

Writing Behavioral Objectives

COMPONENTS of a Behavioral Objective:

- A. **AUDIENCE / WHO:** audience for whom the objective is intended: “The physical therapist student will...”
- B. **BEHAVIOR / WHAT:** specific observable actions/behaviors the student is to perform or exhibit. Use the taxonomy to identify a verb that distinguishes the level of the behavior.
- C. **CONDITIONS / “GIVENS:”** relevant factors affecting the actual performance.
 - 1. in the classroom, lab or clinical setting...
 - 2. upon completion of the assignment or learning task...
 - 3. after reviewing instruction...
 - 4. following a lecture, demonstration or discussion...
 - 5. with(out) the use of notes, text, lab manuals...
 - 6. when provided with certain materials or equipment...
 - 7. given a case study, diagram,, clinical problem...
 - 8. on a model, classmate, patient...
- D. **DEGREE / CRITERION FOR SUCCESS:** level of achievement indicating acceptable performance.
 - 1. to a degree of accuracy, e.g. 90% or + or - 1 s.d.
 - 2. to a stated proportion, e.g. within 2 mm of mercury
 - 3. within a given time period
 - 4. within a given number of trials
 - 5. to a standard of clinical acceptability
 - 6. to be verified by an external agency, panel, person
 - 7. according to criteria set forth in a lab manual, standard operating policy, skill analysis, or other document
 - 8. to the satisfaction of the instructor
- E. **Goals should also be “S.M.A.R.T.”**
 - 1. **S:** Specific – a specific behavior/activity/task
 - 2. **M:** Measurable – units of measurement
 - 3. **A:** Attainable – achievable and appropriate
 - 4. **R:** Relevant – realistic and focused on results
 - 5. **T:** Time-based – within a specific time frame
- F. **Examples:**
 - 1. Following demonstration and practice with the clinical instructor, the student will be able to transfer a patient post stroke from the bed to the wheelchair safely with minimal cuing from the CI.
 - 2. By midterm, the student will be able to accurately document a daily note according to facility guidelines without CI input.

Adapted with permission from Erikson, N at Eastern Washington University

LEVELS of Objectives According to Bloom's Taxonomy

LEVEL ONE OBJECTIVES

Domain: Cognitive - knowledge: The remembering of previously learned material.

Domain: Affective - receiving: getting, holding, and directing the student's or patient's attention.

Domain: Psychomotor - perception: using sense organs to obtain cues that guide motor activity.

Cognitive Affective Psychomotor Knowledge Receiving Perception

cite label ask choose define list choose describe describe match describe detect
eliminate name eliminate differentiate express request express distinguish identify state
identify identify itemize locate inspect name itemize reply isolate request relate (tell)
select separate

LEVEL TWO OBJECTIVES

Domain: Cognitive - comprehension: grasping the meaning of the material

Domain: Affective - responding: active participation and reaction by the student

Domain: Psychomotor - set: mental, physical, and emotional readiness to act.

Cognitive Affective Psychomotor Comprehension Responding Set

classify explain answer label begin collect generalize assist perform display compile inspect
collect present explain convert paraphrase comply repeat institute defend record conform
report respond document repeat discuss respond show estimate restate examine restate
start inspect

LEVEL THREE OBJECTIVES

Domain: Cognitive - application: using learned material in new and concrete situations.

Domain: Affective - valuing: displaying consistent behavior which makes a student's values clearly identifiable.

Domain: Psychomotor - guided response: early stages of learning a complex skill.

Cognitive Affective Psychomotor Application Valuing Guided Response

adjust manipulate advise formulate bandage administer massage apply implement handle
apply mobilize check initiate investigate arrange modify choose institute specify change
operate clarify investigate transfer check participate complete justify turn clarify perform
derive mobilize complete position describe participate compute predict designate propose
demonstrate present determine quantify discover refer differentiate rank examine schedule
distinguish rate experiment solve draw recommend handle suggest evaluate record
implement transfer explain refer investigate translate extract report schedule select

LEVEL FOUR OBJECTIVES

Domain: Cognitive - analysis: breaking down material into its component parts.

Domain: Affective - organization: comparing, relating, and synthesizing values.

Domain: Psychomotor - mechanism: performance acts where the learned response is habitual and the movements can be performed with proficiency.

Cognitive Affective Psychomotor Analysis Organization Mechanism

analyze illustrate adjust modify bandage assess manage alter negotiate handle
assign negotiate analyze organize investigate choose outline arrange prepare specify
diagram rank combine relate transfer derive rate compare simplify turn determine relate
consult supervise designate select criticize synthesize differentiate separate defend
teach discuss simplify develop terminate distinguish specify document
draw (conclusions) experiment evaluate terminate judge

LEVEL FIVE OBJECTIVES

Domain: Cognitive - synthesis: putting parts together to form a new whole.

Domain: Affective - characterization by a value: behavior is typical or characteristic of that person.

Domain: Psychomotor - complex overt response: skillful performance involving complex movement pattern.

Cognitive Affective Psychomotor Synthesis Characterization Complex Behavior

advise manage act adjust articulate modify communicate administer categorize
negotiate direct apply combine organize discriminate bandage communicate originate

display handle compose plan instruct investigate consult practice practice speak
coordinate propose propose specify correlate quantify question test create rearrange
revise transfer design recommend serve turn develop reconstruct solve devise
reorganize establish revise extrapolate summarize formulate supervise generate teach
instruct write

LEVEL SIX OBJECTIVES

Domain: Cognitive - evaluation: judging the value of material for a given purpose.

Domain: Psychomotor - adaptation: modifying well-developed skills to fit a certain requirement of to meet a problem situation.

Cognitive Psychomotor Evaluation Adaptation

appraise adapt compare alter conclude change consult develop contrast massage criticize
mobilize direct position discriminate rearrange interpret reorganize justify revise support
schedule

LEVEL SEVEN

Domain: Psychomotor - origination: creation of new movement patterns to fit a particular situation or problem.

Psychomotor Origination

arrange combine communicate compose construct design instruct manage
originate teach

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