



Key Findings and Guidance

Developing a Competency-Based Medical Education Session Using Your Family Caregiver Narrative

Tips and Guidance: Write a Narrative of an Experience for Medical Education

1. Focus on a moment, not the whole journey.

Many families are used to having a couple of minutes to share every possible detail (such as history, symptoms, data recorded at home etc.) with a clinician or to advocate for their child with a policymaker. They've learned how to package their entire journey in... minutes. However, a thoughtfully crafted story can be more monumental than a flood. Identify one specific time, place or encounter that speaks to the issue you want to teach about, rather than giving a broad overview of all of your experiences navigating your child's entire healthcare journey.

2. Get it all down, and then edit, edit, edit.

Sometimes writing about a specific moment requires many working drafts. When you first sit down to write, it is likely that many moments will flow onto the paper. As you edit, pick just one of those moments. Set the others aside, save them for later, and then write into this moment. What happened in that experience- where were you, who was involved, what was said? Sometimes we want to edit even before we have written. Just write. Step away. Share it with others. Read it out loud. As you begin to develop the teaching portion, you will also get a better idea of what to tell in the story, and what to save for teaching. There will be opportunities, as part of editing, to weave in relevant context details from life and the healthcare journey while still writing about one single moment.

3. Trust yourself and your story.

Think of learning as drinking a glass of water; it is easier to drink one drop at a time, rather than from a hose on full blast. One experience as a family caregiver can be that one drop. Don't try to do too much by telling and teaching everything.

4. Bring us into the moment.

Use sensory details and dialogue. Don't explain, instead paint the scene so that the listener can see, feel, hear, smell, and taste it all. Pull listeners in; don't keep them on the periphery.

5. Teaching, not inspiring.

Inspiration does not give the knowledge, skills, and attitudes necessary to provide safe, quality care in partnership with patients and families. You want learners to feel emotions during the education session (they will remember how the narrative made them feel), and you also want learners to do something differently after the session.

Tips and Guidance: Integrating a Family Caregiver Narrative with Competency-Based Medical Education

Consider these steps to integrate your narrative with an educational session.

1. Identify a teaching point.

Ask yourself these questions when writing: What problem(s) does your story identify? What is the current approach? What is the ideal approach (aka the approach you would like to teach about)? What is the difference between the two?

2. Think about learner needs.

What are the learning needs (both formal, as defined in competency, and informal, perhaps gathered through discussion) of your target learners? Consider doing some research (articles or other publications) on the problem/teaching point you have identified.

3. Connect to a competency.

Competencies are an observable, measurable set of knowledge, skills, attitudes and behaviors needed to safely and effectively care for patients. Look to the [ACGME Core Competencies](#) or [The Core Competencies in Disability in Health Care Education](#) as a starting place. Which one(s) connect to the problems and teaching points you have identified?

4. Set session learning objective.

Write objectives to finish this sentence, "Upon completion of this activity, learners will be able to..." Make sure your learning objectives are measurable, meaning they link to a specific action or behavior. Ask yourself, "what should learners be able to do differently?" Use action verbs found in [Blooms taxonomy](#).

5. Select strategy to teach.

How will you achieve your learning objective? Figure out what content you want to share and how you want to share it. Will you give a lecture? Use tables, images, or ask for written reflection?

6. Identify evidence to support.

Look for articles or other publications to support the points you are trying to make. Look for other resources to share with learners. Include the articles in your teaching by highlighting evidence from the article that supports your teaching points and citing the article.

7. Check your impact.

Did you meet the learning objective? Ask your learners by creating a feedback survey.