



THE UNIVERSITY OF ARIZONA HEALTH SCIENCES

Diversity & Inclusion

Test Taking & Stress Management

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A scenic landscape featuring a calm, turquoise lake in the foreground, reflecting the surrounding environment. In the background, majestic, rugged mountains with patches of snow and glaciers rise against a sky with soft, white clouds. A dense forest of evergreen trees lines the shore of the lake. The overall atmosphere is serene and natural.

Please register at:

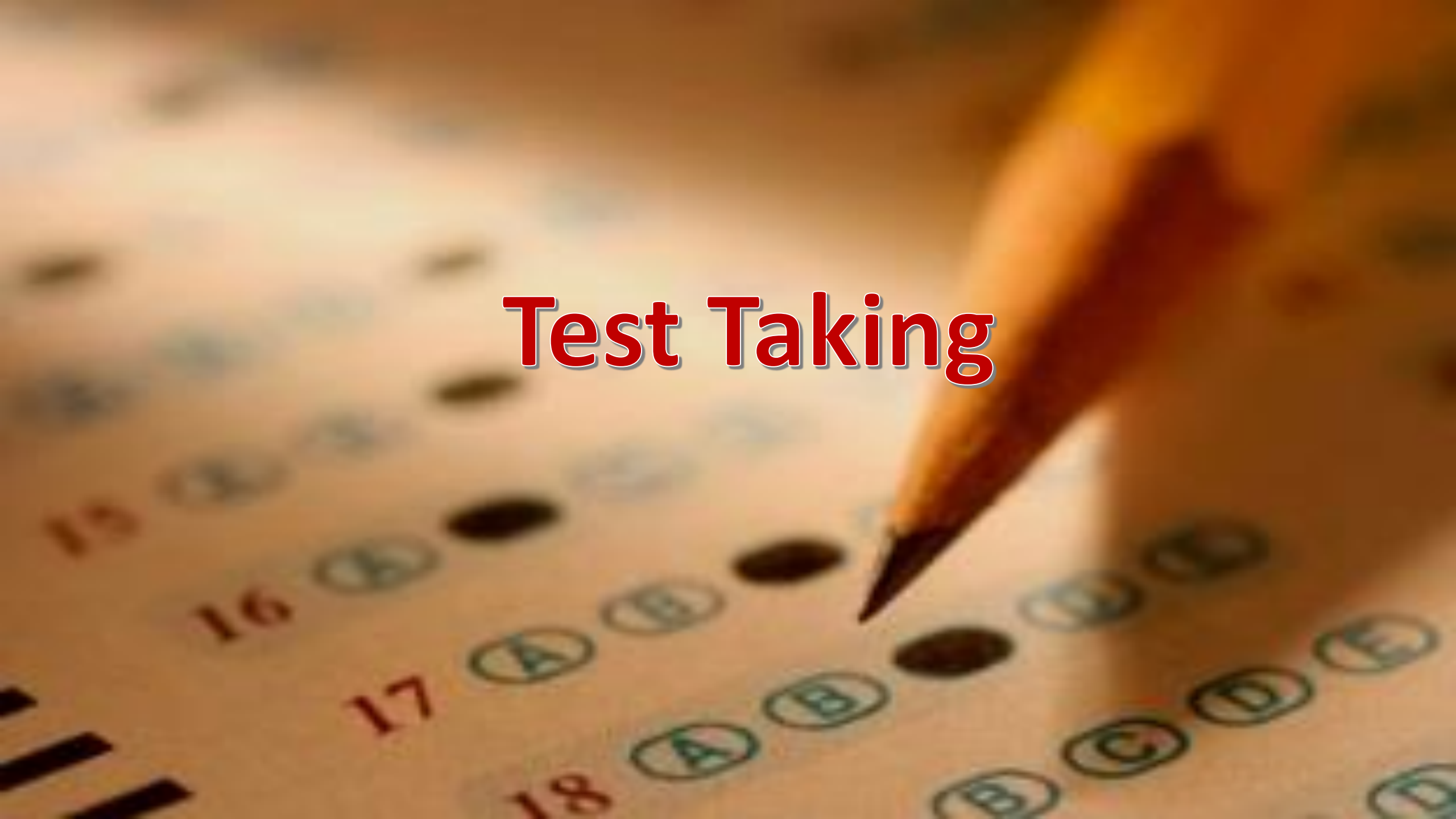
<http://tinyurl.com/ODI-app>



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.

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

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

Tip: Essay Tests

Write down everything you know
before writing the essay



Try it!

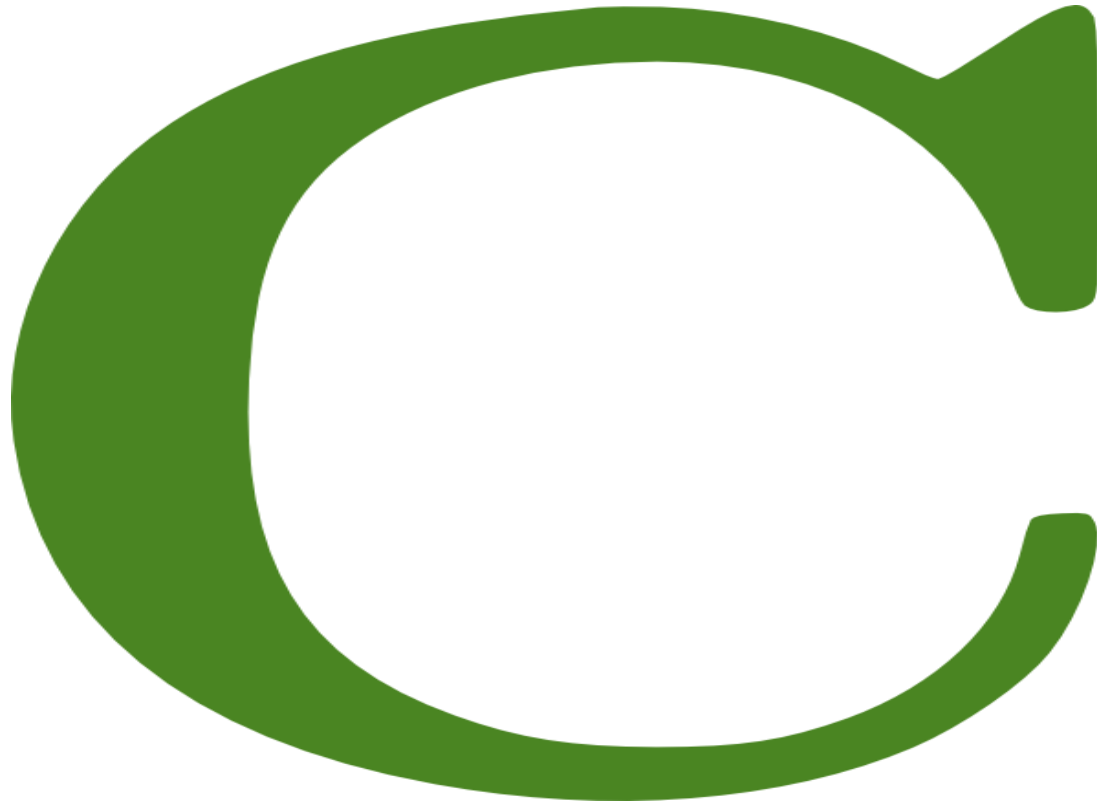
Umbrella (Fusion) Question



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



Anatomy of Critical Thinking Questions

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

National Institutes of Health, National Institute of Mental Health. (2016, March). *Anxiety disorders*. Retrieved from <http://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml>

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.



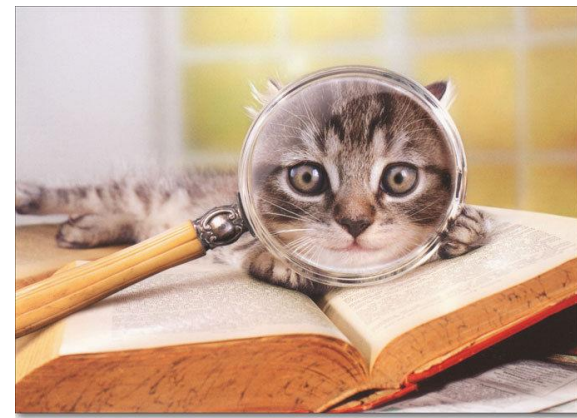
Strategies for Difficult Questions

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.

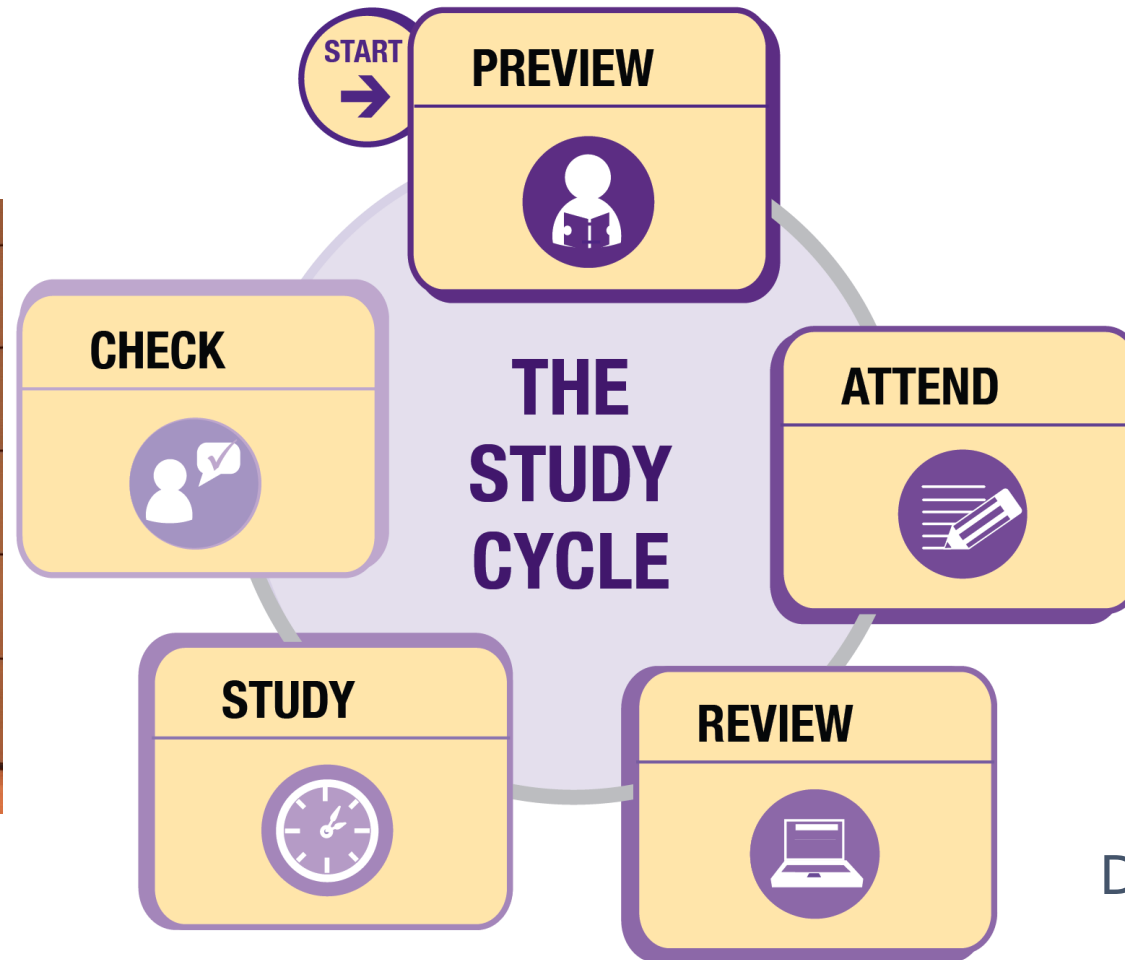
Summary

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).

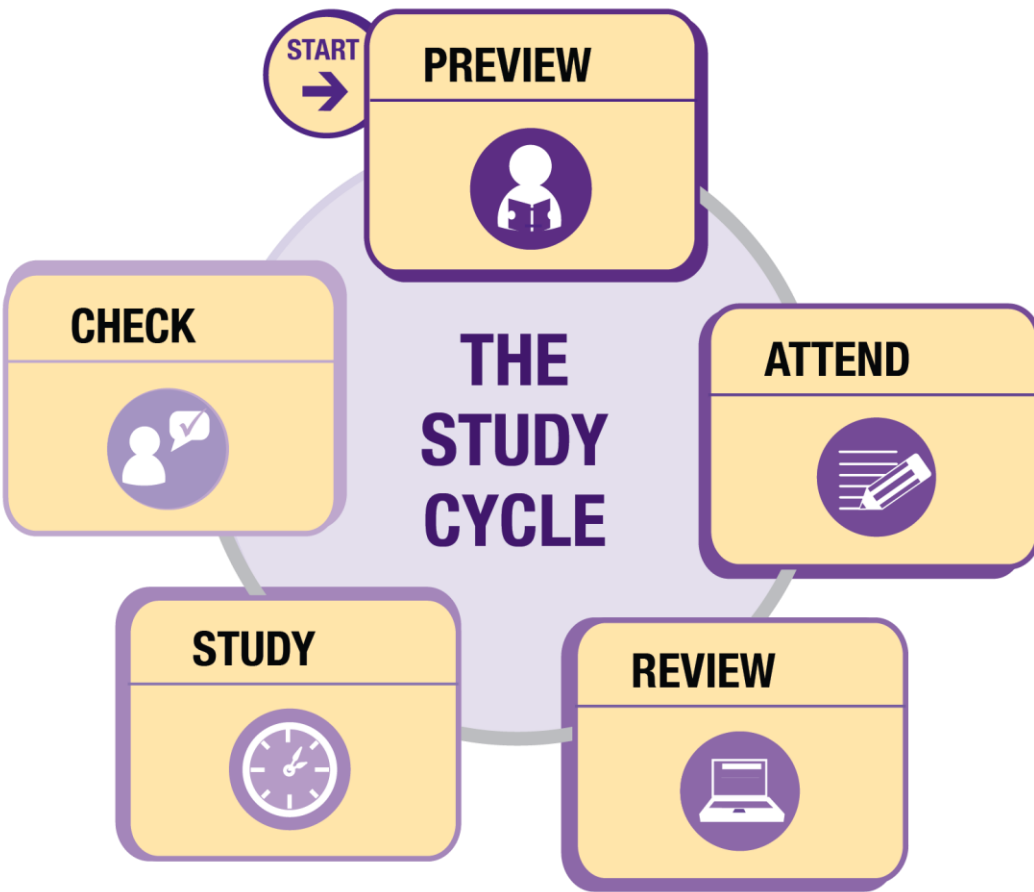
Practical Prep for Tests

A Practical Plan for Busy Students But I just don't have time...



Dr. Sandra McGuire



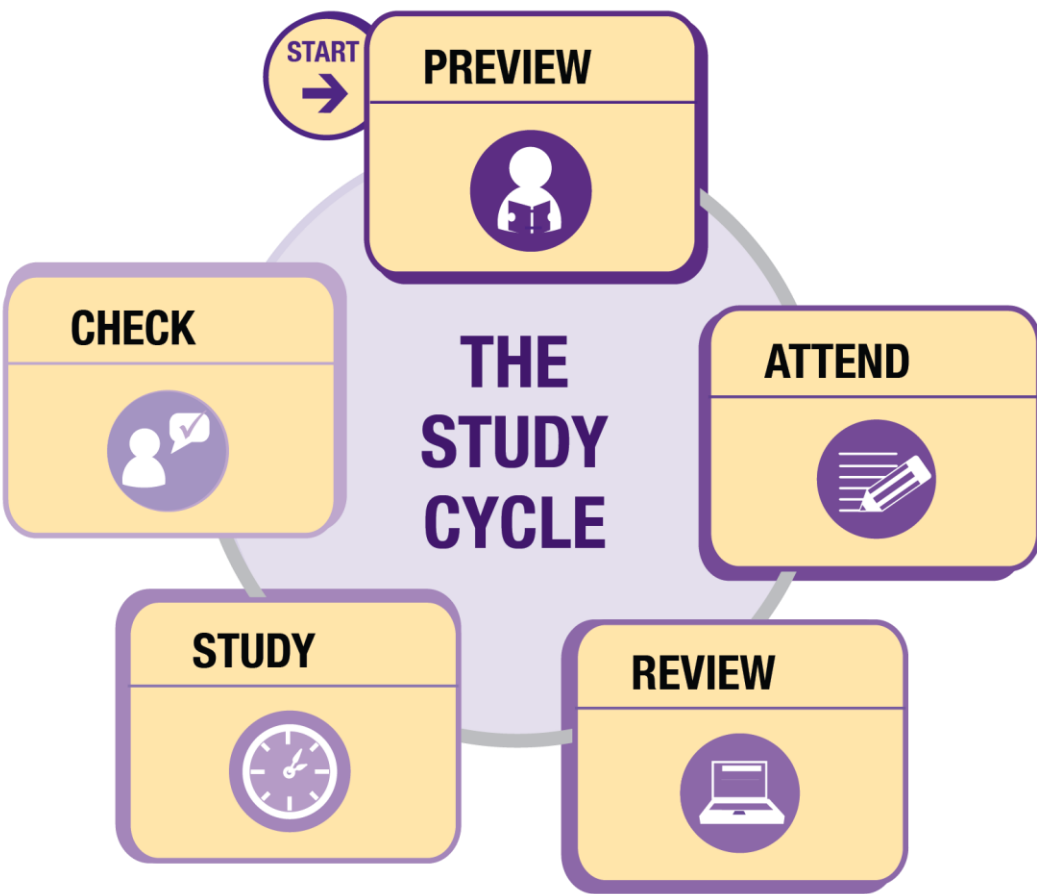


PREVIEW

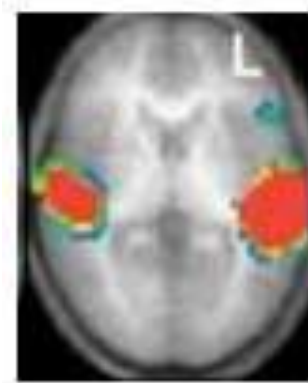


Before Class: 5-15 min

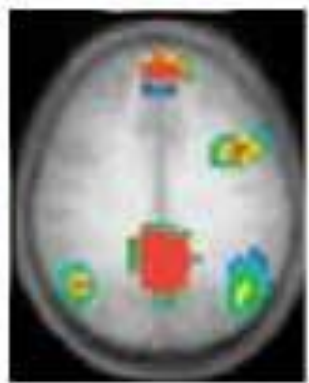
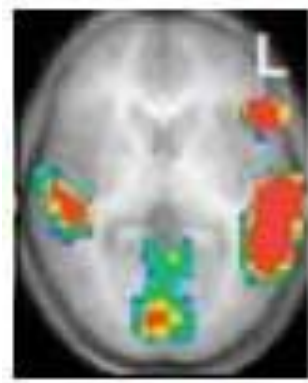
- Skim new material (bold font and picture)
- Note big ideas
- Come up with questions
- Relate to previous topics



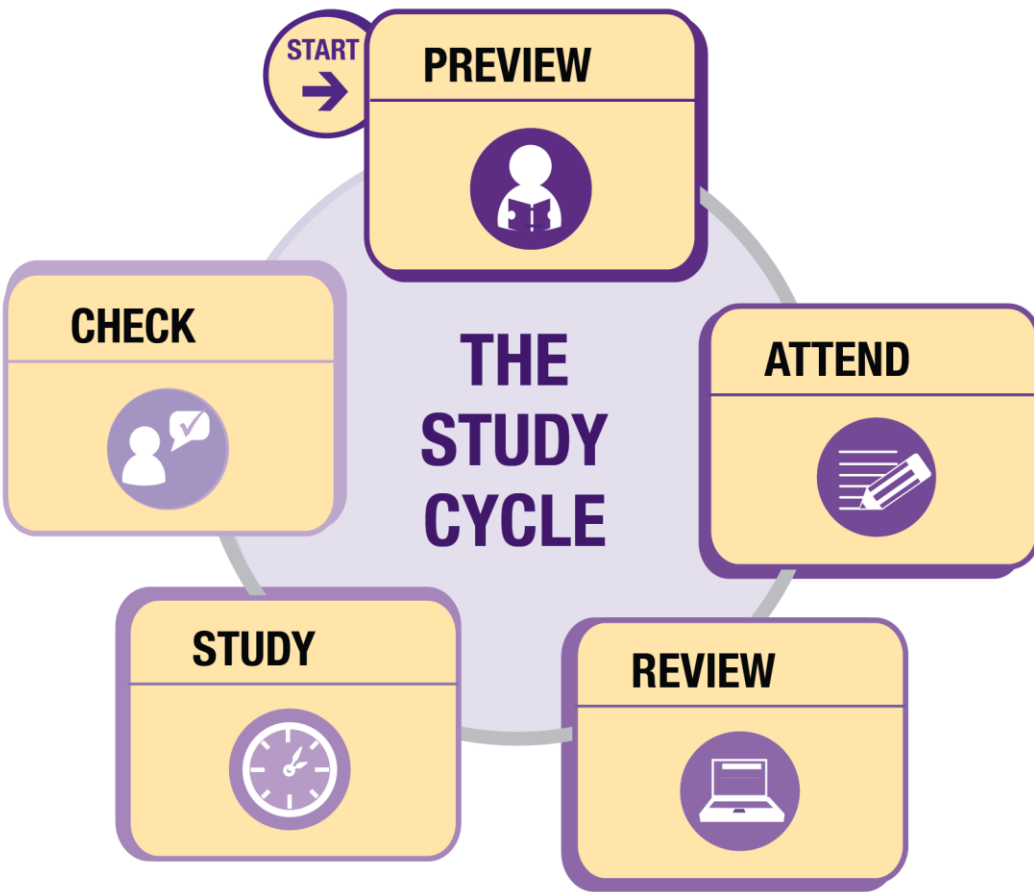
ATTEND



Passive
Listening



Active
Listening

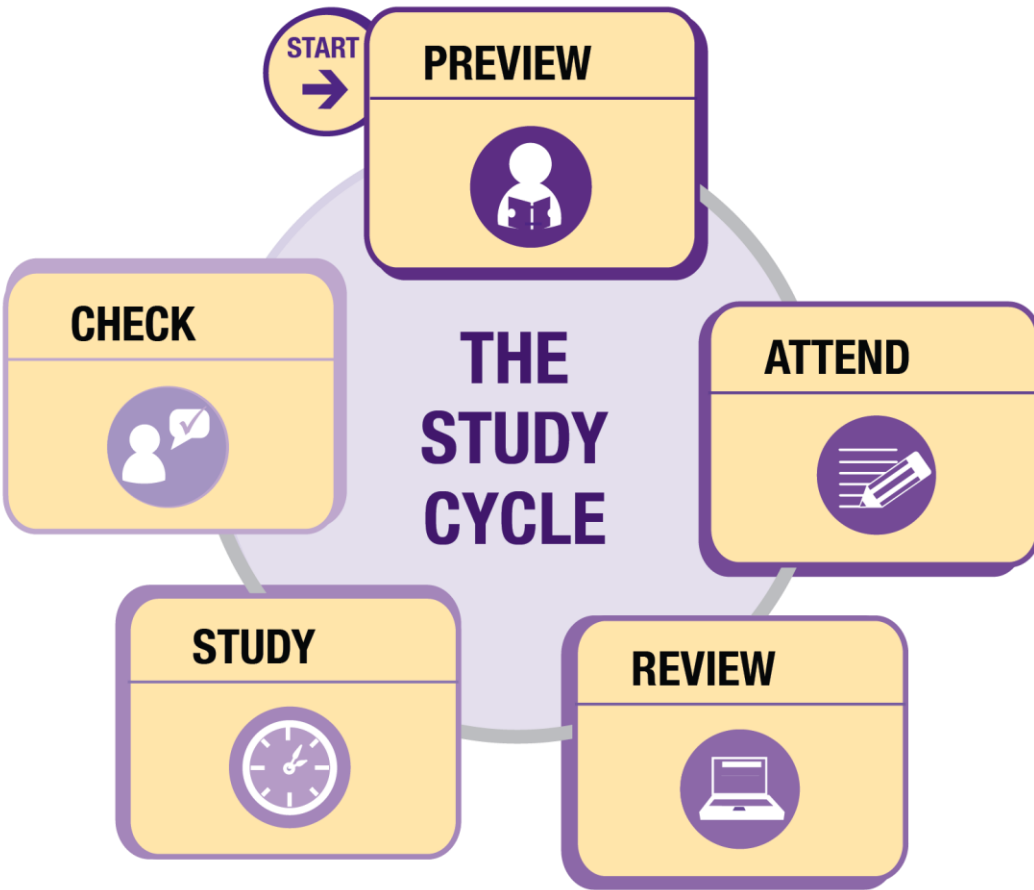


REVIEW



After Class: 10-15 min

- Re-read notes
- Fill in gaps
- Develop questions

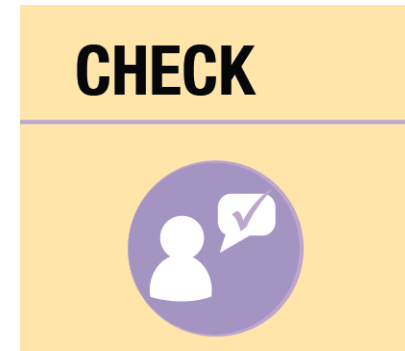
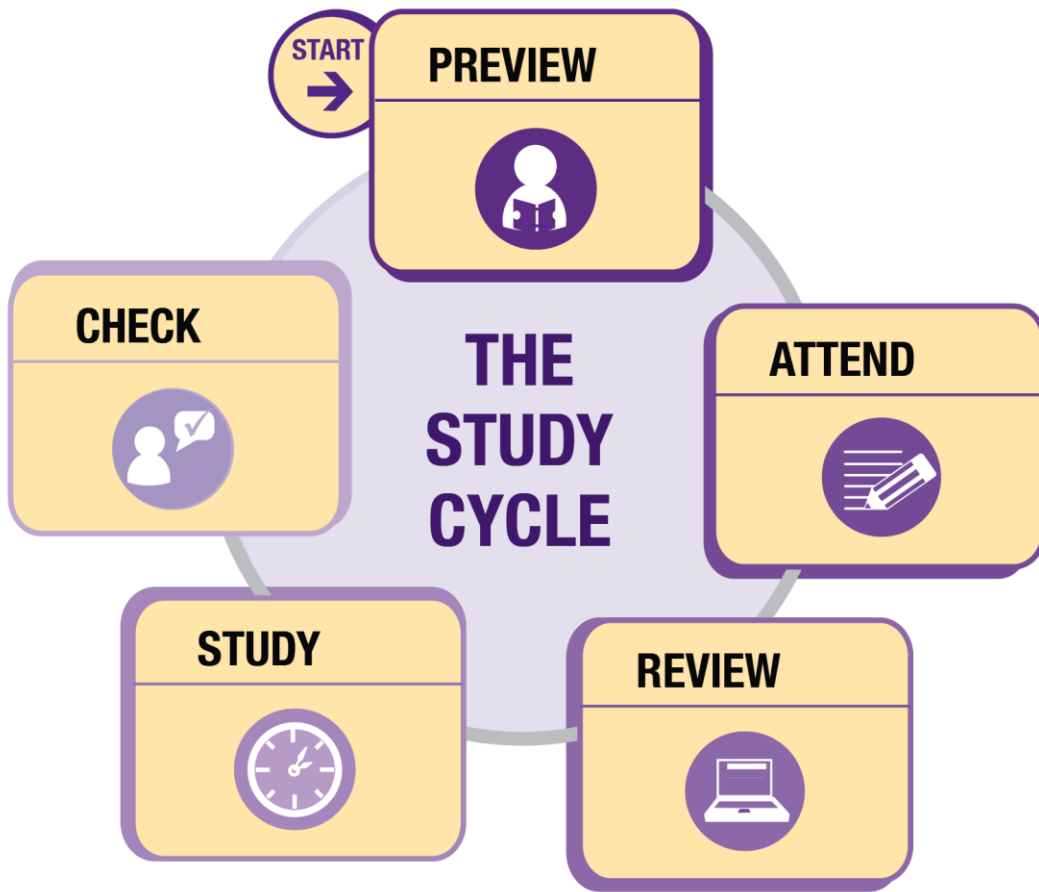


STUDY



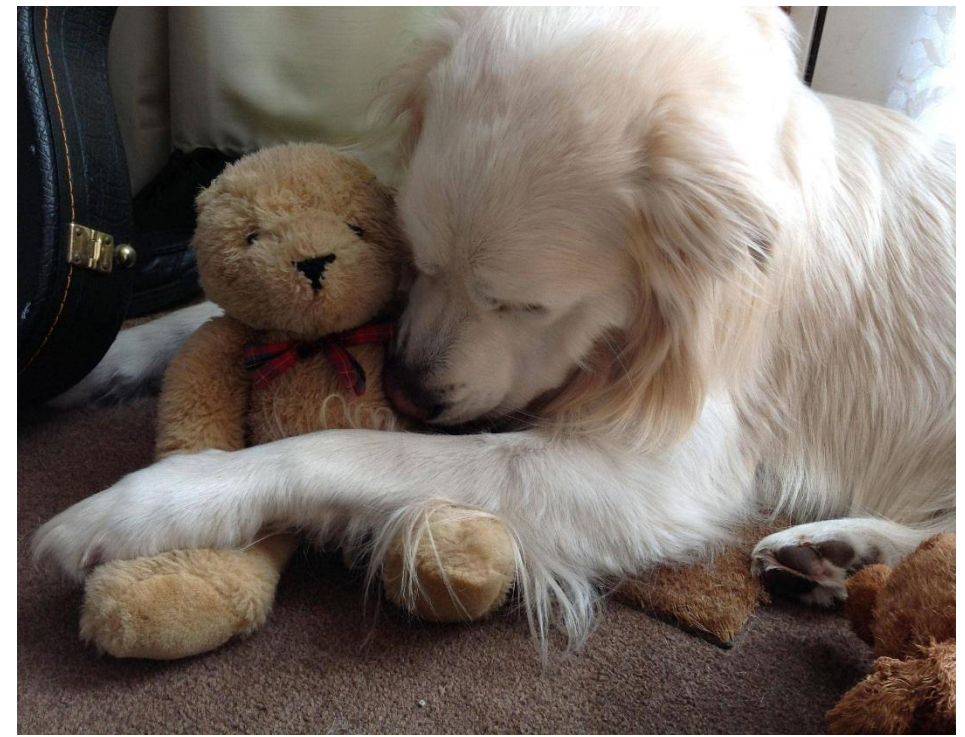
Study Session: Power Hour

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



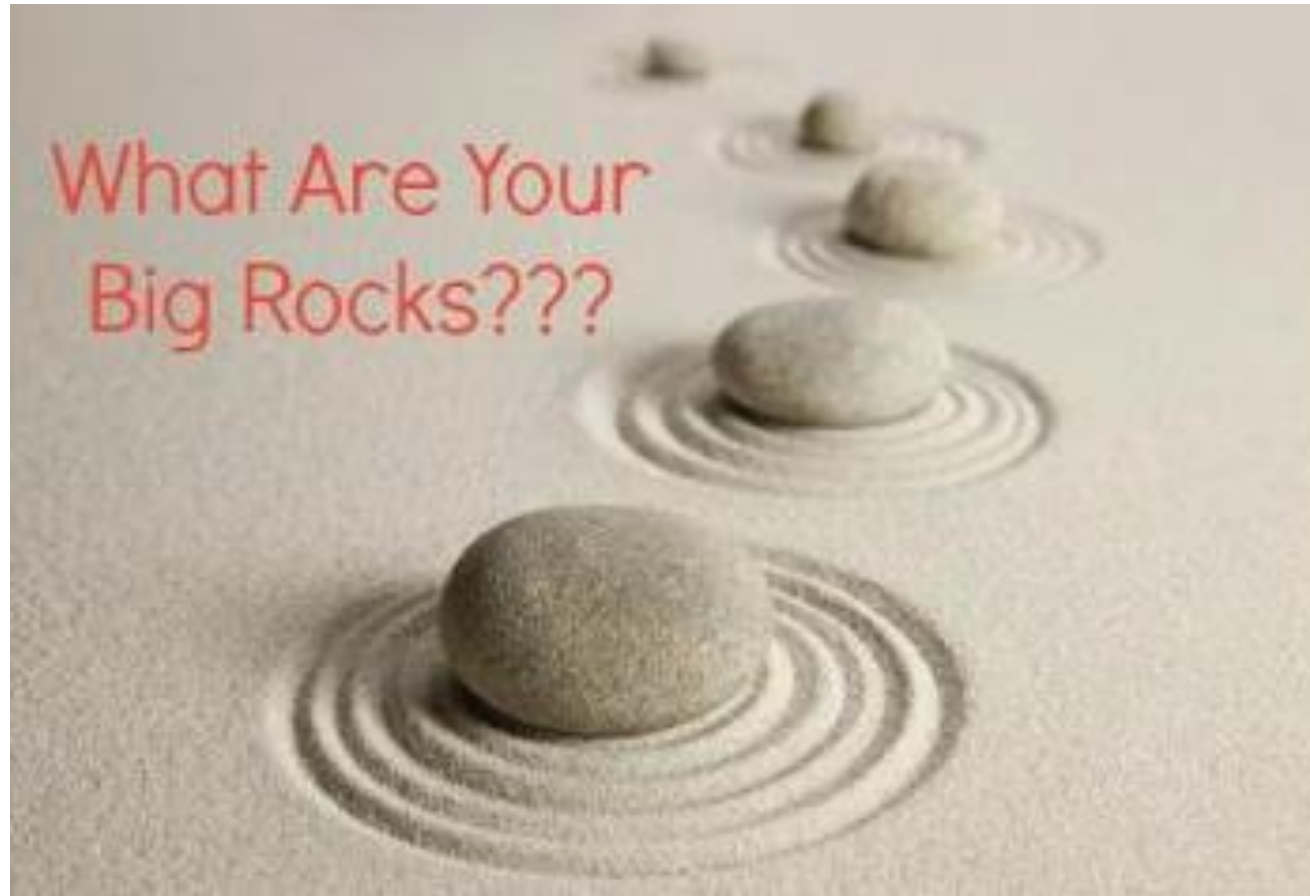
Check, Reflect, Seek Help:

- Can I teach this material or verbalize it to someone else?
- Are my study methods working for me?
- What are my resources for help?



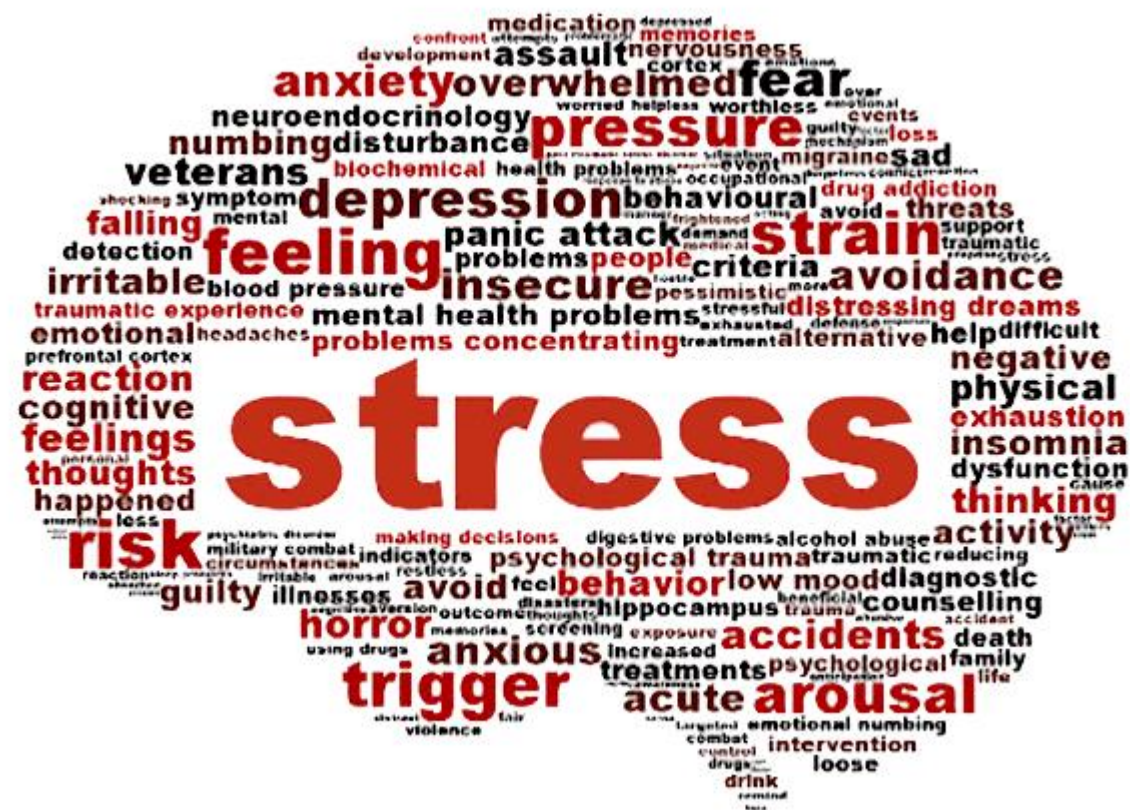
Stress Management

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.





Holmes-Rahe Life Stress Inventory & College Student 's Stressful Event Checklist

Rahe, R. H., Mahan, J. L., Arthur, R. J. (1970). Prediction of near-future health change from subjects' preceding life changes. *J Psychosom Res.*, 14(4): 401–406.

[doi:10.1016/0022-3999\(70\)90008-5](https://doi.org/10.1016/0022-3999(70)90008-5) [PMID 5495261](https://pubmed.ncbi.nlm.nih.gov/5495261/).

Rahe R. H., Biersner, R. J., Ryman, D. H., Arthur, R. J. (1972). Psychosocial predictors of illness behavior and failure in stressful training. *J Health Soc Behav.* 13(4):

393–397. [doi:10.2307/2136831](https://doi.org/10.2307/2136831) [JSTOR 2136831](https://www.jstor.org/stable/2136831) [PMID 4648894](https://pubmed.ncbi.nlm.nih.gov/4648894/).

Stress & College Students

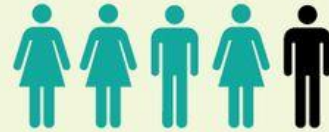
STRESSED OUT STUDENTS

Are students today more stressed than ever?

STRESS IS THE NO. 1 FACTOR IN ACADEMIC DISRUPTION



1 IN 5
student has 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



Break up your routine with exercise, hobbies or relaxing.



A strong social support system is crucial to combating stress. Talk to your friends and loved ones.

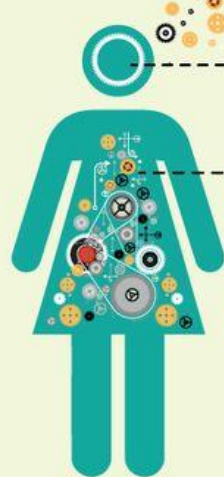


Be good to your body: get enough sleep, eat well, and stay active.



Never be ashamed to seek help. A counselor can be a good source of emotional support for getting through stressful times.

TRY THIS RIGHT NOW



Acknowledge each thought and let it float past you

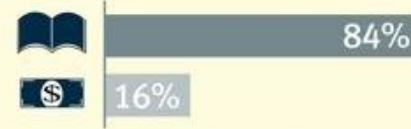
Breathe Comfortably

DO IT FOR 10 MINUTES

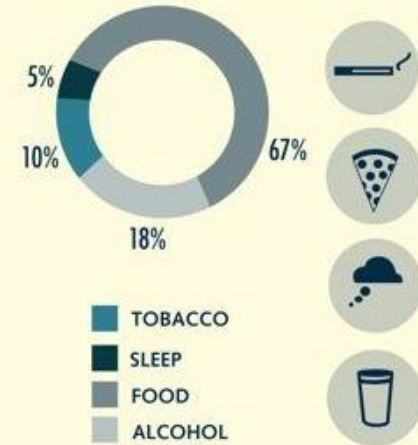
In one study, practicing meditation daily for 8 weeks reduced stress in Senior Med students by 20%

COLLEGE IS STRESS

30 STUDENTS WERE ASKED WHAT THEY STRESSED THE MOST ABOUT OUT OF MONEY AND SCHOOL



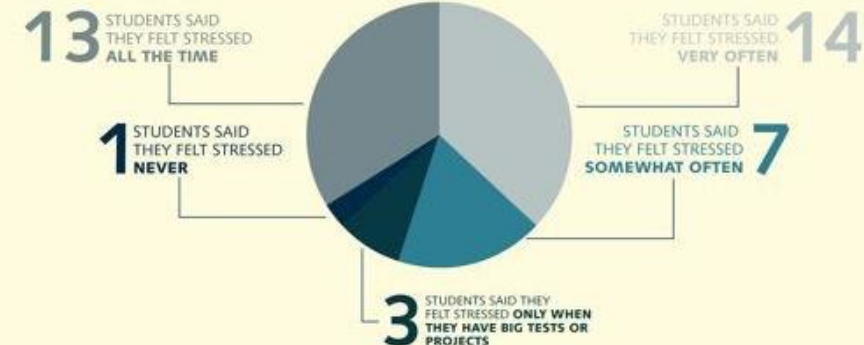
30 STUDENTS WERE SURVEYED ON WHAT THEY TURNED TO WHEN OVERLOADED WITH STRESS



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.





Sop Shin, W. (2007, May 8). The influence of forest view through a window on job satisfaction and job stress. *Scandinavian J. of Forest Research*, 22(3). <http://dx.doi.org/10.1080/02827580701262733>

Qing, L. (2009, March 25) Effect of forest bathing trips on human immune function. *Environ Health Prev Med*. doi: <https://dx.doi.org/10.1007%2Fs12199-008-0068-3>

Miyazaki, Y., Lee, J., Park, B. J., Tsunetsugu, Y., & Matsunaga, K. (2011, Sept). Preventive medical effects of nature therapy . *Nihon Eiseiguaku Zasshi*, 66(4), 651-656. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/21996763>

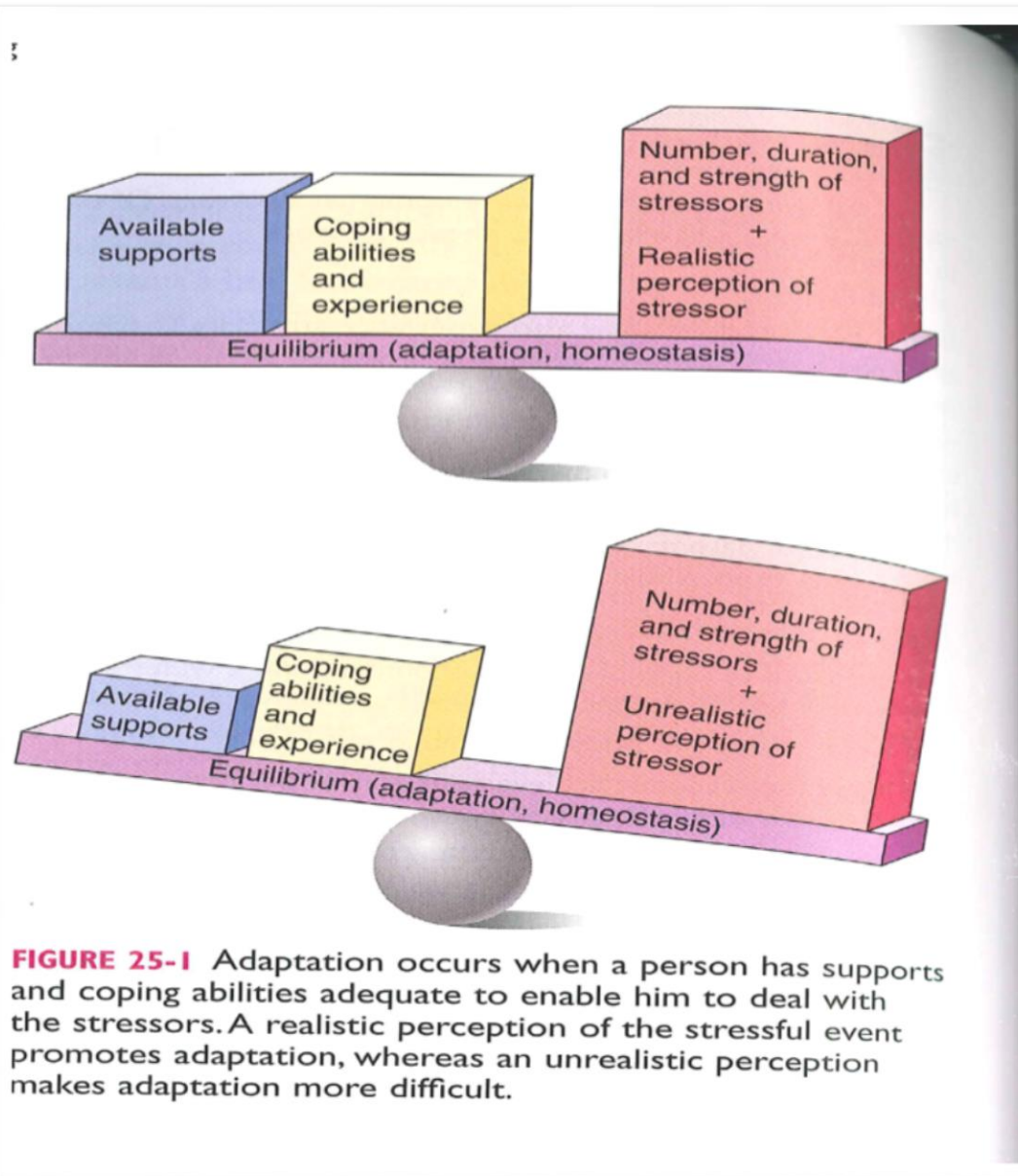


FIGURE 25-1 Adaptation occurs when a person has supports and coping abilities adequate to enable him to deal with the stressors. A realistic perception of the stressful event promotes adaptation, whereas an unrealistic perception makes adaptation more difficult.

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/>

EFT™ (Emotional Freedom Techniques) SHORTCUT TAPPING PROCEDURE

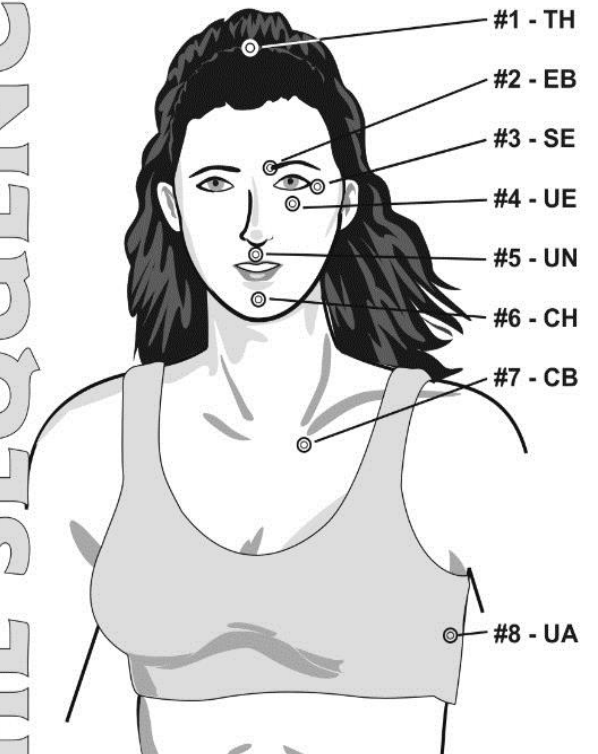
THE SETUP

- 1) Focus on a SPECIFIC Issue, and rate the intensity on a 0-10 scale.
- 2) Repeat Three Times:
"Even though I have this problem, I deeply & completely accept myself."
- 3) While continuously tapping the "Karate Chop" point.



THE SEQUENCE

- 4) Tap about 5X on each point while repeating "This Problem."



- 5) Focus on the ORIGINAL problem and re-rate the intensity. If not yet at a zero, apply the Tapping Procedure again.

Chart © Copyright 2003 Gwenn Bonnell, All rights reserved
EFT developed by Gary Craig www.emofree.com

To Learn More about EFT

Visit the EFT Section on www.TapIntoHeaven.com

Call Gwenn Bonnell at 954-370-1552
or email gwenn@tapintoheaven.com

What are some healthy
ways to manage stress?

Where is Your Time Going?

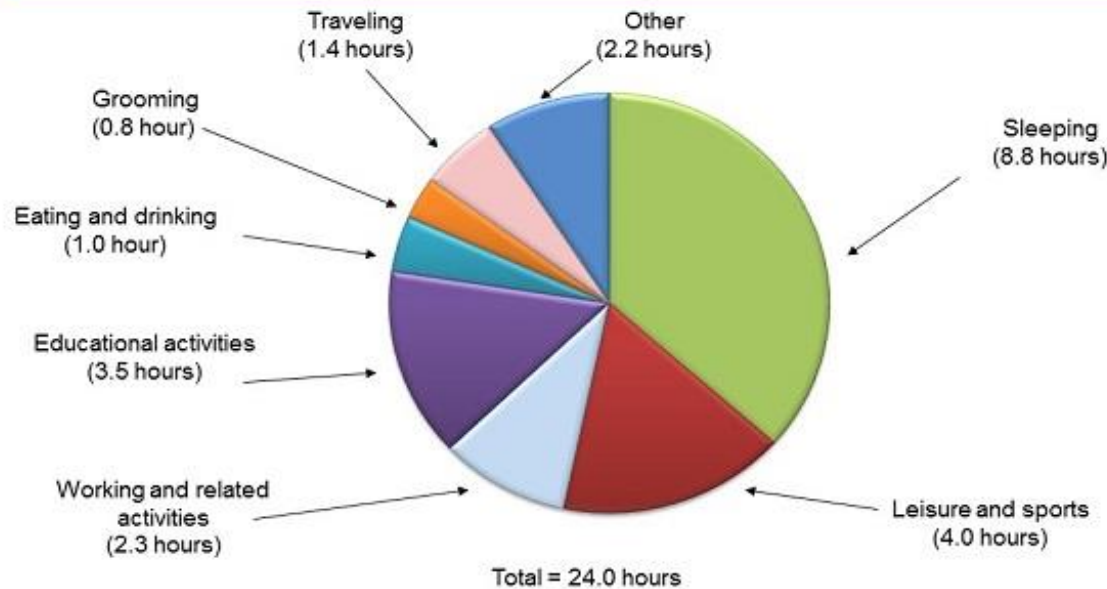
You have **24 hours** in your day

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



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)

Academic Activities – Leisure, Life Activities – Study Time							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:00am							
6:00am	Work Out						
7:00am							
8:00am							
9:00am							
10:00am							
11:00am							
12:00pm							
1:00pm							
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4:00pm							
5:00pm							
6:00pm							
7:00pm							
8:00pm							
9:00pm							
10:00pm							
11:00pm							
Midnight							
1:00am							
2:00am							
3:00am							
4:00am							

Waterworth, S. (2003). Time management strategies in nursing practice. *Journal of Advanced Nursing*, 43(5), 432-440.

Urgent vs. Important Priority Schedule

	Urgent	Not Urgent
Important	Crisis Pressing Problems Last minute projects/hmwk	Planning Long-term Projects
Not Important	Interruptions Time-specific but non-essential events	Busywork Time Wasters (social media/TV)

Dembo, M. H., & Seli, H. (2008). *Motivation and learning strategies for college success*. Routledge.

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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