

Quick Tips Learning Objectives

Developing focused learning objectives are one of the first steps in developing effective CHE which helps health care professionals practice to improve patient health care outcomes.

Well written learning objectives are a value to Participants, Presenters or Lecturers, and Program Planners or Course Directors.

For participants:

- Clearly identify what participants will accomplish or will be able to do after attending an educational session
- Help them choose which session to attend

For presenters or lecturers:

- Focus what content they will include in their session, helps ensure not trying to cover too much

For program planners and course directors:

- Set up to measure outcomes of the CHE program

Learning Objectives ARE NOT:

1. Agenda or list of topics which will be covered in an educational session.

For example:

- Pathophysiology of ...
- Diagnostic tests for.....
- Treatment choices for....

2. The objectives of the teacher or presenter in the session - what the presenter will do.

For example:

- Review pathophysiology
- Present new data
- Explain new theory

Learning Objectives ARE:

1. Learner centered - describe what the learner or participant will do.
2. Specific and **active** description of what participants will be able to do in practice after active engagement in education program. (See Table 1)
3. Focused and specific. Learning Objectives have three parts. (See Table 2 on next page)
4. Logically built throughout the program. (See Tables 3a and 3b on next page)

Learning Objectives - Table 1

USE Action verbs such as:

To write
To recite
To list
To identify
To compare
To contrast
To construct
To match
To describe
To explain
To operate
To complete
To select
To choose
To differentiate

AVOID Non-specific verbs such as:

To know
To enjoy
To appreciate
To understand
To grasp
To realize
To concentrate
To be aware of
To recognize
To be familiar with
To believe
To be more confident

Learning Objectives - Table 2

Focused and specific Learning Objectives have three parts:

- A. Active, specific verb which describes a practice behaviour
- B. Identified criteria (i.e. for specific patient, treatment, disease state)
- C. Defined context (i.e. in a specific practice setting, or for a specific patient type)

For example:

“After active participation in the workshop, participants will be able to:”

“After this educational session, participants will be able to:”

- Assess respiratory distress in pediatric patients
- Manage acute respiratory distress in the emergency setting
- Establish home care protocols to help prevent pediatric respiratory emergencies

Learning Objectives - Table 3a

Objectives (usually about three) logically build throughout the program.

If goal of program is primarily cognitive change, you may want to choose verbs defined by Bloom's Cognitive Taxonomy:

Knowledge	List, count, identify, tabulate, indicate, repeat, select, update, record, describe
Comprehension	Assess, contrast, associate, demonstrate, estimate, interpret, discuss, compare, explain
Application	Apply, calculate, choose, examine, operate, predict, practice, select, demonstrate, illustrate
Analysis	Analyze, criticize, appraise, debate, differentiate, inspect, experiment, measure
Synthesis	Arrange, assemble, formulate, organize, produce, assemble, plan, prepare, prescribe, combine, manage
Evaluation	Appraise, critique, evaluate, rank, assess, diagnose, judge, recommend, test, estimate, measure

Learning Objectives - Table 3b

Objectives (usually about three) logically build throughout the program.

If goal of program is to translate knowledge to practice, develop skills, evaluate attitude toward practice change, you may choose to use verbs in the knowledge, skill attitude practice domains.

<p>Knowledge</p>	<p>Remember/comprehend: Compare, contrast, define, describe, discuss, distinguish, identify, illustrate, label, list, recognize, repeat, report</p> <p>Interpret - apply - analysis: appraise, classify, compare, compute, determine, differentiate, judge, predict, estimate</p> <p>Solution - synthesize - evaluate: assess, calculate, choose, decide, design, examine, formulate, invent, plan, propose, select, speculate</p>
<p>Skill</p>	<p>Copy: adjust, measure, demonstrate, diagram, record</p> <p>Control: make, locate, separate, prescribe, handle, palpate, perform, diagnose, listen, percuss</p> <p>Act: operate, build, integrate, project, advise, counsel</p>
<p>Attitude</p>	<p>Receptive: accept, agree, allow, enthuse, volunteer</p> <p>Respond: build on, co-operate, criticize, defend, encourage, endorse, help, recommend</p> <p>Internalize: choose, decide to, lead, empathize</p>