

Guidelines for Writing Learning Objectives

Is the Learning Objective Written In SMART Format?

- Is it Specific, Measurable, Attainable, Realistic, and Time-focused?
- Does it include observable behavioural outcomes?
- Does it focus on one specific aspect of expected performance?
- Does it use an effective action verb that aligns with the desired level of performance? (*Refer to the Action Verb List [here](#)*)

Resources

- Specify the actual resources (include direct links to webinars, videos, research papers, clinical resources/literature, references, etc.). This can include specific chapters, course notes, books, and articles. Be precise in your descriptions.
- Are the human resources diverse?
- Are the written resources current and relevant?
- Are the proposed resources the most authoritative, reliable, and feasible options available?

Evidence

- What specific behaviours will demonstrate that you have completed this? Please provide detailed examples.
- What specific proof will you have? Dates may be useful for clarity.
- Is the evidence proposed for each objective clearly aligned with that objective?
- Is it the most compelling evidence available?
- Will it be convincing to the preceptor?
- Does the evidence demonstrate variety and creativity?
- Should other evidence be considered, such as the client's perspective or input from other team members?
- Is the evidence to be submitted at intervals throughout the clinical experience?
- Is it the strongest evidence possible? Will it be convincing?

Validation

- What are the exact criteria for evaluation? Be precise in your description.
- Are the criteria proposed for judging the evidence congruent with the Learning Objective?
- Is the validation of these criteria measurable?
- Are the criteria clearly stated, and can they be applied?
- Do the means proposed for judging the evidence by these criteria seem appropriate, feasible, and convincing?
- Who will evaluate the evidence and when? Be specific.
- If you are looking for feedback, be as specific as possible. Specify what this means. Feedback about what? By whom? Append any developed checklists for this.

Overall

- Is it well-written?
- Does it exhibit professionalism?
- Is it suitable for an Occupational Therapy student placement?
- Is it appropriate for the current placement level (e.g., FW3 or FW4 expectations)?
- Are the student's objectives congruent with the university's objectives and expectations for fieldwork?

Reminders:

- Review the OS & OT Fieldwork Manual related to Learning Objectives: <https://www.otfieldwork.ca/fieldwork-evaluation>.
- Identify the relevant competency area. Your learning objective must fall under one of the competencies in the CBFE-OT manual. The competency must be labelled.
- Although you are expected to submit your learning objectives on InPlace, you may wish to create a draft version for review, using this chart [OS & OT Learning Objectives Chart](#)
- Submit your learning objectives following the timeline indicated in your fieldwork course outline. Your learning objectives will be evaluated at midterm and at the final.

References

Bossers, A., Polatajko, H. J., & Bosser, A. (2008). Competency based fieldwork evaluation for occupational therapists manual. Nelson.

Chatterjee, D., & Corral, J. (2017). How to Write Well-Defined Learning Objectives. *The journal of education in perioperative medicine: JEPM*, 19(4), E610.

Gronlund, N. E. (1978). Stating objectives for classroom instruction (pp. 12-18). New York, NY: MacMillan Publishing Company.

Joos, M. S. (2024). Course materials for OCT1132H [Online Module]. Learning Objectives Self-directed Learning Module. University of Toronto.

Knowles, M. (1975). Self-directed learning: A guide for learners and teachers. New York: Association Press.

Resources

Preceptor Education Program (PEP) for Module 3: [Developing Learning Objectives](#). from the preceptor.ca website.

MScOT Resource for Writing Learning Objectives

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