Editor's Comment on "We Can Do Better: Challenging Providers to Refrain from Toxic Remarks"

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The community of academic psychiatry has much to learn by listening to our trainees. *The Learner's Voice* papers are brief reflections that center around the experience of learning psychiatry or becoming a psychiatrist.

The medical school curriculum is designed with much thought and oversight to ensure that students receive adequate medical education both in depth and breadth. In addition to the designed curriculum, however, is the hidden curriculum—what students learn by observing the actions of their educators. The piece “We can do better: challenging providers to refrain from toxic remarks” [1] by a medical student is a window into the hidden curriculum and its impact on students and has three takeaways: (1) our actual behavior is often different from what we teach, and while it may not be obvious to us, it may be obvious to our students; (2) this discrepancy can create distress for students; and (3) the possible silver lining is that we can encourage students to speak out when they notice the gap between our ideals and our behavior. We should take heart in this final point because it illustrates some success in our

teachings about humanism and patient-centered care. If more and more students recognize the discrepancies, resolve not to perpetuate them, and call us out on them, change will come and what we have been striving for—to provide humanistic, empathic, patient-centric care—will become the norm.

Compliance with Ethical Standards

Conflict of Interest The author declares no conflicts of interest.

Reference

1. Geffe S. We can do better: challenging providers to refrain from toxic remarks. *Acad Psychiatry*. 2020. <https://doi.org/10.1007/s40596-020-01202-3>.

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