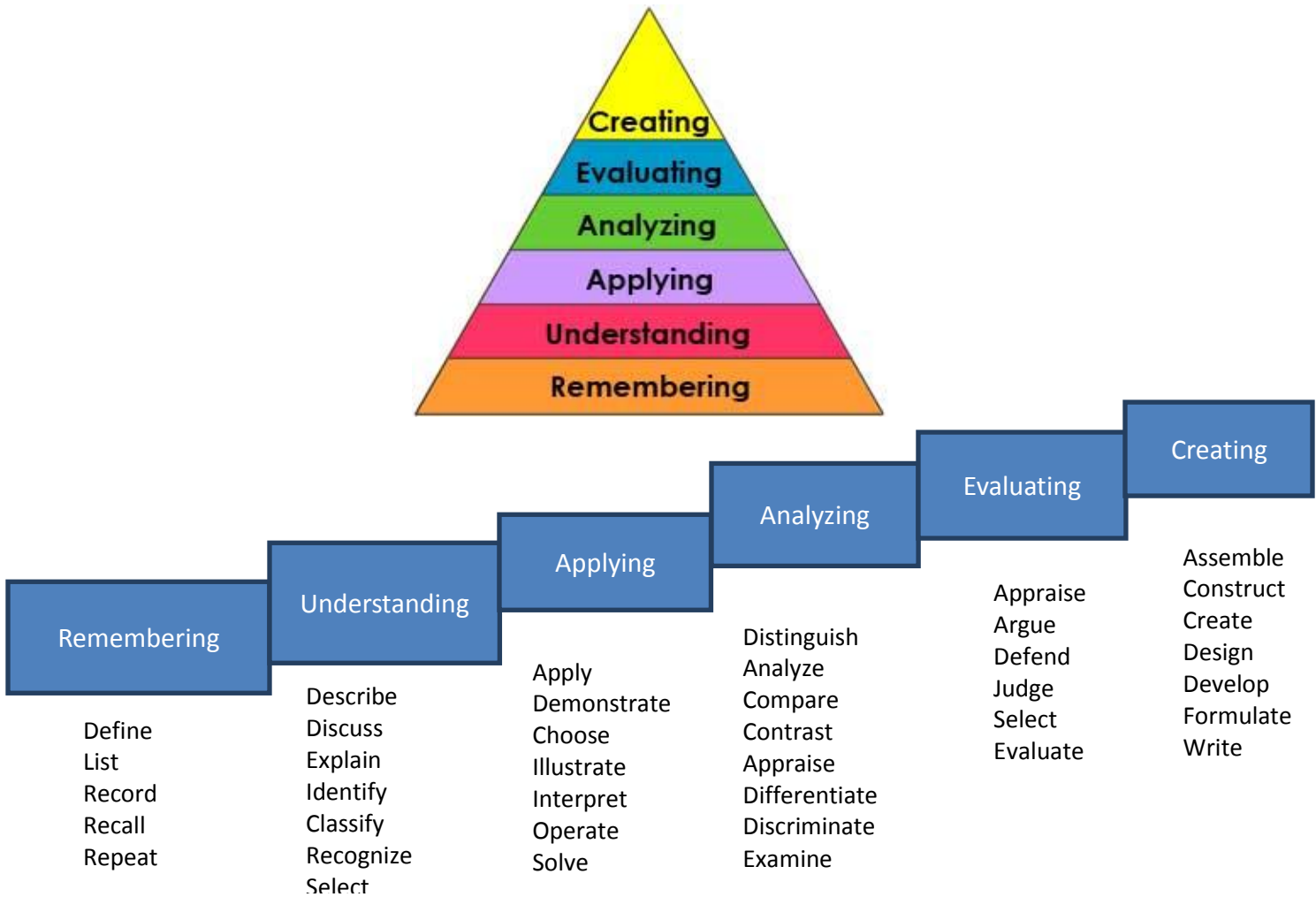


Guidance for writing educational objectives for Association of Nurses in AIDS Care

The educational objectives are among the most important components of high-quality continuing nurse education. It is a measurable, learner-focused statement conveying the intended outcomes of the educational activity and must be based on an identified gap in knowledge, skills or practice. Well-written educational objectives include four components: 1) who (the audience), 2) what (behavior), 3) when (within the timeframe), and 4) how (under what conditions, if any). They should be specific, measurable, achievable, realistic, and timed and must be feasible within the allotted timeframe and resources available for the activity. Bloom's taxonomy is often used to help develop good educational objectives.

Bloom's taxonomy (revised)



Examples:

At the conclusion of this webinar, participants will be able to

- 1) Compare and contrast new regimens to treat Hepatitis C in people living with HIV.

Who: participants

What: Compare and contrast new regimens to treat Hepatitis C in people living with HIV

When: by the conclusion of the webinar

- 2) Apply new CDC guidelines for PrEP for high-risk patients

Who: participants

What: Apply new CDC guidelines for PrEP for high-risk patients

When: by the conclusion of the webinar

If you have any questions about your educational objectives, please contact Allison Webel, Director of Continuing Education at Allison.webel@case.edu.

Resource:

Writing Objectives for Educational Activities. (2014). American Nurses Credentialing Center. Presentation.