



Associated Bodywork  
& Massage Professionals

## Instructor Guide

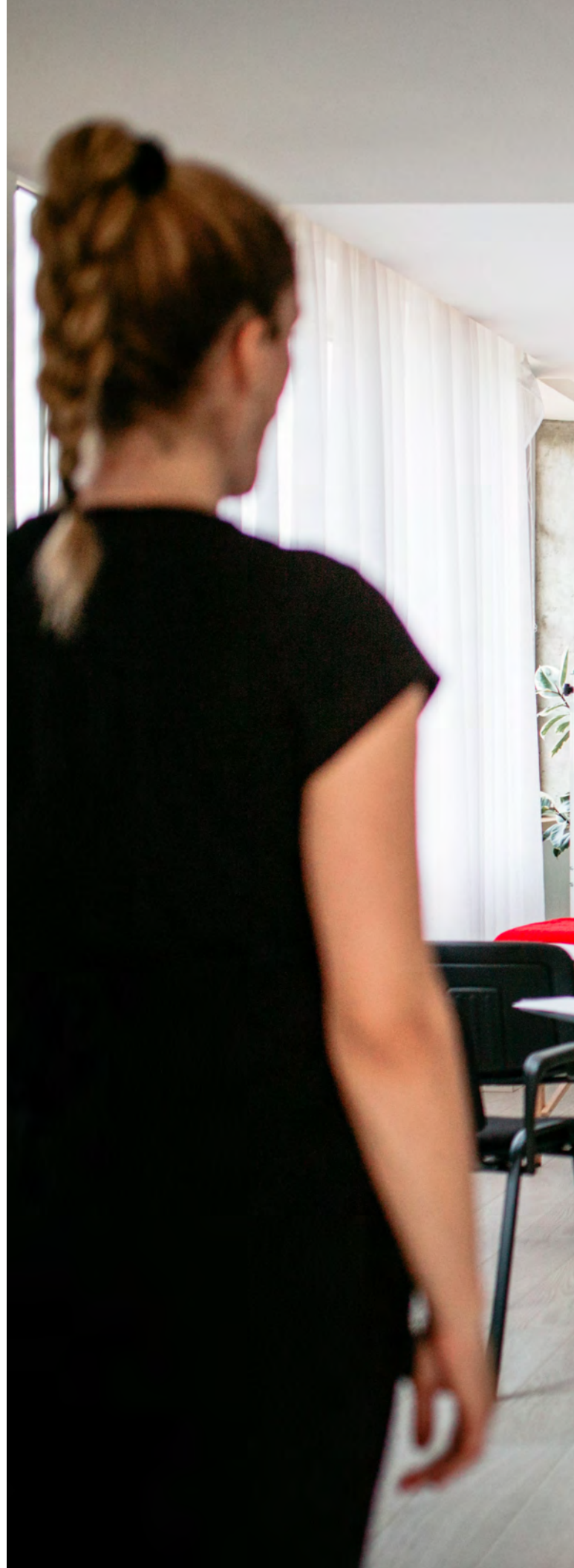
Exclusively for ABMP Premier  
and Premier-Plus Schools

## Unit 2

# ABMP MBLEx Prep Curriculum

A 3-part course preparing  
students to pass the test

Whether you have  
two hours, two weeks,  
or two months to  
devote to this topic,  
ABMP's three-part  
MBLEx prep course  
is adaptable for  
instructors to fit into  
current curriculums  
at any point in  
their programs.





## ABMP **MBLEX PREP CURRICULUM**

### UNIT 2

#### TABLE OF CONTENTS

<b>INTRODUCTION</b>	4
<b>UNIT 2 OVERVIEW</b>	5
Everything students need to know to ace the test on the first try	
<b>At a Glance</b>	6
<b>Instructor Preparation</b>	7
<b>Learning Objectives</b>	8
<b>Lesson Evaluation</b>	9
<b>Lecture Outline</b>	10
<b>ACTIVITY SUMMARY</b>	15
Overview of Unit 2 activities	
<b>ACTIVITY INSTRUCTIONS AND STUDENT HANDOUTS</b>	19
All activities, forms, and worksheets referenced in this unit, organized sequentially with the course timeline	
<b>INDEX</b>	65



# INTRODUCING THE ABMP MBLE<sub>x</sub> PREP CURRICULUM

Whether you have two hours, two weeks, or two months to devote to this topic, ABMP's three-part MBLE<sub>x</sub> prep course is adaptable for instructors to fit into current curriculums at any point in their programs.

**Incorporate it from the start of your program.** Using both ABMP Exam Coach and ABMP Five-Minute Muscles, this ABMP MBLE<sub>x</sub> Prep Curriculum shows how you can incorporate MBLE<sub>x</sub> study and learning strategies from the *start* of your program, helping build skill sets that will support students throughout their training.

**Or find a place for it at the end of your program.** Does your program consolidate exam preparation into the final sections of the curriculum? If so, we've built a pathway for you to get your students over this final, critical testing hurdle as well. This program is adaptable for any length of time you have allotted for test prep.

This three-unit curriculum can be adapted in multiple ways to meet your needs. Each unit includes:

- **A PowerPoint** presentation with lecture scripts and built-in learning activities that give you ample content for getting learners ready for their licensing exams.
- **An Instructor Guide** complete with lecture outlines, learning objectives, activity instructions, and student handouts. All content within is cross-linked so you can easily find the resources you need; or print a copy for your curriculum notebook.
- **A Student Guide** with partnering lecture outline notes, activity directions, and fillable handouts and study aids.

## This curriculum is broken into three courses:

### UNIT 1: BECOMING A STELLAR STUDENT

Expose students to the skills, tools, and resources that will set them up for success from the start. Creating study plans, discovering their own hurdles, and mastering study skills are just some of the focal points for students in this unit. *Deliver at the start of a cohort, or prior to Unit 2. Continue to use the activities throughout your program.*

### ➤ UNIT 2: PASS THE MBLE<sub>x</sub> WITH FLYING COLORS

Teach students the strategies they need to ace the test on the first try. From learning the best test-taking approach to handling test anxiety, this unit is the core of the MBLE<sub>x</sub> prep course. *Deliver 8–10 weeks prior to graduation.*

### UNIT 3: THE FINAL ENTRYWAY

Guide students through each step of their test application and state credentialing process. Students will do the research to understand their own state requirements, and then apply for the MBLE<sub>x</sub> in class. Guidance through these final stages is critical for ultimate student success. *Deliver in last few weeks of program.*

This curriculum is exclusively available to ABMP Premier and Premier-Plus School partners. Need help? Have questions? Connect with your ABMP liaison at [education@abmp.com](mailto:education@abmp.com).

2 HOURS AND UP

---

# UNIT 2 OVERVIEW

## **PASS THE MBLE<sub>x</sub> WITH FLYING COLORS**

*Everything Students Need to Know to Ace the Test on the First Try*

---

“

*When approached holistically, we can  
equip students on all levels to pass the  
MBLE<sub>x</sub> on the first try.*

## At a Glance

---

### WHERE DOES THIS FIT IN MY CURRICULUM?

8–10 weeks prior to graduation

### WHAT SHOULD I KNOW ABOUT THIS UNIT?

**Implementation Time:** Minimum 2 hours; can lengthen with the addition of class activities

**Prerequisites:**

- ABMP MBLE<sub>x</sub> Prep Curriculum—Unit 1: Becoming a Stellar Student
- Students must complete 2–3 ABMP Exam Coach practice exams prior to this class

**Lesson Includes:** Interactive lecture with PowerPoint slides, peer activities, discussion, and concept implementation activities

**Delivery Model:** In-classroom or online remote learning experience



---

### INTRODUCTION

Notwithstanding the impact of COVID-19 on testing results, MBLE<sub>x</sub> pass rates have been holding steady in the 72–74 percent range since 2015. We know there is room for improvement. Part of that improvement comes in the form of ensuring students have effective study skills, which was addressed in Unit 1 of this ABMP MBLE<sub>x</sub> Prep Curriculum. However, there are other methods we must explore to prepare students on a holistic level:

- Teach students about the MBLE<sub>x</sub> itself, what to expect, how it is structured, and how it is scored
- Teach students how to be strategic test-takers, specifically when it comes to approaching multiple-choice questions
- Help students identify their weak areas and where to focus their study time
- Acknowledge and support symptoms of test anxiety

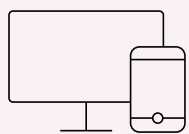
When approached holistically, we can equip students on all levels to pass the MBLE<sub>x</sub> on the first try.

### Time Frame

Unit 2 of the ABMP MBLE<sub>x</sub> Prep Curriculum is designed to be taught within 8–10 weeks prior to graduation. The implementation time for this material can range from two hours to however many hours you want to devote to it. *The course can be lengthened with the addition of optional class activities that have been curated for you.*

## INSTRUCTOR PREPARATION FOR THIS UNIT

- Download and review the [Unit 2 PowerPoint presentation](#) and associated lecture notes.
- Students will use ABMP Exam Coach to determine their weak content areas and report their findings to you. Once determined, add topic-specific activities to class, using the [Activity Guide Table](#) on page 26.
- Assign students to review the [ABMP MBLEx Prep Student Guide](#) you have downloaded for them.
- Make sure students have recently taken 2–3 ABMP Exam Coach practice exams prior to class.



### Equipment

- Presentation projector or smart TV
- Laptop or other device
- Speakers
- Optional: Whiteboard with markers
- Additional supplies and equipment may be needed depending on selection of class activities

## TEACHER RESOURCES

- [Unit 2 PowerPoint presentation](#) (includes sample lecture notes)
- ABMP Exam Coach
- ABMP Five-Minute Muscles
- *ABMP MBLEx Prep Instructor Guide:  $\beta$* 
  - [Lecture Outline](#)
  - [Activity Instructions and Student Handouts](#)



## STUDENT RESOURCES

- ABMP Exam Coach
- ABMP Five-Minute Muscles
- [ABMP MBLEx Prep Student Guide](#)
  - Lecture Outline
  - Activity Instructions and Student Handouts



The **Optional Activities** for this unit can be used to strengthen content areas where students have shown a weakness. Once weak content areas have been identified, you can pick your extra activities accordingly. Use the [ABMP MBLEx Prep Activity Guide Table](#) on page 26 to learn more.

## LEARNING OBJECTIVES

Having participated in a **1-hour interactive lecture** and associated activities, the learner will:

- Describe how the MBLEx is structured, including how many questions, how long the test runs, and how it is scored.
- Explain computerized adaptive testing (CAT).
- Identify the components of a multiple-choice question.
- Compare and contrast simple question structure with scenario-based question structure.
- List the steps of the process for effectively approaching multiple-choice questions.
- Determine content areas that need more focus using ABMP Exam Coach, ABMP Five-Minute Muscles, school-administered exams, and discussions with peers.
- Identify the physical, emotional, and cognitive symptoms of test anxiety and why they occur.
- Practice anxiety-reducing strategies.

## CLASS TIME BREAKDOWN

TIME	ACTIVITY	DESCRIPTION	MATERIALS
10 MINUTES	Lecture	Prepare to Test	Lecture Outline
5 MINUTES	Lecture	Know the MBLEx; Learn Strategic Test-Taking	Lecture Outline
15 MINUTES	Activity	Approaching Multiple-Choice Questions	ABMP Exam Coach
5 MINUTES	Lecture	Determine Focal Areas	ABMP Exam Coach
10 MINUTES	Activity	Determine Your Focal Areas	ABMP Exam Coach "Study Plan" "Determine Your Focal Areas"
5 MINUTES	Lecture	Test Anxiety	Lecture Outline
5 MINUTES	Activity	Affirmation Meditations	"Affirmation Meditations"
As much time as you want	Activity	Optional Activities to Address Knowledge Gaps	Optional activities – 25 to choose from ABMP Exam Coach ABMP Five-Minute Muscles



---

## LESSON EVALUATION

### POST-CLASS

Fill in details of what worked, what didn't, what you would change when you teach this course again, how the students responded, if learning objectives were met, how you were able to observe if they were met, and any other relevant notes. Continue to add to this evaluation as you refine your course.

# Lecture Outline: **Pass the MBLEx with Flying Colors**

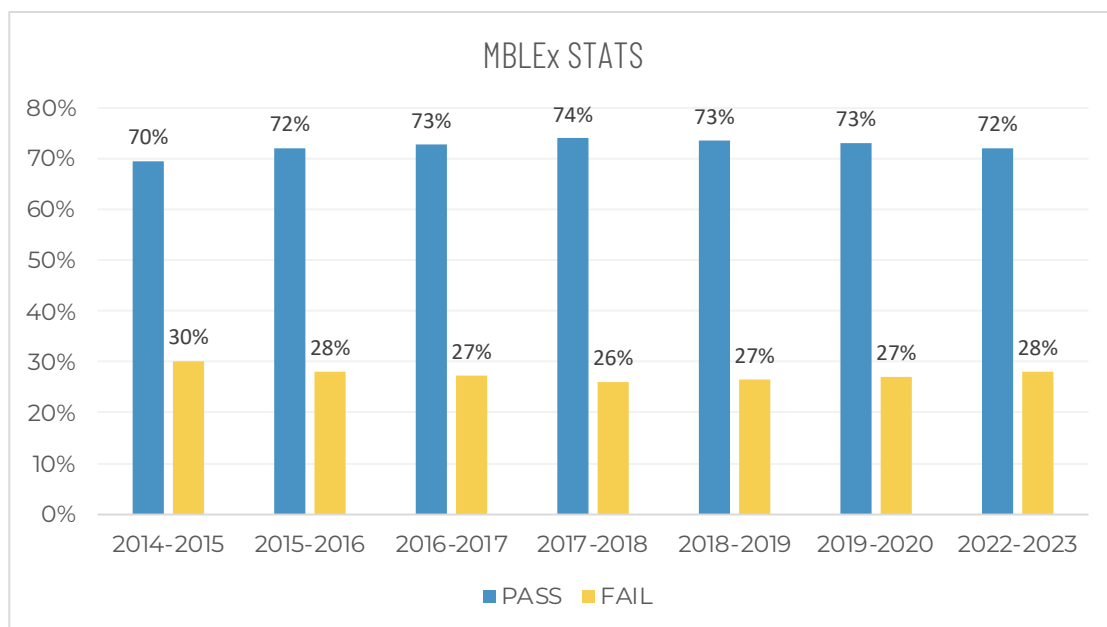
**Unit 2: “Pass the MBLEx with Flying Colors”** is designed to be taught 8–10 weeks prior to graduation. If Unit 1 was not taught at the start of the program, teach it at this point before proceeding with Unit 2. (This unit includes dozens of optional activities that can be added to this course for deeper learning.)

## 1. PREPARE TO TEST

### A. MBLEX STATS

i. Between July 2022 and June 2023, 17,400 students took the MBLEx. COVID-influenced data for 2020–2022 not shown.

1. 72% passed
2. 28% failed



### B. GOALS FOR TODAY'S SESSION

- i. Know the MBLEx
- ii. Learn strategic test-taking
- iii. Determine focal areas
- iv. Overcome test anxiety



#### **Response Moment for Students: (slide 9)**

What's the difference between those who pass the MBLEx and those who don't? Do you feel prepared? If not, what do you need to feel prepared?

## 2. KNOW THE MBLE<sub>x</sub>

### A. MBLE<sub>x</sub> STRUCTURE

- i. 100 multiple-choice questions
- ii. One hour, 50 minutes to complete
- iii. Can't skip questions and return to them; pass/fail grade
- iv. Computerized adaptive testing

### B. WHAT IS CAT (COMPUTERIZED ADAPTIVE TESTING)?

- i. Answer a question correctly, the next one is more difficult
- ii. Answer a question incorrectly, the next one is less difficult
- iii. Point values vary with difficulty

## 3. LEARN STRATEGIC TEST-TAKING

### A. HOW ARE MULTIPLE-CHOICE QUESTIONS STRUCTURED?

- i. One stem, one key, three distractors
- ii. Simple structure vs. scenario-based structure
  - 1. Simple structure
    - a. Term is given, you must choose definition
    - b. Definition is given, you must choose term being defined
  - 2. Scenario-based structure
    - a. Still tests definition of terms, but within the context of a scenario/story
- iii. Focusing on terminology is essential to both structures

### B. HOW TO APPROACH MULTIPLE-CHOICE QUESTIONS

- i. Read the stem and try to anticipate the answer
- ii. Read ALL possible answers
- iii. Use process of elimination to rule out answers you know are wrong
- iv. Re-read the remaining possible answers again
- v. Pick out key terms and recall what you know about them
- vi. Treat remaining answers as true/false. If anything about the answer is false, it is incorrect

- **Activity:** “Approaching Multiple-Choice Questions” – 15 minutes, pg. 20



## 4. DETERMINE FOCAL AREAS

### A. ABMP EXAM COACH

- i. Have students review their most recent 2–3 ABMP Exam Coach practice exams
- ii. Review the summary to know which areas to return to, and go back through the process of terms first, then flash cards, then quizzes

• **PRE-CLASS HOMEWORK:** Students need to take a minimum of three ABMP Exam Coach practice exams prior to this class – time varies

• **ACTIVITY:** “Determine Your Focal Areas” – 10 minutes, pg. 21

### B. SCHOOL-ADMINISTERED QUIZZES AND EXAMS

- i. Go through previous exams taken throughout the program
- ii. Highlight key terms within questions answered incorrectly; review their definitions in Exam Coach, noting in which section they are located

### C. TALK TO YOUR CLASSMATES AND INSTRUCTORS

- i. Pick a topic or a specific learning objective you are having trouble wrapping your head around or avoiding because it seems too hard
- ii. Have a conversation or walk the listener through a specific process
- iii. Write down any terms or concepts you couldn’t easily converse about

## 5. OVERCOME TEST ANXIETY

### A. SYMPTOMS OF TEST ANXIETY

- i. Physical: Headaches, dry mouth, nausea, diarrhea, increases in body temperature, sweating, shortness of breath, light-headedness, and rapid heart rate
- ii. Emotional: Feelings of fear or dread, disappointment, depression, anger, tearfulness, or feelings of helplessness
- iii. Cognitive: Racing thoughts, going blank, difficulty concentrating, negative self-talk, or difficulty organizing thoughts

### B. COMMON REASONS FOR TEST ANXIETY

- i. Poor study habits
- ii. Lack of organization
- iii. Prior negative test experience
- iv. Fear of failure
- v. Pressure from others
- vi. Negative thought processes



This pre-class homework is a prerequisite for the “Determine Your Focal Areas” activity.

### C. ANXIETY-REDUCING STRATEGIES

- i. Overprepare
- ii. Prepare every day
- iii. Use breathing techniques
- iv. Stay healthy
- v. Practice positive thinking

### D. POSITIVE AFFIRMATIONS

- i. Positive self-talk combats negative self-talk

- **Activity:** “Affirmation Meditations” – 5 minutes, pg. 24

### E. OPTIONAL: ADDRESS KNOWLEDGE GAPS

- **ACTIVITY:** “CHOOSE YOUR OWN!” – Time varies, pg. 26
  - Dozens of optional activities to address weak content areas
  - Add as few or as many as you need into your class time



#### Optional Activities

Go to page 26 to see a list of 25 optional activities that will help your students from their first day in class through their successful passing of the MBLEx.



# Notes

---

---

# UNIT 2

## ACTIVITY SUMMARY

---



### SECTION 1: PREPARE TO TEST

### SECTION 2: KNOW THE MBLE<sub>x</sub>

### SECTION 3: LEARN STRATEGIC TEST-TAKING

Class Activity: “Approaching Multiple-Choice Questions” – 15 minutes

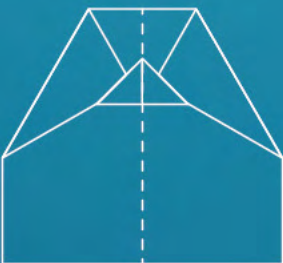
### SECTION 4: DETERMINE FOCAL AREAS

Class Activity: “Determine Your Focal Areas” – 10 minutes

### SECTION 5: OVERCOME TEST ANXIETY

Class Activity: “Affirmation Meditations” – 5 minutes

Optional Activities to Address Knowledge Gaps – time varies



---

### SECTION 1

## PREPARE TO TEST

*No activities*

---

### SECTION 2

## KNOW THE MBLEx

*No activities*

#### **Pro Tip**

This outline shows all the activities you can use in Unit 2. Each activity and handout in the outline is hyperlinked for easy reference.

---

### SECTION 3

## LEARN STRATEGIC TEST-TAKING



#### **CLASS ACTIVITY (SLIDE 32)**

#### Approaching Multiple-Choice Questions

Students will put into practice the tools they've been given for breaking down a multiple-choice question.

You will need:

- [Activity Instructions, pg. 20](#)
- ABMP Exam Coach

---

### SECTION 4

## DETERMINE FOCAL AREAS



#### **CLASS ACTIVITY (SLIDE 41)**

#### Determine Your Focal Areas

This activity helps students see their areas of study that may need more attention before taking the MBLEx.

You will need:

- [Activity Instructions, pg. 21](#)
- ABMP Exam Coach
- [“Determine Your Focal Areas” Student Handout, pg. 22](#)
- [“Study Plan” Student Handout pg. 23](#)

---

## SECTION 5

# OVERCOME TEST ANXIETY



### CLASS ACTIVITY (SLIDE 60)

#### Affirmation Meditations

Mindset is critical for test-taking; have students use this exercise to squash negative self-talk that comes with test anxiety.

You will need:

- [Activity Instructions](#), pg. 24
- [“Affirmation Meditations” Student Handout](#), pg. 25



### CLASS ACTIVITY (SLIDE 68)

#### Optional Activities to Address Knowledge Gaps

There are dozens of additional activities you can add to Unit 2 to address knowledge gaps. Use the [Activity Guide Table](#) on page 26 to determine what type activity your students need most. Time varies for each.

Or, use the blank slide that’s been provided to incorporate your own learning experiences into the curriculum.

You will need:

- This blank slide to add to your curriculum (Slide 68)
- OR

- **One of These Optional Activities, pgs. 26–63**

- Optional Activity: Affinity Mapping
- Optional Activity: Brainstorming
- Optional Activity: Categorizing Recommendations
- Optional Activity: Deconstruct Quiz Questions
- Optional Activity: Divergent Thinking
- Optional Activity: Fishbowl
- Optional Activity: Four Things
- Optional Activity: Hot Seat
- Optional Activity: Jigsaw
- Optional Activity: Learning Triads
- Optional Activity: Lecture Preview #1
- Optional Activity: Lecture Preview #2

- Optional Activity: Making Connections
- Optional Activity: Mind Mapping
- Optional Activity: Muscle Mapping
- Optional Activity: Quiz Previews and Reviews
- Optional Activity: Reverse Brainstorming
- Optional Activity: Root Cause Analysis
- Optional Activity: Rotating Stations
- Optional Activity: Six Views
- Optional Activity: Sliding Lines
- Optional Activity: Starbursting
- Optional Activity: Talk Moves
- Optional Activity: Think Like an Item Writer
- Optional Activity: Thinking Critically

# Notes

---



---

# UNIT 2

## ACTIVITY INSTRUCTIONS AND STUDENT HANDOUTS

---

“

*All the activities and accompanying student handouts used throughout this MBLEx Prep Curriculum are listed sequentially in this section, in accordance with how they appear in this course. You can make the course longer and shorter by adding activities you want and removing those you don't.*



## APPROACHING MULTIPLE-CHOICE QUESTIONS - 15 MINUTES

Unit 2 Lecture PPT, Slide #32

### STUDENTS WILL NEED:

- ABMP Exam Coach

**READ TO STUDENTS:** While knowing and grasping information is important for passing exams, acquiring the skill of being a strategic test-taker is equally important. Often, incorrect responses are selected due to skimming the question and potential answers too quickly, choosing an answer too quickly, and not breaking down the question and potential answers in a systematic way. This activity offers practice with a simple and effective method to mastering the skill of taking a multiple-choice exam.

All student directions can also be found in the *ABMP MBLEx Prep Student Guide*. Download a guide for your students at [abmp.com/mblex-prep](http://abmp.com/mblex-prep).

### STUDENT DIRECTIONS

1. Log in to ABMP Exam Coach.
2. Choose a Topic and Subject from a recent lecture and click on “Take a Practice Quiz.”
3. As a group (or in pairs if the group is large), work through one 10-question quiz using the step-by-step process for approaching multiple-choice questions.
  - a. Read the stem and try to anticipate the answer.
  - b. Read ALL possible answers.
  - c. Rule out answers that are definitely wrong. Stop considering them.
  - d. Re-read the remaining possible answers again.
  - e. Pick out key terms and recall what you know about them.
  - f. Treat remaining answers as true/false. If anything about the answer is false, it is incorrect.
4. Even if you think you know the answer, work slowly and methodically through each question, following every step.



## DETERMINE YOUR FOCAL AREAS - 10 MINUTES

Unit 2 Lecture PPT, Slide #46

### YOU WILL NEED:

- ABMP Exam Coach
- “Determine Your Focal Areas” (Student Handout)
- “Study Plan” (Student Handout)

Studies have shown that students tend to study information they already know because it gives them a sense of confidence. Unfortunately, it means that areas of weakness are put on the back burner when the focus should actually be on them. This activity uses ABMP Exam Coach practice exams to help students identify the Subjects and Topics they need to focus on and master instead of spending valuable time on what they already know. This activity requires students to have taken at least three practice exams before class. Be sure to capture the completed “Determine Your Focal Areas” handout from each student so you can start identifying weak areas for the entire class.

All student directions can also be found in the *ABMP MBLEx Prep Student Guide*. Download a guide for your students at [abmp.com/mblex-prep](http://abmp.com/mblex-prep).

### STUDENT DIRECTIONS

1. Locate the “Determine Your Focal Areas” handout.
2. From the main ABMP Exam Coach landing page, click on “My Progress,” then “My Exams.”
3. Click on your most recent Practice Exam. Identify Subjects with a red X next to them. List each of these subjects under Exam 1: Subject on the activity form. Each topic will have its own box on the form.
4. Click on “Show Topics” for that Subject. For each topic that has a red X next to it, list it under Exam 1: Topics for the specific Subject.
5. Repeat this process for each Subject and Topic with a red X for Exam 1.
6. Repeat steps 1–5 for two more recent exams.
7. Compare all 3 exams to see which Subjects and Topics recur as weak for each exam. These areas need primary focus.
8. Plot a 2-hour study block for each Topic on the “Study Plan” form.
9. Share completed “Determine Your Focal Areas” handouts with the instructor.

DETERMINE YOUR FOCAL AREAS

	EXAM 1	EXAM 2	EXAM 3
Subject:			
Topics:			
Subject:			
Topics:			
Subject:			
Topics:			
Subject:			
Topics:			
Subject:			
Topics:			



STUDY PLAN

WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY





## AFFIRMATION MEDITATIONS - 5 MINUTES

Unit 2 Lecture PPT, Slide #60

### YOU WILL NEED:

- “Affirmation Meditations” (Student Handout)

Test anxiety can be caused by poor study habits, lack of organization, prior negative testing experience, fear of failure, pressure from others, and negative thought processes. While negative thought processes is in its own category, it actually permeates each of the other common causes of test anxiety. For example, if students have poor study habits, it’s likely this behavior will produce negative self-talk. The same goes for lack of organization, fear of failure, and so on.

One impactful way to shift these thoughts is with affirmations. Combining an elevated emotion with the affirmation makes it even more potent, such as imagining the joy and excitement students will feel when they have passed the test, as if it has already happened.

### INSTRUCTOR DIRECTIONS

1. Distribute the “Affirmation Meditations” handout.
2. Have students read through each affirmation.
3. Ask them to close their eyes and feel their feet fully making contact with the floor. Have students take three full, deep belly breaths.
4. State each affirmation aloud slowly and ask students to repeat it in their mind. Ask them to feel any sensations, thoughts, or emotions that come with the affirmation.
5. Instruct students to take three full, deep belly breaths to end the meditation.
6. Have a brief discussion comparing how students feel now versus at the beginning of the meditation. This can also be done as a 1–2 minute free-writing exercise.

All student directions can also be found in the *ABMP MBLEx Prep Student Guide*. Download a guide for your students at [abmp.com/mblex-prep](http://abmp.com/mblex-prep).

### STUDENT DIRECTIONS

1. Identify the “Affirmation Meditations” handout.
2. Slowly read through each affirmation. Pause after each one and notice any sensations you feel in your body and/or thoughts that occur in your mind.
3. With your eyes closed, draw attention to feeling your feet fully making contact with the floor (or base of the pelvis if sitting on the floor). Take three full, deep belly breaths to settle in.
4. Your instructor will read each affirmation aloud slowly and ask you to repeat it in your mind. Feel any sensations or thoughts/emotions that come with each affirmation.
5. Take three full, deep belly breaths to end the meditation.
6. Participate in a 1–2 minute discussion comparing how you feel now versus how you felt at the beginning of the meditation. Has anything changed? If so, what changed?



## AFFIRMATION MEDITATIONS

1. My mind is clear and steady and I am ready to do my best.
2. I am breathing, I am thinking, I am passing.
3. I am calm and focused and my mind is clear and ready.
4. I focus all of my energy now to do my very best.
5. I trust myself to show up and focus on my strengths and pass.
6. I am smart. I am prepared. I am passing.
7. Focus. Breathe. Center. Pass.
8. I breathe, I take my time, I stay focused, and I pass.
9. I am ready to do my best right now at this moment and pass.
10. All of the information I need is coming forward in my mind.
11. I focus my energy to pass.

## UNIT 2 - OPTIONAL ACTIVITIES TO ADDRESS KNOWLEDGE GAPS CHOOSE YOUR OWN!

ABMP has provided dozens of activities to incorporate into the topic-specific section of your MBLEx preparation class(es) at any point along the way. Identify knowledge gaps in the classroom and choose activities that will support your students where they are.

Some activities require ABMP Exam Coach; others use ABMP Five-Minute Muscles.

### HERE'S HOW TO USE THESE OPTIONAL ACTIVITIES:

1. Determine the type of content you are reviewing in class.

**Level 1**—Knowledge Acquisition and Defining Terms and Concepts

**Level 2**—Knowledge Application

**Level 3**—Critical Thinking and Problem Solving

2. Choose an activity from the Activity Guide Table. Then, locate the Activity Instructions and Student Handouts (if applicable).

### NOTE

The optional activities have varying time frames depending on factors such as class size and number of topics being covered within a subject area. Generally, count on 35–45 minutes per activity. The Unit 2 Optional Activities are organized here alphabetically, along with any accompanying student handouts.

### ACTIVITY GUIDE TABLE

ACTIVITY	LEVEL 1	LEVEL 2	LEVEL 3
Affinity Mapping	x	x	
Brainstorming		x	x
Categorizing Recommendations		x	x
Deconstruct Quiz Questions	x	x	x
Divergent Thinking		x	x
Fishbowl		x	x
Four Things	x	x	
Hot Seat		x	
Jigsaw	x		
Learning Triads		x	x
Lecture Preview #1, #2	x		
Making Connections	x	x	
Mind Mapping	x	x	x
Muscle Mapping	x	x	
Quiz Previews and Reviews	x		
Reverse Brainstorming			x
Root Cause Analysis			x
Rotating Stations			x
Six Views			x
Sliding Lines	x	x	x
Starbursting		x	x
Talk Moves	x	x	x
Think Like an Item Writer	x	x	x
Thinking Critically			x



## AFFINITY MAPPING - TIME VARIES (@35-45 MINUTES)

Unit 2 Lecture PPT, Slide #69

This peer-learning format forces learners to categorize and sort through their ideas, or through assigned content, in order to break something down into its component parts to gain insight into the various aspects of the topic. It is an active form of mind mapping and outlining.

### INSTRUCTOR DIRECTIONS

1. Break learners into teams (each team gets a wall of the classroom).
2. Assign each team a different topic of the same subject to research.
3. **Round 1:** Teams research their topic using their textbooks or the internet and write a large Post-it note to represent each key term, concept, heading, subheading, or important idea they encounter. They stick their Post-it notes randomly on their assigned wall.
4. **Round 2:** Teams switch walls. Each team reviews the previous team's work and then uses textbooks or the internet to organize the Post-it notes they encounter. Their goal is to categorize content, place terms and concepts with appropriate headings, and add Post-it notes as they deem appropriate if content is missing.
5. **Round 3:** Teams switch walls. The teams review the work that has already been done on their new wall. They refine the categorization of content, add structure, add Post-it note content, and add headings and subheadings. The organization of the content should be well-structured at this point.
6. **Round 4:** Teams switch walls. The teams review the work that has already been done on their new wall and use their textbooks to check the organization and hierarchy of the content. At this point, the content on each wall should be well-organized and highly structured.
7. **Round 5:** Teams return to their original walls to see how other teams did organizing their content. They refine the content organization if needed.
8. Learners take pictures of the walls for their notes. If possible, the affinity map is left in place so learners can use it for review.
9. In the large group, learners discuss what they learned from the exercise and their top takeaway learning related to each wall.

### TIPS

Use this activity in place of a reading assignment. Learners will get more from the reading by approaching the content in this active manner and will better remember the organization of content. Any activity that requires categorizing or placing content into a hierarchy is fantastic for memory input and recall ability.

**Examples:** This activity can be used with any subject that has clearly defined topics but is not overly complex. For example, you might have learners create an affinity map for Hydrotherapy Effects. Wall 1 is Physiological Effects, Wall 2 is Psychological Effects, Wall 3 is Reflexive Effects, and Wall 4 is Mechanical Effects. Similarly, you could do effects from specific temperatures where Wall 1 is Hot Temperature Effects, Wall 2 is Cold Temperature Effects, Wall 3 is Neutral Temperature Effects, and Wall 4 is Contrasting Temperature Effects.



## BRAINSTORMING - TIME VARIES

Unit 2 Lecture PPT, Slide #70

Brainstorming is a popular method for generating creative ideas and bypassing the inner critic. It is a fun activity that can get learners engaged, energized, and excited. Organize your brainstorming sessions so all students contribute, not just the most talkative students. For example, have students brainstorm on a piece of paper quietly to themselves before bringing the group back together. Ask each student to offer one idea and create this list. Then have students offer other ideas randomly. This encourages quiet students to participate.

### INSTRUCTOR DIRECTIONS

1. Choose a topic and be as specific about the topic as possible. For example, "What techniques should we include in a massage for fibromyalgia?" is more specific than "massage strokes and pathologies."
2. Appoint someone to record ideas. The recorder should write down every idea generated by the group, even if they feel the idea does not deserve merit. Capture everything.
3. Set a time limit and brainstorm the entire time. Don't stop tossing out ideas until the timer beeps or the record keeper calls "time."
4. Encourage all ideas and keep ideas flowing. Don't stop to throw out an off-the-wall idea or to ponder an idea you know is good. Keep brainstorming until the time is up.
5. Clean your list by removing any ideas that instantly stand out as unsuitable. If a new idea comes up from reading the list, add it to the brainstorm. If you are not sure which ideas to keep and which to discard, have each person in the group vote for their top three ideas. Discard ideas that didn't get votes.





## CATEGORIZING RECOMMENDATIONS - TIME VARIES

Unit 2 Lecture PPT, Slide #71

Whenever students break down and categorize information, they learn it better. The process of deconstructing parts of a whole provides insight into the various aspects of a topic and allows for critical reflection. Using a variety of graphic organizers can help students sort information in new ways.

Use the mind maps, graphic organizers, and note-taking forms we've included in the back of the *MBLEx Prep Student Guide*, and in the *Study Aids* resource that accompanies this course, to generate new ideas for your curriculum and develop activities that teach students how to sort, categorize, and organize information.



## DECONSTRUCT QUIZ QUESTIONS - 35 MINUTES

Unit 2 Lecture PPT, Slide #72

### YOU WILL NEED:

- ABMP Exam Coach
- “Deconstruct Quiz Questions” (Student Handout)

To deconstruct means “to reduce something to its constituent parts in order to understand it better.” We want to teach our students to deconstruct their wrong answers on test questions. When they do this, they better understand themselves as test takers. They learn about how they might be second-guessing themselves and talking themselves out of the correct answers when they take multiple-choice examinations.

### INSTRUCTOR DIRECTIONS

1. Determine a Subject and Topic in ABMP Exam Coach that you want your students to explore. For example, you might want them to explore the topic “Posture Assessment” in the subject “Client Assessment and Session Planning.”
2. Distribute copies of the “Deconstruct Quiz Questions” student handout to students. Make sure you give them the Subject and Topic you want them to examine. They can complete the assignment on their own or work with a partner.
3. Ask students to work through the directions on the activity sheet for a designated period of time (approximately 20–30 minutes).
4. At the beginning of the next scheduled class, ask each student to share something they learned from the activity.



## DECONSTRUCT QUIZ QUESTIONS

Subject: \_\_\_\_\_ Topic: \_\_\_\_\_

### INTRODUCTION

Researchers tell us that test takers often second-guess their thinking and talk themselves out of correct answers on multiple-choice examinations. This is what happens: You immediately identify the answer you believe is correct. Then, you see a possible option that contains terminology or information you don't know. This flusters you. You can't decisively rule out the option as incorrect. So, researchers say, you'll choose it, even if you believe another answer is the right one. By deconstructing your responses to quizzes, you learn to account for this common testing occurrence and adapt to compensate for it, becoming a stronger test taker in the process!

To *deconstruct* means to “reduce something to its constituent parts in order to understand it better.” This activity teaches you to deconstruct your thinking when you take a multiple-choice examination.

### DIRECTIONS

1. Pair up with another student.
2. One of you will act as the facilitator and the other as a test taker. You will switch roles each time you complete a quiz. Work through at least four quizzes in the topic area assigned.
3. Facilitator: Click on the appropriate subject and topic in ABMP Exam Coach and choose “Take a Quiz” from the study options.
4. Facilitator: Read the first question and options to the test taker. Allow the test taker to review the questions and options as needed to make a choice.
5. Test taker: Choose the best option.
6. Facilitator: If the test taker chooses a correct option, move on to the next quiz question. If they choose the wrong option, ask these questions to help the test taker deconstruct their thinking:
  - Why did you choose the option that you did?
  - What thinking caused you to rule out the other options?
  - What key terms in the question or possible answers could lead you to a correct response?
  - What do you need to know to answer this question correctly if you see it again on another quiz?
7. Test taker: Talk through your findings with the facilitator in response to the deconstruction questions.
8. Facilitator: Move on to the next quiz question and continue to work through the quiz.
9. When the quiz is completed, capture your score for reference and change roles.
10. Make note of something you learned from this activity to share with the group.



## DIVERGENT THINKING - TIME VARIES

Unit 2 Lecture PPT, Slide #73

### YOU WILL NEED:

- “Divergent Thinking Graphic Organizer #1” (Student Handout)
- “Divergent Thinking Graphic Organizer #2” (Student Handout)

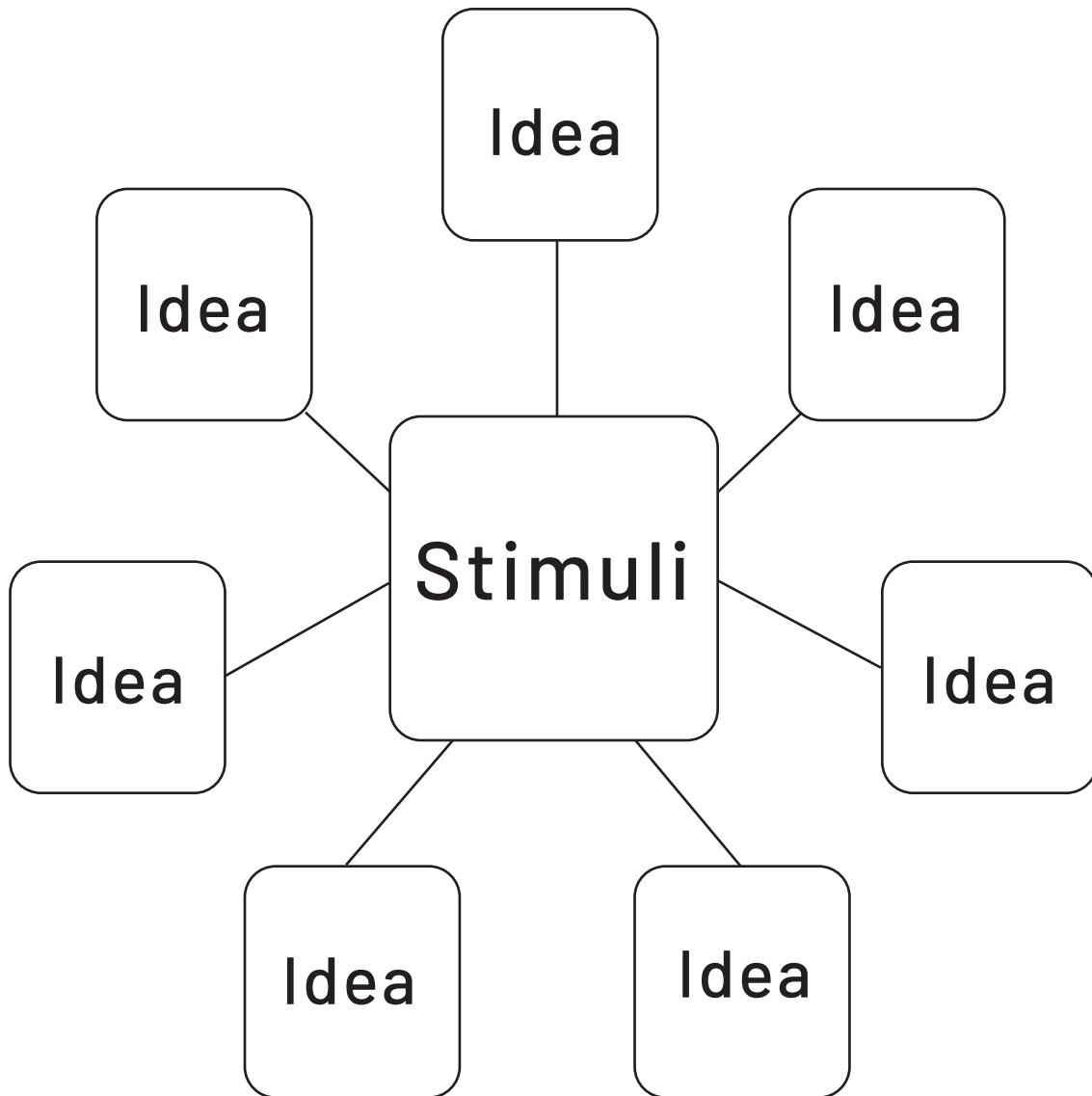
Like free writing, divergent thinking exercises are a great way to warm up thinking before an exam or to get energized before tackling a new topic. This type of exercise might also be used as a review of information learned in a lecture, or toward the end of a series of classes. The activity is the same, but the instructor supplies different stimuli based on the class subject.

### INSTRUCTOR DIRECTIONS

1. Pass out one of the two divergent thinking forms (or use a plain sheet of paper).
2. Set a timer for 3 minutes.
3. Write the stimuli on the whiteboard or have it appear on a PowerPoint slide.
4. Start the timer.
5. Examples of stimuli:
  - a. List all the muscles of the body you can think of off the top of your head.
  - b. List all the ways you might make a massage environment comfortable for an older adult client.
  - c. List all the effects of Swedish massage strokes you can think of off the top of your head.
  - d. Imagine that a client asks you out on a date. List all the ways you can think of to handle the situation off the top of your head.
6. End the activity and have students share their findings. Process the findings. For example, with the ethics-based stimuli, you might need to take the exercise a step further by comparing and contrasting ideas students offer and then helping students choose appropriate responses from their list.
7. Ask students to describe how they felt before, during, and after the activity. Some people find this type of activity mentally exhausting. If this is the case, it's something to practice. You get better and stronger at this type of task the more you practice. It supports the recall of information and the formation of connections between information.



## DIVERGENT THINKING GRAPHIC ORGANIZER #1



DIVERGENT THINKING GRAPHIC ORGANIZER #2

	STIMULI
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	



## FISHBOWL - TIME VARIES (@35-45 MINUTES)

Unit 2 Lecture PPT, Slide #74

This activity is a peer-learning format in which two learners are coached or prompted by other peers to improve professional language, professional behaviors, or general communication skills.

### INSTRUCTOR DIRECTIONS

1. Depending on the size of your class, break students into large groups of 6 or use the format with one larger group.
2. Two learners sit in the middle of a circle (the fishbowl) created by other learners. They face each other and have a conversation based on a predetermined topic and often using specific skills the class is practicing (e.g., using follow-on questions in response to a health form, using assertive communication, using an open body position during discussions, planning a session for a client with a specific pathology, using professional language and behavior to manage a challenging client situation, etc.).
3. The instructor provides a question, prompt, situation, or scenario and the two central learners discuss or role play as appropriate.
4. At appropriate intervals, the instructor has the central learners pause and asks the “fishbowl” to provide suggestions, feedback, or coaching.
5. The two central learners pick up the discussion, role play a scenario again, or try a particular form of language or behavior again.
6. At an appropriate interval, the instructor has one or both of the central learners “tap out” and “tap in” new learners from the fishbowl.
7. The instructor directs the new learners to pick up where the last learners left off or offers a new question, prompt, situation, or scenario and the process continues.

### TIPS

This is an engaging peer-learning format. However, if learning cohorts do not have the proper degree of trust in one another, this format feels threatening. One way to reduce the threat is to have smaller fishbowls. Place learners in groups of four and have two be the fishbowl and two be the fish. Learners get less diversity of input in this small-group format but the anxiety they may feel performing in front of their peers is reduced.

**Examples:** This format is ideal for informal role-playing situations and for practicing professional language and behaviors. Learners could be prompted to demonstrate how they would handle a variety of client challenges on the fly such as, “Student A, you’re a client who just arrived 15 minutes late for your appointment and you want your full-hour massage. Student B, you’re the therapist and you have an open session directly after this client’s session. However, this client has been late before. What will you say to one another? OK—let’s see it!”



## FOUR THINGS - 35 MINUTES

Unit 2 Lecture PPT, Slide #75

### YOU WILL NEED:

- ABMP Exam Coach
- “Four Things” (Student Handout)

Use the “Four Things” activity in combination with the flash card function of ABMP Exam Coach to help your students recognize their current knowledge, personalize content, and identify new learning. Research shows that when learners acknowledge, personalize, and recognize that new learning is occurring, they tend to care more about content; this increases their confidence and motivation to learn. This activity can be easily adapted for Five-Minute Muscles activities as well.

### INSTRUCTOR DIRECTIONS

1. Determine a Subject and Topic in ABMP Exam Coach you want your students to explore. For example, you might want them to explore the “Professional Boundaries” topic in the subject “Ethics and Laws.”
2. Students can study on their own, or work in small groups (or online via Zoom).
3. Provide the “Four Things” worksheet to students prior to class.
4. Assign students to work through the flash cards of the appropriate topic for 15 minutes.
5. Ask learners to complete the “Four Things” handout based on the information they just reviewed in ABMP Exam Coach.
6. Begin your next scheduled class time with sharing and discussion of the students’ answers from the worksheet.





## FOUR THINGS

Subject: \_\_\_\_\_ Topic: \_\_\_\_\_

When you use the flash cards in ABMP Exam Coach, you have to search your memory banks for information in response to a particular question or to define a term. The more often you travel the memory path to retrieve information, the better your recall of that information. This activity takes it one step further and requires you to connect one piece of information to other pieces of information, leading to deeper learning.

### **DIRECTIONS**

Click on the appropriate Subject and Topic in ABMP Exam Coach. Choose “Flash Cards” from the list of study methods. Use the designated time to work through the flash cards for this topic and then complete these questions:

List 4 pieces of flash card information you viewed that you already know:

List 4 pieces of flash card information you viewed that you didn't know:

List 4 ways this information will influence your work in the massage profession:



## HOT SEAT - 35 MINUTES

Unit 2 Lecture PPT, Slide #76

### YOU WILL NEED:

- ABMP Exam Coach
- ABMP Five-Minute Muscles

This is a peer-learning format that reinforces cognitive content to improve learner recall of information. Use this activity before or after a lecture, as a review for a class quiz or exam, or to reinforce important terms during a review class.

### INSTRUCTOR DIRECTIONS

1. Using either ABMP Exam Coach or ABMP Five-Minute Muscles, select terms for a topic you are teaching.
2. Provide the list of selected terms to students.
3. In addition, assign each student to focus specifically on one of the terms. Ask that they not share their assigned term with the other students.
4. Start the activity by placing a student in the “hot seat.” (If using Zoom as your online learning platform, this is done by making the student the co-host on the Zoom dashboard. Other students will be able to see and hear the highlighted student.) Set a timer for 2 minutes.
5. The student in the “hot seat” assumes the role of their term and plays it like a character. For example, if my secret term is *trigger point*, I might play-act referring pain to somewhere else. If my secret term is *diarthroses*, I might move all my diarthrotic joints through their full range of motion.
6. The students in the audience ask the student in the hot seat yes-or-no questions as they try to determine which term they are acting out. (If using online, students can use the chat box to ask questions or you can unmute the students so they can hear each other; the latter option is only recommended for small class sizes.)
7. The student in the hot seat responds to the questions with a yes-or-no answer, or through play acting.
8. If the students in the audience don’t guess the correct term before the time is up, circle back to the term after one pass through the term list. If they do guess in the 2-minute time frame, remove the term from the list.
9. With each new term, place the next student in the hot seat. (If using online, do so by making them the cohost using the Zoom dashboard.)
10. Play until all the terms are correctly guessed or until the designated time is up.



## JIGSAW - 60 MINUTES

Unit 2 Lecture PPT, Slide #77

This is a peer-activity format where learners teach each other straightforward concepts. A variety of forms can be used depending on topic; refer to the *Study Aids* resource that accompanies this program.

### INSTRUCTOR DIRECTIONS

1. Generate a list of topics, subtopics, or key concepts within the subject you are teaching. Each individual chunk of content will be assigned to a small group of learners. If you have a small class size, one learner or a pair of learners might be assigned one content chunk. If you have a very large class size, as many as seven learners might be grouped together and assigned a content chunk.
2. Break learners into groups related to the number of chunked content pieces you are teaching.
3. Hand out appropriate graphic organizers or note forms to keep learners on task and to ensure they capture the information you determine is important.
4. Assign a group facilitator to keep the group on task and ensure all group members complete their graphic organizational forms.
5. Groups work together to become “experts” on their specific content chunk and complete their section of the graphic organizer.
6. After a specific time, reorganize groups so that one student from each content chunk is in each new group.
7. Assign a group facilitator in the new group.
8. Assign a group timekeeper in the new group.
9. Each student in the new group has 3–5 minutes to teach the other students in the group their content chunk.
10. Give students 5–7 minutes to review their notes, fill in missing pieces of their graphic organizers, and study all the content on their own.
11. Administer a quiz to learners to test their understanding of all the content chunks.
12. Students return to their second groups and use their quiz results to identify their knowledge gaps so they can help each other fill in missing information.

### TIPS

You can replace a short lecture or part of a lecture with a Jigsaw activity when the concepts you are teaching are straightforward and easy to chunk into individual components. You can reduce the scope of chunks by only requiring learners to discuss key information. For example, you could use the topic “Chronic Pain Conditions Overview” and have each group define a specific chronic pain condition and provide an overview of its causes. Then, as the instructor, you break each condition down and provide more detailed information as part of your lecture. If you try to teach too much content, presentation times get long and learners start to disengage. It works best to teach no more than six chunked content pieces.

### EXAMPLES

**Topic:** Muscles that Create Movement at the Glenohumeral Joint

**Content Chunks:** Group 1—Muscles that Flex; Group 2—Muscles that Extend; Group 3—Muscles that Adduct; Group 4—Muscles that Abduct, Horizontally Abduct, and Horizontally Adduct; Group 5—Muscles that Laterally and Medially Rotate

*(Note that the goal with chunking in this case is to give learning groups around the same number of muscles each.)*

**Topic:** Types of Contraindications

**Content Chunks:** Group 1—Absolute Contraindications; Group 2—Local Contraindications; Group 3—When to Require a Physician’s Release; Group 4—General Adaptations to Sessions Based on Client Conditions



## LEARNING TRIADS - TIME VARIES (@35-45 MINUTES)

Unit 2 Lecture PPT, Slide #78

This is a three-person peer activity where learners play different roles and coach each other for information recall, protocols, language skills, behaviors, hands-on skills, and more.

### INSTRUCTOR DIRECTIONS

1. Break learners into groups of three.
2. Define roles based on the content you are teaching. For example, if the goal is to drill and practice information recall, one learner might be the talker, one the questioner, and one the note keeper. If the goal is hands-on skill practice, one might be the client, one the therapist, and one the skill coach. If the goal is to practice communication skills, you might have one be the assertive communicator, one be the listener, and one be the skill coach.
3. There are a minimum of three rounds of practice. Learners switch roles at the end of a round so that they play all three roles during the exercise. Depending on the content, you might have a second or third set with another three rounds each. Similarly, you might change the triads each set so that learners work with a variety of peers.
4. Give students directions for the tasks or learning goals you want them to achieve on the first round. Start a timer for the appropriate amount of time and facilitate the first round.
5. Stop the first round, ask learners to switch roles, and facilitate the second round.
6. Stop the second round, ask learners to switch roles, and facilitate the third round.
7. Facilitate additional sets as appropriate to your content.
8. Bring learners into a large group and process what they found challenging and valuable in the exercise. Ask them to determine their top three takeaway learnings.

### EXAMPLES

**Information Recall:** Students are assigned the role of talker, questioner, and recorder. The talker shares all they know on a topic (e.g., the lymphatic system), the questioner asks questions of the talker to spur more information-sharing or to identify questions that remain unanswered, and the recorder documents information and unanswered questions. They change roles twice more and then look up the answer to any remaining unanswered questions.

**Protocol Memorization:** If the topic is a client interview, learners are assigned the role of client, therapist, and protocol coach. The therapist practices covering the appropriate information and using follow-on questions with the client while the protocol coach gives feedback or prompts for missed steps during the round.

**Hands-On Practice:** One student is the client, one the therapist, and one the coach. While the therapist performs hands-on techniques, the coach looks for places to refine techniques, body mechanics, draping, and client communication. They give ongoing suggestions or corrections as needed.



## LECTURE PREVIEW #1 - TIME VARIES (@35-45 MINUTES)

Unit 2 Lecture PPT, Slide #79

### YOU WILL NEED:

- ABMP Exam Coach
- “Lecture Preview #1 Activity” (Student Handout)

Having students preview and research key terminology that will be used during the presentation and discussion will give them a working definition of important terms that will be discussed. This activity will improve students’ overall comprehension of the material and build their fluency with massage and bodywork language.

### INSTRUCTOR DIRECTIONS

1. Identify the Subject and Topic in ABMP Exam Coach that relates to your upcoming lecture and review the key terminology list for that Topic.
2. Make a list of 5–7 important terms covered in the lecture and give them to students, along with the handout, ahead of the presentation.
3. Focus on no more than 5–7 terms, as it will take students about 5 minutes per term to complete the activity.
4. This activity can be done independently or in pairs. Provide the attached “Lecture Preview #1” student handout for detailed instructions on working through the learning tasks. (This can also be adapted into a pre-class activity.)
5. Begin your lecture. As you encounter a selected term during your presentation, call upon a student to do their best to explain the term in their own words before you explain it as part of the presentation.
6. Make sure students know ahead of time that they will be participating in this way, so they are prepared to speak to the group.

### TIPS

A big bonus with this activity is that instructors will notice improved attention levels and better knowledge acquisition from lectures.

## LECTURE PREVIEW #1 ACTIVITY

Lecture Topic: \_\_\_\_\_

ABMP Exam Coach Subject: \_\_\_\_\_ Topic: \_\_\_\_\_

Review the list of terms provided by your teacher. These are important terms you'll encounter during the scheduled online class. Preview these terms in ABMP Exam Coach, following these directions for each term:

1. Look up the term in ABMP Exam Coach.
2. Click on the term to pull up the term definition.
3. Click the “Hear Pronunciation” link associated with the term.
4. Pronounce the term aloud four times.
5. Read the term definition aloud.
6. Identify any terms used in the term definition that you do not recognize or understand.
7. Use the “Search” function in ABMP Exam Coach to look up each of the terms used in the primary term definition. Review the meanings of these words and then return to the primary definition.
8. Read the definition of the term aloud again.
9. Attempt to explain the meaning of the term aloud in your own words. If working in pairs, take turns explaining the term to each other.
10. Read the definition of the term aloud again.
11. Make a second attempt to explain the meaning of the term in your own words.
12. Move on to the next term, repeating this process.

**When you listen to the lecture, notice how much more you comprehend because you previewed the terminology.**



## LECTURE PREVIEW #2 - 45 MINUTES

Unit 2 Lecture PPT, Slide #80

### YOU WILL NEED:

- ABMP Five-Minute Muscles
- “Lecture Preview #2 Activity” (Student Handout)
- “Muscle Terminology Form” (Student Handout)

Assign this before your scheduled class to help students preview and research the key terminology you intend to use during the presentation and discussion. This way, students will have a working definition of important terms you will be discussing. This activity will improve students' overall comprehension of your material and build their fluency with massage and bodywork language.

### INSTRUCTOR DIRECTIONS

1. Identify the body region that relates to your lecture in ABMP Five-Minute Muscles. Make a list of 3–5 muscles covered in the lecture and provide them to students ahead of the scheduled class time.
2. This activity is designed to be done independently. Provide the “Lecture Preview #2 Activity” handout for detailed instructions on working through the learning tasks. Also, provide the “Muscle Terminology Form.”
3. You want to focus on no more than five muscles, as it will take students about 5–7 minutes per muscle to complete the activity.
4. As you encounter a term relating to a muscle you are covering during your lecture, call upon a student to do their best to explain or describe the term in their own words before you explain it as part of the presentation. Make sure students know ahead of time that they will be participating in this way so they are prepared to speak to the group. You may opt to allow them to use their notes from the “Muscle Terminology Form” they completed prior to class.
5. A big bonus with this activity is that you'll notice improved attention levels and better knowledge acquisition from lectures.



## LECTURE PREVIEW #2 ACTIVITY

ABMP Five-Minute Muscles Body Region:

Muscles to Review:

1. Review the “Overview” section for each muscle provided by your teacher.
2. For each unfamiliar term you encounter within the overview section, write it on the “Muscle Terminology Form.” For example, the term could be an anatomical structure, such as transverse processes of the cervical region, or it could be a physiological term, such as *neurovascular*.
3. Use your textbook, the “Search” function in ABMP Exam Coach, or other resource to look up the definition of each term and write it on the “Muscle Terminology Form.”
4. Read the term definition aloud.
5. If the term is a structure, identify its location on yourself, an image, or another person.
6. Identify any terms used in the term definition that you do not recognize or understand.
7. Use your textbook, the “Search” function in ABMP Exam Coach, or other resource to look up each of the terms used in the primary term definition. Review the meanings of these words and then return to the primary definition.
8. Read the definition of the term aloud again.
9. Attempt to explain the meaning of the term aloud in your own words either on your own or to another person.
10. Read the definition of the term aloud again.
11. Make a second attempt to explain the meaning of the term in your own words.
12. Move on to the next term, repeating this process.

**When you listen to the lecture, notice how much more you comprehend because you previewed the terminology.**





MUSCLE TERMINOLOGY FORM

MUSCLE	TERM	DEFINITION



## MAKING CONNECTIONS - 35 MINUTES

Unit 2 Lecture PPT, Slide #81

### YOU WILL NEED:

- ABMP Exam Coach
- “Making Connections” (Student Handout)

The more you connect pieces of information to other pieces of information, the richer your conceptual understanding. We want students to build complete, multilayered webs that support the informed practice of massage. In the “Making Connections” activity, students ask specific questions about one piece of information to deepen their understanding of a concept and connect it to other pieces of information. For online classes, “Making Connections” can be assigned as a post-lecture activity with students meeting in their own interactive online group on Zoom or other video meeting platform.

### INSTRUCTOR DIRECTIONS

1. Determine a subject and topic in ABMP Exam Coach that you want your students to explore. For example, you might want them to explore the “Benefits and Effects” topic in the subject “Massage Theory.”
2. Distribute the “Making Connections” handout to students.
3. Allow groups to assign facilitators and scribes as directed by the handout, unless you choose to facilitate the activity during a scheduled group class. If you have a larger class, you can also perform this activity in breakout groups. This enables you to supervise each breakout group as the activity is being performed.
4. Direct facilitators to read the handout introduction so that students understand the purpose of the activity.
5. Ask the facilitator to go to the appropriate Subject and Topic in their ABMP Exam Coach program, and then click on the “Flash Card” link. Be sure the facilitator is sharing their screen so the other students can read and follow along with the flash card work.
6. The facilitator sets a timer to allow 25 minutes for the group or groups to work through flash cards within the designated Topic and Subject area.
7. When the designated time is up, groups conclude their flash card work. The facilitator resets the timer for 5 minutes to allow groups to answer the questions for the large group discussion.
8. Students return to the big group and report on their findings (5 minutes). If the activity is assigned as an independent group assignment between scheduled classes, begin the next scheduled group class with the discussion.



## MAKING CONNECTIONS

Subject: \_\_\_\_\_ Topic: \_\_\_\_\_

When you use the flash cards in ABMP Exam Coach, you have to search your memory banks for information in response to a particular question or to define a term. The more often you travel the memory path to retrieve information, the better your recall of that information. This activity takes it one step further and requires you to connect one piece of information to other pieces of information, leading to deeper learning.

### DIRECTIONS

1. **Group:** Assign a facilitator for this activity. The facilitator is responsible for reading directions, reading flash cards aloud to the group, and prompting group input.
2. **Group:** Assign a scribe for this activity. The scribe is responsible for taking notes throughout the activity and for presenting the group's findings later in the large group discussion to follow this activity.
3. **Facilitator:** Read the introduction of this activity to your group.
4. **Facilitator:** Click to the appropriate subject and topic in your ABMP Exam Coach program, and then click on the “Flash Card” link. Set a timer for 25 minutes.
5. **Facilitator:** Read the front of the card to present the first question or term to the group.
6. **Group:** State what you know about the answer, or provide a definition for a term. Briefly discuss any disagreements about the answer or definition.
7. **Facilitator:** Read the back of the card to answer the question or provide an official definition to a term.
8. **Facilitator:** Choose one of the following questions to ask the group in relationship to the information you have just discussed. Choose a question that will help your group think more deeply about the information:
  - a. In what particular massage situation can this information be used?
  - b. Can this information be categorized or grouped with other information? If yes, how and what?
  - c. Do standards or criteria exist that further define this information? If yes, what are they?
  - d. Of what value is this information in the practice of massage?
  - e. How does this information relate to other information we know?
9. **Group:** Offer insights, answers, more questions, or comments related to the question asked by the facilitator. Move on when the discussion is complete.
10. **Facilitator:** Move on to the next flash card and repeat the process until the designated time is up.
11. **Group:** Prepare for the large group discussion. The scribe will capture group answers to the questions below, write them down, and prepare to present them when asked by the instructor during a large group discussion.
  - a. What did we learn that was new for us?
  - b. What is one useful idea generated by the activity?
  - c. What is something we discussed that enriched our understanding of this topic/subject?
  - d. What is one surprising piece of information we discussed during this activity?



## MIND MAPPING - TIME VARIES (@35-45 MINUTES)

Unit 2 Lecture PPT, Slide #82

Mind Mapping is a fun way to explore a topic, sort information related to the topic, and identify knowledge gaps. There are a variety of forms that can be used with this activity, depending on the topic. Refer to the mind maps and graphic organizers in the *Study Aids* resource that accompanies this curriculum; we recommend the Cluster, Sun, or Spider maps. These resources are also found in the *ABMP MBLEx Prep Student Guide*.

### STUDENT DIRECTIONS TO MAKE A MIND MAP:

1. Write your challenge, question, topic, or problem in the center of the page.
2. As you encounter a component of the topic, have a new idea, feel a feeling, or identify a new question, circle it and connect the circle with a line to your center challenge, question, topic, or problem.
3. Add detail to the component circles by using lines and arrows.
4. Add pictures, colors, and icons.
5. View your mind map as a work in progress and add additional detail as appropriate.



## MUSCLE MAPPING - TIME VARIES (@35-45 MINUTES)

Unit 2 Lecture PPT, Slide #83

### YOU WILL NEED:

- ABMP Five-Minute Muscles
- “Muscle Graphic Organizer” (Student Handout)

The Muscle Graphic Organizer, which takes about 10 minutes per muscle, can be assigned prior to a lecture on a specific body region to familiarize the students with the content, as a post-lecture activity for homework to review the content covered during a lecture, or as a review exercise prior to a quiz or exam. When students draw muscle images, hand-write notes, recite information aloud, and personalize material through an activity of daily living, they move learning from short-term memory to long-term memory. The Muscle Graphic Organizer connects these various approaches into one impactful activity.

### INSTRUCTOR DIRECTIONS

1. Determine the body region you want students to review in ABMP Five-Minute Muscles. (If this is a virtual class, use the screen-sharing function of Zoom or other online communication platform to review the “Muscle Graphic Organizer” form with the students and demonstrate where to find the various features they’ll be using in ABMP Five-Minute Muscles.)
2. Distribute the “Muscle Graphic Organizer” form to students to use on their own. Assign 3–5 muscles for students to focus on.
3. Ask students to work through each section of the form for each muscle assigned. One form will be completed per muscle.

# MUSCLE GRAPHIC ORGANIZER

Body Region: \_\_\_\_\_ Muscle Name: \_\_\_\_\_

## 1. NAME AND LOCATE THE MUSCLE ON THE BODY

- Study the muscle image in ABMP Five-Minute Muscles. Draw a replicate of the muscle in the space provided or on a separate sheet of paper.
- Palpate the muscle on yourself (if accessible).
- View the palpation video for the muscle, then palpate the muscle on a client.
- Outline the muscle on a client using grease pencils.
- Verbally describe the general location of the muscle aloud.
- Verbally describe the fiber direction of the muscle aloud.
- Use arrows to show the fiber direction of the muscle on your drawing.

## 2. IDENTIFY THE MUSCLE'S ORIGIN AND INSERTION

- Write down the muscle's complete origin and insertion.
- Palpate the muscle's origin and insertion on a client.
- Recite the complete origin and insertion aloud.
- Without using notes, recite from memory the origin, insertion, and actions of this muscle.

**ORIGIN:**

**INSERTION:**

## 3. DISSECTION

- Describe one thing you learned from watching the dissection video from this muscle or muscle group.

**DISSECTION:**



## MUSCLE GRAPHIC ORGANIZER (cont.)

### 4. DEMONSTRATE KNOWLEDGE OF ACTIONS

- List the muscle's actions.
- Perform the actions of this muscle using your own body.
- Use passive range of motion to move a client in the actions of this muscle.
- Write out the language you will use to verbally direct a client to move in the actions of this muscle.
- Verbally direct a client to move in the actions of this muscle.

**ACTION:**

**VERBAL DIRECTIONS:**

### ACTIVE READING FORM

Fill in the synergistic and antagonistic muscles for each action of this muscle. List palpation notes on how to access this muscle.

ACTION	SYNERGISTS	ANTAGONISTS	PALPATION NOTES



## QUIZ PREVIEWS AND REVIEWS - TIME VARIES (@35-45 MINUTES)

Unit 2 Lecture PPT, Slide #84

### YOU WILL NEED:

- ABMP Exam Coach

Educational researchers explain that many students don't realize they are learning information during classes. When teachers help students recognize and celebrate the acquisition of new information, students experience pride and feel a deeper commitment to content and higher levels of learner motivation. Use the quiz function of ABMP Exam Coach to preview, review, and demonstrate learning.

### INSTRUCTOR DIRECTIONS

1. Determine the Subject and Topic in ABMP Exam Coach you are preparing to teach. This is a topic that students have not yet learned or may have only been introduced to them through other topic areas.
2. Prior to the scheduled class, assign students to click the appropriate Subject and Topic in ABMP Exam Coach and choose "Take a Quiz" from the study options.
3. Ask students to take a quiz in the unfamiliar topic area and record their score. Let students know they should expect the score to be low, as they don't really understand the content yet.
4. Teach the content in your next scheduled class as you usually do with methods like lecture, peer discussion, and so forth.
5. As homework, assign your students to review the Topic using the terminology and flash card functions in ABMP Exam Coach.
6. Ask students to take another quiz, record their second score, and answer the following questions to turn in. These questions help students recognize that learning is occurring:
  - a. How did your score change from the first quiz to the second quiz?
  - b. What learning method (lecture, peer discussion, independent activity, review in ABMP Exam Coach, etc.) that we used today helped you the most to improve your score?
  - c. What has this activity taught you about how you learn, and learning in general?
  - d. How will what you learned today about yourself and the way you learn change the way you approach study sessions in the future?





## REVERSE BRAINSTORMING - TIME VARIES (@35-45 MINUTES)

Unit 2 Lecture PPT, Slide #85

**READ TO STUDENTS:** Reverse brainstorming is a form of brainstorming that uses a reversed question in order to arrive at new insights, trends, and solutions. In a reverse brainstorming process you ask, “How can I cause this problem?” instead of “How can I solve this problem?” You brainstorm solutions to the reverse problem and then flip your “solutions” to gain new insight into real solutions.

For example, if you identify that 43 percent of your first-time clients never return for a second visit to your practice, flip the problem and ask, “How can I keep first-time clients from coming back to my practice for a second massage?”

During your brainstorming practice, you might decide you could have a dirty clinic, never return booking phone calls, provide low-quality massage, not listen to client feedback during the massage, etc. During this reverse brainstorming session, you might take a fresh, hard look at your practice and realize the facility is not as clean as it might be and that you actually don't return phone calls promptly. This process offers a new viewpoint from which to view your problem.

### TO REVIEW:

1. Identify the problem.
2. Flip the problem by asking “How can I cause this problem?”
3. Brainstorm ways to cause the problem.
4. Flip the causes to better understand trends and possible solutions.



## ROOT CAUSE ANALYSIS - TIME VARIES (@35-45 MINUTES)

Unit 2 Lecture PPT, Slide #86

What people traditionally call problems are frequently only symptoms of problems. For example, the problem of decreased sales is really a symptom of whatever is causing sales to drop, which is the real problem. Defining a problem in terms of its symptoms obscures the real cause and leads to symptomatic solutions that fail to correct the basic condition.

Root Cause Analysis is a technique that helps people look beneath the symptoms of a problem to the problem's origin in order to determine what happened or is happening, determine why it happened or is happening, and reduce the likelihood that it will happen again. The goal is to write a clear and actionable problem statement. Root Cause Analysis is based on the paradigm that systems and events are interrelated and that more than one cause is at the root of the problem.

### TYPES OF CAUSES INCLUDE:

- Physical causes—material items failed
- Human causes—people did something wrong or failed to do something when it was needed
- Organizational causes—a system, process, or policy people use to make decisions or take action is faulty

To conduct a Root Cause Analysis process, follow these steps and answer these questions:

#### Step 1: Define the Problem

- What do you see happening?
- What are the specific symptoms?

#### Step 2: Collect Data

- What proof do you have that the problem exists?
- How long has the problem existed?
- What is the impact of the problem?

#### Step 3: Identify Possible Causal Factors

- What sequence of events leads to the problem?
- What conditions allow the problem to occur?
- What other problems surround the occurrence of the central problem?

#### Step 4: Identify Root Causes

- Why does the causal factor exist?
- What is the real reason the problem occurred or is occurring?
- Write a problem statement; it should describe the root cause of the problem.

### HERE ARE TWO PROBLEM SCENARIO EXAMPLES:

A massage therapist says, "Despite a robust marketing plan, my practice is not making money and I have open sessions each week." After a Root Cause Analysis process, the therapist realizes that return visits are the real source of the problem. Her problem statement reads, "43 percent of my clients visit me once and never return for a second session." She now understands she should focus on client retention activities and not rework her marketing plan.

Here is another example: "After eight weeks of massage therapy treatment, my client's low-back pain has not improved." After a Root Cause Analysis process, the MT's problem statement is: "My client participates in work-related activities that exacerbate his condition. Massage one time a week is not enough to counteract the effects of his repetitive work patterns." This therapist now understands that his treatment plan is effective, but the client likely needs more work to counteract the effects of work stress, or the client needs to negotiate more variety in his work activities with his employer.



## ROTATING STATIONS - 35 MINUTES

Unit 2 Lecture PPT, Slide #87

### YOU WILL NEED:

- ABMP Exam Coach

On a review day, or in preparation for a subject-level examination, use ABMP Exam Coach flash cards in a rotating-stations, peer-learning format. (In the online version of this activity, breakout groups are assigned during a scheduled online group class.) Each group is given a topic to review and discuss using the flash card feature of ABMP Exam Coach. At each 10-minute interval, you plug in to each group and give them a new topic for the next 10 minutes of flash card work. The time allotted to this activity will depend on the number of topics in a particular subject.

### INSTRUCTOR DIRECTIONS

1. Break students into groups of 2–4 (if online, use the breakout session feature of Zoom or other online meeting platform which offers this type of function).
2. Assign a topic to each group based on the topics in an ABMP Exam Coach subject area that's relevant to your upcoming exam. For example, if students are preparing for an end-of-the-course examination on Ethics and the Law, you could create stations for "The Therapeutic Relationship," "Code of Ethics," "Professional Boundaries," and "Laws and Regulations."
3. Each topic/scenario and its related questions or statements will be typed up and situated at different "stations" around the room.
4. Assign a facilitator for each group and a station where they will start.
5. Facilitators are responsible for finding the specified topic in ABMP Exam Coach, clicking the "Flash Card" link, reading flash cards to the group, and directing different students to give answers or input. In groups of two students, the students simply switch roles with each new flash card. Otherwise, facilitators change at each new station. Make sure the group facilitator is sharing their screen so the other students in the group can see and follow along with the ABMP Exam Coach flash cards.
6. Set a timer for 4–10 minutes, depending on group size. When the timer goes off, each group moves to a new station, continuing in this manner until students have worked through all the stations.



## SIX VIEWS - TIME VARIES (@35-45 MINUTES)

Unit 2 Lecture PPT, Slide #88

This peer-learning format forces people to move outside their habitual thinking style and helps them obtain a more rounded view of alternatives.

### INSTRUCTOR DIRECTIONS

1. Present learners with a problem to solve, a complex scenario to analyze, or a set of questions to answer.
2. Break students into six groups and assign these groups different roles. Contemplate the ways your students habitually think and place them in roles that will require them to think from a different viewpoint:
  - a. **Group 1: Data Gurus** focus on the available data and pay attention to information gaps (where is more information needed and how do we obtain that information?). They look for trends and extrapolate predictions based on existing evidence.
  - b. **Group 2: Empaths** focus on intuition, gut feelings, and emotions. They think about how people will respond to the alternatives emotionally and how they will feel when particular solutions are implemented.
  - c. **Group 3: Pessimists** focus on everything that can possibly go wrong and illuminate all of the obstacles and challenges to each alternative solution.
  - d. **Group 4: Optimists** see the good in every idea and predict all of the best outcomes from each alternative solution.
  - e. **Group 5: Doers** identify all of the tasks that will need to be accomplished to implement alternative solutions. This group illuminates the scope of effort required to adopt each alternative solution.
  - f. **Group 6: Managers** understand that processes and procedures must be adopted to support implementation of each alternative solution. They look for ways to ensure stakeholders will buy in to any adopted solution.
3. Ask the groups to review alternatives from their unique perspective and to generate a group response based on the problem, scenario, or questions you presented.
4. At the predetermined time, have groups report their findings while an assigned person takes notes to capture key issues, challenges, opportunities, strengths, and weaknesses that emerge from the exploration of alternatives.
5. Process and discuss the challenges and learnings students experienced by moving outside of their habitual thinking styles.

### TIPS

This is a good activity for building emotional intelligence because it forces people to look at an issue from someone else's shoes. If you typically look at issues from a rational and positive viewpoint, you might miss the emotional, intuitive, and creative aspects of a change process. As a result, you may underestimate the resistance others will have to your plans, or fail to make creative leaps to smoother methods of operation. Similarly, if you habitually view the world from an emotional, intuitive, and creative viewpoint, you might fail to plan for logistical challenges or create a process that is financially unsustainable. The Six Views format helps you see alternatives to problems from a variety of viewpoints and helps you develop comprehensive solutions.

This activity can be used with a wide variety of content. Any scenarios that present challenging client-therapist relationships work well, as do ethical issues, business issues, planning treatments for special populations, or working safely with pathologies.



## SLIDING LINES - TIME VARIES (@35-45 MINUTES)

Unit 2 Lecture PPT, Slide #89

This peer-learning activity gives students an opportunity to work one-on-one with a number of different peers to explore issues and ideas through discussion.

### INSTRUCTOR DIRECTIONS

1. Have learners place their chairs in two lines facing each other and then sit directly across from another peer.
2. Introduce a question, issue, or scenario and set a timer for 1 minute. The first speaker has 1 minute to share their information, thoughts, or ideas. When the buzzer goes off, set the timer for 1 minute and the second speaker has 1 minute to share their information, thoughts, or ideas. In some situations, learners have just 1 minute for both people to speak. Alternately, you might give more time depending on the complexity of the content or question.
3. When the buzzer goes off signaling the end of time for the second speaker, one line slides over one spot and the person on the end comes around to the beginning of the line.
4. The instructor introduces a new question, issue, or scenario and the process repeats until the instructor has worked through all questions or all peers have had a chance to work together.
5. A similar exercise is used where peers are instructed to teach each other one piece of information and then move on.

### TIPS

This is a nice, easy-to-use format to facilitate peer discussion. It is easy to set up and requires little explanation time. It is useful on the spur of the moment if a class seems low energy and you want to break it up a bit.

This format can be used with any type of content, questions, or scenarios. This is also an effective method to use for team building. In a class that is conflicted or poorly functioning, it can work well to provide coaching for effective interpersonal behaviors, and then use a Sliding Lines exercise. Learners face each other and ask the question, "What's one thing I can do to make our working relationship better?" The first speaker answers and then the roles are reversed. Learners each have a chance to ask and respond to this question with every other learner. They process their findings, challenges, and opportunities in a final big group process.



## STARBURSTING - TIME VARIES (@35-45 MINUTES)

Unit 2 Lecture PPT, Slide #90

### YOU WILL NEED:

- “Starbursting Graphic Organizer” (Student Handout)

**READ TO STUDENTS:** Starbursting is a form of brainstorming that focuses on generating questions rather than answers. It is used to identify knowledge gaps and areas for further inquiry. It offers a systematic method to support problem solving by helping illuminate all aspects of a problem or situation that need answers.

### INSTRUCTOR DIRECTIONS

1. Pass out the “Starbursting Graphic Organizer” and write a topic on the whiteboard. Have students copy the topic into the middle of the star on the graphic organizer.
2. Set a time limit for starbursting (usually 5–10 minutes) and start the timer.
3. Have students generate as many questions as possible in each area (who, what, when, where, why, how) without judging the questions. Have them write down whatever questions come to them and place them in the appropriate area.
4. When time is up, have students share the findings in a group discussion. In some cases, questions become topics and a second level of starbursting is used to explore aspects of a problem in more depth.



## STARBURSTING GRAPHIC ORGANIZER

A large, hollow, six-pointed star shape, resembling a hexagram, is centered on the page. Each of the six points of the star contains a question word, serving as a guide for brainstorming. Starting from the top point and moving clockwise, the words are: 'Who?', 'How?', 'What?', 'Where?', 'When?', and 'Why?'.



## TALK MOVES - 35 MINUTES

Unit 2 Lecture PPT, Slide #91

### YOU WILL NEED:

- ABMP Exam Coach
- ABMP Five-Minute Muscles

“Talk Moves” is a peer-learning format where students paraphrase the statements of another learner and then add to those statements to build their conceptual understanding. Use this activity before or after a lecture, as a review for a class quiz or exam, or to reinforce important terms during a review class.

### INSTRUCTOR DIRECTIONS

1. Review the terminology list in ABMP Exam Coach or the muscles in ABMP Five-Minute Muscles for a topic you are teaching.
2. Provide a list of selected terms to the students prior to the scheduled class time.
3. Ask students to review these terms on their own, using ABMP Exam Coach or ABMP Five-Minute Muscles as a reference.
4. They want to ensure that they can pronounce the term correctly and that they understand key words used in the term definition.
5. During the scheduled class time, engage the students in this activity as a whole group or in smaller peer groups. (If online, use Zoom’s breakout group feature to create smaller peer groups.)
6. Assign each student a number 1–4.
7. Have Student #1 correctly pronounce the first term and offer a piece of information related to the term’s meaning.
8. Student #2 paraphrases the input of the first student and adds to the first input by supplying an additional piece of information about the term or rephrasing the first student’s term information for clarity.
9. Student #3 paraphrases the first and second student and then adds to their input by offering an additional piece of information about the term or rephrasing the input for clarity.
10. Student #4 reads the term definition from ABMP Exam Coach or ABMP Five-Minute Muscles and the group briefly discusses how close their explanations are to the true meaning of the term. If online, this can be done by the student logging into these programs in a separate browser window and sharing their screen. If in the classroom, pull up the term for them to see. Either way, students should be able to see the term and its definition as it is being read aloud and discussed.
11. The next term is introduced, and this time Student #2 goes first. The process repeats itself until the group has worked through all the terms or the designated time is up.
12. *Optional:* Work through a quiz together at the end of the activity to check term comprehension and promote further discussion.





## THINK LIKE AN ITEM WRITER - 35 MINUTES

Unit 2 Lecture PPT, Slide #92

### YOU WILL NEED:

- ABMP Exam Coach
- “Quiz Mastery” (Student Handout)

**READ TO STUDENTS:** “Item” writers (those who write test questions) for the MBLEx follow strict guidelines in the development of those questions. ABMP Exam Coach follows these guidelines to prepare students for the testing format they will see on the MBLEx. In addition to using ABMP Exam Coach quizzes in the classroom, you can use this activity to help students think like the people who write the test.

### INSTRUCTOR DIRECTIONS

1. Use multiple-choice questions as your primary cognitive testing method. Your students won't see matching or true or false questions on the MBLEx, so you want to use multiple-choice testing as often as possible to best prepare them for this question format.
2. Write your multiple-choice questions using the same methods as MBLEx item writers. If you need help formatting your questions correctly, review “Quiz Mastery.” This document outlines the methods MBLEx item writers use to develop their test questions.
3. Teach your students how to write multiple-choice questions correctly too. That's right! You want to teach your students how to write multiple-choice questions because this will teach them how to think like an item writer. You can make copies of “Quiz Mastery” and give the copies to students as handouts.
4. Don't have students take notes from reading assignments. Instead, have them write multiple-choice questions using the proper methods and format. As you may remember from other ABMP instructor content, you don't want to assign more than 10 pages of reading a night and you don't want to give reading assignments along with other assignments. Research demonstrates that adult learners in vocational education can't handle more than 1 hour of homework, total, a day. So, set your learners up for success by keeping homework assignments short and specific.
5. An example assignment might look like this: “Write a 5-question multiple-choice quiz from your textbook pages 42–52. Make a separate quiz key. For each multiple-choice question you format correctly, you will receive 1 point.”

## QUIZ MASTERY

Multiple-choice examinations are a common testing method used to determine a learner's basic understanding of the knowledge components of a particular topic. This is the type of test students will take when they sit for the MBLEx to demonstrate they have the knowledge necessary to work safely and competently in the massage profession. Use this information to improve your own quiz mastery.

Multiple-choice test questions are often referred to as *items*. Items consist of a stem and a set of options with a key and distractors.

- **The Stem:** The stem is the beginning part of the item that presents the item as a problem to be solved, a question asked of the respondent, or an incomplete statement to be completed, as well as any other relevant information.
- **The Key:** The key is the correct answer.
- **The Distractors:** The distractors are incorrect answers.

### WRITING THE STEM

Follow these guidelines when writing the stem for your quiz questions.

- **Use straightforward language:** The stem should be written in straightforward language so that a prepared learner need only read it once to understand it. State the question/statement briefly and avoid awkward phrasing, unknown terms, wordiness, and unnecessary complexity.
- **Use a positive form:** The question should be stated in a positive form whenever possible. Avoid negatively phrased questions such as, “Which of these bony landmarks is not the insertion point of the extensor carpi radialis longus?” Negative phrasing often causes learners to misread questions and therefore miss a question they might otherwise have answered correctly.
- **Avoid teaching in the stem:** Avoid saying so much in the stem that it becomes a lesson for items that occur later in the test. For example, “A technique that stretches and separates the superficial muscle and fascia from the deep fascia and facilitates thixotropy (gel to sol process)” explains the word *thixotropy*.
- **Avoid clues in the stem:** If there are words in the stem that are also in the option, the examinee can respond on the basis of the clue alone. For example, if the stem asks, “Which of the following techniques describes skin rolling?” and the key states, “using the fingertips to roll the skin along the body,” the question or key should be rewritten.

### WRITING THE KEY AND DISTRACTORS

Write the key immediately after writing the stem and make sure it is the only correct answer. Write three distractors that match the key in length, phrasing, and style. If the key is two words long, the distractors should be two words long. Avoid made-up words, unknown terminology, distractors with minuscule distinctions between answers, the use of humor, and “all the above,” “none of the above,” or “both A and B.”



## THINKING CRITICALLY - 45 MINUTES

Unit 2 Lecture PPT, Slide #93

### YOU WILL NEED:

- ABMP Exam Coach

Unless we consciously teach students how to approach multiple-choice questions, students will be thrown off when they encounter them on the MBLEx and their confidence will be blown. While ABMP Exam Coach features scenario-based questions with a focus on real-world application in every topic test bank, you'll want to take it a step further. Try this activity in your MBLEx prep class to help your students understand how to approach this type of question.

### INSTRUCTOR DIRECTIONS

1. Identify a Subject and Topic you want to review.
2. Write 10 scenario-based multiple-choice questions for the review content. The questions should focus on real-world application of concepts. First, notice the type of structure we usually use in multiple-choice questions (correct answers are marked with an \*) and compare it to the structure of a scenario-based real-world-application question.

3. This is the format we normally use:

When the client brings the practitioner gifts, it is a sign of:

- a. Armoring
- b. Projection
- c. Transference\*
- d. Countertransference

This is the same content placed in a scenario-based format focused on real-world application:

At her last session, Sally brought the practitioner an aromatherapy candle. This time she offers a soy latte. These behaviors are consistent with:

- a. Armoring
- b. Projection
- c. Transference\*
- d. Countertransference

4. Once you have your review questions, place them on PowerPoint slides that the entire class can see at the same time. Pass out two cards to each student. The front of the first card has an A on it, while the back has a B on it. The second card has a C on the front and a D on the back.
5. You present a question and have students hold up the cards they believe represents the correct answers.
6. Students pair up with someone who arrived at a different answer to theirs. It doesn't matter if everyone is actually in a pair. You can have groups of three or four if your numbers are uneven.
7. Give students 3 minutes to discuss their reasons for arriving at the answer they did and have them do their best to change each other's minds.
8. At the end of the 3 minutes, students can change their answers. If they do change their answers, have them share the persuasive statement that helped them change their mind.
9. Reveal the correct answer and move on to the next question.
10. At the end of the activity, ask students to share what they learned about test-taking.

Hopefully, they modeled for one another how to think critically about scenario-based questions and approach this type of question effectively.

# ABMP STUDENT LIFE

It's a **FREE**,  
user-friendly suite  
of resources that  
supports massage and  
bodywork students  
as they progress  
through school.

## PICKED FRESH

Forms, checklists,  
worksheets, and  
more to help students  
stay organized.



## VIDEOS

Techniques  
and tips to  
build students'  
hands-on skills.



## TAKE 5

Healthy lifestyle advice  
to keep students on  
top of their game.



Plus, access to the ABMP Website Builder, key discounts, and more!



Are your students using  
their free account?

**[abmp.com/students](https://abmp.com/students)**

# Directory of Resources

Here is an alphabetical listing of class activity instructions and accompanying student handouts found in the ABMP MBLE<sup>x</sup> Prep Curriculum: Unit 2. You can also strategically incorporate these activities into your other courses, all throughout your program.

## Class Activity Instructions

Affinity Mapping — 27  
 Affirmation Meditations — 24  
 Approaching Multiple-Choice Questions — 20  
 Brainstorming — 28  
 Categorizing Recommendations — 29  
 Deconstruct Quiz Questions — 30  
 Determine Your Focal Areas — 21  
 Divergent Thinking — 32  
 Fishbowl — 35  
 Four Things — 36  
 Hot Seat — 38  
 Jigsaw — 39  
 Learning Triads — 40  
 Lecture Preview #1 — 41  
 Lecture Preview #2 — 43  
 Making Connections — 46  
 Mind Mapping — 48  
 Muscle Mapping — 49  
 Quiz Previews and Reviews — 52  
 Reverse Brainstorming — 53  
 Root Cause Analysis — 54  
 Rotating Stations — 55  
 Six Views — 56  
 Sliding Lines — 57  
 Starbursting — 58  
 Talk Moves — 60  
 Think Like an Item Writer — 61  
 Thinking Critically — 63

## Student Handouts

Affirmation Meditations — 25  
 Deconstruct Quiz Questions — 31  
 Determine Your Focal Areas — 22  
 Divergent Thinking Graphic Organizer #1 — 33  
 Divergent Thinking Graphic Organizer #2 — 34  
 Four Things — 37  
 Lecture Preview #1 Activity — 42  
 Lecture Preview #2 Activity — 44  
 Making Connections — 47  
 Muscle Graphic Organizer — 50–51  
 Muscle Terminology Form — 45  
 Quiz Mastery — 62  
 Starbursting Graphic Organizer — 59  
 Study Plan — 23

### Additional Study Aids

You can find mind maps, graphic organizers, and study planning forms in the *Study Aids* resource that accompanies this curriculum. These resources are also found in the *MBLE<sup>x</sup> Prep Student Guide*.



