Introduction: The purpose of this document is to better assist you as AAFP Faculty in writing performance-based learning objectives. In order to maintain ACCME accreditation learning objectives must be observable, measurable, and focused on the learner. Learning objectives are important in that they clearly communicate the direction of the curricular content, define faculty and learner responsibilities, and enable the evaluation of the learners and the curriculum. Please follow the provided guidelines in the development of performance-based learning objectives for your presentations.

Goal of a performance-based Learning Objective:
Describe the behavior in measurable terms that you, a faculty member, would expect to observe of the learner upon completion of this learning activity.

Do’s and Don’ts

Do: Describe the observable action that you would expect to see the learner “doing” upon completion of the learning activity.

Don’t: Do not describe the instruction that you, the faculty member, will perform in order to teach the learner.

Do: Use measurable terms to describe the actions of the learner.

Don’t: Do not use unmeasurable terms such as understand, know, be familiar with, comprehend, learn, or appreciate.

Do: Describe only one action in each objective.

Don’t: Combine more than one action using “and.”

Do: Write learning objectives that are supported by the content of the learning activity.

Don’t: Do not write a learning objective based on content that is insufficiently addressed.

Tips (verb samples on following page)

1. Start with a measurable verb followed by a description of the action that the learner will take.
2. When necessary, for the sake of clarity, a learning objective may also need to specify the conditions in which the action will occur (e.g. specific information to clarify clinical focus and/or patient characteristics).
3. Use either the top four levels of Bloom’s Taxonomy or the top three levels of Webb’s Depth of Knowledge Levels (DOK) to aid in the selection of appropriate verb usage.
4. Be careful when using verbs such as describe, explain, review, or summarize. They imply that the learner will communicate verbally with someone. These verbs should be used in the context of communicating with the patient, and not used to describe something that a faculty member would do (i.e. Explain a concept at a live CME activity).

Examples

Poor Wording
Understand how to modulate pain therapy by addressing psychological and personality issues.

Why?
The term “understand” is not measurable; and context regarding the patient’s condition is absent.

Better Wording
Modulate pain therapy by addressing psychological and personality issues in patients with chronic pain.

Poor Wording
Explain the benefits of various exercise modalities for an elderly person.

Why?
The learning objective described the instructional method used by the faculty member -- the faculty member did the explaining.

Better Wording
Determine the most appropriate exercise modality for health maintenance in the patient who is elderly.

Poor Wording
Become familiar with common eye problems.

Why?
The objective is unmeasurable, does not describe the action that the learner should be able to take, and does not describe the context regarding the patient's condition.

Better Wording
Screen for eye conditions commonly associated with type 2 diabetes.

Poor Wording
Formulate a diagnosis and management plan for each of the above.

Why?
Assume this learning objective is the third of four. It refers to previously stated objectives and combines two separate actions: diagnosis and management. Each objective must stand alone without reference to other objectives.

Better Wording
Develop a management plan for commonly diagnosed medical complications of pregnancy.

Poor Wording
List types of abnormal pulmonary functions.

Why?
The verb “list” is too low of mental function for adult learners, let alone physicians.

Better Wording
Given the calculated results of tests compared with predicted normal values, determine the presence or absence of abnormal pulmonary function and classify it as to type and severity.
The following is a quick tool for faculty to use when writing learning objectives that allow the participant to demonstrate the depth to which they can apply their new knowledge. The higher the level, the more rigorous the cognitive demand, so we encourage high level objectives. An effort has been made, in this document, to consolidate Bloom’s Taxonomy with Webb’s Depth of Knowledge (DOK) Taxonomy to accommodate those who are familiar with either guideline. The associated verbs provided below are a partial list and do not constitute an official AAFP list. They are meant to provide examples for those unfamiliar with either taxonomy.

<table>
<thead>
<tr>
<th>DOK Level 1 Activities (Recall):</th>
<th>DOK Level 2 Activities (Skill/Concept):</th>
<th>DOK Level 3 Activities (Strategic Thinking):</th>
<th>DOK Level 4 Activities (Extended Thinking):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief example:</td>
<td>Brief example:</td>
<td>Brief example:</td>
<td>Brief example:</td>
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<tr>
<td>Recall elements and details of a diagnosis.</td>
<td>Summarize a patient’s history.</td>
<td>Support ideas with details and examples.</td>
<td>Apply new concepts to a current problem or situation.</td>
</tr>
<tr>
<td>Conduct calculations.</td>
<td>Solve routine multiple-step problems.</td>
<td>Develop a scientific model for a complex situation.</td>
<td>Analyze and synthesize information from multiple sources.</td>
</tr>
<tr>
<td>List typical symptoms.</td>
<td>Relate the cause and effect of a particular event.</td>
<td>Assess by exam.</td>
<td>Design resource tools to inform patients and solve practical or abstract problems.</td>
</tr>
<tr>
<td>Identify scientific concepts/relationships.</td>
<td>Identify patterns in behavior.</td>
<td>Determine a patient’s motivation for treatment and describe how it affects the interpretation of a diagnosis.</td>
<td>Critique literature and formulate an opinion.</td>
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<tr>
<td>Perform routine procedures.</td>
<td>Interpret data.</td>
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<tr>
<td>Describe treatment options.</td>
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</tbody>
</table>

**Associated Verbs**

- Arrange
- Calculate
- Define
- Describe
- Identify
- Label
- List
- Match
- Measure
- Memorize
- Name
- Quote
- Recall
- Recite
- Recognize
- Repeat
- Report
- Review
- State
- Tabulate
- Tell
- Use
- Summarize
- Categorize
- Cause/Effect
- Classify
- Collect
- Compare
- Construct
- Determine
- Display
- Distinguish
- Estimate
- Graph
- Identify Patterns
- Infer
- Interpret
- Make Observations
- Modify
- Organize
- Perform
- Predict
- Relate
- Separate
- Show
- State
- Summarize
- Appraise
- Assess
- Cite Evidence
- Construct
- Coordinate Care
- Critique
- Develop a Diagnosis
- Diagnose
- Differentiate
- Draw Conclusions
- Explain Concepts
- Formulate
- Hypothesize
- Improve
- Investigate
- Prescribe
- Revise
- Solve a Problem
- Use Concepts to

Reference:

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