

1. Which is not an approach to examining personality?
a. Biological b. Learning c. Psychoanalytic d. all are approaches
2. The Psychoanalytic theory of personality is characterized by its emphasis on
a. physiological processes. c. unconscious mental processes.
b. behavior. d. achieving full human potential.
3. The Id operates on the _____ principle.
a. Behavior b. Reality c. Morality d. Clarity e. Pleasure
4. The Ego operates on the _____ principle.
a. Behavior b. Reality c. Morality d. Clarity e. Pleasure
5. Smoking would be an example of a person stuck in the _____ stage.
a. Oral b. Anal c. Phallic d. latency
6. The Genital stage of development is characterized by _____.
a. Control b. Identification with parents c. Sexual Maturity d. none of these.
7. The person who contends that society labels the "Mentally ill"?
a. Erickson b. Schmidt c. Szasz d. Keplinger e. Freud
8. Which is NOT a model of abnormal behavior?
a. the statistical model c. the psychoanalytical model
b. the biological model d. all of these are models
9. Biological models of abnormal behavior contend that
a. Abnormal behavior is learned.
b. Abnormal behavior is caused by a disease.
c. Abnormal behavior is caused by unconscious processes.
d. All are correct
10. Jung's model of personality is characterized by its emphasis on the _____.
a. Id. b. superego. c. collective unconscious. d. none of these.
11. A person with Schizophrenia usually does not have:
a. irrational thoughts. c. a deterioration in functioning.
b. distorted perception. d. depression.
12. The major symptom associated with attention-deficit hyperactivity is
a. impulsiveness b. vandalism c. lying d. all of these
13. Recurrent, unwished-for and persistent thoughts are called:
a. panic attacks b. fugue c. obsessions d. phobias

Psych 2013 Exam Multiple Choice Answers

Gregory J. Cizek, James A. Wollack



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Buckendahl,2017-03-16 Testing in the Professions focuses on current practices in credentialing testing as a guide for practitioners With a broad focus on the key components issues and concerns surrounding the test development and validation process this book brings together a wide range of research and theory from design and analysis of tests to security scoring and reporting Written by leading experts in the field of measurement and assessment each chapter includes authentic examples as to how various practices are implemented or current issues observed in credentialing programs The volume begins with an exploration of the various types of credentialing programs as well as key differences in the interpretation and evaluation of test scores The next set of chapters discusses key test development steps including test design content development analysis and evaluation The final set of chapters addresses specific topics that span the testing process including communication with stakeholders security program evaluation and legal principles As a response to the growing number of professions and professional designations that are tied to testing requirements Testing in the Professions is a comprehensive source for up to date measurement and credentialing practices The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4 0 license **International Handbook of Psychology Learning and Teaching** Joerg Zumbach,Douglas A.

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Marie Wiberg, Steven Culpepper, Rianne Janssen, Jorge González, Dylan Molenaar, 2018-04-20 This proceedings book highlights the latest research and developments in psychometrics and statistics Featuring contributions presented at the 82nd Annual Meeting of the Psychometric Society IMPS organized by the University of Zurich and held in Zurich Switzerland from July 17 to 21 2017 its 34 chapters address a diverse range of psychometric topics including item response theory factor analysis causal inference Bayesian statistics test equating cognitive diagnostic models and multistage adaptive testing The IMPS is one of the largest international meetings on quantitative measurement in psychology education and the social sciences attracting over 500 participants and 250 paper presentations from around the world every year This book gathers the contributions of selected presenters which were subsequently expanded and peer reviewed *Understanding Test and Exam Results Statistically* Kaycheng Soh, 2016-08-09 This book shares the goal of the classic text How to Lie with Statistics namely preventing and correcting statistical misconceptions that are common among practitioners though its focus is on the educational context It illustrates and discusses the essentials of educational statistics that will help educational practitioners to do this part of their job properly i e without making conceptual mistakes The examples are cast in the school classroom contexts based on realistic rather than theoretical examples The strongest aspect of the work or author s view is that the author can put himself in the shoes of teachers and make the work a very practical guide for teachers and school leaders As a very experienced educator and researcher the author knows very well about the knowledge skills that are essential for the professional development of teachers He is able to explain the statistical and measurement concepts in plain language and with examples that are highly relevant to the target audience In addition the author also conveyed an important message to the target audience throughout the work by pointing out the mistakes and misunderstandings of the interpretation of test scores and measurement design The author reminds the audience about the importance of proper use of tests and test scores when teachers and school leaders make any education decisions which has much implication on the professional integrity of

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