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## GNOME Framework for Clinical Education

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### Intentional Teaching

This tipsheet will discuss the elements of the GNOME framework – Goals, Needs Assessment, Objectives, Methods, and Evaluation. The GNOME can be utilized to help you plan, implement, and assess an educational experience. While primarily used for clinical precepting, it can also be applied to classroom teaching, small group learning, and other modalities relevant to healthcare education. Utilizing a framework such as the GNOME is crucial for educational planning and deliberate teaching practice. [A case illustrating the use of GNOME can be found on the next page.](#)

### G - Goals

Every learning experience should have at least one goal. Goals, which are distinct from objectives, are the overall purpose of the educational experience. By setting your Goal(s) first you create a “path” or trajectory for the overall educational experience. Goals should be the first and last point of orientation for all of the activities, assessments, and methods contained within the educational experience. They also help you create objectives which should serve to meet that goal.

### N – Needs Assessment

When performing a needs assessment, you should consider the learner, the site, and the educator. What do these variables need in order to meet your goal? You should assess what a learner wants to know, needs to know, and already knows. Likewise, the clinical site should be assessed for strengths, weaknesses, and opportunities crucial to addressing your goal. Finally, are the educators prepared, qualified, available, etc., to help learners meet their needs? Needs assessments should be comprehensive and iterative; needs change, vary, and differ across learners, sites, and educators.

### O - Objectives

Learning objectives are foundational to curriculum development and intentional teaching. Whereas Goals are broad and general, Objectives are specific and measurable. Objectives provide the structure of the learning experience and should be planned, structured, and sequenced. Objectives help both you and the learner gauge how close or far the overall Goal is from being met.

## M - Methods

If Objectives set the structure of an educational experience to meet a Goal based on learner Needs, then Methods provide the process for meeting Objectives in the service of the overall Goal. Methods should be aligned with Objectives, Goals, and learner Needs and preferences. Methods generally address needs in the following areas: knowledge, skills, and attitudes. Examples of teaching Methods can include traditional classroom education, simulation, small group practice, role play, hands-on exercises, modelling, etc. Use a variety of methods to keep your teaching dynamic, to appeal to learners in different ways, and to try novel techniques.

## E – Evaluation

Evaluation and assessment strategies will provide you information about whether Objectives have been met, if the learner is closer to the overall Goal, and if your Methods are effective. You should strive to provide both formative and summative. Formative evaluations are timely and help learners adjust to feedback in a rapid fashion. Summative evaluations are comprehensive accounts of overall learner performance in meeting Objectives. Evaluations can be written, oral, or through demonstration. You should also utilize your evaluations to assess the effectiveness of your overall curriculum.

## Example Case

You are a licensed, experienced nurse who has just agreed to have a student placed at your clinical site. While you are excited about this prospect, you also have never planned an educational session or clinical precepting experience before. The student will start their clinical placement in six weeks.

Goals – plan an effective orientation

Needs – identify the essential elements for beginning practice at this site

Objectives – new learners will understand the basic steps to start a patient visit at your site

Methods – produce a basic “tip sheet” and schedule an instructional tour

Evaluation – have a colleague review the tip sheet and informally survey learners about preparedness

