

The “Positive “ Hidden Curriculum within the Curriculum



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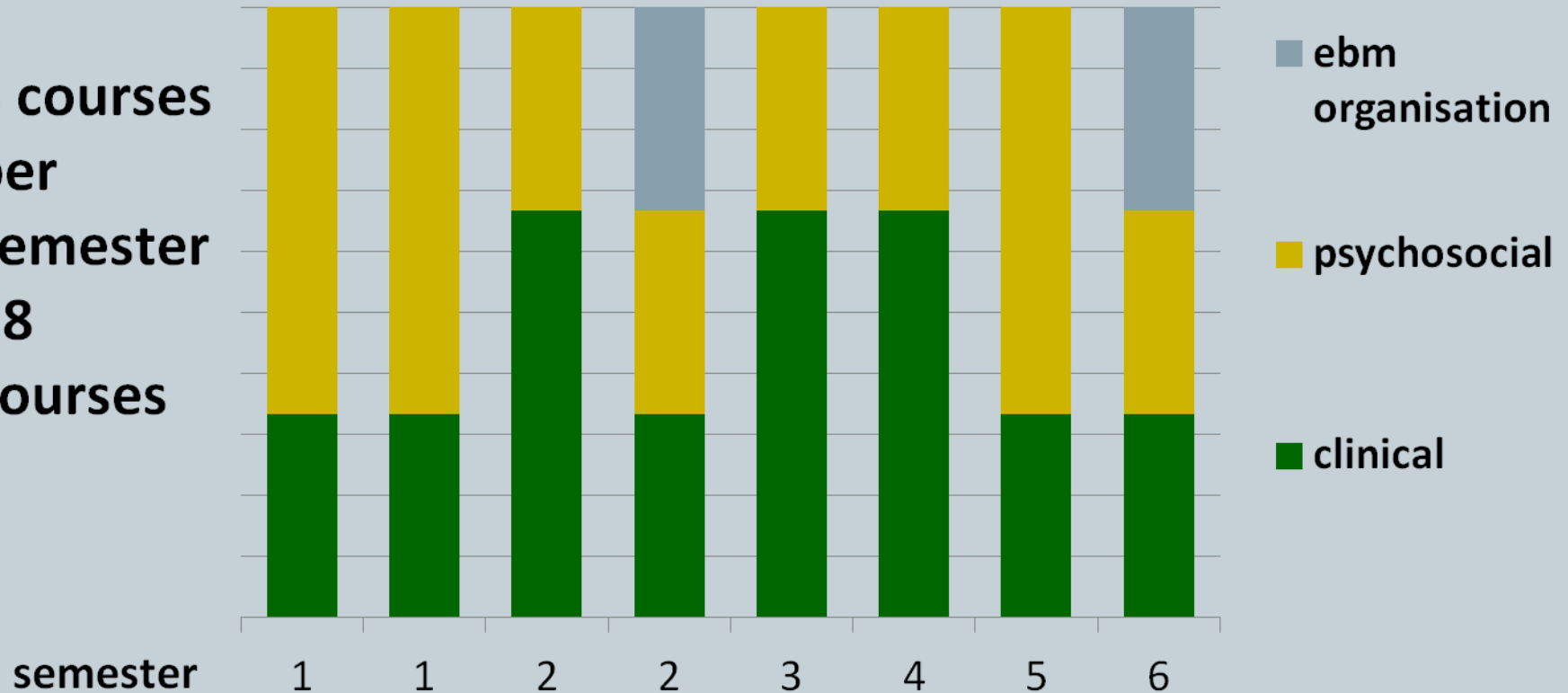
Hidden Curriculum in Medical Literature



- Undercurrent Negative messages
- Hafferty – Academic Medicine 1998
- Lempe and Seale – BMJ 2004
- Wright and Laughlin -Canadian Family Physician 2011

Diploma Programme Organisation

3 courses
per
semester
18
courses



5 health insurance funds
200 trainees,
25 per group,
9 departments
40 teachers

So what is the “Hidden Curriculum”



- More than environment ?
- Is it an Ambience ?
- Is it Values?
- Is it role models and professionalism ?
- Is it unspoken messages ?
- Is it a group process?
- How can we provide it?
- Is it like parents to children?



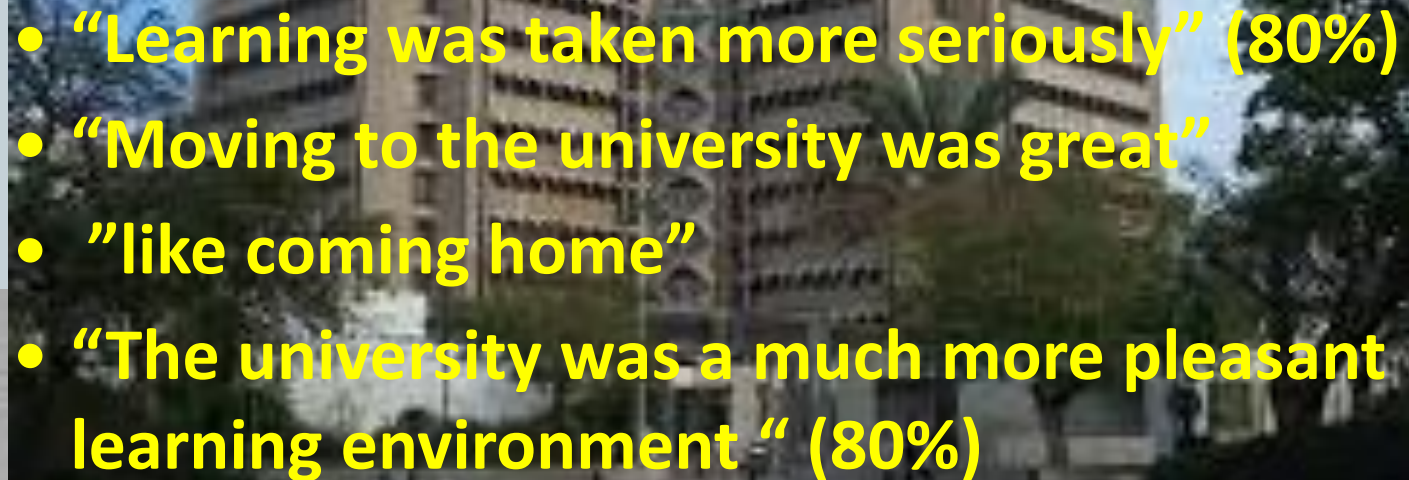
The Telephone Questionnaire



What “Hidden Curriculum” changes improved the important non clinical goals of our programme

- **Environment**
- **Special teachers or courses**
- **Peer group**
- **Enrichment lectures**

Environment change

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- “Learning was taken more seriously” (80%)
 - “Moving to the university was great”
 - “like coming home”
 - “The university was a much more pleasant learning environment “ (80%)

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- “The school was more convenient with parking and no traffic jams” (20%)
 - “The school building was terrible – there was no where to nurse my baby “.

Teachers as role models I



- **“Courses with permanent lecturers were more successful than courses with guest lecturers”**
- **“EBM was most significant. I still use it today. It was mind changing”**
- **“Changed my attitude ”**
- **“ I learnt tools of “how to “”**
- **“ The psychosocial lectures helped me with my own inner processes”**
- **“ Excellent preparation for future – broad view “**

Teachers as role models II



- **“Partnership between the teachers was impressive in the Balint course “**
- **“The knowledge and relationships of certain teachers was excellent ”**
- **“The communications course was my first encounter with real family physicians who were excellent role models “**
- **“Due to the course I use many more psycho- social skills than previously”**

Group process I



- **“The diversity within the group contributed to understanding many different viewpoints “(95%)**
- **“I learnt from many people “**
- **“There was no judgemental criticism within the group “ (60%)**
- **“The group allowed direct speaking and there was no discomfort”**
- **“The atmosphere allowed accommodation and containment”**

Group process II



- **“The Balint course helped enormously with group consolidation. We developed” (12%)**
- **“We were the rebels and that helped strengthen our group process “**
- **“I didn't choose the group and I had to endure 3 years with some arrogant people”**
- **“We still have a whatsapp group” (50%)**

Enrichment lectures



- **“ I can’t remember “ (60%)**
- **“Out of place “ (10%)**
- **“There was antagonism in the group”**
- **“I remember about doctor’s well-being and how it was legitimate to request help “ (15%)**
- **“Gave me tips for future learning and work (20%)**

Results



- **Moving to university- more serious learning environment**
- **Teacher constancy was important**
- **Role models and values – messages**
- **Heterogenic groups expanded viewpoints**
- **Group process allowed growth**
- **Contact today**
- **Enrichment lectures hardly remembered or resented**

Conclusion



- **What was valued and what to improve**
- **Choice of teachers**
- **Revelation of the strong impact of the group process**
- **Separate enrichment lectures had little value**
- **Importance of regular research of the programme**
- **Constant evaluation of those deep values**

Future Directions



- **Pre course orientation days -forging stronger peer groups**
- **Enrichment workshops on the first day of each semester**
- **Incorporate enrichment lectures into courses**

System theory



McWhinney

**Each little change has a ripple effect
so we looked at important past changes and
contributing factors for possible future changes.**

