

THE WORKSHOP

We'd like to organize the workshop as follows:

1. Please take 15 minutes to review this handout, the stories and excerpts from Narrative Medicine.
2. Break out into groups of four and discuss how you would do a session if you were going to address the students about the aspects of their personality or their motivations affecting their clinical work they see reflected in their stories. Feel free to cover other observations in addition to the questions below. (20 minutes)
 - a. Using the provided stories as examples, what characteristics of the stories would you identify as possibly reflecting the authors' personalities or motivations affecting their representation that you might follow up on?
 - b. What questions would you ask about the story to guide the student to be self analytical about his or her representation?
 - c. In what context should the story be discussed- in terms of narrative constructs, persuasiveness or advocacy principles or something else?
 - d. What do you do with the student who feels there is no personal significance with respect to his/her clinic work in his or her story?
 - e. How would you conduct this self analysis? In small groups? Pairs? In seminar? Follow up journal assignments?
 - f. What follow up assignments might you consider and how could storytelling as self-reflection have a larger role in clinical pedagogy?
 - g. Should the original assignment be more guided? To be revealing must the story be an explicit reflection of the author (consider the "Bijan" excerpt in the Rita Charon materials)?
 - h. Is there any value to such an exercise?
 - i. Address ethical and competency issues.
 - i. Would it be okay to start this conversation after lulling students into being creative and daring? Should the end-game be more explicit? If so, at what point should it be?
 - ii. Assuming the stories reveal issues for students that may or may not reflect subconscious issues, are the clinical professor and students competent to discuss these issues?
3. Regroup for role play of one possible way to conduct such a storytelling session and continued brainstorming on the issues that came up in the small groups. (30 minutes).
4. Discuss whether using creative storytelling as opposed to reflections offers clinicians an opportunity to evaluate how perceived students' intrapersonal issues affect their work. (Time permitting)