



## 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.<sup>1</sup> 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 Verb List for the Cognitive Domain**

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
define	convert	apply	abstract	advise	appraise
describe	defend	carry out	analyze	arrange	assess
identify	describe	change	apprais e	assemble	choose
label	discuss	code	audit	categorize	compare
list	distinguish	comply	breakdown	collect	conclude
match	estimate	demonstrate	calculate	combine	contrast
name	explain	discover	category	communicate	criticize
outline	express	dramatize	compare	compile	describe
recall	extend	employ	contrast	compose	discriminate
record	generalize	follow	criticize	conduct	enforce
relate	give example	follow up	debate	construct	estimate
repeat	identify	illustrate	determine	contribute	evaluate
reproduce	infer	interpret	distinguish	coordinate	explain
select	locate	interview	edit	counsel	interpret
state	paraphrase	maintain	examine	create	judge
underline	predict	manipulate	experiment	design	justify
	recognize	modify	identify	develop	measure
	report	operate	illustrate	devise	monitor
	restate	perform	infer	establish	rate
	review	practice	inspect	explain	relate
	rewrite	predict	inventory	formulate	review
	summarize	prepare	investigate	gather	score
	tell	produce	outline	generate	select
	translate	relate	point out	incorporate	summary
		respond	question	instruct	support
		retrieve	relate	manage	value
		schedule	review	modify	
		screen	select	organize	
		shop	separate	plan	
		show	solve	prepare	
		sketch	subdivide	propose	
		solve	test	rearrange	
		transcribe		recognize	
		use		recommend	
				reconstruct	
				relate	
				review	
				rewrite	
				set up	
				summarize	
				supervise	
				tell	
				update	
				write	

Bengamin S. Bloom, Bertram B. Mesia, and David R. Krathwohl (1964). *Taxonomy of Educational Objectives* (two vols: The Affective Domain & The Cognitive Domain). New York. David McKay.