

GN♥ME

Objectives



Roadmap



Define Goals & Objectives



Write Smart Objectives

SMART OBJECTIVES



Specific

S



Measurable

M



Accountable

A



Relevant

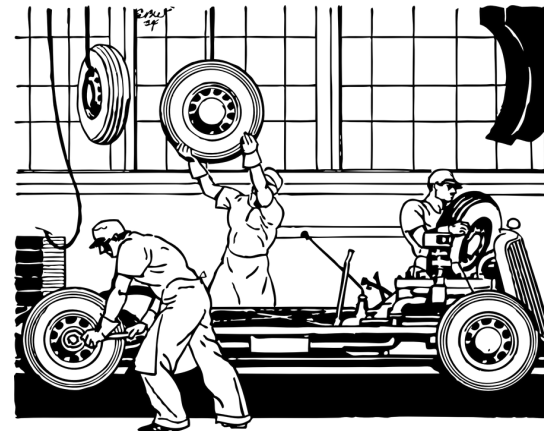
R



Time-Based

T

Define Goals vs Objectives



Goals



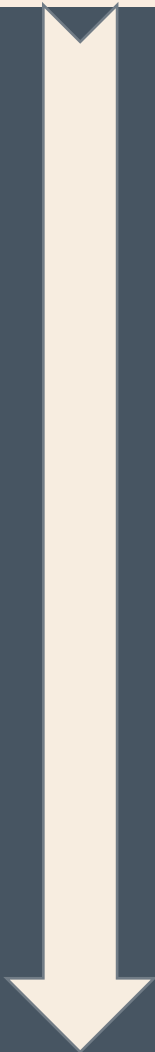
Learn about Animals

Learn about Mammals

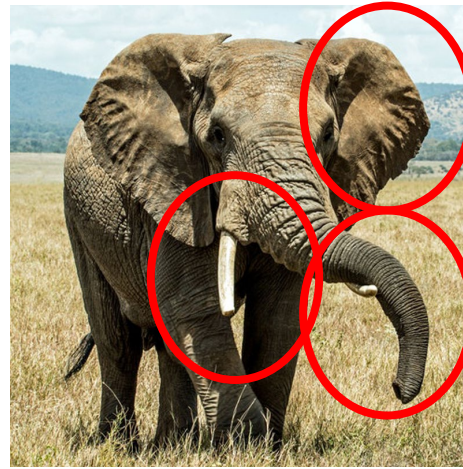
Learn about Elephants

Objectives

GOALS



Objectives



Learn about Elephants

Name 3 characteristics
of elephants



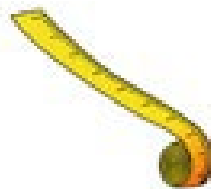
Learn about Social
Habits of Elephants

GOALS



Specific

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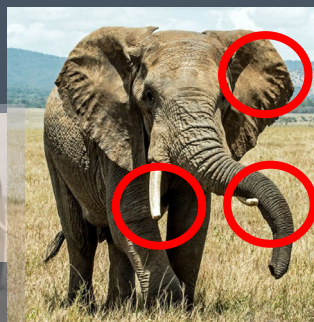
R



Time-Based

T

Objectives



Goals

General
Broad
Lofty



Objectives

SMART
Specific
Measurable

Previewing enhances student's ability to learn

Pt w DM x 20 yrs.
New to practice.
Here to establish care.

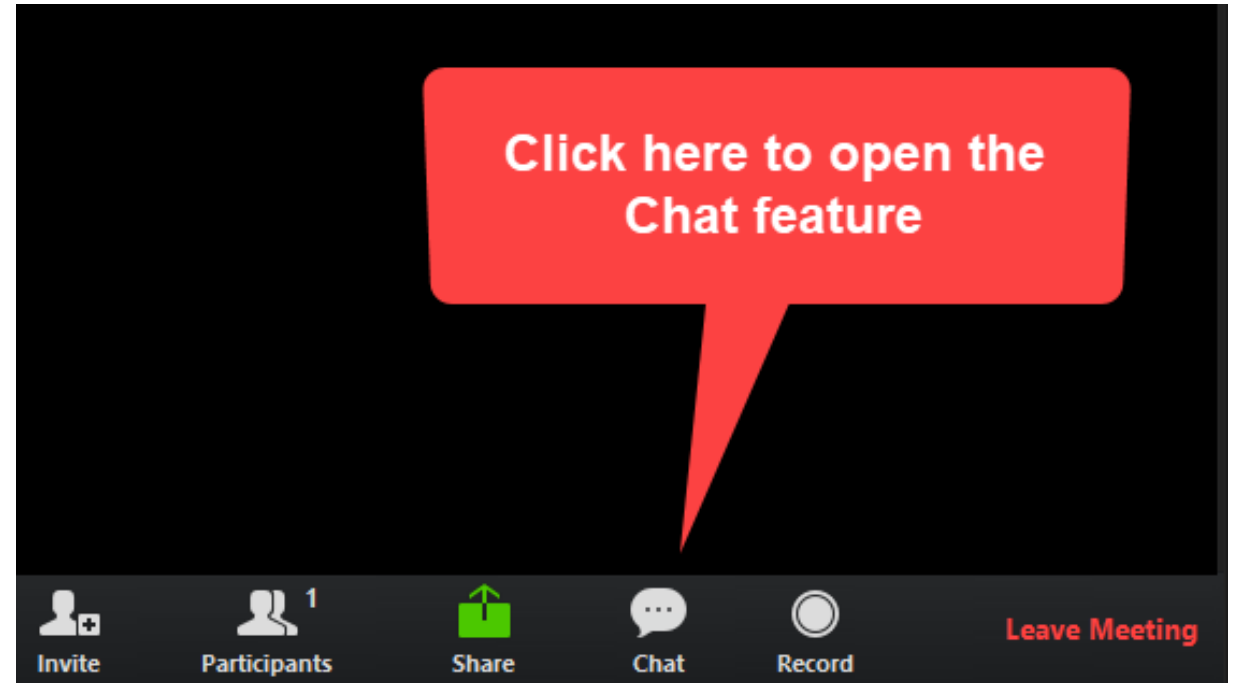


Read about
diabetes tonight.

Objectives

A task analysis is a great first step in developing objectives

Pt w DM x 20 yrs.
New to practice.
Here to establish care.



Task Analysis

Objectives are specific, measurable, accountable, relevant, and time sensitive. (SMART)

Agenda

Eye Exam



BP (CV)



UA w microalbumin



Patient Education



Patient Education

Meal Planning

Monitor Bld Glucose

Use of insulin or pills

Exercise

A Task Analysis tells me what *everyone* needs to know.
A Needs Assessment tells me what *this* learner needs.

I have a PhD in
pharmacology, but
not much else.



What do you know
about DM?

That just saved an hour!

How narrow do we need to get?

Educational Goals

VS

Educational Objectives

Meal Planning

Monitor Bld Glucose

Use of insulin or pills

Exercise



Be Practical

Educational Goals

VS

Educational Objectives

Meal Planning

Monitor Bld Glucose

Use of insulin or pills

Exercise



Read about meal planning tonight.

Be practical: Observe student with patient

Educational Goals

VS

Educational Objectives

Meal Planning

Monitor Bld Glucose

Use of insulin or pills

Exercise



If student performs poorly, re-assess teaching strategy.

Educational Goals

VS

Educational Objectives

Meal Planning

Monitor Bld Glucose

Use of insulin or pills

Exercise

Task Analysis

Objectives

- ☐ Label reading
- ☐ Low cholesterol/fat guidelines
- ☐ Fitting sugar into the plan
- ☐ Portion control
- ☐ Options when dining out

Objectives are specific, measurable, accountable, relevant, and time sensitive. (SMART)

Educational Goals

Meal Planning

Objectives

- ☐ Label reading
- ☐ Low cholesterol/fat guidelines
- ☐ Fitting sugar into the plan
- ☐ Portion control
- ☐ Options when dining out

Objectives are specific, measurable, accountable, relevant and time sensitive (SMART)

Objective

By tomorrow
the learner will be able to
discuss the following
with a patient as I observe

Meal Planning Details



Objectives come in 3 flavors

Knowledge

Skills

Attitudes



Objectives come in 3 Flavors



If you want to be good at playing music, you need:

Music Theory Cheat Poster

If you can read this poster from your seat, feel free to use it during the test.

Major Scale
I II III IV V VI VII I

Minor Scale
I II III IV V VI VII I

Octave Identification
C4 C5 C6 C7 C8

Altered Dominants
dominant 7th or 9th chords that contain a raised or lowered 5th factor

Chromatic Mediants
altered mediant & submediant major or minor triads

Secondary Dominants
a chord that makes another note a tonic, other than the tonic

Counterpoint
the combination of two or more melodies

Modulation
the process of changing from one key to another

Fugue
compositional technique in two or more voices built on a subject that is introduced at the beginning in imitation, is thoroughly established and developed, and usually returns as a final statement

Harmonic Rhythm
the rate at which chords change

Closest Related Keys
GM CM FM am

Sharp
raises the pitch a half step

Flat
lowers the pitch a half step

Natural
cancels any previous sharps or flats

Double Sharp
raises the pitch two half steps

Double Flat
lowers the pitch two half steps

Major Scale
W W W W W W W

Natural Minor Scale
W H W W W H W

Harmonic Minor Scale
W H W W W H W

Melodic Minor Scale
W H W W W H W

Melodic Minor (Descending)
W W H W W H W

Dorian Scale
W H W W W H W

Phrygian Scale
H W W W W H W

Lydian Scale
W W W H W W H

Mixolydian Scale
W W H W W H W

Locrian Scale
H W W H W W W

Whole Tone Scale
W W W W W W W

Chromatic Scale
H H H H H H H H

Pentatonic Scale
W W W W W W W

Blues Scale
W W W W W W W

Properties of Sound
Pitch, Intensity, Duration, Timbre, Direction

Nonharmonic Tones
pitches that sound along with a chord but are not chord pitches

Phrasing
Phrase, Neighbor, Escape, Tone

Appoggiatura
Suspension, Resolution

Anticipation
Changing Tones

Pedal Tone
a held or repeated note that alternates between consonance and dissonance with the chord structures above it

Grave
slow and serious, slow with great dignity, to be performed slowly

Lento
in a slow tempo, moderately slow

Adagio
moderately slow, rather slow

Larghetto
a little quicker than andante

Andantino
moderate tempo, moderately quick tempo

Moderato
quickly, in a brisk lively manner, with life and vigor

Allegretto
vivid, in a quick lively manner, very fast

Vivace
gradually accelerating or quickening in time, played with an accelerating tempo

Presto
slower and louder, slowing down gradually

Accelerando
gradual slowing down of the tempo, holding back or speeding up as will return to original tempo after a retard

Tempo
original tempo

Molto
very much, less, more

Poco
not too much, little by little

Non Troppo
not too much, little by little

Neapolitan 6th
a major triad on the lowered second scale degree of a major or minor scale

Interval Name
Perfect Major, Minor, Diminished, Augmented, Unisons, 2nds, 3rds, 4ths, 5ths, 6ths, 7ths, Octaves

Inverted
Perfect Major, Minor, Diminished, Augmented, Unisons, 2nds, 3rds, 4ths, 5ths, 6ths, 7ths, Octaves

Plianissimo
very soft

Pianissimo
soft

Mezzo Piano
medium soft

Mezzo Forte
moderately loud

Fortissimo
loud

Fortissimo
very loud

Diminuendo
gradually getting softer

Crescendo
gradually getting louder

Storzando
a strongly accented note

Subito
suddenly

False Sequence
repeats part of a figure and states the rest in sequence

Textures
The simplest texture, consisting of melody without accompanying harmony

Monophonic
Consists of two or more independent melodic lines

Polyphonic
A melody with an accompaniment that typically provides rhythmic and harmonic support

Homophonic
Has a sameness of rhythm in all parts

Homorhythmic
Has a sameness of rhythm in all parts

Perfect Authentic
V - I (bass note in root position, top note in tonic is root)

Imperfect Authentic
V - I (or substitute vii° for V chord)

Half
V - V (or second chord is V chord)

Plagal
V - IV

Deceptive
V - any other chord other than I (most often vi)

Harmonic Series
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Grand Staff
Treble and Bass Clef

Staff
Single line

Modifying Sequence
a sequence that leads from one tonal center to the next, sometimes with each segment having a temporary tonal center different from that of the first

Contrasting Period
two phrases that begin with the same melodic and harmonic material before diverging to end with different cadences

Three-Phrase Period
three different phrases, either AAB or ABB

Double Period
two antecedent and two consequent phrases, which can be constructed in a variety of phrase relationships

Repeated Phrases
not regarded as period structures because the second is not dependent on the first

Real Sequence
where subsequent sequences are exact transpositions of the first

Tonal Sequence
where subsequent sequences are diatonic transpositions of the first

Modified Sequence
where subsequent sequences are decorated or embellished so as to not destroy the original character

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Knowledge

Objectives come in 3 Flavors



If you want to be good at playing music, you need:



Skills

Objectives come in 3 Flavors



If you want to be good at playing music, you need:



Attitude

Think about your teaching setting



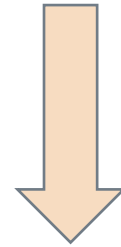
Goals



Think about your teaching setting



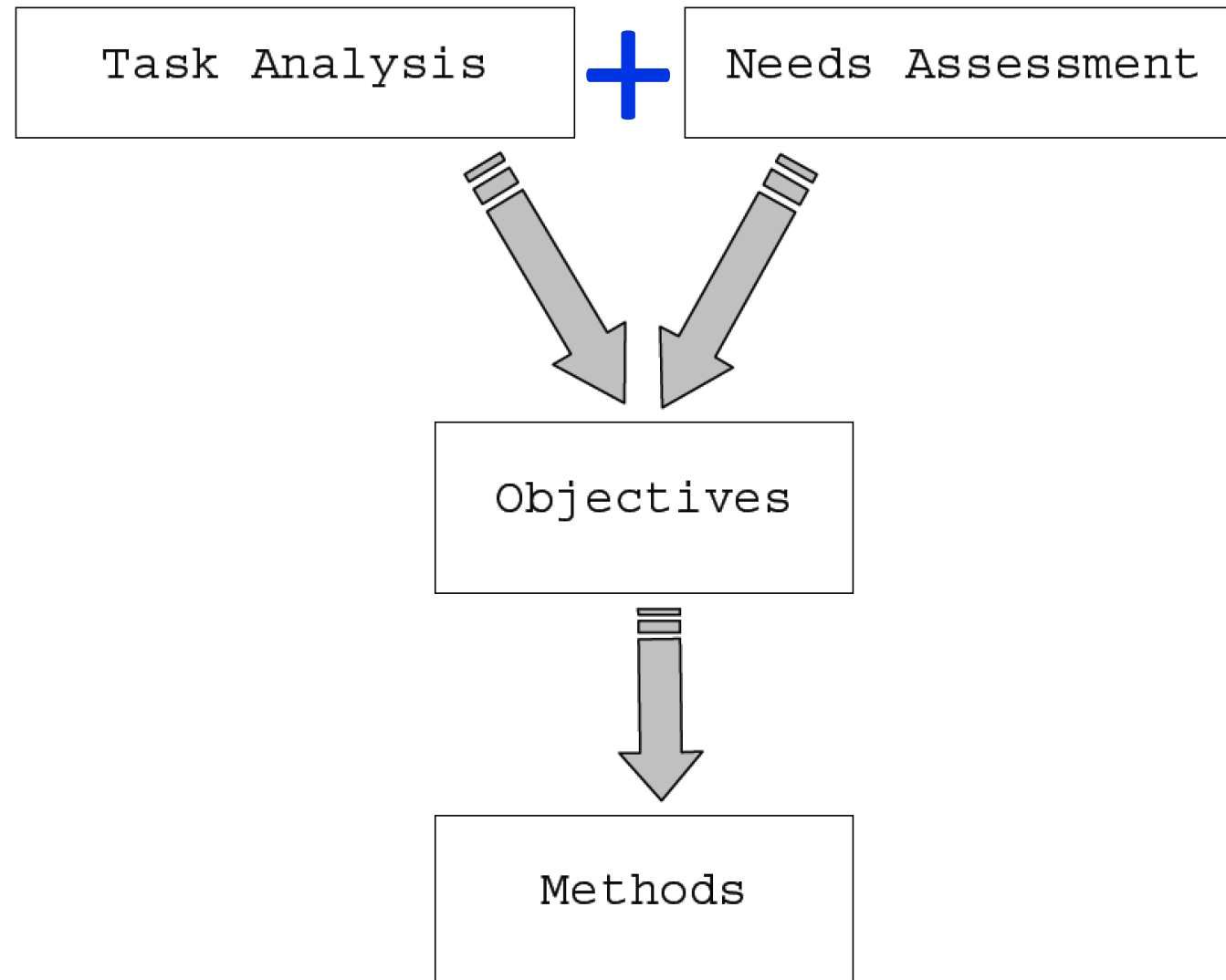
Goals



Objectives



Summary



Role Play Exercises

- › Role play designed to get needs assessment
- › Then break:
 - Generate Needs Assessment with group
 - Prioritize
 - Develop objectives
 - How would you get buy-in?



Demo Role-Play: Inpatient Service

- › **RESIDENT:** You are a senior resident on the inpatient service; it is 7:00am. You are getting your team organized for rounds and have asked the new 3rd year medical student to “get the vitals” on your patients so that you can present these patients to the attending. You hand the student a list of 20 patients and ask them to meet back up by 7:30am. At 7:30am, the student hands you a list of vital signs for only two patients.
- › **STUDENT:** You are a 3rd year medical student starting on an inpatient service; it’s your first 3rd year rotation. You have been taught how to take a blood pressure, temperature, pulse, respiratory rate, but have only done this a handful of times. You go to each patient’s room to take these measurements, but it is taking a long time to get this done. You do not get all the vitals in time.