

CPD questionnaire

March 2024

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MCQs may be of 'single correct answer' or 'multiple correct answer' format. Where the question states that more than one answer is correct, mark more than one of a, b, c or d (anything from two to all answers may be correct). For example, in Question 1, if you think that a, b and c are correct (note that these are not necessarily the correct answers), mark each of these on the answer form. Where the question states that only one answer is correct, mark the single answer that you think is correct.

Navigating the troubled waters of higher education – a phenomenological study on the needs and challenges of first-year clinical associate students in South Africa

1. The three main rip current subthemes identified were:

- a. Lack of resources
- b. Lack of time
- c. Lack of commitment from peer mentors
- d. Lack of suitable learning platforms
- e. Only A, B and C are true

2. The objectives of mentorship programmes for first-year students at higher education institutions are to:

- a. provide social support.
- b. to provide emotional support.
- c. to provide academic support.
- d. to improve retention of students.
- e. All of the above

Learning style preferences in an undergraduate optometry programme in South Africa

3. The questionnaire (Felder-Soloman Index of Learning Styles used in this study included the domains of:

- a. Active-reflective
- b. Sensing-intuitive
- c. Visual-verbal
- d. Sequential- global dimensions
- e. A, B and C only

4. Overall the majority of students were balanced in the following scales:

- a. Active-reflective and visual- verbal dimensions
- b. Visual- verbal and sequential-global dimensions.
- c. Active-reflective, visual- verbal and sequential-global dimensions.
- d. All of the dimensions
- e. Only A and B

Postgraduate Master of Medicine student perspectives on data access and record-keeping for research

5. The main issues raised by students undertaking the study for successful completion of the Master of Medicine programme include:

- a. lack of time
- b. lack of supervision and support
- c. poor communication
- d. a need for training in research methodology.
- e. All are true.

6. The findings show that:

- a. A majority of students were enrolled for more than 5 years at the time
- b. A majority of students reported little difficulty in obtaining data for their research
- c. A majority of students use Excel for their data processing
- d. A majority of students report that their departments and hospitals mainly used paper-based record-keeping systems.
- e. A, C, and D are true.

Education about planetary health and sustainable healthcare: A national Delphi panel assessment of its integration into health professions education in South Africa

7. The barriers to integrating Planetary Health and Sustainable Healthcare into curricula included:

- a. lack of educators who are knowledgeable about sustainable healthcare
- b. lack of understanding about the relevance of sustainability teaching to healthcare
- c. too many competing educational interests
- d. lack of faculty interest on sustainability
- e. lack of time/space in the teaching curricula

8. The top-ranked AMEE Consensus learning activity was:

- a. Role-plays or real life: advise a patient about environmental and health co-benefits of lifestyle choices

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

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- b. Reflections on personal and/or professional eco-ethical challenges
- c. Workshops on campus to explore environmentally responsible behaviour as students and future professionals
- d. Debates on issues of ecological justice/eco-ethics/eco-advocacy by health professionals
- e. Oral presentations about a sustainable healthcare or planetary health topic

- a. 5
- b. 6
- c. 7
- d. 4
- e. 3

Exploring medical curriculum leadership and management training: Perspectives of doctors and medical educators in Botswana

9. The first theme identified by the researchers of the study, Starting small to be tall, refers to university's expectations that its graduates will be leaders and managers in the healthcare system of Botswana.

True or false?

11. Reactions, comments and post insights from stakeholder postings were categorised into which types of messages:

- a. congratulatory
- b. comments on the process and expected outcomes
- c. curricular gaps
- d. faculty development needs to implement new curricula
- e. all of the above

Engagement of stakeholders in the development of generic medical and nursing curricula in Tanzania through media outlets and social media

10. Kern's approach to curriculum development consists of how many steps?

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