

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF HEALTH SCIENCES**  
**DEPARTMENT OF COMMUNITY HEALTH NURSING SCIENCE**  
**FINAL EXAMINATION: DECEMBER, 2017**

**COURSE TITLE:** DIAGNOSTIC AND STATISTICAL MANUAL  
**COURSE CODE:** CMH 405  
**TIME ALLOCATED:** 2 HOURS  
**TOTAL MARKS ALLOCATED:** 75

**INSTRUCTIONS:**

- 1. PLEASE WRITE LEGIBLE**
- 2. PLEASE ANSWER ALL QUESTIONS**
- 3. USE THE PROVIDED ANSWER BOOKLET FOR ALL YOUR ANSWERS**
- 4. START A NEW QUESTION IN A NEW PAGE**
- 5. MAKE SURE THAT ALL YOUR ANSWERS ARE NUMBERED CORRECTLY**

**PLEASE DO NOT OPEN THE QUESTION PAPER UNTIL PERMISSION HAS  
BEEN GRANTED BY THE CHIEF INVIGILATOR OR HIS/HER  
REPRESENTATIVE**

**QUESTION 1**

**This question has two sections: A (true or false) and B (matching). Answer both sections. Each correct answer carries one (1) mark.**

1. Disruptive Mood Dysregulation Disorder was added in DSM-5 in order to address concerns that bipolar disorder in children wasn't being diagnosed enough.
2. Severity specifiers for Intellectual Disability in DSM-5 are based solely on IQ test scores.
3. DSM-5 changed the diagnosis of specific language disorder to a single disorder with specifiers for specific impairments in reading, written expression and mathematics.
4. Hoarding is one of new disorders in DSM-5.
5. Autism spectrum disorder, specific learning disorder and antisocial personality disorder all fall under neurodevelopmental disorders in DSM-5.
6. Pica is a feeding and eating disorder characterised by craving for non-food materials.
7. Gender identity disorder is the same as dysphoria in which a person experiences discomfort or distress because of a mismatch between their biological sex and gender identity.
8. According to DSM-5, it is not important to consider a person's cultural background in the diagnosis of a mental disorder.
9. According to DSM-5, the essential features of personality disorders are impairments in self and interpersonal functioning as well as the presence of pathological personality traits.
10. Classroom modification is part of interventions to consider in the management of specific learning disorders.

**B. Match the relevant answer in column A, that best corresponds with the statement in column B, e.g.: 50=Z**

	<b>COLUMN A</b>	<b>COLUMN B</b>
11.	DSM IV-TR	A. Persistent deficits in social communication and social interactions
12.	DSM-II	B. The criteria of "clinically significant impairment in social, occupational, or other important areas of functioning" was introduced
13.	1917	C. In 1943 the name of this document was changed to The Armed Forces Nomenclature
14.	DSM-III	D. The main shortfall of the document was heavy representation of psychoanalysts during its development as well as circulation to fewer members of the American Psychiatric Association
15.	DSM-IV	E. Multiaxial system (Axis I-V) was introduced in this version of the DSM published in 1980
16.	Autism Spectrum Disorder	F. Characterised by significant impairment in self and interpersonal functioning
17.	Medical 203	G. Published in 2000

18.	DSM-I	H. A situation in which a person presents with more than one disorder
19.	Specific learning disorders	I. "Hysteria" replaced "Conversion Reaction" and "Dissociative Reaction"
20.	Comorbidity	J. Statistical Manual for the Use of Institutions for the Insane was published
21.	Diurnal Enuresis	K. An example of cognitive behavioural therapy initially used in the treatment of borderline personality disorder
22.	DSM-5 diagnostic criterion for Intellectual disability	L. Adaptive functioning must be assessed and considered within the child's age and social culture.
23.	Obsession	M. In the DSM-5, this diagnosis combined reading disorder, mathematics disorder, disorder of written expression, and learning disorder not otherwise specified
24.	Avoidant personality disorder	N. Recurrent and persistent thoughts, urges, or images that are experienced, at some time during the disturbance as intrusive and inappropriate, and that cause marked anxiety and distress
25.	Dialectical behaviour therapy	O. An elimination disorder in which a child above the age of 5 repeatedly passes urine anywhere during the day either intentionally or unintentionally

### QUESTION 2

- A. Compare and contrast the Conduct Disorder and Intermittent Explosive Disorder **(15 marks)**.
- B. Briefly describe the key DSM-IV to DSM 5 changes in the diagnosis of oppositional defiant disorder **(10 marks)**.

**[Total marks: 25]**

### QUESTION 3

- A. Compare the DSM-IV and DSM-5 general criteria for personality disorders **(10 marks)**.
- B. Using the general criteria in A above as a guide, compare the DSM-IV and DSM-5 diagnostic approach for antisocial personality disorder **(15 marks)**.

**[Total marks: 25]**