and patient care. Lecture and computer lab. 3 credits

MIMS 5101
Database System Applications in Biomedicine
This course provides an introduction to the fundamentals of database system. The evolution of hardware and software for storing medical data are covered. Current database structures such as hierarchical, network, relational, and object-oriented are described and compared in terms of their applications in the health field. Lecture and computer lab. 3 credits

MIMS 5110
Healthcare Computer Network Architecture
This course provides an introduction to computer networks and their use in medicine. An overview of topologies of computer networks. Network security as it applies to HIPAA regulations is also explored. Lecture and computer lab. 4 credits

MIMS 5111
Research Methods
This course introduces students to the basics for participating in the development, implementation, and evaluation of research studies in medical informatics. Lecture and computer lab. 3 credits

MIMS 5112
Medical Decision Support System
This course provides an introduction to methods of medical decision making in the face of uncertainty. The course surveys a number of techniques for qualitative reasoning, including probabilistic reasoning, decision analysis, ROC analysis, and meta-analysis, as well as comparison of different qualitative and quantitative methods. Lecture and computer lab. 3 credits

MIMS 5121
Master’s Essay in Medical Informatics
Students are required to develop a proposal for a research project in medical informatics, to be carried out under the supervision of a faculty advisor, and to conduct the research. A written report on the results of a research project in medical informatics must be presented. Lecture. 3 credits

MIMS 5201
Topics in Medical Informatics
This course provides a forum for analysis and discussion of various topics in the medical informatics literature under the direction of a faculty advisor. Lecture. 2 credits

MIMS 5202
User Interface in Medical Informatics
This course provides an overview of theoretical, development, design, and assessment models and techniques in the field of intelligent user interfaces under an interdisciplinary approach (computer science, psychology, cognitive science, and artificial intelligence). Lecture. 3 credits

MIMS 5203
Information Retrieval and Digital Libraries
This course provides an overview of information-retrieval methods with an emphasis on library information systems. Lecture and computer lab. 3 credits

MIMS 5204
Medical Imaging Systems
This course provides an introduction to computer graphics and medical imaging techniques. Methods of digital image processing are explored; 2-D and 3-D imaging modalities are reviewed and demonstrated through on-site medical equipment. Lecture and computer lab. 3 credits

MIMS 5205
Evaluation of Healthcare Information Systems
This course provides an overview of methods to evaluate the use of information and information systems in health care. Issues specific to information systems in health care—usability, checklist effect, difficulty blinding, knowledge-base evaluation, etc.—are highlighted. Case studies will be used to illustrate concepts. Lecture. 3 credits

MIMS 5206
Independent Study
Students are provided an opportunity to independently explore current issues affecting Medical Informatics through evaluation and critical analysis of the current literature and practices. This course will meet the needs of students who would like to study a specific issue under the guidance of a faculty member or as a hands-on experience with a clinical proctor. 1–3 credits

Interdisciplinary Courses
(See page 57–58 for descriptions.)

URBA 5001
Human Health and Disease
URBA 5002
Healthcare Across the Lifespan
**MIDWIFERY**

**Master of Science**

**Advanced Certificate**

Chairperson and Associate Professor
Ronnie Lichtman

Clinical Assistant Professors
Carol Ambrose, Judy Berk-Levine [she is also listed as a clinical preceptor?], Karen Burgin, Katherine Camacho-Carr, Nancy Campas, Charlotte Cian-Elsherry, Grace Holmes, Mary Johnson, Anne Katz-Jacobsen, Aleida Llanes-Oberstein, Careen Mauro, Susan Papera, Suzanne Schechter, Suzanne Smith, Valerie Roe

Clinical Preceptors (CNMs)

**THE MIDWIFERY PROFESSION**

Midwives who are certified by the American Midwifery Certification Board (AMCB) are prepared to provide prenatal care, labor and delivery management, postpartum care, well-woman gynecologic care, and primary health care to essentially normal, healthy women and to care for normal newborns. The increasing demand for midwifery services throughout the United States has created practice opportunities within a variety of clinical settings.

Midwives work in private or group practices, birth centers, health maintenance organizations, hospitals, and ambulatory care centers. Although certified midwives are independent practitioners, they consult and collaborate with physicians when women in their care develop complications. They also initiate referrals as appropriate.

**PROGRAMS OF STUDY**

The Midwifery Program is a graduate-level program that prepares students to become competent beginning practitioners in accordance with the standards established by the American College of Nurse-Midwives. The program accepts registered nurses and, through its “Direct Entry” option, other individuals who meet admissions requirements. Students may select one of three tracks: Advanced Certificate in Midwifery (38 credits); Master of Science–Midwifery (50 credits); or Master of Science–Nurse-Midwifery (52 credits).

This last track is available only to RNs with a bachelor’s degree in nursing; see the College of Nursing Bulletin for additional information on this choice. Graduates of any of the three tracks are eligible to take the national certifying examination administered by the American Midwifery Certification Board (AMCB). All tracks can be completed on a full-time (two-year) or part-time (three-year) basis.

**PROGRAM OBJECTIVE**

The objective of the program is to prepare midwives who are able to provide competent, appropriate, and comprehensive primary health care to women from adolescence through their postmenopausal years; assume responsibility for the management of essentially normal neonates; and manage collaboratively the care of women with selected obstetrical, gynecologic, and medical problems.

The faculty has developed a curriculum that recognizes the special needs of adult learners and builds upon previous education and experience related to women’s health. Clinical practice is provided at a variety of facilities within the New York metropolitan area. Special provisions are also possible for clinical placements outside of New York City and New York State. A 2:1 student/faculty ratio is maintained within the clinical and laboratory settings. The faculty works collaboratively with the College of Medicine’s Department of Obstetrics and Gynecology and shares teaching/learning resources with other programs within the College of Health Related Professions and the College of Nursing.

**PROGRAM HISTORY**

This program evolved from the first nurse-midwifery school in the United States. Initially founded in 1932 at the Maternity Center Association (MCA) in New York City, the program moved to Kings County Hospital in 1958 and soon became an integral part of Downstate Medical Center. When the College of Health Related Professions (CHRP) was established less than a decade later, the Midwifery Program became one of its first academic units.
In 1996, an innovative direct-entry option was created in partnership with North Central Bronx Hospital for qualified individuals from a variety of backgrounds who desire to become certified midwives. Eleven prerequisite science and social science courses are required for this track. Once accepted, students may be required to successfully complete courses in ”Basic Health Skills” and/or ”Integrated Medical Sciences” that have been specifically designed for them; in all other ways they will be fully integrated into the Midwifery Program along with their nurse peers.

At the completion of their program of study, all students will have achieved the same program objectives at comparable levels of performance and may apply for licensure to practice midwifery in New York State. Certified midwives (as compared to certified nurse-midwives), may not receive automatic reciprocity from other states: thus, once licensed, their professional practice may be limited to those states with specific statutes recognizing this certification.

**ACCREDITATION**

The program is fully accredited by the American College of Nurse-Midwives, Division of Accreditation, and is registered and approved by the New York State Education Department. For more information on midwifery accreditation, contact the American College of Nurse-Midwives, 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; (204) 485-1800; http://www.acnm.org.

**CAREER OPPORTUNITIES**

Midwives work in private or group practices, alternative birth centers, health maintenance organizations, hospitals, and ambulatory-care centers. Although certified midwives are independent practitioners, they consult and collaborate with physicians and other health-care providers and initiate referrals as appropriate.
### MS MIDWIFERY

Program requirements: For students who already hold an RN degree, 50 graduate credits are required to complete the program; 59 credits (50 graduate credits and 9 undergraduate credits) are required for non-RNs. Both full-time and part-time study options are available. All students must become independently certified in Childbirth Education prior to completion of the Program of Study. Program of Study/course offerings may change from year to year. Updated Program of Study charts are provided by the Office of the Registrar at the time of course registration.

#### YEAR ONE

**Fall Semester Courses (12 or 15 credits)**

<table>
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<tr>
<th>Direct-Entry Supplemental Course</th>
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<tbody>
<tr>
<td>MIDW 4001* Basic Health Skills</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Midwifery Courses (CHRP)**

| NRMW 5108 Primary Health Care of Women | 3.0 |
| NRMW 5109 Physical Assessment of Women | 2.0 |
| NRMW 5110 Pelvic Assessment of Women  | 1.0 |
| NRMW 5205 Pharmacology                | 3.0 |
| NRMW 5401 Research I                  | 3.0 |

**Spring Semester Courses (14 or 17 credits)**

<table>
<thead>
<tr>
<th>Direct-Entry Supplemental Course</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>MIDW 4002* Integrated Medical Sciences I</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Midwifery Courses (CHRP)**

| NRMW 5009 Obstetric Pharmacotherapeutics | 1.0 |
| NRMW 5010 Professional Issues and Leadership in Midwifery | 3.0 |
| NRMW 5202 Antepartum Care               | 4.0 |
| NRMW 5203 Well-Woman Gynecology         | 3.0 |
| NRMW 5402 Research II                   | 3.0 |

**Summer Semester Courses (0–6 credits)**

| NRMW 5302** International Women's Health Policy | 3.0 |
| NRMW 5700 Independent Study (elective)          | 1.0–3.0 |

#### YEAR TWO

**Fall Semester Courses (13 credits)**

<table>
<thead>
<tr>
<th>Midwifery Courses (CHRP)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NRMW 5104 Neonatology</td>
<td>3.0</td>
</tr>
<tr>
<td>NRMW 5105 Postpartum Care</td>
<td>1.0</td>
</tr>
<tr>
<td>NRMW 5204 Intrapartum Care</td>
<td>6.0</td>
</tr>
<tr>
<td>NRMW 5407 Introduction to Teaching</td>
<td>3.0</td>
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</tbody>
</table>

**Spring Semester Courses (7 or 10 credits)**

<table>
<thead>
<tr>
<th>Direct-Entry Supplemental Course</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>MIDW 4003* Integrated Medical Sciences II</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Midwifery Courses (CHRP)**

| NRMW 5208 Clinical Practicum in Primary Care | 1.0 |
| NRMW 5403** Health-Care Policy and Community Assessment | 3.0 |
| NRMW 5406 Medical and Obstetrical Complications | 3.0 |

**TOTAL CREDITS REQUIRED** 50 or 59

*9 credits of supplemental courses are required for state licensure by direct-entry midwifery students who do not hold registered nurse credentials. Direct-entry students must take these undergraduate courses or their equivalents.**

**Either NRMW 5403 Health-Care Policy and Community Assessment or NRMW 5302 International Women’s Health Policy satisfies the requirements for the MS degree.**

### ADMISSION DEADLINE

Application to the program should be made as early as possible. Acceptances are offered on a “rolling admissions” basis. The deadline to have a completed application on file with the Office of Student Admissions for the class entering the following August is April 1. Among equally qualified candidates, preference will be given to New York State residents.

### REQUIREMENTS FOR ADMISSION

**Registered nurse applicants:**
- Bachelor’s degree;
- Current license to practice as a professional registered nurse in one of the 50 states;
- An undergraduate course in statistics;
- Recent experience as a registered nurse is recommended; labor and delivery, childbirth education and/or ambulatory women’s health-care experience is preferred;
- Two letters of recommendation;
- Applicants for whom English is a second language who have not completed at least one year of full-time study in the United States, including two English composition courses, are required to take the Test of English as a Foreign Language (TOEFL) in order to be considered for admission.

**Direct-entry applicants:**
- A bachelor’s degree;
- Successful completion of at least one semester in each of the following courses: biology, chemistry, microbi-
ogy, anatomy, physiology (or two semesters combined anatomy and physiology), life span (or developmental) psychology, psychology, soci- ology, statistics, pathophysiology, and nutrition. The anatomy and physiology courses must have a laboratory component;

- Women’s health, maternal and child health, or other professional and life experiences relevant to midwifery practice are recommended;
- Two letters of recommendation;
- Applicants for whom English is a second language who have not completed at least one year of full-time study in the United States, including two English composition courses, are required to take the test of English as a Foreign Language (TOEFL) in order to be considered for admission.

COMBINED CHRP—NURSING ADMISSION REQUIREMENTS
Students choosing the Master of Science-Nurse Midwifery option are admitted to both the College of Nursing and the College of Health Related Professions. The combined general admissions requirements include:

- A bachelor’s degree in nursing from a program accredited program;
- A minimum 3.0 cumulative grade-point average (GPA) on a 4.0 scale from an accredited college or university;
- A current license to practice professional nursing in New York State;
- Two letters of recommendation;
- Three undergraduate courses as follows: 1) skills in physical assessment; 2) introductory statistics; and 3) nursing research. Applicants who do not have undergraduate research, statistics, and/or health assessment but have met all other criteria for admission may be accepted as conditional students. All admission prerequisites must be met before the completion of the first 12 graduate credits or by the end of the second semester, whichever comes first. Conditional students must complete admission prerequisites before taking NRMS 518, Advanced Health Assessment and NRMS 585, Nursing Research I;
- Recent experience as a registered nurse is recommended; labor and delivery, childbirth education, and/or ambulatory women’s health-care experience is preferred.

PRIOR COURSE WORK
Certified nurse-midwives and certified midwives who are graduates of other ACNM-accredited midwifery programs and wish to apply to complete a master’s degree must meet all requirements for admission to the master’s program. The Midwifery Program faculty will evaluate the number of transfer credits the applicant is eligible to receive. For information on Program of Study Transfer Credit, please refer to page 12 of the Admissions section of the Bulletin.

Academic policies are outlined in the Midwifery Program Handbook, which is distributed to all midwifery students at the beginning of the academic year.

GRADUATION HONORS
Awards for Academic and Clinical Excellence in Midwifery
Academic Excellence Award
Clinical Excellence Award
Excellence in Research Award
Joan B. Ditchik Memorial Award—to the graduate demonstrating overall excellence and commitment to women’s health care.
Lily Hsia Award—for leadership and academic excellence.
Faculty Recognition Award
PROGRAM OF STUDY: COLLEGE OF NURSING

MS NURSE-MIDWIFERY
Program requirements: 52 graduate credits are required for the degree, which is granted through the College of Nursing rather than the College of Health Related Professions. Thirty-eight core courses are taken through the Midwifery Program of the College of Health Related Professions; the remaining courses are taken in the College of Nursing. (This option is available only to students who are RNs.) Both full- and part-time study options are available. See pages 42-43 of the College of Nursing Bulletin for course descriptions.

YEAR ONE
Fall Semester Courses (11 credits)
Nurse-Midwifery Course (College of Nursing)
NRMS 504  Theoretical Foundations for Advanced Nursing Practice  2.0
Midwifery Courses (College of Health Related Professions)
NRMW 5108  Primary Health Care of Women  3.0
NRMW 5109  Physical Assessment of Women  2.0
NRMW 5110  Pelvic Assessment of Women  1.0
NRMW 5205  Pharmacology  3.0

Spring Semester Courses (14 credits)
Nurse-Midwifery Courses (College of Nursing)
NRMS 515*  Family Theory and Application (elective)  3.0
or
NRMS 517*  Advanced Practice Nurse as Educator (elective)  3.0
Midwifery Courses (College of Health Related Professions)
NRMW 5009  Obstetric Pharmacotherapeutics  1.0
NRMW 5010  Professional Issues and Leadership in Midwifery  3.0
NRMW 5202  Antepartum Care  4.0
NRMW 5203  Well Woman Gynecology  3.0

Summer Semester Course (1 credit)
NRMW 5208  Clinical Practicum in Primary Care  1.0

YEAR TWO
Fall Semester Courses (16 credits)
Nurse-Midwifery Courses (College of Nursing)
NRMS 510  Community Context for Continuity of Care  3.0
Midwifery Courses (College of Health Related Professions)
NRMW 5104  Neonatology  3.0
NRMW 5105  Postpartum Care  1.0
NRMW 5204  Intrapartum Care  6.0

Spring Semester Courses (10 credits)
Nurse-Midwifery Courses (College of Nursing)
NRMS 586  Nursing Research II  3.0
Midwifery Courses (College of Health Related Professions)
NRMW 5405  Integration of Clinical Studies  4.0
NRMW 5406  Medical and Obstetrical Complications  3.0

TOTAL CREDITS REQUIRED  52
*Students are required to take one elective course
**COURSE DESCRIPTIONS**

Note: MIDW courses must be taken by direct-entry students who do not hold RN credentials. Course descriptions are subject to change and updated course descriptions are found on the program's website.

**MIDW 4001**  
*Basic Health Skills*  
This course provides the opportunity to learn or reinforce basic health skills in a classroom/laboratory setting. Upon completion of the course, students will be able to demonstrate 1) basic competence; 2) concern for human and environmental safety; and 3) sensitivity and respect for patients. Skills covered in this course include an introduction to: assessment of the patient, both physical and psychosocial; medical ethics; principles of primary, secondary, and tertiary prevention, as well as crisis intervention; documentation and standard medical terminology; quality assurance, risk management, and healthcare policy; understanding and obtaining basic laboratory and diagnostic tests, cultures, and specimens; intervention skills such as bed-making, bed-bath, transferring to chair/wheelchair/stretcher; feeding techniques; emergency and life-support care; as well as a variety of other basic health skills used in practicing midwifery.  
*3 credits*

**MIDW 4002**  
*Integrated Medical Sciences I*  
Utilizing a systems approach, this course is designed to provide the student with an introduction to common health problems encountered among adult populations and their appropriate medical and/or surgical interventions. Emphasis is placed on general health-status assessment and on the identification of deviations from the expected norms. The clinical component will enable the student to observe a variety of female clients who are experiencing major biophysical health problems, to evaluate the effectiveness of therapeutic regimens already in place for them, and to formulate plans of care for their ongoing management.  
*3 credits*

**MIDW 4003**  
*Integrated Medical Sciences II*  
The first segment of this course is designed to provide the student with an introduction to common health problems encountered among children and their appropriate therapeutic modalities. Emphasis is placed on general health-status assessment and on the identification of deviations from the expected norms. The clinical component will enable the student to observe a variety of infants and children who are experiencing biophysical health problems to evaluate the effectiveness of therapeutic regimens already in place for them, and to formulate plans of care for ongoing management. The second segment of this course focuses upon mental health and psychopathology across all age groups. Emphasis is placed upon acute and long-term management of emotional problems.  
*3 credits*

**NRMW 5009**  
*Obstetric Pharmacotherapeutics*  
This course provides basic concepts and underlying principles of pharmacologic management during pregnancy. Emphasis is given to pharmacokinetics during pregnancy, teratology, vitamins and minerals, and pre-eclampsia, as well as obstetrical analgesia and anesthesia.  
*1 credit*

**NRMW 5010**  
*Professional Issues and Leadership in Midwifery*  
The purpose of this course is to prepare the student to assume the role and responsibilities associated with professional midwifery practice. This course introduces the student to the development of the profession of midwifery as well as the history, structure and functions of the American College of Nurse-Midwives (ACNM), midwifery’s professional organization. Seminars will cover issues and politics of health care delivery and midwifery practice on the local, national and international level. Students will participate in field trips and professional activities including attending professional meetings, meeting with local legislators. The goal is to promote the development of the professional midwifery leader.  
*3 credits*

**NRMW 5104**  
*Neonatology*  
This course focuses on the care and management of the normal newborn from birth through the neonatal period. Knowledge and skills of resuscitation, immediate delivery-room management, and comprehensive physical examination, including neurological and gestational age assessment, are presented and practiced. Problems, normal variations in the neonate, pathophysiology, common congenital anomalies, growth and development, and anticipatory guidance are integrated with the midwifery management process. Emphasis is also placed on the midwife’s role as an advocate and liaison for families with the health-care delivery system. Students must hold current certification in neonatal resuscitation prior to completing this course.  
*3 credits*

**NRMW 5105**  
*Postpartum Care*  
This course emphasizes the care and management of women from delivery of the infant to four-to-six weeks postpartum. Topics include: physiology of involution, comprehensive postpartum assessment skills, needs of the postpartum mother and family, counseling regarding self-care, initiation and support for lactation, care of the infant, and restorative exercises. Management of postpartum discomforts and complications are also included. With faculty supervision, students will provide assessment and follow-up of women during the early postpartum period.  
*1 credit*

**NRMW 5108**  
*Primary Health Care of Women*  
This course focuses on the primary and preventive ambulatory health-care needs of women. It stresses the role of midwives in health promotion and disease prevention as educators and promoters of women’s wellness. Primary preventive health-care guidelines are included. Assessment and evaluation of undiagnosed symptoms and physical signs, management of common acute and chronic medical conditions, and identification, consultation, and appropriate referral for other needed health-care services are discussed. Implications for early diagnosis of diseases, appropriate screening, and prevention strategies based on genetic, environmental, and behavioral risk factors during various phases of women’s lives are covered.  
*3 credits*
NRMW 5109  
**Physical Assessment of Women**  
This course is designed to provide basic knowledge and skills needed for the practice of primary women’s health care. Emphasis is placed on history-taking and physical examination, exclusive of the reproductive system. Relevant anatomy and physiology, sequence and techniques of pelvic examination, and normal and abnormal findings are included.  
2 credits

NRMW 5110  
**Pelvic Assessment of Women**  
This course is designed to provide basic knowledge and skills needed for the assessment of women’s reproductive system. Emphasis is placed on history-taking and pelvic examination. Relevant anatomy and physiology, sequence and techniques of pelvic examination, and normal and abnormal findings are included.  
1 credit

NRMW 5202  
**Antepartum Care**  
This course emphasizes the management of care of normal women throughout pregnancy. Maternal-fetal physiology and assessment, embryology, nutrition, child-birth education, breastfeeding, pathophysiology and needs of the pregnant woman are presented and integrated with the midwifery management process. Selected pathophysiology and common antepartum complications are covered. With faculty supervision, students will provide culturally competent care to pregnant patients.  
Lecture. 4 credits

NRMW 5203  
**Well-Woman Gynecology**  
This course emphasizes knowledge and skills in gynecologic care, from adolescence through postmenopause. Includes all health promotion and illness prevention; preconception care and counseling; human sexuality and family planning; and common gynecological problems during various stages of women’s lives. With faculty supervision, students will provide care to women in ambulatory-care settings.  
Lecture. 3 credits

NRMW 5204  
**Intrapartum Care**  
This course emphasizes management of care of normal women during labor, delivery, and the immediate postpartum period. Topics covered include anatomy of the pelvis; physiology and mechanisms of labor; care of the laboring woman; maternal and fetal assessment; pathophysiology; delivery techniques and procedures; and early maternal/family and newborn bonding. With faculty supervision, students will provide complete care and management of the intrapartum patient, including delivery and immediate postpartum care. All students must take a basic fetal monitoring course with examination prior to taking this course.  
Lecture. 6 credits

NRMW 5205  
**Pharmacology**  
This course will begin with the basic concepts of pharmacology and the principles of pharmacokinetics and pharmacodynamics. Students will be introduced to the mechanisms by which commonly used pharmacotherapeutics alter normal physiology as well as the pathophysiology of selected disease states. Emphasis will be placed upon the students’ knowledge of classifications of drugs rather than individual drug therapies. Students will be encouraged to consider the indication for use, mechanism of action, routes of administration, contraindications, precautions, adverse reactions and interactions of commonly prescribed pharmacotherapeutics. The legal basis of prescriptive authority is also addressed.  
3 credits

NRMW 5208  
**Clinical Practicum in Primary Care**  
Clinical Practicum in Primary Care is designed to augment the midwifery class Primary Health Care of Women (NRMW 5108), given in the students’ first semester. This clinical practicum will take place after the students have already had clinical practice in ambulatory care in the midwifery specialties of well-woman gynecology and antepartum. This will allow the students to be precepted by midwives and thus socialized into the midwifery role before they have primary care clinical experience, which is more general and will include supervision by either adult or family nurse practitioners, primary care physicians, or physician assistants. In addition, students have some introduction to common health problems in their well-woman gynecology and antepartum clinical rotation, and Clinical Practicum in Primary Care will build upon that introduction.  
1 credit

NRMW 5302  
**International Women’s Health Policy**  
This course provides the student with an overview of the health care delivery system of a host country. Students will have an opportunity to compare women’s health care policy in the host country with that of the United States. Other areas covered are midwifery laws, education, and practice in the host country. Elective. Interested students must apply to participate.  
3 credits

NRMW 5401  
**Research I**  
Provides the foundation of research and critical inquiry as it applies to the evaluation of scientific evidence. A basic statistics course is a prerequisite. The course will utilize literature review and critique with a focus on clinical practice pertinent to midwifery and women’s health. Midwifery contributions to the scientific literature will be highlighted as examples.  
Lecture. 3 credits

NRMW 5402  
**Research II**  
Provides a special focus on research methods and their applications in clinical research and evidence-based practice. Steps in developing a research proposal and an evidence-based protocol for practice are presented. Students will be expected to prepare a research proposal or a manuscript for publication, detailing the evidence-based practice protocol. Research I is a prerequisite.  
3 credits

NRMW 5403  
**Health-Care Policy and Community Assessment**  
Exposes students to the principles of epidemiology within a community assessment framework in order to understand health policy in the United States. The foci of this course are federal and state health-policy identification, development, analysis, and implementation; and the examination of the role of the health-care provider in influencing health policy in the United States.  
Lecture. 3 credits
NRMW 5405  
Integration of Clinical Studies  
In this course, students assume increasing responsibility and independence for managing the primary health care of women from adolescence through postmenopause. The course is a clinical practicum and provides the opportunity for integration of all learned knowledge, skills, and judgment essential for safe beginning midwifery practice. Students provide comprehensive primary women's health care in a variety of clinical settings with the supervision of faculty. Lecture. 4 credits

NRMW 5406  
Medical and Obstetric Complications  
Focuses on identifying and managing the care of the at-risk or high-risk woman and her fetus from the antepartum through the intrapartum and postpartum periods. Emphasis is on recognition, diagnosis, evaluation, referral, and follow-up of common medical and obstetric complications. Concurrent with the “Integration of Clinical Studies” course, students will obtain clinical experiences under faculty supervision. Lecture. 3 credits

NRMW 5407  
Introduction to Teaching  
This course focuses on basic theory and skill-building related to didactic and clinical teaching and learning. Topics include: an analysis of various philosophies of education and adult learning, learning styles assessment, systematic approach to curriculum development and evaluation (including a description of the process and foundations for curriculum development, instructional design, and behavioral objectives for courses and selection of appropriate testing and evaluation methods), principles of learner supervision in the clinical setting, problem-solving in the teaching/learning environment, and an overview of clinical evaluation. Lecture. 3 credits

NRMW 5700  
Independent Study  
This course provides the student with an opportunity to explore, in-depth and in a self-directed manner, a topic of special interest. Students, either individually or in groups, select a faculty member with whom they: 1) identify their specific focus; 2) define goals to be achieved; 3) select and describe methodology; and 4) designate a final product. Students and faculty preceptors confer at mutually agreed-upon intervals regarding the progress of the study. Elective offered on an as-needed basis. 1-3 credits

See pages 42-43 of the College of Nursing Bulletin for descriptions of the following courses:

NRMS 504  
Theoretical Foundations for Advanced Nursing Practice

NRMS 510  
Community Context for Continuity of Care

NRMS 515  
Family Theory and Application (elective)

NRMS 517  
The Advanced Practice Nurse as Nurse Educator (elective)

NRMS 585  
Nursing Research I

NRMS 586  
Nursing Research II
OCCUPATIONAL THERAPY

Master of Science Degree

Chairperson and Associate Professor
Joyce S. Sabari
Associate Professor Emeritus
Patricia Trossman
Assistant Professors
Lisa Handler, Margaret Kaplan, Nancy Kline, Anna Migliore-Norweg, Joan Murray, Victoria Titiloye
Clinical Assistant Professor
Suzanne White
Fieldwork Coordinator
Lisa Handler
Adjunct and Clinical Faculty
Cheryl Butler, Cheryl Cadangela, Beth Elenko, Charles Grey, Meg Hall, Annie Shamai, Jeff Tomlinson

Occupational therapy is the therapeutic use of self-care, work/productive activities, and play/leisure activities designed to achieve functional outcomes that increase independent function, enhance development, promote health, and prevent injury or disability. It includes adapting tasks and the environment to maximize independence and quality of life. The term "occupation" refers to activities that are meaningful to the individual within the environments in which he or she lives and functions. Occupational therapists work with individuals whose abilities to cope with the tasks of daily living are threatened or impaired by developmental deficits, injury, illness, or disability.

THE MS PROGRAM

This two-and-one-half-year graduate curriculum is designed to prepare students for professional practice as occupational therapists. Entering students must have completed a baccalaureate degree program in any field of study, including the specific course requirements listed under "Requirements for Admission."

The curriculum is comprised of integrated course sequences in the health sciences, occupational therapy foundations, occupational therapy practice, and research theory and application. Fieldwork placements are integrated with related academic courses. Students are required to maintain a 3.0 GPA for retention and graduation from the program. The degree requirement includes six to nine months of full-time fieldwork experience (Fieldwork II Affiliations). A part-time option, in which students extend their course work over a three-year period, is also available. Both the full-time and part-time programs begin at the end of May.

ACCREDITATION, CREDENTIALING, AND LICENSURE

The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Bethesda, Maryland, 20814-3400; phone: (310)652-2682. The program is registered by the New York State Education Department. Graduates are eligible to sit for the national certification examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT); (301) 990-7979. After successful completion of this examination, the individual is entitled to use the designation, "Occupational Therapist, Registered" (OTR). A passing score on this examination fulfills the examination requirement for professional licensure in the State of New York. Most states require licensure in order to practice; state licenses are usually based on the results of the NBCOT examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

RECOMMENDED

- Additional courses in neuropsychology, experimental psychology, physics, and biology.
- Knowledge of the occupational therapy profession gained through volunteer experience or communication with occupational therapists.

REQUIREMENTS FOR ADMISSION

Applicants must complete the following requirements prior to entry:

1) A baccalaureate degree in any field from an accredited college or university.
2) Prerequisite courses completed with a grade of “C” or better.
   - 1 semester of general biology including laboratories (4 semester credits);
   - 2 semesters human anatomy and physiology (6-to-8 semester credits, with at least 1 lab);
   - 1 semester general chemistry including laboratory (4 semester credits) or physiological psychology (3-4 credits) or behavioral neuroscience (3-4 credits);
   - 1 semester general psychology (3 semester credits);
   - 1 semester abnormal psychology (3 semester credits);
   - 1 semester human growth and development (developmental psychology); covering the life span (3 semester credits). One course each in child psychology and the psychology of adulthood/aging may be substituted;
   - 1 semester statistics (3 credits); and
   - 1 semester sociology (3 credits).

3) Two letters of recommendation on forms supplied with the application must be submitted.

The Test of English as a Foreign Language (TOEFL) is required of all international applicants whose native language is not English, unless they have completed at least one year of full-time education in the United States. A course-by-course detailed educational credential evaluation must be completed by an approved agency for all college work done outside the United States.

GRADUATION HONORS

- Sigrid A. Hansen Award—presented to the graduating student who best reflects the ideals and values inherent in the profession of occupational therapy.
- Patricia B. Trossman Award—for commitment to innovation and advancement of the occupational therapy profession.
- Pi Theta Epsilon (Alpha Kappa Chapter)—national honor society for occupational therapy students.
**PROGRAM OF STUDY: MS OCCUPATIONAL THERAPY**

Program requirements: 84 credits are required for the degree with no specialty elective.

**FIRST YEAR**

**Summer Semester (8 credits)**

*Interdisciplinary Course*

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<tbody>
<tr>
<td>ANAT 5001</td>
<td>Human Gross Anatomy</td>
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*Occupational Therapy Course*

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<th>Course</th>
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<tbody>
<tr>
<td>OTMS 5000</td>
<td>Foundations of Occupational Therapy I</td>
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**Fall Semester (15.5 credits)**

*Interdisciplinary Courses*

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<th>Course</th>
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<tbody>
<tr>
<td>INDI 5002</td>
<td>Kinesiology</td>
<td>3.0</td>
</tr>
<tr>
<td>INDI 5100</td>
<td>Research Methods</td>
<td>2.5</td>
</tr>
<tr>
<td>PSYH 5111</td>
<td>Psychiatry</td>
<td>2.0</td>
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*Occupational Therapy Courses*

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>OTMS 5002</td>
<td>Kinesiology Laboratory</td>
<td>1.0</td>
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<tr>
<td>OTMS 5003</td>
<td>Assistive Technology</td>
<td>2.0</td>
</tr>
<tr>
<td>OTMS 5005</td>
<td>Group Process</td>
<td>2.0</td>
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<tr>
<td>OTMS 5014</td>
<td>Introduction to Therapeutic Occupations I</td>
<td>2.0</td>
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<tr>
<td>OTMS 5100</td>
<td>Foundations of Occupational Therapy II</td>
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**Spring Semester (16.5 credits)**

*Interdisciplinary Courses*

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<tr>
<td>ANAT 5101</td>
<td>Human Neuroanatomy</td>
<td>2.5</td>
</tr>
<tr>
<td>MSCI 5211</td>
<td>Medical Sciences</td>
<td>4.0</td>
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*Occupational Therapy Courses*

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<tbody>
<tr>
<td>OTMS 5102</td>
<td>Neurophysiology</td>
<td>1.5</td>
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<tr>
<td>OTMS 5105</td>
<td>Theory and Practice I: Psychosocial Intervention</td>
<td>4.0</td>
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<tr>
<td>OTMS 5111</td>
<td>Fieldwork I: Psychosocial Intervention</td>
<td>2.0</td>
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<tr>
<td>OTMS 5112</td>
<td>Master’s Project I</td>
<td>0.5</td>
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<tr>
<td>OTMS 5204</td>
<td>Therapeutic Occupations III: Activities of Daily Living</td>
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**SECOND YEAR**

**Summer Semester (7 credits)**

*Occupational Therapy Courses*

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<td>OTMS 5104</td>
<td>Therapeutic Occupations II</td>
<td>2.5</td>
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<tr>
<td>OTMS 5205</td>
<td>Cognition and Perception</td>
<td>1.5</td>
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<tr>
<td>OTMS 5206</td>
<td>Community Practice I: Relationship and Assessment</td>
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<tr>
<td>OTMS 5213</td>
<td>Master’s Project II</td>
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**Fall Semester (13.5 credits)**

*Occupational Therapy Courses*

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<tr>
<td>OTMS 5301</td>
<td>Orthotics and Prosthetics</td>
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<tr>
<td>OTMS 5303</td>
<td>Theory and Practice II: Neurorehabilitation</td>
<td>2.0</td>
</tr>
<tr>
<td>OTMS 5305</td>
<td>Theory and Practice III: Physical Rehabilitation and Geriatrics</td>
<td>5.0</td>
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<tr>
<td>OTMS 5306</td>
<td>Community Practice II: Marketing and Resources</td>
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<tr>
<td>OTMS 5311</td>
<td>Fieldwork I: Adult and Geriatric Rehabilitation</td>
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<tr>
<td>OTMS 5312</td>
<td>Master’s Project III</td>
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**Spring Semester (12.5 credits)**

*Occupational Therapy Courses*

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<tr>
<td>OTMS 5401</td>
<td>Administration and Professional Issues</td>
<td>2.5</td>
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<tr>
<td>OTMS 5404</td>
<td>Therapeutic Occupations IV: Work</td>
<td>1.5</td>
</tr>
<tr>
<td>OTMS 5405</td>
<td>Theory and Practice IV: Pediatrics</td>
<td>4.5</td>
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<tr>
<td>OTMS 5406</td>
<td>Community Practice III: Service</td>
<td>1.0</td>
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<tr>
<td>OTMS 5411</td>
<td>Fieldwork I: Pediatrics</td>
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<tr>
<td>OTMS 5412</td>
<td>Master’s Project IV</td>
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**THIRD YEAR**

**Summer Semester (5.0 credits)**

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<td>OTMS 6011</td>
<td>Fieldwork II: Affiliation I</td>
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**Fall Semester (5.0 credits)**

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<td>OTMS 6111</td>
<td>Fieldwork II: Affiliation II</td>
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**Spring Semester (2.0-5.0 credits)**

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<tr>
<td>OTMS 6211</td>
<td>Fieldwork II: Specialty Affiliation Elective</td>
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**TOTAL CREDITS REQUIRED** 84
COURSE DESCRIPTIONS

OTMS 5000  
Foundations of Occupational Therapy I  
Introduction to the foundations of the occupational therapy profession. Includes history and philosophy of the profession; professional ethics and issues influencing the consumer of health-care services; effects of disability and hospitalization on occupational performance; professional roles and functions; the interdisciplinary team; and therapeutic use of activities. Lecture-seminar. Summer. 2 credits

OTMS 5002  
Kinesiology Laboratory  
Laboratory experiences in assessment of muscle and joint function including goniometry, manual muscle testing, kinematic and kinetic analysis of activity, and posture and gait. Laboratory. Fall. 1 credit

OTMS 5003  
Assistive Technology  
Principles of assistive technology in occupational therapy practice. Opportunities to practice basic set-up and application of computer software and other technological systems used in occupational therapy practice. Lecture-laboratory. Fall. 2 credits

OTMS 5005  
Group Process  
Principles and theories of group dynamics and use of groups in occupational therapy. Skill development in planning, leading, and evaluating activity groups. Participation in and observation of group process will occur during the class. Lecture-laboratory. Fall. 2 credits

OTMS 5014  
Introduction to Therapeutic Occupations  
Principles of occupation, activity, and occupational performance. Explanation of socio-cultural variables as they influence adaptive behavior, health, illness, and participation in occupational roles. Skill development in administering assessments of occupational performance. Skill development in activity analysis for the purpose of planning occupational therapy interventions. Lecture-laboratory. Fall. 2 credits

OTMS 5100  
Foundations of Occupational Therapy II  
Analysis of selected theories that are basic to occupational therapy practice. Lecture. Fall. 1 credit

OTMS 5102  
Neurophysiology  
Neurophysiology of motor function and posture, spatial skills, sensory systems, emotions, cognition and perception, and language. Lecture. Spring. 1.5 credits

OTMS 5104  
Therapeutic Occupations II: Designing Therapeutic Environments  
Knowledge and skill development related to assessing and adapting the environmental context to facilitate functional performance by individuals with disabilities. Lecture-laboratory. Summer. 2.5 credits

OTMS 5105  
Theory and Practice I: Psychosocial Intervention  
Introduction to the practice of occupational therapy in mental health. Application of theoretical principles to evaluation, treatment planning and implementation. Skill development in interpreting evaluation findings, planning treatment, and providing interventions. (Co-requisite: OTMS 5111 must be taken concurrently.) Lecture-laboratory-seminar. Spring. 4 credits.

OTMS 5111  
Fieldwork I: Psychosocial Intervention  
Clinical fieldwork in a mental-health setting. Supervised exploration of the practice of occupational therapy for a variety of psychiatric conditions. Emphasis on the development of clinical reasoning. (Co-requisite: OTMS 5105 must be taken concurrently.) Fieldwork-seminar. Spring. 2 credits

OTMS 5112  
Master's Project I  
Students select from a choice of faculty-generated research projects, and develop an initial draft for a formal research proposal. Seminar introduces students to the components of a research proposal, and provides tips for preparing effective proposals. Students begin preparation of abstract and materials for presentation to the Institutional Review Board. Independent study and seminar. Spring. 0.5 credits
OTMS 5204
Therapeutic Occupations III: Activities of Daily Living
Activity analysis, assessment, and treatment to improve performance of basic self-care skills and instrumental daily activities. Development of skill in treatment planning and environmental adaptation to enhance independent function in activities of daily living. Lecture-laboratory. Spring. 2 credits.

OTMS 5205
Cognition and Perception
Theories of information processing applied to occupational therapy intervention for children and adults who demonstrate dysfunction in cognitive or perceptual function. Lab sessions allow for skill development in evaluation and treatment of clients with cognitive or perceptual impairments that impact upon functional performance. Lecture-laboratory. Summer. 1.5 credits.

OTMS 5206
Community Practice I: Relationship and Assessment
Occupational therapy practice in community settings. Students identify and participate in a field practicum to learn to develop inter-disciplinary relationships and assess community needs for occupational therapy services. Community experience and seminar. Summer. 1 credit.

OTMS 5213
Master’s Project II
Students revise and complete Master’s Project proposal, complete materials for presentation to the Institutional Review Board, and make necessary preparations to begin the project in the Fall Semester. Independent study and seminar. Summer. 1.5 credits.

OTMS 5301
Orthotics and Prosthetics
Principles and objectives of the orthotic and prosthetic process in rehabilitation. Includes static and dynamic splinting, and commercial orthotic devices. Laboratory experience develops skills in design and fabrication of splints using various materials. Lecture-laboratory. Fall. 2 credits.

OTMS 5303
Theory and Practice II: Neurorehabilitation
Theory and practice of occupational therapy in the assessment, formulation, and implementation of treatment plans for adults of all ages who have sustained stroke and head injury, as well as those with acquired diseases of the central nervous system. Lab sessions allow for skill development in treatment approaches and clinical reasoning. (Co-requisites: OTMS 5305 and OTMS 5311 must be taken concurrently.) Lecture-laboratory. Fall. 2 credits.

OTMS 5305
Theory and Practice III: Physical Rehabilitation and Geriatrics
Theory and practice of occupational therapy for adult clients with physical dysfunction. Includes special problems of the geriatric client. Principles and methods of screening, assessment, clinical reasoning, and formulation and implementation of treatment plans. (Co-requisites: OTMS 5311 and OTMS 5303 must be taken concurrently.) Lecture-laboratory-seminar. Fall. 5 credits.

OTMS 5306
Community Practice II: Marketing and Resources
Occupational therapy practice in community settings. Students participate in the field practicum selected for Community Practice I to develop skill in marketing occupational therapy services and developing resources for community programs. Community experience and seminar. Fall. 0.5 credits.

OTMS 5311
Fieldwork I: Adult and Geriatric Rehabilitation
Clinical fieldwork in a setting serving adult and/or geriatric clients. Supervised exploration of the practice of occupational therapy for adults of all ages with a variety of orthopedic, neurological, medical, and surgical conditions. Emphasis on the development of clinical reasoning. (Co-requisites: OTMS 5303 and OTMS 5305 must be taken concurrently.) Fieldwork-seminar. Fall. 2 credits.

OTMS 5312
Master’s Project III
Students work independently on data collection and analysis for Master’s project, meeting regularly with advisor. Group seminar provides an opportunity to discuss implementation of project and meaning of results with faculty and peers, and to discuss the work of other student researchers. Independent study and seminar. Fall. 2 credits.

OTMS 5401
Administration and Professional Issues
Theories, concepts and principles of management, supervision, professional ethics, and other issues relevant to practice in occupational therapy. The relationship of health-care systems, organizational structure, financing, and quality assurance to occupational therapy practice. Lecture. Spring. 2.5 credits.

OTMS 5404
Therapeutic Occupations IV: Work
Activity analysis, evaluation, and treatment to improve performance of work activities and prevent work-related injuries. Work programs in mental health, developmental disabilities and physical dysfunction. Includes the meaning of work, role acquisition, assessment and intervention, task analysis, job analysis, work-site evaluation, job modification, ergonomics, and employment of individuals with disabilities. Lecture. Spring. 1.5 credits.

OTMS 5405
Theory and Practice IV: Pediatrics
Theory and practice of occupational therapy evaluation and treatment in pediatrics, infancy through adolescence. Principles and methods of assessment, clinical reasoning, and formulation and implementation of treatment plans. (Co-requisite: OTMS 5411 must be taken concurrently.) Lecture-Seminar. Spring. 4.5 credits.
OTMS 5406  
Community Practice III: Service  
Occupational therapy practice in community settings. Based on previous work in Community Practice I and II, students provide goal-directed interventions at their assigned practicum sites and share their experiences in a course seminar.  
Lecture-fieldwork. Spring. 1 credit

OTMS 5411  
Fieldwork I: Pediatrics  
Clinical fieldwork in a pediatric setting. Supervised exploration of the practice of occupational therapy for a variety of pediatric conditions. Emphasis on the development of clinical reasoning.  
(Co-requisite: OTMS 5405 must be taken concurrently.) Fieldwork-seminar. Spring. 2 credits

OTMS 5412  
Master’s Project IV  
Students work independently on writing research reports in a format suitable for publication and preparing a poster session for presentation to peers and faculty. Seminar presents basic principles of professional writing and presentation.  
Independent study and seminar. Spring. 1 credit

OTMS 6011  
Fieldwork II: Affiliation I  
Full-time clinical fieldwork of three months’ duration. Implementation of knowledge, skills, values, and ethics within an occupational therapy practice setting. Refinement of specific practice skills, as used in the assigned setting. Application of clinical reasoning skills to individualized client assessment, treatment planning, and treatment. Utilization of the clinical supervision process for professional growth. Collaboration with clinical educators on research and clinical projects of mutual interest. Development of professional leadership skills.  
Fieldwork-seminar. Summer. 5 credits

OTMS 6111  
Fieldwork II: Affiliation II  
Full-time clinical fieldwork of three months’ duration. Implementation of knowledge, skills, values, and ethics within an occupational therapy practice setting. Refinement of specific practice skills, as used in the assigned setting. Application of clinical reasoning skills to individualized client assessment, treatment planning, and treatment. Utilization of the clinical supervision process for professional growth. Collaboration with clinical educators on research and clinical projects of mutual interest. Development of professional leadership skills.  
Fieldwork-seminar. Fall. 5 credits

OTMS 6211  
Fieldwork II: Specialty Affiliation Elective  
Full-time clinical fieldwork of six- to twelve-weeks’ duration, in a setting that differs from the student’s prior Fieldwork II experiences.  
Fieldwork-seminar. Spring. 2–5 credits
Interdisciplinary Courses
See pages 57–58 for course descriptions.

ANAT 5001
Human Gross Anatomy
ANAT 5101
Human Neuroanatomy
INDI 5002
Kinesiology
INDI 5100
Research Methods
MSCI 5211
Medical Sciences
PSYH 5111
Psychiatry

**PHYSICAL THERAPY**

**Combined BS/MS Degree Program**

Chairperson and Associate Professor
Joanne S. Katz
Assistant Professor
Toni A. Zuccaro
Clinical Assistant Professor
Teresa M. Miller
Lecturer
Laurie Seckel
Clinical Adjunct Instructor
Roslyn Sofer
Adjunct and Clinical Faculty
Peter Anello, John Basti, Ronald Cahn, Diane Conlon, Clarence Chan, Lisa Davis, Christopher Dunbar, Debra Engel, Jennifer Federa, Ray Grimm, Cheryl Hall, Michael Hand, Debra Hawk, Amy Heis, Lipette Holland, Thomas Holland, Mohamed Ibrahim, Sandra Jackson, Hope Lanzick, Kenneth Martinucci, George Miller, Raymond Savidge, David Spierer, Debbie Weingarten, John Wurpel

Physical therapists work to diagnose and manage movement dysfunction; restore, maintain and promote optimal physical function; promote wellness and fitness; and prevent the onset and progression of impairments, functional limitations, and disabilities due to various diseases, injuries, conditions or disorders. They perform examination, evaluation, and the establishment of a diagnosis and a prognosis in order to determine the most appropriate intervention(s) for patients/clients with neuromuscular, musculoskeletal, cardiovascular/pulmonary and integumentary disorders.

Physical therapist intervention involves coordination, communication and documentation; patient/client-related instruction; and procedural interventions. These interventions are chosen on the basis of patient examination and re-examination findings and the goals and expected outcomes of a particular patient/client diagnostic group.*

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**CAREER OPPORTUNITIES**

Physical therapy is a dynamic and evolving profession. Opportunities for specialization and board certification are available and include, for example, pediatrics, cardiopulmonary, sports, orthopedics and neurology. Because of their broad range of skills, physical therapists have numerous opportunities as health-care professionals across all delivery settings, including critical and intensive care units, outpatient clinics, long-term care facilities, school systems, and the workplace. They may also work as consultants, researchers, or educators instead of, or in addition to, clinical practice.

**PHYSICAL THERAPY PROGRAM: COMBINED BS/MS CURRICULUM**

The Physical Therapy Program at SUNY Downstate has been an accredited program since 1968. In 1999, the Physical Therapy Program obtained approval from the New York State Department of Education to grant a combined bachelor of science (BS) degree in health sciences and master of science (MS) degree in physical therapy curricula. The program was granted a 10-year accreditation for the BS/MS curriculum from the Commission on Accreditation in Physical Therapy Education (CAPTE) in 2002 following an on-site accreditation visit. The Physical Therapy Program plans to develop a doctor of physical therapy (DPT) degree program. The program faculty have submitted a proposal for the DPT degree program to the State University of New York Board of Trustees. The program is awaiting approval from the State Education Department.
BS/MS PROGRAM
The two-and-a-half-year program is a transfer program. Applicants must complete 80 credits of pre-professional (pre-requisite) courses at another institution before being eligible to apply. Once admitted, students take 108 credits of physical therapy professional courses to complete the combined degree. Of the 108 credits, 63.5 are taken at the undergraduate level and 44.5 at the graduate level. As part of the curriculum, students conduct an independent research study and submit a thesis worthy of publication in peer-reviewed journals. Elective courses are available for students who wish to acquire additional clinical and research skills.

The entry-level BS/MS program starts at the end of May of each year and consists of eight semesters of full-time study, including summers. The curriculum is a traditionally based physical therapy educational program, with clinical sciences built upon the groundwork of the foundational science courses. The curriculum is divided into two stages: undergraduate (BS) and graduate (MS) phases.

BS PHASE
During the undergraduate phase (first and second years), students concentrate on the foundational science courses, clinical science courses, basic professional courses in physical therapy, basic concepts of research methodology, and psychosocial aspects of patient/client care. In the second year, students focus on developing their knowledge and skills in the theory and practice of physical therapy. Understanding the psychosocial and cultural issues that affect patients/clients and their families, and the role of the physical therapist in helping patients/clients function in their home environment, is stressed in all professional courses.

MS PHASE
During the graduate phase of the program (encompassing three semesters), students explore the concepts of administration and education as they relate to the profession. They are assigned to hospitals, community agencies, and private physical therapy clinics to apply their knowledge, develop clinical skills, and participate in community service and independent research projects. A course in advanced clinical problems (Special Topics) presents additional clinical material that covers areas of special interest. It will provide students with the opportunity to integrate the knowledge and skill acquired during the preceding two years of professional education. The clinical internship program, service-learning course, and clinical preceptorship experiences in various courses enable students to integrate theoretical and practical skills, develop self-confidence, and become aware of their responsibilities as members of the health-care team. Students are supervised by experienced clinicians who meticulously evaluate clinical performance. A variety of classroom, laboratory, and clinical experiences develop students’ critical and analytical thinking skills, independent thought, communication skills, and the ability to understand the values of the profession. Faculty use a variety of teaching methods, including computer simulation software, independent-study formats, and field visits to enhance learning. All courses that include the patient/client management elements of examination, evaluation, diagnosis, prognosis, and intervention have regularly scheduled laboratory classes. Problem-solving sessions and clinical seminars are designed to help students integrate classroom and laboratory learning with clinical experiences.

Learning in the graduate program is sequenced to be progressive and influenced by previously attained knowledge and skills. Key concepts of clinical problem-solving, communication skills, interpersonal skills, teaching-learning process, and the rights and dignities of patients/clients are introduced early and threaded through all the physical therapy courses.

The maximum faculty-to-student ratio in laboratory classes is 1:15. In the various professional courses, students will make class presentations and/or provide critical analyses of journal articles and case studies. Students will learn to find the best evidence to support their use of various interventions. Students conduct research with a faculty mentor and are required to make a poster of their research project and present their research at a colloquium to be arranged by the department. Students also submit their research for presentation at a local, state, or national physical therapy conference.

CLINICAL EDUCATION
Over 100 physical therapy centers, representing a variety of practice settings, are affiliated with SUNY Downstate’s physical therapy program. The majority of these clinical centers are located in the New York metropolitan area. However, to accommodate the interests of students who would like to explore other settings and cultures, clinical affiliation sites outside the tri-state area and overseas are available. During the clinical seminar in the second year, students are required to complete a placement request form indicating their preferences for clinical sites. Students’ needs and assignment requests are taken into account and matched with available sites whenever possible.

The clinical education program has been developed to reflect the importance of professional growth and good patient/client care. In the curriculum, clinical education is integrated with the academic components. The four clinical internship courses are designed as a continuum of progressively increasing levels of expected student performances in various domains of physical therapy clinical practice. The objectives of each clinical internship course are derived from the knowledge and skills developed in the previously completed academic components of the curriculum. In addition to the community outreach project and part-time clinical preceptorship experiences in various courses, students complete a total of 26 credits in Clinical Internship courses.
“Clinical Internship I” is a six-week, full-time clinical affiliation that takes place after the student has completed the academic component of the undergraduate (second) year. This spring semester course emphasizes appropriate professional behavior, communication skills, and beginning-level physical therapy skills in examination, evaluation, diagnosis, prognosis, and intervention. Students are assigned to hospitals, ambulatory care centers, or geriatric facilities. “Clinical Internship I” is a student’s first full-time clinical experience under the supervision of the clinical faculty.

“Clinical Internship II” is a six-week, full-time clinical experience that takes place in the summer semester of the graduate year. This course fosters the development of more advanced skills in examination, evaluation, diagnosis, prognosis, and intervention, which continue to develop in “Clinical Internships III–IV.” These courses, representing 14 weeks of full-time clinical experiences, take place in the fall semester of the graduate year.

“Clinical Internships III–IV” are the most advanced courses in the clinical education sequence. The ultimate goal is for the student to become a competent, entry-level physical therapist. The student, before entering these experiences, has completed satisfactorily all course work in the foundational sciences, clinical sciences, and professional courses. Learning experiences are planned with the student to allow him/her to demonstrate increasing ability in the skills of examination, evaluation, diagnosis, prognosis and intervention, and flexibility in administering these skills in accordance with the patient’s/client’s medical, physical, and psychosocial profile, the patient’s/client’s environment, and objectives of the patient’s/client’s total program. These experiences focus on developing the skills specified in the general and specific objectives.

ACCREDITATION, CREDENTIALING, AND LICENSURE

The program is accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), located at 1111 North Fairfax Street, Alexandria, VA 22314-1488. The program is registered by the New York State Education Department. Graduates are eligible to sit for the National Physical Therapy Examination (NPTE) administered by the Federation of State Boards of Physical Therapy (FSBPT). All 50 states and three additional jurisdictions use the NPTE as one factor in the licensure of physical therapists. To be licensed as a physical therapist in New York State, an individual must be of good moral character, at least 18 years of age, meet education and examination requirements, and file an application with the New York State Education Department Office of the Professions.

REQUIREMENTS FOR ADMISSION

Applicants to the BS/MS program must complete a minimum of 80 credits of study from a regionally accredited college/university. (At least 9 credits must be at the junior and senior level of a four-year college.)

Required prerequisite courses are as follows:

- 8 credits of anatomy and physiology or 4 credits of biology and 4 credits of anatomy and physiology with lab;
- 8 credits of general chemistry I and II with lab;
- 8 credits of general physics I and II with lab;
- 3 credits of English;
- 6 credits of psychology;
- 3 credits of statistics; and
- 44 additional credits.

Science Course Requirements

A minimum grade of “B” is recommended in all science (biology, chemistry, physics, anatomy/physiology, and statistics) prerequisite courses. Only science courses designed for science majors are acceptable. Prerequisite science courses taken more than ten years ago, will be accepted at the discretion of the Admissions Committee.

Required Standardized Test

A combined score of 1000 or better on the two components (verbal and qualitative) of the GRE is recommended.

Volunteer Experience

A minimum of 50 hours of volunteer experience, supervised by a licensed physical therapist, is required.

Interviews/Letters of Recommendation

Personal, on-campus interviews are required of all competitive students. The interview process allows faculty to evaluate students’ critical thinking and oral/written communication skills, values, social behaviors, and collegiality. Two letters of recommendation are required, one from a science professor, and one from a physical therapist.

DEADLINE FOR COMPLETION OF PREREQUISITES

Applicants must have all prerequisites completed by the time that the new class matriculates at the end of May. Please consult the Downstate web site for the deadline for submission of application material.

ACADEMIC POLICIES

Please refer to the Physical Therapy Program Information and Policies Manual for academic policies that are specific to students in the BS/MS program in physical therapy.
### Undergraduate Courses

#### JUNIOR YEAR

##### Summer Semester Courses (8 credits)

**Interdisciplinary Courses**
- ANAT 3010 Human Gross Anatomy 6.0

**Physical Therapy Courses**
- PHTH 3104 Disability and Physical Therapy Practice 2.0

##### Fall Semester Courses (17.5 credits)

**Interdisciplinary Courses**
- INDI 3110 Kinesiology 3.0
- MSCI 4100 Research Methods 2.5
- PHYS 3110 Principles of Human Physiology and Biochemistry 6.0

**Physical Therapy Courses**
- PHTH 3103 Kinesiology Laboratory 1.0
- PHTH 3105 Physical Therapy Theory and Practice I 2.0
- PHTH 3205 Physical Therapy Theory and Practice II 3.0

##### Spring Semester Courses (15 credits)

**Interdisciplinary Courses**
- ANAT 3210 Human Neuroanatomy 2.5
- MSCI 3211 Medical Sciences 4.0

**Physical Therapy Courses**
- PHTH 3200 Pathology 3.0
- PHTH 3203 Physical Modalities 2.0
- PHTH 3209 Tests and Measurements in Physical Therapy 2.0
- PHYS 3212 Neurophysiology of Motor Control 1.5

#### SENIOR YEAR

##### Summer Semester Courses (8 credits)

**Physical Therapy Courses**
- PHTH 4009 Electrodiagnosis and Electrotherapy 3.0
- PHTH 4305 Physical Therapy Theory and Practice III 4.0
- PHTH 5010 Research I: Proposal Development 1.0

##### Fall Semester Courses (15 credits)

**Interdisciplinary Courses**
- ADMN 3100 Health-Care Delivery in the U. S. 1.5
- PSYH 4111 Psychiatry 2.0

**Physical Therapy Courses**
- PHTH 4107 Cardiopulmonary Physical Therapy 3.0
- PHTH 4112 Pharmacology 2.0
- PHTH 5001 Orthopedic Physical Therapy I (Extremities) 3.0
- PHTH 5002 Orthopedic Physical Therapy II (Spine) 3.0
- PHTH 5110 Research II: The IRB 0.5

#### GRADUATE LEVEL

##### Spring Semester Courses (16.5 credits)

**Physical Therapy Courses**
- PTMS 5100 Prosthetics and Orthotics 3.0
- PTMS 5101 Adult Rehabilitation 4.0
- PTMS 5102 Pediatric Physical Therapy 3.0
- PTMS 5108 Clinical Internship I 6.0
- PTMS 5210 Research III: Data Collection 0.5

##### Summer Semester Courses (13.5 credits)

**Physical Therapy Courses**
- PTMS 5200 Special Topics 1.0
- PTMS 5201 Radiology 1.0
- PTMS 5202 Community Physical Therapy Practice 2.0
- PTMS 5205 Principles of Education & Supervision in Physical Therapy 3.0
- PTMS 5208 Clinical Internship II 6.0
- PTMS 5310 Research IV: Finding and Analysis 0.5

##### Fall Semester Courses (14.5 credits)

**Physical Therapy Courses**
- PTMS 5308 Clinical Internship III 6-8
- PTMS 5408 Clinical Internship IV 6-8
- PTMS 5410 Research V: Entry-Level Thesis 0.5

**TOTAL CREDITS REQUIRED** 108
COURSE EXEMPTION BY EXAMINATION OR WAIVER

Students are admitted to the Physical Therapy Program on the strength of their academic credentials. No proficiency (challenge) examinations are allowed. Similarly, waiver of courses petitions will not be approved. Students will take all the professional courses stipulated in the curriculum. However, for students who have transferred to the Physical Therapy Program from another physical therapy school, transfer of credits will be at the discretion of Downstate’s physical therapy faculty and the College Committee on Admissions and Academic Standing.

GRADUATION HONORS

Samuel B. Feitelberg Award for Academic and Clinical Excellence—presented to a graduating student for outstanding achievement.

New York Chapter, American Physical Therapy Association Student Participation Award—presented to a graduating student for leadership qualities, initiative, involvement in professional or community activities, and demonstration of humanitarian concerns.

Brooklyn-Staten Island District, New York Chapter, American Physical Therapy Association Student Participation Award—presented to a graduating student for leadership qualities, initiative, and involvement in professional activities.

Alumni Award—presented to a graduating student for leadership qualities, initiative, and involvement in professional or community activities.

COURSE DESCRIPTIONS

Interdisciplinary courses are described on pages 57–58 of this Bulletin.

BS Courses

PHTH 3103
Kinesiology Laboratory
This laboratory course is taught concurrently with kinesiology lecture and is designed to provide students with an opportunity to integrate the lecture’s theoretical concepts with “hands on” practical application. The course covers specific musculoskeletal and neuromuscular tests and measures including goniometry, manual muscle testing, sensory testing, deep tendon reflex testing, posture evaluation, gait analysis, and select musculoskeletal special tests. Issues of reliability, validity, sensitivity, and specificity will be addressed with all examination techniques. Through review of current scientific literature, students will explore the reliability and validity of the examination techniques relative to the clinical decision-making process. Laboratory (45 hours). 1 credit

PHTH 3104
Disability and Physical Therapy Practice
This course covers the psychosocial dynamics and manifestations of disability, issues related to professionalism, ethics, patient rights and physical therapy practice. The following topics will be explored: history and development of the profession, legal and ethical aspects of physical therapy practice, The Guide to Physical Therapy Practice, the medical interview, professional and patient care responsibilities, the Internet, interpersonal communication, the ADA and issues surrounding people with disabilities. In an off-campus assignment, students will measure the accessibility of a public facility in NYC and compare their findings to ADA guidelines. Lecture (29 hours) and fieldwork (6 hours). 2 credits

PHTH 3105
Physical Therapy Theory and Practice I
The course integrates the use of complementary and alternative therapies in physical therapy practice. Through lecture and discussion, students investigate best evidence for complementary and alternative therapies and the role of the physical therapist in administering and supervising hands-on interventions. Laboratory experiences focus on the process of self-discovery in learning about the influence of one’s own posture and body mechanics on perceived touch and response to hands-on intervention. Students learn to design goals and plans of care and select and administer hands-on therapies based upon the needs of the individual and the results of the patient/client examination and evaluation. Lecture (5 hours) and laboratory (63 hours). 2 credits

PHTH 3200
Pathology
Basic disease processes and functional disorders are studied in correlation with their anatomical substrates; major emphasis is on the cardiovascular, neuromuscular, and skeletal systems. This is a foundational science course that builds upon previous study of anatomy and physiology and provides an important background for study of the clinical sciences concurrently in “Medical Sciences” (MSCI 3211) and in subsequent semesters in physical therapy professional courses. Students learn through interactive lecture, textbook readings, and visits to University Hospital’s morgue to observe autopsy specimens. Lecture (44 hours) and laboratory (3 hours). 3 credits

PHTH 3203
Physical Modalities
An introduction to the thermal and mechanical modalities that are used in physical therapy. The physical principles and physiological effects of heat, cold, water, light, traction, external compression and high-frequency electrical currents are presented. The safe and effective practical applications of the modalities are a part of comprehensive laboratory sessions. The use of sterile technique and the principles of management of burn and wound care are included. A Burn Rehabilitation Preceptorship will be offered. Lecture (20 hours), laboratory and field trips (32 hours). 2 credits

PHTH 3205
Physical Therapy Theory and Practice II
In this course, students learn to examine the patient/client’s ROM, transfers, need for ambulatory devices, needs during an acute care hospital admission, biomechanics, ergonomics and strength, flexibility and endurance of exercise. Students design patient/client goals and interventions using AROM, AAROM, PROM, patient education, positioning devices, therapeutic exercise, exercise equipment, transfer and ambulation training with and without assistive devices. They then carry out the interventions based upon the identified impairments and functional
limitations. Students integrate these skills with didactic knowledge gained from Anatomy, Physiology, Kinesiology, and Disability and Physical Therapy Practice courses. The learning format of this class is lecture, laboratory, and discussion. Role playing and patient cases are also used to guide the student’s learning experience.

Lecture/discussion (30 hours) and laboratory (45 hours). 3 credits

**PHTH 3209**

**Tests and Measurements in Physical Therapy**

The knowledge and skills necessary for the examination and evaluation of patients/clients leading to a physical therapy diagnosis will be presented and practiced. Theory and techniques for measuring physical and physiological entities such as vital signs, strength, muscle tone, joint range of motion, respiratory capacity, circulatory status, pain, balance, posture, gait, and coordination are included. Emphasis is placed on precision of measurement, elimination of errors in testing, their validity and reliability, and accurate documentation. The educational experiences in this course will be designed to progress from normal to pathological across the spectra of age, gender, and race. The course will cover cardiovascular responses to exercise. It will also cover psychometric (functional status and quality of life) assessment tools. Information relating to sensitivity, reliability, and validity of the evaluation tools will be provided. The relevance and application of functional-outcome research in clinical practice will be discussed. Lecture (15 hours) and laboratory (45 hours). 2 credits

**PHYS 3212**

**Neurophysiology of Motor Control**

This course expands upon the neurophysiology presented in “Principles of Human Physiology and Biochemistry,” going into greater depth in aspects of sensory-motor control of movement, especially relevant in understanding patients. (Prerequisite: completion of PHYS 3110.) Lecture/discussion. Spring. 1.5 credits

**PHTH 4009**

**Electrodiagnosis and Electrotherapy**

This course is designed to provide students with the underlying theories, scientific bases, biological effects, and clinical applications that support the use of electrotherapeutic modalities. The course includes a lecture component, during which theoretical processes will be presented, and a supervised laboratory component for practice in the selection, rationale for use, effects, indications, and contraindications for the application of the various electrotherapeutic modalities. Students will be given basic information on electrodiagnostic testing; however the course will emphasize the examination, evaluation, and indications for, and the application of, electrotherapy. Students will learn the use of therapeutic electricity for muscle strengthening, pain management, and enhancement of circulation and wound and bone healing. Lecture (15 hours) and laboratory (90 hours). 3 credits

**PHTH 4107**

**Cardiopulmonary Physical Therapy**

This course covers examination techniques and therapeutic interventions specific to the cardiac, vascular and pulmonary systems, with an emphasis on impairments related to primary and secondary dysfunction of the cardiac and ventilatory pumps. Topics include cardiac and pulmonary rehabilitation, wellness and preventative care for acute and chronic conditions across the lifespan. Issues of reliability and validity will be addressed with all examination techniques. Laboratory assignments emphasize examination, as well as designing interventions for patients/clients with cardiopulmonary impairments. Lecture (35 hours) and laboratory and field trips (35 hours). 3 credits

**PHTH 4112**

**Pharmacology**

The course is designed to provide the student with the fundamental knowledge of different drug classifications and the pharmacodynamics of the most frequently used drugs. Learning methods include lecture, audiovisual materials, journal articles, and simulations. Lecture (30 hours). 2 credits

**PHTH 4305**

**Physical Therapy Theory and Practice III**

The experience, theory, and application of movement/exercise in the presence of normal and altered physiological states. The assessment necessary to identify goals and the development of an effective movement/exercise design to approach these goals; including an awareness of the methods for effective monitoring of changes produced by such movement/exercise. Lecture (42 hours) and laboratory (53 hours). 4 credits

**PHTH 5001**

**Orthopedic Physical Therapy I (Extremities)**

This course will develop the student’s ability to appropriately examine, evaluate and apply physical therapy interventions for people who have musculoskeletal dysfunctions of the extremities. The theory and practice of orthopedic physical therapy with emphasis on the evaluation and mobilization of the peripheral joints will be addressed. Lecture (30 hours) and laboratory (45 hours) 3 credits

**PHTH 5002**

**Orthopedic Physical Therapy II (Spine)**

This course will develop the student’s ability to appropriately examine, evaluate, and apply physical therapy interventions for people who have musculoskeletal dysfunctions of the vertebral column. The student will learn the theory and practice of orthopedic physical therapy, with emphasis on methods of examination, assessment and manual intervention. Lecture (30 hours) and laboratory (45 hours). 3 credits

**PHTH 5010**

**Research I: Proposal Development**

This course provides a forum for students to develop the proposal for their final research project. Students will identify a conceptual framework, research problem and research question for their proposed study, provide a preliminary review of relevant literature to support the structural framework, and describe the methodology to answer the research question. This course is the first in the Research series, which leads toward completion of a research study under the guidance of a faculty mentor. Students submit the written research proposal at the end of the semester. Seminar (10 hours) and independent study (10 hours). 1 credit
Master of Science Courses

PTMS 5100
Prosthetics and Orthotics
This course covers the pathomechanics, biomechanics, and prescription of prosthetic and orthotic devices, as well as the examination and intervention of individuals with amputations and orthotic users. The course will be in the form of lecture, discussion, laboratory, and demonstration sessions in order to prepare students for working in the clinical setting with individuals with limb amputations and prescription orthotics. Lecture (45 hours) and laboratory and field work (3 hours). 3 credits

PTMS 5101
Adult Rehabilitation
This course is the final course in the therapeutic exercise series of courses in which students integrate screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, reassessment, and discharge planning into the total care of patients/clients. Students are guided through problem-solving activities to design, supervise, and implement physical therapy interventions based upon the needs of individuals with complex neurological and multi-system impairments. Students integrate the needs of the patient, family, caregivers, and society into the practice of physical therapy. Lecture (45 hours) and laboratory (45 hours). 4 credits

PTMS 5102
Pediatric Physical Therapy
This course focuses on the physical therapy management of neuromuscular, musculoskeletal and pulmonary impairments and selected medical diagnoses in pediatric patients/clients. It places emphasis on developmental disabilities. A culminating course in motor control, it is a specific synthesis and application of earlier knowledge to the pediatric population. This course is a continuation of “Physical Therapy Theory and Practice III,” and complements “Adult Rehabilitation,” which is taught concurrently. The major theories of physical therapy management for developmental disabilities are discussed. Classroom instruction includes interactive lecture, discussion, and laboratory sessions with emphasis on problem-based learning, handling and facilitation techniques, and therapeutic exercise. Pediatric clinical preceptorship experiences are also included. Lecture (35 hours), laboratory and field trips (35 hours). 3 credits

PTMS 5103
Clinical Internship I
This is the first course in the clinical internship sequence. The clinical internship experience is planned by the Academic Coordinator of Clinical Education (ACCE) and faculty to augment the individual learning needs and goals of the student. Students are placed in one clinical site for a six-week clinical educational experience. 6 credits

PTMS 5210
Research III: Data Collection
This is a continuation of “Research II: The IRB.” Under the guidance of a faculty mentor, students implement the research proposal completed in “Research I: Proposal Development” by beginning the process of collecting quantitative and/or qualitative information. This data-collection process will lead toward completion of their final research study. Seminar (5 hours) and independent study (10 hours). 0.5 credit

PTMS 5200
Special Topics
Enrichment of students’ educational experience through investigation of more complex medical problems, specialty areas of physical therapy practice, and new approaches to intervention. Areas covered are determined in part by students’ clinical experiences. Lecture/seminar (14 hours) and laboratory (5 hours). 1 credit

PTMS 5201
Radiology
The purpose of this course is to provide the student with the knowledge necessary to visually comprehend plain radiographs and to integrate radiologic assessment into physical therapy examination and intervention. The principles of radiodensity with respect to human tissue, contrast methods, effect of projection angle, correct viewing methods, fracture assessment, and perception of the third dimension will be discussed and will provide the basis for radiographic assessment of the axial and appendicular skeleton. This course will also provide the student with the knowledge necessary to comprehend MRI, CT, and contrast imaging in the neuromuscular, musculoskeletal, and cardiovascular/pulmonary systems. In addition, the role of functional MRI and PET scans in research will be discussed. Lecture (15 hours). 1 credit

PTMS 5202
Community Physical Therapy Practice
This course combines seminar discussions and lectures with 40 hours of community-based geriatric service learning. The purpose of this course is consistent with the mission of the College of Health Related Professions: to educate health-care professionals in an urban environment by developing their scientific competence and humane spirit. This course is designed to expose physical therapy students to inner-city community health issues, health education, and disease prevention programs for the geriatric population. This course covers the physiologic and pathologic changes associated with aging, wellness, and prevention, and fall-prevention screening in the community. Issues of reliability and validity are addressed with all examination tests and measures. This course emphasizes the role of the physical therapist in community service as it relates to the profession's commitment to altruism and social responsibility. Classroom learning culminates in 40 hours of community service at an assigned community-based geriatric center. Typically, students implement prevention and wellness programs, based on each site's needs. Emphasis is on designing well-exercise programs, fall-prevention lectures, walking programs and screening for fall risk. Lecture (15 hours) and field work (45 hours) 2 credits
PTMS 5205  
Principles of Education and Supervision in Physical Therapy  
The study of teaching skills necessary in patient relations, informal and formal instructional situations, preparation of a teaching plan, development of teaching materials, methods of presentation, and teaching skills necessary for the clinical instructor of physical therapy students. Also, study of design, equipment, personnel management, employment practices, and record keeping for a physical therapy department. Health-care delivery systems, communication skills, consultation in home care and other practice settings, documentation, legal/ethical medical issues: reimbursement, risk management, regulatory agencies, quality improvement (assurance) and issues, peer review, rights, confidentiality, and dignity of patient, family, and significant others.  
Lecture: 15 hours for “Principles of Education” module and 30 hours of lecture for the “Supervision in Physical Therapy” module. 3 credits

PTMS 5208  
Clinical Internship II  
This six-week, full-time clinical experience takes place in the summer semester of the graduate year. This course will cultivate the development of advanced skills in patient/client management. Students will be assigned to clinical settings that are appropriate for their knowledge base at that juncture of the program. Clinical sites include, but are not limited to, adult rehabilitation, acute care, orthopedic outpatient, and cardiovascular/pulmonary settings. 6 credits

PTMS 5308  
Clinical Internship III  
This 6-8-week, full-time clinical internship experience in the fall semester of the third year is a continuation of the clinical internship sequence (III of I-IV). The course will cultivate the development of entry-level skills in patient/client management and continue the integration of academic knowledge with clinical decision-making and critical-thinking skills. Students will be assigned to clinical settings appropriate for their knowledge base at that juncture of the program. Clinical sites may include specialty areas such as pediatrics, geriatrics, burn rehabilitation, performing arts physical therapy, and home care settings. 6-8 credits

PTMS 5310  
Research IV: Finding and Analysis  
Students will work with their faculty research mentors to complete the process of collecting quantitative and/or qualitative information that commenced in “Research III: Data Collection.” This phase of the research course work will focus on data analysis and writing of preliminary results. Students will also learn how to construct a research poster for presentation.  
Seminar (3 hours) and independent study (14 hours). 0.5 credit

PTMS 5408  
Clinical Internship IV  
This is a 6-8-week, full-time clinical internship experience in the fall semester of the third year is the most advanced course of the clinical internship sequence (III of I-IV). Before entering this course, students will have satisfactorily completed all course work in the program. The goal is for students to become competent physical therapists with entry-level skills in patient/client management and the ability to integrate their academic knowledge with clinical decision-making and critical-thinking skills. Students will be assigned to all clinical settings that are available to the program. Clinical sites may include specialty areas such as pediatrics, geriatrics, burn rehabilitation, performing arts physical therapy, and home care settings. 6-8 credits
PTMS 5410
Research V: Entry-Level Thesis
A continuation of “Research IV: Data Collection,” this is the final course in the Research series, which leads toward completion of a research project under the guidance of a faculty research mentor. Students will complete their research study and present their research project at a scientific forum to be arranged by the Physical Therapy Department. Students will submit a bound manuscript detailing the project, make a standard poster for the presentation of the project, and submit their abstract to a professional association for presentation. Students will work closely with their faculty research mentor to complete the activities required for this course. Seminar (6 hours) and independent study (6 hours) 0.5 credit

Interdisciplinary Courses
See pages 57-58 for course descriptions.

ADMN 3100
Health-Care Delivery in the United States

ANAT 3010
Human Gross Anatomy

ANAT 3210
Human Neuroanatomy

INDI 3110
Kinesiology

MSCI 3211
Medical Sciences

MSCI 4100
Research Methods

PHYS 3110
Principles of Human Physiology and Biochemistry

PSYH 4111
Psychiatry

PHYSICIAN ASSISTANT
Bachelor of Science Degree

Chairperson and Clinical Assistant Professor
Rena Mitchell

Medical Director
Luther Clark, MD, Chief of Cardiovascular Medicine

Assistant Professor
Dawn Morton-Rias

Clinical Assistant Professor
Adrien Andrews, David Fernandez, Mark L’Eplattenier, Esther Nemetsky, Felix Nwamaghina, Alfrede Provislus,

Adjunct and Clinical Faculty
Julie Black, Echezona Okechukwu, Damon Halperin, David Jacobson, Mark Jackson, Jennifer Jiyon, Michael Kassove, Thomas Marino, Carlo Melendez, Reesa Roberts-Miller, John Wurpel

The physician assistant is a professional member of the health-care team who is qualified by academic and clinical education to practice medicine with supervision by a licensed physician. Following a medical model of patient care, physician assistants are qualified to perform a wide range of duties traditionally performed only by physicians. Physician assistants obtain patient histories, perform physical examinations, diagnose illness, determine treatment plans, order and interpret laboratory, diagnostic and therapeutic procedures, and prescribe medication as well as provide patient education, counseling, and follow-up care.

Physician assistant program graduates are required to successfully complete the National Commission on Certification of Physician Assistant (NCCPA) examination and to become registered to practice medicine as physician assistants in New York State. The physician assistant’s scope of practice is delegated according to medical discipline, practice setting, level of expertise, and institutional guidelines.

Academic regulations are outlined in the Student Handbook and PA Program Handbook, distributed to all entering students.
THE PROGRAM
The two-year, full-time program is designed to provide the academic and clinical foundations for primary-care physician assistants; to foster the development of the attitudes, values, and behavior appropriate for professional health-care providers; and to prepare students to participate in a team approach to patient care. Emphasis is placed on understanding the role and responsibilities of physician assistants in the provision of quality health service, in health promotion and disease prevention, and in the treatment and management of disease states.

PROGRAM BACKGROUND
The SUNY Downstate Physician Assistant Program was developed in 1990 to meet the expanding health-care needs of the underserved in Brooklyn and New York City. The program graduated its first class in 1992 and continues to enroll a richly diverse, well-qualified applicant pool. The program is nationally recognized for its leadership in urban PA education and deployment of diverse physician assistants, second only to the historically Black universities and colleges.

The program, which begins in late May or early June, offers a 27-month, upper-division professional course of study leading to the BS degree. The curriculum integrates the basic sciences, social sciences, medical sciences, and clinical experiences needed to provide a comprehensive introduction to the practice of medicine. The four-semester didactic phase consists of lectures, laboratories, and practical and simulation experiences designed to provide students with the knowledge necessary to address patients in a clinical context. The clinical phase consists of ten supervised clerkships (clinical training experiences) at a broad range of clinical affiliates, designed to provide seniors with a valuable opportunity to develop and refine their professional clinical skills. Graduates of the program are qualified to practice medicine as primary care physician assistants under the supervision of licensed physicians.

REQUIREMENTS FOR ADMISSION
Entering students must have satisfactorily completed (“C” or better) 60 semester credits at an accredited college or university. Applicants must also document a minimum of 50 hours of previous health-related or direct patient-
**PROGRAM OF STUDY: BS PHYSICIAN ASSISTANT PROGRAM**

Program requirements: 111 credits required for the degree. Interdisciplinary courses are described on page XX of this Bulletin. Program of Study/course offerings may change from year to year. Updated Program of Study charts are provided by the Office of the Registrar at the time of course registration.

<table>
<thead>
<tr>
<th>JUNIOR YEAR</th>
<th>FALL SEMESTER COURSES (17 Credits)</th>
<th>Med Student Courses</th>
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<tr>
<td><strong>Interdisciplinary Courses</strong></td>
<td><strong>ANAT 3010</strong> Human Gross Anatomy</td>
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<td><strong>Physician Assistant Courses</strong></td>
<td><strong>PHAS 3011</strong> Neuroanatomy for PA Students</td>
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<tr>
<td><strong>PHAS 3100</strong> Clinical Microbiology/Immunology for PA Students</td>
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<tr>
<th><strong>Fall Semester Courses (17 Credits)</strong></th>
<th><strong>Interdisciplinary Courses</strong></th>
<th><strong>Physician Assistant Courses</strong></th>
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<tbody>
<tr>
<td><strong>Intermediate Courses</strong></td>
<td><strong>PHYS 3110</strong> Principles of Human Physiology and Biochemistry</td>
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<td><strong>MSCI 4100</strong> Research Methods</td>
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<tr>
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<td><strong>PHAS 3006</strong> Interviewing and Physical Diagnosis</td>
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<td><strong>PHAS 3207</strong> Physician Assistant Practice</td>
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<td><strong>PHAS 3300</strong> Pathophysiology</td>
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<td><strong>PHAS 3316</strong> Introduction to Pharmacology</td>
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<th><strong>Spring Semester (17.5 credits)</strong></th>
<th><strong>Physician Assistant Courses</strong></th>
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<tr>
<td><strong>Physician Assistant Courses</strong></td>
<td><strong>PHAS 3101</strong> EKG Interpretation</td>
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<td><strong>PHAS 3102</strong> Health Promotion and Disease Prevention</td>
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<td><strong>PHAS 3212</strong> Introduction to Psychiatry</td>
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<td><strong>PHAS 3251</strong> Human Sexuality</td>
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<tr>
<td><strong>PHAS 3301</strong> Adult Primary-Care Medicine</td>
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<td><strong>PHAS 3311</strong> Pharmacotherapeutics</td>
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<td><strong>PHAS 3211</strong> Clinical Decision-Making</td>
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<tr>
<td><strong>PHAS 3241</strong> Clinical Procedures</td>
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<tr>
<td><strong>PHAS 3252</strong> Long-Term Care/Gerontology</td>
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<tr>
<td><strong>PHAS 3411</strong> Essentials of Pediatrics, Obstetrics, and Gynecology</td>
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<td><strong>PHAS 3421</strong> Essentials of Emergency Medicine and Surgery</td>
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<th><strong>Summer Semester (17 Credits)</strong></th>
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<td><strong>Physician Assistant Courses</strong></td>
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<td><strong>PHAS 3501</strong> Issues of Professional Practice</td>
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<td><strong>PHAS 4800</strong> Senior Seminar</td>
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<td><strong>PHAS 5001</strong> Independent Study</td>
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**TOTAL CREDITS FOR GRADUATION** 111

Note: The clinical clerkships (PHAS 4000–4700) are assigned in the order determined by the program coordinator.

*Students on a modified course of study are required to register for Independent Study courses PHAS 5000 (3 credits) and/or PHAS 5001 (4 credits).
care experience. All science courses previously taken must have been designed for science majors.

Specific course requirements include:

- 2 semesters general biology with lab* (8 credits)
- 2 semesters general chemistry with lab* (8 credits)
- 1 semester microbiology with lab- note: bacteriology does not meet this requirement (3 credits)
- 2 semesters anatomy and physiology with lab (8 credits)
- 2 semesters English: one 3-credit course should be in composition, and one 3-credit course in literature (6 credits)
- 1 semester general psychology (3 credits)
- 1 semester developmental psychology** or 1 semester abnormal psychology (3 credits)
- 1 semester college-level mathematics-statistics does not meet this requirement (3 credits)
- 50 hours of documented health experience

* The biology and chemistry courses must be sequential (i.e., General Biology I, General Biology II), and designed for science majors.

** The developmental psychology course(s) include childhood through adulthood (life span human development). Some colleges and universities also refer to this course as “human growth and development.” Some students may have to take more than one course to meet the requirement. Child psychology alone or any other psychology course covering only part of the life span will not be acceptable.

Satisfactory completion of additional courses, including physics, statistics, and organic chemistry or biochemistry, is strongly recommended, as is knowledge of the profession. Evidence of commitment to the urban community through community service or volunteer work is strongly recommended. Technical standards for candidates for the BS degree from the SUNY Downstate Physician Assistant Program are available upon request.

To be competitive for admission, applicants should have a grade point average (GPA) above 3.0 for a favorable review. The minimum acceptable cumulative GPA is 2.75. Only courses in which applicants have earned a letter grade of “C” or higher will be considered to fulfill admission requirements. The most recent science course work is considered the most significant for review. If you did not perform up to your ability in prior science course work, the program faculty recommend that you take additional course work at the college/upper-division level to improve your credentials for admission. Science prerequisite courses taken more than ten years are accepted at the discretion of the Physician Assistant Program.

Completed applications, including the special questionnaire in the Admissions brochure, must be received by the College Admissions Office by January 6th. Applicants are admitted to the program as full-time students only.

ACCREDITATION
The program is approved by the New York State Board of Higher Education and Board of Regents. It is also accredited by the New York State Department of Education and Accreditation Review Commission on Education for the Physician. The next review will take place in 2011.

CAREER OPPORTUNITIES
Employed in all health-care settings and in every medical and surgical specialty, physician assistants function to increase access and enhance the quality of patient care while contributing to medical-cost containment. Demand for physician assistants has steadily increased, with approximately three to four employment opportunities for every new graduate.

COURSE DESCRIPTIONS

PHAS 3006 Interviewing and Physical Diagnosis
This course introduces the student to the fundamentals of the medical interview and the physical examination. Students acquire the knowledge and skill necessary to obtain a complete medical history. Topics include interviewing techniques, cultural barriers and effective communication methods. Students develop the skill necessary for performing and recording a complete physical examination, including medical note-taking. This course is also designed to prepare the physician assistant for the clinical phase of the curriculum. Emphasis is on the development of the skills and techniques necessary for performing comprehensive and focused physical examinations, utilizing specific techniques and diagnostic procedures. As part of the development of these clinical skills, students participate in the Physician Assistant Mentoring Program, in which students are paired with and observe a practicing physician assistant. (Prerequisite: ANAT 3010: Human Gross Anatomy.) 4 credits

PHAS 3011 Neuroanatomy for PA Students
This course is designed to introduce the student to the major functional components of the central nervous system. Emphasis is given to those aspects that relate to the role of the central nervous system in health and disease. The course
PHAS 3100 Clinical Microbiology/Immunology
This course builds upon general principles of microbiology and immunology and examines the role of bacteria, protozoa, viruses, and rickettsia and helminths in disease and public health. Included are the systemic diseases caused by these organisms, host parasite relationship, and chemotherapeutic agents. Topics of immunology, including resistance to disease, immunity, serology and immune disorders, are also considered. Emphasis is placed on medical application and basic clinical diagnostic procedures. 2 credits

PHAS 3101 EKG Interpretation
This course provides students with basic knowledge electrocardiogram (EKG) interpretation, essential for patient care. The emphasis will be on the normal and pathologic finding EKG tracings. In addition, students will consider the differential diagnoses of EKGs within a clinical context. This module presents normal electrocardiograms from which student will build their knowledge to include pathologic processes such as arrhythmia and ischemia. 0.5 credits

PHAS 3102 Health Promotion and Disease Prevention
This course is designed to provide PA students with a didactic foundation in the principles of health promotion, risk reduction, and disease prevention so that they will be able to integrate components of clinical preventive services into their daily clinical PA practice. Students consider the concepts of preventive services, health promotion, and disease prevention for the individual, family, and community. Students are introduced to the principles of adult learning, teaching, and counseling relative to the health education and counseling of patients throughout the life cycle. Emotional challenges of daily living, normative response to illness and injury, stress reaction, and stress reduction are explored. Students are introduced to concepts of morbidity and mortality in relation to disease states, incidence, prevalence, relative risk, health screening, and immunization guidelines, as well as lifestyle risks. Students also gain a working knowledge of the principles and tools of epidemiology and their relevance to clinical practice, individual and community education, and public health. (Pre-requisite: ANAT 3010 Human Gross Anatomy.) 1 credit

PHAS 3207 Physician Assistant Practice
This course provides students with an introduction to PA professional role and responsibilities in clinical practice and in the community. Students are introduced to the unique role that PAs play as healthcare providers and patient advocates. The course emphasizes the importance of respectful care for patients, protection of patient confidentiality, and professionalism. Students are introduced to the team approach to health care through exploration of historical perspectives and current trends in the PA profession. In addition, instruction is provided regarding the political and legal aspects of the PA profession, including PA education, accreditation, certification, licensure, credentialing, professional liability, and the role of professional organizations. Lecture and discussion. 0.5 credits

PHAS 3211 Clinical Decision-Making
This course is designed to reinforce and refine skills acquired in “Interviewing and Physical Diagnosis” and to further prepare physician assistant students for the clinical phase of the curriculum. Through the process of developing focused history and physical examinations, students will begin to integrate information, formulate differential diagnoses through critical, thinking, establish appropriate treatment plans. Utilizing a case-based approach, students learn to recognize the presentation of common diseases/disorders, interpret patient data, establish diagnostic strategies, and consider the methods used in the treatment and management of patients. Students will further develop patient education and counseling strategies to promote health and prevent disease. (Pre-requisite: PHAS 3006: Interviewing and Physical Diagnosis.) 2 credits

PHAS 3212 Introduction to Psychiatry
This course is designed to introduce stu-
PHAS 3241
Clinical Procedures
A series of lectures and practica provide the physician assistant student with basic knowledge and clinical skill necessary to perform minor suturing, venipuncture, medication administration, splinting and casting, endotracheal/nasogastric intubation, urinary bladder catheterization, bimanual pelvic examination and lumbar puncture. In addition, principles of radiology issues are presented. (Prerequisites: PHAS 3006 Interviewing and Physical Diagnosis, and PHAS 3301: Adult Primary Care Medicine.) 3 credits

PHAS 3251
Human Sexuality
This course is designed to introduce the student to the biosocial basis of gender development, including sex, gender and sexual orientation, variety of sexual behaviors, values and attitudes and dysfunctions. (Prerequisite: PHAS 3006 Interviewing and Physical Diagnosis.) 1 credit

PHAS 3252
Long-Term Care and Gerontology
This course will provide an overview of the physiologic and psychosocial aspects of aging appropriate for the primary care physician assistant. This behavioral science course provides the student with an overview of issues related to caring for chronically ill and dying patients. Students will build upon the subject matter learned in “Interviewing and Physical Diagnosis,” “Pathophysiology,” “Adult Primary Care Medicine,” “Pharmacotherapeutics,” and “Essentials of Pediatrics, Obstetrics, and Gynecology.” (Prerequisite: PHAS 3212: Introduction to Psychiatry.) 2 credits

PHAS 3300
Pathophysiology
Pathophysiology provides a basic introduction to the study of disease and disease processes as a scientific basis for understanding health and disease in the study of medicine. A clear understanding of structural and functional changes in cells, tissues, and organs is imperative for optimal patient management, including appropriate utilization of diagnostic techniques, therapeutic management, and patient education and counseling. This course is designed and sequenced to prepare students for the information that will be provided in “Adult Primary Care Medicine.” This course provides the necessary linkage between the basic sciences and the clinical presentation of disease. (Prerequisite: ANAT 3010 Human Gross Anatomy. Corequisite: PHYS 3110 Principles of Physiology and Biochemistry.) Lecture. 3 credits

PHAS 3301
Adult Primary Care Medicine
This clinical medicine course provides students with the didactic foundation necessary to address patients in a clinical context. This course builds upon students’ knowledge of anatomy, physiology, pathophysiology, and skills in history taking and physical examination. It introduces the fundamentals of internal and primary care medicine through the presentation of common signs and symptoms associated with disease entities of organ systems or disciplines: cardiology, dermatology, endocrinology, gastroenterology, hematology/oncology, infectious disease, nephrology, neurology, pulmonary, and rheumatology. Emphasis is on the primary-care approach to patient care, correlating common clinical presentations with appropriate evaluation; including laboratory and diagnostic studies and management techniques. Students will also consider their role in providing health education to promote health and prevent disease. (Prerequisites: ANAT 3010 Human Gross Anatomy, and PHAS 3300 Pathophysiology. Lecture. 8 credits

PHAS 3311
Pharmacotherapeutics
This course is an intensive review of clinical pharmacology and clinical pharmacy. Drug classifications are discussed as they affect specific organ systems, with emphasis on common dosage, potential side effects and drug reactions, and factors affecting safety and effectiveness. (Prerequisite: PHAS 3316 Introduction to Pharmacology.) Lecture. 4 credits

PHAS 3316
Introduction to Pharmacology
This course provides the student with the basic concepts and underlying principles of pharmacology. Emphasis will be in the areas of pharmacokinetics and pharmacodynamics. Formalized models will be used to systematically demonstrate the behavior of drugs in the body. (Corequisites: PHAS 3300 Pathophysiology, and PHYS 3110 Principles of Human Physiology and Biochemistry.) Lecture. 1 credit

PHAS 3411
Essentials of Pediatrics, Obstetrics and Gynecology
This clinical medicine course provides a basic introduction to the diagnosis and management of common problems in the areas of pediatrics, obstetrics, and gynecology. Building upon the basic knowledge acquired in the prerequisite courses, this course assists students in their ability to recognize normal and abnormal conditions, to treat and manage patient conditions commonly encountered in ambulatory as well as in-patient settings, and to provide health education.

To further assist students in their development of the knowledge, skills, and attitudes appropriate for professional clinical practice, clinical assignments in pediatrics and gynecology are included in this course. The clinical assignments provide an opportunity for students to refine their skills in physical diagnosis relative to women and children. Utilizing educational methods such as lecture, readings, self-directed learning, and clinical assignments, students gain greater insight into broader aspects of health care, including health promotion and disease prevention through patient education. (Prerequisite: PHAS 3301 Adult Primary Care Medicine.) 4 credits

PHAS 3421
Essentials of Emergency Medicine and Surgery
This clinical medicine course provides an opportunity for students to examine disease through the disciplines of emergency medicine and the general and subspecialty surgical focus. Building upon the basic knowledge acquired in the prerequisite courses, this course assists students in their ability to recognize emergent and surgical conditions, and to treat and manage patient conditions commonly encountered in emergency departments and surgical units. (Prerequisite: PHAS 3301 Adult Primary Care Medicine.) 5 credits

PHAS 3501
Issues of Professional Practice
Provides a personal exploration of values as well as a survey of contemporary thoughts on ethical and legal issues concerning medical treatment and professional practice. 1 credit
Clinical Clerkships
Clinical clerkships are assigned by the program. Clinical assignments cannot be refused by students except in extraordinary circumstances. (Prerequisite: successful completion of all didactic courses.)

PHAS 4000
Clerkship in Internal Medicine
This clerkship provides students with practical clinical experience to interpret and integrate information obtained via the comprehensive history and physical examination, to formulate diagnoses, and to develop effective treatment plans. In addition, students learn the indications and limitations of diagnostic procedures and therapeutic regimens common to internal medicine. 6 credits/6 weeks

PHAS 4010
Clerkship in Internal Medicine (Sub-specialty Elective)
This clerkship provides students with an additional opportunity to experience patient management in the medical subspecialties, such as cardiology, hematology, and infectious disease. 3 credits/3 weeks

PHAS 4100
Clerkship in Pediatrics
This clerkship acquaints the physician assistant students with the diagnosis and management of primary-care pediatric patients in ambulatory as well as inpatient settings. Emphasis is on the recognition of normal as well as abnormal findings, diagnosis, and management of common childhood illness, assessment of development milestones, immunizations, and well-child care from birth through adolescence. 6 credits/6 weeks

PHAS 4200
Clerkship in Surgery
This clerkship acquaints students with the diagnosis and management of general surgical problems encountered in the hospital as well as ambulatory settings. Students participate in surgical management during the pre-operative phase, assist during surgery, and provide post-operative management. 6 credits/6 weeks

PHAS 4210
Clerkship in Surgery (Sub-specialty Elective)
This clerkship provides students with an additional opportunity to experience patient management in surgical subspecialties, such as trauma, neurosurgery, orthopedics, and/or plastic surgery. 3 credits/3 weeks

PHAS 4300
Clerkship in Emergency Medicine
This clerkship provides students with practical clinical experience by working in an urban acute-care setting. It enables students to develop a focused and systematic approach in the diagnosis and treatment of common medical and surgical emergencies. 6 credits/6 weeks

PHAS 4400
Clerkship in Obstetrics and Gynecology
In this clerkship, students gain practical clinical experience in the diagnosis, evaluation, and management of both normal and abnormal conditions in obstetrics and gynecology. In addition, students learn to provide prenatal and postpartum care, family planning, health education, preventive services, and counseling as appropriate to the obstetrics and gynecology patient. 6 credits/6 weeks

PHAS 4500
Clerkship in Primary Care
This clerkship provides students with the opportunity to gain experience in the treatment and management of ambulatory medical conditions. Emphasis is on effective and empathetic interviewing and counseling, as well as identification and management of the broad spectrum of primary-care medical conditions that are encountered in the ambulatory setting. It will also focus on health promotion and disease prevention. 6 credits/6 weeks

PHAS 4600
Clerkship in Psychiatry
This clerkship acquaints students with the diagnosis and management of both ambulatory and emergency psychiatric problems. Students learn to recognize and treat acute and chronic mental health disorders, affective and cognitive disorders, as well as disorders associated with substance abuse. 3 credits/3 weeks

PHAS 4700
Clerkship in Geriatrics
This clerkship provides students with practical clinical experience in the diagnosis and management of common geriatric medical conditions. Additional emphasis is placed on rehabilitation techniques, nutritional support, and psychosocial issues associated with the care of the elderly patient. 3 credits/3 weeks

PHAS 4800
Senior Seminar
This course is designed to supplement the student’s clinical experience. Major issues in primary care, as well as current changes/trends in medicine, are addressed. Students develop the skills necessary to research and prepare formal presentations. Lecture. 1 credit

PHAS 5000 AND PHAS 5001
Independent Study
This provides students who are on a modified course of study an opportunity to review anatomy and physiology, interviewing, physical examination, fundamentals of pathophysiology, laboratory Courses are individualized to meet students’ academic and clinical needs. This is accomplished through written assignments, independent reading, auditing of lectures, reviewing software, audio and video resources, classroom demonstrations, and presentations. Students on a modified course of study are required to register for PHAS 5000 and/or PHAS 5001. PHAS 5000 (3 credits) and PHAS 5001 (4 credits)

Interdisciplinary Courses
See pages 57–58 for course descriptions.

ADMIN 3100
Health-Care Delivery in the United States
ANAT 3010
Human Gross Anatomy
PHYS 3110
Principles of Human Physiology and Biochemistry
MSCI 4100
Research Methods
INTERDISCIPLINARY COURSES
The following courses are taken in common by students in different programs. See the individual Program of Study forms to find out which courses are required for each program.

ADMIN 3100
Health-Care Delivery in the United States
This foundation course provides an introduction to the present day health-care system in the United States. It provides an historical overview of health care to the present day. This course also explores the changes expected in the future. Health-care reform and its impact on financial reimbursement will be covered. The course will provide an overview of the progressive disciplinary process in the union environment of health care and patient decision-making tools in use today. Computer presentation and discussion. Fall. 1.5 credits

ANAT 3010
Human Gross Anatomy
Regional dissection and observation of the human body is combined with lectures and use of models and films. Palpation laboratories are correlated with specific areas of dissection. Lecture-laboratory. Summer. 6 credits

ANAT 3102
Introduction to Human Gross Anatomy Lab
Cross-sectional plates, diagrams, and other audiovisual models are used to identify anatomical structures and to reinforce material presented in lecture. Laboratory. 1 credit

ANAT 3105
Introduction to Human Gross Anatomy
Introduction to gross anatomy provides the student with a basic understanding of the structure of the human body on the macroscopic level. The structure of major organs and organ systems is presented with emphasis on anatomic relationships between organs. Lecture. 3 credits

ANAT 3106
Anatomy and Physiology I
Provides a comprehensive understanding of the anatomy and physiology of the human body. The anatomy and physiological functioning of the following systems will be discussed in class: the skeletal system, basic chemistry, cells and their functions, tissues, glands and membranes, the muscular system, nervous system (spinal cord, the brain, and cranial nerves), and the cardiovascular system. The course will consist of lecture and extensive exercises. Lecture. 3 credits

ANAT 3107
Anatomy and Physiology II
A continuation of Anatomy and Physiology I. The anatomy and physiological functioning of the following systems will be discussed: endocrine, respiratory, digestive, urinary, and the male and female reproductive systems, as well as heredity and hereditary diseases. (Prerequisite: ANAT 3106.) Lecture. 3 credits

ANAT 3210
Human Neuroanatomy
There will be 16 two-hour lectures, 4 two-hour lab sessions, and one lab review session (practice practical) distributed throughout the semester. Lecture material in the first half of the course covers regional descriptions of brain organization and, additionally, covers such topics as the blood supply of the central nervous system, neuronal development and neurohistology, fine structural organization of selected brain regions, and the organization of transmitter systems. Lecturers will provide handouts and assign required readings from the textbook. The midterm and final written exams will include both lecture material and assigned readings. The laboratory sessions use whole and sectioned brain material in exercises on the brain and the vascular structure. In the second half of the course, neuroanatomy is taught with emphasis on how an intact nervous system leads to perception and behavior and how a damaged nervous system fails. Lecture-laboratory. 2.5 credits

ANAT 5001
Human Gross Anatomy
Regional dissection, observation of the human body, and lectures, with emphasis on the musculoskeletal system. Palpation laboratories are correlated with specific areas of dissection. Case-based assignments apply course content to occupational therapy practice. Lecture-laboratory. Summer. 6 credits

ANAT 5101
Human Neuroanatomy
Study of the central nervous system, including laboratory examination of gross morphology of the human brain in both fresh and stained material. Includes basic anatomy, systems and tracts, vascular system, and integrative function of the nervous system as evidenced in behavioral phenomena. Journal club component requires synthesis of information about clinical applications of neuroanatomy concepts. Lecture-laboratory. Spring. 2.5 credits

INDI 3110
Kinesiology
An analysis of human motion including kinematic and kinetic analysis, muscle action, arthrokinematics and osteokinetmatics, and the biomechanical principles of human motion. The information presented in this course builds upon the knowledge gained in “Human Gross Anatomy.” This course forms an important foundation for students’ analysis and synthesis of how the body moves through space, and the specific internal and external constraints on the body. This foundation will be essential for all clinical courses in physical therapy. Classroom instruction includes traditional lecture, interactive lecture, and demonstrations of biomechanical principles. Fall. 3 credits

INDI 5002
Kinesiology
Study of human movement. Principles of biomechanics, kinematics, and kinetics are applied to students’ foundations in musculoskeletal anatomy. Kinetic and kinematic analysis of normal and abnormal movement. Journal club component provides experience in identifying and analyzing controversies in current kinesiology research. Lecture. Fall. 3 credits
Teaching Facilities

The classroom and laboratory facilities of the College of Health Related Professions are located in both the Health Science Education Building (395 Lenox Road) and the Basic Sciences Building (450 Clarkson Avenue). Clinical laboratories are taught at SUNY Downstate Medical Center’s University Hospital of Brooklyn, at Kings County Hospital Center, and at a large network of affiliated hospitals and community health facilities.

The Health Science Education Building is the academic center of the campus. The building houses classrooms and laboratories, a 500-seat auditorium, and the Medical Research Library of Brooklyn. The College of Health Related Professions occupies the 7th and 8th floors of the Education Building. Its facilities include:

**LEARNING RESOURCE CENTER (LRC)**
The LRC has been designed to provide a simulated physical exam setting. The laboratory center contains areas for small group practice and discussion. It also has one large area outfitted with complete patient units, supplies and equipment commonly found in the hospital setting, instruments for physical assessment, expendable supplies (e.g., dressings, IV solutions, and tubing), as well as models and mannequins. Students may use the LRC to fulfill specific course requirements. In addition, students use the facility for self-directed study, or for alternative learning activities to master skills or better understand complex nursing content.

**COLLEGE COMPUTER LABORATORY**
The College of Health Related Professions computer lab is equipped with a color laser printer and 20 Pentium PCs running Windows NT. Students can use Microsoft Office applications (Word, Excel, and PowerPoint) to create documents, spreadsheets, and slide presentations. In addition, students have fast access to the Internet via the campus network.

Each student is issued an email account that can be used for local and Internet messages. The computer lab is open Monday to Friday for nursing students. A basic orientation to the computers and the network is offered at the beginning of each semester; further instruction by SUNY Downstate’s Learning Resources Center is also available in several areas.

The Medical Informatics Program also has a dedicated computer lab on the 8th floor of the Education Building. The lab has 10 stations, fully equipped with software programs specific to the educational needs of students in this master’s program.

**OTHER LABORATORY FACILITIES**
Many programs offer specially equipped laboratories. They include:

- **Diagnostic Medical Imaging Laboratory**
  This lab houses ultrasound machines, an ultrasound simulator, and a unique collection of models for teaching sectional anatomy.

- **Occupational Therapy Laboratory**
  Adapted computer workstations, a kitchen, and state-of-the-art equipment are used for teaching and research.

- **Physical Therapy Research Laboratory**
  Equipped with a full range of advanced assessment tools, the Human Performance Research Laboratory is a resource for students pursuing independent study or research.
Clinical Care Facilities

Students receive their clinical training at the on-campus University Hospital of Brooklyn and at affiliated institutions and sites throughout the metropolitan area. Clinical sites used in the teaching program may vary from year to year.

**UNIVERSITY HOSPITAL OF BROOKLYN**

University Hospital of Brooklyn (UHB) is the 376-bed plus 30-bassinet teaching hospital of SUNY Downstate Medical Center and integral to the clinical education provided to students. As the regional center for Brooklyn and Staten Island, UHB provides, on average, care to over 17,000 inpatients and nearly 326,000 visits in its on-site Outpatient Department, Dialysis Center, and three off-site ambulatory care centers located in Bedford-Stuyvesant, Midwood, and East New York. More than 60,000 visits are made to UHB’s Emergency Department yearly. UHB is a full-service hospital fully accredited in all medical subspecialties.

University Hospital of Brooklyn is a regional provider of outstanding primary and advanced medical care. The cardiothoracic surgery, cardiovascular medicine and interventional cardiology programs at UHB are among the leading cardiac-care teams in Brooklyn.

As part of an academic medical center, UHB has several specialized programs that form the base for the Children’s and enable it to excel among pediatric services in Brooklyn and New York. UHB is designated Regional Perinatal Center.

**KINGS COUNTY HOSPITAL CENTER**

One of the largest acute-care hospitals in the country and the largest municipal hospital in New York City, with 43 acres and 23 buildings, Kings County Hospital Center offers clinical opportunities of every description. It is operated by the Health and Hospitals Corporation of the City of New York. Kings County recently completed a state-of-the-art 338-bed inpatient tower as part of its modernization project. Its facilities include one of the country’s busiest emergency rooms, a nationally recognized Level I trauma center, and more than one hundred ambulatory care services. Kings County averages 23,000 admissions, 140,000 emergency room visits, and more than 543,000 outpatient visits annually.
### CLINICAL AFFILIATES

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<td>Yonkers General Hospital</td>
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*These agencies are part of the New York City Health and Hospitals Corporation.
Support Services for Students

ACADEMIC SUPPORT
The Dean provides a study-skills session for all entering students. Students are invited to complete an optional learning-styles assessment and to obtain an individualized profile outlining specific learning strategies. Follow-up services, study-skills information and referral to the College of Medicine Office of Academic Development are available for CHRP students in need of additional support and guidance. In addition to individual academic advising and counseling, related services available in the Office of Academic Development include assistance with study-skills, test-taking, clinical learning, and resource management.

In light of the discipline-specific curricula offered in the College of Health Related Professions, students are also encouraged to seek academic assistance from their course directors or faculty instructors regarding how to improve their performance in a particular course. Group tutorials in the basic sciences are coordinated by the Dean’s Office.

STUDENT HEALTH
The Student Health Service provides primary care for acute conditions, illnesses, and injuries to the more than 1,500 full-time and part-time matriculated students at SUNY Downstate. It also provides routine health clearances, immunizations, and tuberculin testing when needed. (Services are not provided to students not paying the Student Health fee, students on leave of absence, or to the families of matriculated students.)

The Student Counseling Service is part of the Student Health Service and provides counseling and psychological services to matriculated students. All information revealed to the counselor is strictly confidential and cannot be shared with another person without the student’s consent. It is staffed by a licensed clinical psychologist who has extensive academic and professional experience in the field of academic counseling.

All students must submit a completed health form that includes, among other things, documentation of a tuberculin test (or chest x-ray if tuberculin is positive) and immunity to measles, mumps, rubella, and varicella. Students not complying with this requirement will not be permitted to register for classes.

Purpose and Functions
The Student Health Service makes available to matriculated students preventive, therapeutic, and consultative medical care. The coverage provided by Student Health does not include hospitalization, laboratory fees, radiology fees, psychiatric care (other than initial evaluation and counseling by an on-campus psychologist), dental care, or consultation with physicians other than Downstate physicians.

SUNY Downstate and its affiliated hospitals have protocols for exposure to blood and body fluids. This is detailed in the Student Health information pamphlet and in the Student Handbook.

Additional information regarding programs, hours, services, and policies is available in a brochure published by the Student Health Service and also in the Student Handbook.

Student Health Advisory Committee
The Student Health Advisory Committee includes members of the faculty, the director of the Student Counseling Service, the director of the Student Health Service, administrators, and students. The role of the Committee includes making recommendations regarding health services, counseling, health insurance, utilization of the yearly student health fee, and any other student health issues. The committee serves as an advisory body. Students with questions or suggestions are encouraged to speak to the director of the Student Health Service or the Office of Student Affairs.

Student Health Insurance
Student health insurance is mandatory for all students. Information about the health-insurance plan currently available may be obtained from the Office of Student Affairs.
Facilities for Instruction

Health Science Education Building

The campus’s Health Science Education Building (HSEB) houses state-of-the-art classrooms, laboratories, a 500-seat auditorium, and the Medical Research Library of Brooklyn. The College of Nursing occupies the eighth floor.

Medical Research Library of Brooklyn

Library Hours:
Monday-Thursday: 8:30 am to midnight
Friday: 8:30 am to 9:00 pm
Saturday: 9:00 am to 9:00 pm
Sunday: noon to midnight

Holiday closings and summer hours are posted.

Downstate's library occupies three floors of the Health Science Education Building and is accessible from the 395 Lenox Road entrance.

Resources

The nucleus of the library was formed when the Academy of Medicine of Brooklyn and SUNY Downstate merged in the 1960s.

The collections date from the early eighteenth century, and include an archive of historical materials relating to the history of medicine in Kings County and at the Long Island College Hospital, SUNY Downstate's predecessor institution. These materials are cataloged and the holdings may be searched on the publicly accessible website: library.downstate.edu.

The library’s website also provides access, both local and remote, to many other resources, including a significant number of electronic journals in full-text. Other resources include FirstSearch, CINAHL (Cumulative Index to Nursing and Allied Health Literature), PubMed, InfoShare, NetLibrary, Info-Trac, and Lexis-Nexis. Remote access is validated through a proxy server.

All computers within the library are connected to the Internet. Wireless access to the Internet is available throughout the library, and appropriately configured laptops may be checked out at the Access Services desk for two hours of in-house use.

Services

• Access Services requires you to complete registration in the library’s management system in order to take out materials from the library’s collections. This unit also maintains the General Reserve collection, the Special Reserve which is course specific and may be available electronically as an E-Reserve item on the library web page. Wireless laptops and group study rooms are also available from this unit.

• Inter-Library Loan will procure materials that are not available in the library. These materials may be requested through request forms found in the library and on the library’s web page. Articles requested may be delivered in pdf format to clients’ desktops.

• The Reference unit will conduct generic orientations or customized orientations upon request. Please call extension 7453. Course or program specific orientations or classes may also be arranged with the library. Librarians are on duty seven days a week, and an online reference chat room that allows a real-time chat with a librarian is also available along with e-mail reference. Print reference resources are also available on the first floor of the library.

• The Institute of Evidence-Based Practice serves all of the colleges, as well as the residency programs.
through curriculum-integrated sessions. The library has created internationally recognized EBM tutorials which are available on the library’s web page. Customized instruction is always available upon request.

- Learning Resource Services is located on the lower level of the library and comprises the Learning Resource Center (LCR), Classroom Services, and the Audiovisual unit. It is designed to meet the independent and small-group learning needs of the library’s clients. A wide array of computer software and audiovisual programs is available. The LRC has over 200 seats configured in group or individual viewing rooms, carrels, two computer training rooms, and the Computer Access Room, open 24 hours. Computer application tutorials, such as Microsoft Office XP and Microsoft Office 2000 suite, are available on CDs at the LRC desk.

- Classroom Services is responsible for room scheduling and audiovisual services. The unit receives requests to schedule meetings, classes, and symposia and reserves the necessary space and equipment to ensure a successful event. Staff also provide technical assistance, as needed, to operate audiovisual equipment such as overhead, slide and video projectors. Student requests for space and equipment are done through the Student Center. Reservations are preferred by fax or online submission: classrooms.downstate.edu.

- Self-service photocopiers are available on the first and second floors of the library. Copies may be made for 10 cents per page if a SUNY Downstate ID card with a smart chip is used. A coin-operated photocopier is available on the first floor and copies are 25 cents per page. Fee-based photocopying services are also available (see Access Services desk for details).

- Printing is available via networked printers located on the first floor of the library and also in the LRC and the Computer Access Room.

For more information please go to the library’s website at: library.downstate.edu.

**SCIENTIFIC COMPUTING CENTER**

The Scientific Computing Center (SCC) is an in-house consulting group providing research support for faculty, staff, and students. Services include access to specialized computer equipment and software, and instruction in the use of programs for analysis and presentation. Staffed by career scientists with expertise in experimental design, bio-statistics, mathematical modeling, signal analysis and bio-informatics, the Center is designed as a one stop location for the researchers’ needs. The main office of the SCC is located in the Health Sciences Education Building, room EB-51 (adjacent to the Learning Resources Center on the lower level of the library). The Faculty Resource Room is in EB-59. Hours of operation are 9:00 a.m. to 5:00 p.m., Monday through Friday. The main telephone number is 270-7424.

**Research Support**

Students and faculty engaged in research are urged to make an appointment with an SCC consultant during the initial planning stage of their studies. SCC consultants have a wide-range of expertise. Help and support are available at all stages of research; in designing studies, setting up databases, carrying out statistical analyses, utilizing advanced scientific programs (or writing special purpose programs) and helping the researcher present his or her findings in the clearest way possible (by means of either text or graphics).

Consultation services that the SCC provides for researchers include:

- Determining proper sample sizes for statistical significance;
- Formulating appropriate hypotheses;
- Utilizing mark-sense scan forms for data input;
- Using appropriate techniques for acquiring and organizing data;
- Reorganizing, transforming, simplifying, and summarizing complex data;
- Using software for graphing and displaying data;
- Modifying and enhancing image files;
- Modeling procedures for fitting curves to data;
- Scanning images and data into computer files;
- Assisting the researcher in interpreting and writing up results of data analysis;
- Utilizing advanced scientific programs; and
- Writing special purpose programs for modeling and analysis.

**Faculty Resource Room**

The Faculty Resource Room (FRR), located in room EB-59, is available to faculty, staff, and graduate students for research and courseware development. Some of the software available for data analysis, presentation graphics, and courseware include SPSS, SAS, Word, Excel, Powerpoint, Access, PhotoShop, Photo Editor, and Omnipage. The FRR also contains equipment for producing 35mm slides, and scanning pictures, x-rays or slides into graphic files for presentations.
CONTRIBUTIONS SET-ASIDE

• Americans with Disabilities Act of 1990 (Titles II-V). Prohibits discrimination on the basis of disability in public service and public transportation, public accommodations, telecommunications, and miscellaneous provisions.

Students are invited and encouraged to consult with the Office of Opportunity and Diversity informally when situations or problems relating to perceived discriminatory treatment or behavior occur. The SUNY Grievance Procedure for Review of Allegations of Discrimination is available in the Student Handbook.

OFFICE OF OPPORTUNITY AND DIVERSITY

Compliance with the equal opportunity laws and regulations listed below is within the scope of responsibilities of this office.

• Title VI of the Civil Rights Act of 1964 as amended. Prohibits discrimination on the basis of race, color, or national origin in admissions, access to courses of programs, and student policies.

• Title IX of the Educational Amendments of 1972. Prohibits exclusion from participation in, or denial of benefits, or subjection to discrimination on the basis of sex in any education program or activity receiving federal financial assistance.

• Section 504 of the Vocational Rehabilitation Act of 1973. Prohibits discrimination on the basis of physical or mental handicap in any federally assisted program or activity.

• Age Discrimination Act of 1975. Prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.

• Americans with Disabilities Act of 1990 (Titles II-V). Prohibits discrimination on the basis of disability in public service and public transportation, public accommodations, telecommunications, and miscellaneous provisions.

Students are invited and encouraged to consult with the Office of Opportunity and Diversity informally when situations or problems relating to perceived discriminatory treatment or behavior occur. The SUNY Grievance Procedure for Review of Allegations of Discrimination is available in the Student Handbook.
PARKING

State University Garage
Lenox Road between 34th and 35th Streets

Since parking at SUNY Downstate is limited, it has been divided as fairly as possible among the many groups who frequent the Center: staff, students, visitors, etc. Reserved parking privileges are available for handicapped individuals.

Student Parking spaces at 225 Clarkson Avenue are distributed by lottery to second-year CHRP students.

- Transient parking in garage: $1 per four hours
- Special Reduced Rate (with presentation of SUNY Downstate ID): $.50 per 9 hours. M-F from 2:45 p.m. to 8 a.m., and Saturdays, Sundays, and holidays.

For additional information, please contact the Parking Office at 825 New York Avenue, 1st floor. M-F 9:00 a.m.–4:00 p.m., 718 270-3163.

Parking Lot

The parking lot, located at 404 Winthrop Street between Nostrand and New York Avenues, is a non-state facility owned and operated by the HSCB Foundation, Inc. Parking privileges are available to all SUNY Downstate employees/students who place their names on the waiting list in the Faculty Student Association Office (FSA), which is located in the Student Center, 270-3148. The parking lot is open M-F from 6:30 a.m. to 10 p.m. (excluding holidays) and security personnel are assigned during those time periods. The lot is closed on Saturdays, Sundays and holidays. Fifty (50) transient parking spaces are available at a daily rate on a first-come basis.

UNIVERSITY POLICE

The University Police Department maintains a proactive approach to reduction and suppression of crime on campus. More detailed information is published annually by University Police and in the Student Handbook.

Officers are assigned to:
- Entrances in each building
- Patrol each building
- Booths that are located in areas of high pedestrian traffic
- Radio-equipped motor vehicles

Identification/Facility Access

There are systems in place that are designed to ensure that persons entering Downstate are authorized to do so. I.D. must be worn on campus.

Phones/Alarms

A network of emergency (red) telephones is located throughout Downstate. In addition, a network of panic alarms is located in various places, including the corridors, laboratories, rest rooms, and on-call rooms. Both the red phones and panic alarms are linked directly with the University Police Department and are monitored 24 hours a day to ensure a quick response to any emergency.

Shuttle Service

To enable personnel who commute by public transportation to get to their points of departure safely, the University Police Department provides transportation to subway stations and bus stops. There is also a shuttle service to and from the off-campus parking facilities and Downstate.

Escort Service

An unscheduled service designed to move faculty, staff, and students at off-peak hours to local destinations (e.g., dorms to Kings County, University Hospital to garage).

Closed Circuit Television System

A CCTV system monitoring the interior and exterior of the Downstate campus is monitored 24 hours a day by the University Police Department.

Perimeter Lighting

Additional high-intensity lighting has been installed on exterior areas of the campus in addition to that already provided by the City of New York.

Student Responsibilities

Isolation can occur almost anywhere on campus, depending on the time of day, day of the week, or specific building. To avoid isolation, students should:
- Walk and travel in groups, when possible
- Use University Police escort and shuttle services
- Be aware that University Police monitors its telephone switchboard (x2626) 24 hours a day, and that red telephones have direct contact with University Police without dialing
- Be aware that University Police has emergency alarm buttons throughout University Hospital, the Basic Sciences Building, the Health Science Education Building, the Student Center, and dormitories which, if activated, University Police staff are dispatched to investigate

Residence Hall Security

Downstate has two residential buildings available for students. The following security and safety systems are currently in place:
- 24-hour coverage by University Police officers at 811 New York Avenue.
- Service-desk coverage by professional and student staff (8:30 a.m. to midnight).
- Electronically locked entrance doors. I.D. cards are swiped for access.
- A panic alarm system on each floor (common areas) and in all public basement areas
- Surveillance cameras in common areas, laundry rooms, and outside entrances.
University Police Annual Report
The Downstate Medical Center University Police / Public Safety Department prepares and publishes an annual security report that complies with the Crime Awareness on Campus Security Act, better known as the Clery Act. This report is available on line at www.downstate.edu/police/report.html. Printed copies are available upon request from University Police Administrative Office, 450 Clarkson Ave, Box 1201, Brooklyn, NY 11203 or call 718-270-3161.

REGISTRAR’S OFFICE
The Registrar’s Office is part of the Division of Student Affairs and is located on the first floor of the Basic Sciences Building in Room 112. The office is responsible for class schedules, registration, course selection, course adds/drops, grades, transcripts, certification of student status, certification of academic good standing, loan deferments, veterans’ affairs, and the maintenance of all academic records. Additional information regarding fees, charges, and records policies can be found in the appendix of the Student Handbook.

Current students may review their academic folders by requesting to do so and providing proper identification. It is usually possible to review the folder immediately upon request; however, on occasion it may be necessary to make an appointment and return the following day.

Students receive progress reports at the end of the academic year.

A minimum of two weeks should be allowed when requesting transcripts, completion of licensure forms, and certification. Overnight or express mail is only at student expense. Arrangements for an overnight mail envelope and repayment of associated charges may be made through the Bursar’s Office and the SUNY Downstate mailroom.

Changes in local mailing address, including phone number, must be reported promptly to the Registrar’s Office.

Student Academic Records
Student academic records are confidential and are released only to appropriate faculty and administrative offices. Release of student records to any other college prospective employer, agency, or individual occurs only with the written permission of the student as described in the Family Rights and Privacy Act (FERPA).

Students may review their current academic record in the Office of the Registrar by submitting a request in writing for an appointment.

The Office of the Registrar does not release student addresses or telephone numbers unless these appear in the student directory.

(Additional information regarding student records and transcripts, and the Family Education Rights and Privacy Act appears in the “Appendix” of the Student Handbook.)

Transcripts
Official transcripts are forwarded to educational institutions and to other recognized organizations only upon the written request of a registered student or former student. Official transcripts are not released to the student or former student. Students must request official transcripts in writing to the Office of the Registrar. A check for $5.00 per transcript made payable to “SUNY HSCB” must be submitted to the Bursar’s Office and the receipt submitted to the Office of the Registrar at the time the request is made.

Transcripts cannot be released for any student who has a financial or other university “hold” on his/her record.

RESIDENTIAL LIFE
Upon acceptance to SUNY Downstate, students are sent housing information and application forms by the Office of Admissions. For additional information concerning housing, write or telephone:

Residential Life and Services
SUNY Downstate Medical Center
811 New York Avenue
Brooklyn, NY 11203

A residence hall is a continually changing environment in which resident students can explore the varied relationships and lifestyles in the process of their development as well-rounded individuals. The residence hall is a place where students live, learn, and relax in an environment that emphasizes both individual freedom and community responsibility. Living in the residence halls offers students convenience, comfort, and community. Downstate’s Residence Life Program is designed to enhance these experiences.

Two residence halls, located at 811 and 825 New York Avenue, accommodate approximately 400 students. Assignments for the academic year are made each summer on the basis of computerized lotteries. Students may upgrade their assignment as space becomes available during the course of the year. Upgrades are decided based on lottery number.

Housing Options
Standard Rooms
(singles and doubles)
These rooms are located on the second and third floors in each residence hall and are equipped with a bed, mattress, desk, and desk chair and built in closet. Toilet facilities are shared with residents in the adjoining room on these single sex floors. A community shower room (renovated in 2005) is located on each floor and is accessible by key to floor residents. Community kitchens for residents on these floors are located in 811 (3rd floor) and 825 (first floor- renovated in 2005).
Studio Apartments
Studio apartments are available in both double and single occupancy. Standard amenities include a bed, mattress, desk, desk chair, built in closets and a private bathroom. Each apartment contains a kitchen (renovated in 2005) that includes a stove, full-size refrigerator, microwave, kitchen table and chairs. Single studio apartments are offered based on demand and availability.

One-Bedroom Apartments
These large apartments are designed for two individuals or married students with separate bedrooms. Each room in the apartment is equipped with a bed, mattress, desk, desk chair and a closet. The apartment also comes with a private bathroom and a kitchen. The kitchens (renovated in 2005) have been upgraded to include a full-size refrigerator, stove, microwave, kitchen table and chairs. Assignments to one-bedroom apartments are based on a lottery system.

Off-Campus Housing
The Office of Residential Life provides interested students with information on available housing options outside of the residence halls. An off-campus housing list is maintained as a service to Downstate students and staff and is available on request.

Downstate employees do not inspect, approve or supervise any off-campus premises. Downstate does not become involved in any private landlord-tenant matters that may arise.

OFFICE OF STUDENT AFFAIRS
The Office of Student Affairs serves as a general help and information office to students in all four colleges. Student health-insurance information, international students’ immigration forms, and Commencement are only a few of the areas handled through this office. More information is in the Student Handbook and on the institutional website.

International Student Services
Assistance is provided only for immigration forms, and only for matriculated F-1 students. J-1 students are assisted in the Department of Human Resources. Additional information is in the Student Handbook.

Jury Duty
Students who are summoned for jury duty may come to the Office of Student Affairs to request a letter stating their student status and request to have jury duty postponed. There is no guarantee that the student will have his or her jury duty postponed. If the court imposes service, the student must serve. Students should notify course directors/instructors should this occur.

After two excused absences, students are generally required to serve on the third summons. It is recommended that the student identify a time period when he or she can serve (e.g., during a vacation period), and notify the court of those dates at the time of the first and no later than at the third excused absence.

Students with Disabilities
Students with disabilities who wish to request accommodations for their academic program are required to complete the appropriate form prior to matriculation. The Office of Student Affairs coordinates arrangements for students with disabilities.

Students who wish to request accommodation(s) after they have matriculated into the college are required to complete the appropriate form available from the Office of Student Affairs. Accommodations may require time to process or to put in place. Technical standards are posted on the SUNY Downstate website and are also distributed to matriculated students annually.
Detailed information is published annually in the Student Handbook.

Downstate offers a friendly environment. Students enjoy an easy camaraderie with professors and each other, on a campus that takes pride in its culturally diverse population.

On campus, the Student Center Governing Board plans a busy calendar of events year-round, including feature films, an intramural sports program, cookouts, and minicourses. Admission to most events is free. In addition, the Student Center houses a ticket office, where students can find discount tickets for the theater and other cultural events throughout New York. The campus is a short subway ride from Manhattan and its vibrant fusion of theater, restaurants, music, and museums.

LIVING IN BROOKLYN
A stimulating part of the school experience is life in Brooklyn, a borough of the City of New York that has enjoyed a renaissance during the last decade and is home to a new generation of young professionals and artists. It is also a place where multiple generations of families live and a port of entry for new immigrants.

Downstate is located in the geographic center of Brooklyn, with easy access to the borough’s diverse cultural and recreational opportunities. The Brooklyn Museum houses one of the largest Egyptian collections outside of Cairo and London, as well as works by American and European masters. The Brooklyn Academy of Music is the nation’s oldest symphony hall and home to the Brooklyn Philharmonic Orchestra. The Brooklyn Botanic Garden is internationally renowned for its fifty acres of landscaped plantings that include a Japanese garden, 600 varieties of roses, and a cherry esplanade.

The world’s first floating performance hall was created when a long-time Brooklynite docked a coffee barge in the East River and adapted it for audiences; with its spectacular view of the lower Manhattan skyline, Bargemusic has become one of the most popular places in the city to hear chamber music. The Brooklyn Center for the Performing Arts offers a variety of programs ranging from classical music, ballet, and modern dance, to popular entertainers.

Prospect Park is also close by. Designed in the 1860s, the 526-acre park is considered the finest work of Calvert Vaux and Frederick Law Olmstead, who are regarded as the greatest landscape architects America has produced. During the summer, outdoor concerts and opera are performed. Sheepshead Bay with its famous fishing fleet, and Coney Island, Manhattan Beach, and Brighton Beach, are a short trip away.

The borough also offers a variety of eating adventures. Russian, Middle Eastern, Kosher, Chinese, Korean, Thai, Italian, French, Spanish, German, Scandinavian, Jamaican, and West Indian are just some of the types of restaurants located in the borough.

There is an equally wide selection of housing from which to choose. Brooklyn has large apartment houses, architecturally interesting brownstones, one- and two-family attached and semi-attached houses, old mansions, and new developments—something for every taste and budget.

**STUDENT CENTER**
The Student Center, located at 394 Lenox Road, is the focal point of campus social, cultural, and recreational activities. The Student Center was established to further the educational mission and goals of SUNY Downstate by offering programs and services that provide for the personal, professional, social, and cultural development of students, staff, faculty, and alumni. Students are automatically members. Spouses and children may be included for an additional fee.

Recreational facilities include a gymnasium, swimming pool, sauna, hot tub, squash courts, an outdoor tennis court, billiards, and table tennis. Fitness equipment includes a Universal gym, barbells, and an array of bodybuilding and aerobic-exercise machines. The Student Center provides rooms for meetings and small lounges for reading or relaxing. Two pianos are available as well as cable TV with VCR and DVD.

**Student Activities Office**
The Student Activities Office is located in the Student Center. Questions concerning activities and programs of the Student Center Governing Board should be directed to this office. Within its area of responsibility are: methods and procedures for organizing an event, event registration on the Student Center calendar, alcohol policy, and facility capabilities as they relate to student events and activities, as well as any inquiries regarding the Mini-Course Program or Intramural Activities.

**Theater Ticket Service**
This office provides tickets to Broadway and off-Broadway shows, operas, ballets, concerts, sporting events, and other cultural activities at greatly reduced prices—often 50 percent or more off the established rate.

**Cafe 101**
The Faculty-Student Association runs Cafe 101 in the Student Center. The cafe has indoor and outdoor seating and is open daily.
Student Organizations

The structure and activities of student organizations may change from year to year, depending on student interests. The following is a representative sampling of clubs and organizations that were active at the time this publication was prepared. For more current information, please see the Student Life section of the website, sls.downstate.edu.

For further information on any organization, please utilize its mailbox at the Student Center.

STUDENT COUNCILS

Student Center Governing Board
The Student Center is the heart of social and community activity on the Downstate campus. Working hand-in-hand with all other student councils, the Faculty-Student Association, and school administrative bodies, the members of the Student Center Governing Board (SCGB) have a crucial and highly influential role in shaping the social, recreational, and athletic affairs of the University student body. The SCGB is open to all SUNY Downstate students. The board meets on alternate Tuesdays at 6:00 p.m. in the Student Center reading room, and its meetings are open to all those who wish to attend. The ten voting members are elected in the spring of the preceding year, but all attendees are encouraged to participate. The Student Center Governing Board sponsors many of the campus activities, including monthly Coffeehouses, weekly Movie Nights, weekly Happy Hours, Basketball Intramurals, Mini Courses, and Spring Fling—the annual semi-formal dance. Participating on the Student Center Governing Board is not only a great way to get connected with all the people, activities, events, and policy-making of the campus, but a wonderful experience as well. The business of the board is always brief and productive, with a significant percentage of time devoted to the purpose of improving student life on campus.

University Council
The purpose of University Council (UC) is to promote the interests and welfare of all the students at SUNY Downstate as related to campus-wide activities. The University Council is open to all SUNY Downstate students. University Council funds various clubs and organizations at Downstate and meets monthly. The Council deals with university-wide issues such as SUNY budget cuts and tuition increases, and has an affiliation with the Student Assembly of UNY. UC also co-sponsors activities such as Spring Fling, the annual semi-formal dance, and the annual Holiday Toy Distribution at Kings County Hospital.

College of Health Related Professions (CHRP) Council
CHRP Council undertakes and supports projects and activities that are in the general interest of the CHRP student body. This is achieved by interacting with other student organizations. The council fundraises to help send students to professional conferences, oversees clubs within CHRP, and develops the yearbook. The club also acts as an advocate for the students. The CHRP Council is open to all CHRP students.

Nursing Student Council
Most often referred to as “Nursing Council,” it is concerned with the promotion of the interests and welfare of the students in the College of Nursing. Currently, the council provides funding for orientation activities, Convocation, Nursing Yearbook, and Career Day as well as a host of social and educational activities.

Graduate School Council
Most often referred to as the “Grad Council,” its purpose is to promote the interest and welfare of the students in the School of Graduate Studies. Currently the council provides funding for orientation activities, luncheon meetings, travel for guest lecturers, a graduate student lounge, and various social events.

Master of Public Health Student Council
Most often referred to as “MPH Council,” it is concerned with the promotion of the interests and welfare of the students in the Master of Public Health Program.

Medical Student Council
The purpose of Medical Student Council (Med Council) is to promote the interest and welfare of the students of the College of Medicine. There are 24 members on the council, six from each class. The first-year class elects six students to represent the class for a one-year term. Towards the end of the first year, there is a second election where the first year class will elect six students for a three-year term. Med Council meetings are open to all COM students. Each class has a class president. These representatives attend monthly meetings of Med Council, oversee the class budget and coordinate recreational, educational, and fundraising events for the class.

Residence Hall Council
The purpose of the Residence Hall Council is to make a safe, comfortable, and convenient environment for students residing in the residence halls. It is also the purpose of the Residence Hall Council to use the student activity fee to hold events for students in the residence halls. The Residence Hall Council is open to all resident students. The Residence Hall Council holds monthly meetings, as well as study breaks, decorating parties, social events, and picnics. The Residence Hall Council is also a forum for students to give their suggestions for improvements in the residence halls.
**STUDENT CLUBS AND ASSOCIATIONS**

**Cardiology Club**
The Cardiology Club at SUNY Downstate is open to all students and is designed to support student learning and expose interested students to the field of cardiology. They sponsor regular lectures and events, which present different aspects of the field. The group actively encourages student-faculty interaction outside of the classroom setting.

**Chess Club**
The Chess Club at SUNY Downstate is open to all students and is for everyone from the novice to the expert player. The group meets regularly and sponsors tournaments throughout the year.

**Community Service Program**
This program matches SUNY Downstate students to volunteer projects. It plans and develops service projects that address community-identified needs. The program gives students an opportunity to work with churches, civic groups, schools, social service agencies, and environmental groups while gaining valuable insight into Brooklyn's cultural diversity. For more information, contact Michael Harrell, MPA (mharrell@downstate.edu).

**Cooking Club**
The Cooking Club at SUNY Downstate is open to all students and exists to promote cooking and celebrate the diverse community of Brooklyn.

**CSSA—Chinese Students and Scholars Association**
The CSSA works to enhance academic and social communication between Chinese students and scholars on campus, and with other CSSA and Chinese associations in the tri-state area. Furthermore, the group enhances the academic and cultural communication between Chinese students/scholars with other ethnic groups on campus. In addition the group provides orientations for new Chinese students and scholars. The CSSA is open to all SUNY Downstate students. The benefits for group members include being more informed and connected with academic, social and cultural events in Chinese communities throughout the tri-state area, building connections with Chinese professionals in various fields, and being represented by the CSSA both on and off campus.

**Downstate Badminton Club**
The Downstate Badminton Club is designed to promote mental and physical health through the physical exercise of badminton. Additionally, the group seeks to foster social interaction within the Downstate community. The Downstate Badminton Club is open to all SUNY Downstate students.

**Downstate Christian Fellowship**
The Downstate Christian Fellowship (DCF) is SUNY Downstate's chapter of the Christian Medical and Dental Associations (CMDA), the national associations of Christian physicians and dentists. It is a nondenominational, student- and faculty-led organization dedicated to supporting fellow Christian students, staff, and faculty of the Downstate community.

**Downstate Performing Arts Society**
The Performing Arts Society exists to increase the awareness of performance and visual arts and to offer opportunities for participation and expression in the arts.

**Downstate Softball Club**
The Downstate Softball Club promotes mental and physical health through the physical exercise of softball. Additionally, the group seeks to foster social interaction within the Downstate community. The Downstate Softball Club is open to all SUNY Downstate students.

**Downstate Urology Club**
The Downstate Urology Club is designed to promote awareness of the field of urology and men's health issues to students. The Downstate Urology Club is open to all Downstate students.

**Emergency Medicine Club**
The Emergency Medicine club exists to expose students to the field of emergency medicine and to provide fellow students with opportunities to meet ER physicians and residents and learn about their profession and lifestyle. The club seeks to provide students with the opportunity to relate academic knowledge to clinical experience. To encourage interest in research projects dealing with emergency medicine and its subspecialties and to facilitate enrollment in such research projects. Membership is open to all SUNY Downstate students.

**Ethics Society**
The Ethics Society was established to expose students of the health professions to issues concerning morality, honesty and the ethics of medicine, which are encountered daily. The Ethics Society is open to all SUNY Downstate students. The Ethics Society seeks to provide a means through which students can express their concerns regarding these issues and a forum in which these concerns can be further pursued and brought to the attention of the greater community.

**Foosball Club**
The Downstate Foosball Club promotes mental and physical health through the physical exercise of foosball. Additionally, the group seeks to foster social interaction within the Downstate community.

**Geriatrics Club**
The Geriatrics Club is designed to promote awareness of the field of geriatrics specialty as well as to organize events and activities to serve the geriatric population. The Geriatrics Club is open to all SUNY Downstate students.

**Lesbian, Gay and Bisexual People at Downstate**
This organization's goal is to provide a healthy, open, and tolerant atmosphere on campus and to reduce the sense of isolation felt by many lesbian, gay, and bisexual people because of homophobia. The LGBP is open to all SUNY Downstate students, faculty, and staff.

**The Maimonides Society**
The Maimonides Society is a student-run organization whose purpose is to promote Jewish life at SUNY Downstate. It is intended to increase awareness and education about various Jewish events throughout the year and to provide programs to enhance Jewish life on campus. The organization is open to all students and faculty.
Medical Artists’ Guild (MAG)
The Guild’s main purpose is to have a club that allows students and other members of the Downstate community to express their ideas or thoughts through writing, poetry, and art. With its monthly publications/online magazine, the Guild seeks to foster an environment that includes poetry readings and art exhibitions on campus.

Muslim Student Association
The Muslim Student Association is designed to support Muslim students of SUNY Downstate and to present Islam to the Downstate community as a comprehensive way of life. It also provides an educational forum regarding its creed. Meetings are discussions on Islamic topics of interest and are open to all members of the Downstate community. The MSA is open to all SUNY Downstate students.

Occupational Therapy Club
The Occupational Therapy Club organizes and sponsors activities designed to promote social interaction, foster professional identity, provide community service, and promote enhanced community awareness of occupational therapy interventions. The Occupational Therapy Club is open to all OT students.

Operation Smile
The Downstate chapter of Operation Smile provides education and training to physicians, healthcare professionals, and students concerning reconstructive surgery and related healthcare of indigent children and young adults in developing countries and the United States. Operation Smile provides voluntary care to improve the quality of life for the children, families, and communities that share in the Operation Smile experience through overseas missions. Operation Smile is open to all SUNY Downstate students.

Ophthalmology Club
The Ophthalmology Club is designed to educate and expose members of the Downstate community to the various issues and opportunities in ophthalmology. It is open to all SUNY Downstate students.

Orthopaedic Surgery Club
The Orthopaedics Club is designed to educate and expose members of the Downstate community to the various issues and opportunities in Orthopaedics. The Orthopaedics Club is open to all SUNY Downstate students.

PANDA
PANDA is an all-inclusive Asian-American organization that promotes Asian-American awareness to the campus at large. It serves to unite all those interested in participating and learning about Asian culture, teachings and ideologies. Activities include quarterly meetings, special speakers and a New Year’s dinner. PANDA is open to all SUNY Downstate students.

Peds R Us
Downstate’s pediatrics club is a forum for all university students to learn about and contribute to children’s healthcare and wellness issues through educational and recreational activities. Academically, from lectures and panels by professionals, members hope to gain useful knowledge that can be applied in clinical and other interactive settings with children. Other activities include a reading hour in the pediatrics ward, conducting health education in neighborhood schools, and sponsoring a cooperative community fair with other organizations. Meetings take place every month with events scheduled three times a semester. All university students are invited to participate.

Physical Therapy Club
The club promotes awareness of the physical therapy profession within Downstate and its general community. Its primary goals are to involve its members in: 1) serving the community; 2) supporting the physical therapy profession; and 3) providing a social atmosphere for its members to interact with other future health-care professionals. The PT Club is open to all CHRP students.

Physicians Assistant Club
The club promotes PAs, does fundraising, arranges National PA Day activities, and participates in University activities as one of the programs in CHRP. The PA club has organized monthly meeting and discussions on present and future practices. Its goal is to unify the students in the PA program as well as establish more of an understanding of the PA program and profession. The PA Club is open to PA students.

PNHP—Physicians for a National Healthcare Program
The Downstate chapter of the Physicians for a National Healthcare Program (PNHP) is designed to educate physicians, healthcare workers, students, and the general public on the need for a comprehensive, high-quality, publicly-funded healthcare program, equitably accessible to all residents of the United States. The PNHP is open to all Downstate students.

Psychiatry Society
The Psychiatry Society is designed to educate and expose members of the Downstate community to the various issues and opportunities in Psychiatry. The Psychiatry Society is open to all SUNY Downstate students.

Public Health in Medicine
The Public Health in Medicine Club is designed to educate and expose members of the Downstate community to the various issues of Public Health within medicine and to foster student involvement in public health initiatives at SUNY Downstate. Living and studying in Brooklyn provides students with unparalleled access to its diverse communities and their associated health issues. As health professionals in training, it is of the utmost importance that students are cognizant of these public health issues and are proactive in addressing them.
Radiology Society
The Radiology Society is designed to educate and expose members of the Downstate community to the various issues and opportunities in Radiology. The Radiology Society is open to all SUNY Downstate students.

Running Club
The Downstate Running Club promotes mental and physical health through the physical exercise of running. Additionally, the group seeks to foster social interaction within the Downstate community.

SALUD
SALUD is the Downstate chapter of the National Boricua Latino Health Organization (NBLHO), a Latino student group representing health professions students from the northeast region of the United States. Its mission is to recruit Latinos into higher education, educate the public and one another about Latino health issues, advocate for increased Latino representation in health related areas, and promote awareness about social, political, and economic issues as they relate to Latino health. It also serves to create a support network for Latino students.

SAAB—South Asian Association at Brooklyn
The South Asian Association at Brooklyn (SAAB) provides an atmosphere in which the South Asian students may partake in social and cultural collaboration due to the plethora of cultures that make up the South Asian region. SAAB is open to all SUNY Downstate students.

Sports Medicine Club
The purpose of the Sports Medicine Club is to provide future health care professionals with exposure, experience, and education in sports medicine and musculoskeletal problems. Students will be encouraged to attend workshops and discussions led by sports medicine professionals, participate in physicians’ office hours, and observe operating room procedures in order to gain insight into this rapidly expanding field. A secondary purpose is to provide community service. This will include conducting physicals for local high school and college athletic teams, as well as medical coverage of athletic events. Membership and participation in the Sports Medicine Club is open to all Downstate students.

Student Medical Informatics Society
The Student Medical Informatics Society exists to promote the interests of the Medical Informatics field among its students and the Downstate community.

Students for Social Responsibility
The Students for Social Responsibility (SSR) is a student run organization committed solely to community service activities. SSR promotes healthcare, reduction of violence, and education within the Brooklyn Community. Major activities include visits to homeless shelter clinics, health education programs, and a high-school anti-violence program. SSR is open to all SUNY Downstate students.

Surgery Club
The purpose of the Surgery Club is to provide students early exposure to the field of surgery. Students have the opportunity to take part in workshops and group discussion with specialists in the field of surgery. The Surgery Club is open to all SUNY Downstate students. Talks are planned at which surgeons will explain new advances in the field. Surgeons will benefit by discussing their work with interested students. Students will be encouraged to scrub in on cases.

The Surgery Club continues to explore avenues through which students can gain a greater awareness of issues facing surgery in the 21st century.

Tharos, College of Health Related Professions Yearbook
Tharos is open to all CHRP students. For more information, please contact the CHRP Council.

Unite for Sight
This is the Downstate chapter of Unite for Sight, a nonprofit organization that works nationally and internationally to develop sustainable solutions to reduce health disparities.
State University Campuses

University Centers
State University of New York at Albany
State University of New York at Binghamton
State University of New York at Buffalo
State University of New York at Stony Brook

University Colleges
State University College at Brockport
State University College at Buffalo
State University College at Cortland
State University Empire State College
State University College at Fredonia
State University College at Geneseo
State University College at New Paltz
State University College at Old Westbury
State University College at Oneonta
State University College at Oswego
State University College at Plattsburgh
State University College at Potsdam
State University College at Purchase

Health Science Centers
Health Science Center at Brooklyn (SUNY Downstate)
Health Science Center at Syracuse
Health Science Center, State University at Buffalo*
Health Science Center, State University at Stony Brook*

Colleges of Technology
State University College of Technology at Alfred
State University College of Technology at Canton
State University College of Agriculture and Technology at Cobleskill
State University College of Technology at Delhi
State University College of Agriculture and Technology at Morrisville

Specialized Colleges
State University College of Environmental Science and Forestry
State University Maritime College
State University College of Optometry
State University College of Technology at Farmingdale
State University College of Agriculture and Technology at Utica/Rome

Statutory Colleges ***
New York State College of Agriculture and Life Sciences at Cornell University
New York State College of Ceramics at Alfred University
New York State College of Human Ecology at Cornell University
New York State School of Industrial and Labor Relations at Cornell University
New York State College of Veterinary Medicine at Cornell University

Community Colleges
Adirondack Community College at Glens Falls
Broome Community College at Binghamton
Cayuga County Community College at Auburn
Clinton Community College at Plattsburgh
Columbia-Greene Community College at Hudson
Corning Community College at Corning
Dutchess Community College at Poughkeepsie
Erie Community College at Williamsville, Buffalo and Orchard Park
Fashion Institute of Technology at New York City**
Finger Lakes Community College at Canandaigua
Fulton-Montgomery Community College at Johnstown
Genesee Community College at Batavia
Herkimer County Community College at Herkimer
Hudson Valley Community College at Troy
Jefferson Community College at Jamestown
Jefferson Community College at Watertown
Mohawk Valley Community College at Utica
Monroe Community College at Rochester
Nassau Community College at Garden City
Niagara County Community College at Sanborn
North Country Community College at Saranac Lake
Onondaga Community College at Syracuse
Orange County Community College at Middletown
Rockland Community College at Suffern
Schenectady County Community College at Schenectady
Suffolk County Community College at Selden, Riverhead, and Brentwood
Sullivan County Community College at Loch Sheldrake
Tompkins Cortland Community College at Dryden
Ulster County Community College at Stone Ridge
Westchester Community College at Valhalla

*The Health Science Centers at Buffalo and Stony Brook are operated under the administration of their respective university centers.

**While authorized to offer such baccalaureate and master’s degree programs as may be approved pursuant to the provisions of the Master Plan, in addition to the associate degree, the Fashion Institute of Technology is financed and administered in the manner provided for community colleges.

***These operate as “contract colleges” on the campuses of independent universities.
SUNY Downstate has attempted to verify the accuracy of the following faculty information, as of November 2005.

Jo Ann Bradley, EdD
Vice President for Academic Affairs

Dawn Morton-Rias
EdD (St. John’s University), PA-C
Dean and Assistant Professor

Ambrose, Carol
MPH (Hunter College), CNM
Clinical Assistant Professor
Midwifery

Andrews, Adrian
BS (SUNY-Downstate), PA-C
Clinical Assistant Professor
Physician Assistant

Chamberlain, Robert
MS (Montclair State University)
Assistant Professor
Midwifery

Fernandez, David
BS (SUNY Downstate), PA-C
Clinical Assistant Professor
Physician Assistant

Handler, Lisa
MA (University of Southern California), OTR
Assistant Professor
Occupational Therapy

Kaplan, Margaret
PhD (New York University), OTR
Assistant Professor
Occupational Therapy

Katz, Joanne
PhD (New York University), DPT, PT
Chairperson and Associate Professor
Physical Therapy

Kline, Nancy
PhD (New York University), OTR
Assistant Professor
Occupational Therapy

L’Eplattenier, Mark
MPAS (Oregon Health & Science University), RPA-C
Clinical Assistant Professor
Physician Assistant

Lichtman, Ronnie
PhD (Columbia University), CNM
Chairperson and Associate Professor
Midwifery

Llanes-Oberstein, Aleida
MS (Columbia University), CNM
Clinical Assistant Professor
Midwifery

Miller, Joyce
EdD (St. John’s University), RDMS
Acting Chairperson and Clinical Assistant Professor
Diagnostic Medical Imaging

Mitchell, Rena
MS (SUNY Stony Brook)
Acting Chairperson and Clinical Assistant Professor
Physician Assistant

Norweg, Anna Migliore
PhD (New York University), OTR
Assistant Professor
Occupational Therapy

Nwamaghinna, Felix
BS (SUNY Downstate), RPA-C
Clinical Assistant Professor
Physician Assistant

Paterson, Deverel
BS (SUNY Downstate), RDMS
Clinical Assistant Professor
Diagnostic Medical Imaging

Pessin, Yosefa
BS (SUNY Downstate)
Assistant Professor
Diagnostic Medical Imaging

Provilus, Alfredo
BS (SUNY Downstate), PA-C, CDE
Clinical Assistant Professor
Physician Assistant

Sabari, Joyce S.
PhD (New York University), OTR
Chairperson and Associate Professor
Occupational Therapy
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Degree, Institution</th>
<th>Position</th>
<th>Department</th>
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<tbody>
<tr>
<td>Schechter, Suzanne</td>
<td>MS (Pace), CNM</td>
<td>Clinical Assistant Professor</td>
<td>Midwifery</td>
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<tr>
<td>Seckel, Laurie</td>
<td>MPS (The New School), PT</td>
<td>Lecturer</td>
<td>Physical Therapy</td>
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<tr>
<td>Skamai, Anne</td>
<td>PhD (Yeshiva University), OTR</td>
<td>Assistant Professor</td>
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<tr>
<td>Sofer, Roslyn</td>
<td>MS (Touro College), PT, OCS</td>
<td>Clinical Instructor</td>
<td>Physical Therapy</td>
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<tr>
<td>Titiloye, Victoria</td>
<td>PhD (New York University), OTR</td>
<td>Clinical Assistant Professor</td>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>Topor, Isaac</td>
<td>EdD (Columbia University), RRA</td>
<td>Chairperson and Associate Professor</td>
<td>Medical Informatics</td>
</tr>
<tr>
<td>Towle, Marie</td>
<td>BS (SUNY Downstate), RDMS?</td>
<td>Assistant Professor</td>
<td>Diagnostic Medical Imaging</td>
</tr>
<tr>
<td>Trossman, Patricia</td>
<td>EdD (Columbia University), OTR</td>
<td>Associate Professor Emeritus</td>
<td>Occupational Therapy</td>
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<tr>
<td>White, Suzanne</td>
<td>MA (New York University), OTR</td>
<td>Clinical Assistant Professor</td>
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<tr>
<td>Zuccaro, Toni</td>
<td>MA (New York University), PT, MA, NCS</td>
<td>Clinical Assistant Professor</td>
<td>Physical Therapy</td>
</tr>
</tbody>
</table>
State University of New York
Downstate Medical Center
(Health Science Center at Brooklyn)

SUNY DOWNSTATE MEDICAL CENTER
450 Clarkson Avenue
Brooklyn, NY 11203
• College of Medicine
• School of Graduate Studies
• College of Health Related Professions
• College of Nursing

ADMISSIONS
College of Health Related Professions
Phone: (718) 270-2446; Fax: (718) 270-7592
admissions@downstate.edu

FINANCIAL AID
Phone: (718) 270-2488; Fax: (718) 270-7592
finaid1@downstate.edu

ADDITIONAL INFORMATION
Office of Minority Affairs
(718) 270-3033
oma@downstate.edu

RESIDENTIAL LIFE AND SERVICES
Phone: (718) 270-1466; Fax: (718) 270-1466
residentiallife@downstate.edu

WEBSITE
www.downstate.edu

E-MAIL
Diagnostic Medical Imaging: DMI.CHRP@downstate.edu
Medical Informatics: Informatics.CHRP@downstate.edu
Midwifery: Midwifery.CHRP@downstate.edu
Occupational Therapy: OT.CHRP@downstate.edu
Physical Therapy: PT.CHRP@downstate.edu
Physician Assistant: PA.CHRP@downstate.edu

The Bulletin is produced by the Office of Institutional Advancement, Office of Student Affairs,
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EDUCATIONAL RIGHTS*
The Family Educational Rights and Privacy Act of 1974 protects the rights of students to inspect and review certain educational records and prohibits the nonconsensual release of personally identifiable information from such records which is not “directory information.” Students currently enrolled at Downstate may object to the release of certain categories of directory information pertaining to them by providing written notification to the Dean’s Office of their college within 14 days following the first day of classes. The categories of directory information at Downstate are:

- Name, campus and home address, telephone numbers, dates of attendance
- Previous institutions, major field of study, degrees confirmed
- Past and present participation in sports activities, physical dimensions (height, weight), date and place of birth

The failure of any student to object specifically to the release of certain or all categories of directory information within the time indicated is interpreted as approval.

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

* See the Student Handbook for a full description of student rights.