



<b><u>FACULTY</u></b>	: Health Sciences
<b><u>DEPARTMENT</u></b>	: Nursing
<b><u>CAMPUS</u></b>	: DFC
<b><u>MODULE</u></b>	: VPK3C50 Nursing Science 3C <b>Module 5:</b> Skills and methods to promote mental health <b>Module 6:</b> Risk factors in mental health
<b><u>SEMESTER</u></b>	: First Semester
<b><u>EXAM:</u></b>	: Special Exam 2020

<b><u>DATE</u></b>	: August 2020	<b><u>SESSION</u></b>	: 08h30-10h30
<b><u>ASSESSOR(S)</u></b>	Prof MA Temane : Dr N Ntshingila		
<b><u>INTERNAL MODERATOR</u></b>	: Prof M. Poggenpoel (UJ)		
<b><u>EXTERNAL MODERATOR</u></b>	: Dr Y. Havenga (TUT)		
<b><u>DURATION</u></b>	: 2 HOURS	<b><u>MARKS</u></b>	: 50

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NUMBER OF PAGES: THIS PAPER CONSISTS OF SIX (6) PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
2. Number your answers clearly

<b>MODULE 5: SKILLS AND METHODS TO PROMOTE MENTAL HEALTH (VPK3C50)</b> <b>TIME: 1 HOUR</b> <span style="float: right;"><b>MARKS: 25 (Half a mark per correct fact unless otherwise indicated)</b></span>
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### **QUESTION 1**

**Complete** this interactional analysis of the following extract of a transcription of a therapeutic interview between a Student Nurse and a Client by utilizing the following guidelines:

1.1 Indicate the **effectiveness (Effective and Less Effective)** of each response made by the Student Nurse (1.1.1 – 1.1.10). Motivate your answer with an alternative therapeutic response in a case of **less effective** with and **Alternative Response**. Next to the corresponding number in the table indicate your answer

**SN : Student Nurse**

**C :Client**

1.1.1	SN	Good evening Mosima. My name is student nurse Segodi. I would like to talk to you about what happened tonight. The session will last for 30 minutes. <b>(2)</b>
	C	Good evening.
1.1.2	SN	What we talked about will be confidential, unless you endanger your life or the life of others. <b>(1)</b>
	C	Whatever.
1.1.3	SN	How can you be so self-centered to try and take your own life? What about your family, don't they have a say in this? <b>(2½)</b>
	C	It has nothing to do with them.
1.1.4	SN	It has everything to do with them. It is your mother. Nothing can be so bad that you can't face it. There must be a way out. <b>(4½)</b>
	C	How can you say that? You don't know what happened to me. I loved my father so much, why did he have to die when I was still so young? I miss him.
1.1.5	SN	It sounds as if you feel cheated in life. Tell me more about it <b>(1½)</b>
	C	I do feel cheated. There is still so many things I wanted to do with him, he was my greatest supporter you know. He knew everything about my life. Other children get so much more time with their dads – and

		they don't even appreciate it.
1.1.6	SN	You must believe that everything will be OK again. Every dark cloud has a silver lining. I think that you must start with therapy so that you can sort out this mess you made of your life. <b>(4½)</b>
	C	Do you think there is still hope for me?
1.1.7	SN	Off course there is still hope for you. You are alive, are you not? <b>(2½)</b>
	C	Life is actually precious. I must just deal with what is going on in my life.
1.1.8	SN	A lot has happened to you since your father's death. <b>(1)</b>
	C	A lot has happened. I just wish he was still with us today. He was such a strong man. He would know how to help me right now.
1.1.9	SN	In the beginning you said that you attempted suicide because you miss your father. Now it sounds as if you say that you would attempt suicide even if he was alive, and that he would be the one to help you. <b>(1)</b>
	C	That is true. Maybe it is not about him dying so young anyway – maybe I am just tired of living.
1.1.10	SN	Mosima, the session has come to an end. You talked about how you miss your father, and about how he was the one who always understood you. And you came to the realization that even if he was still alive, you would still probably attempted suicide. If you want to make an appointment to see me again, you can ask the ward sister to get hold of me for you. <b>(2)</b>

**(22)**1.2 Identify the cognitive theme from the above interactional analysis **(1)**1.3 Identify the affective themes from the above interactional analysis **(2)****[25]**

**MODULE 6: RISK FACTORS IN MENTAL HEALTH (VPK3C50)**

**TIME: 1 HOUR MARKS: 25 (Half a mark per correct fact unless otherwise indicated)**

**QUESTION 2**

**SCENARIO**

**Read the scenario below and answer the question that follows.**

Dimakatso, a 35 years old unemployed lady was admitted to a psychiatric hospital after an unsuccessful suicide attempt. She tried to hang herself in the bathroom after she had a fight with her mother. Dimakatso and her three (3) children live with her mother and her siblings. She had been on anti-depressants for the past six (6) weeks and had two (2) previous suicidal attempts. Her mother said that she moved her responsibility of her children to other family members and it was unacceptable. She tried to explain that she just wanted to attend the group sessions at the clinic and that's why she asked a family member to look after them at times. This fight took place just before she decided to commit suicide.

Her reason for her suicide attempt is that her mother doesn't support her. Dimakatso and her mother's relationship deteriorated since the birth of her second daughter. They barely speak to each other. She does not have any contact with the father of the children.

2.1 Assess Dimakatso's suicide potential according to the DI Vasto- scale (38 x ½) = \*(19)

2.2 **Match** COLUMN A AND B

Answer as follows, e.g 6 G

Column A	Column B
1. Cultural competence	A. One's sense of identity, providing social belonging and loyalty to a particular reference group within society.
2. Cultural diversity	B. Emotional response to a threat or feeling of powerlessness. It is normal for everyone to have anger, however no one has the right to express anger in an aggressive manner
3. Ethnicity	C. The unique differences in areas such as age, gender, socioeconomic status, religion, race and ethnicity

4. Critical incident stress debriefing (CISD)	D. Is intervention that calls for short-term, goal-orientated assistance focused on problem solving, with the goal of restoring the individual's equilibrium.
5. Anger	E. The capacity of nurses or health service delivery systems to effectively understand and plan for the needs of a culturally diverse client or group
6. Crisis intervention	F. A tertiary intervention directed toward a group that has experienced a crisis and is used as a debriefing meeting that offers individuals the opportunity to share their thoughts & feelings in a safe & controlled environment.

(6 x 1)

(25)

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**VPK3C50 NURSING SCIENCE 3C**

**MODULE 5: SKILLS METHODS TO PROMOTE MENTAL HEALTH**

**MODULE 6: RISK FACTORS IN MENTAL HEALTH**

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