

AP Psych - Clinical Psychology Test

NAME _____

- Scenario:** During a campus interview, a counselor explains that abnormal behavior is defined by four basic standards: unusual, maladaptive, disturbing, and distressful.

Question: Which of the following is NOT one of the four basic standards used to identify abnormal behavior?

 - Unusual
 - Maladaptive
 - Culturally accepted
 - Distressing
- Scenario:** A student argues that a traumatic childhood should not be used as a criterion for diagnosing abnormal behavior.

Question: Why is "traumatic childhood" not a defining standard of abnormal behavior?

 - It is too common among many people.
 - It is an etiological factor rather than a description of behavior.
 - It is irrelevant to current functioning.
 - It is only used in developmental psychology.
- Scenario:** In a lecture, a professor describes the DSM-IV-TR as the primary tool for classifying mental disorders.

Question: What does DSM stand for?

 - Diagnostic and Statistical Manual
 - Developmental and Social Manual
 - Differential Systems of Mentalism
 - Diagnostic Standards for Medicine
- Scenario:** A clinician uses a multiaxial system to assess a patient's overall functioning.

Question: Which axis in the DSM-IV-TR provides a global assessment of functioning?

 - Axis I
 - Axis II
 - Axis III
 - Axis IV
- Scenario:** A therapist explains that the psychoanalytic perspective views mental disorders as resulting from unconscious conflicts and repressed memories.

Question: Which statement best describes the psychoanalytic perspective on abnormal behavior?

 - Disorders are solely due to biological imbalances.
 - They stem from conflicts between the id, ego, and superego.
 - They result only from faulty learning processes.

2013 Multiple Choice Psych Test

**Karen R. Huffman, Katherine
Dowdell, Catherine A. Sanderson**

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Handbook of Psychological Assessment Gerald Goldstein, Daniel N. Allen, John Deluca, 2019-02-26 The fourth edition of the Handbook of Psychological Assessment provides scholarly overviews of the major areas of psychological assessment including test development psychometrics technology of testing and commonly used assessment measures Psychological assessment is included for all ages with new coverage encompassing ethnic minorities and the elderly Assessment methodology discussed includes formal testing interviewing and observation of behavior The handbook also discusses assessment of personality and behavior including intelligence aptitude interest achievement personality and psychopathology New coverage includes use of assessments in forensic applications Handbook of Test Development Suzanne Lane, Mark R. Raymond, Thomas M. Haladyna, 2015-10-08 The second edition of the Handbook of Test Development provides graduate students and professionals with an up to date research oriented guide to the latest developments in the field Including thirty two chapters by well known scholars and practitioners it is divided into five sections covering the foundations of test development content definition item development test design and form assembly and the processes of test administration documentation and evaluation Keenly aware of developments in the field since the publication of the first edition including changes in technology the evolution of psychometric theory and the increased demands for effective tests via educational policy the editors of this edition include new chapters on assessing noncognitive skills measuring growth and learning progressions automated item generation and test assembly and computerized scoring of constructed responses The volume also includes expanded coverage of performance testing validity fairness and numerous other topics Edited by Suzanne Lane Mark R Raymond and Thomas M Haladyna The Handbook of Test Development 2nd edition is based on the revised Standards for Educational and Psychological Testing and is appropriate for graduate courses and seminars that deal with test

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Bernstein, 2014-06-26 This volume provides thoroughly updated guidelines for preparing and teaching an entire course in psychology Based on best principles and effective psychological and pedagogical research it offers practical suggestions for planning a course choosing teaching methods integrating technology appropriately and effectively developing student evaluation instruments and programs and ideas for evaluation of your own teaching effectiveness While research based this book was developed to be a basic outline of what to do when you teach It is intended as a self help guide for relatively inexperienced psychology teachers whether graduate students or new faculty but also as a core reading assignment for those who train psychology instructors Experienced faculty who wish to hone their teaching skills will find the book useful too

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Handbook of Adolescent Psychology, Volume 2 Richard M. Lerner,Laurence Steinberg,2009-04-06 This multidisciplinary handbook edited by the premier scholars in the field reflects the empirical work and growth in the field of adolescent psychology **Public Personnel Administration** William Eugene Mosher,John Donald Kingsley,1941

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