

**UNIVERSITY OF SWAZILAND
FACULTY OF HEALTH SCIENCES
BACHELOR OF NURSING YEAR 5 HEALTH SCIENCES**

FINAL EXAMINATION PAPER 2012

**TITLE OF PAPER: TREATMENT AND MANAGEMENT
MODALITIES FOR MENTAL HEALTH
PROBLEMS 11.**

COURSE CODE : NUR 555

MARKS ALLOCATION: 75

TIME ALLOCATION :2 HOURS

**INSTRUCTIONS : THIS PAPER CONSISTS OF THREE
QUESTIONS.
ANSWER ALL QUESTIONS.
DO NOT OPEN THIS PAPER UNTIL TOLD
TO DO SO.**

QUESTION 1

1. The major difference between family and group therapeutic interventions is that family interventions consider both internal and external values which is not considered in group therapeutic interventions.
2. Psychotherapy in groups is problematic because groups in most cases do not have values that can be used during the therapy.
3. A family norm is what the family values the most and is of paramount importance in psychotherapy.
4. Good families are known by their firm norm in maintaining their values.
5. Sticking to family norms in the endeavour to maintain values of the family may result to family pathologies.
6. One of the critical family pathologies is adequate caring for the children.
7. It is imperative that family interactions should be strictly among the adults who are the key members of the family and who are expected to provide guidance.
8. One of the reasons that often create generation gaps between parents and their children is that children are **individually** not like parents.
9. It is unfortunate that children of today can easily confront their parents, something that is not encouraged in psychotherapy because children should not be spoiled.
10. The number of children crying helplessly in the wilderness due to being entangled by mental health problems, provide enough evidence that therapists should talk to children and forget about families.
11. Families that are spiritually comprehensive are potentially likely to abuse children.
12. Teaching children how to pray and makes them participate in family prayers is a good strategy that make children become responsible and is acceptable in psychotherapy.
13. The spiritual part of the individual is central in developing children in families.
14. Interactions in families are a psychosocial business and the other parts are not directly involved.
15. During family interactions the external and internal environments are involved.
16. Parental Empathy Measure is a promising instrument for screening parental responses to children's needs because neglecting parenting behaviours and practices are usually exposed.
17. The parenting Stress Index is known for its effectiveness in assessing social interaction characteristics that may affect the quality of family functioning.
18. Deconstruction in psychotherapy is about separating issues that pertain to the different parts of the individual.
19. During deconstruction the client gains power to understand him/herself.
20. Deconstruction should occur before reconstruction happen.
21. Hence, deconstruction and reconstruction can not occur simultaneously in a psychotherapy session.

22. The metaphorical statement of putting sticks together is a good example of teamwork disintegration.

Write in full the abbreviations of instruments used in assessing families.

23. FSSSI
24. CNI
25. HIS

QUESTION 2

The psychiatric nursing students at the Faculty of Health Sciences have formed a psych society for the promotion of mental health of students at the University of Swaziland and also to instill professional integrity in the psychiatric nursing Profession at University and the country at large. What activities would the society implement to:

- 2.1 Maximize professional integrity **(10 marks)**.
2.2 Reduce fear to HIV and AIDS **(10 marks)**.
2.3. Increase counselling skills **(5 marks)**.

QUESTION 3

The development of the infants in pre-schools is rather highly skewed on the cognitive and physical part. How would you use the following to improve mental health services in pre-schools?

- 3.1. Professional dynamic nature of psychiatric nursing (5marks).
3.2. The physical part of development (5marks).
3.3. The psychosocial part of development (5marks).
3.4. The cognitive part of development (5marks).
3.5. The emotional part of development (5marks).

[25 marks]