

# UPSOM Flex Weeks, 2025-2026

## Excellence, Opportunities & Adventures

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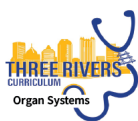
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Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

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## ACCREDITATION & ACADEMIC MEDICINE

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### HANDS-ON EXPERIENCE WITH HIGHER EDUCATION ACCREDITATION

- **Emphasis on Liaison Committee on Medical Education (LCME) that accredits all MD-granting programs in the US and Canada**

Assuring that medical education programs meet established standards and implement documentable continuous quality improvement processes

#### PRIORITIES

- i. Gain insight into the origins of accreditation and how accreditors, like LCME, use standards, strategic planning, and quality improvement to continually prove compliance and quality of programs.
- ii. Deeper engagement with USPOM's Continuous Quality Improvement (CQI) processes.
- iii. Present an article on LCME accreditation to the group.
- iv. Exposure to leadership opportunities in the reaccreditation process and scholarly research opportunities in academic medicine.

#### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Greg Null, MA <a href="mailto:Grn18@pitt.edu">Grn18@pitt.edu</a>	5 students	Virtual	Monday 1pm Virtual

#### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	Y
12	Tue 10/21/25	10/24/25	Y
27	2/2/26	2/6/26	Y
31	3/2/26	3/6/26	Y
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Y
69	11/24/25	11/26/25	Y

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
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**SCHEDULE**

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
<b>AM</b>	n/a	n/a	n/a	n/a	n/a
<b>PM</b>	1-3pm- Small Group Discussion: Histories of Accreditation and LCME	1-3pm- Small Group Discussion: Role of CQI and Strategic Planning	1-3pm- Small Group Discussion: Role of students in LCME Accreditation	1-3pm- Small Group Discussion: Current Topics and Trends	1-3pm- Small Group Discussion: Case/Article Presentation

\*\*Schedule for week 5 will be consolidated to four days\*\*

**SENSITIVE TOPICS & SUPPORT** – not applicable

**EXPECTATIONS FOR STUDENT ATTIRE** – not applicable

**READING LIST**

Suskie, L. (2014). *Five dimensions of quality: A common sense guide to accreditation and accountability*. John Wiley & Sons, Inc. (available online via Pitt library)

LCME Primary Documents

[Academic Quality and Public Accountability in Academic Medicine: The 75-year History of LCME](#)

[Functions and Structures of a Medical School](#) (2024-2025)

[Implementing a System for Monitoring Performance in LCME Accreditation Standards](#)

[The Role of Students in the Accreditation of US Medical Education Programs for Full Accreditation](#) (2024-2025)

[The Variables that Lead to Severe Action Decisions by LCME](#)

**NOTES**

- None

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## Medical Education: Teaching Foundational Sciences

**Medical students will get a taste of how medical education works: how curriculum is developed and delivered, how medical schools organize their educational operations, and how teaching is linked to learning through evidence-based best practices.**

Students will attend workshops and meetings related to med ed, gain skills in assessment (including how to write test questions), and develop their own capstone project on a med ed topic to be completed by the end of the week. Activities on this elective will be a mix of in-person and remote, synchronous and asynchronous.

### KEY INFORMATION

Organizer	Capacity	Locations	Reporting Info
Jason Rosenstock, MD Office of Medical Education <a href="mailto:rosenstockjb@upmc.edu">rosenstockjb@upmc.edu</a> 412-246-6495	4	OMED Scaife Hall, Room 578 Christine Bewsza <a href="mailto:Clb223@pitt.edu">Clb223@pitt.edu</a>	TBA

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
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12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	Yes

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
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**SCHEDULE**

**Attendance expectation:** Full attendance is required

	MON	TUE	WED	THU	FRI
AM	Ed101 (1hr) OMED Mtg (1hr) Project (1hr)	Assessment (1h) OMED Mtg (1hr)	CC Reps (1hr) Leads Mtg (1hr)	OMED Mtg (1hr) Bridges SC (1hr)	Med Ed Seminar (1hr) LE leads (0.5hr)
PM	OMED Mtg (1hr) Curriculum C (1.5hrs)	Project (2hr) Item-Write (1hr)	Project (2hr) Item-Write (1hr)	Project (2hr) Item-Write (1hr)	Capstone (1hr) Item Review (1hr)

**SENSITIVE PROCEDURES & SUPPORT** – Students may have personal connection to educational activities, policies, or procedures. They or their classmates may have strong opinions or experiences with medical education approaches at the school.

**PRE-EXPERIENCE PREPARATIVE BRIEFING** – 30min meeting prior to the week to discuss

**POST EXPERIENCE DEBRIEF** – n/a

**EXPECTATIONS FOR STUDENT ATTIRE** – Dress professionally for synchronous sessions

**NOTES**

The schedule will be individualized based on student interest and med ed activities at that time.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
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## ECG Interpretation: Beyond Recognition

**Join an interactive and in-depth examination of the electrical pathophysiology behind the patterns that are associated with common emergency arrhythmias and ECG abnormalities.**

Developing an understanding of these mechanisms will allow the student to interpret a variety of pathology simply by being able to explain the electrical activity and depolarization patterns within the myocardium.

### PRIORITIES

Many medical students who look at an ECG today instinctively resort to pattern recognition when asked to identify an abnormal finding (e.g. “saw-tooth pattern” means atrial flutter; “rabbit ears” means a right bundle branch block). This is an ineffective means of ECG interpretation. Rote memorization of ECG patterns does little to promote an understanding of the basic pathophysiology behind arrhythmias and other abnormalities.

- i. Provide a review of the normal electrical depolarization patterns and the typical 12-lead ECG
- ii. Generate illustrative explanations of the electrical activity behind many individual ECG arrhythmias and abnormalities
- iii. Discuss several case presentations of emergency ECG abnormalities and management strategy based on a simple ECG
- iv. Predict and create ECG rhythms when presented with illustrative examples of abnormal electrical depolarization patterns

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Jason Chang Assistant Professor, University of Pittsburgh School of Medicine Associate Chief of Emergency Services, Magee-Womens Hospital of UPMC UPMC, Department of Emergency Medicine <a href="mailto:changjs2@upmc.edu">changjs2@upmc.edu</a>	15 students (min=6)	Scaife Hall	Scaife Hall (report to reserved room)

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
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**OPPORTUNITY AVAILABILITY**

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5	Tue 9/2/25	9/5/25	
12	Tue 10/21/25	10/24/25	
27	2/2/26	2/6/26	YES
31	3/2/26	3/6/26	
MS2 (Class of 2028)			
59	9/15/25	9/19/25	
69	11/24/25	11/26/25	

**SCHEDULE**

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM	10a-12p	10a-12p	10a-12p	10a-12p	n/a
PM	n/a	n/a	n/a	n/a	n/a

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here: <https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

**NOTES**

- none

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## The Environmental Impact of Health Care: How to Heal the Planet and Ourselves

**Develop your understanding of the environmental impacts of health care and incorporate solutions into your personal and professional life.**

We will spend 1-2 hours a day together learning about aspects of healthcare sustainability, with an emphasis on personal habits that promote health and wellness.

- Field trip to a local site of interest (recycling plant, Cancer Bridges, or medical autoclave site), trees and outdoor spaces to promote healing.
- Eating to preserve the planet and our own health.
- Optional readings and lectures will be asynchronous.

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Dr. Noedahn Copley-Woods, MD Assistant Professor of ObGyn, Magee Womens Hospital Assistant Dean, Office of Sustainability for the Health Sciences (OSHS) <a href="mailto:Copleywoodsn@upmc.edu">Copleywoodsn@upmc.edu</a>	10 students (min =5)	Schenley Park Magee Womens Hospital Neville Island Recycling Plant Phipps Conservatory Botany Hall Teaching Kitchen	Office of Sustainability in the Health Sciences (OSHS), 3708 Fifth Avenue, Suite 501, Pittsburgh, PA 15213
Administrative: Corey Flynn, Program Manager <a href="mailto:coreyflynn@pitt.edu">coreyflynn@pitt.edu</a>			

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	Yes
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27	2/2/26	2/6/26	No
31	3/2/26	3/6/26	No

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59	9/15/25	9/19/25	No
69	11/24/25	11/26/25	No

**SCHEDULE**

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM	Holiday	Planetary Health Cooking Class at Phipps Botany Hall Teaching Kitchen. (3 hours)	Healthcare Sustainability Careers, Lunch and talk at Scaife (1 hour)	Sustainability Field trip (location TBD)	Office of Sustainability in the Health Sciences (OSHS) Journal Club (1 hour)
PM	Holiday	Optional asynchronous online lecture and reading.	On your own, Reflect on individual planetary health topics of interest		Discussion of reflections. Lunch and Wrap-Up (1 hour)

**SENSITIVE TOPICS & SUPPORT** –not applicable

**EXPECTATIONS FOR STUDENT ATTIRE** – not applicable

**NOTES**

- none

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
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## THE ESSENCE OF SLEEP

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**THIS 5-SESSION COURSE WILL GIVE AN OVERVIEW OF THE BASICS IN SLEEP AND SLEEP MEDICINE IN ADULTS AND PEDIATRIC POPULATION. THIS COURSE WILL INCLUDE HANDS-ON EXPERIENCE IN THE SLEEP LAB.**

### PRIORITIES

- i. Understand basic physiology of sleep and circadian rhythm.
- ii. Become familiarized with sleep disorders in adults and children, including:
  - a) Sleep-related breathing disorders
  - b) Circadian Rhythm Sleep-Wake disorders
  - c) Insomnia
  - d) Parasomnias
  - e) Sleep related Movement Disorders
- iii. Central disorders of hypersomnolence

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Deepa Burman, MD <a href="mailto:deepa.burman@chp.edu">deepa.burman@chp.edu</a> Mazen El Ali, MD Hiren Muzumdar, MD	5 students	Virtual Didactic Sessions In person – 1) UPMC Children's Hospital Sleep Lab Wexford or Main 2) UPMC Sleep Medicine Laboratory Montefiore Hospital	Virtual didactic session
Administrative: Josie Boyd, Brittany Manning			

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
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### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
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12	Tue 10/21/25	10/24/25	yes
27	2/2/26	2/6/26	yes
31	3/2/26	3/6/26	No
MS2 (Class of 2028)			
59	9/15/25	9/19/25	yes
69	11/24/25	11/26/25	No

### SCHEDULE

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM	CHP/Virtual 10a-12p	Virtual 10a-12p	CHP 9a-2p	Montefiore 9a-12p	CHP 10a-12p
PM	n/a	n/a	CHP	n/a	n/a

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

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### NOTES

#### Course Directors:

Deepa Burman, MD, FAASM  
Mazen El Ali, MD; Co-Director  
Hiren Muzumdar; Co-Director

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
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**Course Faculty:**

1. Deepa Burman MD
2. Hiren Muzumdar MD
3. Mazen El Ali MD
4. Devin McGuier PHD
5. Craig Halper, Frank Boyd, Nancy Popovich RPSGT
6. Evan Lucas RPSGT

Additional assistance from sleep medicine fellows and Pediatric Sleep Medicine Nurse Practitioner – Dana Yurchak.

Sessions to be completed during the Flex week:

**Session I: Normal Sleep and Neurobiology**

*(Devin McGuier)*

- Introduction to sleep and circadian neurobiology.
- An overview of normal sleep-wake cycle.
- Understand the neural structures and neurotransmitters influencing sleep.
- Understand how sleep is controlled and circadian rhythm dynamics.

*Hands on experience with using Sleep Diary on self.*

Reading list:

- Paruthi S, Brooks LJ, D'Ambrosio C, Hall WA, Kotagal S, Lloyd RM, Malow BA, Maski K, Nichols C, Quan SF, Rosen CL, Troester MM, Wise MS. Recommended amount of sleep for pediatric populations: a consensus statement of the American Academy of Sleep Medicine. *J Clin Sleep Med* 2016;12(6):785–786.
- Watson NF, Badr MS, Belenky G, Bliwise DL, Buxton OM, Buysse D, Dinges DF, Gangwisch J, Grandner MA, Kushida C, Malhotra RK, Martin JL, Patel SR, Quan SF, Tasali E. Recommended amount of sleep for a healthy adult: a joint consensus statement of the American Academy of Sleep Medicine and Sleep Research Society. *J Clin Sleep Med* 2015;11(6):591–592.
- Banks S; Dinges DF. Behavioral and physiological consequences of sleep restriction. *J Clin Sleep Med* 2007;3(5):519–528.

**Session II: Sleep Related Breathing Disorders in adults**

*(Mazen El Ali)*

- An overview of obstructive and central sleep apneas.
- Understand the basic pathophysiology behind central and obstructive sleep apnea.
- An introduction to hypoventilation syndromes and causes
- Overview of treatment options.

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*Will include hands on experience shadowing Home sleep apnea test and Polysomnography set up, along with familiarizing medical student to PAP (Positive Airway Pressure) devices. Medical Student will review scoring and interpretation of sleep studies with sleep provider.*

Reading list:

- Clinical Practice Guideline for Diagnostic Testing for Adult Obstructive Sleep Apnea
- Clinical Use of a Home Sleep Apnea Test: An American Academy of Sleep Medicine Position Statement
- Clinical Guidelines for the Manual Titration of Positive Airway Pressure in Patients with Obstructive Sleep Apnea

### **Session III: Pediatric Sleep Related Breathing Disorders**

*(Hiren Muzumdar)*

- Understand normal breathing in children compared to adults
- Understand the basics of how to approach a pediatric patient with sleep disturbances.
- Get familiarized with the common causes of pediatric sleep disordered breathing.
- Learn about central sleep apnea of infancy and pre-maturity.
- Overview of treatment options.

*Will include hands on experience with observing pediatric patient set up and exposure to different PAP devices. Medical Student will review scoring and interpretation of sleep studies with sleep provider*

### **Session IV: Parasomnias and other sleep disorders in children**

*(Deepa Burman)*

- Get familiarized with REM and NREM parasomnias
- Introduction to: sleep talking, sleep walking, enuresis, night terrors, etc.
- Recognize Restless Legs Syndrome and PLMD.
- An overview on circadian rhythm disorders
- Introduction to hypersomnia disorders: narcolepsy, IH, insufficient sleep

*Will include hands on experience with actigraphy on self*

### **Session V: Insomnia; Sleep Health and Wellness; Interesting Cases in Sleep Medicine**

An introduction to insomnia

- Review interesting cases with videos
- Complete the American Academy of Sleep Medicine Sleep Health and Wellness Program

#### **Reading list:**

Testimonial: What it's like to be in Sleep Medicine: Shadowing Dr. Chervin

Testimonial: A Day in the Life of Dr. Skiba

#### **Course Evaluation**

Pretest on Sleep and Circadian Science and Sleep Disorders

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Post test on Sleep and Circadian Science and Sleep Disorders

Evaluation of Course by Medical Students

**Virtual opportunities:**

Opportunity to participate in

Case conference and Didactic lectures every Monday 8 am to 10 am

Sleep and Circadian Science Grand rounds every Thursday 4 pm

**FREE MEMBERSHIP**

To support the growth of the sleep medicine physician pipeline and develop tomorrow's leaders, the American Academy of Sleep Medicine (AASM) now offers free membership for students and residents. Membership will help students leverage the strength of the AASM community to learn from mentors, make connections, and sharpen their skills.

**Qualifications**

Qualified students and residents include anyone in formal training, such as medical school, residency, a post-doctoral program, a master's degree program, a non-sleep medicine fellowship program, a PhD program, or similar program as approved by the Board of Directors. To complete their application, students will need to provide a letter of verification from a program director/registrar verifying their student status.

<https://aasm.org/professional-development/choose-sleep/free-student-resident-membership/>

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## ESSENTIAL PROCEDURES IN CLINICAL MEDICINE

**This 4 session professional enrichment course will introduce students to key procedures in clinical medicine.**

Many students have had experience with some clinical procedures before medical school or during clinical observation programs. This professional enrichment course, offered in conjunction with the Emergency Medicine Student Association, provides a structured laboratory-style experience for students who wish to have additional opportunities to learn and practice common bedside procedures, under the supervision of experienced faculty and resident facilitators. These sessions will be limited to course enrollees and will be taught in small group format. Though many of these skills are also addressed later in required courses in the curriculum, these are fundamental skills that are best developed through repeated exposure and practice – so there is a real benefit to having more than one exposure to these techniques.

**PRIORITIES** – To practice key procedural skills commonly performed by medical students:

- IV insertion
- Phlebotomy
- Simple laceration repair
- Non-invasive Airway Management
- Intubation
- Ultrasound

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Stephanie Gonzalez, MD Department of Emergency Medicine 412-647-9922 gonzsm@upmc.edu	15	WISER & Scaife Hall	Daily locations listed below. Supplemental instructional materials will be provided for class by the instructor at the workshops

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12	Tue 10/21/25	10/24/25	
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	
MS2 (Class of 2028)			
59	9/15/25	9/19/25	
69	11/24/25	11/26/25	

## SCHEDULE

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM	n/a	n/a	n/a	n/a	n/a
PM	5p-7p, WISER	5p-7p, Scaife 7700	5p-7p, WISER	5p-7p, Scaife 7700	n/a

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

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## NOTES

**Session 1– Monday, February 2, 5p-7p, WISER**

### Ultrasound Workshop

This session will focus on the FAST (Focused Abdominal Sonography in Trauma) examination. Participants will learn when the FAST exam should be used, review positive and negative findings, and what to

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do with those findings. The four standard FAST views will be taught in addition to the eFAST (Extended FAST) views.

### **Session 2 –Tuesday, February 3, 5p-7pm, Scaife 7700**

#### **Suturing Workshop**

Learn indications and contraindications for suturing wounds.

Practice technique of common suture types on pig's feet.

### **Session 3–Wednesday, February 4, 5p-7p, WISER**

#### **Airway Workshop**

Learn indications for airway support.

Become familiar with multiple non-invasive airway support measures.

Learn and practice endotracheal intubation on mannequin

### **Session 4–Thursday, February 5, 5p-7pm, Scaife 7700**

#### **IV/Phlebotomy Workshop**

Learn indications and applications for saline lock insertion.

Become familiar with potential complications of IV insertion.

Practice proper technique for IV catheter insertion and phlebotomy on a partner.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## ESSENTIAL PROCEDURES IN CLINICAL MEDICINE

**This 4 session professional enrichment course will introduce students to key procedures in clinical medicine.**

Many students have had experience with some clinical procedures before medical school or during clinical observation programs. This professional enrichment course, offered in conjunction with the Emergency Medicine Student Association, provides a structured laboratory-style experience for students who wish to have additional opportunities to learn and practice common bedside procedures, under the supervision of experienced faculty and resident facilitators. These sessions will be limited to course enrollees and will be taught in small group format. Though many of these skills are also addressed later in required courses in the curriculum, these are fundamental skills that are best developed through repeated exposure and practice – so there is a real benefit to having more than one exposure to these techniques.

**PRIORITIES** – To practice key procedural skills commonly performed by medical students:

- IV insertion
- Phlebotomy
- Simple laceration repair
- Non-invasive Airway Management
- Intubation
- Ultrasound

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Stephanie Gonzalez, MD Department of Emergency Medicine 412-647-9922 gonzsm@upmc.edu	15	WISER & Scaife Hall	Daily locations listed below. Supplemental instructional materials will be provided for class by the instructor at the workshops

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	
12	Tue 10/21/25	10/24/25	
27	2/2/26	2/6/26	
31	3/2/26	3/6/26	
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	

## SCHEDULE

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM	n/a	n/a	n/a	n/a	n/a
PM	5p-7p, WISER	5p-7p, Scaife 7700	5p-7p, WISER	5p-7p, Scaife 7700	n/a

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

**Session 1– Monday, September 15, 5p-7p, WISER**

### Ultrasound Workshop

This session will focus on the FAST (Focused Abdominal Sonography in Trauma) examination. Participants will learn when the FAST exam should be used, review positive and negative findings, and what to

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

do with those findings. The four standard FAST views will be taught in addition to the eFAST (Extended FAST) views.

**Session 2 –Tuesday, September 16, 5p-7pm, Scaife 7700**

**Suturing Workshop**

Learn indications and contraindications for suturing wounds.

Practice technique of common suture types on pig's feet.

**Session 3–Wednesday, September 17, 5p-7p, WISER**

**Airway Workshop**

Learn indications for airway support.

Become familiar with multiple non-invasive airway support measures.

Learn and practice endotracheal intubation on mannequin

**Session 4–Thursday, September 18, 5p-7pm, Scaife 7700**

**IV/Phlebotomy Workshop**

Learn indications and applications for saline lock insertion.

Become familiar with potential complications of IV insertion.

Practice proper technique for IV catheter insertion and phlebotomy on a partner.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

## Foundations of Clerkship: From Classroom to Clinical Practice

**This experience will equip first-year medical students with essential clinical skills, professional development, and hands-on experience in a low-pressure, simulated environment to improve their transition into clerkships.**

This Flex Week offers first-year medical students an immersive, hands-on experience designed to ease their transition from the classroom into clinical clerkships. Participants will engage in interactive workshops and realistic clinical simulations facilitated by experienced faculty and senior medical students. Activities will emphasize essential skills such as patient presentations, physical exam techniques, EKG and murmur interpretation, procedural competencies (e.g., suturing and OR etiquette), and navigating team-based clinical environments, thereby building students' confidence and readiness for clinical practice.

### PRIORITIES

- Practice key procedural skills commonly performed by medical students:

### KEY INFORMATION

Organizer	Capacity	Locations	Reporting Info
<b>Faculty:</b> Dr. Andrew Klein, <a href="mailto:kleinaj@upmc.edu">kleinaj@upmc.edu</a>  <b>Team:</b> Shwetabh Tarun MS-3.5, Alex Comerchi MS-3, Taylor Duffy MS-1, Jillian Dean MS-1	Max # students: 10	Scaife Hall West Wing, Room TBD	Reporting info for first day TBA
Admin Contact: Taylor Duffy, MS-1, <a href="mailto:Tad173@pitt.edu">Tad173@pitt.edu</a> , 561.235.6011			

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

**OPPORTUNITY AVAILABILITY**

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	
12	Tue 10/21/25	10/24/25	YES
27	2/2/26	2/6/26	
31	3/2/26	3/6/26	
MS2 (Class of 2028)			
59	9/15/25	9/19/25	
69	11/24/25	11/26/25	

**SCHEDULE**

**Attendance expectation (select one)**

Partial attendance is acceptable. If partial attendance is okay, specify which days or activities this would impact.

	MON	TUE	WED	THU	FRI
AM		<p><b>Asynchronous</b> <i>Refreshing Physical Exam Skills</i></p> <p>Watch videos from Dr. Klein’s introductory PE course and practice techniques independently or with peers.</p>	<p><b>In-Person</b> <i>Observing Internal Medicine Morning Report</i></p> <p>Experience a key component of clerkships, involving structured patient presentations and clinical reasoning led by residents and attendings.</p> <p><b>Asynchronous</b> <i>Clinical Inquiry &amp; UpToDate Exploration</i> Create a 5-minute mini-presentation on a clinical topic using UpToDate and scholarly articles, simulating real-world attending inquiries.</p>	<p><b>In-Person</b> <i>High yield EKG, Murmurs, and JVP</i></p> <p>Analyze 10 bread-and-butter/can’t-miss EKGs, practice describing 10 classic murmurs in small groups, and discuss key JVP-related disease states.</p>	<p><b>Asynchronous</b> <i>Surgical Skills Prep</i></p> <p>Watch instructional videos on sterile technique, scrub-in procedures, knot tying, and sharp safety.</p>
PM	describe	<b>In-Person</b>	<b>In-Person</b>	<b>Asynchronous</b>	<b>In-Person</b>

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

		<p><i>Navigating Clinical Teams: Communication, Professionalism, and Collaboration</i></p> <p>Navigating clinical teams, obtaining meaningful feedback, and working with residents</p>	<p><i>Pre-rounding and Presenting</i></p> <p>Mock patient encounters, history-taking, physical exam findings, and case presentations with faculty feedback.</p>	<p><i>What's that rhythm?</i></p> <p>Online, EKG game.</p>	<p><i>Advanced Suturing and OR Etiquette</i></p> <p>Scrubbing-in practice, followed by hands-on suturing workshop covering basic and advanced techniques.</p>
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**SENSITIVE PROCEDURES & SUPPORT** – As you move through this experience, there may be encounters that trigger emotions or personal reflections, especially during sessions involving mock patient encounters or topics related to medical errors, mistreatment, or end-of-life care. If you anticipate that any part of this experience may be challenging for you based on your own or your loved ones’ experiences, we encourage you to let a member of our team know in advance. Additionally, if any emotional response arises during the week, please reach out to Dr. Klein or a team member for support. We are here to ensure a safe and supportive learning environment.

**PRE-EXPERIENCE PREPARATIVE BRIEFING** – Prior to the first day, participants will receive an email outlining required asynchronous assignments, attire guidelines, and suggested preparation for in-person sessions (e.g., reviewing physical exam videos and bringing stethoscopes). A full schedule and location details will be shared in advance to help students plan accordingly. Please complete the asynchronous components before the corresponding in-person sessions to maximize hands-on learning.

**POST EXPERIENCE DEBRIEF** – A debriefing session will be held on Friday following the final suturing and OR etiquette session. This reflective session, led by Dr. Klein and fourth-year mentors, will allow students to share their experiences, discuss challenges encountered, and provide feedback. Students will also have the

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	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

opportunity to anonymously submit reflections or suggestions for improvement to help shape future iterations of this experience.

**EXPECTATIONS FOR STUDENT ATTIRE** – Students participating in the *Observing Internal Medicine Morning Report* and/or *Advanced Suturing and OR Etiquette* sessions are expected to wear scrubs and closed-toe shoes, as these experiences may involve clinical or surgical environments.

## NOTES

### Course Schedule

Each synchronous session will last 2-3 hours and be led by faculty/speakers as well as fourth year medical students. The sessions will be comprised of a 30-45-minute lecture followed by hands-on activities and/or interactive discussions. Asynchronous activities will take 1-2 hours and prepare for/build on topics presented throughout the week.

*Note: All session times and days must be confirmed with faculty.*

### *Asynchronous activities*

- *Refreshing Physical Exam Skills* (Tuesday 2/25)
  - Refreshing physical exam skills by watching videos from their introductory physical exam course with Dr. Klein and practicing techniques independently or with peers as able
- *Clinical Inquiry & UpToDate Exploration* (Wednesday 2/26)
  - Developing familiarity with clinical information resources such as UpToDate and scholarly articles, then using them to create brief presentations on a topic of interest—mirroring the types of inquiries attendings may pose in clinical settings.
- *What's that rhythm?* (Thursday 2/27)
  - Practicing EKG interpretation through a professionally validated online EKG game designed to build rapid recognition and analysis skills.
- *Surgical Skills Prep* (Friday 2/28)
  - Building foundational surgery skills by watching instructional videos on sterile technique, sharp safety, proper scrub-in procedures, and knot tying.

### *Synchronous sessions*

#### **Navigating Clinical Teams: Communication, Professionalism, and Collaboration**

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

Tuesday, 10/21/25, 1:00 PM – 4:00 PM

MEETING LOCATION: Scaife Hall, West Wing

Description:

This interactive workshop will help students navigate the interpersonal and professional challenges of clerkships. Led by attendings and fourth-year medical students, the session will cover key scenarios such as when to contact your attending, how to request excused time, and strategies for obtaining meaningful feedback. Students will also learn how to build strong working relationships with residents, manage interactions in high-stress environments, and address issues like bias and mistreatment. The session will conclude with role-playing exercises, where students will practice real-world clinical interactions and receive feedback from faculty and upperclassmen.

*Faculty: TBD*

### **Observing Internal Medicine Morning Report**

**Wednesday, 10/22/25: 7:00 AM – TBD**

MEETING LOCATION: UPMC Presbyterian Hospital, IM Residency Conference Room (specific location TBD)

Description:

First-year medical students will attend the Internal Medicine (IM) Morning Report—a daily clinical learning activity integral to medical students' clerkship experiences—where residents and medical students collaboratively present and discuss challenging clinical cases encountered on inpatient wards. Students will observe structured patient presentations, clinical reasoning, and team-based approaches to diagnosis and management under attending physician guidance. This observational experience directly aligns with afternoon activities such as "*Pre-rounding and Presenting*," allowing students to transition seamlessly from observing real-world clinical discussions to practicing similar skills. Participation is highly recommended for those seeking early insight into the clinical environment they will encounter during their clerkships. Following Morning Report, students will also have the opportunity to shadow Internal Medicine physicians, further enhancing their understanding of clinical workflows and patient care in real time."

*Faculty: TBD*

### **Pre-rounding and Presenting**

**Wednesday, 10/22/25, 1:00 PM – 4:00 PM**

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

MEETING LOCATION: Scaife Hall, West Wing

Description:

This session complements the morning IM Report, supporting students' transition from observation to hands-on practice of pre-rounding and patient presentations. Students will break down each component of a patient presentation, from gathering a history to synthesizing an assessment and plan. They will also learn to navigate clinical resources like UpToDate, Cerner, and Epic to support their clinical decision-making. Most of the session will focus on interactive mock patient encounters, where students will be given a chief complaint, formulate relevant history-taking questions, and integrate provided physical exam findings and lab results. Each student will present their case to fourth-year medical students and attendings, receiving structured feedback to refine their clinical communication and presentation skills.

*Faculty: TBD*

### **High yield EKG, Murmurs, and JVP**

**Thursday, 10/23/25, 9:00 AM – 11:00 AM**

MEETING LOCATION: Scaife Hall, West Wing and Sim Center

Description:

This session will cover common EKGs, murmurs, and jugular venous pressure (JVP) assessment—essential skills for clerkships and board exams. Students will begin with 10 bread-and-butter/can't-miss EKGs frequently encountered in Emergency Medicine and Internal Medicine. Attendings and fourth-year medical students will then walk students through a step-by-step approach to reading and interpreting EKGs systematically. Next, students will review 10 classic heart murmurs, practicing how to recognize and describe them accurately in small groups. The session will conclude with a discussion on high-yield disease states where JVP plays a key role in diagnosis, helping students integrate these concepts into real-world clinical practice.

*Faculty: TBD*

### **Advanced Suturing and OR Etiquette**

**Friday 10/24/25, 4:00 – 7:00 PM**

MEETING LOCATION: Scaife Hall, West Wing; Micro Lab

Description:

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

This hands-on workshop will prepare students for the operating room by covering essential skills in OR etiquette, scrubbing in, and advanced suturing techniques. Attendings and fourth-year medical students will begin with a focused presentation on the roles of OR team members, medical student responsibilities, and key dos and don'ts to be an effective team member. Students will then head to the Presby OR Floor to practice proper scrubbing-in technique before returning to the West Wing for a structured suturing workshop.

The suturing session will review basic suturing patterns and one- and two-handed knot tying, followed by advanced techniques including staplers for colectomies, Castroviejo needle drivers, and end-to-end anastomoses. This workshop will provide the technical foundation and professional skills necessary to navigate the OR with confidence and competence.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Interprofessional Teamwork in the OR: Fostering the Surgeon-Anesthesiologist Collaboration

**The goal of this flex week experience is to expose medical students early on in their training to the nature of the surgeon anesthesiologist collaboration in the modern day OR.**

Through teamwork simulation cases, students will learn the importance of the surgeon-anesthesiologist collaboration and will ideally carry these insights with them into their respective careers of choice. Students will report to WISER and will be divided into either “Surgeons” or “Anesthesiologists” at the beginning of the week based on their intended specialty of choice. Under the guidance of residents, students will work through a number of cases aimed at fostering the surgeon-anesthesiologist collaboration. In some simulations, students will switch groups to obtain a sense of complementary professional perspective. Students will also be responsible for light asynchronous reading and video material.

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Dr. William McIvor, MD, FASA (mcivorwr@anes.upmc.edu)	24 Students (min=4)	WISER Simulation Institute	Lobby of WISER Institute 230 McKee Pl 3rd Floor

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	No
12	Tue 10/21/25	10/24/25	No
27	2/2/26	2/6/26	No
31	3/2/26	3/6/26	No
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	No

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation** – full attendance is required

	MON 09/15	TUE 09/16	WED 09/17	THU 09/18	FRI 09/19
AM		Asynchronous reading/video	Asynchronous reading/video	Asynchronous reading/video	
PM		1-4 PM  Simulated crises at WISER	1-4 PM  Simulated crises at WISER	1-4 PM  Simulated crises at WISER	

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

- None

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

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## Introduction to Musculoskeletal Radiology

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### GOALS:

1. To expose students to the scope of musculoskeletal radiology through structured lectures and clinical reading room experiences.
2. To acquaint students with common image-guided procedures performed by the musculoskeletal radiologist, including their indications and technical considerations.

Students will be exposed to the breadth of MSK radiology through clinical shadowing and didactic teaching. Students may rotate at various clinical sites based on interest and availability, including a trauma center, cancer center, and/or sports medicine centers, where they will be exposed to a wide variety of MSK conditions and imaging modalities (including plain film, CT, and MRI examinations). Additionally, students will observe a variety of image-guided procedures, including joint injection, arthrography, and bone/soft tissue biopsy.

Students will be assigned two half-day shadowing sessions in MSK radiology reading rooms, with additional shadowing time available on request. Students will work directly with radiology residents, fellows, and faculty and receive one-on-one teaching in the reading room.

Students will also receive tailored lectures covering introductory topics in MSK radiology and will attend the division's weekly resident/fellow case conference and weekly orthopedic oncology tumor board. Additional MSK conferences (e.g., sports medicine, arthritis, joint replacement) can be optionally attended, based on student interest.

No prior radiology experience is required. Students interested both in radiology and in clinical MSK-related disciplines (orthopedic surgery, PM&R, sports medicine, etc.) are strongly encouraged to participate.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Allison Weinstock, MD  Aric Berning, MD (Fellow, MSK Rad <a href="mailto:berninga@upmc.edu">berninga@upmc.edu</a> )	5 Students	Morning conferences will be held at PUH/MUH hospital. Reading rooms experiences at sites as assigned, primarily PUH/MUH and SHY hospital. UPMC Lemieux Sports Center (8000 Cranberry Springs Drive, Cranberry Township 16066), & Rooney Sports Medicine Complex (3200 S Water Street, Pittsburgh 15203) may also serve as additional clinical sites. Students wo personal transportation will be assigned to Oakland and Shadyside sites.	Radiology conference room, 1 <sup>st</sup> floor PUH at 8am

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	
12	Tue 10/21/25	10/24/25	YES
27	2/2/26	2/6/26	YES
31	3/2/26	3/6/26	YES
MS2 (Class of 2028)			
59	9/15/25	9/19/25	YES
69	11/24/25	11/26/25	

## SCHEDULE

**Attendance expectation – Full attendance strongly preferred**, although accommodations can be made on a case-by-case basis. Attendance and participation in all lectures and multidisciplinary orthopedic tumor board. Two half-days in the reading room.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

	MON	TUE	WED	THU	FRI
AM	8-9am: Course welcome and introductory lecture (PUH)	8-9am: Didactic lecture (PUH)	8-9am: Division teaching conference (MUH)	8:30 – 9:30am: Multidisciplinary orthopedic oncology tumor board  10am – noon: Didactic lectures and course wrap-up	No required course activities.
PM	Plus two half-day reading room experiences (either 9am-12pm or 1pm-4pm, Monday - Thursday). Students will be contacted prior to course start date to arrange their individual schedules, based on their availability and clinical interests.				No required course activities.

### SENSITIVE TOPICS & SUPPORT – NA

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

### NOTES

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Introduction to Regional Anesthesia: Learning Ultrasound Guided Nerve Blocks

**Acquire experience with ultrasound-guided peripheral nerve blocks and other aspects of regional anesthesia, with particular focus on upper extremity and brachial plexus blocks.**

The three evening course (5-7 pm) will include a short (20 min) didactic session, covering gross anatomy, ultrasound anatomy, use of ultrasound for nerve blocks, and safety during peripheral nerve blockade. Didactic sessions are followed by skill-building exercises that include ultrasound scanning with simulated patients to emphasize upper extremity and lower extremity ultrasound anatomy, and practice with a cadaver arm in order to develop needle guidance/ultrasound skills. As time allows, we will cover ultrasound-guided vascular access.

### PRIORITIES

- i. Learn anatomy of structures associated with brachial plexus nerve blocks.
- ii. Learn sonographic anatomy of these structures.
- iii. Practice needle guidance techniques after visualizing the nerves in a cadaver arm to simulate peripheral nerve block placement.
- iv. Learn techniques involved in correct placement of brachial plexus blockade.

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Steven Orebaugh, MD <a href="mailto:orebaughsl@anes.upmc.edu">orebaughsl@anes.upmc.edu</a>	18 Students (min=6)	Anatomy Lab area, Medical School (Scaife Hall)	5pm on Tuesday, January 28

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	
12	Tue 10/21/25	10/24/25	
27	2/2/26	2/6/26	YES
31	3/2/26	3/6/26	

(Table cont'd)

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

MS2 (Class of 2028)			
59	9/15/25	9/19/25	
69	11/24/25	11/26/25	

## SCHEDULE

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM					
PM		Feb 3 5-7pm	Feb 4 5-7pm	Feb 5 5-7pm	

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

- None

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Principles of LGBTQIA+ Health

**This experience will equip first-year medical students with an overview of the healthcare experience of LGBTQIA+ patients.**

This flex week is designed to provide medical students with deeper insight into addressing the health concerns of individuals who identify with a diverse range of sexual orientation and gender identities including those who are transgender, non-binary, lesbian, gay, bisexual, and queer, intersex and asexual (LGBTQIA+). Beyond an overview of demographics and health disparities, the course will focus on medical issues as they present to physicians in the fields of Internal and Family Medicine, Pediatrics, Surgery, OB/ GYN, Psychiatry, Pharmacology, and Ethics. Themes will include: patient-centered care, evidence-based practice, sex positivity, systemic issues including access and barriers to care, intersectionality, and ethical issues.

We welcome medical students who are interested in preparing themselves for expertise in serving these individuals and populations as well as those who are curious about the health and healthcare implications of diversity in sexual orientation, and gender identity and expression (SOGIE).

We welcome students who identify anywhere on the gender and/or sexuality spectrum, including those who consider themselves straight and cis-gender. No prior knowledge about these issues is required; some readings will be assigned.

### PRIORITIES

- Discuss the evidence base for medical decision-making regarding various aspects of healthcare for individuals with a diverse range of SOGIE:

### INFORMATION

Organizer	Capacity	Locations	Reporting Info
<b>Faculty:</b> Dr. Eloho Ufomata, Elu9@pitt.edu  <b>Team:</b> Dr. Kristen Eckstrand, Dr. Joy Gero, MSPA leadership	Max # students: 20	Scaife Hall West Wing, Room TBD	Reporting info for first day TBA
Admin Contact: Eloho Ufomata, <a href="mailto:elu9@pitt.edu">elu9@pitt.edu</a> , 8598066024			

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	No
12	Tue 10/21/25	10/24/25	YES
27	2/2/26	2/6/26	No
31	3/2/26	3/6/26	No
MS2 (Class of 2028)			
59	9/15/25	9/19/25	No
69	11/24/25	11/26/25	No

## SCHEDULE

**Attendance expectation** – Partial attendance is acceptable. Required 3/5 days. Below schedule is tentative

	MON	TUE oct 21	WED oct 22	THU oct 23	FRI oct 24
AM	N/A	9 -11am	9-11am	9 - 11 am	9-11 am
PM	N/A	1-3 pm	1 - 3pm	1 -3pm	Debrief & Reflection 1 -3 pm

**SENSITIVE PROCEDURES & SUPPORT** – As you move through this experience, there may be encounters that trigger emotions or personal reflections, especially during sessions involving legal challenges to LGBTQIA+ care, ethical discussions and discussion of disparities faced by this population. We are here to ensure a safe and supportive learning environment. Please reach out to one of the faculty to debrief/discuss as needed.

**PRE-EXPERIENCE PREPARATIVE BRIEFING** – Prior to the first day, participants will receive an email outlining required asynchronous assignments, attire guidelines, and suggested preparation for in-person sessions. A full schedule and location details will be shared in advance to help students plan accordingly. Please complete the

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

asynchronous components before the corresponding in-person sessions to maximize hands-on learning.

**POST EXPERIENCE DEBRIEF** – A debriefing session will be held on Friday afternoon at the end of the week, participants will have the opportunity to discuss their experiences with the flex week as well as to provide feedback for future iterations.

**EXPECTATIONS FOR STUDENT ATTIRE** – Students can dress comfortably as they wish. We do ask for professional attire for any sessions involving patients or community members. Those sessions will be clearly labeled in your introductory email to the flex week.

## NOTES

### Course Schedule

Each synchronous session will last 2-3 hours and be led by faculty/speakers. Asynchronous activities will take 1-2 hours and prepare for/build on topics presented throughout the week.

*Note: All session times and days must be confirmed with faculty.*

### *Synchronous sessions*

Session Descriptions:

#### **Ethical Issues in LGBTQ+ Healthcare**

Session Instructors: TBD

Description: We will discuss commonly encountered ethical considerations relevant to LGBTQ+ healthcare, including the role of physician as gatekeeper for patients seeking gender affirming care, unmarried partners as surrogate decision makers, and other topics that arise during the preceding sessions of the course. We will use a primarily case-based discussion format, with the inclusion of a short commentary to be read in-session, time permitting.

#### **Objectives:**

1. Define the basic principles of medical ethics: beneficence, autonomy, nonmaleficence, and justice.
2. Frame an ethical question in terms of these principles
3. Discuss and evaluate their own understanding of ethical issues that are commonly encountered in providing healthcare to LGBTQ+ individuals

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

Student Preparation: Students will come prepared to reflect on their experiences throughout the duration of the flex week, participate in a group debriefing discussion and complete an evaluation.

### **Surgical Gender-Affirming Care**

Session Instructors: TBD

**Description:** This session will use case studies to frame a deep discussion of the surgical aspects of gender-affirming care. Students will also become familiar with general surgical options available for patients through a multidisciplinary approach to care, as well as navigating common challenges and post-surgical care. The overall goal of the session is to provide students with the necessary tools to understand the current surgical management of gender affirming care and to be able to appropriately counsel patients on these treatments.

Objectives: After participation in this session, students will be able to:

1. Discuss the recommendations for management as outlined by the World Professional Association for Transgender Health (WPATH) Standards of Care.
2. Discuss the standard of care, including requirements from a multidisciplinary approach for gender affirming chest/breast surgery, “bottom” surgery and facial surgery.
3. Discuss the relevant basic anatomy, various surgical techniques, indications and contraindications for breast augmentation surgery, male and female “bottom” surgery and facial surgery
4. Execute a treatment plan for gender affirmation based on a combination of physiological knowledge, empirical evidence, and patient’s preferences and values.

Suggested (optional) Readings:

1. Ettner R., Monstrey S., Coleman E. Principles of Transgender Medicine and Surgery, Edition 2. Routledge, 2016.

### **Adult Medicine - Health promotion and disease prevention in LGBTQ+ adults**

Session Instructors: TBD

**Description:** This session will focus on exploring sexuality in the setting of obtaining a complete history, including orientation and sexual behaviors, with the aim of counseling our patients in a sex positive manner. We will then discuss population specific risks for cancer screening, specifically HPV, as well as disparities in screening practices and outcomes. We will also consider the use of preexposure prophylaxis to prevent HIV. We will incorporate facilitated small group discussion and use role-play scenarios to allow for a robust session.

**Objectives:**

1. Recognize how to elicit relevant information about sexual history, sexual practices, and gender history in an inclusive and non-judgmental manner

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

2. Discuss the importance of screening for and immunizing against the human papilloma virus (HPV)
3. Apply the guidelines for preexposure prophylaxis (PrEP) for Human Immunodeficiency Virus (HIV)

### **OB/GYN Care for LGBTQ+ patients & Gender Affirming Pharmacology**

Session Instructors: TBD

**Description:** This session will be an overview of endocrinologic, gynecologic and reproductive care in trans individuals, as well as a discussion of fertility options for LGBTQ+ patients. Firstly, we will discuss to be addressed will include the physiology of gender affirmation, the mechanisms of action of pubertal blockers, cross-sex hormones, and other gender-affirming medications, potential drug interactions, and the management of potential complications. We will subsequently discuss common gynecologic and oncologic concerns in LGB and trans such as certain cancers, abnormal uterine bleeding, pelvic pain, and vaginal atrophy. We will also explore reproductive needs such as fertility preservation options for transmen and transwomen and fertility options for LGBQ patients. Teaching methods include didactics and case discussions.

#### **Objectives:**

1. Explain the physiologic regulation of the hypothalamic-pituitary-gonadal axis and secretory patterns of gonadotropin releasing hormone, luteinizing hormone and follicular stimulating hormone.
2. Describe the mechanisms of action and the physiology of the medications used to affirm gender identity.
3. Describe basic gynecologic care in the population
4. Discuss common gynecologic/oncologic problems and how to evaluate them
5. Evaluate fertility preservation options for transmen and transwomen, as well as fertility options for LGBTQ+ patients

### **Gender and Sexual Orientation Identity Development**

Session Instructors: TBD

**Description:** This session will use case studies to frame a deep discussion of the development of gender identity and aspects of gender-affirming care. Each case will be explored via group discussion. First, we will use a case-based format, to facilitate an in-depth discussion about the development of sexual and gender identities in adolescents and the current recommendations regarding the administration of pharmacologic therapy for transgender youth. Second, we will invite an adolescent from the LGBTQ+ community, along with their respective parents, to provide their experience with: discovering their own sexual or gender identity, the coming out process, parental reaction to the disclosure of sexual orientation or gender identity, and the parent's personal journey in accepting and supporting their sexual or gender minority child.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**Objectives:**

1. Describe the development of gender and sexual identity in adolescents
2. Explain the impact parental acceptance and support has on mental health outcomes for transgender, gender-expansive, bisexual, lesbian, and gay youth
3. Discuss the recommendations for management as outlined by the Endocrine Society Clinical Practice Guidelines and the World Professional Association for Transgender Health (WPATH) Standards of Care.

## Suggested (optional) Readings:

1. Adolescent Health Care: A Practical Guide, 6th ed. Chapters 38 – 39, pp. 335 – 344
2. Hembree et al. Endocrine Treatment of Transsexual Persons: An Endocrine Society Clinical Practice Guidelines. The Journal of Clinical Endocrinology & Metabolism, 94 (9). September 2009. pp 3132 – 3154

**Informed Consent and Decision-Making Capacity for Gender Affirming Care**

Session Instructors: TBD

Description: Psychiatry has often been seen as a "gatekeeper" to gender-affirming care for Transgender individuals. This results in a barrier to obtaining gender affirming care and increased stigma towards mental health. The perpetuation of this stereotype continues due to many physicians feeling uncomfortable performing a medical evaluation that includes an informed consent model of treatment. All physicians should be familiar with how to obtain informed consent for medical and surgical care, how to determine whether current mental distress impedes ability to obtain informed consent, and how to tailor these processes towards consent to gender-affirming care.

**Objectives:**

1. Outline the process of informed consent
2. Identify the four components of decision-making capacity
3. Describe how to tailor informed consent to an assessment for gender-affirming hormone care
4. Perform an informed consent interview for gender-affirming hormone treatment with a standardized patient

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

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## MONEY SMART

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**Medical school teaches you to care for others—but who teaches you care for yourself? *Money Smart* is your inside guide to mastering the financial skills that will shape your future. Learn how to avoid costly mistakes and build a confident, secure financial life from residency through retirement.**

This Professional Enrichment Course (PEC) designed to give medical students practical, hands-on financial literacy training. Through a blend of interactive lectures, small-group activities, and real-world case studies, this course demystifies the financial realities of medical careers—from understanding your first paycheck to building a long-term financial plan. Taught by Drs. Jesse Goldstein and Ian Barbash, the course will help you think critically and confidently about budgeting, credit, debt, loans and investing. The course meets in person at Scaife 3702 from 5–7 PM on January 4 & 18 and February 15 & 29, 2025. Open to all medical students (MS1–MS4), with a maximum enrollment of 30. Register via Amp Up during the PEC registration period.

At the end of the course, students will be able to:

- Apply the "financial SOAP note" framework to assess their own financial health.
- Define and evaluate key financial indicators such as interest rates, credit scores, debt, income, and net worth.
- Create and manage a personal budget based on fixed and variable expenses.
- Distinguish between good and bad investments and understand the basics of asset allocation.
- Identify common financial pitfalls and how to avoid them.
- Develop a personalized, actionable financial plan.
- Understand and compare student loan repayment strategies and cash flow trade-offs.
- Recognize how financial literacy supports career satisfaction, well-being, and long-term success.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**KEY INFORMATION**

Organizer	Capacity	Location	Reporting Info
Jesse Goldstein, MD <a href="mailto:jesse.goldstein@chp.edu">jesse.goldstein@chp.edu</a>	30 students	Scaife Hall	Room TBD: 3-5pm

**OPPORTUNITY AVAILABILITY**

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	No
12	Tue 10/21/25	10/24/25	No
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	No
MS2 (Class of 2028)			
59	9/15/25	9/19/25	No
69	11/24/25	11/26/25	No

**SCHEDULE**

**Attendance expectation** – full attendance is required, and students are expected to participate in an active and engaged manner.

	MON	TUE	WED	THU	FRI
AM					
PM	Introducing Finance, the Financial SOAP Note approach and Mindset/Behavior, 3-5pm	Session 2: “Vital Signs and Labs” – Interest Rates, Credit Scores, Debt, Income, Assets and Liabilities, and Net Worth etc.! 3-5pm	Session 3: “I&O” – Spending Habits and Budgeting, 3-5pm	Session 4: “Assessment” – Asset location and allocation – how to invest wisely, 3-5pm	Session 5: “Plan” – Putting it all together to develop your financial plan, 3-5pm

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

### **Session 1: Introducing Finance, the Financial SOAP Note approach and Mindset/Behavior**

This introductory session will focus on understanding and examining the basic foundations of a finance including mindset and behavioral finance. The course framework—the financial SOAP note—will also be introduced. Small group and interactive sessions will focus on helping students understand the power of compounding interest and the role of mindset in spending and personal finance.

- Understand why focus on finances is important
- Understand how finances affect well-being and job satisfaction/security
- Introduce concepts including SMART goals, compound interest, behavioral finance.

*Small Group Activity: Understanding Compound Rate of Return, Starting your Budget*

### **Session 2: “Vital Signs and Labs” – Interest Rates, Credit Scores, Debt, Income, Assets and Liabilities, and Net Worth etc!**

This session will focus on understanding and examining the basic foundations of personal finance—financial vital signs. Similar to how vital signs on a patient can give us basic information of what is going on, we will dive into interpreting what each financial “vital sign” corresponds to and understand the snapshot that these values provide. The first hour will focus on what these parameters mean and how to interpret them, and the second hour will be in small groups going through sample scenarios. By the end of this session, you should be able to:

- Understand what interest is and examine the different types of interest rates and how interest accrues
- Understand the difference between various assets and liabilities
- Begin to understand your own financial situation affects your goals established in Session 1.
- Understand loans, and how to manage them through repayment programs, etc.
- Learn about the tradeoff between loans and cash flow
- Examine Credit Scores, the good, the bad and how to improve it

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

- Understand which factors contribute to your net worth.

*Small Group Activity: Everyone Needs a House*

### **Session 3: "I&O" – Spending Habits and Budgeting**

The 3<sup>rd</sup> session will focus on examining the balance between earning income and spending income. This session will follow the journey of our first paycheck, paying close attention to things that add to our net worth stream and things that take away from it. We will also learn how to optimize and budget in order to pay yourself first and introduce concepts of fixed and variable expenses. By the end of this session, you should be able to:

- Understand budgeting and learn what goes into effective budgeting at different stages from Medical Student to Attending
- Understand different streams of venue and what to do with your first paycheck
- Be able to understand what a good and bad investment is and how to manage your investments
- Learn about red flags when it comes to spending habits
- Understand healthy spending habits

*Small Group Activity: M&M's Budgeting Exercise*

### **Session 4: "Assessment" – Asset location and allocation – how to invest wisely**

This final session will focus on exploring the difference types of investment accounts (asset location) as well as the different types of investments (allocation). We will touch on the difference types of investments, and which types to stay away from. We will learn about risk and return and how they are related. By the end of this session, you should be able to:

- Understand the different accounts you may access during your investment journey
- Understand common investing mistakes many of us make.
- Learn about different types of investments and their risk profiles.

### **Session 5: "Plan" – Putting it all together to develop your financial plan**

This final session will focus on assimilating all of the information previously presented in order to begin to create your own financial plan. We will touch on different common financial mistakes and how to fix them, learn about asset allocation and location, discuss further resources and how to create a financial plan. By the end of this session, you should be able to:

- Understand how to develop and follow your financial plan.
- Understand common financial mistakes and how to avoid them

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

- Learn about further resources for future learning.

*Small Group Activity: Financial Planner for a Day (Case vignettes)*

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Multi-Disciplinary Approach to the Diagnosis of Musculoskeletal Neoplasms

**This PEC is designed to provide a look at an integrated approach to the evaluation of musculoskeletal diseases, particularly bone and soft tissue neoplasms. Pathologic, radiologic and clinical aspects of musculoskeletal disease are highlighted.**

The experience is intended for pre-clinical medical students who may have interests in radiology, pathology, surgery (general and orthopedic) and oncology. This course is composed of two two-hour sessions highlighting aspects of diagnostic musculoskeletal pathology, radiology, treatment planning and multi-disciplinary integration. A tutorial covering selected musculoskeletal neoplasms will be available on Navigator for review. Otherwise, no specific assignments will be given for outside preparation.

### PRIORITIES

- i. Understand basic clinical-radiographic and pathologic correlation as applied to musculoskeletal diseases.
- ii. Learn basic radiographic and pathologic features of benign and malignant musculoskeletal tumors.
- iii. Gain insight into the multidisciplinary decision-making process.
- iv. Appreciate the application of ancillary pathologic testing (such as immunohistochemistry and fluorescence in situ hybridization) in the diagnosis of musculoskeletal neoplasms.

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Karen Schoedel, M.D. <a href="mailto:schoedelke@upmc.edu">schoedelke@upmc.edu</a>	2 Students (min=1)	Session 1 Teams, Session 2 UPMC Shadyside West Wing Ground Floor	Session 1 Teams, Dr. Schoedel will send invitation

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	
12	Tue 10/21/25	10/24/25	
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	
69	11/24/25	11/26/25	

## SCHEDULE

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM			9AM		9AM
PM					

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

- None

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Neuroanatomy Applied – Stroke by Stroke

**This PEC will introduce how brain neuroanatomy is applied to the diagnosis and acute management of patients with stroke. This PEC is being run during the neuro-science course to illustrate direct clinical application of neuroscience.**

Stroke is a leading cause of morbidity and mortality in the US. It is the most frequent reason patients are admitted to the inpatient Neurology service. The quick assessment and management of patients presenting with stroke is essential for optimal outcome. Evaluation of stroke patients begins with a quick decision as to which part of the brain is involved and which artery has caused this stroke. This helps to determine the possible cause of the stroke. Stroke Neurology is a direct and emergent application of neuroanatomy knowledge to guide the immediate evaluation and treatment of patients presenting with stroke.

### PRIORITIES

- i. Learn how to localize strokes based on presenting symptoms and exam
- ii. Identify the stroke on imaging, name the location and arterial territory
- iii. Understand causes of stroke and acute and chronic management of stroke patients

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Cynthia Kenmuir, MD PhD  Administrator: Afash Chohan <a href="mailto:afc62@pitt.edu">afc62@pitt.edu</a>	8 Students (min=2)	TBD	TBD

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	Yes

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

12	Tue 10/21/25	10/24/25	No
27	2/2/26	2/6/26	No
31	3/2/26	3/6/26	Yes
<b>MS2 (Class of 2028)</b>			
59	9/15/25	9/19/25	No
69	11/24/25	11/26/25	No

## SCHEDULE

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM					
PM		1-4pm	1-4pm	1-4pm	1-4pm

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

none

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

## Discover Multidisciplinary Neuromuscular Medicine

- Introduction into **neuromuscular disorders** (myopathy/ muscular dystrophy, neuropathy, neuromuscular junction disorders (Myasthenia Gravis), and motor neuron diseases (ALS))
- Introduction into the **clinical skills** of history and neuro examination, diagnostic investigation (laboratory, genetic, radiologic, pathologic and electrodiagnostic testing), management plan, and clinical trials discussion.
- Introduction into the **model of patient-centered care**: Building a scientific understanding and effective interpersonal communication skills of multidisciplinary teams approach.
- Offer **supportive learning conditions** that help students to explore and advance their medical knowledge, professionalism and compassion.

### KEY INFORMATION

Organizer	Capacity	Locations (a contact for each site must be specified)	Reporting Info
<p>Tawfiq Al Lahham, MD. Associate Professor of Neurology and Neuromuscular Medicine Neuromuscular Medicine Fellowship Director <a href="mailto:allahamt2@upmc.edu">allahamt2@upmc.edu</a></p> <p>Michelle Hamilton, RN <a href="mailto:arrigomm@upmc.edu">arrigomm@upmc.edu</a></p>	5	<p>532 S. Aiken Ave, Suite 300 Pittsburgh, PA 15232 <a href="mailto:arrigomm@upmc.edu">arrigomm@upmc.edu</a> Michelle Hamilton, RN</p>	<p>Students will receive email notification from the directors with the finalized schedule not later than Friday at 5pm prior to the Monday experience start date.</p> <p>532 S. Aiken Ave, Suite 300 Pittsburgh, PA 15232</p>

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

Week of the curriculum	Start Date	End Date	Yes/No
5	Tue 9/2/25	9/5/25	N
12	Tue 10/21/25	10/24/25	N
27	2/2/26	2/6/26	YES
31	3/2/26	3/6/26	YES
<b>MS2 (Class of 2028)</b>			
59	9/15/25	9/19/25	N
69	11/24/25	11/26/25	N

**SCHEDULE**

**Attendance expectation:** Full attendance is required

Students will attend the didactic session on Monday afternoon, Neuromuscular clinic Wednesday morning and ALS Multidisciplinary clinic on Friday morning and one of the 2 EMG sessions on Tuesday morning or Thursday. afternoon with the option to attend both if interested.

Clinic sessions will include 2 groups 8-10 and 10-12 with 2-3 students per session.

Multiple studies in multiple exam rooms are running simultaneously, all 5 students may attend the EMG sessions together.

	MON	TUE	WED	THU	FRI
AM		8:00-10:00 EMG Lab	8:00-10:00 10:00-12:00 Neuromuscular Clinic		8:00-10:00 10:00-12:00 ALS Multidisciplinary Clinic
PM	1:00-2:15 PM Didactic session: Introduction into neuromuscular medicine.			1:00-3:00 EMG Lab	

**SENSITIVE PROCEDURES & SUPPORT** – While unexpected, if there are any upsetting or sensitive topics or any encounters that might trigger emotions or reactions please bring it to our attention, and we will discuss needed help or support.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

**PRE-EXPERIENCE PREPARATIVE BRIEFING** – During our first meeting, I will review information about clinical experiences and what to expect during the PEC for the students.

**POST EXPERIENCE DEBRIEF** – I will meet with students on the last day of the PEC to discuss the experience and answer any of their questions.

**EXPECTATIONS FOR STUDENT ATTIRE** – Dress in a manner that would show respect for patients, team, and educational environment. Professional scrubs are accepted.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## INTRODUCTION TO PALLIATIVE CARE

**Student will engage in an in-depth introduction to palliative care medicine, with a special focus on developing advanced communication skills for difficult conversations.**

This flex week is meant for students interested in **any** field of medicine. If you have interests that range from considering a career in palliative care to generally developing important communication skills, consider being part of this flex week.

### PRIORITIES

The experience will include five primary elements for a multifaceted introduction to Palliative Care:

- i. Skills-based workshops with standardized patients
- ii. Shadowing
- iii. Research opportunities in palliative care
- iv. Multidisciplinary panel
- v. Guided reflection activities

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Faculty: Linda King, MD <a href="mailto:kingl@upmc.edu">kingl@upmc.edu</a>  Eva Reitschuler-Cross, MD <a href="mailto:reitschulercrosseb@upmc.edu">reitschulercrosseb@upmc.edu</a>  Students: Lihan Kao <a href="mailto:kao.lihan@medstudent.pitt.edu">kao.lihan@medstudent.pitt.edu</a>  Allison Brophy <a href="mailto:brophy.allison@medstudent.pitt.edu">brophy.allison@medstudent.pitt.edu</a>	8 Students	All activities excluding workshops and shadowing: Scaife Hall Advanced Communication Skills session: 3600 Forbes Ave, Pittsburgh, PA 15203  Shadowing: UPMC Presbyterian, Shadyside, Mercy, Magee, CHP	See Notes, below

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**OPPORTUNITY AVAILABILITY**

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	N
12	Tue 10/21/25	10/24/25	N
27	2/2/26	2/6/26	Y
31	3/2/26	3/6/26	N
MS2 (Class of 2028)			
59	9/15/25	9/19/25	N
69	11/24/25	11/26/25	N

**SCHEDULE**

**Attendance expectation** – The partial participation option for this flex week is attendance only at the three Advanced Communication Skills workshops. Students need to communicate with the flex week organizers if they wish to take this option.

	MON	TUE	WED	THU	FRI
AM/PM	See detailed schedule below				

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here: <https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

**NOTES**

	Mon	
AM Time TBD	Multi-disciplinary	This panel will include multiple providers of palliative care teams to share different perspectives. The panelist will

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

	Palliative Care team panel	include physicians, pastoral care, music therapists, CRNPs, social workers, and hospice providers.
<b>PM</b> <b>Time TBD</b>	Introduction to material for reflection	Students will be provided supplementary materials to read or watch throughout the week in preparation for a reflection and discussion on Friday afternoon.
	<b>Tues</b>	
<b>AM</b> <b>8:30am-12pm</b>	Shadowing	Shadowing will take place at least 2 of the 3 available slots. Based on student preference and provider availability, students will shadow palliative care providers at UPMC Presbyterian, Shadyside, Mercy, Magee, or Children’s Hospital of Pittsburgh (CHP).
<b>PM</b> <b>Time TBD</b>	PaRC talk	The <a href="#">Palliative Research Center</a> has numerous active palliative care research scientists and projects. This presentation will focus on learning more about the PaRC, their current work, and opportunities to get involved in research.
	<b>Wed</b>	
<b>AM</b> <b>9am-12pm</b>	Day 1: Advanced Communication Skills Workshop	Topic: Delivering Unexpected or Serious News Description: This session will provide an overview of the skills needed to share serious news, such as a life-changing diagnosis. Students will learn about REMAP framework for these difficult discussions. There will be a short didactic session followed by a demo and small group role-play with standardized patients and faculty facilitators.
<b>PM</b> <b>1pm-5pm</b>	Shadowing	See above
	<b>Thurs</b>	
<b>AM</b> <b>9am-12pm</b>	Day 2: Advanced Communication Skills Workshop	Topic: Goals of Care

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

		Description: In this session, students will learn a structured and stepwise approach in discussing goals of care with a patient or family member: REMAP
<b>PM 1pm-5pm</b>	Shadowing	See above
	<b>Fri</b>	
<b>AM 9am-12pm</b>	Day 3: Advanced Communication Skills Workshop	Topic: Discussing Code Status and Death Pronouncement Description: This session will provide an introduction to two skills that students will encounter on clinical rotations: discussing code status with hospitalized patients and performing death pronouncement and notification.
<b>PM Time TBD</b>	Reflection activities on material	Students and faculty advisors will gather to reflect on the supplementary materials as well as the flex week activities. Students will also be given resources for further involvement in palliative care.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

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## Personalized Medicine: The Impact of Molecular Testing on Patient Care

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### **Gain insight to Personalized medicine with emphasis on the impact of molecular testing on Patient care**

Personalized medicine applies knowledge of molecular data for early disease detection, targeted treatment, and detection of person's predisposition to a particular disease. It improves diagnosis and treatment of a disease and advances effectiveness of healthcare.

This experience is based in the Department of Pathology and will introduce students to principles and current applications of personalized medicine. During mini-elective students will be able to observe and discuss the principles of molecular testing, become familiar with the clinical interpretation of molecular results in all areas of medicine, including oncology, endocrinology, hematology and gastroenterology.

The training will be conducted in the clinical Molecular and Genomic Pathology (MGP) laboratory, Department of Pathology, University of Pittsburgh. MGP laboratory is one of the largest laboratories in the US focused on molecular diagnostics of solid tumors. It processes samples each year using high-throughput technologies, such as Next Generation Sequencing (NGS) and a variety of the conventional molecular biology techniques. It performs molecular testing for all hospitals of the UPMC system and serves as reference laboratory for other medical centers across the United States.

The students will be exposed to various molecular tests (required for accurate diagnosis, prognosis and treatment of various types of malignancies including hematolymphoid, thyroid, GI, etc.) and learn their implications for clinical practice. They will have opportunity to learn and observe molecular techniques (nucleic acids isolation, PCR, real-time PCR, Sanger and next generation sequencing, and gene expression profiling, etc.) and become familiar with basic technical, safety and quality control issues pertinent to the clinical molecular testing.

The course will be based on presentation of individual real-life cases that illustrate the day to day practice in one of the largest molecular laboratories.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
<p>Dr. Nidhi Aggarwal Associate Professor Department of Pathology Aggarwaln2@upmc.edu</p> <p>Dr. Simion Chiose Professor of Pathology chioseasi@upmc.edu</p>	5 Students (4=min)	<p>Two sessions at Department of Anatomic Pathology, UPMC Presbyterian, 200 Lothrop Street 6A-616, Pittsburgh, PA 15213</p> <p>One session at Clinical Laboratory Building – Yelissa Sosa; Clinical Lab Building Rm 8032; 3477 Euler Way, Pittsburgh, PA 15213</p>	Yelissa Sosa; Clinical Lab Building Rm 8032; 3477 Euler Way, Pittsburgh, PA 15213
<p>For issues related to sessions held at Presbyterian Hospital - Lynn Wolkenstein, P: 412-647-7065; F: 412-647-7799; wolkensteinl@upmc.edu</p> <p>For issues related to sessions held at Clinical Laboratory Building – Yelissa Sosa; Clinical Lab Building Rm 8032; 3477 Euler Way, Pittsburgh, PA 15213</p> <p>Division Office: 412-802-6797; F 412-802-6799; sosaya2@upmc.edu</p>			

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	No
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	No
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	Yes

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM	X	X	X	X	X
PM	X	2-4pm	2-4 pm	2-4 pm	X

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

- Recommended reading
  - Plönes T, et al. Molecular Pathology and Personalized Medicine: The Dawn of a New Era in Companion Diagnostics-Practical Considerations about Companion Diagnostics for Non-Small-Cell-Lung-Cancer. *J Pers Med*. 2016 Jan 15;6(1).
  - Sadigh S, Kim AS. Molecular Pathology of Myeloid Neoplasms: Molecular Pattern Recognition. *Surg Pathol Clin*. 2021 Sep;14(3):517-528. doi: 10.1016/j.path.2021.05.013.
  - Ryan D Morin<sup>1,2,3</sup>, Sarah E Arthur<sup>1,3</sup>, Daniel J Hodson. Molecular profiling in diffuse large B-cell lymphoma: why so many types of subtypes? *Br J Haematol*. 2021 Aug 31. doi: 10.1111/bjh.17811.
  - Tran NH, et al. Precision medicine in colorectal cancer: the molecular profile alters treatment strategies. *Ther Adv Med Oncol*. 2015 Sep;7(5):252-62
  - Nikiforova MN, et al. Targeted next-generation sequencing panel (ThyroSeq) for detection of mutations in thyroid cancer. *J Clin Endocrinol Metab*. 2013 Nov;98(11):E1852-60.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

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## PLASTIC SURGERY

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**From hand surgery to medical mission work, cutting edge stem cell research to congenital craniofacial surgery, and from microvascular breast reconstruction to facial aesthetics, plastic surgery is a surgical field like no other.**

Welcome to Plastic and Reconstructive Surgery 101. This Professional Enrichment Course is designed to give Pitt Medical students a deeper understanding of our amazing and diverse field. Forget what you have learned on Dr. 90210 or Nip/Tuck. In this course you will come to appreciate the diversity, the innovation, and the expertise in the field of plastic surgery. During this five-day course, you will learn about the reconstructive framework plastic surgeons use to solve any challenge. The first hour of each session will be devoted to a specific subspecialty within plastic surgery (hand, pediatric/craniofacial, breast, head and neck, aesthetic). The second hour will be devoted to honing your plastic surgery skills including basic suturing, the hand exam, recognizing skull shapes, marking out cleft lips, and learning to think like a plastic surgeon.

At the end of the course, students will be able to:

- Describe the basic framework for solving reconstructive problems – the reconstructive ladder
- List basic principles and procedures of the plastic surgery sub-specialties
- Gain an appreciation for the anatomic basis for plastic surgery
- Learn fundamentals of suturing
- Understand the opportunities to engage in basic science and clinical research within the Department of Plastic Surgery

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Jesse Goldstein, MD <a href="mailto:jesse.goldstein@chp.edu">jesse.goldstein@chp.edu</a>	30 students	Scaife Hall	Room TBD: 3-5pm

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

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## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	No
12	Tue 10/21/25	10/24/25	No
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	No
MS2 (Class of 2028)			
59	9/15/25	9/19/25	No
69	11/24/25	11/26/25	No

## SCHEDULE

**Attendance expectation** – full attendance is required, and students are expected to participate in an active and engaged manner.

	MON	TUE	WED	THU	FRI
AM					
PM	An introduction to Plastic Surgery/Basic Suturing, 3-5p	Craniofacial Surgery/Marking out a cleft lip and skull shapes, 3-5p	Hand Surgery/Examining the hand, 3-5p	Breast and Micro surgery/Aesthetic surgery, 3-5p	Plastic Surgery research/Putting it all together and ways to get involved, 3-5p

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## NOTES

### **Session 1: Feb 2: Location TBD**

An introduction to Plastic Surgery/Basic Suturing

Faculty: Jesse Goldstein, MD, Vu Nguyen, MD and Francesco Egro, MD.

Description: This session will introduce learners the diverse field of plastic surgery and to the basic framework for problem solving employed in all fields within plastic surgery – the reconstructive ladder. We will spend the second hour of class going over basic suturing techniques so students can start their clinical rotations on the right foot.

### **Session 2: Feb 3: Location TBD**

Craniofacial Surgery/Marking out a cleft lip and skull shapes

Faculty: Jesse Goldstein, MD & Liliana Camison, MD

Description: This week's session will focus on surgery of the craniofacial region – one of the densest anatomic neighborhoods in the body. Topics including craniosynostosis, cleft lip/palate, congenital facial differences and facial trauma will be discussed. The second hour will be spent marking a cleft lip for repair and getting a "hands on" experience with head shape differences secondary to craniosynostosis.

### **Session 3: Feb 4: Location TBD**

Hand Surgery/Examining the hand

Faculty: Alex Davit, MD

Description: This session will focus on surgery of the hand, one of the most exciting specialties in plastic surgery. Learners will be exposed to congenital, traumatic, and acquired hand issues and how plastic surgeons use their skills to address them. The second hour will focus on learning how to examine the hand to diagnose any abnormality.

### **Session 4: Feb 5: Location TBD**

Breast and Micro surgery/Aesthetic surgery

Faculty: Vu Nguyen, MD, Carolyn De La Cruz & Jeff Gusenoff, MD

Description: This session will focus on the meat of modern plastic surgery: breast, microsurgery, and aesthetic surgery. Topics include autologous and implant-based breast reconstruction, selecting the right free flap for the defect, and general concepts in Aesthetic surgery. A surprise (and fun) small group activity will happen in the second hour of the session.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**Session 5: Feb 6: Location TBD**

Plastic Surgery research/Putting it all together and ways to get involved

Faculty: Kacey Marra, Ph.D., Jesse Goldstein, MD, Vu Nguyen, MD, and Francesco Egro.

Description: This last session focuses on innovation and research in plastic surgery, including basic science, translational and clinical research. We will review broad areas of investigation in the field as a whole as well as what is being done here at Pitt. The second hour will feature a panel of residents and students and will focus on how students can get involved with the Department of Plastic Surgery including research and clinical experiences

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## RADIOLOGY CASE BASED PRACTICUM

**Gain experience with radiology interpretation and learn basic search patterns for commonly-ordered radiologic studies.**

Students will take cases presented by radiology staff, in order to improve their interpretative skills.

Sessions will be held 10am to noon on Monday, Wednesday, and Friday of the FLEX week. No preparation or pre-reading is required. Each student will be presented with at least one radiologic case per session and will be expected to discuss the imaging technique, the major findings, and the radiologic differential. Friendly support will be expected from the students who are not in the hot seat. Six different radiologic specialties will be represented (one hour each).

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Barton Branstetter <a href="mailto:bfb1@pitt.edu">bfb1@pitt.edu</a>  Administrator: Jay Passoth <a href="mailto:passothja@upmc.edu">passothja@upmc.edu</a>	20 Students (min=6)	Scaife Hall small group room	Scaife Hall, room to be announced closer to the date

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	
12	Tue 10/21/25	10/24/25	
27	2/2/26	2/6/26	XX
31	3/2/26	3/6/26	
MS2 (Class of 2028)			
59	9/15/25	9/19/25	
69	11/24/25	11/26/25	

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM	10am-noon	n/a	10am-noon	n/a	10am-noon
PM	n/a	n/a	n/a	n/a	n/a

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

- None

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Rehabilitation Concepts in Muscle, Joint, Brain, & Nerve Physiology

**Explore the relationship among anatomy, physiology, and human motion. This experience highlights ways rehabilitative efforts and technology can be used to diagnose and treat disorders of the neuromuscular system.**

This four-session professional enrichment course introduces students to rehabilitation concepts in the physiology of muscle, joints, brain and nerves. Sessions are held at various locations for hands-on experience and observation. The goal of this program is to explore the relationship among anatomy, physiology, and human motion. This course highlights ways rehabilitative efforts and technology can be used to diagnose and treat disorders of the neuromuscular system.

### PRIORITIES

Through both didactic and hands-on exposure at these sites, this series covers topics including:

- i. The use of musculoskeletal ultrasound to identify normal and pathological structures of joints
- ii. The pathophysiology and treatment of traumatic brain injury and concussion.
- iii. Anatomy of joints and techniques used to guide injections
- iv. The use of Nerve Conduction Studies and Electromyography (EMG) as a way to diagnose neuromuscular diseases.
- v. Basic pathology and effects of spinal cord injury, including management of spasticity

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Brad Dicianno, MD <a href="mailto:dicianno@pitt.edu">dicianno@pitt.edu</a>	15 Students	Varies by date between Mercy Hospital Inpatient Units and Kaufmann Medical Building	See Schedule below for details
Administrator: Susan Redding, PM&R Academic Administrator, Kaufmann Medical Building, Pittsburgh, PA 15213, Ph: 412-648-6251			

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	No
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	No
31	3/2/26	3/6/26	No
MS2 (Class of 2028)			
59	9/15/25	9/19/25	No
69	11/24/25	11/26/25	No

## SCHEDULE (DETAILS BELOW)

**Attendance expectation** – full attendance is required

	MON	TUE 10/21	WED 10/22	THU 10/23	FRI 10/24
AM					
PM		1-3pm	1-3pm	2-4pm	1-3pm

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experience with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – **Professional dress** is requested for the spinal cord injury and traumatic brain injury sessions. Please **wear scrubs** for the ultrasound and electromyography sessions. Please take it upon yourself to put these sessions and their locations on your own calendar as you may not receive reminders about the events.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**FACULTY:**

**Dr. Jessica Berry**  
**Dr. Gary Galang**  
**Dr. Amanda Harrington**  
**Dr. Grace Hershey**  
**Dr. Suehun Ho**  
**Dr. Ryan Nussbaum**  
**Dr. Jennifer Shen**

**SCHEDULE:**

**October 21 (1PM - 3PM)**

**Traumatic Brain Injury**

**Location:** Meet at Inpatient Brain Injury Rehab Unit, **Mercy Hospital**, 6th Floor

Instructor: **Dr. Gary Galang**

**October 22 (1 - 3PM)**

**Musculoskeletal Exam and Ultrasound**

**Location:** Meet in **Kaufmann Medical Building** Suite 910 Conference Room

Instructors: **Drs. Suehun Ho and Ryan Nussbaum**

**October 23 (2 - 4PM)**

**Spinal Cord Injury, Spasticity, Baclofen Pumps, and Botox Injections**

**Location:** **Mercy Hospital** Inpatient Spinal Cord Injury Unit Resource Room 7015

Instructor: **Drs. Amanda Harrington and Jessica Berry**

**October 24 (1 - 3PM)**

**Electromyography and Nerve Conduction**

**Location:** Meet at Inpatient Stroke Rehab Unit, **Mercy Hospital**, 6th Floor, Dining Room

Instructor: **Drs. Jennifer Shen and Grace Hershey**

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## STRATEGIZING MEDICAL SCHOOL

**This professional enrichment course is designed to equip Pitt medical students with the tools to successfully navigate their medical school journey.**

From academic responsibilities to research involvement, extracurricular activities to personal endeavors, and community service to specialty interests, medical school is a period of personal and professional growth and development. During this five-week course, students will learn to excel in key areas of medical school (research, extracurriculars/leadership, networking/mentorship), developing a framework for successfully matching into their specialty of choice.

Course sessions will be short, 45-minute Zoom meetings covering key topics and providing opportunity for questions and personalized interaction.

### PRIORITIES

- i. Understand how to balance academics, extracurriculars, research, and personal endeavors.
- ii. Appreciate the research timeline for maximizing productivity.
- iii. Develop meaningful and unique extracurricular involvement.
- iv. Learn to network effectively and develop strong mentoring relationships.

### KEY INFORMATION

Organizers	Capacity	Location	Reporting Info
Francesco Egro, MD Email: <a href="mailto:egrofm@upmc.edu">egrofm@upmc.edu</a>  Meeti Mehta, BS Email: <a href="mailto:mem451@pitt.edu">mem451@pitt.edu</a>	30 students	Zoom	Schedule below

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	
31	3/2/26	3/6/26	
MS2 (Class of 2028)			
59	9/15/25	9/19/25	
69	11/24/25	11/26/25	Yes

## SCHEDULE

**Attendance expectation** – attend first four sessions (optional session 5); participate in an active and engaged manner

	MON	TUE	WED	THU	FRI
AM	n/a	n/a	n/a	n/a	n/a
PM	n/a	5-5:45 pm by Zoom	5-5:45 pm by Zoom	5-5:45 pm by Zoom	5-5:45 pm by Zoom

**SENSITIVE TOPICS & SUPPORT** – not applicable

**EXPECTATIONS FOR STUDENT ATTIRE** – not applicable

## OUTLINE

### Session 1: Introduction to Strategizing Medical School – Finding Balance

October 21: 5-5:45pm

Description: This session will introduce students to strategizing their medical school experience, offering a framework for the rest of the course. We will share advice from recent graduates to provide perspective on matching into residency and balancing academic/research/extracurricular involvement so students are prepared to start their medical school journey on the right foot.

### Session 2: Maximizing Your Research Involvement

October 22: 5-5:45pm

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

Description: This session will introduce a realistic research timeline to ensure preparation for residency applications. Topics including getting started in research, finding the right research mentor, identifying the optimal number of publications, and increasing research productivity will be discussed.

**Session 3: Making Your Extracurricular Activities Stand Out**

October 23: 5-5:45pm

Description: This session will provide guidance on approaching extracurricular activities as a medical student. We will be discussing quality vs. quantity of activities, tailoring your involvement to your interests, and examples of leadership from past successful candidates.

**Session 4: Networking and Mentorship 101**

October 24: 5-5:45pm

Description: This session will focus on a key skill in medical school: networking and finding mentors. We will discuss the benefits of networking, tips and tricks for developing professional connections, qualities of a good mentor, and how to find a supportive mentor.

**NOTES**

- None

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Taking Better Care of Patients with Disabilities

### STUDENTS WILL BE EXPOSED TO PATIENTS WITH DISABILITIES IN MULTIPLE CLINICAL SETTINGS.

The best way to begin to understand how to most effectively provide medical care to our patient with disabilities is to have the direct experience of working with them. This flex week offering will be a great opportunity for students early on in their medical careers to develop an awareness of how to provide better care for patients with disabilities.

#### PRIORITIES

- i. Clinical shadowing in the Adult and Pediatric Down Syndrome Clinics, , and the Child Development Unit at the Children’s Hospital of Pittsburgh
- ii. Discover and discuss social and historical aspects of medical care for patients with disabilities

#### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Sean C. Sweat Pitt MD/PhD – G2 <a href="mailto:ses265@pitt.edu">ses265@pitt.edu</a>	Adult Down Syndrome Clinic: 1 student  Pediatric Down Syndrome Clinic: 1 student	Adult and Pediatric Down Syndrome Clinics	Monday: Montefiore 9W 921, 11am-12pm
Dr. Peter Bulova, MD Professor of General Internal Medicine <a href="mailto:bulovapd@upmc.edu">bulovapd@upmc.edu</a>	Developmental Behavioral Pediatrics: 1 student	Child Development Unit, Children’s Hospital of Pittsburgh	
Dr. Kristen Ann Ehrenberger, MD, PhD (History) Assistant Professor, General Internal Medicine & Pediatrics <a href="mailto:ehrenbergerka@upmc.edu">ehrenbergerka@upmc.edu</a>			
Dr. Kishore Vellody, MD Professor of Pediatrics <a href="mailto:vellodyk@upmc.edu">vellodyk@upmc.edu</a>			

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

Dr. Evora Brent, Assistant Professor, Pediatrics, UPMC Children's Hospital of Pittsburgh Developmental-Behavioral Pediatrician, UPMC Child Development Unit <a href="mailto:brentej@upmc.edu">brentej@upmc.edu</a>			
Dr. Bulova Admin: Heather Shiwarski, <a href="mailto:shiwarskihe@upmc.edu">shiwarskihe@upmc.edu</a> Dr. Vellody Admin: Erin Kelly, <a href="mailto:kellyek@upmc.edu">kellyek@upmc.edu</a>			

**OPPORTUNITY AVAILABILITY**

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	Yes
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	Yes

**SCHEDULE**

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
<b>AM</b>	Dr. Ehrenberger – “Watch Your Language” Discussion (Material to be reviewed before: Why We Say 'Disability,' Not 'Special Needs' Article) - Montefiore 9W 921, 11am-12pm	Dr. Bulova Adult Down Syndrome – Montefiore Hospital (8 AM-12 PM)	Independent study (asynchronous): Read Hole in the Heart: Bringing Up Beth, the graphic novel by Henry Beaumont (HLS Reserves or purchase a copy)	Dr. Ehrenberger “Disabled Girls Bleed, Too” Recording (asynchronous)	Child Development Unit w/ Dr. Brent 8:30 AM-1:30 PM

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

PM				Dr. Vellody, Pediatric Down Syndrome – Children’s Hospital (Material to be Reviewed before: Medical History of Down Syndrome Podcast) (1-4 PM)	Guided Reflection or Debrief w/ Dr. Ehrenbergher (Zoom, link below)
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**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**POST EXPERIENCE DEBRIEF** – Required for experiences that may be emotional or challenging. Example: After the experience, you’ll have a chance to reflect with Dr. Ehrenbergher or team member and process the experience and emotions.

Topic: Disability Flex Week Debrief

<https://pitt.zoom.us/j/2042768842?omn=93681849486>

Meeting ID: 204 276 8842

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

**READING**

Material Links: Karin Willison, “Why We Say 'Disability,' Not 'Special Needs,’” The Mighty (23 July 2023), <https://themighty.com/topic/disability/disability-not-special-needs-tme/>

Henny Beaumont, Hole in the Heart: Bringing Up Beth (Penn State University Press, 2016), <https://www.psupress.org/books/titles/978-0-271-07740-6.html>. Available for purchase on your own or to check out from the HSLs Course Reserves - Main Desk - 200 Scaife Hall (RC571 .B43 2016).

Kristen Ehrenberger and Kishore Vellody, “Episode #91: Medical History of Down Syndrome,” Down Syndrome Center Podcast (4 January 2021), <https://downsyndromecenter.libsyn.com/dsc/91-medical-history-of-down-syndrome-with-dr-kristen-ehrenberger-md-phd>

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Advocacy Flex Week

**Goal: Provide students with tools and resources related to rhetoric and key principles in persuasive written communication to promote health and wellness through advocacy.**

This interactive advocacy flex week is focused on promoting conversations around advocacy and offering different mechanisms through which students can use their voice to support and advocate for their patients and/or a specific cause.

Students will be introduced to useful tools used to communicate their viewpoint (i.e., Letter to Editor, Op-Ed, Letters, Resolution, Local/National Newspapers, etc.) then chose a topic of their own to work on throughout the week, which they will present to the class on the last day.

Students can also expect to hear from individuals who have published their work through one of the means presented.

### KEY INFORMATION

Organizer	Capacity	Locations (a contact for each site must be specified)	Reporting Info
Dr. Bui <a href="mailto:buithuy@pitt.edu">buithuy@pitt.edu</a>	Max: 20	Remote/ Zoom	Flex week of 2/2/26-2/6/26 Zoom 10am start
Student contacts: -Eniola Ayo-Gbenjo ( <a href="mailto:Ayo-Gbenjo.Eniola@medstudent.pitt.edu">Ayo-Gbenjo.Eniola@medstudent.pitt.edu</a> ) -Mina Kim ( <a href="mailto:Kim.Mina@medstudent.pitt.edu">Kim.Mina@medstudent.pitt.edu</a> ) -Kelsey Lyons ( <a href="mailto:Lyons.Kelsey@medstudent.pitt.edu">Lyons.Kelsey@medstudent.pitt.edu</a> ) -Brina Ratangee. ( <a href="mailto:Ratangee.Brina@medstudent.pitt.edu">Ratangee.Brina@medstudent.pitt.edu</a> )			

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**OPPORTUNITY AVAILABILITY**

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Yes/No
5	Tue 9/2/25	9/5/25	N
12	Tue 10/21/25	10/24/25	N
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	N
MS2 (Class of 2028)			
59	9/15/25	9/19/25	N
69	11/24/25	11/26/25	N

**SCHEDULE**

**Attendance expectation (select one)**

Full attendance is required

	MON	TUE	WED	THU	FRI
AM	10a-12p Zoom	10a-12p Zoom	10a-12p Zoom	10a-12p Zoom	10a-12p Zoom
PM	Independent Study Time	Independent Study Time	Independent Study Time	Independent Study Time	Independent Study Time

**SENSITIVE PROCEDURES & SUPPORT** –As you move through this experience there may be encounters that trigger emotions or reactions. If you need help or support, please discuss this with us.

**PRE-EXPERIENCE PREPARATIVE BRIEFING** – We will reach out with any information beforehand. There will be no pre-work, but it might be helpful to think about a topic you are passionate about and want to focus on.

**POST EXPERIENCE DEBRIEF** –After the experience and during, you’ll have a chance to reflect with Dr. Bui and or other team member and process the experience or ask questions. There will be a brief end of week survey.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**EXPECTATIONS FOR STUDENT ATTIRE** – Casual is acceptable. While there isn't specific attire outlined, please maintain a respectful and appropriate dress.

**NOTES**

Course Outline

- 2/2/26 Monday
  - Session 1: Approaches to advocacy and writing blogs, letters to the editor, and op-eds by Dr. Bui, Director of Global Health and Underserved Populations Track, UPMC Internal Medicine Residency and Director of Program for Health Care to Underserved Populations.
  - Start time: 10am -12pm
  
- 2/3/26 Tuesday
  - Session 2: Experiences in advocacy from Dr. Kyaien Conner, Ph.D., LSW, MPH Professor and Donald M. Henderson Endowed Chair, Director of the Center on Race and Social Problems (CRSP).
  - Start time: 10am -12pm
  
- 2/4/26 Wednesday
  - Session 3: Topic and motive by Alyssa Young Alyssa Young, MLIS, Research & Instruction Librarian, Liaison to Medical Education and Graduate Medical Education
  - Start time: 10am -12pm
  
- 2/5/26 Thursday
  - Session 4: Feedback and discussion.
  - Start time: 10am -12pm
  
- 2/6/26 Friday
  - Session 5: Presenting and potentials regarding publishing.
  - Start time: 10am -12pm

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## ATOMIC ADULTING

### Learn skills to carry you through medical school, residency, and the life of a busy physician

We all struggle to “get our lives together.” Healthy habits, like having a calendar and making to-do lists, help us all lead more organized lives (and get enough sleep!). Eating is also important.

- Join us for shared meals and discussions as we read James Clear’s “Atomic Habits” and work our way to less exhausted, more whole and effective versions of ourselves.

#### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Greg Null, MA <a href="mailto:Grn18@pitt.edu">Grn18@pitt.edu</a> Allison Serra, MD <a href="mailto:Allison.serra@pitt.edu">Allison.serra@pitt.edu</a>	5 students (min = 1)	Alan Magee Scaife and/or Zoom	Dinner @ 5pm on Tuesday (location TBD)

#### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	Y
12	Tue 10/21/25	10/24/25	
27	2/2/26	2/6/26	
31	3/2/26	3/6/26	
MS2 (Class of 2028)			
59	9/15/25	9/19/25	
69	11/24/25	11/26/25	

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM	No activities Office Hours	<p><b>Asynchronous time</b>  <b>Podcast:</b> Search Spotify for “Atomic Habits A Bit of Optimism”  Podcast title: Atomic Habits with author James Clear on the “A Bit of Optimism” podcast hosted by Simon Sinek. Give it a listen: 42min  <b>Reading:</b> Atomic Habits (book): 2 hours</p>	<p><b>10-12PM in person:</b> Tools for living an organized life (read: Can I help you make your calendar?). We will talk as a group about the systems that work for us. Then, we will work on individual action plans for “getting our lives together”</p>	<p><b>10-11AM in person:</b> Zoom panel with M2-4 students</p> <p><b>11-1PM:</b>  Asynchronous independent reading time: Finish up Atomic Habits, find a new podcast to enjoy (and tell us about it!)</p>	<p><b>10-12PM in person:</b> Creation and maintenance of homeostasis: Map out your next week as a blueprint for many weeks to come</p>
PM	No activities	<p><b>5-7PM in person</b>  Dinner and discussion of selected chapters from <b>Atomic Habits</b>  Location TBD (dinner will be provided). Everyone chooses a habit to build. Looking ahead, we will discuss them on Friday afternoon as Flex Week winds down</p>	<p><b>Asynchronous time:</b>  Reading: Atomic Habits: 3 hours</p>	<p><b>1-3PM:</b> Drop In Office Hours  IT  -Elentra  -Teams  -Respondus  -Assessment  ADs/Coaches  CAP  LAP</p> <p>Schedule necessary appointments:  AD  Coach  PCP  Dentist, etc.</p>	<p><b>12-1PM: Shared Lunch and reflections in person</b></p> <p><b>1-2PM:</b>  Advanced Tactics and Share: Strategies for next week and beyond</p>

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**SENSITIVE TOPICS & SUPPORT** –not applicable

**EXPECTATIONS FOR STUDENT ATTIRE** – not applicable

### READING LIST

Clear, James. (2018). *Atomic Habits*. New York, Avery. Available at [Carnegie Library of Pittsburgh](#) or [University of Pittsburgh Library System](#)

### NOTES

Interested students not signed up for the whole flex week may “drop in” for the Wednesday and Thursday sessions.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Discovering the Art of Medicine

**The purpose of this flex week is to offer medical students an opportunity to engage with the visual arts, drawing inspiration and reflecting on themes that help cultivate the “art of medicine.”**

During this flex week, medical students will use visual observation and creativity to explore key themes that inform the art of practicing medicine. Students will begin each day at the Carnegie Museum of Art where they will complete assigned observational and reflection. The afternoons will be spent creating art centered around that day’s theme at the university’s Center for Creativity, where students will have access to an array of mixed media art supplies. To participate in this flex week, it is not necessary to have any experience with art making nor artistic skills, just a willingness to explore and create!

### KEY INFORMATION

CONTACT	Capacity	Locations	Reporting Info
Heather Mikes, DO Assistant Professor, University of Pittsburgh School of Medicine <a href="mailto:mikesh@upmc.edu">mikesh@upmc.edu</a> 412-439-0005	5	Carnegie Museum of Art  Uni of Pittsburgh Center for Creativity	Monday morning, 9 am

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available?
5	Tue 9/2/25	9/5/25	Yes
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	Yes

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

Full attendance is required

	MON	TUE	WED	THU	FRI
AM	Carnegie Museum of Art 9-12	Carnegie Museum of Art 9-12	Carnegie Museum of Art 9-12	Carnegie Museum of Art 9-12	Carnegie Museum of Art 9-12
PM	Uni of Pittsburgh Center for Creativity 1-4  Virtual Options available	Uni of Pittsburgh Center for Creativity 1-4  Virtual Options available	Uni of Pittsburgh Center for Creativity 1-4  Virtual Options available	Uni of Pittsburgh Center for Creativity 1-4  Virtual Options available	Uni of Pittsburgh Center for Creativity 1-4  Virtual Options available

**SENSITIVE PROCEDURES & SUPPORT** – As you move through this experience, there may be reflections that trigger strong emotions or reactions. This is completely normal! There will be daily check-ins with Dr. Mikes to share your reflections and creative progress.

**EXPECTATIONS FOR STUDENT ATTIRE** –casual attire is acceptable.

**NOTES** – Entry into the Carnegie Museum of Art is free with your Pitt student ID, although tickets must be reserved in advanced. Access to the Center for Creativity along with use of any art supplies is also free with your Pitt student ID.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Human Flourishing: Research, Evidence and Practical Experience

This Flex week focuses on an introduction to the idea of Human Flourishing. We will dive into the topic, engage with the published literature and work on some practical things that one can do to flourish as a person.

### LEARNING OBJECTIVES:

- Describe the basic dimensions of human flourishing
- Summarize aspects of the literature base that surrounds the concept
- Develop experience with one or more practices that have been shown to improve one's flourishing

### KEY INFORMATION

Organizer	Capacity	Locations	Reporting Info
Dr. John Maier PhD MD, Associate Professor of Family Medicine jsmaier@pitt.edu	20	Scaife hall Other near campus locations	Monday of the week 10:00a for introductory session

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available
5	Tue 9/2/25	9/5/25	No
12	Tue 10/21/25	10/24/25	No
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	No
69	11/24/25	11/26/25	No

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation: Full attendance is required**

	MON	TUE	WED	THU	FRI
<b>AM</b>	10:00a-12:00p Group introductions Flourishing overview	10:00-11:00a Flourishing and student formation  11:00a-12:00p Evidence discussion and paper selection. Each student will select a publication in the Flourishing space and review it with the group over the course of the week	10:00-11:00a Prior formative experiences and alignment with flourishing  11:00a-12:00p Student reviews of selected literature and discussion.	10:00-11:00a Job crafting with a focus on Medical Training and practice  11:00a-12:00p Student reviews of selected literature and discussion	10:00-11:00a Bringing the Flourishing lens to decision making  11:00a-12:00p Student reviews of selected literature and discussion
<b>PM</b>	1:00-2:00p Review of evidence based flourishing practices	1:00-3:00p University Art Gallery guided tour: "The Good, The True, and The Beautiful"  Includes time for reflection and further exploration	1:00-2:00p Flourishing and the Pitt Med Curriculum and learning environment  2:00-3:00p Student reviews of selected literature and discussion	1:00-2:00p Flourishing and Living in Pittsburgh  2:00-3:00p Student reviews of selected literature and discussion	1:00-3:00p Flourishing and Artificial Intelligence.  Individual closeout discussions if students do desire

**SENSITIVE PROCEDURES & SUPPORT** – There are no sensitive procedures during this experience. Reflection on one’s own flourishing can be an intense experience. Individuals will need to use their own judgement about what they share in a class discussion setting. As you move through this experience there may be encounters or discussions that trigger emotions or reactions. If you need help or support, please discuss this with us.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**PRE-EXPERIENCE PREPARATIVE BRIEFING** – Be prepared to both explore the research in the area of human flourishing and also do some personal work on your own flourishing. This will include selecting evidence based practices and trying them on your own.

**POST EXPERIENCE DEBRIEF** – After the experience, you'll have a chance to reflect with Dr. Maier and process the experience and emotions.

**EXPECTATIONS FOR STUDENT ATTIRE** – Casual, work appropriate.

## NOTES

For some years now there has been a center at Harvard studying human flourishing. A lot of this is focused on individual flourishing but there is work looking at community flourishing as well.

They have developed a 10-12 question metric focused on evaluating one's "state of flourishing" along 5- 6 dimensions:

- Happiness and life satisfaction
- Mental and Physical health
- Meaning and Purpose
- Character and Virtue
- Close Social Relationships
- Financial and Material Stability

There are two questions for each of the dimensions and sometimes they leave out the last dimension.

They have used this metric broadly - a recent publication is related to a longitudinal study that included over 200,000 participants across the globe (22 countries, 6 continents).

In addition to this metric, they have done some work combing the literature for evidence about what one can do to improve flourishing. The high-level version of that list is:

- Cognitive exercises
  - Gratitude

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

- Savor and recognize the good
- Imagine one's best possible self
  - Behaviors you can change
  - Using character strengths
  - Acts of kindness
  - volunteering
- Engaging in relationships and institutional practices
  - Job Crafting
  - Religious Service Attendance
  - Marriage
- Address psychological distress
  - Depression recovery
  - Anxiety recovery
  - Forgiveness

They have recently announced a center on academic flourishing that is focused on formation of students during academic training. The academic flourishing work looks at the formation of individuals as they grow through education. Their academic formation framework looks at the learner and asks how their learning environment supports their development for each of the items in the structure below. This list includes a lot of what we want physicians to learn on their journey through medical school and residency.

- Cognitive and Epistemic
  - Increase knowledge
  - Think clearly
  - Pursue truth
  - Recognize error
  - Understand different perspectives
  - Express yourself

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

- Virtues
  - Become more honest
  - Develop courage
  - Have a love of learning
  - Become more wise
  - Become more just
  - Lead a moral life
- Citizenship and Society
  - Develop character strengths that help you contribute meaningfully
  - Understand that you can contribute to your country
  - Equip you to positively change the world
  - Treat people respectfully
  - Solve problems creatively and work with others
  - Work with people with diverse political and religious beliefs
- Meaning and growth
  - Find meaning in life
  - Appreciate beauty
  - Flourish as a person
  - Pursue your goals
  - Live in healthy way
  - Have good relationships

On flourishing (the papers cited below are core material for this flex week):

- [Here is the site at Harvard](#) (lots here to peruse).
- the flourishing metric. here is the citation to the PNAS paper ([link here](#)) :
  - VanderWeele, T.J. (2017). On the promotion of human flourishing. Proceedings of the National Academy of Sciences, U.S.A., 31:8148-8156.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

- a paper about how to flourish. ([link](#))
  - VanderWeele, T.J. (2020). Activities for flourishing: an evidence-based guide. *Journal of Positive Psychology and Wellbeing*, 4:79-91.
- a paper about academic flourishing and student formation ([link](#))
  - VanderWeele, T.J., & Case, B. (2025). Academic flourishing and student formation. *International Journal of Wellbeing*, 15(2), 5003, 1-29.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## WHAT ARE THE ALTERNATIVES?: AN EXPLORATION OF INTEGRATIVE MEDICINE

Students will get exposure to a variety of disciplines related to integrative and lifestyle medicine through didactic and experiential learning.

This experience will expose students to different modalities in integrative and lifestyle medicine, as well as offer a well-rounded approach to health-care. Students will gain tools to take better care of themselves and their patients. They will hear from professionals in nutrition, music therapy, acupuncture, and more, while engaging with physicians who practice integrative medicine.

### KEY INFORMATION

Organizers	Capacity	Location(s)	Reporting Info
Michelle Thompson, DO and Evette Yassa, MD Department of Family Medicine Cell 929-777-0871 <a href="mailto:yassaes@upmc.edu">yassaes@upmc.edu</a>	14 Students	Scaife West Wing  UPMC Center for Integrative Medicine 580 S AIKEN AVE #310, PITTSBURGH, PA 15232	Day 1 11 AM UPP Family Medicine - Lifestyle Medicine 5608 Wilkins Avenue, Suite 100, Pittsburgh, PA 15217

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	YES
12	Tue 10/21/25	10/24/25	NO
27	2/2/26	2/6/26	NO
31	3/2/26	3/6/26	NO
MS2 (Class of 2028)			
59	9/15/25	9/19/25	NO
69	11/24/25	11/26/25	NO

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation** – partial attendance is acceptable

	MON	TUE	WED	THU	FRI
AM	Labor Day	Nutrition Lecture & Teaching Kitchen with Integrative Dietician Dana Messmore (in person) <b>11 AM – 2 PM</b>	Ayurveda & Herbal Medicine with Dr. Chaudhari (virtual) <b>9 AM</b>	Meditation, Mindfulness, and Aromatherapy with Felicia Savage of Yoga Roots on Location (in person) <b>12 – 3 PM</b>	Acupuncture & Acupressure with Dr. Merovich (in person) <b>10 – 11:30 AM</b>
PM	Labor Day				

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Please choose comfortable attire for ease of movement

## NOTES

- Schedule may be subject to slight changes. You will receive detailed information confirming schedule and locations the week prior to your Flex Week experience
- You will receive information about asynchronous work to be completed during the week including documentaries to watch, at-home medications, and supplemental readings

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## MY LIFE, MY STORY (MLMS)

**introduce students to the Veteran Affairs (VA) My Life, My Story (MLMS) program and train students to conduct and record life story interviews.**

Students will be introduced to the goals of the MLMS program and learn the writing and interviewing skills they will need to record Veterans' stories.

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Faculty: Gaetan Sgro, MD <a href="mailto:Gaetan.sgro@va.gov">Gaetan.sgro@va.gov</a>  Students: Andrea Yarkony <a href="mailto:any96@pitt.edu">any96@pitt.edu</a>	10 Students	Scaife Hall 3550 Terrace St , Pittsburgh, PA 15261 and VA Pittsburgh Medical Center, 4100 Allequippa St, Pittsburgh, PA 15240	Scaife Hall room TBD

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	YES
12	Tue 10/21/25	10/24/25	NO
27	2/2/26	2/6/26	NO
31	3/2/26	3/6/26	NO
MS2 (Class of 2028)			
59	9/15/25	9/19/25	YES
69	11/24/25	11/26/25	NO

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM	Labor Day	Watch MLMS <a href="#">training video</a>	Read <a href="#">“What Do You Want Us to Know?”</a>	Read selections from <u>1,000 Words</u> (handout)	Listen to <a href="#">Boone’s Story</a>
PM	Labor Day	<u>In-person (1-3pm in Scaife Hall)</u> : Students are introduced to the MLMS program and engage in a short writing exercise.	<u>In-person (1-3pm at the VA)</u> : Students conduct a veteran interview.  <u>Asynchronous</u> : Students can use the remaining time to draft their stories.	<u>In-person (1-3pm in Scaife Hall)</u> : Students learn editing tips and workshop their stories.  <u>Asynchronous</u> : Students can use the remaining time to revise their stories.	<u>In-person (1-3pm at the VA)</u> : Students read their recorded story back to the veteran and reflect on the week in a small group.

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

- None

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

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## Pediatric Advanced Interviewing

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**\*\*Newly available to MS-1 students in 2026\*\***

**INTRODUCTION:** The course is designed to advance a Medical Student's skills in the "art" of obtaining a medical history that will help lead to a diagnosis. For more than 30 years it's been offered to MS-2 students prior to the start of Clinical Clerkships and we are now making the course available to MS-1 students.

At each meeting 3 students come prepared to be "caregivers (parents)" of children with 3 separate diagnoses. At each session, each "parent" is interviewed by another student who obtains a short medical history (timed at 20 minutes). In that time, the interviewing student's goal is to obtain enough history to be able to offer a possible differential diagnosis of the patient's problem. After each interview, the students and faculty discuss the specifics of the history taken with faculty making suggestions for improvement for each student.

The course is designed to give students more experience in how to ask questions leading to a history and does not rely on knowledge in any medical specialties. In fact, it may be better suited to students early in their medical education as it provides more universal principles of history-taking. Past MS-2 students have lauded the efforts of the faculty in creating opportunities to practice these universal principles.

### LEARNING OBJECTIVES:

1. Students early in their medical education will have the opportunity to learn/understand and employ interviewing techniques that will serve them as they move into the clinical arena. Examples: How to engage in a parent interaction and direct the history, asking questions, and responding appropriately to parental answers with further questions.
2. Students serving as "caregivers" will learn the basics of a variety of common pediatric diagnoses: how they present, what time course the illness consumes, organs systems involved, etc. In addition, students will also learn some of the "normal" features of child development, examples of which are wide-ranging and include factors such as: What feeding schedules are appropriate for infants? What are the normal developmental milestones for infants?, among other indicators.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**KEY INFORMATION**

Organizers	Capacity	Locations	Reporting Info
<b>GEOFFREY KURLAND MD TRACI KAZMERSKI, MD PEDIATRIC PULMONOLOGY, CHILDREN'S HOSPITAL</b>	6	Children's Hospital of Pittsburgh G. Kurland or T. Kazmerski <a href="mailto:Geoffrey.kurland@chp.edu">Geoffrey.kurland@chp.edu</a> <a href="mailto:Traci.kazmerski@chp.edu">Traci.kazmerski@chp.edu</a> 412-692-8112 (T. Fisher, Administrative Aide to Dr. Kurland)	Children's Hospital of Pittsburgh (CHP) ROOM To Be Determined
Parking will be arranged at Children's for the students.			

**OPPORTUNITY AVAILABILITY**

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available
5	Tue 9/2/25	9/5/25	
12	Tue 10/21/25	10/24/25	
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	
MS2 (Class of 2028)			
59	9/15/25	9/19/25	
69	11/24/25	11/26/25	

**SCHEDULE**

Full attendance is required.

	MON	TUE	WED	THU	FRI
AM	n/a	n/a	n/a	n/a	n/a
PM	<ul style="list-style-type: none"> <li>Brief preparative meeting 1 wk prior to course, likely in Scaife Hall</li> <li>4 course meetings (likely Mon-Thur, although Tue-Fri is possible) at CHP</li> <li>Meetings are ~1.5-2 hrs/ea, usually in the late afternoon to early evening</li> </ul>				

**SENSITIVE PROCEDURES & SUPPORT** – Because the course deals with common pediatric diseases/conditions, and because each interaction is short, we do not anticipate overly

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

sensitive issues will be addressed. However, among the possible diagnoses are areas including illicit drug use, and the students will learn the “art” of asking a parent to leave the exam room so their child can be interviewed alone by the examiner.

**PRE-EXPERIENCE PREPARATIVE BRIEFING** – As noted, we will require an “orientation” meeting in the week prior to the course. This meeting will include a PowerPoint presentation on “How to obtain a pediatric medical history”. Also, this orientation will allow the faculty to provide the students with assigned “diagnoses” for the forthcoming week.

**POST EXPERIENCE DEBRIEF** – Each student’s interview is followed by the “parent” revealing the diagnosis, with a further discussion of the diagnosis itself and a discussion by faculty and students of the interview that was just completed: areas that could have been pursued better, etc.

**EXPECTATIONS FOR STUDENT ATTIRE** – Casual. White Coats are NOT needed!!

**NOTES** – none

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

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## Personal Finance for Medical Students

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**The goal of this experience is to empower medical students with practical financial knowledge to manage debt, establish financial stability, and plan for career-stage transitions.**

This asynchronous yet paced flex week activity will introduce basics of personal finance for students with a high student loan debt. It serves as an introduction to managing debt through realistic budgeting, while also saving for the future. The experience touches on planning for future financial level changes.

Course Learning Objectives:

- Identify and categorize income and expenses, assets and liabilities
- Define and discuss importance of knowing net worth
- Calculate your net worth and monthly cash flow
- Compare loan repayment options for residents & new graduates
- Select a plan based on personal career and financial goals
- Calculate true cost of debt (loans: Student/Car/Credit Card)
- Allocate income to essential expenses and savings goals
- Build a resident-friendly budget using a practical model
- Distinguish between short- and long-term savings tools
- Identify basic personal investment concepts and strategies
- Illustrate basic retirement planning strategies
- Forecast major financial transitions post-residency including developing a risk management plan
- Simulate managing lifestyle inflation and social pressures
- Course take-aways include a practical monthly budget worksheet and a long-term financial plan

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**KEY INFORMATION**

Organizer	Capacity	Location	Reporting Info
Katherine Senko <a href="mailto:Katherine.senko@pitt.edu">Katherine.senko@pitt.edu</a> Ted Senko <a href="mailto:ted.senko@gmail.com">ted.senko@gmail.com</a>	10	The course is asynchronous accessible through Elentra LMS	Assignments will be due each day by 8PM through Elentra LMS

**OPPORTUNITY AVAILABILITY**

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	No
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	No
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	No
69	11/24/25	11/26/25	Yes

**SCHEDULE**

**Attendance expectation:** Full attendance is required. Note: the course is asynchronous but paced. This means each day there will be new activities and an assignment to turn in each day. However, the exact timing of the day is dependent upon the student.

	MON	TUE	WED	THU	FRI
<b>AM</b>	Remote Introduction & Financial Picture	Remote Budgeting	Remote Student Loans	Remote Saving for the Future	Remote Attending the Money
<b>PM</b>	Calculate net worth and Identify income and expenses. Spreadsheet due @ 8pm EST	Build a resident (student) friendly budget using a practical model and Allocate income to essential	Compare repayment options for residents/new grads and select a plan based on personal career	Identify key insurance types needed during training and practice And Set up a basic	Forecast major financial transitions post-residency and begin constructing a

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
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		expenses and savings goals Initial Budget due @ 8pm EST	and financial goals Model 2 repayment scenarios using AAMC load simulator or Schwab repayment plan	mechanism for long-term security Simulate opening a Roth IRA or HYSAs and create a savings automation plan due @ 8pm EST	long-term financial vision Draft of 3-5 year roadmap due @ 8pm EST
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**SENSITIVE PROCEDURES & SUPPORT** –All personal financial matters are to be kept anonymous unless chosen to share. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know. Nothing shared in this course should be seen as an offer to buy or sell any financial product or service. It simply is general information that might be helpful for learning purposes.

**PRE-EXPERIENCE PREPARATIVE BRIEFING** – not applicable

**POST EXPERIENCE DEBRIEF** – During this course you will be asked to examine your feelings toward money and situations such as debt. This can be emotional for some. If you require additional support, contact Dr. Senko via the course information.

**EXPECTATIONS FOR STUDENT ATTIRE** – not applicable

**NOTES**

Students will be provided several tracking spreadsheets and suggestions for free apps.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Philosophy of Medicine Reading Group

**This flex week will provide an introduction to the philosophy of medicine, a field of philosophy examining the foundations of medicine.**

Students will discuss readings exploring topics such as the goals and scope of medicine, concepts of health and disease, medical evidence and clinical reasoning, medical skepticism, and more. The discussion will be led by one or more members of Pitt's Department of History and Philosophy Science, and we may also invite external guests to enrich the discussions.

### KEY INFORMATION

Organizer	Capacity	Locations (a contact for each site must be specified)	Reporting Info
Jonathan Fuller, Department of History and Philosophy of Science, <a href="mailto:jonathan.fuller@pitt.edu">jonathan.fuller@pitt.edu</a>	15	Cathedral of Learning and/or by Zoom	10am/1pm (details to be provided by organizer)

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	X
12	Tue 10/21/25	10/24/25	
27	2/2/26	2/6/26	
31	3/2/26	3/6/26	
MS2 (Class of 2028)			
59	9/15/25	9/19/25	X
69	11/24/25	11/26/25	

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation:** Full attendance is required

	MON	TUE	WED	THU	FRI
AM	10am-12pm small group discussion; <i>or:</i>	10am-12pm small group discussion; <i>or:</i>	10am-12pm small group discussion; <i>or:</i>	10am-12pm small group discussion; <i>or:</i>	10am-12pm small group discussion; <i>or:</i>
PM	1pm-3pm small group discussion (depending on group preferences and instructor availability)	1pm-3pm small group discussion (depending on group preferences and instructor availability)	1pm-3pm small group discussion (depending on group preferences and instructor availability)	1pm-3pm small group discussion (depending on group preferences and instructor availability)	1pm-3pm small group discussion (depending on group preferences and instructor availability)

**SENSITIVE PROCEDURES & SUPPORT – N/A**

**PRE-EXPERIENCE PREPARATIVE BRIEFING – N/A**

**POST EXPERIENCE DEBRIEF – N/A**

**EXPECTATIONS FOR STUDENT ATTIRE – N/A**

## NOTES

None.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Physician Heal Thyself

### Embodied Collective Joy: A Path to Communal Healing

**Through embodiment and joy, we'll explore antidotes to oppression and paths to collective liberation.**

This interactive workshop series stems from Felicia Savage Friedman's 30 years of practicing, leading, and organizing AntiRacist Raja Yoga. In this historical and present-day analysis, we unpack systems of patriarchy, capitalism, and racism within systems as a whole. This series (four 2-hours session) invites us to pause and reflect on systemic and internalized oppression — both how they impact us and how we may be complicit within our sphere of influence.

The workshops will provide medical students with an immersive learning experience. The first hour will be taught through a combination of didactic, somatic, group, and individual activities. The second hour will be primarily somatic, allowing time and space for integrating the learning into the mind-body and receiving restoration. It will be transformative.

The series integrates the following theories and frameworks:

- Neuroscience
- Stress studies
- Mindfulness
- Spirituality
- Black psychology
- Psychology of liberation
- Anti-oppressive and anti-racist praxis
- Collectivist and Afro-centric frameworks and practices
- Intersectionality
- Activism
- Liberation and consciousness
- Imagination and futurism

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Learning Objectives:

- **Critically analyze how systems of oppression—including racism, sexism, ableism, and cisnormativity—manifest in the body, clinical encounters, and medical training,** using embodied awareness, reflection, and discussion.
- **Develop somatic, contemplative, and spiritual practices that promote self-regulation, joy, and resilience,** and explore how these practices can serve as antidotes to internalized oppression and as tools for liberation in personal and professional life.
- **Articulate a personal and collective vision for justice-centered medical practice** by integrating principles of critical consciousness, imagination, spirituality, and collective joy into their identity formation as future physicians.

## KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Felicia Savage-Friedman <a href="mailto:felicia.savage.friedman@pitt.edu">felicia.savage.friedman@pitt.edu</a>	20	Scaife Hall, Rm TBA	12-2PM

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Availability
5	Tue 9/2/25	9/5/25	N
12	Tue 10/21/25	10/24/25	Y
27	2/2/26	2/6/26	N
31	3/2/26	3/6/26	N
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Y
69	11/24/25	11/26/25	N

## SCHEDULE

**Attendance expectation:** full attendance required

	MON	TUE	WED	THU	FRI
AM					
PM		12-2p	12-2p	12-2p	12-2p

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**SENSITIVE PROCEDURES & SUPPORT** –As you move through this experience there may be encounters that trigger emotions or reactions. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**PRE-EXPERIENCE PREPARATIVE BRIEFING** – After the experience, you will have a chance to reflect with Ms. Savage-Friedman to process the experience and emotions.

**EXPECTATIONS FOR STUDENT ATTIRE** – not applicable

## NOTES

### Session 1: Joy as Reconnection: Understanding Oppression and Dehumanization

- Through embodied in-session activities, medical students will participate in mindfulness exercises where they will name and recognize their emotions and become attuned to their present affective state.
- In the session, medical students will define and articulate in their own words systems of oppression (racism, sexism, cis-normativity, and ableism).
- In small and large group in-session discussions, medical students will unpack and critique how the manifestations of these oppressive structures manifest in their bodies, in school, in therapeutic interactions, and in the healthcare profession as a whole.
- Through facilitated in-session discussion, medical students will discuss how developing their own critical consciousness can equip them to help their patients establish essential awareness and contextualize their life experiences.
- Medical students will be introduced to emancipatory contemplative practice principles, and specifically personal and cultural practices that express joy. Through facilitated group discussion, they will reflect and articulate intersections of oppression and joy in their personal and professional life.
- Through a guided in-session embodied practice, medical students will be able to feel and articulate the experience of oppression and joy in their bodies and a supportive practice to bring ease and balance to those experiences.

### Session 2: Joy as Resistance: Antidotes to Oppression

- Medical students will be introduced to body awareness exercises and practice self engagement through awareness of the physical sensations in their body and environment, and grow in their self-attunement skills.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

- Medical students will be introduced to contemplative practice of being body-full (embodied) and explore how social and interpersonal interactions impact their ability to stay connected to their body, mind, and emotions.
- Medical students will be introduced to internalized oppression and how internalized oppression creates injuries in the mind and body. In group discussion, medical students will identify and articulate three manifestations in themselves.
- Medical students will practice one contemplative practice in session and discuss its personal and professional benefit.
- Medical students will define resistance in their own words and articulate the role of joy in resistance and their personal and professional life.
- Medical students will identify and articulate a minimum of three antidotes to oppression and discuss how they can actively subvert/resist the learned/survival habit to sustain their work life balance and overall well-being.

### Session 3: Joy as Creating: Imagining the World We Want

- Medical students will begin with self-attunement and regulation practices . They will articulate their feelings and emotions in session through embodied and somatic activities.
- Medical students will be introduced to the principles of critical consciousness, collectivist frameworks, and social activism as tools for promoting radical (personal and social) healing for both medical professionals and those they serve.
- Through individual and group work, medical students will be able to articulate the connection between oppression, unimaginable future, and radical hope.
- Medical students will practice feeling and articulating the experience of imagination in their bodies.
- Medical students will practice the experience of collectively imagining and will reflect on and write about their dreams for themselves and the world.
- Medical students will articulate a minimum of three ways collective joy is a path to liberation.

### Session 4: Joy as Spirituality: Our Humanity is Divine

- Medical students will begin with self-attunement and regulation practices, articulating their feelings and emotions in specific moments through embodied and somatic experiences.
- Medical students will define spirituality in their own words and its centrality in clinical practice and to the clinician.
- Medical students will reflect and articulate a minimum of three ways embodiment is a spiritual practice.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

- Medical students will be introduced to the principles of Raja Yoga and the 8 Limbed Path as a form of somatic and contemplative practice.
- Medical students will practice body based interventions from Raja Yoga and discuss the experience of one of the 8 limbs in their bodies.
- Medical students will reflect and articulate the connection between spirituality, being physically attuned to their body as they engage in professional practice, and where they are conscious and liberatory in their work in their own words.

### Materials

- [Community Agreements](#)
- [Feelings Chart](#)
- [Interactive Indigenous Land Map](#)
- [8 Limbed Path](#)
- [Historical Legacy Presentation](#)

### Resources

- French, B., Lewis, J., Mosley, D., Adamas, H., Chavez-Duenas, N., Chen, G., and Neville, H. (2020). *Toward a Psychological Framework of Radical Healing in Communities of Color*. *The Counseling Psychologist*, Vol. 48, 14-46. <https://journals.sagepub.com/doi/10.1177/0011000019843506>
- Harrell, S. (2018). *Soulfulness as an Orientation to Contemplative Practice: Culture, Liberation, and Mindful Awareness*. *The Journal of Contemplative Inquiry*, Vol. 5, No. 1. <https://journal.contemplativeinquiry.org/index.php/joci/article/view/170>
- Harrell, S. (2022). *Rising Up Rooted: Black Wisdom as Emancipatory Contemplative Practice for Resilience, Healing, and Liberation*. *The Journal of Contemplative Inquiry*, Vol. 9, No. 1. <https://www.contemplativemind.org/journal>
- Schmalzl, L., Crane-Godreau, M., Payne, P. (2014). *Movement-based Embodied Contemplative Practices: Definitions and Paradigms*. *Frontiers in Human Neuroscience*, Volume 8, Article 205. <https://www.frontiersin.org/articles/10.3389/fnhum.2014.00205/full>
- Tichavakunda, A. (2022). *Taking Black Joy Seriously in Higher Education*. *Change: The Magazine of Higher Education*, 54:5, 52-56. <https://www.tandfonline.com/doi/abs/10.1080/00091383.2022.2101868?journalCode=vchn20>
- Wyatt, J. and Ampadu, G. (2020). *Reclaiming Self-Care: Self-Care as a Social Justice Tool for Black Wellness*. *Community Mental Health Journal*, 58: 213-221. <https://www.semanticscholar.org/paper/Reclaiming-Self-care%3A-Self-care-as-a-Social-Justice-Wyatt-Ampadu/cf71f60a75477f852d4baaca4f7feee55c89a41c>

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## POETRY IN MEDICINE

### INTRODUCE STUDENTS TO THE ART OF WRITING POETRY TO PROCESS OBSERVATIONS AND DISCUSS APPLICATIONS TO CLINICAL PRACTICE.

Students will learn about the history of poetry in medicine, including early and modern physician poets; learn about the applications of poetry to medicine, including observational skill; conveying a gestalt; and create and share poetry as a group.

#### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Faculty: Megana Dwarakanath, MD <a href="mailto:Dwarakanathm@upmc.edu">Dwarakanathm@upmc.edu</a>	10 Students	University Center 120 Lytton Avenue Pittsburgh, PA 15213	Scaife Hall room TBD

#### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	Yes
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	No

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM	<u>In-person (10-11 am in Scaife Hall)</u> : Students are introduced to historical and modern physician poets. We will complete a short writing exercise where they cut down a description of a patient encounter to 50 words.	<u>Asynchronous</u> : Students will either build on the writing prompt or create a new draft of a poem they hope to work on during the week.	<u>In-person (10-11 am in Scaife Hall)</u> : Students learn editing tips and workshop their poems in a group.  <u>Asynchronous</u> : Students can use the remaining time to revise their poems.	<u>In-person (10-11 am in Scaife Hall)</u> : Students read their poems to each other and we discuss options for publication and sharing.	

**SENSITIVE TOPICS & SUPPORT** – Depending on the content of individual's writing about their clinical experience, certain content may be triggering or generate strong emotions in members of the group. If there is anything I can do to support anyone, please let me know. If you are aware in advance that a particular situation may be exceptionally challenging for you, let me know.

## NOTES

- None

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Self-Paced Python Bootcamp

This four-part, self-paced bootcamp offers a hands-on introduction to Python for data analysis. Across the modules, students will learn to import, clean, and manipulate data, and create visualizations using the pandas and seaborn libraries. Each part is designed to be completed independently on a daily schedule, with the option to reserve virtual consultations throughout the week for students to ask questions or get help troubleshooting.

- 1. USE JUPYTERLAB TO CREATE JUPYTER NOTEBOOK DOCUMENTS THAT COMBINE PYTHON CODE WITH OUTPUT AND TEXT**
- 2. USE PYTHON TO IMPORT AND EXAMINE DATA**
- 3. PRODUCE NUMERICAL AND GRAPHICAL SUMMARIES OF A DATASET AND ITS VARIABLES**
- 4. PERFORM BASIC DATA CLEANING AND MANAGEMENT WITH PYTHON**

### KEY INFORMATION

Organizer	Capacity	Locations	Reporting Info
Alexis Cename, HSLS <a href="mailto:alc244@pitt.edu">alc244@pitt.edu</a> 412-383-6887	Self-paced module: unlimited  consultations: first come, first serve	Molecular Biology Information Service  M722 Alan Magee Scaife Hall  <a href="mailto:hslsmolb@pitt.edu">hslsmolb@pitt.edu</a>	Modules are online and should be completed on specified days.
To reserve consultations, please use this link: <a href="https://hsls-pitt.libcal.com/appointments/AlexisCename">https://hsls-pitt.libcal.com/appointments/AlexisCename</a>			

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available?
5	Tue 9/2/25	9/5/25	No
12	Tue 10/21/25	10/24/25	No
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	No
MS2 (Class of 2028)			
59	9/15/25	9/19/25	No
69	11/24/25	11/26/25	No

## SCHEDULE

**Attendance expectation** - Attendance does not apply. This is a self-paced online class.

	MON	TUE	WED	THU	FRI
AM	Set up Anaconda Navigator and JupyterLab	Part 1: Introduction to Python, JupyterLab, and Jupyter Notebook	Part 2: Data Types and Files with pandas	Part 3: Data Exploration in Python with pandas and seaborn	Part 4: Data Wrangling in Python with pandas
PM					

**SENSITIVE PROCEDURES & SUPPORT** - N/A

**EXPECTATIONS FOR STUDENT ATTIRE** - N/A

## NOTES

This class will be entirely online and available via LibGuide. Students are expected to complete the assigned video and corresponding practice problem each day. Consultations can be scheduled on a first-come, first-serve basis, and Alexis will be available via email throughout the week to answer any questions.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Self-Paced R Bootcamp

This four-part, self-paced bootcamp provides a structured introduction to R programming, guiding you through the full data analysis workflow—from importing and cleaning data to data manipulation and visualization using the tidyverse framework. Each day builds on the previous one to support a cumulative and practical understanding of R for data analysis. Modules are designed to be completed independently on a daily schedule, with the option to reserve virtual consultations throughout the week for students to ask questions or get help troubleshooting.

- 1. USE THE RSTUDIO SERVER TO CREATE QUARTO MARKDOWN DOCUMENTS THAT COMBINE R CODE WITH OUTPUT AND TEXT**
- 2. USE R TO IMPORT AND EXAMINE DATA**
- 3. PRODUCE NUMERICAL AND GRAPHICAL SUMMARIES OF A DATA SET AND ITS VARIABLES**
- 4. PERFORM BASIC DATA CLEANING AND MANAGEMENT WITH R**

### KEY INFORMATION

Organizer	Capacity	Locations	Reporting Info
Alexis Cename, HSLS <a href="mailto:alc244@pitt.edu">alc244@pitt.edu</a> 412-383-6887	Self-paced module: unlimited  consultations: first come, first serve	Molecular Biology Information Service  M722 Alan Magee Scaife Hall  <a href="mailto:hslsmolb@pitt.edu">hslsmolb@pitt.edu</a>	Modules are online and should be completed on specified days.
To reserve consultations, please use this link: <a href="https://hsls-pitt.libcal.com/appointments/AlexisCename">https://hsls-pitt.libcal.com/appointments/AlexisCename</a>			

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available?
5	Tue 9/2/25	9/5/25	No
12	Tue 10/21/25	10/24/25	No
27	2/2/26	2/6/26	No
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	No
69	11/24/25	11/26/25	No

## SCHEDULE

**Attendance expectation** - Attendance does not apply. This is a self-paced online class.

	MON	TUE	WED	THU	FRI
AM	Set Up RStudio	Part 1: Introduction to R, RStudio, and Quarto Markdown	Part 2: Data Centric R with tidyverse	Part 3: Data Exploration in R with tidyverse	Part 4: Data Wrangling in R with tidyverse
PM					

**SENSITIVE PROCEDURES & SUPPORT** - N/A

**EXPECTATIONS FOR STUDENT ATTIRE** - N/A

## NOTES

This class will be entirely online and available via LibGuide. Students are expected to complete the assigned video and corresponding practice problem each day. Consultations can be scheduled on a first-come, first-serve basis, and Alexis will be available via email throughout the week to answer any questions.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

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## The Seven Habits of Highly Effective Medical Students

### GAIN SKILLS FOR LEADERSHIP AND THRIVING, AND INTERACT WITH HIGHLY SUCCESSFUL LEADERS FROM MULTIPLE DISCIPLINES

Essential leadership skills in clinical and community settings include communication, collaboration, motivating others to high performance, and conflict resolution. Leadership skills are about ourselves too, think self-awareness, time management and balancing personal/professional goals.

This experience has two components: **Acquire new knowledge tools** – students will read or listen to one selected assignment per day (e.g., selected readings from the Harvard Business Review, Adam Grant podcasts) and participate in an interactive student-driven discussions in a journal club format. Students will be encouraged to bring forward work-based challenges they have faced as a springboard for discussion, facilitated by the Course Directors. **Engage with successful leaders** – students will engage with individuals from a variety of disciplines and backgrounds who will discuss their roles, responsibilities, and current challenges in the context of the session readings.

#### PRIORITIES

- i. Gain insight into effective approaches to:
  - a) communication – giving/receiving feedback
  - b) collaboration – working with diverse teams
  - c) motivating others – high performance expectations
  - d) conflict resolution – resolving interpersonal disagreements
  - e) self-awareness – identifying personal strengths and areas for growth
  - f) time management – maximize your time efficiency
  - g) a balanced life – personal/professional goals
- ii. Interact with successful leaders spanning diverse disciplines (primary care, medical, surgical, global health, behavioral health) and backgrounds (quality/safety improvement, technology, operations and systems management, innovation)

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Dr. Sarah Merriam <a href="mailto:Sarah.Merriam@va.gov">Sarah.Merriam@va.gov</a> & Dr. Suzanne Templer <a href="mailto:templersj@upmc.edu">templersj@upmc.edu</a>	15 students Minimum of 3 students needed to run	Scaife Hall	Scaife Hall, West Wing 1pm on first day Room TBD
Administrative- Jennifer Sinclair, <a href="mailto:Jennifer.sinclair@pitt.edu">Jennifer.sinclair@pitt.edu</a> General Internal Medicine/ OSA			

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)	Start Date (Tues)	End Date (Fri)	Available?
	9/3/2025	9/6/2024	YES
	10/21/2025	10/24/2025	YES
	2/3/2026	2/6/2026	YES
	3/2/2026	3/6/2026	NO
MS2 (Class of 2028)	Start Date (Mon)	End Date (Fri)	Available?
	9/15/2025	9/19/2025	NO
	11/24/2025	11/26/2025	NO

## SCHEDULE

**Attendance expectation** – Full attendance required. Meetings are in person for 1-2 hours/day in the afternoons for discussions of readings/ podcasts. The remainder will be asynchronous.

	MON	TUE	WED	THU	FRI
AM	off	Pre-work: Reading/podcast assignment (asynchronous)	Pre-work: Reading/podcast assignment (asynchronous)	Pre-work: Reading/podcast assignment (asynchronous)	Small group discussion  Wrap-up: Leadership Panel
PM	off	Welcome and goal setting	Small group discussion	Small group discussion	Reflective practice

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

		Small group discussion				
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**SENSITIVE TOPICS & SUPPORT** –not applicable

**EXPECTATIONS FOR STUDENT ATTIRE** – not applicable

**NOTES**

- None

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

## Shoulders and Boulders: The Anatomy of Rock Climbing

**Rock climbing is a great way to relieve stress, build physical and mental strength, and build community.**

Join a couple of experienced faculty for a week of climbing at gyms around Pittsburgh, including one on Pitt's campus. Students will learn to apply principles of anatomy and physiology to move powerfully and efficiently. We will also learn about different types of climbing and gain experience in both bouldering and top-roping.

- No previous experience in climbing is necessary.
- Depending on how many students sign up, there may be some cost associated with the course for gym entry and/or equipment rentals.

### KEY INFORMATION

Organizer	Capacity	Locations	Reporting Info
Lydia Strattan, PhD Department of Pathology, UPSOM <a href="mailto:Les222@pitt.edu">Les222@pitt.edu</a>  Natasha Baker, PhD Department of Oral and Craniofacial Sciences, UPSDM <a href="mailto:Nab74@pitt.edu">Nab74@pitt.edu</a>	10	Scaife Hall Drs. Baker & Strattan 304-380-2508  Trees Hall (or new recreation center if open) Drs. Baker & Strattan 304-380-2508  Iron City Boulders Drs. Baker & Strattan 304-380-2508  Ascend Point Breeze Drs. Baker & Strattan 304-380-2508	Monday morning 11:00am Trees Hall (subject to slight change depending on the organizers' teaching schedule and the status of the new campus recreation center)

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	No
12	Tue 10/21/25	10/24/25	No
27	2/2/26	2/6/26	No
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	No
69	11/24/25	11/26/25	Yes

## SCHEDULE

**Attendance expectation:** Partial attendance is acceptable.

	MON	TUE	WED	THU	FRI
AM	In-person Climbing on Pitt's campus	In-person Muscle physiology session			In-person Climbing at Ascend Point Breeze
PM			In-person Climbing at Iron City Boulders	In-person Anatomy lab Limb muscles	

**SENSITIVE PROCEDURES & SUPPORT** – We want this experience to be accessible to everyone! If you are concerned about the cost of a day pass or shoe rental at a gym, please let us know and we can work something out. If you think that you may face a physical barrier to climbing, we welcome the opportunity to work with you and with gym staff to find a way to make climbing safe and accessible.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

**PRE-EXPERIENCE PREPARATIVE BRIEFING** – No climbing experience is required or expected for this flex week. If you have not climbed before, just expect to be a little sore after working some new muscles.

**EXPECTATIONS FOR STUDENT ATTIRE** – Gyms require that you wear climbing shoes. You are welcome to bring your own or rent shoes at the gym for a small fee. Exercise clothes that allow freedom of movement are recommended. One session will take place in the anatomy lab, during which lab-appropriate attire is required.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## HOW TO BE A SOUND HEALER: Practitioner Training Course

**This week offers a hands-on introduction to crystal sound bowl therapy and its role in stress reduction and healing.**

During this experience, students will be trained on how to lead sound healing sessions, with plans for providing peer sessions and sessions for hospitalized antepartum patients at Magee. Opportunities for sound healing research are also available for interested students.

### PRIORITIES

- Explore the foundations of sound healing
- Practice facilitating sessions
- Learn how to apply these techniques in clinical settings.

### KEY INFORMATION

Organizer	Capacity	Locations	Reporting Info
Peyton Groves <a href="mailto:Peg46@pitt.edu">Peg46@pitt.edu</a> 949-514-4923	6	Scaife Hall Room TBD  Magee Women's Hospital Room TBD	Monday – Thursday: 5 – 7 PM  Able to be adjusted based on student needs
Add any special notes here (ex. administrative contact, security protocols, etc.)			

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available?
5	Tue 9/2/25	9/5/25	No
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	No
31	3/2/26	3/6/26	No

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

MS2 (Class of 2028)			
59	9/15/25	9/19/25	No
69	11/24/25	11/26/25	No

## SCHEDULE

**Attendance expectation** – Full attendance is required

	MON	TUE	WED	THU	FRI
AM	Remote learning: Practitioner Training Videos	Remote learning: Practitioner Training Videos	Remote learning: Practitioner Training Videos	Remote learning: Practitioner Training Videos	Remote learning: Practitioner Training Videos
PM	Introduction to Instruments & Creating a Script 5 – 7 PM	Practicing Droning & Technical Skills 5 – 7 PM	Learning the Mead Sequence 5 – 7 PM	Practicing the Mead Sequence 5 – 7 PM	Complete a Sound Bath Session at Magee or Stress Free Zone 5 – 7 PM

**SENSITIVE PROCEDURES & SUPPORT** – In particular, we will be learning how to lead meditations. As you move through this experience there may be encounters that trigger emotions or reactions. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**PRE-EXPERIENCE PREPARATIVE BRIEFING** – You will review sound healing instruction videos created by Pittsburgh's sound healing expert Monique Mead.

**EXPECTATIONS FOR STUDENT ATTIRE** – Comfy! Sweats!

## NOTES

### Facilitators:

Peyton Groves – MS4

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

Isabel Carulli – MS4

Valeria Figueroa Stuart – ms2

Monique Mead – sound healing expert

Dr. Christina Pisani-Conway – maternal-fetal-medicine physician & integrative health practitioner

## Day 1: Foundations of Sound Healing

### AM (Virtual):

You will begin the week by reviewing virtual training videos created by **Monique Mead**, an internationally recognized sound healing expert and professor of music at Carnegie Mellon University. Monique has worked extensively to bridge music, healing, and neuroscience, and she travels the world training sound healers in clinical and wellness settings.

Together, Monique Mead and Peyton Groves developed the **H2P Sound Healing Program**, which brings restorative sound baths to medical students, hospital staff, and now patients at Magee Women’s Hospital. Her video series provides a foundational understanding of the philosophy, science, and practical application of sound healing.

 Learn more about Monique Mead and her work: <https://moniquemead.com>

### PM:

Hands-on introduction to sound healing instruments, including crystal singing bowls. Students will learn basic playing techniques and begin developing their personal script for leading a sound bath session.

## Day 2: Technique & Practice – Droning

### AM (Virtual):

Continuation of the Practitioner Training Video Series, with a focus on tone, intention, and the role of resonance in healing.

### PM (In-Person):

Students will practice droning techniques, develop technical playing skills, and begin experimenting with flow and rhythm in preparation for leading a session. Guided feedback and peer observation included.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

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### Day 3: Learning the Mead Sequence

#### AM (Virtual):

Remote learning continues with modules covering sound healing as a therapeutic and meditative modality. Emphasis on setting, safety, and energetic boundaries.

#### PM (In-Person):

Students will begin learning the structured “Mead Sequence,” a step-by-step format for leading a 45-minute sound bath session. Focus will be on sequence flow, transitions, and intention setting.

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### Day 4: Practicing the Full Sequence

#### AM (Virtual):

Final modules of the Practitioner Training Video Series, including integration of breathwork, guided meditation, and patient preparation.

#### PM (In-Person):

Full-length practice of the Mead Sequence with peer feedback. Emphasis on confidence, presence, and grounding techniques while leading.

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### Day 5: Guided Practice in a Real-World Setting

#### AM (Virtual):

Self-paced review or optional supplemental videos (if available), focused on adapting sound healing to different populations and clinical settings.

#### PM (In-Person):

Students will complete a full sound bath session, either in Pitt’s Stress Free Zone or as part of the Magee Women’s Hospital sound healing initiative. This final session serves as a culmination of the week’s learning and a step toward becoming a certified student practitioner.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Taking Care of Latino Patients and Medical Spanish Elective

**Gain cultural competency and language skills for working with the Latino population regarding healthcare access and hands-on practice with bilingual standardized patients.**

Learn from Hispanic professionals about the Latin community in Pittsburgh and the challenges it faces, the importance of language access and equity, and services and support for the immigrant community in Pittsburgh.

The language focus of the elective will be on conducting a problem-focused medical interview with a Spanish-speaking patient. Students will learn how to interview patients (in Spanish) about common medical conditions by practicing these conversations with native speakers. Beyond learning the vocabulary and sentence structure of these conversations, students will also learn and practice strategies to communicate with patients when the two parties cannot quite understand each other – a common problem for novices in any language.

### PRIORITIES

- i. Learn about Latin communities in Pittsburgh and beyond and the challenges they face.
- ii. Practice basic conversation skills in Spanish, with a focus on common medical interviewing topics.
- iii. Improve fluency in medical and general vocabulary in Spanish.

### KEY INFORMATION

Organizers	Capacity	Location	Reporting Info
Dr. Isabela Cajiao Angelelli <a href="mailto:Isabela.Cajiao-Angelelli@chp.edu">Isabela.Cajiao-Angelelli@chp.edu</a> & Alison Daniel <a href="mailto:profeali2020@gmail.com">profeali2020@gmail.com</a>	25 students Minimum of 3 students	Scaife Hall	Scaife Hall, Sim Lab
Administrative- Alison Daniel, <a href="mailto:profeali2020@gmail.com">profeali2020@gmail.com</a> Language Instructor			

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	No
12	Tue 10/21/25	10/24/25	No
27	2/2/26	2/6/26	No
31	3/2/26	3/6/26	No
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	No

## SCHEDULE

**Attendance expectation** – full attendance is required. Meetings are in person in the Sim lab from 5–8:30pm

	MON	TUE	WED	THU	FRI
AM	off	off	off	off	off
PM	Sim Lab conference room 5–8:30	Sim Lab conference room 5–8:30	Sim Lab conference room 5–8:30	Sim Lab conference room 5–8:30	Spanish related outing

**SENSITIVE TOPICS & SUPPORT** – Guest speakers will discuss the delicate work of interacting with and supporting local immigrants.

**EXPECTATIONS FOR STUDENT ATTIRE** – not applicable

### NOTES:

- **Prerequisites** – none
- **Intermediate/Advanced Level Spanish:** Students who have an intermediate to advanced level of Spanish should expect to gain the most from this elective.
- **Basic Level Spanish:** Students with no or little Spanish experience will have the opportunity to practice basic level Spanish and vocabulary. Students will assume an active listening role during bilingual standardized patient interviews to gain listening comprehension.
- **Students with no Spanish skills basic Spanish skills,** it is strongly recommended to

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

take the Basic Spanish Class in JULY '25 to engage at a higher level of Spanish in the September Flex Week Medical Spanish Elective. The Basic Spanish Class will be offered for 8 sessions during July, from 6pm to 8pm, Tuesdays and Thursdays. July 1, 3 in-person, Scaife Hall. The remainder of the sessions will be offered synchronously on Zoom. July 8, 10, 15, 17, 22, 24.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## INNOVATION IN MEDICINE: REVOLUTIONIZING CARE THROUGH INFORMATICS

Students will learn about the field of Informatics, explore opportunities for innovation in healthcare, create their own proposals, and have clinical shadowing experience to appreciate informatics in action.

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Kevin Kindler, MD and Evette Yassa, MD Department of Family Medicine Cell: 929-777-0871 <a href="mailto:yassaes@upmc.edu">yassaes@upmc.edu</a>	4 students	Department of Family Medicine 4420 Bayard Street, Suite 520 Pittsburgh, PA 15260  Squirrel Hill Family Medicine Wilkins Building 5608 Wilkins Ave Suite 100 Pittsburgh, PA 15217  Dr. Kevin Kindler ( <a href="mailto:kindlerke3@upmc.edu">kindlerke3@upmc.edu</a> )	10:00 AM Department of Family Medicine 4420 Bayard Street, Suite 520 Pittsburgh PA 15260

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	YES
12	Tue 10/21/25	10/24/25	YES
27	2/2/26	2/6/26	YES
31	3/2/26	3/6/26	YES
MS2 (Class of 2028)			
59	9/15/25	9/19/25	NO
69	11/24/25	11/26/25	NO

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation** – Full attendance is required

September 2 <sup>nd</sup> and October 21 <sup>st</sup> weeks					
	MON	TUE	WED	THU	FRI
AM	N/A	8:30 AM Introduction (virtual)	Clinical shadowing opportunity with Informaticist, review tools to assess provider efficiency	Debrief discussion of student-selected research topics  Review of domains of informatics and career paths	N/A
PM	N/A	Virtual meeting	Continue self-directed exploration	Informatics in Family Medicine Research Meeting	Wrap-up meeting (virtual) & WELLNESS

Other weeks					
	MON	TUE	WED	THU	FRI
AM	10 AM What is Informatics?	Review of Healthcare innovations and identifying impact	Clinical shadowing opportunity with Informaticist, review tools to assess provider efficiency	Debrief discussion of student-selected research topics  Review of domains of informatics and career paths	N/A
PM		Begin self-directed exploration of chosen technology	Continue self-directed exploration	Informatics in Family Medicine Research Meeting	Wrap-up meeting (virtual) & WELLNESS

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

**NOTES**

- You will receive additional details in the week prior to your Flex Week experience

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## NEUROLOGICAL SURGERY INVESTIGATIVE GROUP

### Engage in a peer-mentored research experience and set up a publishable project within the Department of Neurosurgery

Under the guidance of experienced upperclassmen, students will engage in a structured clinical research project within the field of neurosurgery. Throughout the week, daily workshops will cover essential skills including literature review using PubMed, navigating Epic for data collection, building research databases, conducting basic statistical analysis, and scientific writing. Each student pair will be matched with a peer advisor to help guide their project and foster the beginning of a potential longitudinal mentorship. This project will give Flex Week students the ability to learn more about the field of neurosurgery, build vertical connections with others interested in the field, and develop scientific writing skills.

This week of protected research time is designed to move students:

- From project conception through data collection and preliminary analysis
- Following a clearly defined schedule
- Working first draft at the end of the week
- After the Flex Week to edit and prepare draft for resident/attending review and eventual submission

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Adway Gopakumar Rising MS2 480-559-3374 <a href="mailto:adg214@pitt.edu">adg214@pitt.edu</a> / <a href="mailto:gopakumara@upmc.edu">gopakumara@upmc.edu</a>  Faculty: Nitin Agarwal, MD Associate Professor 412-647-3685 <a href="mailto:nitin.agarwal@upmc.edu">nitin.agarwal@upmc.edu</a>	4 students, Depending on MS2 mentorship and project availability	Scaife Hall; Falk Library	Scaife Hall; Falk Library

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	Yes
12	Tue 10/21/25	10/24/25	No
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	No
MS2 (Class of 2028)			
59	9/15/25	9/19/25	No
69	11/24/25	11/26/25	No

## SCHEDULE

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
<b>AM</b>	<p><b>Project assignments &amp; Epic/chart review intro</b></p> <p>11.30am: Student introductions and project assignments</p> <p><b>LG Workshop (11.30am – 2pm):</b> How to use Epic for data extraction and chart review</p>	<p><b>Scientific writing &amp; Lit review</b></p> <p>1 on 1 MS2/MS3 mentor check-ins (text/email update)</p> <p><b>LG Workshop [HSLs session] (10-11am):</b> Basic EndNote</p>	<p><b>Intro to stats</b></p> <p>1 on 1 MS2/MS3 mentor check-ins (text/email update)</p> <p>Individual/Group Work: Finish Data collection</p>	<p><b>Data cleaning workshop and independent data analysis</b></p> <p>1 on 1 MS2/MS3 mentor check-ins (text/email update)</p> <p><b>LG Workshop (11.30am – 1pm):</b> Restructuring data for analysis</p>	<p><b>Progress assessment &amp; planning ahead</b></p> <p>Independent work to refine statistical analysis and begin abstract/manuscript drafting</p>
<b>PM</b>	<p>Individual/Group Work</p> <p>[Begin building database on Excel]</p>	<p>Individual/Group Work</p> <p>[Continue data collection and begin lit review]</p>	<p>Individual/Group Work</p> <p><b>LG Workshop Pt. 1 (12-1.30pm):</b></p>	<p>Individual/Group Work</p> <p>[Restructure/clean data, run statistical</p>	<p>1 on 1 MS2/MS3 mentor check-ins (text/email update)</p> <p>Group meetings to discuss</p>

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

			<p>Clinical research statistics (<i>Chi-square, t-test, ANOVA</i>)</p> <p><b>LG Workshop Pt. 2 (2-3.30pm):</b> Clinical research statistics (<i>Cox-regression, KM</i>)</p>	analysis, compile results]	abstract/manuscript draft timeline for completion and conference submission.
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\* LG = Large Group (these workshops will be organized by upperclass students)

**SENSITIVE TOPICS & SUPPORT** –not applicable

**EXPECTATIONS FOR STUDENT ATTIRE** – not applicable

**NOTES**

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## A Day in the Life of a Surgical/Anatomic Pathologist: Making the Final Diagnosis

**The purpose of this flex week is to provide medical students with firsthand knowledge of the surgical/anatomic pathologist’s day-to-day activities.**

The work performed by a surgical/anatomic pathologist can be both demanding and rewarding, as they play a crucial role in the diagnosis of diseases and conditions through the examination of tissue samples obtained during surgeries, biopsies, and autopsies. This activity will not only aid students in better understanding of surgical/anatomic pathology as a career choice, but also how this medical subspecialty closely interacts with cardiology, pulmonology, gastroenterology, endocrinology, and surgery.

- Medical students will get an in-depth exposure to surgical/anatomic pathology as a clinical practice in a variety of settings (biopsy interpretation, intraoperative consultation, examination of whole organs during an autopsy, and other activities)
- Direct shadowing will be supplemented by educational activities, and student-focused discussions

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Aatur Singhi, MD PhD* University of Pittsburgh, Department of Pathology 412-864-1508 <a href="mailto:singhiad@upmc.edu">singhiad@upmc.edu</a>	5 students	UPMC Presbyterian Hospital and Clinical Laboratory Building	Tuesday, 9am Aatur Singhi’s office: Scaife Hall, Room A616.2
<p><b>*Full affiliation</b>                      Director of the UPMC Clinical Test Development Laboratory                      Director of UPMC Clinical Immunohistochemical Services                      Director of UPMC Hillman Translational Pathology Imaging Laboratory                      Divisions of Gastrointestinal and Molecular Pathology</p> <p><b>Team members</b>                      Tanner Bartholow, MD (<a href="mailto:bartholowl2@upmc.edu">bartholowl2@upmc.edu</a>) (autopsy/forensic pathologist)                      Daniel Marker, MD PhD (<a href="mailto:pearcetm@upmc.edu">pearcetm@upmc.edu</a>) (neuropathologist)                      Diana Bell, MD (<a href="mailto:seethalarr@upmc.edu">seethalarr@upmc.edu</a>) (head and neck, endocrine pathologist)</p> <p><b>Administrator</b>                      Kate Smith, <a href="mailto:smithkm13@upmc.edu">smithkm13@upmc.edu</a></p>			

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	Yes
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	No
31	3/2/26	3/6/26	No
MS2 (Class of 2028)			
59	9/15/25	9/19/25	No
69	11/24/25	11/26/25	No

## SCHEDULE

**Attendance expectation** – full attendance is required

	TUE	WED	THU	FRI
AM	Gastrointestinal Pathology Intraoperative Consultation (Coverage of UPMC Presbyterian ORs)	Neuropathology Intraoperative Consultation and Signout	Autopsy Shadowing	Head and Neck Pathology Intraoperative Consultation
PM	Gastrointestinal Pathology Signout	Pathology Tumor Boards: Liver and Pancreas	Autopsy Shadowing	Head and Neck Pathology Signout

**EXPECTATIONS FOR STUDENT ATTIRE** – Students should wear attire appropriate in a lab setting.

**SENSITIVE TOPICS & SUPPORT** – As you move through this shadowing experience there may be experiences that trigger emotions or reactions. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Cardiology at Shadyside Hospital

**Medical students will gain experience caring for cardiac patients with various degrees of illnesses including stable disease process to critically ill situations.**

- Engage with care of patients experiencing heart failure, heart attack, coronary artery disease, valvular heart disease, and cardiac arrhythmias.
- Advance your understanding of the pathophysiology of disease and the treatment rationality.
- Highlight is taking care of acute heart attack patient.
- Experience with cardiac testing such as EKG, Echo, and cardiac catheterization pictures.

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Dr. Krishna V Tummalapalli 412-621-9604 cell 412-621-1500 office <a href="mailto:Tummkv@upmc.edu">Tummkv@upmc.edu</a>	1 student	Suite 514, Medical Professional Bldg, 5200 Centre Ave. Pittsburgh PA 15232	Day 1 Report to office address listed 8AM
Ms. Robin Hanson – Office Manager 412-621-1500			

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	YES
12	Tue 10/21/25	10/24/25	YES
27	2/2/26	2/6/26	
31	3/2/26	3/6/26	
MS2 (Class of 2028)			
59	9/15/25	9/19/25	YES
69	11/24/25	11/26/25	YES

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation** – Partial attendance is acceptable

	MON	TUE	WED	THU	FRI
AM	On site 8AM – noon Shadowing LUNCH 12-1PM	On site 8AM – noon Shadowing LUNCH 12-1PM	On site 8AM – noon Shadowing LUNCH 12-1PM	On site 8AM – noon Shadowing LUNCH 12-1PM	On site 8AM – noon Shadowing LUNCH 12-1PM
PM	On site 1-4PM Shadowing	On site 1-4PM Shadowing	ON SITE On site 1-4PM Shadowing	On site 1-4PM Shadowing	On site 1-4PM Shadowing

**SENSITIVE PROCEDURES & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**PRE-EXPERIENCE PREPARATIVE BRIEFING** – Student must bring a stethoscope. Meet at Dr. Tummalapalli's office 8AM daily (Suite 514 Medical Professional Bldg, 5200 Centre Ave, SHY). Feel free to reach out to Dr. Tummalapalli with questions.

**EXPECTATIONS FOR STUDENT ATTIRE** – Professional to semi professional attire required.

Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## CARING FOR PEOPLE WHO USE DRUGS

**An opportunity for students to deepen their understanding and gain experience in providing compassionate evidence-based care for people who use drugs.**

Students will be exposed to a variety of experiences focused on caring for people who use drugs (PWUD) and gain a deeper understanding of the barriers PWUD face in accessing care in healthcare settings. These experiences include inpatient and outpatient shadowing experiences and asynchronous learning followed by a brief wrap-up discussion and reflection session.

### KEY INFORMATION

Organizer	Capacity	Location(s)	Reporting Info
Maggie Shang MD MS Division of General Internal Medicine Cell: 630-890-6115 shangm2@upmc.edu	2 students	<p><b>Internal Medicine-Recovery Engagement Program (IM-REP)</b> 1515 Locust St. Suite 233, Pittsburgh, PA 15219</p> <p><b>Substance Treatment and Recovery Service (STARS)</b> UPMC Montefiore Hospital, NW604</p> <p><b>Pregnancy and Women's Recovery Center (PWRC)</b> Magee Womens Hospital, Level 0, Room 0810</p> <p><b>Tadiso</b> 1425 Beaver Ave, Pittsburgh, PA 15233</p>	<p>Mondays: Start at PWRC at 8am (directions at bottom)</p> <p>Tuesdays: Asynchronous start followed by 11am virtual Teams meeting</p>

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	Yes
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	Yes

## SCHEDULE

**Attendance expectation** – *Full attendance required.*

Labor Day week and/or October week					
	MON	TUE	WED	THU	FRI
AM	N/A	13 <sup>th</sup> (Netflix, free on YouTube, asynchronous)  Intro to Addiction Medicine (11a virtual meeting with Dr. Shang)	STARS (Inpatient shadowing) 9a-12p	Tadiso (9a-2p) with Dr. Brian Bonner	Harm reduction workshop including naloxone training 9a-11a  Reflection & debrief 11a-12p
PM	N/A	IM-REP (Outpatient shadowing) 1p-5p	STARS (Inpatient shadowing) 1p-5p		Wellness 1p-5p

Other weeks					
	MON	TUE	WED	THU	FRI

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

<b>AM</b>	PWRC (Inpatient & outpatient shadowing) 8a-12p	13 <sup>th</sup> (Netflix, free on YouTube, asynchronous)  Intro to Addiction Medicine (11a virtual meeting with Dr. Shang)	STARS (Inpatient shadowing) 9a-12p	Tadiso (9a-2p) with Dr. Brian Bonner	Harm reduction workshop including naloxone training 9a-11a  Reflection & debrief 11a-12p
<b>PM</b>	PWRC (Inpatient & outpatient shadowing) 1p-5p	IM-REP (Outpatient shadowing) 1p-5p	STARS (Inpatient shadowing) 1p-5p		Wellness 1p-5p

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

*Rotation site information*

*IM-REP: Outpatient clinic that provides addiction treatment care ≠ primary care for patients with substance use disorders*

- Address: Mercy Health Center, 1515 Locust St, Suite 233, Pittsburgh, PA 15219
- Parking: UPMC Mercy Parking (1420 Forbes Ave, Pittsburgh, PA 15219). Ask for parking validation from front
- Start time: 8 am

*STARS: UPMC Presbyterian/Montefiore Hospital inpatient addiction medicine consult service*

- Start time: 9 am

*Magee PWRC (Pregnancy and Womens Recovery Center): Provides addiction treatment to pregnant or woman-identifying persons + inpatient addiction consults at Magee Women's Hospital*

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

- Address: 300 Halket Street – 0 level, Room 0810 (Enter through main entrance. Walk down the stairs on the right-hand side to level 0. Follow signs to pharmacy and Room 0810 is right across the hallway from pharmacy)
- Start time: 8 am

*Tadiso: Methadone clinic*

- Location: 1425 Beaver Ave, Pittsburgh, PA 15233
- Parking: You can park in the front of the building off of Beaver Avenue
- Start time: 9 am

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Death and Dying

The goal of this flex week is to provide students with an introduction to topics related to death and dying that are not always encountered in the medical school curriculum, including medical topics such as end-of-life symptoms and psychosocial topics such as cultural and spiritual practices related to death.

This flex week is open to students interested in all fields. This flex week and the “Introduction to Palliative Care” flex week offered in the Spring complement each other, but it is not required that students participate in both in order to participate in this flex week.

### PRIORITIES

Students will be working on the following competencies:

- Identifying psychosocial distress in patients and families
- Defining the philosophy and role of palliative care and differentiates between hospice and palliative care
- Identifying common signs of the dying process and describes treatments for common symptoms at the end of life
- Identifying patients’ and families’ cultural values, beliefs, and practices related to end-of-life care
- Describing disease trajectories for common serious illnesses in adult and pediatric populations
- Describing normal grief and bereavement, and risk factors for prolonged grief disorder
- Reflecting on personal emotional reactions to patients’ death and dying

### KEY INFORMATION

Organizer	Capacity	Locations	Reporting Info
<b>Faculty</b> Linda King, MD (kingl@upmc.edu)	4-6	<i>Will be primarily conducted over Zoom, can contact any organizer listed with questions</i>	Zoom link for virtual sessions will be provided by Friday prior to Flex Week start
<b>Students</b>			

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

Georgeann Booth (geb83@pitt.edu) Lucy Cheng (luc56@pitt.edu)		Shadowing: Inpatient at UPMC Presbyterian, Shadyside, Mercy, or CHP Student will be provided with attending physician contact information by organizers at start of week	Shadowing reporting information will be provided at start of week
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### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	N
12	Tue 10/21/25	10/24/25	Y
27	2/2/26	2/6/26	N
31	3/2/26	3/6/26	N
MS2 (Class of 2028)			
59	9/15/25	9/19/25	N
69	11/24/25	11/26/25	N

### SCHEDULE

**Attendance expectation** – Full attendance is required.

	MON	TUE	WED	THU	FRI
AM	1. Intro to Flex Week 2. Palliative care vs hospice 3. Disease trajectories 4. Care of the dying patient	1. Cultural and spiritual beliefs and practices 2. Grief and bereavement 3. Supporting family	1. Provider self-care 2. Perspectives of managing loss of patients	Narrative Medicine Exercise	Reflection
PM	Self learning	Self-Learning	Shadowing (Half of Group)	Shadowing (Half of Group)	Off

**SENSITIVE PROCEDURES & SUPPORT** – As you move through this experience there may be encounters that trigger emotions or reactions. If you need help or support,

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know so that we can plan to accommodate.

**PRE-EXPERIENCE PREPARATIVE BRIEFING** – Students will have self-directed readings and/ or podcasts that will help prepare them for flex week sessions as well as the shadowing experience. Students will also be provided with a brief overview of what to expect during their shadowing experience.

**POST EXPERIENCE DEBRIEF** – Students will have a chance to debrief and reflect upon their flex week experiences in a group session on Friday morning. For additional and/ or confidential support and debriefing, students can reach out to the flex week faculty or upper-level students. Students can also reach out to the UPSOM mental health team for additional support if needed (<https://www.medstudentaffairs.pitt.edu/contact-us/upsom-mental-health-team-medical-and-graduate-students-school-medicine>).

**EXPECTATIONS FOR STUDENT ATTIRE** – Students should wear professional attire including their UPMC badge for shadowing. Casual attire is appropriate for Zoom sessions.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Introduction to Otolaryngology - Head and Neck Surgery

In this elective, students will be introduced to the field of otolaryngology and discover various sub-specialties through a multitude of hands-on experiences. Students will learn the basics of essential ENT procedures, such as the laryngoscopy and ear tube placement. As well, they will gain exposure to the field of otolaryngology research with a resident discussion. They will also have a chance to see some of these procedures done in practice, through resident shadowing in the days following the workshops.

### KEY INFORMATION

Organizer	Capacity	Locations	Reporting Info
Noel Jabbour, MD Associate Professor, Department of Otolaryngology 412-692-5460 jabbourn@upmc.edu	10	Mercy Hospital Eye & Ear Institute 203 Lothrop Street Pittsburgh, PA 15213	TBD, Locations will be given on schedule

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available
5	Tue 9/2/25	9/5/25	N
12	Tue 10/21/25	10/24/25	N
27	2/2/26	2/6/26	N
31	3/2/26	3/6/26	Y
MS2 (Class of 2028)			
59	9/15/25	9/19/25	N
69	11/24/25	11/26/25	N

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**SCHEDULE – \*\*Times are estimated and may change slightly\*\***

Partial attendance is acceptable. If partial attendance is okay, specify which days or activities this would impact.

	MON	TUE	WED	THU	FRI
AM	8-10 am, Intro to ENT Lecture and Flexible Laryngoscope Workshop	Resident shadowing (optional)	7-10 am, Grand Rounds followed by Resident Conference on Research Opportunities	Resident shadowing (optional)	
PM		1-3 pm, Robotic surgery workshop (CREATES LAB)	2-4 pm, Ear tube simulation with Dr. Jabbour		

**SENSITIVE PROCEDURES & SUPPORT** – As you move through this experience there may be encounters that trigger emotions or reactions. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found [here](#).

**NOTES**

- Schedules may be subject to change

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## DISCOVER FAMILY MEDICINE

Get a glimpse into the field and discover why Family Physicians routinely report a high level of professional satisfaction, a positive balance between career and home, and a comfortable lifestyle. While connecting with patients of all ages, students will learn about options in full-scope as well as specialized practice, and gain an understanding of the Family Physician's role within their communities.

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Evette Yassa, MD Department of Family Medicine Cell: 929-777-0871 <a href="mailto:yassaes@upmc.edu">yassaes@upmc.edu</a>	2 students	UPMC Matilda Theiss Health Center 1860 Center Ave Pittsburgh, PA 15219 (Dr. Yassa 929-777-0871)  East Liberty Family Health Center 6023 Harvard Street First Floor Pittsburgh, PA 15206 (Dr. Zimmerman <a href="mailto:zimmrk@upmc.edu">zimmrk@upmc.edu</a> )	Virtual first day Monday starts: 9:00 AM Tuesday starts: 12:30 PM

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	YES
12	Tue 10/21/25	10/24/25	YES
27	2/2/26	2/6/26	YES
31	3/2/26	3/6/26	YES
MS2 (Class of 2028)			
59	9/15/25	9/19/25	YES
69	11/24/25	11/26/25	NO

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation** – Partial attendance is permitted

September 2 <sup>nd</sup> and October 21 <sup>st</sup> weeks					
	MON	TUE	WED	THU	FRI
AM	N/A	Readings	Outpatient Shadowing	Outpatient Shadowing	Outpatient shadowing
PM	N/A	Introduction to Family Med (Virtual)	Outpatient Shadowing	Outpatient Shadowing	Wrap-Up & WELLNESS

Other weeks					
	MON	TUE	WED	THU	FRI
AM	Introduction to Family Med (Virtual)	Community Engagement	Outpatient shadowing	Outpatient Shadowing	Outpatient shadowing
PM	Readings	Community Engagement	Outpatient Shadowing	Outpatient Shadowing	Wrap-up & WELLNESS

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

- Schedule on Wednesdays and Thursdays are subject to change as additional experiences become available.
- You will receive additional reporting details in the week prior to your Flex Week experience

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## The Real-Life CSI: An Introduction to Forensic Medicine and Autopsy Pathology

Students will get exposure to forensic medicine and autopsy pathology in two different settings and, accordingly, will gain an appreciation for determining the cause of death in cases with both natural and non-natural manners.

- Three days of the week, students will be at UPMC Presbyterian, as a part of the autopsy service.
- The other two days, students will rotate at the Allegheny County Office of the Medical Examiner (ACOME)

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Tanner Bartholow, MD, MS Karl Williams, MD Marie DeFrances, MD Mandy Tinkey, MFS, CCSA, CFM-II	2 students	UPMC Presbyterian Morgue, Scaife Hall, 1 <sup>st</sup> Floor  Office of the Medical Examiner, 436 Grant Street, Pittsburgh, PA 15219  Primary Administrative contact: Eve Mirt, Executive Administrative Asst, <a href="mailto:eve.mirt@alleghenycounty.us">eve.mirt@alleghenycounty.us</a>  Primary authority of responsibility for student: Ariel Goldschmidt, MD Chief Medical Examiner 412-350-4800	Please report to Scaife Hall, Monday morning at 8:30 AM and call 412-647-3734
The primary contact of the morgue staff will escort you to the morgue, on Monday, Wednesday, and Friday. If there are no cases on a given day, you may spend time on a different Anatomic Pathology Service.			

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	No
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	Yes

## SCHEDULE

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM	Pre-brief (may be provided prior to experience)  UPMC Presbyterian Autopsy	ACMEO	UPMC Presbyterian Autopsy	ACMEO	UPMC Presbyterian Autopsy
PM	UPMC Presbyterian Autopsy	ACMEO	UPMC Presbyterian Autopsy  Intro: Forensic Medicine Didactic (time permitting)	ACMEO	UPMC Presbyterian Autopsy  Death Certificates (time permitting) and Wrap-Up  Debrief (may be coordinated at mutually agreeable time)

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**SENSITIVE PROCEDURES & SUPPORT** – As you continue to grow your experiences with patients, here in the settings of the morgue and medical examiner’s office, there may be encounters that trigger emotions or reactions. The Office of the Medical Examiner is responsible for investigating all deaths in the county except for those that are clearly natural. The Office conducts forensic analyses on evidence from crime scenes to assist law enforcement, judicial court systems, and health and environmental agencies. Participating students may be exposed to autopsies associated with gunshot wound homicides, stabbings, bones cases, babies, among other difficult and upsetting circumstances. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**PRE-EXPERIENCE PREPARATIVE BRIEFING** – Dr. Bartholow will provide information what to expect, and types of experiences and emotions you may encounter.

**POST EXPERIENCE DEBRIEF** – After the experience, you’ll have a chance to reflect with Bartholow or team member and process the experience and emotions.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

- Office of the Medical Examiner website  
<https://www.allegHENYcounty.us/Government/Police-and-Emergency-Services/Medical-Examiner-ACOME>

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## GENERAL SURGERY – HANDS ON

**This opportunity is aimed for all students regardless of their current interest in a surgical career.**

While all students rotate through general surgery during their third year, there is a lack of practical OR preparation for pre-clinical medical students. This experience will teach students how to be helpful in the operating room, and teach basic surgical techniques. Students will leave the course with foundational surgical skills and an understanding of how to practice these skills. This course will enable students to get more out of their shadowing experiences and facilitate purposeful surgical skills practice. Ultimately the course will help prepare all students for their surgery clerkship, and increase interest in general surgery as a career.

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Vaishali Schuchert, MD <a href="mailto:schuchertv@upmc.edu">schuchertv@upmc.edu</a>	Minimum 5 Maximum 15	TBD, multiple sites	TBD, multiple sites
Student coordinators: Bethany Hileman <a href="mailto:hileman.bethany@medstudent.pitt.edu">hileman.bethany@medstudent.pitt.edu</a> Kayla Stanley <a href="mailto:stanley.kayla@medstudent.pitt.edu">stanley.kayla@medstudent.pitt.edu</a>			

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	no
12	Tue 10/21/25	10/24/25	no
27	2/2/26	2/6/26	yes
31	3/2/26	3/6/26	no
MS2 (Class of 2028)			
59	9/15/25	9/19/25	no
69	11/24/25	11/26/25	no

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM	n/a	n/a	n/a	n/a	6:30 am-11 am
PM	4-7 pm	4-7pm	4-7pm	4-7pm	n/a

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

**Logistics And Educational Methods:** This course will be available for 5-12 students per week. The course will meet daily T-Fr during flex weeks. Evaluation of learning objectives will be achieved by a brief pre and post course survey. The weekly course schedule will be outlined below:

**Day 1:** Orientation lecture about General Surgery as a specialty, basic knot tying, suture types, followed by simulated practice.

**Day 2:** Lecture covering OR basics (scrubbing, instruments), pre-charting cases, and basic suturing, followed by simulated practice.

**Day 3:** Lecture on laparoscopy followed by simulation and practice.

**Day 4:** OR time with general surgery attendings. This day will be removed during holiday shortened weeks.

**Type of Clinical Experience:** Active simulation work, OR experience

**Call Required:** None

**Student Contact Hours:** Per day: 3 Per week: 15

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## FROM BEDSIDE TO BOARDROOM: HOSPITAL LEADERSHIP FLEX WEEK

**This Flex Week provides students with a behind-the-scenes look at how hospitals are led and how clinical, operational, and quality decisions are made. By shadowing a senior physician leader, students will explore how physicians can influence systems of care, improve patient outcomes, and shape the culture of hospital medicine beyond the bedside.**

### **Brief Description of Flex Week:**

This Flex Week offers medical students an immersive experience in hospital leadership, administration, and systems-based care through direct participation in the daily work of a senior hospital medicine and health system leader. Students will observe how clinical care, quality improvement, patient safety, discharge planning, and operational strategy intersect at the hospital and system level.

Participants will shadow Dr. Amanda Lenhard, Vice President for Clinical Care Coordination & Hospital Medicine, UPMC HSD, and Chief of the Department of Medicine, UPMC Shadyside, attending leadership meetings and engaging in structured reflection on topics such as care coordination, hospital throughput, quality metrics, and physician leadership. This experience provides insight into how physicians can shape health systems to improve patient outcomes beyond the bedside.

### **KEY INFORMATION**

Organizer	Capacity	Location(s)	Reporting Info
Amanda Lenhard, MD Vice President for Clinical Care Coordination & Hospital Medicine, UPMC Shadyside Chief, Department of Medicine	1	<b>UPMC Shadyside Hospital</b>	Students will be notified by email.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

<p>– Shadyside Associate Professor of Medicine, University of Pittsburgh School of Medicine <a href="mailto:lenhardah@upmc.edu">lenhardah@upmc.edu</a></p> <p>Faculty partner: Anna Marie White, MD, FACP, FAAP President, Medical Staff, UPMC Shadyside Director, Street Medicine Consult Service, UPMC Shadyside <a href="mailto:Whitea3@upmc.edu">Whitea3@upmc.edu</a></p>			
Administrative Coordinator: Wendy O'Donnell ( <a href="mailto:odonwl@upmc.edu">odonwl@upmc.edu</a> )			

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available
31	3/2/26	3/6/26	Yes

## SCHEDULE

**Attendance expectation** –PARTIAL ATTENDANCE OKAY. The schedule is flexible and can be built around the student's availability. Most meetings are virtual, but students can join Dr. Lenhard in her office for meetings and debriefings.

### Observational Experiences

- Hospital and system-level quality and safety meetings
- Multidisciplinary rounds (e.g., MDRs)
- Leadership meetings focused on:
  - Readmissions
  - Length of stay
  - Care coordination
  - Throughput and patient flow
  - Clinical operations
  - Departmental strategy

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

- Exposure to hospital committees (e.g., patient safety, utilization review, service line leadership)

### Educational Activities

- One-on-one discussions with Dr. Lenhard on:
  - Physician leadership pathways
  - Hospital governance and administration
  - Quality improvement and safety infrastructure
  - Balancing clinical and administrative roles
- Optional shadowing with:
  - Care coordination leadership
  - Hospital medicine leadership
  - Quality and patient safety teams

### Self-Study (when not in meetings)

Students will be encouraged to complete brief self-study assignments, such as:

- Selected readings or podcasts on leadership and health systems
- Reflection on meetings attended and observed decision-making
- Review of quality and performance metrics discussed during the week

Suggested readings/resources may include:

- *Crucial Conversations*
- *Death by Meetings*
- Selected leadership podcasts or TED Talks (provided by faculty)

<b>Schedule - The schedule is flexible and can be built around the student's availability.</b> Most meetings are virtual. Students can join Dr. Lenhard in her office for meetings and debriefings.					
	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>
<b>AM</b>	Orientation and overview with Dr. Lenhard  UPMC Readmissions Quality	UPMC PUH/SHY Hillman Cancer Center Committee Quarterly	RMD weekly  HSD EMG	CCHM Medical Directors  LOS Connect	Wellness day  No scheduled meetings or shadowing

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

	Oversight Improvement mtg  Attend multidisciplinary rounds (MDR)	PUH/SHY UR Committee  EMG  Hospital Services Multidisciplinary rounds		30-day ED Project  12-1 PM Shadyside Medicine Grand Rounds	Students are encouraged to use this day for rest, reflection, and personal wellness  Optional independent reflection on leadership observations from the week
PM	SHY Patient Safety Peer Review Committee  CCM Leadership Quarterly Management mtg  Self-study / reflection time	IDFS HFC Huddle  Debrief: <i>How adverse events and near misses are handled at the hospital level</i>	Self-Study (see above)	UPMC Corro Monthly Metric Review  SHY DOM Executive mtg	Wellness day

**SENSITIVE TOPICS & SUPPORT** – Students may be exposed to discussions involving adverse events, patient safety issues, or complex operational challenges. If any content is emotionally challenging, students are encouraged to discuss this with the faculty mentor. Support and debriefing will be available.

**EXPECTATIONS FOR STUDENT ATTIRE** – Professional business or business-casual attire is expected for all meetings and hospital administrative activities. White coats are not required unless specified for a clinical session.

## NOTES

- *This Flex Week is primarily observational and educational in nature.*
- *Meeting schedules may change based on hospital operational needs.*
- *Students will gain exposure to hospital leadership but will not be responsible for clinical decision-making.*
- *This experience is designed to complement traditional clinical education by providing insight into hospital operations, leadership, and systems improvement.*

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Inter-professional Education

## VACCINATION & HEALTH CONNECTION HUB

The Hub is an inter-professional practice with students from all 6 schools of health sciences at Pitt including: School of Nursing, School of Pharmacy, School of Medicine, School of Dental Medicine, School of Health and Rehab Sciences, and the School of Public Health. Students will learn to work effectively with each profession and gain an understanding of each person's role on the health care team.

During this Flex Week, students will be able to interact with patients from within and around the Pitt Community to provide vaccine education, vaccine access, and wellness screenings. You will get to contribute to protocols, policies, and quality improvement projects surrounding vaccination of all persons 3 years of age and up! You will also be able to assist with travel health consultations and contribute to the planning and execution of "pop up" vaccination events in the community.

### KEY INFORMATION

Organizer	Capacity	Locations	Reporting Info
Amanda Casagrande, MD and Evette Yassa, MD Department of Family Medicine 929-777-0871 <a href="mailto:yassaes@upmc.edu">yassaes@upmc.edu</a>	4	4041 Fifth Ave, Pittsburgh, PA 15213 Kate Brownlee <a href="mailto:Kate.Brownlee@pitt.edu">Kate.Brownlee@pitt.edu</a>	4041 Fifth Ave, Pittsburgh, PA 15213 Pitt Vaccination and Health Connection Hub 10:00 AM

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	YES
12	Tue 10/21/25	10/24/25	YES
27	2/2/26	2/6/26	YES
31	3/2/26	3/6/26	YES
MS2 (Class of 2028)			
59	9/15/25	9/19/25	YES
69	11/24/25	11/26/25	YES

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Inter-professional Education

## SCHEDULE

**Attendance expectation** – Partial attendance is permitted

September 2 <sup>nd</sup> and October 21 <sup>st</sup> weeks					
	MON	TUE	WED	THU	FRI
AM	N/A	8 AM – 2 PM at Hub  followed by Virtual Introduction/meeting	10 AM – 4 PM at Hub		10 AM – 12 PM at Hub
PM	N/A			1 – 7 PM at Hub	Wrap-Up & WELLNESS

Other weeks					
	MON	TUE	WED	THU	FRI
AM	Introduction (Virtual)	8 AM – 2 PM at Hub	10 AM – 4 PM at Hub		10 AM – 12 PM at Hub
PM	1 – 4 PM at Hub			1 – 7 PM at Hub	Wrap-up & WELLNESS

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## THE WONDERFUL WORLD OF BUGS: An Introduction to Infectious Diseases

**Student will get in-depth exposure to infectious diseases in a variety of settings (inpatient, outpatient, adult, peds) through clinical shadowing, supplemented by educational activities and group discussions.**

This experience will introduce students to infectious disease as a specialty, provide insights into how ID interacts with other specialties, and give students behind the scenes look at what happens when samples get sent to the micro lab.

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Nathalie Chen <a href="mailto:nac142@pitt.edu">nac142@pitt.edu</a> , Dr. Neel Shah <a href="mailto:shahnb@upmc.edu">shahnb@upmc.edu</a> , Dr. Alex (John) Viehman <a href="mailto:viehmanja@upmc.edu">viehmanja@upmc.edu</a> Dr. Peter Volpe <a href="mailto:volpej@upmc.edu">volpej@upmc.edu</a>	5 Students (min=1)	Variable	Scaife 893
Administrator, Sarah Glenn, <a href="mailto:glennse@upmc.edu">glennse@upmc.edu</a>			

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	Yes
12	Tue 10/21/25	10/24/25	No
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	No

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation** – partial attendance is acceptable. If students want more shadowing during the week to see other ID services, that can also be arranged.

### 5 DAY SCHEDULE:

	MON	TUE	WED	THU	FRI
AM	<ul style="list-style-type: none"> <li>Intro to ID Flex week:                             <ul style="list-style-type: none"> <li>-Overview of ID and subspecialties</li> <li>-ID history taking</li> </ul> </li> <li>Tour of clinical microbiology lab</li> </ul>	[Free Time]	<ul style="list-style-type: none"> <li>Adult outpatient ID shadowing</li> </ul>	<ul style="list-style-type: none"> <li>Endovascular ID Shadowing (multidisciplinary rounds)</li> </ul>	<ul style="list-style-type: none"> <li>Pediatric ID inpatient shadowing</li> <li>Children's ID Noon Case Conference</li> </ul>
PM	[Free Time]	<ul style="list-style-type: none"> <li>Adult inpatient shadowing ID consult service</li> </ul>	[Free Time]	<ul style="list-style-type: none"> <li>Lunch and discussion with fellows: Pathways to ID</li> <li>ID-Themed Escape Room</li> <li>Grand Rounds and Med Student Debrief</li> </ul>	[Free Time]

### 4 DAY SCHEDULE:

	MON	TUE	WED	THU	FRI
AM	n/a	Intro to ID Flex week: <ul style="list-style-type: none"> <li>-Overview of ID and subspecialties</li> <li>-ID history taking</li> </ul> Tour of clinical microbiology lab	<ul style="list-style-type: none"> <li>Adult outpatient ID shadowing</li> </ul>	<ul style="list-style-type: none"> <li>Endovascular ID Shadowing (multidisciplinary rounds)</li> </ul>	<ul style="list-style-type: none"> <li>Pediatric ID inpatient shadowing</li> <li>Children's ID Noon Case Conference</li> </ul>

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

PM	n/a	[Free Time]	<ul style="list-style-type: none"> <li>• Adult inpatient shadowing ID consult service</li> </ul>	<ul style="list-style-type: none"> <li>• Lunch and discussion with fellows: Pathways to ID</li> <li>• ID-Themed Escape Room</li> <li>• Grand Rounds and Med Student Debrief</li> </ul>	[Free Time]
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**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## A HANDS-ON INTRO TO OB/GYN

This Flex Week provides first-year medical students with a comprehensive introduction to the field of OB/GYN. The week begins with an orientation to the specialty and training pathways as well as basic OR and suturing skills. Tues, Weds, and Thurs then immerses students in the daily environments of an OB/GYN, covering routine ambulatory gynecology, comprehensive reproductive care, prenatal care, labor and delivery, diagnostic imaging, and the gynecology OR. During these days, morning and afternoon sessions combine didactics with extensive hands-on learning, mainly simulation based. These include laparoscopic simulation, pelvic exam, IUD insertion, dilation and curettage, vaginal birth simulator, fetal doppler, ultrasound imaging, and more. The flex week culminates in a half day focused on careers exploration within OB/GYN, featuring 1:1 advising and an interactive poster session to explore the diverse careers pathways within OB/GYN.

### KEY INFORMATION

Organizer	Capacity	Locations (a contact for each site must be specified)	Reporting Info
<b>Student Leads:</b> Avni Patel, MS4 <a href="mailto:avp63@pitt.edu">avp63@pitt.edu</a>  Anna Vogel, MS4 <a href="mailto:anv134@pitt.edu">anv134@pitt.edu</a>  <b>Faculty:</b> Alex Buffie, MD <a href="mailto:buffieaw@upmc.edu">buffieaw@upmc.edu</a>	12 students	Scaife Hall 3550 Terrace St, Pittsburgh, PA 15261  UPMC Magee-Womens Hospital 300 Halket Street Pittsburgh, PA 15213	Variable depending on schedule/day
Administrative contact: Alex Buffie, MD ( <a href="mailto:buffieaw@upmc.edu">buffieaw@upmc.edu</a> )			

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available
5	Tue 9/2/25	9/5/25	NO
12	Tue 10/21/25	10/24/25	NO
27	2/2/26	2/6/26	YES
31	3/2/26	3/6/26	NO
MS2 (Class of 2028)			
59	9/15/25	9/19/25	NO
69	11/24/25	11/26/25	NO

### SCHEDULE

**Full attendance is required.** All sessions will be in person. Anticipated start time is 9 to 10 AM daily, with AM sessions running until 12 pm, and PM sessions running from 1 pm – 3 or 4 PM, with a lunch break from 12-1 pm on days where there are AM and PM sessions scheduled. Students will be given 1 half day off during the week to engage in additional personal or professional activities outside the scope of this flex week.

	MON	TUES	WED	THU	FRI
AM	Intro to OB/GYN 10 AM- 12 PM	Ambulatory Gyn 9 AM- 12 PM	Prenatal OB Care 9 AM- 12 PM	Imaging 9 AM- 12 PM	Careers in OBGYN 10 AM- 1 PM
PM	Basic OR Skills 1 PM- 3 PM	Reproductive Care 1 PM- 4 PM	Labor and Delivery 1 PM- 4 PM	Gyn OR 1 PM- 4 PM	NONE

**SENSITIVE PROCEDURES & SUPPORT:** As you continue to grow through this experience there may be encounters that trigger emotions or reactions. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**PRE-EXPERIENCE PREPARATIVE BRIEFING – None**

**POST EXPERIENCE DEBRIEF –** On the final day of the flex week, students will be offered the optional opportunity to participate in a 30-minute flex week debrief, which will take place immediately after the final Friday AM session. This experience is held to allow students to process their experiences in a safe learning environment and will be a round-table conversation hosted by MS4s/Flex Week leads to facilitate a peer-peer debrief experience.

**EXPECTATIONS FOR STUDENT ATTIRE –** Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

**NOTES:**

- The exact day by day schedule and daily location will be finalized prior to 2/2/26; you will receive the final schedule 1-2 weeks prior to your start of the Flex Week.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Holistic Medicine	Administration & Academic Medicine	Medical Innovation

## Introduction to Ophthalmology Flex Week

**Ophthalmology is a unique medical field in which students receive relatively little exposure during the course of medical school. Eye complaints are prevalent in many clinical settings, and it is highly beneficial to have some knowledge about the most common eye problems, regardless of your future specialty.**

In this flex week, we will teach students about the ophthalmic history and physical examination, and we will provide a basic introduction to the techniques of slit lamp, refraction, and retinoscopy. Students will also discuss common ocular pathology, such as cataracts, glaucoma, conjunctivitis, and retinopathies in a case-based format. Additionally, students will have the opportunity to gain exposure to ophthalmic surgery by spending time in the operating room, the wet lab, and on the EyeSi simulator. At the end of the course, we hope that students will have gained a strong foundation in basic ophthalmology.

The goals of this experience include:

1. Review the basic components of an ophthalmic history, including the chief complaint, history of present illness, past ocular history, and a pertinent review of systems
2. Practice proper eye examination techniques
3. Practice the appropriate format of ophthalmic patient presentations
4. Gain experience with slit lamp, refraction, and retinoscopy techniques and uses in clinical practice
5. Discuss common ocular pathology cases
6. Shadow ophthalmic surgery including the operating room and/or urgent care, and hands-on practice in the wet lab

**Recommended Reading:** Root T. OphthoBook - the free ophthalmology textbook for new students. Tim Root - Virtual Eye Professor. <https://timroot.com/ophthobook/>. Published 2017.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Holistic Medicine	Administration & Academic Medicine	Medical Innovation

## KEY INFORMATION

Organizer	Capacity	Locations (a contact for each site must be specified)	Reporting Info
Director: Matthew Pihlblad, faculty MD; <a href="mailto:matthew.pihlblad2@chp.edu">matthew.pihlblad2@chp.edu</a>  Seyi Ajayi, MS3; <a href="mailto:ola69@pitt.edu">ola69@pitt.edu</a> (Student Organizer)  Arman Zarnegar, PGY1; <a href="mailto:ayz4@pitt.edu">ayz4@pitt.edu</a>  Rajan Alagar, MS4; <a href="mailto:raa253@pitt.edu">raa253@pitt.edu</a>  Susan Kong, MS3; <a href="mailto:luk38@pitt.edu">luk38@pitt.edu</a>  Kero Kamel, MS3; <a href="mailto:kmk220@pitt.edu">kmk220@pitt.edu</a>	20	Mercy Vision Institute  Scaife 7 <sup>th</sup> Floor Anatomy Lab (for the first session)	Mercy Vision Institute Meet in main lobby

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	
31	3/2/26	3/6/26	
MS2 (Class of 2028)			
59	9/15/25	9/19/25	
69	11/24/25	11/26/25	

## SCHEDULE

**Full required:** Attendance and participation in all four sessions. One half-day shadowing in the OR or Urgent Eye Care Clinic required.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Holistic Medicine	Administration & Academic Medicine	Medical Innovation

	MON	TUE	WED	THU	FRI
AM					
PM		6:00pm-8:00pm, in-person	6:00pm-8:00pm, in-person	6:00pm-8:00pm, in-person	6:00pm-8:00pm, in-person

**SENSITIVE PROCEDURES & SUPPORT** – Students may practice ophthalmic exam techniques on each other. There is no pressure to volunteer if uncomfortable.

**PRE-EXPERIENCE PREPARATIVE BRIEFING** – none

**POST EXPERIENCE DEBRIEF** – available with faculty and student coordinators if requested

**EXPECTATIONS FOR STUDENT ATTIRE** – Scrubs encouraged, casual dress is acceptable.

## NOTES

### Session 1: Introduction to the Ophthalmic History, Physical Examination, and Eye Dissection

1. The session will start with an overall introduction to the field of ophthalmology and its subspecialties. Students will be taught the basics of the ophthalmic H&P and will practice the exam on each other, including visual acuity, intraocular pressure check and visual fields, etc. The proper format of ophthalmology presentations will also be discussed. The session will end with an anatomy lesson of the eye through eye dissection.

2. Recommended reading: OphthoBook Chapters 1 & 2 (Eye History and Physical, Anatomy of the Eye)

### Session 2: Anterior Eye Pathologies

1. Students will discuss cases related to the anterior segment of the eye, such as cataracts, glaucoma, and corneal ulcers. Students will be taken to the simulation lab to practice with the slit lamp and indirect. Students will then be taken to clinic rooms to learn how to perform slit lamp examination and refraction.

2. Recommended reading: OphthoBook Chapters 3 & 10 (Introduction to Glaucoma, Introduction to the Lens and Cataract Surgery)

### Session 3: Posterior Eye Pathologies

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Holistic Medicine	Administration & Academic Medicine	Medical Innovation

1. Students will discuss cases related to the posterior segment of the eye, such as retinal detachment and diabetic retinopathy. Students will be taken to clinic rooms to learn how to perform the dilated fundus examination on each other, which will involve each student having one eye dilated.
2. Recommended reading: OphthoBook Chapter 4 (Beginner's guide to the Retina)

#### **Session 4: Eye Emergencies and Surgical Simulation**

1. Students will discuss the evaluation of traumatic eye injuries and simple eye infections. Afterwards, students will be taken to the wet lab to have individual hands-on strabismus surgery simulation.
2. Recommended reading: OphthoBook Chapters 5 & 8 (Eye Infections, Common Eye Trauma)

#### **Operating Room Experience (Students will schedule individually)**

1. Students will be paired with a current ophthalmology resident to shadow in the operating room. Students can also be provided with a list of available attending surgeons whom they can contact and arrange a time to observe on their own. Students may also shadow in the Urgent Eye Care Clinic. The expectation is one half-day of shadowing.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

## Pediatric Pathology: Exploring Tiny Tissues

The purpose of this flex week is to provide medical students with exposure to the practice of surgical pediatric pathology and to demonstrate the role of the pathologist in patient care.

Medical students will get an overview of the day-to-day activities of an anatomic pathologist including microscopic examination of tissues and autopsy pathology. They will have the opportunity to see how pathologists interact with other medical subspecialties and the crucial role they play in the care of patients behind the scenes.

### KEY INFORMATION

Catherine Gestrich, DO	Capacity	Locations	Reporting Info
Director of Pediatric Molecular Pathology University of Pittsburgh, Department of Pathology Email: <a href="mailto:gestrichck@upmc.edu">gestrichck@upmc.edu</a> Phone: 412-692-5879	2	UPMC Children's Hospital of Pittsburgh Department of Pathology	Monday morning, 8 am UPMC Children's Hospital of Pittsburgh Department of Pathology B257
<u>Team Members:</u> Qian Wang MD, PhD (Pediatric Pathology & Cytopathology) Jennifer Picarsic, MD (Pediatric Pathology) Justin Kurtz, MD (Pediatric Pathology)			<u>Administrator:</u> Karen Lazaro <a href="mailto:Lazarok3@upmc.edu">Lazarok3@upmc.edu</a>

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available?
5	Tue 9/2/25	9/5/25	Yes
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	Yes

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

## SCHEDULE

Full attendance is required

	MON	TUE	WED	THU	FRI
AM	Pediatric Pathology Fellow Conference	Pediatric Pathology Sign-out	Pediatric Pathology Fellow Conference	Vascular Anomalies Conference & Review of select cases	Pediatric Pathology Fellow Conference
PM	Pediatric Pathology Sign-out	Review of selected pediatric molecular pathology cases & Heart/lung transplant conference	Liver/Bowel Transplant Pathology Conference	Pediatric Pathology Tumor Board	Pediatric Pathology Sign-out

**SENSITIVE PROCEDURES & SUPPORT** – As you move through this experience there may be encounters that trigger emotions or reactions. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Scrubs or business casual attire are acceptable.

**NOTES - NONE**

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## AN INTRODUCTION TO PEDIATRICS

**Opportunity for students to gain broad exposure to both the breadth and depth of pediatric medicine.**

Students will have the opportunity to shadow pediatricians in various settings (both inpatient and outpatient clinics). They will also have the opportunity to work with both generalists and subspecialists and to interact with both residents and faculty.

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Tiffany Yang, MD <a href="mailto:Yangts2@upmc.edu">Yangts2@upmc.edu</a>  Administrator Marlynn Haigh Phone: 412-692-8260 <a href="mailto:marlynn.haigh@chp.edu">marlynn.haigh@chp.edu</a>	4 Students	Children's Hospital of Pittsburgh, Lawrenceville General Academic Pediatrics Office, Oakland	Monday 8am Children's Hospital of Pittsburgh lobby

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	Yes
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	No

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation** –Partial OK but priority will be given to students who can commit to at least 5 half-day sessions

### EXAMPLE SCHEDULE

	MON	TUE	WED	THU	FRI
AM	Inpt: Pediatric Hospital Medicine				Zitelli Rounds Inpt: Pediatric Hospital Medicine
PM	Resident round table	Outpatient: General Academic Pediatrics	Outpt: Rheumatology	Outpt: Nephrology clinic	

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

- None

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## Psychiatry

Explore psychiatry, from clinical interviewing with patients on the unit to meeting the nation's top researchers.

This is your chance to explore psychiatry! Our Department of Psychiatry is one of the largest in the country and we are eager to be part of your education. Some of our excellent clinicians can be mentors for your LRP. Choose to participate in one activity or all of them. At least one month prior to each Flex Week we will send a detailed schedule to OMED to distribute.

### Two REQUIRED steps for interested students:

**Step 1:** Sign up for the Psychiatry Flex Week experience via SLATE.

**Step 2:** Email Kathy Molter ([molterka@upmc.edu](mailto:molterka@upmc.edu)) to curate your unique experience. If we are missing something you are interested in, reach out and we'll do our best to accommodate your request.

### KEY INFORMATION

Administrative Personnel	Capacity	Locations	Reporting Info
Dr. Gina Perez – Director <a href="mailto:perezgm@upmc.edu">perezgm@upmc.edu</a> Kathy Molter, MS – Coordinator <a href="mailto:molterka@upmc.edu">molterka@upmc.edu</a>	10-20 this will vary	UPMC Western Psychiatric Hospital	Depends on which activity you choose (all locations will be in Oakland)

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available?
5	Tue 9/2/25	9/5/25	Yes
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	No

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	No

## SCHEDULE

**Attendance expectation** – flexible, depends on the specific experience selected

	MON	TUE	WED	THU	FRI
AM	Each week is filled with several clinical and research experiences (choose one or as many as you like)	9-12 pm	9-12 pm	9-12 pm	9 am  Optional debrief and reflection
PM	“	1-4 pm	1-4 pm	1-4 pm	No sessions

**SENSITIVE PROCEDURES & SUPPORT** –As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**POST EXPERIENCE DEBRIEF** – An optional reflection and debriefing session will be held on Friday with an attending. This can be scheduled at other times in the week as well.

**EXPECTATIONS FOR STUDENT ATTIRE** – Scrubs or business casual attire are acceptable.

**NOTES** – YOU CAN CHOOSE ONE ACTIVITY OR MORE THAN ONE – IT'S UP TO YOU!  
EMAIL [molterka@upmc.edu](mailto:molterka@upmc.edu) if you are interested. We will email OMED the schedule prior to each Flex week. Check the deadline for signing up.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## PROTECTING THE HEALTH OF THE PUBLIC

### Public Health impact and initiatives through a range of specialized clinics offered by Allegheny County Health Department.

In collaboration with the Allegheny County Health Department, students will become familiar with various services designed to protect the health of our population including Immunization clinics, Tuberculosis clinics, and STI/HIV clinics.

#### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Dr. Barbara Nightingale, Dr. Evette Yassa  Department of Family Medicine 929-777-0871 <a href="mailto:yassaes@upmc.edu">yassaes@upmc.edu</a>	2 Students	Allegheny County Health Department, Hartley-Rose Building, 425 First Ave Pittsburgh, PA 15219  Blakey Center - Public Health Clinic, 1908 Wylie Avenue Pittsburgh, PA 15219	Day 1 Virtual orientation 9 – 11 AM

#### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	YES
12	Tue 10/21/25	10/24/25	NO
27	2/2/26	2/6/26	NO
31	3/2/26	3/6/26	NO
MS2 (Class of 2028)			
59	9/15/25	9/19/25	NO
69	11/24/25	11/26/25	NO

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation** – full attendance is required

Labor Day Week					
	MON	TUE	WED	THU	FRI
AM	N/A	9 am Online Orientation with Workforce Development	<a href="#">TB Med Clinic</a> 12:30 pm -Shadowing -Meet with Pulmonologist -Learn about med management	<a href="#">Immunization Clinic</a> 12:00 – 4:00 PM Shadowing -Meet with clinical staff and program admin	Clinical Shadowing
PM	N/A	Virtual introduction & Readings	-Pharmacy observation		Wrap up session (virtual) & WELLNESS

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

- You will receive additional information the week prior to your Flex Week

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## RARE DISEASES AREN'T SO RARE

### CENTER FOR RARE DISEASE THERAPY

#### PRIORITIES

- i. Engage with the care provided to patients with rare disease.
- ii. Learn about how patients with rare disease can be best supported and learn more about the ins and outs of diagnosis/treatment/health care options for these patients.
- iii. Gain experience with the practice of interdisciplinary care.
- iv. Learn more about current rare disease research being done at Pitt/UPMC.

#### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Sean Sweat, MSTP <a href="mailto:ses265@pitt.edu">ses265@pitt.edu</a>  Lina Ghaloul-Gonzalez, MD Assistant Professor, Genetic and Genomic Medicine Division <a href="mailto:lghal@pitt.edu">lghal@pitt.edu</a>	1 student	Center for Rare Disease Therapy/Division of Genetic and Genomic Medicine  UPMC Children's Hospital of Pittsburgh	Monday 1pm OMED Suite
Administrative: Brianna Karp <a href="mailto:brianna.karp@chp.edu">brianna.karp@chp.edu</a> & Marlynn Haigh <a href="mailto:Marlynn.Haigh@chp.edu">Marlynn.Haigh@chp.edu</a>			

#### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	Yes
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	Yes

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SCHEDULE

**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM	Outpatient (Metabolic Genetics)	Outpatient (Metabolic Genetics)	Outpatient (Metabolic Genetics)	Lab meeting (joint meeting between Gonzalez and Vockley lab)	Outpatient (Lysosomal Storage Disease) OR Metabolic Genetics)
PM	Outpatient (General Genetics)	Outpatient (General Genetics)	Case Conferences/JC	Lab Shadowing	Outpatient (General Genetics) + Debrief session

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

- A debrief session is incorporated into the experience on the final day

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

## NOTES

none

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

## Robotic Surgery hosted by Urology

As one of the first adopters of robotic surgery, urology provides a deep and expansive look at robotic surgery. This Flex week will introduce students to the history, utility, and benefits of robotic surgery as used in Urology. Students will have the opportunity to develop their didactic skills by using the da Vinci simulator.

- Perform simulations to better understand principles of arm and camera manipulation
- Surgical shadowing for a variety of procedures
- Introduction to urology

### KEY INFORMATION

Organizer	Capacity	Locations (a contact for each site must be specified)	Reporting Info
Kerri Thompson <a href="mailto:thompsonkl2@upmc.edu">thompsonkl2@upmc.edu</a> 412-692-4860	3 / week	UPMC Mercy <a href="#">1350 Locust St.</a> <a href="#">Suite G100-A</a> <a href="#">Pittsburgh, PA 15219</a>	In-person Wednesday 7:30am
This flex week was planned in collaboration with Urology Interest Group Coordinators. Please reach out to <a href="mailto:alk492@pitt.edu">alk492@pitt.edu</a> with any questions or supports needed.			

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	Yes
12	Tue 10/21/25	10/24/25	Yes
27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	Yes
MS2 (Class of 2028)			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	Yes

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	

**SCHEDULE**

**Attendance expectation (select one)**

Full attendance is required

	MON	TUE	WED	THU	FRI
AM	Pre-learning: reading: history and utility of robotic surgery (asynchronous)	Pre-learning Video: Using the da Vinci (asynchronous)	Shadowing 7:30-11am	Shadowing 7:30am-12pm	Shadowing 7:30am-12pm
PM			Da Vinci simulation with instruction (Mercy) 12-2pm	Optional: da Vinci open hours	Optional: da Vinci open hours

**SENSITIVE PROCEDURES & SUPPORT** –As you move through this experience there may be encounters that trigger emotions or reactions. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – When shadowing, students are expected to wear appropriate hospital scrubs. Scrubs can be obtained on-site. Please notify the clinician you are shadowing in such cases.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## RURAL MEDICINE HEALTHCARE

**This experience is designed to have medical students perform shadowing with specialists and novel healthcare delivery systems from different areas UPMC Williamsport.**

Primary care and specialist physicians all have unique aspects to care in medically underserved rural communities. To show what is unique about rural care, this experience is designed to have medical students perform shadowing with specialists and novel healthcare delivery systems from different areas UPMC Williamsport. Each day, students will also have a focused learning time to discuss unique topics related to rural medicine – procedures, rural competencies, telemedicine, underserved care, to name a few of the ideas.

### PRIORITIES

1. Experience rural medicine in several different specialties (examples: family medicine, obstetrics and gynecology, telemedicine, pediatrics) and locations (EMS, telemedicine, home visit, and office/hospital setting).
2. Discuss topics pertinent to rural medicine including rural medical competencies, rural health disparities, and working in areas of scarcity and resource restriction.
3. Review tools to thrive and have joy in medicine in a rural, medically underserved community.

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
Kristen Tubbs <a href="mailto:tubbskl@upmc.edu">tubbskl@upmc.edu</a> Dr. John Boll <a href="mailto:bolljn@upmc.edu">bolljn@upmc.edu</a>	5 Students	Williamsport, PA	Students will be contacted

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

5	Tue 9/2/25	9/5/25	Yes
12	Tue 10/21/25	10/24/25	No
27	2/2/26	2/6/26	No
31	3/2/26	3/6/26	No
<b>MS2 (Class of 2028)</b>			
59	9/15/25	9/19/25	No
69	11/24/25	11/26/25	No

**Dates:** Tuesday, 9/2/25 to Friday, 9/5/25

**Location:** Williamsport, PA hosted by the UPMC Williamsport Family Medicine Residency

**Housing:** Located in the Hospitality Inn at UPMC Williamsport Campus, 802 Campbell Street, Williamsport, PA 17701

**Food:** Complementary from the UPMC Williamsport FM Residency in the hospital cafeteria

**# of Students:** Maximum 5 students

**Supervisor:** Dr. John Boll and Dr. Luan Pham

**Contact:** Kristen Tubbs - [tubbskl@upmc.edu](mailto:tubbskl@upmc.edu) & Dr. John Boll - [bolljn@upmc.edu](mailto:bolljn@upmc.edu)

**Cost:** Transport to and from Williamsport, PA

## SCHEDULE

**Attendance expectation** – full attendance is required

Proposed schedule, will be individualized for participants						
	MON	TUE	WED	THU	FRI	SAT
AM	Travel to Williamsport	Orientation/ Peds/OB	Trauma Service	Gyn OR	Amish Home Visit	Travel to Pittsburgh
PM		Telemedicine	EMS	Fam Med Service	Debrief/Rural Visit	

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:  
<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

**NOTES**

- None

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## SPORTS MEDICINE PLAYBOOK

Gain an understanding of sports-related injuries and conditions, including broken bones, concussions, overuse injuries, strains, sprains, and ligament tears, working with athletes and primary care sports medicine.

Participating students will require a vehicle.

### KEY INFORMATION

Organizer	Capacity	Location	Reporting Info
<p>Evette Yassa, MD Department of Family Medicine Cell: 929-777-0871 <a href="mailto:yassaes@upmc.edu">yassaes@upmc.edu</a></p>	1 student	<p>Contact for all locations: Michele Hilty <a href="mailto:hiltyml@upmc.edu">hiltyml@upmc.edu</a></p> <p>UPMC Rooney Sports Complex 3200 S. Water St. Pittsburgh, PA 15203</p> <p>UPMC Passavant Medical Building T 9104 Babcock Blvd., Suite 2120 Pittsburgh, PA 15237</p> <p>UPMC Magee-Womens Hospital 300 Halket Street Suite 1601 Pittsburgh, PA 15213</p> <p>UPMC Outpatient Center 1300 Oxford Drive Suite 1D Bethel Park, PA 15102</p> <p>UPMC Department of Orthopaedic Surgery Kaufmann Medical Building 3471 Fifth Ave Pittsburgh PA 15213</p>	<p>Day 1 report to UPMC Rooney Sports Complex 3200 S. Water St. Pittsburgh, PA 15203</p>

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	YES
12	Tue 10/21/25	10/24/25	YES
27	2/2/26	2/6/26	YES
31	3/2/26	3/6/26	YES
MS2 (Class of 2028)			
59	9/15/25	9/19/25	YES
69	11/24/25	11/26/25	YES

## SCHEDULE

**Attendance expectation** – Partial attendance is permitted

September 2 <sup>nd</sup> and October 21 <sup>st</sup> weeks					
	MON	TUE	WED	THU	FRI
AM	N/A	Clinical Shadowing	Clinical Shadowing	Clinical Shadowing	Clinical shadowing
PM	N/A	Introduction Meeting (Virtual)	Clinical Shadowing	Clinical Shadowing	Wrap-Up (virtual) & WELLNESS

Other weeks					
	MON	TUE	WED	THU	FRI
AM	Introduction meeting (Virtual)	Clinical Shadowing	Clinical Shadowing	Clinical Shadowing	Clinical Shadowing
PM	Clinical Shadowing	Clinical Shadowing	Clinical Shadowing	Clinical Shadowing	Wrap-up & WELLNESS

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

**EXPECTATIONS FOR STUDENT ATTIRE** – Recommendations for attire when patients are present can be found here:

<https://pitt.elentra.cloud/community/keystonefundamentals:documents?section=view-file&id=264>

### NOTES

- Exact schedule and clinical sites will vary between Flex Weeks
- Participating students will require a vehicle
- You will receive additional reporting details in the week prior to your Flex Week experience

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

## STREET MEDICINE AT PITT

**The Street Medicine experience medical students at the University of Pittsburgh an interdisciplinary, immersive experience to deepen their understanding of health disparities, structural violence, community-based care, and collaborative outreach for individuals experiencing homelessness.**

Medical students will join Street Medicine at Pitt for a hands-on, interdisciplinary experience that includes street rounds, participating in community outreach, engaging with social workers and addiction medicine specialists, and exploring the medical, social, and structural challenges faced by people experiencing homelessness. This week fosters real-world learning beyond traditional clinical settings and encourages compassionate, systems-informed approaches to care.

### KEY INFORMATION

Organizer	Capacity	Location(s)	Reporting Info
Anna Marie White, MD, FAAP, FACP <a href="mailto:Whitea3@upmc.edu">Whitea3@upmc.edu</a> 412.443.1744 Department of Family and Community Medicine	2	Downtown Pittsburgh Second Avenue Commons East Liberty/ Shadyside/ Oakland/ Squirrel Hill DHS Offices UPMC Washington UPMC South Central	Students will be notified by email.
Administrative Coordinator: Renee Craig ( <a href="mailto:craigrd@pitt.edu">craigrd@pitt.edu</a> ); Phone: 412-383-2248)			

### OPPORTUNITY AVAILABILITY

MS1 (Class of 2029)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
5	Tue 9/2/25	9/5/25	No
12	Tue 10/21/25	10/24/25	Yes

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

27	2/2/26	2/6/26	Yes
31	3/2/26	3/6/26	Yes
<b>MS2 (Class of 2028)</b>			
59	9/15/25	9/19/25	Yes
69	11/24/25	11/26/25	No

## SCHEDULE

**Attendance expectation** – partial attendance okay

Detail schedule below, differs by week

Labor Day week and/or October week					
	MON	TUE	WED	THU	FRI
<b>AM</b>	N/A	Self-study (Read Rough Sleepers, review didactic material online, watch Dr. Withers' TED talk, etc.)	Self-study (Read Rough Sleepers, review didactic material online, watch Dr. Withers' TED talk, etc.)	Self-study (Read Rough Sleepers, review didactic material online, watch Dr. Withers' TED talk, etc.)	Street Medicine Consults at UPMC Shadyside  OR Reflections with Dr. Jim Withers
<b>PM</b>	N/A	1-5 PM Second Avenue Commons Health Center with Dr. Andrea Gaspar or nurse	6:30-9 PM Street Rounds	1:30-3:30 PM Street Rounds Downtown with Dr. Joshua Shulman	Self-study (Read Rough Sleepers, review didactic material online, watch Dr. Withers' TED talk, etc.)  OR Winter Shelter

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
	Clinical Specialties	Leadership & Advocacy	Arts & Adventure	Integrative & Wholistic Medicine	Administration & Academic Medicine	Medical Innovation

Other weeks					
	MON	TUE	WED	THU	FRI
AM	9:30-11 AM Street Outreach Coordination Meeting 9:30-10 AM Respite Meeting	Self-study (Read Rough Sleepers, review didactic material online, watch Dr. Withers' TED talk, etc.)	Self-study (Read Rough Sleepers, review didactic material online, watch Dr. Withers' TED talk, etc.)  OR  Assist with organizing supplies for street rounds.	Self-study (Read Rough Sleepers, review didactic material online, watch Dr. Withers' TED talk, etc.)	Wellness day
PM	Reflections with Dr. Jim Withers, founder of Street Medicine Institute, Operation Safety Net and the term "street medicine"	1-5 PM Second Avenue Commons Health Center with Dr. Andrea Gaspar or nurse	6:30-9 PM Street Rounds	1:30-3:30 PM Street Rounds Downtown with Dr. Joshua Shulman	Wellness day  OR  Winter Shelter

### OTHER OPTIONS:

- Available **MS1 SEPT, FEB, MARCH AND MS2 SEPT DATES:** Disabilities/PM&R clinic at Second Avenue Commons Health Center with Dr. Max Hurwitz, Disability street rounds with Dr. Max Hurwitz
- Street Medicine Consults
- Street rounds at UPMC Washington or UPMC South Central (rural)

**SENSITIVE TOPICS & SUPPORT** – As you continue to grow your experiences with patients, there may be encounters that trigger emotions or reactions based on your own personal experiences or the experience of family or friends with similar conditions or situations. If you need help or support, please discuss this with us. If you are aware in advance that a particular situation may be exceptionally challenging for you, let us know.

Experience Category	Clinical Shadowing	Research-Related	Community Engagement	Professional Enrichment Course (PEC)	Professional Development	Physician Wellness & Growth
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### What to Wear for Street Rounds – Street Medicine at Pitt

Please wear comfortable, weather-appropriate clothing for street rounds. Layers are recommended, especially in colder months. Closed-toe shoes with good traction are required for safety—particularly in case of encountering needles or other hazards. Wear something you can comfortably climb, bend, and move around in—scrubs, jeans, or other flexible, casual clothing are great options. Bring a fleece, jacket, or rain gear depending on the weather.

Please also bring:

- A small backpack or bag if you'd like to carry your stethoscope/note pad
- Rain gear or sun protection, depending on the forecast

Our goal is to stay safe, comfortable, and approachable while providing care in the field.

### NOTES

- *Exact schedule and clinical sites may vary between flex weeks*
- *Participating students are recommended to have use of a vehicle. Please let the team know if you do not so that we can adjust your schedule accordingly.*
- *You must complete onboarding prior to your week being scheduled:*  
[www.streetmedatpitt.org/orientation](http://www.streetmedatpitt.org/orientation)