

Writing Effective SMARTIE Learning Objectives For Your STFM Proposal

Developed by the STFM Diversity, Equity, Inclusion, Accessibility Committee

Learning Objectives: A Required Element of all STFM Conference Proposals...

STFM Conference Proposal Elements:

- **Title:** Clearly describes the session content
- **Abstract:** Concisely and accurately summarizes the session; will be published in the conference program
- **Impact:** Explains relevance to the work of family medicine educators
- **Learning Objectives:** Clearly state participant outcomes using 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:** Cites current, relevant evidence that support the session content

What is a SMARTIE Goal?


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

Why It Matters?

SMARTIE goals help ensure your session is:

- Clear and actionable
- Inclusive of diverse perspectives
- Grounded in advancing health equity

Addition of “I” & “E”

 **SMART**

- S** | **Specific:** Clearly defines what you will do
- M** | **Measurable:** Includes indicators/metrics 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**
(SMART + two equity-centered additions)

-  **I** | **Inclusive:** Designed so the people affected can participate and benefit; reduces barriers to access/participation
-  **E** | **Equitable:** Actively addresses disparities and allocates supports/resources proportionate to need



SMART gets the goal clear. **SMARTIE** makes it **inclusive** and **equitable**.

SMARTIE in Practice

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

Expand your goals with SMARTIE!

S Specific



What do you want to accomplish?
Be clear and focused.

M Measurable



How will you track progress?
Define success criteria.

A Achievable



Is the goal realistic?
Ensure it's attainable.

R Relevant



Why is this goal important?
Align with educational objectives.

T Time-Bound



What's the timeline?
Set a deadline.

I Inclusive



Does it consider all learners?
Promote equity and access.

E Equitable



Is it fair and supportive?
Address disparities.

SMARTIE GOALS

Specific | Measurable | Achievable | Relevant | Time-Bound | Inclusive | Equitable

Creating Meaningful & Equitable Outcomes in Medical Education

Tips for Strong Objectives

- Focus on **what learners will do**, not what you will teach
- Outline **3 or more clear, actionable objectives per session**
- Use **observable verbs** (avoid “understand” or “learn”)
 - Consider using Bloom’s Taxonomy: <https://tips.uark.edu/using-blooms-taxonomy/>
- Include **equity-relevant populations or contexts** when appropriate. Before finalizing the goal, ask:
 - **Who benefits—and who might be left out?** (Inclusive)
 - **What barriers exist (cost, time, access, language, disability, tech)?** (Inclusive)
 - **Are resources/support distributed based on need to close gaps?** (Equitable)
 - **How will you measure progress for different groups?** (Equitable + Measurable)

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.”

Example Transformation - Medical Education Example

Title: "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.**

Resources

- **Society of Teachers of Family Medicine (STFM).** 2025–2029 Strategic Plan.
<https://www.stfm.org/about/governance/strategic-plan/>
- **Society of Teachers of Family Medicine (STFM).** Diversity, Equity, Inclusion and Accessibility (DEIA) Programs and Resources.
<https://www.stfm.org/teachingresources/resources/deia-toolkit/deia-programs-and-resources/>
- **Centers for Disease Control and Prevention.** *From SMART to SMARTIE Objectives.*
<https://www.healthvermont.gov/sites/default/files/document/dsu-cdc-smartie-objectives.pdf>
- **The Management Center.** *From SMART to SMARTIE: How to Embed Inclusion and Equity in Your Goals.*
<https://www.managementcenter.org/resources/smart-to-smartie-embed-inclusion-equity-goals/>