



(University of Choice)

MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

(MMUST)

MAIN CAMPUS & NAIROBI CENTRE

UNIVERSITY EXAMINATIONS

2017/2018

ACADEMIC YEAR

SECOND YEAR, TRIMESTER TWO EXAMINATIONS

FOR THE DEGREE

OF

**BACHELOR OF SCIENCE IN HEALTH PROFESSIONS
EDUCATION**

COURSE CODE: HPE 211

COURSE TITLE: CLINICAL TEACHING

DATE: Monday 23rd July 2018

TIME: 9:00 am -12 :00 Noon

INSTRUCTIONS TO CANDIDATES

Answer all Questions

Sec A: Multiple Choice Questions (MCQ) 20 Marks

Sec B: Short Answer Questions (SAQ) (40 marks)

Sec C : Long Answer Questions (LAQ) (40 marks)

TIME: 3 Hours

MMUST observes ZERO tolerance to examination cheating

This Paper Consists of --- Printed Pages. Please Turn Over.

SECTION A: MULTIPLE CHOICE QUESTIONS (20marks)

1. The purpose of clinical teaching is
 - A To create a good learning environment
 - B. Part of a teaching process
 - C. To facilitate performance of correct skills and procedures .
 - D. To practice clinical skills

2. Theories and models in clinical teaching guide in
 - A. Teaching and learning methods
 - B. Designing learning outcomes and teaching approaches
 - C. Explaining how to teach
 - D. Understanding teaching

3. Students understanding is enhanced by
 - A. Appropriate teaching and learning
 - B. Conceptions of teaching, teaching strategies
 - C. Facilitation and helping learner find meaning
 - D. Effective teaching, good attitudes, age, teaching context

4. A task analysis
 - A. Is analyzing a procedure into its component steps
 - B.A learning hierarchy of skill
 - C. Focuses on a job description and requires analysis of tasks
 - D. A learning and working hierarchy analysis

5. Micro-teaching skills involve
 - A. Teaching few skills
 - B. Teaching knowledge and skills in bits
 - C. Teaching of a small unit of content to small group of students
 - D. Teaching facts, concepts and knowledge

6. Students learn knowledge, skills and attitudes; and always referred to as
 - A.Knowledge, skills and tests
 - B. Concepts, principles, procedures/skills and values
 - C. Knowledge, skills and attitudes only
 - D. Understanding and application

7. An appropriate approach in teaching principles is by
 - A. Teaching the content and principle
 - B. Defining concepts

- C. Emphasizing main points in the notes
- D. Elaboration

8. An ideal clinical skills learning set-up includes
- A. Classroom, demonstration room
 - B. Clinical skills centre, clinical skills laboratory
 - C. Hospital attachment, classroom
 - D. Class demonstrations, bed site of patients in hospitals
9. Solving problems involves integrating previously learned
- A. Information
 - B. Knowledge
 - C. Principles
 - D. Problems
10. Simulation procedures attempts the following **except**
- A. Presenting conditions to real life
 - B. Provides a contrived problem
 - C. Allows learners to apply in real environment
 - D. Practicing of skills
11. A learning set-up that involve simulations?
- A. Bed site
 - B. classroom
 - C. Hospital
 - D. Skills laboratory
12. Attributes may be
- A. Generalized
 - B. Concepts
 - C. Criterion-related
 - D. A set of specific events
13. The use of simulated patients in teaching clinical skills
- A. Controlling the complexity of the learning situation
 - B. Act as a bridge between structured clinical skills and the actual clinical setting
 - C. Providing learning guidance
 - D. demonstrating clinical skills

14. Which of the following is appropriate response for Clinical Instructors?
- A. Mentor
 - B. Instruct
 - C. Facilitate
 - D. Guide
15. The purpose of clinical teaching is
- A. To practice clinical skills
 - B. To create a good learning environment
 - C. Part of a teaching process
 - D. To facilitate performance of correct skills and procedures
16. An ideal clinical skills learning set-up includes
- A. Classroom, demonstration room
 - B. Clinical skills centre, clinical skills laboratory
 - C. Hospital attachment, classroom
 - D. Class demonstrations, bed site of patients in hospitals
17. Which of the following are models for teaching in any clinical setting?
- A. SPICES and Micro skills
 - B. Micro skills and Gagnes events of instruction
 - C. Stanford Faculty development and Microskills
 - D. Dundee model outcomes in clinical teaching
18. Reflective teaching allows students
- A. To do observation over some time
 - B. To Improve in learning
 - C. To change an approach in learning and working
 - D. To be critical thinkers
19. The use of simulated patients in teaching clinical skills
- A. Control the complexity of the learning situation
 - B. Act as a bridge between structured clinical skills and the actual clinical setting
 - C. Provide learning guidance
 - D. demonstrate clinical skills
20. The following are principles relevant to clinical teaching except
- A. Self-determination theory
 - B. Experiential learning
 - C. Reflective practice
 - D. Learning of concepts

SECTION B: SHORT ANSWER QUESTIONS (40 MARKS)

1. Explain the following terms
 - a. Skills laboratory (2marks)
 - b. Clinical supervision (2marks)
 - c. Bedside teaching (2marks)
 - d. Peer educators (2marks)
 - e. Simulated teaching (2marks)
2. Explain the process of skills laboratory methodology teaching (10marks)
3. Compare hospital-based teaching and community based teaching (10marks)
4. Explain an assessment tool suitable for assessing students performance during practice (10 marks)

SECTION C: LONG ANSWER QUESTIONS (40 marks)

Q1) Identify a skill you teach and explain how you facilitate for the acquisition of skill (20marks)

Q2) Choose a skill you teach and prepare a lesson plan for skills facilitation 20 marks

