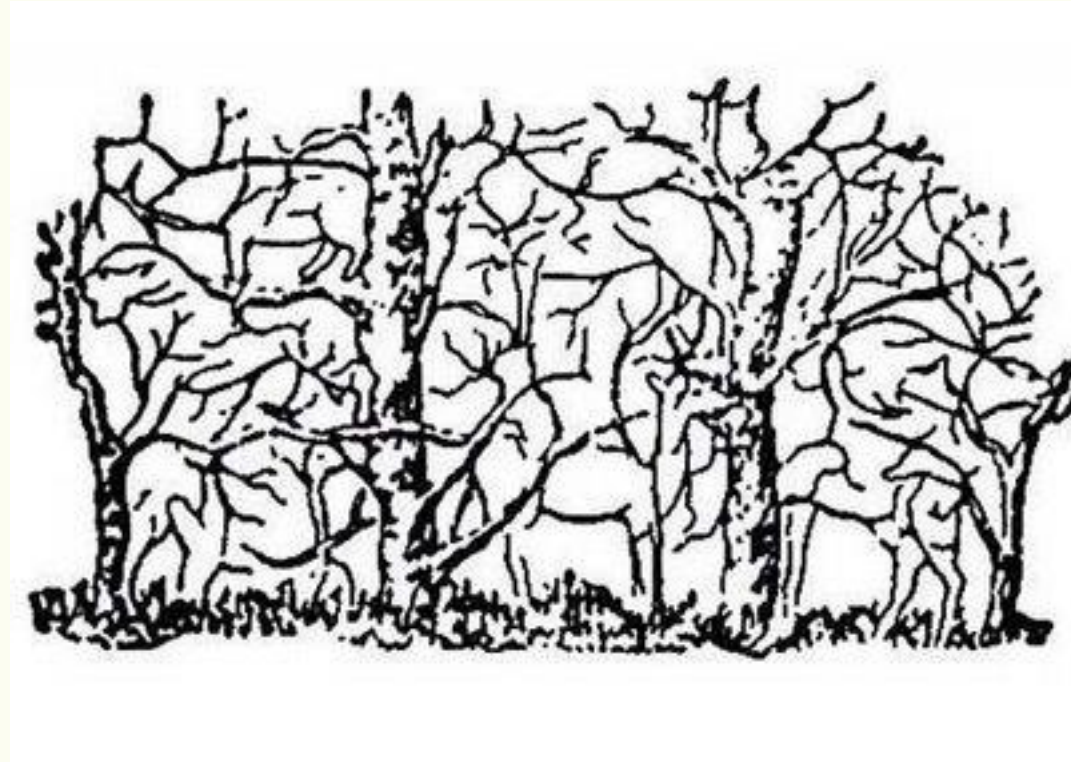


# COVID-19 and the Hidden Curriculum

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# What is a curriculum?

- GMC define a curriculum as:
- A statement of the intended aims and objectives, content, experience, outcomes and processes of an educational programme, including the following:
  - A description of the training structure
  - A description of expected methods of learning, teaching, feedback and supervision
- The syllabus content of the curriculum should be stated in terms of what knowledge, skills, attitudes and expertise the learner will achieve.



# What is a curriculum?

- Provides a description of requirements and expectations to all stakeholders
- Curriculum standards address more than the syllabus content for the course
- A curriculum should also take into account the local context, needs and resources.



# Components of the curriculum

- The formal curriculum
  - The stated, intended and formally offered and endorsed curriculum
- The informal curriculum
  - The unscripted, adhoc and highly interpersonal form of teaching and learning that takes place among and between faculty and students
- The hidden curriculum
  - A set of influences that function at the level of organisational structure and culture

Hafferty 1998



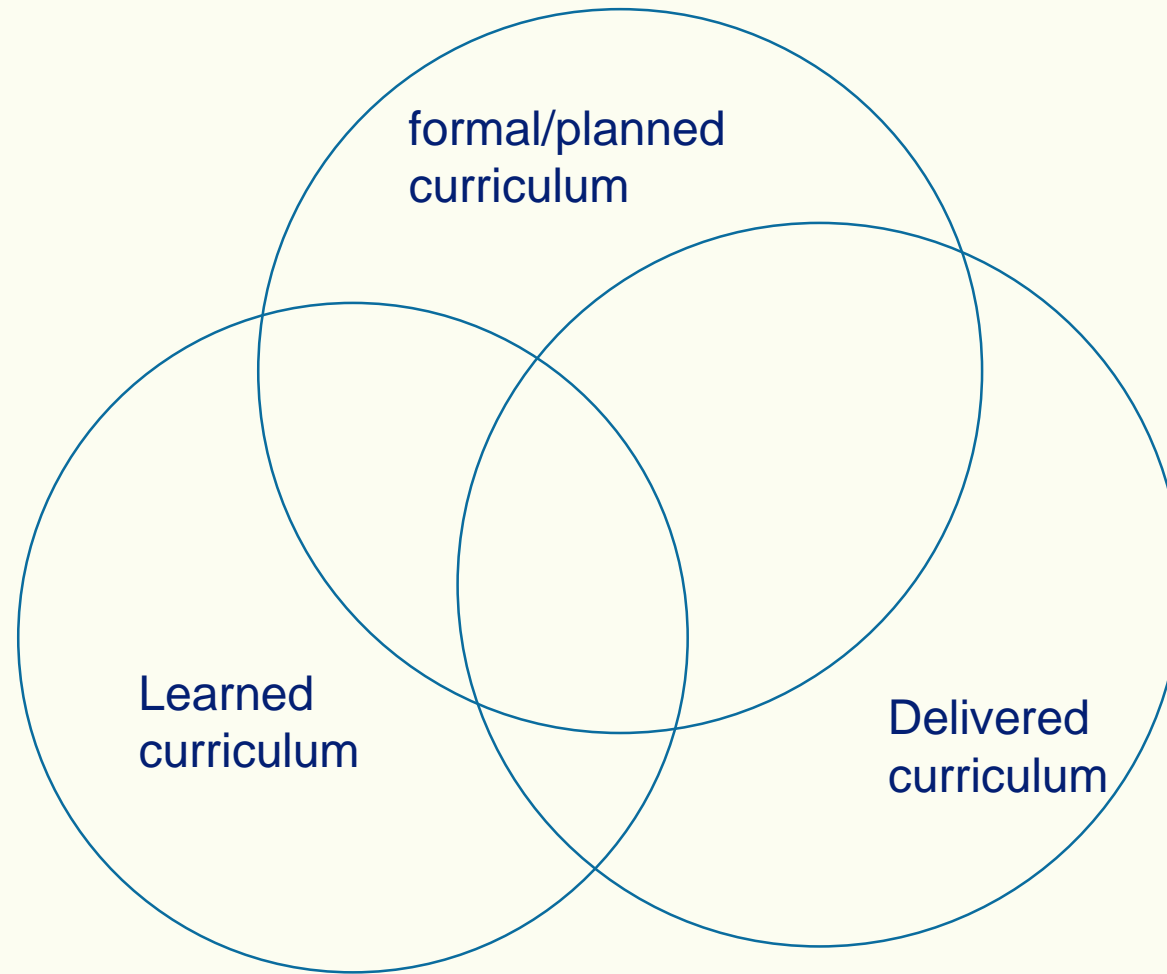
# Components of the curriculum

- The “planned” curriculum
  - Documented and agreed by the curriculum planners and teachers
  - Embodies their intentions and aspirations
  - The curriculum on paper
- The “delivered” curriculum
  - The reality of the learners experience
  - What is delivered or happens in practice – the curriculum in action
- The “learned” curriculum (including the hidden curriculum)
  - Represents the learners’ knowledge, skills and attitudes that result from their learning experience

Harden and Laidlaw



# Components of the curriculum



# What is meant by Hidden Curriculum? (1)

- Concept initially described by Snyder in the 1960s
- Applied to medical education in 1990s (Hafferty, 1998)
- “set of influences that function at the level of organizational structure and culture”
- “understandings, customs, rituals and taken-for-granted aspects of what goes on in the life-space we call medical education”
- Widely varying definitions in the literature



# What is meant by Hidden Curriculum? (2)

- Term used to expose and explain a number of “hidden” facets of learning and teaching (Lawrence et al., 2018)
  - An institutional-organisational concept
  - An interpersonal-social concept
  - A contextual-cultural concept
  - A motivational-psychological concept
- *“The hidden curriculum runs parallel to the formal curriculum and is a process of socialization to the complexities of physician–patient, physician–interprofessional team, and physician–community relationships.”* (Hall et al., 2012)





# What is meant by Hidden Curriculum? (3)

- Manhood, (2011) defined the Hidden Curriculum in medical education as; “...more than simple transmission of knowledge and skills; it is also a socialization process. Wittingly or unwittingly, norms and values transmitted to future physicians often undermine the formal messages of the declared curriculum. The hidden curriculum consists of what is implicitly taught by example day to day, not the explicit teaching of lectures, grand rounds, and seminars.”



# Why consider the Hidden Curriculum?

- Searching for hidden curriculum and clinical/medical education in Google scholar identifies >220,000 entries
- The content of the hidden curriculum can be highly influential on what students learn (Lempp and Seale, 2004)
- Influence of positive role modelling
- Impact on professionalism and understanding of prevailing culture (Karnieli-Miller et al., 2011)



# Challenges of the Hidden Curriculum

- Has been portrayed as a negative influence on learners:
  - Specialty selection
  - Development of professionalism (Brown et al., 2020) and a ritualised professional identity (Lempp and Seale, 2004)
  - Biases in medical student admission (White et al., 2012)
  - Erosion of idealism, increase in cynicism
  - Emotional neutralisation
  - Acceptance of hierarchy (Lempp and Seale, 2004)
  - Change of ethical integrity (Bhangu et al., 2003)
- Questions regarding the benefit of labelling such a broad range of issues as the hidden curriculum (MacLeod, 2014)



What impact has the COVID-19 pandemic had on the hidden curriculum experienced by our students?



# COVID-19 and the Hidden Curriculum (1)

- Google Scholar search of hidden curriculum + undergraduate medical education + COVID pandemic results in 6850 hits.
- Mainly editorials and commentaries
- Students reported feelings of uncertainty and anxiety, about personal safety and continuity of learning experience
- Qualitative study: Exploring medical students' perceptions of the challenges and benefits of volunteering in the ICU (Ali et al., 2021)



# COVID-19 and the Hidden Curriculum (2)

- Changing face of medical education during a pandemic: tragedy or opportunity? (Leong et al., 2021)
- The COVID-19 pandemic: a live class on medical professionalism (Shi and Jiao, 2021)
- Medical education in the midst of a pandemic: What are the longer term consequences for the doctors of tomorrow? (Gondhalekar and Gondhalekar, 2021)
- Medical Education During the COVID-19 Pandemic (Kaul et al., 2021)
- The Hidden Curriculum of the COVID-19 Pandemic (Botros and Cooper, 2020)



# COVID-19 and the Hidden Curriculum (3)

- Cross sectional survey: The impact of COVID-19 pandemic on the lifestyle and behaviours, mental health and education of students studying healthcare related courses at a British University. (Gadi et al., 2022)
- Review: Supporting students during the transition to university in COVID-19 (Pownall et al., 2022)



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Thank you.

