

# Setting Educational Objectives

**Susan Hogan, MD, MPH**



©2024-2025 Clinical Faculty Development Center

# Objectives

Participants will be able to...

- Explain the role of objectives in intentional teaching
- Create a SMART learning objective
- Set learning objectives using a task analysis
- Apply skills in small group practice

# Goal

What do I want to accomplish?

## Needs Assessment

What do I already know?

What do I need to learn about my learner?

## Objectives

What are the steps I need to take to reach my goal?

### Task analysis

## Methods

Based on the needs assessment and the objectives.

## Evaluation

Based on the objectives.

Did the learner meet the objectives?



# Difference Between a Goal and an Objective

They are guiding statements for each learning encounter.

OBJECTIVES provide a roadmap to the goal.

Objective

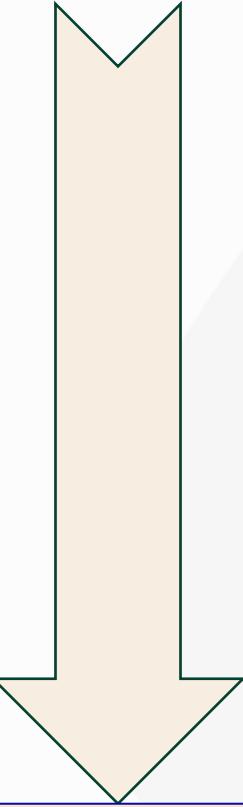
Objective

Objective

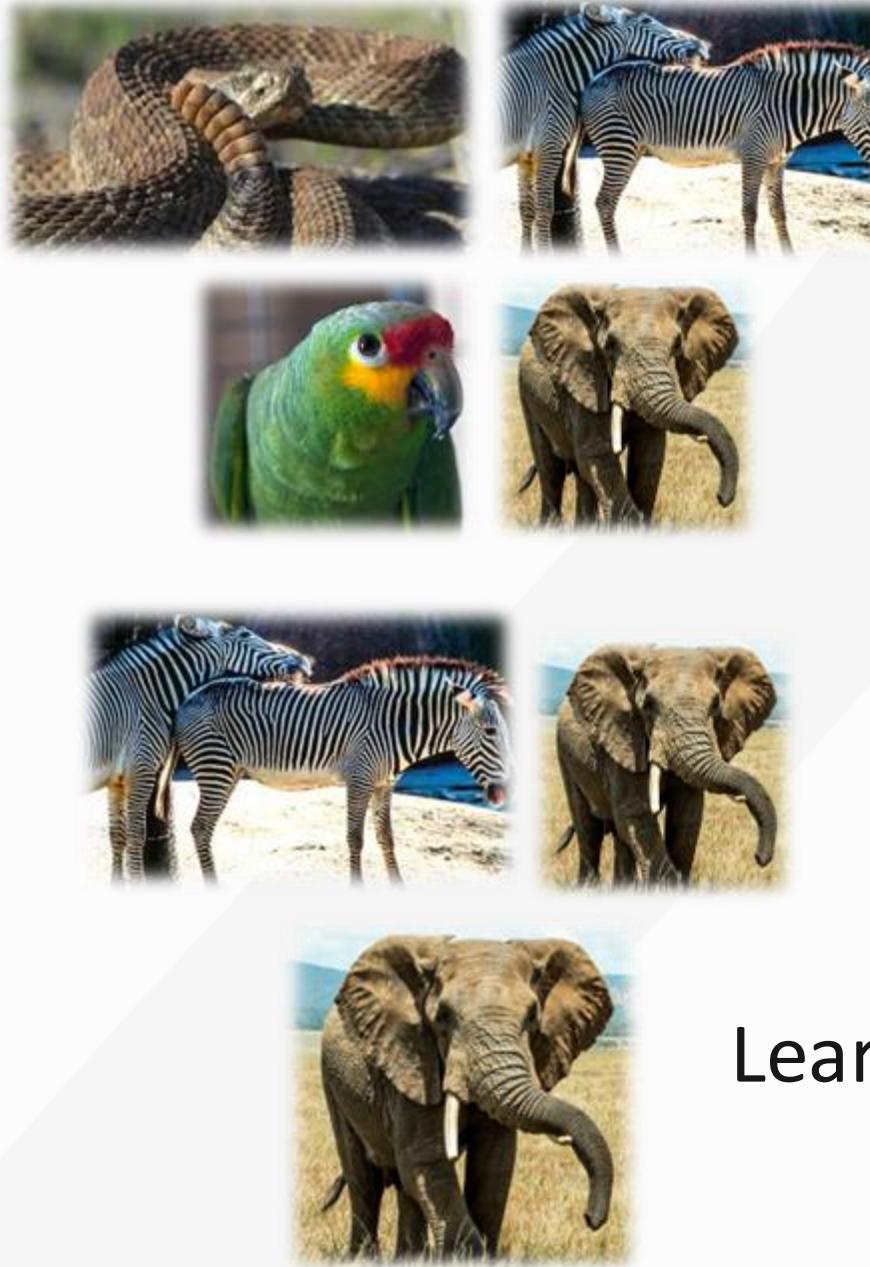
Objective



# Goal



# Objectives



Learn about  
Animals

Learn about  
Mammals

Learn about Elephants

# Goals

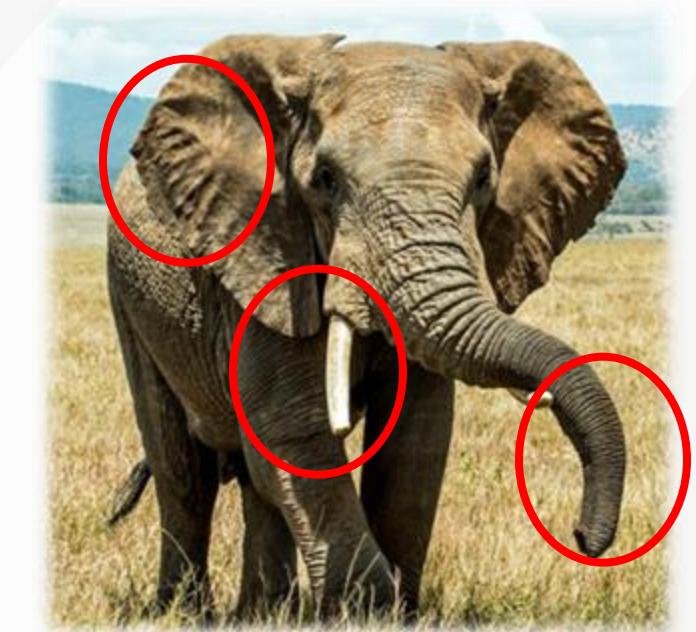


# Objectives

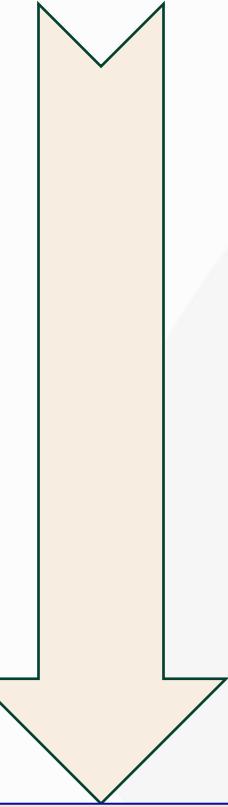
Learn about  
Elephants



Name 3  
characteristics of  
elephants



# Goal



# Objectives



Counsel a patient about lifestyle interventions



Discuss lifestyle intervention to address HTN



Explain the role of nutrition in HTN management

## Goals



## Objectives

Explain the role of nutrition in HTN management

Identify 3 dietary recommendations you could make to a patient with HTN



**DASH Eating Plan**

**The Benefits:** Lowers blood pressure & LDL "bad" cholesterol.

 Eat This	 Limit This
 Vegetables	 Fatty meats
 Fruits	 Full-fat dairy
 Whole grains	
 Fat-free or low-fat dairy	 Sugar-sweetened beverages
 Fish	
 Poultry	 Sweets
 Beans	
 Nuts & seeds	
 Vegetable oils	 Sodium intake

[www.nhlbi.nih.gov/DASH](http://www.nhlbi.nih.gov/DASH)





Goals



Objectives



Specific

S



Measurable

M



Accountable

A



Relevant

R

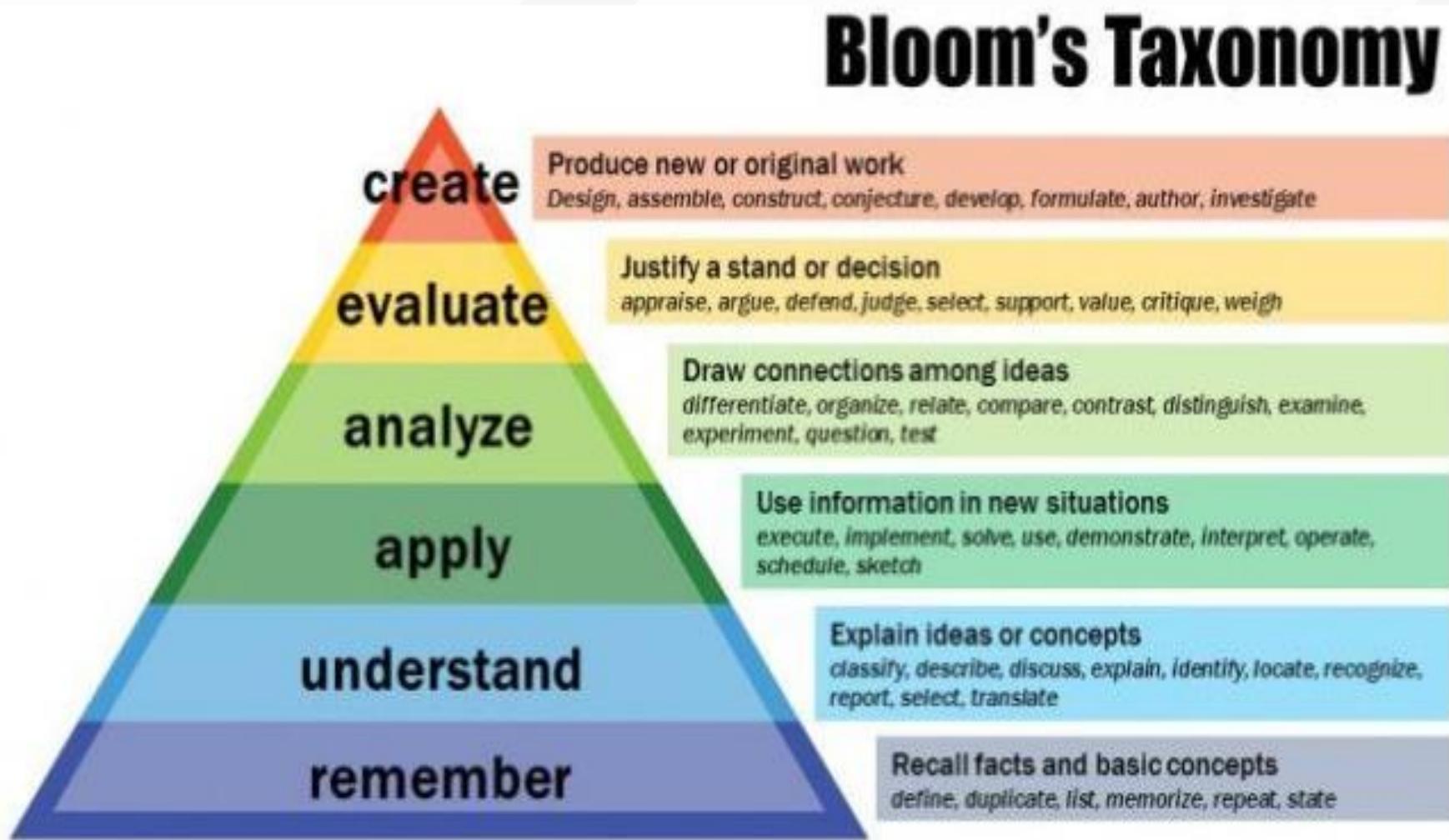


Time-Based

T

# Group Demonstration: Checking Blood Pressure

# Tips for Setting Objectives



- Needs assessment determines where you start on this pyramid
- Choose the level of learning
- Choose action verbs that are measurable and observable

Three  
types of  
objectives ➤

Knowledge  
Skills  
Attitudes



# Three types of Objectives



If you want to be good at playing piano, you need:

## Happy Birthday

Arranged by Abby Knudsen



Knowledge

## Three types of Objectives



**If you want to be good at playing music, you need:**



Skills

**If you want to be good at playing music, you need:**



**Three types of Objectives**



# Set Objectives: Assessing Patient SDOH

What are some possible ....

- **knowledge objectives?**
- **skill objectives?**
- **attitude objectives?**

# Goals vs Objectives

Tendency to set goals instead of objectives:

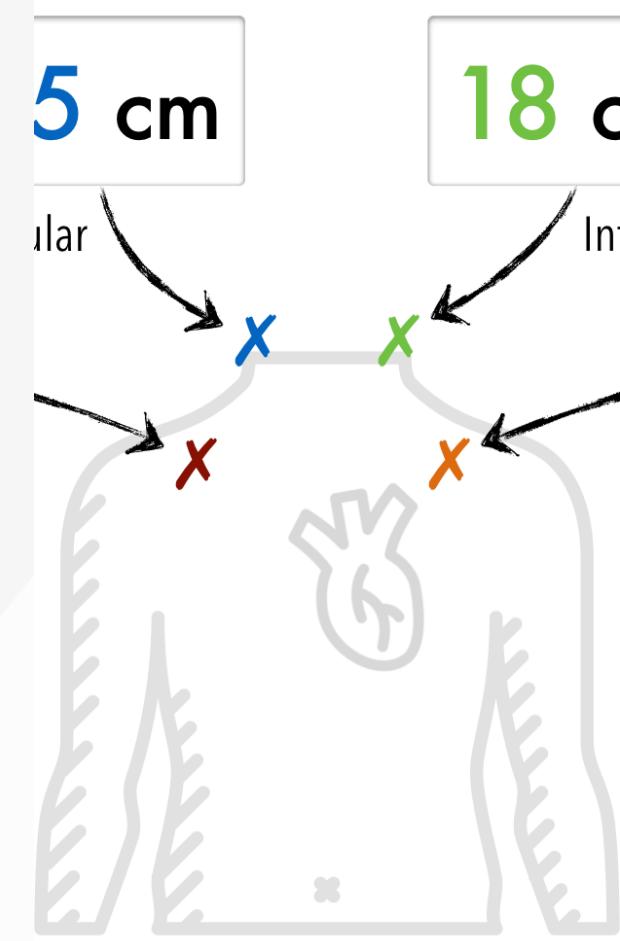
## Perform a physical exam

## Or medium objective: Starting a central line

## Use a **Task Analysis**: Break the task down into component steps

To put in a central line, you need to:

- Get patient consent
- Prep and drape the patient
- Open the kit and understand the kit's content
- Identify appropriate anatomic landmarks
- Insert the needle, thread line and hook up IV



## ion depth of central venous catheters—Is a formula required? A prospective study

**When have you experienced  
learning goals being  
presented as objectives?**

# Objectives Based on Task Analysis

How narrow  
do we need to  
get? ►

Educational Goals  
**VS**  
Educational Objectives

Discuss **type 2 diabetes**  
**management** with this  
patient during this next  
patient encounter.



Be practical:  
Observe  
student with  
patient

## Educational Goals

VS

## Educational Objectives

- Meal Planning
- Monitor Bld Glucose
- Use of insulin or pills
- Exercise



How narrow  
do we need to  
get? ►

## Educational Goals



VS

## Educational Objectives

Discuss **type 2 diabetes**  
**management** with this  
patient during this next  
patient encounter.



Be Practical ➤

## Educational Goals

VS

## Educational Objectives

- Meal Planning
- Monitor Bld Glucose
- Use of insulin or pills
- Exercise



**If learner performs poorly, re-assess teaching strategy**

## Educational Goals

**VS**

## Educational Objectives

Meal Planning

Monitor Bld Glucose

Use of insulin or pills

Exercise

## **Task Analysis**

### Objectives

- Label reading
- Low cholesterol/fat guidelines
- Fitting sugar into the plan
- Portion control
- Options when dining out

# Prioritization

After the task analysis:

## Needs Assessment

- What does this learner know, or need to know?

## Prioritization

- What is most important?
- What are the time constraints?
- What is the most logical sequence for this task?

**Objectives are specific, measurable, accountable, relevant, and time sensitive. (SMART)**

## Educational Goals

Meal Planning for a patient with diabetes

## Objectives

- Label reading
- Low cholesterol/fat guidelines
- Fitting sugar into the plan
- Portion control
- Options when dining out

**Objectives are specific, measurable, accountable, relevant and time sensitive (SMART)**

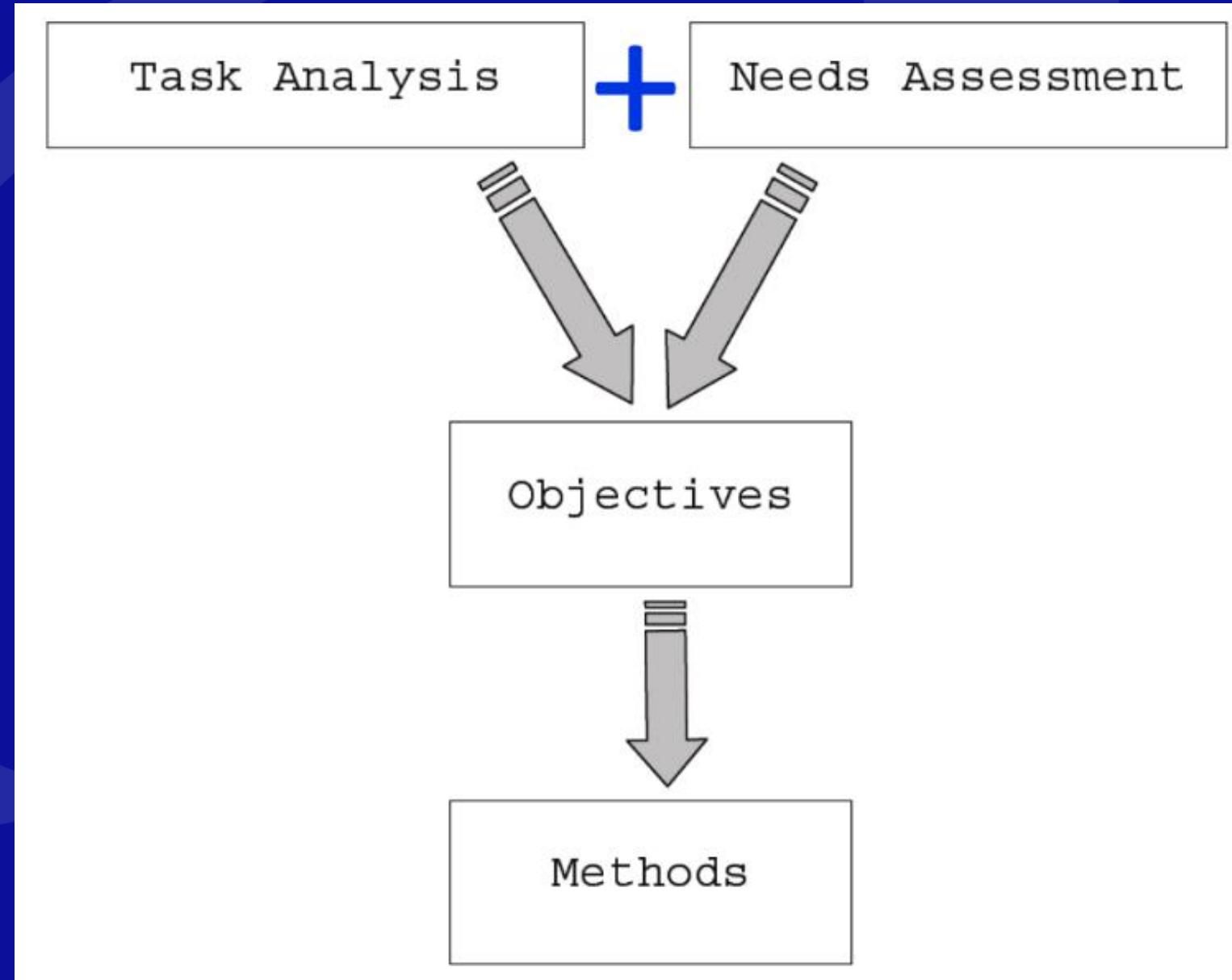
### Objective

By tomorrow  
the learner will be able to  
discuss the following  
with a patient as I observe

### Meal Planning Task

- Label reading
- Low cholesterol/fat guidelines
- Fitting sugar into the plan
- Portion control
- Options when dining out

# Summary



# Group Practice Objectives

During the **small group practice** learners will be able to:

Formulate educational objectives that are:

1. Based on a needs assessment outcomes from first breakout
2. Write/set objectives using the "task analysis"
3. Relevant to the domains of knowledge, skills, and attitude
4. Prioritized based on learner needs and experience