

CPD questionnaire

March 2025

Please note: The change in CPD question format comes from the accreditation bodies, who have informed us that CPD questionnaires must consist of a minimum of 5 questions, 80% of which should be MCQs with a minimum of 4 options and only 20% of which may now be in the form of 'True or false' answers.

MCQs may be of 'single correct answer' or 'multiple correct answer' format. Where the question states that more than one answer is correct, choose more than one of i, ii, iii or iv (anything from two to all answers may be correct), and then select the correct combination from answers a, b, c or d. Where the question states that only one answer is correct, mark the single answer that you think is correct.

Exploring human dignity conservation in occupational therapy education reinforces graduate attributes: Undergraduate students' perceptions

1. Which of the following best describes the primary objective of the study discussed in the article?
- A) To evaluate the role of clinical supervisors in teaching OT students
 - B) To explore how OT students perceive human dignity in OT education
 - C) To assess the impact of human dignity on clinical OT interventions
 - D) To identify strategies for improving OT students' clinical skills

Poor sleep quality, low physical activity and low-to-moderate diet quality in South African first-year medical students

2. What was the most prevalent NCD risk factor among first-year medical students in the study?
- A) Overweight/obesity
 - B) Harmful alcohol use
 - C) Low physical activity
 - D) Poor sleep quality
3. Which lifestyle behaviour was most common among the students in terms of diet quality?
- A) High diet quality
 - B) Low-to-moderate diet quality
 - C) Good diet quality
 - D) Unbalanced diet

Cooperative learning - A vehicle to develop clinical reasoning skills

4. What is the primary objective of the Cooperative Clinical Reasoning Activity (CCRA) in nursing education?
- A) To reduce the workload of clinical facilitators
 - B) To help nursing students develop clinical reasoning skills
 - C) To improve hospital management strategies
 - D) To replace traditional nursing education methods

5. Which factor was not mentioned as a hindrance to the development of clinical reasoning skills in nursing students?

- A) Nurse shortages
- B) Reduced patient hospitalization days
- C) Lack of interest in nursing careers
- D) A focus on repetitive tasks and skill assessments

Smartphone-use addiction among nursing students: A cross-sectional study

6. What was the main objective of the study on smartphone use among nursing students in Nigeria?

- A) To determine the impact of smartphones on social interactions
- B) To investigate smartphone use addiction among nursing students
- C) To analyze the economic impact of smartphone usage
- D) To evaluate the effectiveness of smartphone-based education

7. Which of the following was not identified as a contributing factor to smartphone addiction?

- A) Difficulty regulating smartphone use
- B) Free access to the internet
- C) High cost of mobile data
- D) Use of smartphones as a stress-relief mechanism

Nursing students' self-perceived preparedness for midwifery practice in the Western Cape, South Africa: A quantitative descriptive study

8. What was the primary objective of the study on final-year university nursing students in the Western Cape?

- A) To evaluate the effectiveness of midwifery programs worldwide
- B) To investigate students' self-perception of preparedness for midwifery practice
- C) To compare midwifery education in South Africa with other countries
- D) To assess maternal mortality rates in South Africa

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

INSTRUCTIONS

1. Read the journal. All the answers will be found there.
2. Go to <https://members.samedical.org/> to answer the questions.

After submission you can check the answers and print your certificate.
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9. Which factor was not identified as a challenge for final-year nursing students in midwifery practice?
- A) Limited clinical exposure in midwifery settings
 - B) Negative attitudes of midwives towards students
 - C) Lack of interest in midwifery among some students
 - D) A complete absence of midwifery training in the curriculum

Reducing unconscious bias in postgraduate specialist assessment in South Africa

10. What is unconscious bias in the context of postgraduate specialist assessment?
- A) The deliberate preference for certain candidates based on their background
 - B) The tendency to make decisions based on automatic associations and stereotypes
 - C) A method of assessing candidates' skills without any subjective judgments
 - D) A strategy to ensure equal treatment for all candidates
11. Which of the following is NOT a recommended measure to address unconscious bias in postgraduate specialist assessment?
- A) Diversifying the leadership and faculty of medical schools
 - B) Using standardized assessment processes like Objective Structured Clinical Examinations (OSCEs)
 - C) Creating mentorship programs to support under-represented groups
 - D) Allowing examiners to base their judgments solely on subjective impressions

Joint examination moderation, benefits and challenges: Experiences of tutors from the Lake and Western Zones health training institutions in Tanzania

12. What was the prevalent level of joint moderation according to the 5-point Likert scale?
- A) 2.3
 - B) 3.8
 - C) 4.05
 - D) 4.8

13. One of the challenges identified during joint moderation was:

- A) Excessive resources for moderation
- B) Insufficient time for moderation
- C) Lack of participants
- D) Over-reliance on technology

Utilising lectures with pharmacy, occupational therapy and nursing students: A pre-COVID-19 pandemic perspective

14. What is one of the key reasons for the decline in student attendance at live lectures?
- A) Increased difficulty of course materials
 - B) The unavailability of lecture recordings
 - C) Poor lecture quality and engagement issues
 - D) Limited seating in lecture halls
15. Which of the following was identified as an important factor in making lectures effective?
- A) Delivering lectures without visual aids
 - B) Avoiding student input to keep the lecture structured
 - C) Using visual and auditory techniques to enhance engagement
 - D) Reducing interaction between lecturers and students

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