About the UC Berkeley-UCSF Joint Medical Program

The Program

The Joint Medical Program (JMP) is a 5-year Master of Science/M.D. Program. The first three years of the Program are spent on the Berkeley campus, completing the preclerkship medical curriculum required for M.D. licensure and elective coursework in support of a health-related master’s thesis. A minimum of 20 units is required for the M.S. degree. Courses may be selected from any campus department. The M.S. degree is offered in Health and Medical Sciences (HMS).

Upon satisfactory completion of the preclerkship M.D. curriculum, elective courses, and thesis, students take the U.S. Medical Licensing Exam, Step 1. Students then transition to UCSF where they complete two years of clinical clerkships. Upon satisfactory completion of this phase of the program, students are awarded the M.D. degree.

Our Mission

The mission of the UC Berkeley-UCSF Joint Medical Program is to train physician-leaders in the human, sociocultural, and bioethical contexts of health and disease.

In pursuing this goal, the Joint Medical Program values and seeks to reflect:

- a commitment to exemplary education in the basic medical sciences
- a focus on cross-disciplinary research in the humanities, social and behavioral sciences, and public health
- an investment in education conducted in communities, by community physicians
- a spirit of innovation in the design of a medical education curriculum
- an orientation toward student-initiated, cooperative, small group problem-based learning
- a responsibility for fostering self-reflective growth and inquiry among its students, and
- a dedication to nurturing the creative potential of human diversity.

A Brief History

The UC Berkeley medical program was created in Spring 1971 as a health sciences and medical education program based on a broader definition of health than medical care alone. It was designed to be responsive to societal and student needs and flexible enough to change as these needs changed. A grant from the Dextra Baldwin McGonagle Foundation provided planning funds for the proposed program.

The first class in the Summer of 1972 was made up of students who had already been admitted to the Graduate Division of UC Berkeley. These students were given a broadly based preclinical two years at UC Berkeley after which they were to seek admission to traditional medical schools for the last two clinical years, leading to the M.D. degree. However, the Liaison Committee on Medical Education (LCME) of the American Medical Association and the Association of American Medical Colleges did not then accredit two-year programs and so recommended concurrent registration at UCSF. The LCME recommendation was adopted in 1973 and in the Fall of that year the LCME approved this shared program.

In the Fall of 1974, funds for planning were allocated from the State to support the UC Berkeley-UCSF Joint Experimental Program in Medical Education, since renamed the UC Berkeley-UCSF Joint Medical Program. In the Spring of 1978 the first class was selected for the 5-year program: three post-baccalaureate preclerkship years at Berkeley followed by the two clinical years at UCSF.

The focus has shifted over the years from producing primary care physicians toward training physician-leaders who are knowledgeable in the social, behavioral, ethical, and human aspects of medicine, and who can play key roles in a rapidly shifting health care system.

In 1993 the Joint Medical Program became part of the highly respected School of Public Health at UC Berkeley. The joint venture with UCSF continues. Course offerings in the School of Public Health have historically been utilized by the medical students in support of their preclerkship and M.S. curricula. The affiliation reflects our continuing effort to provide leading-edge medical education that meets the needs of a changing health care environment. Throughout the past three decades, the JMP’s admissions process has consistently selected students for their intellectual aptitude and curiosity, as well as their human qualities of empathy, integrity, and concern. Our students also demonstrate a keen interest in and potential for Master’s thesis research (a hallmark of this program) and for practicing medicine with utmost professionalism.
Graduates

Two questions frequently asked about the Joint Medical Program are “Where are your graduates?” and “What are they doing?”

The M.D.

Joint Medical Program graduates have taken many paths, approximately half choosing residencies in primary care, defined as Internal Medicine, Family Practice, Pediatrics, and Preventive Medicine. Fellowships and additional training have taken some into a broad array of clinical, teaching, public health and academic careers.

A summary of Residency Match Results for Joint Medical Program graduates from 2000-2007 reveals the following specialty choices:

- Anesthesiology: 2
- Dermatology: 1
- Diagnostic Radiology: 1
- Emergency Medicine: 6
- Family Practice: 17
- Internal Medicine: 11
- Internal Medicine/Primary Care: 16
- Medicine/Peds: 2
- Obstetrics & Gynecology: 6
- Ophthalmology: 1
- Pathology: 1
- Pediatrics: 12
- Pediatrics/Primary Care: 5
- Psychiatry: 12
- Surgery: 4
- Urology: 2

The Master’s Program: Curriculum & Thesis Process

The M.S. degree is an academic degree in Health and Medical Sciences and requires writing a research thesis. Thus, the M.S. portion of the JMP offers students the opportunity to do academic research while in medical school. The topic must be health-related and the research supported by a coherent and scholarly program of study approved by the Master’s Faculty.

A major benefit of the Master’s program is the opportunity to work closely with faculty from the academic departments at UC Berkeley and UCSF. Students work closely with thesis advisors to develop and refine the research topic and work out an appropriate schedule of seminars and courses. Courses in research methodology are required.

Topics for the Master of Science in Health and Medical Sciences reflect the wide interests of our students and faculty, and fulfill the goal of training physicians who can think “outside the box.” Students have contributed to scholarship in their area of interest through studies that explore questions through diverse lenses, including epidemiological, ethical, policy, economic, historical, anthropological, artistic, clinical, and scientific aspects of human health and disease.

Sample of Recent Thesis Titles

- Reuniting the “Disappeared” Children of El Salvador with their Biological Families
- Adolescent Attitudes toward and Experiences with the Vaginal Ring
- Self Medication and Antibiotic Resistance in Rio de Janeiro, Brazil
- Pthalates & Male Reproductive Health: Estimation of Daily Intake Doses in Pregnant Women from an Epidemiologic Study
- From the Constitution to The Hospital: Universal Health Care in Thailand
- “There is Such a Thing as Too Many Daughters, but Not Too Many Sons”: The Intersection of Medical Technology, Son Preference, and Sex Selection Among South Asian Immigrants in the United States
- Training Traditional Birth Attendants in Bangladesh: A New Model for Integration
- Healthcare at the Crossroads: Health Experiences and Perceived Health Access Among Emancipated Foster Youth in Alameda County, California
- The effects of contact lenses and hypoxia on the upregulation of surfactant protein D by corneal epithelial cells in response to Pseudomonas aeruginosa
- Medical Prophecy in Critical Illness: Understanding Doubt Amongst Surrogate Decision-Makers in the Ability of Physicians to Accurately Prognosticate
- Unraveling the Kinship Network: Child Labor and Migration in Togo
- Reasons to Donate - The Perspectives of Dialysis Patients on Kidney Donation
- From Physiology to Meaning: Finding the Sentient Body within the Placebo Effect
- Caregivers of Elders and the Caregiver Career: Predictors of Institutionalization and Caregiver Attrition
- Self-Help Groups and Social Integration of People with Disabilities in Cambodia
- The Trauma Story: A Qualitative and Quantitative Exploration of Iraqi Survivors’ Experiences
- “Help me!” and “Leave me alone!” - The Pregnancy Experiences of Telegraph “Street Kids”
The Curriculum

The First Three Years: Berkeley Campus
All learning in our core medical curriculum is problem-based, involving students in small-group discussions of clinical cases and integrating the basic and preclerkship sciences. Called the CICBC (Contextually Integrated Case-Based Curriculum), our core medical curriculum fosters an understanding of the biological, social, public health, and ethical contexts of human health and disease.

Our small CICBC classes provide a flexible learning environment. Entering students will find an emphasis on group process in which working with peers to solve problems forms the basis of the learning experience. Please visit jmp.berkeley.edu/curriculum/index.htm.

The initial summer anatomy course combines more traditional lecture-based instruction with introduction of case-based learning, as well as laboratory work.

Clinical Skills are taught by community-based physicians under the direction of the Program’s clinical coordinators, who are also faculty physicians. The Program uses the extensive facilities of Bay Area community hospitals and clinics.

The research curriculum, taught by the Master’s faculty, offers small-group-based training in research skills as well as a supportive environment for implementing and completing students’ research.

Together with the faculty, our students are engaged in a dynamic learning environment designed to teach the complex interrelated nature of health, illness, and community while promoting discovery, self-reflection, and life-long learning.

The Last Two Years: San Francisco Campus
Upon satisfactory completion of the three-year UC Berkeley phase of the program and awarding of the M.S. degree, and after passing Step 1 of the USMLE, students transition to the UCSF School of Medicine for the final two clerkship years. Clinical Studies offers students a range of experiences and opportunities in the fields of medicine. The Clinical Studies curriculum consists of the third-year (JMP fifth year) rotations, as well as the Areas of Concentration program. All of these place emphasis on connections across disciplines, thematic learning objectives, and student-directed discussion following clinical experiences. For detailed information on the clerkship years, please visit www.medschool.ucsf.edu/curriculum/clinical/guide.

YEAR I

SUMMER
- HMS 201, Human Anatomy & Develop w/lab–8 units
- HMS 203, Radiology/Anat Correlate–1 unit
- HMS 261, Thesis Seminar–1 unit

FALL
- HMS 200A, CICBC–10 units
- HMS 202A, Clinical Skills–2 units
- HMS 261, Thesis Seminar–2 units
- PH 250A, Epidemiology–3 units

SPRING
- HMS 200B, CICBC–10 units
- HMS 202B, Clinical Skills–2 units
- HMS 261, Thesis Seminar–2 units
- Master’s elective

YEAR II

SUMMER
- Master’s coursework option
- Master’s field work

FALL
- HMS 200C, CICBC–10 units
- HMS 202C, Clinical Skills–2 units
- HMS 299, Independent Study
- Master’s elective
- HMS 298, Thesis Working Group–1 unit

SPRING
- HMS 200D, CICBC–10 units
- HMS 202D, Clinical Skills–2 units
- HMS 299, Independent Study
- Master’s elective
- HMS 298, Thesis Working Group–1 unit

YEAR III

SUMMER
- Master’s field work

FALL
- HMS 200E, CICBC–10 units
- HMS 202E, Clinical Skills–2 units
- HMS 298, Thesis Working Group–1 unit

SPRING
- HMS 200F, CICBC–7 units
- HMS 202F, Clinical Skills–1 unit
- HMS 298/299–4 units

The M.S. degree is an academic degree in Health and Medical Sciences. Students must complete a minimum of 20 semester units of upper-division and graduate courses, and a thesis. Units applied toward the Master’s component should reflect a cohesive program of study supporting the student’s research. All students are required to include methods and content courses.

CICBC = Contextually Integrated Case-Based Curriculum; see HMS 200A-F in course list on p. 8
HMS = Health and Medical Sciences
PH = Public Health

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The UC Berkeley-UCSF Joint Medical Program now offers the Program in Medical Education for the Urban Underserved (PRIME-US) in conjunction with the UCSF School of Medicine. PRIME-US is a curricular track for students who evidence a strong interest in caring for urban medically underserved populations in our community.

The medical education experience for these students equips and supports them to devote their careers to improving the health of the urban underserved through leadership roles as community-engaged clinicians, educators, researchers, and social policy advocates.

In addition to and coordinated with the JMP medical curriculum, the PRIME-US curriculum includes:

- Biweekly seminars on community-based experiences. For example, experts on homelessness, immigrant health, the prison system, health care disparities and more will come to speak and share their work.
- An immersion clinical experience, for the full duration of their medical school training, at a community site focused on providing care for underserved populations.
- Master’s thesis work related to health care and social advocacy for the urban underserved in our community.
- Strong academic and social support provided by dedicated staff and faculty to ensure personal, professional and academic success.
- Clinical clerkships (following matriculation to UCSF and joining with the PRIME-US students there) with rotations in underserved communities, including San Francisco General Hospital and the Fresno campus of UCSF.

### How to Apply

Application to the Joint Medical Program is made online through the American Medical College Application Service (AMCAS) by designating the University of California San Francisco School of Medicine. Applicants who pass a preliminary review by UCSF will be offered a secondary application electronically from UCSF that will allow application to the Joint Medical Program and to its PRIME-US Program.

The DEADLINE for applications to AMCAS is OCTOBER 15 each year.

### THE PROCESS

After submitting the secondary application to UCSF, JMP applicants who are selected for interview will be notified by the School of Medicine at UCSF. Interviews will be arranged by the JMP Admissions Coordinator, and applicants will be sent electronically an application to the Graduate Division of the University of California at Berkeley. Interviews for the Joint Medical Program are separate from those for the UCSF traditional program or the Medical Scientist Training Program (MSTP). The JMP Admissions Panel is composed of faculty members and student representatives from both the UCSF and Berkeley campuses and is part of the larger UCSF Admissions Committee. The results of the interviews and deliberations of the JMP Admissions Panel are separate from those of the School of Medicine, and applicants offered admission to both the Joint Medical Program and the School of Medicine at UCSF will be required to make a choice.

Newly admitted JMP students start 8 weeks of required coursework in June of their year of admission.

### ADMISSION REQUIREMENTS

Since JMP applicants are admitted as both medical and graduate students, all applicants should review the UCSF website and meet UCSF admission requirements. Details of the admission requirements for the M.D., including prerequisite courses, are outlined on the UCSF School of Medicine website at [www.medschool.ucsf.edu/admissions](http://www.medschool.ucsf.edu/admissions). In addition to the academic requirements listed on the UCSF website, the JMP recommends upper-division courses in the biological, behavioral, and social sciences. An introductory course in statistics is strongly recommended.

UC Berkeley Graduate Division minimum requirements are a bachelor’s degree or recognized equivalent from an accredited institution; a minimum GPA of 3.0; and the MCAT (in lieu of the GRE). The MCAT must be taken within 3 years of application. For additional information on graduate study at UC Berkeley, please visit the Graduate Division’s pages for prospective students at [www.grad.berkeley.edu/prospective/index.shtml](http://www.grad.berkeley.edu/prospective/index.shtml).

Admission requirements are high. The successful applicant must demonstrate the ability to master the scientific complexities of today’s medical curriculum, plus a strong interest in master’s thesis work.

One must also demonstrate clear motivation for wanting to become a doctor and a commitment to working with and helping people. The JMP seeks applicants with the motivation and ability to conduct research into the biological, behavioral, or policy aspects of health and to complete a master’s thesis. Prior experience in independent study or research in science, social science, or humanities is strongly encouraged but not required.

The JMP welcomes applicants from all backgrounds. The faculty is committed to increasing the number of physicians in the profession from populations that are underrepresented in the medical profession relative to their numbers in the general population of California. This includes increasing representation of life and perspectives that are underrepresented in the profession, such as socioeconomically disadvantaged groups.
The following section is designed to help you estimate the cost of graduate school at UC Berkeley and to acquaint you with the resources and options available to help you finance your education.

Numerous programs—from fellowships and grants-in-aid, to loans, research assistantships, teaching appointments, and subsidized housing and child care—provide ways you can cut the cost of graduate/medical school. Some of the programs are merit-based and administered through the Graduate Division Fellowship Office; others are need-based and administered through the Financial Aid Office.

**COST**

The campus financial aid office computes a 9-month budget every year to help you estimate the average annual cost for a Joint Medical Program education. These budgets are found at the link “Cost of Attendance” on the right at students.berkeley.edu/fao/graduate/. They reflect San Francisco Bay Area costs for housing, utilities, food, transportation, books and school supplies, and personal expenses. Budgets are recalculated every year to account for changes in the cost of living and fees.

The UC Berkeley – UCSF Joint Medical Program is a 12-month program in the first year, with entering students enrolling full-time in required courses that commence in June. An additional amount for summer session fees and summer living expenses should be added to the first year estimated student budget. For summer session fees, please visit summer.berkeley.edu/mainsite/fees.html. Note that JMP students must take 10 units their first summer. Students are not required to enroll in summer sessions after their first year.

All students in University of California medical schools pay a Professional Degree Fee. JMP students are assessed this fee during their second and third years of the JMP Program and their remaining two years at the UCSF campus.

All JMP students must own a networkable computer. Upon matriculation, students may apply for a departmental grant available to assist in computer purchases.

**Legal Residency and Fees**

Every entering student is classified as a resident or nonresident of California for tuition purposes. Detailed information on establishing residency and documenting financial independence is available from the Office of the Registrar’s website at registrar.berkeley.edu/GeneralInfo/FAQS.html and also see “Legal Residency and Fees” section at www.grad.berkeley.edu/admissions/cost_fees.shtml.

**Financial Planning Guide for Graduate Students**

A variety of merit-based awards is available for graduate students. JMP students primarily apply for a Block Grant Fellowship (administered by the JMP).

Some JMP students serve each year as Graduate Student Instructors in upper and lower-division undergraduate courses or as Graduate Student Researchers. Students apply for these opportunities as they are available.

The majority of JMP students fund their medical education through a variety of need-based loans: Federal Direct Loan**, Unsubsidized Federal Direct Loan**, Work Study, Perkins Loan and the Graduate Opportunity Program. California State Graduate Fellowships may be available to legal California residents who plan college or university teaching.

The FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) designating UC Berkeley must be submitted before your JMP interview. UC Berkeley’s institution code is 001312.

*All fees are subject to change without notice.
**All federal regulations subject to change.

In addition to the links provided above, for more information regarding costs and fees during the three years on the UC Berkeley campus, please visit:

The Graduate Division’s Tuition Costs and Fees page at www.grad.berkeley.edu/admissions/cost_fees.shtml.

The Office of the Registrar’s Fee Schedule at registrar.berkeley.edu/Registration/feesched.html.

Be sure to scroll down to Graduate Professional / UC Berkeley – UCSF Joint Medical Program fees.
UC Berkeley’s library system is one of the best research collections in the country. The system consists of the Doe/Moffitt Libraries, the Bancroft Library, and approximately 18 subject specialty libraries serving academic disciplines in the sciences, social sciences and humanities. Additionally, there are a number of libraries which contain specialized research collections of unique materials associated with organized research units, academic departments, and professional schools.

The Fong Optometry & Health Sciences Library (www.lib.berkeley.edu/OPTO) is one of eight science specialty libraries on the Berkeley campus. Its staff and services provide a full range of library services in support of the varied and interdisciplinary information needs of the students, faculty and staff of the UC Berkeley - UCSF Joint Medical Program. Close ties with other libraries on campus, especially the life sciences libraries, ensure that basic science and clinical research material in great depth and scope is available. The California Digital Library and the Fong Library provide access to numerous bibliographic databases and hundreds of electronic journals relevant to health and medical sciences. Most of these resources are also available to faculty, staff and students in their homes and offices. Internet access is available in most campus locations though the wireless network, AirBears.

The health sciences librarian provides instruction in information-seeking and management skills through class-integrated and drop-in workshops offered over the academic year; a strong emphasis is placed on thesis support. The health sciences librarian acquires books in the health and medical sciences in support of the curriculum and research needs of the JMP; this collection is housed in the Fong Library. The medical core collection, a non-circulating, up-to-date collection of medical books, created specifically to serve the JMP, is located in the Bioscience and Natural Resource Library. Additional health and medical information resources are available in the Public Health Library in University Hall. Joint Medical Program students have full access to UCSF’s print and electronic library resources.

The JMP faculty is composed of health and medical science professionals from diverse backgrounds. There are M.D.s and Ph.D.s from the UC Berkeley campus, full-time clinical-track physicians and a large cadre of part-time physicians in practice throughout the Bay Area.

Clinical training takes place in myriad settings; this allows our students the opportunity to develop their clinical skills with a diverse patient population. These settings include community hospitals, Veterans Administration hospitals, county hospitals, geriatric care facilities, and community clinics that serve diverse racial, ethnic, cultural, sexual orientation, gender, and age needs.
The UC Berkeley General Catalog at www.berkeley.edu/catalog contains descriptions for all campus courses. Those shown below are offered by Health and Medical Sciences.

### Sample Elective Courses

**HMS C133. Death, Dying, and Modern Medicine: Historical and Contemporary Perspectives. (4 units)** This course studies the end of life from the perspectives of medicine and history. It confronts the humanist with quotidian dilemmas of modern clinical practice and medicine’s deep engagement with death in general. It invites students to understand these matters from historical, literary and artistic perspectives of the humanities. *Laqueur, Micco*

**HMS 150. Introduction to Aging Issues and Opportunities in Aging Professions. (2 units)** This course explores current issues in aging from biological, demographic, psycho-social, and policy perspectives. Initial foundational lectures focus on changing demographics of the general population, gender differentials in aging, the historical context within which aging has been viewed, and the physical and mental changes that occur with aging. In subsequent lectures, professionals present issues encountered in meeting the needs of their elderly clientele. Representative professions include law, medicine, dentistry, architecture, social welfare, optometry, speech and physical therapy. The importance of an interdisciplinary approach to problem solving will be emphasized through case study scenarios.

**240. The Death Course (2 units)** This seminar is for medical and graduate students who share a keen interest in the problem of death. The topic is explored from various religious, cultural, and personal perspectives using literature, in-class writing and discussion, and occasionally film and music. *Micco*

### Required Courses

**200 A-F. Contextual Integrated Case-Based Curriculum.** Ten and one-half hours of seminar per week. Prerequisites: Graduate standing in Health and Medical Science Joint Medical Program. The six semester sequence (200A-200F) introduces principles of the medical basic science, health policy, public health, and clinical aspects of medicine taught in a contextual-integrated case-based format. The sequence includes curricula in biochemistry, histology, microbiology, immunology, neuroanatomy, pathology, physiology, pharmacology, and clinical sciences. *CICBC Faculty*

**201. Systemic and Regional Human Anatomy and Development (8 units).** Course format: Eleven hours of lecture and eleven hours of laboratory per week for eight weeks. Regional and functional human anatomy and development [embryology] taught through lecture, laboratory, and problem-based exercises in a fashion that requires learning traditional anatomy and the use of anatomical reasoning in the context of clinical problem-solving. The understanding of regional anatomy will be taught by prosecution demonstration and dissection strengthened by teaching basic interpretation of medical imaging. Computer programs will be used to supplement all elements of the course. To increase clinical competence, the surface anatomy essential to physical examination is taught. Students learn the skills of professional communication by presenting patients and explaining the anatomical basis of the patient problem. Small group process is used to practice interactional and explicative skill. (Summer) *Ahlawalia*

**202A. Clinical Skills 1 (2 units)** Two hours of seminar per week. The first course in a six-semester sequence introducing first-year medical students to the skills necessary to obtain a complete medical history, to manage successfully the dynamics of the doctor-patient interaction, and to master interpersonal communication skills required of doctors in a clinical setting. (Fall) *Micco*

**202B. Clinical Skills 2 (2 units)** Three hours of lecture/laboratory on alternate weeks. Students learn the cardiovascular, pulmonary, eye, and gastrointestinal exam and practice a complete medical history and physical exam with their preceptor. The dynamics of the physician-patient relationship are discussed on an ongoing basis with both the preceptor and the faculty instructor. Each student is required to turn in at least five patient write-ups per term. (Spring) *Micco*
202C. Clinical Skills 3 (2 units) Three hours of lecture/laboratory on alternate weeks. Students learn the musculo-skeletal and abdominal exam and practice the medical history and physical exam with their preceptor. Dynamics of the physician-patient relationship are discussed on an ongoing basis. Each student must turn in at least six patient write-ups per term. (Fall) Stevens, Swartzberg

202D. CLINICAL SKILLS 4 (2 units) Three hours of lecture/laboratory on alternate weeks. Students learn the male genito-urinary exam and practice the complete medical history and physical exam with their preceptor. Dynamics of the physician-patient relationship are discussed on an ongoing basis. Each student must turn in at least five patient write-ups per term. (Spring) Stevens, Swartzberg

202E. Clinical Skills 5 (2 units) Three hours of lecture/laboratory on alternate weeks. Students learn the gynecologic exam and practice the complete medical history and physical exam with their preceptor. Dynamics of the physician-patient relationship are discussed on an ongoing basis. Each student must turn in at least five patient write-ups per term. (Fall) Stevens, Swartzberg

202F. Clinical Skills 6 (1 unit) Three hours of lecture/laboratory per week. Under supervision, students perform a complete history and physical exam on hospitalized or clinic patients five times over the semester. They present patients in writing and orally to the instructor and class. Presentations are critiqued and tools to present cases effectively are taught. The course runs for the first half of the student’s last semester in the program. Each student must turn in three patient write-ups. (Spring) Stevens, Swartzberg

203. Introduction to Radiology / Anatomy Correlates (1 unit) One 1.5 hour lecture per week. Must be taken concurrently with HMS 201 [Anatomy]. This course introduces medical students to the study of radiology and the examination of healthy and diseased organs by imaging techniques, correlated with the Systemic and Regional Anatomy course. Areas that will be covered include introduction to the major organ systems through the use of radiographs. (Summer) Gaensler

261. Thesis Seminar (1-2 units) Two hours per week. A seminar to help JMP students acquire skills needed to define a research question, find appropriate mentorship, and design a research project. Summer course introduces research design, methods, and expectations for master’s research. Fall and spring semesters address topics in research; student progress toward M.S. thesis is reviewed and critiqued. Development of research plan, protocol design and implementation, and research findings are reviewed. Each student takes this course three times in the first year. Auerswald and Master’s Faculty

298. Directed Group Study (1-5 units) Various group studies, including Suitcase Clinic and Thesis Working Group, for JMP students. (Fall, Spring) Staff

299. Independent Study and Research in Health and Medical Sciences (1-12 units) One unit of credit represents 4 hours of student work per week in the regular semester. Thesis-related independent study, research, and writing in an area related to program of study, sponsored by an approved faculty member and approved by program adviser. (Fall, Spring) Master’s Faculty
Where to Call or Write

UC Berkeley-UCSF Joint Medical Program
570 University Hall #1190
(510) 642-5482; (510) 642-5671
Web: jmp.berkeley.edu
Email: jmp@berkeley.edu

UCSF School of Medicine
500 Parnassus Avenue
University of California
San Francisco, CA 94143
(415) 476-4044
www.medschool.ucsf.edu

American Medical College Application Service (AMCAS)
Association of American Medical Colleges
Section for Student Services
2450 N. Street, N.W., Suite 201
Washington, D.C. 20037-1131
(202) 828-0600
www.aamc.org/students/amcas

MCAT Registration
American College Testing Program
P.O. Box 414
2255 North Dubuque Rd.
Iowa City, IA 52243
(319) 337-1276
www.aamc.org/students/mcat

Financial Aid Office—Graduate Unit
211 Sproul Hall #2922
(510) 642-6442
students.berkeley.edu/finaid/index.htm

Web: jmp.berkeley.edu
Email: jmp@berkeley.edu

Graduate Admissions Office
309 Sproul Hall #5900
(510) 642-7404
www.grad.berkeley.edu/admissions

Graduate Fellowship Office
318 Sproul Hall #5900
(510) 642-0672
www.grad.berkeley.edu/fellowships

Graduate Diversity Program
318 Sproul Hall #5900
(510) 643-6010
www.grad.berkeley.edu/diversity

Child Care Services
2537 Haste Street #4840
(510) 642-1827
www.housing.berkeley.edu/child/index.html

Disabled Students’ Program
200 Cesar Chavez Center #4250
(510) 642-0518; (510) 642-6376 TDD
dsp.berkeley.edu

School of Public Health
General Information
417 University Hall #7360
(510) 642-6531
sph.berkeley.edu

Visitor Center (campus tours)
101 University Hall #4206
(510) 642-5215
www.berkeley.edu/visitors

Housing Services
2535 Channing Way #2272
(510) 642-3642
www.housing.berkeley.edu

Residency Classification
Office of the Registrar
120 Sproul Hall #5404
(510) 642-1614
registrar.berkeley.edu/Residency/legalinfo.html

The UC Berkeley General Catalog is available online at www.berkeley.edu/catalog.

Nondiscrimination Statement
The University of California, in accordance with applicable federal and state law and the University’s nondiscrimination policies, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment.

Inquiries regarding racial and sexual harassment may be directed to Nancy Chu, Title IX/VI Compliance Officer, by phone at (510) 642-2795 or email (tixco@berkeley.edu). The appropriate resource for inquiries regarding other types of discrimination may be identified through the Web site of Equity Standards and Compliance (http://equity.chance.berkeley.edu).
The UC Berkeley-UCSF Joint Medical Program (JMP) gratefully acknowledges the support of the Blue Cross of California Foundation. A grant was awarded to the JMP to provide funding for operating expenses for the Program in Medical Education for the Urban Underserved (PRIME-US) and the following three very important initiatives:

**Blue Cross of California Scholarships in Medicine for the Urban Underserved:**
Partial scholarships for four entering students with financial need who are embarking on a career in medicine for the urban underserved.

**Blue Cross of California Seminar Series in Medicine for the Urban Underserved:**
A series of monthly seminars addressing health issues for underserved populations.

**Blue Cross of California Community Health Immersion Experience:**
Funding for four entering PRIME-US students to receive a coherent immersion, for the full duration of their medical school training, in a neighborhood clinic in an underserved community.