



## 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 CBFÉ-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.

### MScOT Resource for Writing Learning Objectives

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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.