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## **Embedding Patient Voices in Narrative Medicine: A Mixed-Methods Exploration of Student Learning**

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### **Abstract**

The Patient-as-Educator (PaE) model represents a pedagogical approach that integrates patients' lived experiences into health professions education. When embedded in a narrative medicine curriculum, it has the potential to foster reflective learning, empathy, and patient-centered thinking. This study investigated the educational impact of implementing the PaE model in an English-medium narrative medicine course, focusing on students' reflections and evolving perspectives on the patient-clinician relationship. A mixed-methods design was employed, drawing on qualitative data from focus groups and reflective essays, alongside survey-based feedback from students. Findings indicate that engagement with patient narratives enhanced reflective capacity, strengthened humanistic awareness, and encouraged students to recognize patients as individuals with complex lived experiences. The study also identified key pedagogical considerations, including the need for structured facilitation and emotional support in navigating sensitive discussions. Overall, the integration of PaE contributed to more meaningful and patient-centered learning experiences. These findings provide practical insights for educators seeking to incorporate authentic patient voices into teaching and highlight the importance of supportive institutional frameworks to sustain such approaches.

**Keywords:** Clinical Perspectives; Health Professions Pedagogy; Humanistic Awareness; Lived Experiences; Thematic Analysis