

# MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

## TEST OBJECTIVES FIELD 011: PSYCHOLOGY

<b>Subarea</b>	<b>Approximate Percentage of Questions on Test</b>
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.

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**TEST OBJECTIVES**  
**FIELD 011: PSYCHOLOGY**

**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.

**TEST OBJECTIVES**  
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**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.

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**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.

**TEST OBJECTIVES**  
**FIELD 011: PSYCHOLOGY**

**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.

**TEST OBJECTIVES**  
**FIELD 011: PSYCHOLOGY**

**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.