



**NCSBN**  
Leading Regulatory Excellence

# REx-PN™ Academic Workshop: Hands-On Item Writing



# NCSBN Team

Jason Schwartz, MS | Director, Outreach

Latrice Johnson, MSN, RN | Content Development Manager

Gina Paveglio, MSN, RN | Content Development Associate

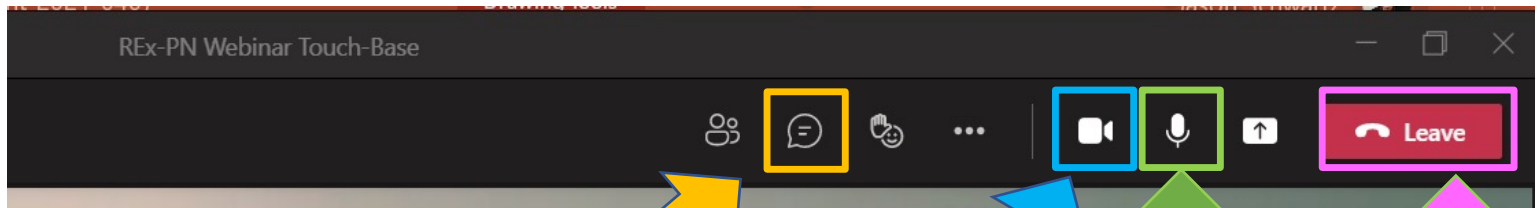
Katie Yandell, PMP | Project Manager, REx-PN

# Workshop Objectives

At the end of the REx-PN Academic Workshop webinar, the participant will be able to:

- ✓ Explain the steps of the item development process
- ✓ Apply principles of item writing using REx-PN style to develop multiple choice items
- ✓ Access available REx-PN publications and educational resources

# Quick intro to Teams virtual meeting



## CHAT

Click this to ask/answer questions and receive information from meeting hosts.

## VIDEO

Click this to turn your camera on/off.

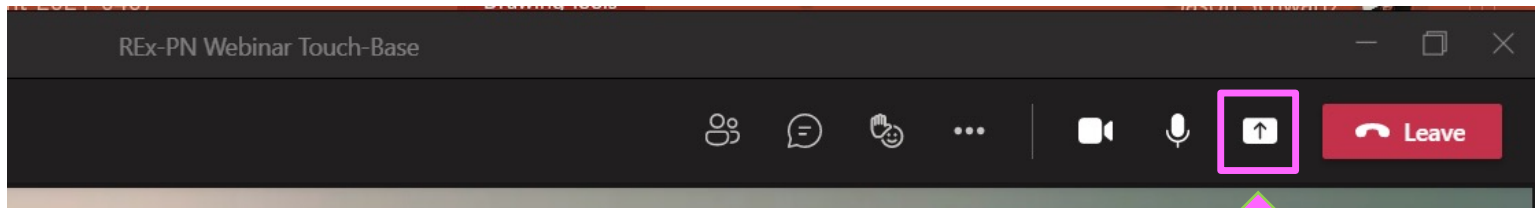
## MIC

Click this to go on/off mute.

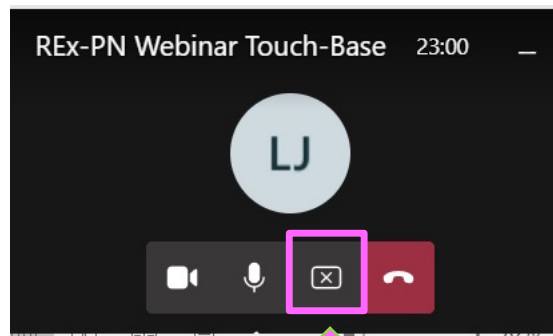
## LEAVE

End breakout or entire mtg.

# Advanced – Presenter mode

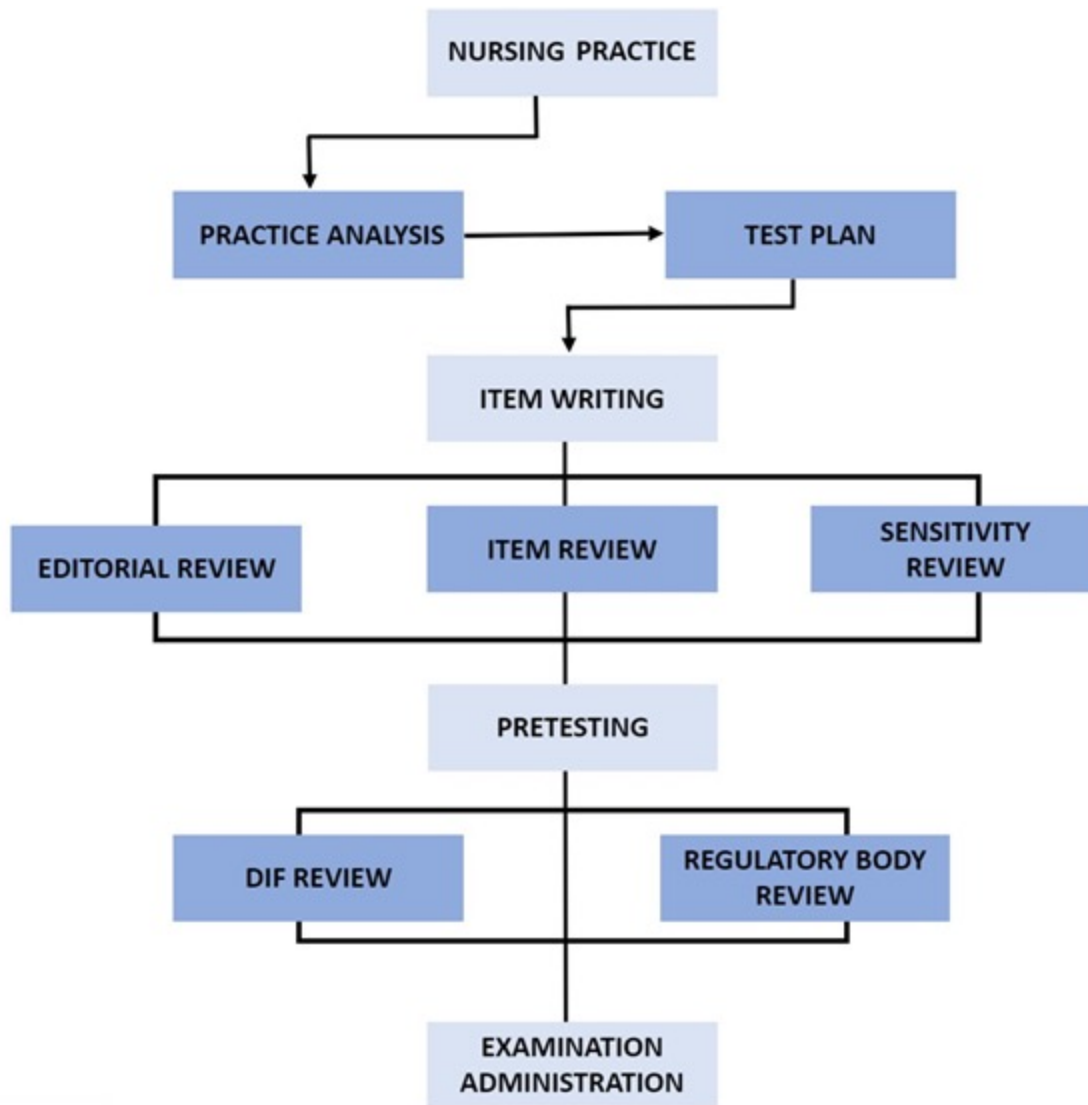


↑  
**SHARE  
SCREEN**



↑  
**STOP  
SHARING**

# REx-PN Item Development Process



# Foundations of Item Writing

# Item Terminology

**STEM** The nurse is preparing a staff education program about myasthenia gravis. Which of the following should the nurse include as a treatment used for an exacerbation of myasthenia gravis?

## **RESPONSE OPTIONS**

(A) thyroidectomy

**DISTRACTOR**

(B) plasmapheresis

**KEY**

(C) chemotherapy

**DISTRACTOR**

(D) bisphosphonates

**DISTRACTOR**



# REx-PN Items Must Be

Linked to the  
test plan

Suitable for  
entry-level  
practice

Accurate

Current in  
nursing practice

One key  
*Unless multiple  
response*

# Item Construction Principles

- Clear item intent or objective
- Central idea identified in the stem
- Relevant and pertinent information provided
- Readability of item:
  - Information provided is concise; can be read and processed within a short amount of time
- Correct spelling, grammar and punctuation

# Distractor Design

- Three distractors for each item
- Grammatically matches the stem
- Options are parallel and independent
- Avoid opposites
- Avoid “All of Above” or “None of Above”
- Key and/or distractors are not conspicuous

# Parallel Length of Responses

All options have similar text lengths

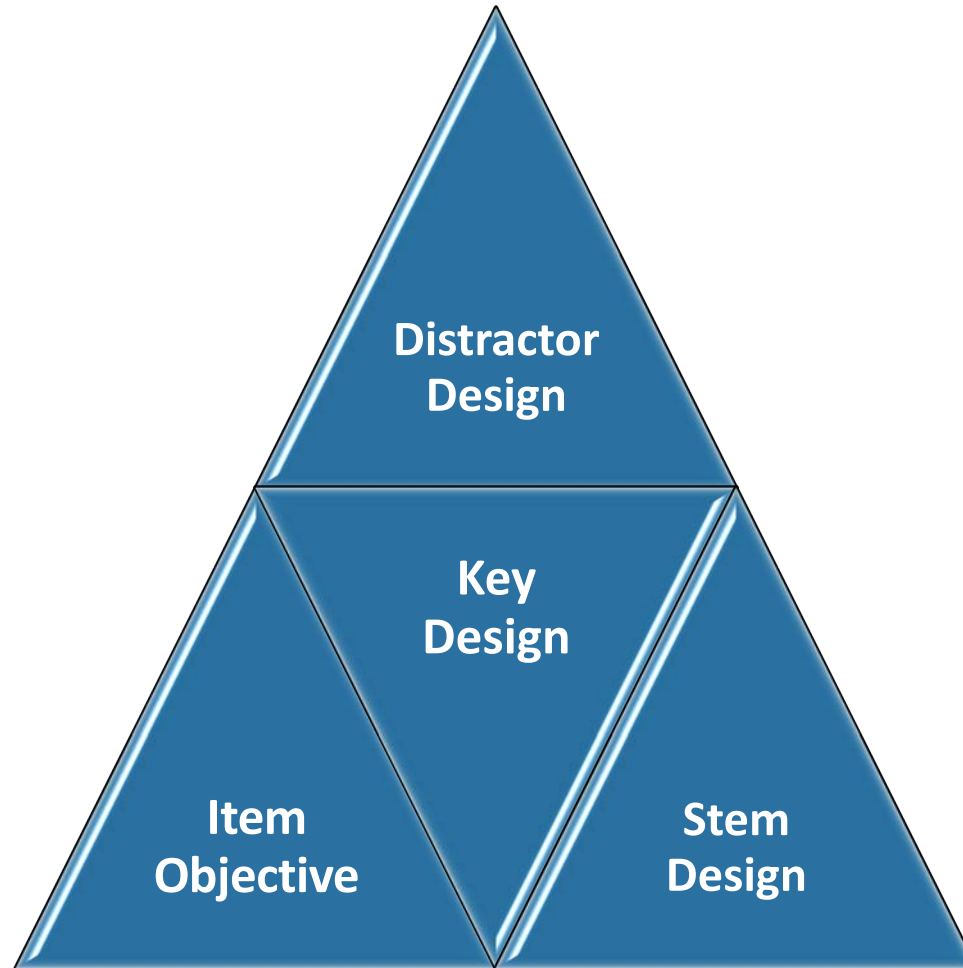
***OR***

Two pairs that are similar in length

1 & 2 are similar, 3 & 4 are similar

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# A Well-Designed Item



# REx-PN Style Principles

## Avoid

- Slang or idioms that may be confusing
- Words that may not be familiar to all groups
- All brand names
- Classifying clients by age or diagnosis
- Gender unless necessary to answer an item
- Negatively worded stems

# REx-PN Terminology

## REx-PN Preferred Usage

**Generic** rather than **trade names**

---

**Client** rather than **patient**

---

**Nurse** rather than **you**

---

**Unregulated Care Provider (UCP)** rather than  
**nurse aide/technician**

---

# REx-PN Item Assumptions

In the REx-PN examination, it is assumed unless otherwise specified:

- Adult client
  - *Age or developmental stage will only be included when it is required to answer the item (pediatric clients, older adult)*
- Nurse has an order to carry out an intervention



# Example Item

The male nurse is caring for a 40-year-old female client with a history of hypertension and diabetes who is taking newly prescribed Prinivil. Which of the following foods should she avoid while taking an ace inhibitor? **Select all that apply.**

- lattes
- apples
- Tropicana orange juice
- bananas
- Nu-Salt Salt Substitute

# Example Item - Revised

The nurse is caring for a client who is taking a newly prescribed ace inhibitor medication. Which of the following foods should the client avoid while taking this medication? **Select all that apply.**

- coffee
- apples
- oranges
- bananas
- salt substitutes

# Example Item

You are observing a travel nurse who is caring for an adult male stroke patient who is receiving tube feeds. Which of the following actions by the travel nurse would require you to intervene?

- Elevating the HOB to 35 degrees.
- Replacing the formula q4h with fresh formula.
- Measuring and then re-administering the residual gastric content.
- Changing the tube feeding container and tubing q8h.

# Example Item - Revised

The nurse is observing a co-worker who is caring for a client who has ordered continuous enteral tube feedings. Which of the following actions by the co-worker would require the nurse to intervene?

- Elevating the head of the client's bed to 35 degrees.
- Replacing the formula every 4 hours with fresh formula.
- Measuring and then re-administering the residual gastric content.
- Changing the tube feeding container and tubing every 8 hours.

# Item Writing Practice

# Steps in Item Writing

1. Select a nursing concept.
  - Activity statement from Test Plan
  - Nursing Process
  - Body System
  - Disease Process

# Steps in Item Writing

2. Locate references in textbooks, journals, and/or approved-websites.
3. Write the stem.
4. Write the key.
5. Write the distractors.
6. Review the item.

# Developing an Item Stem

- A complete item stem should include:
  1. Scenario
  2. Client condition and descriptors
  3. Information requested (question)
  4. Additional directions (if needed)
- A stem can be either open-ended or closed



# Stem Examples

The nurse is caring for a client who has (client condition). Which of the following actions should the nurse take?

The nurse has attended a staff education program about (client condition). It would demonstrate a correct understanding of the teaching if the nurse is observed

# Stem Examples

The nurse is teaching the client who has had (client procedure). Which of the following statements by the client indicates a correct understanding of the teaching?

The nurse is teaching a client about (client condition). Which of the following information should the nurse include? **Select all that apply.**

# Sample Multiple-Choice Item

The nurse is caring for a client who had a cardiac catheterization 3 hours ago. Which of the following findings is **essential** for the nurse to follow-up?

- Pulse, 101
- Blood urea nitrogen (BUN), 8.21 mmol/L \*
- Decrease in respiratory rate from 18 to 16 over the past one hour
- Blood pressure increase from 103/68 mm Hg to 110/70 mm Hg over the past one hour

# Sample Multiple-Choice Item

The nurse is caring for a client with a Clostridium Difficile infection. Which of the following infection control precautions should the nurse implement?

- Droplet precautions
- Contact precautions \*
- Standard precautions
- Airborne precautions

# REx-PN Item Types

**Multiple Choice**

Multiple Response

Fill in the Blank Calculation

Exhibit

Graphic

# REx-PN Resources

# REx-PN Web Resources

REx-PN Test Plan

REx-PN Practice Analysis

REx-PN CAT Recording

REx-PN FAQs

<https://www.ncsbn.org/rex-pn.htm>

## NCLEX & Other Exams

[Application & Registration](#)[Before the Exam](#)[Exam Day](#)[After the Exam](#)[Testing Locations](#)[Test Plans](#)[Exam Statistics & Publications](#)[Exam Volunteer Opportunities](#)[Next Generation NCLEX Project](#)[NCLEX Research Opportunities](#)[NCLEX FAQs](#)[Exam Contacts](#)[NCLEX Member Resources](#)[REx-PN](#)

# Regulatory Exam - Practical Nurse (REx-PN)



Regulatory Exam - Practical Nurse

The REx-PN is a new Canadian Practical Nurse exam developed for the British Columbia College of Nursing Professionals (BCCNP) and the College of Nurses of Ontario (CNO).

BCCNP and CNO have partnered with NCSBN to develop the REx-PN. NCSBN is dedicated to developing psychometrically sound and legally defensible nurse licensure and certification examinations consistent with current practice.

**The REx-PN exam will launch in January 2022.**



## 2022 REx-PN Test Plan

EFFECTIVE JANUARY 4, 2022

The REx-PN test plan includes an in-depth overview of the content categories, details about the administration of the exam and REx-PN style item writing exercises.

[Download Publication](#)

[Français](#)

### RELATED PAGES

[REx-PN FAQs](#)

### RELATED RESOURCES

[British Columbia College of Nursing Professionals \(BCCNP\)](#)

[College of Nurses of Ontario \(CNO\)](#)

### RELATED VIDEOS



[REx-PN Using CAT](#)

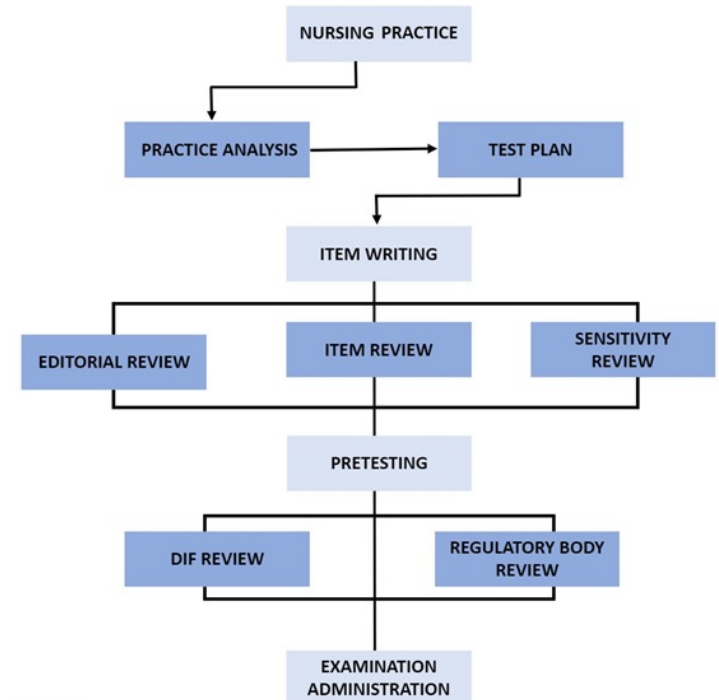


[REx-PN: un Examen Adaptatif Informatisé](#)



# Summary

- The item development process consists of several detailed steps
- REx-PN exam consists of both standard multiple choice items and alternate item types
- REx-PN educational resources and publications are available



QUESTIONS?

# What's next?

- We will divide the full group into three smaller groups.
- We will post a link in the chat for each group to click on. This will take you into a “breakout room” with the other members of your group.
- Do NOT “hang up” on the main meeting since you will need to come back at the end.
  
- Once your group has arrived in its breakout room,
  - Agree on a “rep” who will share their screen (MS Word or similar) and draft the groups items based on collective input
  - Model stems are in the meeting invitation and will also be posted into the breakout room chat area
  
- 15 minutes before close of workshop, come back to the main room to share items
  - “Hang up” on your breakout room
  - Click “Resume” when you get to the main room
  - If you get totally lost you can exit completely and re-join using original invitation



THANK YOU!