

University of Utah Department of Physical Therapy

Writing Behavioral Objectives

COMPONENTS of a Behavioral Objective:

- A. **AUDIENCE / WHO:** audience for whom the objective is intended: "The physical therapist student will..."
- B. **BEHAVIOR / WHAT:** specific observable actions/behaviors the student is to perform or exhibit. Use the taxonomy to identify a verb that distinguishes the level of the behavior.
- C. **CONDITIONS / "GIVENS:"** relevant factors affecting the actual performance.
 - 1. in the classroom, lab or clinical setting...
 - 2. upon completion of the assignment or learning task...
 - 3. after reviewing instruction...
 - 4. following a lecture, demonstration or discussion...
 - 5. with(out) the use of notes, text, lab manuals...
 - 6. when provided with certain materials or equipment...
 - 7. given a case study, diagram,, clinical problem...
 - 8. on a model, classmate, patient...
- D. **DEGREE / CRITERION FOR SUCCESS:** level of achievement indicating acceptable performance.
 - 1. to a degree of accuracy, e.g. 90% or + or - 1 s.d.
 - 2. to a stated proportion, e.g. within 2 mm of mercury
 - 3. within a given time period
 - 4. within a given number of trials
 - 5. to a standard of clinical acceptability
 - 6. to be verified by an external agency, panel, person
 - 7. according to criteria set forth in a lab manual, standard operating policy, skill analysis, or other document
 - 8. to the satisfaction of the instructor
- E. **Goals should also be "S.M.A.R.T."**
 - 1. **S:** Specific – a specific behavior/activity/task
 - 2. **M:** Measurable – units of measurement
 - 3. **A:** Attainable – achievable and appropriate
 - 4. **R:** Relevant – realistic and focused on results
 - 5. **T:** Time-based – within a specific time frame
- F. **Examples:**
 - 1. Following demonstration and practice with the clinical instructor, the student will be able to transfer a patient post stroke from the bed to the wheelchair safely with minimal cuing from the CI.
 - 2. By midterm, the student will be able to accurately document a daily note according to facility guidelines without CI input.

LEVELS of Objectives According to Bloom's Taxonomy

LEVEL ONE OBJECTIVES

Domain: Cognitive - knowledge: The remembering of previously learned material.

Domain: Affective - receiving: getting, holding, and directing the student's or patient's attention.

Domain: Psychomotor - perception: using sense organs to obtain cues that guide motor activity.

Cognitive Knowledge		Affective Receiving	Psychomotor Perception
cite	label	ask	choose
define	list	choose	describe
describe	match	describe	detect
eliminate	name	eliminate	differentiate
express	request	express	distinguish
identify	state	identify	identify
itemize		locate	inspect
		name	itemize
		reply	isolate
		request	relate (tell)
			select
			separate

LEVEL TWO OBJECTIVES

Domain: Cognitive - comprehension: grasping the meaning of the material

Domain: Affective - responding: active participation and reaction by the student

Domain: Psychomotor - set: mental, physical, and emotional readiness to act.

Cognitive Comprehension		Affective Responding	Psychomotor Set	
classify	explain	answer	label	begin
collect	generalize	assist	perform	display
compile	inspect	collect	present	explain
convert	paraphrase	comply	repeat	institute
defend	record	conform	report	respond
document	repeat	discuss	respond	show
estimate	restate	examine	restate	start
		inspect		

LEVEL THREE OBJECTIVES

Domain: Cognitive - application: using learned material in new and concrete situations.

Domain: Affective - valuing: displaying consistent behavior which makes a student's values clearly identifiable.

Domain: Psychomotor - guided response: early stages of learning a complex skill.

Cognitive Application		Affective Valuing	Psychomotor Guided Response	
adjust	manipulate	advise	formulate	bandage
administer	massage	apply	implement	handle
apply	mobilize	check	initiate	investigate
arrange	modify	choose	institute	specify
change	operate	clarify	investigate	transfer
check	participate	complete	justify	turn
clarify	perform	derive	mobilize	
complete	position	describe	participate	
compute	predict	designate	propose	
demonstrate	present	determine	quantify	
discover	refer	differentiate	rank	
examine	schedule	distinguish	rate	
experiment	solve	draw	recommend	
handle	suggest	evaluate	record	
implement	transfer	explain	refer	
investigate	translate	extract	report	
			schedule	
			select	

LEVEL FOUR OBJECTIVES

Domain: Cognitive - analysis: breaking down material into its component parts.

Domain: Affective - organization: comparing, relating, and synthesizing values.

Domain: Psychomotor - mechanism: performance acts where the learned response is habitual and the movements can be performed with proficiency.

Cognitive Analysis		Affective Organization	Psychomotor Mechanism	
analyze	illustrate	adjust	modify	bandage
assess	manage	alter	negotiate	handle
assign	negotiate	analyze	organize	investigate
choose	outline	arrange	prepare	specify
diagram	rank	combine	relate	transfer
derive	rate	compare	simplify	turn
determine	relate	consult	supervise	
designate	select	criticize	synthesize	
differentiate	separate	defend	teach	
discuss	simplify	develop	terminate	
distinguish	specify	document		
draw (conclusions)		experiment		
evaluate	terminate	judge		

extract

test

manage

LEVEL FIVE OBJECTIVES

Domain: Cognitive - synthesis: putting parts together to form a new whole.

Domain: Affective - characterization by a value: behavior is typical or characteristic of that person.

Domain: Psychomotor - complex overt response: skillful performance involving complex movement pattern.

Cognitive Synthesis

advise
articulate
categorize
combine
communicate
compose
consult
coordinate
correlate
create
design
develop
devise
establish
extrapolate
formulate
generate
instruct

manage
modify
negotiate
organize
originate
plan
practice
propose
quantify
rearrange
recommend
reconstruct
reorganize
revise
summarize
supervise
teach
write

Affective Characterization

act
communicate
direct
discriminate
display
instruct
practice
propose
question
revise
serve
solve

Psychomotor Complex Behavior

adjust
administer
apply
bandage
handle
investigate
speak
specify
test
transfer
turn

LEVEL SIX OBJECTIVES

Domain: Cognitive - evaluation: judging the value of material for a given purpose.

Domain: Psychomotor - adaptation: modifying well-developed skills to fit a certain requirement of to meet a problem situation.

Cognitive Evaluation

appraise
compare
conclude
consult
contrast
criticize
direct
discriminate
interpret
justify
support

Psychomotor Adaptation

adapt
alter
change
develop
massage
mobilize
position
rearrange
reorganize
revise
schedule

LEVEL SEVEN

Domain: Psychomotor - origination: creation of new movement patterns to fit a particular situation or problem.

Psychomotor Origination

arrange
combine
communicate
compose
construct
design
instruct
manage
originate
teach