

CHART OF DISCIPLINE/ SYLLABUS

1. Study Program Data

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| 1.1 Higher Education Institution | VICTOR BABEȘ UNIVERSITY OF MEDICINE AND PHARMACY OF TIMIȘOARA |
| 1.2 Faculty | MEDICINE |
| 1.3 Department | XVI |
| 1.4 Study Domain | HEALTH |
| 1.5 Study Cycle | LICENCE |
| 1.6 Study programme/ Qualification | MEDICINE / MEDICAL DOCTOR |

2. Discipline Data

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| 2.1. Discipline name | Introduction to narrative medicine. Illness and discourse | | | | | | |
| 2.3 Practical activity tutor(s) | Associate Professor, PhD. Daniela Șilindean | | | | | | |
| 2.4 Year of study | II | 2.5 Semester | II | 2.6. Assessment type | Colloquium | 2.7 Discipline rank | Content |
| | | | | | | | DC |
| | | | | | | | Mandatory /Compulsory |
| | | | | | | | DFac |

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

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|--|---------------------------------------|--------------------|-----------|----------------|----------|
| 3.1 Number of hours/ week | 2 | 3.2 lecture/course | 0 | 3.3 laboratory | 2 |
| 3.4 Total hours of curriculum | 14 | 3.5 lecture/course | 14 | 3.6 laboratory | 0 |
| Time distribution for educational activities | | | | | hours |
| Study support- manuals, lectures, references and notes | | | | | 6 |
| Additional documentation – library, dedicated platforms from domain | | | | | 4 |
| Documentation for seminars/ practical activity/ projects, themes, portofolios and essays | | | | | 6 |
| Tutorship | | | | | |
| Assessment | | | | | |
| Other activities | | | | | |
| 3.7 Total number of hours for individual study | 16 | | | | |
| 3.8 Total number of hours per semester | 30 1 credit = 30 ore | | | | |
| 3.9 Number of credits | 1 | | | | |

4. Preconditions (if applicable and requested)

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| 4.1 of curriculum | Not applicable |
| 4.2 of competence | Not applicable |

5. Conditions (if applicable and requested)

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| 5.2 for laboratories/practical activities | <ul style="list-style-type: none"> - Allocation of an appropriate seminar room, equipped with a projector, speakers, projection screen, or smart board. - Individual enrolment of students on the Google Classroom & Moodle platforms in the course's dedicated section. - Students are invited to access the learning materials provided by the seminar instructor, avoid discriminatory behaviour, and engage in civilized dialogue. - Supplementary materials and bibliography will be progressively made available on Google Classroom & Moodle in the course's dedicated section. - The exam will take place in the last week of the semester. - Student absences exceeding the permitted limit (20%) may be recovered, with a fee, up to a maximum of 30% of the total number of hours, during the periods established by the course, in accordance with the regulations. |
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6. Specific competencies and skills

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| 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. |
| Transversal Competencies | <ol style="list-style-type: none"> 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 |

7. Discipline/Course objectives (based on the specific competencies)

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| 7.1 Discipline/Course general objectives | Developing a patient-centred approach by means of medicine narrative tools. |
| 7.2 Discipline/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. Learning results

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| Knowledge | <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • identify and critically evaluate diverse perspectives on illness; • analyze discourses on illness originating from multiple cultural and source contexts; • actively participate in the exchange of information on cultural topics; • compare and interpret perspectives presented in texts and discourses on illness; • demonstrate intercultural competence and uphold a professional attitude in all interactions. |
| Skills | <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • accurately convey information derived from the cultural domain using appropriate terminology; • formulate informed perspectives based on the information received; • employ terminology specific to the field of narrative medicine; • interpret and critically analyze texts and contexts relating to illness, disease, syndrome, or medical conditions; • demonstrate active listening skills in professional and academic contexts; • recognize and produce texts reflecting the experience of illness. |
| Responsibility and autonomy | <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • select appropriate bibliographic sources; • adhere to the principles of academic ethics, correctly citing all utilized sources; • demonstrate receptiveness to new learning contexts; • collaborate effectively with peers and instructors in the execution of learning activities; • exhibit autonomy in organizing learning contexts or problem-solving situations; • demonstrate real-life management skills, including time management and navigating collaboration versus conflict. |

1. Content

9.1 Teaching Methods

The teaching process includes methods such as lectures and presentations, as well as conversational-interactive approaches based on discovery learning models, facilitated by direct and indirect exploration of reality (experiments, demonstrations, modelling). These are complemented by action-based methods, including exercises, practical activities, and problem-solving.

During teaching activities, PowerPoint presentations, audio-video recordings, and journal/memoir/autobiography pages or testimonials will be fully provided to students. Each practical class will begin with a review of previously acquired knowledge, with emphasis on concepts covered in the previous session. Presentations will incorporate images and diagrams to ensure that information is easily understood and assimilated.

Attention will also be given to practicing active listening and assertive communication skills, as well as the mechanisms for giving constructive feedback and cultivating empathy. Students will practice teamwork and creativity in solving various learning tasks.

| 9.2 Course/Lecture | Teaching-learning methods | Number of hours | Practical activity done by the students |
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| 1. Illness as a Rupture and a New Reality | oral communication methods (explanation, description, narration, conversation, group discussion, or problematization), written communication methods (reading, individual work with the textbook/other materials), audio-visual communication methods (instruction via radio/television, video techniques), direct exploration methods (observation, case study) or indirect exploration methods (demonstration of real objects, demonstration of images, graphic demonstration), real-action methods (exercises, practical work, project development, creative activities) or simulated methods (role-playing); the involvement of AI systems in learning | 2 | Conversation, group discussions, problematization, reading texts, individual work, filling out forms, watching instructional videos, listening, extracting information, observation, case study, analysis and synthesis through demonstrations with real objects, images, or graphics, mediation exercises in a pluricultural and multilingual environment, pronunciation and vocabulary exercises, project development, creative activities, role-playing |
| 2. Illness – An Identity Journey | | 2 | |
| 3. Living with Illness: Perceptions, Ideas, Conceptions | | 2 | |
| 4. Definitions of Illness: Medical Perspectives in the First Person | | 2 | |
| 5. The Patient – The Doctor | | 2 | |
| 6. The Patient and Others – Medical Narratives | | 2 | |
| 7. The Hospital/Clinic – Spaces of Reconstruction | | 2 | |

Mandatory references:

<https://moodle.umft.ro/course/view.php?id=34300>

Charon, Rita, *Narrative Medicine, A Model for Empathy, Reflection, Profession and Trust*, JAMA, <https://jamanetwork.com/journals/jama/fullarticle/194300>

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

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

Jaouad, Suleika, *Between Two Kingdoms: A Memoir of a Life Interrupted*, Random House, 2021.

Optional references:

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

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

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

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

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.

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

In order to adapt the course content and select appropriate teaching methods, the course coordinator has participated in meetings and conferences with specialists from both Romania and abroad, as well as meetings with physicians from various specialties, representatives of partner medical institutions. This ensures a constant exchange of experience and the ongoing optimization of the curriculum so that students acquire practical and transferable competencies in multidisciplinary contexts.

11. Assessment

| Activity type | 11.1 Assessment criteria | 11.2 Assessment methods | 11.3 Percentage of the final grade |
|--|---|---|------------------------------------|
| 11.4 Course | <i>Knowledge for mark 5: Basic notions of narrative medicine.</i> <i>Knowledge for mark 10: Nuanced and argument-supported when analysing oral/written text of a patient, by using the instruments provided by narrative medicine.</i> | <i>Evaluation:</i> Argumentative opinion – oral evaluation | 100% |
| 11.6 Students will be able to identify and understand the key concepts employed in narrative and cultural medicine; interpret and critically analyze discourses concerning pain. | | | |

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| Date | Signature of the laboratory/seminar holder Associate Professor, PhD. Daniela Șilindean |
| Signature of the Head of Discipline Associate Professor, PhD. Daniela Șilindean | |
| Date of approval in the Department | Signature of the Head of Department Prof. PhD. Elena Constanța Amăricăi |