
– Albert Einstein
STUDENT DIVERSITY

There are 183 students in the first-year class. 8,328 individuals applied for entrance and 1,079 were interviewed.
85 (46%) are women. 20 (11%) self-described as identifying with groups underrepresented in medicine. 13 (7%) are M.D./Ph.D. students.
21–34 is the age range; 31 (17%) are over the age of 25 (3 students are over the age of 30) and 23.2 is the average age.
31 (17%) students were born outside the United States in Argentina, Azerbaijan, Bangladesh, Canada, China, Egypt, India, Iran, Ireland, Israel, Japan, Mexico, Nepal, New Zealand, the Philippines, the Republic of Korea, the Russian Federation, Senegal and the United Kingdom.
3 are international students—from Canada and China—and 2 are DACA students.
85 colleges are represented. Most highly represented with 3 or more are Barnard, Boston College, Carnegie Mellon, the City University of New York, Columbia, Cornell, Duke, Johns Hopkins, New York University, Princeton, the State University of New York, the University of California, the University of Chicago, the University of Pennsylvania, the University of Rochester, Vassar and Yeshiva University.
25 states are represented. 81 (44%) are residents of the state of New York; 8 were born in the Bronx. Highest degree earned: 89 have a bachelor of arts; 77 have a bachelor of science; 1 has a bachelor of engineering; 1 has a bachelor of Talmudic law; and 9 have a master’s degree.
WELCOME

At Albert Einstein College of Medicine, compassion, collaboration and collegiality are the hallmarks that differentiate our environment and positively color your experience. From the accessibility of faculty to the Introduction to Clinical Medicine course to our non-competitive grading system, Einstein fosters an environment in which students are encouraged to learn from one another, from our expert clinical and research faculty, from the diverse clinical experiences available at our parent institution, Montefiore, the University Hospital and academic medical center for Albert Einstein College of Medicine, and our multiple affiliate hospitals and from involvement in providing medical care in the community and around the world.

The open and supportive community at Einstein allows us to be true to our namesake and continue to innovate, to push the boundaries of what is known and what is practiced. Einstein was among the first of the major medical schools to bring first-year students into contact with patients and link classroom study to case experience. Einstein also led the way in the development of bioethics as an accepted academic discipline in medical school curricula and provides opportunities to earn a master’s degree in bioethics. It was the first private medical school in New York City to establish a residency program in internal medicine with an emphasis on women’s health.

Our innovative approach to medical education has helped Einstein graduates excel, with more than 90 percent matching to one of their top three residency choices. Many of our students participate in our far-flung, supervised global health program. Our graduates also enter research programs focusing on a broad range of subjects, from traditional disease-oriented investigations in cancer, diabetes and infectious diseases to public health and global medicine. Many compete successfully for fellowships in prestigious national programs such as the Fogarty International Clinical Research Scholars & Fellows Program, the Howard Hughes Medical Institute (HHMI) Research Training Fellowships for Medical Students Program, the HHMI-NIH Research Scholars Program and the Doris Duke Clinical Research Fellowship Program. In innovative education, groundbreaking science and compassionate care, Einstein exemplifies science at the heart of medicine.

Einstein receives more than $212 million annually in grants and contracts, of which over $150 million comes from the National Institutes of Health (NIH). This funds major research centers at Einstein in cancer, diabetes, clinical and translational sciences, liver diseases, aging, developmental disorders, HIV/AIDS and the brain. These centers reflect the innovative, multidisciplinary research that has always been a hallmark of the College of Medicine’s collaborative approach to biomedical science developments and disorders. In addition, Einstein offers robust research and clinical training programs for its students, postdoctoral fellows and junior faculty members involved in numerous NIH-supported projects in diverse areas of cutting-edge research in biomedical sciences and healthcare delivery.
EINSTEIN FIRSTS

A medical school that was founded only 61 years ago, the college has established itself as a leader in medical research and is proud to include the following among its many accomplishments:

- Discovered structural abnormalities of brain cells that explain deficiencies in cognitive development, greatly contributing to our understanding of mental retardation.
- Pioneered research leading to improved methods of avoiding organ transplant rejection.
- Developed landmark techniques to grow human tissue cells under laboratory conditions, an advance that helped make possible all subsequent cellular biology research.
- Developed genetic tests for detecting autism.
- Developed new methods for detecting which cancer cells in tumors will metastasize.
- Developed a strategy that can lead to the development of a treatment for Ebola virus infection.
- Developed the first potentially useful vaccine to prevent type II herpes infection.
- Identified the mechanism of action of Taxol, one of the most significant cancer treatment drugs ever developed.
- Pioneered the use of vaccines to prevent cervical cancer.
- Identified a key missing neurotransmitter in the brains of Alzheimer’s patients, a finding that influenced all subsequent Alzheimer’s disease research.
- Developed pioneering techniques for the diagnosis and treatment of cancer based on the genetics of both the tumor and the patient.
- Was chosen as the only medical institution in the Northeast to serve as a research site for the Hispanic Community Health Study, the largest research study of Hispanic health.
- Developed groundbreaking new protocols for the treatment of diabetes based on more sophisticated methods of monitoring glucose levels.
- Was the only NYC medical school selected by the NIH to participate in the Women’s Health Initiative, the largest research study of women’s health.
- Demonstrated the association between reduced levels of high-density lipoproteins, or “good” cholesterol, and heart disease.
As you consider which medical school to choose, I wanted to share with you some of my observations about what makes Albert Einstein College of Medicine such a compelling choice.

Einstein has always excelled in the quality of its faculty members, who perform outstanding research, provide compassionate patient care and are dedicated to teaching, and in the quality of its students, a diverse and talented group who support each other through the rigorous years of medical school training, so that they are recognized by residency programs throughout the country as among the best prepared. A recent study in Academic Medicine ranked U.S. medical schools based on objective metrics: the academic achievements of their graduates. This study highlighted Einstein as one of the top medical schools, ranked #13 in the country.

Our deans for student affairs have implemented a program of mentoring and career advising tailored to the individual needs of each of our students. Always innovative in global health training opportunities for students, Einstein has established the Global Health Center, which offers extraordinary experiences for students interested in unique learning opportunities, while simultaneously making a contribution to improving health in the developing world. A Campus Master Plan developed over the past few years has already enhanced campus appearance and quality of life.

Our clinical skills training facility and simulation center provide the setting for superb training in patient encounters (history taking and physical examination), and our newly opened Education Center offers a high-tech setting for active small- and large-group learning.

The opening of our Michael F. Price Center for Genetic and Translational Medicine/Harold and Muriel Block Research Pavilion in 2008 was a key milestone in the expansion of our campus, and has already attracted many new, outstanding investigators to Einstein, enhancing the already numerous opportunities for students to get involved in research projects of all types.

I feel especially privileged that as dean, I am able to contribute to educating the next generation of physicians at Albert Einstein College of Medicine, a great medical school with an inspiring history and a remarkable record of achievement. Our newly enhanced relationship with the Montefiore Health System, a distinguished quaternary-care academic medical center, which is also the top pioneering accountable-care organization in the country, offers us a future of infinite opportunity. I invite you to consider joining us.

ALLEN M. SPIEGEL, M.D.
The Marilyn and Stanley M. Katz Dean
The year was 1978, and I was starting medical school here at Einstein. For me, Einstein offered a distinct edge in clinical experience, indisputable strength in science and research and an unparalleled commitment to social justice. While there, I was educated by the best of the best: outstanding physicians and researchers, as well as fellow students, who have, quite literally, changed the world. After graduation, I learned how well Einstein truly prepared me for a career in medicine, from my residency at Montefiore, where I had the opportunity to put all I learned into practice by providing care for the men and women incarcerated at Riker’s Island, to today in my role as president and CEO of Montefiore.

In the 40 years since I first stepped through the doors at Einstein, the world of medicine has evolved considerably: new, more-effective therapies have been developed, medical devices once thought to be in the realm of science fiction are used daily and more care is being provided in ways that better meet patients’ needs: in ambulatory care settings, at home and via telephones and apps.

Integral to an Einstein education is Montefiore, whose physicians teach, and where students experience a breadth and depth of clinical experience found nowhere else. It provides students a wide array of clinical research opportunities and a seamless educational experience that takes them from the classroom to the lab and to the bedside and back again. That’s what Einstein is about.

MESSAGE FROM THE CEO

In addition to providing in-depth clinical experience, Einstein has a steadfast commitment to ensure access to state-of-the-art research labs, and the opportunity to help advance the boundaries of science. Its longstanding and unwavering focus on social justice, rooted in Albert Einstein’s demand that the then new medical school educate students of all background or beliefs, endures both within the school and across the communities, and attracts a special type of student.

When I arrived here many years ago, I recognized immediately that this was a different kind of medical school and medical center. As an Einstein graduate and as the CEO and president of Montefiore, I know first-hand that Einstein provides a unique medical education, one that is forged by a commitment to clinical and research excellence combined with social justice, and which is energized by a collective spirit that pushes boundaries in pursuit of knowledge and healing.

STEVEN M. SAFYER, M.D.
President and CEO
Montefiore Health System
A LEARNING MOSAIC

The educational mission of Albert Einstein College of Medicine is to train students to understand and embrace their future roles as physicians. Caring for patients requires recognition of each patient’s individuality, as well as comfort with the uncertainty inherent in this experience. With the well-being of the patient as the focal point of all our educational efforts, students will learn to participate in the scientific endeavor of medicine, develop into critical thinkers and further our understanding of health promotion and disease management. We expect all Einstein graduates to demonstrate competency in the following seven areas: healer, scientist, advocate, educator, colleague, role model and lifelong learner.

We see it as our responsibility not only to educate future physicians who will practice the most competent and compassionate medicine possible, but also to create future leaders, students who will practice the most competent and compassionate medicine possible, but also to create future leaders, students who want to change medicine—not just within a discipline but in the way healthcare is practiced. We educate our graduates to be catalysts for social change, dealing with issues such as health disparities, care for the frail elderly, the physically disabled and the chronically ill and access to affordable healthcare for all, especially the poor, underserved and marginalized populations in local communities, as well as in communities across the nation and in nations beyond our borders. To achieve this goal, we have developed programs that encourage students to look beyond their courses, classrooms and clerkship sites, and to acquire experiences that enable them to expand their knowledge of medicine with open minds and open hearts.

Years one and two are devoted primarily to interdisciplinary biomedical sciences and systems-based courses that take place in lecture halls, conference rooms and laboratories. There are also courses in which students interact with patients, learn the basics of patient-doctor communication, acquire physical examination and diagnostic skills, study medical ethics and learn how psychosocial and cultural factors affect patient behavior, and how social determinants impact health outcomes. Medical Spanish and Medical Mandarin courses are offered in both the first and second years as electives.

During the last two years of the curriculum, students learn how to apply biomedical science knowledge and clinical skills to problems of human disease and illness in both inpatient and outpatient settings. The third year consists of clerkships in key practice areas; the fourth year provides two required one-month subinternships, additional clerkships in neurology and ambulatory care and seven months of electives. Small-group, case-based conferences dealing with issues of prevention, ethics and professionalism are scheduled throughout year three.

The grading system in years one and two is Pass/Fail in recognition of the uniquely demanding task of adjusting to medical education, and with the goal of encouraging cooperation and collaboration in the study and learning process. In years three and four, grading shifts to Honors/High Pass/Pass/Low Pass/Fail. Grades are accompanied by a written summary of performance to help students prepare for their transition to residency.

All students engage in scholarly activities during medical school and will participate in scholarly projects. The director of medical student research works with each student to create a project that matches his or her interests and future career goals.

Einstein maintains one of the largest clinical training networks in the country, which provides students with a diversified patient experience. Clinical training takes place in the Bronx, Brooklyn and Queens, as well as in Westchester County and on Long Island. The five major clinical centers used for clinical education provide healthcare to patients representing a wide socioeconomic and ethnic spectrum: Montefiore Medical Center (which consists of the three clinical campuses of Moses, Weiler and Wakefield as well as the Children’s Hospital at Montefiore), Jacobi Medical Center, St. Barnabas Hospital, Maimonides Medical Center and Northwell Health.

THE RITES OF PASSAGE

At Einstein, medicine is a rich and colorful mosaic created from many different activities and educational experiences—from the biological sciences to the humanities and social sciences; from the individual to the population; from conventional medicine to alternative practices; from the science of medicine to the art of medicine.

SCREWS
Gross Anatomy course distribution of scrubs for first-year students

STETHOSCOPE CEREMONY
At the start of the second-year physical diagnosis segment

TRANSITION CEREMONY
At the start of third year coupled with Wellness workshops on coping with clinical experiences

MATCH DAY
When fourth-year students find out where they will be completing their residency training

STUDENT AWARDS CEREMONY
GRADUATION
The beginning of a lifetime of continuous learning and compassionate care
In addition to traditional lectures, the first two years at Einstein use a variety of interactive, learner-centered teaching methods, including audience response systems, team-based learning, conferences, laboratory sessions, clinical encounters, small-group discussions and case-based learning. Case-based learning requires students to work cooperatively toward the solution of clinical problems of varying complexity, with assistance from faculty facilitators when necessary, and in so doing acquire and hone skills needed for lifelong self-directed learning. We believe the mix of lecture- and student-centered strategies is balanced and provides each student the opportunity to express his or her own learning style and achieve course objectives through the use of different approaches.

The structure of the curriculum is based on interdisciplinary courses that reflect major unifying themes and concepts of modern biology, links among different biomedical science disciplines and applications of basic knowledge to the diagnosis, prevention and treatment of human disease.

Although all biomedical science courses expose students to clinical issues and problems in varying degrees, it is in the two-year Introduction to Clinical Medicine (ICM) program where students begin to acquire the knowledge and skills needed for effective interaction with patients and the healthcare system. Hallmarks of the course during the first two years are the clinical experiences and small-group discussions that enable students to develop history-taking, interviewing and basic physical examination skills. In addition to teaching knowledge and skills, the ICM program aims to nurture attitudes needed for respectful and compassionate interaction with patients and their families, help students understand and appreciate the sociocultural context of illness and disease and teach students the
The third year starts in June, when students begin a sequence of clerkships in internal medicine, general surgery, pediatrics, psychiatry, obstetrics and gynecology, family medicine, geriatrics and radiology. During this important phase of medical education, students become virtually full-time inhabitants of the hospital-care affiliates of the college.

Students learn to take responsibility for patient care under the supervision of and during interactions with attending physicians, residents, nurses, social workers and physician assistants.

Through direct encounters, students learn a systematic approach to patient care based upon accurate and comprehensive histories, thorough physical examinations, proper analysis and interpretation of laboratory and imaging data, understanding of disease mechanisms, formulation of rational therapeutic goals and careful evaluation of treatment effectiveness.

While attending to the patients’ medical problems, the student is expected to demonstrate compassion and be considerate of the needs of patients and families, to appreciate the influence of sociocultural and economic factors, to acquire understanding of ethical issues in clinical decision making, to practice high standards of professional behavior and to work effectively as a member of an inter-professional healthcare team. Clerkships also use innovative teaching methods such as problem-based learning, team-based learning and online education to enhance clinical knowledge and skills.

During clerkship rotations in the third year, students from different clerkships gather in small groups to participate in case-based discussions of topics and issues in prevention, ethics and professionalism in a course called Patients, Doctors and Communities.

THE CURRICULUM: YEAR THREE

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THE CURRICULUM: YEAR FOUR

In the fourth year, during the one-month Ambulatory Care Selective program, students participate in the evaluation and therapy of adult and pediatric patients. Students in this program are expected to develop a sense of responsibility for continuity of patient care and appreciation of the special problems that confront the physician of first contact. Every student is required to do two one-month subinternships. One month must be in medicine, pediatrics or family medicine. The second month can be in obstetrics, surgery, medicine, pediatrics or family medicine. Functioning as an integral member of the patient-care team, the subintern assumes many of the responsibilities of a first-year resident under supervision of the resident and attending physician staff. A one-month clerkship in neurology rounds out the four months of required senior-year courses.

A major part of the senior year is a seven-month elective period. Students choose from a wide selection of electives offered by virtually every department, including additional subinternship experiences, further training in ambulatory medicine and primary care or participation in a research project. Funding is available for students to travel abroad to participate in exchange programs with overseas medical schools or to obtain clinical or research experience in less-developed nations.

In addition, students have one month dedicated to interviews for residency programs.

By the end of their fourth year, all students are required to complete projects involving in-depth study of areas of interest and to prepare written, referenced reports of scholarly substance. Whether the project is conducted in the laboratory, the clinic or the field, it should deal with a well-defined problem or be designed to test a particular hypothesis. The project is conducted under the guidance of a faculty mentor, whom the student selects. Indeed, an important benefit of this graduation requirement is
Albert Einstein College of Medicine encourages its students to become involved in projects and programs that improve the health of communities and promote appreciation of the social roles and responsibilities of practicing physicians. Many of Einstein’s students have become regional and national leaders in organizations such as the American Medical Student Association, the Medical Student Section of the American Medical Association, the Student National Medical Association, the Asian Pacific American Medical Student Association and the Boricua Health Organization. Under the umbrella of these and other student organizations, a large number of Einstein’s students participate in the Hepatitis B Vaccination Program, the Children’s Health Insurance Program, the Students Teaching AIDS to Students Program and other activities that enable them to acquire knowledge and skills in community healthcare through direct experience. Einstein provides funding for a substantial number of students to attend conferences sponsored by student organizations, and it also provides support to ensure successful implementation of student-run community service programs.

**THE SCHOLARLY PAPER**

Every Einstein student writes a scholarly paper (SP) as a requirement for graduation. This can be an opportunity to learn about a new field or to delve more deeply into an established area of interest. Students may write a research paper, a basic science review, a formal systematic review, a case report or a paper based on a bioethical issue in medicine or research. These papers can be based on global health experiences, ongoing clinical studies or bench work or library research resulting in a systematic review of existing medical literature. The ideal SP experience is born of passion for the idea and a close bond with a mentor.

For students interested in dedicated research time during medical school, the first summer is ideal as a beginning. One-year fellowships for a gap-year immersion in research with a mentor are available and take place between the third and fourth years. During the fourth year Senior Research Fellowships are also available. Given the demands and time constraints of medical school, it is critical that students work with their mentors to develop feasible research projects. Furthermore, it is recommended that planning for the SP begin during the first summer, and that dedicated time to complete the SP be incorporated into the academic schedule. The office of medical student research assists and guides students through the SP experience.

**LONGITUDINAL CURRICULUM**

In order for Einstein students to practice medicine successfully in the future, they must be able to competently navigate patients and families through health-system complexities, partner with communities toward better health outcomes and understand how public health and clinical medicine interact for enhanced health outcomes. Across the four-year program, the new Population Health and Practice of Medicine theme curriculum enables Einstein students to explore topics in public health, health policy, healthcare systems, medical economics, law and medicine, quality and safety and practice management.

**ELECTIVES AND ENRICHMENT PROGRAMS**

Albert Einstein College of Medicine encourages its students to become involved in projects and programs that improve the health of communities and promote appreciation of the social roles and responsibilities of practicing physicians. Many of Einstein’s students have become regional and national leaders in organizations such as the American Medical Student Association, the Medical Student Section of the American Medical Association, the Student National Medical Association, the Asian Pacific American Medical Student Association and the Boricua Health Organization. Under the umbrella of these and other student organizations, a large number of Einstein’s students participate in the Hepatitis B Vaccination Program, the Children’s Health Insurance Program, the Students Teaching AIDS to Students Program and other activities that enable them to acquire knowledge and skills in community healthcare through direct experience. Einstein provides funding for a substantial number of students to attend conferences sponsored by student organizations, and it also provides support to ensure successful implementation of student-run community service programs.

**ELECTIVES IN YEARS 1 AND 2**

**Medical Spanish Program**

The large, and still growing, population of Spanish-speaking persons in this nation, particularly in many of its largest cities, compels Einstein and other medical schools to provide future physicians with at least a basic level of competence in conversational Spanish. The Medical Spanish program at Einstein has been evolving over a period of more than 25 years and is still changing. In the current program, students begin language classes in the first year and continue to practice
and expand language-building skills throughout the second year. Classes are offered at beginning, intermediate and advanced levels. In the summer between the first and the second years, some 25 students receive funding to participate in Spanish-language programs in Central America and Mexico.

Medical Mandarin Program
There is a large and ever-growing population of Mandarin-speaking persons in the Bronx as well as at several of Einstein’s clinical sites. To meet this need, and at the urging of a second-year student, Einstein recently began offering a one-semester elective in Medical Mandarin. Students taking this course must have a conversational knowledge of the language, since the 19-session course immerses them immediately in medical terminology and interviewing techniques.

Health Disparities: Awareness to Action
This elective enables students to define health disparities, describe the social determinants of health, including the impact of bias on medical decision making, and identify strategies for physicians to advocate for patients in the community. Students gain experience in planning and organizing advocacy campaigns.

Quality Improvement 101: Using the Model for Improvement to Self-Improve
Between 200,000 and 400,000 patients die per year because of medical errors, making medical errors the third leading cause of death in the United States, behind only heart disease and cancer. In order to fix this terrible problem, we must employ the principles of patient safety and quality improvement. This educational miniseries will teach first-year medical students the Model for Improvement, the cornerstone of all quality-improvement work.

ELECTIVES IN YEAR 4
Einstein offers a comprehensive selection of fourth-year electives for its students as well as for visiting students.

Enrichment Programs

Community-Based Service Learning Program (CBSL)
Under the direction of the office of diversity enhancement, CBSL oversees Einstein’s Community Action Network (Einstein CAN), a collaboration of Einstein medical and graduate students, faculty and communities in the Bronx. Einstein CAN groups promote services and provide advocacy for vulnerable populations in the Bronx. CBSL supports students who want to make a difference in the community by serving as a clearinghouse for information and opportunities, providing guidance and assisting with logistical issues. CBSL offers workshops and seminars to develop leadership and other skills necessary for community engagement. The mission is to provide students with opportunities in which to engage with the Bronx community and to have an impact on health and social-justice issues. Students learn, share and nurture the skills needed for their roles as future physicians, physician-scientists and compassionate professionals working in our ever-expanding communities in the Bronx, across the country and abroad.

Einstein Community Health Outreach (ECHO)
ECHO is a free clinic staffed by Einstein student volunteers under the supervision of board-certified physicians specializing in family medicine or certified family nurse practitioners. The ECHO Free Clinic provides high-quality, comprehensive healthcare to the uninsured population of the Bronx. ECHO embraces the spirit of volunteerism and service exemplified by our healthcare professionals and student volunteers. The clinic is open on Saturdays throughout the year, and students at all levels of their medical education volunteer to assist in patient care.

Social Medicine
Since 1998, students have planned and organized this annual winter-spring elective lecture series, inviting speakers from Einstein and elsewhere to inform students about current issues in medical ethics, health economics, health policy and other topics dealing with health and disease from a socioeconomic perspective. Topics
The Healer’s Art curriculum was designed by Rachel Naomi Remen, M.D., director of the Institute for the Study of Health and Illness at Commonweal and a professor of family and community medicine at the University of California, San Francisco, School of Medicine. Please visit www.einstein.yu.edu/features/stories/888/the-art-of-healing-an-elective-for-future-physicians/.

Project Kindness

Project Kindness, under the direction of the office of student activities, is an Einstein initiative that enables students to visit hospitals as volunteers, leaving their white coats behind. Being good listeners who are sensitive to and respectful of the individuals they visit strengthens and nurtures their ability to be great future doctors. Students can begin their visits after mandatory training as soon as they enter medical school.

Research Fellowship Opportunities

The office of medical student research provides class-wide meetings and individual assistance to help Einstein students find appropriate research mentors and research experience. Students may decide to work with one mentor or different mentors throughout their time in medical school. Students and faculty also have access to the Medical Student Summer Research Directory. Einstein, Montefiore and affiliated faculty members post research projects in this directory, and interested students are able to approach faculty about these research opportunities. Research fellowships are available to students who want a structured, mentor-guided research project. Please see http://einstein.yu.edu/education/md-program/medical-student-research/scholarly-paper/ for more information.

Summer Research Fellowship

These fellowships are 8- to 10-week summer research experiences between the first and the second years. Students are welcome to work with mentors at Einstein, affiliated institutions or outside, and some travel nationally or internationally for this experience. Each student must apply with a mentor and a project proposal. The office of medical student research and the Medical Student Summer Research Directory can help students find mentors and projects. Students are provided stipends and are required to produce brief reports at the end of the summer.

Einstein 12-Month Research Fellowships

Taking an extra year to do research is increasingly popular among medical students. For many students at Einstein, the emphasis on science and the value placed on evidence-based medicine engenders a desire to obtain a mentored research experience as part of their medical education. For some, taking a fifth research year is also a response to the heightened competition for particular residences. Regardless of a student’s motivation, immersion in a research environment, focusing on a project of his or her own and the rapport that develops with a mentor, is often a life-changing experience. These research fellows spend this additional year conducting mentor-guided research, leading to a first-author original research manuscript that is suitable for publication. This manuscript will count toward the SP requirement. Please visit www.einstein.yu.edu/education/md-program/medical-student-research/scholarly-paper/. Fellows participate in Works-in-Progress midway during their year. Students wishing to obtain an Einstein Research Fellowship must apply to the office of medical student research in the spring of the third year. The office of medical student research ascertains that the applicants are in good academic standing before the applications are sent to the Medical Student Research Committee for evaluation according to criteria that include the quality of the mentoring plan, the proposed research plan and the students’ past research experiences.

Senior Research Fellowships

Students interested in doing a minimum of five months of research, typically during their graduating year, may apply for these fellowships. The students immerse themselves in research and must produce papers at the end of this fellowship; these are often submitted as SPs. Mentors evaluate the students at the completion of the fellowship. Please visit http://einstein.yu.edu/education/md-program/medical-student-research/.
Einstein offers several programs that complement the M.D. with a second degree in a related field.

**M.D./PH.D. PROGRAM**
The Medical Scientist Training Program (MSTP) was established at Albert Einstein College of Medicine in 1964, and is one of the nation’s oldest. From the start, its goal has been to train a diverse group of outstanding students to become physician-scientists and future leaders in academic medicine. Continuously funded by the NIH since its inception, the Einstein MSTP has a long list of illustrious alumni with careers spanning the spectrum from basic science research to clinical medicine.

Today, the Einstein MSTP is still unique. Larger than most other such programs, it fosters a strong academic and social community within the college. While large enough to be an independent academic unit, the program is still small enough to provide students with the individual attention their careers require. The current program recognizes that successful physician-scientist training is not simply medical school plus graduate research. During the first two years, the program integrates MSTP-specific courses with medical and graduate courses. Integration continues during the Ph.D. thesis research years through weekly involvement in the MSTP Continuity Clinic and with monthly Clinical Pathological Conferences and MSTP Career Path Seminars. This combination has resulted in outstanding publications, competitive residency placements and successful academic careers for its 412 graduates. Each MSTP student receives an annual stipend ($33,000 this year), medical insurance, subsidized on-campus housing and a tuition waiver for the duration of both the Ph.D. and the M.D. programs. Please visit www.einstein.yu.edu/education/mstp/.

**MSTP CLINICAL INVESTIGATION TRACK**
MSTP students can perform their Ph.D. thesis research in a clinical research setting as part of the Ph.D. in clinical investigation track (PCI). The PCI supervises Ph.D. training in the research programs affiliated with the Harold and Muriel Block Institute for Clinical and Translational Research at Einstein and Montefiore, which are funded by the NIH Clinical and Translational Science Award. The goal of the PCI program is to provide rigorous advanced training for highly motivated medical and graduate students to become clinical/translational investigators. It is expected that, with receipt of the Ph.D., these scientists will pursue careers in independent research and contribute meaningfully to improving the health and welfare of our society using clinical and translational research methodology.

**M.S. PROGRAM IN BIOETHICS**
The master of science in bioethics is a joint effort by Einstein and Cardozo Law, reflecting bioethics’ intellectual home at the interface of law and medicine. The program has a practical focus on bioethics issues that can directly improve the lives of patients, communities and research participants. Innovative courses include investigations into bioethics consultation, narrative medicine, dementia and policy development. For more information, please visit www.einstein.yu.edu/education/bioethics.

**ADDITIONAL DEGREE PROGRAMS**

**M.D.-M.S. IN CLINICAL RESEARCH**
The Clinical Research Training Program provides a foundation for a career as a physician-scientist. The program is open to students who take a year off between the clerkship and the fourth year. They learn clinical research methods and complete original research projects under the guidance of mentors. Courses in epidemiology, biostatistics and research ethics are taken. Students learn the rudiments of study design and data analysis. They complete two first-author original research papers suitable for publication in peer-reviewed journals, one of which is the thesis. Students graduate with M.D.-M.S. degrees after five years. Please visit www.einstein.yu.edu/centers/ictr/crtp/md-ms-program/.
AIDING MEDICAL EDUCATION
Second-year Einstein medical student Zenna Solomon spent six weeks in Ethiopia last summer supported by the Global Health Fellowship Program. She observed that, despite major differences in infrastructure and resources, both Albert Einstein College of Medicine and Hawassa College of Medicine and Health Sciences attract people with a similar purpose: a strong desire to further their knowledge so that they can help others. During her fellowship, Ms. Solomon oversaw the training of students in the use of new technology brought to the medical school as part of a project to support medical education. She also assisted with work on the breast cancer unit, in coordination with hospital staff and Einstein faculty member Dr. Carol Harris.

BRIDGING TECHNOLOGY & MEDICINE
Like many Einstein students, second-year medical student Mohammad Arafat decided to study medicine so he could help people. By nature, Mr. Arafat is a problem solver. As an undergraduate, he designed a prize-winning app that helps reduce time spent waiting in lines and waiting areas, and another that pairs smartphones with medical equipment to make sharing data easier and quicker. Mr. Arafat’s interest in mobile applications (apps) was initially sparked by his volunteer work with a nurse in the Bronx. While still an undergraduate, he helped design an app aimed at helping nurses understand various procedures through targeted videos. It was the realization that his apps often focused on helping people that led Mr. Arafat to consider medical school. “It occurred to me that the best way I could help people was through medicine,” he says. “I decided I should learn about health problems so that I have the best knowledge base from which to develop helpful solutions. I want my technological skills to make a difference for patients.”

ACHIEVING CLINICAL RESEARCH SUCCESS
Waiting long months for medical school to begin in August 2011 proved difficult for Jeremy Gold. So he searched the Einstein website, where he discovered Dr. Ellie Schoenbaum, director of medical student research at Einstein, who matches Einstein medical students with research mentors. “He was interested in getting involved with a research project. I put him in touch with Dr. Marla Keller, and that has turned into a lasting mentoring relationship.”

In April 2011, Mr. Gold and Dr. Keller began working together on a study examining the interactions of HIV and herpes in women. During his first two years at Einstein, he found time between classes to continue his work with Dr. Keller. And following third year, he took a year off to enroll in Einstein’s Clinical Research Training Program, while maintaining his connection with Dr. Keller. As a result of his work, Mr. Gold has the potential to be a co-author on papers. He also was selected to be 2015 Medical Scholar by the Infectious Diseases Society of the American Education and Research Foundation, and he was accepted to the Epidemiology Elective Program at the Centers for Disease Control and Prevention, where he spent ten weeks working with CDC epidemiologists on mycotic disease research and outbreak investigations. “We’ve provided Jeremy with the skills and tools, but he’s taken advantage of the opportunities presented to him,” says Dr. Schoenbaum. “He’s already a rising star in clinical research, and he epitomizes a nascent academic physician.” Following graduation in May 2016, he will pursue a residency in internal medicine and fellowship training in infectious diseases, with a focus on public health.

EINSTEIN BUDDIES
Einstein Buddies provides medical students the opportunity to observe treatment sessions and interact with families and patients receiving services for developmental disabilities at Einstein’s Children’s Evaluation and Rehabilitation Center (CERC). The program, which was developed by CERC staff members Carol Terilli and Elizabeth Ridgway, allows students to attend therapy sessions with young patients, to observe the experience from a child’s point of view. Now in its fourth year, the program has seen its participation among students grow to 15 regular volunteers.

BOLIVIA TO THE BRONX
Hannah Moreira inherited much of her passion for medicine from her father, who trained as a physician and worked as a vascular technician in his native Bolivia. Bilingual in English and Spanish, she has a strong desire to work with the Latino community in the Bronx, and has served as president of Einstein’s Physicians for a National Health Program chapter and as a community outreach coordinator for its Latino Medical Student Association chapter. These roles have led to community efforts that include assisting with the launch of Einstein’s Community-Based Service Learning Program (now in its fourth year) and overseeing the Teen Action Program at the Einstein Enrichment Program. Her contributions have been recognized with the receipt of an EEP Mentor of the Year Award and a first-ever medical student scholarship presented by the Latinas Hat Society.
STUDENTS IN ACTION

ECHO AT 16: THE FREE CLINIC GROWS – AND REVERBERATES
On Saturday morning, Sept. 25, 1999, as its doors opened on Walton Avenue in the Bronx, the Einstein Community Health Outreach (ECHO) Free Clinic was little more than an ideal shared by a handful of Einstein students. With supervision and support from physicians provided by the Institute for Family Health, along with faculty volunteers from family and social medicine at Montefiore, ECHO began offering high-quality medical care at no charge—the first student-run, student-staffed clinic in New York City—using clinic space at the Walton Family Health Center generously provided by the institute.

Fast-forward 16 years. ECHO clinicians have treated thousands of underserved patients in more than 10,000 visits to the center. ECHO has inspired and served as a model for other student clinics across the country, including six in the New York area. At Einstein, more than 300 students—nearly half of those enrolled at the College of Medicine—volunteer with ECHO each year. In recent years, ECHO has also grown beyond its walls, bringing disease prevention to the Bronx community through local classroom talks and health fairs on topics such as healthy eating and tobacco use. And through growing referral relationships with healthcare providers, ECHO is increasing patient access to mental health treatment, dental care and other services. “We’ve become more comprehensive, sort of a one-stop-shop for patients,” says Dr. Sarah Nosal, the institute’s chief medical information officer and medical director of its Urban Horizons Family Health Center, and an adjunct clinical instructor in family and social medicine at Montefiore, noting how vital the clinic has become for Bronx residents. A lot has changed since Dr. Nosal, a 2004 Einstein graduate, began volunteering at ECHO as a first-year medical student. For example, the institute has adopted an electronic medical record system that provides a more comprehensive look at each patient’s care.

HOMELESS OUTREACH
“I think the general public often loses sight of the fact that the homeless are people, too,” says Julian Rothschild, a fourth-year Einstein medical student who served as co-president of the Homeless Outreach Project at Einstein (HOPE). “When you’re with them and talk to them, you see them for who they are and it really grounds you.” HOPE grew out of Einstein Cares for the Community (ECC), a program that was supported by a grant received by the department of family and social medicine, through which medical students Iman Hassan and Mariya Masyukova—now Einstein alumni—established several initiatives designed to serve the homeless community in the Bronx. Members of the student group initially assisted at a women’s shelter where Dr. Andrea Littleton and residents from Montefiore volunteered. When the doctors shifted their work to the Living Room—the borough’s only 24-hour drop-in center for homeless adults, affiliated with the organization BronxWorks—the ECC-supported group followed. When the grant ended in 2012, the project was established as a student club under its new name and expanded HOPE’s offerings to provide services that would be helpful to homeless individuals in the Bronx. The club also became part of the Einstein Community Action Network, which is supported by Einstein’s Community-Based Service Learning Program. HOPE now has more than 40 active members who volunteer at the Living Room, or do medical outreach on the streets of the Bronx two to three times per semester. Members are required to volunteer in one of the project’s three divisions—adult continuing education (ACE), health education and harm reduction.
ELECTRONIC LEARNING AND EVALUATION

All Einstein students have access to the latest technologies to enhance their learning environment. Canvas is a powerful online educational management system that allows students to retrieve educational materials and class schedules from any computer, smartphone or tablet. Students are able to access their learning materials from across courses and clerkships for the duration of their time at Einstein. Other resources include audio and video recordings of lectures, online interactive patient cases and simulation modules. Students complete course and clerkship evaluations online and receive their own comprehensive evaluations through a Web-based feedback system.

DIVERSITY ENHANCEMENT

The office of diversity enhancement (ODE) emphasizes the development of professionalism and excellence in the future leaders in medicine. ODE plays a major role in meeting the needs of a diverse student population, and provides support to ensure personal and professional growth. In addition to working with medical students, ODE works with students in the graduate programs in the biomedical sciences and PREP. ODE also partners with other groups such as the Student Collective for Action on Diversity and the LGBTQIA Curricular Working Group to continue to move forward in ensuring a constantly inclusive and welcoming environment for all groups on campus. ODE maintains an open-door policy and encourages all students to visit and participate in ODE activities. The office is committed to helping create a diverse cadre of clinicians, researchers and educators to address health disparities and meet the healthcare needs of a globally interdependent world.

An integral collaborator with ODE is the Community-Based Service Learning (CBSL) program located within the ODE office. CBSL involves students in mutually beneficial service-learning activities with the community that help develop robust programs that include all medical and graduate students at Einstein.

In an effort to reflect and complement the diversity of the Bronx community in which the school is located, ODE sponsors two critical pipeline programs: the Einstein Enrichment Program, a year-round middle school through high school program, and the Diversity Student Summer Research Opportunity Program, a residential summer biomedical research program.
In an increasingly interconnected world, the mission of the Albert Einstein College of Medicine Global Health Center is to promote the ideal of health for all. The Global Health Center serves as a coordinating structure for all of Einstein’s global health activities, through which they can be integrated to bring out their synergies, with the ultimate goal of reducing disparities in health and alleviating human suffering worldwide.

GLOBAL HEALTH FELLOWSHIPS

The Einstein Global Health Fellowship Program is one of the oldest and largest in the country. Einstein students are encouraged to participate in clinical, public health and research experiences in less-developed and emerging areas of the world. Students gain a deeper understanding of how economic and sociocultural factors influence the health of individuals and populations, acquire knowledge about diseases that are unique or especially prevalent in these nations and obtain insight into the organization and effectiveness of these nations’ healthcare delivery and public health systems. In the past, about 70 students completing their first year have received travel awards for summer projects and programs in such countries as Ethiopia, Ghana, India, Ecuador, Peru, Uganda, Bolivia and Guatemala. During the senior year, approximately 30 students annually receive travel awards to conduct projects of at least two months’ duration, with many students choosing to spend considerably more time abroad. Some of the countries in which our senior Global Health Fellows have done projects are Uganda, Rwanda, Sierra Leone, Nepal, Nigeria, India and Thailand; it is expected that positive experiences abroad will encourage some students, after completion of their medical studies, to devote some component of their professional time to global medicine.

Countries in which our Global Health Fellows have done projects

- Ecuador
- Bolivia
- Peru
- Guatemala
- Sierra Leone
- Nigeria
- Uganda
- Ethiopia
- Ghana
- Rwanda
- India
- Nepal
- Thailand
In addition to providing a variety of educational options to students, Einstein helps ensure that every student gets the most out of the experience through a full complement of support services.

CAREER AND ACADEMIC ADVISEMENT
From the first day of enrollment, the office of student affairs (OSA), aided by a large group of specialty advisors and department chairs, assists students in beginning to mold careers as physicians. Whether the goal is to be a generalist or specialist, hospital- or community-based, research- or practice-oriented physician, the OSA provides support and guidance. Some students will have planned a career path before applying to medical school; most will have no idea what they want to do with their medical education; many may change direction based on their medical school experiences and the physicians they meet who become their role models. There are multiple people involved in the guidance of students as they choose from almost limitless electives available in the fourth year, both nationally and abroad. Our Career Advisory Program helps all students create a rich and varied experience with many guideposts along the way.

ACADEMIC SUPPORT AND COUNSELING
Medical school is a challenging experience. Even the best-prepared students find themselves adjusting to the tremendous volume and pace of material and adapting to the realization that medical school requires a greater personal time commitment than college or most jobs. Recent college graduates may find that their previous approaches to studying are not quite sufficient for medical school and need some fine-tuning. For students pursuing medicine as a second career, the transition from “colleague” to “student” can be a difficult one to make. All these adjustments can affect family and friends as well.

The office of academic support and counseling (OASC) provides students with the help they need not just to survive but to thrive in medical school. Services include individual, confidential personal counseling as well as study skills and time-management consultations provided by professional staff. The OASC can also provide learning evaluations and can help in locating additional resources and referrals for outside support.

Recognizing the importance of student-to-student support services, the OASC also sponsors a peer mentoring program and a peer tutoring program. The Einstein Peer Mentor Network connects students with upper classmates who have lived through it all and who are ready to lend a helping hand. The Peer Tutoring Program helps students take a proactive approach to studying and learn study strategies for medical school courses from upper classmates.

EXAMINATION PREPARATION
There is a study day scheduled prior to each exam in the first and second years, and many faculty members invite students to communicate with them, via e-mail, before examinations if they have questions. Einstein students have consistently passed the USMLE exams at a rate and with scores higher than the national average. Graduation requirements include the successful completion of the USMLE I & II, Clinical Knowledge and Clinical Skills examinations. (Three attempts are permitted for each of these exams.)

STUDENT ACTIVITIES
The office of student activities is the source of many lifestyle enhancements at the college, including oversight of clubs and interest groups and the planning of academic and social events (such as Orientation, Commencement, milestone events and school dances).

Social events take place throughout the year, with the help of a social committee composed of student representatives from all classes. Beginning with an apple- and pumpkin-picking outing in October, social events include a themed homecoming dance, ice skating at Bryant Park, a skit night and the spring formal. The OSA also provides study-break snacks throughout exam time and assistance with club and interest-group event planning, and is the go-to office for all nonacademic information.

In addition, the office oversees the student cafe, the Einstein store and the underground Facebook page that offers giveaways such as tickets to Jets football games, the Empire State Building Observatory, movies, the Guggenheim Museum, concerts and the Intrepid Museum. It is a place for students to feel comfortable and welcomed away from home.

STUDENT AFFAIRS
Residency Matching
The office of student affairs guides third- and fourth-year students in identifying residency programs that are appropriate for their goals. Einstein graduates are well placed at some of the nation’s most prestigious hospitals. Many graduates have chosen to stay within the Einstein affiliate hospital system; many match to other residency programs in New York. Other destinations have included competitive residencies in Maryland, Massachusetts, Michigan, California, Washington and Oregon. The choice of residency specialties is extensive.

MATCH RESULTS
2016

Where Our Students Are Going, by Specialty:

- **Anesthesiology**
  - Brigham & Women’s Hosp-MA (1)
  - Massachusetts Gen Hosp (1)
  - Montefiore Med Ctr/Einstein-NY (2)
  - Northwestern McGaw/NMH/VA-IL (1)
  - NYMC-Westchester Med Ctr-NY (1)
  - NYU School of Medicine (2)
  - U Maryland Med Ctr (2)
  - U Washington Affil Hosps (1)
  - UC San Francisco-CA (1)
- **Emergency Medicine**
  - Baystate Med Ctr-MA (2)
  - Hackensack U Med Ctr-NJ (1)
  - Hofstra NSLU SOM-Long Island Jewish-NY (2)
  - Icahn SOM at Mount Sinai-NY (1)
  - Icahn SOM Beth Israel-NY (1)
  - Icahn SOM St Luke’s-Roosevelt-NY (3)
  - Harbor-UCLA Med Ctr-CA (1)
  - Jacobi Med Ctr/Einstein-NY (2)
  - Massachusetts Gen Hosp (1)
  - NYU School of Medicine (1)
  - Orlando Health-FL (1)
- **Family Medicine**
  - East Tennessee St Univ (1)
  - U Florida COM-Shands Hosp (1)
  - Harbor-UCLA Med Ctr-CA (1)
  - Hosp of the Univ of PA (1)
  - Montefiore Med Ctr/Einstein-NY (4)
  - U Arizona COM at Tucson (1)
- **General Surgery**
  - Hofstra NSLU SOM-North Shore LI-NY (1)
  - Icahn SOM at Mount Sinai-NY (1)
  - Icahn SOM Beth Israel-NY (1)
  - Montefiore Med Ctr/Einstein-NY (2)
- **Gynecology**
  - Emory Univ SOM-GA (1)
  - Icahn SOM St Luke’s-Roosevelt-NY (1)
  - Montefiore Med Ctr/Einstein-NY (3)
  - NYU School of Medicine (1)
  - University of Rochester-NY (1)
- **Internal Medicine**
  - B I Deaconess Med Ctr-MA (1)
  - Brigham & Women’s Hosp-MA (1)
  - CA Pacific Med Center (1)
  - Cambridge Health Alliance-MA (1)
  - Detroit Med Ctr/WSU-MI (1)
  - Duke Univ Med Ctr-NC (1)
  - Georgetown Univ Hosp-DC (1)
  - Hofstra NSLU SOM-Staten Island Univ-NY (1)
  - Icahn SOM Beth Israel-NY (1)
  - Icahn SOM at Mount Sinai-NY (1)
  - Jacoby Med Ctr/Einstein-NY (2)
  - Maimonides Med Ctr-NY (1)
  - Massachusetts Gen Hosp (2)
  - Montefiore Med Ctr/Einstein-NY (4)
  - Montefiore-New Rochelle/Einstein-NY (1)
  - NYP Hosp-Columbia Univ Med Ctr-NY (3)
  - NYP Hosp-Weill Cornell Med Ctr-NY (1)
  - NYU School of Medicine (3)
  - Ohio State University Med Ctr (1)
  - Rush University Med Ctr-IL (1)
  - SUNY HSC Brooklyn-NY (1)
  - Thomas Jefferson Univ-PA (1)
  - Tufts Medical Center-MA (1)
  - U Massachusetts Med School (1)
  - U Washington Affil Hosps (1)
  - UC Davis Med Ctr-CA (3)
  - UCLA Medical Center-CA (1)
  - Yale-New Haven Hosp-CT (1)
- **Neurology**
  - Johns Hopkins Hosp-MD (1)
  - NYU School of Medicine (1)
- **Neurosurgery**
  - Johns Hopkins Hosp-MD (1)
  - NYU School of Medicine (1)
  - NYP Hosp-Columbia Univ Med Ctr-NY (2)
  - UCLA Medical Center-CA (1)
  - Vanderbilt Univ Med Ctr-TN (1)
- **Obstetrics-Gynecology**
  - Hofstra NSLU SOM-North Shore LI-NY (1)
  - Icahn SOM at Mount Sinai-NY (1)
  - Icahn SOM Beth Israel-NY (1)
  - Montefiore Med Ctr/Einstein-NY (2)
- **Ophthalmology**
  - Montefiore Med Ctr/Einstein-NY (3)
  - NYU School of Medicine (1)
  - University of Rochester-NY (1)
- **Orthopaedic Surgery**
  - Emory Univ SOM-GA (1)
  - Icahn SOM St Luke’s-Roosevelt-NY (1)
  - Montefiore Med Ctr/Einstein-NY (3)
  - Temple Univ Hosp-PA (1)
- **Otolaryngology**
  - Albany Medical Center-NY (1)
  - Rutgers-New Jersey Medical School (1)
  - Yale-New Haven Hosp-CT (1)
Where Our Students Are Going, by Specialty:

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<tr>
<th>Specialty</th>
<th>Location</th>
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<tr>
<td>Pathology</td>
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<td>U Texas Southwestern Med Sch-Dallas (1)</td>
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<td>U Washington Affil Hosps (1)</td>
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<td>Pediatrics</td>
<td>Baylor Coll Med-Houston-TX (1)</td>
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<td>Jacobi Med Ctr/Einstein-NY (3)</td>
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<td>Physical Medicine &amp; Rehabilitation</td>
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<td>Radiation Oncology</td>
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<td>Urology</td>
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<td>NYU School of Medicine (1)</td>
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<td>Stony Brook Teach Hosps-NY (1)</td>
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### EINSTEIN’S QUALITY OF LIFE COMMITTEE

This committee identifies and addresses concerns from all members of the Einstein community. It consists of two representatives from each department at Einstein. The committee troubleshoots everything from living space to study space, from food service to climate control, and ensures a superb quality of life at Einstein.

### SAFE ZONE

Several years ago, the office of student affairs established a student/faculty steering committee to monitor and enhance the environment for the lesbian, gay, bisexual and transgender (LGBTQI) community. A “Safe Zone” plan was implemented, and events and discussions surrounding the issues raised by and for the LGBTQI population have matured and grown.

### WELLMED

Physicians deliver the best care to their patients when the physicians are healthy and balanced, and by focusing on wellness during the formative years of medical school, students can become better healers and role models for their patients. The wellness program takes a comprehensive approach to student well-being by offering programs aimed at all aspects of wellness, from physical fitness to nutrition, mindfulness and even financial wellness. The program’s goal is to provide opportunities for students to develop resilience by supporting the adoption of habits and attitudes that will contribute to their balance and positive well-being throughout their lives as physicians. Please visit [www.einstein.yu.edu/education/student-affairs/student-wellness-wellmed/](http://www.einstein.yu.edu/education/student-affairs/student-wellness-wellmed/).

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**STUDENT CLUBS AND INTEREST GROUPS**

Student clubs include the American Medical Association, the American Medical Student Association, the American Geriatrics Society, the Asian Pacific American Medical Student Association, the Latino Student Medical Association, the Student National Medical Association, Einstein Pride, Physicians for Human Rights and Physicians for Social Responsibility.

Einstein supports some 60 other clubs and initiatives, including one that is unique to Einstein: the Ad Libitum club. The mission of Ad Libitum is to raise awareness of the dynamic interfaces among art, medicine and science and to provide platforms for the support and sharing of artistic endeavors by all members of the Einstein community.
EDUCATION CENTER
Einstein has developed a new state-of-the-art educational center with active-learning spaces for students that can be custom designed to accommodate both small and large groups participating in team-based learning, learning communities, case-based teaching, collaborative project-based learning and the “flipped classroom” approach to learning. These new modalities of medical student teaching are supported by cutting-edge technology such as online simulation, video lecture-capture and online cases. Please visit www.einstein.yu.edu/education/md-program/education-center/ for more information.

LIBRARY
The D. Samuel Gottesman Library is a comprehensive resource for research, patient care and educational information. Its print and digital collections comprise journals, books, databases, clinical reference tools and evidence-based practice resources. Databases include PubMed, MEDLINE, UpToDate, Clinical Key, DynaMed, USMLE Easy, ExamMaster, Access Medicine, Access Pediatrics, Web of Science, Cochrane Library, Embase, Global Health, PsycINFO, VisualDx and Natural Medicines. E-books, e-journals and databases can be accessed onsite and remotely. Specialized tools for students include citation management software (EndNote and RefWorks) and research and clinical mobile resources.

The Library has a 3D printer to manufacture models for medical, scientific, educational or fun projects. Also available is a charging station for mobile devices and phones. Services include wireless access, laptops, MacBooks and iPads for borrowing, extended hours prior to exams, group study rooms with an online reservations system, the Beren Study Center (open 24/7), desktop computers (PCs and iMacs), printers, scanners and photocopiers. Color printing and copying are available. Interlibrary loan and document delivery (ILLiad) are available online at no cost.

Knowledgeable professional librarians provide group and individual instruction and research assistance tailored to student needs. Librarians develop Web-based research guides to facilitate information retrieval customized to program and course needs. Reference assistance is provided in person and via e-mail, telephone, chat, SMS text messaging, webinars and virtual consultation.

The library is the hub of information resources and a welcoming and comfortable environment with areas for focused study, collaboration or quiet socializing. Please visit http://library.einstein.yu.edu/.

LIFE AT EINSTEIN AND BEYOND

STUDY AREAS
Located in the Belfer Educational Center for Health Sciences, across the street from the residence complex, are instructional laboratories and conference rooms, all fully equipped with multimedia digital data projectors and computers connected to the Albert Einstein Network. Except when in use for classes, these rooms are available to students for use as study areas.

The D. Samuel Gottesman Library includes a 24/7 study room, group study rooms and a quiet room. There are also study carrels in the new Educational Center that are available for quiet study 24/7. In addition, two 24/7 study rooms have been created in the Forchheimer Building and more are planned for the coming year. Additional study space in lecture halls is provided before major exams.

SHUTTLE BUS
Students are afforded first-rate transportation services, including shuttle buses and car service to various hospitals, clinics and schools throughout the five boroughs and Westchester County. There is a free campus shuttle bus service that takes students to and from the Belfer...
Building (across the street from the housing complex) and to and from the Rhinelander housing complex to all clinical sites in the Bronx. The bus also takes students to the 180th Street subway stop for the #2 and #5 subway lines into Manhattan. Please visit www.einstein.yu.edu/administration/auxiliary-services/transportation/.

CAMPUS LIFE
Einstein is located in a quiet residential area of the northeast Bronx 10 miles from midtown Manhattan. The college is surrounded by single-family homes and apartment buildings that make up the neighborhoods known as Morris Park, Eastchester and Pelham Parkway. It is a tight-knit, culturally diverse community, with many popular Bronx attractions nearby. The Bronx Zoo, the New York Botanical Garden, Yankee Stadium, Orchard Beach, City Island and Westchester County are each within a 15-minute drive of the college. A selection of restaurants serving a variety of cuisines is within walking distance.

Easy access to and from Manhattan is available via multiple public transportation options; the MTA express bus service (BxM10) stops directly in front of the college at Morris Park Avenue and Eastchester Road. Also stopping on campus are two New York City bus lines (BX21 and BX31) and Einstein’s free shuttle service. The bus lines and shuttles run to and from the #2 and #5 subway lines into Manhattan at the East 180th Street station and the #6 line at Westchester Square. The shuttles also travel to Montefiore and other Einstein-affiliated institutions around the city.

LIVING QUARTERS
Housing at Einstein is among the best in the country. Every M.D. and Ph.D. student is guaranteed placement in an apartment, typically shared with one or two other students. Apartments are spacious, rents are low and security is excellent. The Eastchester Road residence where M.D. and Ph.D. students make their homes is located on the Einstein campus. The residence consists of three 28-story towers, offering 631 studios, one-bedroom and two-bedroom apartments. Apartments include amenities such as free Wi-Fi, air conditioning/heat, fully equipped eat-in kitchens and ample closet space. In addition, each complex has laundry facilities on the premises. Monthly rent includes all utilities. Outdoor amenities include a courtyard with a lawn, outdoor tables and Adirondack chairs, an outdoor and indoor playground for children, a community garden, barbecue grills, an outdoor running track, a tennis court/basketball court and a small soccer field.

FALK RECREATION CENTER
Conveniently located adjacent to student housing and across the street from the medical school, the Falk Recreation Center, with its 75-foot swimming pool, gymnasium with basketball, volleyball and badminton courts, indoor running track, racquetball and squash courts, free weights, whirlpool, steam room and sauna, offers a multitude of recreation and fitness options for students, members and their spouses/partners to enjoy every day, 95 hours a week. The center offers an intramural program, classes and special events. In addition, the campus now has new outdoor tennis/basketball courts, both under lights, which are available for students to reserve.

ZIPCARS
The Einstein campus is a parking site for Zipcars. Zipcar is a service that rents cars to each member at low hourly and daily rates. Because Einstein is a Zipcar site, members of the Einstein community can enroll for annual memberships at a discounted fee of just $25. The hourly rate includes gas, insurance and 180 miles per day. Zipcar is one way that Einstein offers members of its community an alternative to having a car on campus.
**ADMISSIONS AND FINANCIAL AID**

**ADMISSIONS**
To be eligible for consideration by Einstein, applicants must complete and transmit an application to the American Medical College Application Service (AMCAS) by October 15 of the year of application. All supporting documentation must be submitted no later than December 31. (Applicants who have completed two prior applications to Einstein are ineligible for consideration.)

With the exception of a formal letter of acceptance, Einstein communicates with applicants via e-mail. It is important that applicants be aware that if their e-mail providers are filtering multiple (bulk) mailings, settings need to be revised to receive all e-mails coming from an address with @einstein.yu.edu.

For further information and guidance, applicants should peruse the Association of American Medical Colleges website at www.aamc.org/students/applying.

**REQUIREMENTS: COMPETENCY-BASED ADMISSIONS**
The Association of American Medical Colleges (AAMC) has asked medical schools to address the challenge that applicants face in preparing for medical school requirements that are in a period of transition, as well as for the MCAT, which was revised in 2015. Should we, for example, continue to require a traditional chemistry course sequence in preparation for medical school biochemistry, or is there another way applicants can demonstrate that they have attained this content knowledge? And how can undergraduate schools provide exposure to required concepts and prerequisites now that learning has become a process that extends beyond the classroom, and courses have migrated from single titles such as Biology to integrative units such as Psychobiology of Stress and Disease?

Medicine is increasingly appreciated as a discipline that requires skills and abilities acquired through experiences and venues both inside and outside the classroom. Dr. Darrell G. Kirch, president and CEO of the AAMC, has stated, “Many students who would make excellent doctors are not extended an interview because admissions committees do not have ready opportunities to consider their broader personal characteristics before granting one.”

In response, and to prepare applicants for holistic review that will evaluate, equally, their personal characteristics and their academic readiness for medical school, Albert Einstein College of Medicine has instituted a “competency-based” admissions process. We believe, as Dr. Kirch has said, that this approach “will allow applicants the opportunity to demonstrate the complex personal dimensions that contribute to being a good doctor,” in addition to the cognitive capabilities that have traditionally identified applicants as being ready for the academic rigor of medical school. This competency-based approach also offers candidates greater flexibility, for example, by substituting laboratory experience gained while employed for laboratory or course requirements taken in school, or by substituting online courses that free up time to pursue interests that enhance the applicant’s level of maturity and readiness for the medical profession.

The committee on admissions will use the entire application to ensure that the candidate has demonstrated reasonable accomplishment of all of the identified competencies; this includes the AMCAS application, academic record, personal comments, roster of experiences, letters of recommendation, the Einstein secondary application, written and verbal communication with the admissions office and an interview (when applicable).

There are four competencies:
1. Co-Curricular Activities and Relevant Experiences
2. Communication Skills
3. Personal and Professional Development
4. Knowledge

Please see our website: www.einstein.yu.edu/education/md-program/admissions/.

**FINANCIAL AID AND TUITION**
The office of student finance is available to assist in meeting the task of financing a medical education responsibly. The office is committed to clarifying the process of applying for financial aid, and awards institutional grant assistance on the basis of demonstrated financial need. In addition, there are some scholarships, not based on financial need, that are awarded by the office of admissions.

Tuition, fees and health insurance for the 2016–17 year are $56,002. Health insurance can be waived with proof of comparable insurance. Membership in our Falk Recreation Center is also included in the fees; however, family memberships are extra. Please visit www.einstein.yu.edu/education/md-program/financial-aid/.
CAMPUS MAP

JACK AND PEARL RESNICK CAMPUS & AFFILIATED SITES
Campus Address:
1300 Morris Park Avenue, Bronx, NY 10461

1. Ullmann Research Center for Health Sciences
2. Forchheimer Medical Science Building, Gottesman Library, Max and Sadie Friedman Lounge
3. Belfer Educational Center for Health Sciences
4. Golding Building
5. Chanin Institute for Cancer Research
6. Robbins Auditorium
7. Gruss Magnetic Resonance Research Center
8. Lubin Dining Hall, Singer Faculty Club
9. Harold and Muriel Block Building
10. Jack D. Weiler Hospital (Montefiore/Einstein Campus; 1825 Eastchester Rd.)
11. Einstein Boiler Plant
12. Price Center for Genetic and Translational Medicine/Block Research Pavilion (1301 Morris Park Ave.)
13. Van Etten Building (1225 Morris Park Ave.)
14. Rose F. Kennedy Center
15. Jacobi Medical Center (1400 Pelham Pkwy S.)
16. Jacobi Medical Center Nurses’ Residence
17. Rhinelander Residence Hall (1579 Rhinelander Ave.)
18. Parking Garage (1875 Eastchester Rd.)
20. Falk Recreation Center
21. Montefiore Hutchinson Campus (1250 Waters Place)
22. Montefiore Medical Park (1695 Eastchester Road)
23. Residence Inn Marriott (1776 Eastchester Road)
24. Division of Substance Abuse – Wellness Center (1510 Waters Place)
25. Bronx Psychiatric Center (1500 Waters Place)

Einstein Shuttle stops

Connect with Einstein on social media: www.einstein.yu.edu/social-media/.

All college decisions with regard to faculty, staff and students are based on equitable and equally applied standards of excellence. Diversity enhancement efforts have been established as a visible and formal expression of institutional policy. This policy is designed to ensure that recruitment, hiring, training, promotion and all other personnel actions take place and all programs, both academic and nonacademic, involving students are administered without regard to race, religion, creed, color, national origin, sex, age, disability, veteran or disabled veteran status, marital status, sexual orientation or citizenship status as those terms are used in the law. Information published in this brochure applies only to the 2016–2017 year, and may change at any time.