**‘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