

Writing Learning Objectives for CME Activities

Definition: An objective is a description of a performance that you would like learners to exhibit as a measure of competence. An objective describes an intended result of instruction, rather than the process of instruction.

Purpose of Objectives:

- Assist sponsors in planning, designing, and implementing educationally effective activities.
- Assist sponsors in evaluating the quality of CME activities.
- Assist prospective participants in judging whether a CME activity meets their needs

Guidelines for Writing Objectives:

- Objectives should be precise, unambiguous, and measurable. Each objective measures only one behavior or outcome.
- Objectives can measure these behaviors or outcomes in the cognitive, psychomotor, or affective domains.
- Objectives should relate to assessed needs.
- Objectives should guide the educator in the selection of appropriate teaching / learning strategies in order to obtain the desired outcome.

Elements of an Objective:

In general there are three elements in an objective:

- 1) Description of the learner.
- 2) Description of the behavior the learner will exhibit to demonstrate competence.
- 3) Description of the required performance level – i.e., 100% accuracy, all steps performed correctly – or statement of the kind of content to which the behavior relates

Examples:

- Following the completion of this course, learners will be able to determine which of the geriatric patients will benefit from flu vaccine based on their co-morbidities.
- At the conclusion of this course, the participant should be able to calculate the amount of AIV fluid necessary to replenish a dehydrated patient.
- As a result of this conference, participants will be able to evaluate available efficacy and safety data on new and emerging smoking cessation therapies to determine how they may be integrated into treatment.
- By the end of this course, the physician will be able to assess relevant clinical features of angina with pertinent differential diagnosis.
- After completing this activity, learners will be able to apply the latest advances in pain management to ameliorate the suffering of patients in end stage cancer.
- At the conclusion of this activity, learners should be able to apply the principles of evidence-based medicine and cost effectiveness in making decisions about the utilization of limited medical resources for patients in need of lung transplant

Since the following descriptions are NOT stated in operational / behavioral/ measurable terms, they do NOT meet the criterion for CME approval:

- | | |
|----------------------------|-------------------|
| ➤ have an understanding of | ➤ understand |
| ➤ know how to | ➤ be cognizant of |
| ➤ become familiar with | ➤ learn how to |
| ➤ have an approach to | ➤ be aware of |
| ➤ be able to know | |

Verbs for CME Objectives

Knowledge: The student can remember or recall data in the same way that it is taught

articulate	indicate	read	tabulate
cite	list	recite	tell
count	name	record	trace
define	outline	relate	write
draw	point	select	
identify	quote	state	

Synthesis: The student can produce a whole concept when given the parts

arrange	describe	manage	propose
assemble	design	organize	recommend
collect	detect	plan	revise
compose	formulate	prepare	specify
construct	generalize	produce	suggest
create	integrate		

Application: The student will identify the principle of a given situation

anticipate	explore	operate	review
apply	implement	order	schedule
assist	illustrate	perform	sketch
calculate	implement	predict	solve
complete	interpolate	practice	translate
demonstrate	locate	relate	use
employ	monitor	report	utilize
examine			

Comprehension: The student will understand a concept and be able to state it in his/her own words

associate	differentiate	extrapolate	recognize
classify	discuss	interpret	report
compare	distinguish	interpolate	restate
compute	explain	locate	review
contrast	estimate	predict	translate
describe	express		

Evaluation: The student will apply information to a new situation

appraise	estimate	rank	select
assess	evaluate	rate	test
choose	grade	recommend	
critique	judge	revise	
determine	measure	score	

Analysis: The student can take the whole and break it into parts

analyze	criticize	evaluate	separate
appraise	detect	experiment	summarize
contrast	diagram	infer	
correlate	differentiate	inspect	
compare	distinguish	question	