

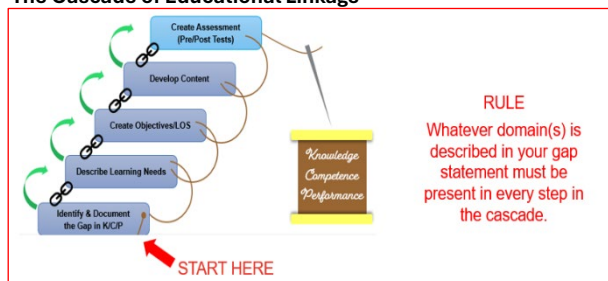
Writing Learning Objectives and Learning Outcome Statements

Learning Objectives

Learning objectives (LOs) are required for all accredited medical education programs. They tell learners what they will gain or be able to do better by the end of the program. **Their development must adhere to the rules presented in this guide.**

Rule 1. First and foremost, every element in your program, including LOs, must reflect the same domains (knowledge, competence, or performance) present in your gap statement(s) and identified learning need(s).

The Cascade of Educational Linkage



Domains of Educational Linkage

Domain	Gap	Need	Objectives (After the program, learners...)
Knowledge Know/Understand XYZ	Deficiency in knowledge Don't know/understand XYZ	Need improved knowledge Need to know/understand XYZ	...will have improved knowledge about XYZ Knowledge objectives are measured in the <u>learning environment</u> (post-test recall questions).
Competence Know how to apply knowledge about XYZ	Deficiency in competence Don't know how to apply knowledge about XYZ	Need improved competence Need to know how to apply knowledge about XYZ	...will know how to apply knowledge about XYZ Competence objectives are measured in the <u>learning environment</u> (post-test case-based questions).
Performance Able to do/show application of knowledge about XYZ	Deficiency in performance Can't/don't do/show application of knowledge about XYZ	Deficiency in performance Need to show they can apply knowledge about XYZ	...will be able to show how to apply knowledge about XYZ Performance objectives are measured in the <u>clinical setting</u> (charts, documentation, demonstration/observation).

Rule 2. Each LO should reflect one improvement. Do not write compound LOs with more than one goal.

Rule 3. Your content should provide the information needed for learners to be able to prove their accomplishment of each objective in a post-test (knowledge, competence) or in their clinical setting (performance).

Rule 4. Use verbs that match the specific domain of the Gap Statement.

Knowledge <i>Understands/Comprehends XYZ</i> (in the learning environment, in post-test questions testing recall)	Competence <i>Can apply knowledge of XYZ</i> (in the learning environment, in case-based post-test questions)	Performance <i>Can do/show XYZ</i> (in the practice setting through documentation, demonstration/observation)
Cite Define State Describe Identify Indicate List Recognize Affirm Discuss Explain Interpret	Apply Develop Design Prepare Produce Analyze Correlate Plan Differentiate Distinguish Choose Classify Analyze Diagnose	Test Prescribe Refer Percuss Examine Diagnose Recommend Treat Manage Document Strategize Detect Inform Utilize
<u>Do not use:</u> Understand, Learn, Know, Believe, Appreciate		
Competence and Performance verbs can be the same. The difference is where the testing takes place. Competence → case-based post-test question testing ability to diagnose. Performance → Observed diagnosis during patient exam.		

Learning Outcome Statements

Learning Outcome Statements (LOSs) are only required if your program is ANCC-accredited for APCs and nurses. Each region has a Nurse Planner who can help you write LOSs. All the rules that apply to LOs also apply to LOSs. There are four key parts LOSs: (1) the way the outcome will be measured, (2) when the outcome will be achieved, (3) the same domain as in your gap statement, and (4) specifically what the improvement focuses on.

Learners will score 80% on a post-test administered after the program, demonstrating improved knowledge of XYZ.

measurement when domain specific