



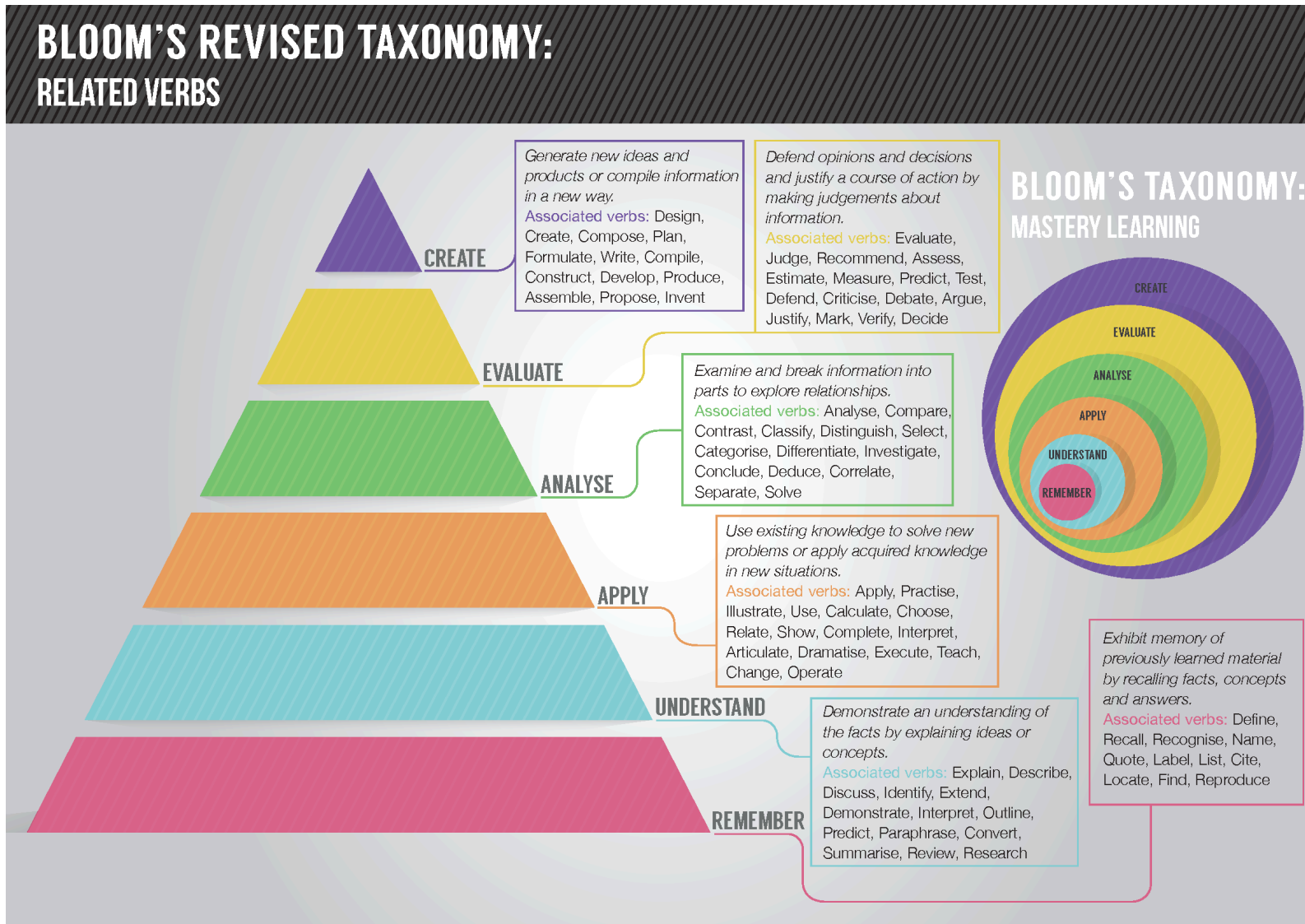
# ALIGNING AND ASSESSING COURSE OBJECTIVES

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# GUIDING QUESTIONS

- What do you want your students to be able to do by the end of the course?
- What Bloom's level is appropriate? (Should increase in complexity and sophistication with each course)
- How will you know they've gotten there? (Assessment)
- How do the goals of your course align with the goals of the MD program?

# BLOOM'S COGNITIVE DOMAIN



# ALIGNING GOALS WITH ASSESSMENTS

Bloom's Level	Assessment examples	How to measure
Remember	Objective test: MCQ, labeling, fill in the blank	<ul style="list-style-type: none"> <li>Accuracy – correct vs incorrect (individual)</li> <li>Item analysis (group)</li> </ul>
Understand	Papers, written exam questions, problems, compare/contrast	Scoring/performance rubric
Apply	Application activities, labs, prototyping, simulation	Developmental rubric, check list
Analyze	Cases, papers, critiques, reflections	Developmental rubric
Evaluate	Cases, presentations, critiques, reviews, journals	Developmental rubric
Create	Research projects, product development, performances, business plans, web designs, prototype	Developmental rubric, juried evaluation, one-on-one meeting

Adapted from: <https://www.cmu.edu/teaching/design/teach/design/assessments.html>

# UUSOM PROGRAM OBJECTIVES

## **Adapted from the Physician's Competency Reference Set**

**(PCRS):** Observable abilities of health professionals, integrating multiple components, such as knowledge, skills, and attitudes.

**Entrustable Professional Activities (EPAs):** Units of professional practice, defined as tasks or responsibilities that trainees are entrusted to perform unsupervised once they have attained sufficient, specific competence.

*EPAs by definition require the integration of competencies, and competencies are best assessed in the context of performance (as can be provided by the EPA framework) – AAMC, Core Entrustable Professional Activities for Entering Residency*

<http://medicine.utah.edu/students/programs/md/curriculum/competencies.php>

# ADDITIONAL RESOURCES

- **Curriculum Development for Medical Education: A Six-Step Approach second edition** by [David E. Kern](#) (Editor), [Patricia A. Thomas](#) (Editor), [Mark T. Hughes](#) (Editor)  
<https://www.amazon.com/Curriculum-Development-Medical-Education-Six-Step/dp/0801893674> (note: we have copies of this text in the core educator library)
- **Bloom's Taxonomy:** <http://ctle.utah.edu/resources/Blooms-Taxonomy.php>