Learning Outcome Statements and Measurable Learning Outcomes (SMART GOALS)

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Learning Outcomes connected to...

Overall Activity Goal

Activity Format

Educational Design Process
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

<table>
<thead>
<tr>
<th>Desired state</th>
<th>Current state</th>
<th>Identified gap</th>
<th>Gap due to knowledge, skills or practices</th>
<th>Purpose</th>
<th>Outcome Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of patients discharged from the hospital will have discharge instructions provided by a registered nurse</td>
<td>70% of patients discharged from the hospital have discharge instructions provided by a registered nurse</td>
<td>30% of patients discharged from the hospital do not have discharge instructions provided by a registered nurse</td>
<td>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)</td>
<td>Ensure that all patients are given discharge instructions by a registered nurse</td>
<td>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.</td>
</tr>
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<td>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</td>
<td>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</td>
<td>Skill in applying non-rebreather facemask support for pediatric patients in respiratory distress</td>
<td>Lack of skill in applying a non-rebreather facemask support for pediatric patients in respiratory distress</td>
<td>Registered nurses in the emergency department will apply a non-rebreather facemask support correctly to all pediatric patients in respiratory distress</td>
<td>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</td>
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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.
- 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.
- At the end of the activity, the learner will be able to assess preterm labor.
WMSD Resources

- WMSD Website
  - [http://www.westernmsd.org/MainMenu/CE](http://www.westernmsd.org/MainMenu/CE)

- WMSD Approved Provider Application and Resources
  - [http://www.westernmsd.org/MainMenu/CE/Approved-Provider-Application](http://www.westernmsd.org/MainMenu/CE/Approved-Provider-Application)
  - Approved Provider Application – Self Study
  - Approved Provider Annual Reports
  - Approved Provider Activity Documentation Forms
  - Resources to Learn ANCC Criteria and Self Study Application Requirements
    - ANCC Content Integrity Standards
    - [http://www.nursecredentialing.org/Accreditation-CEContentIntegrity.pdf](http://www.nursecredentialing.org/Accreditation-CEContentIntegrity.pdf)

- WMSD Website FAQs
ANCC Resources

- ANCC Website
  - Resource page
    - [http://www.nursecredentialing.org/Accreditation/ResourcesServices](http://www.nursecredentialing.org/Accreditation/ResourcesServices)
  - FAQs
    - [http://www.nursecredentialing.org/AccreditationFAQ.asp](http://www.nursecredentialing.org/AccreditationFAQ.asp)
- Accredited Provider Application manual – *note there are variances for Approved Providers requirements*
- Content Integrity Standards
  - [http://www.nursecredentialing.org/Accreditation-CEContentIntegrity.pdf](http://www.nursecredentialing.org/Accreditation-CEContentIntegrity.pdf)
Learning Outcome Resources

- Council for the Advancement of Standards in Higher Education: various materials on standards, self-assessments of programs and frameworks. www.cas.edu