

MODULE 18: AFFECTIVE DOMAIN

Cognitive goals

At the completion of this module the student-instructor should be able to:

- 18.1 Use his or her own words to provide a definition of the affective domain of learning
- 18.2 Give examples of student behaviors that illustrate desired behaviors or changes in behavior in the affective domain
- 18.3 Within the context of EMS practice, identify examples of affective domain behaviors
- 18.4 List classroom activities that support development of the student's affective domain

Psychomotor goals

- 18.1 There are no psychomotor objectives for this module

Affective goals

At the completion of this module the student-instructor should be able to:

- 18.1 Acknowledge the need to teach to the affective domain
- 18.2 Support activities that teach and evaluate the affective domain
- 18.3 Value the affective domain of performance for the EMS professional

Declarative

- I. Why this section is important
 - A. The affective domain deals with personal issues: attitudes, beliefs, behaviors and emotions
 1. Educators believe it is one of the most difficult areas of thinking to influence
 2. Some educators believe that we cannot influence students in this area
 - B. Educators must carefully cultivate the ethics and values of our profession while setting aside our personal beliefs and emotions
 - C. Educators must understand the degree of responsibility we accept when we step into the classroom
 1. We have a strong influence on our students
 2. They learn from and model our behaviors
- II. Terminology and descriptions of the affective domain
 - A. Definition of affective domain
 1. The development of judgment used to determine how one will act
 2. The area of education and performance concerned with attitudes, beliefs, behaviors and emotions
 - B. Words that describe the affective domain
 1. Defend

2. Appreciate
 3. Value
 4. Model
 5. Tolerate
 6. Respect
- III. Importance of affective domain in EMS education
- A. The affective domain helps develop professional judgment
 1. Judgment often determines excellence
 - B. Ability determines capability and attitude determines performance
 - C. The affective domain skills often make up the patient's perception of the quality of care received
 - D. Ideal characteristics include:
 1. Kindness
 2. Honesty
 3. Compassion
 4. Knowledgeable
- IV. Every patient and professional encounter in EMS uses all three domains, including affective
- A. For example:
 1. Appreciating patient's pain level and requesting a morphine order
 2. Respecting patient's modesty and covering him or her with a sheet
 3. Defending or respecting patient's right to refuse care
 4. Modeling responsible behavior given the autonomous setting of prehospital care
- V. Levels of understanding within the affective domain
- A. Receiving
 1. Awareness of the information or value you are presenting
 2. Willingness to receive the information
 3. Attention to the information
 - B. Responding
 1. A command response involves doing what is asked when required, a recall or regurgitation of the right answer according to what was taught
 2. A willingness response involves doing the right thing the right way when asked or when given other choices
 3. Satisfaction in response is when the student voluntarily does what is right and feels satisfaction
 - C. Valuing
 1. Acceptance of a value shows that the student is aware that the behavior has worth
 2. A preference for a value shows that the student selects this behavior over others when given a choice
 3. A commitment to a value means that the student always behaves this way and can defend or encourage this value in others

- D. Organization
 - 1. The integration of different beliefs based on experience
 - 2. Good judgment comes from experience
 - a Experience often develops out of bad judgment or poor decisions
 - E. Characterization
 - 1. Behavior patterns are so ingrained that they are part of the student's lifestyle
 - 2. Consistency means that given a number of situations involving the same value, the reaction will be automatic, consistent, and defensible
 - 3. Characterization is when the person is so closely associated with the value that people may use the name of that value to describe the person
- VI. The affective domain in the EMS classroom
- A. See appendix for an affective domain evaluation tool
 - B. Instructors are role models
 - 1. Provide mentors for students
 - 2. Be aware constantly of being observed by students
 - C. Choose adjunct, skills and clinical instructors carefully to be sure they model good values
 - D. Model values that you want your students to emulate
 - 1. Fairness
 - 2. Compassion
 - 3. Honesty
 - 4. Punctuality
 - 5. Dependability
 - 6. Preparedness
 - 7. Competence
 - 8. Professionalism
 - 9. Pride
 - E. Use presentation styles appropriate to the domain
 - 1. Case study
 - 2. Audio tapes of 911 call
 - 3. Discussion
 - 4. Debate
 - 5. Role-play
 - 6. Scenario
 - F. Present to students the relevance of this information and allow them to attach the value
 - 1. Give examples of when the value was clearly right
 - 2. Give examples of when the value improved patient care
 - 3. Give examples of when the value improved someone's career
 - 4. Use both EMS and real-life examples the student can relate to
 - 5. Use case studies that are appropriate to the field and will be encountered in their professional career
 - 6. Insist students meet the affective objectives of the curriculum
 - G. Establish classroom policies that support the affective objectives
 - H. Include affective objectives in assessment and grading criteria

- I. Correct behaviors that do not model values during simulations and role play
- J. Assign students mentors and clinical faculty who also value the affective domain

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