



A Needs Assessment of UCLA Medical Students to Inform Narrative Medicine Practices Within the HEALS Curriculum

Harika Kottakota, BS¹; Whitney Arnold, PhD^{1,2}

¹UCLA David Geffen School of Medicine ²UCLA Department of Comparative Literature

HEALER
EDUCATOR
ADVOCATE
LEADER
SCHOLAR
CURRICULUM

Background

What is narrative medicine?

“medicine practiced with the narrative competence to recognize, interpret, and be moved to action by the predicaments of others”

- Rita Charon, MD, PhD¹

- ❑ The HEALS curriculum at UCLA David Geffen School of Medicine (DGSOM) aims to train empathetic and compassionate physicians. As of 2021-22, narrative medicine has been formally incorporated into the Medical and Health Humanities Thread².
- ❑ Starting in their first year, DGSOM students experience multiple activities to build narrative competence based on the “Prism Model” posited by Moniz and colleagues³ and recommendations set by the Association of American Medical Colleges⁴.
- ❑ Despite narrative medicine being increasingly integrated into medical education, its long-term impacts on medical trainees and on their delivered patient care remain indeterminate⁵.
- ❑ Understanding the needs, interests, and activities that specifically resonate with DGSOM students could help better shape curricular efforts to maximize student engagement with narrative medicine.

Objectives

- ❑ Determine which modalities are most engaging for medical students to learn about narrative medicine in the HEALS curriculum
- ❑ Understand which narrative medicine-based skills and topics are of most interest for medical students at DGSOM
- ❑ Generate specific, actionable recommendations to faculty and leadership to improve student engagement with narrative medicine

Methodology

- ❑ Data Collection Instrument
We have designed an online survey on RedCap to execute the narrative medicine needs assessment. The survey is composed of multiple choice and ranking questions using the Likert scale. The survey is anonymous and designed to be completed in 5 minutes or less.
- ❑ Participant Criteria
This survey is intended for all DGSOM medical students who have participated in the HEALS curriculum (i.e. matriculated in Fall 2021 or later), are currently enrolled in any DGSOM year (MS1-MS4) or on leave of absence.
- ❑ Survey Distribution
We will share the survey through email communications (e.g. listservs), social media (e.g. GroupMe, Facebook), affiliated student groups (e.g. Narrative Medicine Collective), and printed flyers through online links and QR codes.
- ❑ Analytical Approach
We will stratify responses by grade level and prior exposure to narrative medicine. We will then apply descriptive statistics to help map recommendations to specific curricular areas.



References

- Charon, R. (2001). Narrative Medicine: Form, Function, and Ethics. *Annals of Internal Medicine*, 134(1).
- Office of Curricular Affairs. (2021). (rep.). 2024-25 HEALS Course Objectives. Retrieved from <https://medschool.ucla.edu/sites/g/files/oketem456/files/media/documents/AY%202023-24%20HEALS%20Course%20Objectives.pdf>
- Moniz, T., Golafshani, M., Gaspar, C. M., Adams, N. E., Haidet, P., Sukhera, J., Volpe, R. L., de Boer, C., & Lingard, L. (2021). The prism model: advancing a theory of practice for arts and humanities in medical education. *Perspectives on medical education*, 10(4), 207–214. <https://doi.org/10.1007/s40037-021-00661-0>
- Howley, L., Gauferberg, E., & King, B. (2020). (rep.). *The Fundamental Role of the Arts and Humanities in Medical Education* (pp. 1–31). Washington, District of Columbia: Association of American Medical Colleges. Retrieved from https://store.aamc.org/downloadable/download/sample/sample_id/382/
- M. M. Milota, G. J. M. W. van Thiel & J. J. M. van Delden (2019) Narrative medicine as a medical education tool: A systematic review, *Medical Teacher*, 41:7, 802-810, DOI: 10.1080/0142159X.2019.1584274
- Iwona Czerska (2021). Narrative Medicine as an Opportunity to Humanize Healthcare in a Post-Pandemic Reality, *European Research Studies Journal* Volume XXIV Issue 3, 949-956.

Figure by:
Czerska (2021)

Study Contact Information

warnold@mednet.ucla.edu
hkottakota@mednet.ucla.edu