

SESSION DEVELOPMENT GUIDE

Purpose of This Guide

This guide helps program chairs and faculty design educational sessions that meet ACPE standards. It shows how to:

- Write clear, measurable learning objectives
- Select active learning strategies aligned with the activity type
- Incorporate appropriate assessment and feedback methods

Use this document as a quick reference when developing or reviewing Midyear session proposals.

DEVELOPING LEARNING OBJECTIVES

1. Determine Your Activity Type

Identify whether your session is primarily:

- **Knowledge-based:** focuses on facts, concepts, or recall.
- **Application-based:** focuses on applying knowledge or skills in practice.

Each objective should describe what learners will do, not what speakers will cover.

2. Choose Action Verbs

Use **measurable action verbs** that match the intended level of learning for your session (knowledge-based or application-based). Avoid vague verbs such as *understand*, *learn*, or *know*. Choose verbs that describe observable learner outcomes.

Refer to the *ASHP Bloom's Taxonomy Verb List* for a full listing of verbs and definitions.

Knowledge-based (examples)	Application-based (examples)
Define	Apply
Describe	Analyze
Identify	Evaluate
Explain	Design
List	Recommend
Summarize	Implement

Examples: Knowledge-based Learning Objectives

Focus	Example Objective
Recall of information	Define the pharmacologic classes of newly approved anticoagulants.
Comprehension of facts	Describe current treatment guidelines for heart failure
Concept recognition	Identify risk factors for medication-related falls in older adults.
Understanding key concepts	List mechanisms of antimicrobial resistance.

Examples: Application-based Learning Objectives

Focus	Example Objective
Application of concepts	Apply treatment guidelines to a patient with new-onset heart failure.
Analysis and interpretation	Evaluate pharmacotherapy options for managing resistant infections.
Problem-solving	Design a patient care plan that minimizes drug–drug interactions.
Decision-making	Recommend therapy modifications based on lab and clinical data.

SELECTING ACTIVE LEARNING STRATEGIES

Select one or more active learning strategies appropriate for your session type. The examples below are illustrative, not exhaustive.

Strategy Category	Strategy	Knowledge-based	Application-based
Interactive Techniques	Audience polling	✓	✓
	Case discussion		✓
	Think–Pair–Share		✓
	Small-group activities		✓
	Peer discussion	✓	✓
	Brainstorming	✓	✓
Demonstration and Practice	Demonstration		✓
	Hands-on activity		✓
	Practice exercises		✓
	Case review		✓
Discussion-Based	Panel discussion	✓	✓
	Q&A	✓	✓
	Roundtable discussion	✓	✓
Gamified or Innovative	Competition or quiz game	✓	✓
	Simulation		✓
	Problem-solving scenario		✓
	Role play		✓
Other Approaches	Reflection activity	✓	✓
	Storytelling	✓	✓
	Audience-generated questions	✓	✓

Tip: Integrate learning activities throughout your session—every 10–12 minutes—to maintain engagement.

ASSESSING LEARNING AND PROVIDING FEEDBACK

Assessment confirms whether learners achieved the objectives. Match your method to the activity type.

Knowledge-Based Sessions:

- Use short recall questions, audience polling, or quick quizzes.
- Provide the correct answer and a brief rationale.



Application-Based Sessions:

- Present cases or problems requiring judgment or prioritization.
- Debrief answers by explaining the rationale behind correct decisions.

Feedback Reminder:

Every learning objective should have a corresponding opportunity for feedback, either during the activity or in the closing discussion.

FINAL CHECKLIST

- ✓ Learning objectives are measurable and aligned to the activity type
- ✓ Active learning strategies are integrated throughout
- ✓ Assessment and feedback directly support stated objectives
- ✓ Session length and content depth are realistic for the format