

## Appendix 3

### Tips on Writing Learning Objectives and Learning Assessments

#### Learning Objectives

Programs being offered for CE Credit for psychologists must include clearly stated objectives. The objectives should be written in **measurable, behavioral terms** and should state exactly what the participant will be able to do following the workshop.

As a guideline, a four-hour workshop should include three or four objectives while a seven-hour workshop should have five to seven objectives. Think in terms of new skills or knowledge the participant will have upon completion of the workshop.

#### **Verbs to consider**

- ✓ list, describe, recite, write
- ✓ compute, discuss, explain, predict
- ✓ apply, demonstrate, prepare, use
- ✓ analyze, design, select, utilize
- ✓ compile, create, plan, revise
- ✓ assess, compare, rate, critique

#### **Verbs to avoid**

- ≠ know, understand
- ≠ learn, appreciate
- ≠ become aware of, become familiar with

Example:

This workshop is designed to help you:

1. Describe various theoretical approaches to coaching.
2. Differentiate between the coaching relationship and the therapeutic relationship.
2. Identify steps to quickly build an effective coaching relationship and avoid potential pitfalls.
4. Demonstrate knowledge of ethical issues present in coaching relationships, using a case study example.

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### Assessment of Learning Outcomes

Your programs must also include a method of determining how well the program met the stated Learning Objectives.

The Assessment of Learning Outcomes:

1. determines whether or not the workshop participant learned what you set out to teach them,
2. provides feedback on how well you met the stated educational objectives,
3. allows for improvements for future programs.

The Assessment of Learning Outcomes should be based directly on the learning objectives set for the workshop where each educational objective is restated so that participants can rate them using the following scale:

#### Example

Based on the content of this workshop, I am able to:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Describe at least 2 theoretical approaches to coaching relationships	5	4	3	2	1
2. State at least 2 differences between coaching and therapeutic relationships	5	4	3	2	1
3. Employ at least 2 steps to build effective relationships or avoid pitfalls	5	4	3	2	1
4. Apply ethical standards to a case study of a coaching relationship	5	4	3	2	1