

September 2018

True (A) or false (B):

Speech-language therapy consultation practices in multilingual and multicultural healthcare contexts: Current training in South Africa

1. One of the consequences of problematic communication cited by the author is poor compliance by patients.

Interprofessional knowledge and perceptions of selected South African healthcare practitioners towards each other

2. The author argues that interprofessional collaboration leads to antagonism and competition between healthcare practitioners.

Checklist of cognitive contributions to diagnostic errors: A tool for clinician-educators

3. No fault, system, and personal are the three types of cognitive errors identified by Graber *et al.*, mentioned in this study.
4. History and physical examination-related errors accounted for a majority of the top 5 cognitive contributions to diagnostic errors (CCDEs) identified in this study.

The effectiveness of an online, distance-learning Master's in Surgical Sciences programme in Malawi

5. The most common positive theme to emerge from the research was that students benefited from engaging with peers from other countries in the online discussion boards.

Peer helpers' construction of their role in an open distance-learning institution

6. The peer-helper role as a personal eye-opener was not one of the main themes that emerged from this study.

Interventions aimed towards the development of patient-centredness in undergraduate medical curricula: A scoping review

7. Time, pressure and fatigue are some of the reasons for decrease in patient-centredness in healthcare.

Exploring community-based training opportunities for dental therapy students in non-governmental and private sectors in KwaZulu-Natal Province, South Africa

8. Concerns about student capabilities did not emerge as a perceived barrier to their community-based training.

Perspectives of advanced life support paramedics on clinical simulation for summative assessment in South Africa: Is it time for change?

9. Research has shown that simulation remains underutilised, with the two main barriers to effective use being lack of staff training in facilitating simulation and the writing of scenarios.
10. The education regulators provide assessment criteria and guidelines for emergency care educators to fulfil the requirements for simulation assessment, as listed in this article.

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

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