

SNAP Talk: Diagnosing Exam Breakdowns--Questions to ask to inform action plans

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Opening, Introductions

- Introduction
- Opening Reflection:
 - Stop and jot: Describe yourself as a test-taker.


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Exam Failure

KEY IDEA: It is unclear if performance on exams correlates with performance in practice

HOWEVER: Passing exams is a necessary component of Board Certification and is often a key measure in determining resident competence during training (AKTs, ITEs, etc.) *for now

SO: It is important to appropriately support residents experiencing exam struggles



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We Often Sound Like...

These responses are intended to be helpful, but do not allow us to identify potential root causes of struggle and are not tailored to individual needs to address the root causes.

- “Make a study plan.”
- “Use a different resource.”
- “What’s your learning style? Use a resource that fits that.”
- “Plan to study more this time.”
- “Go through the question bank again.”

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What Could Go Wrong: Test-taking Skills

- Approach to individual questions
- Approach to exam as a whole
- Navigating questions they don’t know
- Navigating questions they are unsure about
- Annotation strategies
- Time management during exam/pacing
- Focus/stamina during lengthy exams

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What To Ask, What To Do

- Key Questions
- Recommendations

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What Could Go Wrong: Disconnect Between Study and Practice

The Forgetting Curve

If new information isn't applied, we'll forget about 75% of it after just six days.

Lapsed time since learning "None"	Retention (%)
Immediately	100%
20 minutes	58
1 hour	44
9 hours	36
1 day	34
2 days	28
6 days	25
31 days	21

CONE OF LEARNING

WE TEND TO REMEMBER OUR LEVEL OF INVOLVEMENT
(developed and revised by Bruce Hyland from material by Edgar Dale)

10% of what we read
10% of what we hear
30% of what we see
50% of what we hear and see
70% of what we say
90% of what we both say and do

Verbal Receiving
Visual Receiving
Receiving and Participating
Doing

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What Could Go Wrong: Test Anxiety

- Can occur in weeks leading up to exam or only on the day of
- Impacts memory, focus, **self-efficacy**
- Both mental and physical manifestations
- Compounded after failure

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What Could Go Wrong: Inefficient/Ineffective Study Habits

- Access to quality resources
- Use of resources
- Variety of resources accessed
- Variety of input types represented
- Timing of resource use (i.e. how are their resources working together-- **are they** working together?)

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What Could Go Wrong: Time Management/Self Management Strategies

- Organization
- Systems/routines
- Self-awareness
- Self-management
- Realistic expectations
- Balance of work/personal



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What To Ask, What To Do

- Key Questions
- Recommendations

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