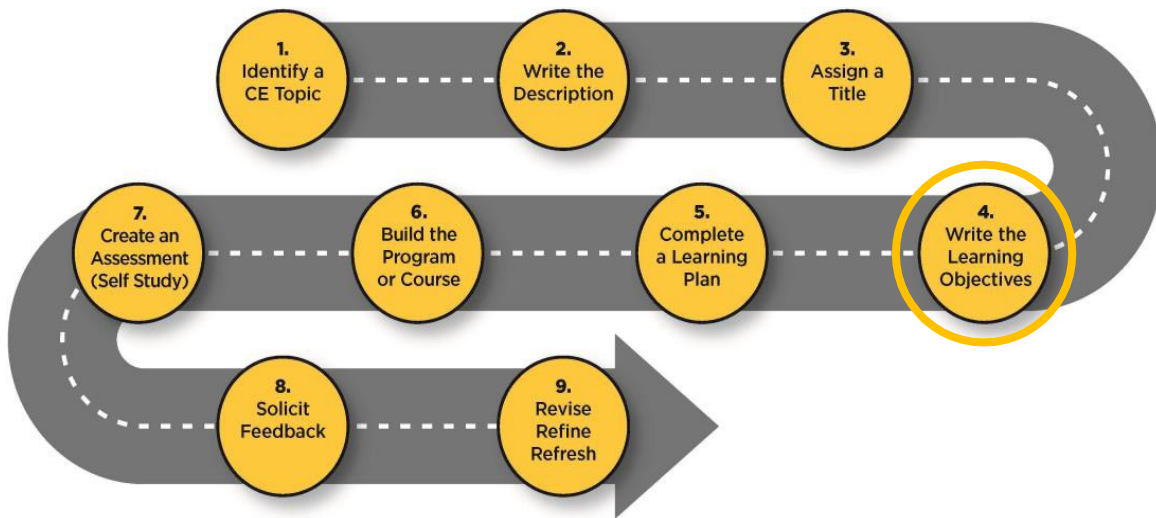




GUIDANCE DOCUMENT: WRITING MEANINGFUL LEARNING OBJECTIVES

ASCH, ASCH-ERF follow a series of strict accreditation standards when reviewing programs to be ASCH Approved. While the program description may be solid, it is only as good as the learning objectives that accompanies it. The **Learning Objectives** are the key to creating well-organized and impactful content. It is actually the fourth step in a multi-step process for building a program.



How Adult Learners Approach Continuing Education:

Adult learners need to receive **CONTENT** (increase knowledge); retain it by making a **CONNECTION** with the material (influence attitudes); and find an **APPLICATION** to real life (improve skills and performance). Adult learners have:

1. Work and personal experiences (including mistakes) that make them open to learning
2. An interest in what is immediately relevant and will positively impact their job or personal life
3. A task-oriented mindset
4. An approach that continually asks 'What's In It for Me?' (WIIFM)

About Learning Objectives:

Learning objectives connect the learner to WIIFM. They are a series of concise statements that define the expected goal or outcome of the program in terms of the participants' ability to demonstrate newly acquired knowledge or skills. Learning objectives define expectations; they are measurable and used as the basis for developing a graded final project and/or assessment.

Learning objectives are SMART:

- Specific to a single outcome
- Measurable
- Acceptable to the presenter
- Realistic to achieve
- Time-bound with a deadline

Write a Learning Objective⁽¹⁾

A good learning objective starts with an appropriate verb or “action word” reflecting the intended outcome and level of complexity. Use this chart as a guide to apply the verb best suited for the level of complexity.

Remembering LOC: Basic	Understanding LOC: Basic	Applying LOC: Intermediate	Analyzing LOC: Intermediate	Evaluating LOC: Advanced	Creating LOC: Advanced
Define	Classify	Act	Assume	Assess	Build
Describe	Compare	Construct	Categorize	Determine	Construct
Distinguish	Contrast	Develop	Compare	Estimate	Develop
Duplicate	Demonstrate	Identify	Contrast	Evaluate	Design
Identify	Explain	Model	Differentiate	Judge	Estimate
List	Illustrate	Organize	Distinguish	Justify	Minimize
Recall	Interpret	Plan	Examine	Rate	Modify
Recognize	Outline	Select	Organize	Recommend	Investigate
Relate	Summarize	Solve	Survey	Select	Predict
State	Translate	Utilize	Test	Support	Propose

Here are a few examples:

Remembering: **Describe** three types of advanced inductions.

Understanding: **Demonstrate** the ability to structure two direct and indirect suggestions.

Applying: **Identify** prerequisites for the use of hypnotic exploratory techniques.

Analyzing: **Differentiate** different hypnotic processes/procedures to be used for different observed behaviors.

Evaluating: **Assess** the type of hypnosis techniques to use with your patients that will most effectively help them overcome or control their problem.

Creating: **Construct** a series of treatment plan options that can be easily adopted to meet the particular needs of your clients.

⁽¹⁾Missouri State University, Writing Student Learning Objectives, December 2010

Comments or Questions? Please email us at education@asch.net