



RCPA 2025 Conference

GUIDELINES FOR DEVELOPING EDUCATIONAL OBJECTIVES

THREE educational objectives are necessary for all presentations. Not only are they required by our accrediting agencies, but they also help us maintain a high quality educational program.

Educational objectives are statements that communicate instructional content. They are used to emphasize the **most important learner outcomes** of the instructional material. At our conference, educational objectives also help the learner choose appropriate educational offerings to meet their individual learning needs.

The objectives should describe the intended behavior to be attained by the conclusion of the program. In general, they should state:

1. What the learner should be able to do at the completion of the presentation;
2. Under what conditions (if any) you want the learner to be able to do it; and
3. How well it must be done (if applicable).

They should be specific, clear, measurable, concise, and realistic for the learning time and level.

EXAMPLES: At the completion of this program, participants will be able to:

1. List the advantages, problems, and safety factors related to MAOI drugs.
2. Review various treatments of agitation in the elderly with dementia, including treatment limitations and expected side effects.
3. Summarize new information on the psychopharmacological treatment of depression.

The following list of verbs will help you write observable, active, measurable behaviors when formulating educational objectives.

adapt	analyze	apply	assess	choose	classify
compare	compute	construct	contrast	create	critique
define	describe	design	develop	discuss	distinguish
document	evaluate	examine	formulate	generalize	implement
integrate	interpret	organize	perform	plan	prepare
prescribe	recommend	recognize	specify	summarize	utilize

When formulating educational objectives, **Do NOT use verbs that are open to multiple interpretations, such as learn, know, tell, understand, enjoy, appreciate, believe, and perceive.**