

**UNESWA**  
**INSTITUTE OF POST GRADUATE STUDIES**  
**MIDWIFERY SCIENCE DEPARTMENT**  
**FINAL EXAMINATION**

---

**DECEMBER 2018**

**COURSE NAME:** MIDWIFERY EDUCATION I  
**COURSE CODE:** MWF607  
**TOTAL MARKS:** 75 MARKS  
**DURATION:** 2 HOURS

**INSTRUCTIONS:**

- ANSWER ALL THE QUESTIONS
- UNLESS INDICATED OTHERWISE, EACH FACT IS WORTH 1 MARK
- WRITE LEGIBLE
- ANSWER EACH QUESTION ON A NEW PAGE

**DO NOT OPEN THE PAPER UNTIL THE INVIGILATOR INSTRUCTS YOU TO.**

---

**QUESTION 1:****[25 marks]**

- 1.1 Teaching nurses and midwives requires the educator to acknowledge and see students as adult learners. Discuss how you would apply the adult learning principles into your practice as a midwifery teacher to optimise learning experiences. (16)
- 1.2 Describe five (5) midwifery teacher competencies as determined by ICM. (9)

**QUESTION 2****[25 marks]**

- 2.1 Match the following: (10 marks)

2.1	Statement	Philosophical Perspective
1.	The goal of learning is to nurture students who are concerned with personal, global and societal problems, thus the purpose of education is to train learners so that they transform the society	A. Pragmatism
2.	Knowledge is obtained from scientific experience discovery. Schools must train and prepare professional and technicians as needed by the society.	B. Idealism
3.	Pedagogy and curricula contents are determined by the needs and preferences of the students. Student freedoms are valued but ignores societal and community needs.	C. Reconstructionism
4.	Its criticized for promoting intellectual elitism, and neglects learners' emotional and social needs	D. Realism
5	Proponents of this perspective hold that reality is relative, and is always changing depending on our observations and experiences. Thus knowledge claims and values are not permanent or absolute.	E. Existentialism
6.	They are concerned with the hidden curriculum, and therefore students are taught to question dogmas and policies that promote social injustices.	F. Critical theory
		<b>CURRICULUM</b>
7	Involves the kinds of learnings children derive from the very nature and organizational design of schools, as well as from the behaviors and attitudes of teachers and administrators.	G. Null curriculum
8	Refers to the curriculum document, texts, films, and supportive teaching materials that are clearly chosen to support the intentional instructional agenda of a school.	H. Overt curriculum
9	Refers to that which we do not teach, thus giving students the message that these elements are not important in their educational experiences or in our society.	I. Social Curriculum
10	Involves the massive, ongoing, informal curriculum of family, peer groups, neighbourhood, churches, organizations, occupations, mass media, and other socializing forces that "educate" all of us throughout our lives.	J. Hidden curriculum

2.2 Discuss how you can apply Tyler's curriculum design model to create a post graduate diploma in neonatal nursing programme. (15 marks)

**QUESTION 3**

**[25 marks]**

You are at the women's clinic with a student midwife attached to that department. The student has just finished examining the client and she comes to you as a clinical Instructor to give a report:

"I have finished seeing Margaret. Margaret is a 16year old from Msunduzi and is single. She complains of lower abdominal pain but has no discharge. This started two days ago. She reports that she was treated last month for a vaginal discharge which was cleared. Her LMP is two weeks ago, and is not using contraception. She says that she is weak and has a fever, she cannot focus at school because of the pain. She's HIV negative, tested 3 months ago. Her Blood Pressure - 110/60mmHg, and from the pelvic exam, I found that she's nulliparous, has cervical motion tenderness and a thin cervical discharge was noted, her VIA is negative, I think she has PID" [the student poses].

Discuss how you can use the one minute preceptor model to optimize the student's learning from this clinical experience? Make examples using the case scenario as the reference. (25)

---

**GOOD LUCK**