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# Does the Hidden Curriculum hinder the implementation of Evidence Based Health Care?

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- Medical Education Curriculum
- Uncovering the Hidden Curriculum
- Hidden Curriculum Themes
- Recommendations



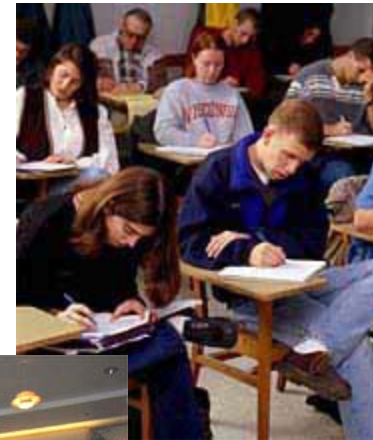
# Hypothesis

- the informal and hidden curriculums impact on the effectiveness of EBHC teaching and uptake
- substantiation of the hidden curriculum will allow us to better appreciate the EBHC hidden curriculum's existence, form, and influence



# Medical Education Curriculum

- Formal
- Informal
- Hidden





# Hidden Curriculum

- represented by the three "R"s
  - Rules
  - Regulations
  - Routines
- a set of influences that function at the levels;
  - organizational structure
  - institutional culture
- learn the norms of the health care delivery culture
- unrealized



# Hidden Curriculum

- formal curriculum  $\neq$  hidden curriculum
- impair students' professional growth and development
- impair the ability to foster genuine relationships within the health care team
- contributes to the inadvertent negative attitudes, beliefs and behaviors expressed by health care trainees



# Hidden Curriculum

- all of us teach in a hidden curriculum
  - the majority of teaching values occur within the hidden curriculum
- people are the strength of the hidden curriculum
- one of the challenges that medical educators in evidence based health care must face
- impervious to educational innovations



- Uncovering the Hidden Curriculum
  - Institutional Policy Development
  - Evaluation Activity
  - Resource Allocation Decisions
  - Institutional Slang or Nomenclature

***Hafferty FW. Acad Med 1998; 73:403-407.***





- expresses values of an institution by
  - **Rules**
  - **Regulations** (policies)
  - organizational guidelines
- strongly influences decisions that clinicians reach and kinds of health care provided
- *Is there mention about EBHC in the vision of the centre?*
- *Is EBHC a key point of interest within the institution?*



# Evaluation Activity

- **Regulations**
- evaluation tools are not simply an instrument of assessment
- a vehicle to convey what is and what is not important
- what does and does not get placed on the examination
- *Where is EBHC placed in the curriculum?*
- *How is EBHC evaluated and assessed?*



- **Routines**
- reflect values we place on certain activities
  - \$\$ or the functional equivalent
- *Who is present at the EBHC course?*
  - *both junior and senior people*
  - *faculty development*
- *Where is EBHC housed in the infrastructure?*



- **Routines**
  - the ways in which a community refers to its work
  - provides a shorthand way to reflect
- *What does the institution say about EBHC?*



# Outcomes

- loss of Idealism
  - ritual attainment of professional identity
  - emotional socialization and mental health
- loss of idealism
  - adoption of ritualized identity
  - emotional neutralization
  - change of ethical integrity
  - acceptance of hierarchy
  - learning of less formal aspects of “good doctoring”



- personal encouragement
- haphazard teaching
- importance of hierarchy
- getting ahead by being competitive



## Personal Encouragement

- positive role models who encourage and motivate
- commitment
  - to teaching
  - to communication



## Haphazard Teaching

- problems with disregard over timetable and unscheduled changes to teaching sessions
- lack of commitment and poor teaching skills
  - demotivates the students
  - leads to non-attendance





## Importance of Hierarchy

- the principal way trainees learn about the hierarchy in medicine is through teaching that involves intimidation and humiliation
- trainees often blame themselves for these events or reported excuses for senior staff



## Getting Ahead by Being Competitive

- competition rather than cooperation is the defining characteristic of medicine
- this view more common in clinical medicine
- need to impress senior medical staff
  - to prepare the way for prestigious career in the future



- a primary idea behind the hidden curriculum definition
  - moral socialization
  - indoctrination
  - enculturation
- Result: marginalization of EBHC?



# Recommendations

- that those that teach EBHC need to be aware of the trainees' perceptions of EBHC
- the content and possible impact of the hidden curriculum must be identified and addressed
- all teachers in contact with learners must be both willing and able to identify EBHC issues
- students need to be given “real life” opportunities to appreciate the relevance of EBHC to medicine at the organizational level



# Bottom Line

- if the hidden curriculum values do not parallel the formal curriculum, we must ask why and implement change
- recognition and reform of the hidden curriculum is required to achieve the necessary fundamental changes to bring EBHC to the forefront of medicine

*Thank you*

