



UPSOM Flex Weeks, 2026-2027

Excellence, Opportunities & Adventures

The overarching commitment of the Professional Development course Flex Week program is to provide dedicated time for students to deepen existing skills, discover new strengths, and build the experiential capabilities that will propel them forward in their medical career progression. Students have the opportunity to choose from structured activities or to create their own customized experiences spanning professional enrichment, research, shadowing, academic remediation, and wellbeing.

Grow, explore, engage, create and rejuvenate!

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	

ACCREDITATION & ACADEMIC MEDICINE

HANDS-ON EXPERIENCE WITH HIGHER EDUCATION ACCREDITATION

- **Emphasis on Liaison Committee on Medical Education (LCME) that accredits all MD-granting programs in the US**
- **Introduction to Improvement Science, with an option to start a CQI project**

PRIORITIES

- 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
- Consider student-led CQI projects within the school via the Student Greenhouse
- Do the active work: deliberate on accreditation readiness through the eyes of a faculty member, student, and community member

KEY INFORMATION

Organizer(s)	Capacity	Location	Students will be contacted
Greg Null, MA greg.null@pitt.edu and Allison Serra, MD, MPH Allison.serra@pitt.edu	7 students	In-Person: M-F AM Scaife Hall	By email from the experience director two weeks before the experience starts

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	N
13	Tue 10/20/26	10/23/26	N

28	2/1/27	2/5/27	Y
33	3/1/27	3/5/27	N
MS2 (Class of 2029)			
59	9/14/26	9/18/26	N
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		N

SCHEDULE**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM	Reading/Prep	Reading/Prep	Reading/Prep	Reading/Prep	Reading/Prep
PM	2:00: Review of readings 3:00: Intro to Improvement Science 4:00–5:30: Curriculum Committee	2:00: Element Presentations; Student Insights 3:00: Identify the Problem	2:00: Student Insights Presentations; Community Insights 3:00: CQI Tool Box	2:00: Future Cast Presentation; Faculty Roles 3:00: CQI Stakeholder Analysis	2:00: Survey Review Simulation 3:00: Review of CQI project

SENSITIVE TOPICS & SUPPORT –not applicable**EXPECTATIONS FOR STUDENT ATTIRE** – not applicable**READING LIST**All documents will be available via www.lcme.org

All articles, etc. will be shared via the Flex Week's Teams page 2 weeks in advance

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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

OMED note: Out of professional respect for our clinical pathologists, students who enroll must commit to the course, drops will not be permitted beyond 4 weeks prior to start date

KEY INFORMATION

Organizer	Capacity	Location	Students will be contacted
Aatur Singhi, MD PhD* University of Pittsburgh, Department of Pathology 412-864-1508 singhiad@upmc.edu	3 students	UPMC Presbyterian Hospital and Clinical Laboratory Building	By email from the experience director on the Friday prior to experience start
*Full affiliation 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			

AdministratorKate Smith, smithkm13@upmc.edu**OPPORTUNITY AVAILABILITY**

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	YES
28	2/1/27	2/5/27	YES
MS2 (Class of 2029)			
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		YES

SCHEDULE**Attendance expectation** – full attendance is required

	TUE	WED	THU	FRI
AM	• Digital and in-person diagnostic sign-out within subspecialized surgical pathology practices that includes gastrointestinal, head and neck, endocrine, neuropathology, and molecular pathology (we will attempt to match sign-out with student interest and faculty availability) • Intraoperative consultation in the operating rooms, with real-time gross examination and frozen section interpretation of specimens • Hands-on exposure to specimen grossing and the workflow that brings tissue from the operating room to a final diagnosis			
PM	• Multidisciplinary tumor boards, including the liver and pancreas conferences, as the weekly schedule allows • Autopsy shadowing, subject to case and attending availability (note there may be weeks that this cannot be offered due to sensitivity of cases) • Guided tour of the UPMC Clinical Laboratory Building, including the histology and molecular diagnostics laboratories			

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.

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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	Students will be contacted
Dr. Krishna V Tummalapalli 412-621-9604 cell 412-621-1500 office Tummkv@upmc.edu	1 student	Suite 514, Medical Professional Bldg, 5200 Centre Ave. Pittsburgh PA 15232	By email from the experience director on the Friday prior to experience start
Ms. Robin Hanson – Office Manager 412-621-1500			

OPPORTUNITY AVAILABILITY

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6	8/31/26	9/4/26	No
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	Yes
MS2 (Class of 2029)			

59	9/14/26	9/18/26	No
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

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 – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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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)	Students will be contacted
Maggie Shang MD MS Division of General Internal Medicine Cell: 630-890-6115 shangm2@upmc.edu	2 students	Internal Medicine-Recovery Engagement Program (IM-REP) 1515 Locust St. Suite 233, Pittsburgh, PA 15219 Substance Treatment and Recovery Service (STARS) UPMC Montefiore Hospital, NW604 Pregnancy and Women's Recovery Center (PWRC) Magee Womens Hospital, Level 0, Room 0810 Tadiso 1425 Beaver Ave, Pittsburgh, PA 15233	By email from the experience director no later than the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)

Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	Yes
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		Yes

SCHEDULE

Schedules may vary depending on the week and clinical site availability.

Attendance expectation – *Full attendance required.*

Labor Day week and/or October week					
	MON	TUE	WED	THU	FRI
AM	N/A	13 th (Netflix, free on YouTube, asynchronous) Intro to Addiction Medicine (11a virtual meeting with Dr. Shang)	STARS (Inpatient shadowing) 9a-12p	PACES/PWRC (Inpatient & outpatient shadowing) 8a-11a	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	Tadiso (12p-2p) with Dr. Brian Bonner	Wellness 1p-5p

Other weeks					
	MON	TUE	WED	THU	FRI

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

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NOTES

Rotation site information

Internal Medicine-Recovery Engagement Program (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 desk. Also, several bus lines that run from Oakland that drop off near clinic.

Substance Treatment and Recovery Service (STARS)

UPMC Presbyterian/Montefiore Hospital inpatient addiction medicine consult service

- Report to Montefiore Hospital to room NW604 conference room

- If you enter Montefiore through the main entrance (7th floor), head down to the 6th floor. Once you exit elevator/stairs, walk toward the hallway that says “University of Pittsburgh Central ACTIVE Surgery Research Labs”. This hallway is in the opposite direction to the room labeled “PGY1 Pharmacy Residents”. You should be walking towards a set of double doors. The conference room is the first door to your right. Door code is 2-4-3.
- Text Dr. Shang if you have any issues with finding this room

Magee Pregnancy and Womens Recovery Center (PWRC)/ Perinatal Addiction Consultation and Education Service (PACES)

Provides addiction treatment to pregnant or woman-identifying persons + inpatient addiction consults at Magee Women’s Hospital

- Address: 300 Halket Street – 0 level, Room 0810
 - Enter through the main entrance. Walk down the stairs on the right-hand side to level 0 or take silver elevators to “0”. Walk straight down a long hallway following the light blue signs to University Obstetrics and Gynecology clinics. At the end of the long hallway, turn left and you will see Room 0810 and the sign Pregnancy and Women's Recovery Center (PWRC)
 - Clinic is also across the hall from the Magee Outpatient Pharmacy
- Contact if needed:
 - PACES pickle phone (will be answered by fellow or attending): 612-354-6352
 - PWRC office phone: 412-641-1211
 - Elizabeth Krans (if no response from other numbers): 412-657-1244

Tadiso

Local community-based methadone clinic

- a. Location: 1425 Beaver Ave, Pittsburgh, PA 15233
- b. Parking: You can park in the front of the building off of Beaver Avenue
- c. Contact Dr. Bonner (412-352-4523) if any issues

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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	Students will be contacted
Heather Mikes, DO Assistant Professor, University of Pittsburgh School of Medicine mikesh@upmc.edu 412-439-0005	5	Carnegie Museum of Art Uni of Pittsburgh Center for Creativity	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	no
13	Tue 10/20/26	10/23/26	yes
28	2/1/27	2/5/27	yes
33	3/1/27	3/5/27	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

MS2 (Class of 2029)			
59	9/14/26	9/18/26	yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		yes

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.

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INTRODUCTION TO ENDOCRINOLOGY

THIS FLEX WEEK PROVIDES STUDENTS WITH AN INTRODUCTION TO THE WORLD OF ENDOCRINOLOGY THROUGH INPATIENT AND OUTPATIENT EXPERIENCE

Spend a week shadowing endocrinology fellows, attendings, and other providers. This week will provide a variety of experiences including working with fellows in the hospitals, attendings in outpatient clinics, and shadowing diabetes educators and/or dietitians to get a glimpse at what life is like as an endocrinologist.

GOALS

- i. Goal 1: To help medical students explore all that endocrinology has to offer early in their careers.
- ii. Goal 2: To provide connections with endocrinology fellows and faculty in the event of additional questions or interest.

KEY INFORMATION

Organizer	Capacity	Location	Reporting Info	Students will be contacted
Stephanie Gambino Gambinosl2@upmc.edu Ronald Codario Ronald.codario@va.gov	1	PUH, MUH, VAPHS, Falk Clinic	Varies by day, but Stephanie Gambino is main contact and will provide additional contact info the week prior	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	No
13	Tue 10/20/26	10/23/26	Yes

28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	No
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		Yes

SCHEDULE

Attendance expectation – partial attendance is acceptable, but please let us know ahead of time!

	MON	TUE	WED	THU	FRI
AM	n/a	Endocrinology Topic Review Lecture (1 hr video conference)	n/a	Team A consult service with Fellows, PUH	Grand Rounds Patient Care Conference (PUH or virtual)
PM	Inpatient VA Consult Service with Fellows (VA)	Outpatient Endocrine Clinic with Dr. Gambino (Falk)	Dietician session (Falk or virtual)	Neuroendocrine rounds (virtual)	Diabetes Educator Session (Falk or virtual)

SENSITIVE TOPICS & 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.

EXPECTATIONS FOR STUDENT ATTIRE – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

NOTES

Fellow rotate through various rotations, so contact information will differ each week, but will be provided a week in advance

Lecture links will be provided in advance, students are not expected or required to turn on cameras or actively participate in discussions but are more than welcome to if they would like!

If there are any issues, please contact Stephanie Gambino: 412-445-1185

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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	Students will be contacted
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	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
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6	8/31/26	9/4/26	
13	Tue 10/20/26	10/23/26	
28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	Yes
MS2 (Class of 2029)			
59	9/14/26	9/18/26	
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		

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 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

- Schedules may be subject to change

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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	Students will be contacted
Evette Yassa, MD Department of Family Medicine Cell: 929-777-0871 yassaes@upmc.edu	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 zimmrk@upmc.edu) UPMC Shadyside Hospital 5230 Centre Ave Pittsburgh PA 15232 University Family Medicine Squirrel Hill 5608 WILKINS AVE #100, PITTSBURGH, PA 15217	Virtual first day Monday starts: 9:00 AM Tuesday starts: 12:30 PM	By email from the experience director on the Friday prior to experience start

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6	8/31/26	9/4/26	Yes
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59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

SCHEDULE

Attendance expectation – Student may miss 1 half day session

	MON	TUE	WED	THU	FRI
AM	Clinical experience	Community Engagement	Clinical experience	Clinical Experience	Clinical Experience
PM	Readings	Community Engagement	Clinical experience	Community Engagement	WELLNESS (No planned activity)

SENSITIVE TOPICS & 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.

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NOTES

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

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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	Students will be contacted
Tanner Bartholow, MD, MS Marie DeFrances, MD Mandy Tinkey, MFS, CCSA, CFM-III	2 students	UPMC Presbyterian Morgue, Scaife Hall, 1 st Floor Office of the Medical Examiner, 436 Grant Street, Pittsburgh, PA 15219 Primary Administrative contact: Eve Mirt, Executive Administrative Asst, eve.mirt@alleghenycounty.us Primary authority of responsibility for student: Ariel Goldschmidt, MD Chief Medical Examiner 412-350-4800	By email from the experience director on the Friday prior to experience start
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.			

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MS2 (Class of 2029)			
59	9/14/26	9/18/26	No
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		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)

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 Dr. Bartholow or team member and process the experience and emotions.

EXPECTATIONS FOR STUDENT ATTIRE – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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, teach some basic surgical techniques and skills, and provide a practical case-based foundation to surgical decision making. Students will leave the course with foundational surgical skills and an understanding of how to practice these skills.

The overall educational objectives thus are:

- 1) Development of basic surgical skillset and dedicated practice frameworks
- 2) The identification of key surgical concepts in operative decision making in case-based learning format
- 3) Empowering students to make the most out of clinical and operative shadowing experiences in surgery in advance of the clerkship.

KEY INFORMATION

Organizer	Capacity	Location	Students will be contacted
Tony Cyr, MD PhD cyrar@upmc.edu	Minimum 5 Maximum 12	TBD, multiple sites	By email from the experience director on the Friday prior to experience start
Student coordinators: Thomas Mologne mologne.thomas@medstudent.pitt.edu Morgan Cody cody.morgan@medstudent.pitt.edu			

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	No
13	Tue 10/20/26	10/23/26	Yes

28	2/1/27	2/5/27	No
33	3/1/27	3/5/27	Yes
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

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 – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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. Introduction to General Surgery Case-based learning Scenario (CBL).

Day 2: Lecture covering OR basics (scrubbing, instruments), pre-charting cases, and basic suturing, followed by simulated practice. Continuation of General Surgery CBL.

Day 3: Lecture on laparoscopy followed by simulation and practice. Continuation of Continuation of General Surgery CBL.

Day 4: Lecture on advanced MIS approaches and hands-on demonstration of the surgical robot. Continuation of General Surgery CBL.

Day 5: 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

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	Students will be contacted
Amanda Casagrande, MD and Evette Yassa, MD Department of Family Medicine 929-777-0871 yassaes@upmc.edu	4	4041 Fifth Ave, Pittsburgh, PA 15213 Kate Brownlee Kate.Brownlee@pitt.edu	By email from the experience director or Hub Team no later than the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	Yes

33	3/1/27	3/5/27	Yes
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

SCHEDULE

Attendance expectation – Partial attendance is permitted

September 2 nd and October 21 st weeks					
	MON	TUE	WED	THU	FRI
AM	N/A	8 AM – 2 PM at Hub	10 AM – 4 PM at Hub		10 AM – 12 PM at Hub
PM	N/A	followed by Virtual Introduction/meeting		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 – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in

keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

NOTES All asynchronous trainings and experiences will be completed in Canva. Volgistics is used for scheduling and documenting attendance. Students will be sent information about these two software programs in advance. Please register prior to coming to the Hub.

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	Students will be contacted
Dr. John Maier PhD MD, Associate Professor of Family Medicine jsmaier@pitt.edu	10	Scaife hall Other near campus locations	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	No
33	3/1/27	3/5/27	No

MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

SCHEDULE

Attendance expectation: Full attendance is required

	MON	TUE	WED	THU	FRI
AM	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
PM	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.

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
 - 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
- 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.
- 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

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	Students will be contacted
Kevin Kindler, MD and Evette Yassa, MD Department of Family Medicine Cell: 929-777-0871 yassaes@upmc.edu	6 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)	10:00 AM Department of Family Medicine 4420 Bayard Street, Suite 520 Pittsburgh PA 15260 (may be 9 AM start depending on week)	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	No
28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	Yes

MS2 (Class of 2029)			
59	9/14/26	9/18/26	No
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

SCHEDULE

Attendance expectation – full attendance is required

	MON	TUE	WED	THU	FRI
AM	930a-12p Session: What is Informatics? At Schenley Place	9-1130a Review of Healthcare innovations and identifying impact At Shenley Place	8-10a Clinical shadowing opportunity with Informaticist, review tools to assess provider efficiency At Squirrel Hill Clinic	9-1130a Debrief discussion of student-selected research topics Review of domains of informatics and career paths At Schenley Pl	8-10a Clinical Shadowing At Squirrel Hill Clinic
PM	Readings	Begin self-directed exploration of chosen technology	Continue self-directed exploration	Informatics in Family Medicine Research	Wellness (No activity planned)

SENSITIVE TOPICS & 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.

EXPECTATIONS FOR STUDENT ATTIRE – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

NOTES

- This schedule is subject to slight change. 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

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	Students will be contacted
Anna Nelson, DO Nelsona16@upmc.edu Administrator Marlynn Haigh Phone: 412-692-8260 marlynn.haigh@chp.edu	4 Students	Children's Hospital of Pittsburgh, Lawrenceville General Academic Pediatrics Office, Oakland	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	No
13	Tue 10/20/26	10/23/26	No
28	2/1/27	2/5/27	No
33	3/1/27	3/5/27	No

In addition, outside of the flex weeks, the directors are offering this experience to students as a *Peds Passport Week* on the below dates. Please contact Dr. Nelson and Ms. Haigh directly.

11/2/26-11/6/26

1/11/27-1/15/27

MS2 (Class of 2029)

59	9/14/26	9/18/26	No
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		Yes

In addition, outside of the flex weeks, the directors are offering this experience to students as a *Peds Passport Week* on the below dates. Please contact Dr. Nelson and Ms. Haigh directly.

11/2/26-11/6/26

1/11/27-1/15/27

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 – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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.

GOALS

- Discuss the evidence base for medical decision-making regarding various aspects of healthcare for individuals with a diverse range of sexual orientation and gender identity and expression (SOGIE)

INFORMATION

Organizer	Capacity	Locations	Reporting Info
Faculty: Dr. Eloho Ufomata, Elu9@pitt.edu ; Dr. Shana Zucker smz51@pitt.edu	Max # students: 20	Scaife Hall West Wing, Room TBD	By email from the experience director on the Friday prior to experience start

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

Team: Dr. Kristen Eckstrand, Dr. Joy Gero, MSPA leadership			
Admin Contact: Eloho Ufomata, elu9@pitt.edu , 8598066024			

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	no
13	Tue 10/20/26	10/23/26	no
28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	no
MS2 (Class of 2029)			
59	9/14/26	9/18/26	yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		no

SCHEDULE

Attendance expectation (select one)

Full attendance is required; no more than 15 hours for the week . Below schedule is tentative

	MON	TUE	WED	THU	FRI
AM	9-11	9 -11	9-11	9 - 11	9-11
PM	1-3	1-3	1 - 3	1 -3	Debrief & Reflection 1 -3

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

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

our attention, and we will discuss needed help or 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 asynchronous components before the corresponding in-person sessions to maximize hands-on learning.

POST EXPERIENCE DEBRIEF – A debriefing session will be held 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 – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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.

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

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

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.

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

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
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

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. 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.

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.

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. 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

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, movement therapy, acupuncture, and more, while engaging with physicians who practice integrative medicine.

KEY INFORMATION

Organizer	Capacity	Location	Reporting Info	Students will be contacted
Evette Yassa, MD Michelle Thompson, DO Department of Family Medicine Cell 929-777-0871 yassaes@upmc.edu	14 students	Scaife West Wing UPMC Center for Integrative Medicine 580 S AIKEN AVE #310, PITTSBURGH, PA 15232 UPMC HEALTH PLAN NEIGHBORHOOD CENTER 6401 PENN AVE, PITTSBURGH, PA 15206	Day 1: Scaife Hall 10 AM (timing subject to change)	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)

Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	YES
13	Tue 10/20/26	10/23/26	No
28	2/1/27	2/5/27	No
33	3/1/27	3/5/27	No
MS2 (Class of 2029)			
59	9/14/26	9/18/26	No
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

SCHEDULE

Attendance expectation – partial attendance is permitted, must attend Tuesday afternoon and cannot miss more than 2 other half-day sessions

	MON	TUE	WED	THU	FRI
AM	10a-12p Fascia-based therapy	10-12p Mind-Body Medicine (virtual)	11:30a-12:30p Ayurveda & herbal medicine (virtual)	11a-12p Ratha Yoga and aromatherapy	Clinical experience
PM	Readings	2-4p Acupuncture Session	2-5p Lifestyle Medicine & Teaching Kitchen	2-3p Virtual Discussion	Wellness (no activity planned)

SENSITIVE TOPICS & 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.

EXPECTATIONS FOR STUDENT ATTIRE – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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

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 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	Students will be contacted
Jason Rosenstock, MD Office of Medical Education rosenstockjb@upmc.edu 412-246-6495	4	OMED Scaife Hall, Room 578 Christine Bewszka Clb223@pitt.edu	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	NO
13	Tue 10/20/26	10/23/26	YES
28	2/1/27	2/5/27	YES
33	3/1/27	3/5/27	NO

MS2 (Class of 2029)			
59	9/14/26	9/18/26	YES
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		YES

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

MEDICAL IMPROV

PRACTICE INTERPERSONAL AND COMMUNICATION SKILLS WITH YOUR PEERS

GOALS

- To engage in improvisational theatre exercises to help practice communication, active listening, and empathy skills in a safe environment with your peers that you can transfer to relationships with other medical professionals and patients, including simulated patients (SPs).
- To engage in fun activities that promote positive well-being and confidence in medical school.

KEY INFORMATION

Organizer	Capacity	Location	Reporting Info	Students will be contacted
Jennifer Schaupp, jas473@pitt.edu Nilesh Shah, nh3@pitt.edu	18+	Scaife Hall	Scaife Hall, Third Floor Simulation Center	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	Yes
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes

69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-	Yes
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SCHEDULE

Attendance expectation – Full attendance is required.

	MON	TUE	WED	THU	FRI
AM					
PM	The experience will be two sessions, each 2.5 hrs within the 1-4:30pm time range on: C03030 08/31/26-09/04/26: Tues & Thurs 10/20/26 (Tue)-10/23/26: Tues. & Wed 02/01/27-02/05/27: Mon & Wed or Tues & Thurs 03/01/27-03/05/27: Wed & Fri C02029 09/14/26-09/18/26: Tues and Thurs 11/24/26 (Tue)-11/30/26 (Mon): Tue and the following Mon				

SENSITIVE TOPICS & 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.

EXPECTATIONS FOR STUDENT ATTIRE –Students should dress in comfortable clothes though still appropriate for a work environment.

NOTES

First Session*:

Introductions – concept of “yes and” and listening activities

Second Session*:

Skill development in nonverbal and verbal communication, emotional response, and continued listening practice

*(Specifics will be based on number of students.)

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	Students will be contacted
Faculty: Gaetan Sgro, MD Gaetan.sgro@va.gov Students: Andrea Yarkony any96@pitt.edu	5 Students	Scaife Hall 3550 Terrace St , Pittsburgh, PA 15261 and VA Pittsburgh Medical Center, 4100 Allequippa St, Pittsburgh, PA 15240	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	
13	Tue 10/20/26	10/23/26	
28	2/1/27	2/5/27	
33	3/1/27	3/5/27	YES
MS2 (Class of 2029)			
59	9/14/26	9/18/26	YES

69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-	
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SCHEDULE

Attendance expectation – full attendance is required

	MON	TUE	WED	THU	FRI
AM	<u>In-person (9-11am in Scaife Hall)</u> : Students are introduced to the MLMS program and engage in a first-person writing exercise.	Schedule time to interview Veteran and record My Story note at the VA (4 hours; AM or PM)	Schedule time to interview Veteran and record My Story note at the VA (4 hours; AM or PM)	<u>In-person (9-11am in Scaife Hall)</u> : Share stories and reflect on the experience.	Complete Course Eval
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 – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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

NARRATIVE MEDICINE AND FILM IN MEDICAL EDUCATION

APPLYING NARRATIVE MEDICINE CONCEPTS TO FILM

During this flex week, students will first be introduced to the foundational concepts of Narrative Medicine including Attention, Representation, and Affiliation. Students will also be introduced to the concept of close reading in Narrative Medicine. These concepts will then be applied to group discussion of films which will be pre-selected by course organizers and will pertain to the topics of empathy for the patient, portrayal of medicine in film, and caregiving. One goal of the curriculum will be to apply narrative medicine concepts to the discussion of film in order to foster empathy and understanding for patients and caregivers as well as self-reflection. Group sessions will also involve reflective writing exercises on prompts related to the films.

LEARNING OBJECTIVES:

- 1.) Apply principles of Narrative Medicine to stories represented in film
- 2.) Analyze how illness and caregiving are portrayed in film
- 3.) Examine physician empathy
- 4.) Develop reflective habits for clinical training

KEY INFORMATION

Organizer	Capacity	Location	Reporting Info	Students will be contacted
Tara Sunder, MD sundert@upmc.edu Chelsea Dahl, MD dahlcfc@upmc.edu	10 students	Scaife Hall	Scaife Hall, Room TBD	By email, two weeks prior to start date

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	N
13	Tue 10/20/26	10/23/26	Y
28	2/1/27	2/5/27	Y
33	3/1/27	3/5/27	Y
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Y
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		N

SCHEDULE

Attendance expectation – full attendance is required

	MON	TUE	WED	THU	FRI
AM	Independent asynchronous film viewing	9 AM-12 PM In- Person in Scaife: Introduction to Narrative Medicine powerpoint. Watch scenes from selected film as a group. Film discussion followed by reflective writing exercise	9 AM – 12 PM In-Person in Scaife: Discussion of pre-reading and selected film followed by reflective writing exercise	10 AM – 12 PM In person in Scaife: Narrative Medicine group discussion and reflective writing exercise	9 AM – 12 PM In Person in Scaife: Scene selection sharing and reflective writing exercise
PM	Independent asynchronous film viewing (can have a group film viewing in Scaife on site based student availability)	Independent reading time	Independent study	Independent study	

SENSITIVE TOPICS & SUPPORT – The films touch on sensitive topics including illness and death which may trigger strong emotions and reactions. Reflective writing can

also trigger sensitive personal experiences. Students can share their writing based on their comfort level in a group setting.

EXPECTATIONS FOR STUDENT ATTIRE – Casual attire

NOTES

Films:

- Wit (2001)
- If I Had Legs I'd Kick You (2025)

How to watch required films will be included in contact email sent two weeks prior to flex week. There can also be discussion of arranging a group viewing of the film in Scaife prior to the start of flex week.

Readings

- Narrative Permeability: Crossing the Dissociative Barrier in and out of Films: Heiserman, Arthur, Spiegel, Maura

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	Students will be contacted
Adway Gopakumar (C028) 480-559-3374 adg214@pitt.edu / gopakumara@upmc.edu Benjamin Carnovale (C029) Carnovale.Benjamin@medstudent.pitt.edu Dr. Georgios Zenonos zenonosg2@upmc.edu	4 students, Depending on MS2 mentorship and project availability	Scaife Hall; Falk Library	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	No
MS2 (Class of 2029)			
59	9/14/26	9/18/26	No
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

SCHEDULE**Attendance expectation** – full attendance is required

	MON	TUE	WED	THU	FRI
AM	Project assignments & Epic/chart review intro 11.30am: Student introductions and project assignments LG Workshop (11.30am – 2pm): How to use Epic for data extraction and chart review	Scientific writing & Lit review 1 on 1 MS2/MS3 mentor check-ins (text/email update) LG Workshop [HSLs session] (10-11am): Basic EndNote	Intro to stats 1 on 1 MS2/MS3 mentor check-ins (text/email update) Individual/Group Work: Finish Data collection	Data cleaning workshop and independent data analysis 1 on 1 MS2/MS3 mentor check-ins (text/email update) LG Workshop (11.30am – 1pm): Restructuring data for analysis	Progress assessment & planning ahead Independent work to refine statistical analysis and begin abstract/manuscript drafting
PM	Individual/Group Work	Individual/Group Work	Individual/Group Work	Individual/Group Work	1 on 1 MS2/MS3 mentor check-ins (text/email update)

	[Begin building database on Excel]	[Continue data collection and begin lit review]	LG Workshop Pt. 1 (12-1.30pm): Clinical research statistics (<i>Chi-square, t-test, ANOVA</i>) LG Workshop Pt. 2 (2-3.30pm): Clinical research statistics (<i>Cox-regression, KM</i>)	[Restructure/clean data, run statistical analysis, compile results]	Group meetings to discuss abstract/manuscript draft timeline for completion and conference submission.
* 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

MAPPING THE MIND: A SURVEY OF NEUROLOGY SUBSPECIALTIES

THIS WEEK-LONG COURSE WILL EXPLORE THE DIVERSITY OF SPECIALTIES WITHIN NEUROLOGY.

GOALS

- Provide an overview of the diversity of neurological sub-specialties (neuro-ophthalmology, stroke care, movement disorders, neuro-interventional, etc.)
- Conduct hands on and simulated procedures of various neurological practices
- Connect students to faculty mentors for continued education and clinical opportunities

KEY INFORMATION

Organizer	Capacity	Location	Reporting Info	Students will be contacted
Isitan Cigdem, MD Assistant Professor of Neurology Neurology Clerkship Director isitanc@upmc.edu Alhamza Al-Bayati, MD Associate Director, Neuroendovascular & Stroke Fellowships albayatiar2@upmc.edu Jonathan Indajang, MS2 Joi60@pitt.edu	15 students (MIN: 5 STUDENTS)	Various clinical sites depending on clinical availability (locations will be sent to students prior to flex week)	In-person clinical sessions	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.

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	No
33	3/1/27	3/5/27	No
MS2 (Class of 2029)			
59	9/14/26	9/18/26	No
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

SCHEDULE

Attendance expectation – full attendance is required.

Schedule below is a broad overview and students will have ability to curate specific interests throughout the week. Monday is left open depending on flex week chosen. Finalized schedules will be sent closer to start of flex week.

	MON	TUE	WED	THU	FRI
AM	9-12pm: Shadowing (if scheduled)	9-10am: Overview of Neurology 10-12pm: Neurointerventional Workshop with Johnson & Johnson Med Tech	9-11am: Extremities exam, EMG, and Lumbar Puncture workshop	11-12pm: Neurology Subspecialty Luncheon and Networking	9-10am: Reflections and feedback with directors
PM	12-5pm: Shadowing (if scheduled)	12-5pm: Shadowing (if scheduled)	12-5pm: Shadowing (if scheduled)	12-5pm: Shadowing (if scheduled)	12-5pm: Shadowing (if scheduled)

SENSITIVE TOPICS & 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.

EXPECTATIONS FOR STUDENT ATTIRE – Medical students are asked to dress in scrubs for in-patient clinical sessions. In non-clinical settings, students are asked to dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

NOTES – Medical students are encouraged during workshops and history taking to bring physical examination tools (reflex hammer, tuning fork, etc.) to engage with the demonstrations.

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 TASTE OF OBGYN

This opportunity immerses students in an in-depth exposure to obstetrics and gynecology practice through clinical shadowing.

Students will gain experience in obstetrics and gynecology as a specialty, to help inform career decision-making and future practice.

PRIORITIES

- i. Settings include inpatient, ambulatory, operating room
- ii. Educational activities
- iii. Student-focused discussions

KEY INFORMATION

Organizer	Capacity	Location	Students will be contacted
Ashley Murillo, MD Murilloa2@upmc.edu	2 Students	Magee Womens Hospital	By email from the experience director on the Friday 2 weeks prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	Yes

MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		Yes

SCHEDULE

Attendance expectation – partial attendance is acceptable

	MON	TUE	WED	THU	FRI
AM	Outpt: Clinic	Grand Rounds Resident Panel	Inpt: Labor and Delivery	Inpt: Gyn OR	Inpt: Antepartum or Gyn Onc
PM	Outpt: Clinic	Check-In Virtual Didactic	Inpt: Labor and Delivery	Inpt: Gyn OR	Wrap-Up

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 – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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 & 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.

KEY INFORMATION

Organizer	Capacity	Locations (a contact for each site must be specified)	Students will be contacted
Director: Matthew Pihlblad, faculty MD; matthew.pihlblad2@chp.edu Spraul, Charlotte Spraul.Charlotte@medstudent.pitt.edu Jiang, Jessica Ye Jiang.Jessica@medstudent.pitt.edu Carrarini, Mia Carrarini.Mia@medstudent.pitt.edu	20	Mercy Vision Institute 5 th floor for lectures/wet lab 2 nd floor clinics	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	No
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	No
33	3/1/27	3/5/27	No
MS2 (Class of 2029)			
59	9/14/26	9/18/26	No
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

SCHEDULE

Full required: Attendance and participation in all four sessions. One half-day shadowing in the OR or Urgent Eye Care Clinic required.

	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. 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

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 with indirect and at slit lamp, 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	Medical Innovation

Death

DEATH AND DYING

THIS FLEX WEEK PROVIDES STUDENTS WITH AN INTRODUCTION TO PALLIATIVE CARE AND HOSPICE, GRIEF, AND BEREAVEMENT PRACTICES

Students will attend daily discussions after completing short readings on the above topics. They will engage in one half-day of shadowing in Palliative Care and a Standardized Patient Exercise to improve comfortability in conversations with dying patients. This flex week and the "Introduction to Palliative Care" flex week offered in the Spring complement each other. We would like for students to be in attendance in all activities.

GOALS

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

KEY INFORMATION

Organizer	Capacity	Location	Reporting Info	Students will be contacted
Faculty Linda King, MD (kingl@upmc.edu) Students	4-6 students	<i>Will be primarily conducted over Zoom, can contact any organizer listed with questions</i>	Student will be provided with attending physician contact information by organizers at start of week	By email from the experience director on the Friday prior to experience start

Stuthi Iyer (ssi6@pitt.edu) Tyler Augi (tha25@pitt.edu)		Shadowing: inpatient at UPMC Presbyterian, Shadyside, Mercy, or CHP.		
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OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Y
13	Tue 10/20/26	10/23/26	N
28	2/1/27	2/5/27	N
33	3/1/27	3/5/27	N
MS2 (Class of 2029)			
59	9/14/26	9/18/26	N
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		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	Shadowing (Half of group)	1. Cultural and spiritual beliefs and practices – Social work, chaplaincy 2. Grief and bereavement 3. Supporting family	Shadowing (Half of group)	Narrative Medicine/Reflection
PM	SP exercise	Pre-reading time	Pre-reading time	1. Provider self-care 2. Perspectives of managing loss of patients (panel)	

SENSITIVE TOPICS & SUPPORT

This Flex Week covers emotionally challenging material, including patient death, grief, and bereavement, which may evoke personal or difficult reactions. Students are encouraged to

attend to their own well-being throughout the week and are welcome to step away from any activity as needed. Organizers and facilitators are available to talk through concerns, and students may also reach out to the medical school's counseling and wellness resources for additional support at any time. We will also address self-care and wellness during our Thursday afternoon session.

EXPECTATIONS FOR STUDENT ATTIRE

Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

NOTES

Detailed reading list will be provided through daily emails.

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	

ALS Multidisciplinary Care and Introduction to Neuromuscular

Step into the world of neuromuscular medicine and gain an early look at what it means to care for patients living with some of the most complex conditions in clinical practice. From myopathies and muscular dystrophies to neuropathies, Myasthenia Gravis, and ALS, students will be introduced to a broad spectrum of conditions that are both clinically challenging and deeply meaningful.

Through shadowing, you will have the opportunity **grow your core clinical skills** — including history-taking, neurological examination, and diagnostic investigation spanning laboratory, genetic, radiologic, pathologic, and electrodiagnostic testing. You'll **engage with specialists as they develop management plans** and integrate data from ongoing clinical trials. You will also **experience patient-centered care in practice**, gaining an appreciation for how neuromuscular specialists work within multidisciplinary teams, balancing scientific rigor with compassionate, effective communication. This experience offers a strong foundation for your growth as a clinician and an early glimpse into a specialty where the work genuinely matters.

KEY INFORMATION

Organizer	Capacity	Locations (a contact for each site must be specified)	Students will be contacted
Tawfiq Al Lahham, MD. Associate Professor of Neurology and Neuromuscular Medicine Neuromuscular Medicine Fellowship Director allahhamt2@upmc.edu Michelle Hamilton, RN arrigomm@upmc.edu	5	532 S. Aiken Ave, Suite 300 Pittsburgh, PA 15232 arrigomm@upmc.edu Michelle Hamilton, RN	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	Yes
MS2 (Class of 2029)			
59	9/14/26	9/18/26	No
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

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 & Debrief with Dr. Lahham
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.

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 – Dr. Lahham 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

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	Students will be contacted
Jason Chang Assistant Professor, University of Pittsburgh School of Medicine	15 students (min=6)	Scaife Hall	By email from the experience director on the Friday prior to experience start

Associate Chief of Emergency Services, Magee-Womens Hospital of UPMC UPMC, Department of Emergency Medicine changjs2@upmc.edu			
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OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	
13	Tue 10/20/26	10/23/26	
28	2/1/27	2/5/27	
33	3/1/27	3/5/27	YES
MS2 (Class of 2029)			
59	9/14/26	9/18/26	YES
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		

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 – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in

keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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

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	Students will be contacted
James Mattson, MD Department of Emergency Medicine 206-898-8169 Mattsonj2@upmc.edu	15	WISER & Scaife Hall	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	
13	Tue 10/20/26	10/23/26	
28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	
MS2 (Class of 2029)			
59	9/14/26	9/18/26	
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		

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

Session 2 –Tuesday, February 2, 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 3, 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 4, 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	

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	Students will be contacted
James Mattson, MD Department of Emergency Medicine 206-898-8169 Mattsonj2@upmc.edu	15	WISER & Scaife Hall	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	
13	Tue 10/20/26	10/23/26	
28	2/1/27	2/5/27	
33	3/1/27	3/5/27	
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		

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 – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

NOTES

Session 1– Monday, September 14, 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 do with those findings. The four standard FAST views will be taught in addition to the eFAST (Extended FAST) views.

Session 2 –Tuesday, September 15, 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 16, 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 17, 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

Introduction to Musculoskeletal Radiology

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.

KEY INFORMATION

Organizer	Capacity	Location	Students will be contacted
Allison Weinstock, MD weinstockak3@upmc.edu	2 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.	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	yes
13	Tue 10/20/26	10/23/26	yes
28	2/1/27	2/5/27	yes
33	3/1/27	3/5/27	no
MS2 (Class of 2029)			
59	9/14/26	9/18/26	yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		yes

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.

	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 – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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 two evening course sessions (5-7:30 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

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

KEY INFORMATION

Organizer	Capacity	Location	Students will be contacted
Steven Orebaugh, MD orebaughsl@anes.upmc.edu	18 Students (min=6)	Anatomy Lab area, Medical School (Scaife Hall)	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No

6	8/31/26	9/4/26	No
13	Tue 10/20/26	10/23/26	10/21 & 10/22
28	2/1/27	2/5/27	No
33	3/1/27	3/5/27	No
MS2 (Class of 2029)			
59	9/14/26	9/18/26	No
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

SCHEDULE

Attendance expectation – full attendance is required

	MON	TUE	WED	THU	FRI
AM					
PM			10/21 5-7:30pm	10/22 5-7:30pm	

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 – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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	Students will be contacted
Cynthia Kenmuir, MD PhD Administrator: Afash Chohan afc62@pitt.edu	8 Students (min=2)	TBD – VIRTUAL, INCLUDING LIVE PATIENT ROUNDING AND POSSIBLE SURGICAL EXPOSURE	By email from the administrator the week prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Tue 10/20/26	10/23/26	Available? Yes/No

6	8/31/26	9/4/26	No
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	No
33	3/1/27	3/5/27	No
MS2 (Class of 2029)			
59	9/14/26	9/18/26	No
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		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 – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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

Personalized Medicine: The Impact of Molecular and other ancillary Testing on Patient Care

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 (will include flow cytometry experience) and gastroenterology.

The training will be conducted mostly 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 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.

KEY INFORMATION

Organizer	Capacity	Location	Students will be contacted
Dr. Nidhi Aggarwal Associate Professor Department of Pathology Aggarwaln2@upmc.edu Dr. Simion Chiosea Professor of Pathology chioseasi@upmc.edu	5 Students (4=min)	Two sessions at Department of Anatomic Pathology, UPMC Presbyterian, 200 Lothrop Street 6A-616, Pittsburgh, PA 15213 One session at Clinical Laboratory Building – Yelissa Sosa; Clinical Lab Building Rm 8032; 3477 Euler Way, Pittsburgh, PA 15213	By email, the Friday prior to the start date
For issues related to sessions held at Presbyterian Hospital – Lynn Wolkenstein, P: 412-647-7065; F: 412-647-7799; wolkensteint@upmc.edu For issues related to sessions held at Clinical Laboratory Building – Yelissa Sosa; Clinical Lab Building Rm 8032; 3477 Euler Way, Pittsburgh, PA 15213; Division Office: 412-802-6797; F 412-802-6799; sosaya2@upmc.edu or Robyn Roche, Division of Hematopathology, Hill building; 3477 Euler Way, Pittsburgh, PA 15213, P: 412-647-5191			

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	No
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

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 – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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^{1,2,3}, Sarah E Arthur^{1,3}, 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

PLASTIC SURGERY

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	Students will be contacted
Jesse Goldstein, MD jesse.goldstein@chp.edu	30 students	Scaife Hall	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	
13	Tue 10/20/26	10/23/26	
28	2/1/27	2/5/27	YES
33	3/1/27	3/5/27	
MS2 (Class of 2029)			
59	9/14/26	9/18/26	
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		

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, 5-7p	Craniofacial Surgery/Marking out a cleft lip and skull shapes, 5-7p	Hand Surgery/Examining the hand, 5-7p	Breast and Micro surgery/Aesthetic surgery, 5-7p	Plastic Surgery research/Putting it all together and ways to get involved, 5-7p

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 – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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.

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	Students will be contacted
Barton Branstetter bfb1@pitt.edu Administrator: Jay Passoth passothja@upmc.edu	20 Students (min=6)	Scaife Hall small group room	By email from the experience director during the week prior to the experience

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	No
13	Tue 10/20/26	10/23/26	No
28	2/1/27	2/5/27	Yes

33	3/1/27	3/5/27	No
MS2 (Class of 2029)			
59	9/14/26	9/18/26	No
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

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 – There is no patient contact in this experience. You are expected to dress as you would for any teaching session in your pre-clinical education.

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	Students will be contacted
Sean C. Sweat Pitt MD/PhD – G2 ses265@pitt.edu Dr. Peter Bulova, MD Professor of General Internal Medicine bulovapd@upmc.edu Dr. Kristen Ann Ehrenberger, MD, PhD (History) Assistant Professor, General Internal Medicine & Pediatrics ehrenbergerka@upmc.edu Dr. Kishore Vellody, MD Professor of Pediatrics vellodyk@upmc.edu	Adult Down Syndrome Clinic: 1 student Pediatric Down Syndrome Clinic: 1 student Developmental Behavioral Pediatrics: 1 student	Adult and Pediatric Down Syndrome Clinics	By email from the experience director on the Friday prior to experience start (1 week in advance)

Dr. Bulova Admin: Heather Shiwarski, shiwarskihe@upmc.edu Dr. Vellody Admin: Erin Kelly, kellyek@upmc.edu			

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	TBD
33	3/1/27	3/5/27	TBD
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		Yes

SCHEDULE

Attendance expectation – full attendance is required

	MON	TUE	WED	THU	FRI
AM	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 Henny Beaumont (HLS Reserves or purchase a copy)	Dr. Ehrenberger “Disabled Girls Bleed, Too” Recording (asynchronous)	
PM					Guided Reflection or Debrief (Zoom, link 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.

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

Topic: Disability Flex Week Debrief

EXPECTATIONS FOR STUDENT ATTIRE – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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

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	Students will be contacted
Director of Pediatric Molecular Pathology University of Pittsburgh, Department of Pathology Email: gestrichck@upmc.edu Phone: 412-692-5879	2	UPMC Children's Hospital of Pittsburgh Department of Pathology	By email from the experience director one week prior to experience start
<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 Lazarok3@upmc.edu

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	Yes

33	3/1/27	3/5/27	Yes
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

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

A Taste of Pediatric Cardiac ICU/ Cardiology

The overall objective of this week is for students to get first-hand clinical exposure to the specialty of cardiology. The week is dedicated to give you view of most areas in pediatric cardiology / cardiac ICU.

Students will acquire direct experience in the OR, catheter lab, electrophysiology (EP) lab or clinic, and rounds. Students will also have the opportunity to shadow physical examination – usually the abdomen, cardiovascular and respiratory systems.

- **Customized experience** - students are encouraged to share their specific interests so that the experience can be tailored to your individual goals (e.g., more electrophysiology or more surgery)
- **General clinical schedule** - students should expect to arrive at 8 am each day, and most days end around 1 or 2pm and I generally do not have them there beyond 1 or 2 pm. Students are welcome to stay longer.

KEY INFORMATION

Organizer	Capacity	Locations (a contact for each site must be specified)	Students will be contacted
Yolande Bell-Cheddar MD MSc UPMC – CHP Dept Cardiac Critical Care 412-864-9453 / 484-459-6483 cell Yolande.bellcheddar@upmc.edu	Max # students – 2	Primary location: CHP – Meet in the CHP Lobby daily at 7:55 AM	Via email from Yolande.bellcheddar@upmc.edu on the Friday prior to experience start date

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 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	TBD*
33	3/1/27	3/5/27	TBD*
MS2 (Class of 2029)			
59	9/14/26	Yes	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		Yes

* Deadline for Directors to submit a Flex Week for Spring 2027 is Mon Oct 26th

SCHEDULE

Attendance expectation – Days are variable due per patient scheduling. Arrangements will be made with each student individually.

	MON	TUES	WED	THU	FRI
DAILY	8am Preparative pre-brief session – what to expect Clinical activities 9am to 1-2pm	Clinical activities 8am to 1-2pm	Clinical activities 8am to 1-2pm	Clinical activities 8am to 1-2pm	Clinical activities 8am to 1-2pm 2pm Opt-in de-brief, for processing the 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

PRE BRIEF

The rotation begins usually on the Monday of the Flex week. We will join the institutional sign out. This generally last about 45 minutes to 60 minutes. Thereafter we will sit and I will delineate the various areas that are available for rotation and how best to meet your individual need/needs. You will meet with other members of the team and you will be able to learn from their expertise. The morning generally ends at about 12- 1pm. We generally take a break for lunch and re- group to do physical examination or answer questions on your observation of the morning. I will provide additional resources for learning as necessary. I hope to reach out to you prior to Monday so that I may get a sense of what you wish to achieve for your personal growth in this rotation.

SENSITIVE PROCEDURES & SUPPORT –As you continue to grow your experiences with patients, here in the settings of the pediatric ICU, 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 – Dr. Bell-Cheddar or a team member 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 Dr. Bell-Cheddar or team member and process the experience and emotions.

EXPECTATIONS FOR STUDENT ATTIRE: Scrubs are appropriate. We suggest wearing your personal scrubs to the hospital. We will provide pre- designated hospital scrubs that are required for OR and cardiac cath/EP labs

Personal Finance for Medical Students

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

KEY INFORMATION

Organizer	Capacity	Location	Students will be contacted
Katherine Senko Katherine.senko@pitt.edu Ted Senko ted.senko@gmail.com	10	The course is asynchronous accessible through Elentra LMS	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	YES
13	Tue 10/20/26	10/23/26	YES
28	2/1/27	2/5/27	NO
33	3/1/27	3/5/27	YES
MS2 (Class of 2029)			
59	9/14/26	9/18/26	YES
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		NO

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
AM	Remote (asynchronous) Introduction & Financial Picture	Remote (asynchronous) Budgeting	Remote (asynchronous) Student Loans	Remote (asynchronous) Saving for the Future	Remote (asynchronous) Attending the Money
PM	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 expenses and savings goals Initial Budget due @ 8pm EST	Compare repayment options for residents/new grads and select a plan based on personal career and financial goals Model 2 repayment scenarios using AAMC load simulator or Schwab repayment plan	Identify key insurance types needed during training and practice And Set up a basic mechanism for long-term security Simulate opening a Roth IRA or HYSAs and create a savings automation plan due @ 8pm EST	Forecast major financial transitions post-residency and begin constructing a long-term financial vision Draft of 3-5 year roadmap due @ 8pm EST

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 and medicalization, medical evidence and clinical reasoning, medical skepticism, and more. The discussion will be led by members of Pitt's Department of History and Philosophy Science.

KEY INFORMATION

Organizer	Capacity	Locations (a contact for each site must be specified)	Students will be contacted
Jonathan Fuller, Department of History and Philosophy of Science, jonathan.fuller@pitt.edu	15	Cathedral of Learning and/or by Zoom	One week in advance of the start of the flex week.

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	No
28	2/1/27	2/5/27	No
33	3/1/27	3/5/27	No
MS2 (Class of 2029)			

59	9/14/26	9/18/26	No
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

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

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	Students will be contacted
Felicia Savage Friedman felicia.savage.friedman@pitt.edu	20	Scaife Hall, Rm TBA	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	Yes
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		Yes

SCHEDULE

Attendance expectation: full attendance required

	MON	TUE	WED	THU	FRI
AM					

PM		12-2p	12-2p	12-2p	12-2p
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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.
- 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.
- 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 libratory 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

PROLOGUE NEUROSCIENCE FOR MS2 STUDENTS

A PREPARATION FOR THE NEUROSCIENCE COURSE

The Neuroscience Bootcamp will provide MS2 students with a refresher of core concepts ahead of the Neuroscience course that will integrate the disciplines of Medicine, Neurobiology, Neurology, Neuropathology, Ophthalmology, Otolaryngology, Pediatric Neurology, and Radiology.

All students will benefit, in particular, learners seeking to reinforce their mastery of physiology knowledge and learners who have not had prior exposure to neurosciences.

GOALS

- All students: Establish a foundational understanding of nervous system organization essential for success in the medical Neuroscience course.
- For students who lack a neurobiology background: this Prologue will provide the core concepts needed to successfully engage with the neuroscience curriculum.
- USMLE lists Nervous Systems/Special Senses & Behavioral Health as 10-14% of total exam questions, [here](#)

KEY INFORMATION

Organizer	Capacity	Location	Reporting Info	Students will be contacted
Bill Yates; byates@pitt.edu	n/a	Hybrid: In Scaife and also live-streamed for virtual attendance	n/a, hybrid	From Dr. Yates the week before the experience.

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	
13	Tue 10/20/26	10/23/26	
28	2/1/27	2/5/27	
33	3/1/27	3/5/27	
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		

SCHEDULE

Attendance expectation – partial attendance is acceptable, if students commit to reviewing recordings for sessions they miss. All students who enroll must complete the formative exam at the end of the course.

	MON	TUE	WED	THU	FRI
AM	8-9:30 (in class or virtual). Time may be adjusted based on learner preference.	8-9:30 (in class or virtual). Time may be adjusted based on learner preference.	8-9:30 (in class or virtual). Time may be adjusted based on learner preference.	8-9:30 (in class or virtual). Time may be adjusted based on learner preference.	8-9:30 (in class or virtual). Time may be adjusted based on learner preference.
PM					

SENSITIVE TOPICS & SUPPORT – None; this course covers basic neuroscience principles and neuroanatomy.

EXPECTATIONS FOR STUDENT ATTIRE – No specific attire required.

NOTES

Following the neuroscience course last fall, several students noted that they would have benefited from an introductory neuroscience experience prior to beginning the Medical Neuroscience course — a sentiment expressed most strongly by those without prior neuroscience coursework. Based on this feedback, we are introducing a preparatory course during flex week to provide students with fundamental neuroscience principles and neuroanatomy, giving them a jumpstart before the course begins the following week. This offering is also well-suited for students who have prior neuroscience experience but would welcome a refresher.

Consistent with our standard curriculum, the course will be organized around pre-work and daily interactive exercises. Sessions are tentatively scheduled from 8:00–9:30 AM to allow students flexibility for other activities such as research; however, we are open to adjusting the schedule based on student availability. A poll will be circulated in advance to determine the most suitable times. Interactive sessions will be held in person in Scaife Hall and live-streamed for remote learners.

Students who complete this preparatory experience should find the first weeks of the Medical Neuroscience course more manageable, allowing for better engagement with and mastery of the material.

A formative exam will be provided at the end of the experience so students can gauge their understanding of the material.

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) 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	Students will be contacted
Dr. Gina Perez – Director perezgm@upmc.edu Kathy Molter, MS – Coordinator molterka@upmc.edu	10-20 this will vary	UPMC Western Psychiatric Hospital	Students will be contacted by email at least a week before the activity starts

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes

13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	No
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		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 with any additional 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

FULL SPECTRUM FAMILY MEDICINE: STEP OUTSIDE THE OFFICE

This week is designed to have medical students experience a true picture of what real, full-spectrum rural family medicine has to offer; shadowing experiences and hands on demonstrations that span the full scope of family medicine practice here at UPMC Williamsport.

Family physicians provide comprehensive, relationship-centered care across all ages, conditions, and care settings. To highlight the breadth and depth of full-spectrum family medicine, this experience is designed to immerse medical students in shadowing opportunities with family physicians and interdisciplinary care teams across UPMC Williamsport. Students will observe the wide range of services that define full-spectrum practice – from acute care and chronic disease management, to procedures, behavioral health integration, maternity care, inpatient adult and pediatric medicine including level II nursery care and community-based preventive medicine. Each day, students will also participate in focused learning sessions exploring key elements of full-spectrum family medicine, including continuity of care, population health, team-based practice models, procedural skills, and innovative approaches to delivering comprehensive primary care.

PRIORITIES

1. Experience full spectrum rural family medicine with a wide range of clinical services integral to comprehensive primary care (examples: family medicine clinic, family medicine inpatient service, obstetrics and gynecology, pediatrics, behavioral health, and procedural care). Students will observe care in diverse settings including outpatient clinic, adult and pediatric inpatient environments, labor and delivery, emergency medicine, telemedicine and didactic educational sessions.
2. Discuss core principles of full-spectrum rural family medicine practice and explore topics essential to comprehensive family medicine such as continuity of care, population health, integrated behavioral health, team-based care models, health equity, and delivering high-quality care across varied clinical contexts.
3. Review tools for thriving in rural family medicine and examine strategies that support professional fulfillment, resilience, and sustainability in primary care; including

relationship-centered practice, scope-of-practice optimization, community engagement, and approaches to maintaining joy in medicine.

KEY INFORMATION

Organizer	Capacity	Location	Students will be contacted
Kristen Tubbs tubbskl@upmc.edu Dr. Sara Swain swainse2@Upmc.edu	4 Students	Williamsport, PA Primary site contact: Kristen Tubbs tubbskl@upmc.edu	By email from the experience director 4 weeks prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	NO
13	Tue 10/20/26	10/23/26	YES
28	2/1/27	2/5/27	NO
33	3/1/27	3/5/27	NO
MS2 (Class of 2029)			
59	9/14/26	9/18/26	NO
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		NO

Dates: 10/20/2026 through 10/23/2026

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 4 students

Supervisor: Dr. Sara Swain

Contact: Kristen Tubbs - tubbskl@upmc.edu & Dr. Sara Swain swainse2@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/ FM Clinic	Inpatient medicine	Ob	Inpatient Peds	Travel to Pittsburgh
PM		Procedure Clinic	Inpatient medicine	Ob Procedure Clinic	Debrief	

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 – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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

SHOULDERS AND BOULDERS

THIS FLEX WEEK IS INTENDED TO GET STUDENTS MOVING WHILE LEARNING CONTEXTUALIZED ANATOMY AND PHYSIOLOGY CONTENT

Students will learn basic climbing technique and etiquette at some of Pittsburgh's best gyms. These sessions will be supplemented with anatomy and physiology content so that students can apply their basic science knowledge to learn to move more efficiently. This is intended for all experience levels, whether you've never worn climbing shoes or you've been getting sends for years.

GOALS

- Introduce students to climbing in Pittsburgh, including multiple gyms.
- Learn about muscle anatomy and physiology and how it applies directly to climbing.

KEY INFORMATION

Organizer	Capacity	Location	Reporting Info	Students will be contacted
Lydia Strattan Les222@pitt.edu Natasha Baker Nab74@pitt.edu	8 students	Scaife Hall Iron City Boulders First Ascent Ascend Point Breeze	Organizers are on site at each location	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	no
13	Tue 10/20/26	10/23/26	no
28	2/1/27	2/5/27	No
33	3/1/27	3/5/27	Yes

MS2 (Class of 2029)			
59	9/14/26	9/18/26	No
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		Yes

SCHEDULE

Attendance expectation – full attendance is required

	MON	TUE	WED	THU	FRI
AM	9:30am-12pm, climbing	10am-12pm, Physiology			9:30am- 12:30pm, Climbing
PM			1pm-3pm, Climbing	1pm-3pm, Anatomy	

SENSITIVE TOPICS & 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.

EXPECTATIONS FOR STUDENT ATTIRE –You're free to wear what you please. We recommend loose or stretchy clothing that allows good freedom of movement. You will be required to wear climbing shoes during climbing sessions; you are welcome to bring your own or rent a pair from the gym.

NOTES

This flex week is intended for anyone and everyone! You do not need to have any previous climbing experience and you do not need to own any of your own climbing gear. Our aim is to introduce you to a fun way to be active, get stronger, build community, and relieve stress! There will be some cost associated with this flex week, since students will need a day pass at each gym. If you don't own climbing shoes, you'll also need to rent shoes. However, we work to keep the cost as low as possible and are more than happy to work out a solution for students who are concerned about the cost! We want everyone to be able to participate if they so desire.

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 unhoused patients at Second Avenue Commons, and opportunities with hospitalized antepartum patients at Magee may also be explored. 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
Josh Dean jod270@pitt.edu 630-488-1150	6	Scaife Hall, Room TBD Second Avenue Commons, 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 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Y
13	Tue 10/20/26	10/23/26	Y
28	2/1/27	2/5/27	N
33	3/1/27	3/5/27	N
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Y

69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-	Y
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SCHEDULE

Attendance expectation – Full attendance is expected. Flexibility can be arranged, however!

	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:

Facilitator: Josh Dean – MS2

Day 1: Foundations of Sound Healing

AM (Virtual): Day 1: Foundations of Sound Healing

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.

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.

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.

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

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	Locations	Reporting Info	Students will be contacted
Evette Yassa, MD Department of Family Medicine Cell: 929-777-0871 yassaes@upmc.edu Michele Hilty Sports Medicine Director, Medical Education hiltyml@upmc.edu	1 student	Contact for all locations: Michele Hilty hiltyml@upmc.edu UPMC Rooney Sports Complex 3200 S. Water St. Pittsburgh, PA 15203 UPMC Passavant Medical Building T 9104 Babcock Blvd., Suite 2120 Pittsburgh, PA 15237 UPMC Magee-Womens Hospital 300 Halket Street Suite 1601 Pittsburgh, PA 15213 UPMC Outpatient Center 1300 Oxford Drive Suite 1D Bethel Park, PA 15102	Day 1 report to UPMC Rooney Sports Complex 3200 S. Water St. Pittsburgh, PA 15203	By email from the experience director on the Friday prior to experience start

		UPMC Department of Orthopaedic Surgery		
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OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	Yes
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		Yes

SCHEDULE

Attendance expectation – full attendance is required

	MON	TUE	WED	THU	FRI
AM	Clinical Experience	Clinical Experience	Clinical Experience	Clinical Experience	Clinical Experience
PM	Clinical Experience	Clinical Experience	Clinical Experience	Clinical Experience	No activity planned

SENSITIVE TOPICS & 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.

EXPECTATIONS FOR STUDENT ATTIRE – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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 & Holistic Medicine	Administration & Academic Medicine	Medical Innovation

STEP 1 REVIEW AND PLANNING EXPERIENCE

THIS FLEX WEEK PROVIDES STUDENTS WITH...EARLY ACTIVE REVIEW OF STEP 1 CONTENT GAPS TO DEVELOP A REALISTIC STUDY PLAN FOR THEIR DEDICATED PERIOD.

Students will have an opportunity to prepare for their Step 1 Dedicated Study Period. Students will identify gaps from their preclinical coursework, practice thinking through UWorld questions and completing error analyses, and engage in active content review activities.

GOALS

- Reflect on Foundation Phase successes and challenges with regards to resources, content, and study strategies.
- Practice UWorld questions and analyze errors.
- Build a Step 1 study plan for the dedicated study period.
- Engage in a wellness activity that can be replicated during the dedicated study period.

KEY INFORMATION

Organizer	Capacity	Location	Reporting Info	Students will be contacted
Brighid O'Donnell Odonnellbm@upmc.edu Tiffany Martin Tmm206@pitt.edu Jessica Owens Jessica.owens@pitt.edu	40	TBD in Scaife Based on Enrollment	Report at 10 am on Monday	By email from the experience director on the Friday prior to experience start

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	NO
13	Tue 10/20/26	10/23/26	NO
28	2/1/27	2/5/27	NO
33	3/1/27	3/5/27	NO
MS2 (Class of 2029)			
59	9/14/26	9/18/26	YES
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		NO

SCHEDULE

Attendance expectation – full attendance is required

	MON	TUE	WED	THU	FRI
AM	Identify Content Gaps	Study Strategies Session	Wellness Activity	Test Taking Skills	Practice Test
PM	UWorld Questions and Error Analysis	Endocrine System Review	Musculoskeletal System Review	Reproductive System Review	Step 1 Study Plan Workshop

SENSITIVE TOPICS & 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.

EXPECTATIONS FOR STUDENT ATTIRE – Students should dress in keeping with general standards of professional dress appropriate for a workplace setting, which includes business professional, business formal and/or business casual clothing.

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

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)	Students will be contacted
Anna Marie White, MD, FAAP, FACP Whitea3@upmc.edu 412.443.1744 Department of Family and Community Medicine Director, Center for Street Medicine	2	Downtown Pittsburgh Second Avenue Commons East Liberty/ Shadyside/ Oakland/ Squirrel Hill DHS Offices UPMC Washington UPMC South Central	By email from the experience director on the Friday prior to experience start.
Administrative Coordinator: Sophia Due (sbd41@pitt.edu) Phone: 412-383-2248)			

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No

6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	Yes
28	2/1/27	2/5/27	Yes
33	3/1/27	3/5/27	Yes
MS2 (Class of 2029)			
59	9/14/26	9/18/26	Yes
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		Yes

SCHEDULE

Attendance expectation – partial attendance okay

Detail schedule below, differs by week

Labor Day week and/or October week					
	MON	TUE	WED	THU	FRI
AM	N/A	Orientation AND 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
PM	N/A	1-5 PM Second Avenue Commons Health Center with physician, pharmacist or nurse	1-5 PM Hospital Consults at UPMC Shadyside 6:30-9 PM Street Rounds	1:30-3:30 PM Street Rounds Downtown with Dr. Joshua Shulman and Dr. Heather Mikes	Self-study (Read Rough Sleepers, review didactic material online, watch Dr. Withers' TED talk, etc.) OR Winter Shelter

Other weeks					
	MON	TUE	WED	THU	FRI
AM	8 AM-8:15 AM Orientation (virtual) 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. OR Hospital Consults	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 and Dr. Heather Mikes	Wellness day OR Winter Shelter

OTHER OPTIONS:

- 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.

EXPECTATIONS FOR STUDENT ATTIRE – Medical students are asked to dress in a manner that fosters trustworthiness and connectivity with patients, whether those interactions occur in clinical sites or in classroom-based encounters with patients. Students should dress in keeping with general standards of professional dress appropriate for a workplace setting,

which includes business professional, business formal and/or business casual clothing. Clothing should not interfere with patient care and professional responsibilities.

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

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

Surgical Bootcamp & Foundations of Surgical Innovation

An immersive introduction to surgical innovation, clinical research, and hands-on procedural skills for first-year medical students.

- Practice essential procedural skills including suturing, sterile scrub-in, and OR etiquette.
- Gain foundational skills in clinical research (Effective literature review, biostatistics, and clinical research methodology).
- Collaborate in small groups on a clinical research project from conception through abstract creation with the opportunity to continue projects for a publication.
- Gain exposure to the operating room through shadowing.
- Explore the intersection of technology and surgery, including 3D printing applications in medicine.
- Gain hands-on experience with robotic surgery, including the Intuitive da Vinci surgical robot.

Organizer	Capacity	Locations (a contact for each site must be specified)	Students will be contacted
Faculty Organizer: Anish Ghodadra, MD <i>Founder, UPMC 3D Printing Program</i> ghodadraa@upmc.edu Student Organizers: Primary Contacts: Zach Spears: 952-836-8436 Spears.Zachary@medstudent.pitt.edu William McKay: 208-900-8355 McKay.William@medstudent.pitt.edu Additional Student Organizers: Amogh Vellore: 908-499-4591 Vellore.Amogh@medstudent.pitt.edu Charles Jiang: 512-820-9200 Jiang.Charles@medstudent.pitt.edu Dean Orloff: 614-597-1604 Orloff.Dean@medstudent.pitt.edu	9	UPMC 3D Printing Program (8 th floor eye and ear institute) UPMC- Presbyterian Operating Rooms	By email from the experience director on the Friday prior to experience start
For all			

OPPORTUNITY AVAILABILITY

MS1 (Class of 2030)			
Week of the curriculum	Start Date	End Date	Available? Yes/No
6	8/31/26	9/4/26	Yes
13	Tue 10/20/26	10/23/26	No
28	2/1/27	2/5/27	No
33	3/1/27	3/5/27	No
MS2 (Class of 2029)			
59	9/14/26	9/18/26	No
69	Tue 11/24/26, Wed 11/25/26 & Mon 11/30/26 -3 days only, flanks Thanksgiving-		No

SCHEDULE

Attendance expectation – Full attendance is required. All sessions will be in person with the opportunity for independent research time to be conducted from home. Please note that this is a full, hands-on week with a significant time commitment, and active participation is expected across all sessions. If you have any questions or concerns about the schedule, please reach out to the student coordinators.

	MON	TUE	WED	THU	FRI
AM	9:00–10:00 AM UPMC 3D Printing Program Tour & Orientation 10:00–11:00 AM Introduction to clinical research and statistics workshop 11:00 AM–12:00 PM Literature Review & Research Methods	8:00–11:00 AM Independent time to work on Clinical Research Project	8:00–12:00 Robotic Surgery Workshop with ENT Department (Pittsburgh CREATES lab) Eye and Ear Institute first floor	Group A OR shadowing Group B independent work time with research fellows	Group B OR shadowing Group A independent work time with research fellows

	workshop (HSLs Librarian)				
PM	1:00–3:00 PM Clinical Research Project Group Formation & Topic Selection 3:00–4:30pm Talk from Innovation Stream Director Dr. Maier and tour of the Big Idea Center	12:00–1:30 PM Suture Workshop 1:30 – 3:00 PM How to Scrub In & OR Etiquette Workshop	1:00–4:00 PM Independent time to work on Clinical Research Project	1:00–4:00 PM Independent time to work on Clinical Research Project	12:00–1:00 PM Innovation talk from Dr. Santa Maria (Founder of Pittsburgh CREATES lab and Pittsburgh SPARK) 1:00–4:00 PM Finalize Abstract for Submission

SENSITIVE PROCEDURES & SUPPORT –As you move through this experience there may be encounters that trigger emotions or reactions. You will likely be in the operating room and observe cases that may make you uncomfortable given the nature of surgery. 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 –

Students must complete the following before the first day of the flex week:

- Watch assigned instructional videos on basic suturing technique and knot tying
- Complete all required CITI training modules so they can be added to the IRB protocol for their clinical research projects. Proof of completion must be submitted to the organizers prior to the start of the week.
- Gain access to Epic

All instructions and videos will be sent out to those enrolled the week before the flex week begins.

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 PM 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 Flex Week leads to facilitate a peer-peer debrief experience.

EXPECTATIONS FOR STUDENT ATTIRE – Scrubs are required for OR shadowing and recommended for all other sessions.

NOTES

Morning 8/31: UPMC 3D Printing Program Tour, Orientation & Research Workshops

Monday | 9:00 AM – 12:00 PM | UPMC 3D Printing Program Lab (Eye and Ear Institute 8th floor)

Students will tour the UPMC 3D Printing Program with Dr. Ghodadra, followed by an orientation to the flex week. The remainder of the morning includes a biostatistics workshop covering study design, hypothesis testing, and interpretation of results, and a literature review session led by an HSLS librarian on navigating PubMed and using citation management tools.

Afternoon 8/31: Clinical Research Project: Group Formation & Topic Selection

Monday | 1:00 – 3:00 PM

Students will be assigned small groups, select from a group of preselected research topics with faculty guidance, and receive an introduction to navigating Epic for chart review and data extraction. Groups will begin collecting data and student organizers will be present to help answer any questions.

Innovation Talk & Big Idea Center Tour: Dr. John Maier

Monday | 3:00 – 4:00 PM | Big Idea Center

Dr. John Maier, MD, PhD, the Innovation Stream Director, will share his perspective on the path from clinical problem to real-world solution, followed by a tour of Pitt's Big Idea Center. The Big Idea Center is the University of Pittsburgh's hub for student innovation and entrepreneurship, offering programs, workshops, and competitions that help students from any discipline develop their ideas into new products, services, and ventures.

Morning 9/1: Clinical Research Project Independent Work

Tuesday | 8:00 – 11:00 AM

Groups continue data collection using Epic, pulling relevant charts and building their research database. Student organizers will be available to troubleshoot and help guide research questions. This is a good time to identify any gaps in your data and refine your approach before shifting toward analysis.

Afternoon 9/1: Suture Workshop & How to Scrub In & OR Etiquette Workshop

Tuesday | 12:00 – 1:30 PM | Scaife 7700 (teaching lab across from anatomy rooms)

Hands-on practice with common suture types and techniques on simulation models, supervised by faculty.

Tuesday | 1:30 – 3:00 PM | Scaife 7700 (teaching lab across from anatomy rooms)

Covers sterile technique, proper scrub-in procedures, surgical team roles, and tips for being effective in the OR as a medical student.

Morning 9/2: Robotic Surgery Workshop

Wednesday | 9:00 – 11:00 AM

Overview of robotic surgery principles in collaboration with the ENT Department. Students will see a demonstration of the robotic platform and get hands-on time practicing basic skills on the simulator and actual DaVinci robot.

Afternoon 9/2: Clinical Research Project Independent Work

Groups continue data collection using Epic, pulling relevant charts and building their research database. Student organizers will be available to troubleshoot and help guide research questions. This is a good time to identify any gaps in your data and refine your approach before shifting toward analysis.

Morning 9/3: Group A OR Shadowing

Thursday | Time based on surgical cases

Group A will observe live surgical cases in the OR, paired with attending physicians and residents for teaching during cases. Group B will have dedicated time to meet with student organizers for guidance on their projects.

Afternoon 9/3: Clinical Research Project Independent Work

Groups continue data collection, begin running their analysis, and start outlining their abstract. Faculty mentors are available for feedback on preliminary results.

Morning 9/4: Group B OR Shadowing

Friday | Time based on surgical cases

Group B will observe live surgical cases in the OR, paired with attending physicians and residents. Group A will have dedicated time to meet with student organizers for guidance on their projects.

Lunch & Innovation Talk: Dr. Peter Santa Maria

Friday | 12:00 – 1:00 PM (Instructors will provide meeting room the week before the course)

Dr. Peter Santa Maria is a surgeon-scientist and Director of Faculty Innovation at UPMC who co-founded and co-directs Pittsburgh CREATES, a lab that develops new surgical technologies and trains surgeons in advanced techniques, and co-directs the Pitt SPARK innovation program. He co-founded the startup Auration Biotech around a regenerative

therapy for repairing perforated eardrums without surgery, a technology later acquired by Astellas. He has also co-invented several medical devices, two of which won the Robert Howard Next Step Award in Medical Technology Innovation. His most recent invention was named one of TIME's Best Inventions of 2025.

Afternoon 9/4: Clinical Research Project Independent Work

Groups synthesize their week's work into a polished abstract. Each group will briefly share their project with peers and Dr. Ghodadra before wrapping up. The goal is to leave the week with a working draft ready for conference submission and a clear plan for continuing the project towards journal submission.