

WRITING LEARNING OBJECTIVE GUIDELINES

What are learning objectives?

Learning Objectives what the learner should be able to do as a result of what they learned; not what the presenter will do during his/her presentation

LO Example:

Acceptable: “Through interactive, multi-disciplinary, case-based assessments, participants will reference breast cancer clinical guidelines, evidence-based practice, and oncology research to identify and implement the best treatment plan for optimal patient care outcomes.”

Not Acceptable: “To learn methods of treating infection after surgery”

Words to **Avoid:**

- Know
- Learn
- Increase
- Become
- Understand
- Appreciate
- Improve
- Grow

Words to **use:**

- **Knowledge:** Define, list, recall, name, recognize, state, repeat, record, label
- **Comprehension:** Discuss, describe, Explain, Identify, translate, restate, convert, estimate
- **Application:** Compute, demonstrate, illustrate, perform, apply, use, practice, predict
- **Analysis:** Distinguish, analyze, compare, contrast, categorize, appraise, classify, outline, differentiate
- **Synthesis:** Diagnose, propose, design, manage, summarize, plan, formulate, arrange, organize
- **Evaluation:** Evaluate, assess, justify, judge, rate, choose, decide

WRITING BEHAVIORAL LEARNING OBJECTIVES AND ASSESSMENTS

- Learning objectives, or learning outcomes, are statements that clearly describe what the learner will know or be able to do as a result of having attended an educational program or activity.
- Learning objectives must be **observable and measurable**.
- Learning objectives should (1) focus on the learner, (2) contain action verbs that describe measurable behaviors, and (3) focus on skills that can be applied in psychological practice or other professional environments.
- Verbs to consider when writing learning objectives:
 - ✓ list, describe, recite, write
 - ✓ compute, discuss, explain, predict
 - ✓ apply, demonstrate, prepare, use
 - ✓ analyze, design, select, utilize
 - ✓ compile, create, plan, revise
 - ✓ assess, compare, rate, critique
- Verbs to avoid when writing learning objectives
 - know, understand
 - learn, appreciate
 - become aware of, become familiar with
- Example of well-written learning objectives:

This workshop is designed to help you:

- 1. Summarize basic hypnosis theory and technique;**
- 2. Describe how hypnosis can be integrated into a psychology practice setting;**
- 3. Recognize differences between acute and chronic pain and how this may impact treatment;**
- 4. Utilize hypnosis in controlling acute pain; and**
- 5. Apply post-hypnotic suggestions to chronic pain.**

- Objective learning assessments should be written in a manner that determines whether participants learned what you planned to teach them. The learning objectives should directly apply to the learning evaluation (i.e. learning assessment) of participants. The evaluation (or learning assessment) should be based on the stated learning objectives of the program, and should include a focus on application of skills to the psychology practice or other professional environment.
- Example of well-written learning assessment:

- **Based on the content of the workshop, I am able to:**

Strongly Agree Strongly Disagree

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|---|----------|----------|----------|----------|----------|
| 1. Describe at least two theoretical approaches to hypnosis; | 5 | 4 | 3 | 2 | 1 |
| 2. Articulate how hypnosis can be integrated into intervention strategies for patients with acute and chronic pain; | 5 | 4 | 3 | 2 | 1 |
| 3. Employ at least two hypnotic induction techniques; | 5 | 4 | 3 | 2 | 1 |
| 4. Explain how psychological approaches differ when applied to acute vs. chronic pain; | 5 | 4 | 3 | 2 | 1 |
| 5. Demonstrate a technique for applying hypnosis to acute pain; | 5 | 4 | 3 | 2 | 1 |
| 6. Provide a post-hypnotic suggestion for controlling chronic pain; and | 5 | 4 | 3 | 2 | 1 |
| 7. Indicate that there was sufficient opportunity to practice important techniques during the CE program. | 5 | 4 | 3 | 2 | 1 |