






Preparing Learning Objectives

Learning objectives are a tool to assist you in identifying the specific steps that will be taken to address the gap between an identified need and the desired result. Learning objectives also assist learners in understanding the specific result they can expect to achieve as a result of participating in this educational activity. Learning objectives should be written from the perspective of what the learner will apply in the practice setting with the information gained through this educational activity and directly relate to the method of instruction. If constructed properly, the learning objective will enable you to prepare outcomes questions that will measure results (see the Evaluation section).

Learning objectives should be written to reflect the correct “domain” related to the content. There are 3 potential domains as listed below. In addition, objectives should be written in 3 sections: (1) the content (stated in terms of performance), (2) the condition (the situation in which the learner might encounter this issue), and (3) the standard (against which he or she can determine success). Examples are below.

EXAMPLES OF A CONDITION, CONTENT STATED IN TERMS OF PERFORMANCE, AND A STANDARD

DOMAIN	EXAMPLE
Knowledge	“Evaluate treatment options for an adolescent patient with depression so that suicidal ideation is eliminated.”
Skill	“Obtain a 3 second rhythm strip from an attached esophageal ECG lead with minimal electrical interference.”
Attitude	“For your patients with bone metastases, counsel on treatment options to improve quality of life”.

-  CONTENT STATED IN TERMS OF PERFORMANCE
-  THE CONDITION
-  THE STANDARD

