

Lecture Objective Development

As we begin the process of our curricular refinement, it's important that we proactively plan the courses, which includes identifying the curricular goals, course-level objectives, lecture-level objectives, and the associated teaching and assessment methods. The course planning process works best when conducted in terms of "backward design", or beginning with our goals and then designing the learning experience. By employing this method, we are setting the stage for a successful assessment plan as the curriculum is implemented.

We'll start off with a refresher of some basic terminology.

Goal - a broad, general, non-specific statement of what you intend to achieve with your instruction.

Objective - specific, observable, measurable aspects of the goal. This can be the tasks required to achieve the goal. There are often multiple objectives for one goal.

Outcome (also proficiency or competency) - the actual destination.

It can be helpful to take a moment and consider the relationships among our curricular goals, course objectives and lecture objectives. Here is an example from one of our therapeutic modules:

Lecture objectives:

1. Recognize risk factors and clinical presentation for urinary incontinence.
2. Identify medications that can cause or worsen urinary incontinence.
3. Describe pharmacologic and non-pharmacologic treatment options for urinary incontinence.
4. Develop a patient-specific treatment and monitoring plan for a patient with urinary incontinence.
5. Identify critical patient-specific counseling points for patients with urinary incontinence.

Course objective:

1. (CAPE 1.1.1.) Develop and demonstrate depth and breadth of knowledge in pharmaceutical, social/behavioral/administrative, and clinical sciences, as they apply to renal or urology drug therapy management.
2. (CAPE 1.1.3.) Integrate knowledge from foundational sciences to explain how specific drugs or drug classes work and evaluate their potential value in individuals and populations with renal or urologic conditions..
3. (CAPE 1.1.4.) Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care for patients with renal or urologic conditions..
4. (CAPE 2.1.2.) Interpret evidence and patient data.
5. (CAPE 2.1.4.) Formulate evidence based care plans, assessments, and recommendations for patients with renal or urologic conditions..

Curricular objectives:

Domain 1 – Foundational Knowledge:

- 1.1. Learner (Learner) - Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

Domain 2 – Essentials for Practice and Care:

2.1. Patient-centered care (Caregiver) - Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities)

All faculty for a given course are encouraged to develop and/or share lecture objectives with the other faculty in the course. Some tips to consider when developing your lecture objectives include asking yourself the following questions:

What do I want the student to take away from my teaching?

If I'm the student, what do I have to do to convince you that I'm where you want me to be at the end of this lesson, unit, or course?

As you begin to write the objective, please refer to Dr. Zagar's objective writing materials which can be found on the Faculty Development Moodle page. As a quick reminder, you should consider format, content, and alignment.

Format: Be sure to include Audience, Behavior, Condition, and Degree

Content: Be appropriately specific, define the right audience, and choose the right verb (observable, measurable).

Alignment: Target the right level. Consider taxonomy and assessment.

In summary, be sure your learning objectives contain 3 parts:

1. Statement of measurable performance
2. Statement of the conditions for the performance
3. Criteria and standards for assessing the performance, if applicable.

Example template: Following completion of this course, the student should be able to (verb) (task) by (standard) when given (condition).

Example LO: Identify (verb) the appropriate intervention (task) as determined by the ACLS guidelines (standard) when given a rhythm strip (condition).

TAXONOMY

Miller's Taxonomy

Knows (knowledge)

Knows How (competence)

Shows How (performance)

Does (action)

TEACHING METHODS

Please use the following choices for teaching methods:

Lecture

Lecture/Discussion

Cases

Experiential
Assigned reading / Independent learning
Flipped Classroom
Problem based learning
Team based learning
Games
Other (Please describe)

ASSESSMENT

Lastly, please identify how you will assess student achievement of the stated objectives. Assessments can be formative or summative, and direct or indirect.

Examples of direct assessments include tools embedded within the course (standardized exams, specific exam questions, writing assignments, lab reports, portfolios, minute papers or muddies point exercises, pre and post testing) as well as performance assessments (oral presentations, group projects, performances, posters, oral exams, videotapes).

Examples of indirect assessments include surveys, exit interviews, focus groups, journaling, and interviews.

It is important that the method of assessing the students is in alignment with the course and unit learning objectives. Consider the following questions:

What do I want students to do with what they learn?

What do I require my students to do to demonstrate what they have learned?

If the answers are not the same, the assessment may not capture if students are meeting the learning objectives.