

CLASS "INCLUSION, MEDICINE AND DISABILITY" IN FACULTIES OF MEDICINE, TO LEARN FROM PATIENTS AND TRAIN DOCTORS WHO KNOW ABOUT DIVERSITY

Tamayo Martha L.^{1,2}, López Greizy¹, Gelvez Nancy¹.

1. Instituto de Genética Humana, Pontificia Universidad Javeriana, Bogotá, Colombia.
2. Fundación Derecho a la Desventaja, FUNDALDE, Bogotá, Colombia.

BACKGROUND

Human beings are diverse and the population with health problems is especially variable. Patients are diverse and the medical approach to them must also be diverse. The patients are not cloned and each human being is unique. Therefore, the way the disease manifests will be different in each one. Current medicine and health systems do not recognize diversity SUFFICIENTLY and that makes medical services deficient and users are always unhappy.

OBJECTIVES

- Train medical students in diversity, understanding the point of view of the health user and patients.
- To achieve interaction between medical students and other faculties, to know and understand the approach of other disciplines on health problems and the point of view of patients.
- Learning about inclusion, illness and disability. This knowledge is the basis of their training as health personnel.
- Learn that health and disease problems require a comprehensive approach, and that doctors must take into account that each individual is different.

METHODS

- We have developed a semester class called INCLUSION, MEDICINE AND DISABILITY.
- Medical students learn about diversity, through interactive classes-workshops, where patients with different diseases and conditions are mixed with caregivers and students from other careers.
- They are 18 to 20 sessions per semester.
- Each class begins with a short 30-minute master's presentation, presented by an expert teacher on a specific topic.
- Then they take an hour and a half to work in groups (different faculties), discussions with patients or caregivers to analyze topics, readings and discussions, and the class ends with an exhibition of all the groups.
- Topics: disease, inclusion, disability, diversity, universal design, patient rights, paradigms, disability models, awareness, disability legislation, caregiver psychology, caregiver care, communication skills, vulnerability, disability and gender, diversity and inclusion, various capacities, etc.
- Students expose general health problems, analyze the current approach, discuss needs and comprehensive-personalized approach to the health condition of each individual.
- At the end, they propose methods or programs that solve the health problems.

RESULTS

- Greater training in diversity and better humanistic quality of the graduates of our school of Medicine.
- Implementation of similar classes at other universities.
- Model that can be reproduced in any medical school in the world.

CONCLUSIONS

The class INCLUSION, MEDICINE AND DISABILITY, allows the medical student to interact in the classroom, directly with patients, caregivers or health services representative, to discuss the approach required by health problems. We hope to train professionals capable of understanding the patient and of "putting themselves in their place".



Pontificia Universidad
JAVERIANA
Bogotá

| VIGILADA MINEDUCACIÓN |

Instituto de
**Genética
Humana**

