DOCTOR OF MEDICINE (MD)

Visit program website. ([https://meded.ucsf.edu/md-program/](https://meded.ucsf.edu/md-program/))

Degree Offered: MD
Program Leadership:
Catherine Lucey, MD, Executive Vice Dean, School of Medicine and Vice Dean for Education
John Davis, PhD, MD, Associate Dean for Medical Education
Admissions Inquiries:
Hallen Chung, Director of Admissions

Program Description
At UCSF, the purpose of medical education is to educate learners who will improve the health of our communities and alleviate suffering due to illness and disease in our patients. The UC School of Medicine Bridges Curriculum educates MD graduates to excel in the competencies needed by 21st-century physicians. Our students work collaboratively with interprofessional teams to provide compassionate patient care while broadening their knowledge, advancing science, and seeking new ways to improve health care delivery in their communities and nationwide.

The MD program objectives ([https://meded.ucsf.edu/md-program/current-students/curriculum/md-program-objectives/](https://meded.ucsf.edu/md-program/current-students/curriculum/md-program-objectives/)) are defined by seven core MD competencies ([https://meded.ucsf.edu/md-program/current-students/curriculum/md-competency-milestones/](https://meded.ucsf.edu/md-program/current-students/curriculum/md-competency-milestones/)): patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, systems-based practice, and interprofessional collaboration.

The Bridges Curriculum is a three-phase, fully integrated curriculum delivered over four years:

- **Foundations 1 ([https://meded.ucsf.edu/foundations-1/](https://meded.ucsf.edu/foundations-1/))**: Students gain foundational knowledge in basic and clinical sciences while building the habits of mind of an inquiring physician, contributing to the health of patients and improving the delivery of health care.
- **Foundations 2 ([https://meded.ucsf.edu/foundations-2/](https://meded.ucsf.edu/foundations-2/))**: During their immersion in team-based clinical settings, students advance their patient care and systems improvement skills, while revisiting core concepts in foundational science as they relate to patient care decisions.
- **Career Launch ([https://meded.ucsf.edu/career-launch/](https://meded.ucsf.edu/career-launch/))**: During this individualized phase of the curriculum, students choose clinical experiences and a scholarly project aligned with their career goals.

Learn more about the Bridges Curriculum ([https://meded.ucsf.edu/md-program/current-students/curriculum/bridges-curriculum-overview/](https://meded.ucsf.edu/md-program/current-students/curriculum/bridges-curriculum-overview/))

Admission Requirements
Premedical students should pursue a four-year undergraduate curriculum and obtain a baccalaureate degree before entering medical school. Prerequisite courses include: a year of biology with laboratory, a year of chemistry including at least one semester of organic chemistry, at least semester of physics, and one course in biochemistry. While these courses constitute the basic foundation for all applicants, most successful applicants will have gone beyond these prerequisites and will have demonstrated the ability to perform at a high level academically.

Applicants should take the Medical College Admission Test (MCAT) prior to entry at the medical school. UCSF considers the unique qualifications of each individual applicant. Consistent with this philosophy, UCSF accepts students with a wide range of undergraduate pursuits and accomplishments. Student selection is based on an appraisal of those intellectual and personal characteristics that the admissions committee regards as desirable for prospective medical students and physicians. Both cognitive and non-cognitive factors play an important part in the selection process. For more information, please visit [meded.ucsf.edu/admissions-md-program](https://meded.ucsf.edu/admissions-md-program).

Learning Outcomes
The MD program objectives are the graduation milestones for the UCSF School of Medicine. Upon graduation from the UCSF MD Program, students are required to have demonstrated competence in the competencies listed below. For each competency, a set of milestones defines the expected progress throughout medical school toward achieving competence.

Patient Care
Graduates will be able to:

- Gather complete and focused histories from patients, families, and electronic health records in an organized manner, appropriate to the patient’s condition and the individual, interpersonal, and structural factors that impact health
- Conduct complete and focused physical exams, using technology-enhanced physical diagnosis tools where appropriate, interpreting abnormalities and maintaining patient comfort
- Present encounters efficiently, including relevant gathered information, assessment, and plan
- Document patient encounters accurately, efficiently, and promptly including independent authorship for reporting of information, assessment, and plan
- Manage patients as part of a team, including prioritizing patient care tasks efficiently to provide high-quality care that addresses their medical and social needs

Medical Knowledge
Graduates will be able to:

- For the UCSF 49, establish and maintain knowledge necessary for the preventive care, diagnosis, treatment, and management of medical problems
- Through an inquiry-oriented and analytic approach to learning and patient care, develop and implement approaches for generating and applying new knowledge, including an individual course of study that emphasizes inquiry, discovery, and dissemination
- For the UCSF 49, select, justify, and interpret diagnostic tests and imaging
- For the UCSF 49, diagnose and explain clinical problems
- Use electronic decision support tools to inform clinical reasoning and decision making
- For the UCSF 49, select and apply basic preventive, curative, and/or palliative therapeutic strategies

Practice-Based Learning and Improvement
Graduates will be able to:

- Conduct complete and focused physical exams, using technology-enhanced physical diagnosis tools where appropriate, interpreting abnormalities and maintaining patient comfort
- Present encounters efficiently, including relevant gathered information, assessment, and plan
- Document patient encounters accurately, efficiently, and promptly including independent authorship for reporting of information, assessment, and plan
- Manage patients as part of a team, including prioritizing patient care tasks efficiently to provide high-quality care that addresses their medical and social needs

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- For the UCSF 49, diagnose and explain clinical problems
- Use electronic decision support tools to inform clinical reasoning and decision making
- For the UCSF 49, select and apply basic preventive, curative, and/or palliative therapeutic strategies

Practice-Based Learning and Improvement
Graduates will be able to:
Graduates will be able to:

- Locate, appraise, and apply evidence from scientific studies related to patients' health needs
- Critically reflect on one's own performance to identify strengths and challenges; reflect on and address the impact that personal biases, identity, and privilege have on interactions and decision-making; set learning and improvement goals; and engage in learning activities that address one's gaps in knowledge, skills, and/or attitudes
- Employ strategies for seeking, receiving, acting upon, and delivering feedback, and contribute to a culture of openness to and appreciation of feedback

**Interpersonal and Communication Skills**

Graduates will be able to:

- Communicate effectively in interpersonal and electronic communications with patients, families, peers, and other team members of diverse backgrounds, languages, cultures, and communities using strategies to build alliances, promote inclusion and equity, and ensure patient, peer, or other team members' understanding
- Demonstrate sensitivity, honesty, and compassion in difficult conversations with patients and families
- Share and elicit information and negotiate management plans using shared decision making with patients and their families
- Anticipate, interpret, and respond to one's own and others’ emotions to manage interpersonal interactions effectively

**Professionalism**

Graduates will be able to:

- Form relationships with patients, families, and colleagues that demonstrate sensitivity and responsiveness to how others define their culture, race/ethnicity, age, socioeconomic status, gender, gender identity, sexual orientation, religion, spirituality, disabilities, and other aspects of diversity and identity
- Demonstrate respect, compassion, honesty, and integrity when interacting with patients, families, colleagues, and teams
- Balance the needs of patients and health care team with one's own needs
- Recognize the need for additional help or supervision and seek it accordingly
- Demonstrate accountability and reliability, including initiative, responsiveness, and follow-through, in interactions with patients, families, and colleagues in interpersonal and electronic communications, including electronic health records
- Practice with a commitment to ethical principles, social justice, and societal needs, including maintaining patient confidentiality, responding to medical errors and healthcare disparities, respecting patient autonomy, maintaining appropriate boundaries, and using electronic communications, including social media, appropriately
- Adhere to institutional, regulatory, and professional standards and administrative expectations; personal, patient, and public safety; adhere to principles of ethical research; and manage conflicts of interest
- Demonstrate healthy coping mechanisms to respond to stress, including using resources to promote wellness and maintain professional behavior
- Demonstrate ongoing commitment to one's own professional identity formation as a physician accountable to patients, society, and the profession

**Systems-Based Practice**

Graduates will be able to:

- Collaborate to coordinate patient care within and across health care systems, including patient hand-offs
- Participate in a systematic approach to promote patient safety
- Participate in continuous improvement in a clinical setting, utilizing a systematic and team-oriented approach to improve the quality and value of care for patients and populations
- Apply understanding of current and historical factors affecting health equity, including structural inequalities in access to and quality of health care, to improve the health of patients and communities

**Interprofessional Collaboration**

Graduates will be able to:

- Use the knowledge of one's own role in different teams and settings and the roles of other health professionals to assess and address the health care needs of patients and populations
- Communicate with other health professionals in a responsive and responsible manner that supports a collaborative approach to the maintenance of health and the treatment of disease in patients and populations
- Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust

**Dual Degree/Special Programs**

Students in special programs may have additional requirements. Learn more ([https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/degrees-and-programs/education-programs/](https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/degrees-and-programs/education-programs/)).

- MD/Masters in Advanced Studies (MD/MAS) ([https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/degrees-and-programs/education-programs/#MD/MAS](https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/degrees-and-programs/education-programs/#MD/MAS))
- MD with Distinction ([https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/degrees-and-programs/education-programs/#MD-with-Distinction](https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/degrees-and-programs/education-programs/#MD-with-Distinction))
- Medical Scientist Training Program (MSTP) ([https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/degrees-and-programs/education-programs/#MSTP](https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/degrees-and-programs/education-programs/#MSTP))
- UC Berkeley · UCSF Joint Medical Program (MD, MS) ([https://catalog.ucsf.edu/programs/public-health-mph-md/](https://catalog.ucsf.edu/programs/public-health-mph-md/))
- MD, Masters of Public Health (MPH) Program ([https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/degrees-and-programs/education-programs/#MD/MPH](https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/degrees-and-programs/education-programs/#MD/MPH))
- Program in Medical Education for the Urban Underserved (PRIME-US) ([https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/degrees-and-programs/education-programs/#PRIME](https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/degrees-and-programs/education-programs/#PRIME))
- San Joaquin Valley Program in Medical Education (SJV PRIME) ([https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/degrees-and-programs/education-programs/#SJV-PRIME](https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/degrees-and-programs/education-programs/#SJV-PRIME))
• MD, PhD in History of Health Sciences (https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/degrees-and-programs/education-programs/#history-of-health-sciences)

Additional Information

Foundations 1 Leadership
https://meded.ucsf.edu/md-program/current-students/curriculum/bridges-faculty#Foundations-1-Leadership

Foundations 2/Career Launch Leadership
https://meded.ucsf.edu/md-program/current-students/curriculum/bridges-faculty#Foundations-2Career-Launch-Leadership

Career Outcomes
https://meded.ucsf.edu/md-program/current-students/student-services/advising-career-development/

Degree Requirements

Foundations 1
Successful completion and passing grade in IDS 121A, IDS 121B, IDS 123A, IDS 121C, IDS 121D, IDS 122A, IDS 122B, IDS 122C.

Foundations 2 Requirements in Weeks

<table>
<thead>
<tr>
<th>Activity</th>
<th>No Prior Scholarly Work</th>
<th>Prior Scholarly Work</th>
<th>Late start to F2 (e.g. MSTP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Core Clerkships: MED 110 = 8 weeks</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 7 Clerkships block format</td>
<td></td>
<td></td>
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<tr>
<td>• 1 Clerkship longitudinally</td>
<td></td>
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<tr>
<td>FCM 110 (1 full clinic day every other week)</td>
<td>24 weeks</td>
<td>24 weeks</td>
<td>24 weeks</td>
</tr>
<tr>
<td>OBGYN 110 = 6 weeks</td>
<td>9</td>
<td></td>
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</tr>
<tr>
<td>NEURO 110 = 4 weeks</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYCH 110 = 4 weeks</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANES 110 = 2 weeks</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCM 110 = 22 full-day sessions and FCM Seminar on FS-in-F2 Day</td>
<td>2 units (winter, spring, summer qtr.) 3 units (fall qtr.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCM Seminar/ADR/FS-in-F2 Day (1 full day every other week)</td>
<td>22 sessions</td>
<td>1.5/qtr.</td>
<td></td>
</tr>
<tr>
<td>ARCH</td>
<td>2 weeks</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Clinical Immersion Experiences (CIExes)</td>
<td>6 weeks</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Flex Time (may be used as vacation or for additional CIEx)</td>
<td>2 weeks</td>
<td></td>
<td></td>
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<tr>
<td>Vacation</td>
<td>2 weeks</td>
<td></td>
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<tr>
<td>Total</td>
<td>50 weeks</td>
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</tbody>
</table>

1 Students are not required to attend FCM 110 or the FS-in-F2 Day during scheduled vacation or on University holidays.

Career Launch Requirements in Weeks

<table>
<thead>
<tr>
<th>Activity</th>
<th>No Prior Scholarly Work</th>
<th>Prior Scholarly Work</th>
<th>Late start to F2 (e.g. MSTP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Career Launch/Designing Clinical Research</td>
<td>4 weeks</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Clinical Requirements/ Rotations</td>
<td>20 weeks</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Inquiry Deep Explore</td>
<td>2 weeks</td>
<td>1-2 weeks</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Coda</td>
<td>3 weeks</td>
<td>3 weeks</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Unscheduled</td>
<td>8 weeks</td>
<td>32-33 weeks</td>
<td>16 weeks</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61 weeks</td>
<td>61 weeks</td>
<td>45 weeks</td>
</tr>
<tr>
<td>SPAN</td>
<td>16 1/2 day sessions</td>
<td>16 1/2 day sessions</td>
<td>16 1/2 day sessions</td>
</tr>
</tbody>
</table>

1 Students will be required to either attend sessions or complete intersessions modules (~24 hours content) as independent study.
2 Minimum of 12 weeks within Inquiry Deep Explore must be for scholarly Inquiry Deep Explore project work. The additional 8 weeks can be used for clinical work, scholarly Inquiry Deep Explore project work, or other credit-bearing work such as teaching.
3 Students who start Career Launch late will convert the first scheduled ARCH week to unscheduled time.

Career Launch Clinical Requirements/Rotation Categories

Advanced Core Skills: Meeting UCSF Milestones and entering ACGME specialty zero milestones (if applicable) while student is functioning as a primary caretaker in an intern role. 12 weeks total

- Advanced Medicine (Med 140.01/FCM 140.40) 4-week rotation; required of all students
- Acute/Urgent Care. 4-week rotation
- Advanced Specialty & Sub-Specialty. 4 weeks total

Elective Skills: 12 weeks total

Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERDEPT 121A</td>
<td>Foundations 1</td>
<td>9</td>
</tr>
<tr>
<td>INTERDEPT 121B</td>
<td>Foundations 1</td>
<td>20</td>
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<td>INTERDEPT 121C</td>
<td>Foundations 1</td>
<td>18</td>
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<tr>
<td>INTERDEPT 121D</td>
<td>Foundations 1</td>
<td>12</td>
</tr>
<tr>
<td>INTERDEPT 122A</td>
<td>Foundations 1</td>
<td>11</td>
</tr>
<tr>
<td>INTERDEPT 122B</td>
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<tr>
<td>INTERDEPT 122C</td>
<td>Foundations 1</td>
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<td>INTERDEPT 123A</td>
<td>Inquiry Immersion 1</td>
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<tr>
<td>ANE PERIOP 110</td>
<td>Anesthesia Core Clerkship</td>
<td>0.5-3</td>
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<tr>
<td>Course Code</td>
<td>Course Description</td>
<td>Credits</td>
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<tr>
<td>SURGERY 140.18</td>
<td>Advanced Solid Organ Transplantation</td>
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<tr>
<td>SURGERY 140.19</td>
<td>Advanced General Surgery - Fresno</td>
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<tr>
<td>SURGERY 140.21</td>
<td>Advanced Trauma Surgery - Fresno</td>
<td>6</td>
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<tr>
<td>SURGERY 140.22</td>
<td>Advanced Trauma &amp; General Surgery</td>
<td>6</td>
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<tr>
<td>SURGERY 140.23</td>
<td>Advanced Surgical Critical Care</td>
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<tr>
<td>UROLOGY 140.01</td>
<td>Advanced Inpatient Urology</td>
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<td>UROLOGY 140.03</td>
<td>Advanced Urology Apprenticeship</td>
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<tr>
<td>ANE PERIOP 130.01</td>
<td>Pain Management Elective</td>
<td>1.5-3</td>
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<tr>
<td>ANE PERIOP 130.02</td>
<td>Equity in Pain Medicine</td>
<td>1.5-3</td>
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<td>DERMATOL 130.01</td>
<td>Introduction to Dermatology</td>
<td>1.5-3</td>
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<tr>
<td>DERMATOL 130.02</td>
<td>Advanced Dermatology - Fresno</td>
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<tr>
<td>DERMATOL 130.03</td>
<td>Clinical Dermatology</td>
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<tr>
<td>EMERG MED 130.01</td>
<td>Emergency Medicine</td>
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<tr>
<td>EMERG MED 130.02</td>
<td>Emergency Medicine - KLIC-East Bay</td>
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<tr>
<td>EMERG MED 130.03</td>
<td>Emergency Medicine - KLIC-SF</td>
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<tr>
<td>EMERG MED 130.04</td>
<td>Emergency Medicine/Acute Care - PISCES</td>
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<tr>
<td>EMERG MED 130.05</td>
<td>Ultrasound Emergency Medicine</td>
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<tr>
<td>EMERG MED 130.06</td>
<td>Emergency Medicine Apprenticeship - Fresno</td>
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<tr>
<td>FAM CM MED 130.01</td>
<td>Outpatient Family Medicine Apprenticeship</td>
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</tr>
<tr>
<td>FAM CM MED 130.02</td>
<td>Family Medicine with Maternity Care</td>
<td>3</td>
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<tr>
<td>FAM CM MED 130.03</td>
<td>Women's Health and HIV Care in Family</td>
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<tr>
<td>INTERDEPT 130.01</td>
<td>Subacute Care of Complex and Older Adults</td>
<td>1.5-3</td>
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<tr>
<td>INTERDEPT 130.02</td>
<td>Eating Disorders</td>
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<tr>
<td>INTERDEPT 130.03</td>
<td>Musculoskeletal Elective</td>
<td>3</td>
</tr>
<tr>
<td>INTERDEPT 130.04</td>
<td>Medicine Consult &amp; Orthopaedic Comanagement Service</td>
<td>3</td>
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<tr>
<td>INTERDEPT 130.05</td>
<td>Demystifying Pathology</td>
<td>1.5-3</td>
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<tr>
<td>INTERDEPT 130.06</td>
<td>Multidisciplinary Head and Neck Oncology</td>
<td>1.5-3</td>
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<tr>
<td>INTERDEPT 130.07</td>
<td>Integrative Care for Autism &amp; Neurodevelopment</td>
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<tr>
<td>INTERDEPT 130.08</td>
<td>Care for Adolescents &amp; Adults with Disabilities</td>
<td>3</td>
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<tr>
<td>INTERDEPT 130.09</td>
<td>Enhancing Antibiotic Expertise</td>
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<td>INTERDEPT 130.10</td>
<td>Critical Care Medicine</td>
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<tr>
<td>INTERDEPT 130.11</td>
<td>Children's Oral Health for Primary Care Providers</td>
<td>1.5-3</td>
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<td>INTERDEPT 130.12</td>
<td>Career Choice Elective - KLIC-East Bay</td>
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<td>INTERDEPT 130.13</td>
<td>Career Choice Elective - KLIC-SF</td>
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<tr>
<td>INTERDEPT 130.14</td>
<td>Career Choice Elective - PISCES</td>
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<td>INTERDEPT 130.15</td>
<td>Clinical Reasoning Focused Skill-Building Elective</td>
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<td>INTERDEPT 130.16</td>
<td>Model SFGH Community Health</td>
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<tr>
<td>INTERDEPT 130.17</td>
<td>Surgical Subspecialties - PISCES</td>
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<tr>
<td>INTERDEPT 130.18</td>
<td>Physician Scientist Clinical/Translational Experience</td>
<td>1.5-3</td>
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<tr>
<td>INTERDEPT 130.19</td>
<td>Outpatient Cardiology Interprofessional Experience</td>
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<tr>
<td>LAB MED 130.01</td>
<td>CIE - Introduction to Hematology and Hematopathology</td>
<td>1.5-3</td>
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</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PEDIATRICS 140.01</td>
<td>Pediatric Hematology Consult Elective</td>
<td>6</td>
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<tr>
<td>PEDIATRICS 140.02</td>
<td>Pediatric Pulmonary</td>
<td>6</td>
</tr>
<tr>
<td>PEDIATRICS 140.03</td>
<td>Gastroenterology &amp; Nutrition</td>
<td>6</td>
</tr>
<tr>
<td>PEDIATRICS 140.04</td>
<td>Inpatient Pediatric Clerkship - Fresno</td>
<td>6</td>
</tr>
<tr>
<td>PEDIATRICS 140.05</td>
<td>Pediatric Rheumatology</td>
<td>6</td>
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<tr>
<td>PEDIATRICS 140.06</td>
<td>Pediatric Infection Disease</td>
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</tr>
<tr>
<td>PEDIATRICS 140.07</td>
<td>Allergy &amp; Immunology</td>
<td>6</td>
</tr>
<tr>
<td>PEDIATRICS 140.08</td>
<td>Adolescent Medicine</td>
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