|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criterion | Yes | No | Partial | Notes/Suggestions for Improvement |
| Learning objectives address an identified need determined through needs assessment. |  |  |  |  |
| Learning objectives describe the behaviours and skills that participants can expect to be able to do after the session/activity/program. |  |  |  |  |
| Learning objectives target measurable improvements in the patient experience and outcomes. |  |  |  |  |
| Learning objectives are specific and concrete. |  |  |  |  |
| Learning objectives are written from the learner’s perspective. |  |  |  |  |
| Learning objectives include a clearly stated action/process verb. |  |  |  |  |
| Learning objectives are measurable through formative/summative assessments. |  |  |  |  |
| Learning objectives are not a list of activities/topics. |  |  |  |  |
| Learning objectives are aligned with at least one CanMEDs Role:1. Scholar
2. Professional
3. Communicator
4. Health Advocate
5. Leader
6. Collaborator
7. Medical Expert
 |  |  |  | If yes, which? |
| Learning objectives are realistic (i.e. can be achieved within the allotted timeframe). |  |  |  |  |
| Learning objectives are relevant and directly applicable to the target audience. |  |  |  |  |
| Content Design Stage |
| Learning objectives are aligned with assessments (formative & summative). |  |  |  |  |
| Learning objectives are aligned with content and format. |  |  |  |  |

Learning Objectives Checklist