

WRITING LEARNING OBJECTIVES

Learning objectives should state what the participant is expected to learn and be able to do as a result of participating in the activity. They should be stated in measurable terms.

Learning objectives should start with the following phrase: "At the conclusion of this activity, participants should be able to..." and then the objectives should begin with an action verb that specifies what behavior or outcome the learner should have gained after completing this activity.

EXAMPLE:

CORRECT (specific, measurable)

At the conclusion of this activity, participants should be able to:

1. Define and describe the different forms of visuo-spatial disorders.
2. Choose proper assessment methods and identify clinical significance.

INCORRECT (too vague, not measurable)

At the conclusion of this activity, participants should be able to:

1. Understand visuo-spatial disorders.
2. Learn the underlying pathophysiology.

Because CME providers are now expected to design CME activities with the intent of changing physician

- **competence** (knowing how to do something; the ability to apply knowledge, skills and judgment in practice), OR
- **performance** (what one actually does, in practice. Performance is based on one's competence but is modified by system factors and the circumstances), OR
- **patient outcomes** (patient health status)

as opposed to merely increasing knowledge, learning objectives must be focused on "higher level" outcomes.

CONSIDER USING THE FOLLOWING VERBS TO FORMULATE LEARNING OBJECTIVES:

| <u>Knowledge</u> | <u>Comprehension</u> | <u>Application</u> | <u>Analysis</u> | <u>Synthesis</u> | <u>Evaluation</u> |
|------------------|----------------------|--------------------|-----------------|------------------|-------------------|
| cite | associate | apply | analyze | arrange | appraise |
| count | categorize | calculate | appraise | assemble | assess |
| define | classify | complete | compare | collect | choose |
| identify | describe | demonstrate | contrast | construct | critique |
| indicate | differentiate | illustrate | criticize | create | determine |
| list | discuss | operate | debate | design | estimate |
| name | distinguish | order | detect | detect | evaluate |
| recite | explain | practice | diagram | formulate | judge |
| recognize | express | predict | differentiate | integrate | measure |
| relate | interpret | use | distinguish | manage | rank |
| repeat | locate | utilize | question | organize | rate |
| select | report | | separate | plan | revise |
| state | review | | summarize | prepare | select |
| | | | | specify | test |

The following verbs should be **AVOIDED**, as they are not measurable and are open to many interpretations:

appreciate
 believe
 have faith in
 know
 learn
 understand