

Guide to Establishing Educational Goals and Objectives

Function of Objectives

The development of objectives serves as the guide in the process of planning, presenting and evaluating instruction.

Goals vs. Objectives

There is a major difference between goals and objectives. Goals of a course are stated in general terms so that the pharmacy professional can be quickly informed about the nature of the course. Sample terms in goals include: “Know about ...”, “To understand ...”, “Become aware ...”, and “Develop appreciation for ...”

All of these phrases are found in goal or purpose statements.

Objectives are used to attain the stated goal. They assist the presenter and the pharmacy professional in deciding specifically what is to be learned. When participants are informed of the objectives, it will prepare them for what they are expected to do with the information. Typical activities found in objectives include: “to write, to list, to analyze, to solve and to discuss.”

The most difficult, and the most important, part of constructing an objective is the selection of an appropriate action verb. It should clearly express what the pharmacy professional should be able to do with the subject content—recognize, explain, solve, assess and so on.

These verbs should be avoided in objective statements since they are open to interpretation:

Appreciate
Behave
Believe
Be aware of
Enjoy
Explore
Grasp the significance of
Have faith in
Know
Learn
Perceive
Realize
Understand

Psychomotor Domain¹ (Dave)	
Naturalization	To design, specify, manage, invent, project-manage.
Articulation	To construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master, improve, teach.
Precision	To demonstrate, complete, show, perfect, calibrate, control, practice.
Manipulation	To re-create, build, perform, execute, implement.
Imitation	To copy, follow, replicate, repeat, adhere, observe, identify, mimic, try, reenact, imitate.

Affective Domain² (Bloom)	
Internalizing Values (Characterization)	To act, discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, verify.
Organization	To adhere, alter, arrange, combine, compare, complete, defend, explain, formulate, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize.
Valuing	To complete, demonstrate, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, work.
Responding to Phenomena	To answer, assist, aid, comply, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write.
Receiving Phenomena	To ask, choose, describe, follow, give, hold, identify, locate, name, points to, select, sit, erect, reply, use.

¹ Dave, R. H. (1975). *Developing and Writing Behavioral Objectives*. (R J Armstrong, ed.) Educational Innovators Press.

¹ Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973). *Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain*. New York: David McKay Co., Inc.
