



CNI College



Study Skills Packet

LEARNING STYLE INVENTORY

To gain a better understanding of yourself as a learner, you need to evaluate the way you prefer to learn. We all should develop a style which will enhance our learning potential. The following evaluation is a short, quick way of assessing your learning style.

This is not a time test. Try to do as much as you can by yourself. Answer each question as honestly as you can. There are 24 questions.

When you have finished, transfer each number to its proper place on page. Then total each of the three columns. You will then see what your best channel of learning is. At that point you will know whether you are a visual, auditory or tactile learner.

If you are a **VISUAL LEARNER**, then by all means be sure you see all study materials. Use charts, maps, filmstrips, notes and flashcards. Practice visualizing or picturing spelling words in your head. Write out everything for frequent and quick visual review.

If you are an **AUDITORY LEARNER**, be sure to use tapes. Sit in the lecture hall or classroom where you can hear lecture so that you can review them frequently. Tape your class or lecture notes. After you have read something, summarize it on tape. Verbally review spelling words and lectures with a friend.

If you are a **TACTILE LEARNER**, trace words as you are saying them. Facts that must be learned should be written several times. Keep a supply of scratch paper just for this purpose. Taking and keeping lecture notes will be very important.

Place a check on the appropriate line after each statement:

	Often	Sometimes	Seldom
1. Can remember more about a subject through the lecture method with informative explanations and discussions.			
2. Prefer information to be written on the chalkboard, with the use of visual aids and assigned readings.			
3. Like to write things down or take notes for visual reviews.			
4. Prefer to use posters, models, or actual practice, and some activities in class.			
5. Require explanations of diagrams, graphs or visual directions.			
6. Enjoy working with tools or making models.			
7. Are skillful with and enjoy developing and making graphs and charts.			

8. Can tell if sounds match when presented with pairs of sounds.			
9. Remember best by writing things down several times.			
10. Can understand and follow directions on maps.			
11. Do better at academic subjects by listening to lectures and tapes.			
12. Play with coins or keys in pockets.			
13. Learn to spell better by repeating the words out loud than by writing the word on paper.			
14. Can better understand a news article by reading about it in the paper than by listening to the radio.			
15. Chew gum, smoke, or snack during studies.			
16. Feel the best way to remember is to picture it in your head.			
17. Learn spelling by "finger spelling" words.			
18. Would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. Are good at working and solving jigsaw puzzles and mazes.			
20. Grip objects in hands during learning period.			
21. Prefer listening to the news on the radio rather than reading about it in a newspaper.			
22. Obtain information on an interesting subject by reading relevant materials.			
23. Feel very comfortable touching others, hugging, handshaking, etc.			
24. Follow oral directions better than written ones.			

Student Name _____

SCORING PROCEDURES:

Place the point value on the line next to the corresponding item. Add the points to obtain the preference scores under each heading.

Often = 5 points
Sometimes = 3 points
Seldom = 1 point

VISUAL		AUDITORY		TACTILE	
No.	Pts.	No.	Pts.	No.	Pts.
2	_____	1	_____	4	_____
3	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
14	_____	13	_____	15	_____
16	_____	18	_____	17	_____
19	_____	21	_____	20	_____
22	_____	24	_____	23	_____
_____ VPS =		_____ APS =		_____ TPS =	

VPS = Visual Preference Score
APS = Auditory Preference Score
TPS = Tactile Preference Score

Please score and return to your Instructor.

STUDY SKILLS

The purpose of this study guide is to enable you, the student, to get the most out of the time that you spend studying.

Each of you has a commitment to yourself, your family, and this school to do the best that you can in the areas of training that you are involved in. For many of you, it may be difficult to find the appropriate time or place to study. Job commitments, family situations, and/or financial considerations may all cause problems in this vital area of your academic life.

What this guide will do is provide you with suggestions and techniques that may aid you in your pursuit of the best conditions possible for your homework/study requirements. There are no hard or fast rules. Each of these items is flexible, and all are subject to changes that you may have to make to successfully get the most out of every single minute that is available to you.

In pursuit of this goal, your family must support you as much as possible. Family members must show you consideration in the areas of this support. You are here only for a short time, and the results of your successful completion of your program require commitment from your family that at least equals, and may even exceed, that of your own. Without it, you are certainly facing an uphill battle to reach the goal that can change your life for the better.

Serious and organized study can make the difference between your success or failure here at Career Networks Institute. Use of the Guide will definitely increase your chances of making it and realizing your goal: the successful start in the medical field of your choice.

One of the most important factors in studying is often the most overlooked: the conditions that people study in.

Generally, successful study requires the following:

- a) "quiet" surroundings
- b) the ability to concentrate
- c) the opportunity to work uninterrupted
- d) proper organization

Quiet surroundings, in this case, means that you are able to go to a place that helps you to study. This does not mean that absolute silence is needed for you to be able to concentrate and accomplish the goal of being able to remember what you have read/written/summarized, etc.

What it does mean is that you should not attempt to compete with the television for your attention. You should not study in the vicinity of loud music or other distractions that would cause you to lose your concentrations on the task at hand.

Ideally, you would want to study in an area without children. You should be sitting in a comfortable chair, in good light, with all the required materials in easy reach. Music, at a low volume, may aid your concentration, and also help to keep you refreshed. Experiments at Washington State University's School of Veterinary Medicine indicated that primates function best at mental tasks when music (of any kind) is played softly in the background, second best with silence, and not at all with loud music, television or other loud noises. Cows have been proven to give more and higher quality milk with music played at a low level in their living areas.

Other studies show that you remember more if you study shortly before you go to sleep. The area should be well lighted. You may want your favorite nonalcoholic drink (take care to make sure that it's set somewhere it can't accidentally be spilled).

These factors can set the stage for your successful study. Keep in mind that they represent conditions that are ideal. All of you will not be able to meet all of these "requirements". The idea then is to meet as many of these conditions as possible.

This is where family support can be the key. Spouses or parents can assist you a great deal by watching your children while you study; they can also help with housework, and, in general, reduce the number of problems that can keep you away from your study time as much as possible.

If you have no help, wait until your children are asleep before you study. To do it right, you must reduce/avoid as many distractions as possible, or you'll be wasting your time. Your ability to concentrate is the result of several differing factors that equal one whole: paying attention the task at hand.

Have you eaten? Are the kids being taken care of? Have you and your spouse/"significant other" just had a fight? Have the Giants just lost?

Each of these factors, and others like them, can keep you from getting the job done. These thoughts can keep coming into you head, causing you to read without remembering, have a bad attitude towards what you are doing, make you feel hostile towards studying, yourself, what your doing, and others that are around you.

This represents some of the kinds of factors that can have an impact on your ability to study. Each of these plays on one of your emotions and it is difficult to function when you are in an emotional state.

Proper attention to the following factors will have a positive impact on your efforts. Read them carefully, and they may serve to show you a way to make the best use of your study time.

Working without interruption is always the best course of action. In some respects, studying can be like other activities where you can be "on a roll". When your momentum is lost, your train of thought "derailed", it can be difficult or impossible to get the "link" between your brain and the subject matter you're studying back together again.

Interruptions can take many forms. The demands of a family or job can drain away your energy at a rapid rate. Proper study demands that you be alert and able to deflect those things that lessen your attention to the subject matter.

As you have organized your life around your attendance at school, organize it to include a block of time, set up on a regular (read:daily) basis, for the purpose of studying. The study habit is a healthy one, not unlike gaining benefits from brushing your teeth. Regularly scheduled study can allow you to plan your support needs. Baby sitting, meal preparation, housework, etc. all may be adjusted and attended to by other family members, if available, to enable you to maximize your study time.

If you don't have access to others, plan accordingly. If you are a single parent, make studying the last thing you do during the day. Try not to have any other aspect of your life weighing on your mind, as this can result in lack of concentration when you need it the most. This means that you should do what you can to get "squared away" before you begin studying, and with some prior planning and organization you can do just that.

Another area of distraction can be a social life. CNI does not advocate that your social life end during your attendance at this school. At the same time, it must be stated that while you are here, your commitment doesn't end at the edge of the school parking lot.

The successful completion of the programs here demand that studying come before almost all aspects of your outside life. It is not required, nor is it suggested, that your academic needs come before the needs of your family. However, your supportive family should understand the demands that are placed upon you as you go on to better yourself. You, too, must understand them.

If there is homework to be done, then do it. Don't put it off. Get it done and out of the way. That movie you wanted to see can wait - its not going anywhere. Going "out" is fun. Studying is hard. But of the two, studying is the one that must be done. As from it, you will know the most permanent and real benefit, while the concepts of socializing results in work that doesn't get done when it needs to be done. What does it mean? Simply this: the concept of studying must be held in the same light as attending school or going to work. Both of these must be done in a timely manner. Your ability to see in the long term as opposed to the desire to "get it right now" is what brought you to this school in the first place. Use it. Go with it. You must, in fact, pay now so that you can play later.

It won't be easy but it will be worth it.

Don't be afraid to write in your book - vocabulary words, notes on ideas and so forth. Mark passages that are important about the various required skills and knowledge that you must have; this will aid you in studying for tests.

There are all kinds of ways to mark (or "highlight") a book. Here are a few of the more common techniques:

1. Underlining: of major points, or important or forceful statements.
2. Vertical lines at the margin: to emphasize a statement already underlined.
3. Star, asterisk, or other symbol at the margin: to be used sparingly to emphasize the ten or twenty most important statements in the book.
4. A fold ("dog ear") on the bottom corner of a page that has especially useful information.
5. Circling of key words or phrases.
6. Use yellow watercolor marker to emphasize important words or key phrases. Not the entire text.

The following is a description of a method known as the "Survey Q4R", which is used to help the student:

- a) select the important ideas and facts
- b) understand what they mean
- c) remember them, and
- d) make them easy to review

The system has six steps:

- (1) **Scan:** Quickly examines the major headings in a chapter. A major heading will look like the headings above. (How To Mark A Book, Reading a Chapter, etc.). These headings tell you what the section of the text below will be about. They act as titles for sections or paragraphs of the text. Read the section summary or the questions if these are provided.
- (2) **Question:** Turn each subtitle into a question. You'll then have some idea of what to look for in the section. It would even be helpful to write the question down. (How do I read a chapter the right way? for example).
- (3) **Read:** Read to answer the question. You can search for the idea, instead of expecting it to be automatically remembered as you pass it by. (How do I read a chapter the right way? First, I look at the major headings in the chapter, then I turn each subtitle (as shown in (2) above into a question, etc.).
- (4) **Recite:** Recite the answer to your question in your own words. You may wish to write these answers down. This step will cause you to learn the most about the subject.
- (5) **(W)rite:** Write the answers to your questions as well as those at the end of the chapter or unit.
- (6) **Review:** Review the chapter headings to recall the important points. If you have written down the questions and answers in a logical way (note cards or "flash cards") you will have a condensed set of the important ideas in the chapter.

Original Learning: You must have the basic idea of the subject that you are trying to learn. You have to learn it before you can review it.

Early Review: The best method for review is 'early review'. Steps for an early review are shown below:

- a) Before you try to learn new material in class or through reading:
 - Glance over previous chapters and notes
 - Run through your mind what you know already. Since memorizing new material is best when it is connected with the things you already know, doing this will allow you to focus your concentration the best on the new subject.
- b) Immediately after learning:
 - Rework your notes, adding material that comes to mind. Don't just recopy - that takes too long and it doesn't help.
 - Organize what was learned. Add comments that may be helpful to you.
 - Add to new material that you already know.
 - Forgetting is most rapid right after learning. Reviewing helps you to remember more. Relearning is easier if done quickly. Don't wait until what you've learned has been forgotten.

Final Review: Final Review is a *REVIEW, NOT CRAMMING*. The idea is to refine what has already been learned, not to attempt to learn what has been missed. For a review before a test, follow these rules:

- a) Be brief. A review of an entire mod shouldn't last more than two hours.
- b) Outline and organize from memory, and compare your review with the notes that you took down during class or as the result of your text study. Don't bother copying.
- c) Recite either in writing or to a friend/family member. This will help anchor the learned subject into your memory.

It is important to note here that spaced review, (60 minute study periods used in groups of 20 minutes each are more effective than 60 minutes used all at the same time) has the advantages of providing a break up of the learning period of any one subject, while lessening fatigue, which results in better concentration and an increased desire to learn.

THE THREE S's

∞ SELF-CONFIDENCE ∞

- ◆ Self-esteem/Confidence.
- ◆ Knowing your Strengths and Weaknesses.
- ◆ Knowing and *believing* in your special qualities (your rainbow).

∞ SELF-MOTIVATED ∞

- ◆ Assertiveness/creating within yourself the spark that creates the initiative to learn and excel.
- ◆ Drive and ambition to do your best.
- ◆ If there is nothing to do-*find* something to do

∞ STABILITY ∞

- ◆ Your job history is like your credit record - it follows you everywhere.
- ◆ Giving yourself and your job/school time to adjust to the new move (6 mo. - 1 yr.).
- ◆ Working through the rough times will always make you stronger and wiser.

ALL OF THESE CREATE SUCCESS!
WE BELIEVE YOU CAN DO IT - DO YOU?

STUDY TIPS

Learning does not happen by divine inspiration. Your teacher cannot pour knowledge into your brain. You must take charge of your own learning, just as you must take charge of your life. Remember that learning requires teamwork.

On the other hand, if you don't come to class, take daily notes, pay attention, complete assignments or study for tests, you have only succeeded in cheating yourself! We don't think you deserve that.

1. **BE THERE** - Many days you won't feel like going to school. There will be situations in your life that seem more important than being in class. Go to class even when you don't feel like it. It is the only way for you to succeed.
2. **ASK QUESTIONS** - It's not always easy to ask questions, especially if you are shy. Your teachers, unfortunately, can't read your mind, so, if you don't understand... ask! Remember that there is no such thing as a stupid question.
3. **FIND A QUIET PLACE** - Find a comfortable place to study and complete assignments away from distractions. This could be in your home, your closet, your car, or a tree house.
4. **TAKE FREQUENT BREAKS** - Do something you enjoy at frequent intervals. Exercise, play with the kids, go for a walk or watch your favorite TV show.
5. **ASK FOR COOPERATION** - Let your family and friends know that getting through school is important to your future. Tell them you would appreciate their help as you try to improve your life.
6. **WATCH, LOOK AND LISTEN** - Make a conscious effort to improve your ability to observe, follow directions, listen and remember.

TIPS ON TAKING LECTURE NOTES

There is not right or wrong way to take notes. Note taking is intended to capture the important points or key concepts from the teacher's lecture. You should not try to write down every word. Learn to abbreviate and concentrate on what is being said.

The following are some suggestions for taking notes:

- It helps to read the assignment pertaining to the lecture beforehand, when possible.
- As you are taking notes from a lecture, watch for points that the Instructor brings up again and again, points the Instructor dwells on or spends a good deal of time on. This can be a clue to what may appear on the next exam.
- Watch for key words or phrases, specific facts and terms. Make sure that you have these down in your notes and that you fully understand what they mean.

- A good lecturer will never waste his/her time or yours by writing anything on the blackboard that is not pertinent. Be sure to include these things in your notes. Include any diagrams the Instructor may draw on the board.
- If the lecturer refers to a specific book or some other reference material, get the name and page number down in your notes. You may wish to look into it further, even if it was not specifically assigned.
- Before leaving class or before the end of a lecture period, if possible, be sure to have your Instructor explain anything you did not understand during your instruction that day. Write it down and get the explanation immediately. Be sure then to put the explanation into your notes, so when you are typing or reviewing them, you will automatically go over the points again.
- Review your lecture notes as soon as possible after taking them. Rewrite or type them in outline form, using as much or as little detail as you personally need in order for them to have a meaning for you. There are two things to remember here, the less detail you use, the faster you will be able to review your notes for an exam. But also, you should shortcut only where you feel comfortable doing so. You will not benefit from leaving out important material.
- Have your Instructor review your notes to see if you have gotten the main points of the lecture.

TIPS ON TEST TAKING

No one enjoys taking tests but they are a part of life. The single best way to avoid the fear of "test taking" is to know the material. This can be accomplished by you attending class every day, paying attention, asking questions and devoting time to outside study and review of your lecture notes in preparation for taking the test.

It also helps to know what type of test you will be taking. Your Instructor will tell you what to expect and most likely will review the day before the test. The rest is up to you.

PRETEST PREPARATION:

- ✓ Ask for clarification from the Instructor on any questions you may have.
- ✓ Complete your lecture notes and review.
- ✓ Read any assigned material using SQ4R technique.
- ✓ Have a friend or family member review questions on each major topic.
- ✓ Listen to your tape recording of any lectures.
- ✓ Get a good night of rest.

TEST DAY:

- ✓ Get up 15 minutes early so you won't be rushed.
- ✓ Arrive early - do a breathing or relaxation exercise.
- ✓ Read the directions slowly and carefully.

- ✓ Scan the entire test.
- ✓ Complete the easy portions first - leave the more difficult parts until last.
- ✓ If you don't know the answer to a question, make a qualified guess - there is no penalty for guessing.
- ✓ Check to see that every question is answered.
- ✓ Double-check each answer you've made.
- ✓ Concentrate on your test ONLY! Don't be tempted to glance at the answers of others around you.

POST TEST:

- ✓ Reward yourself! Be confident that you did the best you could do.

TIPS FOR DIFFERENT TYPES OF TESTS

Most tests are comprised of several types of questions. Being prepared on what types of questions to expect will help to ease the anxiety you may have on test day.

TRUE/FALSE - A statement is made which you will determine whether it is true or false. You may be asked to circle T for True or F for False.

RECALL TEST - May be fill-in-the-blank or require short answers.

MATCHING - You will match one list of questions to another list of answers.

ESSAY - Requires longer written answers in your own words. Essay questions often ask you to "compare", "explain", "define", "discuss" or "evaluate".

MULTIPLE CHOICE - Consists of a question followed by a list of possible answers. You select the most appropriate answer.

MULTIPLE TRUE/FALSE - A type of multiple choice question followed by the directions:

Mark "A" if only 1, 2 and 3 are correct

Mark "B" if only 2 and 3 are correct

Mark "C" if only 2 and 4 are correct

Mark "D" if only 4 is correct

Mark "E" if all are correct

FLASH CARDS

Three-by-five (3x5) flash cards are like portable study tools. You can take them with you anywhere and use them any time.

On one side of the card, write the question. On the reverse side write the answer. Simple?

Use flash cards for definitions, theories, and words from your lecture notes and terms. Create flash cards regularly as you progress through the program. They can serve as a comprehensive review.

Carry a pack of flash cards with you for whenever you think you will have a spare minute to review. While on break at work, on the bus ride home, or during a boring date.

Keep a few blank cards with you. That way you can make new flash cards as the need arises.

30 COLLEGE STUDY TRICKS

Summary by Diana K. Kelly, Fullerton College

ORGANIZATION:

1. Never miss a class.
2. Come to class five minutes before the class meeting begins: you can talk with the Instructor.
3. Do not leave the class early.
4. Plan to spend approximately two hours outside of class in study time for each one hour in class.
5. Organize your time and schedule your study time.
6. Plan doctor's appointments and other obligations around class meetings, not during class meetings.
7. Read the textbook material before the class meeting for which it is assigned.
8. Come to class fully prepared to discuss the subject.

IN CLASS:

9. Ask questions immediately if the Instructor doesn't explain something. **PARTICIPATE!**
10. Don't "leave the room" (read newspapers, daydream, and work on homework for next class, chat).
11. **CONCENTRATE!** Take extensive notes during lectures and write down questions.

STUDY TRICKS: READING AND STUDYING FOR THE NEXT CLASS MEETING

12. After class re-write your lecture notes.
13. While reading the text, keep a dictionary nearby for reference.
14. Read the summary of the chapter first.
15. Read the entire chapter through skipping diagrams and tables.
16. Put the book aside and write down the ideas you learned from the reading.
17. Re-read the chapter, making notes of major points and of your opinions and impressions.
18. Question what the author is saying until you understand the concepts.
19. If any item in the reading is unclear, write down your question and bring it to class.
20. Combine these notes with notes from the lectures and discussions.

STUDYING FOR TESTS AND TAKING TESTS

21. Start reviewing your lecture and reading notes a week before the test.
22. For short-form vocabulary tests, study the major terms so that you can explain them clearly.
23. For longer answers and essay tests know the information well enough to put it to practical use.
24. When taking tests, follow all directions and read the questions slowly for a clear understanding.

STUDY TRICKS: METHODS

25. Study in a quiet place.
26. Do not study late at night.
27. Studying in the morning tends to make it easier to retain most of the concepts.
28. Complete an assignment in a single sitting if possible.
29. Make a note of all deadlines in an assignment calendar.
30. Study with friends from the same class.

BONUS TRICK: ENJOY YOUR LEARNING EXPERIENCE!

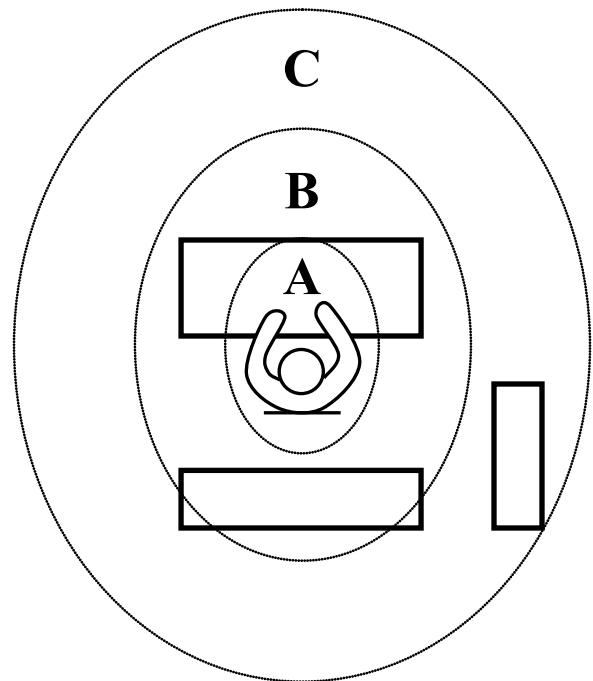
Source: Getting Straight A's, by Gordon W. Green, Jr. (Secaucus, New Jersey: Lyle Stuart, Inc.)

ORGANIZE YOUR STUDY AREA

1. Have on the desk only material needed for the current task or assignment.
2. Clean your desk when you finish.
3. Use the ABC fingertip method for organizing your study area.

ABC Fingertip Management for Organizing Your Study Environment

- A = Most frequently used
(can reach easily while seated)
- B = Used from time to time
(must stand or stretch to reach)
- C = Least frequently used
(must take steps to reach)



SUMMARY OF STUDY SKILLS

You are likely to have a significant number of reading assignments to prepare you for classroom discussions and lectures.

TRY THE SQ4R TECHNIQUE

- S** = **Survey** - Skim over the reading assignment in its entirety. Check the unit objectives and key terms. Look at the subheadings, charts, and diagrams to get an idea of what the assignment contains.
- Q** = **Question** - Go through the unit and turn the main headings into questions to determine what you might need to learn from the assignment.
- R** = **Read** - Now you are ready to read and answer the questions you have in mind.
- R** = **Recite** - Summarize in your own words what you have read.
- R** = **(W)rite** - Write the answers to your questions as well as those at the end of the chapter or unit.
- R** = **Review** - Review all the questions and answers.

Never read in front of the TV. Besides all the interruptions, commercials and conversation, there are subtle forms of advertising that can influence you without you realizing it and thus affect your studying.

As a general rule read at one (1) hour intervals with $\frac{1}{4}$ or $\frac{1}{2}$ hour breaks in between. Your ability to retain what you have read or studied diminishes if you try to concentrate for longer than an hour at a time. Be careful not to get involved in anything while taking a break... it will be that much more difficult to get back to the books.

Always keep a pencil and paper handy while you read. Make notes as you go through the material. Or if the book is yours, highlight the important points as you come to them or annotate in the margin. This will prevent you from having to re-read the entire chapter when you are reviewing.

If you do not fully understand a particular paragraph or section you have just read, re-read it. If after the second reading you still do not understand it, then mark the section and go on. It may be more fully explained later in the section or chapter. But, before going on to the next chapter, go back once more and be sure that you now understand the point being made.

Always keep a dictionary handy and look up words you don't understand as you come across them in your reading. If they are important, then write out the definition for yourself, in your own words, either in the book or in your notes. When you come to the term again, you will have your own reference.

If you get sleepy while reading, try drinking coffee or a soft drink on your break. They are both high in caffeine (as is tea). Eating a heavy meal or being very hungry just prior to sitting down to study will decrease your efficiency. Follow a middle-of-the-road course here.

Study daily. Set aside a regular time each day to do your studying. Cramming the night before an exam may work occasionally, but over a long period of time you will not retain the material you thought you had learned.

If it is an aid to you, repeat important points out loud as you study or review.

After completing a chapter in your text, go through it again and write out what you consider to be the ten most important points made in the chapter. Add these to your list of questions anticipated in the next exam. Use them to review and to quiz yourself, or have someone else give the exam to you under the same circumstances in which you will be taking the exam at school... without benefit of reference materials.

You can't memorize everything. Use word associations that will trigger your memory. For example: If you want to remember how the term "Psychosis" is different in meaning from the term "Neurosis", think of the movie "Psycho". The implication is that someone with a psychosis is very deeply disturbed. From that you may remember that the difference between the two terms is mainly that the individual with a psychosis is more disturbed than someone with a neurosis.

Another good way to use word association is to trigger your memory so that even if you are not able to recall a specific fact, you may be able to associate it with the source material in which the fact was explained or where you first read about it, etc. Much of education is designed not to give you all the answers, but rather to train you to know where to find the answers.