

# Narrative Medicine: A New Approach to Anti-Racism in Medical Education

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## BACKGROUND

- Medical education has recently seen a surge in effort to unravel its present and historicized role in perpetuating racism in medicine.
- **Narrative Medicine** (NM) methods<sup>1</sup> may provide a uniquely reflective,<sup>2</sup> affiliative, interdisciplinary, and deconstructive pedagogical approach to **anti-racist work** in medicine.

## NUTS & BOLTS

### WHO:

- Groups of 10-12 preclinical medical students (4 groups total) led by NM trained peer facilitators

### WHAT:

- Six-session NM workshops for preclinical medical students
- Develop NM anti-racism curriculum with critical race theory

### OBJECTIVES:

- Evaluate NM methods for teaching anti-racism to medical students, with the goals of promoting self-reflection, collaboration, affiliation, and critical engagement with ongoing discussions of social justice in medicine.

## PEDAGOGY & CURRICULUM

### Theory Readings

- Core theoretical texts on:
- Narrative Med
  - Structural competency
  - Phenomenology
  - Critical Race Theory

### Close Reading

- Reading & discussion of creative text:
- Poetry
  - Prose
  - Playwriting
  - Visual art

### Reflective Writing

- Respond to a reflective writing prompt "in the shadow of" the creative text (ex):
- "Write the story of your name."
  - "What do you wish you had the guts to see?"

### Share & Respond

- Reading and sharing writing:
- Reinforcing a safe and brave space
  - No prefacing
  - Reading prompt-driven writing out loud
  - Group responds with reflections

### Theoretical Text Examples:

- "Narrative Humility", Sayantani DasGupta
- *Black Bodies, White Gazes*, George Yancy
- *In the Wake*, Christina Sharpe

### Creative Text Examples:

- Excerpts from *Citizen*, Claudia Rankine
- "Behind the Sheet", Bettina Judd
- *Emergency Room*, Robert Collscot

## PROJECT EVALUATION

### QUANTITATIVE EVALUATION

- Pre/post survey on past experiences with DEI initiatives, workshops, modules, and lectures
- Serial Race Harvard Implicit Association Tests (IAT) before the first session and after all workshop sessions
- General participant feedback regarding workshop success and areas for improvement

### QUALITATIVE EVALUATION

- Semi-structured interviews at completion of program
- Questions addressing the topic of:
  - Changes in thoughts/actions around anti-racism and social justice
  - Reflecting on self-identity in workshop experience
  - Reflecting on similarities & differences between this anti-racism NM workshop and other DEI/Medical Humanities work

## FUTURE WORK

- Evaluation of this curriculum with clinical medical students and/or residents.
- Cross-institutional initiative to introduce and evaluate this curricular framework at medical schools nationwide.
- Longitudinal evaluation is needed to understand how NM work may correlate with anti-racist action in medicine.

## REFERENCES

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