



Appendix E1

Developing Learning Outcomes/Educational Objectives

Outcomes/objectives reflect what the participant should know or be able to do at the end of an educational activity. Outcomes/objectives should be **realistic, measurable and obtainable**. They should define desired outcomes. Stating outcomes/objectives is essential for planning, implementing and evaluating continuing education activities.

Outcomes/objectives should be written **AFTER**:

- needs are assessed.
- the target audience is determined

but **BEFORE**

- teaching methods are determined
- an evaluation tool is selected

Outcomes/objectives may be introduced by the following statement, "Upon completion of this (session, course, workshop, etc.) participants should be able to".

1. Upon completion of the seminar, the participant will describe three (3) appropriate antibiotics for a child with a culture-positive strep pharyngitis. **(0.50 Rx)**
2. Following a demonstration of a new technique for strapping a strained muscle, the participant will correctly perform a return demonstration.
3. List the diagnostic criteria for Kawasaki Disease.
4. Describe the management of acute ingestions and overdoses of common drugs and illicit substances in children **(0.25 CS)**
5. Identify common issues with managing or co-managing children and adolescents on antidepressants and atypical antipsychotics **(0.25 PsyRx)**

The following words are examples that can be used in learning outcomes/educational objectives:

Cognitive Domain*	Psychomotor Domain	Interpersonal Domain	Affective Domain
Cite	Calculate	Advocate	Attend to
Classify	Conduct	Criticize	Determine
Construct	Connect	Defend	Develop
Compare	Construct	Express	Display
Defend	Demonstrate	Generalize	Exemplify
Define	Diagnose	Inform	Listen
Differentiate	Form	Object	Maintain
Discuss	Maintain	Offer	Participate
Evaluate	Operate	Produce	Recognize
Explain	Perform	Propose	
Express	Produce	Reflect	
Identify	Speak	Request	
Illustrate		Suggest	
List		Summarize	
Measure			
Quote			
State (or Restate)			
Tabulate			

*Most learning outcomes/educational objectives for continuing education are in the cognitive domain.



Appendix E1

Avoid these verbs, as they are open to various interpretations and are not measurable:

- **Appreciate**
- **Analyze**
- **Believe**
- **Learn**
- **Know**
- **Understand**

Learning objectives should clearly reflect the educational activity's pharmacology, psychopharmacology and controlled substances content. The following list gives examples of content that could be approved for pharmacology, psychopharmacology and/or controlled substances contact hours.

• Differentiate between pharmacologic and non-pharmacologic therapy and discuss the appropriate combination of modalities. (0.50 Rx)
• Monitor for therapeutic and adverse effects of drug therapy.
• Prevent and minimize adverse drug effects and, when necessary, appropriately treat these reactions. (0.25 CS)
• Describe information to provide to patients /families to assist with adherence to the prescribed medication or therapeutic regime.
• Discuss and comply with state and federal regulations.
• Recognize when consultation and referral are necessary when prescribing.
• Discuss the impact of the pharmaceutical industry's drug promotion and marketing on the related responsibilities of HCPs.
• Describe complementary and alternative medications and approaches to treatment for _____ (a specific diagnosis) (0.25PsyRx)

Note: Please indicate in your course outline how much time was spent on pharmacology (Rx), psychopharmacology (PsyRx) and or controlled substance (CS)