



AT A GLANCE

Established in 2008, the Donald and Barbara Zucker School of Medicine at Hofstra/Northwell was founded by two equal partners: Hofstra University and Northwell Health. The School of Medicine is built upon the strong clinical and graduate medical education programs of Northwell, as well as the robust research and academic programs of both Hofstra and Northwell's Feinstein Institutes for Medical Research. For eight years in a row, the Zucker School of Medicine has been recognized among the top medical schools nationwide for medical research (2017-2024, *U.S. News & World Report's Best Graduate Schools*), and for the third year in a row as one of the most diverse medical schools in the country (2022-2024, *U.S. News & World Report's Best Graduate Schools*). The institution comprises more than 4,000 faculty members across 25 academic departments and enrolls a diverse community of over 400 students.

LEADERSHIP

David L. Battinelli, MD, *Deborah and Lawrence Smith Dean*
Samara B. Ginzburg, MD, *Vice Dean, Dean for Education, and Associate Professor of Medicine and Science Education*

HISTORICAL TIMELINE

- **2008** Hofstra University and North Shore-LIJ Health System (now Northwell Health) enter into a joint agreement to form the first allopathic medical school in New York in nearly 40 years, and names Dr. Lawrence G. Smith as its founding dean.
- **2009** The Medical Scholars Pipeline Program begins for high-achieving, underserved high school students interested in careers in health care.
- **2010** The admissions cycle begins for recruitment of the inaugural class.
- **2012** The medical school publishes its first literary journal, *Narrateur: Reflections on Caring*.
- **2013** Construction begins on a 65,000-square-foot expansion of the medical school's original 48,000-square-foot building, formerly the training facility for the New York Jets football team.
- **2014** The medical school launches The Osler Society, part of the Humanities in

Medicine program, for students and health professionals to explore, foster, and unite the arts with the practice of medicine.

- **2015** The medical school unveils an ultramodern, 113,000-square-foot education facility, receives full LCME accreditation, and marks the graduation of its first class.
- **2016** The medical school is renamed Hofstra Northwell School of Medicine to parallel the rebranding of North Shore-LIJ Health System to Northwell Health.
- **2017** Donald and Barbara Zucker, New York philanthropists and Northwell's leading lifetime donors, make a generous gift of \$61 million in support of the next generation of health professionals – earmarking \$50 million for medical student scholarships. In recognition, the medical school is renamed the Donald and Barbara Zucker School of Medicine at Hofstra/Northwell.

ACCREDITATION

Fully accredited by the Liaison Committee on Medical Education
www.lcme.org

DEGREES OFFERED

MD: Doctor of Medicine
 MD/PhD: Dual Doctor of Medicine/Doctor of Philosophy, Molecular Basis of Medicine
 MD/OMS: Dual Doctor of Medicine/Certificate in Oral and Maxillofacial Surgery
 MD/MA: Joint Doctor of Medicine/Master of Arts in Clinical Bioethics
 MD/MPH: Joint Doctor of Medicine/Master of Public Health
 MD/MS: Joint Doctor of Medicine/Master of Science in Translational and Clinical Research
 MD/MBA: Joint Doctor of Medicine/Master of Business Administration
 PhD: Doctor of Philosophy, Molecular Basis of Medicine
 Hofstra 4+4 Program: BS-BA/MD: Dual Bachelor of Arts or Bachelor of Science/Doctor of Medicine

■ **STUDENTS:** 100 per class ■ **FACULTY:** 4,000+
 Annual MD Applicants: **Approximately 5,000**
 Academic Departments: **25**
 Median Overall GPA: **3.86** ■ Median MCAT: **518**

- **2019** The College Pipeline Program begins for economically disadvantaged college students pursuing careers in medicine.
- **2020** The Zucker School of Medicine receives a full LCME eight-year accreditation term.
- **2021** Britney Nathan becomes the first Medical Scholars Pipeline Program student to graduate with her MD.
- **2022** Zucker School of Medicine welcomes Dr. David L. Battinelli as its new dean.
- **2023** Phase I of Curriculum Renewal concludes, gathering ideas for a refreshed curriculum that will prepare future doctors for tomorrow's healthcare industry.
- **2024** First cohort of second-year medical students enrolls in Surgical Skills Training Course elective.

CURRICULUM HIGHLIGHTS

The innovative curriculum at the Zucker School of Medicine fosters a learning environment that values independent study and early patient interactions. Training is divided into the First 100 Weeks (Years 1 and 2) and Second 100 Weeks (Years 3 and 4). The school also offers a unique Science Education Department, with full-time educators dedicated entirely to teaching biomedical, biopsychosocial, and clinical sciences.

■ First 100 Weeks (Years 1 and 2)

The First 100 Weeks is an integrated curriculum focused on learning over teaching and built upon small group case-based sessions, interactive large group sessions, active learning labs, and early meaningful patient interactions. The First 100 Weeks is composed of seven core courses organized around weekly themes and inclusive of biomedical, clinical, and social sciences.

■ EMT Training: The First Eight Weeks

First-year students spend the first eight weeks of the curriculum training and becoming certified as emergency medical technicians by working shifts on Northwell Health ambulances and responding to 911 calls. This training is one of the core elements of the First 100 Weeks of the medical school's groundbreaking course From the Person to the Professional: Challenges, Privileges and Responsibilities (CPR). It is during CPR that students are introduced to anatomical donors, PEARLS, and the various pedagogies used in the curriculum to build a strong foundation for the deliberate practice of medicine.

■ PEARLS

The foundation of the medical school's curriculum during the First 100 Weeks is an innovative educational method called PEARLS – Patient-centered Explorations in Active Reasoning, Learning, and Synthesis. PEARLS cases start with a common patient scenario that gives students a chance to explore biomedical science issues through an active learner-centered process involving self-directed collaborative learning with their peers. Students and a facilitator meet in small groups three times a week to explore basic science concepts in the setting of clinical cases.

■ Initial Clinical Experience (ICE)

The Initial Clinical Experience, or ICE, allows first- and second-year medical students to complement their classroom learning with direct patient care for one full afternoon each week. ICE is unique in that students develop longitudinal relationships over two years with both preceptors and patients in each of the major disciplines of medicine (Medicine, Pediatrics, Surgery, OB/GYN, and Psychiatry). Students also have ICE elective “flex” time to explore areas of interests. Through these relationships and experiences, learning flourishes.

■ Structure Lab

The Structure Lab integrates all the disciplines of anatomy under one roof, combining the best of traditional methods with the latest digital imaging. In this state-of-the-art setting, students learn normal gross anatomy, histology, and embryology alongside pathology, medical imaging, ultrasound, and physical diagnosis. During each Structure session, students rotate in small groups with the guidance of a faculty facilitator through a series of stations designed to apply their understanding of biomedical science to clinical problems.

■ Simulation Training

As part of the First 100 Weeks, medical students spend time during each course at Northwell Health's Center for Learning and Innovation and its Patient Safety Institute. Here they learn and strengthen their clinical skills through the use of simulation exercises with standardized patients, high-fidelity mannequins, and debriefing collaboratively with both physicians and basic scientists. This provides a critical educational bridge between classroom learning and real-life clinical experience.

■ Second 100 Weeks (Years 3 and 4)

The Second 100 Weeks is an integrated curriculum inclusive of both clinical and science content. It is structured around a series of advanced clinical experiences in both inpatient and ambulatory settings.

■ Advanced Clinical Experience (ACE) (Year 3)

The Advanced Clinical Experience, or ACE, of the Second 100 Weeks remains true to the pedagogy established in the First 100 Weeks, incorporating structured exercises that ensure a continuous intertwining of science and clinical medicine so that students learn to apply science successfully in the context of patient care. In addition, core learning provides an opportunity to return to the classroom to explore a topic through the lens of our curriculum drivers and from the perspective of each specialty.

■ Preparation for Residency (Year 4)

During Preparation for Residency, students are required to complete three acting internships in the fields of Medicine: Internal Medicine, Family Practice, Pediatrics, or Surgery; Emergency Medicine; and Critical Care. These acting internships prepare students for residency and the level of responsibility expected during postgraduate training.

RESEARCH

The Office of Medical Student Research was created in 2019 to identify mentored research opportunities appropriate for medical student participation during all four years of their medical school training. Medical students also train at the world-renowned Feinstein Institutes for Medical Research (the research arm of Northwell Health) and Cold Spring Harbor Laboratory. These resources provide a strong foundation upon which to expand basic science, translational, health services, and clinical research efforts championed by the Zucker School of Medicine.

- Approximately 98% of students engage in research between the first and second year of training, and nearly 100% do so by graduation.
- Due to the generosity of donors, 100% of summer research projects receive funding from the Zucker School of Medicine.

OUTREACH

Zucker School of Medicine staff and students participate in a variety of initiatives that connect to our local university and health system communities. These initiatives, many of which are annual and longitudinal programs, include health education in hospitals, community fairs, and elementary schools; mentoring young students and patients interested in science and medicine; volunteering at local shelters and food pantries; and supporting medical research through fundraising for childhood cancer, women's health, and more. Students also engage with local and national organizations that support service-learning initiatives and opportunities.

■ Zucker School of Medicine Student-Run Free Clinic

Managed by medical students with the support of faculty-physicians, the Zucker School of Medicine Free Clinic in Rego Park (Queens), New York, offers annual physicals, sick visits, vaccines, blood work, electrocardiograms, and much more for patients in need. For more information, call 631-393-5650, weekdays from 9 a.m. to 5 p.m.

PIPELINE PROGRAMS

■ Medical Scholars Pipeline Program (MSPP)

The MSPP is a multiyear, four-week summer program for high school students from underserved areas on Long Island and in New York City. The program works with the Gateway Institute for Pre-College Education at the City College of New York. To date, 100% of MSPP graduates have enrolled at prestigious universities, with many advancing to professional healthcare schools, including the Zucker School of Medicine.

■ College Pipeline Program (CPP)

The CPP is a three-year, summer-intensive, academic enrichment program designed to provide high-achieving, economically disadvantaged college students, who are planning a career in medicine, with a greater chance of enrollment to the Zucker School of Medicine and other medical schools. CPP students come from regions close to home and across the United States.