

**UNIVERSITY OF SWAZILAND**

**FACULTY OF HEALTH SCIENCES**

**DIPLOMA IN GENERAL NURSING YEAR 2**

**FINAL EXMINATION PAPER 2007**

**Title of paper: Introduction to psychology**

**Course code: HSC 203**

**Duration : 2 hours**

**Marks : 100**

**Instructions : Answer all questions  
There are three questions. Question  
one consist of six sections.**

**DO NOT OPEN THIS PAPER UNTIL TOLD TO DO SO BY  
YOUR INVIGILATOR.**

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## QUESTION 1

### Section A

State clearly whether each statement below is an example of a drive theory, Instinct theory, Expectancy theory or Maslow's theory, by writing (M for Maslow), (DT for drive theory), (IT for instinct theory) and (ET for expectancy theory) against the number of each statement, e.g 99=IT.

- 1) Highest level of needs met when low level accomplished.
- 2) Behaviour pulled by desired outcome not biological based.
- 3) Biological needs produce unpleasant state of arousal.
- 4) Behaviour used as a basis for inferring instinct also used as support for their existence.
- 5) Reading a book because you want to gain some certain knowledge.
- 6) A woman unable to sleep because of the pending marriage.
- 7) Hunger and feelings of cold preventing a student from passing the exam.
- 8) Hunger, thirst, being cold and being too hot causing the individual to do something to remove them.
- 9) Motivation not primarily a matter of being pushed from within by various urges.
- 10) Focussing on biological needs and the desires they produce.

### Section B

Indicate whether each statement below is true or false by writing T or F against the number of the statement, e.g 71= T or 94=F.

- 11 Personality is not synonymous to individuality.
- 12 Individual's character is predetermined only by his/her mental perspective.
- 13 A student hating a subject because of a test that was failed is an unconditional response.
- 14 Hating a subject because of a test failed, is conditional stimulus.
- 15 A conditional stimulus always results to an unconditional response.
- 16 In classical conditioning the behaviour is elicited by an unconditional stimulus.
- 17 The study of psychology does not help one to understand self and others.

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- 18 During integrity versus despair by Erickson, the individual among other things looks back into some of the things achieved in life.
- 19 Assimilation and accommodation are not the essential components of adaptation.
- 20 In operant conditioning the behaviour is elicited by a stimulus controlled from the outside.
- 21 Psychosocial aspect of personality refers to the interaction between and among the five parts of the internal environment of the individual.
- 22 Spontaneous recovery is not the return of conditional response upon re-instatement of conditional stimulus/unconditional pairing.
- 23 Psychodynamic perspective emphasizes the role played by outside forces due to conflicts in behaviour.
- 24 All the followings are methods of learning, trial and error, modeling before and conditioning.
- 25 Psychiatry is the study of treatment and diagnosis of mental health problems.
- 26 Factors influencing personality growth and development include biological factors, mental factors and the social environment.
- 27 Phenomenological approach focuses on the subjective and objective experiences of the individual.
- 28 During the concrete operational stage of personality by Piajet, the child thinks like an adult.
- 29 The cognitive aspect of personality refers to memory, neurons, reasoning and thinking.
- 30 Trust versus mist-trust always result to a situation in which the child loves one parent more than the other.

### SECTION C

State whether each statement bellow is reflecting the physical, mental, emotional, psychosocial or spiritual by writing the correct answer against the number of each statement, e.g 97=spiritual.

- 31 He looks sad.
- 32 He laughs when someone talks to her.
- 33 He is apprehensive.
- 34 He was irritable towards her.
- 35 My eyes are itchy.
- 36 This problem is tough.

- 37 I love him.
- 38 The child cries if I look at her.
- 39 The food is nice.
- 40 I need to train.
- 41 Summarizing a story.
- 42 This book is too difficult for me.
- 43 The mother's relationship to her son.
- 44 Aids is going to kill all of us if we are not careful.
- 45 Men are somehow responsible for the spread of HIV/AIDS.
- 46 I feel somehow unsafe regarding the spread of HIV/AIDS.
- 47 God loves us all.
- 48 The Holy Spirit shall always help me avoid doing bad things.
- 49 I know that he hates me.
- 50 I think I am going to fail the exam.

#### **Section D**

Clearly indicate whether each statement bellow is a primary re-enforcer, conditioned re-enforcer or preferred re-enforcer, by writing the correct answer against the number of each statement, e.g 85=primary re-enforcer.

- 51 Becoming thirsty.
- 52 Becoming hungry on seeing food.
- 53 Seeing the film will depend on whether you have finished the job I have given you.
- 54 Abstaining from making sex as a result of HIV/AIDS.
- 55 Coming close to a lecturer because of his difficult course.
- 56 Passing the test.
- 57 Not getting a reward because of failing the test.
- 58 Having an interest in washing the car because of driving it after wards.
- 59 Having an interest in money.
- 60 Being a lecturer.

#### **SECTION E**

In this section, choose the correct option that answers the question.

61. Classical conditioning may be defined as:

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- a) All stimuli signal others.
- b) Some stimuli signal others.
- c) Negative stimuli signal others.
- d) Positive stimuli signal others.

62. One of the options bellow is an example of the classical conditioning.

- a) Not feeling hungry when seeing a delicious meal.
- b) Losing good appetite after tasting the food.
- c) Feeling thirsty on seeing an empty tin of coke.
- d) Wanting more coke after tasting it.

63. In classical conditioning, pairing the conditional stimulus with unconditional stimulus results in:

- a) Conditional stimulus eliciting a conditional response.
- b) Conditional stimulus eliciting a conditional response.
- c) Conditional response eliciting an unconditional response.
- d) Unconditional stimulus eliciting unconditional response.

64. In simultaneous conditioning:

- a) The conditional stimulus and unconditional response end at the same time.
- b) The conditioned stimulus and unconditioned response begin and end at the same time.
- c) The unconditioned stimulus and conditioned stimulus begin and end at the same time.
- d) The unconditioned and conditioned responses begin and end at the same time.

65. The fact that the dog looks at the food about to feed on it suggests that:

- a) Classical conditioning is not cognitive.
- b) Classical conditioning is both associative and cognitive.
- c) Classical conditioning is not both associative and cognitive.
- d) Classical conditioning is associative only.

66. Punishment refers to:

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- a) Application or removal of a stimulus to increase the strength of behaviour.
- b) Application or removal of a stimulus to decrease the strength of behaviour.
- c) Not to remove a stimulus to decrease the strength of behaviour.
- d) Non application or removal of stimulus to increase the strength of behaviour.

67. Re-enforcement refers to:

- a) Application or removal of stimulus to decrease the strength of behaviour.
- b) Application or removal of a stimulus to increase the strength of a specific behaviour
- c) A removal of a stimulus to increase the strength of a specific behaviour
- d) Simultaneous removal of the conditional and unconditional stimulus to increase the strength of a specific behavior.

68. Positive re-enforcement refers to:

- a) The application of a non-desirable stimulus.
- b) The removal of an aversive stimulus.
- c) The application of a desirable stimulus.
- d) Loss or postponment of desirable stimulus.

69. The effects of positive re-enforcement may be defined as:

- a) Strengthening responses do not precede occurrence of a stimulus.
- b) Strengthening responses that permit escape from avoidance of stimulus.
- c) Weakening responses that precede occurrence of stimulus.
- d) Strengthening responses that precede occurrence of stimulus.

70. Positive punishment refers to:

- a) Non application of an undesirable stimulus.
- b) Loss of a desirable stimulus.
- c) Application of a desirable stimulus.
- d) Application of undesirable stimulus

71. The usual outcome duringt positive re-enforcement is that:

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- a) The organisms learn to postpone responses that produce positive reinforcement
- b) The organisms learn to perform responses that produce positive reinforcement.
- c) The organisms learn to suppress responses that lead to unpleasant consequences.
- d) The organisms learn to postpone responses that lead to positive reinforcement.

72. The ID is the part of personality that:

- a. Waits for what it wants.
- b. Does not wait for what it wants
- c. Can wait for others to be satisfied before it is satisfied.
- d. It wants what it wants only if it is possible to get it.

73. In positive reinforcement the:

- a Pain is inflicted for good results
- b Combination of pain and pleasure produces good results.
- c Response is followed with something pleasant.
- d The conditional stimulus is combined with the unconditional stimulus.

74. During positive reinforcement:

- a. Consequences of some actions decrease.
- b. Consequences of some actions neither decrease nor increase.
- c. Consequences of some actions increase.
- d. Consequences of some actions are not observed.

75. Phenomenological approach focuses on:

- a. Subjective experience.
- b. Internal environment of personality.
- c. External environment of personality
- d. Objective experience.

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76. The statement "our behavior is not determined by our expectancies" is a component of:

- a. Instinct theory
- b. Drive theory
- c. Expectant theory
- d. Non of the above

77. According to Freud, libido energy energizes the:

- a. Ego
- b. Super ego
- c. ID
- d. ID Ego.

78. Relationship between people and machines is an element of:

- a. Psychosocial
- b. Industrial psychology
- c. Clinical psychology
- d. Biopsychosocial

79. Fixation according to Freud refers to:

- a. Little gratification of certain desires
- b. Too much gratification of certain desires
- c. Either too little or too much gratification of certain desires
- d. Non of the above

80. Too much gratification of child's desires during growth may, according to Freud result to:

- a. Overly dependent personality
- b. Hostile personality
- c. Humble personality

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d. Non of the above

81. The stage of formal operational according to the cognitive theory is from:

- a. 5yrs to 7yrs
- b. 12yrs to 15yrs
- c. 1yr to 4yrs
- d. 12yrs to adulthood

**Question 2**

Most people fail to give an operational definition of intelligence.

a) Discuss briefly how the following factors influence intelligence.

1) Technology in a family.

11) Trust versus mistrust.

[10 marks]

**Question 3**

Briefly discuss how the physical, mental, emotional, psychosocial and spiritual parts can be used to motivate clients in your profession.

[10 marks]

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