Test Taking Skills
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Overview

• Examination Preparation
  • Review Courses
  • Study Skills
• Improving Examination Performance
  • Test-Wiseness Skills
  • Test-Taking Skills
• Improving Examination Scores
  • Guessing
  • Test Anxiety
Question 1

What probable etiologies are suggested when drugges foss in extremis?

A. Sloorgs thanceed with the droxemia
B. Potcoms fotted secondary to an oral deficiency
C. The dagts ptopted and the frodds roanzed
D. The dhiths buazzed secondary to gastrointestinal crooleets
E. Taggoks were removed from the juklets
Question 2

Patients suffering from strugleum frequently undertrosl the gruifreit because:

A. all patients with strugleum have krodncurz.
B. strugleum always presents with qugruestful.
C. there are never cases of strugleum without feskabolose.
D. patients with strugleum commonly have gizzlehorst.
E. no fuegrools results in strugleum.
Along the eastern coast of Maine, the cases of huestoolduds are most often secondary to:

A. poor nutrition.
B. the moisture in the frocklesters.
C. the abundance of greezles.
D. a relative abundance of kleasternezers.
E. an oversupply of fhoulsteens that occur directly as a result of kjuoost, djurts and bhespernets maldoorneys.
Question 4

The drug of choice for patients experiencing zhiglerastasis secondary to kweatlostosis is:

A. dragrootmycine.
B. brusterocilline.
C. noopkweetosporine.
D. zhiglerpurocine.
E. pneustodregcycline.
MCQ: Typical Question

STEM:
35 yo male presents……..

RESPONSES:
A
B
C
D
E
Multiple Choice Questions

Type A Items

* Stem – Presents the problem or question
* Responses – the keyed answer* & distractors^

* One Correct answer or BEST answer
^ Distractors (4)
   i. One choice that is rather obviously incorrect
   ii. Two choices that are reasonable
      a. peripheral to topic
   iii. One choice that is very close to the BEST answer
Test-Wiseness

A subject’s *capacity to score* higher on an examination is based on their test-wiseness, a skill which is independent of the examinee’s knowledge of the subject matter.

*Evans 1984*
Ways to Enhance the Process Remembering

Information

Knowledge

Retrieval

Storage
- Study Habits
- Learning Style
- Organization

Retrieval
- Associations
- Understanding
- Cues

Recognition

Recall
Ways to Enhance the Process Remembering

Retrieval

Recognition

- Less Active
- Factual
- Cues Present
- Repetition
- Cramming

Recall

- More Active
- Problem Solving
- Cue Absent
- Bridges
- Strategies
Test-Taking & Test-Wiseness

Test Score

Preparation (Before the exam)

Performance (During the exam)
Self-Directed Learning Methods

• Develop a Strategy
  – Choose strategy to meet your needs

Reading

• 50% of time should be spent reflecting
• Strengthen Comprehension
  – Paraphrasing (increase understanding)
  – Outline major points
Self-Directed Learning Methods

• Develop a Strategy
  – Choose strategy to meet your needs

Studying Methods

• Revision Strategy
  – Writing own notes; associations
• Acronyms
• Chunking
  – Group related items (associations)
• Picture it
• Concept Mapping
Self-Directed Learning Methods

• Concept Mapping
  – Visual representation of relationships
  – Learner’s Organization (algorithm)

Diagram:
- Seizures
  - Types
  - Etiologies
  - Medications
Self-Directed Learning Methods

• Self-Evaluation
  – Be sure “Closing the Gap”
    • Question-and-Answer Sessions (Books)
      – Maximize potential
Self-Directed Learning Methods

• Question-and-Answer Books
  – Answer one question per minute
  – Make notations when answering
    ✓ I know this
    • I think I know this
    o This is a guess
Self-Directed Learning Methods

• Question-and-Answer Books
  – When checking work
    o This is a guess
      ❑ Got these *right* – work to do!
    ✓ I know this
      ❑ Got these *wrong* – LOTS work to do!
Self-Directed Learning Methods

• Escape Syndrome
  – Sitting around thinking about/talking about “how bad it’s going to be”…
During the Examination

• Focus on the Stem
  – Find the **BEST** answer

• Read ALL options before recording answer
  – Avoid partly correct responses

• Go with instinctive (GUT) feeling
  – You picked it for a reason

• Once decide incorrect
  – Do not consider it again

• Avoid “reading into” the question
  – The **stem** sets the task
During the Examination

When GUESSING is the ONLY alternative

Longest Alternative

Often the exam writer wants to be sure you have enough information to recognize the correct Response.
During the Examination

When GUESSEING is the ONLY alternative

General Alternative

If four of the five options are very specific and one is very general...

Often the more general option is correct response
During the Examination

When GUESSING is the ONLY alternative

Similarity & Oppositeness

If two choices are very similar, usually the correct choice is NOT one of them...

The correct response is often one of two opposites.
During the Examination

When GUESSING is the ONLY alternative

Grammar Agreement

The stem and responses should be grammatically correct...

Singular stem should not be completed by plural option
Specific Determiners

The implication of absoluteness (always, never, must, none, only...) is often incorrect.

Words that permit exception (seldom, usually, often, perhaps, etc) are more commonly associated with the correct response.
During the Examination

*When GUESSING is the ONLY alternative*

**Rank Order**

When a list of numbers or “rank ordering” exists, the correct response is often somewhere in the middle.
When GUESSING is the ONLY alternative

Deductive Approach (Convergence)

A. W & X
B. Y & Z
C. X & Y
D. V & Z
E. X & Z
When GUESSING is the ONLY alternative

Deductive Approach (Convergence)

A.  W & X  V = 1
B.  Y & Z  W = 1
C.  X & Y  X = 3
D.  V & Z  Y = 2
E.  X & Z  Z = 3
During the Examination

*When GUESSING is the ONLY alternative*

**Clang Association**

Similarity between a word in the stem and correct response.
Test Anxiety

Can Cause

• Psychological Changes
  – GI Symptoms, Insomnia, Headaches

• Emotional Changes
  – Irritability, Moodiness, Frustration, Anger

• Cognitive Changes
  – Memory Blocks, Attention Span Limitations
Test Anxiety

Caused by

• Lack of Preparation
  – Cramming
  – Procrastination
  – Poor Study Habits

• Worrying
Test Anxiety

Ways to Reduce

• Understand the Examination
• Build Confidence
  – *Study effectively & efficiently*
• Plan Studying & Improve Study Skills
• Develop Stress Reduction Techniques
  – *Avoid caffeine*
  – *Exercise regularly*
  – *Breathing control*
  – *Muscle relaxation*
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