“Try not to become a [person] of success but rather try to become a [person] of value”

– Albert Einstein
**STUDENT DIVERSITY**

There are 183 students in the first-year class. 7,052 individuals applied for entrance and 1,100 were interviewed. 98 (54%) are women. 30 (16%) self-described as identifying with groups underrepresented in medicine. 14 (8%) are M.D./Ph.D. students.

21–33 is the age range; 39 (21%) are over the age of 25 (7 students are over the age of 30); and 23.5 is the average age. 32 students (17%) were born outside the United States in countries that include Bulgaria, Canada, China, Colombia, the Dominican Republic, Germany, India, Iran, Israel, Jamaica, Japan, the Republic of Korea, Nigeria, Peru, Taiwan, Turkey, the United Arab Emirates, the United Kingdom and Venezuela. 2 are international students— from China and Japan.

85 colleges are represented. Most highly represented with 3 or more students are Barnard College, Boston College, the City University of New York, Columbia, Cornell, Harvard, Johns Hopkins, New York University, Rutgers, the State University of New York, Touro College, Tufts University, the University of California, the University of Maryland, the University of Pennsylvania, the University of Rochester, Washington University, and Yeshiva University.

20 states are represented. 76 (42%) are residents of the state of New York; 3 were born in the Bronx. 83 have a bachelor of arts; 78 have a bachelor of science; 2 have a bachelor of fine arts; 6 have both a bachelor of arts and a bachelor of science; and 14 have master’s degrees. 31% were nonscience majors.
At Albert Einstein College of Medicine, compassion, collaboration and collegiality are our hallmarks. From the accessibility of faculty to the Introduction to Clinical Medicine course to our non-competitive grading system, Einstein fosters an environment in which students are encouraged to learn from one another, from our expert clinical and research faculty, from diverse clinical experiences at our parent institution, Montefiore, the University Hospital and academic medical center for Albert Einstein College of Medicine, and our affiliate hospitals and from helping provide medical care in the community and around the world.

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

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

Einstein receives more than $200 million annually in grants and contracts, of which over $175 million comes from the National Institutes of Health (NIH). This funds major research centers at Einstein in cancer, diabetes, clinical and translational sciences, liver diseases, aging, stem cell biology, developmental disorders, HIV/AIDS and brain sciences. These centers reflect the innovative, multidisciplinary research that has always been a hallmark of the College of Medicine’s collaborative approach to biomedical science and human health. In addition, Einstein offers robust research and clinical training programs for its students, postdoctoral fellows and junior faculty members involved with numerous NIH-supported projects in diverse areas of cutting-edge research in biomedical sciences and healthcare delivery.
A medical school that was founded only 62 years ago, the college has established itself as a leader in medical research and is proud to include the following among its many accomplishments:

**EINSTEIN FIRSTS**

**Our Accomplishments.**

- Demonstrated the association between reduced levels of high-density lipoproteins, 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 Study of Latinos, 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
- Identified structural abnormalities of brain cells that explain deficiencies in cognitive development, greatly contributing to our understanding of intellectual and developmental disabilities
- Developed landmark techniques to grow human tissue cells under laboratory conditions, an advance that helped make possible all subsequent cellular biology research
- Developed genetic tests for detecting autism
- Pioneered research leading to improved methods of avoiding organ transplant rejection
- Developed new methods for detecting which cancer cells in tumors will metastasize
- Developed a strategy that can lead to the development of a treatment for Ebola virus infection
- Developed the first potentially useful vaccine to prevent type II herpes infection
- Developed 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 intellectual and developmental disabilities
- Developed genetic tests for detecting autism
- Pioneered research leading to improved methods of avoiding organ transplant rejection
- Developed new methods for detecting which cancer cells in tumors will metastasize
- Developed a strategy that can lead to the development of a treatment for Ebola virus infection
- Developed the first potentially useful vaccine to prevent type II herpes infection
Gordon Tomaselli, M.D., F.A.H.A., F.A.C.C., F.H.R.S., an internationally renowned physician-scientist in the field of cardiovascular disease, has been named the Marilyn and Stanley M. Katz Dean at Einstein. Dr. Tomaselli assumed his new role on July 1, 2018.

Dr. Tomaselli came to Einstein from Johns Hopkins University School of Medicine, where he served as the chief of the division of cardiology and co-director of the Heart and Vascular Institute. In that role, he led a group of more than 550 clinicians, scientists and other staff, including 101 faculty members and 87 fellows.

A cardiac electrophysiologist who specializes in sudden cardiac death and heart rhythm disturbances, Dr. Tomaselli has conducted NIH-funded research for two decades. He oversaw a $30 million research budget, one of the largest at Hopkins.

Dr. Tomaselli earned his medical degree from Einstein, and has returned to lead its scientists in key areas of basic, clinical and translational research, from brain science to immunotherapeutics to obesity and cancer. He will also work with students and faculty to continue to transform medical and scientific education.

“We are so fortunate to have Gordon join the Montefiore Einstein community at this time of exciting growth and change,” says Steven M. Safyer, M.D., president and CEO of Montefiore Medicine. “As a prominent researcher, clinician and natural leader, Gordon is the perfect fit. He sees the big picture that unites research and education with great clinical care to advance the field of medicine.”

“This is a professional and personal high point for me,” says Dr. Tomaselli. “The medical milestones and scientific discoveries achieved during my career had their genesis at Einstein and this role presents me with a chance to give back.”

GORDON TOMASELLI, M.D.
The Marilyn and Stanley M. Katz Dean

Our Graduate Leaders

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

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

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

It is our responsibility not only to educate future physicians who will practice the most competent and compassionate medicine possible, but also to create future leaders who want to change medicine—not just within a discipline but in the way healthcare is practiced. We educate our graduates to be catalysts for social change in such issues as health disparities, care for the frail elderly, the physically disabled and the chronically ill and access to affordable healthcare to patients from a wide socioeconomic and ethnic spectrum. Our programs encourage students to look beyond their courses, classrooms and clerkship sites to acquire experiences that help them expand their knowledge of medicine with open minds and open hearts.

Years one and two focus on interdisciplinary biomedical sciences and systems-based courses. Students also interact with patients, learn the basics of patient-doctor communication, acquire physical examination and diagnostic skills, study medical ethics and learn how psychosocial and cultural factors affect patient behavior, and the impact of social determinants on health outcomes.

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

All students participate in scholarly projects. There are significant opportunities for basic and translational research experiences between the first and second year of the curriculum as well as during the fourth year. The grading system in years one and two is Pass/Fail to encourage cooperation and collaboration in the learning process. In years three and four, grading shifts to Honors/High Pass/Pass/Low Pass/Fail. Grades are accompanied by written performance summaries to help students prepare for residency.

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

YEARS ONE AND TWO

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

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

Although all biomedical science courses expose students to clinical issues and problems in varying degrees, it is in the two-year Introduction to Clinical Medicine (ICM) program that students begin to acquire the knowledge and skills needed for effective interaction with patients and the healthcare system. Hallmarks of the course during the first two years are the clinical experiences and small-group discussions that enable students to develop history-taking, interviewing and basic physical examination skills. In addition to teaching knowledge and skills, the ICM program aims to nurture attitudes needed for respectful and compassionate interaction with patients and their families, help students understand and appreciate the sociocultural context of illness and disease, and teach students the principles and concepts needed to deal effectively with dilemmas in medical ethics.

Clinical skills training is conducted at the Clinical Skills Center, a 22,700-square-foot center located on Einstein’s central campus. It houses classrooms, fully equipped exam rooms and 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; Quality Improvement 101; Implicit Bias; and Medical Spanish (for all fluency levels).
The third year starts in June with a sequence of clerkships in internal medicine, general surgery, pediatrics, psychiatry, obstetrics and gynecology, family medicine, geriatrics and radiology. Students become virtually full-time inhabitants of the college’s hospital-care affiliates. They actively participate in patient care under the supervision of attending physicians, residents, nurses, social workers and physician assistants.

The students learn a systematic approach based on accurate and comprehensive histories, thorough physical examinations, proper analysis and interpretation of laboratory and imaging data, understanding of disease mechanisms, formulation of rational therapeutic goals and careful evaluation of treatment effectiveness.

While attending to the patients’ medical problems, students are expected to demonstrate compassion and consideration for patients and families, appreciate the influence of sociocultural and economic factors, acquire understanding of ethical issues in clinical decision making, observe high standards of professional behavior and work effectively as members of interprofessional healthcare teams. Students leverage their foundational sciences education to better understand the pathobiology of their patients’ illnesses. Clerkships also use innovative teaching methods—problem-based learning, team-based learning, online education—to enhance clinical knowledge and skills. Students from different clerkship rotations gather in small groups to participate in case-based discussions of issues in prevention, ethics and professionalism in a course called Patients, Doctors and Communities.
Every student participates in two one-month subinternships. One must be in medicine, pediatrics or family medicine; the second can be in these or in obstetrics or surgery. As an integral member of the patient-care team, the subintern assumes many responsibilities of a first-year resident, supervised by the resident and attending physicians. In the fourth year’s one-month ambulatory care program, students help evaluate and treat adult and/or pediatric patients, learning about continuity of patient care and the challenges faced by the physician of first contact. A one-month clerkship in neurology completes the required courses.

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

Our students’ commitment to lifelong learning is highlighted in the required individual scholarly reports on projects involving in-depth study of areas of interest. Whether conducted in the laboratory, the clinic or the field, the projects address well-defined problems or test particular hypotheses. This requirement increases opportunities for interaction with faculty members, who serve as mentors.

LONGITUDINAL CURRICULUM
In the four-year program, Einstein offers longitudinal curricular themes to enhance students’ education across courses and clerkships. The Population Health and Practice of Medicine theme curriculum enables Einstein students to explore topics in public health, health policy, healthcare systems, law and medicine, quality and safety, medical economics and practice management. In order for students to practice medicine successfully, they must be able to competently navigate patients and families through health-system complexities and partner with communities to reach better health outcomes. In the Dermatology theme curriculum, students acquire the knowledge and skills expected of all future physicians for optimal patient-centered care of skin conditions. In the Lesbian, Gay, Bisexual, Transgender, Queer, Intersexual and Asexual (LGBTQIA) Health theme curriculum, students develop the skills and knowledge needed to deliver high-quality, patient-centered care of LGBTQIA patients, families and communities.
Our students are involved in programs that improve the health of communities and promote appreciation of the social roles and responsibilities of practicing physicians. Programs also enrich student understanding of foundational sciences. Many of Einstein’s students have become regional and national leaders in organizations such as the American Medical Student Association, the Medical Student Section of the American Medical Association, the Student National Medical Association, the Asian Pacific American Medical Student Association and the Boricua Health Organization. Under the umbrella of these and other student organizations, a large number of Einstein’s students participate in programs such as the Hepatitis B Vaccination Program, the Children’s Health Insurance Program, the Students Teaching AIDS to Students Program and other activities. Under the umbrella of these and other student organizations, a large number of Einstein’s students participate in the Hepatitis B Vaccination Program, the Children’s Health Insurance Program, the Students Teaching AIDS to Students Program and other activities that enable them to acquire knowledge and skills in community healthcare through direct experience. Einstein provides funding for a substantial number of students to attend conferences sponsored by student organizations, and it also provides support to ensure successful implementation of student-run community service programs.

ELECTIVES AND ENRICHMENT PROGRAMS

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

ELECTIVES IN YEARS 1 AND 2

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

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

CUSTOMIZE YOUR EINSTEIN EXPERIENCE

Our students are involved in programs that improve the health of communities and promote appreciation of the social roles and responsibilities of practicing physicians as well as broaden their understanding of foundational principles.
Current Topics in Biochemistry, Genetics, Pathology, and Pharmacology: A student-directed independent learning course

“Current Topics” is intended to encourage students to pursue topics of interest to them and share their findings and receive feedback from peers and selected faculty. Any topic involving science and medicine is possible, such as precision medicine; drug development; cancer immunotherapy; the human-microbiome ecosystem in health and disease; and epigenetics.

Implicit Bias

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

EINSTEIN COMMUNITY HEALTH OUTREACH (ECHO)

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

Quality Improvement 101: Using the Model for Improvement to Self-Improve

Between 200,000 and 400,000 patients die each year because of medical errors, making such errors the third leading cause of death in the United States, behind only heart disease and cancer. This elective will teach first-year medical students the Model for Improvement, which is the cornerstone of all quality-improvement work. Students will use their own experiences and desire to self-improve as models to learn and understand the Model for Improvement and other quality-improvement tools. Students will also plan a personal quality-improvement project, collect data, carry out Plan-Do-Study-Act cycles and workshop ways to improve their own processes and systems. These skills will leave students better positioned to perform quality improvement throughout their careers as physicians and ensure they deliver high-quality care to every patient, every time.

Nutrition and Health: Patients and Populations

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

Cooking Healthily, Efficiently and with Fresh Foods (CHEFF)

CHEFF is a six-session cooking course intended to help medical students become better and healthier cooks and to give them tools to help their patients create healthier lifestyles.
Healer’s Art
This elective for first-year students addresses a hidden crisis in medicine: the growing loss of meaning and commitment experienced by physicians nationwide under the stresses of today’s healthcare system. The Healer’s Art is a process-based curriculum that enables the formation of a community of inquiry among students and faculty, helping students perceive the personal and universal meaning in their daily experience of medicine. The course consists of five three-hour evening sessions spaced roughly two weeks apart, each divided into large-group presentations, small-group discussions and exercises.

The Healer’s Art curriculum was designed by Rachel Naomi Remen, M.D., director of the Institute for the Study of Health and Illness at Commonweal and a professor of family and community medicine at the University of California, San Francisco, School of Medicine. Please visit www.einstein.yu.edu/features/stories/888/the-art-of-healing-an-elective-for-future-physicians/.

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

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

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

Social Medicine
Since 1998, students have planned and organized this annual winter-spring elective lecture series, inviting speakers from Einstein and elsewhere to inform students about current issues in medical ethics, health economics, health policy and other topics dealing with health and disease from a socioeconomic perspective. Issues covered in the course have included the practice of social medicine, correctional health, community-based clinics, the ethics of stem cell research, medical waste, drug policy in the U.S., the concept of “no free lunch,” healthcare for people with disabilities, the politics of abortion, gun violence, elder abuse, race/ethnicity and unequal treatment, refugee health, liberation medicine and war as a public health problem. The lectures aim to encourage discussion and a sharing of ideas among those in attendance. The course welcomes student volunteers from all classes. Please visit www.einstein.yu.edu/education/student-affairs/registrar/visiting-students/elective-course-descriptions/family-social-medicine.aspx.

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

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

Einstein 12-Month Research Fellowships
Taking an extra year to do research is increasingly popular among medical students. For many students at Einstein, the emphasis on science and the value placed on evidence-based medicine engender a desire to obtain a mentored research experience as part of their medical education. For some, taking a fifth research year is also a response to the heightened competition for particular residencies. Immersion in a research environment, focusing on a project of the student’s own choice and the rapport that develops with a mentor, is often a life-changing experience. These research fellows spend this additional year conducting mentor-guided research, leading to a first-author original research manuscript that is suitable for publication. This manuscript will count toward the SP requirement.

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

Senior Research Fellowships
Students interested in doing a minimum of five months of research during their graduating year may apply for these fellowships. The students work with mentors on research projects and produce papers at the end of this fellowship. These are often submitted as SPs. Mentors evaluate the students at the completion of the fellowship. Please visit http://einstein.yu.edu/education/md-program/medical-student-research/.
Einstein has developed a new state-of-the-art education center with active-learning spaces for students that can be custom designed to accommodate both small and large groups participating in team-based learning, learning communities, case-based teaching, collaborative project-based learning and the “flipped classroom” approach to learning. These new modalities of medical student teaching are supported by cutting-edge technology such as online simulation, video lecture-capture and online cases. Please visit www.einstein.yu.edu/education/md-program/education-center/ for more information.
PROMOTING HEALTH FOR PEOPLE ALL OVER THE WORLD.

In an increasingly interconnected world, the mission of the Albert Einstein College of Medicine Global Health Center is to promote the ideal of health for all. The Global Health Center serves as a coordinating structure for all of Einstein’s global health activities, through which they can be integrated to bring out their synergies, with the ultimate goal of reducing disparities in health and alleviating human suffering worldwide.

GLOBAL HEALTH FELLOWSHIPS

The Einstein Global Health Fellowship Program is one of the oldest and largest in the country. Einstein students are encouraged to participate in clinical, public health and research experiences in low- and middle-income countries around the world. Students gain a deeper understanding of how economic and sociocultural factors influence the health of individuals and populations, acquire knowledge about diseases that are unique or especially prevalent in these nations and obtain insight into the organization and effectiveness of these nations’ healthcare delivery and public health systems. Each year, about 70 students completing their first year have received travel awards for summer projects and programs in such countries as India, Ecuador, Peru, Uganda 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, Nepal and India; 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.
M.D./PH.D. PROGRAM
The Einstein Medical Scientist Training Program (MSTP), one of the nation’s oldest, was established in 1964 to train a diverse group of outstanding students to become physician-scientists and future leaders in academic medicine. Continuously funded by the NIH since its inception, the Einstein MSTP has a long list of illustrious alumni with careers spanning fields from basic science research to clinical medicine.

The Einstein MSTP fosters a strong academic and social community within the college. Large enough to be an independent academic unit, the MSTP is still small enough to individualize the training program for all students to maximize its impact on their career development. The training program integrates the educational process. During the first year, some medical school classes are replaced by four MSTP-specific courses plus graduate school courses. This allows students to learn the material in small-group, interactive classes with a greater focus on science and research. Students complete most of their graduate school coursework during the first year. Integration extends into the Ph.D. thesis research years with participation in the weekly MSTP-run Continuity Clinic and monthly Clinical Pathological Conferences and MSTP Career Path Seminars. Program graduates have outstanding publications, competitive residency placements and successful, research-active academic careers. Each MSTP student receives an annual stipend ($35,000 this year), medical insurance, subsidized on-campus housing and a tuition waiver for the duration of both the Ph.D. and the M.D. programs. Please visit einstein.yu.edu/education/mstp.

M.S. PROGRAM IN BIOETHICS
The master of science in bioethics is a joint effort by Einstein and Cardozo Law, reflecting bioethics’ intellectual home at the interface of law and medicine. The program has a practical focus on bioethics issues that can directly improve the lives of patients, communities and research participants. Students learn alongside accomplished healthcare professionals, attorneys and science writers as they explore complex issues involving medical decision-making, healthcare policy and the evolving healthcare system. Innovative courses include investigations into bioethics consultation, narrative medicine, reproductive ethics, dementia and policy development. For more information, please visit einstein.yu.edu/education/bioethics.

M.D.-M.S. IN CLINICAL RESEARCH
The Clinical Research Training Program provides a foundation for a career as a physician-scientist. The program is open to students who take a year off between the clerkship and the fourth year. They learn clinical research methods, complete original research projects under the guidance of mentors and take courses in epidemiology, biostatistics and research ethics. Students learn the rudiments of study design and data analysis and complete two first-author original research papers suitable for publication in peer-reviewed journals, one of which is the thesis. They graduate with M.D.-M.S. degrees after five years. Please visit einstein.yu.edu/centers/ictr/crtp/md-ms-program.
STUDENTS IN ACTION

GIVING BACK TO THE BRONX
When Julissa De La Cruz was growing up in the Bronx, her mother would sit in their living room after work to study for community college classes. “I remember how she took my colored pencils and drew cells for biology class,” Ms. De La Cruz recalls. Years later, when Ms. De La Cruz was studying for the MCAT, her 6-year-old daughter Juliet started drawing as well. “She saw me drawing molecules for organic chemistry and started drawing ketones [an organic compound].” While Ms. De La Cruz’s path to medical school has been anything but straightforward, her motivation remains unchanged. She is determined to help the borough she grew up in become a better place—not only by being a doctor in the Bronx, but by showing her daughter and other Bronx youngsters that if she can do it, they can too. Ms. De La Cruz wanted to be a doctor from an early age, but she doubted herself despite excelling at school. After graduating from high school, she studied for a year at the University of Miami and then briefly attended New York University before leaving to work full-time. Eventually, she made her way to Lehman College, graduating as valedictorian of its prehealth department and scoring in the 94th percentile on the MCAT—all while raising Juliet, who was born before Ms. De La Cruz started at Lehman. She accepted his invitation to volunteer at a weight-loss program he had started at Montefiore’s Family Health Center—the same center where she’d received her prenatal care. Following her first year at Einstein, inspired by her mentor, Ms. De La Cruz co-founded Bronx Community Health Leaders (BxCHL). The program allows Bronx students over the age of 18 to gain volunteer experience at a hospital while supporting one another in school. The group currently consists of 40 young Bronxites who are interested in pursuing careers in medicine. The program fits well with Ms. De La Cruz’s ultimate goal to help the Bronx. “I want to support their journey and provide some guidance, because they can do this too.”

VISIONARY VOLUNTEER
During his junior year at Boston College, Garred Greenberg—now a third-year medical student at Einstein—pondered his future. Should he pursue a business career or opt for medicine? An economics major with concentrations in premed and Hispanic studies, Mr. Greenberg had a source of inspiration at home. His mother, an emergency medicine physician, volunteered for a church-sponsored medical mission to Guatemala. Mr. Greenberg was inspired by one of the church group’s activities: distributing recycled prescription eyeglasses to Guatemalans in economically disadvantaged communities. “It was a low-cost, low-tech service, yet it had a profound impact on people’s lives,” he observes. “What if we could find a way to bump up the volume?” Mr. Greenberg mused at the time with his younger sister, Megan. From this idea, the siblings established “Glasses for Guatemala” (G4G). In August 2012, Mr. Greenberg packed a suitcase with 900 pairs of recycled eyeglasses, provided by a local Lions Club, and headed to Guatemala City. That maiden voyage became the template for subsequent G4G trips funded, in part, by a growing network of business and nonprofit partners. To date, G4G has delivered 8,500 pairs of eyeglasses, supplied mostly by the Lions Club. He recalls, “We were giving out glasses when a lady started crying. She embraced me and kissed my cheek, and said she was thrilled to be able to read her Bible for the first time in ages. Looking back, I realize that the experience helped drive me toward medicine.” A friend studying at Einstein told him about the school’s strong emphasis on global health. “It sounded like the place where I wanted to be,” says Mr. Greenberg. He recently returned from his fourth Guatemala trip, funded by the generous donations of G4G supporters. It was G4G’s second foray into more-rural areas of the Central American nation. He and another team member arrived with 1,800 pairs of eyeglasses. They set up two clinics and fitted more than 200 people with glasses.

“BECOMING A DOCTOR IS NOT ABOUT MAKING IT OUT OF MY COMMUNITY; IT’S ABOUT GIVING BACK AND MAKING A DIFFERENCE.”

“It struck me how something I’d started as a side project had a tremendous impact on individuals.”
I BELIEVE IN THE PURSUIT OF THE HIGHEST LEVEL OF HUMAN INQUISITIVENESS AND INTELLECTUALITY. IT PROPELS ME TO BECOME A GOOD PHYSICIAN-SCIENTIST.

When Hui Yang arrived in the United States from China in 2008, she had a limited knowledge of English and the $600 her father had given her for an emergency. Just 10 years later, Ms. Yang is a medical student at Einstein and the proud recipient of a prestigious medical research fellowship from the Howard Hughes Medical Institute (HHMI). In overcoming the obstacles along her path, Ms. Yang learned to speak English, found work as a math tutor and achieved academic success in a way she couldn’t overseas. “In China, attending college is often the ultimate educational goal,” she explains. “But in the U.S., there is encouragement to become a lifelong learner. This permits me to pursue my passions in medicine and science.” Ms. Yang first met Einstein professor and HHMI investigator Dr. William Jacobs in South Africa, working under his supervision on a study of tuberculosis. “What struck me was her fearlessness in expressing her thoughts,” he recalls. “I had never met someone that young so uninhibited when discussing science. It’s an important quality in an effective scientist.” Ms. Yang credits Dr. Jacobs’ expectations with transforming her from someone who does good bench work into someone who has sound research logic. She also links working in South Africa with reaffirming her decision to pursue a research career. “Knowing my research could potentially benefit the people I walked past on the street every day gave me great motivation,” she says. Despite this desire, her academic success and strong MCAT scores, Ms. Yang’s immigrant status hindered her acceptance into M.D./Ph.D. programs, which receive federal funding. Because the medical school can accept international students, Einstein welcomed the promising future physician-scientist into its M.D. program while allowing her to further her research goals. Last June, she began a one-year HHMI Medical Research Fellows Program, working in the lab of Dr. Scott Sternson, at HHMI’s Janelia Research Campus in Virginia. “The fellowship is difficult to come by, but even rarer for a student in their second year of medical school,” says Dr. Stephen Baum, senior advisor for students.

THE HUMAN ASPECT OF THOSE EXPERIENCES CONFIRMED THAT I WAS READY TO PASSIONATELY IMMERSE MYSELF IN A CAREER IN MEDICINE.

PURSUING HER PASSIONS

CONNECTING WITH PEOPLE THROUGH CARE

Hayeem Rudy first realized he might be interested in medicine during orientation day at Brooklyn College. “Like a lot of other scientifically inclined students, I was looking for a way to wed my love for science and society,” he recalls. “I love interacting with people, but I knew that dealing with people in medicine would be different.” Following a summer-long trip to Jerusalem, where he volunteered as an emergency medical technician, and two years interacting with heart disease patients as a researcher volunteer at New York University, he applied to medical school and was admitted to Einstein. The summer before entering Einstein, Mr. Rudy traveled to Mumbai’s Kalwa slum via a fellowship from the Gabriel Project Mumbai, a nongovernmental organization that sends young Jewish professionals and college students to India to participate in hunger-reduction and education programs. The program runs several classrooms in Kalwa to supplement the education provided by government schools in the area. Among the subjects Mr. Rudy and his fellow student teachers had the opportunity to teach the youngsters was health and hygiene. To show the children how germs spread, he and the other teachers used flour to represent germs. First, they put flour on the hands of one teacher, and asked a student in the class to greet the teacher with handshakes and a hug. “Everyone could see the ‘germs’ being transmitted from one person to the next,” he explains. “It’s a lesson they won’t soon forget.” He adds, “I came away from India with a sense that I learned lessons more valuable than those I was able to contribute. The fellowship showed me that those who live in a slum—the ultimate example of poverty by Western standards—don’t want to be seen as objects of misery and poor circumstance. That now informs the way I approach my interactions with all people, regardless of their economic status.” He looks forward to beginning his medical research project at Einstein, where he intends to address racial and ethnic disparities in surgical care.

STUDENTS IN ACTION

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SCORING WITH SCIENCE

M.D./Ph.D. candidate Kim Ohaegbulam has played basketball his entire life. When he started medical school eight years ago, he joined friends in Einstein’s intramural basketball league to take a break from his studies. That led to an idea. Rather than use basketball as a break from science, could he use basketball to expose local Bronx kids to science? Could he use the game he loved to teach young Bronxites about health and nutrition? After he discussed his thoughts with basketball buddies Rohan Biswas, Andrew Johnston and Kevin Shieh, the four students founded Hoops 4 Health (H4H). It began operating under Einstein’s Community-Based Service Learning (CBSL) program in early 2014. The project promotes physical activity and wellness through basketball while engaging fourth- and fifth-grade Bronx students in hands-on lessons that focus on STEM subjects—science, technology, engineering and mathematics. Since its founding, H4H has transformed into a program that also fosters mentorships among students of different ages and backgrounds. “Four high school students who are enrolled in the Einstein Enrichment Program have joined the program’s team,” notes Heather Archer-Dyer, director of CBSL. “This offers Einstein students the opportunity to mentor teenagers, who in turn can help with mentoring the younger kids taking part in Hoops 4 Health.” Each month at the Police Athletic League (PAL), the H4H volunteers divide time between conducting scientific experiments with the youngsters and overseeing physical activities and lessons about nutrition. According to Tier’a Berry, PAL program coordinator, “the kids don’t need any additional motivation to do the science. Whenever the Hoops 4 Health students come, they are excited about it.” She adds, “I love that the experiments focus on the human body and health in ways that could have tangible meaning for them.” The H4H members targeted the elementary-age students because studies show if children aren’t exposed to STEM subjects by that age, they are less likely to be interested in science later in their education.

WHILE LOTS OF LOCAL KIDS LOVE BASKETBALL AND HAVE ACCESS TO PLACES THEY CAN PLAY, IT SEEMED THEY DIDN’T HAVE SIMILAR EXPOSURE TO THINGS OUTSIDE THEIR COMMUNITY, LIKE SCIENCE.

ELECTRONIC LEARNING AND EVALUATION

All Einstein students have access to technologies that enhance their learning environment. Canvas is a powerful online educational management system that allows students to retrieve educational materials and class schedules from any computer, smartphone or tablet. Students are able to access their learning materials from across courses and clerkships for the duration of their time at Einstein. Other resources include audio and video recordings of lectures, online interactive patient cases and simulation modules. Quizzes and question banks are also available. Students complete course and clerkship evaluations online and receive their own comprehensive evaluations through a Web-based feedback system.
The office of diversity enhancement (ODE) supports the development of excellent clinicians and leaders in medicine who come from traditionally underrepresented groups. ODE addresses the needs of a diverse student population, providing support to ensure personal and professional growth. It works with medical students, graduate students in the biomedical sciences and Postbaccalaureate Research Education Project scholars. ODE also partners with and advises various campus groups—the Student National Medical Association, the Latino Medical Student Association, Pride, the Student Collective for Action on Diversity and the LGBTQIA Curricular Working Group, among others—to promote a welcoming environment for all groups on campus. ODE maintains an open-door policy and encourages all students to visit and participate. It is committed to helping create a diverse cadre of clinicians, researchers and educators to address health disparities and meet the healthcare needs of a globally interdependent world.

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

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

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

ACADEMIC SUPPORT AND COUNSELING

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

The office of academic support and counseling (OASC) gives students help not just to survive but to thrive in medical school. Services include individual, confidential personal counseling as well as study-skills and time-management consultations provided by professional staff. The OASC offers learning evaluations and can help locate resources and referrals for outside support.

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

EXAMINATION PREPARATION

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

STUDENT ACTIVITIES

The office of student activities oversees many lifestyle enhancements at the college, including clubs and interest groups and the planning of academic and social events (such as Orientation, Commencement, milestone events and school dances). Social events take place throughout the year, with the help of a social committee composed of student representatives from all classes. Beginning with an apple- and pumpkin-picking outing in October, events include a themed homecoming dance, ice skating at Bryant Park, a skit night and the spring formal. The OSA also provides study-break snacks throughout exam time and help with club and interest-group event planning, and is the go-to office for all nonacademic information.

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

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.
RESIDENCY MATCHING

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

WHERE OUR STUDENTS ARE GOING

Advocate Health Care-IL
B I Deaconess Med Ctr-MA
Boston Univ Med Ctr-MA
Brown U/Womens & Infants Hosp of RI
Cedars-Sinai Medical Center-CA
Childrens Hospital-Boston-MA
Childrens Hosp-LA-CA
Cleveland Clinic Fdn-OH
Conley Island Hospital-NY
Contra Costa Reg Med Ctr-CA
Danbury Hospital-CT
Drexel Univ COM/Hahnemann Univ Hosp-PA
Duke Univ Med Ctr-NC
Geisinger Health System-PA
Hackensack U Med Ctr-NJ
Hofstra Northwell SOM-Glen Cove Hosp-NY
Hofstra Northwell SOM-Lenox Hill Hosp-NY
Hofstra Northwell SOM-NY
Hosp of the Univ of PA
Icahn SOM Beth Israel-NY
Icahn SOM at Mount Sinai-NY
Icahn SOM St Lukes-Roosevelt-NY
Indiana Univ Sch of Med
Institute for Family Health-NY
Jacobi Med Ctr/Einstein-NY
Johns Hopkins Hosp-MD
Maimonides Med Ctr-NY
Massachusetts Gen Hosp
Mayo Clinic School of Grad Med Educ-AZ
Mayo Clinic School of Grad Med Educ-MN
Montefiore Med Ctr/Einstein-NY
Nassau Univ Med Ctr-NY
NY Eye & Ear
NYMC-Westchester Med Ctr-NY
NYP Hosp-Columbia Univ Med Ctr-NY
NYP Hosp-Weill Cornell Med Ctr-NY
NYU School of Medicine
NYU Winthrop Hospital-NY
Ohio State University Med Ctr
Rhode Island Hospital/Brown University
Rutgers-New Jersey Medical School
Santa Clara Valley Med Ctr-CA
Scheie Eye Institute/Penn
Stanford Univ Progs-CA
St Louis Childrens Hosp-CA
Stony Brook Teach Hosp-NY
SUNY HSC Brooklyn-NY
SUNY Upstate Med University
Swedish Medical Center-WA
Thomas Jefferson Univ-PA
Tufts Medical Center-MA
UCLA Medical Center-CA
UC San Diego Med Ctr-CA
UC San Francisco-CA
U Illinois COM-Chicago
U Maryland Med Ctr
U Michigan Hosp-Ann Arbor
U Minnesota Med School
Univ of Chicago Med Ctr-IL
U North Carolina Hospitals
U Southern California
U Texas Southwestern Med Sch-Dallas
U Washington Affil Hosps
VA Greater LA Hlth Sys-CA
William Beaumont Army Medical Center-TX
Yale-New Haven Hosp-CT
STUDENT CLUBS AND INTEREST GROUPS
Student clubs include the American Medical Association, the American Medical Student Association, the American Medical Women's Association, the American Geriatrics Society, the Asian Pacific American Medical Student Association, the Latino Student Medical Association, Albert Einstein Synagogue, the Student National Medical Association, Einstein Pride, Physicians for Human Rights and Physicians for Social Responsibility.

Einstein supports some 60 other clubs and initiatives, such as Musicians of Einstein, the Dance Club and the Biotech Club, to address creativity and other nonacademic interests. We even have an outdoor climbing club, and a club that is unique to Einstein: Ad Libitum. The mission of Ad Libitum is to raise awareness of the dynamic interfaces among art, medicine and science and to provide platforms for the support and sharing of artistic endeavors by all members of the Einstein community.

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

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

WELLMED
Physicians deliver the best care to their patients when the physicians are healthy and balanced, and by focusing on wellness during the formative years of medical school, students can become better healers and role models for their patients. The wellness program takes a comprehensive approach to student well-being by offering programs aimed at all aspects of wellness, from physical fitness to nutrition, mindfulness and even financial wellness. The program’s goal is to provide opportunities for students to develop resilience by supporting the adoption of habits and attitudes that will contribute to their balance and positive well-being throughout their lives as physicians. Please visit www.einstein.yu.edu/education/student-affairs/student-wellness-wellmed/.
LIBRARY
The D. Samuel Gottesman Library is a comprehensive resource for research, patient care and educational information. Its print and digital collections comprise journals, books, databases, clinical reference tools and evidence-based practice resources. Databases include PubMed, UpToDate, Clinical Key, DynaMed Plus, USMLE Easy, ExamMaster, Access Medicine, Access Pediatrics, Web of Science, Cochrane Library, Embase, Global Health, PsycINFO, VisualDx and Natural Medicines. E-books, e-journals and databases can be accessed onsite and remotely. Specialized tools for students include citation management software (EndNote, RefWorks, F1000 Workspace) and research and clinical mobile resources.

The library has a 3D printer to manufacture models for medical, scientific, educational or personal projects. A charging station for mobile devices and phones is available. Services include wireless access, laptops, MacBooks and iPads for borrowing, extended hours prior to exams, group study rooms with an online reservations system, the Beren Study Center (open 24/7), desktop computers (PCs and iMacs), printers, scanners and photocopiers. Color printing and copying are available, as is comb spiral document binding. Interlibrary loan and document delivery (ILLiad) are available online at no cost. The library’s five group study rooms are equipped with LCD screens and whiteboards. Portable smart boards are also available for use inside the library.

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

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

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

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

SHUTTLE BUS
Students are afforded first-rate transportation services, including shuttle buses and car service to various hospitals, clinics and schools throughout the Bronx. There is a free campus shuttle bus service that takes students to and from the Belfer Building (across the street from the housing complex) and to and from the Rhinelander housing complex to all clinical sites in the Bronx. The bus also takes students to the 180th Street subway stop for the #2 and #5 subway lines into Manhattan. Please visit www.einstein.yu.edu/administration/auxiliary-services/transportation/.
CAMPUS LIFE
Einstein is located in a quiet residential area of the northeast Bronx, 10 miles from midtown Manhattan. The College of Medicine is surrounded by single-family homes and apartment buildings that make up the neighborhoods known as Morris Park, Eastchester, Indian Village and Pelham Parkway. It is a tight-knit, culturally diverse community, with many popular Bronx attractions nearby. The Bronx Zoo, the New York Botanical Garden, Yankee Stadium, Orchard Beach, City Island and Westchester County are each within a 15-minute drive of the medical school. A selection of restaurants serving a variety of cuisines is within walking distance.

Easy access to and from Manhattan is available via multiple public transportation options; the MTA express bus service (BxM10) stops directly across from the College of Medicine on Eastchester Road, near Morris Park Avenue. Also stopping near the campus are two New York City bus lines (Bx21 and Bx31). Einstein provides a free shuttle service for transporting students to their clerkships in the Bronx, or car service to sites throughout New York City and on Long Island. The bus lines and one shuttle run to and from the #2 and #5 subway lines into Manhattan at the East 180th Street station; one bus line also goes to the #6 line in Westchester Square.

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

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

ZIPCARS
The Einstein campus is a parking site for Zipcars. Zipcar is a service that rents cars to each member at low hourly and daily rates. Because Einstein is a Zipcar site, members of the Einstein community can enroll for annual memberships at a discounted fee of just $15 for the first year and $25 thereafter. The hourly rate includes gas, insurance and 180 miles per day. Zipcar is one way that Einstein offers members of its community an alternative to having a car on campus.

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

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

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

**REQUIREMENTS:**

**COMPETENCY-BASED ADMISSIONS**

Medicine requires skills and abilities acquired through experiences both inside and outside the classroom. As Dr. Darrell Kirch, president and CEO of the Association of American Medical Colleges, said, “Many students who would make excellent doctors are not extended an interview because admissions committees do not have ready opportunities to consider their broader personal characteristics before granting one.”

To prepare applicants for holistic review that will evaluate, equally, their personal characteristics and their academic readiness for medical school, Einstein has adopted a “competency-based” admissions process. We believe, as Dr. Kirch has said, that this “will allow applicants the opportunity to demonstrate the complex personal dimensions that contribute to being a good doctor.”

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

There are four competencies:

1. Co-Curricular Activities and Relevant Experiences
2. Communication Skills
3. Personal and Professional Development
4. Knowledge

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

**FINANCIAL AID AND TUITION**

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

Tuition, fees and health insurance for the 2018–19 year are $60,646. Health insurance can be waived with proof of comparable insurance. Membership in our Falk Recreation Center is also included in the fees; however, family memberships are extra. Please visit www.einstein.yu.edu/education/md-program/financial-aid/.
All college decisions with regard to faculty, staff and students are based on equitable and equally applied standards of excellence. Diversity enhancement efforts have been established as a visible and formal expression of institutional policy. This policy is designed to ensure that recruitment, hiring, training, promotion and all other personnel actions take place and all programs, both academic and nonacademic, involving students are administered without regard to race, religion, color, creed, age, national origin or ancestry, sex, marital status, physical or mental disability, veteran or disabled veteran status, genetic predisposition/carrier status, sexual orientation, gender identity, citizenship status, familial status or any other personal characteristics protected under applicable federal, state or local law, as those terms are used in the law. Information published in this brochure applies only to the 2018–2019 year, and may change at any time.

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