

Multiple Choice Question (MCQ) Critique

1. Which of the following would decrease radiation dose by $\frac{1}{2}$?
 - a) Decreasing mA by $\frac{3}{4}$
 - b) Increasing mA by $\frac{1}{2}$
 - c) Decreasing mA by $\frac{1}{3}$
 - d) Decreasing mA by $\frac{1}{4}$

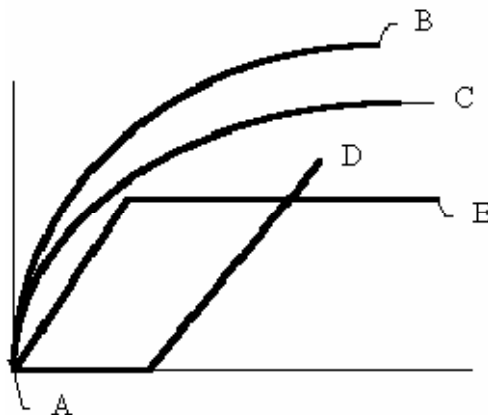
2. Prohibition failed because?
 - a) organized crime controlled illegal liquor production.
 - b) many Americans believed the law interfered with their personal freedom and they would not be able to voice disagreement.
 - c) rural America failed to support it.
 - d) organized crime controlled illegal liquor production
 - e) it adversely affected American productivity
 - f) the costs of enforcing it were too expensive.

3. Alice, Barbara, and Charles own a small business: the Chock-Full-o-Goodness Cookie Company. Because Charles has many outside commitments and Barbara has a few, Alice tends to be most in touch with the daily operations of Chock-Full-o-Goodness. Although Charles and Barbara have worked together in the past, Alice is relatively new. As a result, when financial decisions come down to a vote at their monthly meeting, they have decided that Alice gets 8 votes, Barbara gets 7, and Charles gets 2-with 9 being required to make the decision. According to *minimum-resource* coalition theory, who is most likely to be courted for their vote?
 - a) Alice
 - b) Barbara
 - c) No trend toward any specific person.
 - d) Charles

4. A 30-yr old man presented with a 4-month history of dyspnea, low-grade fever, cough, and fatigue. Given the following chest radiograph, what is the most likely diagnosis?
 - a) pulmonary edema
 - b) streptococcal pneumonia
 - c) adult respiratory distress syndrome
 - d) pulmonary alveolar proteinosis
 - e) B and C only
 - f) None of the above

5. The effect of decreasing airway diameter has the following effect on airway resistance:
 - a) $\frac{1}{8}$
 - b) $\frac{1}{4}$
 - c) $\frac{1}{2}$
 - d) 4 times
 - e) 16 times

6. The absolute humidity of air saturated at 37°C:
- 760 mmHg
 - 47 mmHg
 - 44g/m³
 - 17mg/m³
7. With respect to the cardiac cycle:
- Right ventricle starts ejecting before left ventricle
 - Pulmonary valve closes before aortic valve
 - Right & left atrial systole occur simultaneously
 - Peak aortic blood flow coincides with jugular venous c wave
 - Right ventricular ejection precedes left ventricular ejection
8. What is the term used to describe the process of helping a new employee to settle quickly into their job so they become efficient and productive workers?
- action learning
 - discovery learning
 - sitting by Nellie
 - induction
9. Which of the following best describes the administrations of Warren Harding and Calvin Coolidge?:
- The trusts must be broken
 - The only thing we have to fear is fear itself
 - Government's primary focus is business
 - The taste of empire is in the mouths of the people
 - The world must be made safe for democracy
10. A substance is freely filtered then resorbed up to its transport maximum in the kidney. Which curve represents the excretion/**resorption** curve?



- Curve A-B
- Curve A-E
- Curve A-D
- Curve A-C
- None of the above
- Curve A-E and A-D

Short Answer, Essay, and Performance Critique

1. A report from Parkland Hospital identifies a rise in admissions and subsequent limb amputation in one zip code in Dallas. As the newly appointed health educator for the city of Dallas, you have been asked to develop a new diabetes program for middle aged African American women in a housing development within that zip code. Please answer the following questions using correct grammar and spelling:

- a. Develop a logic framework using the essential components that would describe the emphasis of the program.

Identify the potential problems with the rubric below and apply the necessary changes.

Content Component	Beginning 1	Developing 2	Exemplary 3
<u>Component #1</u> <i>Develop a logic framework using the essential components to describe the goal of the program.</i>	<p>The student was only able to develop a logic framework using a few of the essential components related to the given scenario.</p> <ul style="list-style-type: none">• Purpose• Resources• Activities• Results• Short-term outcomes• Long-term outcomes	<p>The student was able to develop a logic framework using some of the essential components related to the given scenario.</p> <ul style="list-style-type: none">• Purpose• Resources• Activities• Results• Short-term outcomes• Long-term outcomes	<p>The student was able to develop a logic framework using most of the essential components related to the given scenario.</p> <ul style="list-style-type: none">• Purpose• Resources• Activities• Results• Short-term outcomes• Long-term outcomes

2. Students in your graduate course are asked to give a group case study presentation. You've developed the following rubric to outline the expectations with regard to **content**.

Identify the potential problems with the rubric below and apply the necessary changes.

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Identification of the Main Issues/ Problems	Identifies & understands all of the main issues in the case study	Identifies and understands most of the main issues in the case study	Identifies and understands some of the issues in the case study	Identifies and understands few of the issues in case study
Analysis of the Issues	Insightful and thorough analysis of all the issues	Thorough analysis of most of the issues	Superficial analysis of some of the issues in the case	Incomplete analysis of the issues
Comments on effective solutions/strategies (The solution may be in the case already or proposed by you)	Well documented, reasoned and pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case study	Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues in the case study	Superficial and/or inappropriate solutions to some of the issues in the case study	Little or no action suggested, and/or inappropriate solutions to all of the issues in the case study
Links to Course Readings and Additional Research	Excellent research into the issues with clearly documented links to class (and/or outside) readings	Good research and documented links to the material read	Limited research and documented links to any readings	Incomplete research and links to any readings

3. Elvis, is the Assistant Director of the ASPA. He has been asked to help develop and implement new federal policies that implement campaign promises acquired from the newly elected President.
- a. Using the principles of strategic planning, discuss how Elvis would accomplish this task by applying his knowledge of appropriate policy management techniques.

Identify the potential problems with the rubric below and apply the necessary changes.

Content Component	Beginning 1	Developing 2	Exemplary 3
<u>Component #1</u> <i>(Apply <u>policy</u> and <u>management</u> skills)</i>	<p>The student was able to discuss _____ key concepts in applying policy management skills relating to the given scenario.</p> <ul style="list-style-type: none"> • planning • organizing • decision making • staffing • motivating • budgeting 	<p>The student was able to discuss _____ key concepts in applying policy management skills relating to the given scenario.</p> <ul style="list-style-type: none"> • planning • organizing • decision making • staffing • motivating • budgeting 	<p>The student was able to discuss _____ key concepts in applying policy management skills related to the given scenario.</p> <ul style="list-style-type: none"> • planning • organizing • decision making • staffing • motivating • budgeting

4. Students in your graduate course are asked to give a group case study presentation. You've developed the following rubric to outline the expectations with regard to **presentation delivery**.

Identify the potential problems with the rubric below and apply the necessary changes.

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Delivery and Enthusiasm	Very clear and concise flow of ideas. Demonstrates passionate interest in the topic and engagement with the class.	Clear flow of ideas Demonstrates interest in topic and engagement with the class.	Most ideas flow but focus is lost at times Limited evidence of interest in and engagement with the topic	Hard to follow the flow of ideas. Lack of enthusiasm and interest.
Visuals	Visuals augmented and extended comprehension of the issues in unique ways	Use of visuals related to the material	Limited use of visuals loosely related to the material	No use of visuals.
Staging	Uses stage effects, such as props, costumes, sound effects, in a unique and dramatic manner that enhances the understanding of the issues in the case study	Uses stage effects, such as props, costumes, sound effects, in an effective manner to extend understanding of the issues in the case study	Limited use of stage effects, and/or used in a manner that did not enhance the understanding of the issues in the case study.	No use of stage effects
Involvement of the class: -Questions -Generating discussion -Activities	Excellent and salient discussion points that elucidated material to develop deep understanding Appropriate and imaginative activities used to extend understanding in a creative manner	Questions and discussion addressed important information that developed understanding Appropriate activities used to clarify understanding	Questions and discussion addressed surface features of the topic Limited use of activities to clarify understanding	Little or no attempt to engage the class in learning
Response to Class Queries	Excellent response to student comments and discussion with appropriate content supported by theory/research	Good response to class questions and discussion with some connection made to theory/research	Satisfactory response to class questions and discussion with limited reference to theory and research	Limited response to questions and discussion with no reference to theory/research