

Module Objectives Tutorial Part 1 – Module Objectives Overview

1. Hi and thanks for checking out the Module Objectives Tutorial. If you take the time to complete this tutorial then you will better understand how to use the module objectives and essentially do better on your exams. To make this tutorial more accessible for you, it is divided into four parts so in the future you can more easily skip to the information you need. Okay...let's get started!
2. As I've said in class already, this class is more than just rote memorization of concepts or theories. Although this basic knowledge is essential for success I will be testing you on your retention, demonstrated understanding, critical analysis, and ability to use knowledge. Many students ask me if I have a study guide; my answer is always the same, "Use the Module Objectives" – they are your study guides. They are designed to help you acquire the knowledge and understanding that you'll need to successfully pass exams, so it is important that you spend time working through the objectives, which is exactly what these tutorials are designed to help you do. So if you haven't looked at the objectives yet, now would be a good time to do that; pause the tutorial until you've had a chance to glance through the **Module A Objectives**.
3. Now that you've seen the objectives, you probably noticed that I've organized the module objectives by chapters. For example if you look at the **Module A Objectives** you can see that the all of the Module A objectives can be found in Chapter 1.
4. Did you notice that each objective has a word in italics off to its' left? Pay attention to it. This is another tool I have given you to help you better understand what I am asking of you with each objective. I will talk more about these levels of learning in Part 2 of this tutorial.
5. I have made the module objectives to help guide you through the process of learning however it is your responsibility to find the information for each objective (from both the chapters and during class time). Although I do not specify which pages the information can be found on within the chapters, you should be able to find the information with a little bit of work. In Part 3 of this tutorial I will show you how to dissect each objective to figure out what it is asking of you, and in Part 4 I will give you some suggestions on how to take notes using these objectives.
6. Although we will spend a lot of time during class talking about these objectives it would be impossible for me to cover all of the posted objectives, therefore during class I will focus on those objectives that are most difficult to achieve as well as those that are the most interesting. Please keep this in mind when you come to class.
7. Now that you've finished this overview I think that you are ready to move onto Part 2 – Levels of Learning!

Module Objectives Tutorial Part 2 – Levels of Learning

1. There are many different ways to learn and these module objectives are designed to help you figure out what type of learn I am asking you to achieve. These are the italicized words to the left of each objective. By completing Part 2 of this tutorial you will be better prepared to use the module objectives and make your studying more efficient and effective. As you survey the module objectives you need to pay attention to that *italicized* word off to the left; this is its associated level of learning and there are 5 different words that you will see:

Remembering

Understanding

Applying

Analyzing

Evaluating

2. These words identify its objective by its associated level of learning, but most importantly are there to help you to better understand how to achieve each objective. Keep reading for more explanation about each of these words.
3. *Remembering*. This type of objective is the most basic form of learning you are asked to achieve in preparation for exams. This can also be thought of as rote memorization. When it comes to class lecture, these are the ones I am least likely to cover during class. By achieving these objectives in advance of the chapter lecture, this will help you to follow along during class as we cover the more advanced learning objectives.
4. *Understanding*. This type of objective is a higher level of elementary learning that cannot be achieved without mastery of *remembering* first. This level of learning requires that you demonstrate comprehension of that basic knowledge.
5. *Analyzing*. This type of objective is a higher level of learning that requires both *remembering* and *understanding*. This objective is one form of critical thinking and may ask you to:

contrast = look for similarities or differences
differentiate = look for differences
synthesize = bring together concepts, theories, etc.
Dissect = break concepts, theories, etc. into their smaller component parts
6. *Applying*. The purpose of this objectives is to demonstrate your ability to use knowledge which requires *remembering* as well as *understanding* of the concepts, theories, etc. you are learning.
7. *Evaluating*. This purpose of this type of objective is to draw conclusions based on the information that you've learned through the lower level objectives.

Module Objectives Tutorial Part 2 – Levels of Learning

8. As you begin to work through the objectives you should always pay attention to these italicized words so that you are clear about how I expect you to learn. In scanning through the **Studying Diversity Module Objectives** you should see that there are fewer *remembering* objectives than there are *understanding or analyzing* objectives; this class is grounded in these higher levels of learning but to achieve these critical thinking objectives you must first master the basic levels of learning.
9. This concludes Part 2 of this tutorial. In Part 3 I will show you how to dissect each objective to give you a better understanding of what and how you should be studying for exams.

Module Objectives Tutorial Part 3 – Dissecting the Objectives

1. Welcome to Part 3 of the Module Objectives tutorial. Now I will walk you through dissecting the objectives. In other words you can't use these objectives to study if you don't understand them so I will show you how to take each objective apart such that you are able to locate the basic concepts and master each objective. Keep in mind that before you begin using these objectives you should read each chapter one time first; this will help you to more efficiently seek out the information you need. By now you should be familiar with the layout of the objectives so let's get started!
2. Let's start by looking at the **Module A Objectives**, specifically let's take a look at Chapter 1 Objective #1. As you can see in the left column, it is identified as a "*Remembering*" level objective so you should already be aware that I am expecting you to memorize information. As a reminder, this is the most basic level of learning and the foundation for all other levels.

Next you need to be able to identify what information you need to memorize. The objective says, "**Identify the psychological concepts that were studied by the researchers below and explain their contributions to the evolving field of psychology.**" This should be easy to find in Chapter 1 because it is pretty straightforward, as most of the "*Remembering*" based objectives will be.

Please notice that this objective also has two parts to it ("identify" and "explain"). In Objective #1 you need to be able to first identify each of the researchers listed and their respective theories, which will be easy to locate in the textbook. Begin to search the Chapter 1 section headings until you've found a heading that discusses famous psychological theorists; a little digging should turn up the basic information you need.

In addition this objective states you need to, "**...explain their contributions to the evolving field of psychology.**" After reading through the information in the book you should find that these theories emerged for various reasons and have an overall connection to the broader field of psychology. The sections on each theorist will describe their influences.

Once you have found this information in the chapter be sure to use good study habits to memorize them. Once you are able to recite from memory these factors, you have achieved mastery of this "*Remembering*" objective!

3. Let's take a look at another one, Objective #6, which is an "*Understanding*" objective and says, "**Contrast these clinical professions including their educational and experiential requirements.**" As a reminder this level of learning requires you be able to *remember* information but also to demonstrate a level of comprehension, or understanding of it. To master this level objective you must first obtain knowledge before comprehension, so go through the same process you would go through for a "*Remembering*" objective. In dissecting this objective you must first identify its concepts, which are the varying professions listed

Module Objectives Tutorial Part 3 – Dissecting the Objectives

(psychiatrist, psychologist, marriage and family therapist, social worker, and counselor) then locate these concepts within the chapter and/or your class notes. In addition to the chapter I have posted in the Weekly Schedule a narrative each week which presents the concepts of the week and provides additional links and information about those concepts. If for example you are looking for more information about these various degrees you will find some specific links to help you with the objective simply by reading through the narrative for this lesson.

The next step is to identify and interpret the action word, which in Objective #6 is “*contrast*,” which means that you are expected to be able to compare all of these professions and look for similarities and differences. Once you are able to make these comparisons, then you have mastered this objective!

4. Let’s take a look at a higher level objective, Objective #7, which is an “*Analyzing*” objective, another level of learning that requires mastery of basic knowledge (i.e. *Remembering*) but also comprehension (i.e. *Understanding*), so be sure to go through those processes first.

Objective #7 says, “*Discuss these current issues as they relate to mental health services.*” To achieve an *Analyzing* level of learning you must first be able to discuss each current issue (e.g. evidence based practices, mental health parity); then after interpreting the action word (i.e. compare and contrast) you see that I expect you to be able to not only explain what they are but how they are relevant to mental health services. This objective is not in the textbook but information about these current issues are posted in the narrative for Week 1 in the Weekly Schedule.

5. There is one another level of learning, called *Evaluating*. To dissect these objectives you will go through the same process as we have been doing with the other levels of learning. Just keep in mind that you will need to achieve mastery of the lower levels of learning (i.e. *Knowing*, *Understanding*, and *Analyzing*) in order to master the *Evaluating* level of learning. This type of objective will ask you to draw conclusions based on your knowledge and understanding of the concepts presented.
6. As you can see, it takes time to work through each objective so it is important that you begin working through each chapter objective as we cover them throughout the semester. If your plan is to wait until Week 8 to start studying for that Midterm Exam, you are going to be wishing you had started 8 weeks earlier! I can’t stress this enough; don’t wait until the last minute. The bottom line is if you take the time and work through these objectives as we cover each chapter, you will be better prepared to pass the exams. And that concludes Part 3 of this tutorial. In Part 4 I will discuss some strategies for taking notes using the module objectives.

Module Objectives Tutorial Part 4 – Taking Notes

1. Welcome to Part 4, which is designed to help guide the note taking process using the module objectives. As a reminder, just reading the chapters and coming to class will not result in mastery of the objectives, which is a common fallacy; learning is an active process, not passive, and a successful student will be actively engaged in all facets of the class.

This tutorial is a guide to help you; you are free to use your own note taking skills and strategies as well as or in lieu of these.

2. **That wasn't covered in class!** First of all, I will not cover all of the objectives during class time; this is a college level class therefore I expect you to come to class prepared with a basic level of knowledge and encourage you to read each chapter and begin working through the objectives before I discuss them in class. I will spend class time focusing on those objectives that are more difficult or most important for students to master.
3. **There is too much information to study!** I agree; there is far more information in the textbook than I expect you to know on exams therefore you should focus your reading and note taking based on the module objectives that I've given you. If your plan is to simply read the chapters and try to retain everything, you'll likely experience brain overload, leaving your success up to chance and feeling extremely frustrated. Instead you should use the module objectives to guide all aspects of your study routine, which includes how you take notes when reading and during class time.
4. **But I came to each class...how come I didn't pass this class?** Reading + listening does not equal learning. Because learning is an active process and takes time you need to be efficient in every aspect of how you study for this class, which includes how you take notes. I always suggest reading the chapter through one time, then go back and begin to work through the chapter using the module objectives as I showed you in Part 3. This will give you a good overview of the content of the chapter before focusing appropriate attention on the concepts that you will be tested on.
5. **Should I take notes?** When it comes to note taking, it is always important to take notes during class, especially during lecture. Of course this doesn't mean that you have to write down everything I say or that is said in class. To be efficient you must hone the skill of deciphering what is important and what is not; you must also learn to take shorthand notes, using abbreviations rather than writing full words or complete sentences. This is a skill that you will get better at as the semester progresses.

I acknowledge that the rate at which I speak is probably faster than the rate at which you write (at least this is true for me), so again it is important that you develop a note taking language that you can understand while retaining the accuracy of what I am saying. This is up to you to develop and is essential for efficient note taking.

Module Objectives Tutorial Part 4 – Taking Notes

6. **Be efficient.** To help you efficiently take notes in class, as we work through the content each class I will identify which objectives we are covering. For example before I start discussing Objective 1, I will always identify it either by writing that objective # on the board or identifying it in PPT. No matter how I deliver that lecture, you will always know which objective we are discussing therefore you should clearly organize your notes during class by objective #. A simple way of doing this is to write the objective # in the left column of your notes page, using LARGE BOLD PRINT so it can clearly be identified.
7. **Organize your notes.** Throughout the semester I will vary how I deliver class content, sometimes in lecture format other times in discussion format;; I also regularly use PowerPoint slides. The content in these slides are a skeleton outline (and sometimes the use of visuals, such as pictures) of what is important so writing down the key concepts is helpful, however you are expected to fill in the details as we discuss them during class. This is where the shorthand comes in handy; it is impossible to write full sentences of what is discussed in class. You will need to develop a method for outlining your notes, and going back later to fill in the missing pieces. Remember learning is an active process that you must be engaged in. Here are some general tips to help you with organizing your notes:

Use shorthand notes – do not copy word for word

Skip unimportant words, such as “a” “and”

Incorporate symbols, arrows, and visuals into your notes to convey ideas

Don’t worry about being neat or tidy

Always organize notes by objective #

8. **Re-write your notes.** Consider your class notes to be a “first draft” and plan to re-write them at least one more time, adding clarity where needed. Also follow this same process for taking notes from the textbook. You’ll also need to consolidate your class notes with your textbook notes, all of which should be guided by those module objectives. This is again another reason why it is important to start early in the semester, and not wait until the last minute. Did you know that writing helps with learning?!
9. Once again these tips are intended to improve your efficiency when taking notes during lecture and reading the chapter. The most common mistake is to be a passive receptacle of knowledge, but very few people can do this and pass this class. However if you choose to be actively engaged as you take notes and study for exams, these tips will improve your note taking skills and ultimately improve your performance on exams.
10. That concludes the Module Objective Tutorial. To help summarize this process I have created a flow chart to help you work through the module objectives. I hope you find it helpful!

How to Use Module Objectives Summary

