



Guidelines for Writing Learning Outcomes/Objectives (LOs)

CE Application LO Requirements:

- Trainings must include at least one LO per 60 minutes of training. Typically applicants provide one LO per subtopic or activity covered by the training.
- All trainings, regardless of length, must include a minimum of 2 LOs. This does not apply for private/closed single-hour trainings.
- At least one objective should indicate how attendees can use the knowledge presented to aid clients, supervisees, and/or students.
- The training's outline or abstract must clearly indicate how the Learning Outcomes will be addressed.

Recommended LO Structure:

- Create LOs to be clear, measurable, and concise. The goal is objectively: What is the attendee able to do now based on this training's material?
- Applicants may use the stem, "Based on the content of the session, attendees will be able to," and complete the sentence with the desired learned skill.
 - An example of a potentially approved LO: "Based on the content of the session, attendees will be able to identify three ethical principles related to respect for gender diversity in autistic clients."

Additional Resources:

- ***Bloom's Taxonomy verb chart:***
<https://tips.uark.edu/blooms-taxonomy-verb-chart/>
- ***Before and after examples:***
<https://tips.uark.edu/learning-objectives-before-and-after-examples/>

Example information/language:

Bloom's Taxonomy of Learning Level	Key Verbs	Example Learning Objective: "Based on the content of the session, attendees will be able to..."
Create	design, formulate, build, create, construct, compose, generate, devise, modify, develop, facilitate.	... generate action plans to combat implicit biases that may impact the therapy relationship.
Evaluate	choose, interpret, select, evaluate, determine, explain, assess, justify, support, provide feedback on.	... select appropriate interventions for use with couples experiencing conflict over their frequency of sex.
Analyze	classify, interrupt, categorize, illustrate, distinguish, compare, contrast, prioritize, critique.	... illustrate intergenerational ¹ experiences of immigration-related trauma using the family genogram.
Apply	adapt, show, apply, express, use, demonstrate, determine, avoid, employ, present, re-direct.	... apply a developmental lens when designing interventions for children whose families are experiencing grief and loss.
Understand	describe, explain, paraphrase, distinguish, articulate, summarize, contrast, interpret, discuss.	... explain the importance of family support when working with gender-expansive and transgender children and adolescents.
Remember	name, write, list, identify, define, recognize, indicate.	... recognize opportunities to effectively use enactments in couple and family sessions.

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Final statements:

- This document will be updated periodically to reflect most recent edits for ethical practices and processes. The CE applicant is responsible to check for any changes to this document for each application submitted.
- Additional questions regarding the application or continuing education requirements may be directed to continuing-education@wamft.org.