



Journey mapping

A how to guide for mapping journeys

Alyssa Cormick, Janet Kelly & the AKction 2 project,

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Acknowledgement

This resource was developed on Kurna Country, and concepts and use have collaboratively been designed across Australia.

We acknowledge all Aboriginal and Torres Strait Islander people of Australia whose sovereignty remains unceded and who we each remain accountable to, and acknowledge all First Nations People worldwide, paying our deepest respect to you and your families.

Resource Development

This guide was created by AKction2
It brings together collective knowledge from AKction1 & 2 team members, and is informed by other work including the Health Journey Mapping project (Lowitja Institute), Port Augusta Peer Navigators, the AHP/ALO project (Flinders University- Tamara Mackean) & wider literature.

For further information please contact:
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Thanks to Alyssa for bringing together the information from across these projects and presenting it so clearly.

What is journey mapping?

- Journey mapping is a process of recording, reflecting, and improving stages of individuals healthcare interactions.
- It enables voices to be amplified, strengths and gaps in care to be identified, multiple perspectives to be brought together, and realistic improvements to be identified and implemented by lived experience experts.
- Provides a holistic and whole of life approach, identifying all parts of an individual, inclusive of their family, culture, and community
- Health journeys are ongoing throughout people's entire lives, and mapping can occur at any stage (before, during or after healthcare interactions)
- Journey maps can be as diverse as the individuals whose journeys they map
- Can include story telling, art, Power Point presentations, books, and written reports.

What is in this guide?

- This guide provides information on how best to undertake mapping.
- This can be used to map your own journey , or that of someone you know.
- This guide has been developed for use by a range of people including community members, healthcare workers, researchers, and students.
- This guide follows the concept that mapping is flexible, building upon the skills, knowledge and expertise that you and those involved in mapping have.
- This guide provides 4 essential steps
 - look and listen
 - think and discuss
 - take action together
 - reflect
- Different approaches and resources to complete mapping are referred to as “tools”; these are the things you use to build and guide the mapping process.
- The goal of this guide is to equip you with information that builds upon what you already know and have, to map and share the unique and powerful health journeys of First Nations People.

Why journey mapping?

- There are multiple reasons why you may choose to map someone's/your own journey
- It is important to stop and think why you want to map someone's journey before you start as this will shape the process and way you work together
- Some reasons for why you are doing mapping may include:
 - Sharing an important journey
 - Sharing a near miss journey
 - Identifying the silent actions of people helping improve journeys
e.g. Aboriginal liaison officers, Aboriginal health practitioner, family, peer navigators
 - Identifying what went right or wrong
 - Identifying strengths and what kept you resilient during the journey
 - Making suggestions to improve future journeys
 - Mapping multiple journeys to identify trends in experiences and outcomes
 - Comparing journeys to policies
 - Making plans for what comes next

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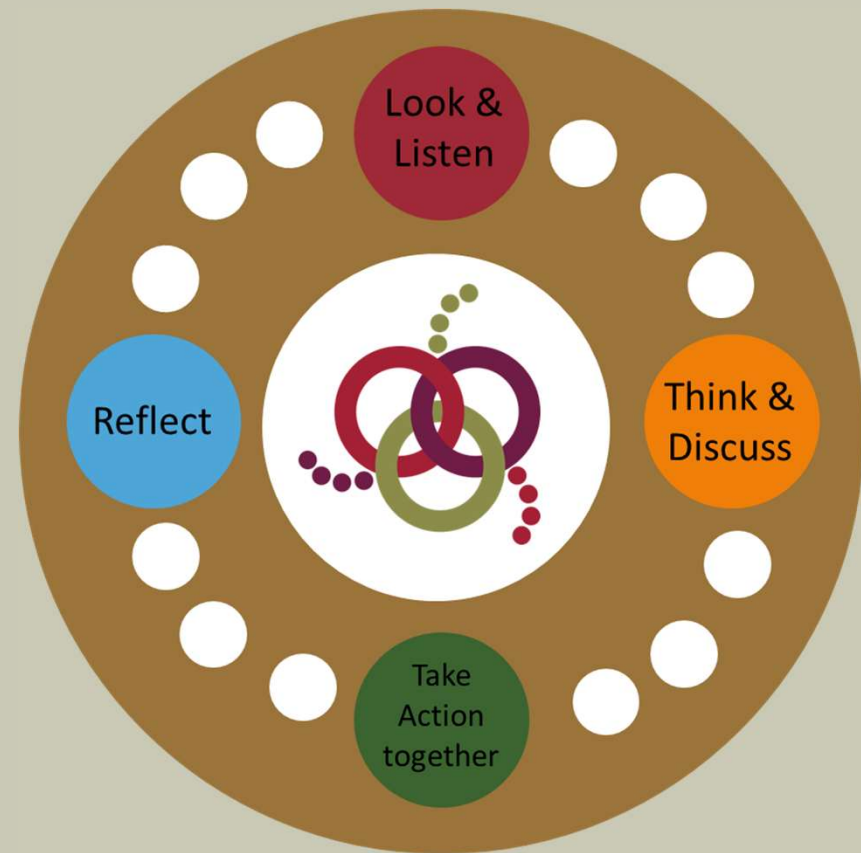
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Steps to Mapping Health Journeys

Mapping journeys is simple, following four cyclical steps:

1. Look and listen
2. Think and discuss
3. Take action together
4. Reflect on process



1. Identifying journey to be mapped: Look & Listen

Look & Listen

- Listen to the people around you and what is happening
- Stop and reflect on whose journey/s need to be mapped

Think & Discuss

- What do you wish to achieve by mapping (share, assess, plan)
- What is the focus of mapping
- Who needs to be involved in mapping (patient, family, staff)
- How can mapping occur collaboratively while keeping everyone involved safe

Take Action Together

- Form relationships with the people involved e.g. person whose journey is being mapped, get to know them, their skills knowledge and ways of working together

Reflect

- What needs to happen for you to best work together as a team moving forwards?

2. Planning Mapping: Think & Discuss

Look & Listen

- Listen and learn from others who have conducted mapping, what did they do, what did they learn?
- Research and learn about different types of mapping and different mapping tools and resources

Think & Discuss

- What are the strengths, skills, experiences and resources of those involved in mapping?
- What mapping processes and tools are most appropriate for the journey you want to map?
- How will information be gathered e.g. directly from person, multiple people, case notes,
- Discuss what needs to be considered to keep mapping safe, equitable and collaborative?

Take Action Together

- Finalise a plan together
- Decide where, when and how will mapping occur, what steps will you take, and who will be involved?

Reflect

- What other planning/preparation needs to occur before starting?

3. Conduct Mapping: Take Action Together

Look & Listen

- Stop and listen deeply to the person whose journey you are mapping
- Look and listen to what they are sharing, give them space to share and tell the story in their way

Think & Discuss

- While the person is sharing their journey, use tools as prompts to build and shape the yarn
- Consider different parts of the persons health journey and life, asks prompt questions for further elaboration
- Consider strengths and gaps in the journey, ask prompt questions for further elaboration
- Consider different peoples' perspectives, ask them each what was occurring

Take Action Together

- Record the information the person is sharing

Reflect

- Consider what the information means, what have you learnt, what else can be discovered, how can you best ask questions and gain deeper insight into journey
- Open ended questions, being non-judgmental

4. Evaluating Mapping: Reflect

Look & Listen

- Sit back and think about what has been shared, read over notes, listen to recordings, look at any drawings made

Think & Discuss

- What have you learned?
- What are the important elements of the journey e.g. stages, focuses, strengths and gaps
- Compare the journey to others journeys, standards of care, policies

Take Action Together

- Share findings of journey mapping
- Take any necessary actions from findings

Reflect

- What did you do well, what could you improve?
- What have you learned for next time?

Building your mapping toolbox

Mapping tools are the things you use to plan, guide, and build a journey map.

The first tools to pack are the underlying mapping principles: *safety*, *equity*, and *partnership*.



Underlying Principles

Safety

- Ensuring safe mapping processes and outcomes by having two ways communication at all stages

Equity

- Not everyone enters health journeys at the same place or with the same resources
- Equality is everyone receiving the same care
- Equity is ensuring everyone has the same care outcomes, regardless of where they started
- Achieved by using a strengths-based approach

Partnership

- Partnership and true collaboration are achieved by planning, conducting, and reviewing mapping together

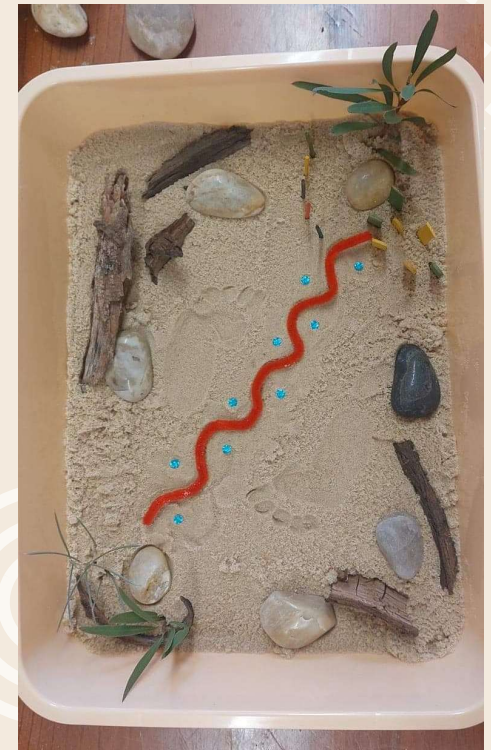


What mapping tools are in your toolbox?

You have already started building your 'mapping toolbox' with your life experiences and interactions with other people. Your own knowledge, skills and resources are essential to mapping, and these can be used alongside specific mapping tools to map journeys. Keep things simple, use the tools you are already confident using to guide your mapping process. Specific mapping tools can then be used in addition to polish your design, e.g. acting as prompts to ask specific questions and gain further insight and information.

Examples of people using their existing tools to map journeys:

- **Sand trays:** Rhanee had worked with sand play when previously working with children and in mental health. She therefore had skill and knowledge of this as a tool, and was able to guide others in telling their journeys in sand trays (see picture).
- **Painting:** Tjinjalyi Inawinytji Williamson is well-known Elder and artist. She has used her painting skills and expertise to paint her kidney journey telling the story of moving from country to city for treatment.
- **Yarning storytelling & HJM tool:** Kelli was an expert on her own journey, having lived it and shared it publicly. She was therefore able to have an in-depth yarn telling her story to Alyssa. Alyssa had insight into the HJM tools and was able to use her knowledge to ask Kelli prompt questions, gathering a deeper levels of information.
- **Clinical notes & HJM tools :** Kate and other clinicians had in depth knowledge of clinical notes for a patient. They were able to use this knowledge, guided by the HJM tool to map a health journey, identifying strengths and gaps in care



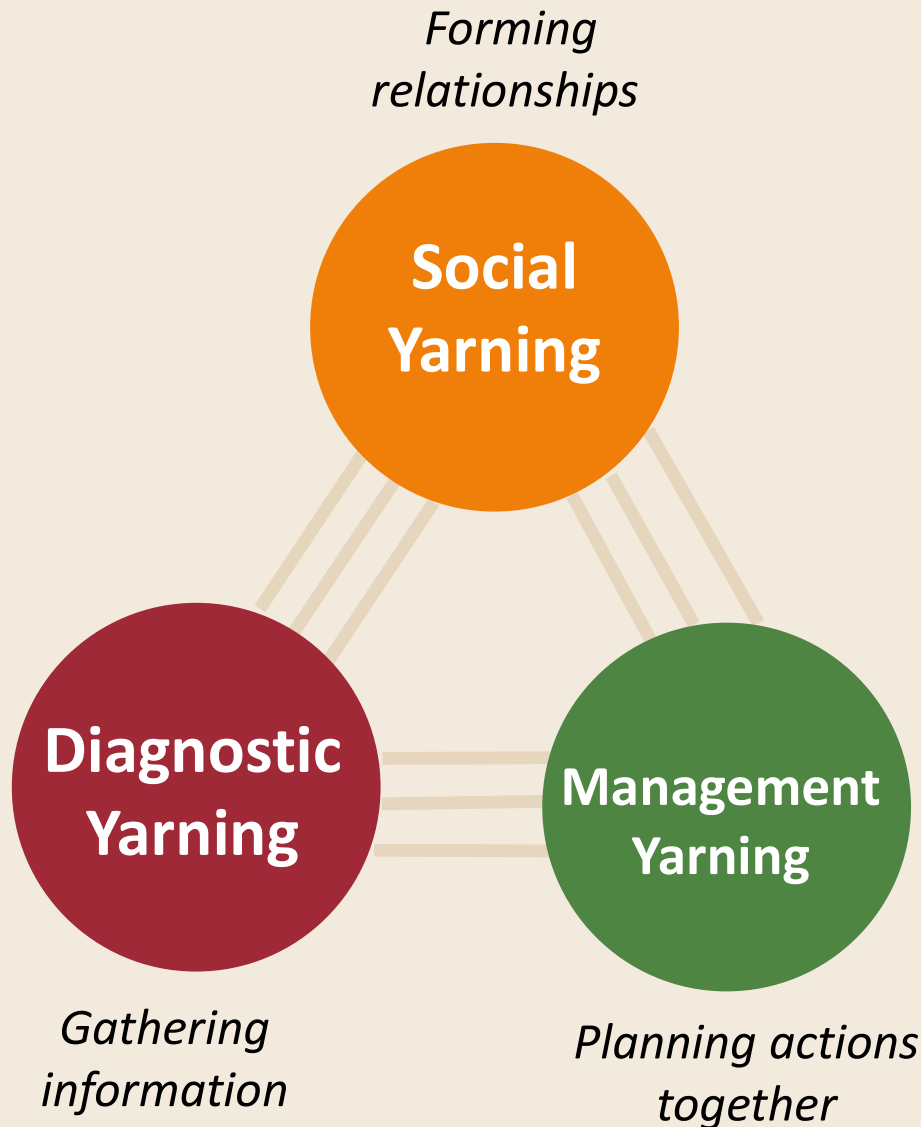
Examples of tools you already have

Skills, knowledge and experiences that you already possess, can be used to guide the mapping process.

These include:

- Yarning
- Forming relationships
- Understanding concepts of holistic health, social and emotional wellbeing,
- Understanding common health experiences, strengths and gaps in care
- Understanding clinical guidelines, cultural safety, continuous quality and improvement
- Painting

Clinical Yarning



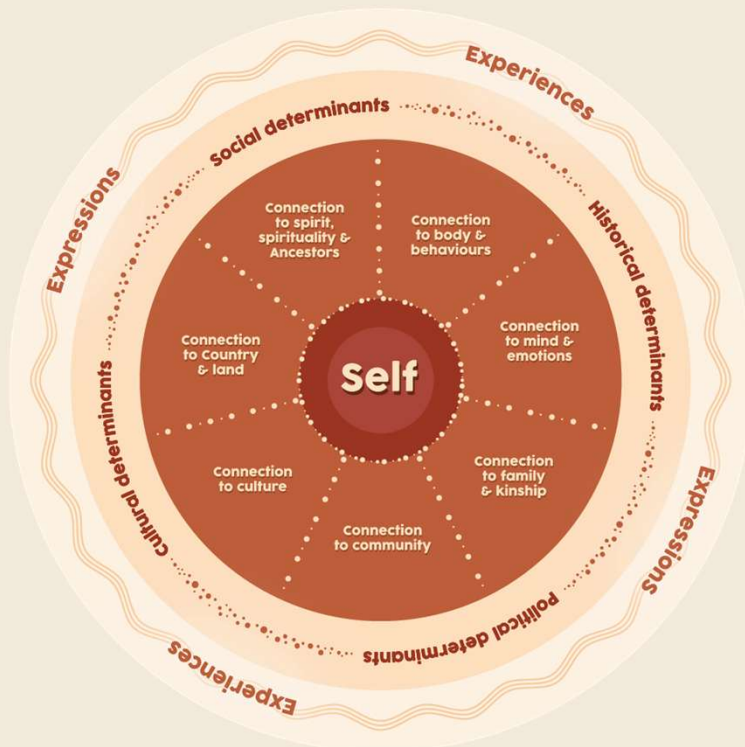
- Clinical yarning can be used as a tool to shape and collect information for journey mapping
- Clinical yarning includes three steps: social yarning, diagnostic yarning and management yarning
- Social yarning involves taking time to stop and form a relationship, similar to '*look and listen*'
- Diagnostic involves gathering and interpreting information, similar to '*think and discuss*'
- Management yarning involves planning actions together, similar to '*take action*'

A holistic approach to social and emotional wellbeing

When mapping a journey, it is important to explore different interconnected areas of an individual's life, not just their biomedical and healthcare experiences

Consider Pat Dudgeon's 7 determinants of social and emotional wellbeing, connection to:

- Spirit, spirituality & ancestors
- Body & behaviours
- Mind & emotions
- Family & kinship
- Community
- Culture
- Country & land



SEWB Diagram adapted from Gee et al., (2014)

These 7 determinants are inclusive of life and death, social, historical, political, and cultural experiences. What questions can you ask while mapping to explore these aspects of an individual's journey?

Knowledge of common experiences, guidelines, cultural safety, care requirements

Your knowledge of what happens and what should happen in healthcare can be an essential tool for mapping

You may have developed this knowledge from your job or lived experiences

This knowledge enables you to reflect and have deeper insight into what the person is saying and the ability to ask meaningful questions for further elaboration

Also enables you to critically reflect on what the person's experiences mean, compare them to what commonly happens or what should happen, identify strengths and gaps in care, and come up with realistic approaches to fixing the situation

Examples of Specific Mapping Tools

In addition to the tools you already have (skills, knowledge and experiences), we have attached some specific mapping tools that you can use for mapping journeys.

These include:

- The Kidney Journey Mapping Tool
- The Kidney River Mapping Tool
- The HJM Resource (clinical, detailed and strategic tools) for healthcare settings
- Managing Two Worlds Together tool and workbooks
- Body mapping
- Photovoice
- Values tree, and sun map

Kidney Journey Mapping Tool

Different areas of journey

Analysis of journey

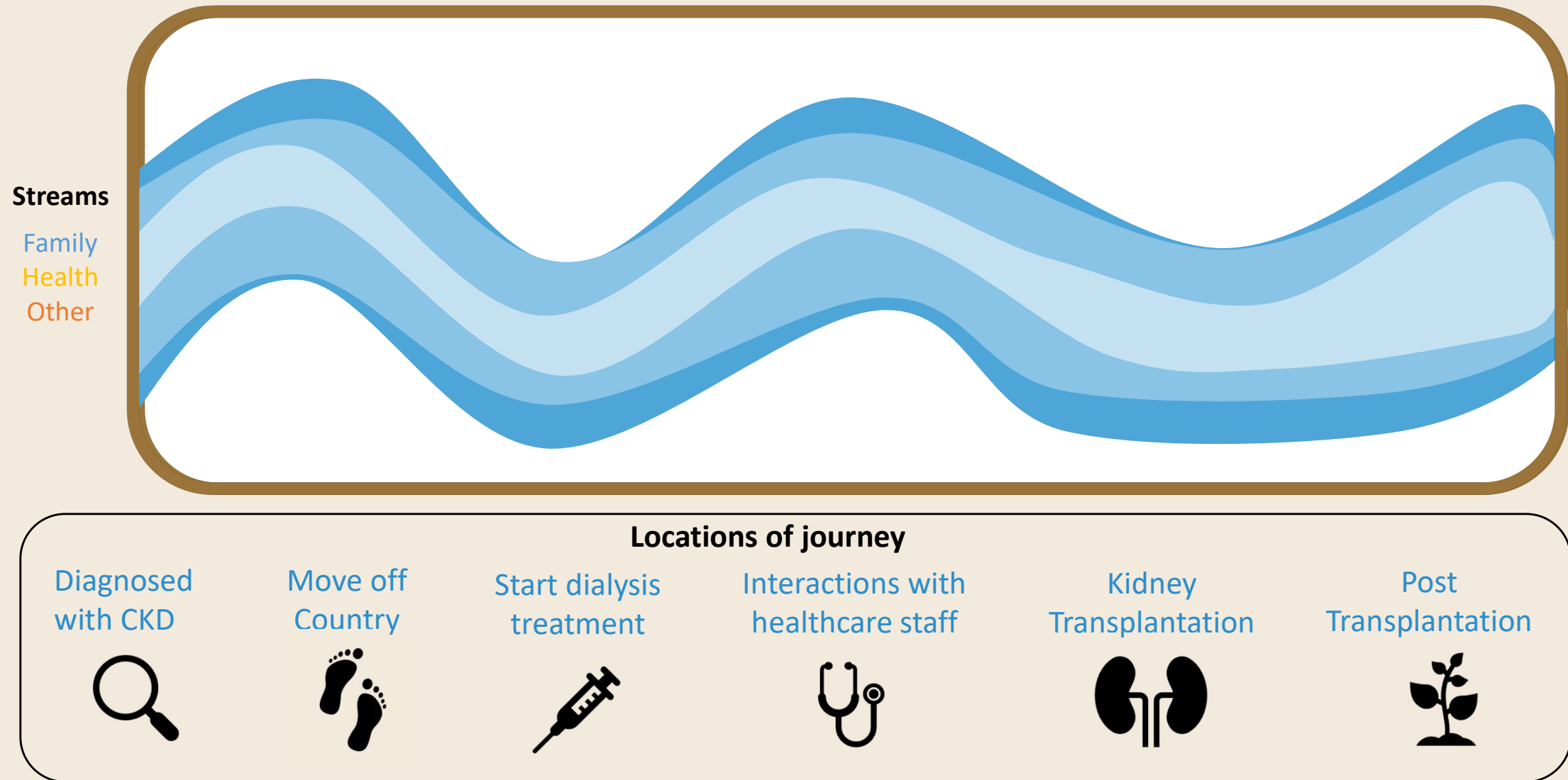
| Stages | What happened: | Health Journey | Family Journey | Work/study/ culture life events | Strengths in journey | Gaps in Journey | Actions for improvement |
|--------|------------------------|----------------|----------------|------------------------------------|----------------------|-----------------|-------------------------|
| | Diagnosis | | | | | | |
| | Dialysis | | | | | | |
| | Kidney transplantation | | | | | | |
| | Post transplantation | | | | | | |

Instructions:

Mapping Journey: Record different stages of the person's kidney journey down the side. Record different areas of their life you wish to explore along the top. Use this as a template to guide the journey map, yarning about different sections as you complete. This page can be printed or you can draw your own on paper or a whiteboard. Personalise it by adding extra stages, or areas of your life to focus on.

Analysis: at each stage identify strengths and gaps in the journey, and actions for improvement. This enables you to concurrently self analyse the journey and come up with realistic solutions.

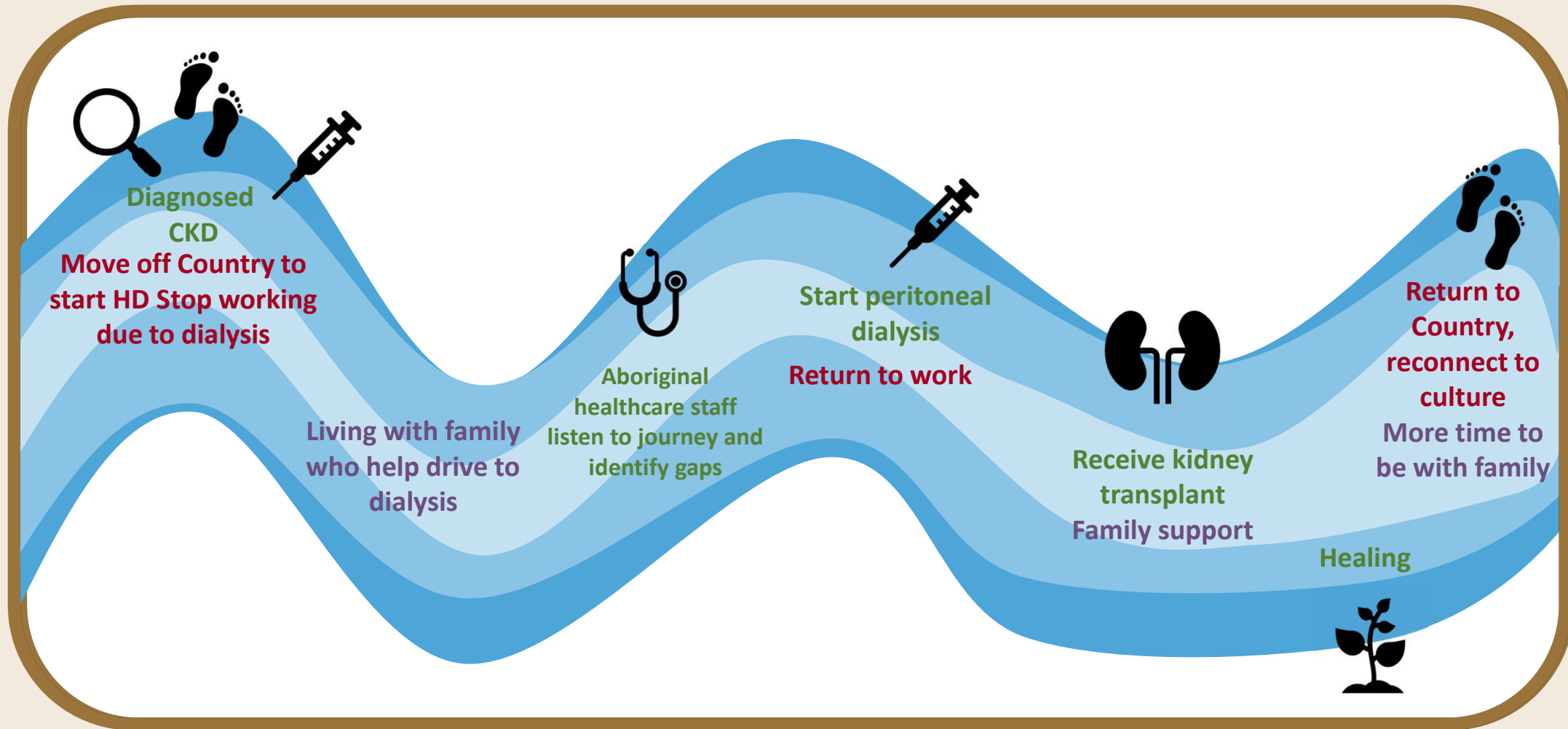
Kidney River Mapping Tool



Instructions:

Think of your kidney journey like a river. There are **different streams** running along your journey e.g. family, friends, work, health etc. There are also **specific locations** along the river e.g. diagnosis, dialysis, transplantation etc. Use this tool as a guide to yarn and map your kidney journey

Example Kidney River Mapping Tool



In this example different locations of the kidney journey have been drawn along the river, and different streams have been recorded in different colours. This enables

HJM Resource: Clinical, Detailed & Strategic Tools

Three tools (clinical, detailed and strategic) have been developed for use of mapping journeys in healthcare settings. These tools, education material, and worked examples are available for free on the Lowitja website by becoming a member.

Clinical

For busy clinicians in every day clinical practice, using plan, do, study, act and review. Used to identify priorities and needs of individuals; assists in planning and enacting strategies to improve care.

Pick up and go!
Map what is happening now

Detailed

A comprehensive care planning and evaluation tool, using look & listen, think & discuss, take action together, and review. Identifies areas to focus on; and strategies to best improve experiences and outcomes of care.

Map different focus areas

Strategic

A higher level tool that brings together multiple perspectives of patient, family, and health services across different stages of a journey. It assists in the development and review of strategies that recognise both strengths and gaps in care. Findings and strategies can be considered together to address issues across journeys and to review actions made.

Map different stages

Managing Two Worlds Together

The Managing Two Worlds together (MTWT) mapping tool and workbooks are available on the Lowitja website.



[Managing Two Worlds Together: Improving the Aboriginal Patient Journey | Lowitja Institute](#)

Body Mapping

Body mapping involves sharing your journey by visually depicting your body and different aspects of your life.

This can contain symbols with different meanings to signify different aspects of your life, and experiences.

Includes 3 components

1. Body map
2. Narrated story
3. Key describing visual elements in map

This can be a creative medium, combining visual and oral media to share your journey

http://www.migrationhealth.ca/sites/default/files/Body-map_storytelling_as_research_HQ.pdf

<https://www.qualitative-research.net/index.php/fqs/article/download/2858/4199?inline=1>

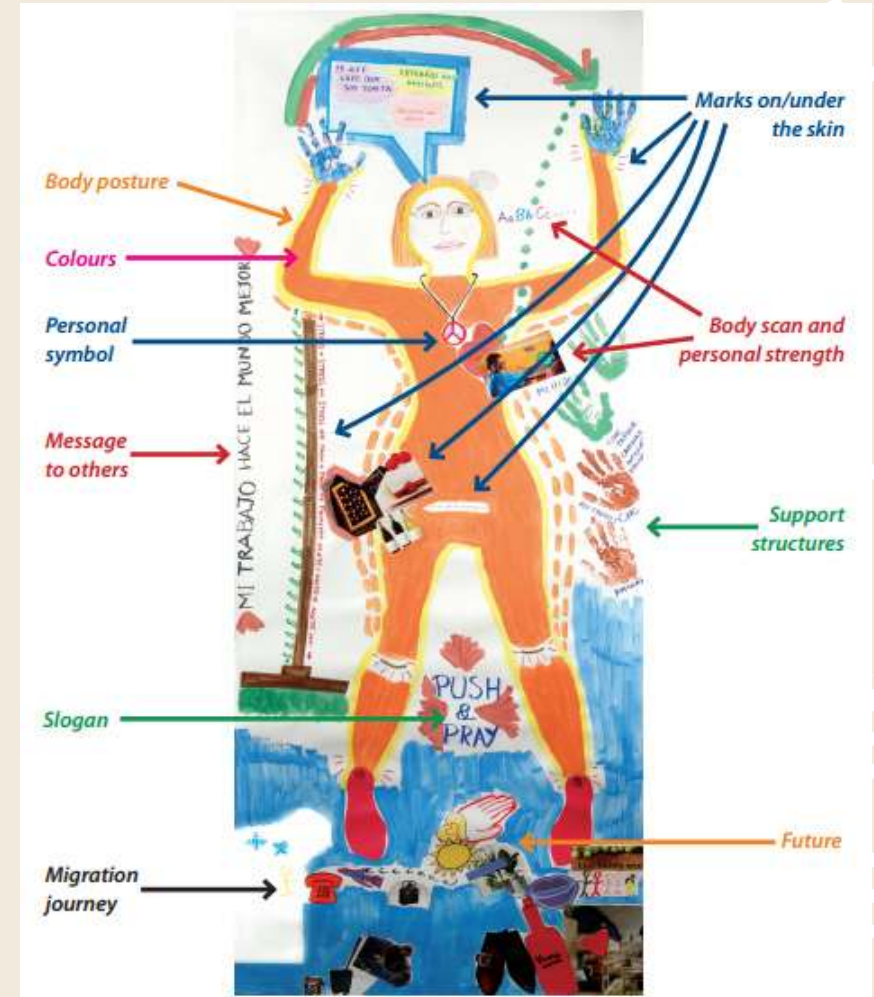
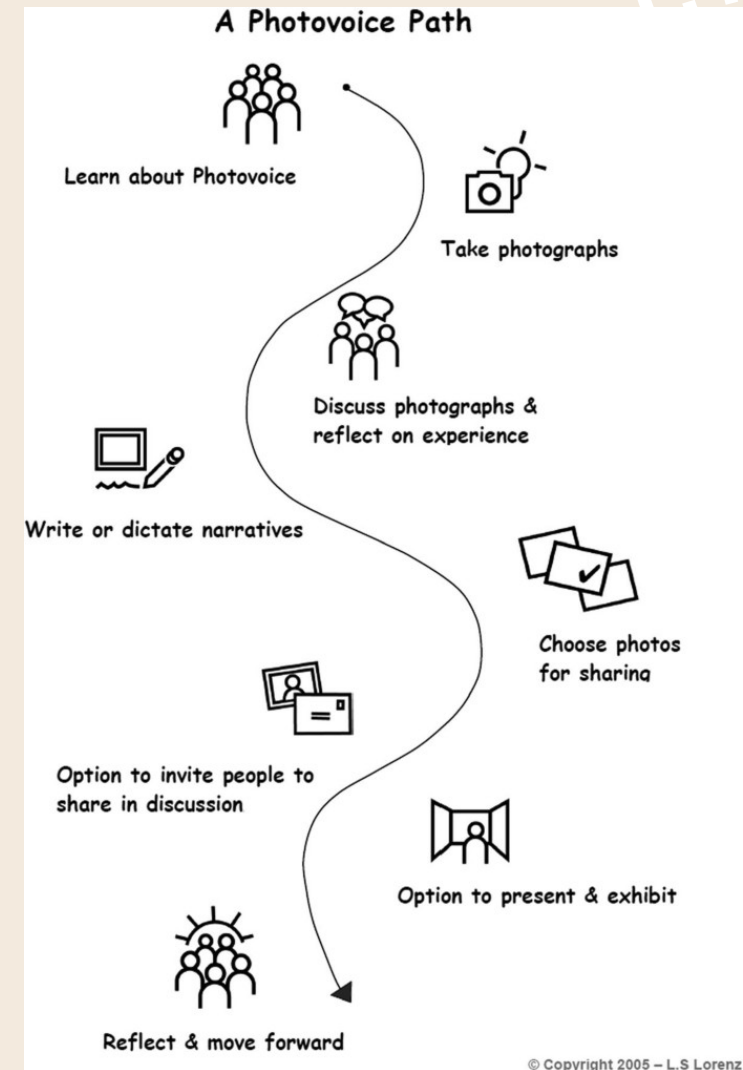


Photo voice

Photo voice is a method where individuals can take and share photos that represent their health journey and health experiences. Enables individuals to express their perspectives, experiences, and opinions.

This is a creative medium to map journeys, and can be useful for working with people who have English as a second language, or who do not have strong written communication skills.



<https://pubmed.ncbi.nlm.nih.gov/20815993/>

<https://researchinvolvement.biomedcentral.com/articles/10.1186/s40900-019-0166-y>

Values Tree or Sun



Start mapping by inviting the person to record important areas of their life e.g. family, health, country, work, study, culture.

By recording each of these important areas on rays of the sun, or branches of the tree, you can then ask questions to further explore and find more information about each of these areas of their life.

Example of sun map interview questions:

AKction 1 patient journey mapping interview schedule, using an adapted version of the sun map shared by Colleen Hayes, Kim O'Donnell and Tamara Mackean in the ALO Project (Flinders University)

Cultural safety

- Do you feel safe and respected as an Aboriginal person in the health care system?
- Do you have any specific family or cultural needs and are they being met?
- Are there any things that would have, or could have, helped you as an Aboriginal person with kidney disease, receiving treatment?

Health care

- Thinking about the time you spend having treatment Vs living your life, how much does accessing healthcare consume your life?
- Health professionals share a lot of information. Do you always understand what health staff are saying? If not, why not and what would help? If yes, what helps you to understand?
- Do you think that the health system is well coordinated? If not, why not and what would help? If yes, examples.
- What are the best aspects of the healthcare that you receive?
- What are the worst aspects of the healthcare that you receive?
- Do you have any suggestions that could improve the way healthcare is provided?
- If you think about a health professional who provides good care for you, what is it about them and the way they provide care that makes a difference for you?

Impacts, Challenges & Strengths

- How has having kidney disease and needing treatment impacted on you and your family?
- Family & community
- Personally, spiritually, culturally
- Social, emotional, mental well being
- Work, study
- Financial
- Other
- What has been most difficult for you?
- What do you do to keep strong? – what and/or who helps you?
- Do you have ongoing concerns about your health and wellbeing? If so, what are they?

Demographics & Language Preferences

- Age bracket: 20-30 ☐ 30-40 ☐ 40-50 ☐ >50
- Gender: Male ☐ Female ☐
- First language spoken at home:
- Preferred language:
- Interpreter present: yes ☐ no ☐

Living arrangements

- Where were you living when you were first diagnosed with kidney disease?
- Where are you living now?
- Where would you like to be living?
- Are you with family or alone?

Diagnosis

- What happened when were you were first diagnosed with kidney disease?
- Do other members of your family have kidney disease, and did they assist you in recognising what was happening?
- Did you understand what the staff were saying and what this would mean for you?
- Do you know what led to/caused you to have kidney disease?
- Do you have any other illnesses or health conditions? (diabetes, cardiac, mobility issues etc)

Treatment

- What treatment have you had/are you receiving?
- Did you know what was going to happen with treatment? What helped, what would have helped you to prepare?
- Do you know what medications you are on and why?

Options & Decisions

- Did you/do you know what your options are for kidney treatment (PD, haemo, transplant, other)?
- What assistance have you had to make decisions about your health care?
- Have you had family with you or were you alone when making decisions? What would you prefer?

AKction 1 Kidney Journey Yarning



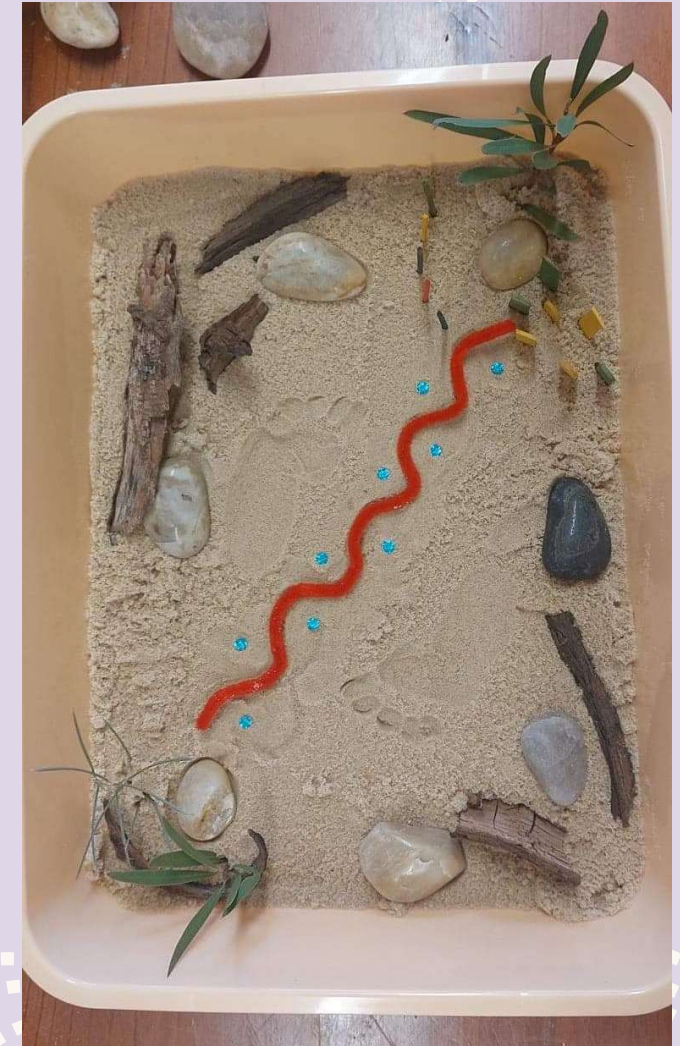
Example Maps

Looking at others mapping is a great way to learn about what can be done. You can also learn from their reflections about what did and didn't work to improve your own designs

Sand trays: Mapping kidney Journeys

Rhanees shared the way she approached kidney journey mapping as a peer navigator at Port Augusta.

- Rhanees sat with renal patients and invited them to map out their journeys in sand trays
- Provided trays with sand and different items to place within them
- Provided them space and time to sit and map out their journeys
- Afterwards, there was an opportunity to talk with individuals about what they have created, why, and what it represents
- Therapeutic, reflective, and resourceful method for sharing a journey
- Offering creative ways of health journey mapping encourages participation from consumers who may find it difficult to engage with written or more complex methods of HJM. For example, someone with English as an additional language or for someone for whom writing is not a preferred communication method.
- People may find these HJM tools more engaging and easier to talk to



Painting and dialysis machine

- Tjinjalyi Inawinytji Williamson used her skills as an artist to paint and share her kidney journey
- Port Augusta hospital donated an old dialysis machine, and Tjinjalyi Inawintji and her nieces painted her kidney journey onto it. The painting tells the story of how she found out that she was unwell, moved to Adelaide from her home country and learned how to navigate the health system and services.
- She also painted her journey as a commissioned piece for the AKction1 and Kidney Health Australia community consultations
- These artworks are another important way of journey mapping.

“The white circles in the centre represent all Aboriginal kidney patients coming together to have a yarn about kidney health with doctors and nurses, talking about the plans for the future and sharing what they want to see happening to improve kidney health for their people. The outside circles represent patients on dialysis to help cleaning their body to keep healthy. There are two footpaths that represent the journey of Aboriginal kidney patients. Wild flowers and grass are represented by purple, white, black, orange and green dots.”



Nari's PowerPoint: Sharing her Journey with students

Nari and Alyssa collaboratively mapped Nari's health journey by yarning together and drawing out events on butchers' paper, and then turned the results into a Power Point for Nari to share with others. Nari has used this PowerPoint for teaching nursing students at the University of Adelaide and at community events.

Mapping Method and Analysis

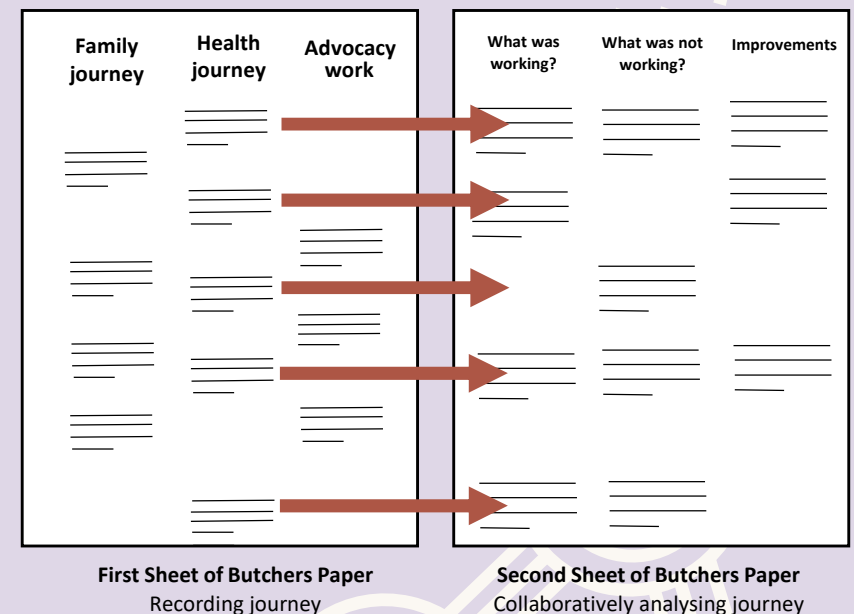
Nari and Alyssa drew three columns down a sheet of paper (family and personal life, health, and advocacy work and AKction). These three columns were collaboratively decided upon as three big areas within Nari's life. Nari and Alyssa then yarned about each of these areas with their conversation audio recorded. Nari started by sharing about what was happening in her health journey, filling out the middle column. Alyssa then asked prompt questions about what else was happening in her life at each of these stages to get a holistic view of her life. Nari and Alyssa then analysed the health journey together on a second sheet of butchers paper. They created three new columns aligning with each row on the previous page (what was working, what was not working, improvements).

Recording Map

After mapping, Alyssa typed up information written on the sheets of butcher's paper. She also listened to the audio recording of the yarn to add any extra information. There were some gaps in information e.g. forgotten dates, which Nari went home to check which were added.

Sharing map

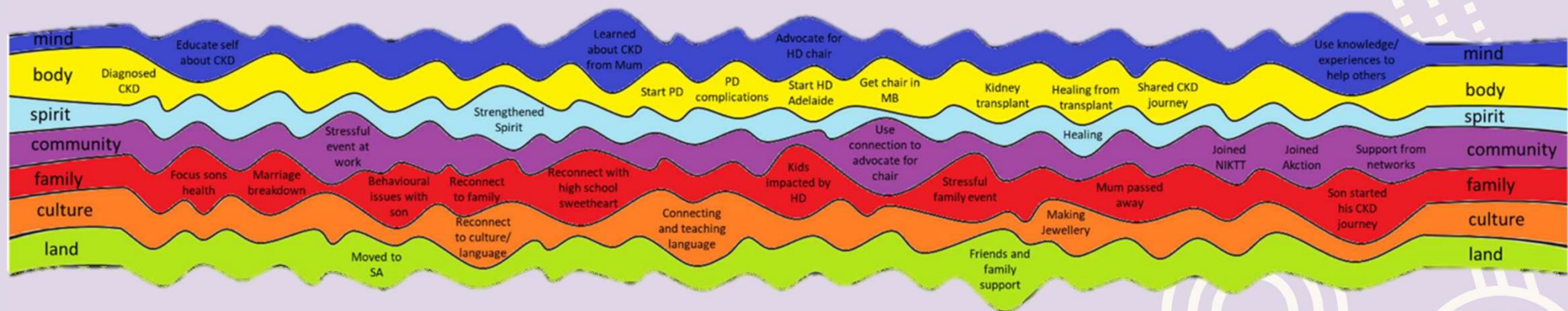
Alyssa and Nari collaboratively created a Power Point with major stages of health journey, advocacy work, and findings from analysis. Included photos to personalise.



Seven streams of life: Kidney journey map

When Kelli and Alyssa mapped Kelli's kidney journey, they mapped out different events in her life to Dudgeon's 7 determinants of social and emotional wellbeing. They then drew out her journey, with different determinants as different streams, expanding as different events occurred within them.

This visually demonstrates how her kidney journey/health was only one stream occurring in her journey, and often not the most important with other areas such as family, community and culture being of significance.



Dudgeon, P., Gibson, C., Bray, A. (2020). Social and Emotional Well-Being: "Aboriginal Health in Aboriginal Hands". In: Carey, T.A., Gullifer, J. (eds) Handbook of Rural, Remote, and very Remote Mental Health. Springer, Singapore.

https://doi.org/10.1007/978-981-10-5012-1_28-1

Mapping an organisation/project: AKction Research project timeline

While not a health journey, the AKction research projects journey map is a good example of how you can visually map a journey, linking together different people and events.

This was developed by mapping the different stages of the AKction research project, what was happening and who was involved.

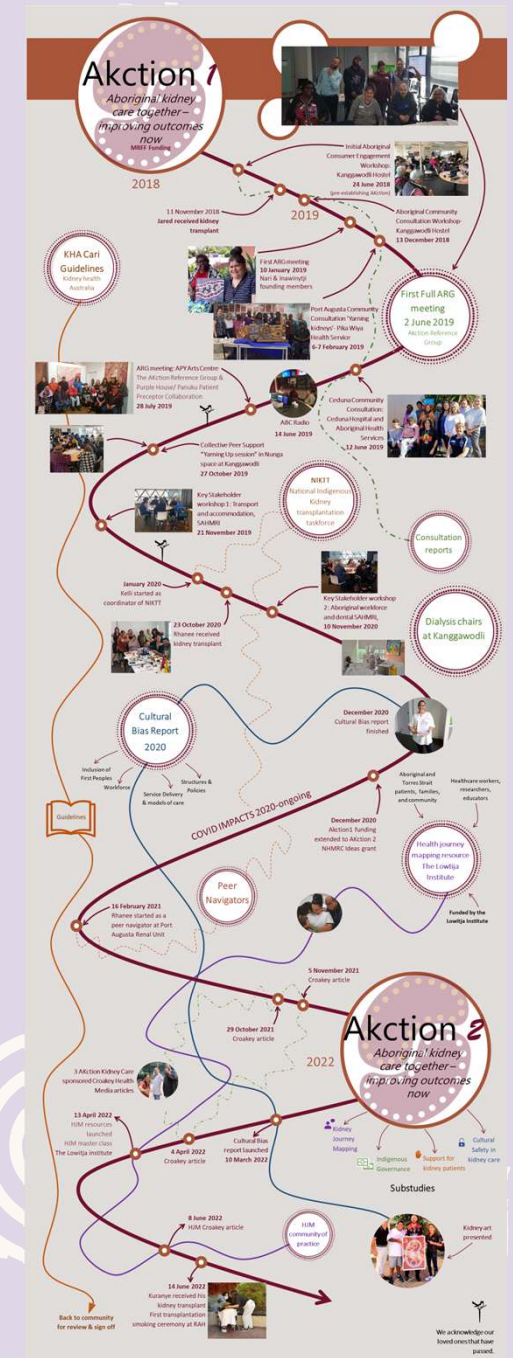
Pictures were then gathered for different events

The visual timeline was made by first drawing out the AKction timeline, and major events that happened along it

Other projects streams were drawn alongside AKction, crossing the AKction path when they had shared events/activities

Other information and visuals were then included

This is an ongoing map, with information being added as the project progresses



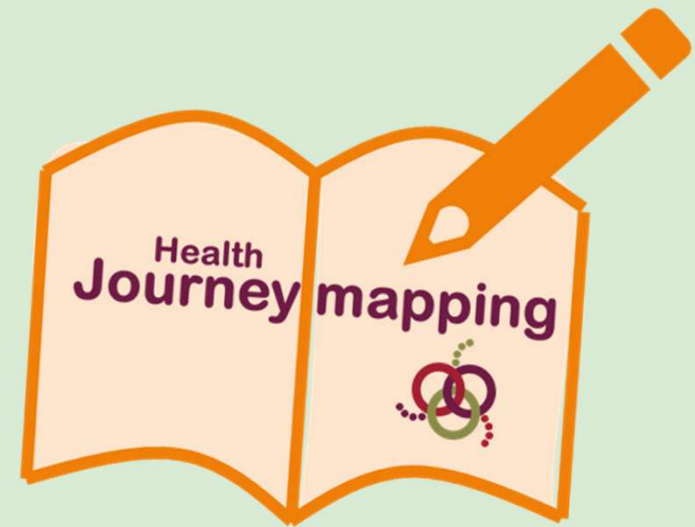
Mapping journey to CARI guidelines

| | Institutional Racism Cultural Safety | Community & Family Involvement | Transportation & Accommodation Needs | First Nations Health Work Force | Risk Factors Screening Referrals | Public Awareness Education Self Management | Models of Care Pre-dialysis Kidney failure |
|-----------------|---|--|--|---|--|--|--|
| Diagnosis | | Family supporting journey | | | Screened for CKD, identified decreased kidney function 1 year before starting dialysis | No prior knowledge, and not given information to understand diagnosis | Referred to nephrologist |
| Dialysis | Renal nurses supportive Nephrologists taking holistic approach, recognising social and emotional wellbeing | Sat with family members on dialysis Time on dialysis away from own kids | Having to pay own way to dialysis | No First Nations healthcare workers on dialysis ward | | Did not know that dialysis was ongoing treatment Used family to understand dialysis | Immediately started workup for transplant |
| Transplantation | | Visiting family in Murray Bridge when got phone call Family supportive | Uncle had to drive to hospital for transplantation surgery Had to pay for own medications | | | Given some support to understand medications post transplant | |
| EVALUATION | | Family included and supported as per my wishes | Significant gaps in accessible and affordable transport | No First Nations healthcare workers on dialysis units or involved in treatment planning | | Significant gaps in knowledge, had to learn from family | |
| RECOMMENDATIONS | | | Need more accessible and affordable transport | Need more First Nations healthcare workers | | Need more information and public awareness before diagnosis, and before starting dialysis | |

Alyssa and Nari also mapped Nari's journey to the 7 recommendations for First Nations kidney care outlined in the CARI Guidelines. They mapped how each of the recommendations was met at each stage of Nari's journey. This identifies how you can compare journeys (patients, services, healthcare staff) to guidelines to assess whether they have been met or not.

Recording Maps

The way you record the journey map will depend on the method of mapping, preferences of the person whose journey is being mapped, and the purpose of mapping. It is likely you may use a combination of audio, visual and written methods to record information.



Audio Recording

If directly mapping journeys with people, audio recording the process and what they say can be the easiest way to record the journey map.

The transcript of this can be written verbatim (word for word), you may write a summary of events, or you may use the audio recording to supplement information gathered in other forms e.g. visual.

Considerations:

- Ethics permission
- Informed consent of all involved to have their voices recorded
- Background noise interfering with audio quality
- Having safe and appropriate storage systems for audio recordings e.g. not just on someone's phone
- Groups: one speaker at a time
- Identifying voices of different people speaking

Visual Recording

Some journey mapping methods are highly visual, with drawing or art incorporated into the journey mapping process e.g. body map, painting, sand tray.

You may also wish to create a visual representation of the health journey after information has been gathered to portray different findings.

Considerations

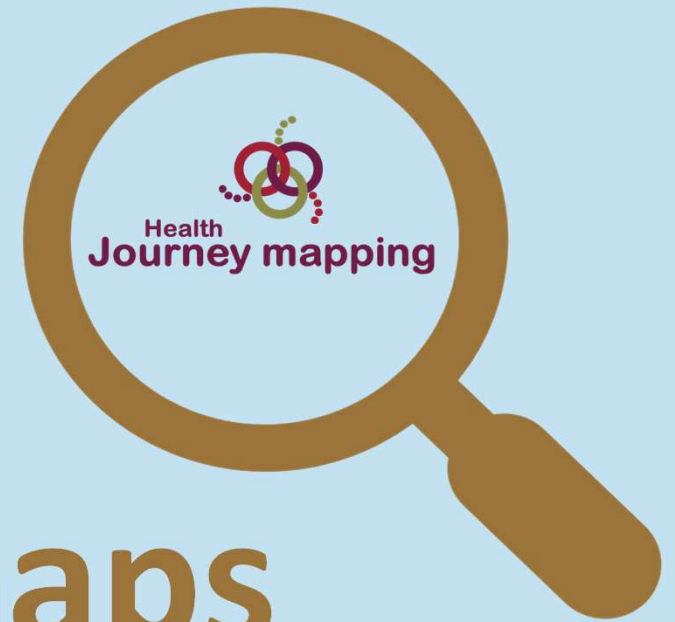
- Does the visual map tell the story alone, or is it strengthened by written/oral explanation

Written Recording

If using a specific mapping tool e.g. the kidney journey mapping tool (slide 19) you may be writing information as a part of the mapping processes.

Considerations

- What information is relevant
- Can it be condensed
- Is language appropriate and understandable



Analysing maps

Depending on the purpose of mapping you may wish to analyse what is happening, identify strengths and gaps, compare what is happening, and propose potential improvements

Analysing as you map

Collaborative method to analyse health journeys is analysing findings as you map by asking reflective questions as you go

e.g. what was working, what was not working, what could have been done to improve mapping at this stage

Analysing after you map

You may not have the opportunity or time to analyse as you go, or feel that you can better compare

Themes of the health journey can consequently be identified after mapping

This involves reflection upon what has been gathered

Common methods include

- Thematic analysis

Reviewing policies and procedures

You may wish to compare what has happened in a journey/ multiple journey to healthcare policies and procedures to identify strengths and gaps in journeys. This can be used to make informed recommendations for improvements in care

Consider

- The NSQHS standards
[The NSQHS Standards | Australian Commission on Safety and Quality in Health Care](#)
- NSQHS six actions for Aboriginal and Torres Strait Islander People
[User Guide for Aboriginal and Torres Strait Islander Health | Australian Commission on Safety and Quality in Health Care](#)
- Cultural safety
[A framework to assess cultural safety in Australian public policy - PubMed \(nih.gov\)](#)
- Relevant frameworks or guidelines that suit your setting and purpose



Sharing maps

Mapping journeys itself can be a healing and informative processes. Many find that they wish to share their journeys and findings, to help educate and improve the health journeys of others with the same experiences.

Keeping people safe when sharing maps

Depending on the purpose of mapping, journey you have mapped, and where you are sharing it you may need to consider how you keep people safe afterwards

Consider:

- What information has been collected
- What permission have you been given to share the information, and with who
- Will the individuals relationships/care with healthcare, community, or organisations be impacted by what they have shared
- Having conversations around some information being kept private and some public
- Where you share the journey, and whether you maintain keeping the persons experiences true when shared in different mediums or contexts

Reports & Articles

You may wish to share journey maps, or information included in journey maps may be shared in reports and articles.

Consider

- identified vs de-identified
 - Strengths of linking journey to a real identifiable person, acknowledging them and their knowledge
 - Potential risks of identification
- including visuals to demonstrate steps in journey and what was happening
- Writing a clear methodology, as there are inconsistencies in journey mapping methods and reporting

Thesis

You may be mapping a journey as a part of an honours, masters or PhD research project, and writing a thesis on your results

Consider

- Clear reporting of methodology
- Reporting on results
- Identifying vs de-identifying participants
- Mapping one or multiple journeys
- Making clear and concise recommendations for practice and research

e.g.

<https://digital.library.adelaide.edu.au/dspace/handle/2440/133191>

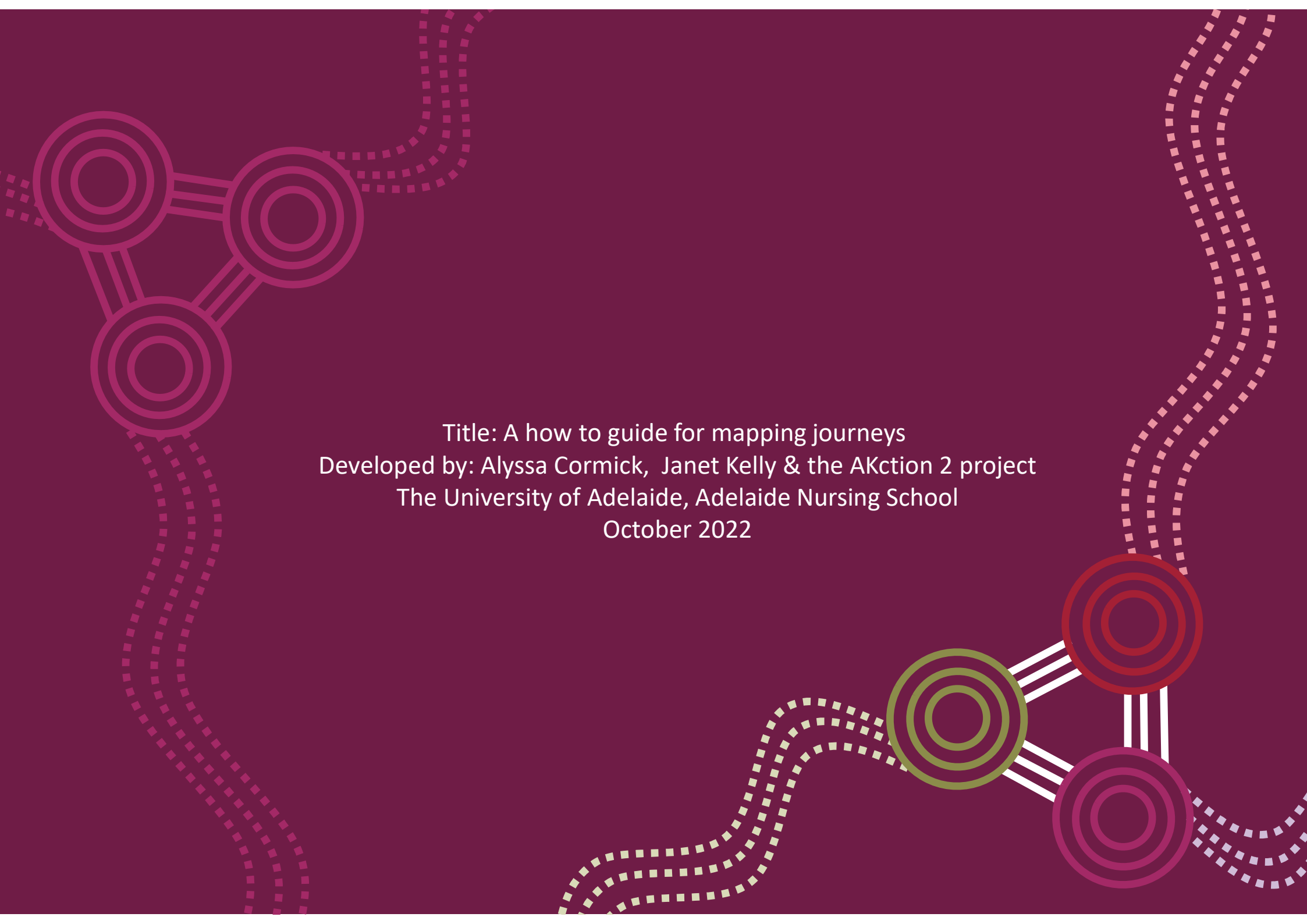
Presentations

You may wish to share the journey map publicly in a presentation. Some examples are turning the journey into a visual poster or PowerPoint presentation

Consider

- Including pictures for what was happening at each point
- Talking about events but also major themes e.g. transport
- What have you learnt from mapping, and what do you want others to know

e.g. AKction timeline, Nari's Power Point

The background is a solid dark purple. It features decorative elements in the corners: the top-left and bottom-right corners have clusters of three concentric circles connected by double lines, while the top-right and bottom-left corners have wavy, dotted lines.

Title: A how to guide for mapping journeys
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