

## October 2019 MOC Examination Quantified Outline

	Number of
Question Category/Topic	questions

Neurologic Disorders	
Stroke	12
Spinal Cord Injury	9
Acquired Brain Injury	8
Mononeuropathies & Carpal Tunnel Syndrome	8
Polyneuropathies	2
Multiple Sclerosis	2
Motor Neuron Disease	2
Acute Inflammatory Demyelinating Polyneuropathy	3
Cerebral Palsy	1
Plexopathy	2
Radiculopathy	4

Musculoskeletal Medicine	
Rheumatoid Arthritis	2
Osteoarthritis	4
Spondyloarthropathy	1
Acute Trauma (incl. sprains/strains)	13
Chronic Trauma/Overuse (incl.	13
tendinitis/bursitis)	
Complex Regional Pain Syndrome	3
Fibromyalgia/Myofascial Pain	4
Fractures (acute and chronic)	4
Osteoporosis	2
Spinal Disorders (incl. low back pain)	7
Orthopedics/Rheumatology	2

# Question Category/Topic Number of questions

Amputation	
Upper Extremity Amputation	2
Lower Extremity Amputation	2

Medical Rehabilitation (6%)	
Cardiovascular Disorders	5
Lymphedema	1
Pulmonary Disorders	3
Cancer	3

Rehabilitation Problems & Outcomes (13%)	
Spasticity	3
Contracture	2
Seizures	2
Abnormal Gait	2
Bed Rest/Deconditioning	1
Heterotopic Ossification	1
Speech & Language Disorders	1
Cognitive Disorders (incl. dementia/ pseudodementia, disorders of consciousness)	3
Sleep Disorders	2
Substance Abuse	1
Pain	5

Basic Sciences (incl.	13
instrumentation, ethics, typical	
development, physical exam	
techniques and findings	

Focus of Questions	
Patient evaluation and diagnosis	35%
Electrodiagnosis	11%
Patient management	41%
Equipment and assistive technology	5%
Applied sciences	8%

PREPARING FOR THE ABPMR MOC EXAMINATION

# Study Tips & Resources

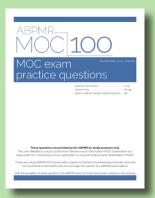
#### 1. Review the MOC Exam Outline.



- NEW: Exact number of questions per content area listed
- Helps you plan study strategy according to question content
- Identify areas of weaker knowledge; study major PM&R texts to brush up
- No. 1 MOC Exam resource requested by diplomates
- Free download on ABPMR website

#### 2. Use the MOCIOO

- 100 ABPMR-vetted practice questions
- Pulled directly from ABPMR item banks; previously used on exams
- Mimics MOC Examination in difficulty and content area weights
- Free resource available on ABPMR website



### 3. Employ Research-Backed Study Methods.

#### Test yourself.

Test-enhanced learning research has shown that rather than reading material over and over, testing yourself improves long-term information retention and retreival. It's especially effective if you study from test questions provided from a reputable source (see #2 above).

## Break it down.

Try breaking up study sessions into small chunks and review just a little at a time, using clinical scenarios to understand concepts. Spread out these shorter sessions over several months to get all the clinical topic areas covered in small bites. (The ABPMR recommends major PM&R textbooks for studying.)

#### Keep quizzing.

Forgetting is a surprisingly big part of learning new information. But if you quiz yourself 4 to 7 days after learning something new, you retain a greater percentage of new knowlege. Continue repeating these self-tests over increasing intervals and your retention will keep improving.

#### Find a friend.

After using repeated testing and studying clinical scenarios to learn the content, try explaining it to someone else. This helps connect your new knowledge with established knowledge and has been shown to moderately improve memory retention.

References: Repeated testing produces superior transfer of learning relative to repeated studying. Butler AC. Journal of experimental psychology. Learning, memory, and cognition, 2010, Dec.;36(5):1939-1285. | Test-enhanced learning: taking memory tests improves long-term retention. Roediger HL, Karpicke JD. Psychological science, 2006, May;17(3):0956-7976. | Retrieval Practice Produces More Learning than Elaborative Studying with Concept Mapping. Karpicke JD, Blunt JR. Science, 2011, Feb.;331(6018):772-775. | Synaptic evidence for the efficacy of spaced learning. Kramer EA, Babayan AH, Gavin CF. Proceedings of the National Academy of Sciences of the United States of America, 2012, Mar;109(13):1091-6490. | Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. Dunlosky J et al. Psychological Science in the Public Interest, 2013, Jan;14(1)4-58.