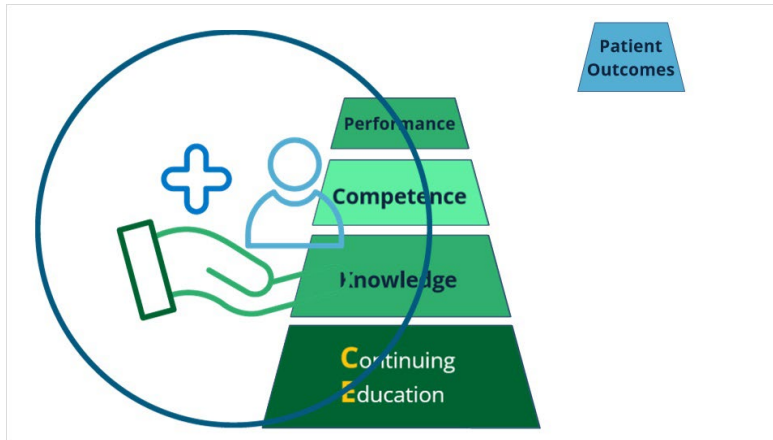


Build Stronger Continuing Education Learning Objectives Transcript

1. Intro Scene

1.1 Intro Slide



Notes:

In continuing education, every activity is designed to improve knowledge, competence, and/or performance, with the ultimate goal of enhancing patient outcomes.

1.2 Learning Objectives Act as a Bridge



Notes:

Learning objectives act as a bridge between current and future practice. They support learners on the journey from where they are now to where they need to be.

Where Learners Are Now and Where They Need to Be (Slide Layer)



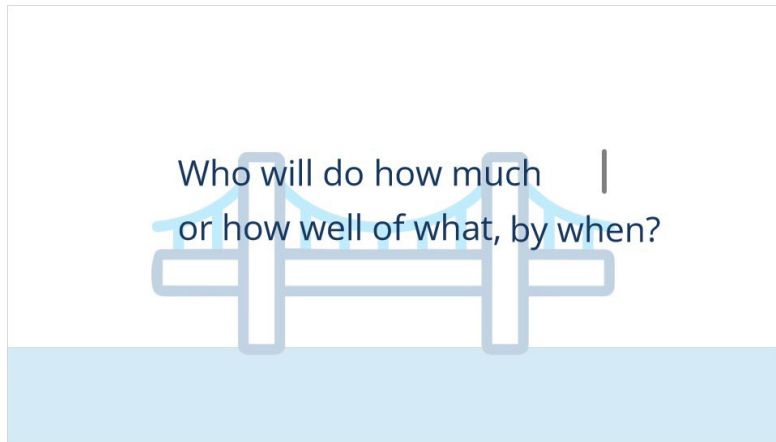
1.3 Strong Learning Objectives Define Specific Changes



Notes:

Strong learning objectives define specific, measurable changes in what learners will be able to do. They answer the question: who will do how much or how well of what, by when?

Who Will Do How Much or How Well of What, By When? (Slide Layer)



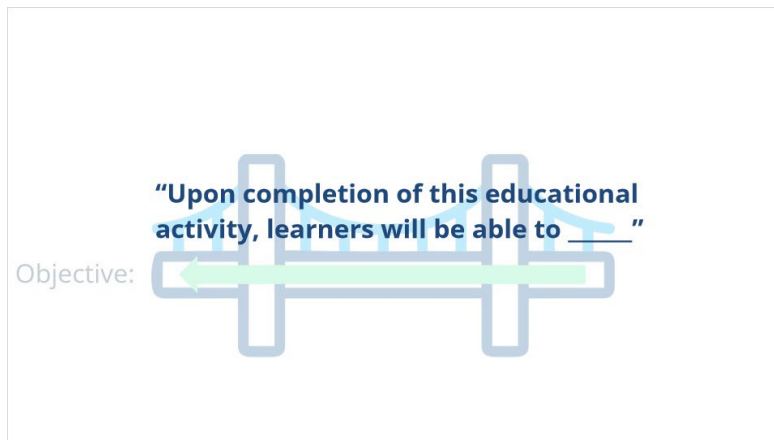
1.4 Begin with the End in Mind



Notes:

Begin your objective with the learning outcome in mind. "Upon completion of this educational activity, learners will be able to _____."

Upon Completion of This Activity (Slide Layer)



1.5 Identify the Concepts



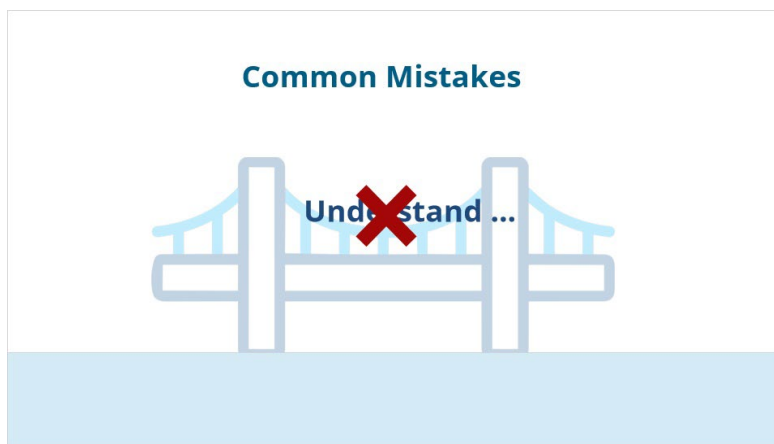
Notes:

Next, identify the concepts the learners need to learn and how they will demonstrate their understanding. Choose one topic for each objective and use action verbs that are measurable and observable to describe what learners will be able to do, such as “apply,” “evaluate,” or “develop.”

Choose One Topic for Each Objective (Slide Layer)

1.		Apply
2.		Evaluate
3.		Develop

1.6 Common Mistakes



Notes:

Common mistakes to avoid include using weak action verbs, which are not observable or measurable. Instead of "Understand the therapeutic guidelines," try writing "Apply current therapeutic guidelines to select appropriate treatment plans for patients with chronic conditions." Simply describing your learning content or agenda items is another common mistake. Remember, the learning objective should describe the change in practice you want your learners to demonstrate, not what you will discuss during your presentation.

Example (Slide Layer)

~~Understand~~ the therapeutic guidelines

Apply current therapeutic guidelines to
select appropriate treatment plans for
patients with chronic conditions. ✓

Stating Your Agenda Misses the Mark (Slide Layer)

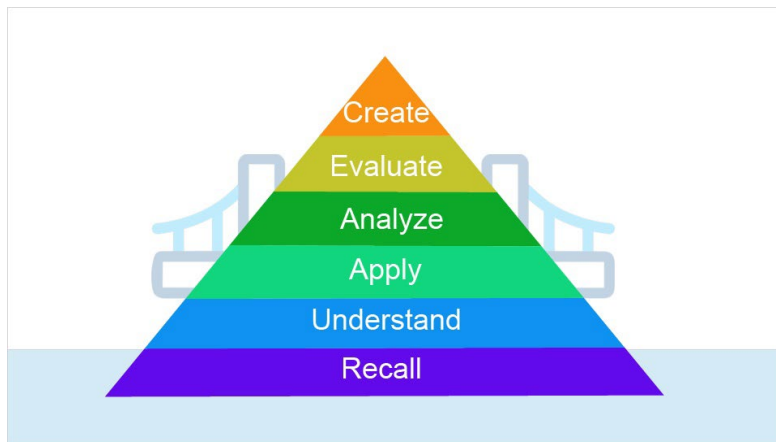
Provide an ~~overview~~ of



Learning Objectives Should Describe Change in Practice (Slide Layer)



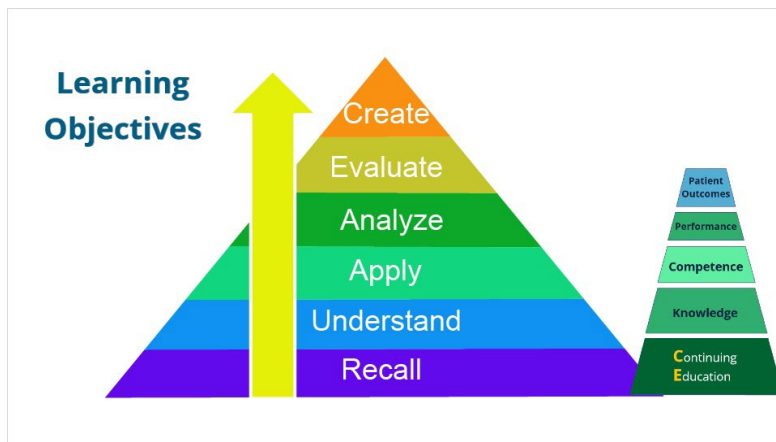
1.7 Apply the Bloom's Taxonomy Framework



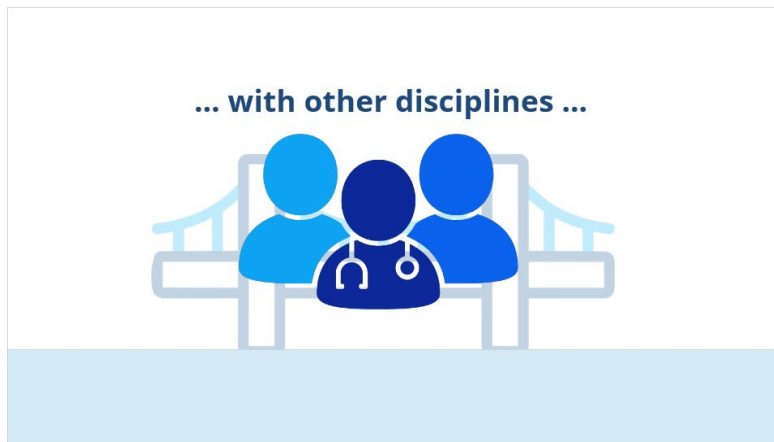
Notes:

As you build your objectives, apply the Bloom's Taxonomy framework to identify the level of cognitive skill you expect learners to demonstrate. Continuing education, and your learning objectives, should move learners beyond Recall and Understand to higher levels of thinking.

Move Learners to Higher Levels of Thinking (Slide Layer)



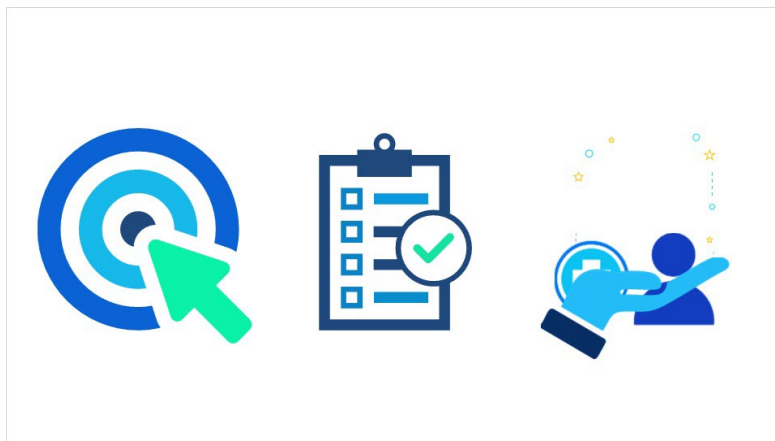
1.8 Reflect Team-based Care



Notes:

Learning objectives should reflect team-based care when appropriate. Emphasize interprofessional collaboration using language such as *"with other disciplines," "as a team,"* or *"collaboratively."*

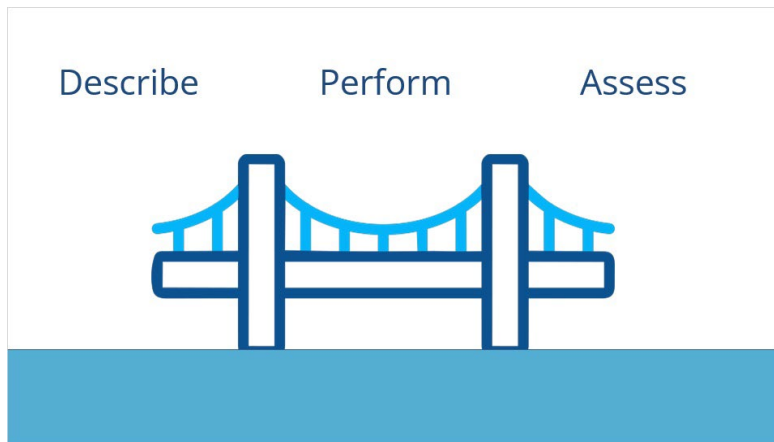
1.9 Deliver Meaningful Change in Practice



Notes:

Strong learning objectives don't just support accreditation requirements. They ensure your continuing education activity delivers meaningful change in practice.

1.10 Build the Bridge



Notes:

When you write objectives, build the bridge. Your learners, and their patients, will benefit.

Learners and Patients Will Benefit (Slide Layer)

