STFM
SOCIETY OF TEACHERS OF FAMILY MEDICINE

Writing Effective

SMARTIE Learning Objectives for Your STFM Proposal

Developed by the STFM Diversity, Equity, Inclusion, and Accessibility Committee
Last updated October 2026

LEARNING OBJECTIVES

A Required Element of Every STFM Proposal

- **Title** Clearly describes the session content
- **Abstract** Concisely and accurately summarizes the session; published in the conference program
- **Impact** Explains relevance to the work of family medicine educators
- **Learning Objectives** Clear, concise, and easily understood, written in the required SMARTIE format
- **Session Teaching Plan** If required. Outlines teaching strategies, timing, and audience engagement methods
- **Assessment Information** If required. Demonstrates content validity and/or effectiveness
- **References** Supports the session content with current, credible sources

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What is a SMARTIE Learning Objective?

A strong learning objective that is **Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable** — and that clearly describes what participants will be able to **do** after your session.

The emphasis is on what the learner can do — not on what you plan to cover.

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PURPOSE

Why It Matters

SMARTIE goals help ensure your session is:

1

Clear and Actionable

Participants know exactly what they will walk away able to do.

2

Inclusive of Diverse Perspectives

Content reflects the range of learners, settings, and communities served.

3

Grounded in Advancing Health Equity

Sessions address disparities in care and in education directly.

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THE FRAMEWORK

Adding the “I” and the “E”

SMART

The familiar foundation

S **Specific —** Clearly defines what you will do

M **Measurable —** Includes indicators to track progress

A **Achievable —** Realistic given constraints and resources

R **Relevant —** Aligns with priorities and purpose

T **Time-bound —** Has a deadline or time frame

SMARTIE

Two equity-centered additions

I **Inclusive**

Designed so the people affected can participate and benefit; reduces barriers to access and participation

E **Equitable**

Actively addresses disparities and allocates supports and resources proportionate to need

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APPLYING THE FRAMEWORK

SMARTIE in Practice

Ask yourself these seven questions as you draft each objective.

Is my learning objective…

S	**Specific?**	What will learners gain or be able to do?
M	**Measurable?**	Use action verbs (define, apply, demonstrate)
A	**Achievable?**	Appropriate for the session scope and time
R	**Relevant?**	Aligned with family medicine education and practice
T	**Time-bound?**	Achievable by the end of the session
I	**Inclusive?**	Reflects diverse learners, settings, and perspectives
E	**Equitable?**	Addresses bias, inequities, or disparities in care or education

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DRAFTING GUIDANCE

Tips for Strong Objectives

Start with the basics

- Focus on what learners will do, not on what you will teach
- Outline three or more clear, actionable objectives per session
- Use observable verbs — avoid “understand” or “learn”
- Consider Bloom's Taxonomy for verb selection

tips.uark.edu/using-blooms-taxonomy

Before you finalize, ask:

INCLUSIVE
Who benefits — and who might be left out?

INCLUSIVE
What barriers exist: cost, time, access, language, disability, technology?

EQUITABLE
Are resources and support distributed based on need, to close gaps?

EQUITABLE + MEASURABLE
How will you measure progress for different groups?

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EXAMPLE 1

Example Transformation

BEFORE · SMART

By the end of this session, participants will be able to identify at least two evidence-based strategies to address maternal mortality.

AFTER · SMARTIE

By the end of this session, participants will be able to **identify two drivers of maternal mortality disparities** and **apply one strategy to address inequities** in their clinical or educational setting, **with attention to populations disproportionately affected**.

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EXAMPLE 2

Example Transformation: Medical Education

Mentorship as an Effective Tool for Resident Physician Advancement and Burnout Prevention

BEFORE · SMART

*By the end of this session, participants will be able to **apply the "SCRIPT" framework to initiate or strengthen one mentor–mentee relationship.***

AFTER · SMARTIE

By the end of this session, participants will be able to **apply the "SCRIPT" framework to initiate or strengthen one mentor–mentee relationship in a way that promotes inclusive communication and reduces barriers to mentorship access.**

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RESOURCES

Learn More

Society of Teachers of Family Medicine

2025–2029 Strategic Plan

Society of Teachers of Family Medicine

DEIA Programs and Resources

Centers for Disease Control and Prevention

From SMART to SMARTIE Objectives

The Management Center

From SMART to SMARTIE: How to Embed Inclusion and Equity in Your Goals

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