TERMINAL OBJECTIVES FOR THE CLINICAL EXPERIENCE

Student Name: _____   Today's Date: _____

Clinical Site Name: _____   Clinical Experience #: _____

Clinical Instructor Name(s): _____   Number of Weeks: _____

Planned learning experiences are the most effective kind, and it is critical for students to have clear and measurable expectations. Please establish a set of unique performance objectives that outlines the expected level of student performance by the end of this clinical experience. The objectives should reflect the unique demands of, and experiences available to the student in this particular setting, while taking into account the past experiences of this student, and the expected performance levels set by the college. These performance objectives serve as the "long term goals" for the student, while the weekly planning forms serve as the "short term goals". The Clinical Instructor should lead the process of constructing these goals, with input from the student. This activity should ideally be done within the first few days of the clinical experience.

See the reverse side of this form for a description of how to write a complete behavioral objective, and how to quantify the complexity of the objective. It is not necessary to cover all of the following performance dimensions, but here are a few to consider:

- ✓ Professional Behavior
- ✓ Communication with patients & other disciplines

- ✓ Caseload
- ✓ Performance of specific PT interventions

- ✓ Critical Thinking Skills
- ✓ Administrative Duties
- ✓ Degree of autonomy

FINAL OBJECTIVES FOR THE CLINICAL EXPERIENCE:

By the end of the clinical experience the student will be able to:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Student Signature: _____   CI Signature: _____

If your facility already uses a similar form, your form may be used as a substitute.   March 2007

COMPONENTS OF A COMPLETE BEHAVIORAL OBJECTIVE:

A   Audience: In this case the student is always the audience

B   Behavior: What specific skill would you like the student to demonstrate or perform

C   Condition: Under what circumstances

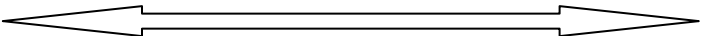D   Degree: The level of expected performance. The degree must be measurable!

EXAMPLES:

1) By the end of the clinical experience *(condition)*, the student *(audience)* will be able to give a report in rounds *(behavior)* in less than 3 minutes *(degree)*.

2) By the end of the clinical experience *(condition)*, the student *(audience)* will be able to independently perform a full set of goniometric measurements on the shoulder joint *(behavior)* with 100% accuracy in technique *(degree)*.

BLOOMS TAXONOMY OF BEHAVIORAL OBJECTIVES:

The following hierarchy can be used to set behavioral objectives at the appropriate level of complexity, given the needs and capabilities of the individual student.   Remember that it is important to provide challenges for exceptional students, and to set realistic and incremental goals to progress all students through a logical hierarchy of learning experiences, in order to achieve their final objectives for the clinical experience.

Lower Order Skills ⟵⟶					**Higher Order Skills**	
The Cognitive Domain (Thinking)						
Knowledge	*Comprehension*	*Application*	*Analysis*	*Synthesis*	*Evaluation*	
Define Identify Know List Name Recognize State	Describe Differentiate Discuss Explain Rephrase Restate Reword	Apply Calculate Classify Develop Examine Solve Use	Analyze Categorize Compare Contrast Distinguish Determine Investigate	Compose Construct Create Design Formulate Modify Plan	Appraise Assess Evaluate Judge	
The Psychomotor Domain (Physical Performance)						
Perception	*Set*	*Guided Response*	*Mechanism*	*Complex Overt Response*	*Adaptation*	*Origination*
Distinguish Hear See Smell Taste Touch	Adjust Approach Locate Place Position Prepare	Copy Determine Discover Duplicate Imitate Repeat	Adjust Build Illustrate Indicate Manipulate Set up	Calibrate Coordinate Demon- strate Maintain Operate	Adapt Build Change Develop Supply	Construct Create Design Produce
The Affective Domain (Attitudes & Feelings)						
Receiving	*Responding*	*Valuing*	*Organization*	*Characterization*		
Accept Attend Develop Realize Receive Recognize Reply	Behave Complete Comply Cooperate Discuss Examine Observe	Accept Balance Believe Defend Devote Influence Prefer	Codify Discriminate Display Favor Judge Organize Weigh	Internalize Verify		