



**MASINDE MULIRO UNIVERSITY OF
SCIENCE AND TECHNOLOGY
(MMUST)**

MAIN CAMPUS

UNIVERSITY EXAMINATIONS

2021/2022 ACADEMIC YEAR

SECOND YEAR, FIRST TRIMESTER SPECIAL EXAMINATION

FOR THE

DEGREE IN BACHELOR HEALTH PROFESSIONS EDUCATION

COURSE CODE: HPE 211

COURSE TITLE: CLINICAL TEACHING

DATE: WEDNESDAY 20TH APRIL 2022

TIME: 8:00-11:00 AM

INSTRUCTIONS TO CANDIDATES

Answer All Questions

Section A: Multiple Choice Questions (MCQ)

20 Marks.

Section B: Short Answer Questions (SAQ)

40 Marks.

Section C: Long Answer Question (LAQ)

40 Marks

TIME: 3 Hours

MMUST observes ZERO tolerance to examination cheating

This Paper Consists of 4 Printed Pages. Please Turn Over.

Section A: Multiple Choice Questions (MCQ)**20 Marks.**

1. Indirect clinical instruction is an approach to teaching and learning in which
 - A. The learning process is inquiry.
 - B. The result is cooperative learning.
 - C. The learning context is a problem.
 - D. Both A and C.
2. According to constructivist theories, Clinical indirect instruction is important because knowledge results:
 - A. By forming rules and hypotheses about "reality" from one's own perspective
 - B. From being exposed to the facts about the world as interpreted by others
 - C. From careful, systematic memorization on one's personal timetable
 - D. From students 'I telling" other students about the world
3. The preceptor teaching strategy was founded on:
 - A. The Theory of Evolution.
 - B. The Adult Learning Theory.
 - C. The Theory of Relativity.
 - D. The Chaos Theory.
 - E. None of the above.
4. The One Minute Preceptor (OMP):
 - A. Was originally incorporated in medical education.
 - B. Is learner centered.
 - C. Derived from the adult learning theory, theory of reflective practice and constructivism.
 - D. All of the above.
 - E. None of the above
5. The OMP model consists of:
 - A. Securing a commitment and supportive evidence from the student concerning the case.
 - B. The preceptor teaches general rules regarding the case.
 - C. The preceptor tells the student what was done correctly, but also corrects mistakes.
 - D. All of the above.
 - E. None of the above
6. The principles of clinical instruction incorporates
 - A. An evolutionary process.
 - B. Reinforcement, participation and repetition to enhance learning.
 - C. Variety in learning activities.
 - D. Use of information & skills as soon as possible in the clinical setting.
 - E. All of the above.
7. Sink or Swim is a preceptor strategy in which
 - A. The student is allowed to function autonomously.
 - B. The student is in contact with the preceptor by mobile phone, pager, and e-mails only.
 - C. The preceptor is immediately available and ultimately responsible for the patient care decisions.
 - D. A & C are correct.
 - E. None of the above.
8. Structured manipulation allows the student
 - A. Immediate involvement with complicated cases as long as there is constant attendance of the preceptor.
 - B. Intense consultation sessions with the preceptor with complexity of assignments given on a gradual basis.
 - C. Both A & B are true.

- D. Only B is true.
E. None of the above.
9. With reference to solo taxonomy one aspect of a task is understood in
- A. Unistructural level
 - B. Multistructural level
 - C. Rational level
 - D. Extended abstract level
10. Two or more aspects are understood in
- A. Unistructural level
 - B. Multistructural level
 - C. Rational level
 - D. Extended abstract level
11. SOLO taxonomy was presented by
- A. Bloom
 - B. Krath whol
 - C. (c)Simpson
 - D. Biggs & collis
12. Students are passive in
- A. Project method
 - B. Discovery method
 - C. Lecture method
 - D. Inquiry method
13. Symposium is a type of
- A. Discovery method
 - B. Discussion method
 - C. Lecture method
 - D. Demonstration method
14. Heuristic means in clinical teaching means
- A. To investigate
 - B. To show
 - C. To do
 - D. To act
15. Arm strong was the exponent of
- A. Problem solving method
 - B. Project method
 - C. Discussion method
 - D. Heuristic method
16. The basic principles of clinical teaching-learning materials include
- A. Level of entry and objectives
 - B. The schema Notion theory, Blooms Taxonomy levels of learning
 - C. Relevance, linkage, simplicity
 - D. Levels of learning
17. The main attributes of instructional video during procedure teaching include
- A. Close-ups
 - B. animations
 - C. Statements
 - D. Overlaying
18. Individual media is effective in clinical facilitating learning outcomes due to
- A. Its unique attributes
 - B. Uses

- C. Preparation
D. Time
19. Verbal cueing is concerned with
- Explaining meaning in text
 - The act of writing on a paper
 - Written words for reading
 - Semantic and syntactic structure of text
20. The following are ways to evaluate readability of text except
- Evaluating readers understanding through reading specifications
 - Performance testing
 - Observations on how the readers use the manual
 - Reader involvement

Section B: Short Answer Questions

40 Marks

1. Explain **five** effective skills that a clinical instructor should be oriented to **5 marks**
2. Outline **five** importance of rotating students in clinical area in various placements **5 marks**
3. Explain **five** challenges faced during clinical teaching by students **5 marks**
4. Outline **five** pre-clinical placement planning roles of clinical instructor **5 marks**
5. Describe four major elements of achieving clinical competence by students as proposed by “Miller (1990) pyramid for assessment of learners”. **8 marks**
6. Describe **four** elements of “The conscious-competence model” as applied in clinical teaching **8 marks**
7. Outline four aims of conducting ward assessment for students by two assessors **4 marks**

Section C: Long Answer Questions

40 marks

Question one

Discuss how Applying the three-circle outcomes model for teachers in the clinical environment works as proposed by Harden et al. 1999.

(20 marks)

Question two

Discuss four models used in Clinical teaching by training institutions in Kenya **(20 marks)**