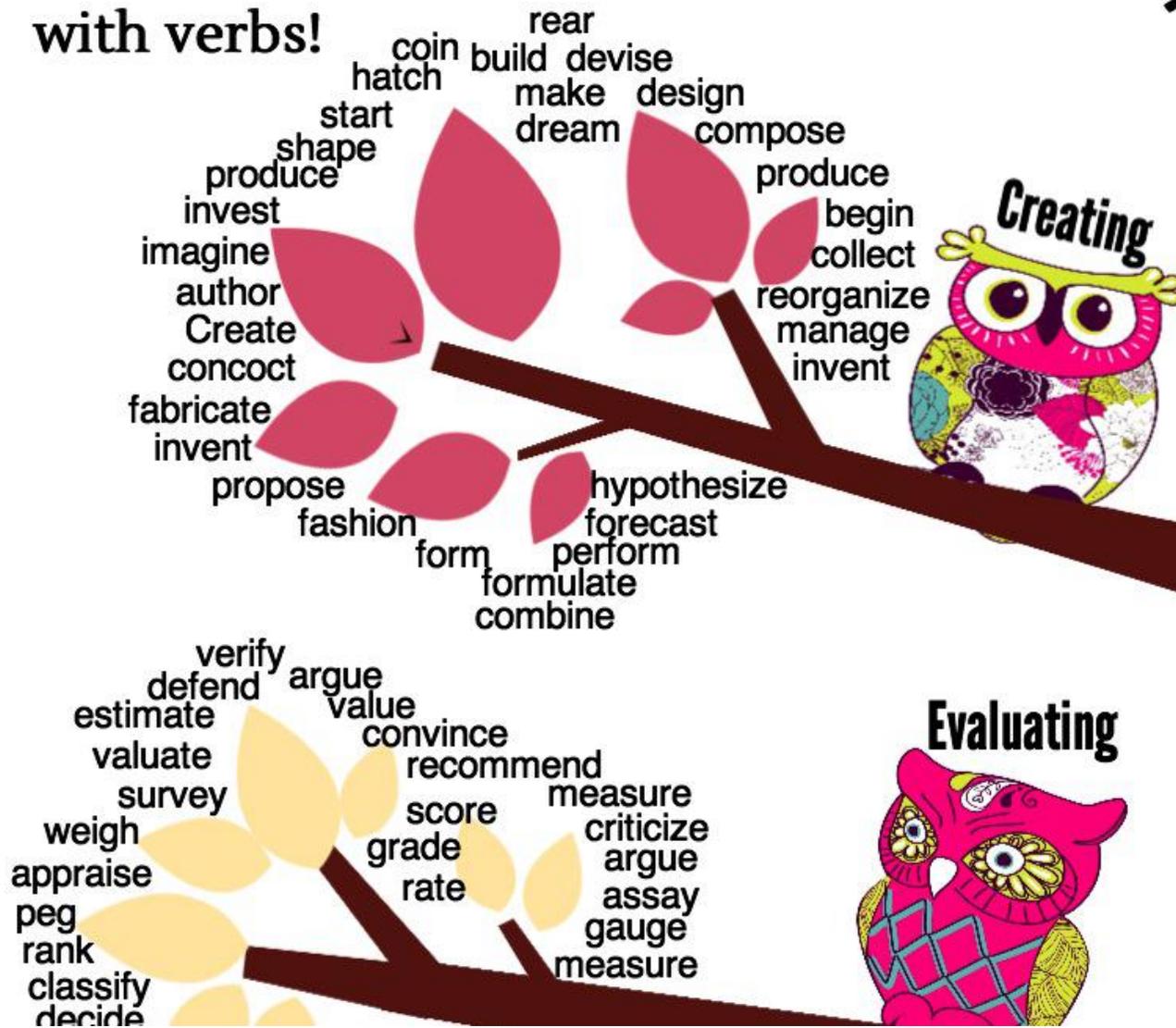


Bloom's ^{revised} Taxonomy

with verbs!



EDUCATIONAL PROGRAM MAPPING

GOALS

1. Explain the meaning of Program Standards
2. Present methods of evaluating nursing programs
3. Explain the effective use of Bloom's Taxonomy in the course presentation
4. Explain the use and development of a course syllabus
4. Explain the transfer of Taxonomy information to a course syllabus

KEYWORDS/PHRASES FOR APPLICATION

1. Standards
2. Philosophy
3. Mission
4. Goals
5. Objectives
6. Benjamin Bloom's Taxonomy
7. Syllabus/Syllabi
8. Domain
9. Learning Outcomes/Learning Objective
8. Cognitive
9. Psychomotor
10. Affective
11. Entropy
12. Accreditation
13. Leadership
14. Management
15. Domain Categories
16. Category Verbs
17. Leadership versus Management

18. Contingency Theory/It All Depends Theory
19. Standards
20. Evaluation
21. Specific versus Progressive Nursing Courses
22. Course versus Program

The last time you took a road trip over the river and through the woods, someone or something told you the way. Nursing education is no different. Educational principles will show you the way.

As an instructor of higher education academic content, you probably teach similar content(s) from semester to semester to help students through the proverbial information. It is time to have an approved (and improved) map for the entire faculty to follow. That map/plan leads to faculty satisfaction, faculty cohesiveness, attainment of student success, meeting of course and program outcomes, and, yes, maintenance of nursing program accreditation. Every faculty member should know the road trip related to accredited success, understand how to stay out of the woods while guiding students, and eventually navigate nursing students to pass courses leading to NCLEX success.

An educational program needs a *firm foundation* of standards and administrative processes. This document assists with the knowledge regarding the collaborative effort by an administrator and faculty in some of the important basic principles that produce effective courses and educational programs.

THE THREE AMIGOS—MAKING THE FIRM FOUNDATION

Every academic program needs to have (at least) three friendly guides and activities on the road to success. These are:

1. **STANDARDS:** A Philosophy, Mission/Purpose, Goal(s), and Objectives
2. **EVALUATION:** A consistent way and process for faculty to evaluate present and past course and program performance and outcomes
3. **PATHWAY TO SUCCESS:** An overall educational format of course and program content that promotes successful nursing educational outcomes

PROGRAM STANDARDS (Amigo Number One)

All educational *program* standards support the *college/university* standards.

Definition of Standards:

1. A Philosophy—A belief system shared by the faculty members on behalf of an educational program.
2. A Mission Statement/Purpose Statement—A formal statement reflects a program’s reason for existence.
3. A Goal(s)—An end of program statement(s) of achievement regarding student learning outcomes.
4. Objectives—The stepping stones of the educational process that will culminate in reaching a goal(s). The word “objectives” is sometimes used as a replacement for the word “outcomes.” Accreditors most often use the word “outcomes” instead of “objectives.” Syllabi frequently use the word “objective” instead of “outcome.” To maintain clarity, regardless of either word used, syllabi preparation usually combines learning outcomes/Objectives.

EVALUATING CURRENT AND PAST NURSING PROGRAM PERFORMANCE (Amigo Number Two)

There are two recommended evaluation processes used during a faculty nursing program evaluation. These are:

1. The Good, The Bad, and The Ugly: This evaluation encourages staff to consider three dimensions--what they want to keep (the good), what they want to remove/take out of the program (the bad), and what they think will work, but needs improvement (the ugly). Of course, keep the good identified and get rid of the bad, if possible. Identify ways to work on “the Ugly.”
2. Problem Identification: This evaluation encourages nursing faculty to consider two dimensions—what they think are the assets and the problems related to the courses and program. Of course, keep the assets and eliminate the problems by a voting process among the faculty to determine the MAIN problem. The secret is getting rid of the identified MAIN problem. Once the MAIN problem is resolved, the other listed problems are significantly reduced or are no longer a problem. Reminder: Problems do not just go away without some intervention—intentionally or unintentionally.

UNDERSTANDING OF THIS DOCUMENT BY THE READER IS IMPROVED BY FREQUENTLY REFERRING TO THE THREE BENJAMIN BLOOM DOMAIN FORMATS IN THIS DOCUMENT. THEY HAVE COLORED REFERENCES. NOTE: REPETITIVE INFORMATION MAY EXIST IN THIS DOCUMENT FOR ENHANCED UNDERSTANDING.

History confirms that some instructors have some success even though they produce diverse and disorganized educational approaches. Therefore, some students waffle back and forth from one instructor to the other and follow syllabi created intuitively by the instructor's unorganized content needs. It is time to change this confusing educational process!

The taxonomy content of this document reinforces the following academic expectations: (Refer to the colored-coded domains while reading)

- *Specific content courses use three taxonomy domains—Cognitive (thinking), Psychomotor (doing), and Affective (feelings and attitude). Each domain has simple to complex categories with selected category-assigned verbs. Using the verbs from the chosen category as the syllabi Learning Outcomes/Objectives, there can be a progressive or selected difficulty of course content as the instructor directs the progression of the course content. (e.g., Maternal-Child, Psychiatric, Emergency Care, Geriatrics).*
- *General program educational course topics--- In keeping with specific content courses (stated above), general program academic course topics use three taxonomy domains—Cognitive (thinking), Psychomotor (doing), and Affective (feelings and attitude). Each domain has simple to complex categories with selected category-assigned verbs. However, the topics do not specifically apply to specific course content. The teaching/learning concepts are universal (used in all particular content courses). (e.g., Communication, Civility, Nursing Diagnoses, Critical Thinking). (See a small incomplete list of general program educational topics for nursing programs at the end of this document.)*
- *Consideration of varied educational complexity considers taxonomy domains with the choices of categories and their associated verbs. The three domains each provide different levels of category verbs according to the intended complexity of the topic. Complexity/difficulty of the course content or a subject can be changed according to the category selected and the accompanying category verb(s).*
- *Job description development is enhanced by selecting one or more domain(s), domain categories, and their associated verbs. Any selected domain (or a combination of domains) provides categories with verb choices related to different job descriptions. (Reminder: Job descriptions always state minimal expectations in one or more domains—not maximum expectations.)*
- *General theories (Contingency Theory/It All Depends Theory) provide the intellectual basis for the appropriate use of a domain(s), domain categories, and their related verbs. An instructor's ability to successfully use the taxonomy domains, categories, and associated category verbs depends on the nursing instructor's ability to understand and apply these similar general theories to different situations.*

*It is one thing to do something “by the seat of your pants”—and another thing to know **why you do what you do!** Benjamin Bloom’s Taxonomy provides the internationally and academically approved basis to understand teaching/learning choices intellectually. Therefore, there is confidence and reassurance of accurate professional performance choices.*

Teaching professional concepts and principles of teaching/learning (in any form) is not a simple hit or miss happening. It requires the educator to be mindful of the teaching process and the taxonomy choices appropriate to the teaching/learning situation.

No one said that professional education was easy!! However, academic knowledge about students’ effective teaching is supposed to be “what we do!!”

BENJAMIN BLOOM’S TAXONOMY (Amigo Number Three)

Benjamin Bloom Taxonomy is a format originally designed in the 1950s and modified slightly at a future date. There are three domains—Cognitive (thinking), Psychomotor (doing), and Affective (responding & attitude). It is a universally accepted and effectively used format to help educators determine teaching/learning methods (domains) and a desired degree of difficulty. It presents simple to more complex categories in each domain, with each category having required-related verbs to be used to commence each Learning Outcome/Objective on a course syllabus.

Each domain category is numbered. The number one category in each domain lists the least difficult teaching and learning verbs. The highest numbered category in each domain lists the most difficult teaching and learning verbs. After selecting a domain and a category within the specified domain, a category verb associated with the category is used at the start of every Learning Outcome/Objective statement. The incremental and numbered verb usage in each domain category accommodates the simple to more complex teaching/learning outcomes.

The Cognitive and Affective Domain have five categories each and has numerous verb possibilities. The Psychomotor Domain has seven categories and has numerous verb possibilities.

Each domain, domain categories, and associated verbs can appropriately provide a convenient format for accreditors’ requirements.

SECTION II: BENJAMIN BLOOM'S TAXONOMY—HOW IT WORKS!

Benjamin Bloom's Taxonomy has three domains—Cognitive (thinking), Psychomotor (doing), and Affective (responding and attitude). It also encompasses **numbered categories in each domain (Five categories in the Cognitive and Psychomotor Domains and seven categories in the Psychomotor Domain.)** The categories go from simple to complex in each domain. **The definitions of each category follow each category.**

The second line of each numbered category lists **possible verbs used as Learning Outcomes/Objectives on a course syllabus.** Therefore, if the faculty/instructor desires to teach from simple to more complex fashion, the faculty/instructor must assign a semester/quarter to each category if incremental learning is required. When the domain categories with accompanying verbs are used throughout the semester, the categories and related verbs of the selected domains usually progress by category number throughout the entire course. The selected verbs are the first words of the course syllabus Learning Outcomes/Objectives. When teaching/learning occurs in a specified domain and a domain category, a category verb **MUST** be the first word of every Learning Outcome/Objective. (Even though the recommended verbs in each domain are few on the following Benjamin Bloom format, online access to numerous different domain category verbs is available.)

Why such a mapping process—regardless of course or program? It provides a required consistent and harmonious academic road for all required content to be met in a simple to more complex manner as desired by faculty/instructor or required by accrediting bodies. It provides faculty with approved verbs to be used that help to assure that student learning expectations related to difficulty can be determined. Accreditors (and faculty) know that the consistent academic movement of students through an educational process of simple to more complex information increases the understanding and correct application of presented/taught content.

Following is a Bloom Taxonomy format of the three domains, **categories, category definitions,** and a few recommended verbs used as a part of each category. When this format is used in a course or throughout an education program, it presents a unified educational approach that meets the necessary content at appropriate levels. No more last-minute scrambling to “get it right.” The program mapping will set forth the entire teaching/learning process story about how students learn incrementally and the correct expected student behaviors (**according to verbs**) that lead to academic success.

COGNITIVE DOMAIN (Thinking-Knowledge)

Cognitive—Five simple to complex domain categories and possible verbs per category

1. **Remember**---(Related to the ability to recall or retrieve previously learned information).
Possible verbs: Define, Describe, Identify, Know, List, Name, Outline, Recall, Recognize, Reproduce Select, State
2. **Understand**---(Comprehending the meaning and interpretation of instructions and problems).
Possible verbs: Comprehend, Distinguish, Estimate, Explain, Generalize, Give an example, Interpret, Summarize, Translate
3. **Apply**---(Use a concept in a new situation in the workplace).
Possible verbs: Apply, Change, Compute, Demonstrate, Manipulate, Prepare, Relate, Show, Solve, Use, Assess, Plan
4. **Analyze**---(Separate material into parts to increase understanding).
Possible verbs: Analyze, Compare, Contrast, Differentiate, Distinguish, Identify, Relate, Separate, Diagram, Outline, Diagnose
5. **Evaluate**---(Make a judgment about the values of ideas or materials).
Possible verbs: Appraise, Compare, Contrast, Defend, Describe, Discriminate, Evaluate, Explain, Relate, Summarize, Support

PSYCHOMOTOR DOMAIN (Doing)

Psychomotor—Seven simple to complex domain categories and possible verbs per category

1. **Perception**---(Guide to sensory-motor activity).
Possible verbs: Hear, Listen, Detect, Perceive, Recognize, Observe, Listen, Sense, Watch
2. **Set**---(Act according to mental, emotional, and physical readiness).
Possible verbs: Position, Place, Sit, Stand, Assume, Achieve, Establish
3. **Guided Response**---(Imitate and practice skills, often in approved steps as a beginning to learn complex skills).
Possible verbs: Operate, Supervise, Repeat, Imitate, Copy, Duplicate, Manipulate, Practice, Repeat, Try
4. **Mechanism**---(Develop basic proficiency, confidence, and efficiency).
Possible verbs: Demonstrate, Execute, Make, Produce, Show, Improve, Conduct, Increase, Show
5. **Complex Complete Overt Response**---(Perform automatically with advanced skill).
Possible verbs: Act, Manage, Perform, Guide, Excel, Control, Perfect, Organize, Master, Maintain
6. **Adaptation**---(Adapt to meet a problem situation).
7. **New Pattern Creation**---(Change and create according to the situation).
Possible verbs: Compose, Construct, Design, Combine, Develop

AFFECTIVE DOMAIN (Responding and Attitudes)

Affective---Five simple to complex domain categories and possible verbs per category

1. **Receiving**---(Attend to stimuli selectively).
Possible verbs: Listen, Tolerate, Acknowledge, Accept, Notice
2. **Responding**---(Respond to stimuli).
Possible verbs: Follow, Participate, Respond, Volunteer, Conform, Communicate, Assist, Obey, Consent
3. **Valuing**---(Attach value or worth to something).
Possible verbs: Commit, Initiate, Seek, Show desire, Exhibit loyalty, Choose, Show concern
4. **Organization**---(Conceptualizes value and resolves conflicts).
Possible verbs: Adjust, Arrange, Rank, Theorize, Organize, Conceptualize, Classify, Group, Formulate
5. **Internalizing**---(Integrates value into a value system that controls behavior).
Possible verbs: Exemplify, Maintain, Support, Serve, Defend, Justify, Influence

COURSE SYLLABI—AN EXTENSION OF BLOOM’S TAXONOMY—NARRATIVE CONTENT AND NUMERICAL SCORES

The purpose of a syllabus is to inform students of specific course Learning Outcomes/Objectives and the related supportive requirements to succeed in a course. When the entire course syllabus is distributed on the first day of a course, the student often forgets to bring the course syllabus to future classes. The course syllabus is the road to student success. Sometimes instructors lose track of the intended syllabus content purpose and stray from the syllabus plan. Due to this frequent straying from consistent use of a course syllabus, it seems wise to distribute appropriate course syllabus content each day of class.

As an instructor, place the syllabus format on your computer and complete it per each class session. It assures students access to the Learning Outcomes/Objectives for each class with the expected behaviors that support the teaching/learning of each class session. It urges an instructor to think more carefully about what should be a part of each specific class session. Once the class session is over, make a hard copy of the syllabus used for the class session from the computer image, and after making a personal hard copy, clear/erase the online syllabus content. Retain your erased online syllabus format for future use. File your hard copy for your future reference. The administrator has the managerial right to require a copy of course syllabi.

Syllabi course titles related to each Learning Outcome/Objective horizontally span the top of a nursing course syllabus. It usually includes (going from left to right): Learning Outcomes/Objectives, Lecture Content, Reading Assignment(s), Learning Activities, and Testing. There is a space to the far right for adding any pertinent information as an outcome of the Learning Outcomes/Objectives.

A numeric three-score entry placed at the end of each stated Learning Outcome/Objective (usually in the first vertical column to the far left) on a syllabus produces comparative program *numerical* information. The order of the three scores, each separated by a hyphen, is:

1. Domain name or number (Cognitive--#1, Psychomotor--#2, Affective--#3).
2. Number of the program semester in which content was taught.
3. Domain category providing the verb used at the commencement of each Learning Outcome/Objective on the syllabus.

Example: 1—2---2 (Cognitive domain----Second semester of the teaching/learning program----Domain category from which the verb was selected when determining the Learning Outcomes/Objective.)

When the three scores are recorded consistently at the end of each Learning Outcome/Objective in the syllabus, it allows for referencing all scores at the end of the course. Administratively, prepare a cumulative score sheet for each course. Cumulative end-of-course scores are submitted to the administrative office at the end of each semester for review and accrediting requirement reference. The comparing of the numerical scoring system of a syllabus per semester/quarter/program provide the following information:

1. (Number 1) - Validates the extent and appropriateness of domain diversity per course or program
2. (Number 2) - Validates the semester in which the specific Learning Outcomes/Objectives were taught.
3. (Number 3) - Validates the appropriate category representing the degree of difficulty for the semester/quarter; therefore, the providing and use of correct verbs for each Learning Outcome/Objective
4. Affirmation of faculty unity to academically and experientially move students from simple concepts to more advanced concepts within a course of study or within an educational program.

The scoring process makes it easy to determine if any/all course content or program academic student advancement is appropriate. Comparing all course semester outcome scores and final cumulative program outcome scores will show each course's learning and activity progression and possible accreditation compliance. During preparing a syllabus, consider meeting accreditation requirements that often go from simple to more complex per a stated category. Accreditors love the thoughtful and documented approach that overtly meets the accreditation requirements!

As an administrator—concerned about accuracy and faculty compliance? Unexpected random course syllabi checks or required end-of-semester required filing of syllabi with reported scoring will validate course/program accreditation compliance. Is a policy needed to be so accountable? Making such administrative decisions is often the management part of administrative responsibilities—and perhaps a necessary part of a faculty job description.

LEADERSHIP VS. MANAGEMENT IN ADMINISTRATION

Managing the difference between Leadership and Management and its application can be difficult. Self-directed faculty usually have a general tendency to lead and want to manage. Therefore, there is a tendency for some faculty to ignore the academic role of a leader/manager. Staff must understand the difference between the two roles of faculty and administrator. There is a difference in accountability in performing their assigned roles. An administrator must “lead” and “manage” and know why and how to administer these two roles to not only survive accreditation but to flourish as a model of educational excellence. A faculty member must be a member of the faculty “team” and know how to teach the concepts and principles of their area of expertise—yes, and even be accountable for the principles related to Bloom’s Taxonomy! Faculty members must also respect their role as team members when an administrator requires faculty involvement through leadership. Therefore, the difference in faculty expectations and administrative responsibilities are to be accepted and respected. The administrative role is Leadership and Management.

Leadership: It is leading a group of people (educators) in the process of—Assessment, Diagnosis, Planning, Implementation, and Evaluation. It involves active discussions and the determination of outcomes through majority group decisions. All discussion outcomes are recorded in writing, often become policy, and revised through future group processes. The group decisions can become an important part of their group’s individual job descriptions.

Management: It is directing a group of people (educators) to implement their group decisions. It is holding the same group of people responsible for group majority decisions or established policies. A nursing administrator accepts the responsibility of knowing and helping to assure compliance to accrediting standards. It is expected that there might be times when the administrator’s decision(s) must prevail over group decisions to preserve the credibility and compliance to accrediting expectations. The administrator decisions and outcomes related to the decisions are an important part of the administrator’s job description.

Humankind tends to lean toward behaviors of personal comfort (often known as the “path of least resistance”). Both faculty and administrator will sometimes (and naturally) move away from scientific and proven intellectual leadership and management concepts—even though it is the most acceptable path to success. This movement toward randomness and non-compliance is a universal natural happening called Entropy.

Entropy must be controlled. Otherwise, a natural move away from agreed-upon situations and behaviors goes astray. Administrative reminders of agreed-upon behaviors must occur, and groups (faculty) be held accountable for compliance. Such expected compliance is a part of the faculty job description.

Historically, familiarity and comfort between administration and faculty have often resulted in successful experiences. Sometimes the laxness created by familiarity can also result in the attitude--if it has “worked” (whatever that means) in the past, why change it! Changing is not the main issue. It is the personal effort to understand the nature of the educational process more thoroughly. Yes—it does take positive action to move forward to a proven academically effective and more productive future for an educational program. Our internal comfort zone, as humankind, sometimes has little to do with proven academic concepts. Regardless, as educated individuals, we must be stewards of intellectually proven pathways representing our efforts to fulfill the community college role—community trust, cohesiveness, and a steward of monetary trust. Our comfort in accepting stagnating familiarity and migrating uncontrolled behaviors (Entropy) ignores the numerous years, experiences, and awareness of intellectual concepts that make us (we hope) an educated faculty and administrator. It can be a challenge, at times, to understand those universal *academic principles of leadership, management, and theory form the basis of intelligent experiences and academic success.*

GETTING THE INFORMATION CORRECT FOR PUBLIC SHARING

If you want to include and meet accrediting standards for courses or programs, check the most current expectations by year of all associated accrediting programs. Once the most recent expectations are determined, be sure that all supportive Learning Outcomes/Objectives of accreditors appear correctly on the appropriate course syllabus, as encouraged by Bloom’s Taxonomy. A noted common error is accrediting expectations of a different level/program of education rather than the educational level/program approved by the accrediting bodies.

A student handbook and faculty handbook might be another way of meeting accreditation. Acknowledge the difference between the two handbooks. Faculty handbooks inform the faculty on building the expected road to educational success—including a reminder of accrediting expectations. Student handbooks are to help the student down the educational road to success with faculty help. Faculty must build the road—students don’t necessarily need to know how to build the road. One is the builder (faculty)—the other the traveler (student). Be sure to include *only the appropriate* information in each handbook. Don’t forget to commence each handbook with proper standards.

Let your courses/programs be the perfect example of academic correctness! Outstanding and potential students (and accreditors) want to feel and experience stability related to expertise and the security of approved design—not the laxness of hit or miss educational courses and programs.

PROGRESSIVE NURSING EDUCATIONAL CONCEPTS (To be presented progressively in each nursing course)

Each course syllabus has a contribution to the general program educational concepts. Repetitive introduction to specific nursing language and necessary nursing concepts in each nursing course increases the possibility of learning the essential concepts in an understandable incremental fashion. A partial list of such repetitive nursing academic information is recommended to include (not limited to):

Nursing Process

Nursing Diagnosis

NANDA-International

Health Promotion and Safety Precautions

Syndromes

Benjamin Bloom's Three Domains

Critical Thinking

Nursing as a Science

Communication Skills

Health Care Team Effort and Roles

Leadership vs. Management in Nursing

Nursing Brain Sheets/Report Sheets/Think Notes

Civility

Entropy

FINAL TRUTH: To successfully navigate through all expectations of several accrediting groups/bodies is not an easy road to navigate! Using LEADERSHIP on behalf of the nursing faculty to determine the proper evidence of accreditation requirements is important. Use MANAGEMENT to hold the required teaching and standards constant.

Entropy (universal movement toward randomness and disorganization) is never your friend! However, once you get over the first bumps in the road while learning the turns and curves to taxonomy success, it is worth it!

RECOMMENDED READING (written by this author—available at leadershippoweronline.com)

Entropy-A Factor for Change

The Logic of Nursing Civility

Job Description Development and Application

The Basis for Leadership Decisions, Part I

The Syllabus: Document Journey to Success

AUTHOR: Carolyn R. Taylor, Ed.D. M.N. R.N.