



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

11 Psychology



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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Foundations, Skills, and Methods	21%
Human Development	18%
Behavior	29%
Personality Theories and Psychological Disorders	18%
Social Behavior	14%

FOUNDATIONS, SKILLS, AND METHODS

Understand the historical development of major ideas in psychology.

Includes demonstrating familiarity with the roots of psychology; recognizing major individuals, events, and trends; defining major models of psychology, their limitations, and their interrelationships; and analyzing the significance of these topics in terms of contemporary psychology.

Understand roles, issues, and goals in contemporary psychology.

Includes demonstrating familiarity with the function of psychology in contemporary society; examining the types and characteristics of mental health practitioners and services including benefits, criticisms, and limitations; examining ethical guidelines and standards; and analyzing consumer issues related to selection of and access to mental health services.

Apply social science study skills related to psychology.

Includes demonstrating familiarity with the characteristics and uses of resource materials available in psychology; analyzing sources of information; deriving information from visual sources such as graphs, charts, and tables; summarizing information from a written selection; and assessing the validity of generalizations and conclusions.

Apply principles and techniques used in designing and conducting psychological research projects.

Includes applying skills used in posing questions, developing theories, and stating hypotheses; determining the order of steps in a research project; recognizing the characteristics of a sound research project; recognizing appropriate methods and techniques for collecting information (e.g., interviews, surveys, case studies) and choosing subjects; demonstrating familiarity with ethical issues related to research in the field; compiling, organizing, and interpreting data and information; and drawing conclusions.

Understand psychological measurement instruments and techniques.

Includes demonstrating familiarity with major individuals, terms, and concepts associated with psychological testing; examining characteristics, purposes, and limitations of various common psychological tests (e.g., personality, intelligence); and analyzing issues, criticisms, and controversies related to the use of psychological tests and test results.

Understand contemporary therapeutic and counseling techniques and theories.

Includes recognizing conflict resolution and problem-solving strategies; and identifying different techniques and applications of contemporary counseling approaches (e.g., reality therapy, family therapy, grief therapy).

HUMAN DEVELOPMENT

Analyze the effects of heredity and environment on human development.

Includes demonstrating familiarity with theories related to the nature-nurture issue; distinguishing between inherited and acquired traits (e.g., gender differences); examining techniques used to study the effect of heredity on human development and the relationship between human development and the environment; and analyzing the interaction between genetic and environmental factors in the development of various human traits and behaviors.

Apply knowledge of the prenatal and infancy stages of development.

Includes demonstrating familiarity with the physical development of the fetus and the influence of environmental and genetic factors on fetal survival and development; using knowledge of human development to examine physical, cognitive, linguistic, social, and emotional changes experienced during infancy; and analyzing biological and environmental factors that affect development during infancy.

Apply knowledge of development during childhood.

Includes using knowledge of human development to examine physical, cognitive, linguistic, social, emotional, and moral changes experienced during early and middle childhood; examining biological factors and environmental factors (e.g., family structures, parenting style, peer groups) that affect development at these stages; and analyzing influences specific to self-esteem.

Apply knowledge of development during adolescence.

Includes using knowledge of human development to examine physical, cognitive, linguistic, social, emotional, and moral changes experienced during adolescence; and analyzing biological and environmental factors that affect development at this stage.

Apply knowledge of development during adulthood.

Includes using knowledge of human development to examine physical, cognitive, social, emotional, and moral changes experienced during early, middle, and late adulthood; analyzing biological and environmental factors related to adult development and aging; and demonstrating familiarity with issues and tasks related to adulthood (e.g., relationships, work, child rearing, loss, adjustments).

BEHAVIOR

Understand the biological bases of behavior.

Includes identifying the major components, structures, and functions of the nervous system and the endocrine system; and analyzing biological influences underlying behavior and the reasons this information is useful in studying psychology.

Apply knowledge of sensation and perception.

Includes using knowledge of the major sense organs and neuropathways to the brain to explain how humans filter and respond to various stimuli; demonstrating familiarity with how humans organize, interpret, and analyze information received through the sense organs; distinguishing between the process of sensation and the process of perception; and analyzing factors that affect sensation and perception.

Apply knowledge of states of consciousness.

Includes defining consciousness; distinguishing between different states of consciousness; analyzing the stages and characteristics of sleep and dreams; understanding uses of hypnosis and meditation; and examining the effects of illicit and licit drug use on an individual's state of consciousness.

Apply basic principles of learning.

Includes using principles of learning and conditioning to examine the relationship between stimuli and responses; distinguishing between classical and operant conditioning and between conditioning and cognitive approaches to learning; and analyzing methods for bringing about behavioral change.

Apply knowledge of memory.

Includes using knowledge of memory to examine how information is encoded, stored, and retrieved; analyzing processes used to recall information; recognizing theories regarding memory loss; and identifying techniques and methods used to improve memory.

Apply knowledge of cognition and language.

Includes using knowledge of cognition to examine the processes of thinking, reasoning, and making decisions; analyzing concept formation, approaches to problem solving, and factors that affect cognitive abilities and promote creativity; demonstrating familiarity with the structure of language and theories of language acquisition; and analyzing relationships between language and thought.

Apply knowledge of theories of motivation.

Includes using theories of motivation to examine the processes that underlie and activate behavior; demonstrating familiarity with human needs; and analyzing behavior motivated by a combination of biological and learned factors.

Understand types and characteristics of human emotion.

Includes using theories of emotion to examine the causes and effects of various emotions; and demonstrating familiarity with physiological and behavioral changes that accompany various emotional states.

PERSONALITY THEORIES AND PSYCHOLOGICAL DISORDERS**Apply knowledge of psychoanalytic theories of personality.**

Includes demonstrating familiarity with psychoanalytic theories of personality and theorists associated with them; using concepts and terms associated with psychoanalytic theories to examine differences in personality; and distinguishing between Freudian and neo-Freudian theories of personality and analyzing their strengths and limitations.

Apply knowledge of trait, learning, and humanistic theories of personality.

Includes demonstrating familiarity with trait, learning, and humanistic theories of personality, theorists associated with them, and how they are distinct from psychoanalytic theories; using concepts and approaches associated with trait, learning, and humanistic theories to analyze differences in personality; and examining the strengths and limitations of various theories.

Apply knowledge of frustration, conflict, and other forms of stress.

Includes demonstrating familiarity with types, causes, and stages of stress; recognizing how individuals use defense and coping mechanisms; analyzing the varying effects of the same type of stress on different personalities; and examining the relationships between psychological and physical health.

Apply knowledge of abnormal behavior.

Includes demonstrating familiarity with the types, causes, and characteristics of mild and severe behavioral/emotional disorders and personality disorders; recognizing models used to explain and diagnose them; and evaluating criticisms and controversies associated with the categorization of individuals.

Understand approaches to the treatment of psychological disorders.

Includes identifying characteristics and goals of psychotherapy and biologically based therapy; recognizing basic types of psychotherapy and the psychological models associated with them; and understanding uses of biological treatment.

SOCIAL BEHAVIOR

Understand the nature of groups, group behavior, and self-concept.

Includes analyzing types, structures, and functions of groups; examining social and cultural factors that influence the formation of self-concept; recognizing the effects of group membership on individuals; and understanding the interaction between an individual's self-concept and social relationships.

Apply knowledge of processes and factors related to attitude formation and attribution.

Includes demonstrating familiarity with the components of attitude; processes through which attitudes are formed, maintained, and changed; recognizing concepts and processes related to attribution; analyzing how stereotypes, propaganda, various forms of bias (e.g., culture and gender), and related social factors influence attitude formation and the impressions and judgments one individual forms about another; and defining the relationships between an individual's personality traits and attitude and attribution.

Apply knowledge of factors and processes related to norms, persuasion, and conformity.

Includes demonstrating familiarity with the influences of group membership, social and cultural norms, and group dynamics on individual behavior; analyzing methods used to bring about conformity and compliance; evaluating techniques individuals use to remain independent of group pressures; defining the relationship between cognitive dissonance and individual behavior; and examining issues and controversies related to gender roles and social norms.

Apply knowledge of major forms of social interaction.

Includes recognizing altruism, aggression, accommodation, cooperation, and competition and the factors that influence these behaviors; and demonstrating familiarity with forms of social communication and with types and levels of attraction.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following best describes how Gestalt psychologists influenced the development of psychological thought?
 - A. by contending that most human behaviors can be reduced to the examination of biological motives
 - B. by describing how the conscious mind goes about making rational decisions
 - C. by arguing that experiences should be seen as whole entities that are greater than the sum of their parts
 - D. by cautioning psychologists about the potential limitations of single-subject research
2. A psychologist would most likely employ longitudinal research techniques in which of the following studies?
 - A. an evaluation of the effectiveness of different psychopharmacological therapies in treating a given personality disorder
 - B. a study of the prevalence of selected psychological traits within a group of young adults
 - C. an examination of individual changes in motor development between early childhood and adolescence
 - D. an analysis of the ways in which genetic factors influence an individual's cognitive abilities

3. Use the hypothetical correlation table below to answer the question that follows.

Correlations of IQ Scores by Level of Relationship and Reared Together/Apart		
Relationship	Reared Together	Reared Apart
Monozygotic Twins (N = 80)	0.82	0.71
Dizygotic Twins (N = 130)	0.64	0.58
Siblings (N = 100)	0.59	0.49
Unrelated Adopted Siblings (N = 110)	0.15	0.02

Based on the information in the table above, which of the following is the best description of the influence of genetic and environmental factors on IQ?

- A. Genetic and environmental factors are equally influential.
- B. Environmental factors are significantly more influential than are genetic factors.
- C. Genetic factors are significantly more influential than are environmental factors.
- D. Neither genetic nor environmental factors are influential.

4. There is considerable debate about the development of morality in humans. According to Carol Gilligan, boys and girls are socialized differently and therefore develop different types of moral reasoning as adolescents. Based on Gilligan's research, male adolescents are more likely than female adolescents to focus on which of the following concepts when making moral judgments?
- A. broad principles such as justice and fairness
 - B. compassionate concern for the welfare of individuals
 - C. influences on one's own survival and betterment
 - D. sacrificing one's own wishes to please others
5. In which of the following situations is top-down processing the dominant perceptual mode?
- I. Using the shape and orientation of parts of the letter "R" to recognize the letter.
 - II. Using the context of the letter "R" in the word "ORANGE" to recognize the letter.
 - III. Using the features of a face to recognize emotional states.
 - IV. Using a person's behavior and speech, and the situation in which they occur, to recognize emotional states.
- A. I and II only
 - B. III and IV only
 - C. I and III only
 - D. II and IV only

6. In a conditioning experiment on cats, an auditory tone is paired with a puff of air. The unconditioned response to the puff of air is an eye blink. As a result of the pairings, the tone alone comes to elicit the eye blink. The researcher wants to expand the study to test classical conditioning theories on stimulus generalization. It would be most effective for the researcher to:
- A. pair the unconditioned stimulus and a different tone.
 - B. pair the conditioned stimulus with the conditioned tone and a bright flash of light.
 - C. present a different tone without the conditioned or unconditioned stimulus.
 - D. elicit the eye blink with a sudden movement and pair the movement with the auditory tone.
7. A group of adolescents who spend their free time writing in journals are promised a reward for continuing to write in them. According to some studies on motivation, the adolescents will eventually show a decreased interest in this activity. Which of the following provides the best explanation for this?
- A. Offering a reward to them changed writing from a primary drive to a secondary drive and diminished their need to write.
 - B. The offer of a reward weakened their perceived self-efficacy and caused them to feel hesitant about writing.
 - C. Promising them a reward increased their arousal and created a negative feedback loop that made them want to write less.
 - D. Intrinsic motivations are often stronger than extrinsic ones, and the offer of a reward undermined their intrinsic motivation to write.

8. Compared with proponents of psychoanalytic theory, proponents of Bandura's social learning theory are more likely to:
- A. emphasize the ways in which individuals use defense mechanisms to reduce personal tensions.
 - B. locate the sources of personality disorders by examining the aggressive behavior of individuals.
 - C. focus on the ways in which thoughts, feelings, and expectations shape an individual's personality.
 - D. stress the significance of conflicts among different parts of an individual's personality.
9. A combination of psychotherapy and psychotropic medication is most likely to be used in treating which of the following disorders?
- A. catatonic schizophrenia
 - B. clinical depression
 - C. simple phobia
 - D. alcohol abuse
10. Based on Solomon Asch's studies on conformity, which of the following best represents a situation in which conformity is likely to be high?
- A. The individual has confidence in himself or herself.
 - B. The individual sees a task as difficult and ambiguous.
 - C. The individual does not share demographic characteristics with other members of the group.
 - D. The individual is asked to give confidential rather than public responses.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	C	Understand the historical development of major ideas in psychology.
2.	C	Apply principles and techniques used in designing and conducting psychological research projects.
3.	C	Analyze the effects of heredity and environment on human development.
4.	A	Apply knowledge of development during adolescence.
5.	D	Apply knowledge of sensation and perception.
6.	C	Apply basic principles of learning.
7.	D	Apply knowledge of theories of motivation.
8.	C	Apply knowledge of trait, learning, and humanistic theories of personality.
9.	B	Understand approaches to the treatment of psychological disorders.
10.	B	Understand the nature of groups, group behavior, and self-concept.