

## Flex Week Proposal:

<b>Title</b>	<b>Justice, Equity, Diversity, and Inclusion (JEDI)-Minded for Disability</b>	
<b>Experience Category</b>  <b>[bold your category]</b>	Clinical shadowing Research-related Community Service	<b>Professional Enrichment Courses (PECs)</b> Professional Development Wellness
	Other:	
<b>Goal</b>	<ol style="list-style-type: none"> <li>1. Understand health policy concerning people with disabilities and apply this knowledge to current and historical events.</li> <li>2. Identify barriers faced by people with disabilities in the community, including structural, institutional, legal, medical, social, and employment.</li> <li>3. Define models of disability- including social and medical- and identify the implications of each.</li> <li>4. Gain an understanding of personal identity related to disability status.</li> <li>5. Understand the importance of inclusion of people with disabilities in the community, workplace, and in medical education.</li> <li>6. Identify social injustice in current and historical events and develop strategies to prevent such occurrences.</li> <li>7. Understand the importance of advocacy as a citizen and a physician and develop advocacy skills pertinent to the disability community.</li> <li>8. Understand the difference between equity and equality and the implications for people with disabilities.</li> <li>9. Define health and healthcare disparities and identify examples for people with disabilities.</li> </ol>	
<b>Brief Description</b>	<p>A growing number of Americans are living with disabilities and often have complex needs requiring high-quality healthcare. People with disabilities experience significant healthcare disparities, including inequitable access primary care, specialty care, and to prescriptions, and overall have higher rates of unmet healthcare needs. A lack of disability content in medical education leads to poor clinical competency as well as negative bias toward patients with disabilities.</p> <p>This disability medicine Professional Enrichment Course will provide exposure to the unique challenges and needs of people with disabilities. This educational experience will not be focused on specific diseases and their treatments but on the disability experience and how clinicians can serve people with disabilities in an affirming, anti-ableist way.</p> <p>This will be an immersive educational experience with a multimodal approach, including self-assessments, readings, educational videos, small group discussions, and engagement with community members with</p>	

	<p>disabilities. Discussions will be led by senior medical students, PM&amp;R residents, PM&amp;R faculty, and community members with disabilities.</p> <p>Evaluation will be based on pre-and post-course knowledge and attitude self-assessment surveys and students' participation in course sessions, including small group discussions.</p>
<b>Organizer</b>	<p>Dr. Max Hurwitz, DO  Assistant Professor, University of Pittsburgh School of Medicine  UPMC Department of Physical Medicine and Rehabilitation  Email: <a href="mailto:hurwitzmb2@upmc.edu">hurwitzmb2@upmc.edu</a></p>
<b>Admin Coordinator (contact info)</b>	<p>Wendell Robinson  GME Senior Department Manager  UPMC Department of Physical Medicine and Rehabilitation  Email: <a href="mailto:robinsonwt2@upmc.edu">robinsonwt2@upmc.edu</a></p>
<b>Department</b>	Physical Medicine and Rehabilitation
<b>Capacity (# students)</b>	20
<b>Location</b>	BST S123
<b>Reporting Info/First Day Location</b>	
<b>Maximum # of students</b>	20
<b>Minimum # of students</b>	10

<b>MS1 (Class of 2028)</b>			
<b>Week</b>	<b>Start Date (Mon)</b>	<b>End Date (Fri)</b>	<b>Available?</b>
5	TUE 9/3/2024	9/6/2024	
12	TUE 10/22/2024	10/25/2024	
26	1/27/2025	1/31/2025	X
30	2/24/2025	2/28/2025	
59	9/16/2025	9/20/2025	
<b>MS2 (Class of 2027)</b>			
<b>Week</b>	<b>Start Date (Mon)</b>	<b>End Date (Fri)</b>	<b>Available?</b>
59	9/16/24	9/20/24	
70	12/2/2024	12/6/2024	x

### Weekly Schedule

	MON	TUE	WED	THU	FRI
<b>AM</b>					
<b>PM</b>	5 pm- 7pm	5pm- 7pm	5 pm-7 pm	5pm- 7 pm	5pm-7 pm

Please be as descriptive as possible as schedule will be made available to students

<p><b>Schedule splitting:</b></p> <p><b>Would it be possible for students to take SOME of the weekly schedule (e.g., just mornings or just a few half-days), or would you prefer that a student take the schedule in its entirety?</b></p> <p><b>[bold your choice]</b></p>	<p>Partial OK</p> <p><b>Full required</b></p>
<p><b>If so above, please designate which parts of your schedule this would impact</b></p>	