



## **To the Student:**

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for Psychology.

## **WHAT TO BRING**

- several sharpened No. 2 pencils
- lined notebook paper

## **ABOUT THE EXAM**

The examination for Psychology is comprehensive. It is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The exam will consist of objective questions (matching and multiple-choice) and short essay questions. It is very important to study vocabulary terms and names of people. Your grader will look for overall knowledge of the concepts and theories of psychology. An answer sheet will be provided for the objective questions, but you must bring your own notebook paper for the essays.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. All TEKS are assessed. A list of review topics is included in this document to focus your studies. It is important to prepare adequately. Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbook used with our PSYCH course is *Holt Psychology: Principles in Practice* published by Holt, Rinehart, and Winston (2003).

Good luck on your examination!

## PSYCH CBE Review

### Key Terms to Know:

observational learning	classical learning	operant learning
confidentiality	conditioning	central route
cognitive evaluation	peripheral route	cognitive anchors
behaviorism	neurobiological psychology	humanistic psychology
psychodynamic theory	cognitive psychology	sociocultural psychology
psychoanalysis	abnormal behavior	conscious level
preconscious level	unconscious level	achievement tests
aptitude tests	IQ tests	drive reduction
James-Lange theory	Cannon-Bard theory	Sigmund Freud
Lawrence Kohlberg	Jean Piaget	Stanford-Binet scale
Wechsler scale	Rorschach inkblot test	Thematic Apperception Test
Minnesota Multiphasic Personality Inventory	California Psychology Inventory	nature vs. nurture
personality	Abraham Maslow	Carl Rogers
Gordon Allport	structural features of language	stress
attribution theory	altruism	B. F. Skinner

## **Do you know...?**

- ...the difference between a theory and a principle?
- ...the difference between psychology and other social sciences?
- ...the types of therapy used for various theories and how effective they are?
- ...the five major categories of abnormal behaviors and examples of each as classified in the Diagnostic and Statistical Manual (DSM)?
- ...the effects of the endocrine and nervous systems on human behavior and can you describe the anatomy of each system?
- ...the steps of proper scientific research?
- ...strategies and obstacles associated with problem-solving and decision-making?
- ...how to draw conclusions?
- ...the jobs available in the five areas of psychology?
- ...research terms like mean, median, mode, range, and standard deviation?
- ...the effect on boys and girls who mature early or later?
- ...Piaget's stages of development?
- ...Erikson's stages of human psychological development?
- ...the principles of reinforcement and punishment and how they are used in psychology?
- ...the different types of intelligence and how they differ from each other?
- ...the theories of personality (Freud, Allport, Maslow, Rogers)?
- ...the theories of language acquisition and development?
- ...the physiological, behavioral, and psychological responses to stress?
- ...the difference between bias and discrimination?
- ...how to relate sensation and perception to various points of view?
- ...that beliefs, decisions, and actions have consequences and can describe this in writing?
- ...how to adjust behavior appropriately to fit various situations?
- ...how to predict the likely outcome given courses of actions in particular situations?

## Texas Essential Knowledge and Skills PSYCH – Psychology

TTU: PSYCH CBE, v.3.0		
TEKS: §113.36. Psychology (One-Half Credit)		
TEKS Requirement (Secondary)	Set A Question Numbers	Set B Question Numbers
<b>§113.36. Psychology (One-Half Credit).</b>		
(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.		
(b) Introduction. In Psychology, an elective course, students consider the development of the individual and the personality. The study of psychology is based on an historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.		
(c) Knowledge and skills.		
<b>(1) The individual in society. The student understands the dynamics of the relationships between self and others to be a contributing member of the community. The student is expected to:</b>		
(A) participate in class as a leader and follower;	15	1
(B) adjust behavior appropriately to fit various situations;	13	2
(C) contribute to the development of a supportive climate in groups; and	25	3
(D) accept and fulfill social responsibilities associated with citizenship in a group setting.		
<b>(2) The individual in society. The student understands that beliefs, decisions, and actions have consequences. The student is expected to:</b>	16	4
(A) predict the likely outcome of given courses of action in particular situations, such as refusing to pay taxes, to register to vote, or to obey the speed limit; and	12	5
(B) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality.	11	6
<b>(3) The individual in society. The student understands behavioral, social learning, and cognitive perspectives of motivation to describe his or her role and impact on economic systems. The student is expected to:</b>	23	7
(A) apply various perspectives of motivation to a given economic situation such as the choice of car to purchase, personal budget priorities, or choice of jobs;		
(B) describe the role of reinforcement and punishment in determining persistence-and-effort allocation;	27	8
(C) describe the processes of modeling/imitation and vicarious reinforcement using typical classroom situations; and	10	9
(D) describe and explain self-esteem, self-efficacy, and expectancy from the perspective of attribution theory.		
<b>(4) The individual in society. The student understands the influence of sensory perceptions on the shaping of individual beliefs and attitudes. The student is expected to:</b>	28	10
(A) relate sensation and perception to various points of view; and	20	11
(B) define and give examples of bias related to various points of view.		
<b>(5) The individual in society. The student understands the relationship between biology and behavior. The student is expected to:</b>	30	12
(A) describe the anatomy and localized function of given brain areas; and	31	13
(B) explain the effects of the endocrine system on development and behavior.	32	14
<b>(6) The individual in society. The student understands the basic principles of tests and measurements. The student is expected to:</b>	33	15

(A) define and differentiate reliability and validity; and	34	16
(B) define the concept of "transformed score" and give examples of various types including percentile grade equivalent scores, intelligence quotient (IQ) scores, and College Entrance Examination Board (CEEB) scores such as Scholastic Aptitude Test (SAT) and Graduate Record Examination (GRE).	17	17
<b>(7) History. The student understands the history of the field of psychology. The student is expected to:</b>	18	18
(A) identify defining characteristics that differentiate the field of psychology from other related social sciences; and		
(B) trace the impact of associationism, psychodynamic (Freudian) thinking, behaviorism, and humanism on current thinking in psychology.	35	19
<b>(8) History. The student compares the processes of theory development and validation. The student is expected to:</b>	36	21
(A) define and differentiate the concepts of theory and principle;		
(B) describe the relationship between earlier and later theories related to a given psychological construct; and	19	22
(C) identify and describe the basic methods of social scientific reasoning.	8	23
<b>(9) Culture. The student understands the dynamic relationships between self and one's environment. The student is expected to:</b>	37	24
(A) describe and explain learning as an adaptation to the environment;		
(B) relate cultural perspectives to the traditional physical environment of the culture group; and	20	25
(C) explain types of relationships of individuals with other individuals and with groups.	7	26
<b>(10) Culture. The student understands behavioral, social, and cognitive perspectives of human learning. The student is expected to:</b>		
(A) identify related antecedents, behavior, and consequences in a provided behavioral situation;	38	27
(B) identify elements of social learning theory in modern advertising;	39	28
(C) describe the relationship between components of the structural information processing model; and	21	29
(D) evaluate the various perspectives of human learning and specify the strengths and weaknesses of each.		
<b>(11) Culture. The student understands the role of culture in forming the foundation and orienting framework for individuals and social behavior. The student is expected to:</b>	6	30
(A) explain factors involved in cognitive development according to Piaget;	22	31
(B) define common psychological disorders;	40	32
(C) describe Erickson's stages of psychosocial development; and	41	33
(D) determine cultural influences such as fads or peers on one's own social behavior.	23	34
<b>(12) Culture. The student understands personality development theories, including the applications and limitations. The student is expected to:</b>	5	35
(A) give examples of growth and development based on social learning, behavioral, and cognitive theories; and		
(B) evaluate the presented theories of human development and specify the strengths and weaknesses of each.	43	36
<b>(13) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b>	24	37
(A) create a product on a contemporary psychology-related issue or topic using critical methods of inquiry;	42	38
(B) draw and evaluate conclusions from qualitative information;	4	39
(C) define and compute measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation);	3	40
(D) explain and illustrate cautions related to interpreting statistics in news stories;	2	41
(E) apply evaluation rules to quantitative information; and		

(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	44	42
<b>(14) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b>	45	43
(A) use psychology-related terminology correctly;	46	44
(B) use standard grammar, spelling, sentence structure, and punctuation;	46	45
(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and	47	46
(D) create written, oral, and visual presentations of social studies information.	48	47
<b>(15) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b>	1	48
(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;		
(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision; and	49	49
(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.	50	50
<b>(16) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to:</b>	51	51
(A) illustrate the relationship and sequence between intermediate goals and terminal goals; and	14	52
(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment.		
<b>(17) Science and technology. The student understands the implication of technology for the collection, storage, and use of psychological data. The student is expected to:</b>	16	33
(A) apply the standards of the American Psychological Association for ethical decision making regarding the collection, storage, and use of psychological data; and	26	49
(B) acquire information through the use of electronic sources.	53	53
<b>(18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:</b>	49	55
(A) analyze examples of attitudes, beliefs, and behaviors related to changes in available technology; and		
(B) evaluate the impact of changes in technology on personal growth and development.	53	53
<i>Source: The provisions of this §113.36 adopted to be effective September 1, 1998, 22 TexReg 7684.</i>		