



Massage Educator

Lecture Outline: Test-Taking is a Skill (Class Time: 60 minutes)

Learning Objectives: Having participated in a one-hour class lecture, the learner will be able to:

- Debunk any myths they have about their test-taking skills.
- List and describe the seven guidelines for improved test-taking.
- Be able to implement the seven guidelines for improved test-taking in a real-world experience.

I. Debunk the Myths

- A. “I’m just not a good test-taker.”
 1. Have you said this when performing poorly on an exam?
 2. Have you ever been taught how to “take” an exam?
 3. It’s a skill, just like learning effleurage or draping.
- B. Myth: “People are naturally math or science people, while others are language and arts people.”
 1. Truth—You gravitate to what is interesting to you, and this is what makes you good at it. You are willing to put time and effort into things you care about.
- C. Myth: “People are naturally good at taking tests, while others are not.”
 1. Truth—Test-taking is a skill, and just like any skill, understanding the components of a skill and practicing are the way to mastery.
- D. Brainstorming Exercise
 1. Let’s discuss: In what other areas of life do myths exist about natural ability versus skill potential?

II. Skill Components

- A. Take questions at face value
 1. MBLEx questions not designed to trick you
 2. Don’t assume you are being tricked.
 3. Take each question as an opportunity to demonstrate knowledge and comprehension or a problem to be solved rather than a game designed to outsmart you.
 4. Consider each question as a real-life, necessary piece of information that matters.
- B. Read the question completely before looking at the options.
 1. Make sure you understand the question being asked.
 2. What comprehension is being sought?
 3. Boil the question down (especially in scenario-based questions) to its core.

- C. Read each option completely.
 - 1. Don't stop at "A" just because you think it is right.
 - 2. Read everything, even if you think "A" is the right answer.
- D. Eliminate which answers you know are incorrect.
 - 1. Narrowing down your options will reduce overwhelm and help you focus on only what is viable.
- E. After choosing an answer, make sure it answers the question being posed.
 - 1. After reading all options, re-read the question.
 - 2. Sometimes answers are correct statements, but they don't answer the question.
 - 3. It is essential to boil down the question to what is being asked and what comprehension is being sought.
- F. Use terminology as a guide.
 - 1. When uncertain, pick out key terms and recall their meaning. This can quickly rule out incorrect responses.
 - 2. If you can't recall what a key term is, break it down into prefixes and suffixes. For example: antipyretic medication. Anti = against. Pyr = (you might ask, where have I seen this before? Pyromaniac. Pyrotechnics. Pyr must mean . . .) Fire. Which of the options means "against fire"? Answer—fever reducer.
- G. Watch your thoughts.
 - 1. If you start thinking the questions are getting really hard and you might fail, shift this to "I must be doing good because the questions are getting hard!" That's how a computer adaptive test (CAT) like the MBLEx works. The more answers you get right, the more difficult the questions become.
 - 2. Test-taking is a mental experience that can be thwarted by negative perceptions.
 - 3. Maintaining confidence and a positive mindset goes a long way.
 - 4. If anxiety creeps in, take a minute to pause, take deep breaths, plant your feet firmly on the floor, embody a posture of conviction and faith in yourself, and move forward with certainty.

Anchor Learners' Skills

End your lecture with a 10-question multiple-choice quiz you can do as a class or in small groups utilizing the new skill components.

ABMP Member schools can use [ABMP Exam Coach](#) for this part of the class. The quiz and exam functions facilitate the activity.

Work together to slowly and methodically talk through each and every question.