

## CEU Instructions and Examples

Precede 10 CEU questions with 3 objectives identifying the manuscript outcomes for the reader relating the objectives to the content of the questions. Word the objectives by identifying what the reader will be capable of demonstrating after the manuscript is read. Include the answers for your questions.

Multiple choice questions consist of two parts: (1) The problem or **stem** that may be in the form of a question/problem or an incomplete statement (not preferred), and (2) A set of options that contains one correct answer; and several incorrect options, called **distractors**. The stem and distractors are drawn from the manuscript and reflect the intent of the objectives.

**Suggestions for writing stems.** Stems must pose a clear question so the reader knows exactly what is being asked. The reader should know exactly what the problem was after reading the stem and rather than having to read the **distractors** to understand the question. Suggestions:

1. The stem should be a question or a partial sentence.
2. The stem should be meaningful by itself and should present a definite problem.
3. Word the stem positively; avoid negative phrasing.
4. Include as much information in the stem and as little in the options as possible. Include the central idea or the one point to be assessed and most of the phrasing in the stem.
5. Eliminate excessive verbiage or irrelevant information. Don't give grammatical clues in the stem such as singular or plural verbs that correspond to only one distractor.

**Suggestions for writing options.** The purpose of the **distractors** is to appear as tempting solutions to the problem. Traditionally using four options for items is preferred.

1. Alternatives which read "both a. and d. above," or "all of the above," imply that the options vary in degree of correctness. "All of the above" is never desirable, as one recognized distractor eliminates it and two recognized answers identify it.
2. Alternatives should be free from clues about which response is correct. It's therefore important that alternatives
  - have grammar consistent with the stem,
  - are parallel in form,
  - are similar in length,
  - use similar language, and
  - are mutually exclusive and not overlapping.
3. An important aspect is ensuring that the incorrect choices (distractors) appear to be possibly correct. Distractors are best created using common errors or misunderstandings about the

concept being assessed and making them homogeneous in content and parallel in form and grammar.

4. Avoid specific determinates, such as “never,” “always”, "totally," "absolutely," and "completely." This eliminates the plausibility of distractors.
5. The position of the correct answer should vary randomly from item to item. Use each alternative as the correct answer about the same number of times. Place options in logical or numerical order.

### **Example 1**

*Objective:* After reading this manuscript, the reader will articulate how activity monitors can be used in recreational therapy programming.

*Question:* (Please select the most appropriate answer): After reading this study, recreational therapists should consider using activity monitoring devices like Garmin Forerunner and HRM to \_\_\_\_\_:

- a. Motivate clients during and after physical activity (correct)
- b. Collect second-by-second heart rate data for research
- c. Reward clients for engaging in physical activity
- d. Monitor their activity while leading recreation groups

### **Example 2**

*Objective:* After reading this manuscript, the reader will list one government agency that provides grants for international sport programming.

*Question:* (Please select the most appropriate answer): The International Sports Programming Initiative within the United States is funded by which entity?

- a. The National Institutes of Health
- b. The World Health Organization
- c. The Department of State’s Bureau of Educational and Cultural Affairs (correct)
- d. The Department of Homeland Security