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 LEGIBLY
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

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>A. Persistent deficits in social communication and social interactions</th>
<th>B. The criteria of “clinically significant impairment in social, occupational, or other important areas of functioning” was introduced</th>
<th>C. In 1943 the name of this document was changed to The Armed Forces Nomenclature</th>
<th>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</th>
<th>E. Multiaxial system (Axis I-V) was introduced in this version of the DSM published in 1980</th>
<th>F. Characterised by significant impairment in self and interpersonal functioning</th>
<th>G. Published in 2000</th>
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<tbody>
<tr>
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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]