



**MASINDE MULIRO UNIVERSITY OF  
SCIENCE AND TECHNOLOGY  
(MMUST)  
MAIN CAMPUS  
UNIVERSITY EXAMINATIONS  
2020/2021 ACADEMIC YEAR  
FOURTH YEAR, FIRST TRIMESTER EXAMINATIONS  
FOR THE DEGREE  
OF  
BACHELOR OF SCIENCE IN PHYSIOTHERAPY**

**COURSE CODE: BSP 423**

**COURSE TITLE: INTER- PROFESSIONALISM**

**DATE:**

**TIME : 3 HOURS**

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**INSTRUCTIONS TO CANDIDATES**

**Answer all Questions**

Sec A: Multiple Choice Questions (MCQ) 20 Marks

Sec B: Short Answer Questions (SAQ) (40 marks)

Sec C: Long Answer Questions (LAQ) (40 marks)

TIME: 3 Hours

MMUST observes ZERO tolerance to examination cheating

This Paper Consists of 4 Printed Pages. Please Turn Over.



## SECTION A

### MULTIPLE CHOICE QUESTIONS (20 MARKS)

1. What are the 5 Cs that are fundamental in the creation of any team?

- a) Communication, Cohesion, Commitment, Clarity and Conformity
- b) Communication, Conformity, Commitment, Clarity and Change Direction
- c) Communication, Consistency, Commitment, Clarity and Clear Direction
- d) Community, Consistency, Committed, Clarity and Clear Direction.

2. What is interprofessional education?

- a) Two professions sitting in same classroom for lectures
- b) Two student groups out in placement together but with no interaction
- c) Interprofessional education has been defined as:  
Occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care." (CAIPE 2002)
- d) It is when one profession is told what another profession's role is.

3. To develop as a multi-disciplinary worker you only need to appreciate other professional's roles- true?

- a) Of course this is all that is needed
- b) The only skill needed is to know what your own role is
- c) You need to be able to develop as a professional before developing knowledge about the roles of others
- d) I don't need to work in a multi-disciplinary team

4. Terminology used by the different professionals in the multidisciplinary team is:

- a) Not the same and some discussion is needed to standardize this
- b) The same no matter what profession you are
- c) Not important to the team
- d) Not relevant to patient care

5. What is evaluation used to find out deficiencies and difficulties in curriculum:

- a) Relevancy
- b) Flexibility
- c) Vertical organization
- d) Horizontal

6. Which one of the following best describes a collaborative outcome?

- a) A complex solution and a unified result that could not be accomplished by any single person alone
- b) An authentic solution and a unified result that could not be accomplished by any single person alone

- c) A simple solution and a unified result that could not be accomplished by any single person alone
- d) An alternative solution and a unified result that could not be accomplished by any single person alone

7. Which of the following best describe the characteristics of an interprofessional team?

- a) Collaborative
- b) Coordinated
- c) All of the answers are correct.
- d) Cooperative

8. What does IPE stand for?

- a) Inter-professional excellence
- b) Independent practitioner's evidence
- c) Inter-professional education
- d) Inter-practice evaluation

9. Which of these describes the most accurate definition of inter-professional working or learning?

- a) Two groups of staff working closely together in adjoining offices
- b) Nursing staff working to meet the quality needs of their patients
- c) A range of professionals sharing a lecture together
- d) Two or more professions work and learn together for the benefit of their patient

10. Team-working has been describes as being an integral part of health care working since when?

- a) 1990s
- b) 1920s
- c) 1980s
- d) 1960s

11. How is evidence-based practice defined?

- a) Practice based on patient preference
- b) Practice based on the best available research evidence
- c) Practice based on clinical expertise
- d) A process of clinical decision-making based on the best available literature, clinical expertise, and patient preference

12. What does the term 'risk management' in healthcare mean?

- a) Avoiding any form of practice which could deem to be a risk to patients, staff or family members

- b) Identifying causes of accidents and dealing with those responsible
  - c) Completing relevant paperwork (e.g. falls risk assessment, etc.)
  - d) Practising safely, anticipating and preventing potential problems, learning from incidents, near misses and patient complaints
13. Why are ethical issues important in research?
- a) They will help me pass the assignment
  - b) They indicate what the researcher ought to do and how they should treat people
  - c) They help the researcher write up their research
  - d) They indicate that all people are very sensitive
14. What do we mean by ethics?
- a) Moral judgements
  - b) Determinants of what is right or wrong
  - c) Rules or standards governing a profession
  - d) Elements of all of the above
15. Curriculum is:
- a) Course
  - b) Syllabus
  - c) Co-curricular activities
  - d) Overall activities of an institution.
16. Elements of curriculum are:
- a) Objectives, contents, methodology, AV Aids
  - b) Objectives, contents, evaluation, grading
  - c) Objectives, evaluation grading, AV Aids
  - d) Objectives, contents
17. What is the evaluation used to improve the contents during curriculum
- a) Formative evaluation
  - b) Summative evaluation
  - c) Diagnostic evaluation
  - d) None of these
18. Evaluation used to improve the contents after curriculum development:
- a) Formative evaluation
  - b) Summative evaluation
  - c) Diagnostic evaluation
  - d) None of these
19. Which statement indicates an accurate assessment of a learning need?
- a) Due to an increase in the state's tuberculosis case rates, a learning activity on tuberculosis transmission is required.
  - b) Our quality review identifies 10 medication errors this month, indicating a need for a class on medication administration.
  - c) The nurses on this unit state that they have never worked with unlicensed assistive personnel before, and need a class on appropriate delegation skills.

- d) We must teach the staff to use the patient care assignment sheets at the beginning of each shift.

20. Interprofessional teams that establish collaborative relationships among doctors, nurses and pharmacists focus on which one of the following?

- a) Family-centered care
- b) Cost-effective care
- c) Professionally-organized care
- d) Patient-centered care

## SECTION B

### SHORT ANSWER QUESTIONS (40 MARKS)

*Describe* 1. Define; (10 Marks)

- a) Inter-professionalism and differentiate it from multi professional

- b) Types of IPE Programs

2. Briefly discuss the 3 main types of Curriculum Evaluation (10 Marks)

3. Briefly discuss the barriers to inter-professional education in the Kenyan context. (10 Marks)

*Describe* 4. Discuss the four (4) main ethical principles in health. (10 Marks)

## SECTION C

### LONG ANSWER QUESTIONS (40 Marks)

1. Define collaborative research and discuss the 6 types of Research Collaboration-Every Researcher Should Know (20 Marks)

2. Discuss ten (10) tips for developing inter-professional education (IPE) in healthcare (20 Marks)

## **HPE 300: Inter- Professionalism (3 Units)**

The purpose of the course is enable students learn and work as a team with other health care professionals towards patients care.

### **Learning Outcomes**

By the end of the course, the student should be able to

- i) Explain the concepts and principles of inter- professionalism
- ii) Discuss the factors that encourage team working
- iii) Discuss ethical and intercultural issues in health professions education
- iv) Compare inter-professionalism and multi-professionalism skills
- v) Analyze the impact of inter- professional learning
- vi) Apply leadership skills in inter-professional training environment
- vii) Appraise the components of inter-professional health care curriculum

### **Course Content**

Inter-professionalism: concepts and principles of inter-professionalism; teamwork and collaboration of health professionals in patients care, improvement of patient's safety, quality care, ethical principles; Ethics and intercultural issues in health professions education; curriculum development: innovative learning g environments, active learning methods inter-professional courses, inter-professional training environments and inter-professional health care curriculum; participative leadership: inter-professional staff education, leadership skills, development and coordination of activities; innovative education, collaborative research and Ethical issues in health care.

### **Teaching-learning strategies**

Lectures, reading assignments, small discussions, plenary presentation in classroom, independent study,

Self-directed learning, field visit

### **Assessment strategies**

The use of formative and summative assessments will be applied

- 2 Continuous Assessment tests , clinical and practical work reports
- End of trimester examination using MCQ, short essay questions, long essay questions

### **Reading Resources**

1. Harden, R and Dent, J. Editors (Eds.) (2009) *A practical Guide for Medical Teachers*. Churchill Livingstone
2. Newble D. and Cannon R. ( 2002) ) *Handbook for Medical Teachers*. Kluwer Academic publishers, New York, Boston, Dordrecht, London, Moscow
3. Quinn, M. Francis (2000) *Principles and practices of nurse Education*. 4<sup>th</sup> Ed. Fleet Harpshire, UK.
4. Ngatia, M. P. (2005) *Training teachers of Health Workers*. AMREF KENYA

