

Incorporating Narrative Medicine into Undergraduate Pre-Health Education



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Background

- Narrative Medicine is one component within the broader realm of medical humanities
- Defined by Dr. Rita Charon as the "medicine practiced with [the] skills of recognizing, absorbing, interpreting, and being moved by the stories of illness"
- Key Practices: Close Reading, Reflective Writing, and Active Listening
- Relevant for pre-health students because:
 - Helpful in developing an understanding of patient-centered care
 - Narrative competence has been suggested as an important pre-requisite for patient care skills (communication, listening, empathy, etc.)
 - Reflection is an effective tool for alleviating burnout and reminding students of their motivations for pursuing a career in healthcare

My goal is to explore the impact of narrative medicine training on pre-health students.

I assessed three avenues of narrative medicine training:

- 1) Workshop Series
- 2) The Illness Narrative Listening Project pre-health student group
- 3) My own reflective writing from experiences in medical contexts

Through data collected from these avenues, I sought to evaluate the impact of these practices on pre-health students, assessing their understanding of the importance of stories and storytelling in medicine. Narrative medicine opened my eyes to the art of medicine and helped alleviate burnout and provide purpose in my pre-health journey, and I wanted to share and assess this with those around me.

Qualitative Analysis of Survey and Interview Responses

