

**HSE1501**

( 482233)

May/June 2017

**CONTEXTUALISATION OF HEALTH SCIENCES EDUCATION**

Duration 2 Hours

75 Marks

**EXAMINERS**

FIRST

DR FH MFIDI

SECOND

MRS MG MAKUA

**Closed book examination**

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**THIS PAPER IS AVAILABLE IN ENGLISH ONLY**

This paper consists of 15 pages plus instructions for completion of a mark-reading sheet

**Please complete the attendance register on the back page, tear off and hand it to the invigilator.**

**INSTRUCTIONS**

This paper consists of seventy-five (75) objective-items (75 marks).

Answer all questions on a mark reading sheet

Please read further instructions carefully After completion of this paper, you must hand in the following:

- The mark-reading sheet with your answers to the 75 objective-items.
- This examination paper

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FOR EACH OF THE FOLLOWING 75 OBJECTIVE-ITEMS, CHOOSE THE MOST APPROPRIATE ANSWER AND MARK YOUR CHOICE AGAINST ITEMS 1-75 ON THE MARK-READING SHEET

1 The main advantages of adult education include

- a optimising motivation for learning
- b reducing educators' workload
- c an increasing sense of accountability
- d providing students with complete freedom
- e conserving resources

- 1 a b c
- 2 b c d e
- 3 a c d
- 4 a b d e
- 5 a c

MATCH TO EACH OF THE DEFINITIONS OR SYNONYMS IN COLUMN A THE MOST APPROPRIATE PRINCIPLE OF LEARNING IN COLUMN B

COLUMN A		COLUMN B	
2	Encourage students to analyse their experiences and to learn from what they observed, felt and perceived during clinical training	1	Resilience
		2	Andragogy
		3	Pedagogy
		4	Reflection
		5	Connection
3	Demonstrated through concept maps, where students identify the effect a particular disease has on a patient		
4	Development of strategies that acknowledge and respond to the stress that students experience in the clinical setting		
5	The art and science of helping adults to learn		
6	Education of children		

[TURN OVER]

- 7 The specific factors to consider when working with adult students are
- a the self-concept of students
  - b the responsibility of educators
  - c learning opportunities
  - d accumulated life experiences
  - e the purpose students have in mind with their studies
- 1 a b c  
2 a d e  
3 c d e  
4 b d e  
5 a b c d e
- 8 Learning programmes offered at a nursing college as well as their revision must be approved by the associated University Senate
- 1 True  
2 False
- 9 The administrative functions of the governing health service authority that establishes a nursing college include
- a policy-making relating to the management of nursing colleges and nursing education
  - b planning for payment of stipends and bursaries required by students
  - c accrediting the nursing college and its clinical practice areas
  - d assessment of cost-effectiveness in nursing colleges
  - e monitoring the process of completion of programmes by individual candidates
- 1 a b c d e  
2 a c e  
3 a b d  
4 b c d  
5 c d e
- 10 In outcomes-based education, the educator first plans the teaching strategies, and then develops a set of outcomes that students need to achieve
- 1 True  
2 False
- 11 Outcomes-based education is needs driven
- 1 True  
2 False

[TURN OVER]

12 The following outcome "administer an intramuscular injection at the correct site" can best be achieved by a combination of the following teaching strategies

- a lecture
- b simulated demonstration
- c laboratory practice sessions
- d group discussion
- e concept mapping

- 1 a b c d e
- 2 a c d
- 3 b c d e
- 4 a b c
- 5 b d e

**MATCH TO EACH OF THE DESCRIPTIONS IN COLUMN A THE MOST APPROPRIATE PERSONAL FEATURES OF SELF-MANAGEMENT OF A NURSE EDUCATOR IN COLUMN B**

COLUMN A		COLUMN B	
13	Staying calm during a crisis	1	Transparency
14	Being authentic and open to others	2	Achievement
15	Being comfortable with inevitable ambiguities	3	Optimism
16	Being pragmatic	4	Self-control
17	Radiating positive emotions that create resonance	5	Adaptability

18 The following structures are necessary for approval or revision of a programme offered at a college

- a College Senate
- b College Council
- c University Board of Nursing Studies
- d Faculty Board
- e University Senate

- 1 a b c d e
- 2 b c d
- 3 b c e
- 4 a b d e
- 5 a c e

[TURN OVER]

- 19 Students reach professional maturity by the time they complete their training
- 1 True
  - 2 False
- 20 The indicators of maturity in the development of a student are
- a an integrated personality
  - b a distinct personal identity
  - c the ability to regulate oneself
  - d an individual who is undisturbed irrespective of circumstances
- 1 a b c d
  - 2 b c d
  - 3 a c d
  - 4 a b c
  - 5 a d
- 21 Health sciences educators should assess students' prior knowledge before a new skill is introduced to them
- 1 True
  - 2 False
- 22 The functions of facilitators of learning include
- a needs analyses
  - b conveying of authoritative knowledge
  - c developing learning material
  - d assessing students
  - e designing learning opportunities
- 1 a b c d e
  - 2 a c d e
  - 3 b d e
  - 4 a b c
  - 5 c d e
- 23 Outcomes-based education supports the development of educational programmes that give scope to every student to learn at his/her own pace
- 1 True
  - 2 False

[TURN OVER]

**MATCH TO EACH OF THE DESCRIPTIONS IN COLUMN A THE MOST APPROPRIATE CONCEPT IN COLUMN B**

COLUMN A		COLUMN B	
24	Sharing knowledge across disciplines is emphasised	1	Discovery
		2	Integration
		3	Application
25	New knowledge is generated and integrated into the discipline's existing knowledge base	4	Teaching
26	Educators participate in developing an innovative curriculum that supports high quality and relevant education		
27	Educators design learning opportunities that aligns theory and practice		

**MATCH TO EACH OF THE DESCRIPTIONS IN COLUMN A THE MOST APPROPRIATE STAGE OF STUDENTS' SOCIALISATION IN COLUMN B**

COLUMN A		COLUMN B	
28	Learning consists of finding and knowing the right answers	1	Commitment
		2	Dualism
		3	Multiplicity
29	Acceptance of the legitimacy of diversity and uncertainty	4	Relativism
30	Recognition of the contextual and uncertain nature of knowledge		
31	Ability to take risk or affirm self-identity by accepting reality		

32 The Skills Development Act (Act 97 of 1998) implies that

- a access to the educational programme should be guided by the principle of equity
- b programmes ought to be of high quality
- c programmes are in line with the country's human resource for health needs
- d students' attitudes make them become responsible citizens
- e employers should make personnel development voluntary

- 1 a b d
- 2 a c e
- 3 b c e
- 4 a b c d
- 5 a b d e

[TURN OVER]

33 Regulation 425 of 22 February 1985 stipulates that a professional nursing education programme must

- a require an average mark of 50% for the student to pass a combined theoretical and clinical examination
- b be accessible to people who have completed 10 years of schooling
- c offer general nursing science over a period of three academic years
- d be of four years duration
- e support students' personal and professional development

- 1 a c d e
- 2 b c d e
- 3 a b d e
- 4 a b c e
- 5 a b c d

34 Assessment is

- a an integral component of teaching
- b guided by pre-stated outcomes
- c conducted to decide on the competency of learners
- d conducted to determine if students are able to apply knowledge
- e conducted to determine if knowledge have been absorbed

- 1 a b e
- 2 b c e
- 3 a b c d e
- 4 a d e
- 5 a b c d

35 A curriculum is a document that specifies

- a the philosophical underpinning of the educational programme
- b the time allocated to attain specific outcomes
- c the subject matter the students should master
- d the teaching and learning strategies as well as learning opportunities
- e how learning will be assessed

- 1 a b e
- 2 b c d e
- 3 a c d e
- 4 b c d
- 5 a b d

**MATCH TO EACH OF THE DESCRIPTIONS IN COLUMN A THE MOST APPROPRIATE COMPETENCY IN COLUMN B**

<b>COLUMN A</b>	<b>COLUMN B</b>
36 Setting learning objectives	1 Professional practice
37 Respecting the views of others	2 Relationships with colleagues and students
38 Conducting research about teaching	3 Scholarship
39 Understanding institutional structure, policies and procedures	4 Service and faculty governance
40 Having the ability to influence change in nursing	5 Curriculum development

**READ THE SCENARIO AND ANSWER QUESTIONS 41-55 THAT FOLLOW**

You are a newly appointed nurse educator in a newly established nursing college in the private health sector where the four-year comprehensive diploma nursing programme is to be offered. You are assigned both teaching and management responsibilities to ensure that the legislative parameters and organisational features of this new nursing college are in line with the country's mandatory laws, and regulations and the professional regulations.

- 41 The legal parameters essential to mandate the functioning of the nursing college in the private health sector include the following
- a registering with the Department of Higher Education and Training
  - b acquiring accreditation as a nursing education institution
  - c obtaining a legal agreement with a university with an accredited nursing department
  - d is under control of the provincial health authority
  - e South African Nursing Council (SANC) to approve all its nursing programmes
- 1 a c d  
2 a b c d e  
3 a b c e  
4 b c d e  
5 a b d e

[TURN OVER]

42 The legislations governing the functioning of the nursing college in the public health sector include the

- a Constitution of the RSA of 1996
- b Nursing Act (Act 33 of 2005)
- c National Health Act (Act 61 of 2003)
- d National Qualification Framework (NQF) Act of 2008
- e Higher Education Act (Act 101 of 1997)

- 1 a c
- 2 a b c d e
- 3 a b
- 4 c d e
- 5 b c d e

43 The representatives in the College Council will be selected from the

- a university of affiliation
- b governing health authority
- c health district
- d hospital management
- e student body

- 1 a c
- 2 c d e
- 3 a b c d e
- 4 a b
- 5 b c d e

44 Policy decisions the College Council needs to make relate to

- a approval and overseeing the college budget
- b administration and management of resources
- c determining criteria for working agreements with health authorities
- d ratification of College Senate decisions
- e selection of students

- 1 a c
- 2 c d e
- 3 a b c d e
- 4 a b
- 5 a b c d

[TURN OVER]

**MATCH TO EACH OF THE DESCRIPTIONS OF THE NURSING COLLEGE RESPONSIBILITIES IN COLUMN A THE MOST APPROPRIATE PERSONNEL FEATURE IN COLUMN B (PERSONNEL FEATURES IN COLUMN B CAN BE USED MORE THAN ONCE)**

COLUMN A		COLUMN B	
45-	Management of the teaching and learning environments	1	Registrar
		2	College head
		3	Teaching staff
46	Responsible for staff establishment and student-placement positions		
47	Responsible to the College Council and the SANC		
48	Provision and maintenance of physical facilities and equipments		
49	Responsible for all aspects of the curriculum		

50 The College Senate will appoint the following committees to assist in its functioning

- a curriculum committee
- b clinical preceptor committee
- c appointment committee
- d disciplinary committee
- e student selection committee

- 1 a c
- 2 c d e
- 3 a b c d e
- 4 a b e
- 5 b c d

51 The overall control of the college's budget will be the responsibility of the

- 1 health authority
- 2 SANC
- 3 university of affiliation
- 4 college head

[TURN OVER]

52 Which of the following procedures for accreditation of the proposed nursing college should be followed?

- a Apply in writing to the SANC for accreditation
- b Submit information on the education and training programme to be provided
- c State how the prescribed standards and conditions for education and training will be met
- d Pay the prescribed fee for accreditation
- e Furnish the Council of Higher Education with the purpose of the accreditation

- 1 a b c d e
- 2 a b c d
- 3 a b e
- 4 c d e
- 5 a c

53 At which NQF level will the proposed qualification be offered?

- 1 level 5
- 2 level 6
- 3 level 7
- 4 level 8

54 According to the new changes in nursing education, the lowest qualification requirements for nurse educators recruited for the proposed nursing college should be at NQF

- 1 level 7
- 2 level 8
- 3 level 9
- 4 level 10

55 Which of the following Acts would guide you with regard to the planning and implementation of in-service education in the proposed college?

- a Skills Development Act (Act 97 of 1998)
- b Higher Education Act (Act 101 of 1997)
- c National Health Act (Act 61 of 2003)
- d Nursing Act (Act 33 of 2005)

- 1 a b
- 2 a b c
- 3 b c d
- 4 a c d
- 5 b d

[TURN OVER]

**MATCH TO EACH OF THE DESCRIPTIONS IN COLUMN A THE MOST APPROPRIATE CONCEPT IN COLUMN B**

COLUMN A		COLUMN B	
56	Caring about others' needs and acting on them	1	Primal empathy
57	An immediate intuitive, gut-level ability to sense the emotions of others	2	Attunement
58	Builds empathy with an explicit understanding of another person's feelings, thoughts and intentions	3	Empathic accuracy
59	To offer another person your full attention through sustained involvement which facilitates rapport	4	Social cognition
60	Knowledge about how the social world works		

61 In nursing education the programme objectives incorporated in Regulation R425 serve as

- a professional specific outcomes
- b exit outcomes specific to nursing science
- c a framework to develop learning outcomes
- d guidelines for planning teaching and learning
- e guide for student assessment

- 1 a b
- 2 a b c d
- 3 b c d e
- 4 a c d
- 5 a b c d e

62 Professional development involves

- a life-long learning
- b ongoing development of skills
- c more than obtaining a degree
- d formal or non-formal elements
- e deliberately planned processes

- 1 a b c d e
- 2 a d e
- 3 c d e
- 4 a b
- 5 b c

[TURN OVER]

63 Which of the following management styles are promoted by the health sector in South Africa?

- a democratic
- b autocratic
- c participant
- d authoritative

- 1 a b
- 2 a b c
- 3 c d e
- 4 a c
- 5 d e

64 A formal teaching environment conducive to the empowerment of students must meet the following criteria, except

- 1 adequate space for the type of activity to be performed
- 2 good acoustics and audibility
- 3 furniture which is durable, functional and movable
- 4 educators who emphasise discipline
- 5 adequate storage spaces for the safe keeping of equipment

65 This Act implies that development programmes should be launched to provide for the educational needs of educators and clinical preceptors, who are responsible for the education and training of students

- 1 South African National Health Act (Act 61 of 2003)
- 2 South African Qualifications Authority Act (Act 58 of 1995)
- 3 Skills Development Act (Act 97 of 1998)
- 4 Higher Education Act (Act 101 of 1997)

66 The implications of the South African National Health Act (Act 61 of 2003) for health sciences education are that

- a competent persons should be recruited for health sciences education
- b there should be a particular focus on hospital-based clinical teaching
- c a variety of educational programmes should enable qualified practitioners to update their competencies
- d graduates should be able to meet the health care needs of society competently
- e students should be taught how to uphold their own democratic rights above all

- 1 a b c d e
- 2 a b c d
- 3 a c d e
- 4 a c d
- 5 b e

[TURN OVER]

- 67 The purpose of the South African National Health Act (Act 61 of 2003) is to
- a unite the various elements of the national health system
  - b provide a system of cooperative governance and management of health services
  - c establish a health system based on decentralised management
  - d promote a spirit of cooperation and shared responsibility among public and private health practitioners
- 1 a d  
2 a b c d  
3 c d  
4 b c d  
5 a b c
- 68 Professional maturation is portrayed through the individual's
- a personal value system
  - b interpersonal relationships and attitudes
  - c attitude towards authority, rules and measures
  - d work ethic and commitment
  - e willingness to admit inadequate and faulty discretion
- 1 a b  
2 b c  
3 c d e  
4 a b c d e  
5 d e

[TURN OVER]

**MATCH TO EACH OF THE DESCRIPTIONS IN COLUMN A THE APPROPRIATE MODEL OF SOCIALIZATION IN COLUMN B (MODELS OF SOCIALIZATION IN COLUMN B MAY BE USED MORE THAN ONCE)**

COLUMN A		COLUMN B	
69	Students internalise the values and norms of the profession and adopt the behaviours of the profession	1	Simpson
		2	Cohen
		3	Perry
70	Students choose others in the work situation to become their main referent group		
71	Students develop an ability to take risk by making an initial commitment		
72	Students recognise that knowledge is contextual, uncertain and relative		
73	Students rely entirely on external control and search for correct answers		
74	Students develop an ability to question others' ideas		

75 The following are reflected in all types of outcomes

- a emotions
- b actions
- c attitudes
- d knowledge
- e rules

- 1 b c
- 2 a e
- 3 b d
- 4 a b c
- 5 c d e

**TOTAL: [75]**

PART 1 (GENERAL/ALGEMEEN): DEEL 1

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For use by examination invigilator  
Vir gebruik deur eksamenopsiener

IMPORTANT

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- CHECK THAT THE UNIQUE NUMBER HAS BEEN FILLED IN CORRECTLY
- CHECK THAT ONLY ONE ANSWER PER QUESTION HAS BEEN MARKED
- DO NOT FOLD

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PART 2 (ANSWERS/ANTWOORDE): DEEL 2

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140 (1) (2) (3) (4) (5)

Specimen only

## MARK READING SHEET INSTRUCTIONS

Your mark reading sheet is marked by computer and should therefore be filled in thoroughly and correctly

**USE ONLY AN HB PENCIL TO COMPLETE YOUR MARK READING SHEET**

*PLEASE DO NOT FOLD OR DAMAGE YOUR MARK READING SHEET*

Consult the illustration of a mark reading sheet on the reverse of this page and follow the instructions step by step when working on your sheet

Instruction numbers ① to ⑩ refer to spaces on your mark reading sheet which you should fill in as follows

- ① Write your paper code in these eight squares, for instance

P	S	Y	1	0	0	-	X
---	---	---	---	---	---	---	---

- ② The paper number pertains only to first-level courses consisting of two papers

WRITE 

0	1
---	---

 for the first paper and 

0	2
---	---

 for the second. If only one paper, then leave blank

- ③ Fill in your initials and surname
- ④ Fill in the date of the examination
- ⑤ Fill in the name of the examination centre
- ⑥ WRITE the digits of your student number HORIZONTALLY (from left to right). Begin by filling in the first digit of your student number in the first square on the left, then fill in the other digits, each one in a separate square
- ⑦ In each vertical column mark the digit that corresponds to the digit in your student number as follows [-]
- ⑧ WRITE your unique paper number HORIZONTALLY  
NB Your unique paper number appears at the top of your examination paper and consists only of digits (e.g. 403326)
- ⑨ In each vertical column mark the digit that corresponds to the digit number in your unique paper number as follows [-]
- ⑩ Question numbers 1 to 140 indicate corresponding question numbers in your examination paper. The five spaces with digits 1 to 5 next to each question number indicate an alternative answer to each question. The spaces of which the number correspond to the answer you have chosen for each question and should be marked as follows [-]
- ◆ For official use by the invigilator. Do not fill in any information here



Tear

Tear

UNISA  
UNIVERSITY OF SOUTH AFRICA  
attendance register  
(university copy)

UNISA  
UNIVERSITY OF SOUTH AFRICA  
attendance register  
(student copy)

Fill-in/MCQ



Examination period

Student number

Surname

First Names

Subject

Code of paper

Number of paper

Centre

Date

This is to certify that I have read the rules governing the examinations as set out on the inside cover of this examination answer book and in the examination instructions

That the information supplied by me in this answer book is correct and valid

I undertake to adhere to the procedures, rules and regulations of the University of South Africa as published in the official brochures

Signature of candidate

ID Number

Batch No  
28092015MCQ

Signature of invigilator

UNISA invigilator's personnel number

NOTE Not a valid document if not completed by the invigilator

Fill-in/MCQ



Examination period

Student number

Surname

First Names

Subject

Code of paper

Number of paper

Centre

Date

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Signature of candidate

ID Number

Batch No  
28092015MCQ

Signature of invigilator

UNISA invigilator's personnel number

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