

March 2018

True (A) or false (B)

Adopting a role: A performance art in the practice of medicine

1. Literature suggests that the loss of empathy during training is attributed to a focus on the clinical features and treatment thereof by modern healthcare training.

Medical education units: A necessity for quality assurance in health professions education in Nigeria

2. According to the 1998 Edinburgh Declaration, the main goal of any medical education programme is to deliver curative medical services.
3. One of the shortfalls of the Nigerian medical education system identified by the authors is the unreliable forms of assessment.

A survey of radiation safety training among South African interventionalists

4. In this study, radiologists and cardiologists rated an equal level of training in radiation safety.

Physiotherapy clinical education at a South African university

5. A 2007 review of clinical education models found that no model proved to be superior to another.
6. Work overload, time constraints and other site barriers were some of the institutional barriers identified by respondents in this study.

Creating opportunities for interprofessional, community-based education for the undergraduate dental therapy degree in the School of Health Sciences, University of KwaZulu-Natal, South Africa: Academics' perspectives

7. Finding a common time for the students from the different disciplines to participate in interprofessional education activities was identified as the main barrier.
8. The study findings revealed that there are very few opportunities for interprofessional community-based education for dental therapy students.

Health education on diabetes at a South African national science festival

9. The results indicated significant gender differences in the pre- and post-intervention mean percentage scores.

Engagement of dietetic students and students with hearing loss: Experiences and perceptions of both groups

10. This study is the first to explore the experiences of dietetic students in providing health-promotion sessions to deaf students.

The perspectives of South African academics within the disciplines of health sciences regarding telehealth and its potential inclusion in student training

11. Telehealth and telemedicine are synonymous.
12. The academics' lack of knowledge about telehealth makes it difficult for them to teach in this area.

Comparing international and South African work-based assessment of medical interns' practice

13. The aim of the work-based assessment (WBA) process is to ensure that doctors are performing as competent, ethical practitioners who have 'globally connected, locally responsive attributes that are population and patient-centred'.
14. The review of the literature relating to WBA in high-income countries showed minimal focus on assessing the knowledge, skills and attitudes of interns by using a competency-based assessment framework.

'Sense of belonging': The influence of individual factors in the learning environment of South African interns

15. Ethnicity, language and urban/rural status were identified as factors that are significantly associated with the lower perceptions of the learning environment in internship.

The effect of undergraduate students on district health services delivery in the Western Cape Province, South Africa

16. International evidence shows that over the long term, the health service benefits of hosting students in practices and hospitals do not outweigh the demands that they place on the system.

A new way of teaching an old subject: Pharmacy Law and Ethics

17. Research suggests that students involved in case-based learning (CBL) tend to be more confident in practising the skills learnt during the process.
18. A majority of the students agreed that participation in the CBL exercise helped to improve their understanding of law concepts.

Transition-to-practice guidelines: Enhancing the quality of nursing education

19. Effective transition to practice has not been found to enhance socialisation and confidence among nurses.
20. As a result of the guideline development process, 11 guideline statements were formulated.

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

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