**‘So I have to be positive, no matter how difficult it is’: a longitudinal case study of a first-generation Occupational Therapy student.**

Multiple Choice Questions

1. OT students experience challenges in the transition from school to university owing to
   * 1. Immaturity
     2. Lack of funding and funding opportunities
     3. **Language, academic and psycho-social difficulties**
     4. Intellectual challenges
2. Understanding the ‘ways of knowing’ of the occupational therapy discourse and programme requirements were made clear to Zinhle
   * 1. **During an intervention programme**
     2. In her first year
     3. Through clarity and explanation in the first semester
3. Post-structuralist theory suggest that despite constraints imposed by structural and cultural conditions, individual students can:
   * 1. Rebel
     2. Withdraw
     3. **Improvise**
4. OT students’ reflexive abilities
   * 1. Depend on good education before university
     2. **Means making pro-active plans in reaction to challenges**
     3. Derives from a poor background
5. Longitudinal data analysis enables researchers to
   * 1. Find long descriptions of data
     2. Analyse data at length
     3. **View data over a period of time**
6. Zinhle’s identification of herself as a ‘rural girl’ meant that
   * 1. She saw herself as a failure and unable to cope
     2. **Contributed to her development as an agent for change**
     3. She wanted to become a ‘city-girl’
7. ‘Designated identity’ refers to:
   * 1. **Statements of what students want to become**
     2. How individuals experience themselves
     3. Responsibility towards studies
8. Traditional academic cultures at universities
   * 1. Are moving away from the deficit notion of student challenges
     2. **Impose structural and cultural challenges on students from impoverished backgrounds**
     3. Allow early epistemological access
9. Students from impoverished backgrounds experience crises in self-confidence because they
   * 1. **Experience academic failure**
     2. Study late at night
     3. Join extra-mural activities
10. First year occupational therapy curricula should
    * 1. Include more concepts and content
      2. **Reduce the load and pace**
      3. Introduce more assessment