

June 2019

Final-year medical students' ratings of service-learning activities during an integrated primary care block

1. The results of this study showed that students placed in rural sites enjoyed the following service-learning activities more than students placed in urban sites:
- Counselling sessions
 - Well-baby clinic activities
 - Labour ward management
 - a and b
 - b and c.

Making sense of knowing: Knowledge creation and translation in student occupational therapy practitioners

2. The knowledge-to-action framework proposed by Graham includes:
- Understanding and defining knowledge translation
 - Determining how knowledge is created and used
 - Exploring how knowledge is shared
 - All of the above
 - b and c.

A critical reflection by participants on microteaching as a learning experience for newly appointed health professions educators

3. In designing the course content and flow, the researchers were guided by the curriculum development cycle of:
- Kuswandonono
 - Kern
 - Donnelly and Fitzmaurice
 - Bell.

Practise what you teach: Lessons learnt by newly appointed lecturers in medical education

4. Based on a study of new faculty in North American medical schools, specific best practices for presenting faculty development services were identified. (True or false)

Understanding faculty development as capacity development: A case study from South Africa

5. In this article, the authors clarify that capacity building:
- Includes equipping an individual, institution, region or country with the attitudes, values and behaviours needed to bring about change and progress
 - Highlights the collective process of interactions in a wider system to address problems and bring about transformational change within a specific context
 - Serves as a means to an end
 - a only
 - All of the above
 - b only.

The selection and inclusion of students as research participants in undergraduate medical student projects at the School of Medicine, University of the Free State, Bloemfontein, South Africa, 2002 - 2017: An ethical perspective

6. Students were directly involved as research participants in 93% of the student projects. (True or false)

Advocacy: Are we teaching it?

7. The key themes of how advocacy is understood, which emerged from this study, include:
- For the profession
 - For patients and communities
 - For the health system overall
 - a and b
 - b and c
 - All of the above.

A maximum of 3 CEUs will be awarded per correctly completed test.

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Accreditation number: MDB015/011/01/2019 (Clinical)