**Learning Objectives Guidelines**

State the purpose of the activity in terms of enabling the participant to do something that can be measured. A learning objective should begin with an active verb that completes the statement, “**Upon completion of this activity, participants will be able to** …” followed by a short description of what specifically the participant will know or be able to apply to their practice after the activity. Avoid words that are subject to interpretation or that denote activities that are subjective.\*

Objectives for each session will be included in the activity materials. Participants will be asked in the activity evaluation to rate the activity based on the achievement of the objectives.

Each activity should include at least one learning objective for each topical area. Each objective must contain only one behavioral term. Learning objectives define the expected outcomes of the learner and **must be measurable.** UKHCCEC asks that for each 60 minute presentation, there should be 2-3 objectives. For activities less than 60 minutes, there should be 1-2 objective(s).

***Pharmacy Activity***

**KNOWLEDGE** (Transmit knowledge—15 minute minimum)

Should include learning objectives consistent with the acquisition of knowledge or comprehension and include corresponding learning assessment opportunities which allow for the recall of that knowledge. (Recall of fact, Q & A). Verbs to use:

Arrange, Cite, Define, Duplicate, Identify, Indicate, Label, List, Memorize, Name, Order, Outline, Recite, Recognize, Relate, Recall, Repeat, Reproduce, State

**APPLICATION** (Apply information learned during activity—60 minute minimum)

Intended to build upon the knowledge of the learner by allowing for application of information in the time frame allotted for the activity. Learning objectives should be consistent with higher order cognitive processes of analysis, synthesis, and evaluation and the learning assessment should offer opportunities for application in the classroom (simulation or case studies). If an activity is both transmitting knowledge and allowing for application, both knowledge-based and application-based learning objectives with relevant learning assessment opportunities can be developed. Verbs to use:

Apply, Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Practice, Schedule, Sketch, Solve, Use, Write

**PRACTICE** (Instructional Designed Activity—15 hours)

Develop, Diagnose, Perform, Practice, Use

***Medicine Activity***

**COMPETENCE**

Assess, Choose, Classify, Compare, Describe, Discuss, Distinguish, Explain, Evaluate, Express, Identify, Indicate, Locate, Outline, Report, Restate, Review, Select, Translate

**PERFORMANCE**

Apply, Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Practice, Schedule, Sketch, Solve, Use, Write

***Medicine and Pharmacy Combined Activity***

**KNOWLEDGE/COMPETENCE**

Assess, Choose, Classify, Compare, Describe, Discuss, Explain, Express, Indicate, Locate, Outline, Report, Restate, Review, Select, and Translate

**APPLICATION/PERFORMANCE**

Apply, Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Practice, Schedule, Sketch, Solve, Use, Write

\* These verbs should be **avoided** since they are open to interpretation and are not measurable:

Appreciate, Approach, Be aware of, Behave, Believe, Enjoy, Explore, Grasp significance of, Grow, Have faith in, Hear, Improve, Increase, Know, Learn, Perceive, Realize, Understand