

In Pursuit of the E-Objectives

A Paper Exploring Those Educational Objectives Often Called Exposure, Experiential, and Expressive, or Even Encounter, Explorative, Expanding, Effort, or Epistemological

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BACKGROUND

At the School of Public Health, half of the MPH students become administrators and about half go on to some kind of teaching jobs. A few go into epidemiology and other specialties. In 1972-73, I was part of a team that was re-creating the basic course for those who went into teaching. By the summer of 1972, we had accomplished our task of outlining the cognitive and skill objectives for the course. But we had not addressed the so-called “attitudinal” objectives. I was given the task of exploring the area and reporting back. This brief paper was one of the results of that exploration. Many of its ideas are as relevant today as when the paper was written.

Introduction

I conceive of this paper as an aid in our development of what I have come to call the “e-objective.” The use of the term started with my from a preliminary investigation of other than cognitive objectives and turned up such words as “exposure,” “experiential,” “expressive,” and “explorative,” used to modify the “objectives.” After reading the literature in the field, I was tempted to name them “elusive” objectives but I felt that was too self-defeating a nomenclature, so I settled for “e-objectives.”

The best way to catch these objectives is to give examples of instances in which instructors indicate they are using them, no matter in what form they are put. One of the first things I will do in this paper is to list all of the instances I can think of that will illustrate different *kinds* of e-objectives. I will not limit my cases to the medical-public health field. I hope that my examples will prove suggestive of similar courses or situations to persons who are familiar with the medical-public health areas.

I might note that this issue of e-objectives only arises when you have an instructor or educational technologist or administrator who insists on behavioral or outcome-oriented objectives and an evaluation that improvement of student performance actually takes

place. If we didn't have these hardheaded critters around, I presume that I wouldn't be writing this paper. But they are around, and I have spent a good deal of time with them as well as in education/training situations other than those, which have specifiable (or at least measurable) cognitive objectives.

Jumping-Off Places

Some of the types of situations in which members of the Teaching Program at the Harvard School of Public Health have encountered difficulties with the performance model we use in the design of our course materials are when:

- a. The teacher wants to “turn on” the student to a subject matter more than he wants to teach specific knowledge or procedures. (Example: Osler wanted to “turn students on” to health politics. Weinzier wanted to “turn them on” to nutrition.
- b. The teachers had *hidden agendas* in their teaching which dealt more with changing the student's attitudes about a given area of life. (Haddad wanted students to go out and deliver health services in the countryside of a developing country rather than stay in the city, and used the idea of field trips to do this. Ken Mott in previous years had similar rural village attitude-changing objectives.)
- c. The teachers knew that there is something to actually being in the situation that is different from learning it in the classroom (even simulating it), especially in the experience with *complex social systems*. (Steve Marlowe had “field placement” components to his course to teach the “feel of what it's like” in the real world.)
- d. One teacher (a futurist) claimed that there was no knowledge about the future (only conjecture) but that studying it was a valuable experience whatever the outcome.

These are some of the examples that the staff provided me with to begin thinking about the whole area of e-objectives.

Another jumping-off place for this exploration of e-objectives is the feeling that the instructor does not want to hold himself accountable for what the student learns in the e-objective situation. Why would that be? There are several reasons. I group these together here so that you can apply them to the examples as they come up:

- 1) State of the art evaluation is not up to measuring these areas.
- 2) Certain evaluation is too costly or too difficult.
- 3) Evaluation interferes with the learning. Learning somehow needs to proceed quickly or as whole. Or learning is very personal; and formal, extensive evaluation would in some way modify the learning itself (a kind of Heisenberg principle in which the act of observation actually modifies what is being looked at).
- 4) What there is to be learned is not even very well specified, i.e., the leading edges of disciplines and the places overlap.
- 5) Where for some reason there is secrecy (i.e., in some of the political decisions around environmental health) maintained by the practitioners in the field.

Some possible types of e-objectives

The first thing in exploring this territory is not to commit the error of thinking that there is only one species of animal we are after. There may be a great variety of different things, which we categorize under the rubric of e-objectives. So my first job is to examine the different examples I have run across in the past, and/or those examples, which we now have in captivity. The second thing as we search quickly is to accept any part of the animal: tails, footprints, etc. Afterwards we'll get more critical.

A. Exposure Objectives



There are some activities, which we want learners to engage in which when pressed, we throw up our hands and say “I just want to expose them to it.” Some *field trips* fall under this category. You get the same sort of thing when as a manager you want to go and meet with the distant regional manager and see the field operation, not completely rely on reading memos and talking on the phone or even having conferences in your own office.

There are probably different levels to the exposure objective. One very common type of such learning takes place as an *orientation session*. Here you are just showing a person around: “That’s the laboratory and here’s the operating room, and here’s a special one of a kind device we have to do x . . . and the director of services is here . . . but the real person who can get things done around here is x and that person’s office is here . . . and the office supplies are here and then way you use the phone here is . . .” I often call this a “walk through” learning situation.

Another purpose for an exposure objective is to give a specialist some kind of an idea of what *the other guy’s work situation* is. The specialist often has to rely on other people to initiate or complete processes in which he plays a technical role. He needs to know something about the other guy’s situation, but he doesn’t need to be evaluated in detail about it.

Another type of exposure objective is to expose one’s students to “great people” in the field (in person, if possible, or on film or tape cassette). There are a couple of good reasons why one would want to do this. The primary one, I think, is that it is one of the only ways you can get a sense of how a competent, perhaps creative individual goes about thinking about *novel* problems. Too much of our early education presents us with pre-packaged conclusions about what knowledge is. Even the scientific journal article re-packages what was a very twisted, rocky, exciting, mistake-filled, serendipitous road into a superhighway with straight lines and smoothed curves. The exposure to working with a person who is working on the fuzzy, growing edge of a discipline indicates where we don’t know things (how often do we have a lesson on what we don’t know) and how at

least one person is going about finding and solving a class of problems in that area. One gets exposure to such personal aspects as courage, daring, risk-taking, frivolous speculation, flights of metaphor, and other such activities and characteristics that are needed to operate with the unknown. All of our instruction runs the danger of conveying the metacommunication that “all is known about this.”

In the last century, a young person’s education was not complete until he had traveled. We can imagine that at least part of the purpose for this was the recognition of the adolescent’s tendency to think that the way it is done here is the only way and is the right way and that others are just a little weird if they do it differently. So field trips, like world travel, give a person a chance to see how people-situations can be *different yet valuable*. And that I might just spot something that I’d like to incorporate into my life; and at minimum I might have the learning that other ways (other models) exist, and hence the characteristics perhaps of changing when change is necessary. Showing that other models exist, rather than saying it, we sense, is stronger and has more import.

Another type of this exposure objective is the story about the five psychiatrists and mental health students who committed themselves to a mental hospital, only by disguising their names. Otherwise they behaved as they usually did, and kept their histories the same. None was discovered by hospital personnel, although over 50% of the patients recognized that they were phonies. This type of *seeing the other side of the fence* by having doctors wait in waiting rooms endlessly in large clinics, etc., might be warranted as an objective.

Another example is one that Buckminster Fuller mentions. He talks about the strategy of always working from the larger wholes to the detail as you are learning a new field. One of the best ways is just to expose a person to these larger wholes quickly without evaluation rather than to look right away at the details. So for *portions of courses*, one might have exposure objectives. One of the best courses I ever saw in this sort of area was given by a couple of Fuller’s former students for beginning comprehensive design students. The course room was packed with carefully selected material, almost all of it showing the “big picture” in some way. The course designers weren’t concerned about the specific learnings but only that the students get an exposure to absolutely the widest horizons of man, cosmos, environment, society. It was the best *survey* course I have ever seen.

How might we suggest that some of these exposure objectives be stated? I would suggest the “have done” form. *Examples:*

- The student will have visited the following places . . .
- The student will have been a participant-observer in the following types of situations . . .
- The students will have been exposed to state-of-the-art (or research designer) discussions with at least three leading experts in the field.

So in *research courses* or *state-of-the-art seminars* we would expect to find such objectives, to help face the unknown.

Similarly, in courses on *management*, we would expect to have some of these objectives to provide a broad range of experience.

And in courses in practical *organizational situations*, we would want to include some of these objectives to give specialists exposure to the larger framework in which they work and to perhaps alleviate some of the miscommunication problems that might occur.

Similarly, in survey and introductory courses, we'd include them so that learners have some *experience before theory*.

Some of these *designs that might aid learning* in these courses will be the provision of guideline questions that might provide cues for students to look for in the environment. This is where the skill of the instructor comes in. He says, "look at that, which you might not have noticed," "How is that related to this, in this situation?"

Types of learning outcomes are:

- Sympathy for the other guy's situation
- Broader viewpoint
- Knowledge that emersion in a situation is quite different from word-knowledge of the same situation
- Unknowns exist. What I thought was all wrapped up is really just an agreement to treat things this way until we "really" find out what is gong on
- The very rubric with which I view the world is limited and is a rubric

B. Everything Objectives



I didn't quite know what to call these objectives, but they are somewhat like exposure objectives although they go even deeper. They start out from the point that the world is far more complex than the human mind can comprehend. These systems are large complex systems that have the characteristic of having many feedback loops that produce "counter-intuitive" results, not simple cause-effect contingencies. So we use models and myths to represent the things out there. Our models and myths more or less correspond with how things really are. Now it is particularly the simultaneity and interrelatedness of large complex social and ecological systems. So we devise something like a large simulation game situation which will enable you to see "the most important aspects" of a situation in a single large room; enable you further to experience some of the dynamics of

the roles that particular persons play in these social systems by operation with simulations of the forces involved. We will be able to specify some of the learning outcomes but not others.

Type of course: This would be important in management, environmental health, and health delivery systems courses.

Form of objective: Will appreciate through simulation the simultaneity of demands on a decision-maker's time, resources, and values.

Type of learning designs: Simulations, role-playing, make a study of a case by going out and interviewing people doing the job.

C. Experiential Objectives



Another type of objective I have run into in helping students is the one where an instructor just wants students to experience what it is like with *more of himself than his brain*. These can be from the very simple to the very complex. Psychoanalysts require that practitioners actually undergo a training analysis before they can practice. There is no substitute for doing it. Another recent case is the doctor (Roland L. Weinsier) who had his nutrition students actually eat meals composed of the special diets he was prescribing, so that they got experience of treatment difficulties. This type of learning experience also has a more intimate aspect to it of the type Polyani calls “the personal knowledge” which *is knowledge I have experienced*, and hence I have the most intimate possible knowledge of it. One theory is that I am not so likely to forget it. Sometimes it just has a “stronger impact.”

In this connection, one teacher of pediatrics I worked with wanted to impress on students the importance of communication with the young child in emergency situations. His analysis was that communication with children was difficult, and that aspects of the doctor's behavior and the hospital situation tended to frighten the child and hence make communication more difficult (aspects like asking the child to take off his clothes, sit in a chilly examination room alone, or perhaps while different other strangers walked in and out). One of the proposals we suggested was to simulate this situation with the medical students taking the place of the child undergoing similar events during the class training.

Most child specialists eventually learn to squat down to the eye level of a child when they talk with it. They know it improves communication. You can experience something like

the child's experience by lying flat on your back on the floor while someone stands on his feet over you and lectures to you for five minutes.

For the experiential objectives, we can use the *form* “the student will appreciate the (name of situation or event) by (description of what student will do or how it will be simulated).”

Reality is a great teacher. In the area of experiential objectives, the teacher feels that there is a good chance of the student learning what he wants to learn simply by going through the situation.

D. Encounter Objectives



At some stage in his education, a person needs to run into *unstructured problems* and use whatever tools he has to face these situations. Part of instructional design is providing him with encounters with a sequence of these activities—allowing him to come up with whatever behavior he comes up with.

Where are some of these areas? They are in the areas where disciplines don't know the answer, where knowledge does not exist. They are in the areas where experts disagree. Reality is continually bypassing disciplines because they are social organizations that need to change along with their larger societal context. For this reason, one frequently finds no-longer-needed teaching, teaching that has come to be called “irrelevant.” New disciplines are formed. There are gaps between disciplines. These are the places to look for encounter objectives.

These objectives are generally the type that Eisner refers to as “expressive” objectives. (I have used the term “encounter” because I think it provides a better metaphor for this situation. Here is how Eisner describes this class of objective:

“An expressive objective describes an educational encounter: It identifies a situation in which children are to work, a problem with which they are to cope, a task in which they are to engage; but it does not specify what from that encounter, situation, problem, or task they are to learn. An expressive objective provides both the teacher and the student with an invitation to explore, defer, or focus on issues that are of peculiar interest or import to the inquirer. An expressive objective is evocative rather than prescriptive.” (Eisner 15-16)

Eisner goes on to provide this discussion of these objectives:

“The expressive objective is intended to serve as a theme around which skills and understandings learned earlier can be brought to bear, but through which those skills and understandings can be expanded, elaborated, and made idiosyncratic. With an expressive objective, what is desired is not homogeneity of response among students, but diversity. In the expressive context the teacher hopes to provide a situation in which meanings become personalized and in which children produce products, both theoretical and qualitative, that are as diverse as themselves. Consequently the evaluative task in this situation is not one of applying a common standard to the products produced but one of reflecting upon what has been produced in order to reveal its uniqueness and significance. In the expressive context, the product is likely to be as much of a surprise to the maker as it is for the teacher who encounters it.” (p. 16)

He gives some examples from the field of elementary and secondary education:

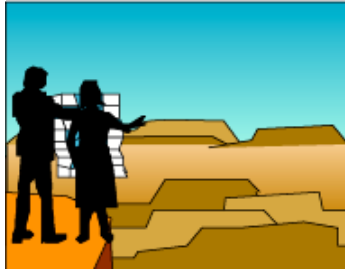
“1) To interpret the meaning of *Paradise Lost*
2) To examine and appraise the significance of *The Old Man and the Sea*
3) To develop a three-dimensional form through the use of wire and wood,
4) To visit the zoo and discuss what was of interest there. What should be noted about such objectives is that they do not specify what the students is to be able to do after he engages in an educational activity; rather they identify the type of encounter he is to have. From this encounter both the teacher and student acquire data useful for evaluation. In this context the mode of evaluation is similar to aesthetic criticism; that is, the critic appraises a product, examines its qualities and import, but does not direct the artist toward the painting of a specific type of picture. The critic’s subject matter is the work done—he does not prescribe a blueprint of its construction. (p. 16)”

He then suggests:

“I believe that the most sophisticated modes of intellectual work — those, for example, undertaken in the studio, the research laboratory, and the graduate seminar — most frequently employ expressive rather than instructional objectives. In the doctoral seminar, for example, a theme will be identified around which both teacher and students can interact in an effort to cope more adequately with the problems related to the theme. In such situations educational outcomes are appraised after they emerge; specific learnings are seldom formulated in terms of instructional objectives. The dialogue unfolds and is followed as well as led. In such situations the skills and understandings developed are used as instruments for inquiring more deeply into the significant or puzzling. Occasionally such problems require the invention of new intellectual tools, thus inducing the creative act and the creative contribution. Once devised or fashioned these new tools become candidates for instructional attention.” (p. 17)

Sidney Simon’s Value Certification curricula fit here under encounter objectives.

E. Explorative Objectives



Some parts of courses or segments of your education are somewhat like the encounter objectives I've just described. However, the engagement isn't quite as strong so I call them "explorative" objectives. In many ways I suppose these are like exposure objectives, except the word "exposure" suggests that one person is doing it to another, while "explorative" suggests that the learner is doing it for himself. It may even be that several learners are doing it for themselves, as in the case of certain female consciousness-raising groups that had some objectives well formulated but others that were simply to "explore ourselves and our situations as women."

As I think about these activities, they are learning activities, but are of the sort that don't have objectives. They are the opposite in some sense. Here is a time that I want to allocate for simply poking around maybe just borrowing the current journals in the library, or looking at the current books in the bookstore. I am scanning to see what attracts me. Now sometimes these are shorter activities, and sometimes a person may take out a considerable time to go around and meet people to seek what he wants to do next. He is learning all the time, but we can't say what it will be at any next moment.

A formalized goal statement would be something like: The student will reserve a week of time to explore possibilities for designing his own curriculum for the following year, and then will meet with the instructor.

A type of learning activity that the School of Education at the University of Massachusetts, Amherst, called a Marathon week, is something that aids exploration. Twenty to thirty hour-and-a-half long classes are held simultaneously every day for a week. Just about anyone who wants to offer a class can. Students can wander in and out the whole week. They get "exploration credits."

F. Some Other Types Quickly Noted

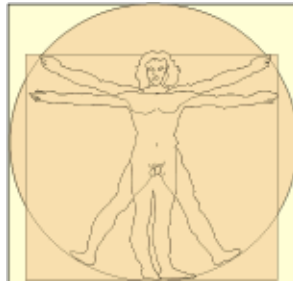
I have run into a variety of objectives in other contexts that I would regard as learning objectives.

Expressive objectives



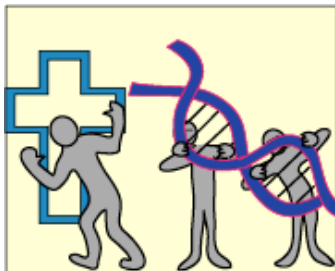
I want to provide stimuli in which people express themselves in different media and feel freer to do so, both with regard to the range and the depth of feelings expressed and the variety of media used. The evaluation is on-going observation to personally judge the ability to facilitate expression (i.e., try to see what is the blockage, physical or psychic, and to unblock). A lot of the personal growth and personal education work belongs to this area. Some of the learnings in individual psychotherapy are of this type.

Expanding-awareness-of-self objectives.



I want to provide a situation (interpersonal) in which a person becomes more aware of *his own behavior as it is happening* (not as he remembers it). These awarenesses can be of a large variety of types: what his attitude toward himself is, how he expresses a world-view in his actions, how he punctuates his experience in such behavior clusters as “transference,” what his political-social stance toward the world is, what his ecological stance is, how he treats his body, etc. Evaluation is limited because a value I have is that I can only provide situations in which a learner can discover these things for himself. He cannot learn about how *he* takes responsibility for different parts of his life if *I* take the responsibility for his learning goals. My experience is that *these kinds of awarenesses are of little use if I tell the student*. These are types of learning activities where *neither I nor the client beforehand have any idea what the learning will be*.

Epistemological objectives



I have a friend in England who teaches a course called “experiential epistemology,” in which the learning is how to become aware here-and-now of how knowledging takes place, where there is no content by the present experience. The course has as its purpose changing some aspects of your basic view of the world. Carlos Castenada describes a course by a shaman (described in *Journey to Itland*). John Lilly describes a similar course in *Center of Cyclone*.

Effort Objectives.



At times perhaps persons have to learn that they “can do” something that they thought they couldn’t do. Some of the courses in “survival in the wilderness” give a person that kind of experience of the limits of their effort.

Explosive objectives



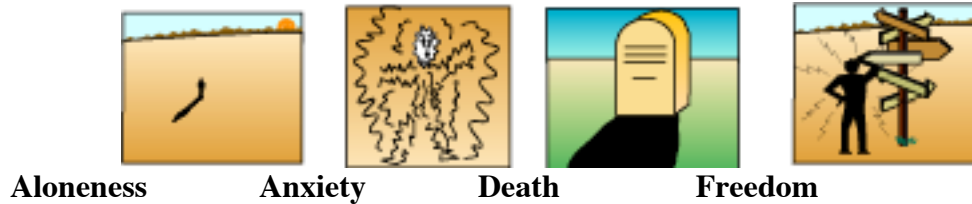
I will do no more than to mention that Ivan Illich has some rather different objectives that include “deschooling society.” Postman and Weingarter talk about teaching as a “subversive activity.” They explore current cultural norms.

Detachment objectives



O.K. so it doesn't begin with an "e." One course I've taken recently and also participated in giving, had as one of its objectives to provide a place where people could begin to de-attach themselves to their "needs" or "wants" about all sorts of their behavior. That is, they can begin to see the behavior take place or recall the behavior with less positive or negative emotional charge associated with the recall or performance. Evaluation is totally one's own, as the process was regarded as an on-going one. Persons are provided with other-person-feedback in a formatted group context.. One of the other objectives in this course was to learn to be less attached to expectations of what was going to happen. Further to learn not to be attached to anything is to accept change as it happens without trying to freeze anything in one's life.

Existential objectives



How do we deal with the larger existential themes of our lives? With educational objectives? With an intention to evaluate them in the way that we evaluate "purely cognitive" objectives? Would that not change the central developmental and educational concern of deep engagement with these themes? Much more discussion is needed to explore these questions.

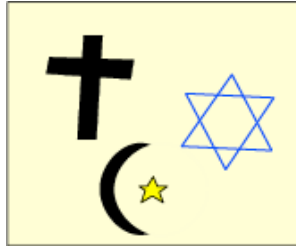
More e-objectives

Over the years, others who have read this paper have suggested \ other e-objectives that we'd not want to exclude. Some of these are listed for your exploration,

Empathetical objectives



Ecumenical objectives



Ethical objectives



Evaluative objectives.



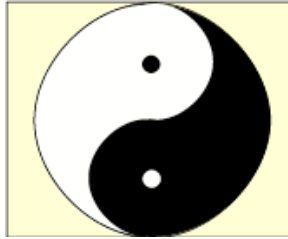
Erotic objectives



Ecstatic objectives



Taoistic objectives



Finally there are some types of objectives that have to do with what the Chinese philosophers called the “tao.” Human beings have both an aspect of purposefulness which enables them to reason from means to ends and vice versa, *as well as* a side in which they can simply flow with what happens without “living up to some purpose” or going toward a conscious goal. This could be called a goalless goal.

Conclusion

My conclusion from this brief exploration is that e-objectives may be elusive, but they *are* elucidatable. I hope I am not being enigmatic.

ATTACHMENTS: EXAMPLES OF E-OBJECTIVES IN HEALTH COURSES

NAME OF COURSE: Health Education (Laxson, J., Knaster, H.) *

TYPE: Survey, Professional Training

STUDENTS: 2d Yr. Medical

WHO WILL BE: Practicing Physicians

UNIT OF INSTRUCTION: Cultural determinants of attitudes toward health

E-OBJECTIVE:

- 1) respect the cultural attitudes of patients even if they are “superstitious” according to your set of values (reh) *
- 2) practice with the awareness that cultural attitudes will influence health-care delivery (e.g., in compliance with treatment [time] such as drug taking, diet, child care, pre-natal care) (reh)
- 3) has encountered a culture different from one’s own sufficiently to appreciate the holism of that culture (reh)
- 4) is aware of his own cultural bias which may have impact on his own personal health practices (reh)

DESIGN STATEMENT:

- 1) visits a foreign culture (e.g., Chinese, Puerto Rican) in city with person sympathetic to both cultures and observes medical, dietary, health practices as well as other aspects of life (reh)
- 2) this one probably can be broken down into particular knowledge objectives of potential problem areas and things to do (reh)
- 3) same as number one, with perhaps good film or anthropologic treatment (e.g., such as Dorothy Lee’s *Freedom & Responsibility*) (reh)
- 4) goes through particular exercises (i.e. classroom experiences) which gives him a chance to experience his own personal health practices (reh)

TYPE OF E-OBJECTIVE: These are experiential objectives. Appreciation of difficulties. Appreciating of problems. Survey — type of course.

EVALUATION: No attempt to evaluate. In 4) whether or not they have an “aha” experience would be one possibility.

* The objectives on this page are ones that I have worked out and are labeled “reh.”

NAME OF COURSE: Drug Abuse (Marlowe, S.)

TYPE: Professional Training

STUDENTS: 4th Yr. Medical

WHO WILL BE: Physicians

E-OBJECTIVE:

appreciate some of the conditions of work in a drug abuse clinic

DESIGN STATEMENT:

students spend four hours on a field trip to a drug abuse clinic. They will observe the following aspects:

TYPE OF E-OBJECTIVE: This is an exposure-experiential type of objective

EVALUATION ISSUES: No intent to evaluate this experience, which is simply an exposure situation.

No possibility of evaluation unless what students were to observe was specified and they made some sort of written record to show that they did in fact observe it.

DESIGN ISSUE: Probably the instructor would want to specify what the students were to do on the field trip (e.g., interview each member of the clinic team to understand how he sees his role and its relationship to other roles).

NAME OF COURSE: Teaching Public Health in Rural Brazil

TYPE: Professional Survey

STUDENTS: 5th Yr. Medical

WHO WILL BE: Physicians

E-OBJECTIVE:

- 1) *Hidden agenda*. To influence more students to practice medicine in rural (as opposed to urban) settings (reh)
- 2) Students will appreciate the problems and rewards involved in working with the health problems of rural Brazil, analyzing the social, political and economic structure of a rural community and designing possible solutions for the delivery of medical care (reh)

DESIGN STATEMENT:

Have students spend intensive one week in rural community and do a community survey as indicated in the objectives. (attached)

TYPE OF E-OBJECTIVE:

These tend to be experiential type of objective, which has the purpose of personalizing the experience.

In some cases, the learner will have to come to terms with his feelings and attitudes about working in these areas simply by being there.

One important aspect of the experiential design is that students are generally *applying what they already know* how to do in a novel situation. This is true both with the medical and public health aspects as well as the learning about social, political and economic aspects.

EVALUATION ISSUES:

The purpose of course makes the only type of meaningful evaluation a survey some years later to see if any of the students decide to practice in rural Brazil.

In some cases it might be meaningful to sample attitudes before and after regarding national policies regarding the delivery of health care.

OBJECTIVES:

At the end of a 5-day course each of 3-5 students will be able to:

1. Orient themselves to a rural town by reviewing a map, noting key institutions, major streets and locations on the map as well as determine
 - a) determine sewage disposal patterns
 - b) water supply
 - c) food supply
 - d) habitation structuresand in turn relate each of these aspects to disease prevalence and incidence and the health care delivery patterns.
2. Describe the social structure of a rural town by identifying family patterns, genetic disease, local professional categories, the role of the church in the community and determine the relation of each of these to disease patterns.
3. Describe the political structure of the town by defining the important political personages and organizations and determine the influence of political structure on disease epidemiology and distribution and quality of medical care.
4. Describe the economic structure of the town by determining the sources of local revenue, identify major businesses and cash crops and define possible occupational diseases and economic influences on health care.
5. Identify the significant disease patterns in a rural community in contrast to the nutritional, infectious, parasitic and degenerative diseases of urban environment.
6. Identify the pattern of indigenous medical care by defining the types of native practitioner, the diseases treated, medications used and the community effect of service rendered.
7. Plan the training of health assistants for a rural setting based on manpower resources and a realistic appraisal of the function of such assistants.
8. Identify the rural school health problems based on knowledge of schools and their pupils, immunization status of the pupils and teachers, and random health examinations of the students.
9. Assess the general scope of state and federal aid programs that are important to the rural community by identifying local resources, needs, constraints and awareness.
10. Project and design a realistic health care program for a rural community based on an analysis of health problems, description of the constraints and assessment of resources.

NAME OF COURSE: Genetic Consulting (Arnold, C.)

TYPE: Professional Training

STUDENTS: Med. Students

UNIT OF INSTRUCTION: Interviewing

E-OBJECTIVE:

1. has insight into his own personality and is aware of the motivations and significance of his own behavior
2. must be able to feel, as well as understand; i.e., identify with the patient, yet remain objective
3. recognizes how one “comes on” or approaches a patient in a clinical setting and effects this may have on the therapeutic relationship and future encounters. (E.G., a physician who “turned off” a patient at the initial encounter has probably damaged the relationship and impeded therapy.)

Designing Instructional Experiences for Exposure (Awareness) Objectives

Introduction

Here are some examples of a modified Design Worksheet that shows an approach to designing instructional activities for awareness objectives.

Example #1

For an elective course for 1st year medical students “Introduction to Nutrition”

Design Worksheet	
<i>Exposure (Awareness) Objectives</i>	<i>Instructional Activities</i>
1. appreciates the difficulty of purchasing certain diets which are commonly prescribed	1. students will visit health foods store, note items, prices, for specific items on commonly prescribed diets
2. realize how objectionable is the taste of certain commonly prescribed diets	2. students will have lunch together as a part of their class work and will eat at least two meals of the following diets:
3. appreciate the difficulty a low-income person has in complying with commonly prescribed diets	3. student will attempt to show for particular diet in a low income neighborhood grocery
4. student is aware of his personal calorie, vitamin, etc., (nutritional) intake	4. student will record and calculate his own 3-day intake and compare it with Recommended Daily Amounts tables.
5. aware of his personal sodium intake	5. student will calculate his own 3-a day intake of sodium
6. aware of his personal beliefs relative to diet, brushing, floss and carries prevention	6. student will list his beliefs
7. aware of the additives in his own diet	7. student will note additives in foods in his own kitchen
Etc.	Etc.

CURRENT CONTACT INFORMATION

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