

April 2026

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Fostering skills development of undergraduate occupational therapy students through experiential group work

1. What is the primary aim of the Experiential Group Work Week described in the paper?
 - A. To assess students' academic knowledge through written examinations
 - B. To provide students with practical experience of group dynamics while fostering self-awareness and clinical reasoning
 - C. To train students exclusively in psychiatric occupational therapy techniques
 - D. To replace traditional theoretical teaching methods in the curriculum

AFROGAMES: Developing culturally relevant board games for equitable healthcare education

2. How can we understand serious games in health education?
 - A. Serious games are designed and used to address the most pressing issues of our time, including health education
 - B. Serious games stimulate the development of cognitive, motor, social, and emotional skills, as they offer the opportunity to develop practical knowledge.
 - C. Serious games typically provide an immersive experience within a subject, allowing users to face challenges, devise strategies, practice decision-making, and receive immediate feedback during the training process
 - D. All of the above are correct

The simulation assessment tool limiting assessment bias (SATLAB):

A student perspective from a South African university

3. The development of SATLAB was linked to bridging the gap between the classroom, the clinical environment and assessment. Which of the following options is not linked to SATLAB's aims?
 - A. Improving student engagement in clinical simulation.
 - B. Enhancing the reliability of the assessment.

- C. Enhancing the validity of the assessment.
- D. Enhancing the fidelity of the assessment.

'Come, let's exercise': A qualitative analysis of undergraduate physiotherapy students' perceptions of treating patients with cancer

4. Indicate which one of the following statements best describes the key finding from this study.
 - A. Undergraduate physiotherapy students' professional identity development can be enhanced if they have a better understanding of the role of physiotherapy in the management of patients with cancer.
 - B. The emotional well-being of undergraduate physiotherapy students can be enhanced through debriefing channels while managing patients with cancer.
 - C. Undergraduate physiotherapy curricula must contain more specific cancer-related knowledge and skills to prepare students better to manage patients with cancer.
 - D. None of the above.

Evaluating a three-year home-based interprofessional education program: Student, lecturer and community outcomes at a Thai university

5. Which framework was used to guide students in conducting holistic assessments during home visits?
 - A. SOAP framework
 - B. WHO Framework for IPE
 - C. Bio-psycho-social model
 - D. INHOMESSS model
6. Which outcome was consistently observed among students after participating in the IPE program?
 - A. Reduced workload during clinical training
 - B. Decreased interest in community-based practice
 - C. Significant improvement in attitudes toward interprofessional teamwork
 - D. No change in communication skills

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

INSTRUCTIONS

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Longitudinal integrated clerkship engagement of clinical associate students in South Africa: Evidence of e-logbook data

7. During their second and third years, how many hours per week do ClinA students at UP spend learning through clinical practice in an LIC at various CLCs?
- A. 16 hours per week
 - B. 22 hours per week
 - C. 28 hours per week
 - D. 32 hours per week
8. Which of the following procedures did the ClinA students perform with more comfort than medical students in a similar study?
- A. Suturing wounds
 - B. Venepuncture
 - C. Applying POP
 - D. Lumbar puncture

Experience of academic remediation in a South African medical undergraduate programme – the voice of remediation students

9. Which of the following best reflects the dominant misconception about academic remediation identified among students in the Wits–NMFC integration programme?
- A. Remediation is primarily a punitive response for repeated academic failure
 - B. Remediation is equivalent to repeating a full academic year
 - C. Remediation is mainly understood as a supplementary or second-chance examination rather than a learning process
 - D. Remediation focuses exclusively on clinical skills development, with little emphasis on Theory
10. Which methodological approach most strengthened the trustworthiness of the findings in this qualitative exploratory study?
- A. The size of the student sample interviewed
 - B. Use of statistical software to quantify interview responses

- C. Restricting interviews to a single clinical discipline
- D. Independent transcription and analyst triangulation during thematic analysis

An exploration of first-year medical students' experiences of assessment in a renewed medical programme

11. Which of the following themes were identified in the thematic analysis of students' experiences of assessment?
- A. Clinical competence, professionalism, and remediation.
 - B. Emotional response, cognitive and behavioural adaptation, and a journey of learning and growth
 - C. Burnout, academic dishonesty, and attrition
 - D. Faculty workload, curriculum cost, and infrastructure limitations.
12. According to the study findings, what most strongly contributed to the development of students' assessment literacy?
- A. Replacing formative tasks with more end-of-module written examinations.
 - B. Restricting feedback to final grades only
 - C. Early, constant, clear, and detailed communication about the purpose and nature of the assessment approach.
 - D. Removing discussion of weighting and stakes to reduce anxiety.

The role of artificial intelligence (AI) in medical education: A pilot study on ChatGPT's impact on history-taking skills and objective structured clinical examination (OSCE) preparedness in undergraduate medical students

13. Which of the following best explains why ChatGPT was considered a useful supplement to traditional history-taking training in this study?
- A. It completely replaced tutor supervision and standardised patients
 - B. It provided flexible, self-directed practice with immediate feedback outside formal teaching sessions
 - C. It guaranteed higher OSCE scores for all students
 - D. It removed the need for the Calgary-Cambridge framework

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CPD questionnaire

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14. A key recommendation arising from the study for improving the educational use of ChatGPT was to:
- A. Replace all clinical communication teaching with AI simulations
 - B. Restrict AI use to final-year students only
 - C. Develop structured prompts and scenario banks aligned with students' level of training
 - D. Avoid using ChatGPT for OSCE preparation because it lacks value

Characterising the need for anatomy teaching videos in a South African university: Lecturer perspective

15. Which of the following was identified as a major challenge in modern anatomical education?
- A. Excessive access to cadaveric material
 - B. Decreased reliance on technology
 - C. Large class sizes with limited training time
 - D. Overuse of video-based teaching tools
16. What educational approach did most participants prefer for teaching anatomy?
- A. Fully online learning
 - B. Traditional face-to-face teaching only
 - C. Hybrid learning (combination of online and face-to-face)
 - D. Self-directed learning without lecturer involvement

The impact of the COVID-19 lockdown on the learning experiences of optometry students at a South African university

17. Which of the following factors were identified as impacting optometry students' learning experiences during the COVID-19 lockdown?
- A. Financial constraints of the university
 - B. Environmental and organisational limitations
 - C. Impact of social media on learning
 - D. Government policy on higher education
18. Based on the findings and student feedback in this study, what should optometry educators prioritise when planning teaching and learning for future crises?
- A. Increasing the number of online quizzes and assessments
 - B. Ensuring adequate direct patient exposure to support clinical competency
 - C. Reducing the clinical component of the programme to focus more on theory
 - D. Allowing students to learn completely independently without lecturer input

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