Once you have identified the characteristics of your audience and their educational needs, you will identify what you plan to teach in your educational sessions. Educational sessions can be comprised of a single topic or a series of topics. In this presentation, we will focus on presenting a single topic in our educational session.

As you will recall, the initial part of the planning phase includes analysis of the characteristics of the learners and their learning needs. Once you have completed the analysis of your learner population, your next step is to create the educational plan. This step includes creating the specific goals and objectives of a session as well as the educational strategies you will use to instruct the learners.

Since you have identified WHAT the learners need to know, you will need to create a goal statement. Goals are broad statements of general intent. They are used to communicate the expectations to learners, and to guide you in the development of your educational session.

Here are a few examples of program goals. Notice that they are broad statements. It is the expected outcome after you provide the instructional session. For the topic “when to wash your hands” an example of a goal statement is “the goal of this educational program is to increase the frequency of hand hygiene practices by healthcare workers.”

Think of the goal of your proposed educational program. Write it down and then assess your statement against the criteria for a goal statement.
On the other hand, objectives are more precise statements identifying the specific performance that will occur as a result of the instruction. Instructors typically think in terms of 'what they want to teach' when creating an educational session. You will remember that we asked you to identify what topic you would want to teach? However, in order to find out if the student understands what you want them to know, you must convert your topic into an objective statement, known as a learning objective. A learning objective is a statement which proposes the specific actions the learner will perform as a result of instruction. Select the link to view the learning objectives from the course syllabus for this class.

You will notice that the learning objectives for this course use clear, precise language, and action verbs to describe what the learner will be able to do as a result of the instruction.

We have included an interactive presentation to help guide you in developing your learning objectives for the topic you have chosen. Click the link to view the presentation. When you are finished, close the window and go to the next slide. Link to: Interactive Presentation

This is a review slide of the interactive presentation. When writing objectives, the action verbs should match the domain of learning, must be measurable, and should be realistic.

The interactive presentation also emphasized that behavioral changes are defined in terms of knowledge, skills, or attitudes. It is important to reiterate the importance of using verbs that correspond to the desired learning domain.
Your educational sessions should be targeting the higher, more difficult cognitive levels of Bloom’s taxonomy, such as analysis, synthesis and evaluation. It is important to note, that even psychomotor and affective skills have a cognitive component. For example, if the skill to be taught is the hand-washing procedure, a cognitive objective could be to list the steps in hand-washing, or to recall the length of time you should wash your hands.

There are 2 handouts available for your use. The first link is a handout listing suggested verbs for your performance statement. The second handout reviews writing educational goals and objectives.

Using the handouts from the previous slide, and the information you learned in the interactive presentation, write a goal statement and an objective statement for your educational session. Follow the directions on this slide to add this to your Educational Planning document.

This concludes Part 3.