

MEDCHI'S GUIDELINES FOR DEVELOPING CME LEARNER-CENTERED OBJECTIVES

CME/CE providers are now expected to design educational activities with the intent of **changing physician competence/skills/strategies, performance and/or patient outcomes**, as opposed to merely increasing knowledge. Objectives must be **behavioral** rather than **instructional**.

- competence (knowing how to do something; having the knowledge/ability to apply knowledge, skills and judgment in practice; new strategies one might consider putting into practice)
- performance (what one actually puts into practice)
- patient outcomes (patient health status)

TIPS FOR WRITING GOOD OBJECTIVES

- Make sure that objectives are measurable and relate directly to reducing the identified practice gap
- State what the *learner might do differently* (behavioral change) because of what has been learned
- Use verbs which allow measurable outcome and thus can then be used in the evaluation process
- Objectives should address these questions:
 - What should the result of the educational activity be for participants?
 - What should the participant be able to do after attending the activity?

Avoid words or phrases such as think, understand, know, appreciate, learn, comprehend, be aware of, be familiar with, etc. These are not measurable actions.

VERBS that can used to measure changes in COMPETENCE:					
Differentiate	Analyze	Compare	Contrast	Plan	Recommend
Distinguish	Evaluate	Assess	Develop	Design	Formulate

VERBS that can used to measure changes in PERFORMANCE:					
Apply	Manage	Perform	Integrate	Interpret	Diagnose
Examine	Prescribe	Incorporate	Employ	Counsel	Utilize

EXAMPLES OF WELL WRITTEN OBJECTIVES:

- Critically review and analyze cases to improve quality and safety of patient care in management of hyperglycemia (*competence/skills/strategies*)
- Manage patients diagnosed with ovarian cancer incorporating stage grouping, evidence-based evaluation management guidelines and clinical trial data (*performance*)
- Differentiate the clinical presentations of acute rhinosinusitis vs acute bacterial rhinosinusitis to develop treatment plans (*competence/skills/strategies*)
- Diagnose possible life-threatening arrhythmias in adolescent athletes based on patient/family history, physical exam and ECG (*performance*)

List of Measurable Verbs Used to Assess Learning Outcomes

Knowledge Level: The successful student will recognize or recall learned information.

list	record	underline
state	define	arrange
name	relate	describe
tell	recall	memorize
reproduce	repeat	recognize

Comprehension Level: The successful student will restate or interpret information in their own words.

explain	describe	report
translate	express	summarize
identify	classify	discuss
restate	locate	compare
discuss	review	illustrate
tell	critique	estimate

Application Level: The successful student will use or apply the learned information.

apply	sketch	perform
use	solve	respond
practice	construct	role-play
demonstrate	conduct	execute

Analysis Level: The successful student will examine the learned information critically.

analyze	inspect	test
distinguish	categorize	critique
differentiate	catalogue	diagnose
experiment	quantify	extrapolate
calculate	measure	theorize

Evaluation Level: The successful student will assess or judge the value of learned information.

review	appraise	choose
justify	argue	conclude
assess	rate	compare
defend	score	evaluate
report on	select	interpret
investigate	measure	support