September 2021

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, 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.

A ray of sun in the COVID-19 environment with a virtual sunburst elective

1. In the virtual sunburst elective, which role does the medical curriculum traditionally *not* focus on?
a. leader
b. medical expert
c. communicator
d. collaborator.

Stimulating students' critical thinking skills in pharmacology using case report generation

2. In stimulating students' thinking skills in pharmacology, which constant challenge do students who undertake undergraduate pharmacology experience?
a. applying concepts and principles
b. learning concepts and principles
c. assessing concepts and principles
d. evaluating concepts and principles.

Adapting an undergraduate dental objectively structured clinical examination (OSCE) during COVID-19

3. In adapting an undergraduate dental OSCE during COVID-19, which stakeholder needs to know the OSCE process?
a. educators
b. healthcare practitioner
c. standardised patients
d. students.

WhatsApp as a support strategy for emergency nursing students during the COVID-19 pandemic

4. In using WhatsApp as a support strategy for students, what was an identified limitation?
a. clinical facilitator fatigue
b. lecturer burnout
c. transfer of learning
d. unrestricted communication.

Breaking the isolation: Online group assignments

5. In online assessments by student groups, what will be the purpose of future assignments?
a. autonomy and reflection
b. feedback and resilience
c. reflection and action
d. thinking and doing.

Innovative mentorship: Implementation of an online mentorship programme for South African medical internship and junior doctors in KwaZulu-Natal

6. In mentoring medical interns and junior doctors, what was *not* recommended for future practice?
a. engaging interns after hours
b. involving senior faculty
c. overloading the programme
d. recording sessions for absent interns.

How a global pandemic fuelled an all-time career high

7. In how the pandemic fuelled an all-time career high, which one of the simulated patients was the student's favourite?
a. Covidinska Mullet
b. Covidshire Zoya
c. Genaecovid Lock
d. Zoya Lochdowniokov.

Synchronous online pharmacy skills group work – a breakout room toolbox for teaching

8. In the toolbox for breakout rooms, what was the purpose of case-based learning?

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

a. connecting theory and practice
b. enhancing transfer of learning
c. integrating blended learning
d. limiting social isolation.

An innovative, remote supported problem-based learning (SPBL) model in a South African medical curriculum during COVID-19

9. In an innovative remote SPBL model, what limitation influenced effective group interaction?
a. asynchronous digital learning platform
b. non-academic commitments
c. peer held accountability
d. utilisation of lower critical thinking skills.

Pedagogy to probity

10. In innovations in health professions education, which electronic application supported the conduct of student elections?
a. Flipgrid
b. Padlet
c. Vimeo
d. WhatsApp.

From work-integrated learning to virtual case studies: Navigating an alternative to fieldwork in paediatric occupational therapy

11. In navigating alternatives to fieldwork in paediatric occupational therapy, what did the students value in this alternative approach to fieldwork?
a. improved patient outcomes
b. inclusion of subject matter experts
c. repetitiveness and familiarity
d. social isolation and virtual learning.

Plotting through the pandemic

12. In plotting through the pandemic, what was the role of students in the electronic maternity case record?
a. creating the website
b. no direct role
c. reviewing the website
d. supplying resources for learning.

Saving student interaction by saving the Starks

13. Commonly used gamification principles include the following, apart from:
a. leaderboards
b. competition

c. summative assessment
d. timed activities.

The reality of virtual reality at a South African university during the COVID-19 pandemic

14. Offline desktop-based clinical simulations conducted on a traditional computer with a mouse and keyboard may increase:
a. interpersonal communication skills
b. psychomotor skills used in clinical practice
c. critical reasoning skills in health professions
d. authentic interprofessional competencies.

Teaching pharmacology online: Not just another narration

15. Scholarship relating to socioconstructivist theory is often based on the works of:
a. Bernstein
b. Vygotsky
c. Piaget
d. Kolb.

Reflection on remote teaching and learning of a final year BPharm clinical training module during a pandemic

16. The second step in the SBAR model of appropriate communication between individuals relies on:
a. analysis of treatment options
b. developing interprofessional networks
c. providing steps to resolve any issues experienced
d. elaborating on the circumstances of the problem.

Learning during a pandemic: Evaluating University of Cape Town first-year health sciences students' experiences of emergency remote teaching (ERT)

17. ERT refers to the implementation of:
a. classes with an increased ratio of face-to-face teaching relative to online learning
b. transfer of learning activities to the online space temporarily
c. assessment strategies that can be conducted both online and face-to-face
d. flexible teaching models that allow for personalised instruction.

'Goldilocks anatomy' – data-conserving anatomy video tutorials during emergency remote teaching

18. When implementing ERT, it is important to:
a. provide more information, rather than less information

b. use the highest resolution of figures, videos and audio
c. only use synchronous learning opportunities
d. keep resources short and succinct to optimise learning.

Bringing literature to life: A digital animation to teach analogue concepts in radiographic imaging during a pandemic: Lessons learnt

19. Kolb's educational model states that students learn via:
a. engagement with new experiences
b. applying theory to practice
c. repetition reinforcing behavioural changes
d. continuous re-assessment of complex tasks.

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