

Writing Better Objectives

This information focuses on describing learning outcomes in terms of physician performance or patient health.

Exemplary Compliance

In order to obtain an exemplary compliance score the objectives of an activity must:

- Describe learning outcomes in terms of physician performance or patient health, AND
- Be consistently communicated the learner

Goal vs. Objective

- Goal
 - o A broad statement of purpose
 - o Aim of the Activity
- Objective
 - o Clear statement linking identified need with the anticipated results
 - o Focus primarily on what participants will do / learn as a results of attending the activity
 - o Best when precise and measurable

Examples

- Goal
 - o Improved behavior management in patients with dementia
- Objective *At the end of this activity, the participant will demonstrate the ability to:*
 - o Design treatment strategies based on nationally published guidelines that improve behavior management in patients with dementia
 - o Select an appropriate treatment option based on NIH guidelines for mood stabilization of a patient with dementia

Component of High Quality Objectives

- Condition
 - o Commonly a disease, state, process, step
- Behavioral verbs
 - o Tells what is expected from the learner
- Published standard
 - o Allows performance to be measured against some standard

Importance of Verbs

- Not all verbs are created equal
- Some verbs are more effective than others
- Those that relate to specific actions or behaviors are critical
- Effective verbs
 - o Relate to specific actions
 - o Open to fewer interpretations

Weak Verbs (**Prohibited by the ACCME**)

- Unacceptable objectives often begin with weak verbs such as:
 - o Know
 - o Learn
 - o Understand
 - o Appreciate
 - o Improve
 - o Increase

Effective verbs

- Involve cognitive outcome domains
 - o Knowledge, application, synthesis, evaluation
- Involve affective outcome domains
 - o Receiving, responding, valuing
- Involve psychomotor outcome domains
 - o Perception, adaptation, origination

Behavioral Verbs: Cognitive

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Define	Discuss	Compute	Distinguish	Diagnose	Evaluate
List	Describe	Predict	Analyze	Propose	Assess
Recall	Explain	Illustrate	Compare	Design	Justify
Name	Identify	Perform	Contrast	Manage	Judge
Recognize	Translate	Interpret	Categorize	Summarize	Rate
State	Restate	Apply	Appraise	Plan	Choose
Repeat	Express	Use	Classify	Formulate	Decide
Record	Convert	Practice	Outline	Arrange	
Label	Estimate	Predict	Differentiate	Organize	

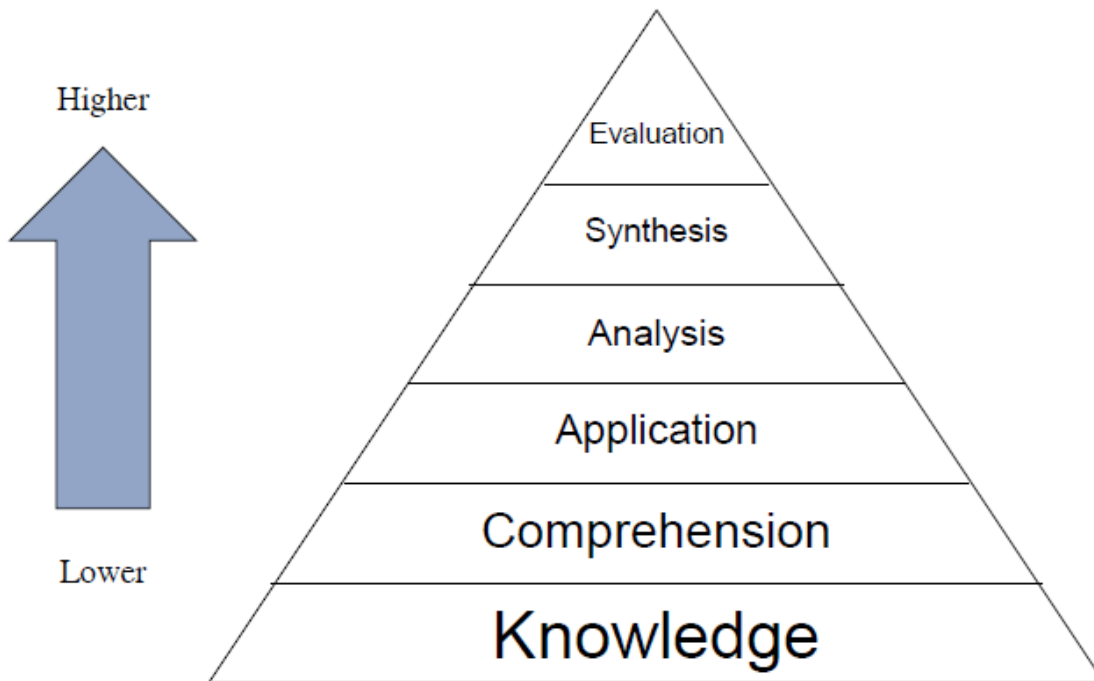
Behavioral Verbs: Affective

Receiving	Responding	Valuing	Organizing	Value Complex
Sit erect	Answer	Join	Adhere	Act
Reply	Greet	Share	Integrate	Practice
Accept	Read	Complete	Organize	Discriminate
Show	Report	Follow		Influence

Behavioral Verbs: Psychomotor

Perception	Set	Guided Response	Mechanism	Complex	Adaptation	Origination
Identify	React	Display	Display	Display	Adapt	Create
Detect	Respond	Manipulate	Manipulate	Manipulate	Revise	Compose
Differentiate	Start	Work	Work	Work	Change	Arrange
		Perform	Perform	Operate		

Cognitive Pyramid



Effective Objective Examples

At the end of this activity, the participant will demonstrate the ability to...

- Identify shoulder anatomy on a diagram
- Recognize four common causes of shoulder pain
- Compare and contrast management strategies for patients with chronic shoulder pain
- Describe the current clinical practice for the treatment of primary and metastatic brain and spinal cord tumors in adults and children
- Evaluate the process of translating laboratory research into clinical trials for patients with malignant gliomas
- Outline current advances in molecular biology, immune therapy, stem cell therapeutics and drug delivery systems for brain tumors
- Identify challenges caregivers faces in caring for patients with brain tumors
- Recognize quality of life issues for patients with brain tumors and the effectiveness of measurement tools