



Mapping a cultural perspective in the curriculum

The purpose was to investigate the cultural perspective within the programmes.

Questionnaires

- Were and how is the cultural perspective described in the curriculum as well as in the syllabus?
- Which literature with a cultural perspective is included in the course?
- How is it implemented by the lecturers in any specific course?

Method

- Current syllabuses and curriculum were collected during 2005.
- Lecturers responsible for the courses were asked about there implementation by email.
- Interviews were conducted thereafter.

Mapping sheet

TERM 1 / YEAR ONE

CURRICULUM	SYLLABUS	AIM	GOAL	Content

Courses with a cultural perspective (ECTS)

YEAR 1. Level A.

- Introduction to nursing and ethics, 7.5
- Communication in nursing and scientific theory and methods, 7.5
- General nursing – clinical training, 7.5

Year 2. Level B.

- Nursing theories and research methods, 7.5
- Anthropology and sociology 7,5

Year 3. Level C

- Emergency and catastrophe - clinical education 7,5
- Pedagogy, information technology and Leadership 7,5
- Thesis for Bachelor degree, 15

- Geriatric nursing and home nursing – clinical training, 7.5
- Women's and children's health – clinical training, 7.5
- Optional courses A and B 7,5

Result: Were and how is the cultural perspective described in the curriculum as well as in the syllabus?

- Standardization of the words was missing in the curriculum and syllabus

Identified in the:

Aim- 6 courses

Goal- 8 courses

Content- 3 courses



Result: Which literature with a cultural perspective is included in the course?

Literature with a cultural perspective was included in 7 of the 12 syllabuses



Result: How is it implemented by the lecturers in the specific course?

Implementation of the cultural perspective was carried out in 5 of the 12 syllabuses.

Result: How is it implemented by the lecturers in the specific course?

Year 1 General nursing – clinical education

- Written assignment
- Reflection with the students

Year 2 Nursing theories and research methods

- Articles are examined and discussed with a gender and cultural perspective

Anthropology and sociology

- Literature in assignments and seminars
- Film analysis from an anthropological and sociological perspective

Implementation..

Year 3.

Women and child health

- Lectures about women and children's situation in Uganda

Optional courses

- Seminars about cultural views on sickness and children immigration issues

Summary and conclusion

- The cultural perspective is identified in the aim and in the goal but very seldom in the content
- Literature and implementation were missing
- It depends on the lecturers knowledge and interest.

Suggestions for further work

- An introduction to the perspective early in the education.
- A red thread thereafter through the programme.
- Look at the progress through the programme.
- Choose fewer concepts for describing the perspective in syllabus and curriculum.
- Identify seminars and assignments where the perspective can be used.
- Involve students from different background in the educational process. International students and lecturers.
- Use of interpreters.
- Improve the range of literature.
- Improve awareness among employees.

Suggestions

- Clinical training- reflections.
 - Improve opportunities for encountering other cultural groups.
 - Interviews with patients/ significant others from other cultural backgrounds.
 - Connect theory with clinical training.

..... to be continued ...

Mapping sheet

TERM 1 / YEAR ONE

COURSE	LEARNING OUTCOME	COURSE CONTENT	ACTIVITY/ LITERATURE	ASSIGNMENTS/ EXAMINATION

Blooms taxonomy

Learning domains

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Implementation of a cultural perspective

Group discussion. **How is the cultural perspective implemented in your curriculum, syllabus, education/work at your university?**

What kind of teaching strategies do you use?

How do you assign grades to the cultural aspects of the curriculum?

Give a short summary of your discussion

Evaluation

- What will you be taking with you from this workshop?
- What specifically will you take with you to enable you to put culture in your curriculum?
- Will you be able to make use of the Framework in this development?

