

## Institute of Health Sciences Education & Faculty Development Office

# HEALTH SCIENCES EDUCATION ROUNDS

## APPRENTICESHIP LEARNING IN CLINICAL TEAMS: THE ROLE OF THE IMPLICIT CURRICULUM

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**November 19, 2020 from 16h00 to 17h30**

Via Zoom

### Key Objectives

By end of this presentation, attendees should be able to:

- ◆ Demonstrate a deeper understanding of how clinical education occurs in the context of busy clinical teams whose primary focus is the delivery of service.
- ◆ Describe how the implicit curriculum that applies within clinical teams informs much of what is taught and what is learned.
- ◆ Describe novel approaches to increasing teacher and learner awareness of hidden teaching and learning opportunities in everyday practice.



**Peter Cantillon** is an educationalist with a special interest in clinical education and faculty development. He holds a personal chair in primary care at the National University of Ireland, Galway, in Ireland. He led the establishment of, and directs, the Irish Network of Healthcare Educators (INHED), an organisation dedicated to supporting teacher development and the scholarship of health professions education on the island of Ireland. He established the first Masters in Clinical Education program in Ireland, a program that has approximately 500 graduates, most of whom are now engaged in educational leadership and scholarship within their own institutions in Ireland and overseas. Peter was the lead editor in the production of the ABC of Learning and Teaching in Medicine series with the BMJ and subsequently with Wiley Blackwell. The ABC series is used extensively as an introductory text in faculty development across the world. As a faculty developer, Peter's research has been, for the most part, about teachers. In recent years, his focus has been on the dialogical relationship between structuring effects of clinical workplace contexts and the agency of clinicians in their performance of the clinical educator role. His recent and forthcoming publications use anthropological approaches to explore how the implicit cultural and institutional norms of hospitals and of clinical teams shape clinical teacher identity and practice. His purpose in doing this research is to inform the design and content of future workplace based faculty development interventions for clinicians who teach.

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