

**APPENDIX 2A**

**TRAINING REQUIREMENTS INVENTORIES**

**LEARNING CATEGORIES  
(ALL CATEGORIES)**

**AND**

**PERFORMANCE LEVELS  
(TASKS & SKILLS)**



## CATEGORY: COGNITIVE ELEMENTS

Cognitive elements in the TRI set out the information graduates must know, understand, and apply. Cognitive elements deal with the knowledge base for competent performance at the entry level.

### COGNITIVE LEARNING LEVELS

#### KNOWS:

Has the ability to recall or recognize factual information such as the definition of terms or statement of concepts, principles and theories.

#### Examples

**TRI element (knows):** *Knows the definitions of the three cognitive learning levels.*

**Behavior statement:** *State the definition of each of the three cognitive learning levels.*

---

#### UNDERSTANDS:

Has the ability to integrate, generalize, or differentiate based on information presented, such as comparing, contrasting, or categorizing items and explaining functions or interactions.

#### Examples

**TRI element (understands):** *Understands the relationships among and between the three cognitive learning levels.*

**Behavior statement:** *Explain the difference between the understands and applies cognitive learning levels.*

---

#### APPLIES:

Has the ability to use information presented to analyze problems and find solutions, determine causes, predict occurrences, or determine appropriate actions in new situations.

#### Examples

**TRI element (applies):** *Assigns tentative learning levels to cognitive elements derived from existing curriculum materials.*

**Behavior statement:** *Given a series of learning objectives, assign tentative learning levels to each.*

## CDG (TECH) - App 2A

### CATEGORY: AFFECTIVE ELEMENTS

Affective elements in the TRI deal with attitudes and characteristics graduates are expected to display on the job. Most affective elements will be dealt with cognitively (i.e., by teaching about the standards or attitudes that are considered important), and the learning levels reflect this orientation.

#### AFFECTIVE LEARNING LEVELS

**KNOWS:** Has the ability to recall or recognize appropriate behaviors and consequences of inappropriate behaviors to self and others.

##### EXAMPLES

**TRI element (knows standards):** *Knows the potential hazards of incorrect administration of medications.*

**Behavior statement:** *List the 5 medication "rights" and state the possible consequences of violating each of the five.*

---

**UNDERSTANDS:** Has the ability to explain the rationale for standards and explain cause and effect relationships between inappropriate behavior and consequences.

##### EXAMPLES

**TRI element (understands standards):** *Understands the Patients' Bill of Rights.*

**Behavior statement:** *Explain the rationale behind each of the rights on the Patients' Bill of Rights.*

---

**APPLIES:** Has the ability to determine appropriate actions or predict consequences in new situations.

##### EXAMPLES

**TRI element (applies standards):** *Maintains patient confidentiality.*

**Behavior and condition statements:** *Given case studies involving patient confidentiality, critique the behavior of the medical personnel and explain the possible consequences of any inappropriate behaviors.*

## CATEGORY: SOFT SKILL ELEMENTS

Elements for soft skills in the TRI deal with requirements such as interpersonal and communication skills. Soft skills generally require knowledge of a range of strategies plus the ability to select a correct strategy for a given situation. Attitudes are also important in most soft skills. For example, communication skills require sensitivity to the needs and attitudes of one's audience.

### SOFT SKILLS LEARNING LEVELS

#### KNOWS

**TRI element:** *Recognizes nonverbal communication cues indicative of hostility.*

**Behavior statement:** *List five nonverbal indications of hostility.*

---

#### UNDERSTANDS

**TRI element:** *Understands the use of nonverbal cues to decrease or overcome hostility.*

**Behavior statement:** *Explain how to use nonverbal cues to decrease or overcome hostility in a conversation.*

---

#### APPLIES

**TRI element:** *Uses appropriate communication skills to overcome/reduce hostility.*

**Behavior and condition statements:** *In a role-playing situation, demonstrate strategies for reducing or overcoming hostility in a dissatisfied clinic "customer."*

### SOFT SKILLS PERFORMANCE LEVELS

Use the performance levels defined for tasks (see following pages). Note, however, that soft skills are rarely performed at the guided performance level.

**CATEGORY: TASK ELEMENTS (page 1 of 2)**

Task elements in the TRI deal with the procedural requirements of the job. A **learning level and a performance level** must be assigned to each task element. Learning levels deal with what the entry level technician needs to know about the task; performance levels deal with the degree of independence expected of the entry-level technician performing the task (NOTE: skills are treated as tasks).

**TASK LEARNING LEVELS**

**KNOWS:**

Has the ability to recall or recognize factual information about the task, such as when and why the task is performed; the ordered steps required to complete the task; safety precautions required.

**EXAMPLES**

***TRI element (knows task):** Knows the procedure for calibrating the whatsis.*

***Behavior statement:** List the steps involved in calibrating the whatsis.*

---

**UNDERSTANDS:**

Has the ability to generalize about the task across familiar applications; to explain the purpose, process, and safety precautions involved in standard procedures.

**EXAMPLES**

***TRI element (understands task):** Understands the procedure for calibrating a whatsis.*

***Behavior statement:** Explain the purpose of calibrating the whatsis and the hazards associated with an incorrectly calibrated whatsis.*

---

**APPLIES:**

Has the ability to analyze variable situations and make substantive decisions regarding completion of the task, including modifying task performance as required under varying circumstances.

**EXAMPLES**

***TRI element (applies):** Adapts calibration standards for the whatsis to different environments.*

***Behavior statement:** Determine the calibration setting for the whatsis under varying environmental conditions.*

**CATEGORY: TASK ELEMENTS (continued)**

**TASK PERFORMANCE LEVELS**

**NOTE:** The performance level assigned does not necessarily reflect the difficulty or complexity of the task, merely the degree of independence expected of the entry-level technician. Some tasks at the adaptive performance level are actually easier to master than others at the guided performance level.

**GUIDED PERFORMANCE:** Can safely perform the task using standard procedures with assistance (a performance guide/job aid or prompts from the instructor/ supervisor).

**EXAMPLES:**

***TRI element (guided performance):*** Calibrate the whosis.

***Behavior and condition statements:*** Calibrate the whosis using the operator's manual as a guide.

---

**STANDARD PERFORMANCE:** Can safely perform the task using standard procedures without assistance.

**EXAMPLES:**

***TRI element (standard performance):*** Calibrate the whosis.

***Behavior and condition statements:*** Calibrate the whosis without assistance.

---

**ADAPTIVE PERFORMANCE:** Can safely perform the task including modifying standard procedures to meet requirements of changing situations (NOTE: requires the "applies" learning level).

**EXAMPLES:**

***TRI element (adaptive performance):*** Calibrate whosis.

***Behavior and condition statements:*** Calibrate the whosis for varying environmental conditions without assistance