Best Practice Recommendations for Writing SMART Learning Objectives

Specific

- Include to who the objective refers, and what type of activity involved
 - "As a result of participating in this <u>live activity</u> (simulated session, online learning, educational series, etc), the <u>participant</u> will be able to"
- Use only <u>one action verb</u> and <u>one behavior</u> per objective (see Resources for a list of potential verbs)
 - o "identify three non-opioid medications that target pain management."
- · Avoid verbs that are difficult to measure, such as understand, appreciate, recognize, or know
- The greater the specificity, the greater the measurability.

Measurable

- Quantify the desirable change expected
 - o Cannot determine whether objectives have been met unless they can be measured
 - "As a result of participating in this live activity, the participant will be able to identify three non-opioid medications that target pain management."

Achievable

• Objectives should be attainable within a given time frame and with available program resources

Realistic

- Accurately address the scope of the problem and programmatic steps that can be implemented within a specific time frame
- Relate objectives to goal of the educational session

Time-phased

- Provide a time frame indicating when the objective will be measured, or a time by which the objective will be met
- Including a time frame in the objectives helps in planning and evaluating the program

The Accreditation Council for Continuing Medical Education distinguishes three areas of desirable change: competence, performance, and patient outcome.

Competence Objectives

Competence is knowledge put into action by the learner (what would/should be done if needed).

As a result of participating in this live activity, the participant will be able to:

- List major and minor risk factors predisposing patients to ...
- List risk factors for disease severity and death associated with (disease)
- Identify clinical, laboratory and imaging studies that indicate severity of disease
- Identify patient characteristics and co-morbid conditions that predict outcome in
- Describe evidence-based therapies for the treatment of ...
- Describe the use of biomarkers in the diagnosis of ...
- Describe factors that may require early aggressive interventions in ...
- Describe the variable clinical presentations of ...
- Explain indications for hospitalization of patients with ...
- Explain mechanisms of action and risks associated with (a class of drug)
- Explain patient characteristics that portend poor prognosis in ...

Adapted from: "Core Competencies in Hospital Medicine" J Hosp Med 2006 Feb. 1(Suppl. 1):2-95. Available at: http://www3.interscience.wiley.com/journal/112396185/issue Accessed 8 June 2009.

Performance Objectives

Performance implies competence put into action (what is actually done).

As a result of participating in this live activity, the participant will be able to:

- Distinguish ____ from ___ ...
- Distinguish the causes of ...
- Accurately apply staging criteria according to AJCC Cancer Staging Manual, 8th ed.
- Formulate appropriate cancer staging workup and treatment plan according to stage
- decrease the number of inappropriate prescriptions written for (drug) for (condition or disease)

Patient Outcome Objectives

Patient Outcome is the consequence of performance. These objectives are often associated with quality indicators, such as National Patient Safety Goals, Joint Commission/CMS indicators, Department of Public Health requirements; or with a hospital's internal quality goals.

Wording should reflect the direction of desired movement.

As a result of participating in this live activity, the participant will be able to:

- Eliminate ...
- Increase level of ...
- Decrease ...
- Reduce incidence of ...

SAMPLE VERBS FOR WRITING LEARNING OBJECTIVES

This table will assist you in writing high level learning objectives. We encourage higher thinking order objectives; as the levels go up, so does the level of congnitive demand. Please choose strategies that encourage this higher level of thinking (Application, Analysis, Synthesis, or Evaluation), and limit your use of Knowledge or Comprehension objectives to no more than 1 per session.

	Cognitive Level			Action Verb	s		Teaching Strategies	Assessment Strategies
<u>.</u> θ	V n a vela al ma	Arrange	Identify	Memorize	Recognize	Reproduce	Lecture	Written Exams
jective jective le a verb groups	Knowledge	Define	Label	Name	Relate	Select	Video	Oral Exams
	Learners will know something new	Describe	List	Order	Recall	State	Audio	Pre and Post Test
objective lude a ver		Duplicate	Match	Outline	Repeat			Group Polling Questions
	Comprehension	Classify	Distinguish	Generalize	Infer	Review	Question	Written Exams
learning tould inc		Convert	Estimate	Give example	Locate	Select	Discussion	Oral Exams
learni rould from	Learners wil be able to	Defend	Explain	Identify	Paraphrase	Summarize	Writing	Pre and Post Test
ည္ ရွင္တ	convey their new knowledge	Describe	Express	Indicate	Predict	Translate	Learner presentations	Learner presentations
등	knowledge	Discuss	Extend		Rewrite			Writing critique
Write remaining learning objecties with verbs from these groups	Application Learners will be able to apply their new knowledge	Apply	Discover	Manipulate	Prepare	Sketch	Learner presentations	Presentation Critique
		Change	Dramatize	Modify	Produce	Solve	Problems	Assessment of:
		Choose	Employ	operat	Relate	Use	Role Play Exercises	Problems
E	or skills in new situations	Compute	Illustrate	Practice	Schedule	Write	Demonstration	Exercises
¥	or skills in new shouldons	Demonstrate	Interpret	Predict	Show			Simulations
ရိ		Analyze	Compare	Discriminate	Illustrate	Relate	Problems	Root Cause Analysis
Š.	Analysis	Appraise	Contrast	Distninguish	Infer	Select	Exercises	Assessment of:
£	Learners will be able to	Break down	Criticize	Examine	Model	Separate	Case Studies	Problems
₹	analyze and interpret new data	Calculate	Diagram	Experiment	Outline	Subdivide	Critical Incident Analysis	Exercises
es		Categorize	Differentiate	Identify	Question	Test	Discussion	Case Studies
C. S								Critical Incident Analysis
object groups		Arrange	Compose	Explain	Reconstruct	Summarize	Problems	Assessment of:
<u>o</u> <u>b</u>	Synthesis	Assemble	Construct	Formulate	Relate	Synthesize	Exercises	Problems
<u>g</u>	Learners will be able to	Categorize	Create	Generate	Reorganize	Tell	Case Studies	Exercises
Ξ	create something new	Collect	Design	Plan	Revise	Write	Group Activity/Project	Case Studies
e	from their new knowledge or skills	Combine	Develop	Prepare	Rewrite			Group Activity/Project
<u>6</u>	OL 2VIII2	Comply	Devise	Rearrange	Setup			
<u>=</u>	- 1 2	Appraise	Compare	Discriminate	Justify	Select	Case Studies	Assessment of:
<u> </u>	Evaluation	Argue	Conclude	Estimate	Interpret	Summarize	Exercises	Case Studies
9	Learners will be able to	Assess	Contrast	Evaluate	Relate	Support	Critiques	Exercises
e e	evaluate situations or concepts based on their	Attach	Defend	Explain	Predict	Value	Simulations	Critiques
Ę	new knowledge or skills	Choose	Describe	Judge	Rate		Appraisals	Simulations
>	Movieage of skills							Appraisals