



**MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**(MMUST)**

**University Examinations**

**2016/2017 Academic year**

**2<sup>ND</sup> YEAR TRIMESTER III EXAMINATION**

**For the Degree of**

**Bachelor of Science in Health Professions Education**

**Course Code: HPE 300**

**Course Title Global Trends in Teaching-Learning in Health Professions Education**

**DATE: \_\_\_\_\_ TIME: \_\_\_\_\_**

**Instructions to Candidates**

- 1. Section A comprises of 20 Multiple Choice Questions (20 marks)**
- 2. Section B comprises of 4 short Answer Questions (40 marks)**
- 3. Section C comprises of 2 Essay Questions (40 marks)**

**TIME – 3HOURS**

*OK*  
*JS*  
*6/8/2017*

## Section I: Multiple Choice Questions (MCQs)

- Q1. The distinctive features of *humanistic* practices in health professions education EXCLUDE
- Centrality of self-direction of the learner
  - Emphasis on empowerment of the learner
  - Centrality of relevance of content for the learner's needs
  - Emphasis on community orientation
- Q2. In medical education commitment to social learning is **best** exemplified by the use of
- Problem-based learning
  - Small-group tutorials
  - Case studies
  - Reading assignments
- Q3. Competence in life-long learning is aimed for in medical education curricula because of
- Its suitability for affective learning
  - The need for professionals to cope with rapid techno-scientific advances
  - Its help in structuring of instructional content for health professions
  - Its appropriateness for teaching adult learners in health professions
- Q4. The instructional use of case scenarios differs in conventional and PBL curricula by the
- Real-life nature of scenarios in PBL
  - Order of presentation of the scenarios during application
  - Greater complexity of scenarios in conventional curricula
  - Degree of relevance of PBL scenarios to future professional tasks
- Q5. *Experiential learning* is characterized **mainly** by the following attribute
- Self-initiation by the learner
  - Personal involvement by the learner
  - The utilization of small-group tutorial discussions
  - The utilization of problems as the stimulus for learning
- Q6. The truth about the use of *contract learning* in professional education is that it
- Accords with the recent trend towards emphasis on utility group discussions
  - Especially promotes learning of cognitive skills
  - Is preferred in the facilitation of learning interpersonal skills
  - Accords with respect for the autonomy of the learner
- Q7. A global response to increase in healthcare clients amidst dwindling resources has been the
- Advocacy for prioritization of primary health care in health service strategies
  - Focus on humanistic approaches to healthcare delivery and professionals education
  - Emphasis on evidence-based health professions education
  - Increased budgetary allocations for curative
- Q8. Shift towards *Outcome-based* education in health professions has been occasioned by
- Need for instruction to be learner-centered
  - Recognition of need to aim for transfer of learning
  - Need to emphasize the affective domain of learning
  - Recognition of importance of learners' exit behavior from a program
- Q9. Traditional and innovative clinical skills training in medical education differ mainly on
- The opportunistic nature of innovative approaches
  - Predictability of skills to be learned in innovative approaches

- c) Use of apprenticeship in innovative approaches
  - d) The systematic character of traditional approaches
- Q10. Developments underlying increased use of skills labs in medical education EXCLUDE
- a) Greatly increased populations
  - b) Greatly increased populations of patients
  - c) Increased assertiveness of clients for healthcare
  - d) Changing epidemiologic patterns of health problems
- Q11. The best explanation for growing adoption of distance learning in medical education is
- a) Increased population of widely dispersed school leavers
  - b) Improved availability of information communication and technology infrastructure
  - c) Increased numbers of widely dispersed working learners
  - d) Increased monetary cost of advanced professional education
- Q12. The development of Outcome-Based Learning (OBL) can be credited to which educationist
- a) William Spaddy
  - b) John Dewey
  - c) David Kolb
  - d) Lawrence Kohlberg
- Q13. *Paradigm shift* in the context of health care and medical education is best exemplified by
- a) Prioritization of the patient's desires in interactions with them professionally
  - b) Emphasis on importance of observing professional ethics
  - c) A re-asserting of the centrality of health professionals' competence
  - d) Widespread recognition of importance of primary health care (PHC)
- Q14. In modern health professions education, the term *Moodle* is closely associated with
- a) E-learning
  - b) Evidence based education
  - c) Growing de-emphasis on use of computer assisted learning
  - d) The growing recognition of the utility of skills labs in skills training
- Q15. An instructional principle arising from humanistic adult learning theory is
- a) Allocation of more time for learners to complete tasks in problem-solving
  - b) Allow little time for adult learners when administering tasks requiring recall of specifics
  - c) Too much light in learning venue interferes with learning
  - d) Younger students require allot more time to memorize facts
- Q16. An instructional implication of the subscribing to cognitive constructivism is
- a) Emphasis on community based education
  - b) Resurgence of the use of case study strategies
  - c) Use of systematic approaches rather than apprenticeship in clinical skills training
  - d) Widespread introduction of e-learning
- Q17. According to Kolb *experiential* learning
- a) Is exemplified by use of well structured lectures
  - b) Can be implemented by use of small-group discussions
  - c) Is characterized by predominance of reading about the subject concerned
  - d) Is best achieved by deliberate use subject matter of unclear relevance for the learner
- Q18. In innovative health professions education lectures
- a) Are preferred as the principal instructional strategy
  - b) Have been found most useful for delivery of the full detailed content

- c) Serve mainly to provide a framework of the content to be covered
  - d) Are employed commonly for their utility in fostering deep learning
- Q19. A defining characteristic of task-based learning is that
- a) Students work on learning tasks in small groups
  - b) Problems are used to illustrate and clarify content previously taught
  - c) Learning is stimulated primarily by case scenarios representing possible future tasks
  - d) Learning tasks are formulated by the learners
- Q20. Discovery learning is a theory of instruction put forth by
- a) Jarvy
  - b) John Dewey
  - c) Jerome Bruner
  - d) David Ausubel

### SECTION B: SHORT ANSWER QUESTIONS (SAQs)

- Q1. a). List any two (2) instructional strategies that have been emphasized in health professions and two (2) traditional teaching-learning strategies and **(4 marks)**
- Q1. b). Discuss the use of *portfolio learning* as an instructional strategy in health professions education **(6 marks)**
- Q3. Open learning is one of the changes globally in instructional program delivery necessitated by a changing context for health professions education:
- (i) Explain the nature of *Open learning* in this context **(4 marks)**
  - (ii) State five beliefs that represent the philosophical basis for open learning, according to Hull **(6 marks)**
  - (iii) In about five (5) sentences describe the implementation of open learning **(4 marks)**
- Q3. (i) Explain the rationale for independent study in health professions education **(4marks)**
- (ii) Where does it come in the Problem-based Learning (PBL) small-group tutorial (SGT?) process? **(6 marks)**
- Q4. What is distance learning as a strategy for curriculum delivery? **(10 marks)**

### SECTION C: LONG ANSWER QUESTIONS (LAQs)

- Q1.** Discuss the link between changing conceptions about the nature of the learner, learning and teaching and of knowledge and the introduction of the instructional strategies currently styled as *innovative* in health professions education **(20 marks)**
- Q2.** *Integrated learning* is one of the crucial concepts in health professions education currently
- a) Explain the meaning of this concept **(2 marks)**
  - b) Provide the rationale for the emergent emphasis on integrated learning in health professions education? **(4 marks)**
  - c) Discuss Problem-based Learning (PBL) as an instructional innovation that has emerged in response to need for integrated learning in health professions education **(14marks)**

## **HPE 300: Global Trends and Dimensions in Health Professions Education (3 Units)**

### **Purpose**

The aim of the course is to provide knowledge and skills on global trends and dimensions in health professions (medical) education

### **Learning outcomes**

At the end of the course, the students will be able to:

- i. Explain the concepts and principles of lifelong learning
- ii. Compare and contrast traditional learning and lifelong learning.
- iii. Identify factors that motivate and inspire lifelong learning.
- iv. Describe innovative teaching strategies
- v. Describe the role of medical education and maintenance of competence
- vi. State challenges and limitations in continuing medical education

### **Course content**

Global Trends in Teaching and Learning: Definitions; analysis of traditional and lifelong learning; factors motivating and inspiring lifelong learning; Curriculum: meaning, types; role of educational goals; conditions of learning, effective teaching methodologies; learning environment; improving school learning environment. Learning communities: Meaning and roles; developing a learning community; the role of local communities in development of learning institutions; challenges in learning and remedies; global dimension in curriculum; educating for change.

### **Mode of delivery**

Lectures, reading assignments, discussions, seminars, conference and workshop presentation

### **Reading Resources**

1. Quinn, M. Francis (2000) *Principles and practices of nurse Education*, 4<sup>th</sup> Ed. Fleet Harpshire, UK.
2. Dent, J.A. and Harden R.M. (2009) *A Practical Guide for Medical Teachers*. Churchill Livingstone 3<sup>rd</sup> edition
3. e-journals and e-magazines
4. e-books

