



# Writing Behavioral Objectives for Student Fieldwork Experiences

College of Saint Mary

# Session Objectives

- Identify the difference between goals and objectives.
- Demonstrate the ability to write behavioral objectives accurately and concisely using the four components of condition, performance, criterion, and who will do the performing.
- Identify the most frequent errors made in writing objectives.
- Describe the importance of learning contracts as an alternative approach to structuring the learning experience.

- Assessment of the learner
  - Important first step in teaching-learning process
  - Determines what the learner needs to know, when and under what conditions the learner is most receptive to learning, and how the learner learns best or prefers to learn (Bastable, Gramet, Jacobs, & Sopczyk, 2011, p. 378).
- Before designing instructional sessions/ setting objectives
  - Educator must first decide what the learner is expected to accomplish
  - Parallel to OT evaluation process
  - Identify gaps in the client's knowledge, attitude, or skills
  - These needs serve to guide planning, implementation, and evaluation of teaching and learning (Bastable et al., p. 378).

- Objective 1: Identify the difference between goals and objectives.
  - Educational objectives: Used to identify the intended outcomes of the education process, whether in reference to an aspect of a program or a total program of study.
  - Instructional objectives: Describe the teaching activities and resources used to facilitate effective learning.
  - Behavioral objectives: Describe precisely what the learner will be able to do following a learning situation. They are action oriented, learner centered, and focus on short term outcomes.
    - Sometimes are used interchangeably, but have unique distinguishing characteristics.
      - (Bastable et al, p. 379).

# Goal vs. Objective

- Often used interchangeably
    - This is most often incorrect 😊
    - Difference lies in time span and specificity
  - Goal
    - Final outcome of the teaching-learning process
    - Describes ideal or ultimate state of being
    - Speaks to a future point in time
    - Global or broad in nature
    - Long-term targets for both the teacher and the learner
    - Usually have a number of subobjectives that contribute to the larger goal.
- (Bastable et al., p. 379).

- Objective
  - Short term in nature
  - Should be achievable at the conclusion of one teaching session
    - Or shortly after a series of teaching sessions
  - Measure a behavior the learner exhibits, not a task the educator completes
- Parallels to OT goal writing
  - Goal= similar to LTG's in OT
  - Objective= similar to STG's in OT
    - (Bastable et al., p. 379).

- Subobjectives
  - May also be written
    - Relate to a “building block” to reach the objective

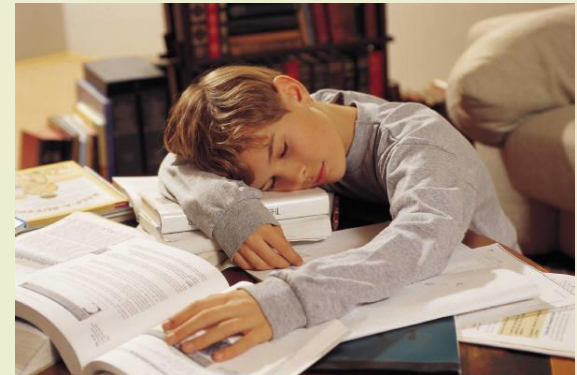
# Objectives

- Must be met before the goal can be reached.
- Must be observable and measurable.
- Show the learner what can be expected from a cognitive, affective, or psychomotor perspective prior to meeting the overall goal.
- Must be consistent with and related to the goal.



# Teaching in the Cognitive Domain

- Most common
  - Lecture, one-to-one instruction, self-guided instruction
- Traditional focus of most teaching
  - Emphasis still remains on the sharing of facts, theories, concepts, etc.
- Cognitive knowledge processes often take precedence over psychomotor or affective learning
  - Parallels to OT?
- Research suggests distributed practice better than mass practice
  - Influence on your project?
  - Have you ever crammed for a test?
  - Do you remember anything now?



# Teaching in the Affective Domain

- Cannot be directly observed
- Can be inferred from behavior
- Development of value system is key
  - Bariatric patient, IV drug user
  - Important when teaching from the Humanistic approach
- Role modeling, role playing, simulation, group discussion are good instructional methods
- Key for OT- holistic point of view

# Teaching in the Psychomotor Domain

- Must also be integration of cognitive and affective domains
  - Affective- recognize value of skills being learned
  - Cognitive- have base knowledge of skills
    - Multiple taxonomic systems exist
- Keep skill instruction separate from instruction on principles underlying the skill
- Be careful not to interfere by asking questions during
- Hands on practice is best

- Objective 6: Describe the importance of learning contracts as an alternative approach to structuring the learning experience.



# Learning Contracts

- Written or verbal agreement between the teacher and the learner that delineates specific teaching and learning activities that are to occur within a given timeframe
  - Level II FW example
- Humanistic theory
  - Person is autonomous, self-directed
  - Knowledge is a process, not a product
    - (Bastable et al., 2011)

- Emphasize self-direction
- Stress shared accountability
- Facilitate personal development of the learner
- 4 major components:
  - Content
  - Performance expectations
  - Evaluation
  - Time frame

- (Bastable et al., 2011, p. 407).
- Example, p. 407

# Implementation of the Contract

- Determine specific learning objectives
- Review the contracting process
- Identify the learning resources
- Assess the learner's competency level and learning needs
- Define roles
- Plan the learning experiences
- Negotiate the time frame
- Implement the learning experience
- Renegotiate
- Evaluate
- Document

• (Bastable et al., 2011, p. 407-408).



- Objective 3: Demonstrate the ability to write behavioral objectives accurately and concisely using the four components of condition, performance, criterion, and who will do the performing.
- Objective 4: Identify the most frequent errors made in writing objectives



- Learner needs to know what is expected of them.
- Teacher needs to be able to measure their success.

# Key Characteristics of Well-written Objectives

- Performance: What is the learner expected to be able to do or perform/ demonstrate
  - What behaviors will the teacher accept as evidence the objectives have been met?
- Condition: What is the testing situation? (e) resources, assistance, constraints.
- Criterion: Describes how well, with what accuracy, within what time frame.
- Ask yourself “Who will do, under what circumstances, how well?”
  - (Bastable et al., 2011, p. 382).

# ABCD

- Heininch, Molenda, Russell, and Smaldino (2001)
- A- Audience (who)
- B- behavior (what)
- C- condition (under what circumstances)
- D- degree (how much, how well, to what extent)
  - (Bastable et al, 2011, p. 383).

# Steps in Advance

- 1. Identify the testing situation.
- 2. Identify who will perform.
- 3. State what the learner will demonstrate.
- 4. State how well the learner will perform.



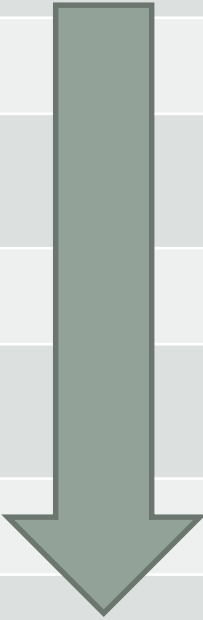
# Well-written vs. Poorly Written

- Following a class on hypertension, the patient will be able to state three out of four causes of high blood pressure.
- After the session, the client will be able to recall three energy conservation techniques to use during morning ADLs without assistance.
- The patient will be able to prepare a menu using low salt foods.
- The OT will educate the client on home safety adaptations.

# Verb Choices

- Bastable et al., 2011, p. 387
  - List of verbs with too many or few interpretations

# Verbs According to Domain

Lower order thinking skills to higher order thinking skills/ depth of emotional responses to task/	Cognitive	Affective	Psychomotor
	Choose, circle, define, identify	Accept, admit, ask, attend, focus, listen	Attend, choose, describe, detect, differentiate
	Describe, discuss, distinguish, estimate	Agree, answer, discuss, conform, participate	Attempt, begin, develop, display, position, prepare
	Apply, demonstrate, illustrate, implement	Assert, assist, attempt, choose, complete, follow	Align, arrange, assemble, construct, demonstrate, discriminate, manipulate
	Analyze, arrange, calculate, compare	Adhere, alter, arrange, combine, defend, explain	Adapt, alter, change, convert, correct, rearrange
	Appraise, assess, conclude, debate	Assert, commit, discriminate, display, influence, propose	Arrange, combine, compose, construct, create, design, exchange
	Categorize, combine, design, devise, generate		
	(these align with Bloom's)		

Additional verbs p. 389, Bastable et al. (2011).

# For Fieldwork Site Objective Development

- Ask yourself, what is expected of a fieldwork student that is unique to our facility?
- Include basic orientation components to increase student comfort and enhance client safety
  - le) students should be aware of organizational structure, emergency procedures, location of supplies, etc. This is often completed in the first week



- Consider your knowledge of activity grading
  - Week to week, you can upgrade the expectations of the student to reflect continued progress and development of knowledge and skill
- It is appropriate to include assignments for your students such as additional readings, presentations, clinic improvement projects, etc.
  - These may be assigned as part of the overall objectives, or added along the way

# Remember...

- The Academic Fieldwork Coordinators are always available to you at any time before, during, or after a student fieldwork experience.
- Do not hesitate the AFWC as listed on your confirmation letter.

# THANK YOU!

- Thank you again for your support of our students. You play a vital role in their success and transition to practice.