

SAJCD

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CPD questionnaires must be completed online via www.cpdjournals.org.za.

After submission you can check the answers and print your certificate.

1. **Low health literacy/recall skills and intercultural differences may affect clients regardless of their:**
 - a) socio-economic status
 - b) age
 - c) race
 - d) all of the above.
2. **Almost all the interventions that aim to maximise health literacy and ability to recall clinical information:**
 - a) are too expensive and time consuming to implement
 - b) are complex and need to be designed to meet each individual client's needs
 - c) are too modern and won't be easily accepted by clients
 - d) are only for use by clients who are technology-orientated.
3. **True (A) or false (B) – click on the correct answer:**

Health literacy refers to the extent to which individuals can effectively obtain, process, and understand health information in order to make appropriate decisions about their (or their child's) health.
4. **Assessment of children's speech in South Africa:**
 - a) is a challenge because of a lack of resources in all languages
 - b) should always occur in English and Afrikaans
 - c) should always occur in the speech-language pathologist (SLP)'s first language
 - d) is something that most SLPs feel very confident about.
5. **Parent involvement:**
 - a) is seldom used by SLPs working with children's speech in South Africa
 - b) is optional in Bowen and Cupples' (2006) PACT programme
 - c) is best encouraged through home programmes
 - d) was used by most SLPs in the survey carried out in the Western Cape, as well as in a British study by Joffe and Pring (2008).
6. **The most desirable emergent literacy areas to assess are:**
 - a) alphabet knowledge and concepts about print
 - b) those that contribute to and are predictive of later reading and writing, and are amenable to change through intervention
 - c) representations of the orthography of written language and name writing – invented spelling
 - d) Oral language, including syntactic, lexical and narrative abilities.
7. **True (A) or false (B) – click on the correct answer:**

The combination of limited proficiency in the language of education, minority status and a low socio-economic status is reported to be a strong predictor that a child will fail to learn to read and write well.
8. **Self-identities are based on:**
 - a) other people's reactions to individuals
 - b) the meaning attributed to individual characteristics
 - c) individuals' understanding of themselves
 - d) early life experiences .
9. **Self-identities:**
 - a) occur in isolation only
 - b) may co-exist in varying relationships
 - c) remain static throughout an individual's life
 - d) are always in conflict.
10. **Roeper (2004) states that teachers should attempt to remove the ambiguities for English Additional Language learners by establishing linguistic contexts that support and make these skills contextually clear. Measures that teachers may use to assist learners include:**
 - a) repetition, explanation, giving examples, visual supports
 - b) drill work
 - c) reinforcement
 - d) recitation.
11. **Language skills that develop during the foundation phase are important for academic development and teachers can therefore play a role in the effective learning of academic language. Teachers in South Africa:**
 - a) are trained to develop language learning skills
 - b) are too busy to work on language learning during classroom teaching
 - c) may be unaware of this responsibility as well as lack the necessary training
 - d) can access speech-language therapists to assist in classroom language intervention.
12. **Knowledge acquisition at an 'awareness level':**
 - a) is the lowest level of knowledge acquisition
 - b) can change practices
 - c) improves outcomes
 - d) is easily translated into practical situations.
13. **Teacher confidence is directly related to teacher competence and their ability to facilitate learning.**
 - a) High levels of confidence may negatively impact on teaching
 - b) High levels of confidence are a positive attribute and may benefit learners
 - c) High levels of confidence indicate a lack of knowledge
 - d) High levels of confidence indicate a lack of skill.

14. **Children with fetal alcohol spectrum disorder (FASD):**
- have many areas of weakness related to alcohol exposure
 - display negative sequelae of prenatal alcohol exposure, but may also have positive characteristics
 - have no protective factors
 - have a significant risk profile.
15. **Children with FASD demonstrate:**
- normal language development with the right stimulation
 - deviant language development
 - different language development depending on alcohol exposure
 - language impairment, communication delay, verbosity and possible processing disorders.
16. **Aural rehabilitation services in developing countries receive low health care priority:**
- because there are less people with hearing loss in developing countries
 - due to competing health care demands from diseases with high mortality rates such as HIV/AIDS
 - because training in aural rehabilitation is a problem
 - due to poor awareness among professionals.
17. **A South African sample of hearing aid users reported:**
- no benefit from hearing aids in the majority of cases
 - benefit only with binaural hearing aids
 - general satisfaction and benefit from hearing aids
 - no limitations to participation after using hearing aids.
18. **Hearing impairment:**
- affects quality of life, as it may have an adverse effect on physical, cognitive, emotional, behavioural and social functioning
 - is an exclusive feature of an individual
 - affects individuals regardless of the environment
 - requires audiological rehabilitation only.
19. **Professional voice users include individuals who are directly dependent on vocal communication for their livelihood. These individuals include:**
- factory workers and teachers
 - singers, actors, teachers and clergy
 - doctors, accountants and lawyers
 - labourers, domestic workers and office assistants
20. **Teachers are at risk for developing voice disorders. Factors that affect teachers' vocal hygiene include:**
- the fact that the majority of teachers are female
 - stress related to the teaching environment
 - poor awareness of voice problems
 - large numbers of students and classroom design requiring teachers to use a loud voice for extended periods and in potentially dusty environments.