

October 2020

**Nursing students' perceptions and experiences of concept mapping as a learning tool in a human physiology course**

1. Participants in this study felt that concept mapping:
- A. Promoted group work.
  - B. Facilitated a deep learning approach.
  - C. Improved their assimilation of knowledge.
  - D. A and B.
  - E. All of the above.

**Demystifying sexual connotations: A model for facilitating the teaching of intimate care to nursing students in South Africa (SA)**

2. The main concept in this study was defined using the following steps:
- A. The dictionary definition, subject definition and exemplary case.
  - B. The subject definition, dictionary definition and exemplary case.
  - C. The dictionary definition, exemplary case and subject definition.
  - D. The exemplary case, dictionary definition and subject definition.

**The contribution of nursing preceptors to the future nursing workforce**

3. The first three steps of Mey and Dietrich comprise:
- A. Contextualisation, description and coding.
  - B. Contextualisation, description and segmentation.
  - C. Description, segmentation and coding.
  - D. Description, coding and interpretation.

**Improving postgraduate nursing research output: An SA nursing science perspective**

4. Difficulties in exposing student nurses to research include:
- A. Excessive workload.
  - B. Poor time management.
  - C. Poor programme management.
  - D. A and B.
  - E. All of the above.

**A broken triangle: Students' perceptions regarding the learning of nursing administration in a low-resource setting**

5. The main themes emerging from this study are:
- A. Cognitive support during learning.
  - B. Alignment of assessment with reality.
  - C. Validity of assessment tools.
  - D. Achieving learning outcomes.
  - E. All of the above.

**The influence of context on the teaching and learning of undergraduate nursing students: A scoping review**

6. In this study, organisational climate and organisational culture were regarded as interchangeable.

**A review of geriatric care training in the undergraduate nursing and medical curricula at the University of KwaZulu-Natal, SA**

7. Nursing students in this study had clinical exposure to the following settings:
- A. Community.
  - B. Primary care.
  - C. Residential facilities.
  - D. Hospitals.
  - E. A, B, C and D.
  - F. All of the above.

**Effect of a teaching programme on knowledge of postoperative pain management among nurses at Lagos University Teaching Hospital, Nigeria**

8. The results of this study showed that there was:
- A. No improvement in knowledge in the experimental group after the intervention.
  - B. A relationship between the teaching programme and the knowledge of postoperative pain management.
  - C. A relationship between the teaching programme and the knowledge of pain assessment.
  - D. All of the above.

**Factors contributing to poor performance of student nurses in anatomy and physiology**

9. The findings of this study revealed that student failure in anatomy and physiology is related to:
- A. Poor teaching strategies.
  - B. Short study periods.
  - C. Language barriers.
  - D. Workload.

**Predicting effect of emotional-social intelligence (ESI) on academic achievement of nursing students**

10. Some of the reasons provided for the satisfactory ESI levels of more than two-thirds of the participants were:
- A. Extracurricular activities.
  - B. Cultural influences.
  - C. Increased attention to emotional domains in teaching.
  - D. Summer courses.

**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](http://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: MDB015/006/01/2020 (Clinical)

**October 2020**

**Liberalisation of education in Cameroon: The liberating-paralysing impact on nursing education**

11. In this study, the theme of advancement included the following sub-categories:

- A. Increased access.
- B. Policy controversies.
- C. Status recognition.
- D. Personal prejudices.

**Competencies for structured professional development of neonatal nurses in SA**

12. The competency framework for the professional development of different categories of nurses in neonatal practice was based on Benner's five stages of development.

**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](http://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: MDB015/006/01/2020 (Clinical)