

HSE1501

(477650)

May/June 2016

CONTEXTUALISATION OF HEALTH SCIENCES EDUCATION

Duration 2 Hours

75 Marks

EXAMINERS

FIRST

MS FH MFIDI

SECOND

MRS MJ MOTSHUDI

Closed book examination

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THIS PAPER IS AVAILABLE IN ENGLISH ONLY

This paper consists of 17 pages plus instructions for completion of a mark-reading sheet

Please complete the attendance register on the back page, tear off and hand it to the invigilator.

INSTRUCTIONS

This paper consists of seventy-five (75) objective-items (75 marks).

Answer all questions on a mark reading sheet.

Please read further instructions carefully. After completion of this paper, you must hand in the following:

- The mark-reading sheet with your answers to the 75 objective-items.
 - This examination paper.
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FOR EACH OF THE FOLLOWING 75 OBJECTIVE-ITEMS, CHOOSE THE **MOST APPROPRIATE KEY** AND MARK YOUR CHOICE AGAINST ITEMS 1-75 ON THE MARK-READING SHEET

MATCH TO EACH OF THE ITEMS IN COLUMN A THE MOST APPROPRIATE TERMINOLOGY IN COLUMN B

COLUMN A		COLUMN B	
1	Encourages students to analyse their experiences and to learn from what they observed, felt and perceived during clinical training	1	Pedagogy
2	Demonstrated through concept maps, where students identify the effect a particular disease has on a patient	2	Andragogy
3	Development of strategies that acknowledge and respond to the stress that students experience in the clinical setting	3	Resilience
4	The art and science of helping adults to learn	4	Connection
5	Education of children	5	Reflection

- 6 The implications of the South African National Health Act (Act 61 of 2003) for health sciences education are that
- a competent persons should be recruited for health sciences education
 - b there should be a particular focus on hospital-based clinical teaching
 - c a variety of educational programmes should enable qualified practitioners to update their competencies
 - d graduates should be able to meet the health care needs of society competently
 - e students should be taught how to uphold their own democratic rights above all

- 1 a b c d e
- 2 a b c d
- 3 a c d e
- 4 a c d
- 5 b e

[TURN OVER]

MATCH TO EACH OF THE DESCRIPTIONS IN COLUMN A THE MOST APPROPRIATE LEVEL OF SCHOLARSHIP IN COLUMN B

COLUMN A		COLUMN B	
7	Sharing knowledge across disciplines is emphasised	1	Discovery
		2	Integration
		3	Application
8	New knowledge is generated and integrated into the discipline's existing knowledge base	4	Teaching
9	Educators participate in developing an innovative curriculum that supports high quality and relevant education		
10	Educators design learning opportunities enabling students to link knowledge, actions and critical reflections		

- 11 The purpose of the South African National Health Act (Act 61 of 2003) is to
- a unite the various elements of the national health system
 - b provide a system of cooperative governance and management of health services
 - c establish a health system based on decentralised management
 - d promote a spirit of cooperation and shared responsibility among public and private health practitioners

- 1 a d
- 2 a b c d
- 3 c d
- 4 b c d
- 5 a b c

- 12 Professional maturation is portrayed through the individual's

- a personal value system
- b interpersonal relationships and attitudes
- c attitude towards authority, rules and measures
- d work ethic and commitment
- e willingness to admit inadequate and faulty discretion

- 1 a b
- 2 b c
- 3 c d e
- 4 a b c d e
- 5 d e

[TURN OVER]

MATCH TO EACH OF THE ITEMS IN COLUMN A THE MOST APPROPRIATE STAGE OF STUDENTS' SOCIALISATION IN COLUMN B

COLUMN A		COLUMN B	
13	Learning consists of finding and knowing right answers	1	Commitment
		2	Dualism
		3	Multiplicity
14	Acceptance of the legitimacy of diversity and uncertainty	4	Relativism
15	Recognition of the contextual and uncertain nature of knowledge		
16	Ability to take risk or affirm self-identity by accepting reality		

Read the following scenario carefully and then answer questions 17-22

As nurse educator in a nursing school, college or university department, you are required to ensure that the environment makes teaching and student learning possible. Postgraduate health science education is designed to equip its learners with the ability to fulfil educational management positions. Therefore, both management and facilitation roles are essential for effective teaching and learning processes to occur.

17 Which of the following will be the nurse educator's daily administrative functions?

- a keeping individual student records up to date
- b coordinating students' allocation in clinical settings
- c establishing a teaching schedule
- d securing access to classrooms and educational equipment
- e recruiting and selecting students

- 1 a b c d
- 2 a b d e
- 3 b c d
- 4 a b d
- 5 a c e

[TURN OVER]

18 On which of the following committees is the nurse educator involved?

- a curriculum development committee
- b tuition committee
- c recruitment and selection committee
- d quality assurance committee
- e grievance handling committee

- 1 a b c d e
- 2 a b d e
- 3 b c d
- 4 a b d
- 5 a c e

MATCH TO EACH OF THE DESCRIPTIONS IN COLUMN A THE MOST APPROPRIATE CONCEPT IN COLUMN B

COLUMN A		COLUMN B	
19	Responsible for the four year nursing diploma offered at the educational institution	1	Module coordinator
		2	Course coordinator
20	Responsible for all first year academic activities of an educational programme	3	Level coordinator
		4	Programme coordinator
21	Take charge of a specific discipline with a variety of modules		
22	Develop and implement an HIV/AIDS module		

23 Relationship management, as a fundamental area of emotional intelligence, requires nurse leaders to

- a articulate a vision and mission in such a way that others want to attain them
- b engage people and be persuasive
- c find practical ways to overcome barriers
- d stimulate others' abilities through feedback and guidance
- e cultivate and maintain a network of relationships

- 1 c d e
- 2 a b e
- 3 a b c e
- 4 c d
- 5 a b c d e

- 24 Mentoring represents a professional responsibility as well as an opportunity for growth
- 1 True
 - 2 False
- 25 Professional development involves
- a life-long learning
 - b ongoing development of skills
 - c more than obtaining a degree
 - d formal or non-formal elements
 - e deliberately planned processes
- 1 a b c d e
 - 2 a d e
 - 3 c d e
 - 4 d e
 - 5 b c
- 26 A formal teaching environment conducive to the empowerment of students must meet the following criteria, except
- 1 adequate space for the type of activity to be performed
 - 2 good acoustics and audibility
 - 3 furniture that is durable, functional and movable
 - 4 educators who emphasise discipline
 - 5 adequate storage spaces for the safe keeping of equipment
- 27 The essential components of the curriculum include
- a aims and specific objectives
 - b organisation of the content
 - c strategies for teaching and learning
 - d an evaluation programme to measure outcomes
- 1 a b c d
 - 2 b c d
 - 3 a c d
 - 4 a b
 - 5 a c

Read the following scenario carefully and then answer questions 28-34

You are a nurse educator who wants to establish a private nursing school in your area where the bachelor's degree programme for nursing would be offered. You want to attract nurse educators with the necessary qualifications and support them with in-service education.

28 Which of the following legislation should be considered to approve the nursing school and mandate its functioning?

- a Health-related legislation (Medicines and Related Substances Act (Act 101 of 1965))
- b RSA Constitution of 1996
- c Higher Education Legislation (Act 101 of 1997)
- d Nursing Act (Act 33 of 2005)

- 1 a b c d
- 2 b c d
- 3 a b c
- 4 a c
- 5 a b d

29 Which of the following structures should approve the learning programme to be offered at the proposed school?

- a College Senate
- b College Council
- c Faculty Board
- d University Senate

- 1 a b c d
- 2 b c d
- 3 b c
- 4 a b d
- 5 a c

30 Which of the following will be responsible for the overall control of the school's budget?

- 1 Health authority
- 2 South African Nursing Council (SANC)
- 3 University of affiliation
- 4 College head

[TURN OVER]

31 Which of the following procedures for accreditation of the proposed nursing school should be followed?

- a apply in writing to the SANC for accreditation
- b submit to SANC the information on the education and training programme to be provided
- c state to SANC how the prescribed standards and conditions for education and training will be met
- d pay the prescribed fee to the SANC
- e furnish the Council of Higher Education with the purpose of the accreditation

- 1 a b c d e
- 2 a b c d
- 3 a b e
- 4 c d e
- 5 a c

32 At which NQF level will the proposed qualification be offered?

- 1 level 5
- 2 level 6
- 3 level 7
- 4 level 8

33 The lowest qualification requirements of nurse educators recruited for the proposed school should be at NQF

- 1 level 7
- 2 level 8
- 3 level 9
- 4 level 10

34 Which of the following Acts would guide you with regard to the planning and implementation of in-service education in the proposed college?

- a Skills Development Act (Act 97 of 1998)
- b Higher Education Act (Act 101 of 1997)
- c National Health Act (Act 61 of 2003)
- d Nursing Act (Act 33 of 2005)

- 1 a b
- 2 a b c
- 3 b c d
- 4 a c d
- 5 b d

- 35 Students reach professional maturity by the time they complete their training
- 1 True
 - 2 False
- 36 Health sciences educators should assess students' prior experiences before a new skill is introduced to them
- 1 True
 - 2 False
- 37 Common defining components in the term "curriculum" include
- a preselected goals and outcomes to be achieved
 - b selected content with specific sequencing in a programme of study
 - c processes and experiences to facilitate learning
 - d extent of responsibility for learning assumed by the teacher and the learner
 - e how and where learning takes place
- 1 a b
 - 2 b d e
 - 3 a c d
 - 4 a b c d e
 - 5 c d e

MATCH TO EACH OF THE ITEMS IN COLUMN A THE MOST APPROPRIATE PERSONAL FEATURE OF SELF-MANAGEMENT OF A NURSE EDUCATOR IN COLUMN B

COLUMN A		COLUMN B	
38	Staying calm during a crisis and channelling emotions and impulses in useful ways	1	Transparency
		2	Achievement
		3	Optimism
39	Being authentic and open to others about one's feelings, beliefs and values	4	Self-control
		5	Adaptability
40	Being comfortable with inevitable ambiguities		
41	Being pragmatic		
42	Radiating positive emotions necessary for the creation of resonance		

[TURN OVER]

MATCH TO EACH OF THE DESCRIPTIONS IN COLUMN A THE MOST APPLICABLE LEGISLATIVE ITEMS IN COLUMN B (ITEMS IN COLUMN B MAY BE USED MORE THAN ONCE)

COLUMN A		COLUMN B	
43	Is concerned with the development of programmes leading to qualifications that will meet the country's employment needs	1	Higher Education Act (Act 101 of 1997)
		2	South African Qualifications Authority (SAQA)
44	Is concerned with the promotion of critical and creative thinking, tolerance and commitment through appropriate teaching methods	3	Skills Development Act (Act 97 of 1998)
		4	South African Qualifications Authority Act (Act 58 of 1995)
45	This act has been repealed by the National Qualification Framework (NQF) Act (Act 67 of 2008)		
46	Ensures equal access and fair chances for success to all students		
47	Entitles all citizens to continuous education		
48	Is accountable to the Minister of Higher Education and Training		

Read the following scenario and answer questions 49-55

You are the acting head of a newly established nursing college assigned with both management and leadership roles in the teaching and learning process of a student population with a diverse profile and varying learning needs and expectations

49 Which of the following competencies related to curriculum development are crucial for exercising your teaching role?

- a being knowledgeable about the content area
- b setting learning objectives and designing learning activities
- c selecting and using appropriate learning strategies
- d understanding and using theories of teaching and learning
- e developing appropriate evaluation measures and evaluating fairly

- 1 a b c d
- 2 a b c d e
- 3 c d
- 4 b e
- 5 a e

[TURN OVER]

50 Which of the following management styles in accordance with the health sector in South Africa, would you use?

- a democratic
- b autocratic
- c participant
- d authoritative

- 1 a b
- 2 a b d
- 3 c d
- 4 a c
- 5 a b c d

51 Which of the following statements are true of the nursing college?

- a students are selected by the SANC
- b learning programmes are developed in co-operation with a university
- c qualifications offered are endorsed by the collaborating university
- d the college head is responsible to the college council and the SANC
- e students write theoretical examinations set by the SANC

- 1 a e
- 2 b c d
- 3 a d e
- 4 a b c
- 5 a b c d e

52 Which of the following functions of the facilitators of learning in your college would you oversee?

- a needs analyses
- b impartation of authoritative knowledge
- c developing learning material
- d assessing students
- e designing learning opportunities

- 1 a b c d e
- 2 a c d e
- 3 b d e
- 4 a b c
- 5 c d e

53 To cater for the diverse learning needs and expectations of students, the role of the facilitators in your college will include

- a designing flexible educational programmes to cater for a variety of learning styles
- b establishing adequate support services for students
- c supporting and nurturing professional growth and development
- d considering different generation groups and their unique characteristics

- 1 a b c d
- 2 c d
- 3 a b c
- 4 b c d
- 5 a b d

54 As a mentor to newly qualified nurse educators you should

- a be loyal, open and honest
- b be knowledgeable and experienced
- c communicate well and display a sense of humour
- d exhibit a genuine caring concern
- e continuously take initiative in the mentoring process

- 1 c d e
- 2 a b e
- 3 a b c d
- 4 b c d
- 5 a b d e

55 The formal mentoring programme you designed for newly appointed nurse educators can contribute towards

- a increasing the nurse educator's knowledge of the mentoring process
- b refining the nurse educator's role as a mentor
- c assisting the nurse educator to overcome challenges
- d encouraging outcomes of dependent functioning
- e empowering and nurturing an individual personally and professionally

- 1 c d e
- 2 a b e
- 3 a b c e
- 4 c d
- 5 a b d

MATCH TO EACH OF THE ITEMS IN COLUMN A THE MOST APPROPRIATE OPTION IN COLUMN B

COLUMN A		COLUMN B	
56	The pursuit of, and commitment to provide the highest quality of health care through life-long learning and education	1	Altruism
		2	Accountability
		3	Honour and integrity
		4	Self-improvement
		5	Compassion and empathy
57	This is required in terms of an individual patient, society and the profession		
58	The ability to listen attentively and respond humanely to the concerns of others		
59	A consistent regard for the highest standards of behaviour and refusal to violate one's personal and professional codes		
60	When practice is based on the patient's best interest and is not influenced by self-interest		

61 The objectives of the NQF that support the transformation process include

- a recognising and valuing learning
- b broadening learning opportunities for all students
- c improving the quality of learning experiences
- d building a community that is active and informed
- e fully developing communities' potential

- 1 a b c
- 2 b c d
- 3 c d e
- 4 a b d
- 5 a b c d e

62 Outcomes-based education should comply with

- a manpower needs of the country
- b learning needs of students
- c professional needs of professions
- d competency requirements in the workplace
- e health needs of the society

- 1 a b c d e
- 2 a b d e
- 3 b c d
- 4 a b d
- 5 a c e

[TURN OVER]

63 Outcomes should reflect the following

- a emotions
- b actions
- c attitudes
- d knowledge
- e rules

- 1 b c
- 2 a e
- 3 b d
- 4 a b c
- 5 c d e

64 In outcomes-based education, applied competence is broken down into

- a practical competence
- b foundational competence
- c reflexive competence
- d professional competence
- e educational competence

- 1 a b
- 2 a b c
- 3 c d e
- 4 a d e
- 5 b c d

WITH REFERENCE TO THE PERSONAL COMPETENCE (ATTRIBUTES) OF THE HEALTH SCIENCES EDUCATOR, MATCH TO EACH ITEM IN COLUMN A THE MOST APPROPRIATE COMPETENCE (ATTRIBUTE) IN COLUMN B

COLUMN A		COLUMN B	
65	This is shown in the personal characteristics of self-control, transparency, adaptability, achievement, initiative and optimism	1	Emotional self-awareness
		2	Accurate self-assessment
		3	Self-management
		4	Self-confidence
66	The ability to recognise one's own emotions and realise their impact on others		
67	This enables one to know one's own strengths and limitations		
68	Refers to having a sound sense of one's own worth and abilities		

[TURN OVER]

69 The critical cross-field education and training outcomes indicate that students should primarily be taught to

- a memorise facts
- b find simplistic solutions to problems
- c gather, interpret and apply information
- d apply critical thinking skills
- e rely on educators to transmit relevant information to them

- 1 a e
- 2 d e
- 3 c d
- 4 a d
- 5 a b e

70 The basic principles to consider when working with adult students are the

- a self-concept of students
- b responsibility of educators
- c learning opportunities
- d accumulated life experiences
- e purpose students have in mind for their own studies

- 1 a b c
- 2 a d e
- 3 c d e
- 4 b d e
- 5 b c d

71 Health sciences educators can minimise the fear of failure of adult students by

- a demonstrating respect and trust
- b allowing students to learn on their own
- c designing learning activities that are as close as possible to actual practice
- d designing activities that will stimulate reflection on past experiences
- e facilitating student empowerment

- 1 a c d
- 2 b d e
- 3 b c e
- 4 a b d e
- 5 a b c d e

72 Emotional intelligence refers to proficiency in

- a self-awareness
- b self-regulation
- c self-motivation
- d social awareness
- e social skills

- 1 a b c d e
- 2 b c d
- 3 c d e
- 4 a c d
- 5 a b d e

73 Which statements are true about the accreditation of nursing education institutions?

- a The institutions are re-evaluated three years after accreditation has been granted
- b The SANC is responsible for accreditation
- c The institutions will receive a monitoring visit after five years following the accreditation
- d The institutions will be audited at least once during the accreditation period
- e Accredited institutions may offer nursing education for the whole duration of their existence

- 1 b d
- 2 a c d
- 3 a c e
- 4 a b e
- 5 b c d e

74 In nursing education the programme objectives incorporated in R425 serve as

- a professional specific outcomes
- b exit outcomes specific to nursing science
- c a framework to develop learning outcomes
- d guidelines for planning teaching and learning
- e guide for student assessment

- 1 a b
- 2 a b c d
- 3 b c d e
- 4 a c d
- 5 a b c d e

75 The programme objectives (exit outcomes) for the professional nursing education programme specify that graduates should be proficient in terms of

- a lifelong learning
- b ethical practice
- c comprehensive health care
- d cultural sensitivity
- e the nursing process

- 1 b c e
- 2 a c e
- 3 b c d
- 4 a b d e
- 5 a b c d e

TOTAL: [75]

PART 1 (GENERAL/ALGEMEEN) DEEL 1

STUDY UNIT e.g. PSY100-X STUDIE-EENHEID by PSY100-X	INITIALS AND SURNAME VOORLETTERS EN VAN
1	3
PAPER NUMBER VRAESTELNOMMER	DATE OF EXAMINATION DATUM VAN EKSAMEN
2	4
STUDENT NUMBER STUDENTENOMMER	EXAMINATION CENTRE (E.G. PRETORIA) EKSAMENSENTRUM (BY PRETORIA)
6	5
UNIQUE PAPER NO UNIEKE VRAESTEL NR	
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For use by examination invigilator
Vir gebruik deur eksamenopsiener

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IMPORTANT

1. USE ONLY AN HB PENCIL TO COMPLETE THIS SHEET
2. MARK LIKE THIS ➡
3. CHECK THAT YOUR INITIALS AND SURNAME HAS BEEN FILLED IN CORRECTLY
4. ENTER YOUR STUDENT NUMBER FROM LEFT TO RIGHT
5. CHECK THAT YOUR STUDENT NUMBER HAS BEEN FILLED IN CORRECTLY
6. CHECK THAT THE UNIQUE NUMBER HAS BEEN FILLED IN CORRECTLY
7. CHECK THAT ONLY ONE ANSWER PER QUESTION HAS BEEN MARKED
8. DO NOT FOLD

BELANGRIK

1. GEBUIK SLEGS 'N HB POTLOOD OM HIERDIE BLAD TE VOLTOOI
2. MERK AS VOLG ➡
3. KONTROLEER DAT U VOORLETTERS EN VAN REG INGEVUL IS
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PART 2 (ANSWERS/ANTWOORDE) DEEL 2

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32 c1) c2) c3) c4) c5)	67 c1) c2) c3) c4) c5)	102 c1) c2) c3) c4) c5)	137 c1) c2) c3) c4) c5)
33 c1) c2) c3) c4) c5)	68 c1) c2) c3) c4) c5)	103 c1) c2) c3) c4) c5)	138 c1) c2) c3) c4) c5)
34 c1) c2) c3) c4) c5)	69 c1) c2) c3) c4) c5)	104 c1) c2) c3) c4) c5)	139 c1) c2) c3) c4) c5)
35 c1) c2) c3) c4) c5)	70 c1) c2) c3) c4) c5)	105 c1) c2) c3) c4) c5)	140 c1) c2) c3) c4) c5)

Specimen only