Goals, Objectives, Expectations

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Workshop
Learning Objectives

Upon completion of this workshop, participants will be able to:

1. Explain accurately the concepts of Learning Goals, Objectives and Expectations.

2. Develop effective learning objectives and expectations specifically for clinical rotations in the general surgery residency program

Why does this matter?

Ever heard this before?

"Will this be on the exam?"

"No one told me I was responsible for that."

"Well, no one told me I was supposed to check to see if there were any patients scheduled...and no one called me...so I just stayed home."

"Well, it wasn't in the learning objectives, so I didn't think I needed to know it."

Learning Goal:
Something you work toward

- Broad Statement of an expected outcome
- Provides a vision for the program, rotation, experience
- Can summarize intention or topic area of related learning objectives

Chatterjee D, Corral J. "How to Write Well-Defined Learning Objectives" *Journal of Education in Perioperative Medicine,* 19(4): E610, 2017.
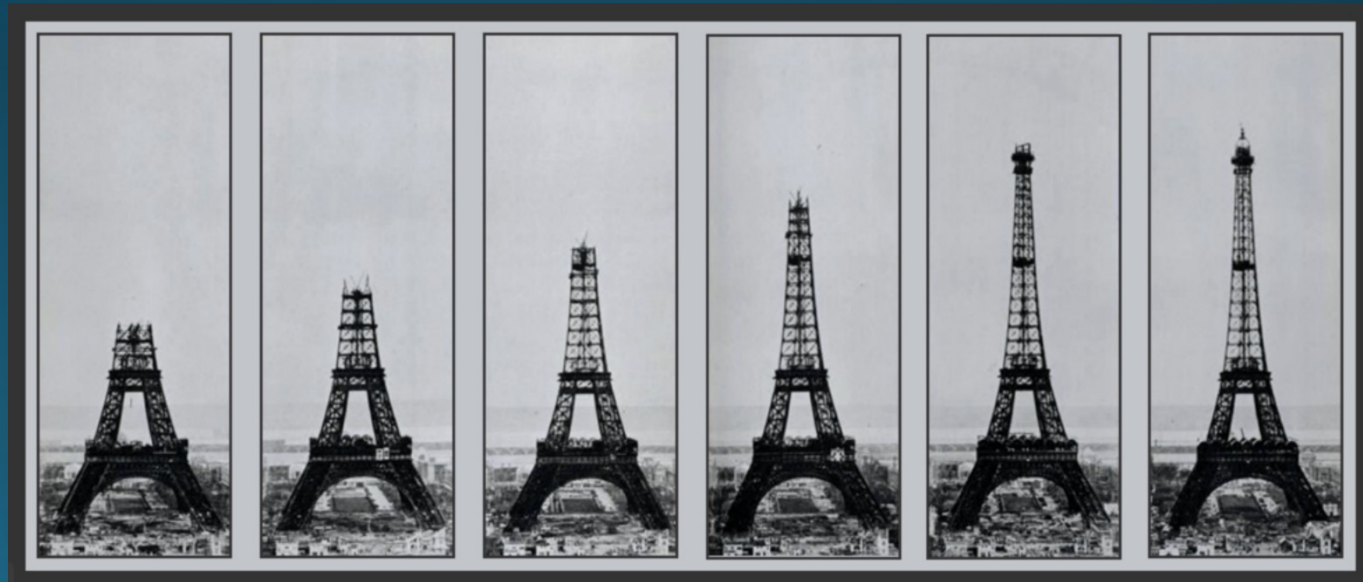
Learning Objective:

- Drawn from the Goals
- Description of what learner must be able to do at the end of the rotation/experience
- Knowledge, Skills, Attitudes
- Measurable
- SMART format

Structure - Learning Objective

- Who
- Will do
- How much/How well
- Of what
- By when

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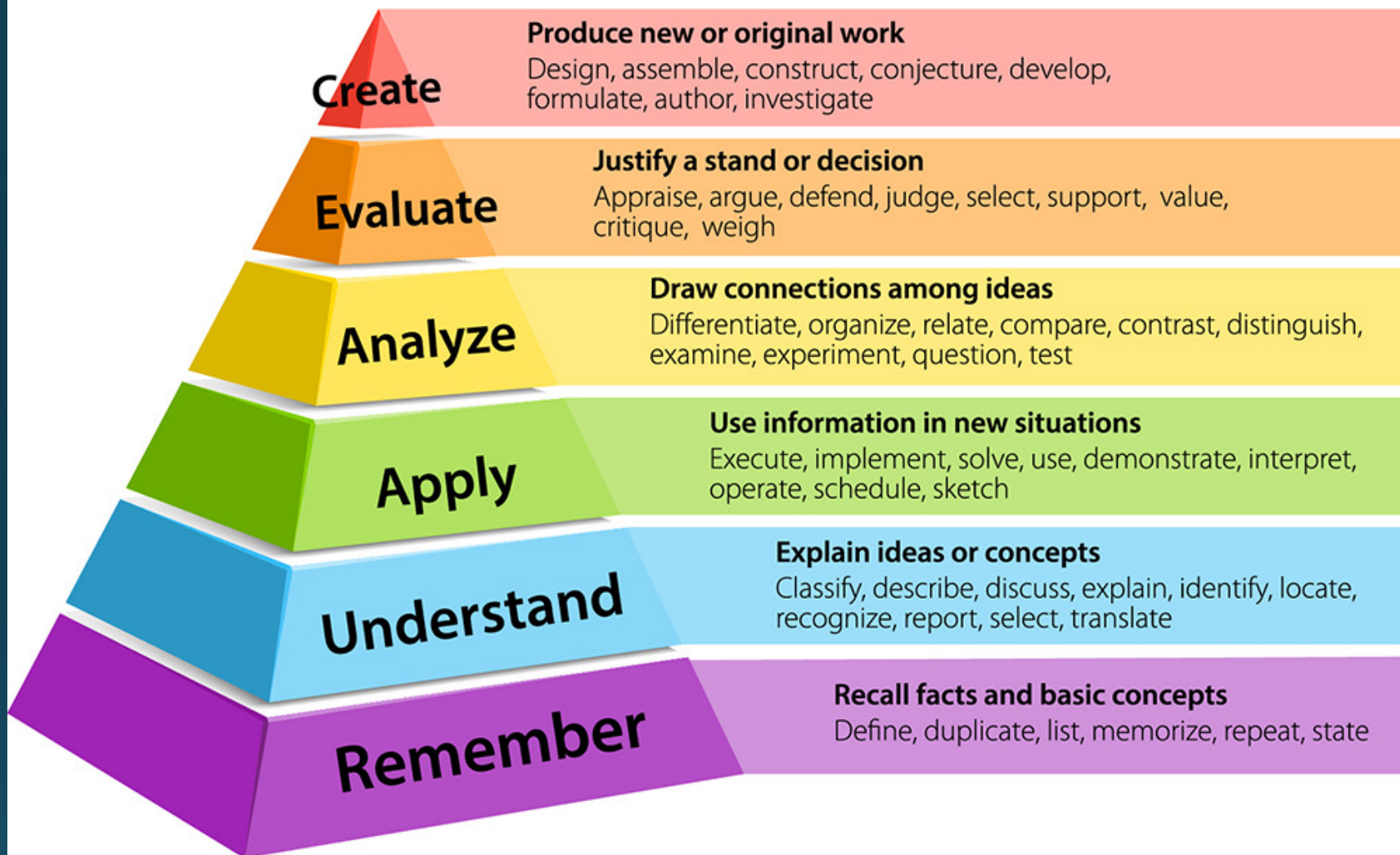# *Developing Learning Objectives for Clinical Rotations*

- Identify content areas expected to be known
  - ACGME requirements
  - Program requirements from the training manual?
  - Specific Patient Care/Medical Knowledge Milestones?
  - Number of cases?
- Different objectives for level of learner

Developing Learning Objectives
Action Verbs

- Observable and Measureable

- Consider Level of Learners

- NOT MEASUREABLE = NOT GOOD

  - *"understand, know, learn, appreciate, believe, be familiar with, comprehend"*, etc…..

- Consider Bloom's Taxonomy

| Cognitive Domain	Cognitive Process	Action Verbs		
Remember	Retrieve relevant knowledge from long term memory	• Define • Describe • Identify • Label • List • MatchName	• Outline • Reproduce • Select • State • Recall • Record	• Recognize • Repeat • Draw on • Recount
Understand	Construct meaning from instructional messages, including oral, written and graphic communication	• Describe • Estimate • Explain • Extend • Generalize • Summarize	• Clarify • Express • Review • Discuss • Locate • Report	• Express • Identify • Illustrate • Interpret • Represent • Differentiate
Apply	Carry out or use a procedure in a given situation	• Apply • Change • Compute • Calculate • Demonstrate • Discover • Manipulate	• Modify • Operate • Predict • Prepare • Produce • Relate • Show	• Solve • Use • Schedule • Employ • Intervene • Practice • Illustrate
Analyze	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	• Analyze • Diagram • Classify • Contrast • Categorize • Differentiate	• Discriminate • Distinguish • Inspect • Illustrate • Infer • Relate	• Select • Survey • Calculate • Debate • Compare • Criticize
Evaluate	Make judgments based on criteria and standards	• Appraise • Argue • Compare • Conclude • Contrast • Criticize	• Discriminate • Judge • Evaluate • Revise • Select • Justify	• Critique • Recommend • Relate • Value • Validate • Summarize
Create	Put elements together to form a coherent or functional whole: reorganize elements into a new pattern or structure	• Compose • Design • Plan • Assemble • Prepare	• Construct • Propose • Formulate • Set up • Invent	• Develop • Devise • Summarize • Produce

Ensure Learning Objective is SMART

- Specific – What action will be performed and by whom?
- Measurable – How will success be measured? Quantify the amount of change expected
- Achievable – Can this objective be achieved by this learner at this level, within this time frame and with available resources?
- Relevant – Is the objective aligned with the identified content, the instructional method and assessment?
- Time-Bound – When will the objective be achieved? What is the time frame expected to achieve this objective? Mid-rotation? End of rotation? End of second rotation?

Developing Learning Objectives

- *"Upon completion of this rotation/educational experience, the medical student/PGY1/PGY2 will be able to…"*
- Each are separate
  - Avoid two action verbs
  - Avoid two topics
- It is not an Objective if it is not observable AND measurable (Think Milestones)
- Yes…these are longer and specific and more challenging to ensure you are assessing them

Pivotal for Instructional Alignment
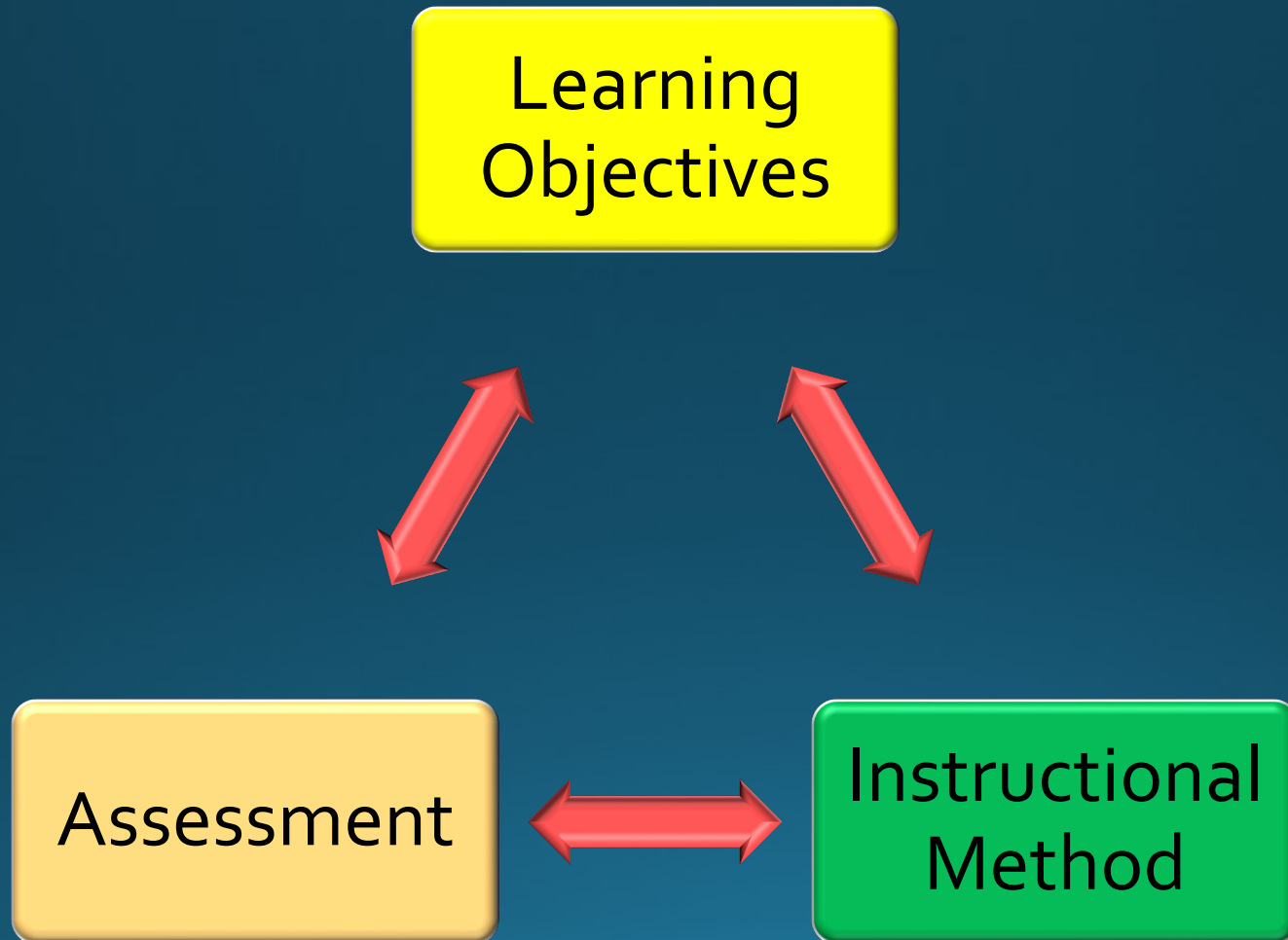
So...about "Expectations"...

An *Expectation is* something you think/want to happen
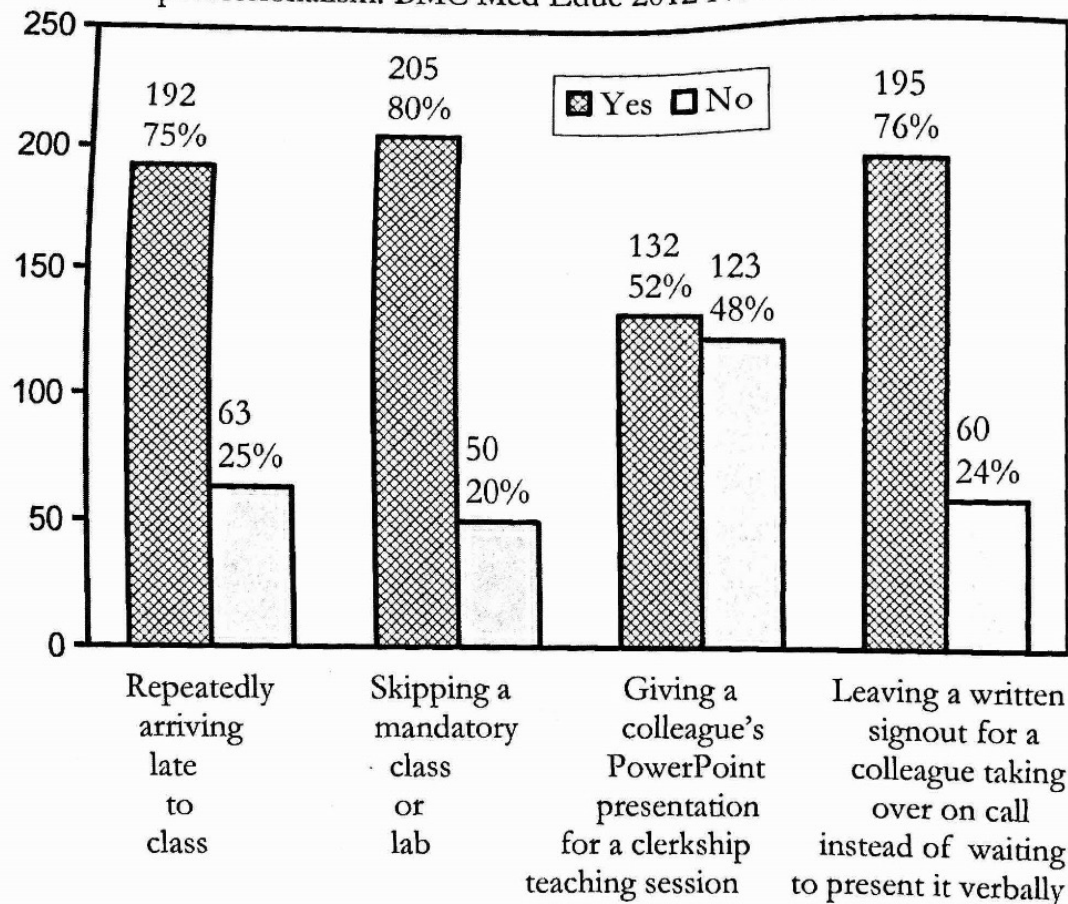
"Expectations are premeditated resentments."

Medical Students On Professionalism

Table 12: Are These Behaviors Unprofessional for a Medical Student?
(adapted and condensed from: Byszewski A, Hendelman W, McGuinty C, Moineau G. Wanted: role models — medical students' perceptions of professionalism. BMC Med Educ 2012 Nov 15;12:115)

Managing Expectations

- Create a Protocol/Procedure for rotation
- Discuss the expectations at the start of each rotation
- Expectation, to be impactful, must be upheld
- Must include consequences for not doing expectation

Review Program Goals from Training Manual

Small Group Worksheets

- Working in groups…
- Identify rotation specific content
  - ACGME requirements
  - Training manual
  - Rotation specific Milestones
  - Online resources
- Write learning objectives
  - Structure
  - SMART
  - Developmentally appropriate action verbs
- Create rotation procedure/protocol (Expectations)

Post Writing Recommendations

- Review Goals/Objectives/Expectations at start of each rotation

- Give mid-semester formative feedback

- Inform PD/APD of problems early so corrective action can be taken

- Consequences of not meeting expectations should be explicit and communicated at the beginning of each rotation

- Must have consistent follow through with consequences

Thank You!