higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

MEDICAL PRACTICE N6
(Second paper)

22 September 2020

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1 1.1.1 group therapy

1.1.2 suicide

1.1.3 regression

1.1.4 withdrawn adults

1.1.5 physical decline

1.1.6 biological theories

1.1.7 isolation

1.1.8 personality

1.1.9 nature

1.1.10 nurture

(10 × 2) (20)

1.2 1.2.1 True
1.2.2 False
1.2.3 False
1.2.4 False
1.2.5 True
1.2.6 True
1.2.7 False
1.2.8 True
1.2.9 False
1.2.10 True

(10 × 2) (20)
[40]

TOTAL SECTION A: 40

SECTION B

Mark only THREE questions from this section.

QUESTION 2

2.1
- Cultural factors
- Previous experiences
- The meaning of the situation
- Attention
- Fear, anxiety, or other emotions
- Expectations
- Psychogenic pain
- Genetics
- Gender
- Attitude
- Long-term health problems
- Coping strategies
- Religious beliefs/spirituality/ prayer
- Social factors
- Access to a support system/someone who cares (Any relevant 7 × 1) (7)

2.2
- If possible, walk around the ward every few hours, or arrange to walk with a visitor or staff member
- If a doctor has recommended staying in bed, change position every 1–2 hours, and move the legs and ankles. A staff member can be asked to assist
- If long periods are being spent in bed, ask staff to raise the headrest and to be put into a more seated position if possible, rather than lying flat
- Sit out of bed as soon as possible and as often as possible
- Eat meals sitting out of bed if able to do so
- Try to maintain a routine e.g. get dressed each morning if possible
- Use a mobility aid if one has been recommended
- Read books or magazines, or listen to audiobooks or podcasts
- Write letters, keep a journal, or engage in some writing activity
- Engage in some easy craft work/hobby e.g. knitting
- Do puzzles or word games
- Talk to people/visitors
- Listen to music
- Eat regular meals and snacks and drink enough water
- Speak to a doctor/healthcare provider if you have any concerns

(Any relevant 8 × 1) (8)

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2.3
- Denial is a coping mechanism for some, and may be helpful to a certain extent
- Patient may want to hide the fact that they are sick from friends and family for personal reasons
- A patient may deny illness for fear of stigma – How others will perceive the illness; What will they think may have caused it, Will they treat the patient differently if they find out?
- The patient may deny illness for fear of it affecting their career or job prospects – Will they lose out on a promotion or Would they not be hired if people knew that they had an illness?
- A patient may deny illness for fear of pity from others
- A patient may deny illness 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, and the patient may fear this.
- The patient may not be ready to accept the side effects of treatment yet e.g. hair loss or loss of mobility.
- The patient may just need time to process the diagnoses and adapt to the new situation. (Any relevant 5 × 1) (5)

[20]

QUESTION 3

3.1
- Gunshot
- Jumping from a height
- Exsanguination (slitting wrists or artery)
- Carbon monoxide poisoning
- Hanging
- Drowning
- Drug/alcohol overdose
- Electrocution
- Suffocation
- Vehicular impact
- Poisoning
- Hypothermia
- Immolation
- Ritual suicide e.g. Seppuku/hara-kiri (Any relevant 7 × 1) (7)

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3.2
- Take on more responsibilities and fulfil your duties
- Avoid nagging, whining and complaining behaviour
- Set goals and work towards them
- Stop making excuses and blaming others for your shortcomings or situation
- Have courage
- Allow others to be who they want to be
- Avoid gossiping and badmouthing others
- Be fair to others
- Allow yourself to think both emotionally and rationally, and learn to find a healthy balance
- Learn to communicate your feelings, thoughts and needs clearly
- Put aside your ego and pride
- Learn to keep an open mind
- Stop seeking attention
- Regularly step out of your comfort zone
- Avoid materialism and consumerism
- Develop honesty towards yourself and others
- Learn to control your temper
- Learn to recognise your own flaws and weaknesses, and work towards improving them
- Accept the mistakes that you have made and take personal responsibility
- Be clear about how you feel about the relationships you have and value your relations with others
- Learn to know what you want and what you do not want
- Stop seeking external validation
- Learn to accept constructive criticism
- Take actions to support others
- Hang on to your inner child and recognise the importance of childlike qualities
- Be respectful of others
- Spend time with people who have mature personalities (Any 8 × 1) (8)

3.3
- Career choice affects the availability of finances/financial well-being of an individual, as different careers have different earning potentials
- It affects how much free time an individual has to spend on other important aspects of life
- It can have an effect on relationships, e.g. whether one is able to provide sufficiently for loved ones, how much time one has for others, whether an individual has to relocate, whether loved ones are comfortable with the career or not
- Career choice affects mental and emotional well-being with regard to how much stress one is exposed to and how one copes with it
- Career choice can affect feelings of self-worth and dignity, depending on whether one feels fulfilled, whether work reflects personal values, etc.
- It can affect personal identity and status in a community, depending on the value placed on the work that is done
- It affects the extent to which one is able to express creativity and strive for greater self-awareness (Any relevant 5 × 1) (5)

[20]

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QUESTION 4

4.1
- Extension of the sense of self
- Warm relations with others
- Self-esteem/self-acceptance/emotional security
- Realistic perceptions
- Meaningful work and service/skills and assignments/problem-centeredness
- Self-insight/self-awareness
- Humour
- A unifying philosophy of life/religious sentiment (Any relevant 7 × 1) (7)

4.2
- A doctor or clinical psychiatrist must be consulted and will:
  - assess and examine the patient
  - provide a letter of referral
- Admission to a mental institution must then be applied for and the following need to be submitted:
  - the letter of referral
  - the patient's written consent
  - a copy of the patient's identity document (ID)
- The application may be made by a spouse/next of kin/partner/associate/ parent or guardian
- The application must be made by a parent or guardian if the patient is under the age of 18 years
- If a spouse/next of kin/partner/associate parent or guardian is unwilling, incapable or unavailable, the application may be made by a healthcare provider
- If the mental condition is regarded as a threat to society, a court may order the patient to be institutionalised with or without consent

(Any relevant 8 × 1) (8)

4.3
- Chronic pain interferes with the ability to complete the daily activities of living
- It can have a negative effect on relationships
- It can make interacting with others and engaging in social activities difficult
- It can make you feel drained of energy
- You may be forced into long periods of inactivity, which in turn can result in weight gain and disease, affecting overall health
- It can impact on job performance, or result in job loss, affecting the availability of personal finances
- It can have a negative effect on mental health, affecting mood, increasing stress, or leading to depression (Any relevant 5 × 1) (5)

[20]

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QUESTION 5

5.1 The following are identified in the syllabus for students to mention, but accept other/more newly-formed, relevant organisations as well:

- The Department of Health (DOH)
- The National Council of Mental Health
- Child Care Clinics
- Occupational training/Vocational training
- Aftercare homes
- Special schools
- Marriage advisory offices (Any relevant 7 × 1) (7)

5.2

- Practice calmness and avoid appearing tense or stressed
- Speak confidently to help the patient feel at ease
- Talk them through what to expect during their stay
- Be aware that every adolescent is different and may 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 prefer
- Be careful not to treat them like children
- Allow access to books, television, game consoles, etc. if possible
- Play music as an anti-anxiety agent
- 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 an adolescent might view as embarrassing
- Provide health education that will help them feel empowered and more in control
- Explain how instruments and equipment work to help them feel more comfortable (Any relevant 4 × 2) (8)

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5.3
- Severe depression and not seeing any other way to relieve the emotional pain that is felt
- Other mental illness e.g. schizophrenia and hearing voices commanding one to kill oneself
- Experiencing trauma, particularly multiple incidents of trauma, or being diagnosed with PTSD
- Alcohol/substance abuse leading to impulsivity and increased risk of acting upon urges than one would when sober
- Loss or fear of loss, e.g. the ending of a relationship, academic failure, or financial problems
- Feelings of hopelessness and not believing that a situation will change or improve
- Some view suicide as a way to regain dignity and control, ending chronic pain and the suffering of terminal illness
- Feeling worthless and that one is a burden to others
- Social isolation, often combined with other risk factors such as depression and substance abuse
- As a cry for help, not really meaning to die
- A lack of healthy coping strategies, or lack of access to coping resources
- Accidental suicide, e.g. due to autoerotic asphyxiation

(Any relevant 5 × 1) (5)
[20]

TOTAL SECTION B: 60
GRAND TOTAL: 100

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