Examples of Goals and Objectives in LCME Format

Expected outcomes must be (what the student will be able to do at the completion of the course):
- Specific performance-- states what the student will be doing and how he/she will demonstrate the knowledge, skill or behavior. Performance is best described through action verbs
- Observable--Define how you will know the student has successfully completed the performance
- Measurable--define what level and under what conditions the student must perform the task at.

Exemplar Example #1:
“Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations”

Why?
AAMC PCRS #2.4 Knowledge of Practice :-)
Specific: Apply principles is a discrete and concrete action.
Observable: Students can demonstrate application of the principles by
- providing a solution to a case study or test question.
- demonstrating application of the principles in a simulated setting.
- illustrating application of the principles (orally or written)
- etc. Refer to Bloom’s Taxonomy Action Verbs for additional options.
Measurable: Instructor can determine and state the level of competency the student must successfully demonstrate.

Exemplar Example #2:
“Students will explain and differentiate the causes of disease (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, behavioral, cognitive, psychosocial, and traumatic, how they affect the body (pathogenesis) and appropriate therapies.

Why?
Specific: Students are asked to perform two discrete and concrete actions.
Observable: Students can demonstrate acquisition of their Comprehension and/or Synthesis skills through explanation and their Analysis skills through differentiation.
- Students can state the causes and their justifications for their conclusions via verbal or written means. (Explain = Comprehension)
- Students can select the correct causes and/or appropriate therapies from a list (Differentiate =Analysis)
- Students can generate a differential diagnosis and supporting justification when presented with a list of symptoms (Explain = Synthesis)
Measurable: Instructor can determine and state the level of competency the student must successfully demonstrate.

Vague Example #1
“Students will grasp the significance of the principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care-seeking, care compliance, and barriers to and attitudes toward care.”
Why?
Specific: The action “grasp the significance” is too vague.
Observable: Since the verb—the action you want the students to take—is vague more specific actions have to be inserted.
Measurable: The action is so general it can refer to different expectations for each student.

Better verbs include apply, illustrate how, predict how, interpret how

Vague Example #2
“Students will think critically about the emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care.”

Why?
Specific: The action “think critically” is too vague.
Observable: Since the verb—the action you want the students to take—is vague more specific actions have to be inserted.
Measurable: The action is so general it can refer to different expectations for each student. What does it mean to think critically about something? Can mean different things to different people.

Better verbs include apply, demonstrate, illustrate, predict how, show

Poor example:
“Knowledge of the normal structure of the human body (cells, tissues, and organs).”

Why?
Specific: How does one demonstrate knowledge of something? Rule of thumb: If you need to substitute an action verb in order to demonstrate the action verb in your objective, consider rewriting the objective using a different action verb.
Observable: Knowledge cannot be observed directly. Instead it is the actions of the student that demonstrate knowledge. Therefore, it should be these actions that determine the objective. The student’s knowledge can be inferred by how successfully the demonstrate the underlying skills defining it.
Measure: Knowledge cannot be directly measured. It is the demonstration of knowledge that is measured.