



SOLOMON ISLANDS NATIONAL UNIVERSITY
School of Nursing and Allied Health Sciences
Diploma of Community Based Rehabilitation

CB 531
INTRODUCTION TO COMMUNITY BASED
REHABILITATION

FINAL EXAMINATION

SEMESTER 1, 2017



**SCHOOL OF NURSING AND ALLIED HEALTH SCIENCE
DIPLOMA IN COMMUNITY BASED REHABILITATION (CBR)**

Semester 1, 2017

UNIT: CB 531 INTRODUCTION TO COMMUNITY BASED REHABILITATION
TIME: 9.00 AM TO 12.00 PM (3 HRS INCLUDES + 10 MINS READING TIME)
DATE: 13TH JUNE 2017
GROUP: 2017 INTAKE

Name: **Student ID No:**

INSTRUCTIONS:

1. The paper consists of 3 sections worth 80 marks.

A) Multiple choice	:	5 Marks
B) Short answer questions	:	30 Marks
C) Case studies	:	45 Marks

Total: 80 Marks
 2. **ALL** sections are compulsory
 3. For all case studies write your answer on the blank paper provided.
 4. Please **ATTEMPT** all questions
 5. You are to write using a blue or black pen **ONLY**. **DO NOT USE** pencil or red pen
 6. Write your registration number and name on the answer sheet provided.
-

All The Best

SECTION A: MULTIPLE CHOICE QUESTIONS**(5 MARKS)***Write your correct answer in the space provide. Each question is worth 1 mark.*

1. **The International classification functioning (ICF) has all but one of the following uses. Which one is NOT a use of the ICF? (1 mark)**
(A) Conceptual Framework
(B) Standardized Assessment Answer: _____
(C) Classification Tool
(D) Common Language

2. **In the ICF disability is the overall neutral word encompassing all but one of the following states of function. Which word is not part of the ICF? (1 mark)**
(A) Handicap
(B) Impairment Answer: _____
(C) Limitation
(D) Restriction

3. **Environmental factors are component in the second part of the ICF. Which one of these domains belongs to the environmental factors? (1mark)**
(A) Copying Style
(B) Attitudes Answer: _____
(C) Social Background
(D) Education

4. **Which of the following is part of the conceptual framework of the ICF. (1 Mark)**
(A) Personal Factors
(B) Body Functions Answer: _____
(C) Activities
(D) Body Structures

5. **Which neutral term indicates a disability or health condition in the Body Structure and Function? (1 Mark)**
(A) Impairment
(B) Restriction Answer: _____
(C) Handicap
(D) Illness

SECTION B: SHORT ANSWER QUESTIONS**(30 MARKS)***Write your answer in the space provide.*

1. Define the following terms and give each an example :

a) Body function

(2 Marks)

b) Body structure

(2 Marks)

c) Participation

(2 Marks)

d) Activities

(2 Marks)

e) Environmental factors

(2 Marks)

2. Explain what is Community Based Rehabilitation strategy **(2 Marks)**

3. Define disability as stated in the following documents;

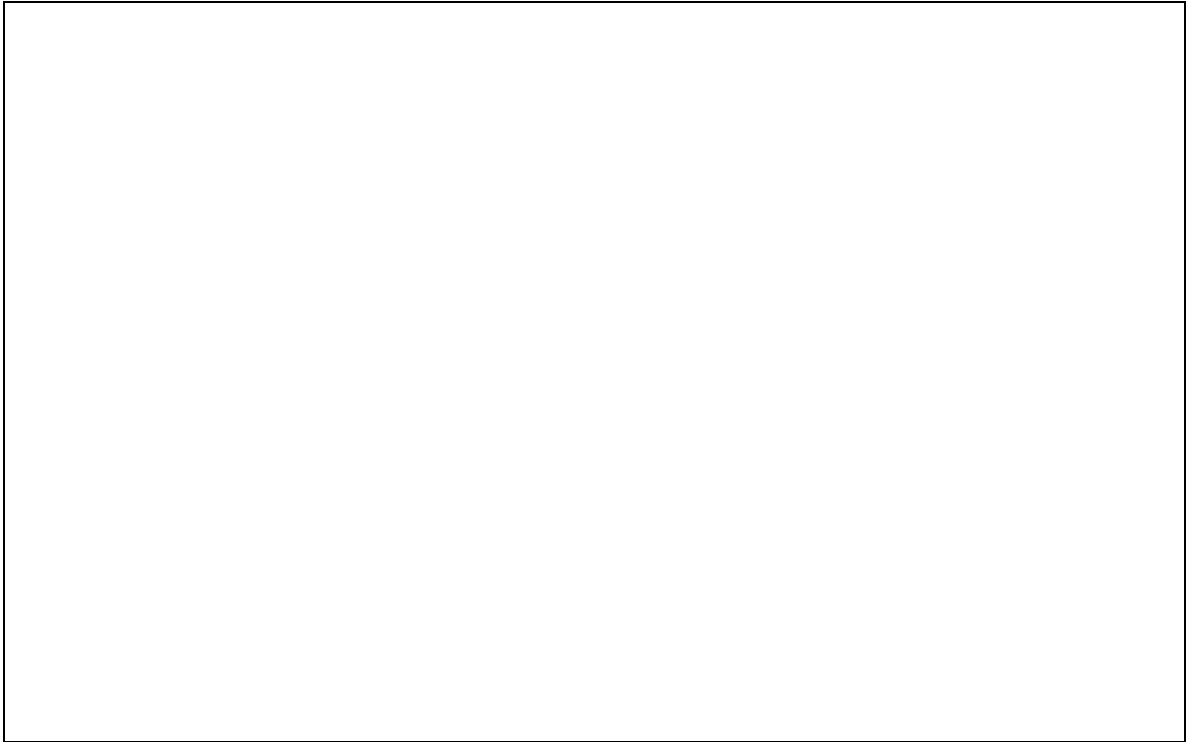
a. UN Convention on the rights of persons with disabilities **(2 Marks)**

b. International classification functioning, health and disability **(2 Marks)**

c. List five major components of the CBR matrix and provide 3 sub components. **(10 Marks)**

4. Draw the structure and the interacting components for the ICF

(4 Marks)



Case study 1 - Li's journey to independence**(16 Marks)**

Li, a middle-aged widow, lives with her elderly mother and three children in the Qing Hai province of China. Her whole family depended on her before an accident in October 2003. Li fell from a height while repairing her house and sustained a spinal fracture, resulting in weakness and sensory loss in both legs. After she was discharged from hospital, she stayed in bed all day and night. Swelling quickly developed in both her legs and she required full assistance from her children to turn in bed, bathe, change her clothes and use the toilet. Li soon lost her confidence and tried to commit suicide several times; fortunately, she was unsuccessful.

A village rehabilitation officer from a local CBR programme came to visit Li and provided her with home-based rehabilitation. Li was taught new ways of completing daily living activities using her residual abilities. She was given information about her disability and learnt how to prevent bed sores and urinary tract infections. Her family and friends were taught how to make a simple walking frame for her to practice standing and walking. They also made a simple toilet bowl to solve the problem of going to the toilet. The County Rehabilitation Centre provided crutches and a wheelchair. With time and practice Li was able to stand and walk independently with crutches and use a wheelchair for longer distances. Step by step, Li built up her confidence. She was soon able to manage her own daily activities, which included cooking for her family, an activity she really enjoyed. Li also opened a mill, providing her with a source of income which, together with a small monthly living allowance from the County Ministry of Civil Affairs, allows her once again to care for her family and be confident about the future

1. Explain medical and social model approach of disability and give examples

(4 Marks)

2. Identify Li's main target goal for her life and justify? **(2 Marks)**

3. Identify 2 environmental factors as facilitators and explain **(4 Marks)**

4. Identify body structure and function affected with Li **(2 Marks)**

5. Identify 2 barriers and 2 facilitators and explain in Li's case. **(4 Marks)**

Case study 2: - Enifa's Teashop

(17 Marks)

Enifa is a 43-year-old blind woman in Balaka district, Malawi. She is married and has two boys aged 24 and 17. She became blind through glaucoma at age 41. At first this made her very depressed, but a CBR fieldworker taught her daily living and mobility skills and now she manages well. She runs a successful teashop in a busy trading centre. Her husband helps her by getting firewood and supplies. There is a friendly atmosphere in her teashop and a sense of everybody helping each other. It provides a community meeting place where people can sit and talk. Enifa is a valued and respected member of the community. The teashop supplements the income from the family's three acres on which they grow maize.

Desirable outcomes

- People with disabilities earn income through their own chosen economic activities as individuals or in groups.
- Mainstream government and nongovernmental small-enterprise development programmes change their policies and practices to include people with disabilities in the training and assistance they provide.
- People with disabilities have access to support services – basic business skills training, business development and financial services – to initiate or expand entrepreneurial activities.
- People with disabilities have access to further business skills development opportunities to progress in their economic activities.
- People with disabilities are recognized as successful entrepreneurs and productive, contributing members of the community.
- People with disabilities contribute to the development of inclusive communities through the promotion of economic activities and the influence of positive role-models.
- People with disabilities, especially women, have control over the money they earn.
- Successful entrepreneurs with disabilities act as trainers of other people with disabilities.

a. Using the CBR matrix, identify and explain the main and the sub component in the CBR Guidelines using the above case study.

(2 Marks)

b. Identify the main target goal in this case study

(1 Marks)

c. Explain 2 CBR roles in this case study

(4 Marks)

d. List four activities that has been implemented in the case that promotes its success.

(4 Marks)

e. Explain 3 main desirable outcomes achieved in this case

(6 Marks)

Case study 3: Adnan's big change

(12 marks)

Irene and Mohammed live in the United Republic of Tanzania. They were overjoyed when Adnan was born as they already had a six-year-old daughter and had waited a long time for another child. When Adnan was approximately two months old they noticed that his head appeared smaller. Irene and Mohammed took Adnan to the local hospital for medical care. An X-ray was done which the doctors told Irene and Mohammed that there was nothing to worry about. However as Adnan grew older it became obvious that he was unable to perform simple tasks or follow basic instructions and his behaviour become increasingly challenging. He also experienced regular convulsions. Irene explains, "He never spoke or made much sound so I never thought he understood anything and I didn't really talk to him. What was the point? But his behaviour got worse and worse."

Adnan only started walking at the age of four and when he was playing in the street one day, a passer-by, recognizing that Adnan had an intellectual impairment, told Irene and Mohammed about the local CBR programme run by a nongovernmental organization (NGO) called Comprehensive Community Based Rehabilitation in Tanzania (CCBRT). Adnan's parents contacted CCBRT and requested support and advice. Mama Kitenge, a CBR worker, started visiting their home regularly, providing education and therapy. She also helped the family access medical care to manage his convulsions. As a result, Adnan now takes regular medication to control his epilepsy.

Irene said "Before I joined the programme, Adnan was unable to do anything himself. He couldn't eat or dress himself or wash his hands. He was not a settled, happy child. He just walked around all day and often got lost. I did not know what to do with him. The training has been really helpful, especially in instructions. Now I talk to him all the time and he understands what I say. He can carry water, feed himself and wash his face. I have shown him the way back home from the water point many times, always pointing out the same things to look for, so now he knows his way back home if he gets lost. He takes his epilepsy medicines regularly and does not have fits. It is a big change from before."

Questions

a) Explain the main target goal in Adnan's case study.

(2 Marks)

b) Explain two (2) main role of CBR in the case. **(4 Marks)**

c) Identify and explain four (4) activities that has been implemented in the case that promotes its success. **(4 Marks)**

d) Identify a facilitator and a barrier in this case. **(2 Marks)**
