higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

MEDICAL PRACTICE N6
(Second Paper)

29 NOVEMBER 2019

This marking guideline consists of 7 pages.

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SECTION A

QUESTION 1

1.1	1.1.1	philosophy of life		
	1.1.2	appropriate skills		
	1.1.3	disrupts		
	1.1.4	defence mechanism		
	1.1.5	Reserved		
	1.1.6	Physical decline		
	1.1.7	differently		
	1.1.8	Conflict		
	1.1.9	dependent		
	1.1.10	Visitors		
			(10 × 2)	(20)
1.2	1.2.1	True		
	1.2.2	True		
	1.2.3	False		
	1.2.4	True		
	1.2.5	True		
	1.2.6	False		
	1.2.7	True		
	1.2.8	False		
	1.2.9	False		
	1.2.10	False		
			(10 × 2)	(20)
				[40]

TOTAL SECTION A: 40

SECTION B

QUESTION 2

2.1
- Neurodevelopmental disorders
- Schizophrenia spectrum and other psychotic disorders
- Bipolar and related disorders
- Depressive disorders
- Anxiety disorders
- Obsessive-compulsive and related disorders
- Trauma- and stressor-related disorders
- Dissociative disorders
- Somatic symptom and related disorders
- Feeding and eating disorders
- Elimination disorders
- Sleep-wake disorders
- Sexual dysfunctions
- Gender dysphoria
- Disruptive, impulse-control and conduct disorders
- Substance-related and addictive disorders
- Neurocognitive disorders
- Personality disorders
- Paraphilic disorders (Any 7 × 1) (7)

2.2
- Dressing
- Bathing
- Transferring
- Movement to prevent bedsores
- Toilet/Bowel routine
- Catheter sanitation
- Feeding
- Taking medication
- Mental health care
- Transportation (Any relevant 8 × 1) (8)

2.3
- The more you understand yourself, the greater your level of maturity.
- Having an objective view of yourself allows you to know your strengths and admit your weaknesses.
- Knowing what your weaknesses are helps you to know what to work on for self-improvement.
- Self-awareness allows you to change the things you do not like about yourself and improve on the things you do like about yourself.
- Having greater awareness or insight into yourself makes you less likely to project negative personal qualities onto others. (Any relevant 5 × 1) (5)

[20]

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QUESTION 3

3.1
- Mental illness
  - Depression
  - Anxiety
  - Bipolar disorder
  - Schizophrenia
- Traumatic experience
  - PTSD
  - Physical/Sexual abuse
  - War
- Bullying/Cyber bullying
- Personality disorders
- Alcohol/Substance abuse/Addiction
- Unemployment
- Social isolation/Loneliness
- Relationship problems
- Family history
- Philosophical desire/Existential crisis
- Terminal illness/Chronic pain
- Financial problems
- Attempting suicide as a cry for help
- Prescription drugs/Side effect of medication (Any relevant 7 × 1) (7)

3.2
- Research and learn as much as you can about the condition.
- Get in touch with other families experiencing this to share tips, for support, and for the child to know that they are not alone.
- Childproof the house and make sure that anything hot or dangerous is not easily accessible to the child.
- The child could wear protective eyewear to avoid scratching the eyes.
- Parents should teach the child to get help immediately if he/she sees blood, even if they do not feel any pain.
- Swimming might be a good sport to take up as there is less chance of injury than with other sports.
- Check young children all over for injuries at regular intervals.
- Set a timer for bathroom breaks as they may not feel when they need to go.
- Occupational therapy can teach ways to do things that put less stress on joints. (Any relevant 4 × 2) (8)

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3.3
- Patients may hide the fact that they are sick from friends and family for personal reasons.
- Patients may hide or deny disease for fear of stigma. How will others perceive the illness? What will they think caused it? Will they treat the patient differently if they find out?
- Patients may hide or deny disease for fear of it affecting their career or job prospects. Will they lose out on a promotion or not be hired if people know that they have a disease?
- Patients may hide or deny disease for fear of pity from others.
- Patients may hide or deny disease for fear of burdening others.
- Healthy people prefer not to be reminded of their mortality, and sick people are often hidden from daily public life by being admitted to hospitals or institutions. (Any relevant 5 × 1) (5)

[20]

QUESTION 4

4.1
- Exsanguination (slitting wrists or artery)
- Carbon-monoxide poisoning
- Hanging
- Drowning
- Electric shock
- Jumping from a height
- Suffocation
- Poisoning
- Drug/Alcohol overdose
- Gunshot (Any 7 × 1) (7)

4.2
- Stay calm.
- Be diplomatic.
- Be careful not to instinctively respond with your own anger.
- Try to understand why the patient is angry.
- Show empathy.
- Be on the patient's side and show that you are concerned about their wellbeing.
- Help the patient to resolve the source of the frustration if possible.
- If the problem cannot be corrected, calmly explain why things are the way they are, explaining how current policy/medical aid/etc. benefits them as well.
- Remember that the patient's anger might be a defence mechanism.
- Remember that the patient may be suffering pain, anxiety, fear or depression, etc.
- If you think that you might be giving in to your own anger, excuse yourself until you are composed or ask a colleague to take over handling the patient instead. (Any relevant 8 × 1) (8)

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4.3 **Similarities:**

- Both psychologists and psychiatrists are trained to deal with mental health issues.
- Both can listen to your problems.
- Both aim to help you find a way to manage the issues you seek help with.
- Both are registered with the Health Professionals Council of South Africa (HPCSA)

Differences:

- Psychiatrists are medical doctors and can prescribe medication and conduct physical examinations.
- Psychologists have completed at least seven years of undergraduate and postgraduate studies, training, a board exam and can conduct psychological assessments.
- Psychiatrists often prioritise physiological explanations and pharmacotherapy.
- Psychologists are more likely to focus on behaviour, thought processes, emotions and life experiences and engage in psychotherapy.

(Any relevant 5 × 1) (5)

[20]

QUESTION 5

5.1
- Department of Health (DOH)
- National Council of Mental Health
- Childcare clinics
- Occupational/Vocational training
- Aftercare homes
- Special schools
- Marriage-advisory offices (Any relevant 7 × 1) (7)

5.2
- Remember that every adolescent is different and might have different needs.
- Try not to make them feel too dependent if they seem to prefer independence.
- Allow them to do certain things for themselves if possible, to allow for a sense of independence, if this seems to be what they would prefer.
- Be careful not to treat them like children.
- Allow access to books, television, game consoles, etc. if possible.
- Avoid making a fuss over the visit of a girlfriend or boyfriend.
- Be sensitive and tactful.
- Show genuine empathy.
- Give them as much privacy as possible.
- Be particularly tactful regarding bedpans/catheters/urine-drainage bags, etc., and about anything that might be seen as embarrassing by the adolescent.
- Make them feel at ease.
- Provide health education that will help them feel empowered and more in control. (Any relevant 4 × 2) (8)

5.3
- Focussing attention on pain makes it worse.
- Distracting patients is highly effective in reducing their pain.
- Music that the patient appreciates, conversation, or asking questions during a procedure may divert attention, even when the patient is unable to respond.
- Anxiety contributes to the perception of pain.
- Treating anxiety and providing psychological support has been shown to reduce both pain and the use of pain medication.
- Giving patients more control and a feeling of participation in their care helps with anxiety.
- Doctors should use nonthreatening terms such as 'mild discomfort' instead of 'pain'. (Any relevant 5 × 1) (5)

[20]

TOTAL SECTION B: 60
GRAND TOTAL: 100

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