

Psychology (0390)

<i>Test at a Glance</i>			
Test Name	Psychology		
Test Code	0390		
Time	2 hours		
Number of Questions	120		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Human Growth and Development	24	20%
	II. Social Psychology, Personality, and Abnormal Psychology	24	20%
	III. Research Methodology and Statistics	18	15%
	IV. Learning, Motivation, and Emotion	24	20%
	V. Physiological Psychology, Cognition, and Sensation and Perception	30	25%

About This Test

The Psychology test is designed to assess the knowledge and abilities of examinees seeking to teach psychology in secondary schools.

The 120 multiple-choice questions assess basic knowledge and the application of psychological principles to complex situations. Approximately 70 percent of the questions involve knowledge and comprehension; the other 30 percent of the questions involve application of principles. In this test, 100 of the questions will be used for scoring and 20 questions will be used as pretest items and will not be scored.

The test content includes the areas of human growth and development; social psychology, personality, and abnormal psychology; research methodology and statistics; learning, motivation, and emotion; and physiological psychology, cognition, and sensation and perception.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Human Growth and Development

- Language development during infancy and early childhood
- Physical and motor development during infancy, childhood, and adolescence
- Personality development during infancy, childhood, adolescence, and adulthood
- Cognitive development: Jean Piaget and recent research
- Emotional development in infants, children, and adolescents
- Social development through the full life span, including play behavior
- Aging, death, and dying
- Genetic determinants of behavior: intelligence and behavioral predisposition
- Intellectual development: the IQ testing controversy, exceptionality and normal intellectual development
- Prenatal development and birth: physical development, sensory development, nutrition, styles of childbirth practices, and anatomical considerations in the childbirth process

II. Social Psychology, Personality, and Abnormal Psychology

- Major theories: psychoanalytic, cognitive, behaviorist, and humanistic
- Defense mechanisms: projection, rationalization, displacement, and denial
- Types and characteristics of disorders: anxiety disorders, dissociative disorders, affective disorders, schizophrenia, personality disorders, and substance abuse disorders
- Major techniques of therapy: behaviorist, psychoanalytic, humanistic, and cognitive
- Issues included in defining normality versus abnormality
- Stress: stress management
- Social determinants of behavior: attitude, group dynamics, and conformity

III. Research Methodology and Statistics

- Methods of inquiry: asking questions, formulating hypotheses, using data, creating theories, drawing inferences, and defining independent versus dependent variables
- Data collection: experimentation, observation, interview, and case study
- Interpretation of data: graphs, charts, and figures
- The role of statistics in psychology: inferential statistics, correlation, cause and effect, the normal distribution, reliability, validity, and descriptive statistics

IV. Learning, Motivation, and Emotion

- Classical conditioning: application of classical conditioning, reinforcement, extinction, spontaneous recovery, generalization, and discrimination
- Operant conditioning: applications of operant conditioning, behavior modification, shaping, acquisition, extinction, generalization, discrimination, and punishment, as well as reinforcement topics
- States of consciousness: sleep, wakefulness, hypnosis, and drugged states
- Emotion: the biological, psychological, and social theories of emotion

V. Physiological Psychology, Cognition, and Sensation and Perception

- Physiological determinants of behavior: the endocrine system and the brain and nervous system
- Perception: perceptual phenomena, Gestalt, and the role of expectations
- Sensory processes: vision, audition, and the other senses
- Thought processes: insight, imagery, creativity, problem solving, and concept formation
- Information processing: attentional processes, such as pattern recognition and selective attention; techniques for the measurement of memory; principles and processes of both short-term and long-term memory; and transfer of learning

Sample Test Questions

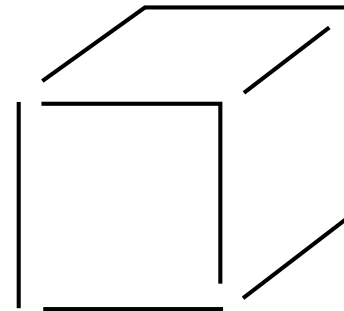
The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. Which of the following lists Jean Piaget's stages of cognitive development in the correct sequence?
 - (A) Concrete operational, sensorimotor, preoperational, formal operational
 - (B) Preoperational, formal operational, concrete operational, sensorimotor
 - (C) Preoperational, sensorimotor, formal operational, concrete operational
 - (D) Sensorimotor, preoperational, concrete operational, formal operational
2. Which of the following psychotherapeutic approaches is most likely to use systematic desensitization techniques?
 - (A) Behavioral
 - (B) Gestalt
 - (C) Psychoanalytic
 - (D) Rational-emotive
3. Which of the following theorists proposed that humans are motivated by a hierarchy of needs, the highest of which is a need for self-actualization?
 - (A) Abraham Maslow
 - (B) Carl Jung
 - (C) Sigmund Freud
 - (D) Walter Mischel

4. In an investigation of the relationship between variables X and Y , which of the following would most likely be the null hypothesis?
 - (A) There is a positive relationship between X and Y .
 - (B) There is a negative relationship between X and Y .
 - (C) There is no relationship between X and Y .
 - (D) The values of both X and Y are determined by the value of a third variable, Z .
5. Sandra scored 60 on a test. The test scores were normally distributed, with a mean of 50 and a standard deviation of 10. Which of the following percentile ranges would contain Sandra's score?
 - (A) 35–49
 - (B) 50–64
 - (C) 65–79
 - (D) 80–95

6.



- Which of the following schools of psychology has been most interested in explaining why the figure above is perceived as a cube?
- (A) Psychoanalysis
 - (B) Behaviorism
 - (C) Gestalt
 - (D) Functionalism

Psychology (0390)

7. Which of the following terms is a psychologist most likely to use to refer to the categories that people use to classify events, objects, or individuals?
- (A) Images
 - (B) Concepts
 - (C) Scripts
 - (D) Metacognition
8. Electrical stimulation of which of the following parts of the nervous system in rats is most likely to elicit eating, drinking, or attack behavior?
- (A) Spinal cord
 - (B) Medulla
 - (C) Pons
 - (D) Hypothalamus
9. Which of the following is an example of Lawrence Kohlberg's conventional morality in an adolescent female?
- (A) She volunteers to work in a soup kitchen on weekends because she believes such behavior on her part would be approved of by her teachers.
 - (B) She volunteers to work in a soup kitchen on weekends because she believes all members of society are obliged to help others.
 - (C) She refuses to accompany her boyfriend to a party where alcohol will be served because of her fear of parental punishment for consuming alcohol.
 - (D) She refuses to accompany her boyfriend to a party where alcohol will be served because she disapproves of activities that might harm others.

Answers

1. The correct answer is D. According to Piaget, the sequence of stages is invariant.
2. The correct answer is A. Systematic desensitization was first developed by Wolpe. It is a behavioral therapy, as opposed to Gestalt, psychoanalytic, and rational-emotive therapies.
3. The correct answer is A. Maslow was a humanistic theorist who believed that certain basic needs must be fulfilled before higher needs, such as esteem, become dominant. Jung and Freud were psychoanalytic theorists, and Mischel believed that the situation is a stronger determinant of behavior than are personality traits.
4. The best answer is C. The null hypothesis is the hypothesis being tested. In this case, the degree of relationship is tested against the hypothesis that there is no relationship.
5. The correct answer is D. Sandra's standard score is $(60-50)/10$ or 1.0. For a normal distribution, 1.0 is 34 percentile points above the mean of 50. This would put Sandra at the 84th percentile.
6. The correct answer is C. Wertheimer, among others, elaborated some of the principles of perception of Gestalt psychology. Closure, one of these principles, describes the tendency to complete figures that have gaps in them.
7. The correct answer is B. "Concepts" is a term used to describe the classes or categories that people use for events, objects, individuals, or the relations between them. Images (choice A), scripts (choice C), and metacognition (choice D) are not terms that refer to classification.
8. The correct answer is D. Electrical stimulation to the hypothalamus of rats has induced killing behavior (toward mice). Studies of the hypothalamus have found that electrical stimulation influences eating and drinking behavior as well. Electrical stimulation of the other structures has not produced the same reactions.
9. The correct answer is A. The girl's actions are motivated by approval of others. This is conventional moral judgment (stage 3). In choice B, the girl's judgment is motivated by the morality of social contract (stage 5). In choice C, the girl acts out of fear of punishment (stage 1). In choice D, the girl is risking the disapproval of at least her boyfriend, if not others, by consideration of higher principles (stage 6).