STUDENT DIVERSITY

There are 183 students in the first-year class. 8,415 applicants applied for entrance and 1,227 were interviewed.

84 (46%) are women. 11% self-described as identifying with groups underrepresented in medicine. 8% are combined M.D./Ph.D. students.

21–39 is the age range; 38 (20%) are over the age of 25 (9 students are over the age of 30) and 24 is the average age.

29 (16%) were born outside the U.S. and 2% are international students.

81 colleges are represented. Most highly represented are Barnard, Brown, the City University of New York system, Columbia, Cornell, Emory, Fordham, Johns Hopkins, Northwestern, NYU, Rutgers, the State University of New York system, Swarthmore, UC-Berkeley, UCLA, the University of Michigan, the University of Pennsylvania, Yale and Yeshiva University.

25 states are represented. 74 (40%) are residents of the state of New York.

41 (23%) are nonscience majors.

Highest degree earned: 98 (54%) have a bachelor of arts; 67 (37%) have a bachelor of science; 6 have a combined bachelor of arts and bachelor of science (3%); 1 has a bachelor of music; 2 have a master of arts; 7 have a master of science; 1 has a master of public health and 1 has a law degree.

The average MCAT is 33.
The average GPA is 3.76.

THE BIG PICTURE

2 Welcome
Explore how Einstein can give you the skills to develop into an outstanding and compassionate member of the medical community.

4 A Learning Mosaic
The diversity of people, learning opportunities and experiences that create the unique educational environment at Einstein.

16 Student Affairs
How we help you, so you can help others.

19 Life at Einstein
What happens when you are not in class or on rotations?

23 Campus Life
What it’s really like to be in “med school” at Einstein, from the first week until graduation.

10 Electronic Learning and Evaluation
Follow your interests and customize your experience.

11 Diversity Enhancement
Special programs and electives

12 Additional Degree Programs
Complement your M.D. with an advanced degree.

14 Global Health
Promoting health for people all over the world.

27 Student Perspectives
The school, our research and our accomplishments.
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.

But Einstein is getting even better in measurable and significant ways. 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.

The formal dedication of our new Michael F. Price Center for Genetic and Translational Medicine/Harold and Muriel Block Research Pavilion on June 12, 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, a remarkable record of achievement and 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.”

WELCOME

At Albert Einstein College of Medicine, compassion, collaboration and collegiality are the hallmarks that differentiate our environment and 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 each other, from our expert clinical and research faculty, from the diverse clinical experiences available at our six affiliate hospitals and from involvement in providing medical care in the community and around the world.

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

Our innovative approach to medical education has helped Einstein graduates excel, with about 90% 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.
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 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 a required subinternship in medicine, pediatrics or family medicine; 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 six 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 Bronx-Lebanon Hospital Center, the Jacobi Medical Center, St. Barnabas Hospital, Maimonides Medical Center and the North Shore–Long Island Jewish Health System.

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 traditional practices; from the science of medicine to the art of medicine.
## The Curriculum: At a Glance

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<th>YEAR ONE</th>
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<td>Histology &amp; Cell Structure</td>
<td>Clinical &amp; Developmental Anatomy</td>
<td>Cardiovascular Physiology</td>
<td>The Renal System</td>
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<td>Molecular &amp; Cellular Foundations of Medicine</td>
<td>Disease Mechanisms</td>
<td>Principles of Pharmacology</td>
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<td>Introduction to Clinical Medicine</td>
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<td>Epidemiology, Population Health &amp; Evidence-Based Medicine</td>
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<td>Bioethics I</td>
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<td>Nervous System &amp; Human Behavior</td>
<td>Cardiovascular Medicine</td>
<td>Gastrointestinal &amp; Liver Diseases</td>
<td>Parasitology &amp; Global Medicine</td>
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<td>Endocrine System</td>
<td>Reproductive System &amp; Human Sexuality</td>
<td>Pulmonary Medicine</td>
<td>Microbiology &amp; Infectious Diseases</td>
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<td>Bioethics II</td>
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<td>Internal Medicine</td>
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<td>Psychiatry</td>
<td>Obstetrics &amp; Gynecology</td>
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<td>11 weeks</td>
<td>7 weeks</td>
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<td>General Surgery</td>
<td>Family Medicine</td>
<td>Radiology</td>
<td>Geriatric Medicine</td>
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<td>6 weeks</td>
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<td>Patients, Doctors &amp; Communities</td>
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<th>YEAR FOUR</th>
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<td>Subinternship in Medicine, Pediatrics or Family Medicine</td>
<td>Ambulatory Care Program in Medicine, Pediatrics or Family Medicine</td>
<td>Neurology</td>
<td>Electives</td>
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<td>2 months</td>
<td>1 month</td>
<td>1 month</td>
<td>7 months</td>
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<td>Residency Interview</td>
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## The Curriculum: Years One & Two

In addition to traditional lectures, the first two years at Einstein use a variety of interactive, learner-centered teaching methods, including conferences with audience response systems, 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 Introduction to Clinical Medicine (ICM) Program that students begin to acquire the knowledge and skills needed for effective interaction with the 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 exam 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, 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 new, 22,700-square-foot center located...
In the fourth year, during the one-month Ambulatory Care Program, students participate in the evaluation and therapy of adult and/or 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 a two-month subinternship in medicine, pediatrics or family medicine. Functioning as an integral member of the patient-care team, the subintern assumes many of the responsibilities of a first-year resident under supervision of the resident and attending physician staff. A one-month clerkship in neurology rounds out the four months of required senior-year courses.

A major part of the senior year is a seven-month elective period. Students choose from a wide selection of electives offered by virtually every department, including additional subinternship 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.

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

By the end of their fourth year, all students are required to complete a project involving in-depth study of an area of interest and to prepare a written, referenced report 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 should be conducted under the guidance of a faculty mentor, who will be selected by the student. Indeed, an important benefit of this graduation requirement is the enhanced opportunity it provides for students to interact with faculty members.
First- and Second-Year Students

Summer fellowships in research, global, community and public health: four- to eight-week programs abroad; fellowship stipend varies.

Spanish Language Training/Clinical Experience (summer)—Four- to six-week programs in Mexico and Central and South America.

Academic Year Community Service Projects—Planned and organized by students in AMSA, AMA–Medical Student Section, SNMA, LSMA, APAMSA, PSR, and PHR, AMWA, SFC.

Social Medicine Course—Annual winter-spring elective lecture series planned and organized by students with invited lecturers from Einstein and elsewhere.

The Healer’s Art—Winter elective for all students that helps them nurture the humanitarian spirit behind their quest to become physicians.

Third- and Fourth-Year Students

Exchange Programs
- France: Einstein-Paris Exchange
- Israel: Einstein–Ben Gurion Exchange; Einstein-Hadassah Exchange
- Japan: Einstein-Saitama Exchange
- Sweden: Einstein–Karolinska Institute

Einstein Research Fellowships—Year-long projects conducted under the supervision of faculty at Einstein and other institutions.

Senior Research Fellowships—Five-to seven-month projects conducted under the supervision of faculty at Einstein and other institutions.

Senior Global Health Fellowships—Two-month to full-year global health projects around the world conducted under the supervision of faculty at Einstein and other institutions.

Indian Health Service Fellowships—One-month programs in ambulatory care in an Indian Health Service hospital.

SOAR

The Student Opportunities for Academic Research (SOAR) is a structured, mentor-guided research program that begins in the first year of medical school. Starting in the second semester of the first year, it includes the summer, and continues through the senior year. It provides an intensive experience of creative discovery that develops a student’s analytic and critical thinking and leadership skills and leads to a research paper or other capstone project. Students work closely with their mentors on projects that can extend a student’s knowledge and mastery beyond the core medical school curriculum. Currently a range of mentored opportunities are offered in the following concentrations: bioethics, clinical investigation, global health, integrative medicine, lifespan issues: aging, public health, TOUCH (Track on Urban Community Health) and translational/basic research. Interdisciplinary projects are encouraged. In addition, there are SOAR seminars, works in progress and skill-building workshops. SOAR projects can fulfill the scholarly project requirement.

Diversity Enhancement

In an effort to increase the number of diverse individuals who enter the field of medicine, the office sponsors programs and activities throughout the year for students who range from high schoolers to college graduates. The office plays a major role in meeting the needs of diverse students enrolled at Einstein, and provides a haven of academic support and career advice for students as they adjust to the medical school environment and grow into physicians, researchers and educators in the field of medicine.

Special Programs and Electives

Einstein offers a variety of special programs and electives (beyond those offered in the fourth year of medical school), for which partial or full funding may be available, that allows students to follow their passions and create a unique learning experience. From summer fellowships to mini-courses and yearlong exchange programs, Einstein offers opportunities that truly differentiate the Einstein experience.
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) at Albert Einstein College of Medicine was established 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 National Institutes of Health (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 MSTPs, 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 unique careers require. The current program recognizes that successful physician-scientist training is not simply medical school plus graduate research. During the first two years of medical school, 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 371 graduates. All MSTP students receive an annual stipend ($31,300 this year), medical insurance, subsidized on-campus housing and tuition waiver for the duration of both the Ph.D. and the M.D. programs.

**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 Einstein-Montefiore Institute for Clinical & Translational Research that is funded by the NIH Clinical & Translational Science Award to Einstein, in addition to the MSTP. The goal of the PCI program is to provide rigorous advanced training for highly motivated medical or graduate students to become clinical/translational investigators. It is expected that, with receipt of the Ph.D., these scientists will pursue independent research careers 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 Cardozo Law School, reflecting bioethics’ intellectual home at the interface of law and medicine. The program focuses on bioethics issues that can directly improve the lives of patients and others, including clinical bioethics consultation, the protection of human research subjects and bioethics policy.

**M.D./M.Sc. in Clinical Research**
The Clinical Research Training Program provides a foundation for a career as a physician-scientist. Students learn clinical research methods and complete original research projects under the guidance of mentors. During the year after their clerkships, they complete courses in epidemiology, biostatistics, research ethics and data analysis. They learn the rudiments of study design and data analysis so they can analyze their data and for their papers. The program culminates in the thesis, which is an original manuscript suitable for publication. Students graduate with an M.D./M.Sc. after five years.
Global Health Center
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 central 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.

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 or 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 60 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.
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 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. More is expected than in college years, and the curriculum requires a greater percentage of personal time. Recent college graduates may find that previous approaches to studying are less effective. For students who completed college a number of years ago and are pursuing medicine as a second career, the transition from “colleague” to “student” can be difficult. For students with families, the transition may also affect loved ones. The office of academic support and counseling (OASC) strives to provide students with a variety of support services to help ease the transition to medical school and enable students to reach their potential. Recognizing the important role of student-to-student support services, the OASC team incorporates a peer advisory system as well as a professional component, empowering all medical students to acquire the guidance and help they need throughout their journey.

A new mentoring program will involve more faculty and alumni providing guidance that will vary with each student’s needs at the time.

Student Clubs and Interest Groups
Student clubs include the American Medical Association (AMA); the American Medical Student Association (AMSA); the American Medical Women’s Association (AMWA); the American Geriatrics Society (AGS); the Asian Pacific American Medical Student Association (APAMSA); the Latino Student Medical Association (LSMA); the Student National Medical Association (SNMA); Einstein Pride; Physicians for Human Rights (PHR); and Physicians for Social Responsibility (PSR).

Einstein supports some 60 other clubs and activities, including three unique to Einstein: the Einstein Synagogue, which is a focal point for year-round services, holiday celebrations and lecture programs related to Jewish perspectives on medical ethics, the Ad Libitum Club and the Einstein Community Health Outreach Clinic (Echo). The mission of the Ad Libitum Club 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. The mission of Echo is to provide free, high-quality, comprehensive healthcare to the uninsured population in the Bronx and surrounding communities. The clinic is open on Saturdays throughout the year, and students at all levels of medical education may volunteer to assist in patient care.

Community-Based Service Learning
The CBSL Program is a collaborative effort of Einstein students, the community and faculty committed to promoting service and advocacy for vulnerable populations in the Bronx. We support our students who want to make a difference in the community by serving as a clearinghouse for information and opportunities, providing guidance, assistance with logistical issues 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, reflect on community-identified concerns and have an impact on health and social justice issues. Students will learn, share and nurture the skills needed for their roles as future physicians and compassionate professionals who will work in our vulnerable local communities in the Bronx, across the country and abroad.

WellMed
Physicians deliver the best care to their patients when they are healthy and balanced, and by focusing on wellness during the formative years of medical school, students can become better healers and role models to their patients. The wellness 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.
**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, as illustrated in the pie chart above.

**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 any questions. In addition, Einstein students have consistently passed the USMLE exams at a rate and with scores higher than the national average. Graduation requirements include the successful completion of the USMLE I & II, Clinical Knowledge and Clinical Skills examinations. (Three attempts are permitted for each of these exams.)

**Student Activities**

The office of student activities is the source of many lifestyle enhancements at the college, including oversight of the clubs and interest groups and planning of academic and social events (such as orientation, graduation, milestone events and school dances). The office acts as a liaison to student governance.

**Zipcars**

The Einstein campus is a parking site for Zipcars. Zipcar is a service that rents cars to members at low hourly and daily rates. Because Einstein is a Zipcar site, members of the Einstein community can enroll for an annual membership 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.

**Shuttle Bus**

There is a free campus shuttle bus service that takes students to and from the Belfer Building (across the street from the Eastchester 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.

**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, steamroom and sauna, offers a multitude of recreation and fitness options for members and their spouse/partners to enjoy every day, 95 hours a week. The center offers an intramural program, classes and special events.

24/7 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. In addition, two 24/7 study rooms have been created in the Forchheimer Building, and more are planned for the coming year.

Library
The D. Samuel Gottesman Library is a comprehensive resource for research, patient care and educational information. Its print and digital collections are composed of journals, books, databases, clinical reference tools and evidence-based practice resources. Databases include PubMed, MEDLINE, UpToDate, MD Consult, DynaMed, USMLE Easy, ExamMaster, Web of Science, Cochrane Library, Embase, Global Health, PsycINFO and Natural Standard. E-books, e-journals and databases can be accessed onsite and remotely. Specialized tools for students include citation management software (EndNote and RefWorks) as well as research and clinical mobile resources. Services include wireless access, laptops for borrowing, extended hours prior to exams, group study rooms with an online reservations system, the Beren Study Center (open 24/7), desktop computers, printers, scanners and photocopiers.

Knowledgeable professional librarians provide group and individual instruction and develop Web-based research guides, which can be tailored to program/course needs. Interlibrary loan and document delivery (ILLiad) is available online at no cost. The library is the hub of information resources and a welcoming and comfortable environment with areas for focused study, collaboration or quiet socializing.

Dining
The college offers a dining hall on campus that is open Monday through Friday for lunch from 11:30 a.m. to 2:00 p.m. (1:30 on Fridays) and features fresh sushi, Starbucks coffee, a cook-to-order station and a grill, as well as a self-service hot buffet with up to 24 selections daily. All foods are O.U. certified kosher food throughout the dining facilities. Students also can purchase food—hot soups, wraps, salads, danish, bagels, fruit cups—at the on-campus coffee shop, and at coffee shops at the College of Medicine’s affiliated hospitals. There are vending machines with snacks and beverages everywhere.

Several fine Italian restaurants are a short walking distance from the campus, reflecting the college’s surrounding neighborhood. In addition, fast food franchises, a Starbucks and a major supermarket are a two-minute walk from student housing.
Einstein is located in a quiet residential area of the northeast Bronx, 25 minutes from Manhattan, 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, as well as to Westchester County. The Bronx Zoo, the New York Botanical Garden, Yankee Stadium, Orchard Beach and City Island are all within a 15-minute drive of the college, as is a broad selection of restaurants catering to all tastes and appetites. Easy access to and from Manhattan is available via the Metropolitan Transit Authority express bus service BxM10–Morris Park Avenue, which stops directly in front of the college at Morris Park Avenue and Eastchester Road. Northbound stops in Manhattan are at Madison Avenue and 24th St., 36th St., 44th St., 52nd St., 59th St. and 71st St., and on Third Avenue between 86th and 87th Sts. There is also frequent subway service to and from Manhattan.
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 634 studio, one-bedroom and two-bedroom apartments. Apartments include amenities such as air conditioning, 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, a playground for children, a community garden, barbecue grills, an outdoor running track, four basketball hoops and a small soccer field.

Admissions
To be eligible for consideration by Einstein, applicants must complete and transmit the AMCAS application to AMCAS by November 1 of the year of application. All supporting documentation must be submitted no later than February 15. (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, therefore, 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/

Financial Aid and Tuition
The student finance office at Einstein is available to assist in meeting the task of financing a medical education. The office is committed to clarifying the process of applying for financial aid, and awards 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 and fees for the 2013–2014 year are $51,361. Tuition includes individual health coverage and membership in the Falk Recreation Center; family coverage and family memberships are additional.
NEW YORK CITY
Broadway, Carnegie Hall, the Metropolitan Museum of Art, the Hayden Planetarium, Greenwich Village, Chinatown, Little Italy and the Empire State Building—the very names evoke excitement and more varieties of experience than can be found anywhere else in the world!

STUDENT PERSPECTIVES

ANGELA TIERRA ANDERSON — PGY I
For four years, I was involved in Einstein’s chapter of the Student National Medical Association (SNMA). During those years, our chapter hosted a multitude of events, from guest speakers and fundraisers supporting our local community to mentoring high school students thinking about a career in the health professions. As a second-year student I became chapter president, which allowed me, as well as chapter members, to continue the SNMA tradition of empowering minority medical students to continue on their path toward becoming physicians. Throughout my journey I have been blessed to have had great mentors who have opened doors that have allowed me to be where I am today. I have made a promise to myself that I will never forget that I must reach back and do the same for those striving to be where I am.

Einstein has provided me with the tools I need to one day become that great physician I have dreamt of becoming since I was a little girl.

MOHSIN CHOWDHURY — MS IV
Einstein offers an array of opportunities to make a difference in the local as well as the global community. Since my first year, I’ve been involved in organizations such as HIV Education and Rapid Testing (HEART), Recovered Medical Equipment for the Developing World (REMEDY) and the ECHO Free Clinic. I had the opportunity to advocate on issues that are most important to medical students through my participation in the Einstein medical student section of the American Medical Association.

ROSS KRISTAL — MS IV
Working with Einstein’s dedicated faculty and my fellow students, I was able to spearhead a student organization called “Bronx, Obesity, Diabetes and You (BODY)” to combat the diabetes epidemic. Teaching nutrition to fourth graders, exercising with elementary students after school and creating a garden for the Morris Park community not only provided me with the gratifying feeling of helping those in need, but constantly reminded me why I spent hours studying in the library.
MIRIAM HULKOWER — PGY I
I was fortunate to be able to balance academic and family life with the support of the administration at Einstein. I had my daughter during the summer between first and second year and was encouraged to take the opportunity to spend more time with her by customizing my schedule. With guidance from the deans, I divided my second year over the course of two years and completed two years of research alongside each year of academics, one year of epigenetics research with Dr. John Greally and one year of neuroradiology research with Dr. Michael Lipton. This allowed me the flexibility to focus adequately on my studies, explore different areas of research and spend time with my daughter. My second daughter was born at the beginning of my fourth year, which meant I did my third-year clerkships while expecting. Throughout my experience, the staff at Einstein have been extremely supportive, understanding and creative in extending opportunities to enable me to fulfill both my academic goals and raise a family.

K. SHAFER — MS IV
I came to medicine after a successful career in the performing arts; I was looking for the same challenge that inspired my best efforts in the world where the show must go on. After completing Columbia’s post-bac program I came to Einstein, where I have found a very warm and liberal community of progressive minds. I found that my age and experiences inform and expand the education I receive in the classroom; I am able to add to class discussions and activities in a unique way that made me value the maturity I obtained away from school. My older-than-average age is definitely an asset when communicating with patients. Being in the Bronx and using Einstein’s site placements in three boroughs and on Long Island have introduced me to an amazing breadth of people, which has been one of the rewards of this education so far. For my first year and a half at Einstein, I lived in Manhattan and commuted to school. A fair number of us did this. There are excellent public transportation links that make this possible without a car. Continuing to live in Manhattan allowed me to remain involved with the interests I had established there—a theater as well as volunteer community work. When school demands increased, I moved onto campus, and that has been a great experience; the campus housing is generous and very affordable, and there are fantastic beaches as well as cycling and nature trails in the enormous Orchard Beach park system, just five minutes from campus by bike. I also canoed the Bronx River in the New York Botanical Garden. There is a lot to find if you go for it!

SAMIM ATMAR — MS III
Born amidst the dismantling civil war, I had no future in Afghanistan. No one chooses a life as a refugee, but my parents had to make that decision when a rocket fell near our home and killed a neighbor’s daughter. I remember spending nights in a pitch-dark bomb shelter as my parents devised a plan to escape. My family sought asylum in Pakistan. During the very first month there, I was diagnosed with malaria and typhoid fever. Living as refugees, we felt we had a degree of safety. The refugee community in Pakistan was home, but it was never our final destination. We were given a once-in-a-lifetime opportunity when my mother went on a trip to the United States. She requested asylum and successfully sponsored the rest of the family. A decade later, I am fortunate to find myself attending medical school in the U.S. at Einstein, and learning the skills that I need to one day give back to refugee communities worldwide through organizations such as MSF.

One of my most rewarding experiences at Einstein has been teaching health education classes at the homeless drop-in center through the Homeless Outreach Program at Einstein (HOPE). I appreciate Einstein’s constant efforts to promote global education. I will be taking advantage of one such opportunity by traveling to the Peruvian Amazon during the summer between my first and second years. Having lived as a refugee, I can relate to a life devoid of hope. Einstein goes the extra mile to ensure that I receive full exposure to the populations I will be serving in the future.
1. Weiler Hospital ............ 1825 Eastchester Rd.
2. Robbins Auditorium ...... 1855 Eastchester Rd.
5. Golding Building .......... 1859 Eastchester Rd.
6. Ullmann Research Center for Health Sciences .......... 1300 Morris Park Ave.
7. Belfer Educational Center for Health Sciences .......... 1865 Eastchester Rd.
9. Lubin Dining Hall, Singer Faculty Club .......... 1200 Van Nest Ave.
11. Early Childhood Center .......... 1731 Seminole Ave.
17. Rose F. Kennedy Center .......... 1410 Pelham Pkwy S.

**JACOBI MEDICAL CENTER**
22. Jacobi Medical Center .......... 1400 Pelham Pkwy S.

**BRONX STATE CAMPUS**
23. DOSA Clinic .......... 1510 Waters Place
24. Bronx Psychiatric Center .......... 1500 Waters Place
25. Bronx Children’s Psychiatric Center .......... 1000 Waters Place

**26. MONTEFIORE MEDICAL PARK EINSTEIN PROGRAM LOCATIONS**
Glass Building
Ob/Gyn Private Practice .......... 1695 Eastchester Rd.
Nuclear Medicine .......... 1525 Blondell Ave.
Early Childhood Center .......... 1621 Jarrett Place
Endocrine Faculty Practice .......... 1575 Blondell Ave.
As a medical school that was founded only 58 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 (HDL), or “good” cholesterol, and heart disease
- developed pioneering techniques for the diagnosis and treatment of cancer based on the genetics of both the tumor and the patient
- was chosen as the only medical institution in the Northeast to serve as a research site for the Hispanic Community Health Study, the largest research study of Hispanic health
- developed groundbreaking new protocols for the treatment of diabetes based on more-sophisticated methods of monitoring glucose levels
- was the only NYC medical school selected by the NIH to participate in the Women’s Health Initiative, the largest research study of women’s health
- identified a key missing neurotransmitter in the brains of Alzheimer’s patients, a finding that influenced all subsequent Alzheimer’s disease research
- used gene therapy techniques in the laboratory to successfully treat abnormally high cholesterol
- identified pediatric AIDS as a distinct disease and established the first daycare center in the world for children with AIDS
- founded the science of neuroendocrinology, which gave rise to a new understanding of how the body’s cells communicate with one another
- 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
- discovered structural abnormalities of brain cells that explain deficiencies in cognitive development, greatly contributing to our understanding of mental retardation
- pioneered research leading to improved methods of avoiding organ transplant rejection
- developed landmark techniques to grow human tissue cells under laboratory conditions, an advance that helped make possible all subsequent cellular biology research
- developed new methods for detecting which cancer cells in tumors will metastasize
- developed genetic tests for detecting autism
- developed a novel radioimmunotherapy technique for treating metastatic melanoma

Albert Einstein College of Medicine is one of the nation’s premier institutions for medical education, basic research and clinical investigation.

ABOUT EINSTEIN

Einstein is home to more than 2,000 faculty, 741 medical students, 245 Ph.D. students, 113 students in the combined M.D./Ph.D. program and approximately 375 postdoctoral research fellows at our Belfer Institute for Advanced Biomedical Studies. More than 8,500 Einstein alumni are among the nation’s foremost clinicians, biomedical scientists and medical educators. Einstein receives more than $260 million annually in support from the NIH. This includes the funding of major research centers at Einstein in diabetes, cancer, clinical and translational sciences, liver diseases, aging, HIV/AIDS and the brain and developmental disorders. These centers reflect the innovative, multidisciplinary research that has always been a hallmark of the College of Medicine’s collaborative approach to biomedical science developments and disorders.

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 involving students, both academic and nonacademic, 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 2013–2014 year, and may change at any time.
admissions office

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www.einstein.yu.edu/education/md-program/admissions