Syllabus

Narrative Medicine - the art of empathic commun - 75404

Last update 04-06-2013

HU Credits: 1

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Medical Humanities- "Adam URefuah"- Avnei Pina

Academic year: 2

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Ein Karem

Course/Module Coordinator: Einat Avrahami

Coordinator Email: avraein@gmail.com

Coordinator Office Hours: Monday 9:45-10:45

Teaching Staff:
Dr. Einat Avrahami
Course/Module description:

Narrative Medicine, or medicine practiced with narrative skills, is a developing methodology in patient-centered medical education. Narrative medicine offers narrative training informed by the theory and practice of reading, writing, telling, and receiving of stories as a clinically empowering practice for diverse groups of health care professionals and caregivers. The narrative training in this course will encompass a constellation of learning, including fundamental skills of close reading and disciplined and considered reflective writing and other forms of self-representation. Achieving narrative competence will enable the participants to recognize, absorb, interpret, represent, and be moved by the stories of illness. The course will provide students with the skills of respecting multiple perspectives, hearing and mediating competing voices, recognizing and articulating contradictory sources of authority, and engaging in the dynamics of movement between empathy and emotional detachment. Major topics will include caregivers' and patients' empowerment, empathy, narrative ethics, testimony, reflexive writing, and illness and medical stories.

The course will be conducted in a flexible format, between graduate seminar and workshop. The meetings will consist of short lectures, class discussions, and writing exercises in small groups in response to diverse literary, cinematic, dramatic, photographed and other means of telling illness stories. Students will be provided with a collection of texts that will support the learning process.

Course/Module aims:

The course will provide students with the skills of respecting multiple perspectives, hearing and mediating competing voices, recognizing and articulating contradictory sources of authority, and engaging in the dynamics of movement between empathy and emotional detachment.

Learning outcomes - On successful completion of this module, students should be able to:

At the end of the course each student will be able to perform the following:

1) Demonstrate narrative competence in patient-centered care.
2) Explain and demonstrate how perception, interpretation, empathy, and compassion combine both cognitive and emotional prerequisites.
3) Demonstrate an ability to write through the sick patient's voice.
4) Demonstrate reflective habits as a component of professionalism in the creation of a healthcare community.
5) Develop personally and professionally.

Attendance requirements(%):

80
Teaching arrangement and method of instruction: The course will be conducted in a flexible format, between graduate seminar and workshop. The meetings will consist of short lectures, class discussions, and writing exercises in small groups in response to diverse literary, cinematic, dramatic, photographed and other means of telling illness stories. Students will be provided with a collection of texts that will support the learning process.

Course/Module Content:
Major topics will include patients and caregivers empowerment, empathy, narrative ethics, testimony, reflective writing, and narratives of illness and healing.

Required Reading:

Additional Reading Material:
Auden, W.H. "Miss Gee."
Bauby, Dominique. The Diving-Bell and the Butterfly.
University, 2006.
Carver, Raymond. "Cathedral." Put yourself in my shoes". In Where I'm Calling From.

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 60 %
Project work 40 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
A selection of stories and chapters from the required reading is given