



87a MBLE_x Prep

ABMP Exam Coach

Career Development

- Interpersonal Skills
- Professionalism
- Employment
- Private Practice



87a MBLEx Prep

Class Outline

5 minutes	Attendance, Breath of Arrival, and Reminders
10 minutes	Lecture:
25 minutes	Lecture:
15 minutes	Active study skills:
60 minutes	Total



87a MBLEx Prep

Class Outline

Quizzes:

- 87a Kinesiology Quiz
(semispinalis, splenius capitis, and splenius cervicis) **NOW!!**

Spot Checks:

- 87b Orthopedic Massage: Touch Assessment

Exams:

- 89a Practice MBLEx (100 questions in 2 hours)

Preparation for upcoming classes:

- 88a Deep Massage: History
 - Lauterstein: Chapters 1-2.
- 88b Deep Massage: Introduction
 - Lauterstein: Chapters 3-6.
 - Lauterstein: Pages 102-104 and 172-174.



Classroom Rules

Punctuality - everybody's time is precious

- Be ready to learn at the start of class; we'll have you out of here on time
- Tardiness: arriving late, returning late after breaks, leaving during class, leaving early

The following are not allowed:

- Bare feet
- Side talking
- Lying down
- Inappropriate clothing
- Food or drink except water
- Phones that are visible in the classroom, bathrooms, or internship

You will receive one verbal warning, then you'll have to leave the room.



Career Development

Interpersonal Skills

- Basic Terminology 10-38
- Communication Blockers 42-67
- Relating Styles 71-91
- Listening Styles 95-109

Professionalism

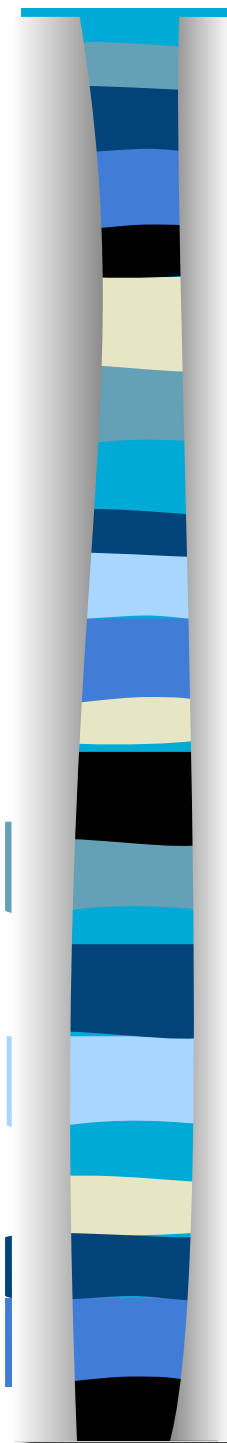
- Professionalism 113-173

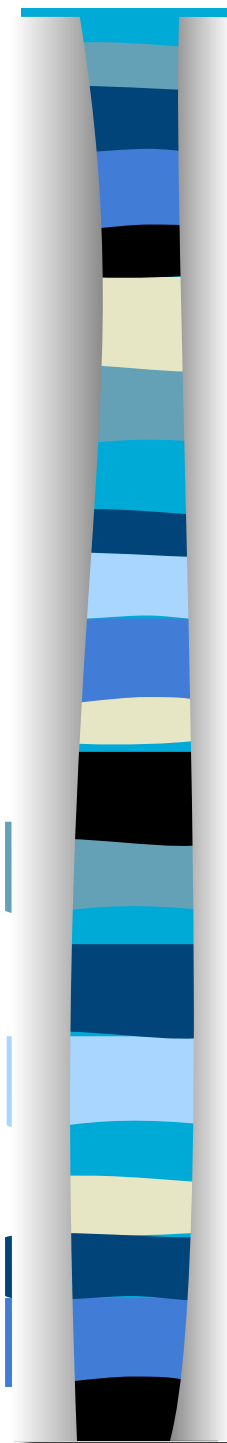
Employment

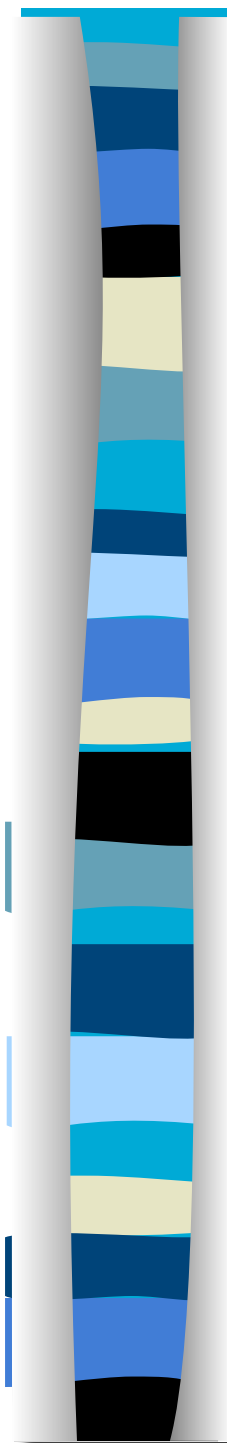
- Cover Letters 177-189
- Resumes 193-213
- Interviews 217-223
- Employment 227-243
- Career 247-263

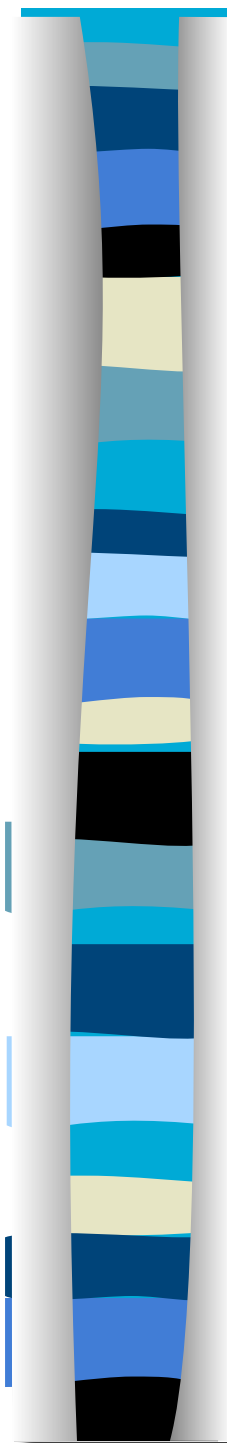
Private Practice

- Basic Terminology 267-303
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- Business Structure 335-341
- Finances 345-355
- Insurance 359-367











ABMP Exam Coach

Career Development:
Interpersonal Skills

Basic Terminology



Basic Terminology

Having an understanding of your own feelings and emotions, and recognizing the same in others, is called:

- A. Emotional thinking
- B. Intelligence quotient
- C. Emotional intelligence
- D. Feeling index

Q



Basic Terminology

Having an understanding of your own feelings and emotions, and recognizing the same in others, is called:

A. Emotional thinking

- Made up

B. Intelligence quotient

- A number that represents your intelligence and that is based on your score on a special test

C. Emotional intelligence

D. Feeling index

- Made up

A



Basic Terminology

The ability to identify with and understand another person's feelings and difficulties is referred to as:

- A. Congruence
- B. Verbal encouragement
- C. Assertiveness
- D. Empathy

Q



Basic Terminology

The ability to identify with and understand another person's feelings and difficulties is referred to as:

A. Congruence

- A communication pattern in which a person sends the same message on both a verbal and nonverbal level.

B. Verbal encouragement

- The questions a listener asks, the sounds he or she makes while listening, and attentive silence the listener uses while another person is communicating information.

C. Assertiveness

- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that does not violate the rights of others.

D. Empathy

A



Basic Terminology

What is the physical, emotional, mental, and spiritual space we hold around ourselves and our possessions?

- A. Emotional space
- B. Personal space
- C. Lateral space
- D. Psycho-physical space

Q



Basic Terminology

What is the physical, emotional, mental, and spiritual space we hold around ourselves and our possessions?

A. Emotional space

- Made up

B. Personal space

C. Lateral space

- Made up

D. Psycho-physical space

- Made up

A



Basic Terminology

Gathering information presented by a speaker, then summarizing it back to the speaker in a manner which supports empathy and better understanding, is called:

- A. Encouragement communication principle
- B. Deflecting
- C. Reflecting
- D. Enhancement communication principle

Q



Basic Terminology

Gathering information presented by a speaker, then summarizing it back to the speaker in a manner which supports empathy and better understanding, is called:

A. Encouragement communication principle

- Made up

B. Deflecting

C. Reflecting

D. Enhancement communication principle

- Made up

A



Basic Terminology

Identifying one's own feelings, thoughts, opinions, and behaviors, and knowing their effect on others is:

- A. Self-awareness
- B. Incongruence
- C. Verbal encouragement
- D. Congruence

Q



Basic Terminology

Identifying one's own feelings, thoughts, opinions, and behaviors, and knowing their effect on others is:

A. Self-awareness

B. Incongruence

- A communication pattern in which a person sends a different message on a verbal and nonverbal level.

C. Verbal encouragement

- The questions a listener asks, the sounds he or she makes while listening, and attentive silence the listener uses while another person is communicating information.

D. Congruence

- A communication pattern in which a person sends the same message on both a verbal and nonverbal level.

A



Basic Terminology

What do you call a person's nonverbal gestures, facial expressions, postures, movements, and mannerisms?

- A. Body language
- B. Body interpretation
- C. Body communication
- D. Body posture

Q



Basic Terminology

What do you call a person's nonverbal gestures, facial expressions, postures, movements, and mannerisms?

A. Body language

B. Body interpretation

- Made up

C. Body communication

- Made up

D. Body posture

- the way in which your body is positioned when you are sitting or standing

A



Basic Terminology

Being attuned and focusing exclusively on another person during communication is called:

- A. Presence
- B. Emotional intelligence
- C. Congruence
- D. Meditation

Q



Basic Terminology

Being attuned and focusing exclusively on another person during communication is called:

A. Presence

B. Emotional intelligence

- The level to which individuals monitor their feelings and emotions and recognize the feelings and emotions of others or of groups, and the ability to use this knowledge to guide thinking and actions.

C. Congruence

- A communication pattern in which a person sends the same message on both a verbal and nonverbal level.

D. Meditation

- The act or process of spending time in quiet thought

A



Basic Terminology

Voice tone, pace of words, emphasis on words, and enunciation of words are examples of:

- A. Controlled vocal enhancements
- B. Verbal encouragement
- C. Verbal discouragement
- D. Vocal quality

Q



Basic Terminology

Voice tone, pace of words, emphasis on words, and enunciation of words are examples of:

A. Controlled vocal enhancements

- Made up

B. Verbal encouragement

- The questions a listener asks, the sounds he or she makes while listening, and attentive silence the listener uses while another person is communicating information.

C. Verbal discouragement

- Made up

D. Vocal quality

A



Basic Terminology

A listener's attentive silence, the questions they ask, and the sounds he or she makes while listening, are examples of:

- A. Vocal quality
- B. Verbal encouragement
- C. Controlled silence
- D. Congruence

Q



Basic Terminology

A listener's attentive silence, the questions they ask, and the sounds he or she makes while listening, are examples of:

A. Vocal quality

- The message a person's voice tone (loud, soft, clear, etc.), pace of words (fast, slow, moderate, etc.), and emphasis on words and enunciation of words (mumbling, clearly articulated, etc.) tells a listener about what the person thinks and feels.

B. Verbal encouragement

C. Controlled silence

- Made up

D. Congruence

- A communication pattern in which a person sends the same message on both a verbal and nonverbal level.

A



Basic Terminology

If I listen to others effectively, have compatible verbal and nonverbal behaviors, and am willing to share information, I practice:

- A. Active communication
- B. Passive communication
- C. Reverse communication
- D. Aggressive communication

Q



Basic Terminology

If I listen to others effectively, have compatible verbal and nonverbal behaviors, and am willing to share information, I practice:

A. Active communication

B. Passive communication

- Passive relating style: A style of relating to others in which individuals have difficulty expressing their feelings, opinions, or advocating for their needs.

C. Reverse communication

- Made up

D. Aggressive communication

- Aggressive relating style: A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that violates the rights of others.

A



Basic Terminology

Someone who is self-aware, self-confident, and respectful in their communication style practices:

- A. Angry communication
- B. Careful communication
- C. Self-imposed communication
- D. Assertive communication

Q



Basic Terminology

Someone who is self-aware, self-confident, and respectful in their communication style practices:

- A. Angry communication
 - Made up
- B. Careful communication
 - Made up
- C. Self-imposed communication
 - Made up
- D. Assertive communication**

A



Basic Terminology

The fair answer or solution to a problem, dispute, or struggle between people is referred to as:

- A. Solution ruling
- B. Conflict resolution
- C. Dispute relating
- D. Problem decree

Q



Basic Terminology

The fair answer or solution to a problem, dispute, or struggle between people is referred to as:

A. Solution ruling

– Made up

B. Conflict resolution

C. Dispute relating

– Made up

D. Problem decree

– Made up

A



Basic Terminology

A solution to a conflict, dispute, problem, or struggle that is agreeable and fair to all parties involved is called a(n):

- A. Mandated agreement
- B. Legal agreement
- C. Inequitable solution
- D. Equitable solution

Q



Basic Terminology

A solution to a conflict, dispute, problem, or struggle that is agreeable and fair to all parties involved is called a(n):

- A. Mandated agreement
- B. Legal agreement
- C. Inequitable solution
- D. Equitable solution**

A



Basic Terminology

What do you call the methods involved in finding an equitable solution to disagreements, disputes, or struggles between people?

- A. Conflict enhancement method
- B. Conflict elimination protocol
- C. Conflict resolution process
- D. Conflict decision protocol

Q



Basic Terminology

What do you call the methods involved in finding an equitable solution to disagreements, disputes, or struggles between people?

A. Conflict enhancement method

– Made up

B. Conflict elimination protocol

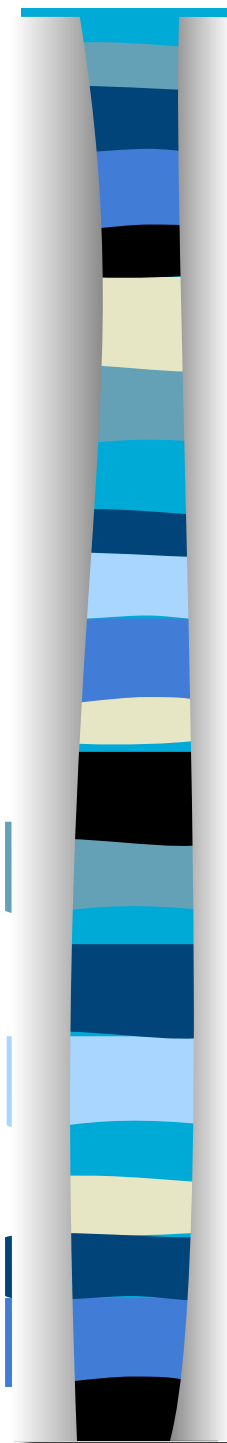
– Made up

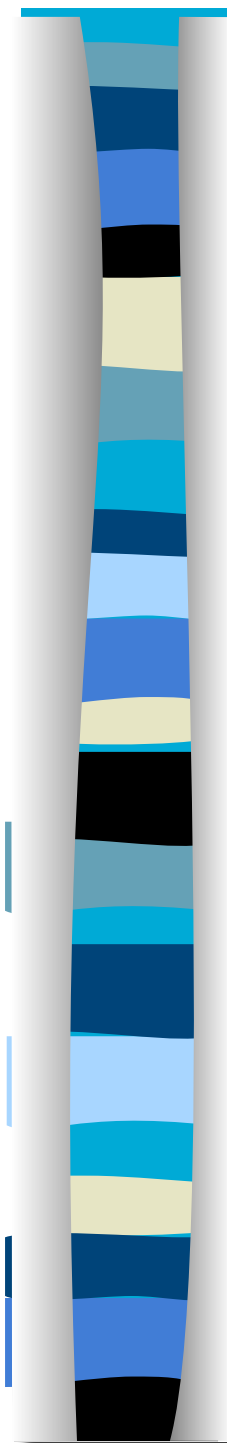
C. **Conflict resolution process**

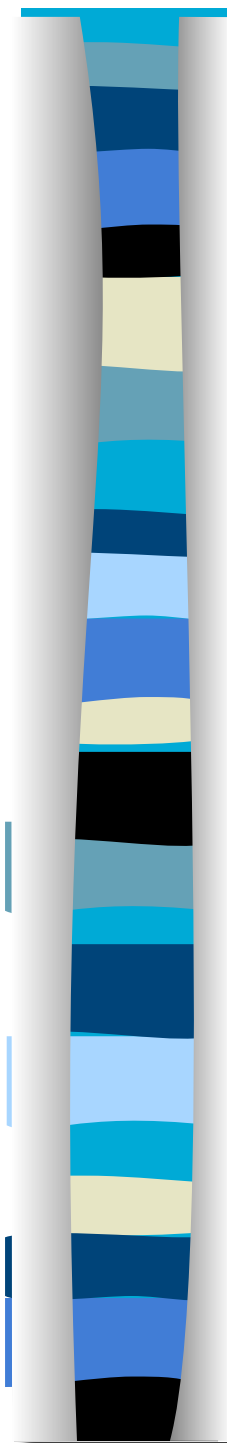
D. Conflict decision protocol

– Made up

A









ABMP Exam Coach

Career Development:
Interpersonal Skills

Communication Blockers



Communication Blockers

If a person's attitudes, body language cues, or verbal statements prevent the effective exchange of information, these are called:

- A. Communication enhancers
- B. Communication blockers
- C. Communication filters
- D. Communication goals

Q



Communication Blockers

If a person's attitudes, body language cues, or verbal statements prevent the effective exchange of information, these are called:

A. Communication enhancers

- Completely fabricated

B. Communication blockers

C. Communication filters

- Completely fabricated

D. Communication goals

- Completely fabricated

A



Communication Blockers

Identifying something or someone in overly simplified terms is a communication blocker called:

- A. Psychoanalyzing
- B. Judgment
- C. Inappropriate reassurance
- D. Labeling

Q



Communication Blockers

Identifying something or someone in overly simplified terms is a communication blocker called:

A. Psychoanalyzing

- To treat the mental and emotional problems of (a patient) by having the patient talk about dreams, feelings, memories, etc.

B. Judgment

- When the need to approve or disapprove, or agree or disagree becomes a barrier to the exchange of ideas.

C. Inappropriate reassurance

- Completely fabricated

D. Labeling

A



Communication Blockers

When Olga (a massage therapist) tells her client, "You really should look for another employment situation if you want your neck to feel better," she is:

- A. Breaking the law by counseling the client
- B. Blocking communication by promoting her personal opinion as appropriate for the client
- C. Supporting the client's health and wellness with appropriate advice
- D. Enhancing communication by giving the client guidance on next steps for better health

Q



Communication Blockers

When Olga (a massage therapist) tells her client, "You really should look for another employment situation if you want your neck to feel better," she is:

- A. Breaking the law by counseling the client
- B. Blocking communication by promoting her personal opinion as appropriate for the client**
- C. Supporting the client's health and wellness with appropriate advice
- D. Enhancing communication by giving the client guidance on next steps for better health

A



Communication Blockers

While talking to his supervisor about other practitioners at the clinic, Jim said, "The only problem with Steve is that he is a left-wing radical and is overly pushy about advancing 'green' practices at the clinic." This is an example of the communication blocker known as:

- A. Equalizing
- B. Labeling
- C. Pseudo-psychoanalysis
- D. Inappropriate reassurance

Q



Communication Blockers

While talking to his supervisor about other practitioners at the clinic, Jim said, "The only problem with Steve is that he is a left-wing radical and is overly pushy about advancing 'green' practices at the clinic." This is an example of the communication blocker known as:

A. Equalizing

- To make (something) equal or to become equal

B. Labeling

C. Pseudo-pschoanalysis

- When someone attempts to use psychological analysis without proper training to inappropriately diagnose another's psychological shortcomings and thereby blocks open and honest communication.

D. Inappropriate reassurance

- Completely fabricated

A



Communication Blockers

If a person's verbal and nonverbal messages convey the same meaning, this is:

- A. Incongruence
- B. Emotional intelligence
- C. Conflict resolution model
- D. Congruence

Q



Communication Blockers

If a person's verbal and nonverbal messages convey the same meaning, this is:

A. Incongruence

- A communication pattern in which a person sends a different message on a verbal and nonverbal level.

B. Emotional intelligence

- The level to which individuals monitor their feelings and emotions and recognize the feelings and emotions of others or of groups, and the ability to use this knowledge to guide thinking and actions.

C. Conflict resolution model

- The methods or processes involved in facilitating an equitable solution to disagreements, disputes, or struggles between people.

D. Congruence

A



Communication Blockers

Beliefs, experiences, needs, opinions, and values that color how a person sees the world and reacts to situations are:

- A. Filters
- B. Ethical dilemmas
- C. Communication blockers
- D. Communication enhancers

Q



Communication Blockers

Beliefs, experiences, needs, opinions, and values that color how a person sees the world and reacts to situations are:

A. Filters

B. Ethical dilemmas

- A decision-making problem between two possible moral imperatives, neither of which is unambiguously acceptable or preferable.

C. Communication blockers

- The attitudes, statements, body language cues, or other relating behaviors that prevent the effective exchange of information and feelings between people.

D. Communication enhancers

- Completely fabricated

A



Communication Blockers

When the need to approve, disapprove, agree, or disagree becomes a barrier to the exchange of ideas, this a communication blocker known as:

- A. Inappropriate reassurance
- B. Labeling
- C. Judgment
- D. Psychoanalyzing

Q



Communication Blockers

When the need to approve, disapprove, agree, or disagree becomes a barrier to the exchange of ideas, this a communication blocker known as:

A. Inappropriate reassurance

- Completely fabricated

B. Labeling

- A stereotyping word or phrase that describes or identifies something or someone in overly simplified terms.

C. Judgment

D. Psychoanalyzing

- To treat the mental and emotional problems of (a patient) by having the patient talk about dreams, feelings, memories, etc.

A



Communication Blockers

Statements that attempt to blame or criticize another in an attempt to win an argument are called:

- A. You-encouragements
- B. You-statements
- C. You-encroachments
- D. You-pronouncements

Q



Communication Blockers

Statements that attempt to blame or criticize another in an attempt to win an argument are called:

- A. You-encouragements
 - Completely fabricated
- B. You-statements**
- C. You-encroachments
 - Completely fabricated
- D. You-pronouncements
 - Completely fabricated

A



Communication Blockers

Identifying something or someone in overly simplified terms is a communication blocker called:

- A. Inappropriate reassurance
- B. Labeling
- C. Psychoanalyzing
- D. Judgment

Q



Communication Blockers

Identifying something or someone in overly simplified terms is a communication blocker called:

A. Inappropriate reassurance

- Completely fabricated

B. Labeling

C. Psychoanalyzing

- To treat the mental and emotional problems of (a patient) by having the patient talk about dreams, feelings, memories, etc.

D. Judgment

- When the need to approve or disapprove, or agree or disagree becomes a barrier to the exchange of ideas.

A



Communication Blockers

Extreme forms of labeling include:

- A. Stereotyping, bigotry, and sexism
- B. Congruence, inappropriate reassurance, and assertiveness
- C. Judgment, pseudo-psychoanalysis, and equalizing
- D. Passive-aggression, cynicism, and inappropriate reassurance

Q



Communication Blockers

Extreme forms of labeling include:

- A. Stereotyping, bigotry, and sexism**
- B. Congruence, inappropriate reassurance, and assertiveness
- C. Judgment, pseudo-psychoanalysis, and equalizing
- D. Passive-aggression, cynicism, and inappropriate reassurance

A



Communication Blockers

When a person's verbal and nonverbal communications aren't in agreement, it is called:

- A. Integrity
- B. Congruence
- C. Incongruence
- D. Emotional intelligence

Q



Communication Blockers

When a person's verbal and nonverbal communications aren't in agreement, it is called:

A. Integrity

- firm adherence to a code of especially moral or artistic values

B. Congruence

- A communication pattern in which a person sends the same message on both a verbal and nonverbal level.

C. Incongruence

D. Emotional intelligence

- The level to which individuals monitor their feelings and emotions and recognize the feelings and emotions of others or of groups, and the ability to use this knowledge to guide thinking and actions.

A



Communication Blockers

Statements that share how a person feels without blaming or judging others are called:

- A. I-statements
- B. I-explanations
- C. I-presentments
- D. I-narratives

Q



Communication Blockers

Statements that share how a person feels without blaming or judging others are called:

A. I-statements

B. I-explanations

- Completely fabricated

C. I-presentments

- Completely fabricated

D. I-narratives

- Completely fabricated

A



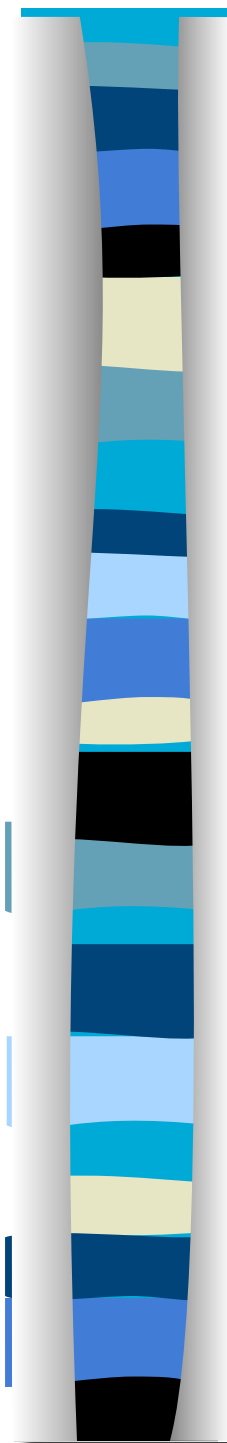
Communication Blockers

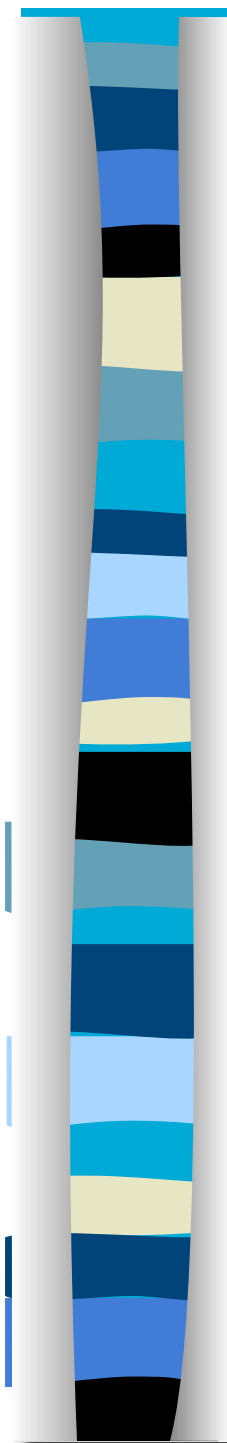
Pseudo-psychoanalysis (communication blocker) When someone attempts to use psychological analysis without proper training to inappropriately diagnose another's psychological shortcomings and thereby blocks open and honest communication.

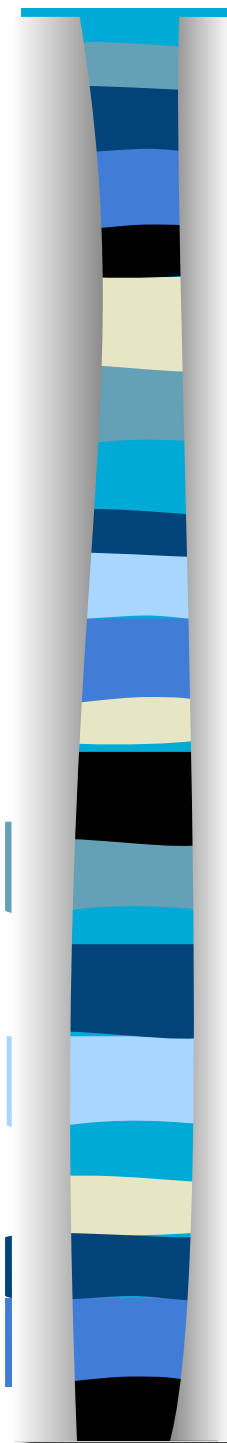
Congruence (in communication) A communication pattern in which a person sends the same message on both a verbal and nonverbal level.

Incongruence (in communication) A communication pattern in which a person sends a different message on a verbal and nonverbal level.

Definitions









ABMP Exam Coach

Career Development:
Interpersonal Skills

Relating Styles



Relating Styles

The way in which one behaves toward another person, including verbal and nonverbal communication, is a person's:

- A. Emotional intelligence
- B. Relating style
- C. Interpersonal factors
- D. Self-awareness

Q



Relating Styles

The way in which one behaves toward another person, including verbal and nonverbal communication, is a person's:

A. Emotional intelligence

- The level to which individuals monitor their feelings and emotions and recognize the feelings and emotions of others or of groups, and the ability to use this knowledge to guide thinking and actions.

B. Relating style

C. Interpersonal factors

D. Self-awareness

- Conscious knowledge of one's own feelings, thoughts, opinions, and behaviors, and how to modify behaviors based on internal and external information, such as the effect of one's behaviors on others or on situations.

A



Relating Styles

An incongruence between verbal communication, facial expression, and body language, as well as an appearance of cooperation while purposely doing things that disrupt processes is called a(n):

- A. Passive-aggressive relating style
- B. Passive-assertive relating style
- C. Assertive relating style
- D. Aggressive relating style

Q



Relating Styles

An incongruence between verbal communication, facial expression, and body language, as well as an appearance of cooperation while purposely doing things that disrupt processes is called a(n):

A. Passive-aggressive relating style

B. Passive-assertive relating style

- Not a real thing

C. Assertive relating style

- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that does not violate the rights of others.

D. Aggressive relating style

- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that violates the rights of others.

A



Relating Styles

If you listen to others' viewpoints without interrupting, use I-statements, and express yourself honestly and respectfully, you have a(n) :

- A. Assertive relating style
- B. Self-witnessed relating style
- C. Aggressive relating style
- D. Passive relating style

Q



Relating Styles

If you listen to others' viewpoints without interrupting, use I-statements, and express yourself honestly and respectfully, you have a(n) :

A. Assertive relating style

B. Self-witnessed relating style

- Not a real thing

C. Aggressive relating style

- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that violates the rights of others.

D. Passive relating style

- A style of relating to others in which individuals have difficulty expressing their feelings, opinions, or advocating for their needs

A



Relating Styles

When someone appears passive on the surface, but acts out of anger in a subtle or indirect way, it is called a(n):

- A. Passive relating style
- B. Passive-aggressive relating style
- C. Assertive relating style
- D. Aggressive relating style

Q



Relating Styles

When someone appears passive on the surface, but acts out of anger in a subtle or indirect way, it is called a(n):

A. Passive relating style

- A style of relating to others in which individuals have difficulty expressing their feelings, opinions, or advocating for their needs

B. Passive-aggressive relating style

C. Assertive relating style

- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that does not violate the rights of others.

D. Aggressive relating style

- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that violates the rights of others.

A



Relating Styles

If you express your feelings, or advocate for your needs, in a way that violates the rights of others, you have a(n):

- A. Cynical relating style
- B. Angry relating style
- C. Tensive relating style
- D. Aggressive relating style

Q



Relating Styles

If you express your feelings, or advocate for your needs, in a way that violates the rights of others, you have a(n):

A. Cynical relating style

– Not a real thing

B. Angry relating style

– Not a real thing

C. Tensive relating style

– Not a real thing

D. Aggressive relating style

A



Relating Styles

If you have difficulty expressing your feelings and opinions to others, or advocating for your needs, you have a(n):

- A. Passive relating style
- B. Passive-aggressive relating style
- C. Assertive relating style
- D. Aggressive relating style

Q



Relating Styles

If you have difficulty expressing your feelings and opinions to others, or advocating for your needs, you have a(n):

A. Passive relating style

B. Passive-aggressive relating style

- A style of relating to others in which individuals appear passive on the surface but are acting out of anger in a subtle or indirect way.

C. Assertive relating style

- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that does not violate the rights of others.

D. Aggressive relating style

- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that violates the rights of others.

A



Relating Styles

If you express your feelings, opinions, or advocate for your needs in a calm, clear way that does not violate the rights of others, you have a(n):

- A. Assertive relating style
- B. Passive relating style
- C. Self-witnessed relating style
- D. Relaxed relating style

Q



Relating Styles

If you express your feelings, opinions, or advocate for your needs in a calm, clear way that does not violate the rights of others, you have a(n):

A. Assertive relating style

B. Passive relating style

- A style of relating to others in which individuals have difficulty expressing their feelings, opinions, or advocating for their needs

C. Self-witnessed relating style

- Not a real thing

D. Relaxed relating style

- Not a real thing

A



Relating Styles

When Sarah takes part in group discussions at clinic team meetings, she dominates the conversation and has difficulty hearing the views of others. She exhibits a(n):

- A. Congruent relating style
- B. Assertive relating style
- C. Passive relating style
- D. Aggressive relating style

Q



Relating Styles

When Sarah takes part in group discussions at clinic team meetings, she dominates the conversation and has difficulty hearing the views of others. She exhibits a(n):

A. Congruent relating style

- Not a real thing

B. Assertive relating style

- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that does not violate the rights of others.

C. Passive relating style

- A style of relating to others in which individuals have difficulty expressing their feelings, opinions, or advocating for their needs

D. Aggressive relating style

A



Relating Styles

Poor eye contact, slumped body posture, and the inability to advocate for yourself is a(n):

- A. Passive-aggressive relating style
- B. Assertive relating style
- C. Passive relating style
- D. Aggressive relating style

Q



Relating Styles

Poor eye contact, slumped body posture, and the inability to advocate for yourself is a(n):

A. Passive-aggressive relating style

- A style of relating to others in which individuals appear passive on the surface but are acting out of anger in a subtle or indirect way.

B. Assertive relating style

- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that does not violate the rights of others.

C. Passive relating style

D. Aggressive relating style

- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that violates the rights of others.

A

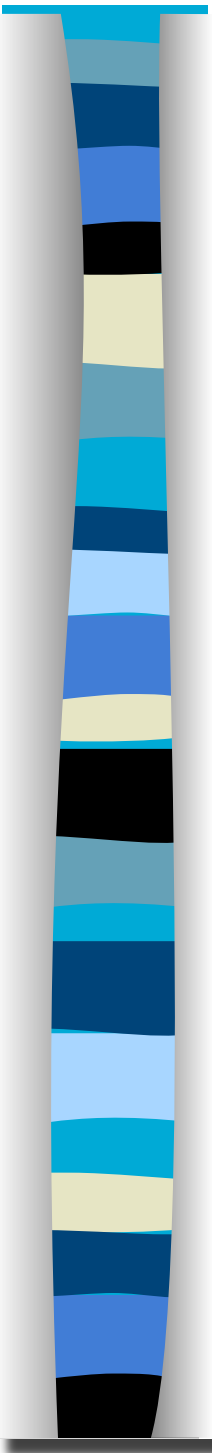


Relating Styles

A client shows up late for a massage appointment; the practitioner says, "Oh no, I'm afraid you are late! I'm really sorry but I have to end the appointment at 2:00 because I will get in trouble if I don't. I hope that is OK with you." This demonstrates a(n):

- A. Passive relating style
- B. Aggressive relating style
- C. Assertive relating style
- D. Emotional intelligence

Q



A client shows up late for a massage appointment; the practitioner says, "Oh no, I'm afraid you are late! I'm really sorry but I have to end the appointment at 2:00 because I will get in trouble if I don't. I hope that is OK with you." This demonstrates a(n):

A. Passive relating style

B. Aggressive relating style

- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that violates the rights of others.

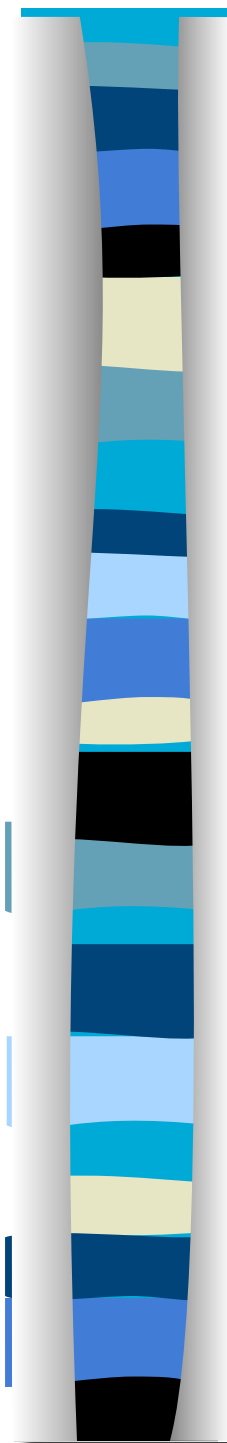
C. Assertive relating style

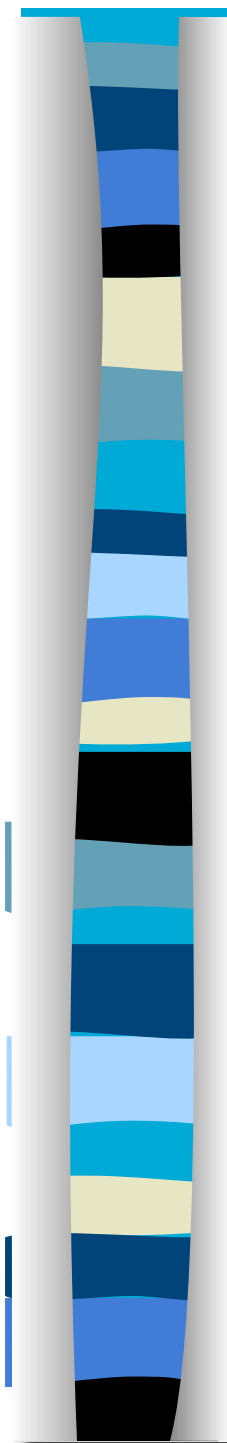
- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that does not violate the rights of others.

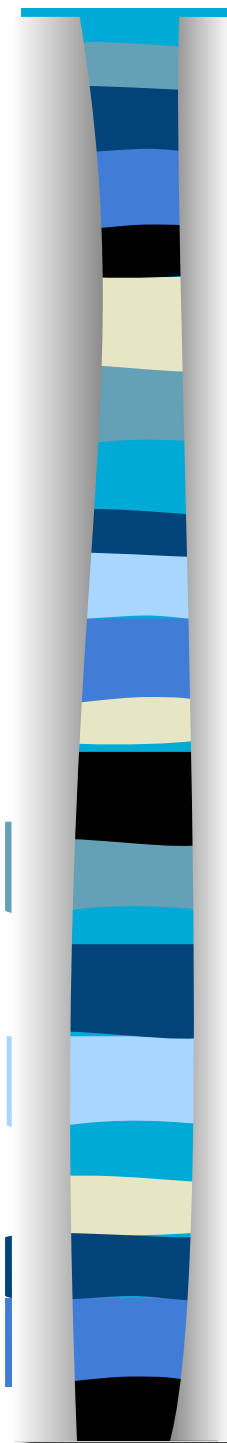
D. Emotional intelligence

- The level to which individuals monitor their feelings and emotions and recognize the feelings and emotions of others or of groups, and the ability to use this knowledge to guide thinking and actions.

A









ABMP Exam Coach

Career Development:
Interpersonal Skills

Listening Types



Listening Types

Listening to others, interpreting that information, and reflecting it back to the speaker is called:

- A. Higher-order listening
- B. Encouraged listening
- C. Active listening
- D. Passive listening

Q



Listening Types

Listening to others, interpreting that information, and reflecting it back to the speaker is called:

A. Higher-order listening

- A cleverly designed distractor

B. Encouraged listening

- A cleverly designed distractor

C. Active listening

D. Passive listening

- A state where a person is present, but they are not fully engaged with what a speaker is communicating.

A



Listening Types

When a person is present, but not fully engaged with what a speaker is communicating, it is called:

- A. Passive listening
- B. Assertive listening
- C. Active listening
- D. Calm listening

Q



Listening Types

When a person is present, but not fully engaged with what a speaker is communicating, it is called:

A. Passive listening

B. Assertive listening

- A cleverly designed distractor

C. Active listening

- A listening skill where the listener encourages another to share information, interprets that information effectively, reflects certain information back to the speaker, remembers what was said, and can adjust their understanding of the speaker's words based on additional information.

D. Calm listening

- A cleverly designed distractor

A



Listening Types

Presence, the use of reflective statements, and the use of verbal encouragement are all skills related to:

- A. Congruence
- B. Active listening
- C. Passive listening
- D. You-encroachments

Q



Listening Types

Presence, the use of reflective statements, and the use of verbal encouragement are all skills related to:

A. Congruence

- A communication pattern in which a person sends the same message on both a verbal and nonverbal level.

B. Active listening

C. Passive listening

- A state where a person is present, but they are not fully engaged with what a speaker is communicating.

D. You-encroachments

- A poorly designed distractor

A



Listening Types

When a person is present, but not fully engaged with what a speaker is communicating, it is called:

- A. Active listening
- B. Assertive listening
- C. Passive listening
- D. Calm listening

Q



Listening Types

When a person is present, but not fully engaged with what a speaker is communicating, it is called:

A. Active listening

- A listening skill where the listener encourages another to share information, interprets that information effectively, reflects certain information back to the speaker, remembers what was said, and can adjust their understanding of the speaker's words based on additional information.

B. Assertive listening

- A cleverly designed distractor

C. Passive listening

D. Calm listening

- A cleverly designed distractor

A



Listening Types

When a listener is distracted, not fully present with a speaker, misses the speaker's body language cues, or interrupts to ask questions that take the speaker off-track, this is known as:

- A. Passive listening
- B. You-type listening
- C. Active listening
- D. Assertive listening

Q



Listening Types

When a listener is distracted, not fully present with a speaker, misses the speaker's body language cues, or interrupts to ask questions that take the speaker off-track, this is known as:

A. Passive listening

B. You-type listening

- A cleverly designed distractor

C. Active listening

- A listening skill where the listener encourages another to share information, interprets that information effectively, reflects certain information back to the speaker, remembers what was said, and can adjust their understanding of the speaker's words based on additional information.

D. Assertive listening

- A cleverly designed distractor

A



Listening Types

An incongruence between verbal communication, facial expression, and body language, as well as an appearance of cooperation while purposely doing things that disrupt processes is called a(n):

- A. Passive-assertive relating style
- B. Aggressive relating style
- C. Assertive relating style
- D. Passive-aggressive relating style

Q



Listening Types

An incongruence between verbal communication, facial expression, and body language, as well as an appearance of cooperation while purposely doing things that disrupt processes is called a(n):

A. Passive-assertive relating style

- A cleverly designed distractor

B. Aggressive relating style

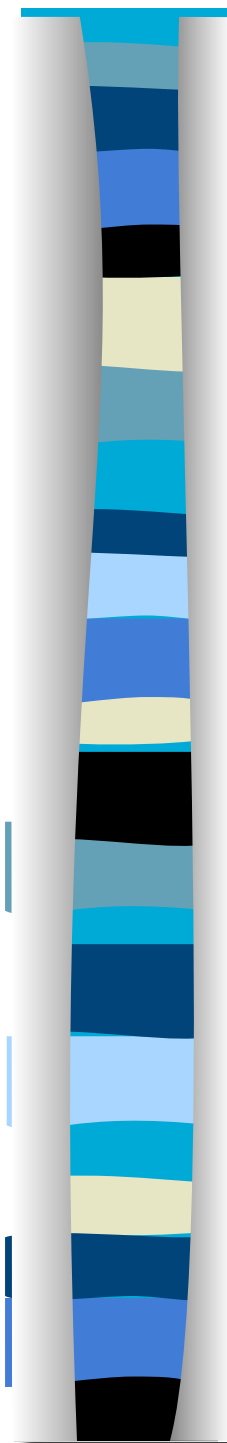
- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that violates the rights of others.

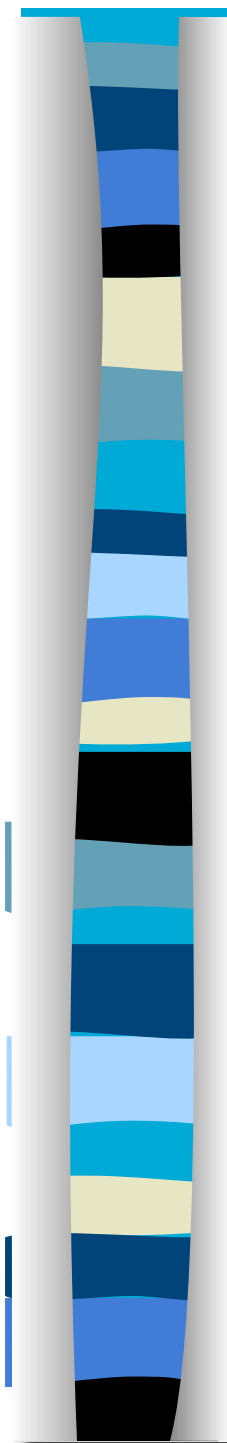
C. Assertive relating style

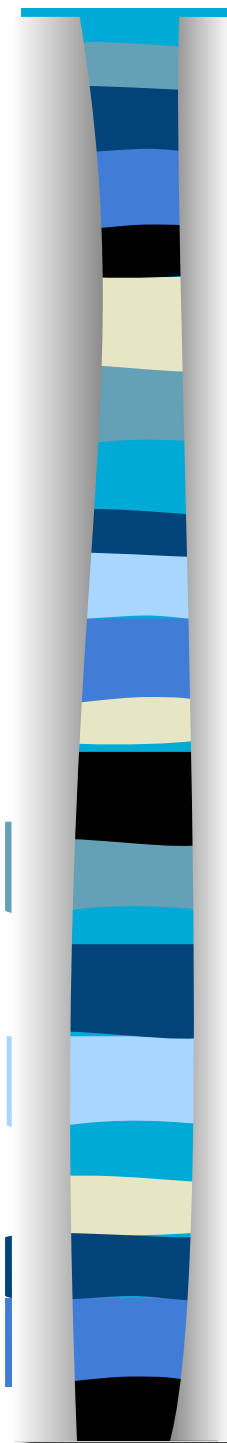
- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that does not violate the rights of others.

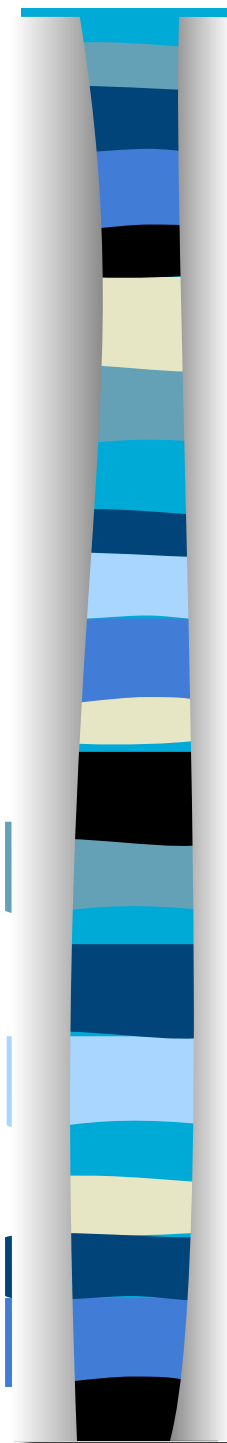
D. Passive-aggressive relating style

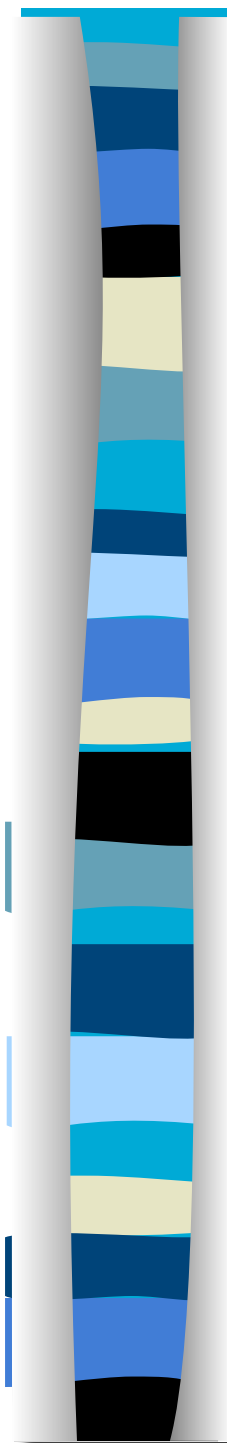
A













ABMP Exam Coach

Career Development:
Professionalism

Professionalism



Professionalism

Appropriate dress, competency, good judgment, and polite behavior are all aspects of:

- A. Integrity
- B. Ethics
- C. Professionalism
- D. Congruence

Q



Professionalism

Appropriate dress, competency, good judgment, and polite behavior are all aspects of:

A. Integrity

- The quality of being complete, whole, authentic, honest, and fair during communication or interactions with others.

B. Ethics

- The degree to which the individual practitioner conforms to the accepted standards of conduct determined by the profession.

C. Professionalism

D. Congruence

- A communication pattern in which a person sends the same message on both a verbal and nonverbal level.

A



Professionalism

A desire to seek out self-development is an example of:

- A. Intelligence quotient
- B. Personal growth
- C. Emotional intelligence
- D. Self-regulation

Q



Professionalism

A desire to seek out self-development is an example of:

A. Intelligence quotient

- A number that represents your intelligence and that is based on your score on a special test

B. Personal growth

A

C. Emotional intelligence

- The level to which individuals monitor their feelings and emotions and recognize the feelings and emotions of others or of groups, and the ability to use this knowledge to guide thinking and actions.

D. Self-regulation

- Control of oneself in response to stresses or pressures exerted by an outside force. For example, a practitioner with good self-regulation can remain calm, composed, and rational even while dealing with a complaint from a client or dealing with an angry colleague.

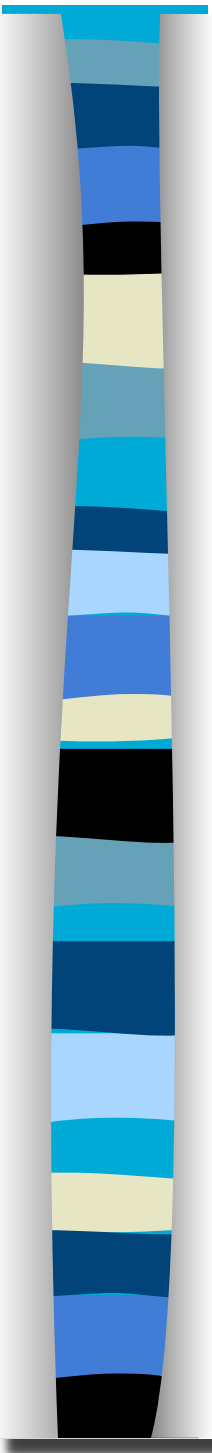


Professionalism

When a client called into the clinic threatening to sue because she had an allergic reaction to a massage lubricant, Liu remained sensible and unruffled. He gathered the client's information and filled out an incident report. Liu demonstrated professional:

- A. Incongruence
- B. Intelligence quotient
- C. Self-regulation
- D. Positive attitude

Q



When a client called into the clinic threatening to sue because she had an allergic reaction to a massage lubricant, Liu remained sensible and unruffled. He gathered the client's information and filled out an incident report. Liu demonstrated professional:

A. Incongruence

- A communication pattern in which a person sends a different message on a verbal and nonverbal level.

B. Intelligence quotient

- A number that represents your intelligence and that is based on your score on a special test

C. Self-regulation

D. Positive attitude

- A person's tendency to respond constructively and optimistically toward ideas, objects, other people, or situations. A positive attitude influences a person's choice of action and their ability to respond proactively to challenges and opportunity.

A



Professionalism

When a client gives written or verbal input regarding his or her experience of the practitioner's massage business or massage session, it is called:

- A. Ethical guidance
- B. Liability complaint
- C. Informed consent
- D. Client feedback

Q



Professionalism

When a client gives written or verbal input regarding his or her experience of the practitioner's massage business or massage session, it is called:

A. Ethical guidance

- Nice try, can't fool me!

B. Liability complaint

- Nice try, can't fool me!

C. Informed consent

- Receiving consent for treatment from the client after having fully disclosed policies and limitations that may affect the treatment.

D. Client feedback

A



Professionalism

Taking action through personal leadership of self or others is known as:

- A. Initiative
- B. Empathy
- C. Integrity
- D. Congruence

Q



Professionalism

Taking action through personal leadership of self or others is known as:

A. Initiative

B. Empathy

- The ability to identify with and understand another person's feelings and difficulties.

C. Integrity

- The quality of being complete, whole, authentic, honest, and fair during communication or interactions with others.

D. Congruence

- A communication pattern in which a person sends the same message on both a verbal and nonverbal level.

A



Professionalism

Polite behavior that shows respect and consideration for other people is known as:

- A. Ethics
- B. Empathy
- C. Dependability
- D. Courtesy

Q



Professionalism

Polite behavior that shows respect and consideration for other people is known as:

A. Ethics

- The degree to which the individual practitioner conforms to the accepted standards of conduct determined by the profession.

B. Empathy

- The ability to identify with and understand another person's feelings and difficulties.

C. Dependability

- An individual's trustworthiness or ability to reliably do or provide what is needed.

D. Courtesy

A



Professionalism

A willingness and desire to do one's best in the workplace is known as:

- A. Emotional intelligence
- B. Work ethic
- C. Intelligence quotient
- D. Self-regulation

Q



Professionalism

A willingness and desire to do one's best in the workplace is known as:

A. Emotional intelligence

- The ability to observe one's own feelings and emotions and those of others, to differentiate among them, and utilize them to direct thoughts and behavior.

B. Work ethic

C. Intelligence quotient

- A number that represents your intelligence and that is based on your score on a special test

D. Self-regulation

- Control of oneself in response to stresses or pressures exerted by an outside force. For example, a practitioner with good self-regulation can remain calm, composed, and rational even while dealing with a complaint from a client or dealing with an angry colleague.

A



Professionalism

Clean and modest dress, good personal hygiene, and the use of good manners all contribute positively to a practitioner's:

- A. Competence posture
- B. Positive attunement
- C. Ethical posture
- D. Professional image

Q



Professionalism

Clean and modest dress, good personal hygiene, and the use of good manners all contribute positively to a practitioner's:

- A. Competence posture
 - Nice try, can't fool me!
- B. Positive attunement
 - Nice try, can't fool me!
- C. Ethical posture
 - Nice try, can't fool me!
- D. Professional image**

A



Professionalism

Being responsible for one's own actions, and the situations that result, is referred to as:

- A. Empathy
- B. Communication skills
- C. Sympathy
- D. Accountability

Q



Professionalism

Being responsible for one's own actions, and the situations that result, is referred to as:

A. Empathy

- The ability to identify with and understand another person's feelings and difficulties.

B. Communication skills

- The ability to convey and receive information with another person effectively and efficiently through the use of strong verbal, nonverbal, and written skills.

C. Sympathy

- the feeling that you care about and are sorry about someone else's trouble, grief, misfortune, etc. :

D. Accountability

A



Professionalism

Julie often shows up for her clinic shift in a low-cut shirt and her hair tied in a messy knot. She often uses inappropriate language in front of clients. Julie's supervisor calls her in to discuss her:

- A. Honesty
- B. Ethics
- C. Adherence to laws
- D. Professional image

Q



Professionalism

Julie often shows up for her clinic shift in a low-cut shirt and her hair tied in a messy knot. She often uses inappropriate language in front of clients. Julie's supervisor calls her in to discuss her:

A. Honesty

- The quality of being fair, truthful, and accurate during communication or interactions with others.

B. Ethics

- The degree to which the individual practitioner conforms to the accepted standards of conduct determined by the profession.

C. Adherence to laws

- Nice try, can't fool me!

D. Professional image

A



Professionalism

A person's tendency to respond constructively and optimistically toward ideas, objects, other people, or situations is referred to as:

- A. Passive attitude
- B. Aggressive relating
- C. Positive attitude
- D. Competence posture

Q



Professionalism

A person's tendency to respond constructively and optimistically toward ideas, objects, other people, or situations is referred to as:

A. Passive attitude

- Nice try, can't fool me!

B. Aggressive relating

- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that violates the rights of others.

C. Positive attitude

D. Competence posture

- Nice try, can't fool me!

A



Professionalism

Trustworthiness and reliability reflects someone's:

- A. Empathy
- B. Dependability
- C. Motivation
- D. Congruence

Q



Professionalism

Trustworthiness and reliability reflects someone's:

A. Empathy

- The ability to identify with and understand another person's feelings and difficulties.

B. Dependability

C. Motivation

- An individual's innate eagerness to act or work.

D. Congruence

- A communication pattern in which a person sends the same message on both a verbal and nonverbal level.

A



Professionalism

Keeping calm and in control, despite the stress and pressure from an outside force, is called:

- A. Intelligence quotient
- B. Positive attunement
- C. Self-regulation
- D. Incongruence

Q



Professionalism

Keeping calm and in control, despite the stress and pressure from an outside force, is called:

A. Intelligence quotient

- A number that represents your intelligence and that is based on your score on a special test

B. Positive attunement

- Nice try, can't fool me!

C. Self-regulation

D. Incongruence

- A communication pattern in which a person sends a different message on a verbal and nonverbal level.

A



Professionalism

A practitioner's initial contact with the client in order to establish a positive therapeutic relationship is the:

- A. Client interview
- B. Client greeting
- C. Practitioner ethics
- D. Informed consent protocols

Q



Professionalism

A practitioner's initial contact with the client in order to establish a positive therapeutic relationship is the:

A. Client interview

- The initial interview in which the therapist gathers information about the client's state of health and the client states his/her wants and needs in order to develop an effective session plan.

B. Client greeting

C. Practitioner ethics

- Ethics: The degree to which the individual practitioner conforms to the accepted standards of conduct determined by the profession.

D. Informed consent protocols

- Informed consent document: The process by which a fully informed client consents to participate in the massage treatment.

A



Professionalism

Proficiency and skill in performing one's professional duties is known as:

- A. Competency
- B. Ethics
- C. Communication skills
- D. Empathy

Q



Professionalism

Proficiency and skill in performing one's professional duties is known as:

A. Competency

B. Ethics

- The degree to which the individual practitioner conforms to the accepted standards of conduct determined by the profession.

C. Communication skills

- The ability to convey and receive information with another person effectively and efficiently through the use of strong verbal, nonverbal, and written skills.

D. Empathy

- The ability to identify with and understand another person's feelings and difficulties.

A



Professionalism

Susan misreads the clinic schedule and fails to arrive on time for the client's session. She apologizes to the waiting client and offers an extra 30 minutes of massage at no charge to make amends for the inconvenience. Susan demonstrated:

- A. Poor ethics
- B. Accountability
- C. Passive-aggressive behavior
- D. Empathy

Q



Professionalism

Susan misreads the clinic schedule and fails to arrive on time for the client's session. She apologizes to the waiting client and offers an extra 30 minutes of massage at no charge to make amends for the inconvenience. Susan demonstrated:

A. Poor ethics

- Nice try, can't fool me!

B. Accountability

C. Passive-aggressive behavior

- Passive-aggressive relating style: A style of relating to others in which individuals appear passive on the surface but are acting out of anger in a subtle or indirect way.

D. Empathy

- The ability to identify with and understand another person's feelings and difficulties.

A



Professionalism

The desire to learn or know more about something or someone is the quality of:

- A. Motivation
- B. Empathy
- C. Curiosity
- D. Dependability

Q



Professionalism

The desire to learn or know more about something or someone is the quality of:

A. Motivation

- An individual's innate eagerness to act or work.

B. Empathy

- The ability to identify with and understand another person's feelings and difficulties.

C. Curiosity

D. Dependability

- An individual's trustworthiness or ability to reliably do or provide what is needed.

A



Professionalism

To be successful in a profession, you need the proper skills and abilities, otherwise known as:

- A. Specialized knowledge
- B. Self-regulation
- C. Positive attunement
- D. Ethics

Q



Professionalism

To be successful in a profession, you need the proper skills and abilities, otherwise known as:

A. Specialized knowledge

B. Self-regulation

- Control of oneself in response to stresses or pressures exerted by an outside force.

C. Positive attunement

- Nice try, can't fool me!

D. Ethics

- The degree to which the individual practitioner conforms to the accepted standards of conduct determined by the profession.

A



Professionalism

Being fair, truthful, and accurate during communication with others is called:

- A. Empathy
- B. Courtesy
- C. Sympathy
- D. Honesty

Q



Professionalism

Being fair, truthful, and accurate during communication with others is called:

A. Empathy

- The ability to identify with and understand another person's feelings and difficulties.

B. Courtesy

- Polite behavior that shows respect and consideration for other people.

C. Sympathy

- The feeling that you care about and are sorry about someone else's trouble, grief, misfortune, etc.

D. Honesty

A



Professionalism

A willingness to perform duties or tasks that are expected, necessary, morally right, or legally required is defined as:

- A. Responsibility
- B. Ethics
- C. Positive attunement
- D. Incongruence

Q



Professionalism

A willingness to perform duties or tasks that are expected, necessary, morally right, or legally required is defined as:

A. Responsibility

B. Ethics

- The degree to which the individual practitioner conforms to the accepted standards of conduct determined by the profession.

C. Positive attunement

- Nice try, can't fool me!

D. Incongruence

- A communication pattern in which a person sends a different message on a verbal and nonverbal level.

A



Professionalism

Inga saw her client, José, coming up the stairs toward the clinic entrance and held the door for him. This was an act of common:

- A. Empathy
- B. Courtesy
- C. Sexism
- D. Ageism

Q



Professionalism

Inga saw her client, José, coming up the stairs toward the clinic entrance and held the door for him. This was an act of common:

A. Empathy

- The ability to identify with and understand another person's feelings and difficulties.

B. Courtesy

C. Sexism

- Unfair treatment of people because of their sex; *especially* : unfair treatment of women

D. Ageism

- Unfair treatment of old people

A



Professionalism

Accepted standards of professional conduct are called:

- A. Empathy
- B. Ethics
- C. Honesty
- D. Congruence

Q



Professionalism

Accepted standards of professional conduct are called:

A. Empathy

- The ability to identify with and understand another person's feelings and difficulties.

B. Ethics

C. Honesty

- The quality of being fair, truthful, and accurate during communication or interactions with others.

D. Congruence

- A communication pattern in which a person sends the same message on both a verbal and nonverbal level.

A



Professionalism

What are verbal, nonverbal, and written abilities known as?

- A. Hands-on competency
- B. Communication skills
- C. Verbal encouragement
- D. Informed consent skills

Q



Professionalism

What are verbal, nonverbal, and written abilities known as?

A. Hands-on competency

- Nice try, can't fool me!

B. Communication skills

C. Verbal encouragement

- The questions a listener asks, the sounds he or she makes while listening, and attentive silence the listener uses while another person is communicating information.

D. Informed consent skills

- Informed consent: Receiving consent for treatment from the client after having fully disclosed policies and limitations that may affect the treatment.

A



Professionalism

The initial discussion between a client and practitioner in which a health history is taken and the client's needs and wants for the session are discussed is the:

- A. Informed consent protocol
- B. Client interview
- C. Liability discussion
- D. Client greeting

Q



Professionalism

The initial discussion between a client and practitioner in which a health history is taken and the client's needs and wants for the session are discussed is the:

A. Informed consent protocol

- Informed consent: Receiving consent for treatment from the client after having fully disclosed policies and limitations that may affect the treatment.

B. Client interview

C. Liability discussion

- Nice try, can't fool me!

D. Client greeting

- The manner in which a practitioner makes an initial contact with the client in order to establish a cordial and positive therapeutic relationship.

A



Professionalism

An individual's innate eagerness to act or work is defined as:

- A. Competency
- B. Motivation
- C. Honesty
- D. Integrity

Q



Professionalism

An individual's innate eagerness to act or work is defined as:

A. Competency

- The proficiency and skill in performing one's professional duties.

B. Motivation

C. Honesty

- The quality of being fair, truthful, and accurate during communication or interactions with others.

D. Integrity

- The quality of being complete, whole, authentic, honest, and fair during communication or interactions with others.

A



Professionalism

When David arrived at the clinic, he saw that no one had started the laundry and a treatment room was messy. He completed these tasks before his first session demonstrating his:

- A. Good manners
- B. Initiative
- C. Competence
- D. Assertive relating style

Q



Professionalism

When David arrived at the clinic, he saw that no one had started the laundry and a treatment room was messy. He completed these tasks before his first session demonstrating his:

A. Good manners

- Nice try, can't fool me!

B. Initiative

C. Competence

- Competency: The proficiency and skill in performing one's professional duties.

D. Assertive relating style

- A style of relating to others in which individuals express their feelings, opinions, or advocate for their needs in a way that does not violate the rights of others.

A



Professionalism

The ability to prioritize tasks for greater efficiency is called:

- A. Time management
- B. Positive attunement
- C. Congruence
- D. Integrity

Q



Professionalism

The ability to prioritize tasks for greater efficiency is called:

A. Time management

B. Positive attunement

- Nice try, can't fool me!

C. Congruence

- A communication pattern in which a person sends the same message on both a verbal and nonverbal level.

D. Integrity

- The quality of being complete, whole, authentic, honest, and fair during communication or interactions with others.

A



Professionalism

Jon always shows up at the clinic on time, reliably folds laundry between clients, and consistently covers shifts for practitioners who are sick. He demonstrates the professional quality of:

- A. Competency
- B. Dependability
- C. Courtesy
- D. Ethics

Q



Professionalism

Jon always shows up at the clinic on time, reliably folds laundry between clients, and consistently covers shifts for practitioners who are sick. He demonstrates the professional quality of:

A. Competency

- The proficiency and skill in performing one's professional duties.

B. Dependability

C. Courtesy

- Polite behavior that shows respect and consideration for other people.

D. Ethics

- The degree to which the individual practitioner conforms to the accepted standards of conduct determined by the profession.

A



Professionalism

Keeping calm and in control, despite the stress and pressure from an outside force, is called:

- A. Positive attunement
- B. Self-regulation
- C. Incongruence
- D. Intelligence quotient

Q



Professionalism

Keeping calm and in control, despite the stress and pressure from an outside force, is called:

A. Positive attunement

- Nice try, can't fool me!

B. Self-regulation

C. Incongruence

- A communication pattern in which a person sends a different message on a verbal and nonverbal level.

D. Intelligence quotient

- A number that represents your intelligence and that is based on your score on a special test

A



Professionalism

Authenticity, honesty, and fairness are traits of someone with:

- A. Initiative
- B. Integrity
- C. Motivation
- D. Empathy

Q



Professionalism

Authenticity, honesty, and fairness are traits of someone with:

A. Initiative

- An individual's readiness and ability to take action through personal leadership of self or others.

B. Integrity

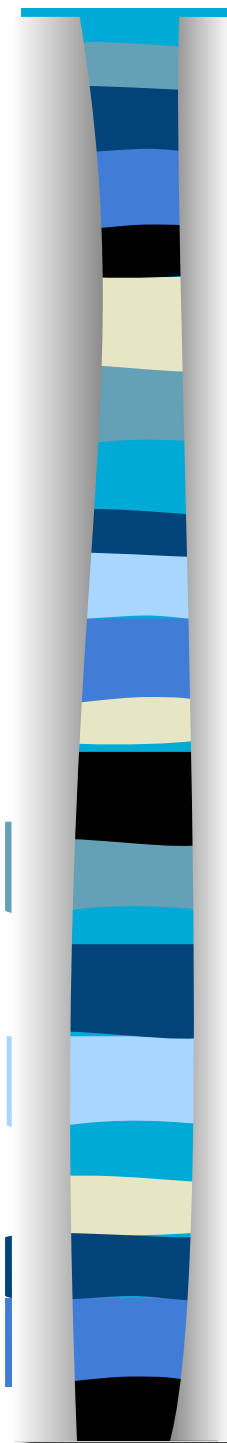
C. Motivation

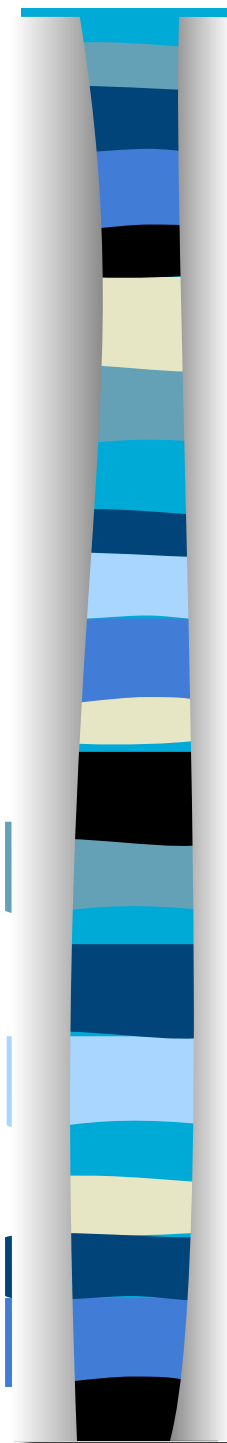
- An individual's innate eagerness to act or work.

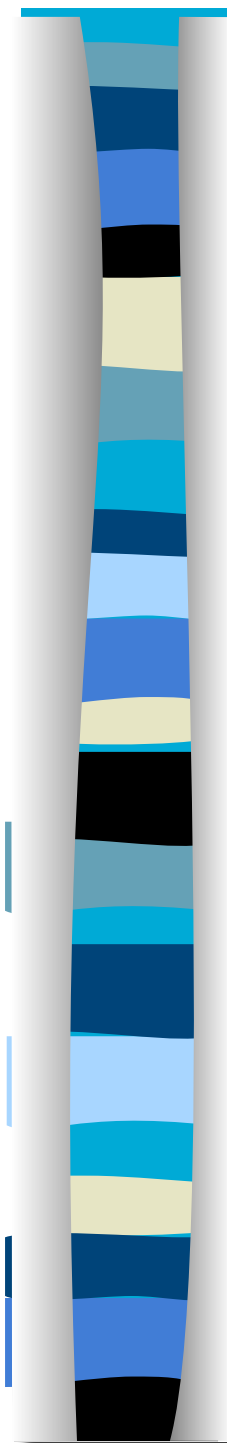
D. Empathy

- The ability to identify with and understand another person's feelings and difficulties.

A









ABMP Exam Coach

Career Development:
Employment

Cover Letters



Cover Letters

What is the letter of introduction accompanying a resume?

- A. Resume
- B. Cover letter
- C. References
- D. Transcripts

Q



Cover Letters

What is the letter of introduction accompanying a resume?

A. Resume

- A document that presents a person's professional, educational, and personal background for review by a prospective employer.

B. Cover letter

C. References

- A section of a research report that lists the resources and references used in designing and implementing the study.

D. Transcripts

- An official record of a student's grades

A



Cover Letters

If applying for a job at a hospice, highlight your hospital internship and other work with terminally ill patients in this section of a cover letter:

A. Opening

B. Body

C. References

D. Conclusions

Q



Cover Letters

If applying for a job at a hospice, highlight your hospital internship and other work with terminally ill patients in this section of a cover letter:

A. Opening

- You would briefly state the job you are applying for, how you learned about it, and your qualifications for the job in this section of a cover letter.

B. Body

C. References

- A section of a research report that lists the resources and references used in designing and implementing the study.

D. Conclusions

- You would request an interview and thank a reader for his or her time and consideration in this section of a cover letter.

A



Cover Letters

You would request an interview and thank a reader for his or her time and consideration in this section of a cover letter:

- A. Body
- B. Conclusion
- C. References
- D. Opening

Q



Cover Letters

You would request an interview and thank a reader for his or her time and consideration in this section of a cover letter:

A. Body

- If applying for a job at a hospice, highlight your hospital internship and other work with terminally ill patients in this section of a cover letter.

B. Conclusion

C. References

D. Opening

- You would briefly state the job you are applying for, how you learned about it, and your qualifications for the job in this section of a cover letter.

A



Cover Letters

Pick out the most relevant qualifications listed in your resume and discuss them in detail to demonstrate your particular suitability for the job in this section of a cover letter:

- A. References
- B. Body
- C. Opening
- D. Conclusions

Q



Cover Letters

Pick out the most relevant qualifications listed in your resume and discuss them in detail to demonstrate your particular suitability for the job in this section of a cover letter:

A. References

- A section of a research report that lists the resources and references used in designing and implementing the study.

B. Body

C. Opening

- You would briefly state the job you are applying for, how you learned about it, and your qualifications for the job in this section of a cover letter.

D. Conclusions

- You would request an interview and thank a reader for his or her time and consideration in this section of a cover letter.

A



Cover Letters

You would briefly state the job you are applying for, how you learned about it, and your qualifications for the job in this section of a cover letter:

A. References

B. Body

C. Opening

D. Conclusions

Q



Cover Letters

You would briefly state the job you are applying for, how you learned about it, and your qualifications for the job in this section of a cover letter:

A. References

- A section of a research report that lists the resources and references used in designing and implementing the study.

B. Body

- Pick out the most relevant qualifications listed in your resume and discuss them in detail to demonstrate your particular suitability for the job in this section of a cover letter.

C. Opening

D. Conclusions

- You would request an interview and thank a reader for his or her time and consideration in this section of a cover letter.

A



Cover Letters

You would expand upon your qualifications and describe why you are a good fit for a specific position in this section of a cover letter:

A. References

B. Conclusions

C. Opening

D. Body

Q



Cover Letters

You would expand upon your qualifications and describe why you are a good fit for a specific position in this section of a cover letter:

A. References

- A section of a research report that lists the resources and references used in designing and implementing the study.

B. Conclusions

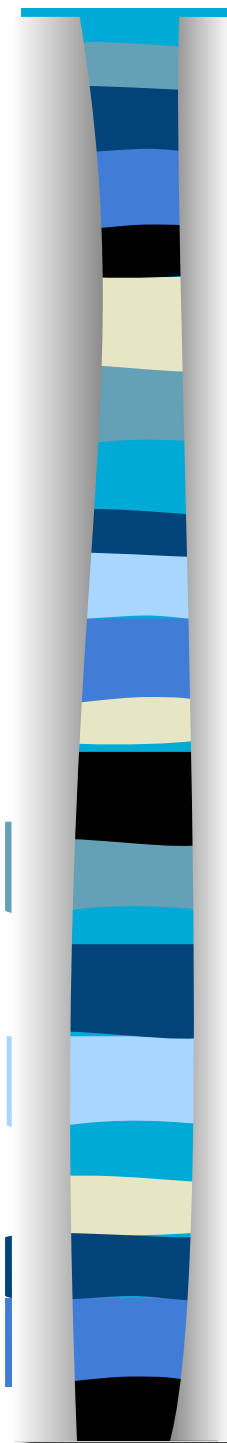
- You would request an interview and thank a reader for his or her time and consideration in this section of a cover letter.

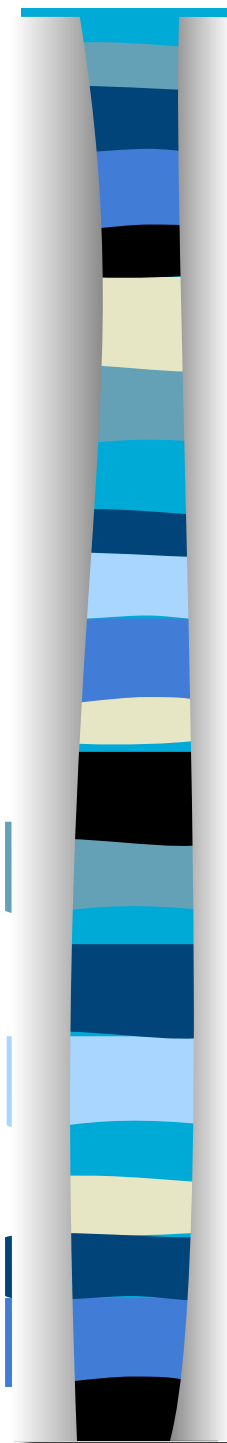
C. Opening

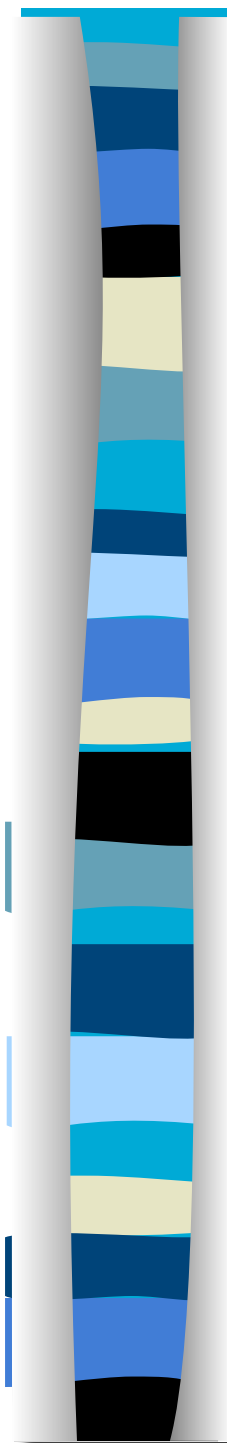
- You would briefly state the job you are applying for, how you learned about it, and your qualifications for the job in this section of a cover letter.

D. Body

A









ABMP Exam Coach

Career Development:
Employment

Resumes



Resumes

A document that summarizes a person's professional, educational, and personal background for review by a prospective employer is a:

A. Reference list

B. Synopsis report

C. Resume

- A document that presents a person's professional, educational, and personal background for review by a prospective employer.

D. Thank-you letter

Q



Resumes

A document that summarizes a person's professional, educational, and personal background for review by a prospective employer is a:

A. Reference list

– We're not going to fall for that!

B. Synopsis report

– We're not going to fall for that!

C. Resume

D. Thank-you letter

– We're not going to fall for that!

A



Resumes

A section of a resume that lists training programs, certifications, and degrees earned is known as:

- A. Work experience
- B. References
- C. Contact information
- D. Education history

Q



Resumes

A section of a resume that lists training programs, certifications, and degrees earned is known as:

A. Work experience

- A section of a resume that lists a job applicant's previous jobs including their former position, name of the organization, town and state of the business, dates of employment, and a brief description of work responsibilities.

B. References

- A section of a research report that lists the resources and references used in designing and implementing the study.

C. Contact information

- A section of a resume that lists a job applicant's full name, address, phone numbers, and email addresses.

D. Education history

A



Resumes

A resume that is three pages in length is:

- A. Too long - two pages is ideal
- B. Too long - one page is ideal
- C. Just right - three pages is ideal
- D. Too short - four pages demonstrate experience

Q



Resumes

A resume that is three pages in length is:

- A. Too long - two pages is ideal
- B. Too long - one page is ideal**
- C. Just right - three pages is ideal
- D. Too short - four pages demonstrate experience

A



Resumes

The entry, "Student Massage Clinic Coordinator, January 2005–June 2005, Any Massage College, Any Town, Any State," belongs in this section of a resume:

- A. Work experience
- B. Education history
- C. References
- D. Job objective

Q



Resumes

The entry, "Student Massage Clinic Coordinator, January 2005–June 2005, Any Massage College, Any Town, Any State," belongs in this section of a resume:

A. Work experience

B. Education history

- A section of a resume that lists educational experiences, the name and location of the educational institutions, the title of the programs completed, and the date that degrees, diplomas, or certificates that were awarded.

C. References

- A section of a research report that lists the resources and references used in designing and implementing the study.

D. Job objective

- A statement on a resume that tells potential employers what sort of work an applicant is hoping to do.

A



Resumes

A statement on a resume that summarizes what sort of work an applicant is hoping to do is called a(n):

- A. References entry
- B. Education history entry
- C. Work experience entry
- D. Job objective

Q



Resumes

A statement on a resume that summarizes what sort of work an applicant is hoping to do is called a(n):

A. References entry

- A section of a research report that lists the resources and references used in designing and implementing the study.

B. Education history entry

- A section of a resume that lists educational experiences, the name and location of the educational institutions, the title of the programs completed, and the date that degrees, diplomas, or certificates that were awarded.

C. Work experience entry

- A section of a resume that lists a job applicant's previous jobs including their former position, name of the organization, town and state of the business, dates of employment, and a brief description of work responsibilities.

D. Job objective

A



Resumes

A section of a resume that lists a job applicant's full name, address, phone numbers, and email addresses is referred to as:

- A. Work experience
- B. Contact information
- C. References
- D. Education history

Q



Resumes

A section of a resume that lists a job applicant's full name, address, phone numbers, and email addresses is referred to as:

A. Work experience

- A section of a resume that lists a job applicant's previous jobs including their former position, name of the organization, town and state of the business, dates of employment, and a brief description of work responsibilities.

B. Contact information

C. References

- A section of a research report that lists the resources and references used in designing and implementing the study.

D. Education history

- A section of a resume that lists educational experiences, the name and location of the educational institutions, the title of the programs completed, and the date that degrees, diplomas, or certificates that were awarded.

A



Resumes

The entry, "Spa Certificate, June 2005, Massage Therapy Institute, Any Town, Any State, 200 hours, Combined GPA 3.66," belongs in this section of a resume:

- A. Education history
- B. Work experience
- C. Job objective
- D. References

Q



Resumes

The entry, "Spa Certificate, June 2005, Massage Therapy Institute, Any Town, Any State, 200 hours, Combined GPA 3.66," belongs in this section of a resume:

A. Education history

B. Work experience

- A section of a resume that lists a job applicant's previous jobs including their former position, name of the organization, town and state of the business, dates of employment, and a brief description of work responsibilities.

C. Job objective

- A statement on a resume that tells potential employers what sort of work an applicant is hoping to do.

D. References

- A section of a research report that lists the resources and references used in designing and implementing the study.

A

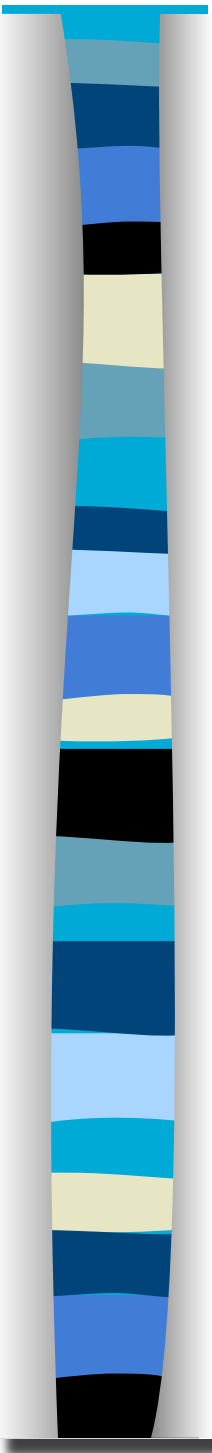


Resumes

The phrase, "To obtain a position as a massage therapist at a leading spa where I can use my massage skills to improve client wellness," belongs in this section of a resume:

- A. References
- B. Education history
- C. Work experience
- D. Job objective

Q



The phrase, "To obtain a position as a massage therapist at a leading spa where I can use my massage skills to improve client wellness," belongs in this section of a resume:

A. References

- A section of a research report that lists the resources and references used in designing and implementing the study.

B. Education history

- A section of a resume that lists educational experiences, the name and location of the educational institutions, the title of the programs completed, and the date that degrees, diplomas, or certificates that were awarded.

C. Work experience

- A section of a resume that lists a job applicant's previous jobs including their former position, name of the organization, town and state of the business, dates of employment, and a brief description of work responsibilities.

D. Job objective

A



Resumes

A contact list of people who are willing to provide verbal testimony to a person's good character is called:

- A. Friend verifications
- B. Referral lists
- C. Professional references
- D. Vouchers

Q



Resumes

A contact list of people who are willing to provide verbal testimony to a person's good character is called:

A. Friend verifications

- We're not going to fall for that!

B. Referral lists

- A list of other health-care professionals you compile who could provide different or more specialized services to your clients as necessary.

C. Professional references

D. Vouchers

- A form or check indicating a credit against future purchases or expenditures

A



Resumes

A section of a resume that lists a job applicant's former positions, dates of employment, and responsibilities is called:

- A. Job objective
- B. Reference list
- C. Work experience
- D. Education history

Q



Resumes

A section of a resume that lists a job applicant's former positions, dates of employment, and responsibilities is called:

A. Job objective

- A statement on a resume that tells potential employers what sort of work an applicant is hoping to do.

B. Reference list

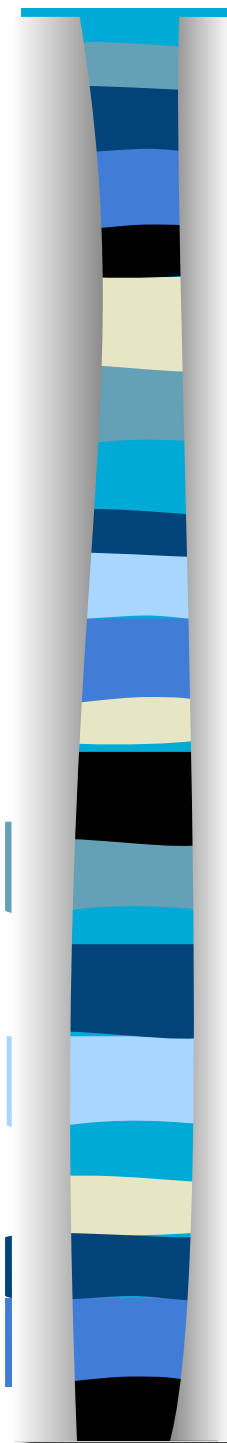
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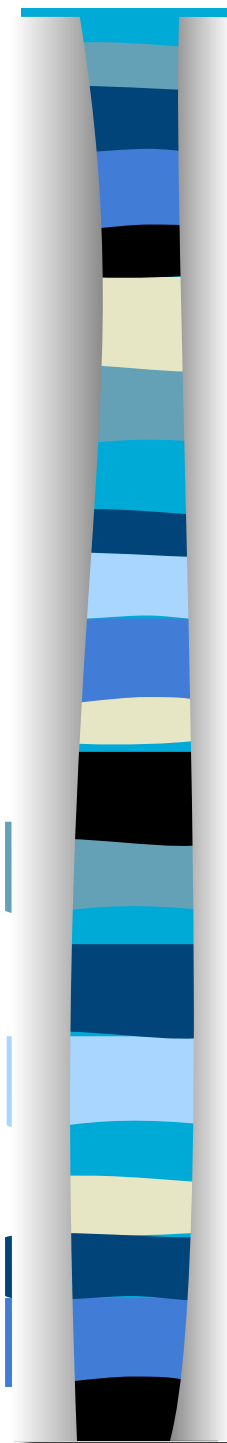
C. Work experience

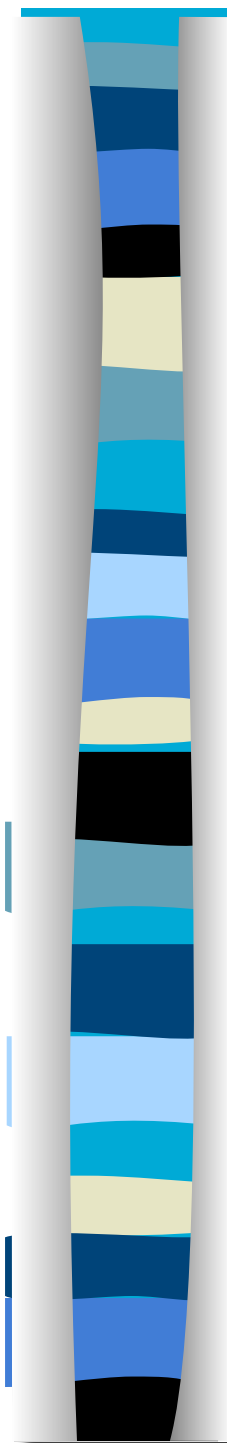
D. Education history

- A section of a resume that lists educational experiences, the name and location of the educational institutions, the title of the programs completed, and the date that degrees, diplomas, or certificates that were awarded.

A









ABMP Exam Coach

Career Development:
Employment

Interviews



Interviews

When an employer meets with a prospective employee to evaluate his or her potential in fulfilling the job description, it is a(n):

- A. Job interview
- B. Employment package discussion
- C. Resume discussion
- D. Cover interview

Q



Interviews

When an employer meets with a prospective employee to evaluate his or her potential in fulfilling the job description, it is a(n):

A. Job interview

B. Employment package discussion

- Employment package: A general term for the ways in which an employee is compensated for work including wages, discounts on business products or services, health-care benefits, retirement plans, or other benefits.

C. Resume discussion

- Resume: A document that presents a person's professional, educational, and personal background for review by a prospective employer.

D. Cover interview

A



Interviews

Avoid this during an interview with a prospective employer:

- A. Making strong and steady eye contact
- B. Averting the eyes regularly
- C. Leaning forward and demonstrating enthusiasm for the job
- D. Speaking confidently about your work experience

Q



Interviews

Avoid this during an interview with a prospective employer:

- A. Making strong and steady eye contact
- B. Averting the eyes regularly**
- C. Leaning forward and demonstrating enthusiasm for the job
- D. Speaking confidently about your work experience

A



Interviews

Avoid this during an interview with a prospective employer:

- A. Asking questions about the job
- B. Crossing your arms in front of your body
- C. Answering questions fluidly
- D. Smiling at the interviewers

Q

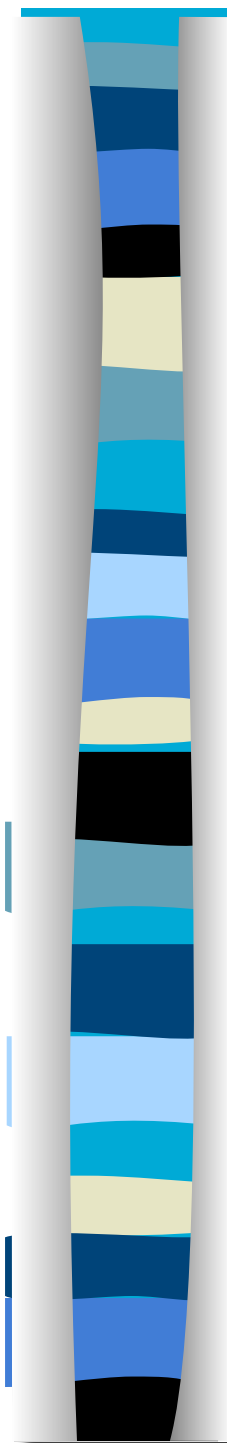


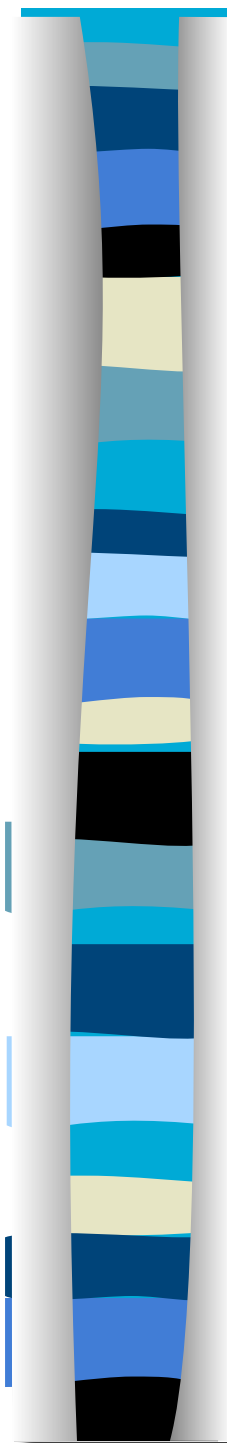
Interviews

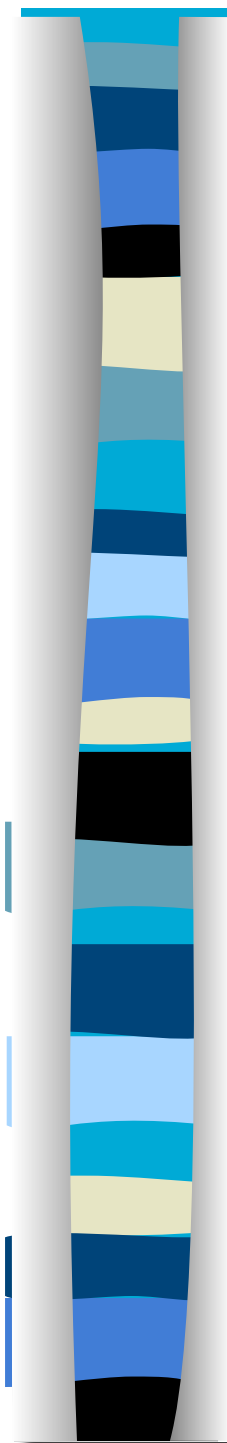
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- B. Crossing your arms in front of your body**
- C. Answering questions fluidly
- D. Smiling at the interviewers

A









ABMP Exam Coach

Career Development:
Employment

Employment



Employment

An agreement in which one party agrees to work for the business of another under specific policies is called:

- A. Employment
- B. Proprietary contract
- C. Corporate contract
- D. Self-employment

Q



Employment

An agreement in which one party agrees to work for the business of another under specific policies is called:

- A. Employment**
- B. Proprietary contract
- C. Corporate contract
- D. Self-employment

A



Employment

If you are hired by a business owner to perform particular duties for a set fee, and income tax is withheld, you are:

- A. A corporation
- B. Self-employed
- C. An independent contractor
- D. An employee

Q



Employment

If you are hired by a business owner to perform particular duties for a set fee, and income tax is withheld, you are:

- A. A corporation
- B. Self-employed
- C. An independent contractor
- D. An employee**

A



Employment

Wages, health-care benefits, retirement plans, or other benefits are part of the:

- A. Employer's expectations
- B. Informed consent
- C. Employee's rights
- D. Employment package

Q



Employment

Wages, health-care benefits, retirement plans, or other benefits are part of the:

- A. Employer's expectations
- B. Informed consent
- C. Employee's rights
- D. Employment package**

A



Employment

One item often negotiated as part of the employment package is the practitioner's:

- A. Schedule
- B. Integrity
- C. Ethics
- D. Congruence

Q



Employment

One item often negotiated as part of the employment package is the practitioner's:

A. Schedule

B. Integrity

C. Ethics

D. Congruence

A



Employment

An agreement in which one party agrees to work for the business of another under specific policies is called:

- A. Employment
- B. Self-employment
- C. Proprietary contract
- D. Corporate contract

Q



Employment

An agreement in which one party agrees to work for the business of another under specific policies is called:

- A. Employment**
- B. Self-employment
- C. Proprietary contract
- D. Corporate contract

A



Employment

Following and observing a professional in his or her daily work routine for educational purposes is referred to as:

- A. Independent contracting
- B. Job shadowing
- C. Employment
- D. Certification

Q



Employment

Following and observing a professional in his or her daily work routine for educational purposes is referred to as:

A. Independent contracting

B. Job shadowing

C. Employment

D. Certification

A



Employment

If an employee receives written or verbal information from their employer that outlines professional performance, this is known as:

- A. Career vision
- B. Business mission
- C. Employment package
- D. Employer expectations

Q



Employment

If an employee receives written or verbal information from their employer that outlines professional performance, this is known as:

- A. Career vision
- B. Business mission
- C. Employment package
- D. Employer expectations**

A



Employment

Requiring practitioners to have a good understanding of common pathologies and chronic pain conditions is an example of employer:

- A. Ethics
- B. Rationale
- C. Regulations
- D. Expectations

Q

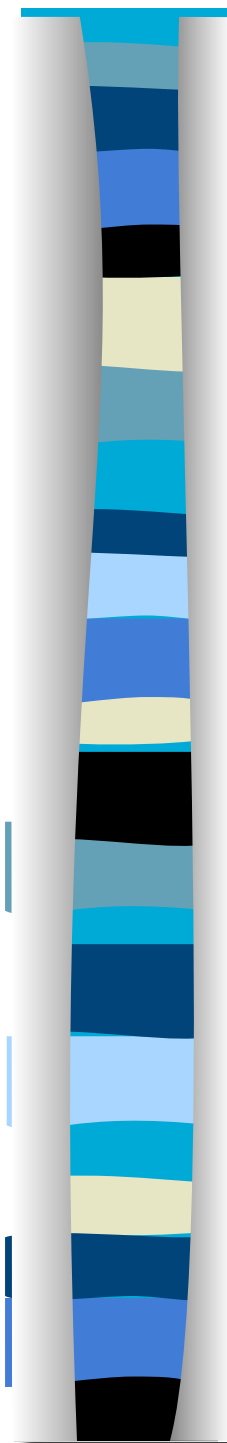


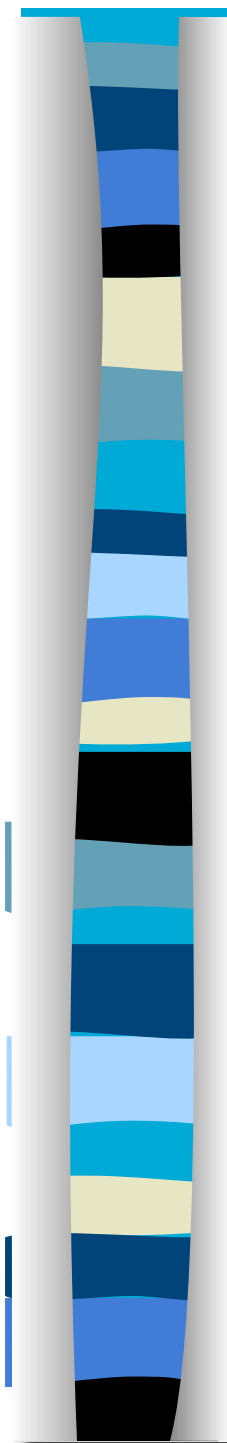
Employment

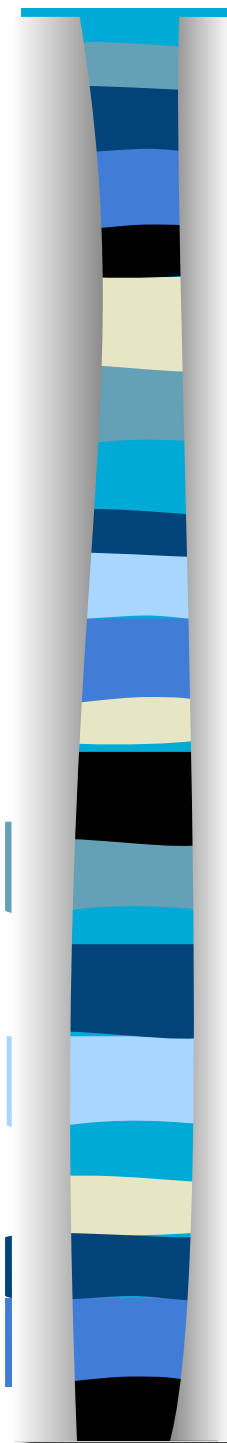
Requiring practitioners to have a good understanding of common pathologies and chronic pain conditions is an example of employer:

- A. Ethics
- B. Rationale
- C. Regulations
- D. Expectations**

A









ABMP Exam Coach

Career Development:
Employment

Career



Career

What do you call the big-picture view of what a professional hopes to accomplish throughout his or her working life?

- A. Career vision
- B. Personality assessment
- C. Business plan
- D. Competitive analysis

Q



Career

What do you call the big-picture view of what a professional hopes to accomplish throughout his or her working life?

- A. Career vision**
- B. Personality assessment
- C. Business plan
- D. Competitive analysis

A



Career

A detailed, written plan that outlines future professional goals, continuing education, and self-growth opportunities is a:

- A. Business mission
- B. Career plan
- C. Personality assessment
- D. Business vision

Q



Career

A detailed, written plan that outlines future professional goals, continuing education, and self-growth opportunities is a:

- A. Business mission
- B. Career plan**
- C. Personality assessment
- D. Business vision

A



Career

When a practitioner blends more than one profession or source of employment, it is a(n):

- A. Lease agreement
- B. Blended career
- C. Practice duality
- D. Independent contract

Q



Career

When a practitioner blends more than one profession or source of employment, it is a(n):

- A. Lease agreement
- B. Blended career**
- C. Practice duality
- D. Independent contract

A



Career

The education a person pursues after obtaining credentials in a particular profession is called:

- A. Certification
- B. Association membership
- C. Diploma assessment
- D. Continuing education

Q



Career

The education a person pursues after obtaining credentials in a particular profession is called:

- A. Certification
- B. Association membership
- C. Diploma assessment
- D. Continuing education**

A



Career

Planning a massage session based on a client's needs and wants while adapting for cautions and contraindications is called:

- A. Customization of the massage
- B. Modality-specific massage
- C. Formulaic massage
- D. Trigger-point protocol

Q



Career

Planning a massage session based on a client's needs and wants while adapting for cautions and contraindications is called:

- A. Customization of the massage**
- B. Modality-specific massage
- C. Formulaic massage
- D. Trigger-point protocol

A



Career

Scheduling another session with the client for a later date is known as:

- A. Pressuring the client
- B. Rebooking
- C. Client referral
- D. Progressive treatment

Q



Career

Scheduling another session with the client for a later date is known as:

- A. Pressuring the client
- B. Rebooking**
- C. Client referral
- D. Progressive treatment

A



Career

Working with athletes, geriatric clients, or pregnant women are all examples of:

- A. Specialization
- B. Business missions
- C. Continuing education
- D. Competency improvements

Q



Career

Working with athletes, geriatric clients, or pregnant women are all examples of:

- A. Specialization**
- B. Business missions
- C. Continuing education
- D. Competency improvements

A



Career

Insurance that protects a professional from claims due to client injury is:

- A. Professional liability
- B. Product liability
- C. Disability
- D. Preventative liability

Q

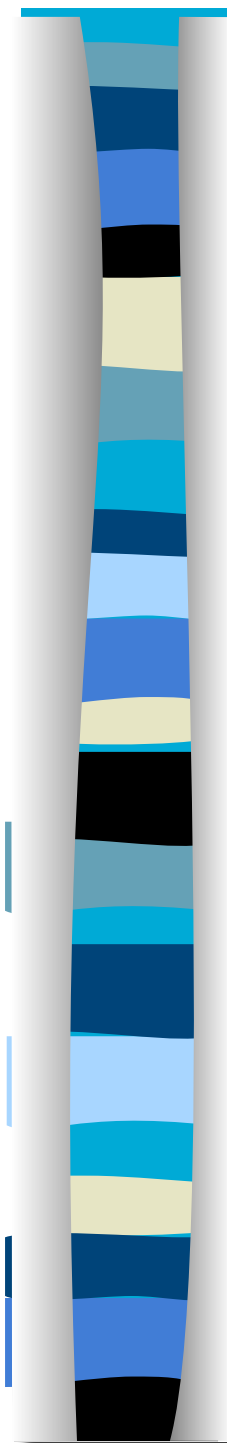


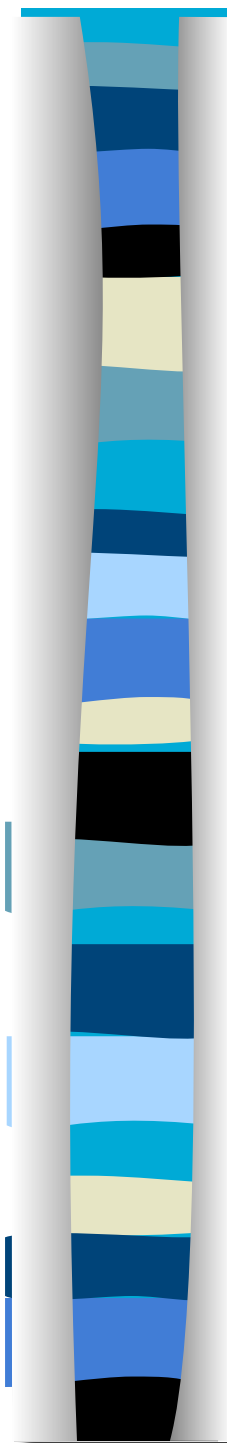
Career

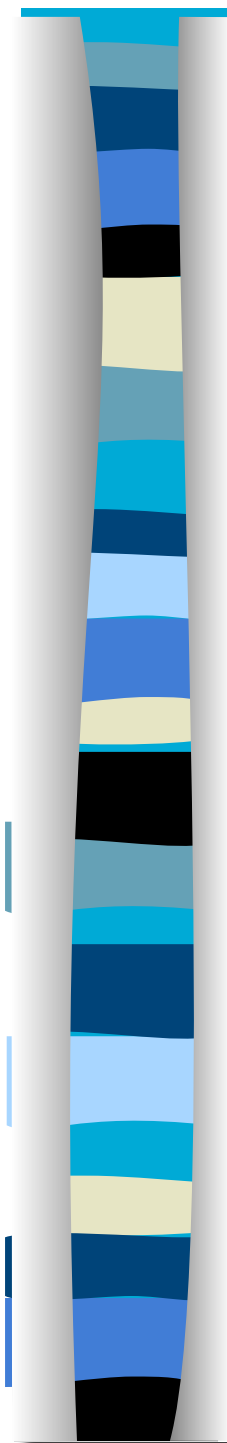
Insurance that protects a professional from claims due to client injury is:

- A. Professional liability**
- B. Product liability
- C. Disability
- D. Preventative liability

A









ABMP Exam Coach

Career Development:
Private Practice

Basic Terminology



Basic Terminology

Selling products to consumers is called:

- A. Contingency sales
- B. Retail sales
- C. Unethical marketing
- D. Demographic incentives

Q



Basic Terminology

Selling products to consumers is called:

- A. Contingency sales
- B. Retail sales**
- C. Unethical marketing
- D. Demographic incentives

A



Basic Terminology

Information about session cancellations, filing complaints against practitioners, and what happens when a client arrives late for a session are part of:

- A. Ethical proclamations
- B. Client rights
- C. Statements of business vision
- D. Business policies

Q



Basic Terminology

Information about session cancellations, filing complaints against practitioners, and what happens when a client arrives late for a session are part of:

- A. Ethical proclamations
- B. Client rights
- C. Statements of business vision
- D. Business policies**

A



Basic Terminology

The big-picture view of what a professional hopes to accomplish in his or her career is known as a:

- A. Career vision
- B. Contingency plan
- C. Business plan
- D. Business vision

Q



Basic Terminology

The big-picture view of what a professional hopes to accomplish in his or her career is known as a:

- A. Career vision**
- B. Contingency plan
- C. Business plan
- D. Business vision

A



Basic Terminology

A written plan that describes the details for creating and operating a specific business is called a:

- A. Business mission
- B. Business plan
- C. Career vision
- D. Balance sheet

Q



Basic Terminology

A written plan that describes the details for creating and operating a specific business is called a:

- A. Business mission
- B. Business plan**
- C. Career vision
- D. Balance sheet

A



Basic Terminology

A detailed, written plan that outlines future professional goals, continuing education, and self-growth opportunities is a:

- A. Career plan
- B. Cover letter
- C. Resume
- D. Business plan

Q



Basic Terminology

A detailed, written plan that outlines future professional goals, continuing education, and self-growth opportunities is a:

- A. Career plan**
- B. Cover letter
- C. Resume
- D. Business plan

A



Basic Terminology

An idealized description of a desired business outcome is called a:

- A. Career vision
- B. Career mission
- C. Business vision
- D. Business mission

Q



Basic Terminology

An idealized description of a desired business outcome is called a:

- A. Career vision
- B. Career mission
- C. Business vision**
- D. Business mission

A



Basic Terminology

A description of the operation of the clinic; including the duration of a massage session, what happens before and after the session, and how treatment rooms are sanitized, is referred to as:

- A. Ethical proclamations
- B. Clinic procedures
- C. Clinic vision
- D. Clinic privileges

Q



Basic Terminology

A description of the operation of the clinic; including the duration of a massage session, what happens before and after the session, and how treatment rooms are sanitized, is referred to as:

A. Ethical proclamations

B. Clinic procedures

C. Clinic vision

D. Clinic privileges

A



Basic Terminology

Comparing the strengths and weaknesses of similar businesses in order to make improvements to one's own business is called a:

- A. Demographic analysis
- B. Target market analysis
- C. Contingency analysis
- D. Competitive analysis

Q



Basic Terminology

Comparing the strengths and weaknesses of similar businesses in order to make improvements to one's own business is called a:

- A. Demographic analysis
- B. Target market analysis
- C. Contingency analysis
- D. Competitive analysis**

A



Basic Terminology

A legal entity that is separate and distinct from its owners, which typically consist of a person or group of people who become shareholders, is known as a(n):

- A. Corporation
- B. Independent contractor
- C. Sole-proprietorship
- D. Employee/employer agreement

Q



Basic Terminology

A legal entity that is separate and distinct from its owners, which typically consist of a person or group of people who become shareholders, is known as a(n):

- A. Corporation**
- B. Independent contractor
- C. Sole-proprietorship
- D. Employee/employer agreement

A



Basic Terminology

Other practitioners and businesses located nearby that are vying for the same clients as your business are called:

- A. Target market
- B. Business motivation
- C. Competition
- D. Business mission

Q



Basic Terminology

Other practitioners and businesses located nearby that are vying for the same clients as your business are called:

- A. Target market
- B. Business motivation
- C. Competition**
- D. Business mission

A



Basic Terminology

A client's input regarding his or her experience of the practitioner's massage business or massage session is called:

- A. Incident report
- B. Complaint
- C. Liability claim
- D. Client feedback

Q



Basic Terminology

A client's input regarding his or her experience of the practitioner's massage business or massage session is called:

- A. Incident report
- B. Complaint
- C. Liability claim
- D. Client feedback**

A



Basic Terminology

Ethical service, confidentiality, and control of what happens to his or her body are aspects of:

- A. Client rights
- B. Contingency rights
- C. Informed consent
- D. Ethical evaluation

Q



Basic Terminology

Ethical service, confidentiality, and control of what happens to his or her body are aspects of:

- A. Client rights**
- B. Contingency rights
- C. Informed consent
- D. Ethical evaluation

A



Basic Terminology

The approachability of a business, including safe and free parking for customers, accommodating entryways, etc., is called:

- A. Contingency access
- B. Zoning restrictions
- C. Personal property restrictions
- D. Ease of access

Q



Basic Terminology

The approachability of a business, including safe and free parking for customers, accommodating entryways, etc., is called:

- A. Contingency access
- B. Zoning restrictions
- C. Personal property restrictions
- D. Ease of access**

A



Basic Terminology

Preparing for unforeseen emergencies is called:

- A. Liability insurance
- B. Competition planning
- C. Demographic planning
- D. Contingency planning

Q



Basic Terminology

Preparing for unforeseen emergencies is called:

- A. Liability insurance
- B. Competition planning
- C. Demographic planning
- D. Contingency planning**

A



Basic Terminology

The document that gives a business permission to operate within a certain city and/or county jurisdiction is called a(n):

- A. Tax permit
- B. Employer identification number
- C. Business license
- D. Sales tax permit

Q



Basic Terminology

The document that gives a business permission to operate within a certain city and/or county jurisdiction is called a(n):

- A. Tax permit
- B. Employer identification number
- C. Business license**
- D. Sales tax permit

A



Basic Terminology

The age, sex, economic status, level of education, and employment of a group of people are all examples of:

- A. Competition analysis
- B. Liability analysis
- C. Contingency planning
- D. Demographics

Q



Basic Terminology

The age, sex, economic status, level of education, and employment of a group of people are all examples of:

- A. Competition analysis
- B. Liability analysis
- C. Contingency planning
- D. Demographics**

A



Basic Terminology

Information that teaches clients about the benefits of massage or general wellness is referred to as:

- A. Publicity
- B. Professional image enhancement
- C. Informed consent
- D. Client education

Q



Basic Terminology

Information that teaches clients about the benefits of massage or general wellness is referred to as:

- A. Publicity
- B. Professional image enhancement
- C. Informed consent
- D. Client education**

A



Basic Terminology

Money a business asks consumers to pay for its products or services is called:

- A. Premium assessments
- B. Expenses
- C. Fees
- D. Taxes

Q

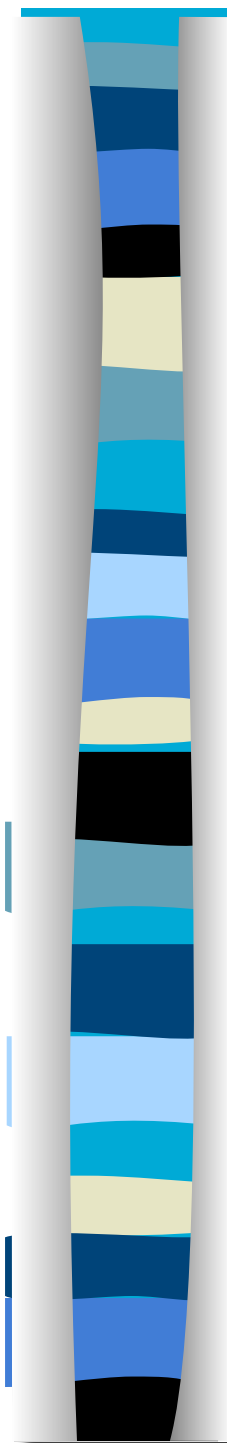


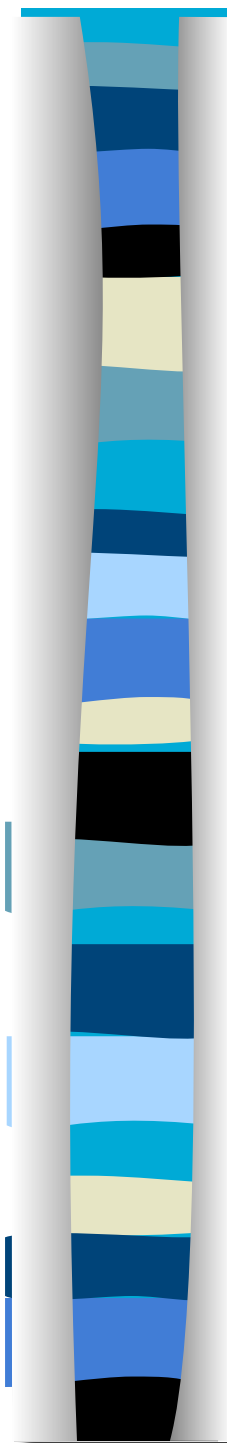
Basic Terminology

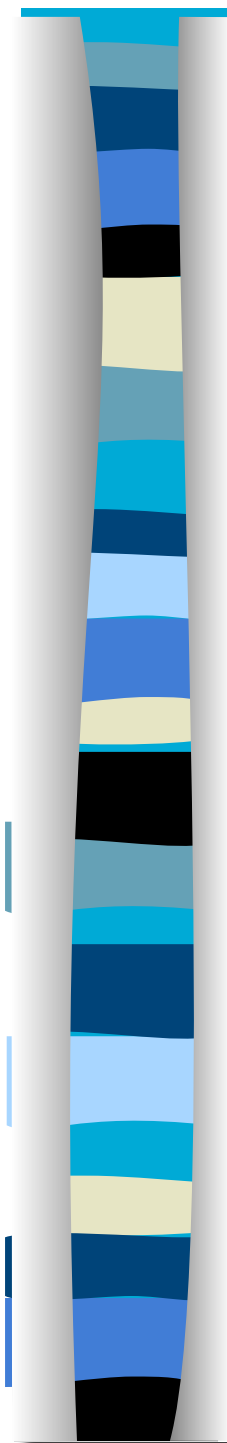
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A









ABMP Exam Coach

Career Development:
Private Practice

Attracting Business



Attracting Business

Activities or offers that increase a professional's visibility to the public is called:

- A. Demographic analysis
- B. Publicity
- C. Target market analysis
- D. Promotion

Q



Attracting Business

Activities or offers that increase a professional's visibility to the public is called:

- A. Demographic analysis
- B. Publicity
- C. Target market analysis
- D. Promotion**

A



Attracting Business

What do you call media attention that highlights a professional and/or business?

- A. Referral programs
- B. Promotion
- C. Publicity
- D. Special offers

Q



Attracting Business

What do you call media attention that highlights a professional and/or business?

- A. Referral programs
- B. Promotion
- C. Publicity**
- D. Special offers

A



Attracting Business

A strategy for choosing promotional and advertising materials to help you reach your target audience is a:

- A. Contingency plan
- B. Career plan
- C. Business plan
- D. Marketing plan

Q



Attracting Business

A strategy for choosing promotional and advertising materials to help you reach your target audience is a:

- A. Contingency plan
- B. Career plan
- C. Business plan
- D. Marketing plan**

A



Attracting Business

The group of customers a business wants to attract is its:

- A. Business market
- B. Target market
- C. Focus group
- D. Demographic needs group

Q



Attracting Business

The group of customers a business wants to attract is its:

- A. Business market
- B. Target market**
- C. Focus group
- D. Demographic needs group

A



Attracting Business

Advertising and promotional activities are both part of:

- A. Sales
- B. Contingency planning
- C. Competition analysis
- D. Marketing

Q



Attracting Business

Advertising and promotional activities are both part of:

- A. Sales
- B. Contingency planning
- C. Competition analysis
- D. Marketing**

A



Attracting Business

This business tool lists business contact information and is given to potential clients:

- A. Cover letter
- B. Resume
- C. Business card
- D. Gift certificate

Q

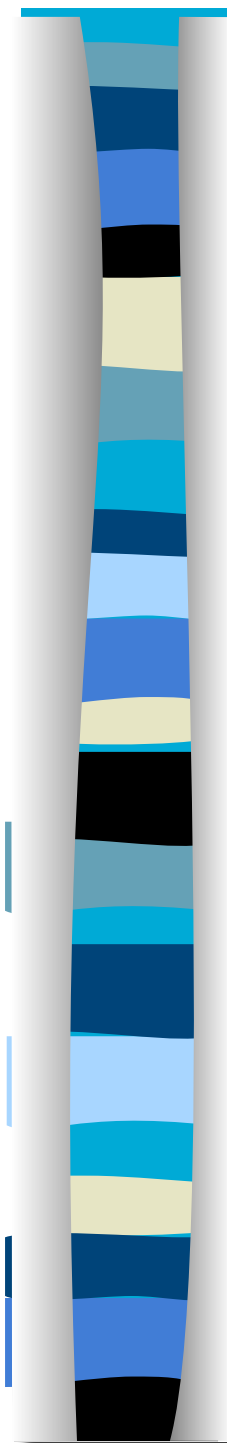


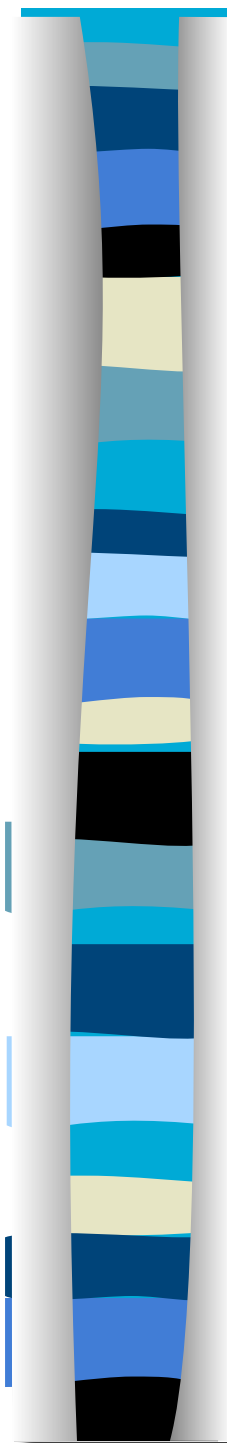
Attracting Business

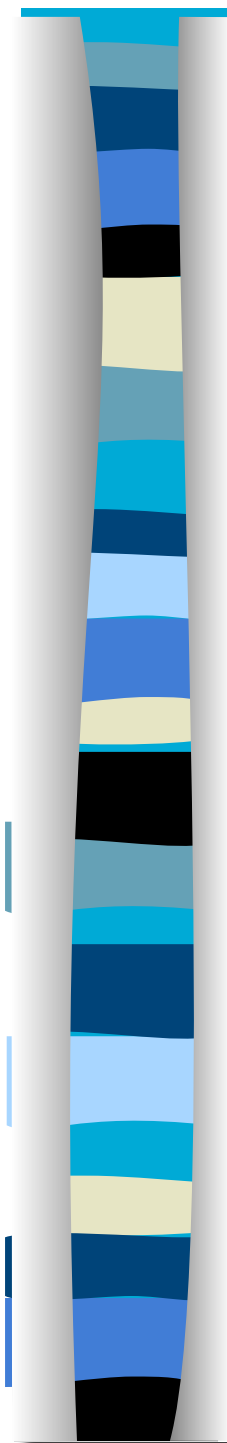
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A









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Career Development:
Private Practice

Taxes



Taxes

A document that gives a business the right to sell products to consumers is a(n):

- A. Sales tax permit
- B. Home occupancy permit
- C. Zoning permit
- D. Employer identification number

Q



Taxes

A document that gives a business the right to sell products to consumers is a(n):

- A. Sales tax permit**
- B. Home occupancy permit
- C. Zoning permit
- D. Employer identification number

A



Taxes

The federal and state taxes a business pays based on business profits is referred to as:

- A. Sales tax
- B. Zoning tax
- C. Operations tax
- D. Income tax

Q



Taxes

The federal and state taxes a business pays based on business profits is referred to as:

- A. Sales tax
- B. Zoning tax
- C. Operations tax
- D. Income tax**

A



Taxes

State or local tax that a buyer must pay, based on a percentage of the selling price is:

- A. Sales tax
- B. Income tax
- C. Revenue tax
- D. Social security tax

Q



Taxes

State or local tax that a buyer must pay, based on a percentage of the selling price is:

- A. Sales tax**
- B. Income tax
- C. Revenue tax
- D. Social security tax

A



Taxes

What do you call the taxes an individual withholds and pays to the IRS for him or herself?

- A. Sales tax
- B. Profitability tax
- C. Self-employment tax
- D. Personal exemption tax

Q

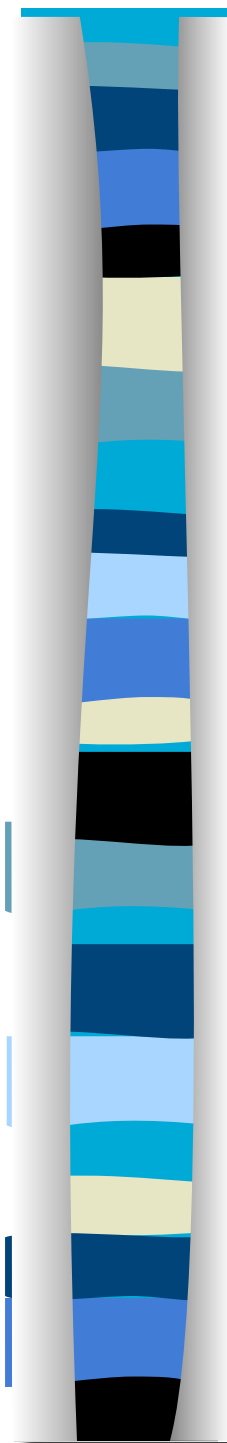


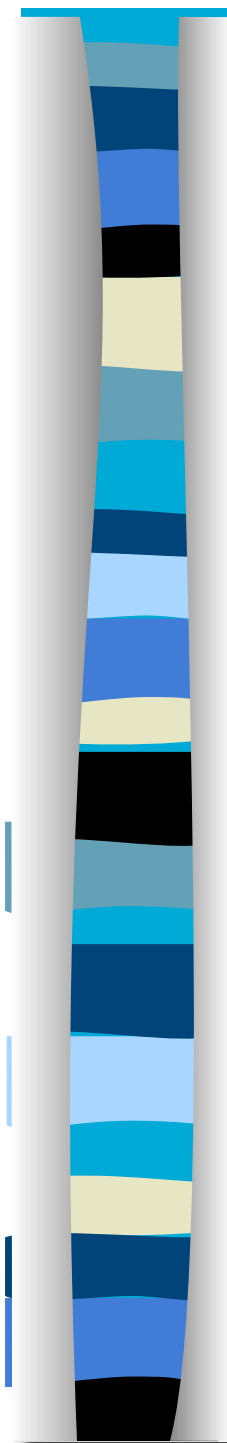
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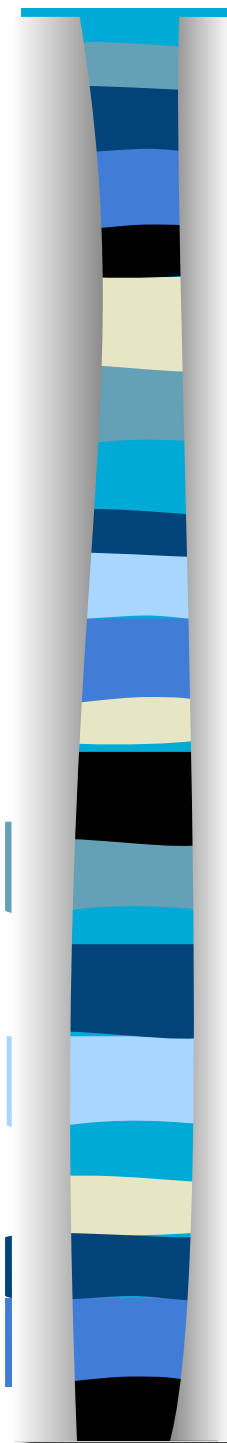
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A









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Career Development:
Private Practice

Business Structure



Business Structure

A business structure in which the individual is personally liable is a:

- A. Corporation
- B. Sole proprietorship
- C. Corporate proprietorship
- D. Limited liability company

Q



Business Structure

A business structure in which the individual is personally liable is a:

- A. Corporation
- B. Sole proprietorship**
- C. Corporate proprietorship
- D. Limited liability company

A



Business Structure

A business structure that protects personal assets in the case of a lawsuit while allowing flow-through taxation is a(n):

- A. Corporation
- B. Independent contractor
- C. Sole-proprietorship
- D. Limited liability company

Q



Business Structure

A business structure that protects personal assets in the case of a lawsuit while allowing flow-through taxation is a(n):

- A. Corporation
- B. Independent contractor
- C. Sole-proprietorship
- D. Limited liability company**

A



Business Structure

If you are self-employed and maintain your own tax records, but you agree to provide specific services to a business, you are a(n):

- A. Corporation
- B. Independent contractor
- C. Employer
- D. Employee

Q

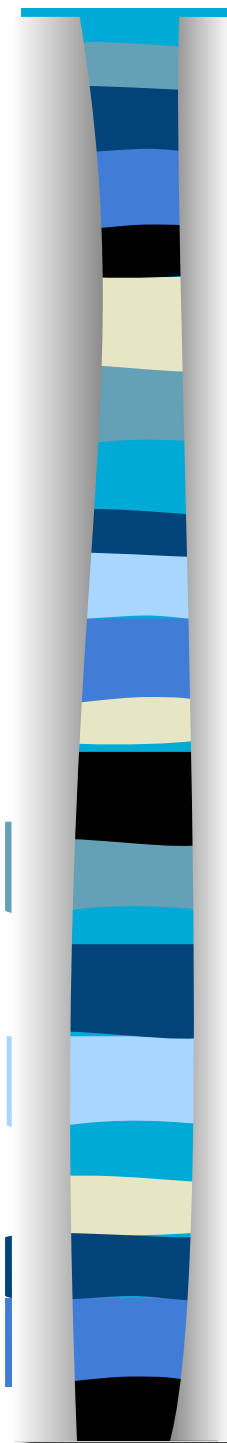


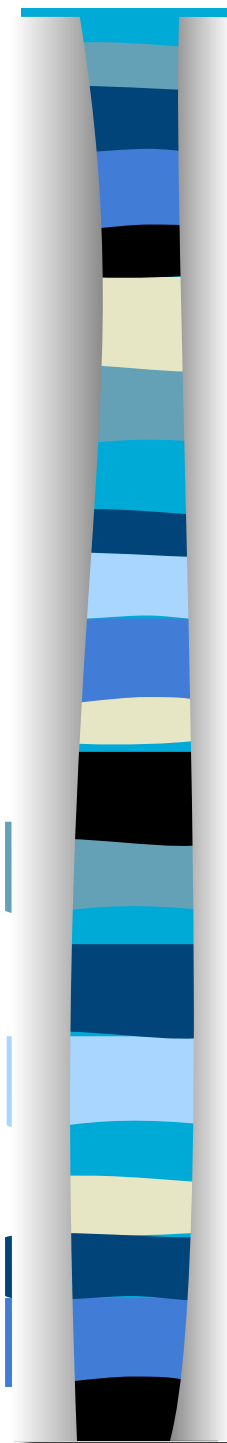
Business Structure

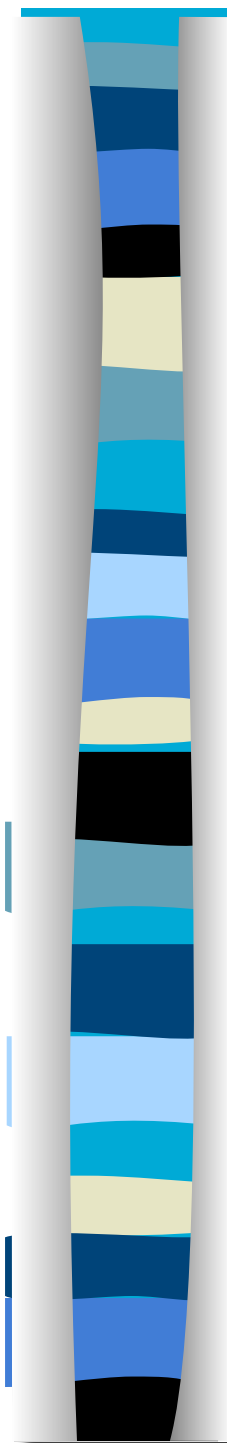
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- D. Employee

A









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Career Development:
Private Practice

Finances



Finances

Record keeping to track costs and bookkeeping systems that help a business predict income, expenses, and taxes, reflect:

- A. Contingency planning
- B. Premium assessments
- C. Finances
- D. Retirement savings

Q



Finances

Record keeping to track costs and bookkeeping systems that help a business predict income, expenses, and taxes, reflect:

- A. Contingency planning
- B. Premium assessments
- C. Finances**
- D. Retirement savings

A



Finances

What is the result that occurs when expenses exceed the revenue produced for a given period of time?

- A. Net loss
- B. Gross income
- C. Net income
- D. Taxes

Q



Finances

What is the result that occurs when expenses exceed the revenue produced for a given period of time?

- A. Net loss**
- B. Gross income
- C. Net income
- D. Taxes

A



Finances

What do you call the expenses related to running a business?

- A. Net income
- B. Net loss
- C. Start-up costs
- D. Operating costs

Q



Finances

What do you call the expenses related to running a business?

- A. Net income
- B. Net loss
- C. Start-up costs
- D. Operating costs**

A



Finances

What is a financial document that shows changes in money available over a fixed period of time?

- A. Balance sheet
- B. Cash flow statement
- C. Contingency sheet
- D. Profit and loss statement

Q



Finances

What is a financial document that shows changes in money available over a fixed period of time?

- A. Balance sheet
- B. Cash flow statement**
- C. Contingency sheet
- D. Profit and loss statement

A



Finances

What is a financial document that details how a business performed financially for a certain period of time?

- A. Profit and loss statement
- B. Business plan
- C. Balance sheet
- D. Cash-flow statement

Q



Finances

What is a financial document that details how a business performed financially for a certain period of time?

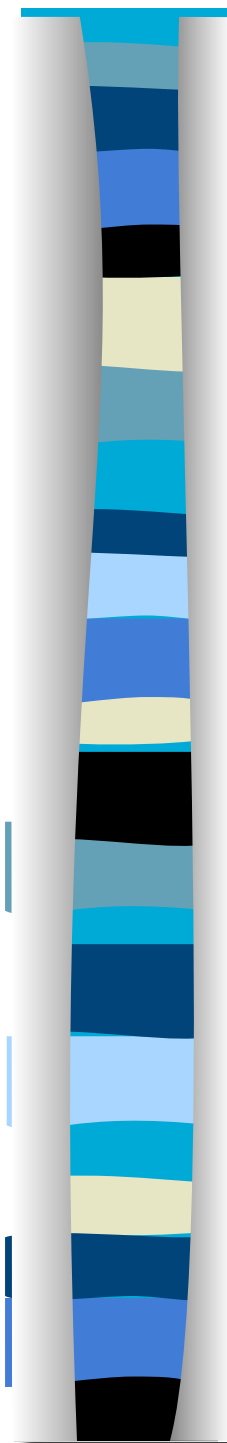
A. Profit and loss statement

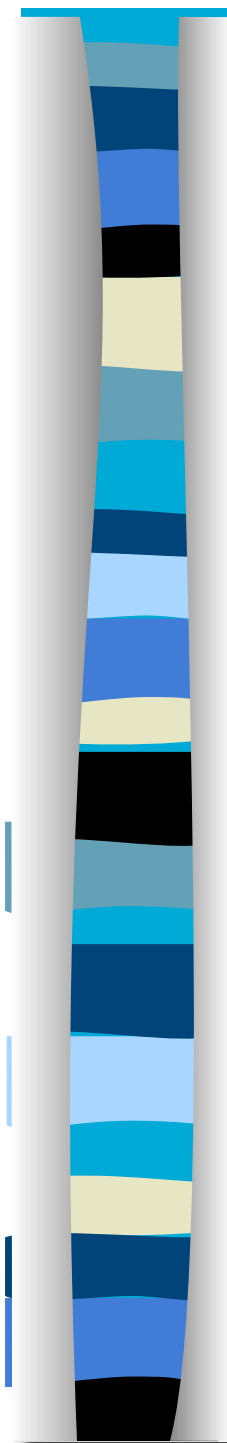
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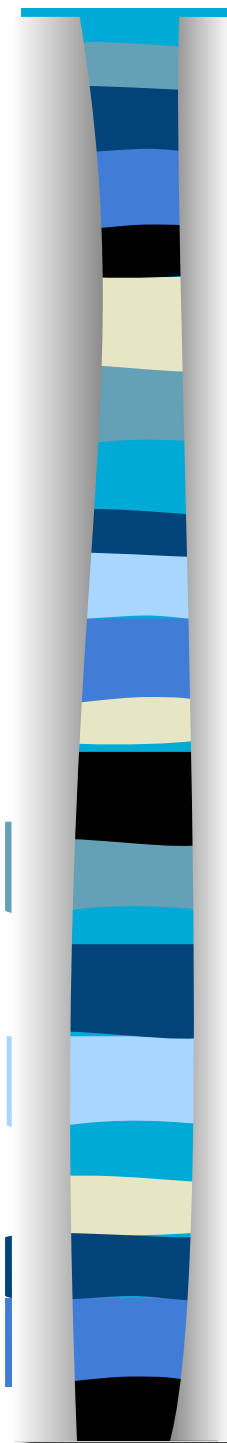
C. Balance sheet

D. Cash-flow statement

A









ABMP Exam Coach

Career Development:
Private Practice

Insurance



Insurance

Insurance that protects a business from liability due to client injury on the business premises is called:

- A. Disability insurance
- B. General liability insurance
- C. Business personal property insurance
- D. Professional liability insurance

Q



Insurance

Insurance that protects a business from liability due to client injury on the business premises is called:

- A. Disability insurance
- B. General liability insurance**
- C. Business personal property insurance
- D. Professional liability insurance

A



Insurance

If a client has an adverse reaction to a lotion used during a service, this type of insurance protects the business from liability:

- A. Practitioner liability insurance
- B. Product liability insurance
- C. Business personal property insurance
- D. Slip-and-fall coverage

Q



Insurance

If a client has an adverse reaction to a lotion used during a service, this type of insurance protects the business from liability:

- A. Practitioner liability insurance
- B. Product liability insurance**
- C. Business personal property insurance
- D. Slip-and-fall coverage

A



Insurance

Insurance that covers an individual's expenses in the event of work-stopping illness or injury is called:

- A. Personal property insurance
- B. Liability insurance
- C. Disability insurance
- D. Health insurance

Q



Insurance

Insurance that covers an individual's expenses in the event of work-stopping illness or injury is called:

- A. Personal property insurance
- B. Liability insurance
- C. Disability insurance**
- D. Health insurance

A



Insurance

Personal expenses related to medical care for illness or injuries can be reimbursed by:

- A. Professional liability insurance
- B. General liability insurance
- C. Disability insurance
- D. Health insurance

Q

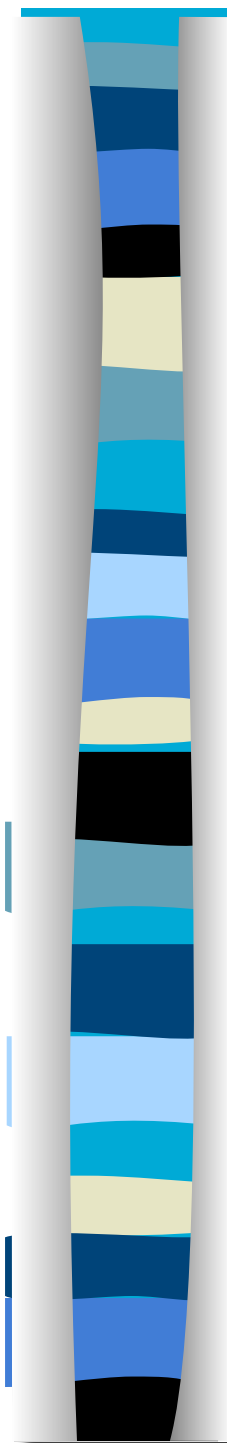


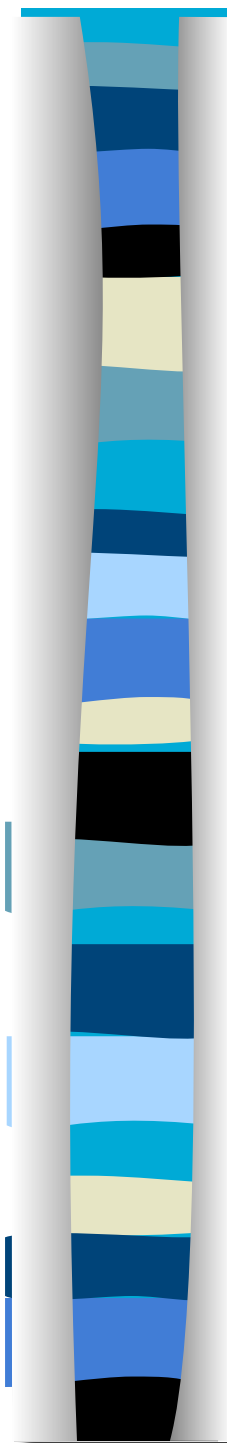
Insurance

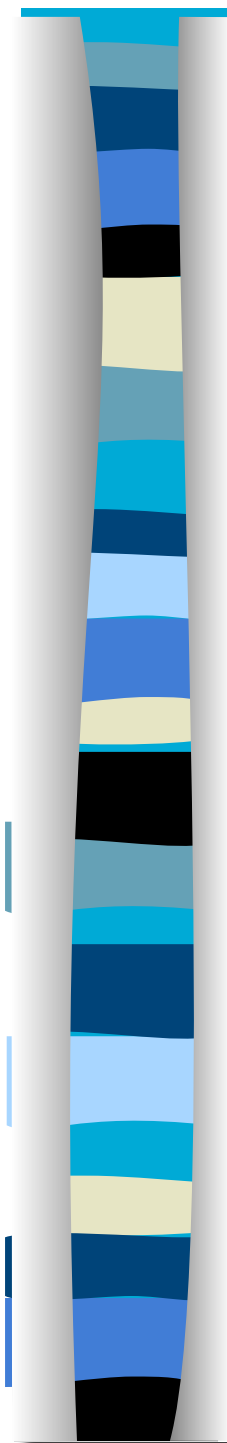
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Special Populations

- Interpersonal Skills
- Professionalism
- Employment
- Private Practice