



UNIVERSITY OF ESWATINI
INSTITUTE OF POST GRADUATE STUDIES
MIDWIFERY SCIENCE DEPARTMENT
FINAL EXAMINATION: NOVEMBER 2019

TITLE OF PAPER: MIDWIFERY EDUCATION I
COURSE CODE: MWF607
DURATION: 3 HOURS
TOTAL MARKS: 90

INSTRUCTIONS

- READ THE QUESTIONS AND INSTRUCTIONS CAREFULLY
- ANSWER ALL THE QUESTIONS
- BEGIN EACH QUESTION ON A NEW PAGE
- EACH FACT WORTH 1 MARK UNLESS INDICATED OTHERWISE.
- Page numbers : 4 excl. cover page 4

DO NOT OPEN THE QUESTION PAPER UNTIL INSTRUCTED BY THE INVIGILATOR.

QUESTION 1

(10 marks)

Select the best response. Eg 11. D

1. Which of these 21st skills provide us with tools for working:
 - A. Information and communication technology and Information literacy
 - B. Communication and Collaboration
 - C. Problem solving and critical thinking
 - D. Creativity and personal and social responsibility

2. It is common that most midwifery educators are not practically prepared to implement this curriculum approach.
 - A. Problem based curriculum
 - B. Student-centred curriculum
 - C. Subject-centred curriculum
 - D. Core curriculum

3. These type of learners perform better in situations that require ideas-generation, such as brainstorming. They prefer to work in groups, are able to listen with an open mind and like feedback.
 - A. Convergents
 - B. Divergers
 - C. Assimilators
 - D. Accommodators

4. This educational theory favour subject-matter based curriculum.
 - A. Perennialism and Essentialism
 - B. Essentialism and progressivism
 - C. Progressivism and Perennialism
 - D. Progressivism and Reconstructionism

5. These educational theories' goal is to nurture students to be concerned with global problems and social transformation:
- A. Progressivism, Perennialism and Reconstructionism
 - B. Critical theory, Perennialism and Progressivism
 - C. Perennialism, Reconstructionism and Critical theory
 - D. Progressivism, Reconstructionism and Critical theory
6. These type of learners often ask the how question. These are more concerned with how the knowledge can be applied. They are pragmatists who prefer to think and do.
- A. Convergents
 - B. Divergers
 - C. Assimilators
 - D. Accommodators
7. Nomsa is very good in clinical practice, she learns midwifery skills faster and easier than the rest of the class, however, she struggles with the theory or subject content. Which intelligence would you categorize Nomsa as high in:
- A. Visual Spatial Intelligence
 - B. Practical Intelligence
 - C. Kinesthetic intelligence
 - D. Logical intelligence
8. Mumsy understands concepts or information better when presented through tables, figures, images and algorithms. She can be classified as a :
- A. Visual learner
 - B. Auditory learner
 - C. Reading and writing learner
 - D. Kinesthetic learner

9. This curriculum is influenced or even determined by the MOH and other partners organizations more than the university that offers it:
- A. Null curriculum
 - B. Rhetoric Curriculum
 - C. Overt curriculum
 - D. Covert Curriculum
10. An enduring solution to the fragmented health care systems is :
- A. Train competent midwives who will understand the system
 - B. Establish Interprofessional education and collaborative practice
 - C. Train midwives on how to collaborate with other health care professionals.
 - D. Train managers with management skills to promote teamwork.

QUESTION 2

(40 marks)

2.1 Savon School of Nursing wants to design a midwifery programme. As a midwifery educator, discuss the key principles of curriculum design and how Savon can ensure that these are observed as they design the midwifery curriculum, also give examples. (28 marks)

- 1 mark for the principle
- 1 marks for describing the principle
- 1 marks for applying the principle into midwifery curriculum
- 1 mark for the example.

2.2 Discuss the foundations of curriculum design, and explain why these are essential screens when designing midwifery curriculum. (12 marks)

- 2.2.1 Philosophical (3)
- 2.2.2 Psychological (3)
- 2.2.3 Economical (3)
- 2.2.4 Sociological (3)

QUESTION 3:

(25 marks)

3.1 Compare and Contrast Pragmatism and Postmodernism philosophical perspectives with reference to midwifery education, applied under the following subheadings:

- 3.1.1 Proponents (2 marks)
- 3.1.2 Assumptions about reality and knowledge (4 marks)
- 3.1.3 Nature of education (5 marks)
- 3.1.4 Nature of the teacher (3 marks)
- 3.1.5 Nature of the student (2 marks)
- 3.1.6 Does it have any room in midwifery education (4 marks)
- 3.1.7 Criticism (3 marks)
- 3.1.8 Educational Theory (2 marks)

QUESTION 4 (15 marks)

Clinical teaching can be demanding for Midwives given the numerous challenges we have in local clinical settings. As an educator, discuss with an example of how you can use the MiPLAN model to create a meaningful clinical teaching encounter for student midwives attached in the neonatal unit.

[1 point for identifying/ describing the MiPLAN framework, 0.5 point for the created example]

GOOD LUCK !!!
