

# Caribbean Association Of Pharmacists

## GUIDELINES FOR WRITING CE/CPD LEARNING OBJECTIVES

These guidelines have been provided to assist you with developing well-written learning objectives for the proposed Continuing Pharmacy Education program.

Educational objectives should meet the following six criteria:

1. Be written from the point of view of the learner.

Describe learner, not instructor, behavior.

Ask yourself: "What will the learner be able to do as a result of participating in the educational program?"

Objectives should be preceded by the phrase: "By the end of this (program) the learner will be able to:"

2. Be stated in observable (behavioural/measurable) terms.

Ask yourself: "How will I know when a learner has achieved an objective?"

Learners have to do something observable. A list of verbs that are observable and not observable is provided below.

Observable	Explain, Describe, Identify, Compare and contrast, Distinguish, Define, State, Outline, Select, Differentiate, Evaluate, Interpret, List, Apply, Demonstrate, Illustrate, Summarize
Not Observable (don't use these)	Understand, Learn, Recognize, Comprehend, Know, Explore

3. Be achievable within the scope of the program.

Ask yourself: "Can the learner demonstrate achievement of this objective in an activity within the educational program (rather than after the program)?"

Example:

Not within program scope	Within program scope
Connect with staff through the use of good communication skills	Given a scenario with staff members, demonstrate an effective verbal response

4. Describe one objective (avoid multi-pronged objectives).

Ask yourself: "Can I test achievement of this objective with one question?"

If the answer is no, you have written two or more objectives in one statement, which may cause difficulties in selection of instructional strategies and assessment.

Example

Multi-pronged objective	Single-pronged objective
Identify common flaws in educational objectives and correct objectives containing flaws.	Identify common flaws in educational objectives. Correct objectives containing flaws.

5. Contain seven or less objectives per program or program subsection.

People learn best when the number of objectives is seven or less. You may break the material into smaller sections or analyze the objectives to determine if some are really part of other objectives and could be dropped.

6. Simulate, as closely as possible, what learners will have to do on the job.

What does the learner need to do on the job? The objective should describe as closely as possible within the confines of the education program and move the learner toward a simulation of what they will need to do on the job.

Example

Does not simulate job tasks	Simulated job tasks
<p>Objectives:</p> <ul style="list-style-type: none"> <li>i. Describe different types of meetings</li> <li>ii. Explain criteria for an effective meeting leader.</li> <li>iii. Explain criteria for effective meeting participant.</li> <li>iv. List common pitfalls that can occur at meetings.</li> <li>v. State typical meeting tasks.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>i. Explain how to determine when a meeting is necessary.</li> <li>ii. List criteria for selecting meeting attendees.</li> <li>iii. List steps to be taken to effectively prepare for a meeting.</li> <li>iv. Apply strategies for opening, leading and concluding effective meetings.</li> <li>v. Apply strategies for effectively handling typical challenges that occur in meetings.</li> </ul>

For more information or assistance, contact:

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