



**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 218**

**Course Title: ASSESSMENT OF CLINICAL PERFORMANCE**

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

**Instructions to Candidates**

- 1. Section A comprises of 20 Multiple Choice Questions (20 marks)**
- 2. Section B comprises of 5 short Answer Questions (40 marks)**
- 3. Section C comprises of 2 Essay Questions (40 marks)**

**TIME – 3HOURS**

*OK.  
6/8/2017*

## SECTION A: MULTIPLE CHOICE QUESTIONS

- Q1. What is NOT true about assessment within the following options?
- Any systematic method of obtaining evidence from tests, examinations, questionnaires, surveys and collateral sources used to draw inferences about characteristics of people, objects, or programs for a specific purpose
  - The process used to evaluate facilitators' skills in specific areas such as reading, writing and mathematics
  - The documenting, often times in measurable terms, knowledge, skills, attitudes and beliefs.
  - Often used in an educational context, but applies to many other areas as well
- Q2. Purpose, Measurement, Evaluation, and Use constitute
- Components of classroom assessment
  - Formative assessment/evaluation
  - Norm-referenced assessment/evaluation
  - Practicability/feasibility
- Q3. Formative assessment
- Is continuous or progressive assessment
  - Is given to students as the course progresses
  - Provides feedback to the learners and teachers about the learners' strength and weaknesses hence improving learning and shaping competencies
  - Rank-orders students and awards marks, grades or certificates
- Q4. The extent to which the test or method resembles or mimics the real-life situation in which the characteristic is to be measured is
- Fidelity
  - Practicability
  - Validity
  - Objectivity
- Q3. The perspective of assessment in cognitive performance include all except
- Classroom assessment including the environment
  - Cognitive domains of learning and Blooms taxonomy of learning
  - Reliability and validity of OSCE as instruments of assessment
  - Hierarchies of learning (surface and deep processing)
- Q5. Establishing learning targets takes into consideration of
- Types of learning
  - Sources of learning targets
  - Criteria for selecting learning target
  - The size of the class of learners
- Q6. Which of the following does NOT constitute appropriateness of assessment methods
- Fairness
  - Positive consequences
  - Practicability
  - Time of assessment during training
- Q7. Formative evaluation, summative evaluation and content evaluation are
- Assessment and evaluation methods used in a variety of settings
  - Assessment and testing methods used in a variety of settings
  - Examination and assessment methods used in a variety of settings
  - Test and examination methods used in a variety of settings

- Q9. MCQs types, Short Answer Questions (SAQs) and Long Essay Questions (LEQs) constitute
- Viva voce
  - Portfolio
  - Reflective journals
  - Written examination
- Q10. Mean, Mode, Standard deviation and Analysis are methods of
- Interpretation of results
  - Collating of examination results
  - Reporting of test and assessment results
  - Presentation of test and assessment results
- Q11. Primary goal of selecting methods of assessment to select one which
- most effectively assesses the objectives of a unit of study
  - is aligned with the overall aims of the program
  - may include the development of disciplinary skills (such as critical evaluation or problem solving)
  - may not necessarily support the development of vocational competencies (such as particular communication or team skills)
- Q12. The following are among the broad outcomes for which assessment methods are related with the following exception of
- Thinking critically and making judgments
  - Developing and evaluating a curriculum
  - Solving problems and developing plans
  - Performing procedures and demonstrating techniques
- Q13. Which assessment method would be most preferred for performing procedures and demonstrating techniques
- Make a video (write scripts and produce/make a video)
  - Reflective journal
  - Portfolio
  - Learning contract
- Q14. Written presentations (essays, reports, reflective papers), oral presentations and group work are assessment tools best to measure
- Thinking critically and making judgments
  - Solving problems and developing plans
  - Abilities in communication
  - Performing procedures and demonstrating techniques
- Q15. It is a known fact, universally, that the choice of assessment method largely depends on;
- The entry requirements to training of students
  - How much the students have achieved during the course work
  - The goal of the assessment
  - How long following the review stage of the curriculum in use.
- Q16. A collective term for which Multiple Choice Questions (MCQs), Modified Essay Questions (MEQs), Patient Management Problems (PMPs) and Objective Structured Clinical Examinations (OSCEs) are examples of
- Assessment methods
  - Validation instruments
  - Validation methods
  - Assessment instruments

- Q17. Modified Essay Questions (MEQs) are best characterized by
- A number of open-ended questions about a developing situation
  - The candidate working out the responses for themselves
  - Clear options provided
  - Case scenarios presented to a candidate followed by related questions.
- Q18. What best describes instrument that are usually made up of three parts, thus, the question itself or the stem, the correct response to the question and distracters or the incorrect responses among the choices;
- Modified Essay Questions (MEQs)
  - Multiple Choice Questions (MCQs)
  - Patient Management Problems (PMPs)
  - Objective Structured Clinical Examination (OSCEs)
- Q19. In order to construct high quality classroom assessments, health professions' educators must demonstrate sound understanding of factors that influence the choice of assessment approaches. Such factors include;
- Curriculum outcomes, domains of learning and types of learners
  - Types of assessment instrument, grading criteria and requirements of the regulatory bodies
  - Institutional examination policy, time provided for the examination process and validity and reliability considerations
  - Financial inputs in the preparation, the time of administering the examination and the number of candidates taking the examination.
20. Which set of options best describe effective assessment of deep understanding and reasoning?
- Long Answer Questions. PMPs, MEQs
  - MCQs, Viva voce, Listing and Definitions
  - Portfolios, Reflective journals, Research projects
  - OSCEs, Community diagnosis and Aptitude tests.

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

- Q1. Assessment plays an important role in teaching. In view of this, explain;
- Why assessments have to be conducted (2 points)
  - When assessments should be conducted (2 points)
  - What assessments should measure (2 points)
  - How assessment should be conducted (2 points)
- Q2. Considering the importance of the role of classroom assessment and the fact that assessment and measurement techniques in health professions present in various forms;
- Define the term assessment from the perspective of classroom teaching (2 points)
  - Explain for factors that influence the choice of assessment and measurement techniques (8 points)
- Q3. Assessment of students cognitive performance takes into consideration of the various concepts associated with assessment. With this in mind, explain the meaning of the following;
- Objectivity (2 points)
  - Practicability/feasibility (2 points)
  - Criterion-referenced assessment/evaluation (2 points)

Q4. In the processing of preparing an examination, assessment and tests, what are the practical steps in ensuring;

- a) Validity of assessment instrument (4 points)
- b) Reliability of assessment instrument (4 points)

Q5. It is important to understand how to integrate instruction and assessment for purposes of standardization. In this context;

- a) Explain how you would integrate instruction and assessment (2 points)
- b) What is the meaning of assessment standard (2 points)
- c) Define the term collating is a used in assessment of cognitive performance (2 points)
- d) What is the meaning of “critical analysis of test items” in assessment of cognitive performance? (2 points)

### SECTION C: LONG ANSWER QUESTIONS

Q1. Presentation of results of tests and assessments during the process of examination can be done in various forms, including obtaining results, generating tables and figures, analysis and interpretation of results for use in the training programme. In this regard;

- a) Explain the role of tables and figures in this process (4 points)
- b) Demonstrate your understanding of analysis of test and assessment results for interpretation of the same by generating hypothetical scores for the class of 16 health professions educators by;
  - i. Plotting a hypothetical graph to indicate the appropriate values on the x and y axes (4 points)
  - ii. Plotting a hypothetical graph with a normal distribution curve for the results of the same class (4 points)
  - iii. Interpreting and reporting on the hypothetical skewness of the hypothetical graphical presentation of results (4 points)
- c) In demonstrating your understanding of designing tests and their characteristics, explain the information that a graph with normal distribution curve can provide to health professions’ educators. (4 points)

Q2. Suppose you are given a hand out that contains the following information, read it carefully and answer the questions that follow.

*Patient Management Problems (PMPs) and Objective Structured Clinical Examinations (OSCEs) are competency oriented assessment instruments. On their part, PMPs consist of short questions that also require short answers that revolve around the management of a patient, are intended to equip the students with knowledge, skills and attitudes that are necessary in professional practice. Their main feature is that a series of questions are asked about a case and options are provided that lead to proper management of the patient. They test students on a wide range of subjects, provide the opportunity for the students to demonstrate their ability in patient management and problem solving skills in a variety of scenarios, and the unfolding scenario is presented logically and the student is evaluated on the basis of the proper steps taken leading to the proper management of the patient.*

*On the other hand, Objective Structured Clinical Examinations (OSCEs) are a type of instruments whose content and standards require proper planning well in advance and they test clinical competence. They are referred to as objective because they are more reliable than the traditional examinations. OSCEs can assess the level of competence of a student’s*

*so that before they qualify, they must have attained a minimal competency level required in that profession, meant to determine the skills that a student has attained in a particular area of training, test the clinical skills of a student, test the competencies that a student has that are necessary for general practice and designed to measure the clinical competence of students.*

- a) Construct **two test items** on PMPs that measure high level outcomes (4 points)
- b) For each PMP question, clearly explain what it measures. (6 points)
- c) Construct **two test items** on OSCEs that measure high level outcomes (4 points)
- a) For each OSCE question, clearly explain what it measure (6 points)



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

**Health Professions Education Department (HPE)**

**Year 2            Trimester 3            May-August. 2017**

**Course Lecturer: Dr. Harun Chemjor**

**Course Code: HPE 218**

**FOR 2 YEAR (6 STUDENTS)**

**HPE 218: Assessment of Clinical Performance (3 Units)**

**1.0 Course Description**

The course is designed to prepare the student teacher to plan, teach and demonstrate practical understanding of assessment of **Students' Clinical Performance** in health professions education.

**2.0 Learning Outcomes**

By the end of the course, the learners should be able to:

**Learning outcomes**

- i. Define performance assessment
- ii. State characteristics of performance assessment.
- iii. Outline strengths and limitation of performance assessment
- iv. Describe learning targets for performance assessment.
- v. Construct performance task
- vi. Explain the scoring criteria for performance assessment.

**3.0 Teaching Methods**

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

**4.0 Content for teaching**

*Week 1.* Assessment of Students' Clinical Performance:

*Week 2.* Definition of terms; characteristics; scoring criteria; Performance tasks and contexts;

*Week 3.* Learning targets, skills and products; strength and limitations; Purpose of

assessing performance;

*Week 4.* Process of planning and carrying out performance assessments;

*Week 5.* Constructing performance tasks; criteria for scoring and methods.

*Week 6.* Assessments types: Objective structured clinical examination (OSCE); Objective structured practical examination (OSPE);

*Week 7.* Patient management problems (PMP); comprehensive patient examination (CPE); short patient examination with viva - voce. Resources:

*Week 8.* Adequacy of resources, supervision; practicability and cost-effectiveness of learning and assessment.

*Week 9.* Methods of assessing attitudes: observation; rating scales, semantic differentials.

Designing clinical/practical instruments: checklists; rating scales; anecdotal records; Case tracking;

*Week 10.* Conducting assessments:

*Week 11.* Instrument reliability and validity;

*Week 12.* Practicability and objectivity of examinations.

***Week 13: Exam preparation Week 14:***

***End of trimester examination***

***Week 15 : End of trimester examination***

## **5.0 Course Requirements**

### **Teaching-learning strategies**

Lectures, reading assignments, small discussions, plenary presentation in classroom, independent study,

Self-directed learning, practical and clinical skills teaching, assessment of skills acquired

### **Assessment strategies**

The use of formative and summative assessments will be applied

- 3 Continuous Assessment tests , practical work reports, OSPE and OSCE demonstrations/involvement
- End of trimester examination using MCQ, short essay questions, long essay questions

### **Required resources**

1. James H. McMillan (2004): Classroom Assessment. *Principles and Practice for effective instruction*, Virginia Commonwealth University. USA
2. Linn, R.L. & Gronlund, N.E (2000) *Measurement and assessment in teaching*. 8<sup>th</sup> ed. Upper Saddle River, N.J. Prentice Hall.
3. McDonald, M.E.(2000). *Systematic Assessment of learning Outcome: Developing Multiple choice Exams*. Jones and Barlett.
  1. Skills laboratory with models, manikins, simulated patients
  2. Practical placement eg with resources for assessment