Canadian Medical Education Journal
Revue canadienne de l'éducation médicale

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Nishila Mehta, Calandra Li, Stacey Bernstein, Anthony Pignatiello and Laila Premji

Volume 12, numéro 2, 2021

URI : https://id.erudit.org/iderudit/1077208ar
DOI : https://doi.org/10.36834/cmej.71039
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La productivité en temps de pandémie : la pression concurrentielle subie par les étudiants en médecine dans le contexte de la COVID-19

Nishila Mehta,1 Calandra Li,1 Stacey Bernstein,1 Anthony Pignatiello,1 Laila Premji1

1MD Program, Temerty Faculty of Medicine, University of Toronto, Ontario, Canada
Correspondence to: Nishila Mehta, 2180 Medical Sciences Building, 1 King’s College Circle, Toronto, Ontario, Canada M5S 1A8; phone: (647) 460-9074; email: nishila.mehta@mail.utoronto.ca
Published ahead of issue: October 30, 2020; published April 30, 2021. CMEJ 2021, 12(2) Available at http://www.cmej.ca
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Medical school is known to be a competitive environment with respect to academic achievements, but there is competition as well in extracurricular, leadership, advocacy, and research activities. The COVID-19 pandemic required medical schools to rapidly modify both their curricula and other prospects available to medical students.1 Extracurricular activities ground to a halt, and the majority of students’ research, volunteering, and work plans were cancelled. While students understood the necessity of these measures, some felt as though important, even essential, opportunities to develop non-clinical skills, network, and obtain mentorship had been removed. Understandably, what ensued was a palpable level of stress from the unanticipated competition among medical students.2 Extracurricular activities ground to a halt, and the majority of students’ research, volunteering, and work plans were cancelled. We tried to navigate this new reality and contribute to pandemic aid efforts in any way, one of the only options for students to demonstrate non-academic achievement during the COVID-19 pandemic. The resulting “pandemic productivity” has been notable across the nation amongst medical students of all training levels.

The COVID-19 pandemic caused unexpected ripples through communities, including the requirement for physical distancing measures, the closure of schools, and a surge in demand for personal protective equipment (PPE). Some medical students were quick to note that these challenges represented a unique opportunity to assist. Within weeks, a number of medical student-led initiatives developed, as medical students stepped up to support elderly members of the community, provide childcare and grocery delivery for healthcare workers, and collect PPE for hospitals; amongst other notable work.2,3

Many medical students who jumped into action were fueled by a desire to help, utilizing newfound time after being pulled from clinical experiences. However, as the number of initiatives grew and began to receive media attention, feelings of admiration for fellow students became mixed with other seemingly less noble sentiments. Some students felt a fear of being left behind, with more starting to wonder “am I doing enough?” Non-participating students described many factors that prohibited them from joining these efforts such as family obligations or personal health concerns. Others faced financial challenges, or had simply relocated back home to areas that were too far for in-person contribution. Increasingly, students also reported feelings of despair and anxiety during the pandemic, leading them to feel unmotivated and overwhelmed.1

Anxieties amongst students centered around concerns of being overlooked or judged, and fear that they would not be perceived as “good” medical students by residency programs. Increasingly medical students’ motivations for engaging and leading these initiatives were called into question with many students scrutinizing the true value of these efforts, especially when duplicate initiatives began to emerge. Over the course of a few weeks, tensions
Every crisis is, in part, an opportunity for change. The pandemic productivity experience of medical students during the COVID-19 pandemic is a microcosm of the everyday realities of medical training. Immediate action by medical education institutions is needed to address trainees’ concerns and confront upstream factors that contribute to these stressors.

Conflicts of Interest: The authors have no conflicts of interest to report, related to financial or personal relationships that could bias this work.

Funding: There is no funding associated with this work.

Authorship: Nishila Mehta and Calandra Li contributed equally to this publication.

References