# ABCD Objective Writing Worksheet

**Project Title:**

**Date:** Click or tap to enter a date.

## Reflect

Before beginning the objective writing process, reflect on how learners and their patients will be affected by your activity/experience.

Take a moment to answer some open-ended questions to give yourself a sense of your final vision. Some example questions are:

* What new skills or concepts will my learners take away from this learning experience?
* How will these skills and concepts positively affect patients?
* If my learners only take away one thing, what do I want it to be?
* What should my learners know before and after my presentation, and how will I close this gap in knowledge?

|  |
| --- |
|  |

## ABCD Objective Writing Method

This simple technique will help you construct clear and concise learning objectives.

* Audience - Who is the target audience (learners)? (e.g., "Pharmacists will be able to…" or "Pharmacy technicians will be able to...")
* Behavior - What is the action your learners should be able to perform at the end of your presentation? The behavior is the identified Bloom’s verb. (e.g., "Pharmacists will be able to determine...").
* Condition - What are the conditions or constraints in which the learners will be expected to perform the tasks? (e.g., By the end of the presentation)
* Degree - How will the behavior be performed? (e.g., the differences in adverse event profiles for the CDK4/6 inhibitors currently approved by the FDA)

Once all four parts of the objective have been identified, put them together to create a new concise objective.

By the end of the presentation, pharmacists will be able to determine the differences in adverse event profiles for the CDK4/6 inhibitors currently approved by the FDA.

Note: Condensed objectives are usually preferred as the Condition and Audience can be inferred. Use this method as a tool to help you more accurately plan your objectives and only include the Behavior and Degree as the final objective. The condensed objective is “Determine the differences in adverse event profiles for the CDK4/6 inhibitors currently approved by the FDA.”

## Additional Tips

* About one (1) learning objective is encouraged per every 15 minutes of the activity.
* Bloom’s Taxonomy action verbs must be used and accurately describe the action that is taking place by the learner. For example:
	+ List: Learners must make a list; or
	+ Discuss: Learners must actively take part in a discussion.
* Objectives should be listed in the same order that the content will appear in the presentation.
* Try to use a variety of action verbs if possible (e.g., Do not use “describe” for all learning objectives of the same activity).
* Avoid overly vague verbs such as “know” and “understand” which are not easily measurable.
* Avoid having compound or multiple verbs in a single objective (use only one Bloom's verb per objective).
* Review the [Bloom's Taxonomy Classification](https://public.3.basecamp.com/p/VPVQXKqDRee15mggtW4Sd6mY) graphic to help guide you in choosing appropriate action verbs.

## Construct Objectives

### Objective 1

|  |  |
| --- | --- |
| Audience |  |
| Behavior |  |
| Condition |  |
| Degree |  |
| Put it all together |  |

### Objective 2

|  |  |
| --- | --- |
| Audience |  |
| Behavior |  |
| Condition |  |
| Degree |  |
| Put it all together |  |

### Objective 3

|  |  |
| --- | --- |
| Audience |  |
| Behavior |  |
| Condition |  |
| Degree |  |
| Put it all together |  |

### Objective 4

|  |  |
| --- | --- |
| Audience |  |
| Behavior |  |
| Condition |  |
| Degree |  |
| Put it all together |  |

### Objective 5

|  |  |
| --- | --- |
| Audience |  |
| Behavior |  |
| Condition |  |
| Degree |  |
| Put it all together |  |

### Objective 6

|  |  |
| --- | --- |
| Audience |  |
| Behavior |  |
| Condition |  |
| Degree |  |
| Put it all together |  |