

GN♥ME

Objectives



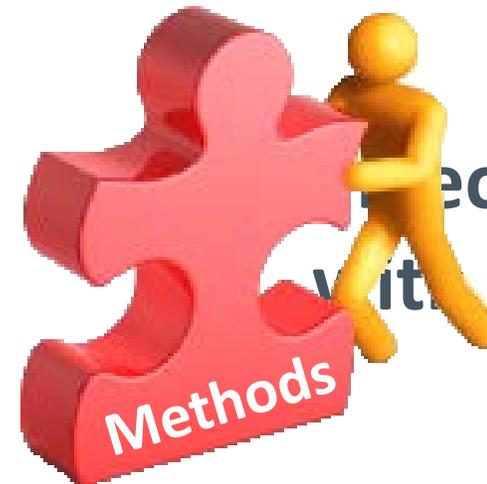
Roadmap



Defining Goals & Objectives



Setting Objectives



**Selecting Objectives
with methods**

Knowing what you want to accomplish improves teaching outcomes



Setting objectives makes it clear to the teacher and the learner what is expected.

Pediatrics

Misaligned

Surgery

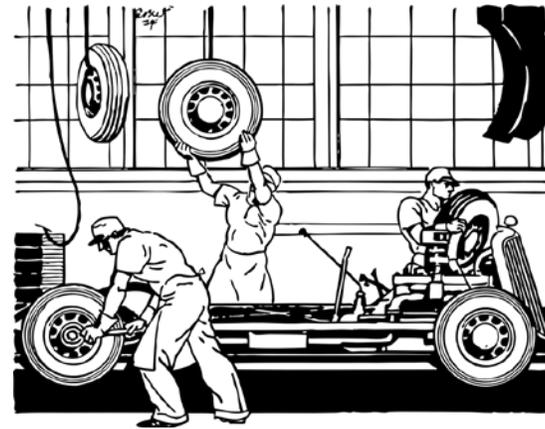


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Teaching “Conversations”



Define Goals vs Objectives



Goals



Learn about Animals



Learn about Mammals

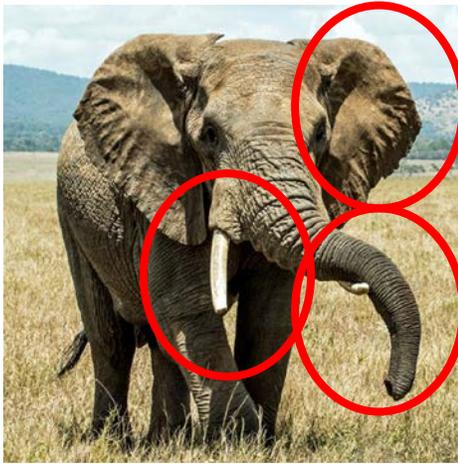


Learn about Elephants



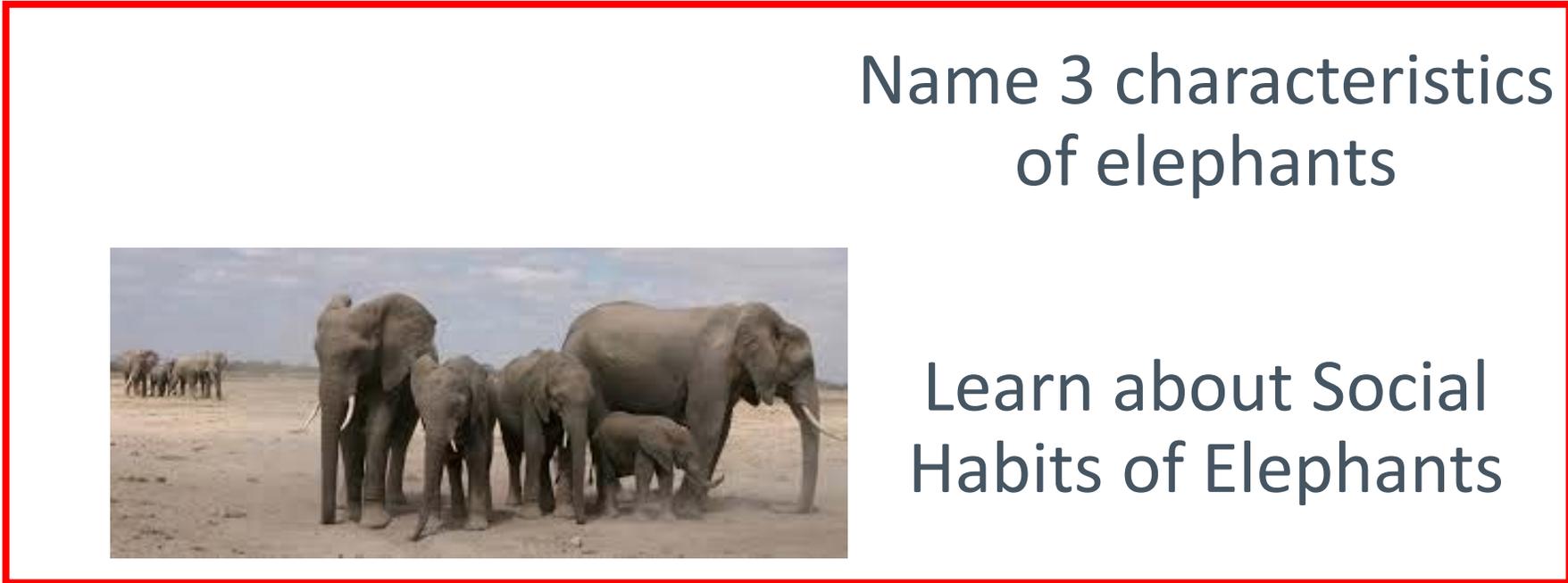
Objectives

Goals



Learn about Elephants

Objectives

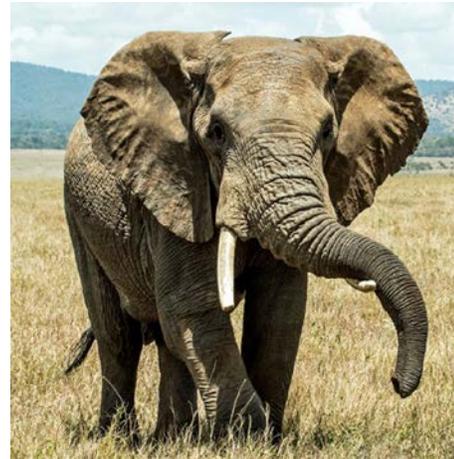


Name 3 characteristics of elephants

Learn about Social Habits of Elephants

Goals

General
Broad
Lofty



Specific
Measurable

Objectives

Teaching is a lot like clinical care

GOAL: Pt with DM x 20 yrs. New to your practice. Wants to establish relationship.



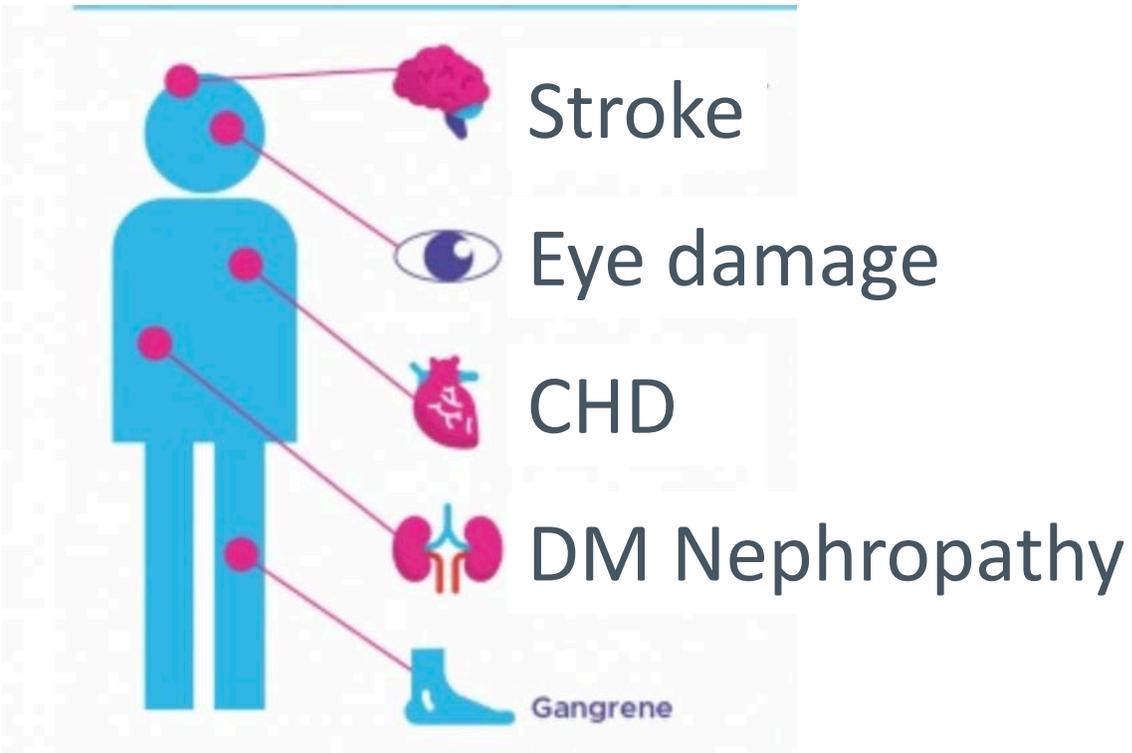
Agenda = Objectives

Prioritize



Having an organized approach helps to develop the agenda

Complications



Education/Treatment



Objectives are specific, concrete, observable and measurable

Agenda

Eye Exam



BP (CV)



UA w microalbumin



Patient Education



Patient Education

Meal Planning

Monitor Bld Glucose

Use of insulin or pills

Exercise

Objectives are specific, concrete, observable and measurable

Patient Ed Goals

Meal Planning

Monitor Bld Glucose

Use of insulin or pills

Exercise

Objectives

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

A Task Analysis tells me what one needs to know or do in order to solve this problem or complete this task

Patient Ed Goals

Meal Planning

Monitor Bld Glucose

Use of insulin or pills

Exercise

Objectives

- Label reading
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**A Task Analysis tells me what *everyone* needs to know.
A Needs Assessment tells me what *this* person needs.**

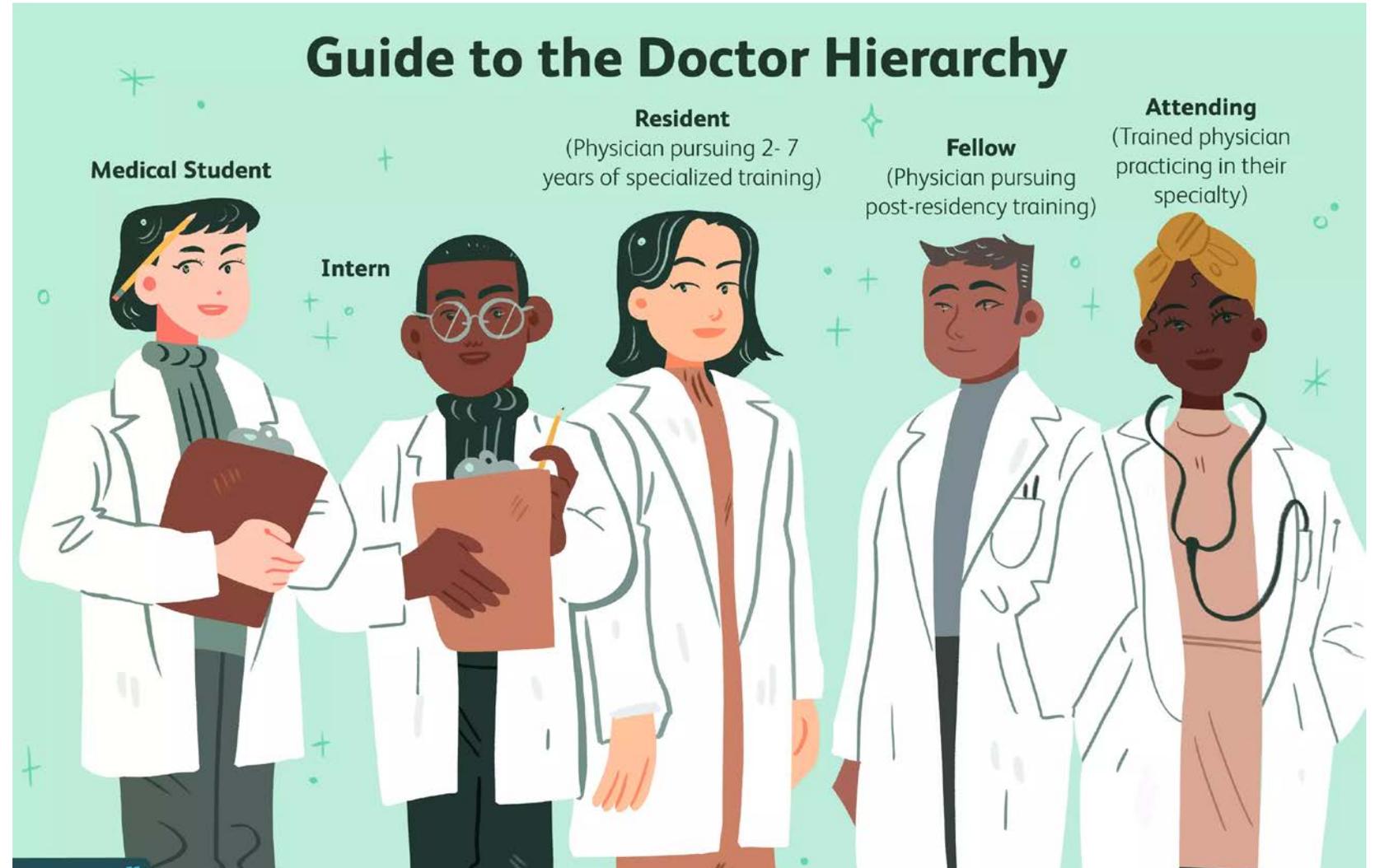
What do you know
about DM?



I used to be a dietician.
But nothing else.



Teaching is a lot like clinical care. Context is everything!



Teaching is a lot like clinical care. Context is everything!



Objectives come in 3 flavors

Knowledge

Skills

Attitudes



Objectives come in 3 Flavors



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

Knowledge

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 bII bIII bIV V VI VII I

Counterpoint - the combination of two or more melodies.

Modulation - the process of changing from one key to another.

Harmonic Rhythm - the rate at which chords change.

Octave Identification

Secondary Dominants - a chord that raises another note a tonic, other than the tonic.

Chromatic Mediant - altered mediant & subdominant major or minor triads.

Altered Dominants - dominant triads or 7th chords that contain a factor.

Closest Related Keys

Figural - 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.

Most - a short musical idea, musical fragment, or succession of notes that is characteristic of a composition.

Phrase - a substantial musical thought usually ending with both a harmonic and melodic cadence.

Period - a group of phrases consisting usually of at least one antecedent phrase and one consequent phrase.

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

Contrasting Period - when dissimilar melodic content occurs in the second phrase.

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.

Modulating 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.

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

Textures

- Monophonic** - The simplest texture, consisting of melody without accompanying harmony.
- Polyphonic** - Consists of two or more independent melodic lines.
- Homophonic** - A melody with an accompaniment that typically provides rhythmic and harmonic support.
- Homorhythmic** - Has a sameness of rhythm in all parts.

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

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

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

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

Harmonic Series

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

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

Grave - slow and serious

Largo - slow with great dignity

Adagio - to be performed slowly

Andante - in a slow tempo

Moderato - moderate tempo

Allegretto - a little quicker than andante

Allegro - other slow

Vivo - moderately quick tempo

Presto - quickly, in a brisk lively manner

Accelerando - gradually accelerating or quickening in time

Stringendo - played with an accelerating tempo, slower and quicker

Ritardando - gradually slowing down of the tempo

Ritard. - fading back or speeding up at will

Tempo - return to original tempo after a ritard.

Subito - original tempo

Meno - very much less

Molto - less

Poco - not too much

Poco a Poco - little by little

Napoleonic 6th - a major triad on the lowered second scale degree of a major or minor scale.

Interval Name

Inverted

Prime m2 M2

m3 M3 P4

A4 P5 m6

M6 m7 M7

P8 P^a Perfect M^a Major m^a minor A^a Augmented d^a diminished

Interval Name

Perfect Major Minor Diminished Augmented Unisons Octaves

Plainsong - very soft

Piace - soft

Mozzo Piano - medium soft

Mozzo Forte - moderately loud

Forte - loud

Forcissimo - very loud

Crecescendo - gradually getting softer

Decrescendo - gradually getting louder

Sforzando - strongly accented note

Subito - suddenly

Major

Minor

Circle of Fifths

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

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Minor

Circle of Fifths



Objectives come in 3 Flavors



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



Attitude

Objectives come in 3 Flavors

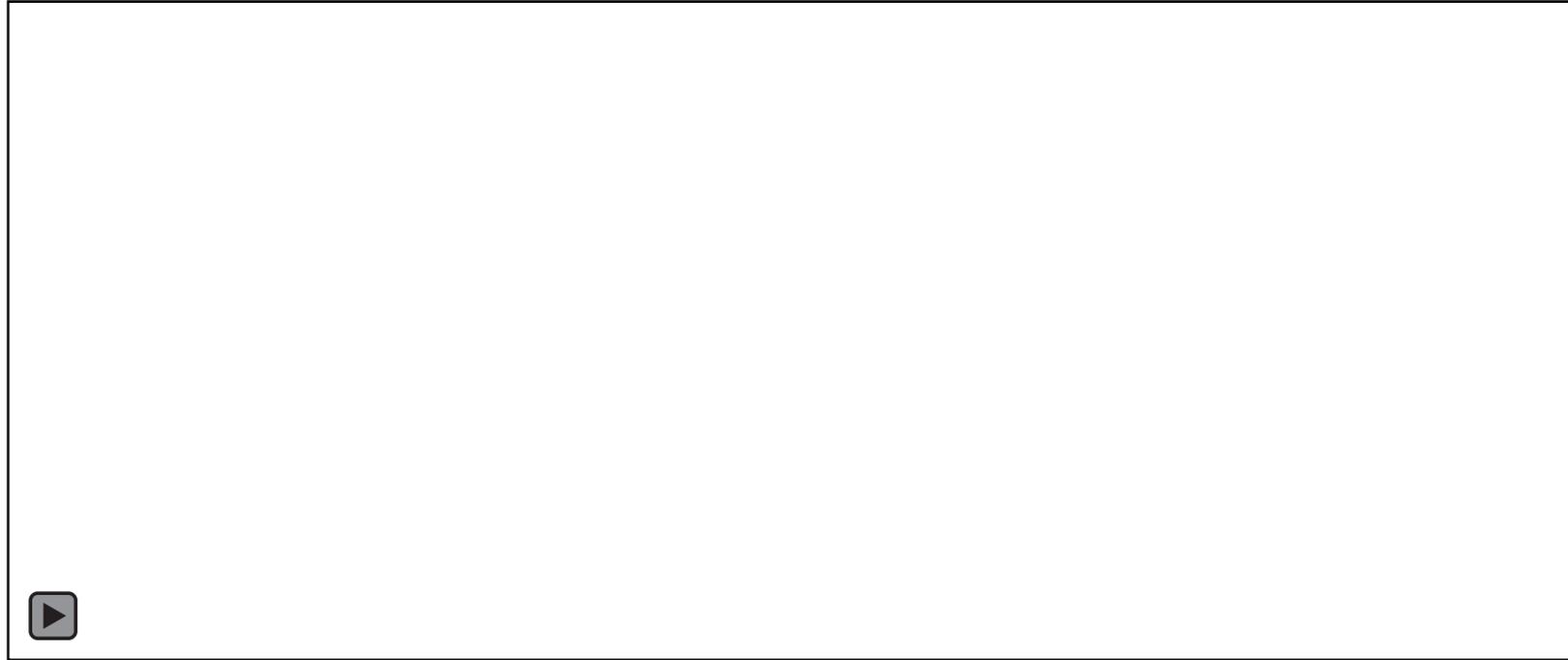


If you want to be good at playing music, you need:



Skill

When do you need to set Objectives?



Summary: Task Analysis plus Needs Assessment leads to Objectives



NEEDS ASSESSMENT

What dose: Needs Assessment

~~She's lazy Attitude~~

~~Doesn't know *where* to look it up Knowledge~~

Gets stuck on the dosing *range* - Skill



Generate a Task Analysis for resident's issue: Choosing Dose of ABT

Seriousness of Infection

More serious →
higher dose

MIC

Higher MIC →
higher dose

Penetration

Hard to get
into area →
higher dose

Collaborating with the learner improves the likelihood they will learn the material



Seriousness of Infection

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higher dose

MIC

Higher MIC →
higher dose

Penetration

Hard to get into area →
higher dose

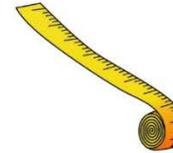
**Being SMART also increases
the likelihood the learner will
be successful**

SMART Objectives



Specific

S



Measurable

M



Accountable

A



Relevant

R

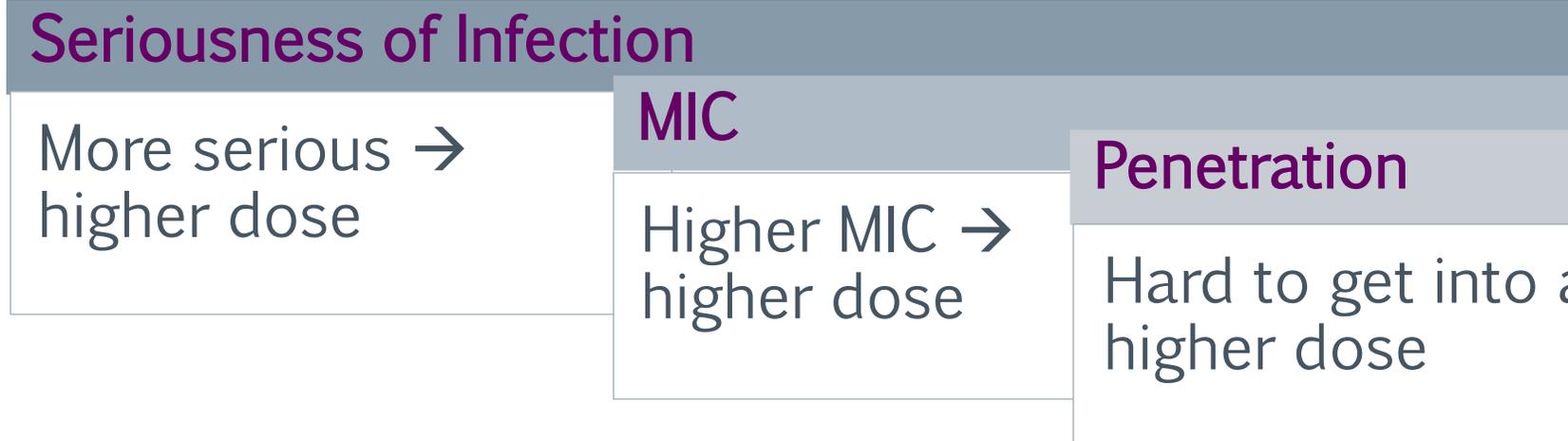


Time-Based

T

In the small groups we will practice setting SMART objectives

In two weeks, the resident will tell me the correct dose of 3 commonly used antibiotics used to treat meningitis, OM, pneumonia, cellulitis.



SMART Objectives



Specific

S



Measurable

M



Accountable

A



Relevant

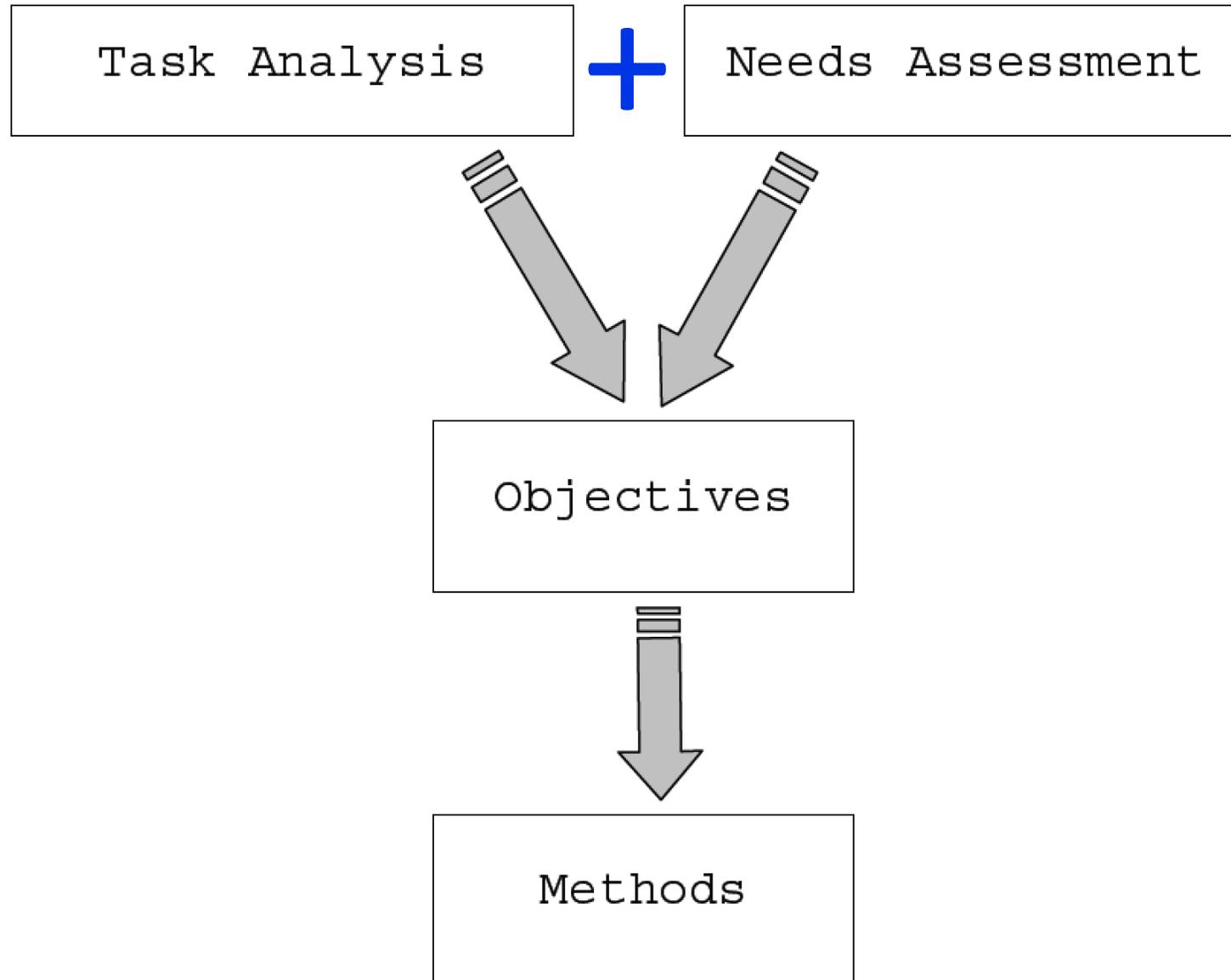
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Time-Based

T

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?
 - Develop some methods