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True (A) or false (B):

**South-South Cooperation in health professional education: A literature review**

1. Globally, there is consensus on the effectiveness of different implementation models of aid.
2. The authors acknowledge three distinct funding models: the Development Assistance Committee (DAC) model, the Arab model and the Southern model.

**An integrated literature review of undergraduate peer teaching in allied health professions**

3. Despite the small number of relevant articles included in the review, there was clear consensus on the principles of peer-assisted learning (PAL).
4. Findings by Hammond *et al.* showed that PAL sessions should be informally organised and not incorporated in the timetable and curriculum of students.

**Developing a service-learning module for oral health: A needs assessment**

5. Reflection has been identified as a key principle of service learning (SL) and is considered as the glue that holds service and learning together.
6. The authors define SL as 'refers to the interactions and processes through which the expertise of the institution in the areas of teaching, learning and research are applied to develop and sustain society'.

**Barriers to continuous professional development participation for radiographers in Kenya**

7. In this research, it was found that a minority of diagnostic radiographers who were registered with the Society of Radiography in Kenya (SORK) were enrolled in a CPD programme.
8. Time constraints were not identified by participants as major barriers to CPD participation.

**Specialty choice among dental students in Ibadan, Nigeria**

9. Job security is not one of the factors identified as influencing dental students' and graduates' choice of dental specialty.
10. Personal interest was the major influential factor of career choice for both men and women.

**Pioneering small-group learning in Tanzanian emergency medicine: Investigating acceptability for physician learners**

11. The finding of this research revealed that students preferred lectures as a teaching method for improving medical knowledge.
12. 'Interactivity of seminar to learn physical/procedural skills' was found to be an ineffective aspect of small-group learning.

**Self-directed learning: Status of final-year students and perceptions of selected faculty leadership in a Nigerian medical school – a mixed analysis study**

13. The three skills considered integral to self-regulated learning include metacognition, self-teaching and cognition.
14. A key concept of cognitive load theory is that the cognitive load should match the working memory of the learner.

**Self-regulated learning: A key learning effect of feedback in a problem-based learning context**

15. This study noted that students' interest in a subject influences their self-regulation.
16. The role of the lecturer in problem-based learning (PBL) is to guide students and promote sharing, interaction and exchange of ideas towards constructing new knowledge.

**Occupational therapy students' perspectives on the core competencies of graduates to practise in the field of neurology**

17. Participants in this study felt adequately prepared for implementing the appropriate treatment while in their clinical setting.
18. Previous research has shown that inadequate guidance from clinical supervisors is linked to negative clinical experiences.

**Exploration of high-fidelity simulation: Nurse educators' perceptions and experiences at a school of nursing in a resource-limited setting**

19. Time and appropriate equipment were acknowledged as important to effective teaching using high-fidelity simulation (HFS).
20. There have been relatively few studies on HFS emerging from the developing world.

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

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CPD questionnaires must be completed online at [www.mpconsulting.co.za](http://www.mpconsulting.co.za)  
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