## Narrative Medicine Lesson Brainstorming Worksheet

Society of General Internal Medicine. 4.23.15

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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>What is your theme? What subject do you want to address? Is there a particular perspective that you want participants to reflect upon?</td>
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<td>What is your time frame? How many sessions will you have? How long will each session be?</td>
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<td>What would you like to achieve? Identify your goals with regards to:</td>
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<tr>
<td>• Subject understanding</td>
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<td>• Pedagogical issues, communication, classroom dynamics</td>
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<td>Do your learners need to prepare for the session ahead of time? Will they need to do homework or have background information before the session?</td>
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<td>What materials will you use? What are your resources in developing materials/texts for your sessions? Are there colleagues who can help you get started?</td>
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<td>What do you see as potential barriers? Are there things you can do to overcome these barriers?</td>
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<td>How will you develop your “icebreaker”? Are there particular goals or constraints you want to keep in mind for this audience? What do you want to achieve and how much time can you allot?</td>
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Narrative Medicine LESSON PLAN DRAFT

Theme &/or Title:
Audience / Participants:
Time / # of Sessions:
Participant preparation or homework before the session:

Icebreaker (  min):

Introduction to Key Ideas (  min):

Introductory discussion or activity (  min):

Introduction to narrative activity (  min):

Reading / viewing narrative (  min):

Writing Prompt (  min):

Sharing (  min):

Wrap up (  min):
Brief List of Resources in Medical Narratives &/or Humanities

WEBSITES

Lit Med database
http://litmed.med.nyu.edu/

Public Health and Social Justice Website
(syllabi, topics, talks, articles, films etc.)
http://phsj.org/

Narrative Medicine Website & Narrative Medicine Rounds Podcasts
http://narrativemedicine.org/
http://www.scbh.org.uk/films/
http://bio-politics.org-
(Recent modules include: Past & Present of Eugenics, Mental Disability and Leadership, Race & the “Difficult” Patient)

POETRY

Kelly Writers House - Lots of Audio Archives of contemporary poets reading their work
www.writing.upen.edu/wh/

Poets and Writers Magazine
www.PW.org

Poetry Foundation - Specifically lists resources for teaching
www.PoetryFoundation.org

RADIO/PODCASTS

NPR’s health blog - check out SHOTS & the podcasts
http://www.npr.org/blogs/health/

Radiolab
Fresh Air
Stuff You Should Know

VIDEO & MORE

TED Talks, search by subject, designed to entertain and be informative
http://www.ted.com

YouTube: HIVSisters
FACILITATION TIPS FOR CREATING NARRATIVE MEDICINE SESSIONS

Samantha Barrick, MS

Use materials you love or at least feel connected to. No need to read William Carlos Williams just because you hear it’s a good idea.

Be clear about your own skill set as a facilitator and what you, in particular, can do to help encourage students. I tend to alternate between goofy and dead serious depending on subject or mood – but everyone has their own style.

Develop a set of key phrases that feel natural to you that help generate discussion and/or give you a place to begin when you're faced with responding to writing and may not know where to begin. E.g., I love this detail here where you offer us an image of ____________. You bring us to observe the many ways that ____________. Does anyone sense a shift in tone in the work? Where? Why? Etc.

There is a certain level of risk and vulnerability in this work, including for facilitators. This is why we can expect to discover new things about ourselves and each other. It follows then that there will always be resistance. Learning to respond to the many kinds resistance takes time and confidence in the work itself, which comes with experience and patience.

While I believe this work has something to do with increasing capacity for empathy and self-reflection, and I know these are key elements of doctoring, some students are more likely to buy-in because it hones their observation skills which they can connect to efficient diagnosis (or something like that). I don't worry about why they are engaging at the beginning, but try to offer enough of the concrete connection to "practical" skills so they do engage. Sometimes that means specifically stating that risk taking is part of a grading schema.

In my experience, the best writing prompts are specific enough to provoke a particular idea without wasting time considering the world of possibilities, but broad enough so they can be addressed in a myriad of ways. The prompt should capitalize on whatever insight is generated by the piece being read or viewed beforehand.

When time comes for people to share their writing, some groups open up faster than others. Here are a few tricks for those groups who take some urging:

- Ask everyone to title their piece then go around in a circle and every one begins just by reading their title.
- Ask everyone to underline parts of their reflective writing that surprised them or possess a bit more energy than the rest, then ask participants to read just what they underlined.
- Call on a particular person who has "pick me face" on, tell them they have "pick me face," and see if cajoling works. Of course this is a delicate art that needs to be practiced with caution.
ICEBREAKERS & OUTROS

Tell us one thing completely non-professional thing we don’t know about you.
Tell us one thing you learned in the last week.
What is the color of your heart?
What is one of your secret powers or skills we may not guess about you at first (perhaps
the opposite of our first impression)?
What you would be in another life?
Turn your name into a verb and define it.
What is your inner geek (not nerd)?
What was the last dream of yours you remember?
What was your best Halloween costume ever?

Facilitators may also choose to ask a question related to what is current in the room.
E.g., what do you most wish we had more time to do?
What is hardest about winter?

I also like to end with a close out question when there is time or if the session would
otherwise end on a heavy note that needs some shifting.

Examples:
What surprised you about today’s session?
What is one thing you want to bring with you out of this room and into the rest of your
day?
What is one thing you honor about what you did today? (Allow yourself to feel anger?
Share your work with the group? Just took the time to be here and give yourself this
time?)