Objectives

Goals vs. Objectives

**Goals:**
- General
- Broad
- Lofty

**Objectives:**
- Specific
- Concrete
- Tangible
- Observable
- Measurable

Objectives

1. By the end of this session, participants will write educational objectives which include the following components:
   a. Who?
   b. What?
   c. When?
   d. How will we know?
Objectives

2. **During the small group session participants will be observed:**

**Formulating educational objectives** that are:

- a. Based on a “task analysis” List of steps
- b. Based on “needs assessment”
- c. In the areas of knowledge, skills, and attitude.
- d. Encouraging students to think about their learning.

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Objectives

When | Who
--- | ---
During the small group session participants will be observed:

**What**

**Formulating educational objectives** that are:

1. Based on a “task analysis”
2. Based on “needs assessment”
3. In the areas of knowledge, skills, and attitude.

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Objectives

<table>
<thead>
<tr>
<th>3. When</th>
<th>1. Who</th>
</tr>
</thead>
</table>

4. How will I know? 2. What

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Goal: Choose correct dose of ABT

1. By Friday, the resident will be able to **list 3 pieces** of information used to decide on the dosage range of an antibiotic.

2. In two weeks, the resident will **tell me** the correct dose of 3 commonly used antibiotics used to treat OM, sinusitis, pneumonia, and meningitis.
   - **The second objective builds on the first!**
   - **These are observable and measurable**

Definition: Educational Objective

> A statement of concepts or skill that students are expected to know at some particular point in time.

> A statement of an attitude or feeling that the learner will have at some particular time.
Example: Educational Objective 1

On Monday, after taking a focused history from a patient presenting with cough, the student will list the 3-6 most likely diagnoses.

Example: Educational Objective 2

By the end of this session, the student will demonstrate the components of informed consent including: telling the patient the risks of the procedure, alternatives to the procedure, and assessing the patient’s understanding of the information.

[I will observe the student in action]

Objectives - Practice

Here’s our goal:

> The first year medical students will know how to explore a patient’s symptoms using the “7 cardinal manifestations”

> Then an objective might be:

Look at your Action Verb List
### Objectives - Practice

Here’s our goal: Obtain Cardinal 7 History

<table>
<thead>
<tr>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Describe</td>
<td>Apply</td>
<td>Analyze</td>
<td>Create</td>
</tr>
<tr>
<td>List</td>
<td>Discuss</td>
<td>Demonstrate</td>
<td>Category</td>
<td>Design</td>
</tr>
<tr>
<td>Recall</td>
<td>Explain</td>
<td>Interpret</td>
<td>Compare</td>
<td>Develop</td>
</tr>
<tr>
<td>Recognize</td>
<td>Review</td>
<td>Generalize</td>
<td>Contrast</td>
<td>Formulate</td>
</tr>
</tbody>
</table>

**Severity**

- Location
- Timing
- Etc

**Timing:**

- Describes not only when the pain started but also describes the progression of the pain

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**Student is no longer “talking” about it, they are “doing”**

- Knowledge → Skill
Objectives - Practice

Here’s our goal: Obtain Cardinal 7 History

<table>
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<tr>
<td>List</td>
<td>Differentiate between</td>
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<td>Category</td>
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<td>Recall</td>
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<td>Formulate</td>
</tr>
<tr>
<td></td>
<td>Restate</td>
<td>Operationalize</td>
<td>Differentiate</td>
<td>Manage</td>
</tr>
<tr>
<td></td>
<td>Review</td>
<td>Use</td>
<td>Distinguish</td>
<td>Modify</td>
</tr>
</tbody>
</table>

Predicts:

How is this going to help me diagnose the patient?

Propose better way to ask about severity:

How does this affect your life?

Advantages of Objectives

- Leads to selection of instructional methods
- Collaboration
- Make objectives explicit to learner
- Orient student as to what is being taught
When objectives do not match!

The dam bursts

What is required to set Objectives

> Task analysis

> Needs assessment

> Prioritization

What is required to set Objectives

> Task analysis

  > In order to drive a car you need to:
What is required to set Objectives

- Task analysis
- Needs assessment
- Prioritization
  - You can’t do everything! How do you decide?

Knowledge/Skills/Attitudes

- Goal: A resident who needs to counsel a 17 year old patient who just disclosed that she is using cocaine.
  - Knowledge objective:
  - Skill objective:
  - Attitude objective:
When do you need to set Objectives?

Summary: Developing Objectives

- Task Analysis
- Needs Assessment
- Objectives

Who? Will do What? When? How will we know?

Objectives

Methods
Summary: Developing Objectives

Role Play Exercises
- Role play designed to get needs assessment
- Then break:
  - Generate Needs Assessment with group
  - Prioritize
  - Develop objectives
  - How would you get buy-in?