

May 2016

True (A) or false (B):

The development of a reflective vascular training portfolio: Using a country-specific infrastructure

1. Training portfolios cannot be used to provide direction and standardisation of educational activities.

Randomised controlled trials in educational research: Ontological and epistemological limitations

2. The positivist perspectives of reality involve an attempt to understand phenomena from an individual's perspective, and consequently recognise that in certain contexts it is not possible to determine causality.

Standard setting and quality of assessment: A conceptual approach

3. The effect of assessment outcomes extends to political, economic, social and policy domains.

Medical students' views on the use of video technology in the teaching of isiZulu communication, language skills and cultural competence

4. Teaching communication skills through videos has generally been found to be unsuccessful.

Effect of curriculum changes to enhance generic skills proficiency of 1st-year medical students

5. As a result of the interventions introduced, students' information technology skills, presentation skills and organisational skills practice were enhanced.

Perceived stressors of oral hygiene students in the dental environment

6. Emotional exhaustion rather than burnout has been reported by dental students and professionals.

Balancing the educational choices in the decision-making of a dean of medicine: Fission or fusion?

7. Leadership was understood to involve the stepping away from the individual patient relationship.

Relationship between student preparedness, learning experiences and agency: Perspectives from a South African university

8. Students who have a better learning experience take more responsibility for their own learning.

Perceptions of undergraduate dental students at Makerere College of Health Sciences, Kampala, Uganda towards patient record keeping

9. Medical record-keeping clinical skills are a core part of the training of a dental student and should be given the platform they deserve in the curriculum.

Fieldwork practice for learning: Lessons from occupational therapy students and their supervisors

10. Clinical reasoning improves over time and as students gain experience in the clinical field.

On being agents of change: A qualitative study of elective experiences of medical students at the Faculty of Health Sciences, University of Cape Town, South Africa

11. Students agreed that having extended responsibilities for patient care prevents against erosion of empathy.

Mapping undergraduate exit-level assessment in a medical programme: A blueprint for clinical competence?

12. Multiple-choice questions were the least common format of written assessments, and short answers the most common.

The Umthombo Youth Development Foundation (UYDF), South Africa: Lessons towards community involvement in health professional education

13. Community involvement was an explicit intention when the UYDF was initiated in 1999.

Exploring knowledge, perceptions and attitudes about generic medicines among final-year health science students

14. The beliefs of pharmacists and prescribing doctors are examples of factors that contribute to generic medicine use.

Home-based rehabilitation: Physiotherapy student and client perspectives

15. Although an interpreter accompanied students on their home visits, the students still felt a barrier in communication with the client, suggesting that a lack of language competency was not the only communication barrier.

An exploration into the awareness and perceptions of medical students of the psychosociocultural factors which influence the consultation: Implications for teaching and learning of health professionals

16. Exposure to patients from various cultures, particularly in the rural setting, had raised awareness of the challenges of cultural diversity, with several participants observing behaviours that demonstrated insufficient knowledge of cultural practices.

The way forward with dental student communication at the University of the Western Cape, Cape Town, South Africa

17. Clinical teachers agree that dental student-to-patient communication is important and that they have the skills to teach and assess communication skills.

An online formative assessment tool to prepare students for summative assessment in physiology

18. Despite <50% of students accessing the additional resources available in feedback on the answer to a multiple-choice question, those who made use of the testing programme achieved significantly better results in their summative tests than those who did not use the programme.

The forensic autopsy as a teaching tool: Attitudes and perceptions of undergraduate medical students at the University of Pretoria, South Africa

19. He *et al.* (2011) from the Department of Pathology, Shanghai Hospital, Second Military Medical University, China, indicated that the primary objective of the autopsy is to teach anatomy; yet, most students indicated its helpfulness in teaching pathology.

Preliminary study: Predictors for success in an important premedical subject at a South African medical school

20. Good performance in Matric English, the quantitative literacy of the National Benchmark Test, and excellent results in life science, increase a student's chances of success in physiology in MB ChB II.

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

The CPD programme for AJHPE is administered by Medical Practice Consulting.
CPD questionnaires must be completed online at www.mpconsulting.co.za
After submission you can check the answers and print your certificate.
Questions may be answered up to 6 months after publication of each issue.

Accreditation number: MDB015/175/02/2016

