



Professional Enrichment Course

University of Pittsburgh School of Medicine

Office of Medical Education

PEC Name: Narrative Medicine

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| Goal: | <p>1) To introduce students to the principles of narrative medicine</p> <p>2) To complete a patient interview with a narrative framework</p> <p>3) To produce a short write-up of the interview and share the interview experience with others in the course</p> |
| Brief Description: | <p>As physicians, we have the privilege of hearing many different stories from our patients, ranging from the everyday to some of the most significant experiences of people's lives. Sometimes, we are able to intervene in these stories, but more often than not, our role is to bear witness to them. Narrative medicine provides us with a new framework for understanding patients' experiences as well as our own experiences as health care providers. It teaches doctors to listen to patient's stories, to translate them into written or oral forms, and in doing so, to establish personal connections to these patients.</p> <p>This course will allow medical students to practice the skills of narrative medicine while interacting with real patients and families. They will first be introduced to history-taking skills from the perspective of a journalistic, rather than a medical, interview. In the following sessions, they will meet with patients and families and have the opportunity to practice these interviewing skills. Students will then write a narrative medicine piece based on their conversations with patients and families. The goal of this course is for the practice and appreciation for storytelling to be integrated into students' history-taking skills as they progress in their medical education.</p> |
| Class Year: | MS1s |
| Organizer: | Alyssa Vigliotti, MD |
| Administrator/Coordinator contact info: | Alyssa Vigliotti, MD vigliottiaa@upmc.edu |
| Department: | Pediatrics |
| Capacity (# of students): | 8 |
| Location: | Children's Hospital of Pittsburgh |
| Reporting Info/First Day Location | Children's Hospital of Pittsburgh ** Exact location will be sent via email the week before |
| Maximum # of students | 8 |

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| Minimum # of students | 4 |
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| MS1 (Class of 2028) | | | |
|---------------------|------------------|----------------|------------|
| Week | Start Date (Mon) | End Date (Fri) | Available? |
| 5 | TUE 9/3/2024 | 9/6/2024 | |
| 12 | TUE 10/22/2024 | 10/25/2024 | |
| 26 | 1/27/2025 | 1/31/2025 | x |
| 30 | 2/24/2025 | 2/28/2025 | |
| 59 | 9/16/2025 | 9/20/2025 | |
| | | | |
| MS2 (Class of 2027) | | | |
| Week | Start Date (Mon) | End Date (Fri) | Available? |
| 59 | 9/16/24 | 9/20/24 | |
| 70 | 12/2/2024 | 12/6/2024 | |

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

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| <p>Schedule splitting:</p> <p>Would it be possible for students to take SOME of the weekly schedule (e.g., just mornings or just a few half-days), or would you prefer that a student take the schedule in its entirety?</p> <p>[bold your choice]</p> | <p>Partial OK</p> <p>Full required</p> |
| <p>If so above, please designate which parts of your schedule this would impact</p> | |

Narrative Medicine Course Syllabus

Texts/Required Reading:

No required reading, but the following narrative medicine pieces will be provided as examples.

“The Importance of Being” by Abraham Verghese from Health Affairs

“Close Calls” by Perri Klass from NEJM

“When a Patient is dying, Food Appears” by Daniela Lamas in the New York Times Well column

“The Lost Mariner” by Oliver Sacks from The Man Who Mistook his Wife for a Hat

“Nourishment” by Ranjana Sristave in NEJM

Session One – The first session will be an introduction to narrative medicine. We will review several narrative medicine pieces. We will also discuss the basics of conducting and writing an interview. We will then complete an interviewing practice session and compare journalistic interviewing techniques with those used in the medical interview.

Session Two – Students will be paired with a patient or family at CHP and will conduct a brief interview in person. We will then gather to debrief about these conversations.

Session Three – Students will conduct a prolonged interview with a different patient or family at CHP. The goal of the interview will be to gain an understanding of the patient’s experience of their illness or hospitalization, without necessarily obtaining the details of their medical history.

Session Four – Peer-editing/workshop session. We will have a group session in which students can help one another workshop written accounts of their patient interview.

Session Five – In the last session, students will share excerpts from their writing with the group. We will have a wrap-up discussion about how this experience will affect future patient interactions.