



2017–2018 APPLICANT GUIDE

EINSTEIN M.D. PROGRAM

**"TRY NOT TO BECOME
A [PERSON] OF SUCCESS
BUT RATHER TRY TO BECOME
A [PERSON] OF VALUE"**

– Albert Einstein



EINSTEIN

Albert Einstein College of Medicine



STUDENT DIVERSITY

There are 183 students in the first-year class. 7,679 individuals applied for entrance and 1,100 were interviewed.

87 (48%) are women. 20 (11%) self-described as identifying with groups underrepresented in medicine. 14 (8%) are M.D./Ph.D. students.

20–41 is the age range; 36 (20%) are over the age of 25 (9 students are over the age of 30); and 23.6 is the average age.

36 (20%) students were born outside the United States in countries that include Australia, Bangladesh, Canada, China, the Dominican Republic, Egypt, Germany, India, Israel, Kenya, the Republic of Korea, Kuwait, Kyrgyzstan, Myanmar, Pakistan, Romania, South Africa, Taiwan, Thailand and Vietnam.

5 are international students— from Bangladesh, Canada, Kenya and Thailand.

77 colleges are represented. Most highly represented with 3 or more students are Boston College, Brown, the City University of New York, Cornell, Georgetown, Harvard, Johns Hopkins, New York University, Rutgers, the State University of New York, the University of California, the University of Maryland, the University of Pennsylvania, Washington University, Wesleyan University and Yeshiva University.

22 states are represented. 81 (44%) are residents of the state of New York; 6 were born in the Bronx. 80 have a bachelor of arts; 84 have a bachelor of science; 1 has a bachelor of health science; 1 has a bachelor of Talmudic law; 1 has a bachelor of music; 14 have master's degrees; and 2 have doctoral degrees. 32% are nonscience majors.

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WELCOME

At Albert Einstein College of Medicine, compassion, collaboration and collegiality are our hallmarks. From the accessibility of faculty to the Introduction to Clinical Medicine course to our noncompetitive grading system, Einstein fosters an environment in which students are encouraged to learn from one another, from our expert clinical and research faculty, from diverse clinical experiences at our parent institution, Montefiore, the University Hospital and academic medical center for Albert Einstein College of Medicine, and our affiliate hospitals and from helping provide 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. Einstein was one of the first 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 developing bioethics as an 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; more than 90 percent match to one of their top three residency choices. Many of our students participate in our supervised global health program. Our graduates also enter research programs in a broad range of subjects, from traditional 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.

ABOUT EINSTEIN

EINSTEIN IS HOME TO:



1,900+
faculty



711+
medical students



163+
Ph.D. students



103
students in the combined
M.D./Ph.D. program



8,500+
Einstein alumni, among the
nation's foremost clinicians,
biomedical scientists and
medical educators



250+
postdoctoral research
fellows at our Belfer
Institute for Advanced
Biomedical Studies



Einstein receives more than \$200 million annually in grants and contracts, of which over \$160 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, stem cell biology, developmental disorders, HIV/AIDS and brain sciences. These centers reflect the innovative, multidisciplinary research that has always been a hallmark of the College of Medicine's collaborative approach to biomedical science and human health. In addition, Einstein offers robust research and clinical training programs for its students, postdoctoral fellows and junior faculty members involved with 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 62 years ago, the college has established itself as a leader in medical research and is proud to include the following among its many accomplishments:



Demonstrated the association between reduced levels of high-density lipoproteins, or “good” cholesterol, and heart disease



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



Used gene therapy techniques in the laboratory to successfully treat abnormally high cholesterol



Was chosen as the only medical institution in the Northeast to serve as a research site for the Study of Latinos, the largest research study of Hispanic health



Identified pediatric AIDS as a distinct disease and established the first daycare center in the world for children with AIDS



Developed groundbreaking new protocols for the treatment of diabetes based on more-sophisticated methods of monitoring glucose levels



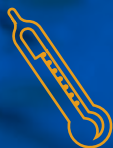
Founded the science of neuroendocrinology, which gave rise to a new understanding of how the body’s cells communicate with one another



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



Identified the mechanism of action of Taxol, one of the most significant cancer treatment drugs ever developed



Founded the first institute in the nation devoted to the study of liver disease and injury



Developed genetic tests for detecting autism



Discovered structural abnormalities of brain cells that explain deficiencies in cognitive development, greatly contributing to our understanding of intellectual and developmental disabilities



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 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 a novel radio immunotherapy technique for treating metastatic melanoma



Developed the first potentially useful vaccine to prevent type II herpes infection



Pioneered the use of vaccines to prevent cervical cancer



MESSAGE FROM THE DEAN

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. In 2017, Einstein's medical education program was re-accredited for a full eight-year term by the Liaison Committee on Medical Education.

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, 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



MESSAGE FROM THE CEO

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 here, 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.

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 and beliefs, endures both within the school and across our 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 firsthand that Einstein provides a unique medical education, one that is forged by a commitment to clinical and research excellence combined with social justice, and that is energized by a collective spirit that pushes boundaries in pursuit of knowledge and healing.

STEVEN M. SAFYER, M.D.

*President and CEO
Montefiore Medicine*

A LEARNING MOSAIC

Einstein's educational mission is to train students to understand and embrace their future roles as physicians. Caring for patients requires recognition of each patient's individuality, and comfort with the uncertainty inherent in that experience. With the well-being of the patient as the focus of all our educational efforts, students 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.

It is our responsibility not only to educate future physicians who will practice the most competent and compassionate medicine possible, but also to create future leaders 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 in such issues 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, locally and around the world. Our programs encourage students to look beyond their courses, classrooms and clerkship sites to acquire experiences that help them expand their knowledge of medicine with open minds and open hearts.

Years one and two focus on interdisciplinary biomedical sciences and systems-based courses. Students also 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 the impact of social

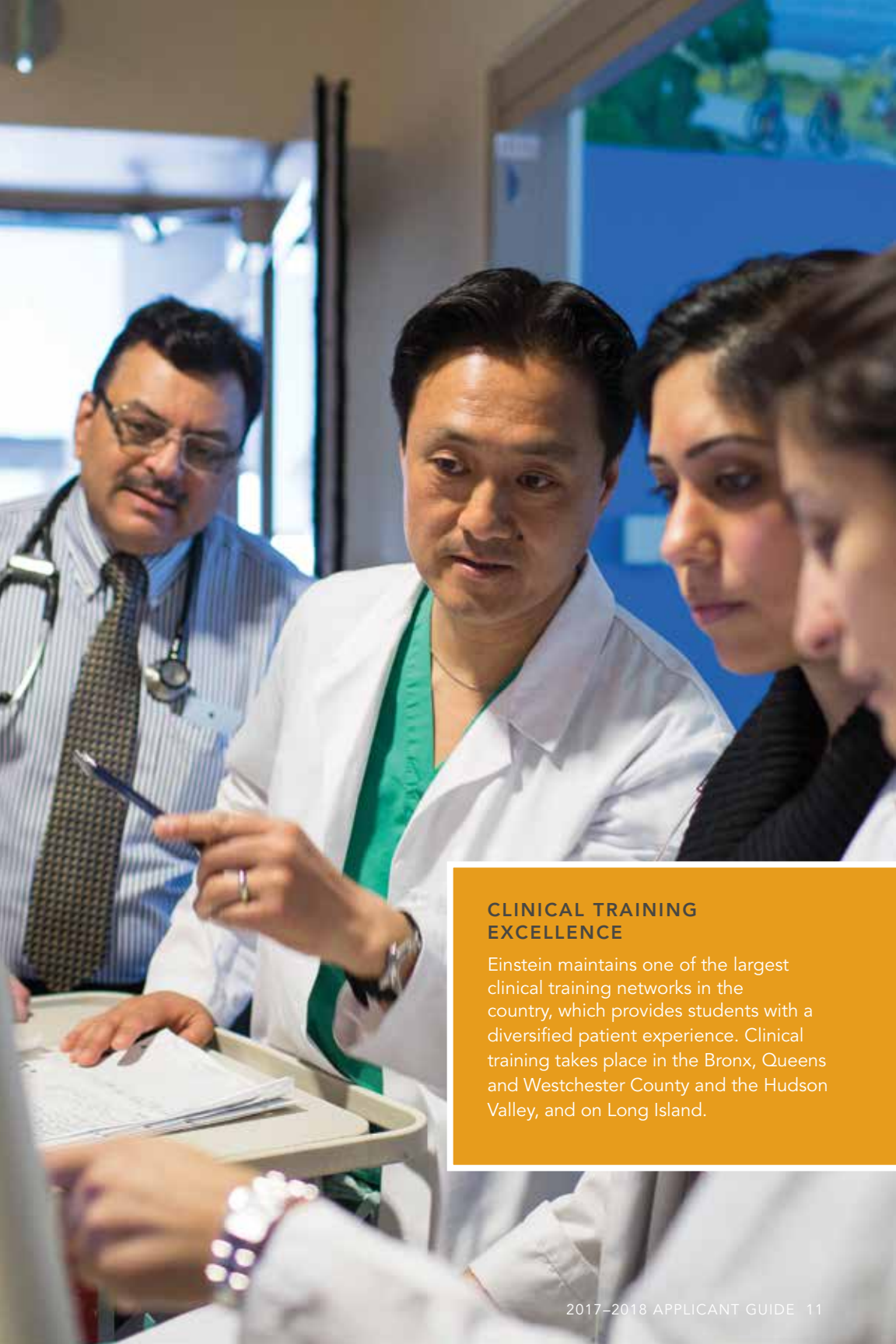
determinants on health outcomes. Medical Spanish and Medical Mandarin courses are electives in both the first and second years.

During the last two years, students learn how to apply biomedical science knowledge and clinical skills in both inpatient and outpatient settings. The third year offers clerkships in key practice areas; the fourth year provides two required one-month subinternships, 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 held 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 to encourage cooperation and collaboration in the learning process. In years three and four, grading shifts to Honors/High Pass/Pass/Low Pass/Fail. Grades are accompanied by written performance summaries to help students prepare for residency.

All students participate in scholarly projects. The director of medical student research works with them to create projects that match their interests and future career goals.

Einstein maintains one of the largest clinical training networks in the country, providing students with a diversified patient experience. Clinical training takes place in the Bronx, Queens and Westchester County and the Hudson Valley, and on Long Island. The five major clinical centers used for clinical education provide healthcare to patients from a wide socioeconomic and ethnic spectrum: Montefiore Medical Center (whose clinical campuses include Moses, Weiler, Wakefield and New Rochelle and the Children's Hospital at Montefiore), Jacobi Medical Center, St. Barnabas Hospital, Northwell Health and Jamaica Medical Center.



CLINICAL TRAINING EXCELLENCE

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, Queens and Westchester County and the Hudson Valley, and on Long Island.

THE CURRICULUM: AT A GLANCE

YEAR 1

Histology & Cell Structure	Clinical & Developmental Anatomy	Cardiovascular Physiology	The Renal System
Molecular & Cellular Foundations of Medicine		Disease Mechanisms	Principles of Pharmacology
Introduction to Clinical Medicine			Epidemiology, Population Health & Evidence-Based Medicine I
Bioethics I			

YEAR 2

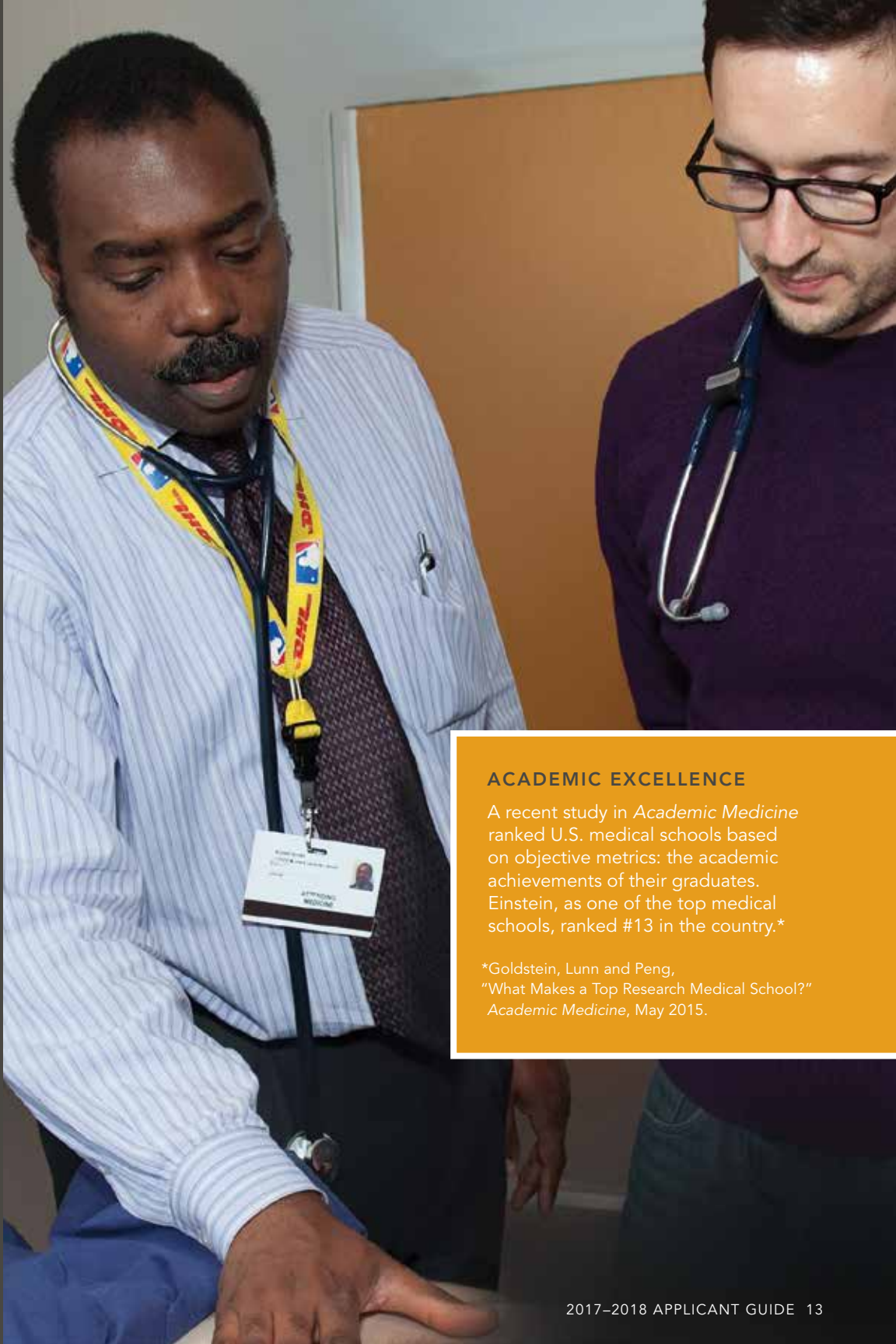
Nervous System & Human Behavior	Cardiovascular Medicine	Gastrointestinal & Liver Diseases	Parasitology & Global Medicine	Hematology
Endocrine System	Reproductive System & Human Sexuality	Pulmonary Medicine	Microbiology & Infectious Diseases	Musculoskeletal Disorders
Bioethics II				
Introduction to Clinical Medicine				
Epidemiology, Population Health & Evidence-Based Medicine II				

YEAR 3

Internal Medicine 11 weeks	Pediatrics 7 weeks	Psychiatry 6 weeks	Obstetrics & Gynecology 6 weeks	General Surgery 8 weeks	Family Medicine 4 weeks	Radiology 2 weeks	Geriatric Medicine 2 weeks
Patients, Doctors and Communities							

YEAR 4

Subinternship: 1 month in Medicine, Pediatrics or Family Medicine; 1 month in Medicine, Pediatrics, Family Medicine, Surgery or Obstetrics	Ambulatory Care Program in Medicine, Pediatrics or Family Medicine: 1 month	Neurology: 1 month	Electives: 7 months				Residency Interview 1 month
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ACADEMIC EXCELLENCE

A recent study in *Academic Medicine* ranked U.S. medical schools based on objective metrics: the academic achievements of their graduates. Einstein, as one of the top medical schools, ranked #13 in the country.*

*Goldstein, Lunn and Peng,
"What Makes a Top Research Medical School?"
Academic Medicine, May 2015.

THE CURRICULUM: YEARS ONE AND TWO

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.

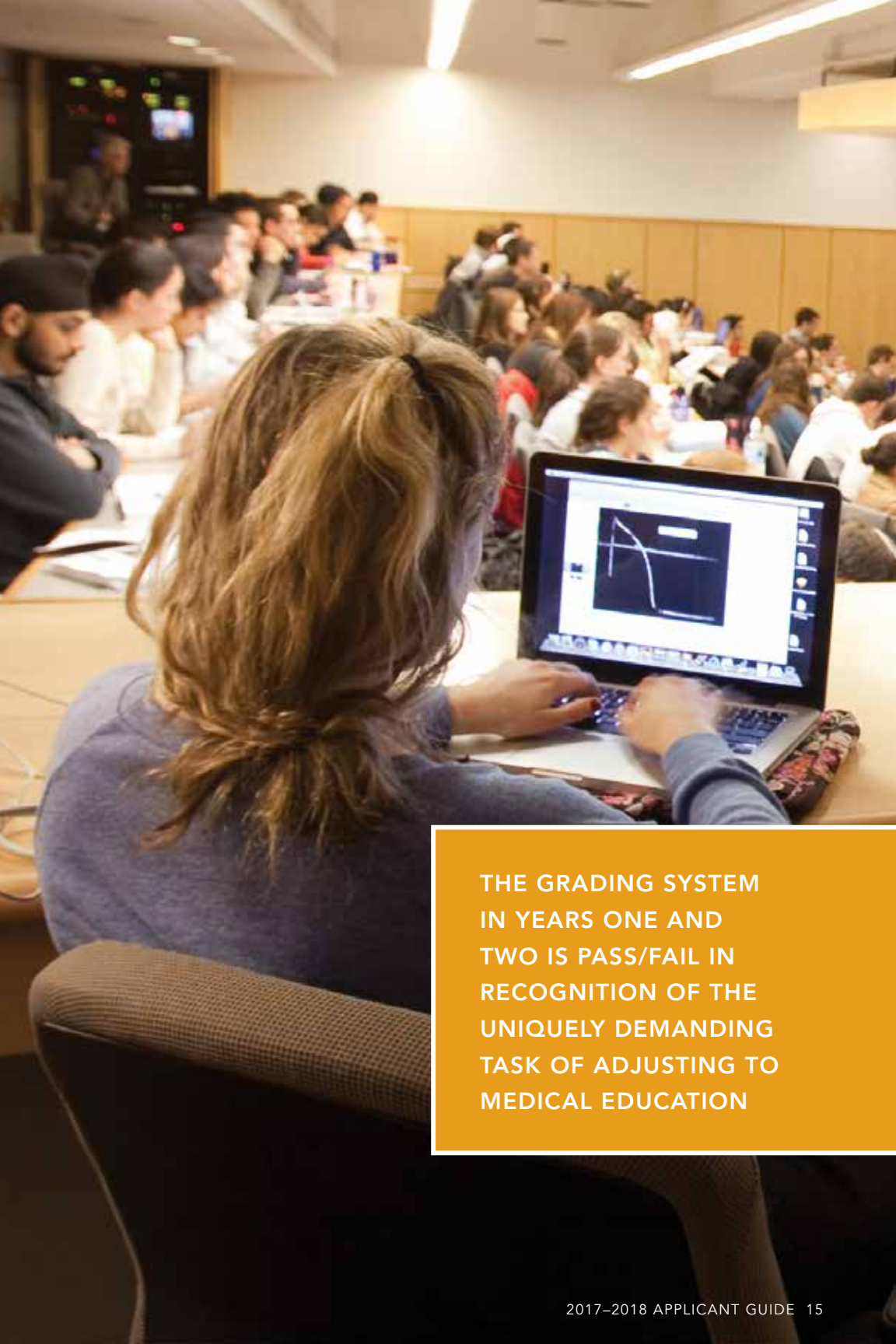
The structure of the curriculum is based on interdisciplinary courses that reflect major unifying themes and concepts of modern biology, links among different biomedical science disciplines and applications of basic knowledge to the diagnosis, prevention and treatment of human disease.

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 that 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 principles and concepts needed to deal effectively with dilemmas in medical ethics.

Clinical skills training is conducted at the Clinical Skills Center, a 22,700-square-foot center located on Einstein's central campus. It houses classrooms, fully equipped exam rooms and state-of-the-art video cameras to help faculty observe student interactions with standardized patients (actors portraying patients) and provide ongoing evaluation and feedback. The center teaches first- and second-year students the basic communication and clinical skills needed for their future encounters with patients.

There are opportunities in the first two years to take elective mini-courses such as Nutrition and Health; Cooking Healthily, Efficiently and with Fresh Foods (CHEFF); Quality Improvement 101; Implicit Bias; Medical Spanish (for all fluency levels); Medical Mandarin; and Healer's Art, which helps students reflect on personal meaning in their daily experience of medicine.



THE GRADING SYSTEM
IN YEARS ONE AND
TWO IS PASS/FAIL IN
RECOGNITION OF THE
UNIQUELY DEMANDING
TASK OF ADJUSTING TO
MEDICAL EDUCATION


THE CURRICULUM: YEAR THREE

The third year starts in June with a sequence of clerkships in internal medicine, general surgery, pediatrics, psychiatry, obstetrics and gynecology, family medicine, geriatrics and radiology. Students become virtually full-time inhabitants of the college's hospital-care affiliates. They take responsibility for patient care under the supervision of attending physicians, residents, nurses, social workers and physician assistants.


The students learn a systematic approach based on 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, students are expected to demonstrate compassion and consideration for patients and families, appreciate the influence of sociocultural and economic factors, acquire understanding of ethical issues in clinical decision making, observe high standards of professional behavior and work effectively as members of interprofessional healthcare teams. Clerkships also use innovative teaching methods—problem-based learning, team-based learning, online education—to enhance clinical knowledge and skills.

Students from different clerkship rotations gather in small groups to participate in case-based discussions of issues in prevention, ethics and professionalism in a course called Patients, Doctors and Communities.



**EINSTEIN OFFERS
SMALL-GROUP, CASE-
BASED CONFERENCES
DEALING WITH ISSUES
OF PREVENTION,
ETHICS AND
PROFESSIONALISM**









THE CURRICULUM: YEAR FOUR

In the fourth year's one-month ambulatory care program, students help evaluate and treat adult and pediatric patients, learning about continuity of patient care and the challenges faced by the physician of first contact. Every student then does two one-month subinternships. One must be in medicine, pediatrics or family medicine; the second can be in these or in obstetrics or surgery. As an integral member of the patient-care team, the subintern assumes many responsibilities of a first-year resident, supervised by the resident and attending physicians. A one-month clerkship in neurology completes the required courses.

In the seven-month elective period, students choose among offerings from virtually every department, including subinternships, further training in ambulatory medicine and primary care and participation in research projects. Funding is available for students to participate in exchange programs with overseas medical schools or gain clinical or research experience in less-developed nations. Students then have a month to interview for residency programs.

They finish by writing scholarly reports on projects involving in-depth study of areas of interest. Whether conducted in the laboratory, the clinic or the field, the projects address well-defined problems or test particular hypotheses. This requirement increases opportunities for interaction with faculty members, who serve as mentors.

THE SCHOLARLY PAPER

Every Einstein student works on a mentor-guided scholarly project that leads to a scholarly paper (SP), a requirement for graduation. This offers an opportunity to learn about a new field or to delve more deeply into an established area of interest. Students must write an original research paper, a basic science review, a formal systematic review, a case report or a paper based on a bioethical issue in medicine or an educational evaluation. These papers can focus on experiences in global health or community service. The ideal SP experience is born of passion for the idea and a close bond with a mentor.

The first opportunity for dedicated research time during medical school is the summer between the first and second years, for which students may apply for a fellowship. One-year fellowships for long-term immersion in research with mentors are also available for a gap year between the third and fourth years. During the fourth year, senior research fellowships are available. The office of medical student research works with students at all phases in their scholarly work. It assists students in finding mentors, oversees the fellowships and hosts events to showcase works in progress and a medical student poster exhibit.



LONGITUDINAL CURRICULUM

In the four-year program, Einstein offers longitudinal curricular themes to enhance students' education across courses and clerkships. The Population Health and Practice of Medicine theme curriculum enables Einstein students to explore topics in public health, health policy, healthcare systems, law and medicine, quality and safety, medical economics and practice management. In order for students to practice medicine successfully in the future, they must be able to competently navigate patients and families through health-system complexities and partner with communities to reach better health outcomes. In the Dermatology theme curriculum, students acquire the attitudes, knowledge and skills expected of all future physicians for optimal patient-centered care of skin conditions. Einstein is enhancing longitudinal instruction in a new Lesbian, Gay, Bisexual, Transgender, Queer, Intersexual and Asexual (LGBTQIA) Health theme curriculum. Students will develop the attitudes, skills and knowledge needed to deliver high-quality, patient-centered care of LGBTQIA patients, families and communities.



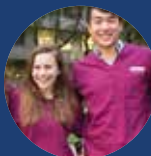
THE RITES OF PASSAGE

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.



ON BECOMING A PHYSICIAN

White-coat ceremony for first-year students



SCRUBS

Distribution of scrubs to mark the start of the Gross Anatomy course for first-year students



STETHOSCOPE CEREMONY

Distribution of stethoscopes to mark the start of the Introduction to Clinical Medicine course for first-year students



TRANSITION CEREMONY

Ceremony held at the start of third year, coupled with wellness workshops on maintaining balance during the clinical experiences



MATCH DAY

Announcement of where fourth-year students will complete their residency training



STUDENT AWARDS CEREMONY

GRADUATION

The beginning of a lifetime of continuous learning and compassionate care

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, Spanish-speaking population 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 evolved over a period of more than 25 years and is still changing to meet students' needs. 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 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-increasing Mandarin-speaking population in the Bronx as well as at several of Einstein's clinical sites. To meet this community's needs, 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.



OUR STUDENTS ARE INVOLVED IN PROGRAMS THAT IMPROVE THE HEALTH OF COMMUNITIES AND PROMOTE APPRECIATION OF THE SOCIAL ROLES AND RESPONSIBILITIES OF PRACTICING PHYSICIANS







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.

Implicit Bias

The goals of this elective are to increase students' ability to recognize and manage their own biases in clinical encounters and when interacting with colleagues, and to increase understanding and appreciation of curriculum development as it pertains to innovations in medical education.

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 such 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 teaches first-year medical students the Model for Improvement, the cornerstone of all quality-improvement work.

Nutrition and Health: Patients and Populations

This elective provides students with an understanding of the United States Department of Agriculture's dietary guidelines, nutrition assessment and the effectiveness of popular diets. Other topics include integration of motivational interviewing in discussions of nutrition and lifestyle issues with patients. Students also learn how to discuss the "Nutrition Facts" labels on packaged foods with patients whose English literacy is limited.

Cooking Healthily, Efficiently and with Fresh Foods (CHEFF)

CHEFF is a six-session cooking course intended to help medical students become better and healthier cooks and to give them tools to help their patients create healthier lifestyles.



GLOBAL HEALTH

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 low- and middle-income countries around 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.



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 among Einstein medical and graduate students and faculty and communities in the Bronx. Einstein CAN groups promote services and provide advocacy for vulnerable local populations. 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. It offers workshops and seminars to develop leadership and other skills necessary for community engagement. The mission is to provide students with opportunities 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.

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. Issues covered in the course have included the practice of social medicine, correctional health, community-based clinics, the ethics of stem cell research, medical waste, drug policy in the U.S., the concept of "no

free lunch," healthcare for people with disabilities, the politics of abortion, gun violence, elder abuse, race/ethnicity and unequal treatment, refugee health, liberation medicine and war as a public health problem. The lectures aim to encourage discussion and a sharing of ideas among those in attendance. The course welcomes student volunteers from all classes. Please visit www.einstein.yu.edu/education/student-affairs/registrar/visiting-students/elective-course-descriptions/family-social-medicine.aspx.

Healer's Art

This elective for first-year students addresses a hidden crisis in medicine: the growing loss of meaning and commitment experienced by physicians nationwide under the stresses of today's healthcare system. The Healer's Art is a process-based curriculum that enables the formation of a community of inquiry among students and faculty, helping students perceive the personal and universal meaning in their daily experience of medicine. The course consists of five three-hour evening sessions spaced roughly two weeks apart, each divided into large-group presentations, small-group discussions and exercises.

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 citizen 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/fellowships.aspx> 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 for the fellowship with a mentor's letter and a project proposal. The office of medical student research and the Medical Student Summer Research Directory can help students find mentors and projects.

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 engender 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 residencies. Immersion in a research environment, focusing on a project of the student's own choice 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.

Students apply for an Einstein Research Fellowship in the spring of the third year. The Medical Student Research Committee judges the applications according to criteria that include the quality of the mentoring plan, the proposed research and the student's past research experiences. The office of medical student research assists students with this application process.

Senior Research Fellowships

Students interested in doing a minimum of five months of research during their graduating year may apply for these fellowships. The students work with mentors on research projects and 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/>.



ADDITIONAL DEGREE PROGRAMS

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), one of the nation's oldest, was established at Einstein in 1964 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 fields from basic science research to clinical medicine.

The Einstein MSTP, more comprehensive than other such programs, fosters a strong academic and social community within the college. Large enough to be an independent academic unit, the program is still small enough to provide students with individual attention. 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; the Ph.D. thesis research years offer weekly involvement in the MSTP Continuity Clinic and 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 428 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, funded by the

NIH Clinical and Translational Science Award. The program provides rigorous advanced training for medical and graduate students to become clinical/translational investigators. It is expected that, with receipt of the Ph.D., these scientists will pursue meaningful careers in independent research.

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. Students learn alongside accomplished healthcare professionals, attorneys and science writers as they explore complex issues involving medical decision-making, healthcare policy and the evolving healthcare system. Innovative courses include investigations into bioethics consultation, narrative medicine, dementia and policy development. For more information, please visit www.einstein.yu.edu/education/bioethics.

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, complete original research projects under the guidance of mentors, and take courses in epidemiology, biostatistics and research ethics. Students learn the rudiments of study design and data analysis and complete two first-author original research papers suitable for publication in peer-reviewed journals, one of which is the thesis. They graduate with M.D.-M.S. degrees after five years. Please visit www.einstein.yu.edu/centers/ict/crtp/md-ms-program/.

STUDENTS **IN ACTION**



MOTHER AND SON TAKE SIMILAR YET DIFFERENT PATHS

Third-year Einstein medical student Chike Madu took his very first steps at Einstein 27 years ago. He was born in 1990, when his mother Assumpta Madu was in her second year as a medical student at Einstein. She is now an associate professor of ophthalmology and visual sciences at Einstein and director of residency training in the department at Montefiore, and Chike is the second of her three sons. While their paths to Einstein differ, there are similarities. Both entered Einstein as nontraditional students: Dr. Madu left a career as a pharmacist and Mr. Madu left the world of politics. Each returned to school to complete coursework that would allow them to pursue their dreams; for Dr. Madu it was medical school, while Mr. Madu first had to complete postbaccalaureate courses. And each felt a stirring to enter a field where they could truly help others. "One belief I instilled in my sons is that they can do anything if they put their minds to it," said Dr. Madu. Mr. Madu smiled, nodding. "She'd tell us, 'If your mother can do it, you can do it.'" He added, "My mom is my mentor." Although he's not sure yet which field of medicine he'll pursue, he knows he wants to have the same kind of personal connection his mother has with patients. "She has always told me, when patients come to see you, they're usually not having a good day. Your job is to make them feel better." She wants only one thing: "Whatever Chike chooses, I want him to love it the way I do ophthalmology."

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"WORKING ON A TEAM SUCCESSFULLY IS A CONSTANT EXERCISE IN LEARNING ABOUT WHO YOU ARE WORKING WITH, AND IN SELF-REFLECTION ON HOW YOU INTERACT OR LEAD."

HEALTH AND DIVERSITY

As the child of immigrants from China and Vietnam, third-year medical student Nancy Dong learned about cultural diversity at an early age. Born and raised in Sarasota, FL, she became immersed in science and medicine quite young by helping her parents translate what their doctors said during medical appointments. "We spoke Cantonese at home and neither of my parents was comfortably fluent in English," she explained. "Starting in middle school, whenever they had an appointment, I would go along to help with any paperwork and with translating how to use their medications. It made me realize how important science is, but also that medicine is how science actually gets applied to help others." The experience sparked her interest in pursuing a medical career. Ms. Dong is now national membership director of the Asian-Pacific American Medical Student Association (APAMSA) for New York and New Jersey. She recently co-hosted APAMSA's annual regional conference, "The Missing Pieces in Asian Pacific Islander American Healthcare," at the Icahn School of Medicine at Mount Sinai. The group focuses on issues that affect Asian-American patients and professionals. She noted, "Working on a team successfully is a constant exercise in learning about who you are working with, and in self-reflection on how you interact or lead." She also has taken part in White Coats for Black Lives events on campus. "I believe there's still more to learn, about each other and about ourselves," she said. "To be able to do this requires skills in communication and emotional intelligence, which are also necessary for us to be successful as colleague, healers and leaders."

STUDENTS IN ACTION

AIDING MEDICAL EDUCATION

When the power goes out at Hawassa College of Medicine and Health Sciences in Ethiopia, medical students sit in a stairwell with generator lights to continue studying. To Einstein medical student Zenna Solomon, who spent six weeks in the developing East African nation in 2015, supported by the Global Health Fellowship Program, the students' solution demonstrates how dedicated they are to learning. Ms. Solomon, whose parents came to the U.S. from Ethiopia before she was born, observed that, despite major differences in infrastructure and resources, both Einstein and Hawassa attract people with a similar purpose: a strong desire to further their knowledge so they can help others. Working closely with Hawassa faculty members, Drs. Barbara Birshtein and Howard Steinman and Ms. Solomon installed PowerLab instrumentation that will allow Hawassa medical students to measure finger pulses and blood pressure. "When Drs. Birshtein and Steinman learned of my experience with the technology, they invited me to help teach the students how to use it," she said. Ms. Solomon also worked with the head nurse in the breast cancer unit that Dr. Carol Harris helped establish. She drew on her experience as a pharmacy technician and offered to input information to help the breast cancer unit staff manage its chemotherapy stock and project future needs. She also saw patients. "I was able to follow most interactions between patients and doctors because I can understand some Amharic," she recalled. Her parents occasionally speak Ethiopia's primary language at home. The interactions between the caregivers and their patients made a profound impression. "When I begin working on the wards, that's something I want to keep in mind," she added; she now places a higher value on physical diagnosis skills. The trip was the beginning of a professional connection Ms. Solomon wants to maintain with Ethiopia. She plans to return to Hawassa during her fourth year to assist with other projects. "I'm excited to return, and hope to make working in Ethiopia a part of my medical career."



"I'M EXCITED TO RETURN, AND HOPE TO MAKE WORKING IN ETHIOPIA A PART OF MY MEDICAL CAREER."

AFTER A BRIEF DETOUR, PURSUING HIS CALLING

Medical student Paul Johnston admits his preparation for entering Einstein was unusual. While many of his current classmates were completing high school, Mr. Johnston, 40, was working as a defense contractor providing services for United States and allied nations' government agencies, primarily in the arena of special operations. He views his prior career as "a profound honor and life-changing experience." It also strengthened his resolve to complete a personal mission: to become a physician—the first in his family. He had a keen interest in science when growing up in Memphis, TN. "Medicine offered the opportunity to put that interest to work serving others," he explained. "I enrolled in Columbia's master's in public health program to prepare for medical school. Just as I was completing my graduate work, though, I was offered the opportunity to work in a unique and exciting field," he added. "I jumped at it, intending to return to the original plan to become a physician after a few years. But the years kept clicking by, and I realized that if I was going to attend medical school, it was now or never." While doing premedical coursework at Columbia starting in 2012, he took part in research projects in Metropolitan Hospital's emergency department and in Columbia's pediatric emergency department. "Those experiences taught me about the essential role of clinical research in improving emergency care for vulnerable urban populations," he said. At Einstein, he appreciates the genuine sense of community he's found with his classmates—even though most are at least a decade younger. "It's a family here," he said. "I've never been a member of a group of peers of such excellence, intelligence and capability." While it's still too early to choose a specialty, Mr. Johnston is intrigued by emergency medicine. "It's dynamic, fluid, fast-paced and exciting. And I like that it offers maximum patient contact." He added, "I came to medicine later than originally planned, but my experiences before medical school have helped to shape the doctor I will become."



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STUDENTS IN ACTION



**"I WANT MY
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AN "APP"ITUDE FOR PROBLEM SOLVING

Medical student Mohammad Arafat, as an undergraduate, designed a prize-winning mobile application (app) that helps reduce time spent waiting in lines, and another that pairs smartphones with medical equipment to make sharing data easier and quicker. "You see a problem, you find a solution for it," he said. Born in Bangladesh, Mr. Arafat moved to Brooklyn when he was two. His interest in apps was sparked by his volunteer work with a nurse in the Bronx. He helped design an app to help nurses understand procedures through targeted videos. Realizing that his apps often focused on helping people led Mr. Arafat to medical school. "It occurred to me that the best way I could help people was through medicine," he said. "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." He recently began an ongoing research project under the mentorship of Dr. Eugen Palma at the Weiler Arrhythmia Service, where he is testing the impact of electronic cardiac pacemakers on patients undergoing cardiac resynchronization therapy. This relatively new treatment helps patients with heart failure by synchronizing the ventricles of the heart. Research has shown that approximately one-third of patients are not responsive to the device; Mr. Arafat wants to know why. "My intention is to see if there is a difference between those who respond and those who don't, and to determine how to detect that early on so that different treatment options can be explored," he said. He had the opportunity to observe another way technology is benefitting patients when he traveled to Puerto Rico last June, as part of a partnership between Jacobi Medical Center's Burn Intensive Care Unit and the University of Puerto Rico. Mr. Arafat shadowed plastic surgeons in the burn unit, in a program developed and funded by Einstein's Global Health Center. For now, he is soaking up medical knowledge. "I need to know more about the human body, so I can create something useful," he said.

To read more "Students in Action" stories go to einstein.yu.edu/features.



MENTORING AND MORE

Like the hero in Homer's *Odyssey*—an epic tale of perseverance—Einstein medical students face daunting challenges. And like Odysseus, they find help from wise and supportive mentors. In addition to the formal program offered by the office of student affairs, Einstein's chapter of the American Medical Women's Association, dedicated to advancing women in medicine, offers peer-to-peer mentoring. Einstein's chapter is one of the most active in the nation. The program launched two years ago. "We started out with a big sister-little sister model," said Patience Gallagher, Class of 2017, a past president of the Einstein chapter. But they found that "longitudinal mentoring networks" connecting second-, third- and fourth-years with first-years were better for continuity. While most interactions take place online, the chapter holds monthly meetings to encourage face-to-face contact. Issues range from preparing for licensing exams to negotiating job contracts. The program is open to all Einstein students. All genders are welcome and AMWA membership isn't required.

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) supports the development of excellent clinicians and leaders in medicine who come from traditionally underrepresented groups. ODE addresses the needs of a diverse student population, providing support to ensure personal and professional growth. It works with medical students, graduate students in the biomedical sciences and PREP scholars. ODE also partners with and advises various campus groups—the Student National Medical Association, the Latino Medical Student Association, Pride, the Student Collective for Action on Diversity and the LGBTQIA Curricular Working Group, among others—to promote a welcoming environment for all groups on campus. ODE maintains an open-door policy and encourages all students to visit and participate. It 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.

Allied with ODE is the Community-Based Service Learning (CBSL) program, in which Einstein students engage in service-learning activities in the community to address health issues affecting the people of the Bronx.

ODE also sponsors two critical pipeline programs: the Einstein Enrichment Program, a year-round academic-enrichment program for students in middle school through high school, and the Diversity Student Summer Research Opportunity Program, a residential summer biomedical research program for college sophomores or juniors seeking to enter medicine or the biomedical sciences.



STUDENT AFFAIRS

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 specialty advisors and department chairs, helps students develop careers as physicians. Some students will have planned a career path before applying to medical school; most will not know what they want to do with their medical education; many may change direction based on their medical school experiences and the physicians who become their role models. The OSA helps guide students as they choose from almost limitless electives available in the fourth year, both nationally and abroad. Our Career Advisory Program helps assists them in creating a rich and varied experience.

ACADEMIC SUPPORT AND COUNSELING

Medical school is challenging. Even the best-prepared students must adjust to the tremendous volume of material and adapt to the realization that medical school requires a greater time commitment than college or most jobs. Recent college graduates may find their previous approaches to studying need some fine-tuning. For students pursuing medicine as a second career, the transition from “colleague” to “student” can be difficult. And all these adjustments can affect family and friends.

The office of academic support and counseling (OASC) gives students help 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 offers learning evaluations and can help locate resources and referrals for outside support.

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 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.

EXAMINATION PREPARATION

A study day is scheduled prior to each exam in the first and second years, and many faculty members invite students to e-mail them 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 exam.)

STUDENT ACTIVITIES

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

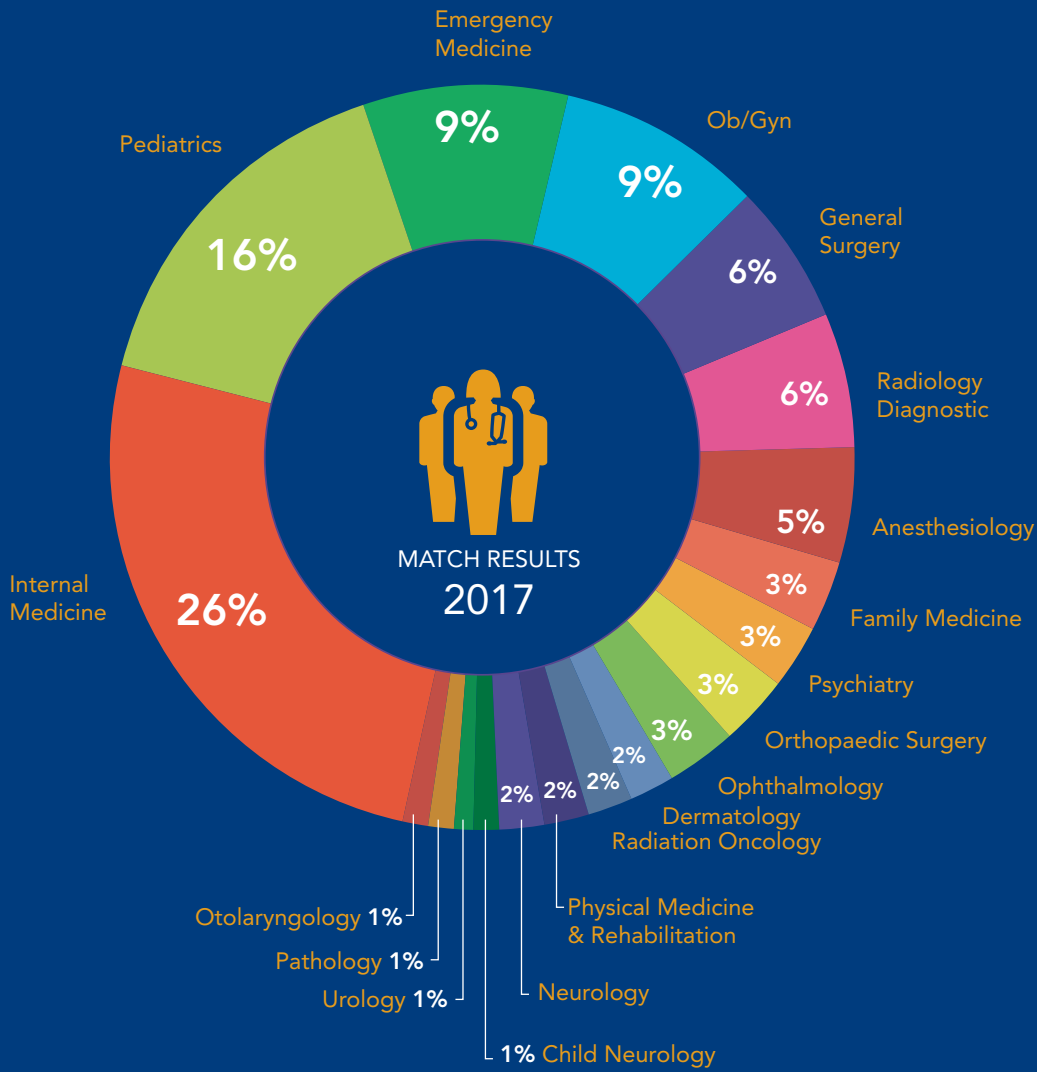
Social events take place throughout the year, with the help of a social committee composed of student representatives from all classes. Beginning with an apple- and pumpkin-picking outing in October, events include a themed homecoming dance, ice skating at Bryant Park, a skit night and the spring formal.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

The OSA also oversees the student café, 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.

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.



Where Our Students Are Going, by Specialty:

ANESTHESIOLOGY

Brigham & Women's Hosp-MA
Montefiore Med Ctr/Einstein-NY
NYP Hosp-Columbia Univ Med Ctr-NY
NYU School of Medicine
UC San Francisco-CA
Vanderbilt Univ Med Ctr-TN

CHILD NEUROLOGY

Montefiore Med Ctr/Einstein-NY

DERMATOLOGY

Montefiore Med Ctr/Einstein-NY

EMERGENCY MEDICINE

Boston Univ Med Ctr-MA
Cook County-Stroger Hospital-IL
Hofstra Northwell SOM-NY
Icahn SOM at Mount Sinai-NY
Loma Linda University-CA
Maimonides Med Ctr-NY
Montefiore Med Ctr/Einstein-NY
SUNY HSC Brooklyn-NY
UC Davis Med Ctr-CA
U Michigan Hosps-Ann Arbor

FAMILY MEDICINE

Boston Univ Med Ctr-MA
Brown Med Sch/Memorial Hosp-RI
Jamaica Hosp Med Ctr-NY
Providence Hospital-DC
SUNY HSC Brooklyn-NY
U Michigan Hosps-Ann Arbor

GENERAL SURGERY

Jacobi Med Ctr/Einstein-NY
Mayo Clinic School of Grad Med Educ-FL
Montefiore Med Ctr/Einstein-NY
Oregon Health & Science Univ
Stony Brook Teach Hosps-NY
Temple Univ Hosp-PA
University at Buffalo SOM-NY

INTERNAL MEDICINE

B I Deaconess Med Ctr-MA
Boston Univ Med Ctr-MA
CA Pacific Med Center
Dartmouth-Hitchcock Med Ctr-NH
Hofstra Northwell SOM-NY
Icahn SOM at Mount Sinai-NY
Icahn SOM Beth Israel-NY
Jacobi Med Ctr/Einstein-NY
Jewish Hospital-OH
Johns Hopkins/Bayview-MD

Johns Hopkins Hosp-MD
Maimonides Med Ctr-NY
Massachusetts Gen Hosp
Mayo Clinic School of Grad Med Educ-MN
Montefiore Med Ctr/Einstein-NY
Mt Auburn Hospital-MA
NYP Hosp-Columbia Univ Med Ctr-NY
NYP Hosp-Weill Cornell Med Ctr-NY
NYU School of Medicine
Oregon Health & Science Univ
Rhode Island Hosp/Brown Univ
Rush University Med Ctr-IL
Rutgers-New Jersey Medical School
Stony Brook Teach Hosps-NY
Tufts Medical Center-MA
UCLA Medical Center-CA
UC San Diego Med Ctr-CA
U Michigan Hosps-Ann Arbor
U Rochester/Strong Memorial-NY
U Southern California
Yale-New Haven Hosp-CT

NEUROLOGY

Icahn SOM at Mount Sinai-NY
NYU School of Medicine

OBSTETRICS-GYNECOLOGY

Hofstra Northwell SOM-NY
Icahn SOM at Mount Sinai-NY
Kaiser Permanente-Oakland-CA
Lincoln Medical Ctr-NY
Montefiore Med Ctr/Einstein-NY
NYMC-Westchester/Metropolitan-NY
NYP Hosp-Columbia Univ Med Ctr-NY
NYU Lutheran Medical Ctr-NY
NYU School of Medicine
Thomas Jefferson Univ-PA
U Colorado SOM-Denver
U Connecticut School of Medicine

OPHTHALMOLOGY

Icahn SOM at Mount Sinai-NY
Mass. Eye & Ear Infirmary
Montefiore Med Ctr/Einstein-NY
SUNY Upstate-Syracuse
Univ. Michigan

ORTHOPAEDIC SURGERY

Boston Univ Med Ctr-MA
Georgetown Univ Hosp-DC
Montefiore Med Ctr/Einstein-NY
NYU School of Medicine
Tufts Medical Center-MA
Yale-New Haven Hosp-CT

Where Our Students Are Going, by Specialty:

OTOLARYNGOLOGY

Montefiore Med Ctr/Einstein-NY
NYP Hosp-Columbia & Cornell-NY

PATHOLOGY

NYU School of Medicine

PEDIATRICS

Case Western/Univ Hosps Cleveland Med Ctr-OH
Childrens Hospital-Boston-MA
Childrens Hospital-Oakland-CA
Childrens Hosp-Philadelphia-PA
Icahn SOM at Mount Sinai-NY
Jacobi Med Ctr/Einstein-NY
Montefiore Med Ctr/Einstein-NY
NYMC-Westchester Med Ctr-NY
NYP Hosp-Columbia Univ Med Ctr-NY
NYP Hosp-Weill Cornell Med Ctr-NY
Stanford Univ Progs-CA
UCLA Medical Center-CA
UC San Francisco-CA

PHYS MEDICINE & REHAB

Hofstra Northwell SOM-NY
Icahn SOM at Mount Sinai-NY
NYP Hosp-Columbia & Cornell-NY

PSYCHIATRY

Hosp of the Univ of PA
Mayo Clinic School of Grad Med Educ-MN
Montefiore Med Ctr/Einstein-NY
NYP Hosp-Columbia Univ Med Ctr-NY
NYP Hosp-Weill Cornell Med Ctr-NY
SUNY HSC Brooklyn-NY

RADIATION ONCOLOGY

Mayo Clinic School of Grad Med Educ-MN
Memorial Sloan-Kettering-NY
Montefiore Med Ctr/Einstein-NY
Rutgers-R W Johnson Medical School-NJ

RADIOLOGY-DIAGNOSTIC

Boston Univ Med Ctr-MA
Case Western/Univ Hosps Cleveland Med Ctr-OH
Hofstra Northwell SOM-Lenox Hill Hosp-NY
Jacobi Med Ctr/Einstein-NY
Montefiore Med Ctr/Einstein-NY
NYP Hosp-Weill Cornell Med Ctr-NY
NYU School of Medicine
Rutgers-R W Johnson Medical School-NJ
UCLA Medical Center-CA
Wake Forest Baptist Med Ctr-NC

UROLOGY

NYU School of Medicine
Stony Brook Teach Hosps-NY



STUDENT CLUBS AND INTEREST GROUPS

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

Einstein supports some 60 other clubs and initiatives, such as Musicians of Einstein, the Dance Club and the Biotech Club, to address creativity and other nonacademic interests. We even have an outdoor climbing club, and a club that is unique to Einstein: Ad Libitum. 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.

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, transgender, queer and intersex (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/.





LIFE AT EINSTEIN AND BEYOND

EDUCATION CENTER

Einstein has developed a new state-of-the-art education 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, UpToDate, Clinical Key, DynaMed Plus, 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, RefWorks, F1000 Workspace) and research and clinical mobile resources.

The library has a 3D printer to manufacture models for medical, scientific, educational or personal projects. A charging station for mobile devices and phones is available. 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, as is comb spiral document binding. Interlibrary loan and document delivery (ILLiad) are available online at no cost. The library's five group study rooms are equipped with LCD screens and whiteboards. Portable smart boards are also available for use inside the library.

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 for program and course needs. Reference assistance is provided in person and via e-mail, telephone, chat, SMS text messaging, webinars,

audio/video conferencing and virtual consultation.

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

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 Education 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 Bronx. 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 of Medicine 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 across from the College of Medicine on Eastchester Road, near Morris Park Avenue. Also stopping near the campus are two New York City bus lines (BX21 and BX31). Einstein provides a free shuttle service for transporting students to their clerkships in the Bronx and on Long Island. The bus lines and one shuttle 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.

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

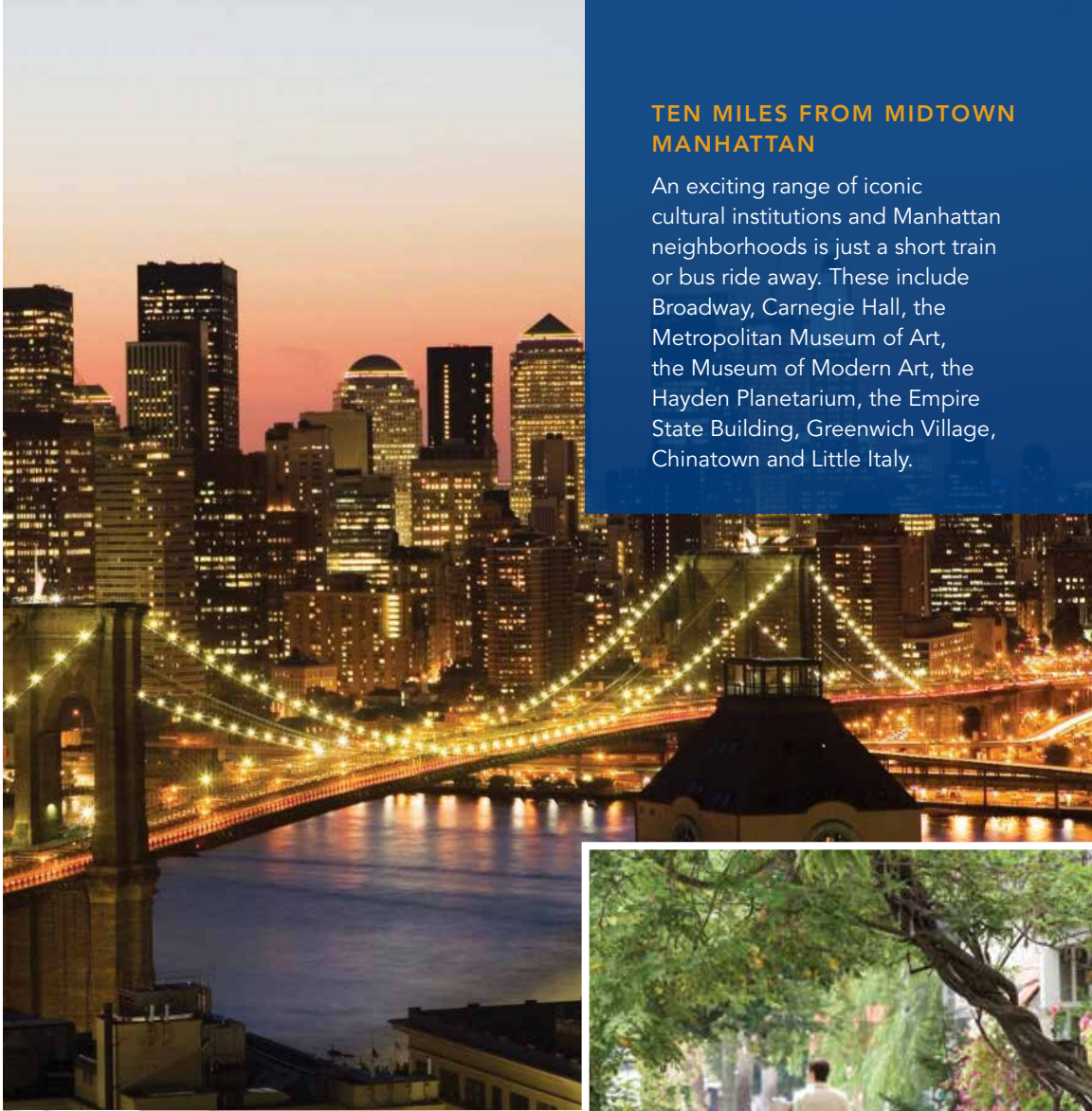
Conveniently located adjacent to student housing and across the street from the medical school, the Falk Recreation Center, with its 75-foot swimming pool, gymnasium with basketball, volleyball and badminton courts, indoor running track, racquetball and squash courts, free weights, whirlpool, steam room 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 \$15 for the first year and \$25 thereafter. 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.

TEN MILES FROM MIDTOWN MANHATTAN

An exciting range of iconic cultural institutions and Manhattan neighborhoods is just a short train or bus ride away. These include Broadway, Carnegie Hall, the Metropolitan Museum of Art, the Museum of Modern Art, the Hayden Planetarium, the Empire State Building, Greenwich Village, Chinatown and Little Italy.



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

Medicine requires skills and abilities acquired through experiences both inside and outside the classroom. As Dr. Darrell Kirch, president and CEO of the Association of American Medical Colleges, said, "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."

To prepare applicants for holistic review that will evaluate, equally, their personal characteristics and their academic readiness for medical school, Einstein has adopted a "competency-based" admissions process. We believe, as Dr. Kirch has said, that this "will allow applicants the opportunity

to demonstrate the complex personal dimensions that contribute to being a good doctor."

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 2017–18 year are \$58,739. 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

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 *(Glass Café)
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.) *(overnight)
19. Eastchester Rd. Residence Complex
(1925/1935; 1945 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

 Zipcar Lot

* Bicycle Racks



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 2017–2018 year, and may change at any time.

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

Admissions Office

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