The Educational Planning Process: GNOME
Teaching of Tomorrow November 2018
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Goals, Intended Learning Outcomes (Objectives)

- To provide a framework for the teaching and learning in TOT
- To review and practice the steps in the Educational Planning Process

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
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

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 foundational to curricular architecture

› What are you trying to accomplish?
  ~ You and learners should know at the outset what you are hoping to achieve through your curriculum
› What will success look like?
  ~ Objectives typically will also pave the way to evaluating your outcomes

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
- Goals
- Needs Assessment
- Objectives
- Methods
- Evaluation