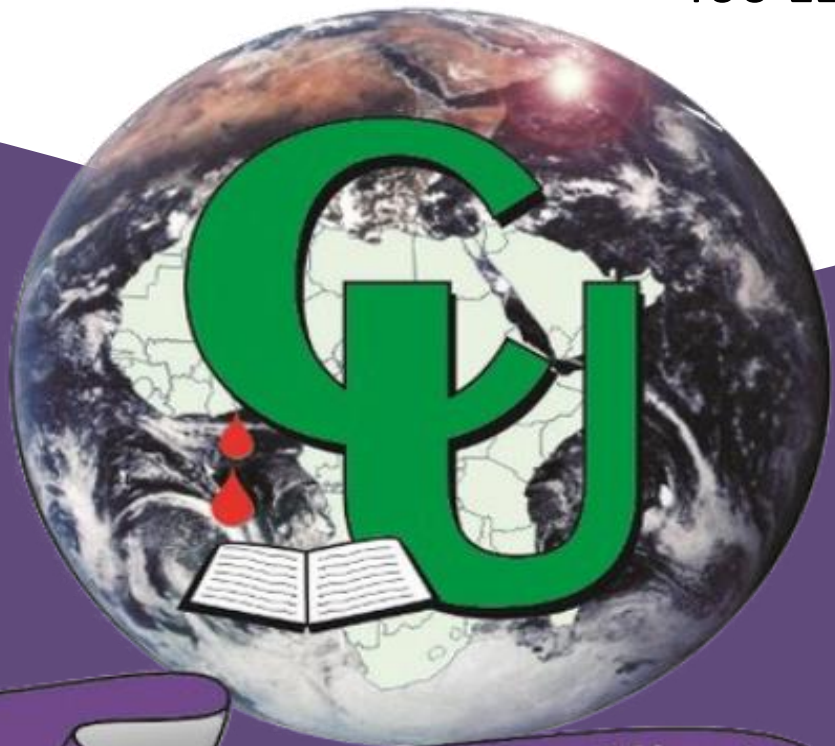


COVENANT UNIVERSITY

OMEGA SEMESTER TUTORIAL KIT
(VOL. 2)

PROGRAMME: PSYCHOLOGY

400 LEVEL



Raising A New Generation Of Leaders

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LIST OF COURSES

PSY420: SOCIAL PERCEPTION AND GROUP PROCESSES
PSY421: FAMILY AND MARITAL COUNSELLING

***Not included**



COVENANT UNIVERSITY
CANAAANLAND, KM 10, IDIROKO ROAD
P.M.B 1023, OTA, OGUN STATE, NIGERIA.

TITLE OF EXAMINATION: B.Sc. EXAMINATIONS

COLLEGE: CLDS

DEPARTMENT: Psychology

SESSION: 2015/2016

SEMESTER: OMEGA

COURSE CODE: PSY420

CREDIT UNIT: 2

COURSE TITLE: Social Perception and Group Processes

INSTRUCTION: Answer THREE questions only. Question ONE is compulsory

TIME: 2 HOURS

- 1a.** What is social perception? **6mks**
- b.** There are many ways that a group can make a final decision, decide on a solution, or come to agreement. Discuss **12mks**
- c.** One method of analysis describes conflict as of four types- Discuss with appropriate examples. **12mks**
- 2a.** A group is a collection of people who gather with a common aim. In the light of this statement, discuss the:
- i. concept of a group and **4mks**
- ii. the general categorization of groups **6mks**
- b.** Identify and discuss Tuckman's Model of group development **10mks**
- 3a.** Discuss Forsyth's considerations in identifying a group. **10mks**
- b.** Explain the "self" using the Johari window **7mks**
- c.** Discuss attribution and its dichotomies **3mks**
- 4.** Write short notes on the following:
- 1) Assertiveness
 - 2) Risky Shift
 - 3) Stereotype
 - 4) Discrimination

- 5) Scapegoating
- 6) Perception
- 7) Social loafing
- 8) Prejudice

2.5mks for each



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COURSE TITLE: Social Perception and Group Processes

INSTRUCTION: Answer THREE questions only. Question ONE is compulsory

TIME: 2 HOURS

MARKING GUIDE

1a. What is social perception?

- b.** There are many ways that a group can make a final decision, decide on a solution, or come to agreement. Discuss
- c.** One method of analysis describes conflict as of four types- Discuss with appropriate examples.

Answer

1a. Refers to the processes through which we use available information to form impressions of other people, to assess what they are like. Hence, it is the study of how we form impressions of and make inferences about other people **6mks**

1b. The Final Decision: There are many ways that a group can make a final decision, decide on a solution, or come to agreement. Some of the most popular ways of making the decision include:

- Consensus: The group members all agree on the final decision through discussion and debate.
- Compromise: Through discussion and readjustment of the final plan, group members come to agreement by giving up some of their demands.
- Majority Vote: The decision is based on the opinion of the majority of its members.

- Decision by Leader: The group gives the final decision to its leader.
- Arbitration: An external body or person makes a decision for the group. **12mks**

c. One method of analysis describes conflicts as of four types:

- Approach-Approach
- Approach-Avoidance
- Avoidance-Avoidance and
- Double Approach-Avoidance conflicts

The students are expected to explain the four types briefly.

12mks

Scores for Question 1= 30mks

2. A group is a collection of people who gather with a common aim. In light of this statement, discuss:

- a. The concept of a group
- b. The general categorization of groups
- c. Tuckman's Model of group development

Answer

2a. A group is usually defined as a collection consisting of a number of people who share certain aspects, interact with one another, accept rights and obligations as members of the group and share a common identity. Using this definition, society can appear as a large group

4mks

b. The following are the general categorizations

- Primary Groups
- Social & Casual Groups
- Educational Groups
- Work Group
- Problem-Solving Groups and
- Computer-Assisted Groups

6mks

c. Tuckman's Model of group development

- Forming
- Storming
- Norming
- Performing
- Adjourning

10mks

Scores for Question 2= 20mks

3a. Discuss Forsyth's considerations in identifying a group.

- b. Explain the “self” using the Johari window
- c. Discuss attribution and its dichotomies

Answer to Question 3

3a. Forsyth (1999) proposed five (5) considerations in identifying a group. They are:

1. **Interaction:** the question here is- Do group members communicate with each other. Interaction simply means communication. This includes talking and listening, head nods, gestures, glances, pats on the back, smiles, frowns, and any other behaviour to which people assign meaning.
2. **Structure:** this deals with how group members are organized into certain roles, such as moderator and note takers. "Group structure" often refers to the set of interlocking roles played by group members and the norms and expectations that guide group behaviour.
3. **Group Cohesion:** cohesion suggests how strongly the members feel a sense of unity. Cohesion has primarily been conceptualized as the members' "attraction to the group."
4. **Social Identity:** questions that are pertinent here include- do the group members' share a perception of being members of the group? Is this membership important to their self-identity?
5. **Goals:** this concerns what the group is working to accomplish. **10mks**

3b. The students are expected to draw the Johari Pane to explain the quadrants i. e. open, hidden, blind, and unknown

The mental image or perception that one has of oneself. A person's perception of himself or herself. It is often defined by self-description, for example, 'I am a father, athlete...' and so on. It is thought to have three components:

- a) the ideal self (the person you would like to be)
- b) the public self (the image you think other people have of you)
- c) the real self (what you really think about yourself).

The students are expected to discuss some of these selves: ideal, public, real, religious, cyber
7mks

c. Attribution is a description of the way in which people explain the causes of their own and other people's behaviour. The dichotomies are internal attributions and external attributions
3mks

Scores for Question 3 = 20mks

4. Write short notes on the following:

- 9) Assertiveness
- 10) Group Risky Shift
- 11) Stereotype
- 12) Discrimination
- 13) Scapegoating
- 14) Social Perception
- 15) Social loafing
- 16) Prejudice

Answer

Assertiveness: When individuals act assertively, they act in their own best interests and stand up for their legitimate rights.

Encounter group: A typically unstructured psychotherapy group in which the participants seek to increase their sensitivity, responsiveness, and emotional expressiveness, as by freely verbalizing and responding to emotions.

Stereotype: A "stereotype" is a generalization about a person or group of persons. We develop stereotypes when we are unable or unwilling to obtain all of the information we would need to make fair judgments about people or situations

Discrimination: Discrimination occurs when we judge people and groups based on our prejudices and stereotypes and treat them differently

Scapegoating: Is the practice of blaming an individual or group for a real or perceived failure of others. The origin of the term comes from the Bible.

Perception: Perception is the task of determining what is out there in the world from sensory input. Things in the world give off clues to their existence, and sensory organs detect these clues.

Social loafing: In the [social psychology](#) of groups, social loafing is the phenomenon that persons make less effort to achieve a [goal](#) when they work in a [group](#) than when they work alone. This is one of the main reasons that groups sometimes perform less than the combined performance of their members working as [individuals](#)

Prejudice: Prejudice is as the name implies, the process of "pre-judging" something. It implies coming to a judgment on a subject before learning where the preponderance of evidence actually lies, or forming a judgment without direct experience.

2.5 mks for each

Scores for Question 4= 20mks

TOTAL SCORES FOR THREE QUESTIONS = 70MKS

Dr. O.A. ADEKEYE
Examiner



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TITLE OF EXAMINATION: B.Sc. EXAMINATIONS

COLLEGE: CLDS

DEPARTMENT: Psychology

SEMESTER: OMEGA

COURSE CODE: PSY421

COURSE TITLE: Family and Marital Counselling

INSTRUCTION: Answer Question 1 and any other two

SCHOOL: SHRD

SESSION: 2015/2016

CREDIT UNIT: 2

TIME: 2 HOURS

- 1a. Access to effective, broad based sexual health education is an important contributing factor to the health and well-being of young people-Discuss 10mks
- b. What is a successful marriage and why is a course in sex, marriage and family important? 8mks
- c. Identify and explain the six key concepts in Comprehensive Sexuality Education 12mks
- 2a. Enumerate and discuss the factors that constitute stress in a relationship/marriage which, if not properly handled, could lead to break up or divorce 7mks
- b. Briefly discuss five (5) Marriage Patterns 7mks
- c. Enumerate three theories of mate selection and discuss any two 6mks
- 3a. What is the impact of making condoms available to teenagers/adolescents? 5mks
- b. What is contraception? List and briefly introduce eight (8) types of contraceptives to a group of adolescents, including the pros and cons of each type. 10mks
- c. Every month a woman's body begins the process that can potentially lead to pregnancy- Discuss. 5mks
4. Provide brief responses to the following questions:
 - a. What is the difference between abstinence-only programs and comprehensive sex education? 5mks
 - b. Is there clear evidence that sexual health education can effectively help youth reduce their risk of unintended pregnancy and STI/HIV infection? 5mks
 - c. Some parents do not want young people to have comprehensive sex education. Why? 5mks
 - d. Why is comprehensive sex education important to me and my health? 5mks
5. Discuss the following concepts with appropriate examples:
 - a) Relationship
 - b) Families
 - c) Friendship
 - d) Dating and Love

- e) Marriage Gradient and Squeeze
- f) Marriage
- g) Parenting
- h) Commitment
- i) Intimacy
- j) Passion

2mks each

**COVENANT UNIVERSITY
COLLEGE OF DEVELOPMENT STUDIES
DEPARTMENT OF PSYCHOLOGY
2015/2016 ALPHA SEMESTER EXAMINATIONS**

Degree: B.Sc.

Course Code: PSY421

Course Title: Sex & Marital Counselling

Instruction: Answer Question 1 and any other two

Time duration: 120 min.

MARK GUIDE

- 1a.** Access to effective, broad based sexual health education is an important contributing factor to the health and well-being of young people-Discuss
- b.** What is a successful marriage and why is a course in sex, marriage and family important?
- c.** Identify and explain the six key concepts in Comprehensive Sexuality Education
- d.** There are alternatives to traditional families- Discuss

Answer

1a. Students are expected to explain that sexual health is multidimensional and involves the achievement of positive outcomes such as mutually rewarding interpersonal relationships and desired parenthood as well as the avoidance of negative outcomes such as unwanted pregnancy. That sexual health education should be accessible to all people and that it should be provided in an age appropriate, culturally sensitive manner that is respectful of an individual's right to make informed choices about sexual and reproductive health. **10mks**

b. There are some factors that influence how successful or unsuccessful a marriage would be. The students are expected to show good knowledge of the concept of marriage by giving an appropriate definition before going ahead to discuss factors such as love and intimacy, passion, good sex life, finance, in-laws, environment, sex of children, submissiveness, avoidance of manipulative relationships, fidelity, honesty and mutual respect which are all ingredients for a successful marriage. The students are expected to discuss the rationale behind CON 411 especially its relevance to issues of Sexuality, Relationships, Contraception, Couple Guidance, Marriage and Types of parenting amongst others. **6mks**

c. A comprehensive approach to sex education do explain to young people the potential benefits of delaying having sex until they are emotionally and physically ready and how to protect themselves from infections and pregnancy when they do decide to have sex. Comprehensive Sexuality Education covers a broad range of issues relating to both the physical and biological aspects of sexuality, and the emotional and social aspects. It recognizes and accepts all people as sexual beings and is concerned with more than just the prevention of disease or pregnancy. Key concepts are broad categories of information about sexuality and family living. The Guidelines are

organized into six key concepts, each of which encompasses one essential area of learning for young people. They are:

Key Concept 1: Human Development- Human development is characterized by the interrelationship between physical, emotional, social, and intellectual growth. Some of the topics explored are - Reproductive and Sexual Anatomy and Physiology, Puberty, Reproduction, Body Image, Sexual Orientation and Gender Identity

Key Concept 2: Relationships- Relationships play a central role throughout our lives. Some of the topics explored are - Families, Friendship, Love, Romantic Relationships and Dating, Marriage and Lifetime Commitments and Raising Children

Key Concept 3: Personal Skills- Healthy sexuality requires the development and use of specific personal and interpersonal skills. Some of the topics explored are - Values, Decision-making, Communication, Assertiveness, Negotiation and Looking for Help

Key Concept 4: Sexual Behaviour- Sexuality is a central part of being human, and individuals express their sexuality in a variety of ways. Some of the topics explored are - Sexuality throughout Life, Masturbation, Shared Sexual Behaviour, Sexual Abstinence, Human Sexual Response, Sexual Fantasy and Sexual Dysfunction

Key Concept 5: Sexual Health. The promotion of sexual health requires specific information and attitudes to avoid unwanted consequences of sexual behaviour. Some of the topics explored are - Reproductive Health, Contraception, Pregnancy and Prenatal Care, Abortion, Sexually Transmitted Diseases, HIV and AIDS, and Sexual Abuse, Assault, Violence, and Harassment

Key Concept 6: Society and Culture. Social and cultural environments shape the way individuals learn about and express their sexuality. Some of the topics explored are - Sexuality and Society, Gender Roles, Sexuality and the Law, Sexuality and Religion, Diversity, Sexuality and the Media, and Sexuality and the Arts. **9mks**

d. There are several alternatives to traditional families. The students are expected to discuss at least six of these. They include: One-parent families, Cohabitation, Communes, Gay and Lesbian families, Remaining single, Blended families (from divorces), Binuclear families (from joint custody), Grandparent-headed families, Extended families. **5mks**

Scores for Question 1= 30mks

- 2a.** Enumerate and discuss the factors that constitute stress in a relationship/marriage which, if not properly handled, could lead to break up or divorce
- b.** Briefly discuss five (5) Marriage Patterns
- c.** Enumerate three theories of mate selection and discuss any two

Answer

2a. Students are expected to highlight factors that constitute stress in a relationship/marriage, and among these factors are: lack of faithfulness/infidelity, individualism, sex of children, barrenness, finance, lack of submissiveness, romantic love subsiding, disagreement on number of children, Women are less dependent on men, marriage stress, divorce is more socially acceptable, From a legal standpoint, divorces are easier to obtain e.t.c **7mks**

b. There are several marriage patterns from which the students are expected to choose from, such as: Monogamy – marriage to one person at a time, Serial monogamy – succession of marriage and divorces involving one spouse at a time, Polygamy – marriage to more than one person at a time, Endogamy – marriage between people of the same category, Exogamy – marriage between people of different categories, Homogamy – marriage between persons with similar characteristics, and Heterogamy – marriage between persons with different characteristics.

7mks

c. The following are theories of mate selection. The students are expected to enumerate three of these and discuss any two of their choice:

- Theory of Propinquity
- Exchange Theory
- Complimentary Needs Theory
- Time and Place Theory (Happy Collision)
- Filter Theory
- Murstien’s Sequential Theory

6mks

Scores for Question 2= 20mks

- 3a.** What is the impact of making condoms available to teenagers/adolescents?
- b.** What is contraception? List and briefly introduce eight (8) types of contraceptives to a group of adolescents, including the pros and cons of each type.
- c.** Every month a woman's body begins the process that can potentially lead to pregnancy- Discuss.

Answer

3a. What is the impact of making condoms available to teenagers/adolescents?

Answer: Students are expected to explain that research has clearly and consistently shown that the promotion and distribution of condoms to adolescents does not result in earlier or more frequent sexual activity, but condom distribution that programs can significantly increase condom use among teens who are sexually. Studies have shown that students enrolled in schools with condom availability programs were not more likely to report ever having sexual intercourse but sexually active students attending schools with condom availability programs were significantly more likely to have used a condom at last intercourse than sexually active students at schools without condom availability programs.

5mks

b. Answer: Students are expected to explain that Contraception is the intentional prevention of conception or impregnation through the use of various devices, chemicals, drugs, sexual practices, or surgical procedures. This means that something (or some behaviour) becomes a contraceptive if its purpose is to prevent a woman from becoming pregnant. Birth control (contraception) is designed to interfere with the normal process and prevent the pregnancy that could result. There are different kinds of birth control that act at different points in the process, from ovulation through fertilization to implantation. Each method has its own side effects and risks. Some methods are more reliable than others. The students are expected to list and discuss eight (8) types of contraceptives. Some of the notable contraceptives are: Abstinence, Birth control pill, Cervical cap with spermicide, Condom (Female & Male), Depo-Provera injection, Diaphragm with spermicide, Douching, IUD (intrauterine device), Morning-after pill (emergency contraceptive) and Withdrawal.

10mks

c. Every month a woman's body begins the process that can potentially lead to pregnancy. An egg (ovum) matures, the mucus that is secreted by the cervix (a cylindrical-shaped organ at the lower end of the uterus) changes to be more inviting to sperm, and the lining of the uterus grows in preparation for receiving a fertilized egg. The students are expected to discuss issues pertaining to menstruation and ovulation. Terms that are related and expected in their response includes egg, ovum, fallopian tube, uterus, vaginal discharge e.t.c A good display of these register or terms and their correct usage will attract more marks.

5mks

Scores for Question 3= 20mks

4a. What is the difference between abstinence-only programs and comprehensive sex education?

Answer: Students are expected to explain that Abstinence-only programs focus on teaching that abstinence-until-marriage is the only way to prevent pregnancy and STDs from occurring. Usually the programs do not include discussion of contraception unless it is negative. They teach that sex outside of marriage is emotionally and physically harmful. Comprehensive sex education stresses

that abstinence is the only way to completely prevent STDs and pregnancy, but also provides information about safer sex and communication so that teens that choose to be sexually active will have the tools they need to be safe. Abstinence-only programs often include information that is not medically accurate, and can make teens that are sexually active or LGBTQ teens feel ashamed of their behaviour or orientation. **5mks**

b. Some parents do not want young people to have comprehensive sex education. Why?

Answer: Students are expected to explain that most survey research shows that parents want the schools to provide broadly based sexual health education. A series of surveys of parents have consistently found that over 85% of parents agreed with the statement “Sexual health education should be provided in the schools” and a majority of these parents approved of schools providing young people with information on a wide range of sexual health topics including puberty, reproduction, healthy relationships, STI/AIDS prevention, birth control, abstinence, sexual orientation, and sexual abuse/coercion. **5mks**

c. Is there clear evidence that sexual health education can effectively help youth reduce their risk of unintended pregnancy and STI/HIV infection?

Answer: Students are expected to explain that the answer to this question is a definitive “Yes”. There is now a large body of rigorous evidence in the form of peer-reviewed published studies evaluating the behavioural impact of well-designed adolescent sexual health interventions that leads to the definitive conclusion that such programs are capable of significantly reducing sexual risk behaviour including unintended pregnancy and STI/HIV infection. **5mks**

d. Why is comprehensive sex education important to me and my health?

Answer: Students are expected to explain that Abstinence-only programs focus on teaching that abstinence-until-marriage is the only way Sex education teaches you that sexuality is a normal part of human development. It helps you learn about your body and your partner's body and teaches you how to make safe and healthy choices when you decide you want to have sex. It teaches you about healthy relationships, responsible decision making, sexual abstinence, and pregnancy and disease prevention. It also provides you with resources such as how to obtain birth control, how to use a condom, and how to communicate with your sexual partner. **5mks**

Scores for Question 4 = 20mks

5. Discuss the following concepts with appropriate examples:

Answer: The students are expected to discuss each of these.

- a) Relationship: Relationship plays a central role throughout our lives. It could be interpersonal, intrapersonal, or marital in nature.
- b) Families: We are all born with a family. Family is essentially made of those people who look after, who play a crucial role in our upbringing and who teach us such lessons in life, which can never be learned through any textbook.
- c) Friendship: A person known well to another and regarded with liking, affection, and loyalty; an intimate acquaintance or associate. True friendship is perhaps the only relation that survives the trials and tribulations of time and remains unconditional.
- d) Dating and Love: Dating is a form of courtship consisting of social activities done by two persons with the aim of each assessing the other's suitability as a partner in an intimate relationship or as a spouse. While the term has several senses, it usually refers to the act of meeting and engaging in some mutually agreed upon social activity in public, together, as a couple. Love: Love is an emotion of strong affection and personal attachment. Love is also a virtue representing all of human kindness, compassion, and affection; and "the unselfish loyal and benevolent concern for the good of another"
- e) Marriage Gradient and Squeeze: Marriage Gradient Why Men Choose Younger Women & Women Choose Higher Status. Marriage Squeeze Older women have fewer eligible males. Working women don't need a man for a paycheck but want a companion.
- f) Marriage: Marriage (or wedlock) is a social union or legal contract between people that creates kinship. It is an institution in which interpersonal relationships, usually intimate and sexual, are acknowledged in a variety of ways, depending on the culture or subculture in which it is found. Such a union, often formalized via a wedding ceremony, may also be called matrimony
- g) Parenting: Parenting is the process of raising and educating a child from birth until adulthood. This is usually done in a child's family by the mother and father (i.e., the biological parents). Where parents are unable or unwilling to provide this care, it is usually taken on by close relatives (including older siblings) and grandparents, adoptive parents, foster parents, godparents, or institutions (such as group homes or orphanages).
- h) Commitment: This encompasses, in the short term, the decision to remain with another, and in the long term, the shared achievements and plans made with that other.
- i) Intimacy: An intimate relationship is a particularly close interpersonal relationship that involves physical or emotional intimacy. Physical intimacy is characterized by romantic or passionate love and attachment, or sexual activity. The term is also sometimes used euphemistically for a sexual relationship.
- j) Passion: is a powerful or compelling emotion or feeling, as love or hate. It is a strong amorous feeling or desire; love; ardour or strong sexual desire and lust. **2mks each**

Scores for Question 4= 20mks

TOTAL SCORES FOR THREE QUESTIONS = 70MKS

Signed

DR. O.A. ADEKEYE
Examiner

