

December 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.

The health-related quality of life of undergraduate health and rehabilitation sciences students at a South African university during the COVID-19 pandemic

1. Which HRQoL domains were found to have the lowest mean scores among the HRS students, indicating poorer emotional and mental functioning?
 - A. PF and BP
 - B. RP and GH
 - C. RE and EF
 - D. PF and SF
2. Which of the following factors was significantly associated with *lower* HRQoL scores in multiple domains (GH, EF, RE) among students?
 - A. Being male
 - B. Having financial aid support
 - C. Being diagnosed with a mental health condition
 - D. Being in the third year of study

Exploring academics' and clinical supervisors' perspectives on teaching and training time management skills in undergraduate dental programmes

3. Which factor was associated with a *higher likelihood* of reporting dental fear among the participants?
 - A. Attending dental school outside South Africa
 - B. Female gender
 - C. Living in urban areas
 - D. Being older than 30
4. What sampling method was used to select participants for the study?
 - A. Random stratified sampling
 - B. Convenience sampling
 - C. Criterion-purposive sampling
 - D. Snowball sampling

Digital learning strategies to train primary healthcare workers in sub-Saharan Africa: A scoping review

5. According to the article, approximately what percentage of existing scientific literature on digital learning for healthcare workers includes LMIC settings?
 - A. ~1%
 - B. ~4%
 - C. ~15%
 - D. ~30%
6. Which research framework was used to guide the methodology of this scoping review?
 - A. PICOT
 - B. Cochrane GRADE
 - C. PRISMA + Arksey & O'Malley
 - D. ROBINS-I & CONSORT

The perspective of undergraduate nursing students regarding simulation learning: Insights from Botswana

7. What was one of the main reasons for adopting simulation-based learning in the nursing programme?
 - A. To reduce the number of theoretical lectures required
 - B. To compensate for a shortage of clinical placement sites and high student-to-educator ratios
 - C. To replace clinical practice entirely with online learning
 - D. To increase students' exposure to ethical and cultural issues only
8. What implication for nursing education did the study highlight regarding simulation-based learning?
 - A. That low-fidelity simulation fully replicates real-life clinical situations
 - B. That ethical and cultural issues are irrelevant to simulation learning
 - C. That students should be left to self-learn skills entirely at home
 - D. That improvements are needed in resources, contact hours, and standardised teaching aids

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. Questions may be answered up to 6 months after publication of each issue.

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National perspectives guiding occupational therapy education transformation: Highlights from the pandemic

9. What role did technological advancements play in occupational therapy education during the COVID-19 pandemic?
- A. They allowed continuation of training through online platforms and e-learning tools while maintaining skill development
 - B. They replaced the need for any face-to-face instruction
 - C. They were only used for administrative tasks
 - D. They caused more disruption than benefit
10. What challenges did students face during the shift to online learning in occupational therapy programmes?
- A. All students had equal access to devices and connectivity
 - B. Students faced difficulties with connectivity and limited access to resources, affecting their learning and causing dissatisfaction
 - C. Students were fully prepared for remote learning, so there were no major issues
 - D. Only postgraduate students experienced challenges

Assessing emergency care providers' eligibility for progression to higher qualifications

11. What was the main reason for discontinuing short-course EC qualifications in South Africa in 2017?
- A. They were too long and costly for students
 - B. They did not align with the Higher Education Qualifications Sub-Framework (HEQSF) and SAQA requirements for formal qualifications
 - C. They focused too much on theoretical knowledge rather than practical skills
 - D. There were too many graduates from the short courses
12. What percentage of EC providers in the study met the requirements for the higher certificate EMC programme?
- A. 0%
 - B. 0.9%
 - C. 12.9%
 - D. 50%

Rural students' motivation to study a health science degree

13. What was the primary motivation for rural-origin UYDF students to pursue a health science degree?
- A. High earning potential
 - B. Prestige and status of the profession
 - C. Altruism and a desire to improve healthcare in their community
 - D. Parental pressure
14. Which factor had relatively low influence on students' decisions to study a health science degree?
- A. Personal experience with the health system
 - B. Parents or guardians
 - C. Desire to change family circumstances
 - D. Addressing healthcare staff shortages

Developing time management skills of undergraduate students undertaking second- and third-year level dental clinical-based training

15. In which level of the dental therapy and oral hygiene curricula were time management skills explicitly taught?
- A. Level 1
 - B. Level 2
 - C. Level 3
 - D. Throughout all levels
16. What percentage of 3rd-year students reported managing their time well in the clinic (most of the time)?
- A. 20%
 - B. 35.6%
 - C. 50%
 - D. 17.8%

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