

June 2018

True (A) or false (B)

AIMED AT ITCHEDD: A proof-of-concept study to evaluate a mnemonic-based approach to clinical reasoning in the emergency medical care educational setting

1. The respondents in this study found the mnemonic useful in guiding students through the critical thinking and decision-making processes.

Association between personality factors and consulting specialty of practice of doctors at an academic hospital in Bloemfontein, South Africa

2. A previous study using the Cloninger Inventory found that those students choosing internal medicine had lower harm-avoidance scores than those choosing surgery and emergency medicine.
3. The five personality factors that were explored in this study include impulsive sensation seeking, neuroticism-anxiety, aggression-hostility, sociability and activity.

Optometry students' attitudes towards research at undergraduate level

4. The negative statements of respondents related mostly to group work.
5. The tripartite attitude model comprises an affective/emotive, behavioural and cognitive component.

Factors causing stress among first-year students attending a nursing college in KwaZulu-Natal, South Africa

6. Research has shown that self-concept positively affects the success of nursing students' ability to manage anxiety and stress related to studying.
7. It is well known that stress factors that affect students attending a large university are different from those of students who attend smaller tertiary institutions.

'Pain and stress are part of my profession': Using dental practitioners' views of occupation-related factors to inform dental training

8. Dental training in the South African context, occupational health experiences, self-care and burnout, coping strategies and dental education were the main themes identified in this research.
9. One of the stressors that was strongly recognised in this study was the challenges of teamwork.

Occupational therapy students' use of social media for professional practice

10. There is a growing trend of incorporating social media for professional purposes into health professions education.
11. In our study, there was an incline in the frequency of YouTube use as students progressed to their final year.

Establishing consensus among inter-professional faculty on a gender-based violence curriculum in medical schools in Nigeria: A Delphi study

12. Preparedness of students was one of the main reasons cited by stakeholders as to why gender-based violence should be taught at medical school.

Self-reported generic learning skills proficiency: Another measure of medical school preparedness

13. Research has shown that students experiencing academic difficulties in their first year at medical school report problems with information handling, problem-solving, critical thinking and time management.
14. This study showed that the self-reported confidence in generic learning skills proficiency of first-year medical students was related to three objective measures of performance: pre-university admission aptitude test scores, information technology proficiency on entry to university and early academic performance at university.

Integrating critical cross-field outcomes in an anatomy course at a university of technology: A reflective perspective

15. Contemporary studies suggest that to improve and promote student learning, current curricula must explore and maximise the benefits of different teaching methods.
16. Studies have shown that peer learning has a minimal effect on the development of collaboration and communication skills.

Strengths and challenges of community-based clinical training as viewed by academics at the University of KwaZulu-Natal, Durban, South Africa

17. Community-based clinical training is seen as a valuable tool for transforming health professions education to meet graduate competencies and the needs of the health system.
18. Improved service delivery was found to be the primary benefit of community-based education to communities in this study.

A support programme for registered nurses in the early identification of autism spectrum disorders in primary healthcare clinics: A pilot study

19. A comprehensive diagnostic evaluation of autism spectrum disorders involves a multidisciplinary team comprised of a paediatric nurse, psychiatrist, psychologist, neurologist, speech-language therapist and occupational therapist.
20. A comparison of pre- and post-training scores showed a minimal increase in the level of understanding of specific problems associated with autism.

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
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: MDB015/029/01/2018 (Clinical)