

UNIVERSITY OF FORT HARE



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**PSYCHIATRIC NURSING SCIENCE MODULE
NBP 412 E**

DEGREE EXAMINATIONS

JUNE

2023

Time: 3 HOURS
Subject: NBP 412 E
Marks: 100

This paper consists of 13 pages including the cover pages

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INSTRUCTIONS

1. Answer all four questions
2. Write clearly and legibly

QUESTION 1

1.1 Answer the following multiple-choice question by choosing the correct statement.

Write only the question number and correct statement e.g. 1.1.14. = A

1.1.1 Martin Sanchez is a nine (9)-year-old child admitted to a psychiatric unit accompanied by Mr. and Mrs. Sanchez. To establish trust which action would the nurse take: (1)

- A. Encourage Mr. and Mrs. Sanchez to leave while Martin is being interviewed.
- B. Interview Martin with his parents together observing their interaction.
- C. Provide diversion for Martin and interview Mr. and Mrs. Sanchez alone.
- D. Review the clinical record prior to interviewing Mr. and Mrs. Sanchez.

Answer: B

1.1.2 Identify the risk factor Nurse Bennet should look for in his community when practising primary prevention of mental health disorder in children. (1)

- A. Family history of mental illness
- B. Only child
- C. Family culture
- D. Single Parent homes

Answer: A

1.1.3. Nurse Daya, a school nurse, is meeting with the school and health treatment team about a child who has been receiving methylphenidate (Ritalin) for two (2) months. The meeting is to evaluate the results of the child's medication use. Which behaviour change noted by the teacher will help determine the medication's effectiveness? (1)

- A. Decrease repetitive behaviours
- B. Decreased signs of anxiety
- C. Decreased depressed mood
- D. Decreased signs of inattention

Answer: D

1.1.4. A 15-year-old boy was hospitalized in a psychiatric unit because he initiates frequent fights with peers. Choose the statement that describe the most appropriate nursing intervention for this type of behaviour? (1)

- A. Anticipate and neutralize potentially explosive situations.
- B. Ignore minor infractions of rules against fighting.
- C. Isolate the adolescent from contact with peers.
- D. Talk to the adolescent each time fighting occurs without having any consequence.

Answer: A

1.1.5. The community nurse visits the home of George, a child recently diagnosed with autism. The parents express feelings of shame and guilt about having somehow caused this problem. Which statement by the nurse would best help alleviate parental guilt? **(1)**

- A. "Autism is a rare disorder. Your other children shouldn't be affected."
- B. "The specific cause of autism is unknown. However, it is known to be associated with problems in the structure of and the chemicals in the brain."
- C. "Sometimes a lack of prenatal care can be cause of autism."
- D. "Although autism is genetically inherited if you didn't have testing you could not have known this would happen."

Answer: B

1.1.6. Choose the correct statement that describe the correct symptom an adolescent with a depressive disorder is more likely than an adult with the same disorder to exhibit is: **(1)**

- A. Negativism and acting out.
- B. Sadness and crying.
- C. Suicidal thoughts.
- D. Weight gain.

Answer: A

1.1.7. A child is diagnosed with having autism. Choose the statement that describes the clinical manifestations the child may display. **(1)**

- A. Ability to maintain eye contact with other people
- B. Only responds to their name when spoken to
- C. Does not respond to their name when spoken to
- D. Shows signs of mental retardation.

Answer: C

1.1.8. A client in the clinic you are working in, parents are going through a divorce. You would classify this as: **(1)**

- A. Victim crises
- B. Non- anticipated crises
- C. Anticipated crises
- D. Direct crises.

Answer: C

1.1.9. As a nurse, conducting crises intervention you would establish if your client is in pain in the: **(1)**

- A. Relationship phase
- B. Working phase
- C. Termination phase
- D. Evaluation phase

Answer: A

1.1.10. When counselling an adolescent client, who is depressed and anxious as their parents are going through a divorce which statement would show more support? **(1)**

- A. It will be OK many people go through a divorce
- B. Why don't you move on and find a new boyfriend
- C. How could you not make your parents' marriage last
- D. I am sure it is very frightening right now

Answer: D

1.1.11. Choose the TWO statements that describe which adolescent clients visiting your clinic have a higher risk of committing suicide. **(2)**

- A. A client who has a history of suicide in the family, is in a steady relationship, a successful school achievement, has a stable mood.
- B. A client who parents are going through a divorce, the family are having family therapy and still maintain good relationships with the clients
- C. A client who has broken up with her boyfriend has a good support system of friends and is able to talk to her mother about the breakup.
- D. A client is an only child whose parents are going through a divorce and feels isolated and does not express any emotion about the situation
- E. A client who has been diagnosed with ADHD since the age of 8 years old and is taking Ritalin but is still battling at school.
- F. An adolescent who is depressed, feels worthless and isolated, has started antidepressant treatment 3 weeks ago and energy levels are improving.

Answer: D and F

1.1.12. Repetitive behaviours are common in children with autism. Choose TWO statements that describe examples repetitive behaviour's? **(2)**

- A. Language delays
- B. Limited function play
- C. Flapping their hands
- D. Avoiding body contact
- E. Spinning in circles
- F. Avoiding eye contact

Answer: C and E

1.1.13. Choose TWO statement that describe the multidisciplinary team responsibility while observing a client to determine if they fit to stand trial for the crime committed. (2)

- A. To determine if the client understands the proceedings in court.
- B. To determine if the client understands his psychiatric illness
- C. To determine if the client understands his medication regime
- D. To determine if the client understands the consequence of not taking his medication
- E. To determine if the client understands what it means to be tried in court
- F. To determine if the client understands the role of his lawyer in court.

Answer: A and E

1.2. Match the childhood mental disorder in column A with the signs and symptoms classified in the DSM 5. Write only the question number and answer letter, e.g. 1.2.6 = A (5)

COLUMN A CHILDHOOD MENTAL DISORDER	COLUMN B SIGNS AND SYMPTOMS
1.2.1. ADHD	A. Often complains of feeling physically sick, regressed bed wetting, muscle tension and sleep disturbance
1.2.2. Enuresis	B. Repetitive movements, impaired social communication, interact with their mother when spoken to
1.2.3. Oppositional defiant disorder	C. Repeated voiding of urine in the child bed or clothes
1.2.4. Autism	D. Hyperactivity, easily distracted, short attention span, lack of organisation
1.2.5. Anxiety disorder	E. Hyperactivity, short attention span, lack of organisation skill, shows no empathy toward others
	F. Repeated passing of faeces into inappropriate places.
	G. Repetitive movements, impaired social communication, does not respond to their name
	H. Showing anger, being resentful, deliberately annoys others, argues often, does not follow the rules

1.2.1 D

1.2.2. C

1.2.3. H

1.2.4. G

1.2.5. A

1.3. Match the classification of the forensic psychiatric patient in column A with the description of the classification in column B. Only write the number of the question and answer, e.g. 1.15. A (4)

COLUMN A CLASSIFICATION	COLUMN B DESCRIPTION
1.3.1. Mentally ill inmates	A. A state patient who is mentally disturbed or incapacitated at the time of the offense that they did not have the required intention to commit the crime.
1.3.2. Defendants incompetent to stand trial	B. A patient who has been found to be mentally ill but because of their behaviour and condition, they need to be held in a high – security unit.
1.3.3. Not guilty by reason of insanity	C. A state patient who has committed a crime under the influence of a substance and is no longer taken the substance.
1.3.4. Dangerous mentally ill	D. A patient who has become mentally ill while serving time in prison and then transferred to a psychiatric hospital
	E. A patient whose mental state allows them to understand the court proceedings.
	F. A state patient and has been found not to understand the criminal procedure due to mental incompetence

1.3.1. D

1.3.2. F

1.3.3. A

1.3.4. B

[Subtotal = 25]

QUESTION 2

2.1. You are working in a paediatric ward at Frere Hospital and often nurse children that have been exposed to traumatic incidents. Describe how you as a nurse would behave in order to allow the child to feel safe and secure within the ward. (6)

ANSWER:

- Speak in a calm voice, never shout. ½
- Your body language needs to be open, ½ relaxed and focused on the child. ½
- Never stand above the child and look down while speaking or attending to them, sit bend or kneel and maintain good eye contact. ½
- Never lie to the child ½, reassure the child with valid statement that are factual ½— not, forget above it is over. Don't worry things will come right? Always repeat the child is safe now and acknowledge they have experienced a traumatic event. ½
- Acknowledge their anxiety, fear or feelings do not undermine their feelings. ½ Say things like "I know you are scared" I am here to help you, you are safe
- Allow the parent or caregiver to stay if the child request it ½
- Allow the child to express their feeling even guilt or anger ½
- Be non-judgmental and open ½
- Be accessible to the child when they need it ½

2.2. Johnny a 9-year boy has come into the clinic with his mother. He is diagnosed with ADHD

2.2.1. Describe what side effects Johnny may experience when starting Methylphenidate (Ritalin) (4)

ANSWER:

- May cause a decreased appetite
- May experience weight loss
- May have problem sleeping or falling a sleep
- May cause anxiety
- May affect the growth of the child
- May cause an upset stomach
- May increase blood pressure and heart rate
- May cause irritability or nervousness
- May cause nausea and vomiting

2.2.2. Discuss the health education you would give Johnny's mother regarding her son's diagnosed with ADHD under the following headings.

2.2.2.1. Medication

(2)

ANSWER:

- Give medicines safely, Ritalin or Concerti. ½
- Always give the medication after food as it takes the child appetite away. ½

- Give as close to school time as possible as it wears off $\frac{1}{2}$ quickly. Never make the child feel bad about having to take the medication. $\frac{1}{2}$
- Ritalin can be stopped over weekends and school holidays. $\frac{1}{2}$
- Store in safe place $\frac{1}{2}$

2.2.2.2. General Health Education

(8)

- Work with the child's school and teacher, monitor the progress together. $\frac{1}{2}$
- Parent with purpose and warmth, never be critical and blame the child or make him feel guilty about having ADHD. $\frac{1}{2}$
- Connect to others for support and awareness $\frac{1}{2}$
- Focus on short-term goals $\frac{1}{2}$ and reward the child when they are accomplished $\frac{1}{2}$
- Focus on one goal at a time.
- Always give short direct instructions $\frac{1}{2}$
- Rewards work and accomplishment, remember so of what is easy for other children has been difficulty for the child with ADHD $\frac{1}{2}$
- Play music when doing schoolwork, it can help focus the child and relax the child $\frac{1}{2}$
- Explain to the mother about the chemicals in the brain and how they are not functioning properly $\frac{1}{2}$
- Allow them time to calm down after school and an eventful time. $\frac{1}{2}$
- Give praise and rewards when rules are followed. $\frac{1}{2}$
- Give clear, effective directions or commands and repeat them. $\frac{1}{2}$
- Establish healthy habits. Sugar can make the hyperactivity worse $\frac{1}{2}$
- Develop routines around homework and chores. $\frac{1}{2}$
- Encourage the child to make lists. $\frac{1}{2}$
- Help your child build relationships strong social skills and maintain friendships $\frac{1}{2}$
- Encourage exercise to work off the energy. $\frac{1}{2}$
- Decrease stimulation while doing homework $\frac{1}{2}$
- Encourage the child to sit in the front of the class away from the door or windows $\frac{1}{2}$

2.3. You are working in the paediatric ward and the sister asks you to give in service training on the risk factors of a child developing post-traumatic stress disorder. Describe the information you would include in your training. (5)

ANSWER:

- Pre-existing anxiety $\frac{1}{2}$ and depressive disorders $\frac{1}{2}$
- Genetic predisposition for anxiety, family history of anxiety and depressive disorders $\frac{1}{2}$
- Symptoms can be model to the children from the parents $\frac{1}{2}$
- No family support while experiencing the trauma $\frac{1}{2}$
- Negative reaction and adverse parental emotional reaction to the traumatic experience $\frac{1}{2}$ by the family for example the parents been very angry or anxious after the event $\frac{1}{2}$
- Lack of parental support and $\frac{1}{2}$ psychopathology among parents $\frac{1}{2}$
- Exposure to previous traumatic experiences $\frac{1}{2}$ and long periods of exposure to trauma $\frac{1}{2}$
- Unexpected trauma, emergency situations $\frac{1}{2}$

- Displacement from the known environment ½
- Loss of family in traumatic event ½
- Major injury in traumatic event ½
- Failure to receive counselling after the traumatic event ½
- Being left alone after the traumatic event ½
- Being reminded of the traumatic event for media etc. ½

(Subtotal = 25)

QUESTION 3

3.1. A group of adolescents were present in the school office when the office was robbed at gunpoint. Some of the adolescents have been admitted to your ward after this traumatic event. Often adolescents who are exposed to traumatic events may lead them having suicidal thoughts.

3.1.1. Describe the health education you would give to the parents of the adolescents, on the warning signs of suicide. (5)

ANSWER:

- Drastic changes in behaviour ½ for example sudden withdrawal of a child/ adolescents who was previously social active ½
- The child/ adolescent expressing feelings of hopelessness, ½ loneliness or despair ½
- The child/ adolescents' behaviour include risky behaviour ½ with no regards to safety, e.g. starts drinking staying late in the streets ½
- Alienating themselves ½ e.g. withdrawing, or aggressive behaviour to others ½
- Giving away possessions especially ½ those that have significant meaning ½
- Pre-occupied with death and dying ½
- Sudden changes in personal appearance and hygiene ½
- Previous suicide attempts or gestures ½
- Direct suicide comments such as "I wish I was dead. ½

3.1.2. One of the adolescents admitted to your ward is experiencing suicidal thoughts. Describe the nursing intervention of an adolescent with suicidal ideations (6)

ANSWER:

- Always take the expression to die seriously ½
- Provide a safe environment ½ for example take away sharp objects, never admitted them on upper floor of the hospital ½
- Obtain a verbal or written contract ½ that the adolescent will not do anything before talking to the nursing staff or parents ½
- Never undermine the adolescent's feelings of hopelessness ½
- Check on the adolescent's feelings of safety and control at frequent intervals. ½
- Build a trusting relationship with the client ½
- Ensure staff are friendly, welcoming and accommodating ½

- Allow the adolescent to express feelings ½ without judgement ½
- Show unconditional positive warmth ½ and respect for their needs and feelings ½
- Try and understand their point of view, always allowing them to feel safe ½
- If they need parents present allow this ½
- Encourage client to attend counselling ½
- Observe for warning signs ½

3.1.3. There is an increase in eating disorders amongst adolescent in South Africa.
 3.1.3.1. Describe the DSM 5 criteria for diagnosing a client with anorexia nervosa (4)

ANSWER:

- Restriction of energy intake ½ relative to requirements leading to a significantly low body weight in the context of age, sex, developmental trajectory, and physical health. ½
- Intense fear of gaining weight ½ or becoming fat, even though underweight. ½
- Disturbance in the way in which one's body weight or shape is experienced, ½ undue influence of body weight or shape on self-evaluation ½
- Denial of the seriousness of the current low body weight. ½

3.2. Forensic psychiatric services include the assessment, management and treatment of mentally ill prisoners or people who are in conflict with the law and require a psychiatric assessment.

3.2.1 Compare the term, fitness to stand trial with the term criminal intent or capacity. (2)

ANSWER:

Fitness to stand trial	Criminal intent or capacity
To determine fitness to stand trial, you need to know: <ul style="list-style-type: none"> • Does a person's mental state ½ allow them to understand ½ the court proceedings and allow them to make proper defence? ½ 	To determine criminal intent or capacity, you need to know: <ul style="list-style-type: none"> • Can a person be held accountable or responsible for any offences allegedly committed? ½ • Does the person understand the wrongfulness of the acts? ½

3.2.2. Describe the information the multidisciplinary team needs to assess to make psychiatric diagnoses to establish if a person can stand trial (2)

ANSWER:

- Assess if the person understands:
- What the charges involve
- What it means to be triad in a court of law
- The proceedings in court

- That the court must decide on their guilt or innocence with regard to specific charge

3.2.3 Describe the objectives of the observation unit in a psychiatric hospital. (2)

ANSWER:

- Prevent the escape of an accused person ½
- Observe the inmate systematically in order to establish their psychiatric condition ½
- Identify any person who maybe malingering ½
- Protect the human rights of the person in the unit ½
- Ensure the safety of safe ½
- Ensure safety of the observed ½

3.2.3. While treating a mental health care user in the security ward, as a nurse it is important to understand and categorise the violent behaviour. Describe the characteristic of a client who is chronically aggressive. (4)

ANSWER:

- Easier frustrated, limit impulse control ½
- Frequently express anger or hostility ½
- Resent authority and defiant of supervisors ½
- Express hostility through passive aggressive behaviour ½
- Believe violence or aggression are legitimate response ½
- Pleasure is derived from expression of anger ½
- Stimulus seeker ½ engage in reckless behaviour ½
- Prone to alcohol abuse ½
- Violence will occur in a situational context e.g. fight or disagreement ½
- Sometime get carried away in situation e.g. domestic violence ½
- Less likely to engage in acts of unexpected violence ½

(Subtotal = 25)

QUESTION 4

4.1. Rosie is a teacher in the local school. Her colleges needed to interrupt her class and let her know that her husband had been killed in a car accident on his way to work. Rosie feels faint and feels her heart is racing. The colleges send her to the clinic for assistance.

4.1.1 Describe the Assessment process of crisis intervention, you, as a nurse would need to conduct before counselling Rosie. (5)

ANSWER:

- Continue assessing the client throughout the process
- First assess immediate danger and physical and psychosocial needs

- Assess if there is more than one precipitating event
- Assess symptoms of the crisis for example, her feeling faint
- Assess her reaction to the crisis
- Assess if Rosie has a realistic perception of the event and the relationship between the event and the feeling of stress.
- Problem solving technique can be used to reduce stress
- Correct distorted perception of the event
- Assess the support system available to support Rosie like her colleges and other family members
- Assess Rosie coping skills and encourage her to use health coping skills
- Assess suicidal risk
- Assess her risk of not coping with the crisis against her balancing factors which are health and will help her cope with the crisis and ensure they are balance.

4.1.2. Crisis intervention is conducted in phases. Discuss the tasks you would need to focus on in the working phase of the crisis intervention with Rosie. (5)

ANSWER:

- Needs to deal with emotions ½ by allowing her to ventilate her feelings ½
- Ensure you actively listen ½ Use your communication skills like paraphrasing, questioning, reflecting ½ all this should show understanding ½
- Give support by having open body language, touch ½
- Address the identified problem ½ by investigating previous attempts to solve the problem ½ generate and explore alternatives ½
- With Rosie ½ formulated a plan of action ½
- Mobilise a support system ½ refer for further counselling ½, group ½ etc. Enquiring about family and friends which she finds supportive ½ Enquire about the support programs at her work ½

4.2. You are working in a psychiatric ward, the Sister in charge asked if you could establish groups therapy for some of the clients in the ward. You need to understand the types of groups, which can be used for therapeutic treatment.

Match the classification of a group in column A with the type of group you would use to conduct that group in column B. Only write the question number and answer e.g. 4.2.4 = A (4)

ANSWER:

<u>COLUMN A</u> Classification of group	<u>COLUMN B</u> Type of group
4.2.1. Didactic group	A. Clients that are very fragile at this present time and need a safe environment to function in
4.2.2. Exploratory group	B. A reunion of old school colleagues

4.2.3. Activity Group	C. A group to discussing an effectiveness of a program
	D. Support group for overweight people
	E. A family of 4 experiencing conflict in the family

ANSWER: 4.2.1. D
4.2.2. E
4.2.3. A

4.2.2. When running a group as a psychiatric nurse you need to be aware of the eleven (11) therapeutic factors in order for the group to be effective.
Discuss the following THREE (3) therapeutic factors regarding to their benefits and how you would facilitate this taking place in the group you are running.

- 4.2.1.** Instilling hope. (2)
4.2.2. Altruism (2)
4.2.3. Development of socialising techniques (2)

ANSWER:

4.2.1. Instilling hope. (2)

Benefit: Observing other group members progress of overcoming their problem instill hope to those still finding ways to overcome their problems ½ Confidence is instilled and the belief the group member will improve occurs ½ Facilitation: Encourage older group member to share their experience and how they overcome them ½ encourage group members to interact and asking each other questions and shared experiences ½

4.2.2. Altruism (2)

Benefit: An opportunity for a group member to feel helpful and important when they have helped another group member feel better ½

Facilitation: Allow group member to help each other by giving solutions to problems, ½ that they have experienced and sharing what was helpful in solving their own problems ½

4.2.3. Development of socialising techniques (2)

Benefit: During the group process social skills are learned in interaction with other group members ½

Facilitation: Observe each group member behaviour and how they interact, if one talks to much or interrupt other members, allow the group to provide feedback on how this is for them ½ If one member is to quiet encourage them to speak ½ allow group pressure to correct negative behaviour ½

4.3. Managing a dynamic group can be challenging as a facilitator. Problems like one group member monopolising the group, very silent group member needs to control. Describe how you would manage problems like these in the group you are running. (4)

ANSWER:

- Talk about the problem in the group, direct the attention to the behaviour $\frac{1}{2}$ not the person $\frac{1}{2}$ Encourage the group to set limits $\frac{1}{2}$ and apply group pressure for the person to change behaviour $\frac{1}{2}$ Do not come across as the authority or critical $\frac{1}{2}$ allow it to come from the group with your guidance $\frac{1}{2}$
- Use modelling/roleplay to demonstrate how to cope with unacceptable behaviour $\frac{1}{2}$
- Encourage group member to discuss how they feel $\frac{1}{2}$ with regards to the unacceptable behaviour and how they respond to the behaviour as well as the consequence of the behaviour $\frac{1}{2}$

(Subtotal = 25)
[Grand Total = 100]

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