



DONALD AND BARBARA
ZUCKER SCHOOL *of* MEDICINE
AT HOFSTRA/NORTHWELL®



Transforming Medical Education

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**DONALD AND BARBARA
ZUCKER SCHOOL *of* MEDICINE
AT HOFSTRA/NORTHWELL®**



Leadership



David L. Battinelli, MD

*Deborah and Lawrence Smith Dean
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell*

*Executive Vice President and Physician-in-Chief
Northwell Health*

When we began this journey, we didn't set out to disrupt medical education but soon realized that's just what was needed to prepare our future doctors to meet tomorrow's healthcare challenges. Today, the success of the Donald and Barbara Zucker School of Medicine at Hofstra/Northwell is a model for other medical schools across the country, and we have only just begun. In relentless pursuit of our mission to inspire diverse, promising students to lead and transform medicine for the betterment of humanity, we continue to turn medical education on its head, and we invite you to take this exciting and inspirational journey with us.

Welcoming our first class of students in 2011, the Zucker School of Medicine launched a unique approach to medical education that challenged the traditional model of training that has existed since the early 20th century. Developed by a multidisciplinary team of clinicians and scientists from more than 20 departments at Northwell Health, in collaboration with Hofstra University, our curriculum structure merges class time, independent learning, scientific inquiry, and real-life application beginning day one of a student's medical education. Our goal is to produce doctors who are prepared to meet the demands of the nation's changing healthcare environment.

Today, the Zucker School of Medicine ranks highly for research, an unprecedented gain in reputation and measure of excellence that is on par with leading institutions nationwide and close to home. In just a short period, we have proven, through the success of our graduates, that our application-based, patient-centered approach to educating the next generation of physicians and scientists benefits our students and the patients they will serve.

Our vision for change has inspired a new movement in medical education throughout the country. It is a revolution in learning and health care that will produce the best clinicians, educators, and innovators in medicine for years to come.

About Us

Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Established in 2008, the Zucker School of Medicine was founded by two equal partners: Hofstra University and Northwell Health. The Zucker 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 University and Northwell's Feinstein Institutes for Medical Research, including a partnership with Cold Spring Harbor Laboratory.

Our vision for the Zucker School of Medicine was to create an innovative, student-centered curriculum that leverages the vast clinical resources of Northwell Health and integrates academic course content with hands-on clinical experiences. This unique approach to learning combines the biomedical, biopsychosocial, and clinical medicine needed to prepare tomorrow's healthcare professionals – starting on the first day of medical training.

Fast Facts

Accreditation

The Zucker School of Medicine at Hofstra/Northwell is fully accredited by the Liaison Committee on Medical Education (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/MPH (joint Doctor of Medicine/Master of Public Health)
- MD/MBA (joint Doctor of Medicine/Master of Business Administration)
- MD/MS (joint Doctor of Medicine/Master of Science in Translational and Clinical Research)
- MD/MA (joint Doctor of Medicine/Master of Arts in Clinical Bioethics)
- PhD in The Molecular Basis of Medicine
- Hofstra 4+4 Program: BS-BA/MD (dual Bachelor of Arts or Bachelor of Science/Doctor of Medicine)

Faculty: 4,500

- Academic Departments: 25

Mission

The Zucker School of Medicine at Hofstra/Northwell, in a culture of community, scholarship, and innovation, is dedicated to inspiring diverse and promising students to lead and transform medicine for the betterment of humanity.

Students (per class): 100

- Annual MD Applicants: Approximately 5,500
- Median Overall GPA: 3.85 • Median Overall MCAT: 518

National Residency Match

Zucker School of Medicine graduates have successfully matched into highly competitive residency programs across the country in a wide variety of specialty areas.

Location

Nestled in western Long Island, NY, on the North Campus of Hofstra University, the Zucker School of Medicine is just 25 miles from the excitement of Manhattan, which is easily accessible by car or the Long Island Rail Road. Long Island is home to a wide range of attractions, from the world-famous Jones Beach to the renowned Hamptons of the East End. Hofstra's beautiful 244-acre campus is a nationally recognized arboretum that includes lush greenery, flowers, and landscapes to inspire and motivate students.

Core Values

Our core values shape the experiences and mentoring necessary for the transformation of our students into caring and accomplished physicians who embody, and will be recognized by, these values in their professional lives.

- Community ■ Learning ■ Scholarship ■ Patient-Centeredness ■ Diversity
- Professionalism ■ Humanism ■ Reflection ■ Innovation ■ Vision



Admission

MD Admission Requirements

All applicants must have earned a bachelor's degree from an accredited U.S. or Canadian college or university prior to matriculation into the MD program. Applicants must be U.S. citizens or permanent residents. Application materials for the Zucker School of Medicine at Hofstra/Northwell include the following:

- A completed primary application submitted through the American Medical College Application Service (amcas@aamc.org), including Medical College Admission Test (MCAT) scores (not older than 3 years) and official transcripts from all postsecondary schools attended.
- A Premedical Committee letter. If your school does not have a Premedical Committee, or a considerable amount of time has passed since graduation, you may submit three individual letters of recommendation: two letters from individual professors (at least one in science) and one letter from a nonacademic professional (included with the AMCAS application). Applicants may submit more than three letters of recommendation through AMCAS, though we do not guarantee that all letters beyond the minimum requirement will be reviewed by our Office of Admissions.
- A completed secondary application, including the \$125 application fee. If the applicant is eligible for fee assistance through the Association of American Medical Colleges Fee Assistance Program (AAMC FAP), the secondary application fee will be waived.
- Complete the CASPer exam. CASPer, a 90-minute online situational judgment test, serves to further enhance our holistic application review process by assessing noncognitive skills and identifying personal attributes such as ethics, empathy, cultural sensitivity, collaboration, resiliency, and adaptability. CASPer scores are valid for only one admissions cycle. Applicants who have taken the test in previous years will need to retake the exam.

Recommended Coursework

The Zucker School of Medicine at Hofstra/Northwell believes that the study of medicine is enriched by contact with other intellectual disciplines; therefore, it seeks students with a diverse blend of educational credentials. A liberal arts background in classes such as anthropology, history, literature, philosophy, political science, psychology, religion, and/or sociology, which requires students to read broadly, write extensively, and present oral arguments, is highly recommended.

While there are no prerequisites in the natural sciences needed to apply, the Zucker School of Medicine strongly recommends successful completion of the following courses:

- One year of college biology with lab
- Chemistry, to the level of organic or biochemistry
- One year of college mathematics, preferably including statistics
- One year of college physics
- English literature or equivalent, including writing

Additional coursework in cell biology, embryology, ethics, genetics, and molecular biology is helpful, but not required for admission.

Deadlines

Early Decision

- **AMCAS and Secondary Application Deadline: August 1***

Regular Decision

- **AMCAS Application Deadline: November 1**
- **Secondary Application Deadline: December 1***

**Applications will not be reviewed until MCAT scores, CASPer scores, a Premedical Committee letter or three letters of recommendation, and a completed secondary application have been received.*

For more information about admission criteria and other degree programs at the Zucker School of Medicine, please contact the Office of Admissions at medicine.admissions@hofstra.edu or **516-463-7519**.

Medical School Core Curriculum

Integrated Academics, Clinical Experiences

First 100 Weeks (Years 1 and 2)

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 academic coursework.

Science and clinical knowledge are interwoven during the First 100 Weeks through case-based sessions called PEARLS (Patient-centered Explorations in Active Reasoning, Learning, and Synthesis). PEARLS sessions are intentionally designed to ensure that students acquire the skills to solve clinical problems by critically evaluating and applying basic and clinical scientific knowledge to socially contextualized patient care.

The First 100 Weeks includes four integrated courses in the first year and three courses in the second year, each of which contains three major components: (1) Mechanisms of Health, Disease, and Intervention, (2) Structure, and (3) Patient, Physician, and Society. During the First 100 Weeks, students partake in a longitudinal, community practice-based clinical experience known as the Initial Clinical Experience.

Mechanisms of Health, Disease, and Intervention

■ Molecular, cellular and organ physiology, and pathophysiology ■ Pharmacology ■ Therapeutics

Structure

■ Anatomy ■ Embryology ■ Histology ■ Imaging ■ Pathology ■ Ultrasound skills

Patient, Physician, and Society

■ Social and behavioral sciences ■ Core clinical skills

Initial Clinical Experience

The Initial Clinical Experience allows first- and second-year medical students to complement their classroom learning with direct patient care for one full afternoon each week.

This ambulatory clerkship is unique in that students develop longitudinal relationships over two years with both preceptors and patients, and through these relationships, learning occurs. Disciplines are coordinated temporally with the integrated science-curricular content and themes.

Each student is paired with five discipline-specific, physician/faculty preceptors in the following core disciplines:

■ **General Medicine** (Internal Medicine or Family Medicine)
■ **Obstetrics and Gynecology** ■ **Pediatrics** ■ **Psychiatry** ■ **Surgery**



- The Zucker School of Medicine at Hofstra/Northwell embraces a culture in which learning is valued over teaching, and students are self-directed learners. Our students have honed their ability to independently research questions and can problem solve, work in teams, think critically, and turn their knowledge into action.

PEARLS

PEARLS is the foundation of our student-centered curriculum during the initial years of training. The goal of PEARLS is for students to learn the key concepts of biomedical science embedded in real patient cases, while fostering teamwork, leadership, lifelong learning, and reflection.

Each student is assigned to a PEARLS group of eight or nine peers and one faculty facilitator for the duration of a course. The first session of the week involves dissecting two cases and developing specific learning objectives. During the second and third sessions, students work together to synthesize their understanding of the material.

Essential principles of PEARLS include:

- Challenging students to develop higher cognitive skills of analysis, synthesis, and evaluation (focusing on *how* or *why*, rather than *what*).
- Providing a bridge for linking preexisting knowledge to new knowledge.
- Encouraging students to consider cases from multiple perspectives, including science, clinical reasoning, prevention, and population health.
- Requiring all individual group members to identify learning objectives and research-related information, and to explain the results of that inquiry during subsequent student-led sessions.

PEARLS cases thoroughly integrate all aspects of the curriculum and provide the structural framework for learning sessions throughout each week.

"The hands-on experience attracted me to the Zucker School of Medicine. I wanted the clinical experience as early as possible. Here, we began our Initial Clinical Experiences in our first year of medical school and got to assist and observe expert physicians in their fields. In most schools, you wouldn't have that opportunity until your third year."

Dr. Kenenna Onyebeke '25



Medical School Core Curriculum

Integrated Academics, Clinical Experiences, Preparation for Residency

The founders of the Zucker School of Medicine at Hofstra/Northwell sought a significant departure from traditional undergraduate medical education and created a curricular design that includes the following guiding principles:

- A fully integrated four-year science and clinical curriculum
- An adult learner environment that values independent study and self-directed learning
- Experiential and active small group, case-based learning
- A focus on conceptual knowledge in action, not memorizing facts
- Early meaningful patient interactions with emphasis on both individual and population health
- Reflection on the transformation from student to professional

Second 100 Weeks (Years 3 and 4)

The clinical experiences remain 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.

Advanced Clinical Experience (Year 3)

The Advanced Clinical Experience of the Second 100 Weeks is structured around six core clerkships in both inpatient and ambulatory settings in the following fields:

- | | |
|---------------------|-----------------------------|
| ■ Internal Medicine | ■ Surgery |
| ■ Pediatrics | ■ Obstetrics and Gynecology |
| ■ Neurology | ■ Psychiatry |

Additionally, students are given two opportunities to personalize their course of study by choosing a two-week specialty. For half of the Advanced Clinical Experience, students participate in a community practice-based ambulatory experience called Continuity Clinic.

Preparation for Residency (Year 4)

During Preparation for Residency, students are required to complete three acting internships in the fields of:

- Family Medicine, Internal Medicine, Pediatrics, or Surgery
- Emergency Medicine
- Critical Care

These acting internships prepare students for residency and the level of responsibility expected during postgraduate training.

During Preparation for Residency, students also complete elective experiences and are given dedicated professional development time to focus on study for the United States Medical Licensing Examination (USMLE) Step 2 and the residency application process.

■ Guiding Principle: Assessment Drives Learning

The overarching goal of the Zucker School of Medicine at Hofstra/Northwell assessment system is to assist students in becoming reflective practitioners of medicine who embrace lifelong learning opportunities and complement their learning with a critical approach to self-assessment and self-improvement.

The Zucker School of Medicine's comprehensive, competency-based assessment system includes numerous opportunities for tracking each student's developmental progress through:

- Direct observation ■ Formative feedback ■ Self-assessment ■ Peer assessment
- Summative assessment

During the First 100 Weeks, assessment mirrors the active learning that occurs in class sessions and is aligned with each of the three curricular components – Mechanisms of Health, Disease, and Intervention; Structure; and Patient, Physician, and Society. Grading in the First 100 Weeks is entirely pass/fail, and performance on individual assessments is reported in a manner devoid of numerical scores to minimize competition and promote teamwork.

Assessment modalities include:

- Short-answer essay exams ■ Faculty/preceptor narrative feedback
- Clinical Skills Exams (CSEs) ■ Lab practicals ■ Project-based presentations

During the Second 100 Weeks, assessment components align with clinical experiences. The grading system in the Second 100 Weeks consists of honors, high pass, pass, and fail.

Assessment modalities include:

- National Board of Medical Examiners (NBME) subject exams ■ Short-answer essay exams
- CSEs ■ Faculty and resident narrative feedback ■ Clinical presentations and discussions
- Clinical documentation ■ Professionalism performance assessments

"I truly appreciate the opportunity to have meaningful interactions with every faculty member and student through small-group learning environments, such as PEARLS and Physical Diagnosis. Everyone is supportive of each other; there is not a modicum of competitiveness in the Zucker School of Medicine student body."

Dr. Eusha Hasan '26



Hofstra/Northwell Physician Scientist Research

PhD Program

Overview

The PhD Program in The Molecular Basis of Medicine is designed to prepare individuals for investigative careers in disease-related, translational research.

It provides PhD training to individuals with a BA or BS who wish to pursue a career in biomedical research. The program is unique in that all laboratories participating in the program, whether concentrating on basic or applied studies, have a disease focus. The goal of the Zucker School of Medicine PhD program is to graduate students who will continue to perform disease-related studies that will transform medical practice.

The timeline and requirements for the PhD program can be found in the “PhD Years” of the MD/PhD Curriculum and Timeline. Students in the MD/PhD program can complete the PhD portion of their degree at the Feinstein Institutes for Medical Research or Cold Spring Harbor Laboratory.

For more information, please visit <https://medicine.hofstra.edu/education/phd/>

Application and Interview Process

Applicants interested in our PhD program should apply by going to the Zucker School of Medicine Portal at amp.hofstra.edu. Applications open in September and close on March 1. For application instructions, please visit <https://medicine.hofstra.edu/admission/phd/how-to-apply.html>. Interviews will be extended to selected candidates each year from September through February, followed by final selection and offers. The PhD program begins in mid-July.

PhD Curriculum and Timeline

Students in the PhD program participate in a two-week program in mid-July with a biostatistics course, an introduction to research technologies, and an introduction to available resources and faculty research. Students continue with the Model Organisms course in Years 1-2 and take all the classes MD/PhD students take from Years 3-5 in Years 1-3. Advisory meetings occur twice a year to provide scientific guidance. At the end of their last year, students have a final committee meeting and prepare for their dissertation defense.



MD/PhD Program

Overview

In addition to earning their MD, students in the MD/PhD program earn their PhD in The Molecular Basis of Medicine. The program trains individuals to pursue scholarly activity in biomedical, translational, and clinical research, with the goal of transforming and improving medical care for the population at large. The unique aspects of this program are the emphasis on both the study of human disease and the application of that study to clinical practice. Students can complete their PhD work in laboratories located within the Feinstein Institutes for Medical Research or Cold Spring Harbor Laboratory.

Application and Interview Process

Students interested in applying to our MD/PhD program should apply through AMCAS and select MD/PhD as their program type. After applying through AMCAS, applicants are notified via email of the Zucker School of Medicine's receipt of a verified application. Please visit medicine.hofstra.edu/mdphdrequirement for application requirements.

MD/PhD Curriculum and Timeline

Students in the MD/PhD program complete the First 100 Weeks of the MD curriculum and take the Step 1 licensing exam. Then they enter the laboratory to begin the PhD phase of the program; this can follow one or two clerkships, if desired. During this phase of training, students in the MD/PhD program have the opportunity to continue to practice and refine their clinical skills. The Zucker School of Medicine's partnership with Northwell Health allows for many options, and arrangements can be tailored with regard to the student's interests/needs. Once the dissertation is complete, various reentry points allow for students to reintegrate into the MD curriculum for the Second 100 Weeks.

Summer Before MS1			
MD ▶ Biostatistics			
PhD ▶ Research Technologies			
PhD (All Years)			
Molecular Medicine Journal Club			
Year One (MS1)	Year Three (PhD1)		Year Six (MS3)
	PhD ▶ Qualifying exam completed and continued work on PhD project		MD ▶ Advanced Clinical Experience
MD ▶ MS1 coursework	PhD1 ▶ Current Topics in Computational Biology		
PhD ▶ The Scientific Basis of Medical Practice I	Year Four (PhD2)		Year Seven (MS4)
	PhD ▶ Continued work on PhD project		MD ▶ Preparation for Residency Applications
Summer between MS1 and MS2		Year Five+ (PhD3)	The required courses Computational Biology and Ethics and Responsible Conduct of Research are taken during the PhD years.
PhD ▶ Lab Rotations			
▶ Model Organisms course		PhD ▶ Preparation for defense and transition back to MD curriculum	Year Five may be longer than 12 months, and a student may reenter the MD curriculum in June, July, October, or November. This results in a shortened MS4 year in which MD requirements are reduced for MD/PhD students.
Year Two (MS2)	▶ Students are required to pass their defense before returning to the MD curriculum		
	PhD 1 and 2 ▶ Ethics Course, one additional elective. Additional training available.		
MD ▶ MS2 coursework	PhD 1, 2, 3 ▶ Clinical Rotations		
PhD ▶ The Scientific Basis of Medical Practice II			

MD/MS Program

Overview

In addition to earning their MD, students can opt to earn a Master of Science in Translational and Clinical Research after their second or third year of medical school. The MS program is designed for medical students who have limited research experience and are interested in potentially incorporating research into their medical career. Students who undertake the MD/MS program gain proficiency in research and are prepared to apply this knowledge to future research and scholarly activities. Under the guidance of a faculty mentor, students explore a specific problem in biomedical science, develop an original hypothesis, and implement appropriate experiments. They then present their work to their peers and a committee for review, and either co-author a manuscript or write a mock grant proposal on the topic.

Application and Interview Process

Applications for the MD/MS program open in early February. All second- and third-year medical students are notified by email and given access to the application. Students also receive an invitation to an information session. Applications are reviewed by the committee in March, with interviews extended to selected candidates. Accepted students will be notified within a week of their interview.

MD/MS Curriculum and Timeline

The MS portion of the MD/MS program is designed to span approximately 10 months. To be eligible, MS2 students must have passed Step 1 prior to starting, while MS3 students must have completed Step 2. Students spend the first week of the program meeting with faculty to select a mentor and project, as well as forming a committee to support their work. Once these foundational steps are complete, students begin laboratory research on their selected projects. Alongside their lab work, students participate in courses such as Biostatistics and Computational Biology. They also engage in workshops addressing topics like imposter syndrome, microaggressions, cross-cultural communication, grant and paper writing, networking, and mentoring. Additional components include journal clubs and work-in-progress meetings with two faculty members. Students also have opportunities to attend career talks and institutional research seminars. Around the midpoint of the program (after five months), they hold a committee meeting to assess their progress and make any necessary adjustments. Toward the end of the program, a final committee meeting takes place, after which students conclude their work by contributing to a manuscript or writing a mock National Institutes of Health (NIH) summary paper.

Contact Information

For more information about the MD/PhD program, please visit <https://medicine.hofstra.edu/education/md-phd/>. For information about the MD/MS program, please visit <https://medicine.hofstra.edu/education/md-ms/>.

For specific questions, please contact:

- **Betty Diamond**, MD, Director of MD/PhD, PhD, and MD/MS Programs, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell ■ bdiamond@northwell.edu
- **Rocco A. Distefano**, Manager of MD/PhD, PhD, and MD/MS Programs, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell ■ rocco.a.distefano@hofstra.edu or RDistefano@northwell.edu



Student Research

The Zucker School of Medicine emphasizes the importance of discovery and innovation in the process of learning and in helping patients. Through partnerships with clinical services and laboratories within Northwell Health and externally, our faculty and students are engaged in all forms of collaborative research, in particular, investigations involving the underlying biological process of disease, for use in the development of new therapies and diagnostics.

All medical students benefit from the Zucker School of Medicine's partnerships with preeminent research institutions, including the Feinstein Institutes for Medical Research (the research arm of Northwell Health) and Cold Spring Harbor Laboratory. These resources help prepare students for the accelerating pace of medical research and scientific discovery. Facilitated by the Zucker School of Medicine Advisory Committee for Student Research and the Office of Medical Student Research, students have the opportunity to choose from several different types of research projects. These include short-term and longitudinal studies in basic science, clinical research, community health, medical education, medical humanities, and quality improvement.

- Each year, the Zucker School of Medicine admits four MD/PhD students who, over seven to eight years, complete program requirements for both the MD and the PhD in The Molecular Basis of Medicine.
- At least 90% of students engage in research during the summer after their first year of study, and nearly 100% do so before graduation.
- Students who publish their research are eligible to apply for Graduation with Distinction in Research. This honor is awarded to approximately 5-8 students annually.

Students engage in wide-ranging research projects, locally and overseas. Many partner with top research investigators from the Feinstein Institutes for Medical Research, Cold Spring Harbor Laboratory, and other areas, while some travel abroad to work on public health projects, such as studying health issues of Haitian workers in the Dominican Republic.

The Zucker School of Medicine also hosts an annual Scholarship Day to showcase and disseminate new knowledge contributed by medical students, both past and present, who participated in summer research activities. Students engaged in investigative studies are guided from start to finish by Zucker School of Medicine faculty mentors.



Curricular Initiatives

Scholarly Concentrations

Longitudinal in nature, scholarly concentrations allow students to delve deeper into areas of interest and build on the existing MD curriculum. Scholarly activity occurs throughout all years of the MD program, culminating in a capstone project.

- The **Health Economics and Clinical Effectiveness** scholarly concentration focuses on evaluating the value of medical interventions, understanding cost-effectiveness in clinical practice, identifying barriers and solutions related to disparities in care, and informing health policy to improve population-level outcomes. Students engage with these topics through didactic lectures, workshops, case-based learning, hands-on research experience, longitudinal mentorship, systemwide networking opportunities, and completion of a capstone project addressing a real-world clinical question.
- The **Humanities in Medicine (HIM)** scholarly concentration allows Zucker School of Medicine students to undertake rigorous independent scholarship in cross-disciplinary fields of interest by studying biomedically relevant topics through the lens of the arts and humanities.
- The **Medical Education** scholarly concentration focuses on teaching and learning, curriculum development, instructional strategies, medical education research methods, and evaluation and assessment.
- The **IMPACcT (Improving Patient Access, Care, and cost through Training)** program provides trainees with a mentored primary care experience that integrates education and clinical skills focused on patient-centered care, quality improvement, and population health in an interprofessional, team-based setting.
- The **Klar Leadership Development and Innovation Management** program focuses on leadership, team building, decision-making, and innovation management, and introduces these topics to medical students through a variety of methodologies, including an eight-week-long summer experience, longitudinal mentorship, case study discussions, healthcare policy advocacy opportunities, and seminars.

Certificate Programs

Certificate programs allow students to demonstrate mastery of skills above and beyond what is required by the MD curriculum. While most requirements are fulfilled during the MS3 and MS4 years, students may have the opportunity to participate in these programs starting in the MS1 year.

- The **Special Proficiency in Medical Ultrasound** certificate program offers a full scope of applications for medical ultrasound with a focus on point-of-care use. Most of the requirements are completed in the fourth year and include an image portfolio, written exam, clinical exam, and educational project.
- The **Medical Spanish** certificate program is available for students who wish to work toward improving healthcare communications with the Spanish-speaking community. Students must pass assessments and complete clinical requirements.

Contact Information

For information about Scholarly Concentrations and Certificate Programs, please contact:

- **Tiffany Jordan**, MHEA, Director of Curricular Initiatives, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell ■ tiffany.m.jordan@hofstra.edu

Curricular Initiatives

The Zucker School of Medicine offers numerous learning opportunities that work in conjunction with the MD curriculum and allow students to pursue a second degree, explore specialties, and delve deeper into areas of interest.

Joint Degrees

MD/MPH Overview

The MD/MPH program is for students interested in acquiring public health knowledge and skills. The educational mission of the MD/MPH program is to prepare physicians with an enhanced understanding of the social, behavioral, economic, and political determinants of health, and the skills necessary to apply this knowledge to improve the health of populations through leadership in patient care, research, education, healthcare policy analysis, and community empowerment.

MD/MPH Curriculum

Medical students accepted into the MD/MPH program are granted 6 credits toward the MPH based on the Patient, Physician, and Society component, including the Initial Clinical Experience of their First 100 Weeks curriculum, and the Advanced Clinical Experience/Continuity Clinic of the Second 100 Weeks. MD/MPH students are required to complete the remaining 36 credits of public health core courses, including a 3-credit supervised field internship and a 3-credit supervised culminating research experience. Most MD/MPH students use elective time during their fourth year of medical school to complete the field internship and culminating research experience. For detailed curricular information, please visit medicine.hofstra.edu/education/md-mpH.

MD/MBA Overview

The MD/MBA program is designed for students who are interested in acquiring core business competencies and leadership and decision analysis skills, as well as a strategic perspective of business problems as they relate to the healthcare environment. The educational mission of the program is to graduate physicians with an enhanced understanding of leadership and management skills while preparing them as potential healthcare leaders.

MD/MBA Curriculum

MD/MBA students are required to complete 41 credits of business, accounting, and healthcare strategic management courses, including a 3-credit culminating capstone course. Most MD/MBA students use elective time (up to a maximum of two electives) during their fourth year of medical school to complete any outstanding coursework. Some courses may be waived if students have applicable previous coursework. For detailed curricular information, please visit medicine.hofstra.edu/education/md-mba/.

MD/MA Overview

The MD/MA program is designed to provide medical students with the skills and knowledge needed to excel as physicians who participate in hospital ethics committees, legal and policy discussions, and patient advocacy. The program utilizes “case-based” learning supplemented with real-world clinical experiences to examine a broad range of contemporary and emerging issues in bioethics and prepares students for careers in and around bioethics and related fields.

MD/MA Curriculum

The suggested timing to formally enter the MD/MA program is after completion of Year 3 of the MD program. Interested students may “explore” the program by participating in the Certificate in Clinical Bioethics as early as Year 2. The program builds on the successful Certificate in Clinical Bioethics, and students who complete the certificate receive 6 credits toward the MA program. The goal is for students in the MD/MA program to attain both degrees within a five-year timeframe. Accepted MD/MA students take a leave of absence from the MD program to complete the majority of their MA coursework in one year.

Eligibility and Cost

The MD/MPH, MD/MBA, and MD/MA programs are open to all students enrolled in the Zucker School of Medicine, inclusive of the 4+4 BS-BA/MD program. The suggested timing to enter these programs is after completion of Year 3 of the MD program. The goal is for students to attain the joint degree within a five-year time frame. Accepted students take a leave of absence from the MD program to complete the majority of their MPH, MBA, or MA coursework in one year.

Tuition and graduate fees for the MPH, MBA, or MA portions will be evaluated each year and are subject to change. This is in addition to the cost of attendance for the Zucker School of Medicine MD program.

Application

Interested students in good academic standing must complete a one-page Application Form by March 1 of the year prior to intended matriculation. Applications will be made available by and submitted to the director of curricular initiatives, and then routed to the joint degree program manager.

For specific questions, please contact:

■ **Tiffany Jordan**, MHEA, Director of Curricular Initiatives, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell ■ tiffany.m.jordan@hofstra.edu



Faculty

Renowned Physicians and Educators

The faculty of the Zucker School of Medicine at Hofstra/Northwell consists of more than 4,500 nationally and internationally recognized medical educators, clinicians, and scientists who represent a vast number of diverse specialties and wide range of interests. They are leaders in biomedical and clinical education and research, and are engaged in a variety of community service endeavors.

Our faculty members are widely published, and many serve on numerous editorial boards and national study sections. We have a burgeoning Alpha Omega Alpha Honor Medical Society chapter with nearly 450 members and an Academy of Medical Educators that recognizes outstanding medical educators who embrace the academic guiding principles of the Zucker School of Medicine. Additionally, members of our faculty make regular media appearances as experts in the medical field.

Department of Science Education

Unlike most other institutions, the Zucker School of Medicine offers a uniquely distinct Science Education Department, which includes faculty members who are full-time educators and are dedicated entirely to teaching biomedical, biopsychosocial, and clinical sciences. Their open-door policy creates an accessible and collegial environment and reflects professors' engagement with their students.



"I was drawn to the Zucker School of Medicine mostly because of how dedicated the faculty are to student learning. It was very apparent from the interview day and throughout my time as a medical student that every faculty member is dedicated to making us the most compassionate, ambitious, industrious, and committed physicians."

Dr. Pearl Subramanian '24



Student Life

Connect closely with peers, educators, and mentors.

Each year, the Zucker School of Medicine at Hofstra/Northwell welcomes approximately 100 new students from all regions, socioeconomic backgrounds, and walks of life. Our class size encourages a collaborative, close-knit academic culture and enables students to build genuine relationships with peers, faculty, and staff.

The Office of Student Affairs, in partnership with various departments, works to ensure a supportive and positive learning environment for every student. From the first day of training through graduation, the Office of Student Affairs' direct links to academic, wellness, and advising resources provide students with opportunities to connect closely with educators, mentors, peers, and alumni who can provide a wealth of experience, insight, and guidance.

Student Support Services

- **Academic success/advising is dedicated to helping students with demonstrated or self-identified academic challenges through individual and group programming focused on each academic year.**
- **Career advising starts in the First 100 Weeks and is focused on supporting students as they transform from students to medical professionals, including multiple individualized relationships to provide direction during the residency match process and career exploration.**
- **The Office of Student Finance provides advice, planning, and options for responsible fiscal management of a student's journey through medical school and throughout their career.**
- **The Office of Engagement & Excellence is committed to promoting inclusion, cohesion, understanding, and acceptance of differences in culture, color, and creed within the Zucker School of Medicine community and beyond.**
- **Wellness support is focused on all aspects of our student community, inclusive of physical, mental, spiritual, financial, and more. Active programming to support student wellness beyond academics is in place and continually evolving.**

Extracurricular Activities

Students are encouraged to take part in a wide range of extracurricular activities and student organizations at the Zucker School of Medicine, through nearly 100 active clubs, special interest groups, and committees. Students can also create and participate in a variety of community service initiatives. These include participation in pipeline programs mentoring young students interested in science and medicine; educating elementary school children in our local community about healthy living habits; and fundraising and participating in programming for blood and childhood cancer research, women's heart health, and many other causes. Students can also be involved in caring for patients in need at the Zucker School of Medicine's student-run, free clinic in Rego Park, New York.

Student Honors

Zucker School of Medicine students can graduate with different distinctions and/or certificates that reflect their commitment to research, humanitarian efforts, leadership, community engagement, longitudinal primary care, and clinical skills such as ultrasound. In addition, students are eligible for induction into various honor societies, including Alpha Omega Alpha and Gold Humanism Honor Society, and may receive departmental awards and other recognitions from the school. The Zucker School of Medicine celebrates these milestones during each student's journey toward residency.

Academic and Clinical Facilities

On and Off Campus

The Zucker School of Medicine at Hofstra/Northwell building consists of 113,000 square feet of high-tech learning, laboratory, meeting, and office space. On campus, students have access to all the resources they need to succeed – excellent library services with online and print collections; fitness, recreation, and dining facilities; arts and culture; and extensive wired and wireless internet access.

An ultramodern, environmentally conscious facility, the Zucker School of Medicine at Hofstra/Northwell has evolved into an epicenter for numerous academic, industry, local, and national events. From the 2016 presidential debate at Hofstra to professional conferences and community forums, the Zucker School of Medicine is the pulse of many important gatherings and discussions focused on generating positive energy, innovation, and change.

The building's layout features an open, contemporary, yet inviting space and seamless design that is punctuated by small group rooms, a multipurpose area, large medical education theaters, clinical skills rooms (unique to the Zucker School of Medicine), a health sciences library, and a structure laboratory that offers the latest medical technology. The decor and layout also feature indoor and outdoor dining and lounge retreats to inspire socialization, collaboration, and community. The facility is designed to meet the highest standards for LEED Silver Rating, a benchmark in green building design and sustainability.

Structure Laboratory

The 7,300-square-foot structure laboratory offers significant capacity, allowing room for more than 125 individuals. The lab features built-in telecommunication technology/computers, large monitors, and state-of-the-art surgical lighting.

Medical Education Theaters

Two large medical education theaters (large group halls) offer cutting-edge audiovisual systems, secondary confidence monitors for presentations, and an occupant capacity of more than 200. The theaters also have a lecture capture system, allowing sessions to be recorded for playback over the network, as well as push-to-talk technology with automatic video capture of speakers in the audience.





Small Group Rooms and Study Areas

The Zucker School of Medicine offers 25 small group classrooms throughout the facility intended to enhance discussion and collaboration, and improve learning outcomes. Groups of 8-10 students occupy these rooms during teaching sessions. Each room features interactive whiteboard technology as well as walls with writable and erasable surfaces. Enclosed workstations that accommodate one or two people are also available.

Campus Amenities

Comfortable and convenient on-campus graduate housing and ample parking are available. When it's time to dine, the Zucker School of Medicine facility has its own on-site café with a variety of grab-and-go food/drink options and healthy fare. Students can enjoy a meal outdoors surrounded by beautiful green space, or relax in one of many indoor retreats, including an inviting student lounge complete with dining and relaxed-seating areas, workstations, and entertainment. They can also explore the numerous eateries available on and off the Hofstra University campus.

In support of a healthy lifestyle, students are encouraged to take advantage of Hofstra's on-campus fitness amenities, including:

- The Swim Center, featuring an Olympic-size pool and four diving areas
- The David S. Mack Fitness Center, including state-of-the-art cardio and strength equipment, circuit training, cycle studio, basketball courts, indoor track, exercise classes, and intramural sports
- Biking and jogging trails
- Tennis, baseball, and soccer fields for recreational games and practice

All of these amenities and more are just steps away from the Zucker School of Medicine building, which features its own outdoor, half-court basketball area.





Northwell Health®

Northwell Health Operating Statistics

- 4.87 million patients treated annually
- 15.8 million patient encounters and 37,000 births
- 1.1 million emergency visits
- 923,000 home health visits
- Over 280,000 ambulatory surgeries
- 164,000 ambulance transports

Northwell Health is the nation's eighth-largest health network. Zucker School of Medicine at Hofstra/Northwell students train at many hospitals, including Katz Women's Hospital, Cohen Children's Medical Center, Zucker Hillside Hospital, and Lenox Hill Hospital in Manhattan.

Students also have the opportunity to utilize Northwell Health's training facilities, including:

- Center for Learning and Innovation
- Patient Safety Institute
- Bioskills Education Center

These training facilities include the latest operative technologies, human simulation/robotic laboratories, and high-tech research space. In addition, during the first eight weeks of the curriculum, students train as certified emergency medical technicians and work shifts on Northwell Health ambulances.

In addition, students train within and have access to resources and research conducted at partner institutions, including:

- Feinstein Institutes for Medical Research
- Cold Spring Harbor Laboratory
- Center for Global Health

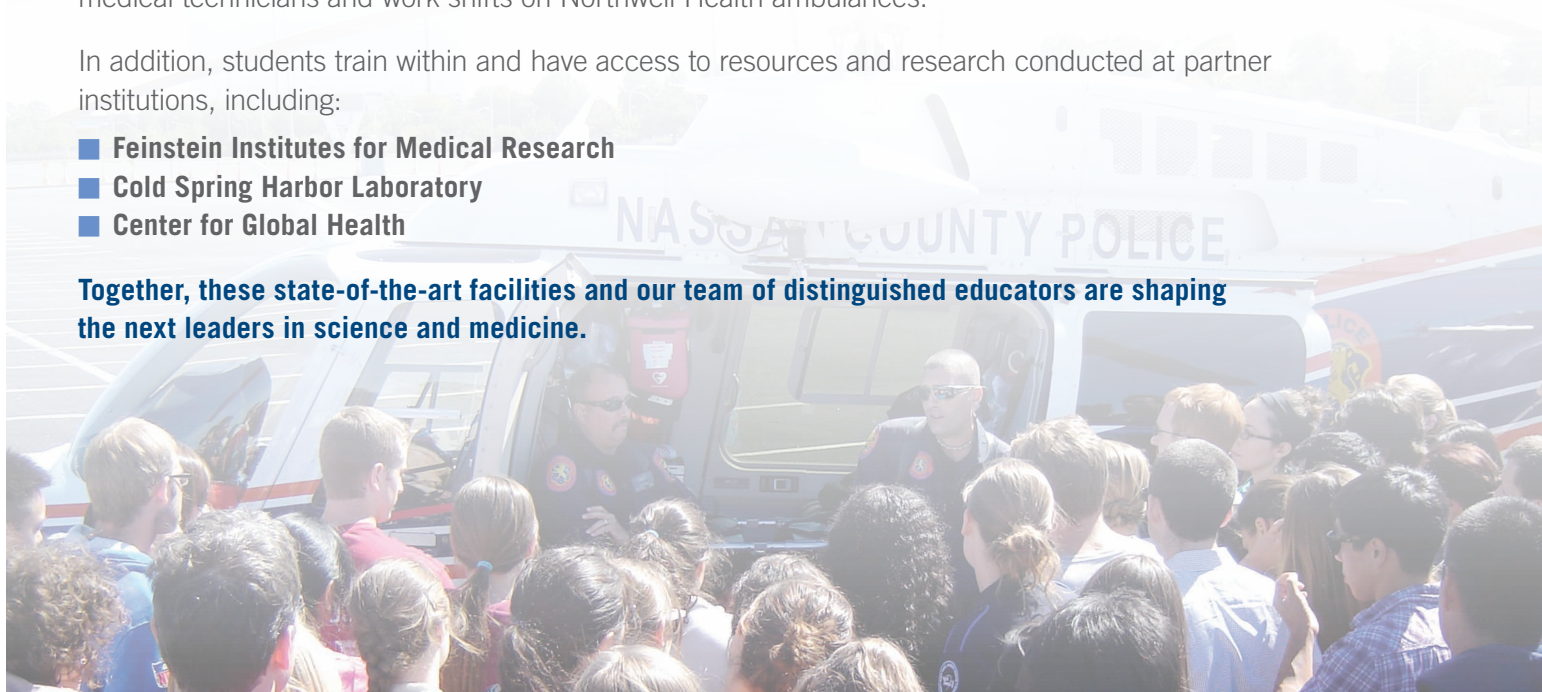
Together, these state-of-the-art facilities and our team of distinguished educators are shaping the next leaders in science and medicine.

Northwell Health

Northwell Health is New York state's largest health care provider and private employer, with 28 hospitals and more than 1,000 outpatient facilities. Northwell cares for more than 2 million people annually in New York State and western Connecticut, and employs a workforce of over 100,000 in more than 100 medical specialties.

Northwell Health Caregivers

- More than 13,500 credentialed physicians, including about 7,300 employed doctors and nearly 4,500 members of Northwell Health Physician Partners
- About 22,000 nurses
- More than 3,700 volunteers







medicine.hofstra.edu
medicine.admissions@hofstra.edu
500 Hofstra University, Hempstead, NY 11549-5000



**DONALD AND BARBARA
ZUCKER SCHOOL *of* MEDICINE
AT HOFSTRA/NORTHWELL®**



Hofstra University is committed to extending equal opportunity to all qualified individuals without regard to race, color, religion, sex, sexual orientation, gender identity or expression, age, national or ethnic origin, physical or mental disability, marital or veteran status (characteristics collectively referred to as "Protected Characteristic") in employment and in the conduct and operation of Hofstra University's educational programs and activities, including admissions, scholarship and loan programs, and athletic and other school-administered programs. For more information, visit hofstra.edu/eoe.

In compliance with the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and other federal law, detailed information on campus security and fire safety, including statistics, is available by accessing the Hofstra website at hofstra.edu/campusafetyreport or by contacting the Advisory Committee on Campus Safety. Crime statistics are also available at the U.S. Department of Education website at ope.ed.gov/security. The Advisory Committee on Campus Safety will provide upon request all campus crime and fire safety statistics as reported to the U.S. Department of Education. For additional information or a paper copy of the report, please call the Department of Public Safety at 516-463-6606.