



**FIRST YEAR, SECOND TRIMESTER EXAMINATIONS
FOR THE DEGREE OF
BACHELOR OF SCIENCE IN MEDICAL LABORATORY SCIENCES**

COURSE CODE: BML 115

COURSE TITLE: Behavioral Sciences and Ethics

DATE: 20TH MAY 2019

TIME: 8.00 -10.00 AM

GENERAL INSTRUCTIONS

1. This examination paper is divided into sections A, B and C
2. Answer the questions for each section according to the accompanying instructions
3. Use only your registration number
4. Write your registration number on every new leaf used of the answer script

SECTION A: MULTIPLE CHOICE QUESTIONS

Instructions

1. This section consists of twenty (20) multiple choice questions,
2. The section carries a maximum of 20 marks
3. Each question has a stem and four (4) options
4. For each question indicate the correct by writing the corresponding letter

Q1. Stimulus generalization is one of the central concepts in behavioral psychology, under

- a) Social learning theory
- b) Conditioning theories
- c) Erik Erikson's perspective

d) Jean Piaget's Cognitive views

Q2. Regarding conditioning as a processes of learning a habitual behavior truth is that

- a) Negative reinforcement entails punishing undesirable acts
- b) Nodding approval of a joke exemplifies positive reinforcement
- c) Acts receiving neutral reactions are likely to recur
- d) Operant conditioning is associated with Ivan Pavlov

Q3. In psychoanalytic personality views, one of the alleged unconscious sexual tendencies, *Oedipus complex*

- a) Is an issue of girl children
- b) Allegedly occurs during genital stage
- c) Applies to development in males
- d) Could explain finger-sucking among some adults

Q4. In healthcare or research ethics, confidentiality illustrates observance of

- a) Non-maleficence
- b) Justice
- c) Respect for autonomy
- d) Beneficence

Q5. In classical conditioning personality development theory, objects eliciting phobia due to previous accompaniment of naturally frightful situations

- a) Are positive reinforcers
- b) Represent conditioned stimuli
- c) Are the unconditioned stimuli
- d) Elicit unconditioned responses

Q6. The truth about surrogate decision-making applies in all circumstances EXCEPT when

- a) Beneficiaries are underage
- b) Physically absent individuals are the concerned
- c) Degree of illness compromises personal choice
- d) Those to be affected are mentally deranged

Q7. In connection with operant conditioning *extinction* of a behaviour

- a) Is substitution of a behavior with an equivalent one
- b) Refers to missing a step of a technical procedure
- c) Results from excessive practice
- d) Can result from lack of practice

Q8. Anthropologically speaking, truth about inter-personal linkages is that

- a) They foster individualism
- b) Close-knit types are the hallmark of contemporary life
- c) Loose-knit patterns characterized traditional society

d) They promote personal health

Q9. Anthropologically speaking a people's material culture can be represented by their

- a) Art
- b) Utensils
- c) Language
- d) Music

Q10. A society's notions about illness underlie healthcare systems and include all EXCEPT the

- a) Emotionalistic
- b) Personalistic
- c) Moralistic
- d) Naturalistic

Q11. The social psychology notion of *social perception* is central in interpersonal relations

- a) And refers to sensory receipt of stimuli from the environment
- b) Interpretation of motives behind other people's behavior
- c) Is the appreciation of the physical environment
- d) Does play a minima role in interpersonal communication

Q12. According to sociology the concept of *human processing* institutions applies to all EXCEPT

- a) Familial
- b) Religious
- c) Educational
- d) Medical

Q13. Viewing a service sector like education as a *system* comes from which sociological theory?

- a) Functionism
- b) Symbolic interactionism
- c) Exchange
- d) Conflict

Q14. Sociologically the fact of the healthcare service sector being a *system* implies

- a) Having many components put together
- b) Being of enormous scope in geo-administratively
- c) Being comprised of a complex of facets
- d) Consisting of functionally interdependent subunits

Q15. Sociology studies society's structure and processes and the latter include *socialization*, which

- a) Can mean exposing med lab students to healthcare ethics
- b) Means providing for students' interaction daily with others
- c) Concerns intense skills training of upcoming professionals
- d) Is aligning of sectors of society with one another

Q16. A fundamental difference between sociology and anthropology is the latter typically relies on----- for collection of data in its investigations

- a) Questionnaires
- b) Experimentation

- c) Participant observation
- d) Focus group discussions

Q17. A practical significance of the symbolic interactionism sociological theory is that

- a) It guides sociological study of the behavior of groups
- b) Help in explaining acquisition of physical competence by youth
- c) It justifies emphasis on usefulness of college graduates to society
- d) Advocates teaching of language in the socialization growing persons

Q18. *Prejudice* is common concept in behavioral sciences and truth about it is all EXCEPT that it

- a) Follows social perception error in categorizing people
- b) Can be linked to stereotyping of people
- c) Underlies most positive interpersonal or social behavior
- d) Explains most discriminatory social behaviour

Q19. *Psychosocial-crisis* personality theorists propose that laying of the foundation for a sense of personal competence

- a) Occurs during *Industry vs Inferiority* stage
- b) Includes learning of socially acceptable toilet behavior
- c) Happened during the *Initiative vs Self-doubt* stage
- d) Happens during the first year after birth

Q20. Truth concerning the practice of *pro brono publico* is that it

- a) Demonstrates a social disposition of individualism
- b) Is rooted in the ethical principle of justice
- c) Is a gesture of commitment to the moral standard, *beneficence*
- d) Is a sort of for-profit practice

SECTION B: SHORT ANSWER QUESTIONS (SAQs)

Instructions

1. This section has eight (8) short answer questions (SAQs),
2. The questions together carry a maximum of forty (40) marks
3. Answer all the questions

Q1. In the context of social psychology define the concepts social perception and a paralinguistic cue (5Marks)

Q2. Indicate the meaning of the sociological worldview, *Labelling theory*, for the development of the concerned (5Marks)

Q3. Anthropology teaches that a people's view of the cause of ill-health influences their health-seeking behavior. In this connection, state the naturalistic theory and what it means for the concerned community's health-seeking behavior of the people (5Marks)

Q4. Illustrate the meaning of the concept system as applied to the healthcare sector of a given human society (5Marks)

Q5. What could be the problem for the moral principle of *Justice* in the in the hands of healthcare professionals plagued by the social psychology and sociological problem of *stereotyping*? (5Marks)

Q6. Describe the circumstances when surrogate decision-making is necessary in medical laboratory practice (5marks)

Q7. Define the concept *self-image* and indicate its significance in successful social interaction (5Marks)

Q8. In the context of Jean Piaget's theory of cognitive development, what could say the essential feature of moral development during the adolescence age or stage? (5marks)

SECTION C: LONG ANSWER QUESTIONS (LAQs)

Instructions

1. This section has two long answer questions (LAQs)
2. Answer both questions

Q1. Membership to groups is integral to social life. Every college student and indeed adult therefore needs understanding of at least the basic concepts and principles of group dynamics.

(a) Describe the briefly the dynamics of the various phases of the life of a group (15marks)

(b) Outline how you, in the role of leader of a session of a group deliberating on a matter could deal with the twin issues of domineering and overly reserved members (5marks)

Q2. *Interpersonal effectiveness* is critical to success in social life, including professional. Many times however one can fail in this by inability to make oneself understood as well as being assertive.

(a) Describe briefly ways one can use to make oneself understood (12marks)

(b) Briefly indicate how you could show assertiveness by effectively handling unwarranted negative criticism and constructively saying 'No' to someone else's proposal or request you consider disagreeable to you (8marks)

BML 115: Behavioral Sciences and Ethics (4Credit Hours)

COURSE OUTLINE

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Introduction

The purpose of this course is to introduce the learner to the basic aspects behavioural science and ethics, relevant to healthcare practice and success in college life. Behavioural sciences as understood here includes psychology, sociology and anthropology, whereas ethics consists of moral philosophy, the branch of philosophy that deals with issues of right/wrong, good/evil. Knowledge and understanding of at least the fundamentals of these is crucial for the beginning undergraduate medical laboratory science student. The student is both a unique individual, but a social being as well. Success in college, personal social and professional life depends heavily on understanding of one's self-knowledge (or self-awareness), and other people's (including healthcare clients) behaviour, motives and explanations for these, as well one's and other people's moral rights and obligations. The purpose of this course therefore is to enable the learner to achieve a basic understanding of the psychological, sociological, anthropological and moral dimensions of health and ill-health; interpersonal relations and functioning; and personal development and functioning. This is intended to contribute towards the learner's development of the understanding of own self and others, own and others' moral rights and obligations, necessary for academic, personal social and future professional effectiveness.

Learning Outcomes

By the end of the course the learner will be able to:

1. Explain the meaning, scope, nature and importance of psychology, sociology and anthropology knowledge in personal life and professional work, including health professional work
2. Explain the fundamental concepts, principles and theories in psychology, anthropology, sociology in relation to human behaviour, personal development
3. Explain psychological, sociological and anthropological factors that affect personal and community health
4. Outline the basic ethical values, virtues and principles, crucial in interpersonal relations and health professional work and research
5. Interact effectively with relate with other people including colleagues, teachers and healthcare clients based understanding of fundamentals of sociology, anthropology, psychology and ethics
6. Effectively cope with personal social, professional, academic life and interpersonal issues based on pertinent sociological, anthropological, psychological and ethical knowledge

Course Content

Introduction: Definition, scope and significance of behavioral sciences for healthcare and personal development and competence of the health professional;

Human Psychology: Meaning and nature of psychological development and personality; Psychological development and learning; Psychosexual development and human sexuality—psychoanalytic/psychodynamic theories; Psychosocial development—stages and development across the lifespan (Eric Erikson and Levinson); Cognitive and moral development theories--Behaviourism, including classical and operant conditioning; cognitive and social learning theories—including Jean Piaget's stages, Albert Bandura and Lev Vygotsky social(observational) learning, and Lawrence Kohlberg's stages; Basic and Medical Sociology: Society, community, social dynamics. Basic and Medical anthropology: Culture, ethno-medicine. Factors affecting health: Psychological factors--personality structure, defense mechanism; Sociological factors--health seeking behaviour, sick role, health belief model; Socio-economic factors and health; Anthropological factors--cultural beliefs/practices and health. Fundamentals of Ethics: Meaning and scope; Basic concepts, and principles; moral values and virtues; Role of ethics (as morality), in personal development, interpersonal functioning and in the professions; Ethics in research and

professional practice: code of conduct for research--bioethics; role of ethics in profession; codes of ethics and the professions

Teaching-Learning Strategies

Overview lectures, Reading assignments and presentations, E-learning, Self-directed learning, Case scenarios/studies

Assessment of Learning

Continuous assessment tests 40%

End of Trimester Examinations 60%

Total 100%

References

1. Teri J. Traaen (2000): A Matter of Ethics: Facing the Fear of Doing the Right Thing (Contemporary Studies in Applied Behavioral Science) (Advances in Interdisciplinary Studies of Work Teams). ISBN-10: 0762306661
2. Allan J. Kimmel (2007): Ethical Issues in Behavioral Research: Basic and Applied Perspectives (2nd Ed) Blackwell Publishing Co. ISBN 13-978-1-4051-3439-2.
3. Cynthia D. Belar and William W. Deardorff(2009): Clinical Health Psychology in Medical Settings: A Practitioner's Guidebook. ISBN-10: 143380378X | ISBN-13: 978-1433803789
4. Patricia Debeljuh (2006): Ethics: *Learning to live* (Translated by Catherine Dean) Nairobi, FOCUS Publishers Ltd
Francis CM (2004): Medical Ethics (2nd Ed), New Dheli, Jaypee Brothers Medical Publishers Ltd