Test-Taking

Student's Name

Institutional Affiliation

Instructor

Due Date

Test-Taking

Test-taking in nursing could be primarily composed of four option, multiple-choice, text-based questions addressed at the analysis/application level of challenge. Successful test-taking in nursing could help the test-taker satisfy the requirements from actual certification or licensure.

Areas related to test-taking for improvement

The area related to test-taking that I feel I need improvement in is handling stem questions in nursing. Most of the time when handling the stem question, I find myself answering using distracters that do not answer the questions even though the destructors may be established on the data provided in the stem. The three distracters are usually incorrect answers that almost sound logical. At times, when not answering using distracters, I may answer using commonplace actions in nursing practice that may be non-ideal nursing practice. However, with consistent practice, I have learned that the most accurate answers are derived at the application level of Bloom's Taxonomy that I may not obtain answers based on recall or recognition.

Strategies to utilize to improve test-taking skills

Some of the strategies I intend to utilize to improve my test-taking skills are understanding the 'whys' of nursing practice and using Bloom's Taxonomy to select correct responses in test-taking. For example, considering a question involving a young man brought into the emergency section with right lower quadrant pain and suspected acute appendicitis requires the NP to identify which provider prescription would be prioritized. The stem of the question would be which provider prescription the NP should first implement. I would have answered using such distracters as administering 5-325mg acetaminophen/hydrocodone for PO

for pain, obtaining a blood specimen for electrolyte level analysis and complete blood count, and getting a urine sample for a urinalysis test. However, through Bloom's Taxonomy that separates cognitive skill levels and requires learners to pay attention to objectives demanding higher cognitive skill levels, I have come to appreciate deeper learning and analysis of the stem questions in different contexts (Adams et al., 2015). In the question scenario, acute appendicitis clients are at risk for appendix rupture and off need emergency surgery. Hence, NPs should maintain "nothing by mouth" status. First, the NP should verify that the airway is patent and if the patient is hypoxic, administer oxygen. The NP would obtain intravenous access and begin an intravenous line with 0.9% NaCl 100mL/hr before obtaining blood and urine samples.

Five strategies to assist in your successful outcome.

For purposes of Passing my nursing testing skills, I have decided to tailor my strategies to Bloom's Taxonomy which highlights six cognitive thinking levels (Thompson et al., 2016). The taxonomy's basic level begins with knowledge and comprehension with the apex level comprising evaluation, synthesis, analysis, and application. The apex level comprises questions that demand thinking skills. The evaluation strategy will help me retain acquired knowledge and tackle tests requiring comparison, criticizing, justifying, assessing, resolving, and making conclusions. The synthesizing skill would help me contextualize experiences in real-world scenarios and tackle tests requiring combinations, invention, creating, formulation, and negotiating. The analysis skill would give me a grasp of clinical procedures like the point of care diagnostic services and tackle tests that require any connections inferences contracts comparisons and prioritization. The application skill would equip me with the work-based training to enhance my intellectual knowledge and skills and help me tackle questions regarding

classifications, application, problem-solving, determinations, demonstrations, and experiments. The comprehension skill would help me process novel knowledge through reflection, develop my attitude, help me think in new ways, and tackle questions regarding descriptions, explanations, discussions, interpretations, restatements, and differentiation. kill would help develop my practical skills on application, enhance my knowledge of nursing practice, and enable me to answer tests regarding definitions, naming, and listing.

Conclusion

Stem questions can be written in complete sentences, incomplete sentences, or as positive or negative questions. For instance , stem questions could carry such words as 'except', 'not', 'never', 'avoid', 'least', 'further', or 'contraindicated'. The stem question also comprises an incomplete statement or a question that must be answered. Essentially, stem questions include the client describing situations, their Healthcare needs or problems, and other vital information. I believe having better test outcomes will demonstrate that I can employ critical-thinking capabilities to apply the classroom knowledge to nursing practice scenarios and analyze what next to do.

5

References

Adams N. E. (2015). Bloom's taxonomy of cognitive learning objectives. *Journal of the Medical Library Association: JMLA*, *103*(3), 152–153. https://doi.org/10.3163/1536-5050.103.3.010

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