

Anatomy of a Test Question

Stem or Lead Line - introductory statement or question that elicits the correct answer.

Responses or Options – 1 correct “answer” plus 3 incorrect “distractors”. Always list the correct answer first.

Rationale – Brief statement explaining the testing point.

References – Author, Title, Publisher, year, page

Follow a specific question writing plan

1. Survey the general content domain of your writing assignment.
2. List or select specific content areas within the domain.
3. Highlight the most important areas, such as those in which practice has changed.
4. Identify and write out the exact testing point.
5. Select the cognitive ability to be tested – knowledge, synthesis, judgment.
6. Select the cognitive task to be tested.

Common pitfalls

- Presenting a real case
- Writing the stem before determining the testing point
- Lack of one clearly best answer
- Adding unnecessary or misleading information
- Testing more than one point
- Including unintentional clues to the correct answer
- Using “What would you do?” or “What do you believe?” as these statements can not be tested
- Avoid the use of gender pronouns
- Using flawed question formats – negative question, true/false, none of the above, all of the above

Try to

- The stem should be clear enough to provide the examinee with sufficient information to anticipate the type of answer before looking at the responses.
- Include in the stem all words that would otherwise have to be repeated in each of the responses.
- All responses should be grammatically consistent with the item stem, and all responses should be parallel.
- Distractors should represent unsafe practices or commonly held misconceptions and should be plausible.
- If the item calls for an evaluation or judgment, be sure to provide the authority or source of the judgment.
- Items should be written to assess knowledge of meaningful facts and concepts, not trivial information.
- Stems should be as succinct as possible.

Review, reflect and rewrite

Let go of ego and ownership and trust the committee process

DOMAINS AVNT

Domains – outline of the examination – review the domains to ensure that they are mutually exclusive and encompass all of the tasks performed by veterinary technicians in nutrition.

Tasks- Has each task in the domain been defined? Is each task accurate and concise? Is it relevant to veterinary technicians in nutrition? Task statements are formatted as follows:

1. What work is performed? (should be a verb)
2. To whom or to what is the work activity directed (should be a person, place or thing)
3. Qualifier (optional)
4. Why was the activity performed? (based on the concept “in order to”)

NUTRITION

1. DIETS (20% of Exam)

- a. TASK – Demonstrate knowledge of the six classes of nutrients found in food in order to optimize nutrient use
- b. TASK – Demonstrate a knowledge of AAFCOs rules and regulations relating to commercial pet foods
- c. TASK – Demonstrate knowledge of legal requirements and limitations commercial pet food labels in order to determine food quality
- d. TASK – Demonstrate knowledge of the key nutritional factors related to various life stages and common disease management

2. BODY MECHANICS and SYSTEMS (15% of Exam)

- a. TASK – Identify the anatomy of small animal species in order to enhance animal care
- b. TASK – Demonstrate a thorough understanding of the organ systems in order to enhance nutritional intervention
- c. TASK – Demonstrate an detailed understanding of physiology, pathology and pathophysiology of small or large animal species in order to enhance nutritional intervention
- d. TASK – Identify common positions and landmarks for placement of various tubes in order to assist the veterinarian in tube placement

3. DIAGNOSTIC and LABORATORY TESTS and STUDIES (5% of Exam)

- a. TASK – Ability to collect any needed specimen for diagnostic evaluation in order to optimize response to therapy
- b. TASK – Perform laboratory tests and studies as prescribed by the veterinarian (i.e. microscopy, clotting tests, cross match) to ensure diagnostic, quality results

- c. TASK – Discuss indications for use and the interpretation of results for diagnostic tests and studies with the veterinarian and/or client in order to provide optimal patient care
- d. TASK – Maintain diagnostic and laboratory equipment, including quality control procedures, to ensure accurate results

4. DISEASES (15% of Exam)

- a. TASK – Recognize and discuss the signs, symptoms, complications, and outcomes of malnutrition with the veterinarian and/or client in order to provide optimal patient care
- b. TASK – Discuss the transmission, pathways and etiology of diseases with the veterinarian and/or client in order to provide optimal patient care
- c. TASK – Discuss immunology and disease prevention with the veterinarian and/or client in order to provide optimal patient care
- d. TASK – Recognize and discuss key nutritional factors used in nutritional management of animals with the veterinarian and/or client in order to provide optimal patient care

5. PHARMACOLOGY (7% of Exam)

- a. TASK – Ability to perform complicated drug calculations as directed by the veterinarian to ensure patient and client safety
- b. TASK – Ability to comprehend, anticipate and recognize drug reactions, contraindications, interactions, absorption, administration protocols and mechanics to ensure patient and client safety
- c. TASK – Ability to calculate, formulate, and administer the proper nutritional requirements of animals and disease states in order to optimize care
- d. TASK- Ability to perform Total and Partial parenteral nutritional requirements based on animal condition and disease state in order to ensure optimal patient care
- e. TASK- Ability to calculate Resting Energy Requirements (RER) and Daily Energy Requirements (DER) for dogs and cats based on disease state as determined by the veterinarian
- f. TASK- Ability to calculate feeding amounts based on energy requirements and disease state as determined by the veterinarian in order to optimize nutritional response

6. ANIMAL CARE, MANAGEMENT, NURSING and TREATMENT (20% of Exam)

- a. TASK - Ability to calculate, formulate, administer and monitor the proper prescribed fluid therapy treatments as prescribed by the veterinarian to achieve optimal fluid balance
- b. TASK - Working with the veterinarian, discuss indications and possible reactions to nutritional intervention, both favorable and adverse to enhance patient care

- c. TASK – Monitor the patient through out the treatment plan to ensure patient health and safety
- d. TASK – Safely provide access to various systems in order to administer prescribed treatments or to monitor patients
- e. TASK – Safely restrain and handle animals in order to optimize outcome

7. IMPLEMENTATION AND INTERVENTION (18% of Exam)

- a. TASK- Discuss indication for use of a variety of feeding tubes, both pros and cons and placement techniques
- b. TASK- Demonstrate knowledge of a variety of foods useful in tube feeding, both pros and cons
- c. TASK- Demonstrate knowledge of how to manage diet transitions i.e TPN- enteral, tube fed- oral feeding, and therapeutic to maintenance diets
- d. TASK- Demonstrate the ability to formulate and administer both TPN and PPN
- e. TASK- Demonstrate the ability to manage feeding tubes in the hospital and educate owners on use at home. Ability to manage common problems and complications both in hospital and at home with owners
- f. TASK- Knowledge of tube removal techniques



AVNT Item Writing Form

Question: (Stem)

Responses: (Please list the correct response first)

1. _____
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4. _____

Reference: (Source you would quote to prove the correct answer is in fact correct)

Author

Title

Publisher:

Year:

Page(s):

Rationale: (A short statement explaining the testing point)

Name: _____

Contact information: _____

e-mail address: _____

Domain

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- ☐ 2. Body Mechanics and Systems
- ☐ 3. Diagnostic and Laboratory Tests and Studies
- ☐ 4. Diseases
- ☐ 5. Pharmacology
- ☐ 6. Animal Care, Management, Nursing and Treatment
- ☐ 7. Implementation and Intervention

All information must be completed to be accepted



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