



Cognitive domain: “What do you want your graduates to *know*?”

Affective domain: “What do you want your students to *care* about?” or
“What do you want students to *value*?”

Psychomotor (or Behavioral) domain: “What do you want your
graduates to be able *to do*?”

Learning Outcomes in the Cognitive Domain involve knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

- *Basic Outcome:* Recognize abnormal social, emotional and mental behaviors in their patients and possess the ability to intervene and refer these individuals as necessary.
- *Condition-Audience-Behavior-Degree model:* Given a sentence written in the past or present tense, the student will rewrite the sentence in future tense with no errors in tense or tense contradiction (Application level in Bloom’s taxonomy).

Learning Outcomes in the Affective Domain involve the manner in which people deal with things emotionally, such as feelings, values, appreciations, and attitudes.

- Embrace the need to practice within the limits of state and national regulation using moral and ethical judgment, while working collaboratively with other health care providers, referring patients appropriately when such referral is warranted.
- Students will be able to advocate for the advancement of art and culture and its social and economic impact on a local community through a community volunteer internship experience.

Learning Outcomes in the Behavioral Domain involves physical movement, coordination, and the use of motor skills. Development of these skills requires practice and is measured in terms of speed, precision, distance, and techniques in execution.

- Evaluate pain levels in acute illnesses and injuries and prescribe appropriate remedies.
- Students will be able to connect online data sources with G.I.S. software programs for the analysis and presentation of specific geographic research problems.



Bloom’s Cognitive Taxonomy

Category or 'level'	Behavior descriptions	Examples of activity to be trained, or demonstration and evidence to be measured	'Key words' (verbs which describe the activity to be trained or measured at each level)
1. Remembering	Recall or recognize information	Multiple-choice test, recount facts or statistics, recall a process, rules, definitions; quote law or procedure	Arrange, define, describe, label, list, memorize, recognize, relate, reproduce, select, state
2. Understanding	Understand meaning, re-state data in one's own words, interpret, extrapolate, translate	Explain or interpret meaning from a given scenario or statement, suggest treatment, reaction or solution to given problem, create examples or metaphors	Explain, reiterate, reword, critique, classify, summarize, illustrate, translate, review, report, discuss, re-write, estimate, interpret, theorize, paraphrase, reference, example
3. Applying	Use or apply knowledge, put theory into practice, use knowledge in response to real circumstances	Put a theory into practical effect, demonstrate, solve a problem, manage an activity	Use, apply, discover, manage, execute, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond, role-play
4. Analyzing	Interpret elements, organizational principles, structure, construction, internal relationships; quality, reliability of individual components	Identify constituent parts and functions of a process or concept, or de-construct a methodology or process, making qualitative assessment of elements, relationships, values and effects; measure requirements or needs	Analyze, break down, catalogue, compare, quantify, measure, test, examine, experiment, relate, graph, diagram, plot, extrapolate, value, divide
5. Evaluating	Assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking, strategic comparison and review; judgment relating to external criteria	Review strategic options or plans in terms of efficacy, return on investment or cost-effectiveness, practicability; assess sustainability; perform a SWOT analysis in relation to alternatives; produce a financial justification for a proposition or venture, calculate the effects of a plan or strategy; perform a detailed risk analysis with recommendations and justifications	Review, justify, assess, present a case for, defend, report on, investigate, direct, appraise, argue, project-manage
6. Creating	Develop new unique structures, systems, models, approaches, ideas; creative thinking, operations	Develop plans or procedures, design solutions, integrate methods, resources, ideas, parts; create teams or new approaches, write protocols & contingencies	Develop, plan, build, create, design, organize, revise, formulate, propose, establish, assemble, integrate, re-arrange, modify



Bloom, Krathwhol, & Masia’s Affective Taxonomy

Category or 'level'	Behavior descriptions	Examples of experience, or demonstration and evidence to be measured	'Key words' (verbs which describe the activity to be trained or measured at each level)
1. Receiving	Open to experience, willing to hear	Listen to teacher or trainer, take interest in session or learning experience, take notes, turn up, make time for learning experience, participate passively	Ask, listen, focus, attend, take part, discuss, acknowledge, hear, be open to, retain, follow, concentrate, read, do, feel
2. Responding	React and participate actively	Participate actively in group discussion, active participation in activity, interest in outcomes, enthusiasm for action, question and probe ideas, suggest interpretation	React, respond, seek clarification, interpret, clarify, provide other references and examples, contribute, question, present, cite, become animated or excited, help team, write, perform
3. Valuing	Attach values and express personal opinions	Decide worth and relevance of ideas, experiences; accept or commit to particular stance or action	Argue, challenge, debate, refute, confront, justify, persuade, criticize,
4. Organizing or Conceptualizing Values	Reconcile internal conflicts; develop value system	Qualify and quantify personal views, state personal position and reasons, state beliefs	Build, develop, formulate, defend, modify, relate, prioritize, reconcile, contrast, arrange, compare
5. Internalizing Values	Adopt belief system and philosophy	Self-reliant; behave consistently with personal value set	Act, display, influence, solve, practice,



Dave's Psychomotor Taxonomy (Behavioral)

Category or 'level'	Behavior descriptions	Examples of activity or demonstration and evidence to be measured	'Key words' (verbs which describe the activity to be trained or measured at each level)
1. Imitation	Copy action of another; observe and replicate	Watch teacher or trainer and repeat action, process or activity	Copy, follow, replicate, repeat, adhere, attempt, reproduce, organize, sketch, duplicate
2. Manipulation	Reproduce activity from instruction or memory	Carry out task from written or verbal instruction	Re-create, build, perform, execute, implement, acquire, conduct, operate
3. Precision	Execute skill reliably, independent of help, activity is quick, smooth, and accurate	Perform a task or activity with expertise and to high quality without assistance or instruction; able to demonstrate an activity to other learners	Demonstrate, complete, show, perfect, calibrate, control, achieve, accomplish, master, refine
4. Articulation	Adapt and integrate expertise to satisfy a new context or task	Relate and combine associated activities to develop methods to meet varying, novel requirements	Solve, adapt, combine, coordinate, revise, integrate, adapt, develop, formulate, modify, master
5. Naturalization	Instinctive, effortless, unconscious mastery of activity and related skills at strategic level	Define aim, approach and strategy for use of activities to meet strategic need	Construct, compose, create, design, specify, manage, invent, project-manage, originate