

Course: **This is My Story: The Art of Narrative Medicine**

Course Number assigned by registrar

Department: Family Medicine

Faculty Coordinator: Turya Nair, MD

Asst. Fac. Coordinators:

Periods Offered:

Length: 2 weeks

Max # of Students: 8

First Day Contact: Turya Nair, MD (turya.nair@utsouthwestern.edu)

First Contact Time: TBD

First Day Location: REMOTE Elective

Prerequisites: *(please include any required clerkships; students have elective time starting in the early clerkship phase)*

*At least 1 clerkship completed prior to enrollment in the course

I. Course Description: *(brief summary of the course)*

Narrative medicine, as defined by Rita Charon, MD is to “recognize, absorb, interpret and be moved by stories of illness.” The course will help students develop the ability to “perceive the suffering, to bring interpretive rigor to what they perceive, to handle the inevitable oscillations between identification and detachment, to see events of illness from multiple points of view, to envision the ramifications of illness, and to be moved by it to action [1].” Exposure to and application of narrative medicine concepts provides and enhances the skills required to build humanistic, therapeutic alliances with patients, applicable across a wide spectrum of clinical complexity and challenging presentations. In this course, students explore medically themed literary and art works to engage with the narrative aspects of modern illness, including literature around pandemics. They will also hone their skills of collecting, analyzing, and producing creative and academic writing.

Remote Elective template

Educational Program Objectives	Related Course Objectives	Assessment methods <i>(examples below)</i>
Patient Care: Students will demonstrate the ability to provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health as part of the interprofessional team.		
Knowledge for Practice: Students will demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.		
Interpersonal and communication skills: Students will demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, families and health professionals.	<ol style="list-style-type: none"> 1. Apply multiple narrative forms to build emotional intelligence skills of self-awareness, self-regulation, empathy, motivation, and building rapport, particularly in clinical settings; design a framework for lifelong processes of self-improvement through narrative medicine. 2. Identify the presence of complex emotional states (both internal and external) and reflect on their impact on the person-to-person and physician-patient relationships 3. Describe the process of collecting, analyzing, and presenting a patient narrative. 4. Demonstrate professional and effective oral and written communication via chat, 	<ul style="list-style-type: none"> - Direct observation of participation in facilitator-led sessions - Quality of reflective writing assignments

Remote Elective template

	virtual meetings, written assignments, and e-mail.	
Personal and professional development: Students will adhere to professional standards and demonstrate the qualities required to sustain lifelong personal and professional growth.	1. Students will adhere to the professional guidelines for online sessions. (separate document) 2. Develop a narrative medicine toolkit that will help to maintain patient-centered care in situations with sensitivities, such as care of the chronically ill patient	<ul style="list-style-type: none"> - Direct observation of participation in facilitator-led sessions - Quality of reflective writing assignments
Critical thinking and Discovery: Students will be able to critically appraise literature, apply knowledge and engage in scholarly activity	1. Demonstrate effective use of “close reading” as a technique to engage with literature	<ul style="list-style-type: none"> - Quality of reflective writing assignments
Health Care systems and society: Students will demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.	1. Demonstrate use of narrative medicine as a tool to identify when a patient or family’s primary goals do not align with a physician’s goals 2. Demonstrate effective use reflective listening (and writing) as a tool for realign patient-family-physician goals 3. Illustrate the impact of personal biases, cognitive biases, and stereotypes on the quality and trajectory of healthcare delivered to a patient 4. Describe the influence of cultural values on individual patient narratives and how this may impact their interface with the healthcare system 5. Describe the ways in which patients’ diversity of cultural and spiritual values shape their personal experience of health, disease, and/or suffering; describe how this may influence one’s practice of medicine	<ul style="list-style-type: none"> - Direct observation of participation in facilitator-led sessions - Quality of reflective writing assignments

Remote Elective template

- III. Methods of Instruction: *Remote, describe how content will be delivered, synchronous, asynchronous, group work, in teams, what online resources will be used if any.*
- Virtual facilitator-led sessions (on Zoom): total 4 sessions. Two, 2-hour sessions weekly
 - Various assignments prior to sessions in various formats:
 - o Readings: textbook chapters, short stories, poetry excerpts
 - o Videos, podcasts
 - Assignments will link facilitator-led sessions with asynchronous learning via reflective writing assignments and discussion boards
 - Final project design will involve a portfolio of reflective essays that can then be refined for submission to varied medicine facing publications
- IV. Overview of student responsibilities: *(attendance, participation in online sessions, completion of a project/problem set)*
- Complete assigned preparatory work (readings, videos, podcasts, etc)
 - Write reflection essays
 - Complete final project
 - Attend/participate in 4 Zoom sessions (total 8 hours over 2 weeks)
- IV. Method of evaluation of students and requirements: Evaluation based on assessment methods listed above, grade is Pass/Fail
- Attendance at and participation in Zoom sessions will be monitored
 - Timely completion of assignments and preparatory work will be monitored, including final project