

## Joint Provider Program

### 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:
  - What should the result of the educational activity be for participants?
  - 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

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

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

**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*)