



Albert Einstein College of Medicine

MD Program Academic Catalog 2022-2023

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FRONT MATTER

About this Catalog

This catalog supersedes all previous catalogs and academic regulations. It was prepared by the Office of Institutional Research (oir@einsteinmed.edu) on the basis of the best information available at the time of publication. Albert Einstein College of Medicine (“College of Medicine” or “Einstein”) reserves the right to change tuition, fees, course offerings, regulations, and admission and graduation requirements at any time without prior notice. Policies and procedures excerpted in this catalog are generally located on the [Einstein Intranet](#).

Mission

Albert Einstein College of Medicine is a research-intensive medical school. For more than 60 years, our diverse faculty and staff have set the standard for excellence in medical and graduate education and patient-centered clinical care and have made major contributions to scientific research enhancing human health in our communities and beyond. *Our mission is to prepare a diverse body of students to become knowledgeable, compassionate physicians and innovative scientific investigators, and to create new knowledge.*

Einstein is affiliated with Montefiore Health System and Yeshiva University.

Accreditation

Albert Einstein College of Medicine currently has degree granting authority from the State of New York: New York State Department of Education, 89 Washington Street, Board of Regents, Room 110 EB, Albany NY 12207, (518) 474-5889. Einstein has been awarded an absolute charter from New York State for the M.D., Ph.D. and M.S. degrees.

Einstein is fully accredited by The Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104, 1-267-284-5000. MSCHE is one of six regional accrediting agencies in the United States, each of which accredits institutions of higher education within a specific geographic region. Middle States is recognized by the U.S. Department of Education, enabling eligibility to participate in federal student financial aid programs (e.g., federal loans, grants, and work-study) administered by the U.S. Department of Education. For more information, see the Commission’s website, msche.org. Per commission requirements, Einstein affirms that all institution’s representatives communicate with the commission in English.

Einstein’s medical education program is accredited by the [Liaison Committee on Medical Education \(LCME\)](#) of the American Association of Medical Colleges, 655 K Street NW, Suite 100, Washington DC, 20001, (202) 828-0400. The next accreditation review is scheduled to occur in the 2022-2023 academic year.

History

Yeshiva University president Dr. Samuel Belkin envisioned the creation of a new medical school as early as 1945. Encouraged by influential public figures, he persuaded the board of trustees to initiate discussions with the New York State Board of Regents to amend the university's charter to include the granting of the degree of Doctor of Medicine. On March 15, 1951, the day following his 74th birthday, Albert Einstein formally agreed to permit his name to be used for the first new medical school to be built in New York City since 1897. Ground was broken for the first building, the Leo Forchheimer Medical Sciences Building, in October 1953. Its partial completion was effected in time to welcome the first class of medical students – 53 men and three women – and about 75 faculty members in September 1955.

In September 2015, as a result of a joint agreement between Yeshiva University and the Montefiore Health System, Einstein began the process of separating from Yeshiva, shifting operational support and fiscal management to Montefiore. This separation, approved by both the New York State Education Department (NYSED) and the Middle States Commission on Higher Education (MSCHE), was made to maximize the success of Einstein as a research-intensive medical school. Montefiore, as Einstein's major teaching affiliate since 1963, now supports Einstein financially as the two institutions' goals are intertwined: Einstein's success is vital to Montefiore's success as an academic health system.

In March 2019, the Board of Regents of the New York State Education Department awarded Einstein an absolute charter, establishing it as an autonomous educational institution with the authority to confer its own medical and graduate degrees. In July 2021, the Middle States Commission on Higher Education, the organization that accredits universities and colleges, granted Einstein full independent accreditation for all its doctoral, masters, and certificate programs. This accreditation completed the College of Medicine's transformation to a fully independent academic entity.

Leadership

Dr. Gordon F. Tomaselli became dean at Albert Einstein College of Medicine and executive vice president and chief academic officer at Montefiore Medicine in July 2018. He is an expert in the fields of sudden cardiac death and arrhythmias. Dr. Tomaselli's research focuses on ion channel structure, function and remodeling. His lab has been continuously funded by the National Institutes of Health (NIH) for over 25 years. He holds several patents on methods to improve heart function and prevent arrhythmias, including an implantable device for the delivery of cell-derived biomolecules.

Dr. Tomaselli came to Einstein from the Johns Hopkins School of Medicine, whose faculty he joined in 1989. In 2009, he was named chief of the division of cardiology, managing a budget of nearly \$30 million while overseeing a staff of more than 550, including 101 faculty members and 87 fellows. He also was mentor to dozens of postdoctoral and clinical fellows, as well as graduate and undergraduate students. While at Hopkins, he was the Michel Mirowski, M.D., Professor of Cardiology and a professor of medicine and of cellular and molecular medicine.

He earned his undergraduate degree in biochemistry and chemistry from the State University of New York at Buffalo and his medical degree from Einstein. He completed his medical training, residency and research fellowship at the University of California at San Francisco. Dr. Tomaselli was then a clinical and research fellow in cardiovascular medicine at the Johns Hopkins School of Medicine.

He was elected to the American Society of Clinical Investigation in 1996 and has been a member of the Association of American Physicians since 2010. He has served on the editorial boards of a number of journals in cardiovascular science and medicine and has been a member of study sections for the NIH, the American Heart Association and the California Tobacco Research Fund, and a member of review panels for grants from a number of organizations, including DFG, INSERM and CIRM. Dr. Tomaselli was president of the American Heart Association from 2011 to 2012. He was editor-in-chief of the *Journal of Clinical Investigation* from 2017 to 2018 and is now the journal's deputy editor.

A list of associate deans, assistant deans, directors, and department chairs is maintained on the [Einstein website](#).

Diversity

Albert Einstein College of Medicine recognizes that having a diverse and inclusive institution is critical to success, and we reaffirm our fervent commitment to fostering a culture in which diversity is a central tenet. Both the Association of American Medical Colleges (AAMC) and the National Institutes of Health (NIH) have asserted the necessity of increasing diversity in medical schools and embracing a diverse and culturally competent physician and scientist workforce. We join medical schools nationwide that are developing strategic plans for promoting diversity as a core value and significant priority in medical education and the biomedical sciences.

In 1951, Albert Einstein penned his historic letter to Dr. Samuel Belkin, then president of Yeshiva University, indicating his satisfaction that a new medical school that would “welcome students from all creeds and races” was to be established. Such a commitment was bold during this period in history. Two years later, he would agree to the school being named in his honor. Throughout his life, Einstein sought to fight inequality and used his platform to actively and publicly dedicate himself to the pursuit of social justice. Our institution, honored with his name, commits to serving as a beacon of social change and equity in the fields of biomedical research, medicine and medical education.

Einstein is located in the Bronx, a borough of New York City and a vibrant community of 1.4 million people representing a multitude of different cultures. Despite its unique character, the Bronx is currently the poorest urban county in the United States. Therefore, in accord with our mission of social justice, Montefiore-Einstein works with our Bronx neighbors to provide accessible and equitable healthcare for all.

At Einstein, we value all people and perspectives that make us unique and increase our diversity at large. We reaffirm our commitment to recruiting, retaining and advancing individuals from historically underrepresented and marginalized groups in the scientific and medical professions. At the College of Medicine, this includes, (in no particular order, and not limited to) women, individuals who are Black, Latino/Latina; Pacific Islander or indigenous Americans; individuals from new immigrant populations; individuals with both apparent and nonapparent disabilities; all sexual and gender minorities, including lesbian, gay, bisexual, asexual and queer people, as well as transgender, gender-nonconforming and intersex individuals; religious minorities and individuals from economically disadvantaged backgrounds.

Equal employment will continue to be a fundamental principle at Einstein. It is our priority to treat everyone fairly, and we are committed to complying with all laws and regulations governing equal employment and becoming a role model for active inclusivity. With social justice and public health issues

particularly magnified in the Bronx, it is our duty to provide the best care, produce the best science and train the best future physicians and scientists—a task that can be accomplished only with a highly diverse and inclusive institutional climate. Diversity is a fundamental part of the excellence necessary to best serve the community and rectify disparities in health, healthcare and science.

More information about Einstein’s diversity policy and practices can be found on the [diversity section of the Einstein website](#).

MEDICAL EDUCATION PROGRAM

Admissions

Overview

<https://www.einsteinmed.edu/education/md-program/admissions/admissions-educational-objectives/> Albert Einstein College of Medicine strives to matriculate a diverse group of outstanding students whose academic accomplishments, clinical experiences, community service and research indicate that they will become exceptional healers, educators, colleagues, patient advocates, scientists, role models and life-long learners. We are committed to identifying individuals who already have demonstrated the qualities of compassion, empathy, kindness, creativity, professionalism, leadership and maturity. A diverse student body is consistent with the history and mission of Einstein and supports a key educational objective to raise the cultural awareness and competence of our graduates.

More information about admissions to the MD program may be found on the [Einstein website](#).

Application Procedures

Einstein is a participant in the American Medical College Application Service (AMCAS), part of the Association of American Medical Colleges (AAMC). To be eligible for consideration at Einstein, applicants must complete the web-based AMCAS application available at <http://www.aamc.org/students/amcas> by October 15 of the year that they make their application. Applicants who experience any difficulty completing their application should contact WebAdMIT at 617-612-2881.

All supporting documentation must be received no later than December 1 for both the MD Program and the [Medical Scientist Training Program](#). (International students and applicants who have completed two prior applications to Einstein are ineligible for consideration.)

AMCAS applications are first verified by AMCAS and then downloaded to Einstein. That process can take up to 6 weeks, and applicants should stay in contact with AMCAS to make sure that all transcripts have been received.

After Einstein receives and acknowledges the AMCAS application, it can take up to an additional 6 weeks for us to complete, especially depending on the month AMCAS downloads the application. For example, approximately half of our applications (4000) for the year are downloaded by July 15. The completion of files depends on a few things such as how early AMCAS applications are sent to us, when letters of

recommendation are uploaded to the AMCAS Letter Writer Service, when the Supplemental Application and fee are submitted, and when MCATs are taken.

Once files are completed by the Office of Admissions, they are released to the Committee on Admissions for preliminary review. The Admissions Office sends interview invitations on average once a month beginning in August and ending in April. Scheduling of interviews is done via an auto-scheduler, and applicants may choose their preferred date depending on availability. Preliminary rejection emails are sent beginning in February. Acceptance notifications are mailed beginning February 1.

Technical Standards

As required by accrediting agencies and permitted by law, Albert Einstein College of Medicine has adopted technical standards that are to be applied to consideration of admission, matriculation, pursuit of the educational program, retention, promotion, and graduation from Einstein.

Patient care activities are a sine qua non of clinical medical training. The obligation to render safe care to patients is, and must be, the priority in medical education and medical care. Technical standards are developed to align the disability needs of any individual student with that priority. Certain chronic or recurring illnesses and problems that interfere with patient care or safety may be incompatible with medical training or practice. Should a candidate have a condition that would place patients or others at significant risk, that condition may be the basis for denial of admission/matriculation or for dismissal from the medical education program. Students unable to consistently and reliably satisfy the Einstein technical standards, despite the opportunity for professional clinical assistance, are subject to reconsideration of their fitness to continue medical training and may be subject to proceedings and decisions as per the bylaws of the Committee on Student Promotions and Professional Standards (CSPPS).

The full [Technical Standards for Admission, Retention, Promotion and Graduation](#) are listed here.

Transfer Policies

Einstein does not accept transfer students into the M.D. Program. In exceptional circumstances, the Dean may accept a student for transfer, generally under circumstances where a qualified student at another medical school is separated from a spouse in our program.

For information about the transfer policies of Einstein's other degree-granting programs, please see [Transfer Credit Policies](#).

Immunization Requirements

Einstein's Occupational Health Service provides medical clearance to students who require it to work in clinical settings. To obtain clearance, students should complete all pre-placement medical forms and email the information to occupational-health@einsteinmed.edu.

SPECIAL NOTE FOR STUDENTS ENTERING IN 2022 and 2023: Full vaccination against SARS-COV2 (COVID-19) with an FDA-approved vaccine is required. A booster is also required for those who are

eligible. Pursuant to the New York State mandate for health care workers, there is no religious exemption for vaccination. While the College may accept certain medical exemptions to vaccine mandates, sites used for clinical rotations may not accept the same medical exemptions.

A full list of all required vaccinations is listed in the [Policies and Procedures for Student Health Clearance](#).

Equal Opportunity Statement

Equal opportunity has and will continue to be a fundamental principle at Einstein. This applies to student admissions as well as all terms and conditions of employment, including recruitment.

At Einstein, all decisions are based on demonstrated capabilities, skills and qualifications. We do not discriminate on the basis of race, religion, color, creed, age, national origin or ancestry, sex, marital status, physical or mental disability, veteran or disabled veteran status, military status, pregnancy status, domestic violence victim status, criminal conviction, genetic predisposition/carrier status, sexual orientation, gender identity and expression, citizenship status, familial status, sexual and reproductive health decisions, or any other personal characteristic protected under applicable federal, state or local law.

Einstein will endeavor to provide reasonable accommodations to qualified individuals with disabilities who have made Einstein aware of their condition. The accommodation must not impose an undue hardship on Einstein. If you are disabled and believe you need an accommodation to perform the essential functions of your job, please contact the [vice president for human resources](#).

In addition, Einstein will make every effort to provide reasonable accommodations for the religious beliefs or practices of students, applicants or employees. Any individual who may require such accommodation should contact the office of the vice president of human resources.

Curriculum

Educational Competencies

The educational mission of Albert Einstein College of Medicine is to train students to understand and embrace their future roles as physicians. Central among these are the roles of healer and scientist. Caring for patients requires recognition of each patient's individuality, as well as comfort with the uncertainty inherent in this experience. With the wellbeing 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. The objectives for all Einstein courses and clerkships are linked to the Einstein competencies.

A. PHYSICIAN AS HEALER**COMPETENCY**

Students will demonstrate effective clinical, diagnostic, and communication skills, cultural sensitivity, and empathy, in accordance with each patient's needs and in a partnership with each patient. Students will recognize that professional development in this area requires becoming comfortable with uncertainty and cultivating humility (including cultural and structural humility) in light of the vast breadth of human experience they will encounter.

Sub-competencies

A1. Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.

A2. Recognize and respond effectively to patients' verbal, non-verbal, and contextual cues.

A3. Demonstrate an understanding of how bias (including implicit bias and microaggression) negatively affects interpersonal encounters and patient outcomes, as well as a commitment to managing one's own biases.

A4. Use and articulate a systematic approach to clinical diagnosis; initiate and adjust an appropriate diagnostic and management plan while recognizing how bias affects judgment and decision-making.

A5. Develop a patient centered plan that incorporates a patient's unique personal circumstances (e.g., health beliefs, economics, disability, culture, faith, spirituality) and addresses the impact of structural factors (e.g., racism, social determinants, social history, public policy) on health outcomes.

A6. Demonstrate empathy and build trust by providing trauma-informed care that gives comfort and support to patients and loved ones, acknowledging the mistrust emanating from historical injustices.

A7. Express gratitude toward patients and communities for providing students with experiences that deepen their humanism and facilitate their professional development.

B. PHYSICIAN AS SCIENTIST**COMPETENCY**

Students will acquire, appraise, and apply knowledge of biomedical, clinical, psychosocial, epidemiological, and population health sciences as the foundation for all their endeavors. Students will understand the critical role of research in these domains in enhancing the health of individuals and populations. By participating in scholarly investigation regarding patients of all races, ethnicities, biological sex and gender identities, abilities, and backgrounds, students will work to advance scientific knowledge and master principles that can be used to improve health and health care.

Sub-competencies

B1. Demonstrate knowledge of the range of normal structures and functions of the body and its organ systems, and the underlying molecular, genetic, biochemical, and cellular mechanisms of homeostasis.

B2. Demonstrate knowledge of congenital and acquired causes of disease, dysfunction, and disability, and the underlying pathophysiology.

B3. Recognize that race is a social, not biological, construct and that racism, rather than race, causes both individual and population-level health disparities.

B4. Analyze the impact of behavioral, social, and structural factors (e.g., racism, racial inequity, poverty, environment, nutrition, public policy) on the health status of diverse patient populations, recognizing the impact of historical oppression and exploitation.

B5. Apply knowledge of science and the scientific method to characterize the quality of evidence, and critically evaluate scientific and medical literature, as well as gaps in the literature stemming from the ways in which diverse populations are understudied or mistreated.

B6. Discuss how scientific and medical discoveries can be translated and applied to improving the health of individuals and diverse populations, including local and underserved communities.

C. PHYSICIAN AS ADVOCATE

COMPETENCY

Through knowledge of the health care system, skill development, hands-on service, and leadership experiences, students will demonstrate the knowledge and skills to advocate for health care that is high-quality, safe, efficient, just, and equitable for individual patients and diverse populations, especially those that are marginalized, oppressed, and/or underserved. Students will recognize the need for continued efforts towards greater social and racial justice in the healthcare system.

Sub-competencies

C1. Analyze past and present health care policies, economics, and financing and discuss their implications on individual patients, communities and populations, recognizing the ways these policies have adversely affected the health of marginalized communities.

C2. Describe the privilege associated with being a physician and the mechanisms that enable physicians to be change agents who advance health care towards a value-based system that is high-quality, safe, efficient, and equitable for diverse populations of patients.

C3. Advocate for the broad range of their patients' healthcare needs, including those stemming from social and structural determinants of health.

C4. Apply knowledge of the principles of patient safety, quality improvement, and systems science to ensure quality care for all patients.

C5. Identify and partner with relevant stakeholders within communities to understand their health care needs and how to best serve those needs, utilizing effective communication strategies.

D. PHYSICIAN AS EDUCATOR

COMPETENCY

Students will apply educational principles to facilitate effective learning and promote well-being among patients, families, and communities. Students will demonstrate the ability to effectively teach their peers, colleagues, and other health professionals in clinical practice, basic science, and translational medicine.

Sub-competencies

D1. Employ appropriate methods, including patient-centered and culturally responsive communication skills and techniques, to educate patients and families to adopt and sustain healthy behaviors.

D2. Contribute to a supportive, inclusive, and stimulating learning environment.

D3. Utilize effective teaching techniques, including professional presentation skills, tailored to the number and type of learners, the setting and context, and the educational objectives.

D4. Provide effective and constructive feedback to learners, peers, colleagues, and teachers.

D5. Recognize and reflect on the importance of respecting patients' rights with balancing educational needs in the clinical educational setting.

E. PHYSICIAN AS COLLEAGUE

COMPETENCY

Students will work collaboratively as members of medical, scientific, and educational communities.

Sub-competencies

E1. Demonstrate a recognition of, and respect for, the roles and contributions of the various members of interdisciplinary and interprofessional teams including the perspectives offered by individuals of diverse demographic backgrounds.

E2. Demonstrate the interpersonal and leadership skills to work collaboratively and inclusively with individuals and teams, such as (but not limited to) peer settings, research and clinical environments, and/or care transitions. Recognize how bias occurs and develop the skills to manage conflict and bias (e.g., macro- and micro-aggressions) such as speaking out as upstanders against biases and their impact.

E3. Demonstrate effective oral and written communication skills with colleagues of all professional backgrounds.

E4. Consider and acknowledge diverse perspectives in appraising alternative approaches to problem solving and in collaborative decision making.

F. PHYSICIAN AS ROLE MODEL

COMPETENCY

Students will act in accordance with the highest levels of ethics and professionalism in all realms, including clinical care, research endeavors, advocacy, education, and general behavior as a member of society. Students will serve as role models for individual patients, colleagues, and society at large. Students will demonstrate dedication to their personal and professional development, including ongoing self-care, self-awareness, and self-reflection to sustain their commitment to core humanistic principles and service.

Sub-competencies

F1. Consistently demonstrate professional, respectful, and responsible behavior.

F2. Apply ethical principles in all aspects of patient care, research, and education.

F3. Demonstrate accountability to patients, colleagues, society, and the profession.

F4. Treat all patients, colleagues, and community members equitably and respectfully no matter how they self-identify or how others may perceive them (e.g., age, race, ethnicity, country of origin, disabilities, sexual and gender identification, religion, political perspective, economic background, physical appearance, and legal status), acknowledging potential past mistreatment.

F5. Acknowledge the value of self-awareness, self-care strategies, and appropriate help-seeking behaviors to manage stress and to navigate personal and professional responsibilities.

G. PHYSICIAN AS LIFE-LONG LEARNER

COMPETENCY

Students will recognize that learning is a life-long endeavor. Not only does scientific knowledge continually advance, but the methodologies, modalities, and technologies available to learners are ever-changing. Students must learn to critically assess new research and clinical innovations, as well as apply evidence-based and structurally competent recommendations. Effective life-long learning requires that students engage in ongoing self-assessment and receive comprehensive feedback from external sources to identify personal knowledge gaps and to maintain enduring commitment to best practices.

Sub-competencies

G1. Recognize that evidence-based medicine and practice standards are continually evolving, requiring an ongoing commitment to staying current with best medical practices.

G2. Recognize the need to adapt clinical and research practice by incorporating emerging technologies.

G3. Identify and correct gaps in knowledge, skills, and performance through self-reflection and feedback from others.

G4. Identify professional interests, strengths, options, and opportunities to guide career planning and development.

Pre-clerkship Phase

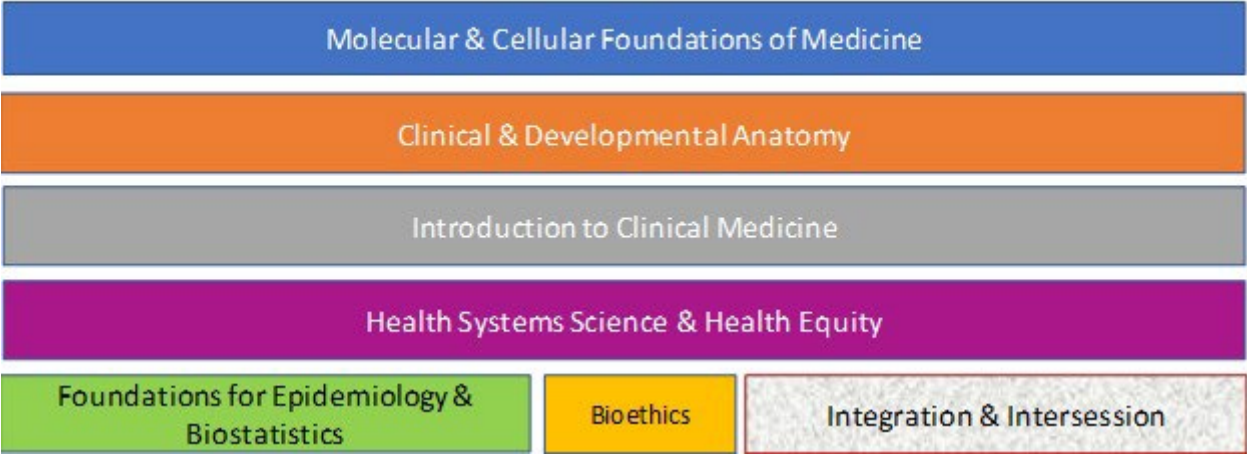
To assist students in successfully achieving the Einstein Educational Competencies, the 18-month pre-clerkship phase delivers a curriculum consisting of formal and informal programs that nurture students' human values. Einstein believes that medical education should try to simulate the real world of medicine by fostering an atmosphere of collegiality and cooperation. We try to remove competition by grading all courses on a pass/fail basis.

The pre-clerkship education at Einstein provides students with the opportunity to acquire appropriate knowledge bases in biological and behavioral sciences, population sciences, and the mechanisms of disease. The program allows students to achieve competence in clinical examination and effective communication skills. Students learn how to apply knowledge and skills to diagnose, treat, and prevent human disease; to understand the importance of non-biological factors that influence health in diverse populations; and to advocate for patients.

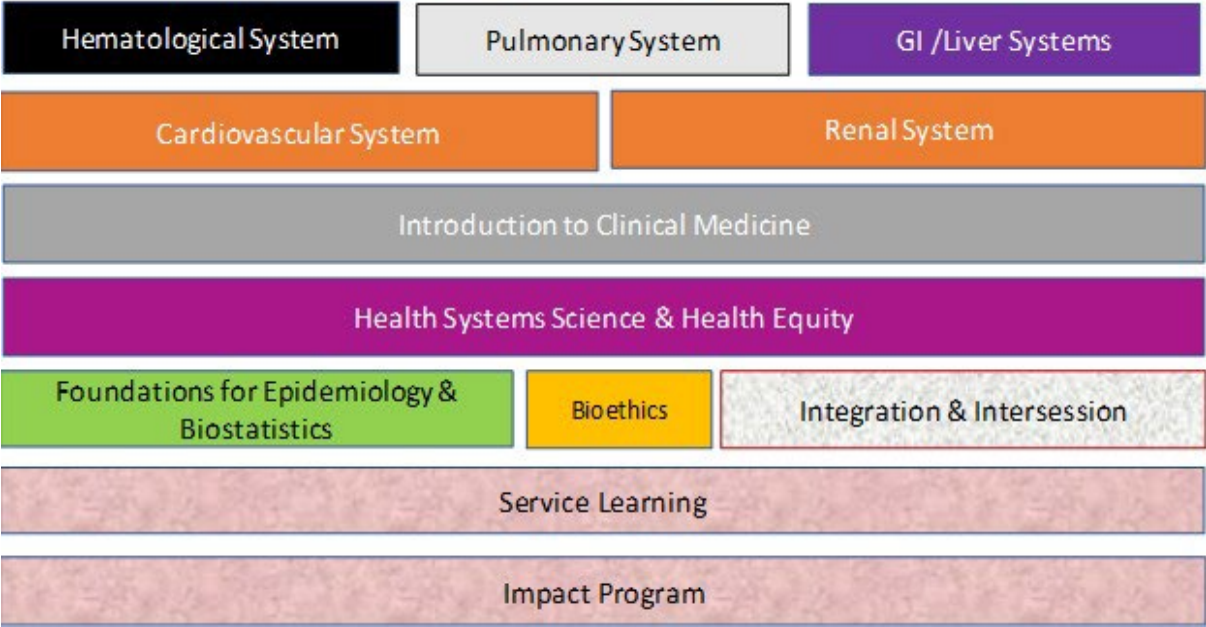
As inter-disciplinary and inter-professional medicine gains a foothold in the world today, Einstein is implementing a longitudinal theme program that incorporates into its courses current events and changes in the medical delivery system.

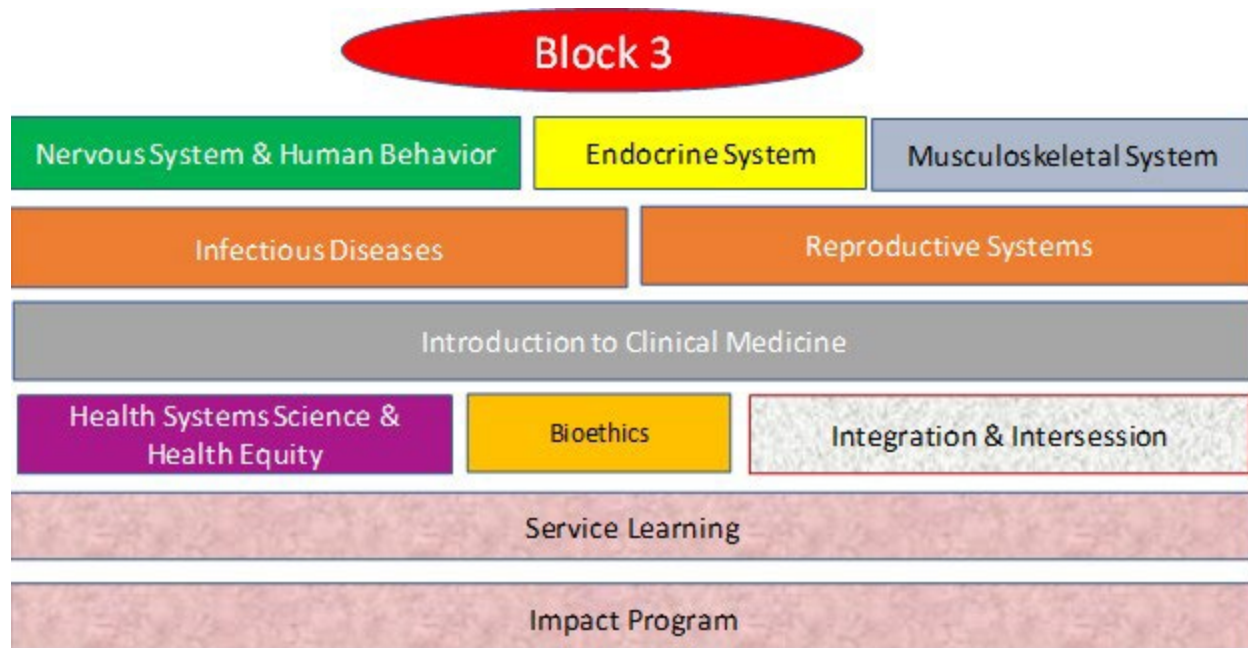
A full description of the pre-clerkship phase of the curriculum can be found on the [Einstein website](#).

Block 1



Block 2





Clerkship Phase

The third-year curriculum is currently constructed to allow students to take United States Medical Licensing Examination (USMLE) Step 1 prior to, or immediately after, their clerkship experience. However, we will be shifting the USMLE series to after clerkships once the Step 1 changes to Pass/Fail scoring.

The core clerkships are internal medicine, general surgery, pediatrics, psychiatry and neurology, obstetrics and gynecology, and family medicine and primary care. During this important phase of medical education, the students become virtually full-time inhabitants of the various public and private [health care affiliates](#) of Einstein. The students learn to take responsibility for patient care under supervision and, during this learning process, interact with attending physicians, residents, nurses, social workers, and physician assistants.

Learning experiences during clerkship training are diverse and include conferences, seminars, lectures, demonstrations, ward rounds and grand rounds. But the essence of this training is, above all, interaction with patients in both inpatient and ambulatory patient environments. It is primarily through direct encounters with patients that 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.

Transition to Clerkships							
Radiology	Transition week	Internal Medicine	Obstetrics and Gynecology	Pediatrics	General Surgery and Neurology	Family Medicine and Primary Care	Psychiatry and Assessments*
2 weeks	1 week	1 week	1 week	1 week	1 week	1 week	1 week

Year 3						
Internal Medicine	Obstetrics and Gynecology	Pediatrics	Psychiatry and Neurology	Family Medicine and Primary Care	General Surgery	USMLE Step 1
6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
Patients, Doctors and Communities						

During their final year, all students are required to complete two 4-week acting internships. Functioning as an integral member of the patient-care team, the acting intern assumes many of the responsibilities of a first-year resident under supervision of the resident and attending physician staff. One of the acting internships must be in internal medicine or pediatrics and the second can be in internal medicine, obstetrics, pediatrics, or surgery. Students pursuing family medicine training can perform acting internships in in-patient family medicine.

A major part of the senior year is the elective period. Students choose from a wide selection of electives offered by nearly every department. Through the elective program, a student may choose to obtain additional acting internship experiences, further training in ambulatory medicine and primary care, or participate in a research project. Electives in clinical specialties such as cardiology, infectious disease, endocrinology, dermatology, nephrology, gastroenterology, pulmonary medicine, and emergency medicine are very popular. Also available are programs in community medicine, drug abuse, alcoholism, and geriatrics. Students may arrange to take the [electives](#) in other medical schools in the United States or abroad. Funding may be available for students to travel abroad to participate in exchange programs with overseas medical schools or obtain clinical or research experience in less developed nations. Students also complete USMLE Step 2 Clinical Knowledge and Step 2 Clinical Skills.

Year 4			
Acting Internship, Core	Acting Internship, Selective	USMLE Step 2 Clinical Knowledge and Clinical Skills	Electives 8 blocks (clinical or research)
4 weeks	4 weeks	4 weeks	4 weeks/block

Final Year Electives

The list of available electives are subject to change and are listed on the registrar's web page:

<https://einsteinregistrar.org/current-students/elective-course-desc-2/>

Facilities and Resources

D. Samuel Gottesman Library

The D. Samuel Gottesman Library is a comprehensive resource for research, patient care and educational information serving the faculty, students, postdoctoral fellows, and staff of Albert Einstein College of Medicine and the Ferkauf School of Psychology.

The Library provides a comfortable environment for active and quiet learning. The Quiet Room is available for individual study. Printers, scanners, public computers, and stations for charging mobile devices are available for use. The Beren Study Center is open 24 hours a day, 7 days a week.

The Library offers an extensive collection of biomedical print books, e-books, e-journals, and databases.

Librarians provide group and individual instruction and research assistance tailored to users' needs. Librarians develop and maintain [research guides](#) designed to facilitate information retrieval customized to program and course needs. [Reference assistance](#) is provided in person, [via e-mail](#), telephone, chat, SMS text messaging, webinars and virtual consultation. A [3D printing service](#) is available.

A full list of the library's resources is available on the [library's web page](#).

Computing Facilities

<https://it.einsteinmed.edu/about/>Einstein has a full-service IT department, handling everything from resolving laptop issues and maintaining network connections to building complex, high-performance computing systems. As changes in technology can sometimes be overwhelming, the IT staff are available to resolve IT problems and understand the computing needs of students, faculty and staff. Staff of the IT department provide individual assistance when software or hardware is not working properly.

For more information about the full range of services available, contact the [Einstein IT department](#).

Ruth L. Gottesman Clinical Skills Center

<https://www.einsteinmed.edu/education/md-program/clinical-skills-center/>The [Ruth L. Gottesman Clinical Skills Center](#) (CSC) effectively meets the educational needs of Einstein's medical students as a resource for the teaching and assessment of clinical skills. Throughout their education, physicians-in-training need a safe and supportive environment to learn, practice, and receive feedback on the clinical skills so essential to the practice of medicine.

The CSC serves as home for the Introduction to Clinical Medicine (ICM) and Patients, Doctors, and Communities (PDC) programs. As part of Einstein's mission to educate and assess the skills of medical students, the faculty collaborates with professionally trained actors for both formative teaching sessions (simulated patients) as well as clinical skills assessments (standardized patients). These highly trained professionals assist Einstein faculty in ICM, several other courses, and third-year clinical clerkships.

Clinical Training Sites

Einstein is affiliated with major hospitals located in the Bronx and beyond, including other New York City boroughs, Long Island, and Rockland and Westchester counties, serving the health care needs of a large population of wide socioeconomic and ethnic diversity. These institutions provide extraordinary opportunities to learn diagnostic and treatment practices in virtually all medical and surgical specialties, while also providing students with a firm grounding in generalist medicine. Our clinical sites provide opportunities to acquire experiences and deep understanding of problems and issues in social medicine that are unmatched anywhere.

Visit the web page for [Affiliated Institutions & Clinical Programs](#) for complete information about each of the clinical training sites used in training our medical students.

Student Affairs

The office of student affairs (OSA) provides medical students with information about the College of Medicine, including policies, services and resources. In addition, the OSA serves as a strong advocate for students' concerns. Our mission includes building community, positively impacting the quality of student life, and helping students succeed and grow along healthy pathways into compassionate and skilled physicians.

The OSA encompasses the office of academic support and counseling, the office of the registrar and the office of student life. The office of academic support and counseling offers a support network that includes counseling, peer advising and study assistance. Through the office of the registrar, students and alumni can seek assistance concerning their academic records. Our office of student life supports a multitude of student clubs and events designed to enhance the student experience at Einstein.

The OSA coordinates important events, including orientation, our "On Becoming a Physician" (white coat) Ceremony, Match Day and commencement activities. The OSA also acts as a liaison to faculty and administration, assists with academic and career advising and coordinates the residency application process. The Deans for Students are always available by appointment and monitor their email frequently. Additionally, the exceptional OSA staff is dedicated assisting students during regular office hours.

For more information, please visit the [office of student affairs website](#).

Registrar

The mission of the office of the registrar at Albert Einstein College of Medicine is to support the educational values and goals of the College by providing quality enrollment and academic records services to our students, alumni, faculty, and staff colleagues.

Information and resources related to the Registrar's office may be found at <https://einsteinregistrar.org>

Academic Calendar – MD Program

Winter - Spring 2022	
Sessions resume for Class of 2024 and Class of 2025 students	Monday, January 3
Martin Luther King, Jr. Day - No sessions	Monday, January 17
Lunar New Year - Required sessions minimized	Tuesday, February 1
Last day of required sessions for Class of 2024 students	Friday, February 11

Transition to Clerkship begins for Class of 2024 students	Monday, February 14
President's Day - No sessions	Monday, February 21
Purim - Required sessions minimized	Thursday, March 17
No sessions for Class of 2025 students	Monday - Friday, April 18 - 22
Eid al-Fitr - Required sessions minimized	Monday, May 2
Memorial Day - No sessions	Monday, May 30
Last day of required Block 2 sessions for Class of 2025 students	Friday, June 3

Fall - Winter 2022

Orientation for Class of 2026 students	Sunday - Sunday, August 7 - 14
Curriculum for Class of 2026 students begins	Monday, August 8
Orientation for Class of 2025 students	Tuesday, August 9
Curriculum for Class of 2025 students begins	Wednesday, August 10
Labor Day - No sessions	Monday, September 5
Rosh Hashana - No sessions	Monday - Tuesday, September 26 - 27
Yom Kippur - No sessions	Wednesday, October 5
Sukkot - No sessions	Monday - Tuesday, October 10 - 11
Shemini Atzeret - No sessions	Monday, October 17
Simchat Torah - No sessions	Tuesday, October 18
First day of Diwali - Required sessions minimized	Monday, October 24
Thanksgiving - No sessions	Thursday - Friday, November 24 - 25
Last day of required Block 1 & 3 sessions for Class of 2026 and Class of 2025 students	Friday, December 16

Winter break - No sessions	Monday, December 19 - Monday, January 2
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Winter - Spring 2023	
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Block 2 for Class of 2026 students	Tuesday, January 3
Martin Luther King, Jr. Day - No sessions	Monday, January 16
Lunar New Year	Sunday, January 22
President's Day - No sessions	Monday, February 20
Purim - Required sessions minimized	Tuesday, March 7
No sessions for Class of 2026 students	Thursday, April 6 - Friday, April 14
Eid al-Fitr	Saturday, April 22
Memorial Day - No sessions	Monday, May 29
Last day of required Block 2 sessions for Class of 2026 students	Friday, June 9

FERPA

The Family Educational Rights and Privacy Act of 1974, as amended (Section 438 of the General Educational Provisions Act, 20 USC 1232g) ("FERPA") was enacted to protect the privacy of students' education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have inaccurate or misleading information in their education records corrected.

Einstein's FERPS policy applies to all students of Einstein. "Student" includes any person with respect to whom Einstein maintains an education record, whether or not that person is currently in attendance. Persons who have not been in attendance are not "students" entitled to review their records. Thus, persons who have applied to and been admitted by Einstein, but who have not yet enrolled at Einstein, are not eligible to review their records. Also, students who, while attending one academic program at Einstein, have applied to another Einstein academic program, are not entitled to review records of the academic program to which they are applying until they have been accepted and are in attendance at that academic program.

A full copy of Einstein's [FERPA Policy](#) is available at this link.

Student Finance

General Information

The cost of financing a medical education can be daunting, but the office of student finance (OSF) at Albert Einstein College of Medicine is available to assist you in preparing to meet it. Staff members are committed to clarifying the process of applying for financial aid so that you may explore various options that exist for funding your medical education. Read this information carefully and use it as a reference guide to help select from the numerous avenues of funding available to you.

The OSF has prepared a handbook for all students containing up-to-date information and instructions. Please [click here to access this handbook](#).

Cost of attendance, including tuition, fees, and expenses:

2022-2023 Tuition and Fees – MD Program

	MS1	MS2	MS3	MS4
Tuition	\$58,121	\$58,121	\$58,121	\$58,121
Health Insurance*	\$6,686	\$7,538	\$7,538	\$7,538
Educational Technology Fee	\$3,479	\$3,479	\$3,479	\$3,479
Total**	\$68,286	\$69,158	\$69,158	\$69,158

* Health Insurance can be waived if student provides documentation that they have comparable insurance.

Tuition for the MD/MPH program is paid to CUNY.

Tuition and Fees for 2022-2023 – Master’s Degree in Bioethics

- Certificate program (6 credits): \$6,000
- MS remaining 26 credits: \$36,706.00
- MBE Graduation Fee: \$ 150
- Graduation Fee: \$100

Tuition and fees for the following programs are fully subsidized:

- Ph.D. Program
- M.D./Ph.D. Program
- Clinical Research Training Program (CRTP)

Selected Academic Policies, Medical Education Program

Grading

The pre-clerkship curriculum, usually completed in the initial two years, must be completed within four academic years from the year of matriculation, under any circumstances. The full [Student Grading in the Pre-Clinical Years Policy](#) is listed here.

All required clinical clerkships will be graded on a scale of Honors, High Pass, Pass, Low Pass, or Fail, with the exception of the selective and integration block which will be graded Pass or Fail. The full [Clerkship Grading Policy](#) is listed here.

Completion of the Curriculum

The elements of the curriculum are in a constant state of revision, and authorized students and faculty are directed to the Canvas website for the most recent version of the curriculum requirements: <https://aecm.instructure.com>.

The pre-clerkship curriculum must under any circumstances be completed within four academic years from the year of matriculation. (Students in the Medical Scientist Training Program (MSTP) may, with the permission of the program director, have additional time to complete the pre-clerkship curriculum in the event they are actively engaged in the research phase of their education.)

The full [Completion of the Pre-Clerkship Curriculum Policy](#) is linked here.

The clinical curriculum is designed to nurture the acquisition and growth of all required competencies. The clerkship curriculum includes the required clerkships in Internal Medicine, Surgery, Pediatrics, Family Medicine/Primary Care, Obstetrics & Gynecology, and Psychiatry/Neurology. Additionally, students must complete the Transition to Clerkship course, the Patients, Doctors, and Communities Course, an Integration block, and two sub-specialty electives.

The full [Completion of the Clerkship Curriculum Policy](#) is linked here.

Graduation Requirements

The following are required to graduate from the MD program:

- A. Passing scores in the USMLE Step 1 and Step 2 CK must be received prior to the graduation of any student, under any circumstance.
- B. Students must pass all of their coursework, including two acting internships, five electives, and the Clinical Skills Assessment (CSA). A five-month research elective fulfills the elective requirement.
- C. The required Scholarly Paper (SP), a written and referenced report of scholarly substance, must be completed and accepted by the applicable mentor and the director of the office of medical

student research prior to graduation. This requirement does not apply if the student has been exempted from the SP requirement or is participating in the MD-PhD program.

- D. A student may not graduate with any incomplete coursework, including clinical course work, on his/her record.
- E. Financial graduation requirements include clearance of library, housing and student finance accounts.
- F. Students with a deficiency in any of these requirements may participate in the graduation ceremony at the discretion of the office of student affairs (OSA). However, these students will be required to sign a waiver acknowledging that they understand they will not be receiving the M.D. degree and will not receive a diploma until such time as said requirements are fulfilled.

Professionalism and Mistreatment

Professional misconduct and/or breaches of ethical behavior include but are not limited to cheating, plagiarism, fabrication, falsification of documents or academic work, intentionally damaging or interfering in the academic or clinical work of others or assisting others in any of these acts. Professional misconduct also includes but is not limited to failure to fulfill responsibilities on clinical rotations; failure to adhere to academic policies; any behavior that is potentially detrimental to the welfare of patients; failure to meet generally accepted standards of personal integrity, professional conduct or emotional stability; and inappropriate or disruptive behavior.

A full copy of the [Professionalism Policy](#) is linked here.

The medical learning environment is expected to facilitate students' acquisition of the professional and collegial attitudes necessary for effective and compassionate health care. The development of these attitudes is based on the presence of mutual respect between teacher and learner.

Einstein is committed to maintaining a safe and supportive academic environment that is free of all mistreatment, including intimidation, disrespect, belittlement, humiliation, and abuse. Einstein has therefore adopted a policy of zero tolerance with respect to student mistreatment. The policy is intended to protect students and discipline and/or take other appropriate action against those responsible and to encourage and enable students to raise concerns.

A full copy of the [Policy on Student Mistreatment](#) is available here.

DUAL, JOINT, AND ADDITIONAL DEGREE PROGRAMS

Medical Scientist Training Program (MD/PhD)

Program Overview

The Medical Scientist Training Program (MSTP) at Einstein is one of the nation's oldest. From the start, our goal has been to train a diverse group of outstanding students to become future leaders of academic medicine and medical research. Continuously funded by the National Institutes of Health since 1964, the

Einstein MSTP has over 500 alumni with careers spanning the spectrum from basic science research to clinical medicine and many variations in between.

Today, the Einstein MSTP is still unique. Larger than most other MSTPs, it fosters a strong academic and social community within the college. While large enough to be an independent academic unit, the program is still small enough to provide students with the individual attention their unique careers require.

The current training program recognizes that the successful physician-scientist training is not simply medical school plus graduate training. The program integrates MSTP-specific courses with medical and graduate courses during the first two years of preclinical course work. Integration continues in the PhD thesis years through weekly involvement in the MSTP Continuity Clinic and monthly Clinical Pathological Conferences and MSTP Career Paths seminars.

Please visit the [MSTP website](#) for complete information about the program.

Admissions Requirements

MSTP applicants are expected to have a strong background in science and extensive laboratory or clinical research experience. Over the past four years, the matriculating students have had an average undergraduate GPA of 3.73 with a range of GPAs from 2.88 to 4.0. The average total MCAT score for matriculating students over the past four years has been 513.5 with a range from 499 to 523. As you can see from the range of GPAs and MCAT scores, we evaluate applicants holistically. We do not use numerical cutoffs in the screening process. Each application will be reviewed by a member of the Admissions Committee in its entirety to make decisions regarding whom to interview.

Applicants with undergraduate majors in biological and physical sciences, computer science, mathematics or engineering are encouraged to apply. All applicants should have completed, or will complete by the time of matriculation, [the normal prerequisites for admission to the medical school](#). In addition, MSTP applicants will have completed advanced coursework in the sciences and mathematics through calculus. If you are interested in applying, go to the [Einstein MSTP Application](#).

Course Requirements

First-year Einstein MSTP students take courses designed specifically for MSTP students (listed below) and 4-5 graduate school classes based on their individual scientific interests. In addition, during the first-year fall semester, MSTP students take a subset of the medical school courses: Immunology, Pharmacology/Pathology, Health Systems and Health Equity, and Introduction to Clinical Medicine. The latter two continue through the spring and fall second year. During the first-year spring semester, the medical school organ system courses combining physiology, pathophysiology, histology, and pathology begin. Students take Pulmonary System, CV System, GI System, Hematology, Renal System. During the second-year fall semester, MSTP students do an MSTP reading elective with their PhD thesis mentor and complete the medical school organ system courses, Nervous System and Human Behavior, Endocrine System, Musculoskeletal System, Infectious Diseases, and Reproductive Systems.

MSTP students must complete a total of 18 credits of graduate school courses. Students who have not completed these courses during the first year do so during their third year. Students entering with a

Master's degree in a scientific discipline relevant to their thesis research are only required to take 15 credits of graduate school classes.

MSTP Courses:

Below is a listing of the MSTP-specific courses.

- MSTP Physiology (Summer)
- MSTP Anatomy and Embryology (Summer)
- MSTP Pharmacology (Fall MS1)
- MSTP Reading Elective (Fall MS2)

Medical School Courses:

Learn more about medical school courses at this [Overview of Medical School Courses](#).

Graduate Division Courses:

Learn more about the graduate program and its courses at the websites listed below:

- [Graduate Division Website](#)
- [Graduate Division Courses](#)

Master's Degree Programs

Clinical Research Training Program (CRTP)

The Master of Science (M.S.) in Clinical Research Methods is attained through the [Clinical Research Training Program \(CRTP\)](#). This intensive two-year program is designed for those pursuing a career in investigator-initiated, hypothesis-driven clinical research.

CRTP scholars are drawn from all of Einstein's medical specialties and subspecialties, including those interested in clinical investigation across the entire translational research spectrum, from mechanistic studies to population-based and health services research. The comprehensive program combines didactic learning and coursework with a mentored research experience.

We invite all qualified candidates to apply to the CRTP program. In fact, we are open to eligible candidates at any level of training and from any health-related field or medical specialty. If you are unsure if you should apply, contact the CRTP office for guidance.

Strong preference is given to candidates with evidence of prior research productivity, including published papers, abstract and/or presentations or documentation of research work experience.

Einstein Cardozo Bioethics Programs

The Einstein Cardozo Bioethics programs focus on practical work in bioethics, including consultation, mediation, and research ethics. Mindful of our home in New York City, we address the challenges that affect a racially and ethnically diverse urban population. We offer a year-long Certificate, as well as a Master of Science in Bioethics. Our approach to Bioethics is grounded in clinical work, as a legacy of the pathbreaking Clinical Bioethics work of Nancy Dubler and colleagues at Montefiore. Professor Dubler started one of the earliest Clinical Bioethics Consultation services in the US, which remains among the most active. The Montefiore Einstein Center for Bioethics houses the education programs, as well as the Bioethics Committee and a host of related Bioethics programs.

Please visit the [Einstein Cardozo Bioethics Programs](#) website to learn more.

Master of Public Health Program

Albert Einstein College of Medicine's Global Health Center (GHC) and the City University of New York School of Public Health and Health Policy (CUNY SPH) have joined together to develop an M.P.H. program specifically designed to fit into a gap year within the Einstein M.D. program. Comprising both online and in-person courses, the program will include a summer when students can complete an Einstein global health fellowship that would fulfill the CUNY SPH fieldwork requirement.

More information is available at the following website: [Einstein/CUNY MPH Program](#)

PhD Program

Program Overview

Einstein's extraordinary graduate experience produces independent biomedical scientists capable of carrying out significant scientific work to improve the health and well-being of humankind.

Our Ph.D. program now boasts over 1,600 graduates employed in a wide range of academic scientific careers, as well as in non-academic settings worldwide.

For a full description of the program, please visit the [PhD Program website](#).

Application Procedures

Applicants to the Einstein Graduate Programs in the Biomedical Sciences must:

- be in the final year of an undergraduate curriculum, or already hold a Bachelor's degree or Master's degree from a college or university of recognized standing, or present evidence of an equivalent education.
- have successfully completed undergraduate courses in biology, general chemistry, organic chemistry, mathematics (including calculus), and physics, with advanced electives in biology, chemistry, and/or physics (a course in biochemistry is strongly recommended); or have

- successfully completed your college's major in biology, chemistry, physics or similar science; or have successfully completed an undergraduate engineering curriculum
- have had a sustained research experience

For complete information on how to apply for this program, please visit the [PhD Program Application Procedures website](#).