

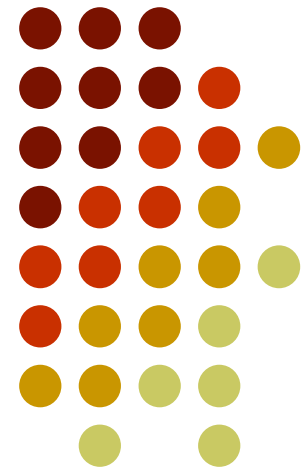
# Mapping the new RACGP curriculum to meet registrar's needs

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# Establishing the direction



## Aim

*Produce a syllabus that is cross referenced across learning objectives, is based on the RACGP curriculum and is underpinned by the VMA framework.*

## Objectives

*To achieve this by moving from learning objectives back to content; to be inclusive of all who were likely to be the recipients of the process; to focus on learning progression and integration of teaching.*

# The essentials of map making

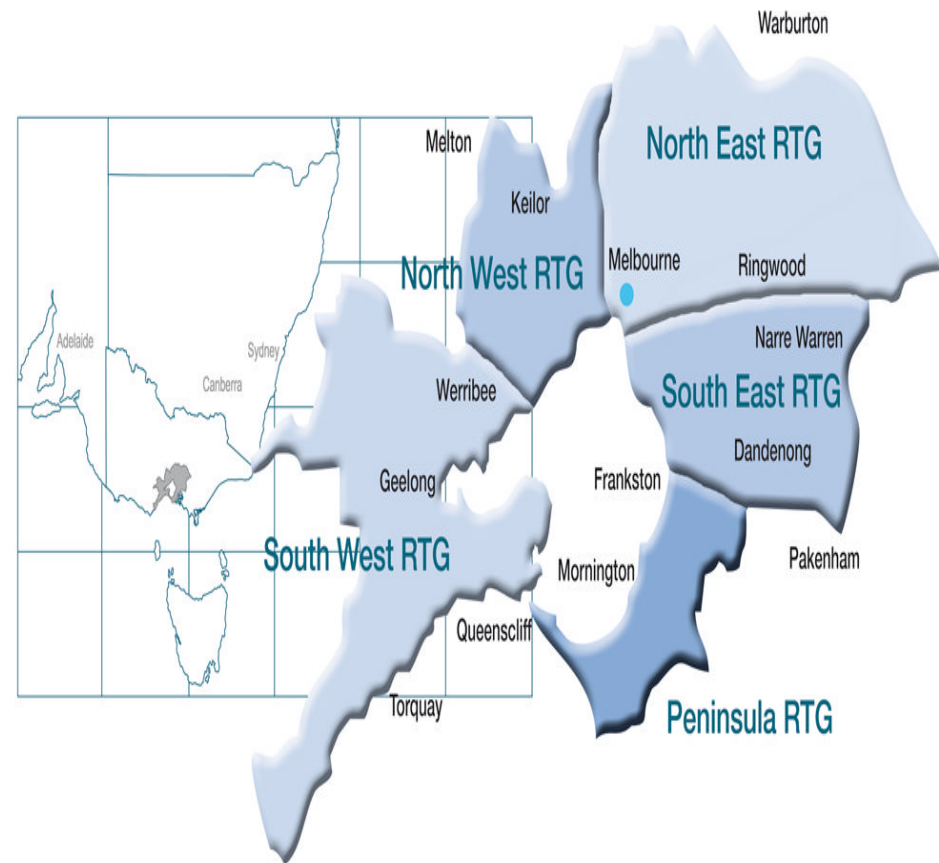


- Determine the terrain.
- Develop visual links that help a traveler move from one point on the map to another.
- Use a compass to avoid getting lost.

# The VMA terrain



- The VMA consists of five regions
- Annual registrar intake of 78
- At present 261 registrars in the program
- 63 accredited teaching practices with over twice that number of mentoring practices
- 23 medical educators, 3 regional training coordinators
- 2 program directors



# Defining the compass



## *Identifying the end users*

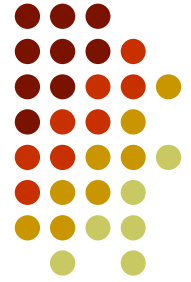
- Program
- Educators
- Registrars

## *Direction finder*

- Learning plan
- Learning needs analysis
- Personal teaching/learning styles



# Let's focus on the registrar



## Changing demographics

- Changing gender balance
- Graduate entry
- Diverse life experiences

Developing and evolving  
special interests

Changing general practice  
environment and practice  
models



# Establishing the links - where to start?



- Approximately 555 learning objectives in the public domain, with more to come.
- Registrars needing flexibility in a program working within pre-defined constraints
- A diversity of teachers with varying teaching styles and teaching environments
- A program juggling with limited teaching time and learners moving in and out of it.

# Techniques for map making



## Curriculum mapping

- Documents the relationships between the components of the curriculum and the intended learning objectives

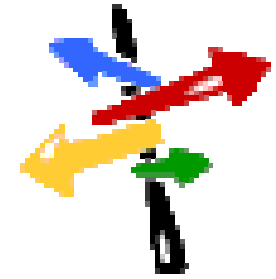
## Six step process in medical education

- Problem identification & needs analysis
- Needs assessment of targeted learners
- Establishing goals and objectives
- Using educational strategies
- Implementation
- Evaluation

# The process and its timeline

Stage of review	Activity	Timeframe
Framework development	Meetings between CEO DRED and DOME to agree on VMA framework	January '08-February '08
Phase One	Construction of rating scales and project design; implementation and data analysis - single day meeting May 3rd	February '08 - June '08
Phase Two	Establishment of learning priorities and content of each curriculum chapter, implementation and data analysis - two meetings: June 27th and July 4th	May '08 - August '08
Phase Three	<ol style="list-style-type: none"> <li>1. Workshop coordinators to map current workshop activities against the RACGP learning objectives</li> <li>2. Analysis of current teaching with prioritised learning objectives by level of learner and type to teacher.</li> <li>3. Developing a revised content map of in practice teaching</li> <li>4. Developing flexible learning activities and self directed learning activities</li> </ol>	July '08 - August '08 Sept '08 - October '08 October '08 - Jan '09 Sept '08 - Jan '08
Phase Four	Development of teaching templates; review and implementation	August '08 - Feb '09
Phase Five	Report writing; construction of VMA blueprint and content roadmap; Writing guides for supervisors and registrars	July '08 - Dec '08
Phase Six	<ol style="list-style-type: none"> <li>1. Implementation of revised workshop programs and piloting of supervisor guides and registrar aid</li> <li>2. Program evaluation</li> </ol>	Oct '08 - May '09 February '10

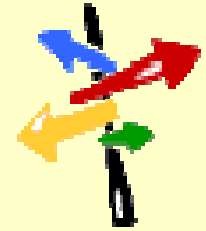
# Phase one - the rationale



- Reducing data without losing detail
- Identifying the environment most suited for teaching each learning objective
- Identifying the level of learner most suited to each learning objective
- Identifying which learning objective was best taught in a single level and which should be taught across levels

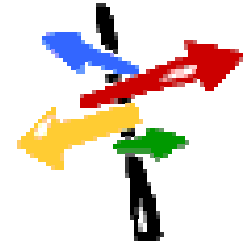
Chapter – Level of Learner	LO	Basic	Advanced	Subsequent	B to A	B to S	A to S
<b>1. Aboriginal health</b>							
2. Aged care	22	3	1	4	1	3	10
3. Children & Adolescent health	30	11	4	7	4	3	1
4. Disability	20	-	2	8	2	6	2
5. Doctor's health	11	3	1	-	1	4	2
6. Genetics	6	-	1	-	2	-	3
7. Men's health	17	6	2	2	2	3	2
8. Multicultural health	26	8	1	6	1	2	8
9. Population & Public health	28	5	2	11	5	5	-
10. Rural health	21	3	1	-	1	15	1
11. Women's health	10	1	-	1	1	4	3
12. Acute & serious illness & trauma	24	9	3	-	5	2	3
13. Chronic care	35	7	2	3	8	8	7
14. Dermatology	33	15	2	5	5	4	2
15. Drug & Alcohol	18	2	4	3	3	1	5
<b>16. Eye &amp; Ear</b>							
17. Mental health	39	12	5	10	3	4	5
18. Pain management	43	11	2	12	5	6	7

# Attributing learning objectives to level of learner and type of teacher



<b>Level of learner</b>	<b>Total</b>	<b>Basic</b>	<b>Advanced</b>	<b>Subsequent</b>	<b>B to A</b>	<b>B to S</b>	<b>A to S</b>	
<b>Total</b>	<b>555</b>	<b>132</b>	<b>44</b>	<b>114</b>	<b>78</b>	<b>112</b>	<b>73</b>	
<b>%</b>		<b>23.8</b>	<b>7.9</b>	<b>20.5</b>	<b>14.1</b>	<b>20.2</b>	<b>13.1</b>	
<b>Type of teacher</b>	<b>Total</b>	<b>W/shop</b>	<b>Experience</b>	<b>SD</b>	<b>W &amp; Exp</b>	<b>W &amp; SD</b>	<b>Exp &amp; SD</b>	<b>W/ Exp/SD</b>
<b>Total</b>	<b>555</b>	<b>25</b>	<b>140</b>	<b>40</b>	<b>104</b>	<b>13</b>	<b>92</b>	<b>138</b>
<b>%</b>		<b>4.5</b>	<b>25.2</b>	<b>7.2</b>	<b>18.7</b>	<b>2.4</b>	<b>16.6</b>	<b>24.9</b>

# Phase two - the rationale



- To allocate priorities to the learning objectives.
- To define each learning objective as a knowledge, skill or attitude.
- To insert the content against each learning objective and review whether this changed the type of teacher.
- To clarify the cross links: these identify different content areas with similar learning objectives.

# Keys for map making



## Creating priorities:

- Important to know – essential to teach
- Important to know - useful to teach
- Important to know – teach if time/resources allow

## Coding Learning objectives

- 1<sup>st</sup> digit designates the chapter
- 2<sup>nd</sup> digit designates the domain
- 3<sup>rd</sup> digit designates the learning objective in the chapter

Eg 3.2.1 = 1<sup>st</sup> learning objective in the applied knowledge domain  
in the children and young persons chapter

# Keys for map making



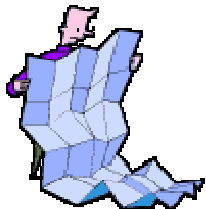
## Coding the Domains

1. **Communication skills and the doctor-patient relationship**
2. **Applied professional knowledge and skills**
3. **Population health and the context of general practice**
4. **Professional and Ethical role**
5. **Organisational and Legal dimensions**

# The end result



1. A program blueprint - source document
2. A VMA content roadmap detailing the program for in-house teaching and learning using the prioritized learning objectives
3. Guidelines for supervisors detailing the prioritized learning objectives for each level of training
4. Guides to vocational training for VMA registrars - specifies what the VMA training priorities are and where specific learning objectives can be found in the program.



# The VMA blueprint - part 1



## 2. Aged Care

	Basic	B to A	B to S	Advanced	A to S	Subsequent
<i>Experience</i>		2.2.3	2.3.3 2.3.1	2.5.1	2.1.1	2.5.4 2.5.6
<i>SDL</i>	2.2.4					
<i>Workshop &amp; Experience</i>	2.5.3 2.5.8				2.2.5 2.4.4 2.4.1 2.3.4 2.3.5 2.4.2 2.5.2	2.5.7
<i>Experience &amp; SDL</i>	2.2.2		2.5.5		2.3.2	
<i>Workshop, Experience &amp; SDL</i>					2.4.3	2.2.1

# The VMA blueprint - part 2

<b>Basic registrars - Learning objectives priority 1.</b>						
<b>key:</b> W = workshop; E = experience; SD = Self directed learning K = knowledge; S = skill; A = attitude; LO = learning objective						
	LO	Taught	KAS	BASIC	B to A	B to S
Communication skills						
<b>3.Children &amp; Young people's health</b>						
	<b>3.1.1yp</b>	W/E	KSA	i) Engendering trust in consultation ii) Maintaining confidentiality		
	<b>3.1.2c</b>	W/E	SA	i) Be able to say 'no', while re-inforcing that parent has been heard and understood; negotiate an acceptable management plan; trust		
	<b>3.1.2yp</b>	W/E/SD	K			i) Understand programs that provide schema for adolescent care, such as HEADSSS