# T2.6.a Whole-of-System Student Clinical Placement - curriculum map

You may prefer to use a spreadsheet to prepare your curriculum map if you have many or complex curriculum documents to analyse.

The following tool can be adapted as needed for your WoSSP rural placement context.

## Identify the specific curriculum documents/clinical placement subjects to be mapped and key educational contacts

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| --- | --- | --- | --- | --- | --- | --- |
| Health education provider name | Health professional course | Year level of students participating in WoSSP | Specific units/subjects to be completed and clinical placement hours if applicable | | Curriculum design model | Curriculum development staff contacts |
| Semester one | Semester two |
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## Define the acronyms and descriptors used in the health curriculum documents

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| --- | --- |
| **Acronym/descriptor** | **Definition** |
| EBCP | Evidence-based clinical practice |
| Global learning objectives (GLOS) | Overarching year-level learning objectives to be achieved by students in a particular year of study (medicine) |
| Key learning outcomes (KLO) | Core learning outcomes to be achieved by students at the unit level (nursing) |
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## Principles

Briefly summarise the principles used to create your whole-of-system curriculum map, for example:

The following curriculum map brings the learning outcomes for the [insert health professional education courses] into a single framework.

The purpose of this framework is to….

## Methods

Briefly outline your curriculum mapping methods (including strengths and limitations), for example:

Curriculum mapping notes:

* Particular course level/unit learning outcomes for each program have been retained as stated in accredited curriculum documentation
* Objectives for the medical course are written at a broader level than the nursing and physiotherapy curriculum (i.e. as global learning objectives to be achieved by students for a particular year of study ) with some discipline-specific unit objectives. The discipline specific objectives are also quite broad.
* Learning outcomes specific to particular units within the health professional courses have been listed once only in the curriculum map.
* For clarity and ease of reading, colour coding has been used to distinguish learning outcomes for specific nursing units.

## Curriculum mapping example

Identify an overarching curriculum theme relevant to all disciplines (if applicable)

Identify global learning objective and any specific unit-level objectives linked to overarching curriculum theme for each course and add this information to your mapping document ( if applicable)

## Semester one, 2012

### Theme I: Personal and professional development

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| --- | --- | --- |
| **Year 4 medical students** | **Year 3 nursing students** | **Year 4 physiotherapy students** |
| Recognise the principles of teamwork and the role of doctors in clinical teams (global learning objective for Year 4 medical students)   * Define the role of the general practitioner, the relationship to specialists and other health professionals, the wide range of community resources which can assist in GP and the constraints which exist (unit learning objective - General Practice discipline) | Distinguish the range and nature of nursing care provided within a collaborative health care environment, for people living with chronic conditions (key learning objective unit 421)   * Describe the role of the interdisciplinary health team and the nurses role within it, in providing health care for individuals with chronic conditions (key learning objective unit 532) * Refer patients to other health care team members and services (key learning objective unit 320) | *Add other mapping columns and curriculum information for each health professional course as required* |
| * A developing ability to work constructively with both patients and colleagues in the provision of high quality patient care (unit learning objective – Psychiatry discipline) | * Work effectively as a member or leader of a team, lead and manage collaborations, negotiate differences and influence the thinking and behaviour of others (Unit 421 Unit Learning Objective**)** |  |

## Semester [insert number and year]

### Theme:

|  |  |  |
| --- | --- | --- |
| **[Course and student year level]** | **[Course and student year level]** | **[Course and student year level]** |
| Global learning objective (if applicable)  Related unit-level learning objectives (if applicable) | Related global learning objectives  Related unit-level learning objectives (if applicable) | Add other mapping columns and curriculum information for each health professional course as required |