

## Sample Program Objectives

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### *Pre-Conference Sessions*

#### **Nutrition Support Review Course** (*Basic/Intermediate*)

1. Assess personal knowledge of nutrition support and identify areas requiring further study for the nutrition support specialty certification examination or other professional growth
2. Review core nutrition support topics including GI physiology, nutrition assessment, parenteral nutrition and enteral nutrition
3. Highlight specialty areas of nutrition support such as pediatric nutrition support, statistics, home care and drug-nutrient interactions

#### **Postgraduate Course: Oncology** (*Intermediate*)

1. Assess the nutrition risk and understand the potential role for nutrition therapy in patients with cancer
  2. Identify the mechanisms that promote obesity in cancer survivors
  3. Assess the evidence for interventions/therapeutic approaches that promote a healthy weight, reduce the risk for cancer recurrence and obesity-related co-morbidities in cancer survivors
  4. Analyze the recommendations for omega 3 fatty acids, vitamin D and folate intake for cancer survivors
  5. Evaluate the recommendations for nutrition interventions regarding common cancers
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### *Main Conference Sessions*

#### **Healing the Wound: Inside and Out** (*Intermediate*)

1. Describe the complexities of wound healing and recognize all clinical factors (nutrition and non nutrition) that impact healing
2. Differentiate correctable factors that impact healing from factors that cannot be corrected
3. Select and implement evidence based nutrition interventions to facilitate wound healing

#### **Global Perspectives on Complimentary Alternative Medicine (CAM) or Complimentary Integrative Medicine (CIM)** (*Advanced*)

1. Describe recent advances and applications of CAM and their regulations
  2. Recognize that CAM/CIM can be used to help prevent adverse effects of various modern therapies as well as work synergistically to enhance the therapeutic measures
  3. Identify which patient populations may benefit most from the inclusion of CAM/CIM as part medical treatments
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### *Focused Learning Sessions*

#### **Moving the Liberalized Preoperative Fasting and Thirsting Agenda Forward**

1. Identify the challenges associated with liberalized preoperative fasting and thirsting
2. Describe improved patient outcomes that can come from implementing best practice liberalized preoperative fasting and thirsting guidelines

## Definitions for Educational Levels:

	<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Target Audience</b>	Assumes little or no prior knowledge of areas covered. Aimed toward individuals building the foundation for competent practice.	Assumes a general knowledge of the literature and clinical practice within the areas covered. Aimed toward individuals wishing to expand skills and knowledge base.	Assumes thorough knowledge of the literature and clinical practice within the areas covered. Aimed toward individuals seeking a synthesis of recent advances and future directions.
<b>Educational Objectives</b>	Emphasizes practical, readily applicable learning outcomes.	Geared toward enhancing knowledge of the theoretical basis for clinical practice	Focuses on critical analysis of cutting edge research as it applies to clinical practice
<b>Focus</b>	Reviews the topic from a broad perspective	Address selected areas of the topic in detail	Provides an in-depth appraisal of a specific aspect of the topic
<b>Content</b>	Deals with established standards of practice that are supported by a strong foundation of research evidence.	Covers topics for which a moderately convincing body of research evidence is available or a consensus of expert opinion exists.	Addresses subject areas for which research evidence is limited or conflicting; covers topics of controversy and areas for requiring further study.

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## Reminder

Please remember to remind your speakers when preparing their information for their talk, to be mindful of the educational topic level. Whether basic, intermediate or advanced, the speaker should assume the appropriate knowledge base and be sure not to review certain material the audience should already know.

Ex. Think of your total content as the alphabet. If the educational level is intermediate, you should begin at the letter (K) otherwise you will not have enough time to cover all of the information in your talk.

## Table of Adjectives

Helpful action words for descriptive writing!

<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>
Cite	Select	Apply	Designate	Devise	Diagnose
Recall	Discuss	Compute	Examine	Integrate	Assess
Recognize	Extrapolate	Administer	Contrast	Assemble	Critique
List	Report	Develop	Formulate	Organize	Rate
State	Summarize	Demonstrate	Analyze	Modify	Validate
Underline	Translate	Perform	Debate	Plan	Compare
Name	Conclude	Interpret	Arrange	Manage	Appraise
Define	Explain	Employ	Solve	Construct	Judge
Classify	Describe	Illustrate	Criticize	Design	Prioritize

## LEVELS AND OBJECTIVES

<u>LEVEL</u>	<u>CATEGORY</u>	<u>WORDS TO USE IN OBJECTIVES</u>
I. KNOWLEDGE	Memorize information.	Define, give, list, locate, match, place, recite, recognize, select, state, name
II. COMPREHENSION	Translate information into another form. Interpretation of data. Extrapolation of data.	Compare, describe, discriminate, explain, identify, illustrate, paraphrase, summarize, outline
*** III. APPLICATION	Student uses rules and principles in an unfamiliar situation.	Apply, classify, compute, construct, convert, demonstrate, estimate, measure, perform
IV. ANALYSIS	Break an idea into the component parts and identify the relationship between the parts.	Account, analyze, diagnose, detect, discover, distinguish, make inferences, resolve, solve
V. SYNTHESIS	Apply knowledge and skills to produce a unique (to him) and original product.	Compose, design, develop, devise, invent, plan, produce, write
VI. EVALUATION	Student judges the worth of a product, service, or idea.	Argue, assess, evaluate, give your opinion, judge, justify, measure

\*\*\*Use level III or higher learning objective terms

### STANDARD DESCRIPTIVE TERMS FOR USE IN INSTRUCTIONAL OBJECTIVES

#### LEVEL

	<i>Appraise</i>	
IV	<u>Account</u>	to describe the relation between cause and effect
IV	<u>Analyze</u>	to examine in detail
III	<u>Applies</u>	to put to practical or appropriate use
VI	<u>Argue</u>	to give reason
VI	<u>Assess</u>	to judge the worth or importance
III	<u>Classify</u>	to arrange according to a system
II	<u>Compare</u>	to examine for similarities or differences
V	<u>Compose</u>	to make or put in proper form
III	<u>Compute</u>	to determine the amount
III	<u>Construct</u>	to devise, build or draw
II	<u>Contrast</u>	to show the difference
III	<u>Convert</u>	to change or transform
I	<u>Define</u>	to state the meaning; explain the essential qualities
III	<u>Demonstrate</u>	to show or explain how something works
II	<u>Describe</u>	to write or trace the outline
V	<u>Design</u>	to make a plan
IV	<u>Detect</u>	to discover the nature of
V	<u>Devise</u>	to work out a plan
V	<u>Develop</u>	to unfold in detail
IV	<u>Diagnose</u>	to make a decision by analysis or examination
II	<u>Differentiate</u>	to distinguish a difference in or between
IV	<u>Distinguish</u>	to recognize by some characteristic
IV	<u>Discover</u>	to learn the existence of
II	<u>Discriminate</u>	to make distinctions
III	<u>Estimate</u>	to form an opinion about
VI	<u>Evaluate</u>	to find the value or amount

II	<u>Explain</u>	to make know in detail
I	<u>Give</u>	to offer
VI	<u>Give your opinion</u>	to express a thought
II	<u>Identify</u>	to recognize and associate
II	<u>Illustrate</u>	to make clear by use of examples
II	<u>Invent</u>	to think up or produce something original
VI	<u>Judge</u>	to form an opinion
VI	<u>Justify</u>	to provide evidence
I	<u>List</u>	to set a series of names or words in order
I	<u>Locate</u>	to discover the position
IV	<u>Make inferences</u>	to make implications
I	<u>Match</u>	to find equal or similar
III/IV	<u>Measure</u>	to determine the extent of anything
I	<u>Name</u>	to identify a word or phrase by which
II	<u>Outline</u>	to explain in general the principles involved
II	<u>Paraphrase</u>	to state in your own words
III	<u>Perform</u>	to do a task
I	<u>Place</u>	to put in a particular position
V	<u>Plan</u>	to make an outline or to arrange something
V	<u>Produce</u>	to make or show
I	<u>Recite</u>	to speak aloud the material requested
I	<u>Recognize</u>	to be aware of or perceive the information
IV	<u>Resolve</u>	to reach a decision
I	<u>Select</u>	to chose
IV	<u>Solve</u>	to find or explain the answer to a problem
I	<u>State</u>	to express in words
II	<u>Summarize</u>	to give a brief report covering the main points
V	<u>Write</u>	to communicate in writing the information requested

*Appraise*

## APPENDIX 2 LEARNING OBJECTIVES

VERBS THAT COMMUNICATE KNOWLEDGE								
<b>Information</b>								
cite	count	define	describe	draw	identify	indicate	list	name
point	quote	read	recite	recognize	record	relate	repeat	select
state	tabulate	tall	trace	write				
<b>Comprehension</b>								
associate	classify	compare	compute	contrast	describe	differentiate	discuss	distinguish
estimate	explain	express	extrapolate	interpolate	interpret	locate	predict	report
restate	review	translate						
<b>Application</b>								
apply	calculate	complete	demonstrate	dramatize	employ	examine	illustrate	interpolate
interpret	locate	operate	order	practice	predict	relate	report	restate
review	schedule	solve	translate	use	utilize			
<b>Analysis</b>								
analyze	appraise	contract	criticize	debate	detect	diagram	differentiate	distinguish
experiment	infer	inspect	inventory	question	separate	summarize		
<b>Synthesis</b>								
arrange	assemble	collect	compose	construct	create	design	detect	formulate
generalize	integrate	manage	organize	plan	prepare	prescribe	produce	propose
specify								
<b>Evaluation</b>								
appraise	assess	choose	critique	determine	estimate	evaluate	grade	judge
measure	rank	rate	recommend	revise	score	select	test	
<b>VERBS THAT IMPART SKILLS</b>								
diagnose	hold	internalize	measure	pass	project	empathize	integrate	massage
palpate	percuss	visualize						
<b>VERBS THAT CONVEY ATTITUDES</b>								
acquire	exemplify	realize	reflect					
<b>THESE VERBS ARE BETTER AVOIDED- AS THEY DO NOT INSPIRE ACTIVE PARTICIPATION IN PROSPECTIVE ATTENDEES</b>								
appreciate	have faith in	know	learn	understand				

## Developing Learning Objectives

by

Caffarella RS. *Planning Programs for Adult Learners*, San Francisco, Jossey Bass, 1994

Acquisition of Knowledge	Enhancement of Thinking Skills	Development of Psychomotor Skills	Changes in Attitudes, Values and/or Feelings
To identify	To reflect	To demonstrate	To challenge
To list	To compare	To produce	To defend
To define	To contrast	To assemble	To judge
To describe	To catalogue	To adjust	To question
To state	To classify	To install	To accept
To prepare	To evaluate	To operate	To adopt
To recall	To forecast	To detect	To advocate
To express	To formulate	To locate	To bargain
To categorize	To investigate	To isolate	To cooperate
To chart	To modify	To arrange	To endorse
To rank	To organize	To build	To justify
To distinguish	To plan	To conduct	To persuade
To explain	To research	To check	To resolve
To outline	To study	To manipulate	To select
To inform	To translate	To fix	To dispute
To label	To differentiate	To lay out	To approve
To specify	To analyze	To perform	To choose
To tell	To compute	To sort	To feel
	To devise	To construct	To care
	To review	To draw	To express

Objectives should be measurable, i.e., identify observable actions (who will do what as measured by what and by when), and support the overall goal from the student's perspective.

### OBJECTIVES DEVELOPMENT

ACQUISITION OF KNOWLEDGE	ENHANCEMENT OF THINKING SKILLS	DEVELOPMENT OF PSYCHOMOTOR SKILLS	CHANGES IN ATTITUDES, VALUES, FEELINGS
identify	reflect	demonstrate	challenge
list	compare	produce	defend
define	contrast	assemble	judge
state	classify	install	accept
prepare	evaluate	operate	adopt
recall	forecast	detect	advocate
express	formulate	locate	bargain



categorize	investigate	isolate	cooperate
chart	modify	arrange	endorse
rank	organize	build	justify
distinguish	plan	conduct	persuade
explain	research	check	resolve
outline	study	manipulate	select
inform	translate	fix	dispute
label	differentiate	lay out	approve
specify	analyze	perform	choose
tell	compute	sort	feel
recite	devise	construct	care
choose	review	draw	express
name	write	solve	