

From Concept to Practice: The Initial Phase of Curriculum Mapping in Physiotherapy



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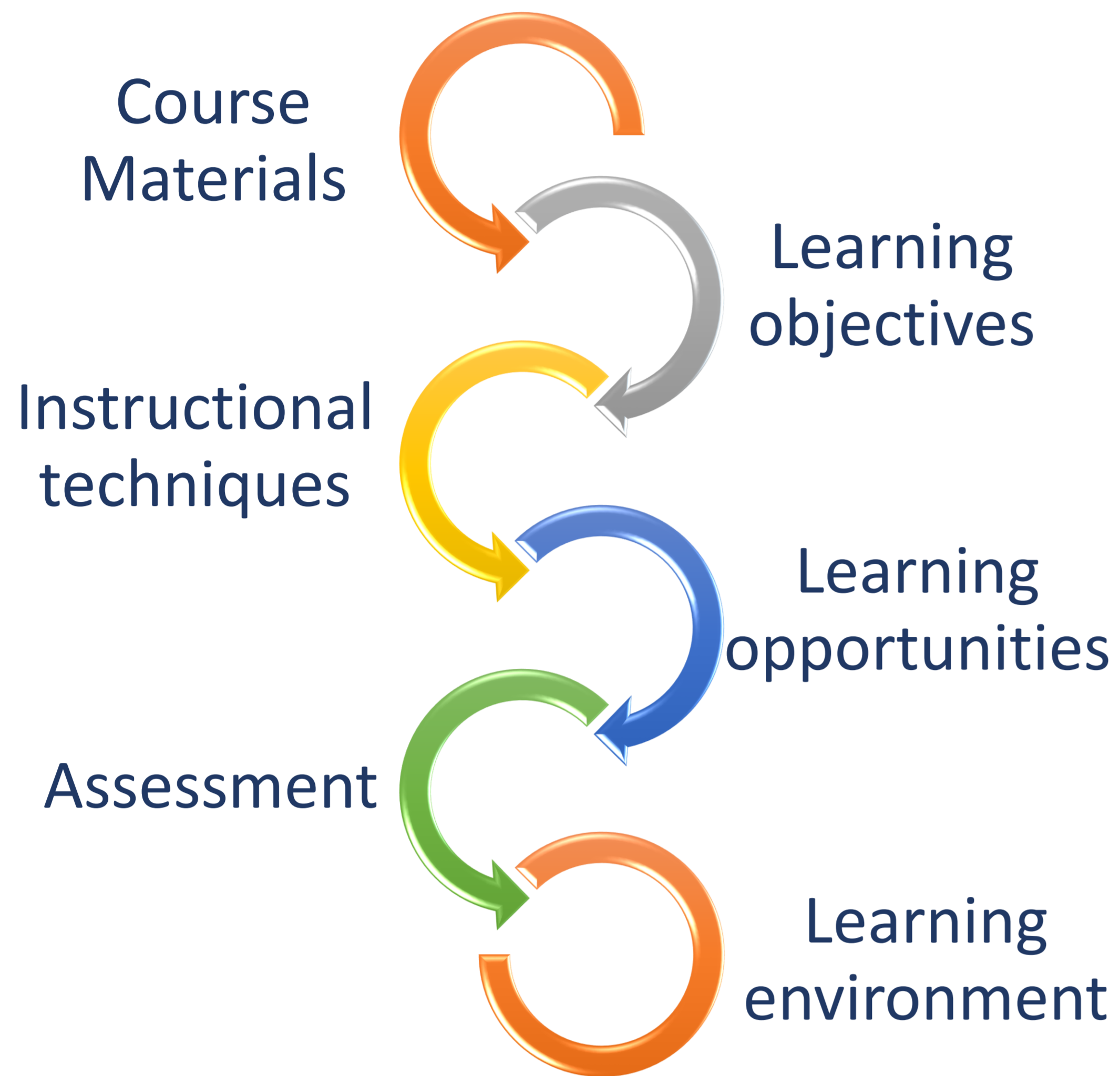
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Background and Need for the Innovation

- Curriculum is an intricate fusion of:



- Curriculum mapping (CM) promotes transparency in the curriculum
- Outlines curricular components & their connections.
- CM helps find gaps, overlaps, & inconsistencies in curriculum and instruction and promotes teacher interaction.
- The National Assessment and Accreditation Council (NAAC) has also mandated mapping of course outcomes and programme outcomes.
- CM is a common practice worldwide.
- Relatively new in Physiotherapy education.
- This project one of first documented attempts at CM of undergraduate physiotherapy curriculum in India.



Methodology



Mapping template developed:
Learner Outcomes, Programme Outcomes,
Teaching-learning activities

Peer reviewed by curriculum
committee

Faculties trained how to do CM

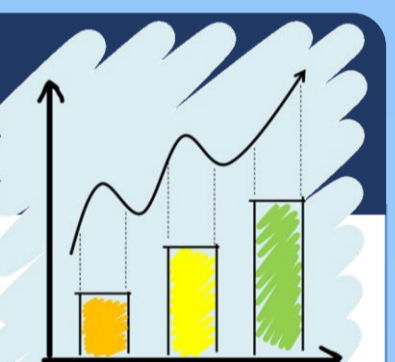
Subject outcomes were mapped with
programme outcomes.

Syllabus topics for every course (subject) mapped with
course outcomes and teaching-learning activities.

Faculty feedback taken.

Subsequently, the process was tested on the
institute's Learning Management System.

Results



Faculty better
informed about
what was
covered in the
curriculum

Where it
was
addressed

Better able to identify
possibilities to
improve teaching-
learning, and
assessment.

Conclusion

- Faculty need training in curriculum mapping.
- Although time-consuming, the advantages outweigh the challenges.
- The curriculum mapping process can be integrated within learning management systems.
- Digitalization will aid in the more effective identification of gaps and redundancies, allowing effective curricular enhancements.



References

- Harden, R.M. AMEE Guide No. 21: Curriculum mapping: A tool for transparent and authentic teaching and learning. *Med Teach*. 2001; 23(2), pp. 123–137.



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