The Educational Planning Process: GNOME
Teaching of Tomorrow November 2016
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Goals, Intended Learning Outcomes (Objectives)

- My goal is to provide a framework for the teaching and learning in TOT
- I hope you will be able to remember the steps in the Educational Planning Process and be eager to learn more

Deliberate Practice

You want me to plan every time I teach—Really? I don’t have time for that! I just wing it!

• “Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit.”
• Aristotle

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The GNOME

GOALS
NEEDS
OBJECTIVES
METHODS
EVALUATION

Consider your teaching of patients
› Have made an assumption about a patient’s goals for a visit and set the agenda wrongly?
› Have you ever provided explanations to patients either above or below their level?

Parallels Between Clinical Practice and Teaching

WHAT YOU MIGHT DO AS A CLINICIAN
› Negotiate Goals for Visit
› Assess patient’s Needs
› Collaborate on desired patient management Outcomes
› Methods: medication, therapy, counseling, behavior change, etc.
› Evaluate: lab results, clinical course, re-examination

WHAT YOU MIGHT DO AS A TEACHER
› Set Goals for experience
› Assess student’s Needs
› Collaborate on desired behavioral Objectives
› Lecture, readings, modeling, discussion, demonstration, etc.
› Evaluate: observation, feedback and response to it, exams
Goals – the view from 10,000 feet

free tip: it’s always a good idea to stop periodically and ask why am I doing this?

You need to understand goals to launch planning—examine the high level view in order to map out the route.

What are our goals? What are your goals?

› To encourage the deliberate practice of good teaching
› To help you enjoy teaching
› To have better educational outcomes for our learners

Needs Assessment

Where is the learner/audience NOW? (How prepared is he/she?)

What are his/her relevant
› Knowledge
› Skills
› Values or Attitudes
Objectives are part of the “map”

› What are you trying to accomplish? – to guide or lead the learner from start to finish in the maze of learning new content
› What will success look like? – happy maze traveler emerges, i.e. the student learns the knowledge, skill or value you were trying to teach

Learning Objectives

Should be clearly stated at the beginning

They are useful for the student:
- a way to establish and articulate expectations for students so they know precisely what is expected of them

Objectives are also useful for the teacher/coach/mentor
- purposeful sequencing of expectations across multiple learning stages
- a way to structure, sequence, and plan out progress toward goals

Just as we are flexible with patients, objectives should be based on not only goals but the needs assessment

Methods

Chosen based on:
- Objectives
- Learning Styles
- Available resources
Evaluation

Has the Objective been accomplished?
Did you move the learner closer to the goal?

Think of something that can be taught in less than 5 minutes
Active Practice: “GNOME” it
Let’s go through the steps of teaching this
G oals
N eeds Assessment
O bjectives
M ethods
E valuation