

November 2013

True (A) or false (B):

1. A key point of Professor Prozesky's SAAHE Distinguished Teacher Lecture is the observation that the ability to attend to detail is not automatically achieved; training, supervision and team work are needed.
2. The use of interprofessional education to facilitate effective teamwork in healthcare is an important concept that has been promoted for the past 40 years.
3. When using patient simulators in clinical training, it is important that the encounters resemble the likely experience with a real patient as closely as possible.
4. When training peer tutors, it is not necessary to prepare checklists for their training sessions.
5. When senior students are trained as peer tutors, they find that their own knowledge and skills also improve.
6. Learning Management Systems are one way of addressing the need for increasing numbers of students to interact with faculty members in a more organised way.
7. A fear of change and adapting to a new system were the least important factors influencing attitudes towards implementing Learning Management Systems.
8. Incongruence between the expectations that students and their clinical educators have about clinical learning encounters could lead to inadequacies in the acquisition of clinical skills.
9. Students' and educators' personal beliefs about knowledge and knowledge construction (their epistemologies) have little influence on the way that teaching and learning roles are approached and adapted in clinical placement settings.
10. The most important factor influencing faculty recruitment and retention for young academic members of staff at a new medical school in Tanzania is the opportunity for personal growth and development.
11. Physiotherapists need to focus exclusively on the medical model of illness in order to manage HIV patients effectively.
12. The role of physiotherapists in HIV management is not well defined.
13. E-learning in South African programmes for clinicians work well due to ease of internet access at clinical training platforms.
14. Registrars enjoy attending an extra module added to their M Med curriculum that addresses issues relevant to practice beyond direct clinical training, e.g. ethics, communication, etc.
15. Alignment of the preclinical curriculum with the needs of future clients enables student to feel well prepared for their clinical placements.
16. When clinical educators are given additional training in educational skills, they have a less uniform understanding of the level of competence required to perform adequately in clinical practice.
17. Final-year medical students who were not willing to engage with female patients about being victims of violence did not do so because they thought it would be demeaning to the patient.
18. Final-year medical students in Nigeria have a satisfactory knowledge of physical, sexual, psychological and economic types of violence against women.
19. The shortage of faculty at a medical school in Tanzania is part of a continent-wide shortage of faculty to teach health professionals.
20. Postgraduate medical trainees (registrars/residents) do not spend much time teaching medical students.

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