

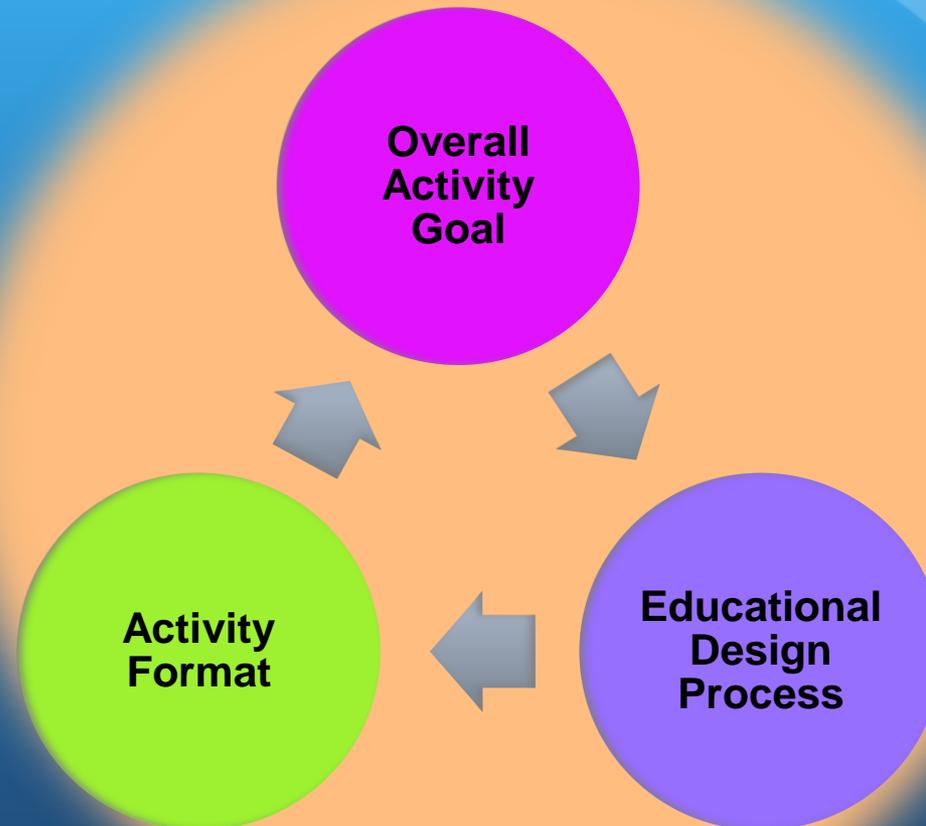


Learning Outcome Statements and Measurable Learning Outcomes (SMART GOALS)

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Learning Outcomes connected to...



Important Terms

- Learning outcomes—
 - **Clearly state** the expected knowledge, skills, attitudes, and competencies that learners are expected to acquire as a result of the activity
 - **Describe** significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program
 - **Specify** an action by the student that must be observable, measurable, and able to be demonstrated

Learning Outcomes...

- Contain 3 elements:
 - **WHO** is to perform the action
 - **WHAT** action they are to take
 - **RESULT** of the action(s)

ANCC Shift....

- From requiring *session level objectives* to requiring an activity's *overall learning outcome* designed to address the designated learning gap

Use of Action Verbs

- Bloom's taxonomy--There are several levels (lowest to highest cognitive skills):
 - **Knowledge/Remembering**: define, list, recognize
 - **Comprehension/Understanding**: characterize, describe, explain, identify, locate, recognize, sort
 - **Application/Applying**: choose, demonstrate, implement, perform
 - **Analysis/Analyzing**: analyze, categorize, compare, differentiate
 - **Evaluation/Evaluating**: assess, critique, evaluate, rank, rate
 - **Synthesis/Creating**: construct, design, formulate, organize, synthesize

Use of Action Verbs

- Certain verbs are unclear and call for internal behavior which cannot be observed or measured.
- These types of verbs should be avoided when developing learning outcomes:
 - *Know*
 - *Learn*
 - *Understand*
 - *Appreciate*
 - *Become aware of*
 - *Become familiar with*

Examples – TOO general and HARD to measure...

- Upon completion of the activity, the learner will be able to:
- ...**appreciate** the benefits of learning a new skill.
- ...**understand** resources in the community.
- ... **develop** problem-solving skills.
- ... **have** more confidence in their knowledge of the subject matter.

Examples that are still too general and hard to measure...

- Upon completion of the activity, the learner will be able to:
- ...**know how** to treat patients with anxiety disorders.
- ... **develop and apply** effective problem-solving skills that **will enable** one to adequately navigate through the health care resources within the community.
- ...**demonstrate** the ability to resolve problems that occur in clinical practice.
- ...**demonstrate** critical thinking skills, such as problem solving as it relates to social issues.

Examples that are specific and easy to measure...

- Upon completion of the activity, the learner will be able to:
- ...**explain** common end-of-life issues for patients.
- ...**demonstrate** the ability to apply basic research methods in nursing, including research design, data analysis, and interpretation.
- ...**evaluate** effective problem-solving strategies for patients with PTSD.
- ...**state how** to effectively assess patients in active labor.

SMART GOALS/OUTCOMES

- **S**—specific (who, what, when, where, etc.)
- **M**—measurable
- **A**—attainable or achievable
- **R**—realistic; relevant; reasonable
- **T**—time specific; tangible; trackable

Examples—Good and Bad

- *Increase level of knowledge related to PTSD patients.*
- *At the end of the session, state five common causes of preterm labor.*
- *Learn how to access a PICC line by next week.*
- *By the end of the educational activity, explain how to set up and operate a fetal monitor.*
- *At the end of the activity, develop a plan to enable follow up of 100% of PACU patients within 24 hours of discharge.*
- *Learn more about acute injury and on-site treatment for injured workers.*

Let's practice

Desired state	Current state	Identified gap	Gap due to knowledge, skills or practices	Purpose	Outcome Measure
100% of patients discharged from the hospital will have discharge instructions provided by a registered nurse	70% of patients discharged from the hospital have discharge instructions provided by a registered nurse	30% of patients discharged from the hospital do not have discharge instructions provided by a registered nurse	Gap may be due to (planning committee should assess): ? Knowledge – Registered nurses do not know that they are responsible for discharge instructions ? Skills – Registered nurses do not know how to deliver discharge instructions ? Practices - Registered nurses are not delivering discharge instructions to all patients (why)	Ensure that all patients are given discharge instructions by a registered nurse	Increase the number of patients given discharge instructions by a registered nurse/number of all patients discharged from the surgical floor during the first week in April (by chart audit) from X to X.

Let's practice

Desired state	Current state	Identified gap	Gap due to knowledge, skills or practices	Purpose	Outcome Measure
<p>Pediatric patients in respiratory distress are placed on a non-rebreather facemask support that is applied appropriately within 5 minutes of presentation to the Emergency Department 100% of the time</p>	<p>Pediatric patients in respiratory distress are placed on a non-rebreather facemask support within 5 minutes of presentation to the Emergency Department 100% of the time, but frequently the facemask is not applied appropriately</p>	<p>Skill in applying non-rebreather facemask support for pediatric patients in respiratory distress</p>	<p>Lack of skill in applying a non-rebreather facemask support for pediatric patients in respiratory distress</p>	<p>Registered nurses in the emergency department will apply a non-rebreather facemask support correctly to all pediatric patients in respiratory distress</p>	<p>Successful return demonstration of application of a non-rebreather facemask for pediatric patients in respiratory distress; participants must correctly assess the signs/symptoms of respiratory distress and apply the non-rebreather facemask correctly</p>

MEASUREMENT

- Consider how the learning objective will be measured (i.e., test, return demo, audit, etc.) and the format of the class.
 - Both can influence how the learning outcome is stated.
- Example—(live event only)
 - *At the end of the activity, the learner will be able to demonstrate application of a non-rebreather facemask for pediatric patients in respiratory distress.*
 - VS.
 - *At the end of the activity, the learner will be able to audit charts for discharge instruction compliance.*
- Example—(online event; post-activity CE test)
 - *At the end of the activity, the learner will be able to state the causes of obesity in children in the United States.*
 - VS.
 - *At the end of the activity, the learner will be able to assess preterm labor.*

ANCC Resources

- ANCC Website
 - Resource page
 - <http://www.nursecredentialing.org/Accreditation/ResourcesServices>
 - FAQs
 - <http://www.nursecredentialing.org/AccreditationFAQ.asp>
 - Accredited Provider Application manual – *note there are variances for Approved Providers requirements*
 - <http://www.nursecredentialing.org/Search.aspx?SearchPhrase=application+manual>
 - Content Integrity Standards
 - <http://www.nursecredentialing.org/Accreditation-CEContentIntegrity.pdf>



Learning Outcome Resources

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