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STUDENT DIVERSITY

There are 183 students in the first-year class. 8,138 people applied for entrance and 1,324 were interviewed.

87 (48%) are women. 22 (12%) self-described as identifying with groups underrepresented in medicine. 12 (7%) are M.D./Ph.D. students.

21–44 is the age range; 37 (20%) are over the age of 25 (8 students are over the age of 30) and 23.7 is the average age.

33 (18%) students were born outside the United States. 6 are international students—from Canada, India and New Zealand.

83 colleges are represented. Most highly represented are Boston College, the City University of New York, Columbia, Cornell, Duke, Georgetown, Johns Hopkins, New York University, Northwestern, the State University of New York, Swarthmore, Tufts, the University of California, the University of Michigan, the University of Pittsburgh, the University of Virginia, Vassar, Yale and Yeshiva University.

23 states are represented. 75 (41%) are residents of the state of New York.

Highest degree earned: 92 have a bachelor of arts; 77 have a bachelor of science; 1 has a bachelor of music; 1 has a bachelor of engineering; 6 have a master’s degree; 1 has a law degree; 1 has a naturopathic medicine degree; 4 have a doctoral degree.

The average MCAT is 33.43.
The average GPA is 3.78.
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 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 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 name-sake 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. 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 FIRSTS

A medical school that was founded only 60 years ago, the college has established itself as a leader in medical research and is proud to include the following among its many accomplishments:

<table>
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<tr>
<th>First</th>
<th>Description</th>
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<tr>
<td>Demonstrated the association between reduced levels of high-density lipoproteins, or “good” cholesterol, and heart disease</td>
<td>Identified a key missing neurotransmitter in the brains of Alzheimer’s patients, a finding that influenced all subsequent Alzheimer’s disease research</td>
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<td>Developed pioneering techniques for the diagnosis and treatment of cancer based on the genetics of both the tumor and the patient</td>
<td>Founded the first institute in the nation devoted to the study of liver disease and injury</td>
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<td>Developed ground-breaking new protocols for the treatment of diabetes based on more-sophisticated methods of monitoring glucose levels</td>
<td>Discovered structural abnormalities of brain cells that explain deficiencies in cognitive development, greatly contributing to our understanding of mental retardation</td>
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<td>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</td>
<td>Developed new methods for detecting which cancer cells in tumors will metastasize</td>
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<td>Developed a novel radio immunotherapy technique for treating metastatic melanoma</td>
<td>Developed the first potentially useful vaccine to prevent type II herpes infection</td>
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<tr>
<td>Developed the science of neuroendocrinology, which gave rise to a new understanding of how the body’s cells communicate with one another</td>
<td>Founded the science of neuroendocrinology, which gave rise to a new understanding of how the body’s cells communicate with one another</td>
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<tr>
<td>Identified pediatric AIDS as a distinct disease and established the first daycare center in the world for children with AIDS</td>
<td>Developed genetic tests for detecting autism</td>
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<tr>
<td>Identified the mechanism of action of Taxol, one of the most significant cancer treatment drugs ever developed</td>
<td>Pioneered the use of vaccines to prevent cervical cancer</td>
</tr>
<tr>
<td>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</td>
<td>Developed a strategy to treat Ebola virus infection</td>
</tr>
<tr>
<td>Founded the first institute in the nation devoted to the study of liver disease and injury</td>
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</tr>
<tr>
<td>Developed landmark techniques to grow human tissue cells under laboratory conditions, an advance that helped make possible all subsequent cellular biology research</td>
<td>Developed a strategy to treat Ebola virus infection</td>
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<tr>
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<td>Developed the first potentially useful vaccine to prevent type II herpes infection</td>
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</tbody>
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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-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. The SOAR (Student Opportunities in Academic Research) program, offering mentored, longitudinal research experiences beginning in the first year, is one example.

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.

“Einstein has always excelled...in the quality of its students, a diverse and talented group who support each other through the rigorous years of medical school training.”
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, to develop into critical thinkers and to 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 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, physically disabled and chronically ill; and access to affordable healthcare for all, especially the poor, underserved and marginalized populations in local communities, 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 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 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. 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, providing students with a diversified patient experience. Clinical training takes place in the Bronx, Brooklyn and Queens, as well as in Westchester County and Long Island. The five major clinical centers used for clinical education provide healthcare to patients representing a wide spectrum of socioeconomic and ethnic diversity: the Montefiore Medical Center (which consists of the three clinical campuses of Moses, Einstein and Wakefield as well as the Children’s Hospital), the Jacobi Medical Center, St. Barnabas Hospital, Maimonides Medical Center and the North Shore–Long Island Jewish Health System.
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 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 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 and interviewing and physical examination skills. In the second year, the focus shifts to the clinical examination. 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.
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 supervision 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; and to practice high standards of professional behavior. 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, professionalism and ethics in a course called Patients, Doctors and Communities.

In the fourth year, during the one-month Ambulatory Care 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 sub-intern 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 experience or 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.

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, who helps 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; Health Disparities—Awareness to Action; 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.
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 whatever support is necessary to ensure successful implementation of student-run community service programs.

ELECTIVES AND ENRICHMENT PROGRAMS

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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 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 the second year, 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, offered in the spring, 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.

Nutrition and Health: Patients and Populations
This elective, offered in the spring, provides students with an understanding of the United States Department of Agriculture’s dietary guidelines, nutrition assessment and 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.

**ELECTIVES IN YEAR 4**

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

Community-Based Service Learning Program (CBSL)
Under the direction of the office of diversity enhancement, CBSL oversees Einstein’s Community Action Network (CAN), a collaboration of Einstein medical 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, assisting with logistical issues and offering training, 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 and compassionate professionals working in our ever-expanding communities in the Bronx, across the country and abroad. All members of Einstein CAN groups are offered opportunities to receive training and attend conferences, workshops and seminars to enhance their leadership, outreach and community-engagement skills.

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 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 annual winter elective, planned especially 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 a new 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.

Student Opportunities for Academic Research (SOAR)
It is the educational mission of Einstein to prepare physicians who will excel in both the science and the art of medicine. In SOAR, students are required to engage in a research experience that will culminate in the production of a scholarly paper. SOAR guides students in finding research mentors and offers numerous research fellowship opportunities to help support students.

Research Fellowship Opportunities
The office of medical student research provides classwide 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.

Summer Research Fellowships
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; 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 residencies. 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. Fellows are required to take the Works-in-Progress for Einstein Research Fellows course and write progress reports to be signed by both the fellows and the mentors. Mentors provide confidential evaluations at the end of the fellowship 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 www.einstein.yu.edu/education/md-program/soar/.
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 placement and successful academic careers for its 406 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 now can perform their Ph.D. thesis research in a clinical research setting as part of the Ph.D. in clinical investigation (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 Yeshiva University’s Benjamin N. Cardozo School of 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/.

Einstein M.D. Program
PERU, as well as at other schools in the United States.

PROJECT START

During study breaks at Einstein, Yair Saperstein and Peter Kahn developed Students, Teachers and Researchers Teach (Project START), designed to excite young students in New York public schools about science through hands-on lessons taught by volunteer college and medical students. The duo entered their project in the Dell Social Innovation Challenge and received semifinalist honors. That led universities from other countries to take notice. The University of Zimbabwe started a similar program, followed by York University in Toronto, Canada. Mr. Saperstein and Mr. Kahn have since worked on starting chapters within schools in Israel and

STUDENTS IN ACTION

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 third year, the program has seen its participation among students grow to 15 regular volunteers.

ADDRESSING BURN CARE WITH AN EYE TO GLOBAL HEALTH

Third-year students Stacey Frisch, Parth Patel and Helena Wu were the first Einstein students to participate in a new global health program offered in conjunction with the burn service at Jacobi Medical Center. As part of the one-month program, the students took part in a one-week mission to the University of Puerto Rico School of Medicine and the Hospital de Trauma de Puerto Rico, through which residents and doctors at the hospital received specialized training in burn treatment and related surgeries. The program, supported by a microgrant from Einstein through its Global Health Center, represents the center’s first global health effort involving surgery.

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 third 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.
LEARNING CRITICAL SKILLS TO SAVE SIGHT

Working with Dr. Jaime Rosenberg, Einstein medical student Russell Levine sought to make the ophthalmoscope a more approachable tool for medical students. During his second year, Mr. Levine conducted a summer research project based on a curriculum that Dr. Rosenberg had developed for training third-year medical students to perform eye exams properly using the instrument. The study was designed to evaluate students’ comfort with using the tool during their clinical rotations at Montefiore Medical Center. By improving students’ comfort and proficiency in using the ophthalmoscope, the goal is to have more primary care doctors get back to using the tool, which can help identify such health issues as hypertension and diabetes.

PATIENT ADVOCATE CONNECTION (PACT)

During their first year, Einstein medical students Hannah Rosenblum and Kevin O’Laughlin noticed that there were few opportunities to form long-term relationships with patients. Motivated by their interest in learning about the social determinants of health, patient advocacy and care coordination for those struggling with chronic illness in the Bronx, the students helped launch PACT, a unique project that connects Einstein medical students with patients over an 18-month period.

HELPING THE HOMELESS (HOPE)

The Homeless Outreach Project at Einstein (HOPE) conducts several initiatives designed to serve the homeless community in the Bronx. HOPE’s current members, numbering more than 40, each volunteer to take part in one of the project’s three divisions—adult continuing education, health education or harm reduction—designed to serve local homeless people.

REFLECTIONS ON MEDICINE

Classmates Peter Kahn and Andrew Telzak created Reflections on Medicine (RoM), a peer-driven discussion group that offers medical students a forum for airing their innermost thoughts and feelings about the process that will transform them from medical students into highly skilled and caring medical professionals. The group also provides an outlet through which medical students can come together with their fellows to contemplate the moral issues that often arise within the rapidly changing field of medicine.

PROJECT START

During study breaks at Einstein, Yair Saperstein and Peter Kahn developed Students, Teachers and Researchers Teach (Project START), designed to excite young students in New York public schools about science through hands-on lessons taught by volunteer college and medical students. The duo entered their project in the Dell Social Innovation Challenge and received semifinalist honors. That led universities from other countries to take notice. The University of Zimbabwe started a similar program, followed by York University in Toronto, Canada. Mr. Saperstein and Mr. Kahn have since worked on starting chapters within schools in Israel and Peru, as well as at other schools in the United States.
All Einstein students have access to the latest technologies to enhance their learning environment. eMed is a powerful online educational management system that allows students to retrieve educational materials and class schedules from any computer, smartphone or tablet. Students can create their own personal e-libraries, take notes and integrate materials from across courses and clerkships. Other resources available to students are audio and video lecture-capture systems, online interactive patient cases and simulation modules. Students complete course and clerkship evaluations and promptly receive their own comprehensive evaluations through a Web-based feedback system.

The office of diversity enhancement (ODE) emphasizes the development of professionalism and excellence in future leaders in medicine. ODE plays a major role in meeting the needs of a diverse student population, and providing support for personal and professional growth. The office is committed to helping create a diverse cadre of clinicians, researchers and educators to address health disparities. 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 high school program, and the Diversity Student Summer Research Opportunity Program, a residential summer college 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.
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.)
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.

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 ski 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 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, 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.

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 (LGBT) community. A “Safe Zone” plan was implemented, and events and discussions surrounding the issues raised by and for the LGBT 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/.

MATCH RESULTS 2015

- Pediatrics: 15%
- Internal Medicine: 29%
- Emergency Medicine: 10%
- Ob/Gyn: 7%
- Pediatrics: 15%
- Family Medicine: 5%
- Psychiatry: 5%
- Surgery: 5%
- Anesthesiology: 4%
- Radiology-Diagnostic: 4%
- Dermatology: 3%
- Otolaryngology: 3%
- Orthopaedics: 2%
- Ophthalmology: 1%
- Neurology: 1%
- Urology: 1%
- Radiology-Oncology: 1%
- Child Neurology: 0.5%
- Neurosurgery: 0.5%
- Vascular Surgery: 0.5%
- Physical & Rehabilitation Medicine: 0.5%
- Neurology: 1%
- Neurosurgery: 1%
- Vascular Surgery: 1%
- Physical & Rehabilitation Medicine: 1%
EDUCATION CENTER
Einstein has begun work on a three-year staged plan to develop a new state-of-the-art educational center. This will create active-learning spaces for students that will be custom designed to accommodate both small and large groups participating in team-based learning, learning communities, collaborative project-based learning and the “flipped classroom” approach to learning. These new modalities of medical student teaching will be supported by cutting-edge technology such as online simulation, video lecture-capture and electronic cases. Please visit www.einstein.yu.edu/education/md-program/education-center/.

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.

Services include wireless access, laptops 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) is 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, via e-mail, telephone, chat, SMS text messaging 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/.

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

LIFE AT EINSTEIN AND BEYOND

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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 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.

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/.

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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, in close proximity to many popular Bronx attractions. 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 (BX10) stops directly in front of the college at Morris Park Avenue and Eastchester Road. Also stopping on campus are the 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 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.

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
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 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 a revised MCAT 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).

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 2015–16 year are $54,512. 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/.
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 2015–16 year, and may change at any time.

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