



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 behavioral health 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 behavioral health 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