

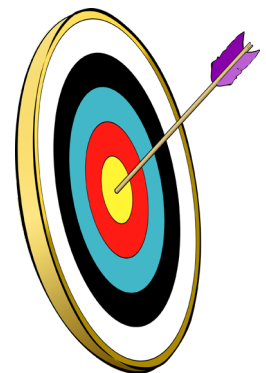
# Creating Competency-Based Goals & Objectives

## Best Practice Recommendations

The ACGME states residency curriculum must contain “competency-based goals and objectives for each educational experience designed to promote progress on a trajectory to autonomous practice” which must be distributed, reviewed, and available to residents and faculty members. (2023 ACGME FM Program Requirements, Section IV.A.2)

### ❖ Goals – the general guideline or overarching target

- The big “bullseye” the learner is trying to hit
- Typically not measurable
- Ask yourself: what general knowledge or skill do I want the learner to achieve?
- Example: “The learner will be able to perform the procedures most frequently needed by patients” (ABFM Core Outcome #9)*



### ❖ Objectives – a specific statement outlining what the learner will demonstrate

- The arrow that demonstrates the learner can hit the “bullseye”
- Must be observable/measurable
- Contains action verb(s)
- Ask yourself: what should the learner be able to demonstrate to achieve success?
  - Hint: ACGME milestones can be helpful for observable behaviors!
- Example: “By the end of this experience, the learner will be able to:*
  - Identify patients for whom the procedure is indicated*
  - Counsel the patient about expectations for the procedure*
  - Demonstrate confidence and motor skills while performing the procedure*
  - Manage complications appropriately”*

### ❖ Is this a SMARTIE Objective?

- S**pecific: does it clearly state the outcome you aim to accomplish?
- M**easurable: what will you track to know they have achieved the objective?
- A**ttainable: is the objective within the capabilities of the individual/program?
- R**elevant: is the objective aligned with priorities of your program or training?
- T**ime-Based: is there a deadline to achieve the objective?
- I**nclusive: have you invited and considered input from all concerned parties?
- E**quitable: does the objective address the unique needs of different populations?

### ❖ Tips for Making it Outcomes-Based

- Begin with the end in mind – what should the learner look like at the end?
- Tie to ABFM Core Outcomes
- Don’t need to address every Core Outcome on every rotation
- Map which rotations link to which Core Outcome and make sure the overall curriculum covers them all adequately
- Refer to the Outcomes Mapping Project for help with linking Core Outcomes to Milestones/Subcompetencies