

Guidelines for Writing Learning Objectives

Continuing Education (CE) Standards require that presentations be based on a methodological, theoretical, research, or practice knowledge base. This means that the material is backed by broader (psychological) practice (e.g., is widely used, or other professionals cite it in their work), or established by research procedures (e.g. relevant research studies), or has peer reviewed published support (e.g., chapters in books, or discussed in reviews of the field), or relates to ethical/statutory/regulatory policies for professional practice.

Your objectives must be observable and measurable and should (1) focus on the learner, (2) contain action verbs that describe measurable behaviors, and (3) focus on skills that can be applied in psychological practice or other professional environments.

Avoid topics including but not limited to Somatic based therapies, Polyvagal based therapies, Psychedelic based therapies, or other 'controversial' approaches/topics (think medical marijuana, ketamine, psilocybin).

Verbs to consider when writing learning objectives:

- list, describe, recite, write, identify
- compute, discuss, explain, predict
- apply, demonstrate, prepare, use, practice
- analyze, design, select, utilize
- compile, create, plan, revise
- assess, compare, rate, critique

Verbs to avoid when writing learning objectives:

- know, understand
- learn, appreciate
- become aware of, become familiar with