GUIDELINES FOR DEVELOPING CE 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:

- Objectives should address these questions:
  o What should the result of the educational activity be for participants?
  o What should the participant be able to do after attending the activity?
- 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

### VERBS that can used to measure changes in COMPETENCE:

<table>
<thead>
<tr>
<th>Differentiate</th>
<th>Analyze</th>
<th>Compare</th>
<th>Contrast</th>
<th>Plan</th>
<th>Recommend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish</td>
<td>Evaluate</td>
<td>Assess</td>
<td>Develop</td>
<td>Design</td>
<td>Formulate</td>
</tr>
</tbody>
</table>

### VERBS that can used to measure changes in PERFORMANCE:

<table>
<thead>
<tr>
<th>Apply</th>
<th>Manage</th>
<th>Perform</th>
<th>Integrate</th>
<th>Interpret</th>
<th>Diagnose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine</td>
<td>Prescribe</td>
<td>Incorporate</td>
<td>Employ</td>
<td>Counsel</td>
<td>Utilize</td>
</tr>
</tbody>
</table>

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

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)