STUDENT DIVERSITY

There are 183 students in the first-year class. 8,193 applicants applied for entrance and 1,181 were interviewed.

90 (49%) are women. 16 (9%) self-described as identifying with groups underrepresented in medicine. 7% are combined M.D./Ph.D. students.

21–39 is the age range; 33 (18%) are over the age of 25 (3 students are over the age of 30) and 23.3 is the average age.

28 (15%) were born outside the U.S. and 3 are international students.

74 colleges are represented. Most highly represented are Barnard, Brown, the City University of New York, Columbia, Cornell, Duke, Fordham, Harvard, NYU, Rutgers, the State University of New York, Tufts, the University of California, the University of Michigan, the University of Pennsylvania, Washington University, Yale and Yeshiva University.

20 states and the Commonwealth of Puerto Rico are represented. 77 (42%) are residents of the state of New York.

53 (29%) are non-science majors.

Highest degree earned: 88 (48%) have a Bachelor of Arts; 73 (40%) have a Bachelor of Science; 6 (4%) have a combined Bachelor of Arts and Bachelor of Science; 1 has a Bachelor of Business Administration; 2 have a Bachelor of Engineering; 13 have a master’s 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.

3 Message from the Dean

4 A Learning Mosaic
The diversity of people, learning opportunities and experiences that create the unique educational environment at Einstein.
6 The Curriculum: At a Glance
   A summary of learning experiences in the traditional four-year program.

7 The Curriculum
   What it’s really like to be in “med school” at Einstein, from the first week until graduation.

10 Electronic Learning and Evaluation
   Diversity Enhancement
   Special Programs and Electives
   Follow your interests and customize your experience.

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

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

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

19 Life at Einstein

22 Campus Life
   What happens when you are not in class or on rotations?

23 Living Quarters

24 Admissions and Financial Aid
   What you need to know about applying to and financing your tuition at Einstein.

26 Student Perspectives

30 Jack and Pearl Resnick Campus Map

32 About Einstein and Einstein Firsts
   The school, our research and our accomplishments.
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 each other, from our expert clinical and research faculty, from the diverse clinical experiences available at Montefiore, the University Hospital and academic medical center for Albert Einstein College of Medicine, and our multiple affiliate hospitals and from involvement in providing medical care in the community and around the world.

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

Our innovative approach to medical education has helped Einstein graduates excel, with 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.
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. A Campus Master Plan developed over the past few years has already enhanced campus appearance and ambience. A new, dedicated clinical skills training facility is but the first step in what will be a major upgrade of Einstein’s educational and student “quality of life” facilities. The formal dedication of our 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.”
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
At Einstein, medicine is a rich and colorful mosaic created from many different activities and educational experiences—from the biological sciences to the humanities and social sciences; from the individual to the population; from conventional medicine to alternative practices; from the science of medicine to the art of medicine.

THE RITES OF PASSAGE

On Becoming a Physician
White Coat ceremony for first-year students

Scrubs
Gross Anatomy course for first-year students

Stethoscope Ceremony
At the start of the second-year physical diagnosis segment

Transition Ceremony
Marks the end of classroom work and the beginning of total hands-on experience for third-year students

Match Day
When fourth-year students find out where they will be completing their residency training

Graduation
The beginning of a lifetime of continuous learning and compassionate care
# THE CURRICULUM: AT A GLANCE

## YEAR ONE

<table>
<thead>
<tr>
<th>Histology &amp; Cell Structure</th>
<th>Clinical &amp; Developmental Anatomy</th>
<th>Cardiovascular Physiology</th>
<th>The Renal System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Molecular &amp; Cellular Foundations of Medicine</td>
<td>Disease Mechanisms</td>
<td>Principles of Pharmacology</td>
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</tr>
<tr>
<td>Introduction to Clinical Medicine</td>
<td></td>
<td>Epidemiology, Population Health &amp; Evidence-Based Medicine I</td>
<td></td>
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<tr>
<td>Bioethics I</td>
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## YEAR TWO

<table>
<thead>
<tr>
<th>Nervous System &amp; Human Behavior</th>
<th>Cardiovascular Medicine</th>
<th>Gastrointestinal &amp; Liver Diseases</th>
<th>Parasitology &amp; Global Medicine</th>
<th>Hematology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reproductive System &amp; Human Sexuality</td>
<td>Pulmonary Medicine</td>
<td>Microbiology &amp; Infectious Diseases</td>
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<td>Musculoskeletal Disorders</td>
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<tr>
<td>Bioethics II</td>
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<tr>
<td>Introduction to Clinical Medicine</td>
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<tr>
<td>Epidemiology, Population Health &amp; Evidence-Based Medicine II</td>
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<td></td>
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</tbody>
</table>

## YEAR THREE

<table>
<thead>
<tr>
<th>Internal Medicine</th>
<th>Pediatrics</th>
<th>Psychiatry</th>
<th>Obstetrics &amp; Gynecology</th>
<th>General Surgery</th>
<th>Family Medicine</th>
<th>Radiology</th>
<th>Geriatric Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 weeks</td>
<td>7 weeks</td>
<td>6 weeks</td>
<td>6 weeks</td>
<td>8 weeks</td>
<td>4 weeks</td>
<td>2 weeks</td>
<td>2 weeks</td>
</tr>
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Patients, Doctors and Communities

## YEAR FOUR

- Subinternship—one month in Medicine, Pediatrics or Family Medicine; one month in Medicine, Pediatrics, Family Medicine, Surgery or Obstetrics: 2 months
- Ambulatory Care Program in Medicine, Pediatrics or Family Medicine: 1 month
- Neurology: 1 month
- Electives: 7 months
- Residency Interview: 1 month
In addition to traditional lectures, the first two years at Einstein use a variety of interactive, learner-centered teaching methods, including use of audience response systems, conferences, laboratory sessions, clinical encounters, small-group discussions and case-based learning. Case-based learning requires students to work cooperatively toward the solution of clinical problems of varying complexity, with assistance from faculty facilitators when necessary, and in so doing acquire and hone skills needed for lifelong self-directed learning. We believe the mix of lecture- and student-centered strategies is balanced and provides each student the opportunity to express his or her own learning style and achieve course objectives through the use of different approaches.

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

Although all biomedical science courses expose students to clinical issues and problems in varying degrees, it is in the 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, help students understand and appreciate the sociocultural context of illness and disease and teach students the principles and concepts needed to deal effectively with dilemmas in medical ethics.

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

There are opportunities in the first two years to take elective mini-courses such as Nutrition and Health; 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.

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 titled 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 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.

In order for Einstein students to successfully practice in the future environment of medicine, they must be able to competently navigate patients and families through health system complexities, partner with communities toward better health outcomes, and understand how public health and clinical medicine interface. Across the four-year program, the new Population Health and Practice of Medicine Theme curriculum enables Einstein students to explore topics in public health, health policy, healthcare systems, medical economics, law and medicine, quality and safety and practice management.
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 professionalism and excellence that promotes and nurtures future leaders in medicine. ODE plays a major role in meeting the needs of a diverse student population, providing a haven for academic support, career advice and professional development. The office is committed to develop 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 summer college research residential program.

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.
**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, PHR, AMWA, and 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**

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

Research Fellowships are available for students who want to dedicate a year between 3rd and 4th year apprenticed to a mentor or during a total of 5 months in the senior year. Research conducted during these periods leads to the Scholarly Paper.

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.

**Exchange Programs**

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

**SOAR**

The Student Opportunities for Academic Research (SOAR) Program enhances medical students’ research and mentor experiences within areas of interest, called concentrations. Beginning in the second semester of the first year and through the summer, there are library skills workshops, meetings with concentration leaders and works-in-progress sessions. Skill-building seminars continue through the spring of the second year. SOAR mentors and concentration leaders provide guidance regarding evolving student research interests as students advance to fourth year, when most of them complete their Scholarly Paper (SP). SOAR workshops will then focus on the SP and leadership skills. Currently a range of concentrations is offered: bioethics, clinical investigation, global health, integrative medicine, lifespan issues: aging, public health, TOUCH (Track on Urban Community Health) and translational/basic research. SOAR projects can fulfill the scholarly project requirement.
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 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 406 graduates. All MSTP students receive an annual stipend ($31,300 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.

**ADDITIONAL DEGREE 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 Harold and Muriel Block Institute for Clinical and Translational Research at Einstein and Montefiore that is funded by the NIH Clinical and 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, 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 those in bioethics consultation, mediation and policy development. For more information, please see our website at http://www.einstein.yu.edu/education/bioethics.

M.D.-M.S. in Clinical Research
The Clinical Research Training Program provides the foundation for a career as a physician-scientist. The program is open to students who take a year off between their clerkship and 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 an M.D.-M.S. 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 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 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.)

**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.

**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.

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 planning of academic and social events (such as orientation, graduation, milestone events and school dances).

Social events take place throughout the year. The Social Committee is 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, Skit Night and the Spring Formal. The office of student activities also provides study-break snacks throughout exam time and assistance to club and interest group event planning.

and is the go-to office for all nonacademic information. The office is a place for students to feel comfortable and welcome away from home.

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, giving each an unbiased ear to the campus. The committee troubleshoots everything from living space to study space, from food services to climate control, and ensures a superb quality of life at Einstein.

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 initiatives, including three that are 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 (ECHO) Clinic. 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
New 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, lecture video capture and electronic cases.

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 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.

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 to 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, 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.
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 to the #2 and #5 subway lines into Manhattan.

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 intra-
mural 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.

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, http://library.einstein.yu.edu, 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, Clinical Key, Access Medicine, Access Pediatrics, 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), USMLE test prep resources, as well as 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 reservation 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 electronic document delivery (ILLiad) are available online at no cost.

Knowledgeable professional librarians provide group and individual instruction tailored to student research and develop Web-based research guides to facilitate information retrieval suited to program and course needs. Reference assistance is provided in person, via email, 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 and quiet socializing.

Dining
The college food service offers multiple options throughout the campus. The Lubin Dining Hall is open Monday through Friday for lunch from 11:30 a.m. to 2:00 p.m. (1:30 on Fridays) and features a self-service hot buffet with up to 24 selections daily. In addition, there is a freshly made salad bar with up to 30 selections daily. A cook-to-order grill station features Reuben sandwiches, beef burgers, grilled chicken wraps and much more. In the Main Street Café, located in the Forchheimer Building, daily offerings include up to 15 different coffee, cappuccino, espresso and Starbucks options. Also offered are two hot soups daily and packaged sandwiches to go, as well as Greek yogurts, dirty chips, bagels, pastries and Bazzini nuts.

For after-hour needs until 10:30 p.m., there is a student-run café offering hot and cold food, coffee and snacks. Vending machines located throughout campus offer a wide range of munchies, including Cliff bars, Luna bars and healthy chips. All foods are O.U. certified kosher throughout the dining facilities.
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, Westchester County, Orchard Beach and City Island are all within a 15-minute drive of the college, as is a selection of restaurants serving a variety of cuisines.

Easy access to and from Manhattan is available via multiple public transportation options. The MTA express bus service (BxM10) stops directly in front of the college at Morris Park Avenue and Eastchester Road. Also stopping in front

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.
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.

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

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

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

Requirements: Competency Based Admissions
The Association of American Medical Colleges (AAMC) has asked medical schools to address the challenge that applicants face in preparing for medical school requirements that are in a period of transition, as well as for 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 that applicants can demonstrate that they have attained this content knowledge? And how can undergraduate schools provide exposure to required concepts/pre-requisites 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 that are 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.” (“See the person before the rule.”)

In response and to prepare applicants for holistic review that will evaluate, equally, their personal characteristics and academic readiness for medical school, Albert Einstein College of Medicine has instituted a competency-based admissions process. We believe, as Dr. Kirch has stated, 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 provides 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 second-
ARTHIE JEYAKUMAR—MS III
In my experiences at Einstein, the two most outstanding qualities have been mentorship and balance. Having graduated from Cornell with a dual degree in Asian studies and the life sciences, I was concerned that my non-science background would make the medical school curriculum a bit overwhelming. Once I started at Einstein, I was quickly put at ease after connecting with student tutors who had excelled in first-year courses. These tutors shared both their expertise in the course material and their study skills to help me excel. Mentorship extends beyond current student contributions. As a current third-year, I have taken advantage of Einstein’s Alumni Mentoring Network, which has allowed me to shadow physicians who are eager to teach, to advise on career opportunities and to invest in my future success.

As a member of the student government, I have worked closely with the deans of student affairs to develop the WellMed program in an effort to encourage and assist
my peers in balancing their personal, physical and emotional well-being with the responsibilities we have as future physicians and role models. After proposing the idea to have a WellMed breakfast incorporating nutritious foods and exercises on the wards for third-year students who are face challenges balancing their clinical responsibilities, the deans were not only receptive but also enthusiastic, and the event came to fruition within weeks.

Einstein is committed to providing student mentorship and promoting student well-being to help students find their niche, and to balance the various responsibilities and stressors they will juggle as future physicians.

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ARVIND BADHEY—MS IV

I hosted applicant luncheons and tours and when applicants would ask me about Einstein, my diatribe always ended with the following phrase, “Einstein has given me everything I could have ever wanted in a medical school, and even more than I could have envisioned.” This point is always driven home by how well rounded my experience has been. I had a personal connection to Einstein even before I matriculated. I volunteered at Einstein’s student-run free clinic (ECHO) as a premedical student, and actually wrote my personal statement parroting the words of one of my most supportive ECHO mentors. With just this culture of volunteerism, Einstein had my interest piqued.

I became the project director of ECHO, and am now a chair on the clinical board. Reflecting on my ECHO story, the one thing that has stayed with me amongst all the change is that ECHO has never ceased to amaze me by its potential. As soon as I thought ECHO had done all it could to affect my life, I met a special patient or was confronted with a new problem. Being around the people of the Bronx will change your life.

As each year of my medical education goes by, I am forever thankful for how my Einstein experiences have prepared me. I am confident in my patient-care skills as I enter my fourth year, and could not have scripted better clinical exposure during my third year. I have been able to develop an informed perspective on the field of medicine while still supporting the values that drove me to healthcare. When I wonder about what made Einstein so appealing to me, it was the humility the school represented. Everyone, whether an attending physician or patient, scrub nurse or security guard, can teach you something or give you a special perspective. Einstein’s history as an academic institution is one that does not need to sell itself. The culture here speaks volumes, echoing that together we are all advancing the world of medicine.
BRIAN TU—PGY1
I applied to Einstein on a whim after reading a book written by an Einstein professor. Throughout my interview day I was thoroughly impressed with the student camaraderie and Einstein’s care for its students. I left that day knowing in my gut that this was the medical school for me. When I received my acceptance, I was very excited and grateful to be at Einstein. During my time here I’ve been involved in the American Medical Student Association (AMSA) and was sponsored to go to multiple conferences throughout the country. I was given the opportunity to volunteer in health fairs in the boroughs of New York City as well as at Einstein’s free student-run clinic (ECHO). I also took advantage of Einstein’s strong research environment and made connections with research fields that interested me early on in my education. During my third year I rotated through the full variety of Einstein’s affiliated hospitals in an effort to experience how differently medicine can be practiced from hospital to hospital. During my fourth year there was ample opportunity to engage in teaching younger classes of medical students, which I found very special and fulfilling. I feel that at Einstein, students’ interests are put first, and there is a consistent effort to train compassionate and thoughtful physicians. Because of these reasons, my classmates and I feel supported to develop into the kind of physicians we aspire to become.

EUGENE PALATULAN—MS II
I am blessed to be a part of the Einstein community. I have lived in the Bronx for 18 years since my parents came here from Davao City in search of better opportunities. Having gone through the NYC public school system, I realized how important it was to give back and help underserved communities. For that reason I decided to teach science in Bronx public high schools for seven years. I spent three of those years teaching at my old high school, John F. Kennedy; I wanted to be a living testament to my students that they, too, could graduate from high school and go back and give back to their communities.

Seven years after teaching, I followed what I had been preaching to my students: “Never give up on your dreams.” I wanted to be the first physician in our family, and I wanted to open up possibilities to help not only my local community but those outside it. I knew how wonderful Einstein’s Global Health Program was from meeting people here who had done amazing projects, and even started their own programs in developing countries. I told myself that I would leave my classroom only if I could have a bigger
classroom and, in particular, if global health were the platform. So here I am at Einstein with myriad opportunities. I am looking forward to this summer (between my first and second years) when I will be doing a global health project in Latin America as well as spending a week in Tacloban, Philippines, helping with the recovery from the typhoon. A prospective student asked me recently what I liked most about Einstein and the immediate thing that came to mind was how kind and thoughtful people are here. When Typhoon Haiyan happened, I initiated a fundraising effort and collaborated with many Einstein groups that wanted to contribute, and we raised almost $3,000 thanks to the generosity of everyone here! It’s really a testament to how wonderful the people are at Einstein.

KEVIN FRISON—MS III
After undergrad, I was a long-term substitute science teacher at my alma mater, Ramapo High School. During that period, I was juggling work as both a professional musician and a teacher, and more importantly, acting as the primary caregiver for my sick dad who was diagnosed with end-stage renal failure and lumbar osteomyelitis. I remember that there were days when I felt like giving up on my dream of becoming a doctor. Dealing with my father’s illnesses, and many other stressors, created a bleak and depressing situation. Before applying to medical school I pondered, “Which was the ideal medical school for me?” I wanted to be close to home so I could see my dad and family frequently, a place where students were treated well and their voices actually made a difference, a place where students worked together rather than being in a state of constant competition with one another and a place where, other than medicine, I could still enjoy my passions. Simply put, Einstein was the total package.

As a student, I have truly experienced some of the best moments of my life. As former president of the SNMA (Student National Medical Association), I met interesting people and helped host a variety of diversity events that involved the whole campus. As the tenor saxophone player for the Einstein Jazz Ensemble, I got to enjoy many events hosted by the school and other organizations while audiences enjoyed my musical talent (at least that’s what they said!). As a gym enthusiast and cross-trainer, I use the Falk Recreation Center all the time and it’s only 50 feet from my apartment. Other than the fact that the gym is so close to home, the best part is that I get to work out with faculty and staff. I never thought that the dean of a medical school and I would exchange workout tips! Although my path here wasn’t easy, I feel that everything happens for a reason, and that Einstein is the perfect fit for my life. I love it here.
CAMPUS ADDRESS:
1300 MORRIS PARK AVENUE, BRONX, NY 10461
1. Weiler Hospital ................... 1825 Eastchester Rd.
2. Robbins Auditorium
3. Chanin Institute for Cancer Research
4. Forchheimer Medical Science Building,
   Gottesman Library, Friedman Lounge
5. Golding Building
6. Ullmann Research Center for Health Sciences
7. Belfer Educational Center for Health Sciences
8. Harold and Muriel Block Building
9. Lubin Dining Hall, Singer Faculty Club
10. Gruss Magnetic Resonance Research Center
12. Eastchester Rd. Residence
   Complex ........ 1925; 1935; 1945 Eastchester Rd.
15. Falk Recreation Center
16. Rose F. Kennedy Center
17. Price Center for Genetic and Translational Medicine/
   Block Research Pavilion
18. Van Etten Building
19. Einstein Boiler Plant

JACOBI MEDICAL CENTER
20. Nurses’ Residence.............. 1400 Pelham Pkwy S.
21. Jacobi Medical Center .......... 1400 Pelham Pkwy S.

WATERS PLACE
22. DOSA Clinic....................... 1510 Waters Place
23. Bronx Psychiatric Center ...... 1500 Waters Place
24. New York City Children’s Center,
   Bronx Campus ..................... 1000 Waters Place
25. Hutchinson Metro Center ...... 1200 Waters Place

26. MONTEFIORE MEDICAL PARK
   EINSTEIN PROGRAM LOCATIONS
Glass Building
Ob/Gyn Private Practice .......... 1695 Eastchester Rd.
Nuclear Medicine ................. 1525 Blondell Ave.
Endocrine Faculty Practice ........ 1575 Blondell Ave.
Einstein is home to more than 2,000 faculty, 728 medical students, 225 Ph.D. students, 105 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.
A medical school that was founded only 59 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
- developed a strategy to treat Ebola virus infection

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 2014-2015 year, and may change at any time.