

| KNOWLEDGE                   | COMPREHENSION               | APPLICATION                    | ANALYSIS<br>Critical Thinking    | SYNTHESIS<br>Critical Thinking | EVALUATION<br>Critical Thinking |
|-----------------------------|-----------------------------|--------------------------------|----------------------------------|--------------------------------|---------------------------------|
| (ACPE Knowledge Activities) | (ACPE Knowledge Activities) | (ACPE Application* Activities) | (ACPE Application* Activities)   | (ACPE Application* Activities) | (ACPE Application* Activities)  |
| Cite                        | Describe                    | Apply                          | Adjust (as in dose modification) | Categorize                     | Assess                          |
| Define                      | Discuss                     | Assign                         | Analyze                          | Combine                        | Choose                          |
| Describe                    | Estimate                    | Change                         | Apply                            | Compose                        | Compare                         |
| Identify                    | Give example(s)             | Choose                         | Calculate                        | Construct                      | Conclude                        |
| Label                       | Identify                    | Interpret                      | Choose                           | Create                         | Contrast                        |
| List                        | Select                      | Modify                         | Compare                          | Counsel (a patient-Tell)       | Counsel                         |
| Match                       | Summarize                   | Predict                        | Contrast                         | Design                         | Critique                        |
| Name                        |                             | Solve                          | Differentiate                    | Develop                        | Estimate                        |
| Order                       |                             | Use                            | Identify                         | Plan                           | Evaluate                        |
| Recall                      |                             |                                | Interpret                        | Recommend (Tell)               | Explain                         |
| Select                      |                             |                                | Prioritize                       | Summarize                      | Justify                         |
| State                       |                             |                                | Select                           |                                | Interpret                       |
|                             |                             |                                |                                  |                                | Rate                            |
|                             |                             |                                |                                  |                                | Predict                         |
|                             |                             |                                |                                  |                                | Select                          |
|                             |                             |                                |                                  |                                | Summarize                       |
|                             |                             |                                |                                  |                                | Rank                            |
|                             |                             |                                |                                  |                                | Recommend                       |
|                             |                             |                                |                                  |                                | Validate                        |

Other verbs may be used on a case-by-case basis after discussion with project lead and CE administrator.

## Writing Learning Objectives

When writing learning objectives, use one of the verbs in the table above that corresponds to the activity type-knowledge or application\*

*Other verbs which may be acceptable are subject to approval by ASHP staff.*

\*Application based activities can also include some knowledge based learning objectives. The main focus of the overall activity must be skill-based.

Steps towards writing effective learning objectives:

1. The objective is written from the perspective of the learner-what will the learner be able to know or do at the conclusion of the activity.
2. Make sure there is one measurable verb in each objective.
3. Each objective needs one verb. Either a student can master the objective, or they fail to master it. If an objective has two verbs (say, *define* and *apply*), what happens if a student can define, but not apply? Are they demonstrating mastery?
4. Learning objectives must be measurable, clear and concise.
5. There must be a learning activity/assessment (with feedback) for each verb that aligns with the action verb.

