

June 2017

True (A) or false (B):

Use of role-play and community engagement to teach parasitic diseases

1. Role-play, when combined with community engagement, can greatly enhance empathy in issues and challenges relating to the community.
2. There was no significant difference in mean test scores before and after the role-play intervention.

'He has a life, a soul, a meaning that extends far deeper than his medical assessment ...': The role of reflective diaries in enhancing reflective practice during a rural community physiotherapy placement

3. Reflective portfolios in physiotherapy have been used to a large extent in undergraduate training.
4. The results of this study revealed that student entries demonstrated a low level of reflection, with very few students showing insight, self-awareness and recognition of own and others' limitations.

The health system benefits of attending an HIV/AIDS conference

5. Based on the respondent data collected 5 months after the conference, the scholarship programme appears to have made no contribution to the strengthening of health systems.
6. The three most cited reasons for attending the conference were practical (receiving a scholarship) or educational (acceptance of abstract and wanting to learn more about TB/HIV/AIDS/STIs).

A learning development module to support academically unsuccessful 1st-year medical students

7. Research has shown that student success is 'a complex phenomenon with many influencing factors', which include cognitive, motivational, dispositional, sociocultural and economic variables.
8. Feedback by students of a large-scale study conducted in the USA showed that students regarded 'being directed' as less important than working towards a goal.
9. The following factors were said to play a role in students regaining their confidence after a failure in their first semester: (i) the small-group approach with supportive facilitators; (ii) interaction with peers; (iii) class discussions; and (iv) oral presentations within the small-group setting.

Depression, anxiety, stress and substance use in medical students in a 5-year curriculum

10. Research has shown that medical school students are no more prone to depression, anxiety and stress than students in other faculties/departments.
11. There is a concerning association between stress and anxiety and substance abuse by medical students.
12. Rates of depression, anxiety and stress were found to be higher in the semester 5 students than their semester 3 counterparts.

Developing capability through peer-assisted learning activities among 4th-year medical students and community health workers in community settings

13. The Longitudinal Community Attachment programme for Students (L-CAS) is an activity by means of which each student is exposed to primary healthcare learning and practice in communities.
14. Peer-assisted learning is known to contribute to a number of essential competencies, including communication, learning transfer, teamwork, self-confidence, and reciprocal and effective practice.
15. There is very little literature on capability as an approach to human economic and social development, including education.

Reflective portfolios support learning, personal growth and competency achievement in postgraduate public health education

16. According to the authors, portfolios are an under-utilised assessment and self-development tool in postgraduate training.
17. The authors report that there is strong evidence as to whether portfolios aid or hinder reflection in postgraduate education.
18. As this qualitative study is based on narratives reported in portfolios, it limits the generalisability of the results.

Dental undergraduate students' knowledge, attitudes and practices in oral health self-care: A survey from a South African university

19. At the institution where this study was based, 2nd-year students are less involved in preventive care than those in their 3rd year.
20. The implications of the findings in this study suggest that students need sustained exposure to preventive care in their undergraduate training to maximise greater awareness of positive self-care practices.

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

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