



Professional Enrichment Course

University of Pittsburgh School of Medicine
Office of Medical Education

PEC Registrar – Denise Downs ddowns@pitt.edu

Justice, Equity, Diversity, and Inclusion (JEDI)-Minded for Disability

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| Enrollment Period: | Summer 2026 |
| Course Dates: | All Dates (5p–7p) <ul style="list-style-type: none">• Monday, May 18- Mercy• Monday, June 1- Mercy• Monday, June 8- Mercy• Monday, June 15- Mercy• Tuesday, June 22- Kaufmann |
| Student Max: | 20 |
| Class Year: | All medical and health sciences students |
| Course Director: | Dr. Max Hurwitz Assistant Professor, University of Pittsburgh School of Medicine UPMC Department of Physical Medicine and Rehabilitation Email: hurwitzmb2@upmc.edu |
| Course Administrator: | Wendell Robinson GME Senior Department Manager UPMC Department of Physical Medicine and Rehabilitation Email: robinsonwt2@upmc.edu |
| Location: | UPMC Mercy Pavilion & Kaufmann Medical Building We will use a hybrid model, in person and on Zoom for people outside of the city. |
| Registration: | Via Slate for Medical School students TBD for the School of Health and Rehabilitation Sciences (registration date announced via email) |
| Course Description: | <p>A growing number of Americans live with disabilities and frequently encounter inequities in access to healthcare, quality of care, prescribing, specialty services, and overall health outcomes. These disparities stem in part from limited disability-focused education in medical and health sciences training, contributing to clinical gaps and unintentional bias.</p> <p>The JEDI-Minded for Disability elective offers students a five-session, immersive learning experience focused on understanding the disability experience and developing anti-ableist clinical practice. Rather than centering on diseases or treatments, the course emphasizes lived experiences, identity, inclusion, and relationship-centered care for people with disabilities.</p> |

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| | Students will engage in a multimodal curriculum - self-assessments, readings, videos, small-group discussions, and meaningful conversations with community members with disabilities. |
| Objectives: | <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Understand health policy as it relates to people with disabilities and apply this knowledge to present and historical contexts. • Identify structural, institutional, legal, medical, social, and employment barriers faced by people with disabilities. • Define models of disability and discuss their implications. • Explore personal identity and disability identity. • Recognize the importance of inclusion in communities, workplaces, and medical education. • Identify social injustice and propose strategies to prevent inequitable practices. • Build foundational advocacy skills relevant to the disability community. • Distinguish equity from equality and apply these concepts to disability. • Define and identify health and healthcare disparities affecting people with disabilities. |
| Pre-Requisites: | None |
| Requirements: | Attendance at all course sessions |
| Texts: | No required texts |

Course Outline

Session 1 – Mon, May 18: *History of Disability & Disability Health Policy*

Overview of historical and policy contexts including ADA, Section 504, and IDEA.

Session 2 – Mon, June 1: *Disability Culture & Identity*

Models of disability, identity development, and disability's impact on arts, culture, media, and adaptive sports.

Session 3 – Mon, June 8: *Misconceptions & Discrimination*

Exploration of ableism, ethics, and common misconceptions that impact community life and healthcare.

Session 4 – Mon, June 15: *Healthcare Disparities & Trauma-Informed Care*

Discussion of disparities, medical trauma, and best practices for affirming, inclusive care.

Session 5 – Tues, June 22: *Advocacy Workshop*

Building effective patient-clinician alliances and developing student-led advocacy initiatives.