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# The Prism Model for Integrating the Arts and Humanities Into Medical Education

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The Prism Model<sup>1</sup> guides educators in considering different approaches<sup>2</sup> to teaching through the use of arts and/or humanities (A&H), depending on their objectives. These approaches may be used in combination to capture the spectrum of pedagogical possibilities.

 <b>STEP 1: What learning domain are you teaching?</b> For example, are you teaching about observation, communication, empathy, or social justice?				
 <b>STEP 2: What are your objectives for learners in teaching this learning domain?</b>				
A&H APPROACHES	MASTERING SKILLS	PERSPECTIVE TAKING	PERSONAL INSIGHT	SOCIAL ADVOCACY
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Develop individual skills and/or knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Build relationships and understand others' perspectives (e.g., those of patients).</li> </ul>	<ul style="list-style-type: none"> <li>Introspect for self-discovery, professional identity formation, wellness, resilience, and personal transformation.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect critically on inequities, civic-mindedness, and advocacy for transformational change in medicine and society.</li> </ul>
 <b>STEP 3: What are key considerations when designing teaching materials?</b>				
<b>Design</b>	<ul style="list-style-type: none"> <li>What skill(s) and/or knowledge will learners gain?</li> <li>How will this expertise make learners better physicians?</li> </ul>	<ul style="list-style-type: none"> <li>Whose perspective(s) will learners better understand?</li> <li>How will this understanding improve learners' future interactions?</li> </ul>	<ul style="list-style-type: none"> <li>What personal insight(s) will learners gain (e.g., professional values)?</li> <li>How will this insight improve learners' attitudes and behaviors?</li> </ul>	<ul style="list-style-type: none"> <li>What social injustice(s) affecting health will your teaching illuminate?</li> <li>How will this awareness equip learners to address health disparities?</li> </ul>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>What A&amp;H-based activities will facilitate learners' skill development and/or knowledge acquisition?</li> </ul>	<ul style="list-style-type: none"> <li>What A&amp;H-based activities will facilitate learners' awareness of others' perspectives?</li> </ul>	<ul style="list-style-type: none"> <li>What A&amp;H-based reflective practices will facilitate learners' insight into their own attitudes and behaviors?</li> </ul>	<ul style="list-style-type: none"> <li>What opportunities do A&amp;H present to critically reflect on, cocreate, and transform social environments that contribute to health inequities?</li> </ul>
<b>Reflexivity</b>	<ul style="list-style-type: none"> <li>How might your experiences and assumptions influence your approach to teaching skills, perspective taking, personal insight, and/or social advocacy?</li> <li>Who could you collaborate with?</li> </ul>			
<b>Institutional Environment and Culture</b>	<ul style="list-style-type: none"> <li>How are skills defined within your institution's medical education context?</li> <li>What skills and knowledge are deemed important?</li> </ul>	<ul style="list-style-type: none"> <li>What types and sources of knowledge are valued (e.g., expert, patient)?</li> </ul>	<ul style="list-style-type: none"> <li>What is required to create a safe environment for learners to self-reflect?</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to teach advocacy within your institution's culture? What are the effects of identity, power, and privilege in medicine?</li> </ul>
 <b>STEP 4: What are the benefits and limitations of the approach?</b>				
<b>Benefits</b>	<ul style="list-style-type: none"> <li>Positions a learning domain within a physician's scope of practice by focusing on clinical competence.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporates patients' and/or other health care professionals' perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and targets internal barriers to learners' professional identity formation and promotes resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Forges critical views at micro and macro levels about medical culture and society, which may lead learners to develop and enact strategies to mitigate causes of health disparities.</li> </ul>
<b>Limitations</b>	<ul style="list-style-type: none"> <li>Implies that gaining individual knowledge or skills is sufficient to achieve the learning domain (e.g., communication).</li> </ul>	<ul style="list-style-type: none"> <li>Simplifies patients' perspectives and assumes that the learner can take the perspective of others.</li> </ul>	<ul style="list-style-type: none"> <li>Focuses on learners' attitudes and behaviors rather than macro-environmental changes to transform the culture of medicine.</li> </ul>	<ul style="list-style-type: none"> <li>Attributes causes of health disparities to external sources and minimizes individual causes (e.g., the learners' attitudes and behaviors).</li> </ul>

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