Continuing Challenges in the Hidden Curriculum of Professional Identity Formation: Old ‘Friends' and New ‘Strangers’

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University of Pittsburgh School of Medicine
Medical Education Grand Rounds

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Relevant Financial Relationship(s)
None

Off Label Usage
None
Program in Professionalism and Ethics
Today’s Framework

- What is the HC?
- Why the HC is important to understanding how training programs work
- Exploring the HC at U of Pittsburgh training programs.
- IPE as a HC challenge.
The Challenge
The Solution: Informal Norms
Upon Solutions
A Little Humor
Hey Asshole!
Did you not see the cone in this spot? I shoveled it, therefore it is mine. Nice karma. Coming your way for stealing a spot from a pregnant woman.
Now try to guess what I did.
Fuck you very much!
Naval War College Review Autumn 1987 Issue . . .

The Self-Designing
High-Reliability Organization:
Aircraft Carrier Flight Operations at Sea

Gene I. Rochlin, Todd R. La Porte, and Karlene H. Roberts

A hundred things I have no control over could go wrong and wreck my career . . . but wherever I go from here, I'll never have a better job than this. . . . This is the best job in the world.

Carrier commanding officer
We have been struck by the degree to which a set of highly unusual formal and informal rules and relationships are taken for granted, implicitly and almost unconsciously incorporated into the organizational structure of the operational Navy.
Today's aircraft carrier flight operations are as much a product of their history and continuity of operation as of their design. The complexity of operations aboard a large, modern carrier flying the latest aircraft is so great that no one, on or off the ship, can know the content and sequence of every task needed to make sure the aircraft fly safely, reliably, and on schedule.
While it is true that each ship is made up of the same range of more or less standardized tasks at the micro level, the question of how to do the job right involves an understanding of the structure in which the job is embedded, and that is neither standardized across ships nor, in fact, written down systematically and formally anywhere.
Behavioral and cultural norms, SOPs, and regulations are necessary, but they are far from sufficient to preserve operational structure and the character of the service.
Shore-based school training for officers and crew provides only basic instruction. [13] It includes a great deal about what needs to be done and the formal rules for doing it.
Yet it only provides generalized guidelines and a standardized framework to smooth the transition to the real job of performing the same tasks on board as part of a complex system. NATOPS [†] and other written guidelines represent the book of historical errors.
They provide boundaries to prevent certain actions known to have adverse outcomes, but little guidance as to how to promote optimal ones.
“...the ship in operation is the only reliable "manual."
The HC in HPE
Case Example #1
Case Example #2
DEFINITIONS
[and terminology]
The Multiplicity of Terms/Framings

- **Formal Curriculum**
  - The curriculum on paper
  - The stated curriculum
  - The intended curriculum
  - The paper curriculum
  - The manifest curriculum
  - The captured curriculum
  - The codified curriculum
  - The delivered curriculum

- **Other-Than-Formal Types of Curriculum**
  - The creditless curriculum
  - The curriculum in action
  - The experienced/experiential/lived curriculum
  - The ideal/ideological curriculum
  - The institutional curriculum
  - The latent curriculum
  - The learned curriculum
  - The null curriculum
The Multiplicity of Terms/Framings

- Other-Than-Formal Types of Curriculum
  - The operational curriculum
  - The operative curriculum
  - The perceived curriculum
  - The peripheral curriculum
  - The recommended curriculum
  - The shadow curriculum
  - The tacit curriculum
  - The taught curriculum
  - The tested curriculum
  - The underground curriculum
  - The unintended curriculum
Formal
Informal

Teaching and learning that occurs outside of the formal curriculum in variety of settings (i.e. ward rounds, bedside, etc.) that is unscripted and predominantly ad hoc. This learning can be consistent or inconsistent with the formal curriculum.
“the set of influences that function at the level of organisational structure and culture including, for example, implicit rules to survive the institution such as customs, rituals, and taken for granted aspects”

Null

That which is taught via its absence.
IN SUMMARY

Cognitive Neurosciences
Linguistics
Physics
Organizational Life
heuristic
context
Systems Matter
Relationships
Interconnections
Interdependencies
Educational Settings are:
Multidimensional
Relational
Dynamic
Complex
And thus loaded with tensions and contradictions
EVERYTHING I LEARNED IN MEDICAL SCHOOL

BESIDES ALL THE BOOK STUFF

SUJAY KANSAGRA, M.D.
From Definitions to Metaphors

Metaphors have a way of holding the most truth in the least space. ~ Orson Card
Iceberg
The HC as Dark Matter
The Babe
Direct Versus Indirect Vision
Q1: How much of trainee learning takes place outside the formal/intended curriculum?
Med students: %
Interns: %
Residents: %
An Insider's Guide/Inside Scoop to Survival at...
Working within a HC Perspective
All politics is local
All solutions to the HC are particular
Case Example #3
Interprofessional Education and Practice (IPEP) Student Council

Collaboration starts now.
Group Identity Formation
The ‘other’
Not me
Not us
The Trainee as Detective
The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.

Marcel Proust
The Hidden Curriculum in Health Professional Education

Frederic W. Hafferty and Joseph F. O'Donnell, editors
Please let me know your thoughts, comments, corrections, and [yes!] criticisms.

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