

OBJECTIVES MUST BE ANNOUNCED TO PARTICIPANTS AT THE BEGINNING OF EACH PRESENTATION

OBJECTIVES WORKSHEET FOR PRESENTATIONS

AT

CONTINUING EDUCATION ACTIVITIES

SPEAKER _____ **TITLE OF ACTIVITY** _____

Title of Presentation:		Time of Presentation:
Content	Objectives	Teaching Methods
		<input type="checkbox"/> Lecture <input type="checkbox"/> Demonstration <input type="checkbox"/> Discussion <input type="checkbox"/> Hands-on Component <input type="checkbox"/> Other
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I have reviewed the content of this lecture and confirm that it conforms to the generally accepted standards of experimental design, data collection and analysis.

Activity Director's Signature

Date

Step 1: Determine what you would like the learner to be able to accomplish following your lecture, seminar, demonstration, workshop, panel, etc. What type of behavioral change should be demonstrated, what knowledge gained, what skill acquired? What is the desired educational outcome of the instruction?

Step 2: Determine how the knowledge, skill, behavioral change, new attitude or concern can be observed? How will you be able to determine that learning has taken place? Is some sort of examination appropriate?

Step 3: Write your objective to include the following aspects, as appropriate:

- a. The intended audience
- b. The setting and materials or references to be furnished
- c. The action desired from the learner
- d. The method of evaluation and degree of mastery desired (may include criterion or standard of measurement)

Writing Hints:

1. **Use action verbs.** (Examples: state, write, explain, demonstrate, calculate, compute, determine, draw, design, diagnose, distinguish, recognize, medicate, treat, prescribe, administer, manage, plan, devise.) Can the action described be observed and measured? If not, how will learning be assessed or evaluated?
2. **Avoid passive verbs.** (Examples: understand, know, perceive, comprehend, accept, discern, feel). The problem with these verbs is that the action is difficult to observe or measure; thus, it is hard to determine if learning has taken place or to measure the success of the instruction.
3. **Make your objective as specific as possible, using complete sentences.** State it clearly and concisely, so that the learner will know what to expect from your presentation.

Learning Domains:

- a. Cognitive: deals with acquiring and applying new knowledge.

EXAMPLE: Following the presentation, the physician will be able to recognize the symptoms associated with early stages of osteoporosis and prescribe appropriate medication.

- b. Affective: deals with beliefs, attitudes, values.

EXAMPLE: At the conclusion of the workshop, physicians will be equipped to counsel terminally ill patients and their families on such topics as home care options and hospice services. Participants will take part in practice counseling sessions and be evaluated in a group discussion period following each session.

- c. Psychomotor: deals with tasks involving motion, body coordination, visual and physical dexterity.

EXAMPLE: At the completion of the lecture and demonstration, the physician will discuss the role of colonoscopy in the evaluation and treatment of colorectal disease and be able to conduct an appropriate examination and evaluate results.