

NEW YORK STATE EDUCATION DEPARTMENT

Report of a visit to the

Ben Gurion University of the Negev

M.D. Program in International Health and Medicine

In Collaboration with Columbia University Health Sciences

Beer Sheva Israel

March 11-16, 2001

And

New York City, NY

April 30, 2001

INTRODUCTION

The objective of the site visit team was to evaluate the preclinical component and the clerkships that were implemented until the time of the visits, at the program of medical education that takes place in the International Health and Medicine (IHM) Program at the Ben Gurion University of the Negev in Israel and the clinical component of the University's program of medical education that takes place in New York State. The major purpose of the visit to the campus in Beer Sheva was to assess that part of the University's program of medical education, primarily the basic medical sciences, that would prepare students for clinical training in New York State. The evaluation of the IHM Program comprises a review of faculty and student records, meeting with academic and administrative officers of the University regarding for monitoring and supervising the clinical training that takes place in New York State, meeting students, interviewing department chairs and faculty from each of the basic science and clinical departments, touring campus and clinical facilities, and speaking with the administration of the medical school and the IHM Program.

THE TEAM

Ian Porter, M.D.

Medical Director
Albany Medical Center
Albany, NY

Rafael Olazagasti, M.D.

Vice President of Medical Affairs and
Network Development
Benedictine Hospital
Kingston, NY

Richard Edmonds, PhD

Albany Medical College of Medicine
Executive Associate Dean (retired)
Albany, NY

Thomas J. Monahan, M.A.

Executive Secretary
New York State Board for Medicine
Albany, NY

Douglas P. Elkins, M.S.

Assistant Executive Secretary
New York State Board for Medicine
Albany, NY

Activities of the Team During the Evaluation

The team members reviewed individually all of the materials provided by the University prior to the visit. These included the Data Base Document and all appendices to it, student and faculty records and curricular materials were examined in Beer Sheva and at Columbia Medical Center. The team inspected academic and hospital facilities in Israel and hospital facilities in New York State. The team members interviewed administrative officers and faculty members in Israel and New York State. On the basis of these activities, the following observations related to appropriate sections of the Guidelines for the Evaluation of Medical Programs are presented with the respect to the Program in International Health and Medicine as offered by Ben Gurion University.

FOREWORD

In August 1999, the University contacted the Department to discuss the approval of the University for the purpose of placing students in clinical clerkships in New York State beyond 12 weeks duration. In 1999, the University requested that an evaluation of its program leading to approval be undertaken. The initial site visit to Ben Gurion University of the Negev was carried out in Israel in March 2001 and at Columbia University/Presbyterian Hospital in New York City in April 2001.

ADMINISTRATION

The Goldman Medical School of Ben Gurion University of the Negev was chartered by the Israeli parliament (Knesset) in 1974 to train quality primary care physicians. Since the mid-1950s, Israeli medical graduates had been practicing in almost exclusively secondary and tertiary care environments. In addition to reversing that trend, another goal of the Goldman Medical School is to use effective educational techniques to train humane physicians. From its inception, the “Beer Sheva Experiment” as it was dubbed by the BBC science program, *Horizon*, made in Beer-sheva in 1979, became widely known both within Israel and internationally for pragmatic educational innovations within the boundaries of the European- style, six-year curriculum.

For eight years, beginning in 1987, data were collected in an attempt to establish the degree to which the medical school’s goals had been achieved. In February, 1996, a two-day conference was held at Maastricht, comparing the success of the Beer-sheva and Maastricht medical schools, that established in the same year Dutch and Israeli traditional schools. It was clear that both, by objective testing (knowledge and clinical skills tests) and in the opinion of Israeli medical school department chairmen outside of Beer-sheva, the Goldman Medical School was training highly competent physicians, especially known for their humane qualities who were keenly sought after within Israel as interns and residents. Training involved a strong commitment to such techniques as student participation in faculty governance and teaching, an institutionalized curricular evaluation and revision process, early clinical exposure, systems teaching, and use of quality improvement techniques in medical education. Although the percentage of family physician graduates was only slightly greater than other Israeli schools, it was noted that many of the leaders in family medicine and primary medical care administration in Israel were BGU graduates.

The recent adaptation by the school of a new strategic plan for the next five years emphasizes commitment to four central objectives:

- Health of the community;
- Quality medical education;
- Faculty; and
- Research.

The first two of these objectives are identical to and validate the original objectives. In the 21st century however, implementing them will require the University to improve community health and the use of e-learning techniques. Funded by an earmarked, sixteen million-dollar donation of a strategic planning fund, and overseen by an international advisory committee, the plan was developed by a grass roots approach that involved over 200 faculty members. A three-year pilot period led to implementation of a five-year budget and plan that has just begun.

In August 1998, the Goldman Medical School initiated a new experiment in Beer-sheva, aimed to extend the school’s philosophy and influence to students from around the world. In addition to building a U.S.-style curriculum, taught in English but based on the same educational principles as the Israeli program, a required International Health and Medicine (IHM) Track was begun. Centered on principles of effective cross-cultural medical practice, the IHM curriculum includes studies in international preventive medicine, geographic medicine, tropical diseases, global

environment, and refugee and disaster medicine. Now in its third year, the program has adhered to the same academic standards as the Israeli M.D. program. It has a very low attrition rate, and like the Israeli program, has succeeded in involving students in their learning process, encouraging group process, and introducing students to clinical medicine from the first week of medical school. The new international medical curriculum is gradually developing a unique IHM track, taught in all four years in addition to the usual medical school requirements, using methods that require active student participation. During orientation month, students are first exposed to the topic in a six-hour, student-led, problem-based exercise that requires them to simulate designing their own international curriculum. A 50-hour introductory lecture course in the first year is paralleled and followed by 8 mini-workshops over the first two years, each of which gives a two or three-day intensive exposure to a key topic, such as water and health, grant writing, or introduction to medical anthropology. Students are required to choose 4 of these 8 workshops, and may choose more as electives. In the third clerkship year internationally relevant topics are emphasized in all clinical settings. A two-day simulation based cross-cultural workshop, designed by students and a faculty advisor will be held for the first time in 2001. Culminating the program, a two-month international clerkship in a developing country or other cross-cultural environment will be held in the fourth year.

The main campus is the Soroka University Hospital in Beer Sheva, the Beer Sheva district Clalit Health Services community clinics, and the Beer-Sheva Ministry of Health Mental Health Center (Psychiatric Hospital)

The Goldman Medical School currently has two formal hospital affiliations in Israel. Full partnership in pediatric clerkship teaching at the Barzilai Hospital in Ashqelon began with the first clerkship in 1979 and has expanded over the years to internal medicine, surgery and psychiatry. Although the historical roots of this affiliation have never been formalized in a written agreement, the partnership has gradually strengthened as an increasing number of senior appointments have been made. IHM students will do pediatric, internal medicine, and surgery rotations at this hospital.

Last year, the Shaare-Zedek Hospital in Jerusalem, formerly a major teaching hospital of the Hebrew University-Hadassah Medical School, has been formally affiliated to the Goldman Medical School. IHM students will rotate through internal medicine, surgery, and pediatrics at this hospital.

The visiting team met with senior administrators of the medical school and the IHM Program at Beer Sheva and New York City. The team was presented with the administration's perspective on all aspects of the IHM Program.

The principal administrative and academic officers of the International Health and Medicine Program of the Ben Gurion University of the Negev are:

CHIEF ACADEMIC OFFICER

Director

Carmi Z. Margolis, MD, MA

CHIEF ADMINISTRATIVE OFFICER

Administrative Director

Stavi Baram, MSc.

ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

Curriculum Coordinator

Yaakov Henkin, MD

ASSOCIATE DEAN FOR CLINICAL AFFAIRS

NA

ASSOCIATE DEAN FOR STUDENT AFFAIRS

Associate Dean for Student Affairs Amos Katz, MD

OTHER MAJOR OFFICERS OF ACADEMIC/STUDENT AFFAIRS

First Year Coordinator

Lune Avnon, MD

Second Year Coordinator

Gal Meiri, MD

Third Year Coordinator

Yaakov Henkin, MD

Forth Year Coordinator

Shimon Glick, MD

REGISTRAR: (PERSON WHO MAINTAINS STUDENT RECORDS)

For the MD Program in HIM

Assist. for Student Affairs
Lydia Meijer

For the Medical School

Assoc. Dean for Student Affairs
Amos Katz, MD

CHIEF FISCAL OFFICER

For the Faculty of Health Sciences	Head Administrator Herzel Jean, MA
For the MD Program in IHM	Administrative Director Stavi Baram, MSc

FIELD REPRESENTATIVES

Prof Jonathan Halevy	Shaare Zedek Medical Center, Jerusalem
Prof Moshe Kotler	Mental Health Ctr (Psychiatric Hosp), Beer Shiva
Dr. Shimon Scharf,	Barzilai Medical Center, Ashkelon

HOSPITAL COORDINATORS

For the major teaching hospital:

Prof Esther Paran, Soroka University Medical Center, Beer-Sheva

For the affiliated teaching hospitals:

Prof Menachem Schlesinger, The Barzilai University Medical Center, Ashkelon
Prof. Haim Hersko, Shaare Zedek Medical Center, Jerusalem
Dr. Mike Mater, Mental Health Center (Psychiatric Hospital), Beer-Sheva

For the program office at Columbia University:

Richard J. Deckelbaum MD, FRCP(C) – Director
Pamela Cooper, MA – Administrative Director

DEPARTMENTS OF FACULTY

<u>Department</u>	<u>Name of Chair or Director</u>
Division of Internal Medicine	Prof Francis Schlaeffler
Division of Community Health	Prof Pesach Shvartzman
Division of Basic Sciences	Prof Yacob Weinstein
Division of Gynecology	Prof Moshe Mazor
Division of Pediatrics	Prof Asher Tal
Division of Psychiatry	Prof Moshe Kotler
Division of Anesthesiology	Prof Gabriel Gurman
Division of Surgery	Prof Isaac Levy
Institutes of Radiology, Pathology and Nuclear Medicine	Prof. Jed Goldstein

Division of Internal Medicine

Prof. Francis Schlaeffer, Chair

Department of Internal Medicine *Aleph*
Department of Internal Medicine *Bet*
Department of Internal Medicine *Gimmel*
Department of Internal Medicine *Dalet*
Department of Internal Medicine *Heh*
Department of Internal Medicine *Vav*
Department of Neurology
Department of Geriatrics
Department of Nephrology
Department of Oncology
Department of Dermatology
Department of Gastroenterology
Department of Cardiology

Prof Jacob Horowitz
Prof Emanuel Sikuler
Dr. Ilana Harman-Boehm
Prof Shaul Sukenik
Prof Francis Schlaeffer
Prof Avi Porat
Prof Yuval O. Herishanu
Prof David Galinsky
Prof Cidio Chaimovitz
Prof Yoram Cohen
Prof Sima Haley
Prof Alexander Fish
Prof Reuven Ilia

Division of Surgery

Prof. Isaac Levy, Chairperson

Department of Surgery *Aleph*
Department of Surgery *Bet*
Department of Neurosurgery
Department of Urology
Department of Ear, Nose and Throat
Department of Plastic Surgery
Department of Cardiothoracic Surgery
Department of Pediatric Surgery
Department of Orthopedics
Department of Ophthalmology

Prof Soli Mizrachi
Prof Issac Levy
Prof Eliahu Reichental
Prof Jacob Kaneti
Prof. Alberto Lieberman
Prof Lior Rosenberg
Prof Azai Appelbaum
Dr. Zahavi Cohen
Prof Dan Atar
Dr. Tova Lifshitz

Division of Gynecology and Obstetrics

Prof. Moshe Mazor

Department of Gynecology and Obstetrics *Aleph*
Department of Gynecology and Obstetrics *Beth*
Department of Gynecology and Obstetrics *Gimmel*

Prof Miriam Katz
Prof Moshe Mazor
Dr. Gershon Holcberg

Division of Pediatrics

Prof. Asher Tal, Chair

Department of Pediatrics *Aleph*
Department of Pediatrics *Beth*
Department of Pediatrics *Dalet*
Department of Neonatology

Prof Rafael Gorodisher
Prof Asher Tal
Dr. Mati Lifshitz, acting
Prof Michael Karplus

Division of Anesthesiology

Prof. Gabriel Gurman

Department of Anesthesiology

Dr. Leonid Roytblat

Division of Basic Medical Sciences**Prof Jacob Weinstein**

Department of Clinical Biochemistry
 Department of Clinical Pharmacology
 Department of Microbiology and Immunology
 Department of Morphology
 Department of Physiology
 Department of Virology

Prof Rachel Levy
 Dr. Tzofia Schrieber
 Prof Shraga Segal
 Prof Edward White
 Prof Naomi Meyerstein
 Prof Yaakov Tal

Division of Health and Community**Prof. Pesach Shvartzman****School of Laboratory Medicine****Prof Joseph Elon****Rekanati School of Nursing and Physical Therapy****Prof Dan Benor****PHYSICAL PLANT**

Members of the visiting team were afforded the opportunity to tour the major classrooms and laboratories, clinical facilities, the library, computer facilities, the bookstore, dining facilities, faculty and administrative offices, and other areas of the physical plant utilized the IHM Program and students.

Clinical Facilities

Building Name	Yr Completed	Cost	Net Usable Sq. Meters	Location	Function
Internal Med. Hosp	1982		6985	Main Campus	Hospital
Surgical Hosp	1960		11,454	Main Campus	Hospital
Pediatric	1960, '92		4485	Main Campus	Hospital
Ob-Gyn	1960, '94		5748	Main Campus	Hospital
Hosp. Admin.	1980		1610	Main Campus	Offices
New Surgery	2000		1116	Main Campus	Hospital
New Faculty	1998	24M		Main Campus	Offices & research labs
Geriatric	1976		1218	Main Campus	Hospital
Rekanati	1960		778	Main Campus	Offices & classrooms
Outpt. Clinic	1960-80		3460	Main Campus	Clinics

Teaching Facilities

Name	Building	Number of Seats	A-V Facilities?
Room 218	Pathology Bldg.	70	Yes
Room 303	Pathology Bldg.	120	Yes
Room 305	Pathology Bldg.	25	Yes
Room 306	Pathology Bldg.	25	Yes
Room 307	Pathology Bldg.	20	Yes
Room 308	Pathology Bldg.	80	Yes
White Room	Internal Med. Bldg.	50	Yes
Room 605	Internal Med. Bldg.	42	Yes
Room 614	Internal Med. Bldg.	70	Yes
Room 616	Internal Med. Bldg.	50	Yes
Room 618	Internal Med. Bldg.	50	Yes
Room 620	Internal Med. Bldg.	60	Yes
Seminar Room	Faculty of Med. Bldg.	21	Yes
Room 214	University Campus	80	Yes
Computer Labs (2)	Faculty of Med. Bldg.	62	Yes

Student Laboratories

Anatomy Dissecting Room	Cadaver tables = 15
Anatomy Laboratory – Microscopic	Student Seat = 70
Biochemistry Laboratory	
3 labs	Bench spaces = 32 in each lab
Microbiology Laboratory	
3 labs	Bench spaces = 32 in each lab
Pathology Laboratory	150 microscopes

Special Resources

- Medical Photography and Illustration
- Electronics Shop
- Computer, Data Processing
- Printing, Duplicating, and Reproduction Shop
- Machine Shop
- Audio Visual-Multiple Media Viewing Area
- Spaces for:
 - 40 dogs
 - 6 cats
 - 600 rats
 - 0 guinea pigs

- 6000 mice
- 30 rabbits.

Library

Head Librarian

Liliane Frenkiel

- Year Appointed 1978
- Degree from Hebrew University of Jerusalem
- Reports to: Dean of Medical School

Professional Schools served by library:

- Medical School/ MD Program in International Health and Medicine
- Rekanati School of Nursing and Physical Therapy
- School of Laboratory Medicine

Schedule of Hours:

- Sunday-Thursday 8:30 am to 10:00 pm
- Friday 8:30 am – 11:45 am

Holdings

Library	# of volumes	Volumes added this year	Serial titles	Interlibrary loans?
Medical School & Univ. Hosp,	83,000	3,600	936	Yes
AFFILIATED HOSPITALS				
Shaare Zedek	23,845	800	295	Yes
Barzilai Med. Ctr	14,540	200	200	Yes
Mental Hlth Ctr.	5,300	77	50	Yes

Medical School Library Facility

Soroka University Med. Library	Square Meters	Seating Capacity
Reading Areas	160	90
Stacks	400	
Offices	120	
Staff Workspace		
Storage, off-site	None	
Conference Rooms & Computers	35	12 computers
A-V Rooms	None	
Study Carrels	18	18

Circulation

- Number of volumes circulated outside library
 - Interlibrary loans
 - Loaned = 1,600
 - Borrowed = 1,700

Budget

- Acquisitions, expenditures = \$450,000
- Salaries, wages, etc. = 300,000
- All other expenses = 50,000
 - TOTAL = 800,000

Staffing

- Professional, full-time 8
- Nonprofessional, full-time 2
- Part-time staff 4

FACULTY

The visiting team met with the chair and faculty of each basic science and clinical department. The team was presented with an overview of the objectives and role of each department in the IHM Program.

Medical School faculty members (including those salaried by affiliated hospitals)

Basic Sciences	Full-time						Part-time (Paid)	Volunteer (unpaid)
	Professor	Assoc.Prof	Assist Prof	Lecturer	Instructor	Total F-T		
Biochemistry	1	3	1			5	3	
Microbiology	5	5	5	1		16	4	
Pathology		2	3	3	1	9	6	
Pharmacology	1	2	2	2		7		
Physiology	6		3	1		10		
Other Basic Science Departments								
Morphology	1	1	3	2		7	1	
Pediatric Diseases	1					1	3	
Virology	1	2	1	4		8		
Basic Science TOTALS	16	15	19	13	1	63	17	

Clinical Sciences	Full-time						Part-time (Paid)	Volunteer (Unpaid)
	Professor	Assoc Prof	Assist Prof	Lecturer	Instructor	Total F-T.		
Anesthesiology	1					1	19	
Dermatology	1					1	2	
Family Med.	1	1		2	2	6	45	
Internal Med. ¹	7	9	8	8	9	41	65	
Neurology	1	1				2	3	
Obstetrics/Gyn	4	3	1	5	11	25	22	
Orthopedics		1				1	12	
Pediatrics	2	2	1	1	1	7	79	
Psychiatry	2	1	1		3	7	37	
Community Hlt	6	6	3	9	2	26	44	
Radiology		1				1	15	
Surgery	1	2	2	2	1	8	49	
Other Clinical Departments								
Cardiology	1	1	1			3	14	
Clinical TOTALS	27	28	17	27	29	122	440	
GRAND TOTALS	43	43	36	40	30	185	457	

1 Internal Medicine includes: Endocrinology, Gastroenterology, Gastroenterology, Genetics, Geriatrics, Hematology, Nephrology, Occupational Medicine, Oncology (Cardiology is a separate department).

Faculty Committees

Senior Academic Staff Appointments Committee of the Faculty of Health Sciences

Prof Nahum Finger, Rector; Chairperson
 Prof Roni Apte
 Prof. Yechiel Barki
 Prof Yacob Weinstein
 Prof Naomi Meyerstein
 Prof Benjamin Maoz
 Prof Emanuel Sikuler
 Prof Shaul Sofer
 Prof Drora Frazier
 Prof Benjamin Piura
 Prof Lior Rosenberg
 Prof Gad Shani (representing the University Senate)
 Prof Reuben Shuker (representing the University Senate)

Sub-Committee for Medical Appointments

Prof Rivka Carmi, Dean of the Faculty and Chairperson
Prof Rafael Gorodisher
Prof Haim Hershko
Prof Miriam Katz, Associate Dean
Prof Abraham Marash
Prof Lily Neumann
Prof Shraga Segal
Prof Francis Schlaeffler
Prof Menachem Schlesinger
Prof Pesach Shvartzman
Prof Arie Reichel (representing the University Senate)
Prof Zeev Alfasi (representing the University Senate)
Representative of the General Health Fund

Sub-Committee for Basic Science Appointments

Prof Rivka Carmi, Dean of the Faculty and Chairperson
Prof Nava Bashan
Prof Rami Grossman
Prof Edward White
Prof Miriam Katz, Associate Dean
Prof Lili Neumann
Prof Arie Reichel (representing the University Senate)
Prof Zeev Alfasi (representing the University Senate)

By-Laws Committee

Prof Shimon Weizman, Chairperson
Prof Abraham Danon
Prof Jacob Horowitz
Prof Rachel Levy
Prof Shaul Sofer
Prof Esther Paran

Committee for Student Promotion and Evaluation

Prof Yaakov Levi, Chairperson
Dr. Aharon Gabriel
Prof Anon Wishnitzer
Dr. Yoram Zinger
Dr. Israel Sekler
Dr. Daniel Flusser
Prof Gabriel Schreiber
Prof Dan Shwartzfuchs

Faculty Ethics Committee

Prof Gad Potashnik, Chairperson
Prof Etta Livneh
Prof Shaul Sofer
Prof Shaul Sukenik
Prof Jacob Kaneti

The Dozor Committee for Visiting Professors

Prof Rivka Carmi, Dean and Chairperson
Prof Gabi Gurman
Prof Arnon Wishnitzer
Prof Ehud Zemorah
Prof Etta Livneh
Prof Shlomo Mor-Yosef
Prof Shaul Sukenik

Steering Committee for Medical Informatics Policy

Prof Arie Moran, Chairperson
Mr. David DeLeo
Dr. Shlomi Codish

Committee for Evaluating the M. D. -Ph.D. Track

Prof Yaakov Gopas, Co-chairperson
Prof Etta Livneh, Co-chairperson
Prof Emanuel Sikuler
Prof Jacob Horowitz
Prof Roni Apte
Dr. Alon Friedman
Mr. Ety Pesach

Steering Committee for the Master's Degree in Public Health Program

Prof Batia Sarov, Chairperson
Dr. Jacob Urkin
Dr. Yair Bar-David
Prof Shimon Weizman
Prof Rafael Carel
Dr. Emanuel Katz
Prof Lechaim Naggan
Prof Lily Neumann
Prof Dinah Pilpel

Prof Drora Frazier
Prof. Pesach Shvartzman

Masters (with thesis) Degree Committee

Prof Roni Apte, Chairperson
Dr. Benjamin Goine
Dr. Amos Duvdovani
Prof. Yaacov Tal
Prof Sarah Carmel
Prof Lili Neumann
Prof Batya Sarov
Dr. Zeev Silberman
Dr. Israel Sekler
Prof Mordechai Aboud
Prof Esther Priel
Prof Dov Tchernokovsky
Dr. Tzofia Shreiber

Steering Committee for Advising and Supervising the Unit for Health Promotion and Disease Prevention

Prof Michael Karplus, Chairperson
Dr. Jacob Uhrkin
Dr. Elena Bellmaker
Dr. Harel Gilutz
Prof Shimen Weizmann
Prof. Pesach Shvartzman
Dr. Michael Sharf

The Committee for Student's Required Research Projects

Prof Yoram Yagil, Chairperson
Dr. Mahmoud Abushalcrab
Prof Pablo Zakofsky
Prof Mordechai Aboud
Dr. Ilana Shoham-Vardi

The Faculty Research and Equipment Committee

The Experimental Animal Welfare Committee

The Faculty Safety Committee

The Library Committee

STUDENTS

The visiting team met with students from the IHM Program's first, second, and third year students. Students were selected randomly and were very receptive to meeting with the visiting team.

Selection of medical students

A. (1) Chairperson of Admissions Committee:

Co-Chairs: Prof. Shimon Glick Prof. Lynne Quittell

(2) Administrative Officers in the United States for admissions program:

**Pamela Cooper, MA
Alice Mahony**

According to the Database Document, the selection process usually begins in October after the August MCAT score results are received. All applicants must have a B.A. degree, standard pre-med course work, and must have taken the MCAT or the equivalent.

The application process begins with the student's submission of a completed application and application fee and the receipt of all transcripts from the registrar's office, current MCAT scores, and recommendation letters. Applications from international students whose undergraduate degrees were earned outside of North America, are reviewed by the Administrative Director to determine if additional information is needed to evaluate their college/university or system of higher education where the student attended university. Once all required documents are received, the file is presented to the Chair(s) of the Admissions Committee for review and assessment

The Admissions Committee is co-Chaired by a Chairperson from Ben Gurion University and a Chairperson from Columbia University/Presbyterian Hospital. One or both individuals review applications and assess their suitability for proceeding with interviews, based on the following cognitive, non-cognitive, and objective criteria:

- Overall strength of application, applicant essays; and personal history, including community volunteer work and experience in the field of medicine;
- Undergraduate grades in major field and in the pre-requisite science courses;
- Competitiveness of the college/university the student attended and the quality of the program the applicant attended at that school;
- Recommendation letters from Pre-medical Committees and/or faculty, research supervisors, or other health professionals;
- Subscores and total score on the Medical College Admissions Test; and
- The student's level of interest in, and suitability for, international health and medicine as expressed in their personal statement and application.

Each candidate invited for interview two interviews with a different member of the Admissions Committee. The interviewers independently evaluate the candidate on a scale of 1- 4 (with 4 being the maximum score) on each of the following personal qualities:

- Interpersonal and communications skills;
- Empathy, sincerity and compassion;
- Ability to work effectively as part of a team;
- Commitment to community service;
- Flexibility and maturity; and
- Sensitivity to other cultures.

On the basis of the average scores in these six areas, each interviewer assesses the student with an overall ranking from 1 (least desirable) to 4 (most desirable).

At the Admissions Committee meetings, interviewers present their assessments of individual applicants and discussion may ensue about the student's academic preparation, maturity, suitability for medical school in a cross-cultural setting, and interest in the field of international health and medicine. Students who have received the first and second highest rankings ("most desirable" and "highly desirable") are recommended for admission and offers of acceptance are sent to them immediately. When there is a strong discrepancy in interviewers' evaluations of the applicant, a third interview may be requested.

A student who is not in the most highly recommended category for admission, but who the Committee otherwise finds academically acceptable, may be offered a position on the waiting list, which is activated after May 1. Those students are notified of their status immediately and asked to confirm their interest, should an opening arise. Those students may be drawn from the waiting list until the beginning of the summer orientation (usually the last week of summer break).

Unless addressed in the application or interview process, an applicant's personal health is not considered a major factor in the admissions decision. A student who accepts an offer of admission is asked to indicate if he/she has any health concerns or other conditions that would preclude them from full participation in medical school and its required activities. Average MCAT scores of admitted students - 25.7.

The selection criteria were established by the Admissions Committee Chairs and Program Directors, under the leadership of the Ben Gurion University Admissions Chairman and after consultation with the Chairman of Admissions for Columbia's College of Physicians and Surgeons.

The selection criteria are published annually in the Program brochure, which is sent to all prospective students and applicants and to pre-health advising offices. The criteria are also published on the Program's website (at <http://cpmcnet.columbia.edu/dept/bgcu-md>). In addition, selection criteria are distributed annually by mail to pre-medical advisors at colleges and universities in the United States. Students stated that the admission criteria were communicated

to them clearly and accurately and that the acceptance procedure was fair, impartial, and based on the criteria communicated to them.

Transfer Students

Applicants who seek to transfer from another medical school are reviewed on a case-by-case basis. Candidates must submit the application and fee, a full transcript of their medical school courses, undergraduate coursework, recommendations, and MCAT scores. Once complete, the Admissions Chairs consider their applications and they may be called for interviews. Students who are accepted for transfer may be required to complete courses at Ben Gurion University Medical School that are unique to the M.D. Program in International Health and Medicine in order to join the class to which they seek admission. To date, no transfer students have been accepted.

Current Entering Class of 2000-2001

Premedical grade average (Does not include grades of Tibetan students)

1. Superior (A or 2.6 – 4.0)	16
2. Good (B or 3.0-3.5)	18
3. Fair (C or 2.5-2.9)	
4. Poor (Less than 2.5)	
Total	34 (plus 2 students from universities that do grade on a 4.0 scale)

Years in college

1. 2 years or less	0
2. 3 years	0
3. 4 years or more	36
4. Total	36

Highest earned degree

1. Baccalaureate	29
2. Master	7
3. Doctorate	0
4. Other	
5. None	
Total	36

Mean MCAT Scores	25
Biology	9
Chemistry	
Physics	8
Verbal	8
Science Problems	
Skills Analysis Quantitative	
Skills Analysis Reading	

Entering Class of 1999-2000 (Second Year Class)

Premedical grade average

1. Superior (A or 2.6-4.0)	11
2. Good (B or 3.0-3.5)	24
3. Fair (C or 2.5-2.9)	2
4. Poor (Less than 2.5)	0
Total	37 (plus one student from the U.K. system, which is not on a 4.0 Scale)

Years in college

5. 2 years or less	0
6. 3 years	0
7. 4 years or more	38
8. Total	38

Highest earned degree

9. Baccalaureate	31
10. Master	6
11. Doctorate	1
12. Other	
13. None	
Total	38

Mean MCAT Scores	26
Biology	9
Chemistry	
Physics	9
Verbal +	8
Science Problems	
Skills Analysis Quantitative	
Skills Analysis Reading	

Entering Class of 1998-1999 (Third Year Class)

Premedical grade average

1. Superior (A or 2.6-4.0)	12
2. Good (B or 3.0-3.5)	20
3. Fair (C or 2.5-2.9)	3
4. Poor (Less than 2.5)	
Total	35

Years in college

5. 2 years or less	
6. 3 years	
7. 4 years or more	
8. Total	35

Highest earned degree

9 . Baccalaureate	26
10. Master	9
11 .Doctorate	
12. Other	
13. None	

Total	35
Mean MCAT Scores	26
Biology	9
Chemistry	
Physics	9
Verbal	8
Science Problems	
Skills Analysis Quantitative	
Skills Analysis Reading	

The visiting team had access to randomly selected student and applicant records at the admissions office in Israel and at Columbia University in New York City.

PERSONAL COUNSELING, FINANCIAL AID, HEALTH

Staffing

Personal Counseling:	Lydia Meijer and Program Staff Date of Appointment: Jan. 1999
Financial-aid Counseling:	Lynne Conroy Date of Appointment Jan. 2001
Health Counseling:	Physician Academic Coordinators

Housing

- Beer Sheva (home campus) –Students rent apartments according to their preference and budget. The Program office helps students find appropriate accommodation;
- clinical rotations Out of Beer Sheva:
 - Askelon (Barzilai Hospital) –Students can choose between commuting daily and staying in an apartment that belongs to the hospital.;
 - Jerusalem (Sha’arei Zedek) –The hospital supplies the students with an apartment; and
 - Rehovot (Kaplan Hospital) –Students stay at nearby accommodations that are arranged and paid for by the school.

Enrollment

Current Year 2000 –2001:

A. Final Year Students (number) 0

B. Clinical Students
(other than final year students)(number) 31

C. Basic Science Students

- Second Year (number): 35
- Beginning Year (number): 34

total students: 100

% nationals of country in
which school is located 1%

% u.s. nationals (5 students
are dual nationals USA & Israel) 78%

% others 21%

Enrollment over the past three years

School Year	TOTAL	1 st Year	2 nd Year	3 rd Year	4 th Year	Grads	Others
1998-'99	35	35	0	0	0	0	
1999-2000	72	38	35	0	0	0	
2000-01	104	34	35	31	0	0	

Expenses While in United States

Dollars for a Typical School Year	Students National	U.S. National	Other Students
Tuition Per Academic Year	\$23,650	\$23,650	\$23,650
Fees			
1. Books	1,200	1,200	1,200
2. E-mail Account	100	100	100
3. Housing*	4,800	4,800	4,800
4. Health Insurance	267	565**	565**
5. Equipment fee	100	100	100
6. Meals	2,600	2,600	2,600
7. Travel & Recreation	1,900	1,900	1,900
AVERAGE TOTAL YEARLY EXPENSES 9TRANSPORATATION OMMITED	\$34617.00	\$34915	\$34915

* Estimated housing expenses are based on average costs for two students sharing a two bedroom apartment. Students who live alone or those with families should expect higher monthly housing expenses.

** Rates are higher for students aged 29 and older.

Medical School Attrition

Reason for Withdrawal/Dismissal Class of 2002	1st Year	2nd Year	3rd Year	4th Year	TOTAL
Poor academic standing					
Financial Reasons					
Temporary withdrawal					
To pursue advanced study					
Leave of absence			3		3
Transfer to another med. School					
All other reasons	1				1
Total Lost/year	1		3		4
Reason for Withdrawal/Dismissal Class of 2003	1st Year	2nd Year	3rd Year	4th Year	TOTAL
Poor academic standing					
Financial Reasons					
Temporary withdrawal					
To pursue advanced study					
Leave of absence		1			1
Transfer to another med. School					
All other reasons	1				1
Total Lost/year	1	1			2

Reason for Withdrawal/Dismissal Class of 2004	1st Year	2nd Year	3rd Year	4th Year	TOTAL
Poor academic standing					
Financial Reasons					
Temporary withdrawal					
To pursue advanced study					
Leave of absence					
Transfer to another med. School					
All other reasons	2				2
Total Lost/year	2				2

No students have transferred to another school of medicine since the program began in 1998

CURRICULUM

The Educational Program

Total Duration of the Program in Weeks	207
• Weeks in first year	51
• Weeks in second year	55
• Weeks in third year	56
• Weeks in fourth year	45
• Other years	0

Content of the Program

SUBJECT	YEAR				LOCATION	CLOCK HOURS	
	1	2	3	4		Lab	Lecture
Biochem., Genetics, Cell Biology	X				Soroka University Medical Ctr (Main Campus)		130
Emergency Medicine	X		X			150	81
Epidemiology & Biostatistics	X						82
General Pathology	X					16	42
Hematology	X					7.5	78
Histology	X					12	24
Immunology	X						44
International Medicine	X	X	X	X			120
Microbiology	X					22.5	105
Pharmacology	X						53
Physiology	X					4	70
Preventive Cardiology	X						10
Psychiatry	X	X					50
Social Science	X						40
Anatomy		X				120	160
Cardiology		X				12	86
Endocrinology		X				2	60
Gastroenterology		X				8	70
Nephrology		X				3	72
Neuroanatomy		X				30	40
Neurology		X				4.5	96
Nutrition		X					6
Reproductive Physiology		X					54
Respiration		X				6	90
Rheumatology		X				6	40

Clinical Content of the Program Involving Patient Contact

Clinical Area	Clock Hours of Lecture	Location	Duration (Weeks)
Neurology	8		3
Ob/Gyn	64		6
Pediatrics	63		7

Psychiatry	60	Department Seminar Rooms	4
General Surgery	56		7
Family Medicine	24		4
Intro to Clinical Medicine	102		3
Internal Medicine	100		10
Clinical Day	100		25

Location of Clinical Clerkships

Location	Duration	No. of Students	Subjects
Soroka	6 weeks	31	Ob/Gyn
Soroka	10 weeks	24	Medicine
Shaare Zedek	10 weeks	7	Medicine
Soroka	3 weeks	8	Neurology
Kaplan	2 weeks	4	Neurology
Soroka	1 week	4	Neurology
Soroka	7 weeks	23	Pediatrics
Barzilai	7 weeks	8	Pediatrics
Soroka	6 weeks	16	Surgery
Shaare Zedek	6 weeks	15	Surgery
Community Clinics	4 weeks	31	Family Medicine
Psychiatric Hosp.	4 weeks	31	Psychiatry

Clinical Teaching Facilities

Hospital	Location	# of Beds	Annual OPD Visits	Annual ER Visits	Approved Residency Programs	Clinical Affiliation Agreement?
Soroka	Beer Sheva	1905	223,000	194,00	I	Yes
Barzilai	Ashkelon	573	119,000	93,500	II	Yes
Sharei Zedek	Jerusalem	500	140,000	55,000	III	Yes
Psychiatry	Beer Sheva	450	20,000	3,000	IV	Yes

THE COMPONENT OF THE PROGRAM IN NEW YORK STATE

On April 30, 2001, Dr. Rafael Olazagasti, Thomas J. Monahan, and Douglas P. Elkins met with staff of the Ben Gurion University of the Negev M.D. Program in International Health and Medicine in collaboration with Columbia University Division Health Sciences. Participants from the University included:

- **Gerald Fischbach**, MD, Dean Faculty of Medicine, and Vice President, Columbia University Health Sciences;
- **Joan Leiman**, PhD Chief of Staff to the Presidents & CEO of New York- Presbyterian Hospital, and former Senior Program Representative and Member, Steering Committee;
- **Thomas Q. Morris**, MD, Senior Associate Vice President, Health Services Division, Columbia University
- **Andrew Davidson**, PhD, Vice Dean, Mailman School of Public Health and member Steering and Admission Committee;
- **Richard Deckelbaum**, MD, Program Director, Columbia University International Health and Medicine Program;
- **Carmi Margolis**, MD, Program Director, Medical Program, Ben Gurion University;
- **Pamela Cooper**, MA, Administrative Director, Columbia University;
- **Stavi Baram**, MSc, Administrative Director, Ben Gurion University;
- **Lynne Quittell**, MD, Admissions Chair, Columbia University; and
- **Linda Lewis**, MD, Associate Dean, Student Affairs, member, Steering and Admissions Committees.

The visiting team received a general overview of the International Health and Medicine program comprising:

- A history of the International Program;
- The current state of the program;
- Staffing of the program in the U.S.
- Facilities in the U.S;
- Admissions of students;
- Program objectives; and
- Nature of the relationship between Ben Gurion University and Columbia University.

SUMMARY

The team thanks the University for the fine cooperation of the administration, faculty, and students during the team's visit to Beer Sheva. The team would like to give special thanks to Dr. Carmi Margolis and Stavi Baram who were invaluable to the team during the visit.

Based upon its observations and findings, the team concluded Ben Gurion University's program of medical education is International Medicine and Health is functioning effectively, students are prepared to engage in clinical clerkships

Regarding the preclinical curriculum, the visiting team observed that;

- The governance and the objectives of the International Medicine and Health Program are clearly understood by the faculty, administration, and participating students in the IHM Program;
- The process for admission to the IHM Program is clearly stated, available to all applicants, and closely followed by the administration;
- The basic science and clinical faculty is well prepared, motivated, stable, and comprises representatives from a number of disciplines and specialties;
- All students have access to the internet and have personal e-mail accounts available to them;
- The library adequately meets the needs of the students and faculty;
- The faculty engages in significant research that is often published in scholarly journals;
- The supply of cadavers is adequate;
- Faculty members have opportunities for personal and professional development through financial support to attend meetings and less often through sabbatical leaves and financial support for advanced study at other institutions;
- There is an on-going faculty evaluation program in place that involves peer and student evaluations; and
- The audio-visual support in laboratories and classroom is very good and positively supplements the basic science, and preclinical education of students in the IHM Program;
- The students are highly motivated and very supportive of the IHM Program;
- The students health-care, recreational, psychological, and education needs are considered to be important aspects of the lives of all students and are well supported by student services at the University;
- Although the University is interested in establishing clinical clerkships with affiliated institutions in New York State, there is no strategy in place to develop such affiliations and personnel have yet to be identified to coordinate, establish and maintain such affiliations; and
- The library collection is adequate to support the program of medical education and computer assisted instruction is available to supplement the coursework.

To increase the effectiveness of the medical education program the team recommends that the University consider:

- Developing a long-term, comprehensive program for establishing U.S.-based hospital affiliations that would include:
 - developing goals and objectives;
 - developing methods of evaluating and revising clinical coursework in the IHM Program;
 - work with the NY State Education Department to gain a thorough understanding of the expectations of the IHM Program relating to clinical education;
 - developing a budget for a program that would introduce clinical faculty in the U.S. to the IHM program and their role in the clinical education of students in the program; and
- developing a long term plan to determine the optimum enrollment for the IHM program and the impact on the medical school's:
 - budget;
 - facilities;
 - curriculum;
 - admissions procedure;
 - faculty and staff ; and
 - student services.

The team recommends that the University furnish the Department with a report in approximately 24 months on any developments in the IHM Program in the University concerning student recruitment, the enrollment, faculty, facilities, curriculum, student services, or clinical education. The report should focus on the areas of concern noted above and the program of clinical education in New York State. An interim site visit may be considered at the time of submission of the report should conditions warrant as determined by the Department.