

Challenging Faculty to Rise to a Higher Level: Writing Measurable CME/CE Learning Objectives

USF Health Office of Continuing Professional Development strives to elevate continuing education and to achieve better outcomes by addressing identified gaps in knowledge, skills, and/or practices for the target audience. Using the standards and guidelines of the accrediting organizations, ACCME, ACPE, ANCC, and APA, USF Health requires faculty to develop educational activities that are evidence-based or based on the best-available evidence. All CME/CE activities accredited by USF Health must have MEASURABLE learning objectives.

As professional educators, we recommend the following:

1. Keep learning objectives simple.
2. Start each learning objective with a single measurable action verb.¹ See [Bloom's Taxonomy](#) for a complete list of measurable verbs.
3. Do not use compound verbs or compound direct objects; never use "and."
4. Do not use verbs that are vague or verbs that are not measurable.
5. Develop content beyond basic knowledge.
6. Design educational strategies to achieve learning levels "Application" or higher.
7. Do not use more than one "Knowledge" or "Comprehensive" level learning verb per one hour of instruction.
8. Create interest by using a variety of verbs.

Words to Avoid

(These verbs and phrases are **not measurable** learning verbs and should never be used.)

Appreciate	Have faith in
Be acquainted with	Improve
Be familiar with	Increase
Become	Increase interest
Believe	Internalize
Better	Know
Comprehend	Learn
Cover	Perceive
Enjoy	Really know
Expand	Remember
Expand horizons	Study
Grasp the significance of	Sympathize with
Grow	Think critically
Have an awareness of	Understand

Bloom's Taxonomy Action Verbs

			Critical Thinking		
				SYNTHESIS	EVALUATION
			ANALYSIS	Arrange	Argue
			APPLICATION	Analyze	Assess
			COMPREHENSION	Appraise	Attach
KNOWLEDGE	Classify	Change	Breakdown	Collect	Choose
Arrange	Convert	Choose	Calculate	Combine	Compare
Define	Defend	Compute	Categorize	Comply	Conclude
Describe	Describe	Demonstrate	Compare	Compose	Contrast
Duplicate	Discuss	Discover	Contrast	Construct	Defend
Identify	Distinguish	Dramatize	Criticize	Create	Describe
Label	Estimate	Employ	Diagram	Design	Discriminate
List	Explain	Illustrate	Differentiate	Develop	Estimate
Match	Express	Interpret	Discriminate	Devise	Evaluate
Memorize	Extend	Manipulate	Distinguish	Explain	Explain
Name	Generalized	Modify	Examine	Formulate	Judge
Order	Give example(s)	Operate	Experiment	Generate	Justify
Outline	Identify	Practice	Identify	Plan	Interpret
Recognize	Indicate	Predict	Illustrate	Prepare	Relate
Relate	Infer	Prepare	Infer	Rearrange	Predict
Recall	Locate	Produce	Model	Reconstruct	Rate
Repeat	Paraphrase	Relate	Outline	Relate	Select
Reproduce	Predict	Schedule	Point out	Reorganize	Summarize
Select	Recognize	Show	Question	Revise	Support
State	Rewrite	Sketch	Relate	Rewrite	Value
	Review	Solve	Select	Set up	
	Select	Use	Separate	Summarize	
	Summarize	Write	Subdivide	Synthesize	
	Translate		Test	Tell	
				Write	

Bloom, B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc
 Educational Design Process, 2013 Mini Manual, ANCC (Silver Springs MD, American Nurses Credentialing Center, 2012) Pg. 102013 ANCC Primary Accreditation Application Manual for Providers and Approvers; Silver Springs MD, American Nurses Credentialing Center

AAFP's "Guidelines for Writing Learning Objectives" 2013

http://www.aafp.org/dam/AAFP/documents/cme/faculty_development/LearningObjectivesGuidelines.pdf

Educational Design Process, 2013 Mini Manual, ANCC; Silver Springs MD, American Nurses Credentialing Center, 2012