

**MULTIPLE CHOICE**

1. A comprehensive portfolio includes which of the following?
  - a. Examples of work completed in each course
  - b. Certificates or awards
  - c. Proof of the skills achieved
  - d. Letters of recommendation
  - e. All of the above

ANS: E

A comprehensive portfolio includes examples of work completed in each course and proof of the skills achieved.

REF: p. 3 | CAAHEP: V.C.7 | ABHES: 11.a

OBJ: 3. Summarize the importance of student portfolios in proving academic success and skill competency.

2. According to the learning style inventory, which stage learners enjoy teaching others and working in groups and learn best when they can apply new information to real-world problems?
  - a. Stage 1
  - b. Stage 2
  - c. Stage 3
  - d. Stage 4

ANS: D

Stage 4 learners are concrete active learners. These students are concerned about how they can use what they learn to make a difference in their lives. Stage 4 learners enjoy teaching others and working in groups and learn best when they can apply new information to real-world problems.

REF: p. 4 | CAAHEP: V.C.1 | ABHES: 11.a

OBJ: 4. Examine your learning preferences, and interpret how your learning style affects your success as a student.

3. Which of the following is a characteristic of stage 1 learners according to the learning style inventory?
  - a. Want to practice what you are learning
  - b. Learn best with hands-on practice
  - c. Like to create ways of thinking about the material
  - d. Comfortable watching rather than doing
  - e. Both A and B

ANS: D

Stage 1 learners have a concrete reflective style. These students want to know the purpose of the information and have a personal connection to the content. They like to consider a situation from many points of view, observe others, and plan before taking action. They feel most comfortable watching rather than doing.

REF: p. 4 | CAAHEP: V.C.1 | ABHES: 11.a

OBJ: 4. Examine your learning preferences and interpret how your learning style affects your success as a student.

4. Which type of coping strategies may actually increase stress levels?
  - a. Adaptive coping mechanism
  - b. Nonadaptive coping mechanism
  - c. Constructive coping mechanism
  - d. All of the above

ANS: B

Some coping strategies may actually increase stress levels. These are identified as nonadaptive coping mechanisms.

REF: p. 5 | CAAHEP: V.C.15 | ABHES: 5.a

OBJ: 5. Differentiate between adaptive and nonadaptive coping mechanisms.

5. Which of the following strategies will help you be more organized in time management?
  - a. Ask for help when you need it
  - b. Reflect on your long-range goals
  - c. Schedule study time during peak performance time
  - d. Reward yourself

ANS: C

Optimal time management for studying includes taking advantage of the time of day when you study and learn the best. Schedule study time during your peak performance time.

REF: p. 7 | CAAHEP: V.C.11 | ABHES: 11.a

OBJ: 6. Apply time management strategies to make the most of your learning opportunities.

6. Which of the following mind maps would display the cause and effect of events?

- a. Spider map
- b. Fishbone map
- c. Chain-of-events map
- d. Cycle map

ANS: C

The chain-of-events map displays the cause and effect of events, such as infection control or the history of medicine.

REF: p. 9 | CAAHEP: V.C.1 | ABHES: 11.a

OBJ: 7. Integrate effective study skills into your daily activities.

7. Which of the following is NOT part of critical thinking?

- a. Sorting out conflicting information
- b. Weighing your knowledge about the information
- c. Deciding on a reasonable belief or action
- d. Incorporating personal beliefs

ANS: D

The process of critical thinking involves (1) sorting out conflicting information, (2) weighing your knowledge about that information, (3) ignoring or letting go of personal biases, and (4) deciding on a reasonable belief or action. Critical thinking is actually an active search for the truth.

REF: p. 10 | CAAHEP: I.A.1 | CAAHEP: I.A.2 | ABHES: 11.b

OBJ: 9. Incorporate critical thinking and reflection to help you make mental connections as you learn material.

8. A person who shifts his or her weight when attempting to deal with conflict is exhibiting which of the following behaviors?

- a. Assertive
- b. Passive
- c. Passive aggressive
- d. Aggressive

ANS: B

An individual exhibiting passive or nonassertive body language when attempting to deal with conflict will shift his or her weight when talking.

REF: p. 12 | CAAHEP: V.C.14.c | ABHES: 5.a

OBJ: 12. Relate assertiveness, aggressiveness, and passive behaviors to professional communication and discuss the role of assertiveness in effective communication.

## MULTIPLE RESPONSE

1. Match abstract perceivers with all the appropriate applications. (*Select all that apply.*)

- a. Watch, observe, and reflect
- b. Learn by doing
- c. Prefer learning things that have personal meaning
- d. Need time to think about it
- e. Use a step-by-step approach to learning
- f. Analyze new material

ANS: A, D, E, F

Some learners opt to watch, observe, and use reflection to think about and learn the new material. These students are abstract perceivers, who learn by analyzing new material, building theories about it, and using a step-by-step approach to learning.

REF: pp. 3-4 | CAAHEP: V.C.1 | ABHES: 11.a

OBJ: 4. Examine your learning preferences and interpret how your learning style affects your success as a student.

2. Match concrete perceivers with all the appropriate applications. (*Select all that apply.*)

- a. Watch, observe, and reflect
- b. Learn by doing
- c. Prefer learning things that have personal meaning
- d. Need time to think about it
- e. Use a step-by-step approach to learning
- f. Analyze new material

ANS: B, C

Students who learn by “doing” are called concrete perceiver who need to perform some activity, such as rewriting notes from class, making flash cards, and outlining chapters, to learn new information. Concrete learners prefer to learn things that have a personal meaning or that they believe are relevant to their lives. So, which type of perceiver do you think you are? Before you actually learn new material, do you need time to think about it, or do you prefer to “do” something to help you learn the material?

REF: p. 4 | CAAHEP: V.C.1 | ABHES: 11.a

OBJ: 4. Examine your learning preferences and interpret how your learning style affects your success as a student.

3. Match active processors with all the appropriate applications. (*Select all that apply.*)
- Spend time thinking and learning before acting
  - Think about the information before they internalize it
  - Jump in and start doing
  - Make sense of the new material by using it now
  - Observe and consider what is going on
  - Look for practical ways to apply the new material
  - Learn best with practice

ANS: C, D, F, G

Active processors prefer to jump in and start doing things immediately. They make sense of the new material by using it now. They look for practical ways to apply the new material and learn best with practice and hands-on activities.

REF: p. 4 | CAAHEP: V.C.1 | ABHES: 11.a

OBJ: 4. Examine your learning preferences and interpret how your learning style affects your success as a student.

4. Match reflective processors with all the appropriate applications. (*Select all that apply.*)
- Spend time thinking and learning before acting
  - Think about the information before they internalize it
  - Jump in and start doing
  - Make sense of the new material by using it now
  - Observe and consider what is going on
  - Look for practical ways to apply the new material
  - Learn best with practice

ANS: A, B, E

Reflective processors have to think about the information before they can internalize it. They prefer to observe and consider what is going on. The only way they can make sense of new material is to spend time thinking and learning a great deal about it before acting.

REF: p. 4 | CAAHEP: V.C.1 | ABHES: 11.a

OBJ: 4. Examine your learning preferences and interpret how your learning style affects your success as a student.

## COMPLETION

1. Medical assistants play a vital role in the healthcare team and are expected to display such \_\_\_\_\_ as dependability, respectful patient care, empathy, initiative, positive attitude, and teamwork.

ANS:

professional behaviors

Professional behaviors are actions that identify the medical assistant as a member of the healthcare profession.

REF: p. 13 | CAAHEP: I.A.1 | CAAHEP: I.A.2 | CAAHEP: I.A.3 | ABHES: 11.b

OBJ: 2. Discuss competency-based education and adult learners.

2. Learning styles are determined by your individual method of \_\_\_\_\_, or examining, new material and the way you process it or make it your own.

ANS:

perceiving

Perceiving is the method individuals use to examine information and recognize it as real.

REF: p. 4 | CAAHEP: I.A.1 | CAAHEP: I.A.2 | ABHES: 1d

OBJ: 4. Examine your learning preferences and interpret how your learning style affects your success as a student.

3. \_\_\_\_\_ can evaluate conflicting information and make a decision to act based on their knowledge and willingness to be open minded about all possibilities.

ANS:

Critical thinkers

Critical thinking involves considering all aspects of a situation when making decisions or before taking action.

REF: p. 10 | CAAHEP: I.A.1 | CAAHEP: I.A.2 | ABHES: 1.d

OBJ: 9. Incorporate critical thinking and reflection to help you make mental connections as you learn material.

4. Learning \_\_\_\_\_ are the ways that you like to learn and that have proven successful in the past.

ANS:

preferences

Learning preferences determine individual learning methods.

REF: p. 4 | CAAHEP: I.A.1 | CAAHEP: I.A.2 | ABHES: 1.d

OBJ: 4. Examine your learning preferences and interpret how your learning style affects your success as a student.

5. Problem solving and \_\_\_\_\_ management techniques are keys to your success.

ANS:  
conflict

Conflict management involves attempting to resolve an issue in a private place, clearly stating your feelings about the situation, and working together to reach a solution.

REF: p. 11 | CAAHEP: V.C.4 | ABHES: 1.d

OBJ: 11. Apply problem-solving techniques to manage conflict and overcome barriers to your success.

6. The first step to reaching a solution to a problem or conflict is to identify the \_\_\_\_\_.

ANS:  
problem and central issue

The cause of the conflict must be identified before solutions can be researched.

REF: p. 11 | CAAHEP: V.C.4 | ABHES: 11.b

OBJ: 11. Apply problem-solving techniques to manage conflict and overcome barriers to your success.

7. Methods for determining possible solutions to a conflict are to brainstorm or to make a(n) \_\_\_\_\_ list.

ANS:  
pros and cons

Developing a pros and cons list helps the individual identify possible solutions.

REF: p. 11 | CAAHEP: V.C.4 | ABHES: 8.f

OBJ: 11. Apply problem-solving techniques to manage conflict and overcome barriers to your success.

8. Once you have decided on a solution to the problem, it is essential to \_\_\_\_\_ the outcomes of your solution and decide whether it solved the problem or whether another approach should be tried.

ANS:  
evaluate

Evaluating the outcome of the attempted solution helps determine whether it is the correct one or whether an alternate solution should be tried.

REF: p. 11 | CAAHEP: V.C.4 | ABHES: 8.f

OBJ: 11. Apply problem-solving techniques to manage conflict and overcome barriers to your success.

9. \_\_\_\_\_ allows you to express your thoughts and feelings honestly and enables you to stand up for yourself in a reasonable and rational manner without an emotional scene.

ANS:  
Assertive communication

Assertive communication enables us to be honest and direct with others while at the same time being emotionally honest with ourselves. The goal of assertive behavior is to treat others with respect while acknowledging our own feelings about the problem.

REF: p. 12 | CAAHEP: V.C.14.a | ABHES: 8.f

OBJ: 12. Relate assertiveness, aggressiveness, and passive behaviors to professional communication and discuss the role of assertiveness in effective communication.

10. The process of considering new information and internalizing it to create new ways of examining information is called\_\_\_\_\_.

ANS: reflection

REF: p. 10 | CAAHEP: V.p. 1.a | ABHES: 8.f

OBJ: 9. Incorporate critical thinking and reflection to help you make mental connections as you learn material.

## MATCHING

Match each term with the correct definition.

- Learning style
- Reflection
- Professional behaviors
- Processing
- Empathy
- Perceiving
- Critical thinking

- The constant practice of considering all aspects of a situation in deciding what to believe or what to do
- Those actions that identify the medical assistant as a member of a healthcare profession, including dependability, respectful patient care, initiative, positive attitude, and teamwork
- The way an individual looks at information and sees it as real
- The way an individual perceives and processes information to learn new material
- The way individuals internalize new information and make it their own
- The process of considering new information and internalizing it to create new ways of examining information
- Sensitivity to the individual needs and reactions of patients

- ANS: G REF: pp. 3-10 | CAAHEP: V.p. 3 | ABHES: 3.a  
OBJ: 1. Define, spell, and pronounce the terms listed in the vocabulary.

2. ANS: C REF: pp. 3-10 | CAAHEP: V.p. 3 | ABHES: 3.a  
OBJ: 1. Define, spell, and pronounce the terms listed in the vocabulary.
3. ANS: F REF: pp. 3-10 | CAAHEP: V.p. 3 | ABHES: 3.a  
OBJ: 1. Define, spell, and pronounce the terms listed in the vocabulary.
4. ANS: A REF: pp. 3-10 | CAAHEP: V.p. 3 | ABHES: 3.a  
OBJ: 1. Define, spell, and pronounce the terms listed in the vocabulary.
5. ANS: D REF: pp. 3-10 | CAAHEP: V.p. 3 | ABHES: 3.a  
OBJ: 1. Define, spell, and pronounce the terms listed in the vocabulary.
6. ANS: B REF: pp. 3-10 | CAAHEP: V.p. 3 | ABHES: 3.a  
OBJ: 1. Define, spell, and pronounce the terms listed in the vocabulary.
7. ANS: E REF: pp. 3-10 | CAAHEP: V.p. 3 | ABHES: 3.a  
OBJ: 1. Define, spell, and pronounce the terms listed in the vocabulary.

## SHORT ANSWER

1. Summarize three time-management strategies that can help you put time on your side.

ANS:

Any of the following: determine your purpose, identify your main concern, plan time, use downtime, guard time, discover time, assign time, be organized, record time, optimize time, stop procrastinating, remember you.

REF: p. 6 | CAAHEP: V.C.11 | ABHES: 11.a

OBJ: 6. Apply time management strategies to make the most of your learning opportunities.

2. Identify and explain four study skills that can help you become a successful student.

ANS:

Any of the following explanations: organize information into recognizable groups so that your brain can remember it more easily; be physically active while studying; create pictures of the material or rewrite notes; overlearn material you find anxiety producing; create songs, word associations, or dances; teach the material to someone else; read assignments more than once; take effective notes; ask questions about material you do not understand; review your notes shortly after class; create mind maps; adopt a positive attitude about your success.

REF: pp. 7-9 | CAAHEP: V.C.1 | ABHES: 1.d

OBJ: 7. Integrate effective study skills into your daily activities.

3. Describe three strategies that can help you become successful at taking tests.

ANS:

Prepare adequately, control negative thoughts during test time, and understand how to manage different types of questions.

REF: p. 9 | CAAHEP: V.C.1 | ABHES: 1.d

OBJ: 8. Design test-taking strategies that help you take charge of your success.

4. Summarize the characteristics of nonassertive communication.

ANS:

Keeping the eyes downcast, shifting one's weight when talking, slumping the shoulders or wringing the hands, whining or using a hesitant tone of voice. Also, using terminology such as "maybe," or "I guess," "I wonder if you could," "Would you mind very much if," or "It's not really important."

REF: p. 12 | CAAHEP: V.C.14.c | ABHES: 8.f

OBJ: 12. Relate assertiveness, aggressiveness, and passive behaviors to professional communication and discuss the role of assertiveness in effective communication.

5. Summarize the characteristics of aggressive communication.

ANS:

Leaning forward and pointing a finger when talking, raising the voice or sounding arrogant, using terminology such as, "You'd better," "If you don't watch out," "Do it or else," or "You should do it this way."

REF: p. 12 | CAAHEP: V.C.14.b | ABHES: 8.f

OBJ: 12. Relate assertiveness, aggressiveness, and passive behaviors to professional communication and discuss the role of assertiveness in effective communication.

6. You are facing a situation in which you must act assertively to solve a problem. Summarize below the steps you should use in delivering an assertive message.

ANS:

Choose a feeling word that describes how you feel about the situation; think about the specific situation that must be described; form an "I" sentence with the appropriate feeling word and specific description of the circumstances. Then, establish eye contact, raise one's voice slightly, if necessary, to get the individual's attention, and deliver the "I" sentence.

REF: p. 12 | CAAHEP: V.C.14.a | ABHES: 8.f

OBJ: 12. Relate assertiveness, aggressiveness, and passive behaviors to professional communication and discuss the role of assertiveness in effective communication.