

CHART OF DISCIPLINE/ SYLLABUS

1. Study Program Data

1.1 High Education Institution	"VICTOR BABEȘ" UNIVERSITY OF MEDICINE AND PHARMACY OF TIMIȘOARA
1.2 Faculty	MEDICINE
1.3 Department	XVI
1.4 Study Domain	MEDICINE
1.5 Cycle Studies	Bachelor
1.6 Study programme/ Qualification	Medicine

2. Course Data

2.1. Course/Department	Introduction to narrative medicine. Illness and discourse							
2.2 Course tutor	Assoc. Prof. PhD Daniela Șilindean							
2.3 Practical activity tutors	-							
2.4. Year of study	II	2.5 Semester	II	2.6 Assessment	Colloquy	2.7 Course rank	Content ³⁾	DC
							Mandatory /Compulsory ³⁾	DFA

3. Duration/Estimated Time (number of hours/ semester of teaching activity)

3.1 Number of hours/ week	14	3.2 lecture/course	14	3.3 laboratory	-
3.4 Total hours of curriculum	14	3.5 lecture/course	14	3.6 laboratory	-
Time distribution for course activities					hours
Study support- manuals, lectures, references and notes					3
Additional documentation – library, dedicated platforms from domain					3
Documentation for seminars/ practical activity/ projects, themes, portfolios and essays					4
Tutoring					
Assessment					1
Other activities					
3.7 Total number of hours for individual study	10				
3.8 Total number of hours per semester	25				
3.9 Number of credits	1				

4. Preconditions (if applicable and requested)

4.1 Courses- studied curriculum / rules for attending the course	Basic notions of medical communication
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5. Condition (if applicable and requested)

5.1 Courses	Course room, audio-video devices, laptop
5.2 Laboratory/practical activity/ project	-

6. Key competencies and basic skills

Professional Competencies	<p>Student will be able</p> <ol style="list-style-type: none"> 1. to analyze different types of discourse connected to illness; 2. to understand patient's perspective (description of the illness and of the pathological experience); 3. to cultivate the feeling of empathy; 4. to tackle with an empathic response such topics as frailty, vulnerability and exposure; 5. to perceive the uniqueness of the pathological experience of the patient; 6. to understand patient's perspective in what ICE are related to illness and treatment; 7. to cultivate active listening; 8. to be familiar with the principles of narrative medicine.
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Transversal Competencies	1. to take part in debates on contemporary topics; 2. to develop creativity; 3. to develop argumentation skills; 4. to use analysis and synthesis; 5. to research medical topics in a transdisciplinary approach; 6. to refine interpretation, curiosity, means of expression; 7. to develop argumentative areas
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7. Disciplines/Course objectives (based on the key competencies)

7.1 Disciplines/Course general objectives	Developing a patient-centred approach by means of medicine narrative tools.
7.2 Disciplines/Course specific objectives	Developing the ability of defining the territory of illness, understanding types of discourse from a patient's perspective. The course aims at developing cooperation, empathy, active listening, interpretation and transdisciplinary approaches.

8. Content

8.1 Course	Teaching method	Number of hours	Notification
1. Illness as a rupture and as a new reality	Lectures	2	
2. Illness – an identity itinerary	Dialogue	2	
3. Living with the illness: perception, ideas, conceptions	Debates	2	
4. Defining the illness: medical perspectives as 1 st person narratives	Case presentation and case studies	2	
5. The Patient– doctor		2	
6. The patient and the others – medical narratives		2	
7. The hospital/the clinic – spaces of reconstruction		2	

Mandatory references:

Charon, Rita, *Narrative Medicine, A Model for Empathy, Reflection, Profession and Trust*, JAMA, October 17 2001 – Vol. 286, no. 15, pp. 1897-1902

Charon, Rita, *Narrative Medicine: Attention, Representation, Affiliation*, October 2005, Narrative 13(3):261-270

Charon, Rita, *The Ecstatic Witness* [in] Wiggings, O.P, Allen, A. P., *Clinical Essays and the necessity of Stories*, Springer, 2011

Gay Roxane, *Hunger. A Memoirs of (my) body*, HarperCollins, 2017

Gawande, Atul, *Being Mortal*, Metropolitan Books, 2014

Kalanithi, Paul, *When breath becomes air*, Random House, 2016

Sacks, Oliver, *The Mind's Eye*, Vintage Books, 2011

Sacks, Oliver, *A Leg to Stand on*, Vintage; Reprint edition (September 29, 2020)

Solomon, Andrew, *The Noonday Demon*, Scribner 2015

Optional references:

Austin, J. L., *How to Do Things with Words*, Cambridge, Mass.: Harvard University Press, 1962

Dennett, Daniel C.D., *Mental types*, BasicBooks, 1996

Luca, Gabriela-Mariana, *Pathos and Iatros: Initiation in Narrative Medicine*, JRLS 8/ 2016, pp 71-78

Doidge, Norman, *The Brain that Changes itself*, Penguin Books, 2007

Marini, Maria Giulia, *Bridging the Gap between Evidence-Based Care and Medical Humanities*, Springer International Publishing, 2016

Solomon, Andrew, *Far From the Tree*, Scribner, 2013

Şilindean, Daniela, *A Matter of (dis)Taste. Illness and the Performing Arts, Food and Cultural (In)Compatibilities: 12 Points of View*, editor: Gabriela Luca, Cambridge Scholars Publishing, 2022

9. Correlations between the content of the course and the requirements of the professional field and relevant employers

The course responds the need for empathic interaction for open dialogue with a patient-centred approach.

10. Assessment

Activity	10.1 Assessment criteries	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course	<p><i>Knowledge for 5</i> Basic notions of narrative medicine.</p> <p><i>Knowledge for 10:</i> Nuanced and argument-supported when analyzing oral/written text of a patient, by using the instruments provided by narrative medicine.</p>	<i>Oral examination</i>	100%
10.6 Minimum performance standard-basic knowledge			
Knowing and defining the concepts at the center of narrative medicine.			

Date	Signature of the course holder Assoc. Prof. PhD Daniela Șilindean
Signature of the Head of Discipline Assoc. Prof. PhD Daniela Șilindean	
Date of approval in the Department	Signature of the Head of Department Prof. PhD Elena Constanța Amăricăi