Please register at:

http://tinyurl.com/ODI-app
Workshop Goals

• Review multiple choice test-taking tips & practice finding clues in questions
• Apply learning to positive test-taking outcomes
• Assess number & type of stressful life events
• Explore tools to manage stress
Test Taking
Types of Tests

Multiple Choice
• Avoid blanket statements
  • i.e. none, always, all, only etc.
• Watch out for umbrellas
  • All seem like good answers
• Weed out answers
  • Deductive reasoning
  • Choose the “most true” option

True or False
• Watch out for traps!
  • Make sure everything is true
  • Avoid absolutes, they’re usually false
    • No, never, none, always, every etc.
  • Double negatives
    • Never not i.e. “it is never not a good idea to study ahead of time”
• Qualified statements are generally correct
  • Some, rarely, most etc.

Adapted from Study Guides and Strategies
https://www.studygs.net/tsttak4.htm
Types of Tests

**Essay**

- **Begin with a strong first sentence** that states the main idea of your essay.
- **Develop your argument**
  - Begin each paragraph with a key point from the introduction & develop that point.
  - Use transitions, or enumerate, to connect your points.
  - Hold to your time. Be organized.
  - Avoid very definite statements when possible; a qualified statement implies a philosophic attitude, the mark of an educated person.
  - Qualify answers when in doubt. It is better to say "toward the end of the 19th century" than to say "in 1894" when you can't remember, whether it's 1884 or 1894. In many cases, the approximate time is all that is wanted; unfortunately 1894, though approximate, may be incorrect, and will usually be marked accordingly.
  - Summarize in your last paragraph. Restate your central idea and indicate why it is important.

**Review**

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**Short Answer**

**When taking the test**

- **Respond directly to the question or directive**
  Focus on keywords and ideas called for. Eliminate those that do not directly address the information requested in the test item.
- **Respond and write concise answers**
  Connect key facts into short sentences according to the test instructions.
- **If you can think of several answers**
  Let the instructor know. The instructor may give you a clue to the correct answer he/she's looking for.
- **A guess made with common sense could get you more test points than if you leave an answer blank.**

Adapted from Study Guides and Strategies

[https://www.studygs.net/tsttak4.htm](https://www.studygs.net/tsttak4.htm)
Tip: Essay Tests

Write down everything you know before writing the essay
Try it!
Umbrella (Fusion) Question

Which of the following is found in the U.S.?

A. Tempe  
B. Phoenix  
C. Arizona  
D. Flagstaff
Answer

- Three of the answers fit within the category of the 4th
- Answer: Arizona
1. The client is fidgeting and has trouble sitting still. He has difficulty concentrating and is tangential. Which of the following would help decrease this client's level of anxiety? Select all that apply.
A. Refocusing attention
B. Allowing ventilation
C. Suggesting a time-out
D. Giving intramuscular (IM) medication
E. Assisting with problem solving
Rationale

Answers: A, B, E.
The client is exhibiting symptoms of moderate (+2) anxiety. At this level of anxiety, the nurse would help the client to decrease anxiety by allowing ventilation, crying, exercise, and relaxation techniques. The nurse would further assist the client by refocusing his attention, relating behaviors and feelings to anxiety, and then assisting with problem solving. Oral medications may be needed if the client’s anxiety is prolonged or does not decrease with the nurses’ interventions. Suggesting a time-out and giving IM medication are possible interventions for a client whose anxiety level is severe (+3).

Reference
Test-Taking Clues
Multiple-Choice (MC) Test Clues

• **Read directions carefully.**
  • Know if each question has one or more correct options.
  • Know how much time is involved.

• **Preview the test.**
  • Read test quickly, answer easiest ques. first.

• **Read test second time & answer more difficult questions.**
  • You may pick up clues from first reading, become more comfortable.
  • If time allows, review both questions & answers. It is possible you miss-read questions the first time.
Strategies for Difficult Questions

Improve your odds, think critically:

• Cover options, read the stem & try to answer.
  • Select option that most closely matches your answer.
• Read the stem with each option.
• Treat each option as a true-false question, and choose the “most true.”
More Strategies

• “All of the Above:” If **two or more** are correct “all of the above” is a strong possibility.

• **Number answers:** Toss out **high** and **low** and consider middle range numbers.

• **Look alike options:** Probably **one is correct**, choose the best but eliminate choices that mean basically the same thing thus cancel each other out.

• **Double negatives:** Create the **equivalent positive** statement and consider.

• **Echo options:** If two options are **opposite** of each other, chances are one of them is correct.
Summary
Critical Thinking MC Questions

- Three or four-step thought processes:
- Knowledge base of what is normal. (**Diagnose** the patient).
- What can be done to rectify? (**Identify** treatments/actions).
- Must scrutinize a variety of data presented in BOTH the stem and options. (**Apply** your knowledge plus critical thinking).
- Must use differentiation to determine significance of information and recognize the differences in options. (**Prioritize** the actions).
Practical Prep for Tests
A Practical Plan for Busy Students
But I just don’t have time...

Adapted from Frank Christ’s PLRS system.
©2015 Louisiana State University, Center for Academic Success
Before Class: 5-15 min
- Skim new material (bold font and picture)
- Note big ideas
- Come up with questions
- Relate to previous topics

Adapted from Frank Christ’s PLRS system.
©2015 Louisiana State University, Center for Academic Success
Active Class Participation:

- Go to class!
- Take notes
- Ask questions
- Look for main ideas

After Class: 10-15 min

- Re-read notes
- Fill in gaps
- Develop questions
Study Session: Power Hour

- 30-50 mins, several times per week
- Know your distractions
- Study with action and focus
- Review before you walk away

Adapted from Frank Christ’s PLRS system.
©2015 Louisiana State University, Center for Academic Success
Check, Reflect, Seek Help:

- Can I teach this material or verbalize it to someone else?
- Are my study methods working for me?
- What are my resources for help?
Stress Management
Pair & Share: Big Rocks

Take a minute to think about this.
Partner up with someone sitting near you and share for 2 minutes what some of the big rocks are in your life.
stress
Holmes-Rahe Life Stress Inventory & College Student ‘s Stressful Event Checklist


Stress & College Students

Stressed Out Students
Are students today more stressed than ever?

Stress is the No. 1 Factor in Academic Disruption
1 in 5 students have felt too stressed to study or be with friends
1 in 5 have considered dropping out of school because of it

What You Can Do To Deal with Stress

Try This Right Now

Acknowledgment each thought and let it float past you
Breathe Comfortably

Do it for 10 Minutes

In one study, practicing meditation daily for 8 weeks reduced stress in Senior Med students by 20%

College Is Stress

70% of college students receive less than the 8 recommended hours of sleep every night

How Often Are College Students Stressed?

In a survey given to 38 college students, I asked how often they get stressed in a typical week.

13 students said they felt stressed all the time
1 student said they felt stressed never
1 student said they felt stressed only when they were doing work on projects
3 students said they felt stressed only when they made big work on projects


FIGURE 25-1 Adaptation occurs when a person has supports and coping abilities adequate to enable him to deal with the stressors. A realistic perception of the stressful event promotes adaptation, whereas an unrealistic perception makes adaptation more difficult.
Strategy: Emotional Freedom Technique

EFT is a form of psychological acupressure, based on the same energy meridians used in traditional acupuncture to treat physical and emotional ailments for over five thousand years, but without the invasiveness of needles. Instead, simple tapping with the fingertips is used to input kinetic energy onto specific meridians on the head and chest while you think about your specific problem - whether it is a traumatic event, an addiction, pain, etc. -- and voice positive affirmations.

For more information: http://eft.mercola.com/
What are some healthy ways to manage stress?
Where is Your Time Going?

You have **24 hours** in your day

You have **168 hours** in your week

Ways to Schedule Your Time:
- Daily
- Weekly
- Biweekly
- Monthly
- Semester
- Yearly

Time use on an average weekday for full-time university and college students

- Traveling (1.4 hours)
- Other (2.2 hours)
- Sleeping (8.8 hours)
- Leisure and sports (4.0 hours)
- Educational activities (3.6 hours)
- Eating and drinking (1.0 hour)
- Grooming (0.8 hour)
- Working and related activities (2.3 hours)

Total = 24.0 hours

**NOTE**: Data include individuals, ages 15 to 49, who were enrolled full time at a university or college. Data include non-holiday weekdays and are averages for 2011-15.

**SOURCE**: Bureau of Labor Statistics, American Time Use Survey
Creating a Routine: Planning is Key

“Nonetheless, routine, which brings about a sense of predictability, sense of time control and familiarity, is relevant to time management. A routine not only comprises a sequence of activities or tasks that need to be completed, but also the duration of these activities and the speed with which these are carried out. A routine has a pace that can be altered as the situation demands.” (Waterworth, 2003)

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Summary

• Prepare accordingly based on test format
• Dissect test questions for clues
• Utilize critical thinking skills in answering test questions
• Determine sources of stress and resources available
• Implement effective stress management techniques
• Appreciate and value your accomplishments thus far
Thank you for attending!
Please take the workshop survey:

http://tinyurl.com/TestPrepStressFA17
For additional resources and learning support services see:

http://diversity.uahs.arizona.edu/academic-support

Location: College of Medicine Room 1119B

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