

Course Goals & Learning Objectives

Written course goals and learning objectives are necessary because they define, for the participant and others, the purpose and outcomes associated with the educational programming. Goals and objectives should be a combination of cognitive (knowledge, comprehension, application, analysis, synthesis, evaluation), affective (receiving, responding, valuing, organization, characterization), and psychomotor (perception, set, guided response, mechanism, adaptation, origination).

Course goals – broad statements about the general themes, content, or purpose of a course

Key question: What is worthy and requiring of understanding?

Learning objectives- discrete statements about knowledge, skills, and attitudes students should possess at the conclusion of an educational program/activity.

- Create learning objectives that are SMART: Specific, Measurable, Achievable, Relevant, and Timed.
- Think "ABCD" -- audience, behavior, conditions, and degree: A) the intended audience, B) the behavior required of that audience, C) the conditions under which it will perform, and D) the degree of acceptable behavior required to achieve the objective.

Key question: What is evidence of understanding?

Helpful verbs for writing cognitive learning objectives:

Knowledge	Define, identify, state, list, differentiate, discriminate, recognize
Comprehension	Explain, translate, interpret, match, extrapolate, estimate
Application	Construct, choose, predict, demonstrate, plan
Analysis	Distinguish, separate, organize, infer, classify, differentiate
Synthesis	Compose, formulate, create, produce
Evaluation	Debate, judge, critique, assess, compare

Example: Formulate patient-specific medication dosing adjustments for [a specific medication].

Helpful verbs for writing affective learning objectives:

Receiving	Choose, describe, follow, identify, locate, use
Responding	Answer, label, practice, present, recite, report, select
Valuing	Initiate, justify, propose
Organization	Arrange, combine, formulate, generalize, integrate, modify, organize
Characterization	Display, perform, propose, solve, verify

Example: Display professional attitudes, habits, and values with all staff, patients, and guests.

Helpful verbs for writing psychomotor learning objectives:

Perception	Choose, describe, detect, distinguish, identify, select
Set	Begin, display, proceed, show
Guided response	Copy, follow, react, reproduce
Mechanism	Assemble, calibrate, construct, manipulate, measure, mix
Adaptation	Alter, change, reorganize, revise
Origination	Build, compose, construct, create, design, initiate

Example: Conduct a thorough patient medication history.