CRIJ Practice Test (Sample)

Study Guide

Everything you need from our exam experts!

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- **Practice answering questions under realistic conditions,**
- **Improve accuracy and speed,**
- **Review explanations to strengthen weak areas, and**
- **Approach the exam with greater confidence.**

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

1. Which type of reliability assesses consistency across different observers evaluating the same phenomenon?

A. Intra-observer reliability

B. Inter-observer reliability

C. Test-retest reliability

D. Reliability

2. The U.S. study in which Black men with syphilis were deceived and not treated to observe disease progression is the

A. Tuskegee Syphilis Experiment (1932-1972)

B. Nuremberg War Crimes Trials (1946)

C. Sample Generalizability

D. Authenticity

3. What term describes claims presented as science that lack basis in the scientific method?

A. Pseudoscience

B. Pseudophysics

C. Junk science

D. Pseudoepistemology

4. Which term refers to unwillingness to change beliefs even with new evidence?

A. Resistance to change

B. Open-mindedness

C. Relativism

D. Skepticism

5. Which event is most closely associated with reforms and heightened oversight of human subjects research after abuses were revealed?

A. Nuremberg War Crimes Trials (1946)

B. Tuskegee Syphilis Experiment (1932-1972)

C. Cross-Population Generalizability

D. Authenticity

6. The extent to which findings from one group or setting apply to other groups or settings is called

A. Cross-Population Generalizability

B. Sample Generalizability

C. Nuremberg War Crimes Trials

D. Hypothesis

7. The ability to generalize findings from a sample to the entire population is known as

A. Sample Generalizability

B. Cross-Population Generalizability

C. Authenticity

D. Tuskegee Syphilis Experiment

8. Which concept emphasizes that every possible answer should be represented in the choices?

A. Exhaustive

B. Mutually exclusive

C. Indicator

D. Conceptualization

9. What is the primary role of the Institutional Review Board?

A. To protect human subjects by reviewing research proposals

B. To publish research findings

C. To fund studies

D. To conduct experiments

10. A question or measure used to indicate a case's value on a variable is called what?

A. Concept

B. Indicator

C. Open-ended questions

D. Mutually exclusive

Answers

1. B
2. A
3. A
4. A
5. A
6. A
7. A
8. A
9. A
10. B

Explanations

1. Which type of reliability assesses consistency across different observers evaluating the same phenomenon?

A. Intra-observer reliability

B. Inter-observer reliability

C. Test-retest reliability

D. Reliability

This question is about how consistent measurements are when more than one person is making the assessment. Inter-observer reliability measures the agreement or consistency between different observers or raters who evaluate the same phenomenon. If two clinicians rate the same patient's pain on a scale and their scores line up closely, the inter-observer reliability is high, indicating the rating is reliable across observers. Intra-observer reliability would involve the same person rating consistently across different times. Test-retest reliability deals with the stability of a measure over time when the same test is repeated. The general term reliability is too broad and doesn't specify the observer dimension.

2. The U.S. study in which Black men with syphilis were deceived and not treated to observe disease progression is the

A. Tuskegee Syphilis Experiment (1932-1972)

B. Nuremberg War Crimes Trials (1946)

C. Sample Generalizability

D. Authenticity

This question tests knowledge of a notorious case in medical research ethics and the violation of participants' rights. The described scenario—Black men with syphilis who were deceived and left untreated to watch disease progression—matches the historical study conducted in the United States from 1932 to 1972, where researchers misled participants about their illness and withheld proven treatment even after penicillin became available. This is a foundational example of unethical human experimentation and why informed consent, transparency, and the obligation to avoid harm are essential in research. The other options aren't about this kind of study: one refers to postwar trials that led to ethical codes, not a U.S. observational study; the remaining terms are general research design concepts rather than a specific study.

3. What term describes claims presented as science that lack basis in the scientific method?

A. Pseudoscience

B. Pseudophysics

C. Junk science

D. Pseudoepistemology

Pseudoscience describes claims presented as science but do not follow the scientific method. It may look and sound like science, but it lacks essential features such as testability and falsifiability, reliance on controlled, repeatable experiments, and openness to peer review and revision in light of new evidence. Because of these gaps, the claims cannot be reliably tested or replicated, so they don't provide trustworthy knowledge the way true science does. The other terms don't fit as neatly: pseudophysics would imply false physics specifically, junk science refers to poor-quality or misrepresented science rather than the broader pattern of presenting untestable ideas as science, and pseudoepistemology points to incorrect theories about knowledge rather than a general claim of scientific legitimacy.

4. Which term refers to unwillingness to change beliefs even with new evidence?

A. Resistance to change

B. Open-mindedness

C. Relativism

D. Skepticism

Resistance to change describes the unwillingness to alter beliefs even when confronted with new evidence. This mindset sticks to what one already thinks, often to avoid cognitive discomfort or defend a sense of certainty. It contrasts with open-mindedness, which involves being willing to revise beliefs when solid new information appears. Relativism isn't about how a person responds to evidence; it's a stance on the nature of truth itself. Skepticism centers on doubt and demanding solid proof, but it doesn't necessarily imply an outright refusal to update beliefs in the face of strong evidence.

5. Which event is most closely associated with reforms and heightened oversight of human subjects research after abuses were revealed?

A. Nuremberg War Crimes Trials (1946)

B. Tuskegee Syphilis Experiment (1932-1972)

C. Cross-Population Generalizability

D. Authenticity

Abuses in human-subjects research being revealed often leads to new ethical safeguards and formal oversight. The postwar trials of Nazi physicians exposed gruesome experiments conducted without consent, and they gave rise to the Nuremberg Code. This code established crucial requirements, especially voluntary informed consent, minimizing harm, and the right to withdraw, creating the first comprehensive framework to protect participants. That ethical baseline triggered ongoing reforms and the development of regulatory oversight for research with humans. While later events like the Tuskegee study also spurred reforms, the Nuremberg Trials represent the historic trigger for the initial, formal protections that shape research ethics today. The other options aren't about historical events that introduced these safeguards.

6. The extent to which findings from one group or setting apply to other groups or settings is called

A. Cross-Population Generalizability

B. Sample Generalizability

C. Nuremberg War Crimes Trials

D. Hypothesis

This question is about how far findings from one group or setting can be applied to other groups or settings. In research terms, this is a matter of generalizability across populations, which falls under external validity. The idea is whether the conclusions you reached in one context hold true when you apply them to different people, places, or times. Cross-population generalizability captures applying results to a different group than the one studied, beyond the original sample. That's why it's the best fit here. Generalizing to the same population from which the sample was drawn is called generalizing to the population at hand (often called sample generalizability), which is not what this item emphasizes. The other options—references to the Nuremberg Trials or to a hypothesis—do not describe this idea.

7. The ability to generalize findings from a sample to the entire population is known as

A. Sample Generalizability

B. Cross-Population Generalizability

C. Authenticity

D. Tuskegee Syphilis Experiment

Generalizability from a sample to the whole population is about external validity—whether what you found in a small group applies beyond that group to the larger population. The best choice captures that idea directly by naming the ability to extend results from the sample to the population as "Sample Generalizability." When a study's findings are generalizable, you can trust they reflect patterns you'd expect to see in the broader group, not just in the people who happened to be surveyed. The other options don't fit this concept well. Cross-Population Generalizability would involve applying findings to different populations rather than extending them to the population from which the sample was drawn. Authenticity isn't a standard term for this idea, and the Tuskegee Syphilis Experiment is a historic unethical study, not a concept about generalizing research results.

8. Which concept emphasizes that every possible answer should be represented in the choices?

A. Exhaustive

B. Mutually exclusive

C. Indicator

D. Conceptualization

The idea being tested is that response options should be exhaustive—the list covers every possible answer a respondent might give. This matters because it ensures there's a fitting choice for all responses, preventing distortions from missing categories and making data easier to classify and analyze. If a relevant option is omitted, people may force-fit their answer into the closest option or select an "other" category that still doesn't perfectly capture their view. That can bias results and complicate interpretation. The other terms don't capture this completeness idea: mutually exclusive means options don't overlap, which is about distinctness rather than covering all possibilities; an indicator is just a sign or measure variable; conceptualization is about how a concept is defined.

9. What is the primary role of the Institutional Review Board?

A. To protect human subjects by reviewing research proposals

B. To publish research findings

C. To fund studies

D. To conduct experiments

The Institutional Review Board exists to protect people who take part in research. It reviews proposed studies before they begin to ensure that risks to participants are minimized, that those risks are reasonable in relation to the potential benefits, and that participants will give informed and voluntary consent. It also checks how the study will protect privacy and handle data, and it looks at fair and appropriate recruitment, including protections for any vulnerable groups. If changes are needed to consent forms, risk disclosures, or monitoring plans, the IRB can require them before the study can proceed, and it continues to oversee the study as it unfolds. This protective, oversight role aligns with ethical principles like respect for persons, beneficence, and justice, which is why this is the primary function. Publishing results, funding studies, or conducting experiments are not activities carried out by the IRB.

10. A question or measure used to indicate a case's value on a variable is called what?

A. Concept

B. Indicator

C. Open-ended questions

D. Mutually exclusive

The important idea is how we turn an idea into something we can measure for each person. A concept is the abstract notion you want to study, like education level or socioeconomic status. An indicator is the concrete, observable measure used to assign a value to that concept for each case. It's the specific question or data point that signals where a person falls on the variable. For example, to measure education level, indicators might be years of schooling or highest degree earned—these are observable, comparable signals you collect. Open-ended questions are a data collection method that yields qualitative responses, not a single value for a variable. Mutually exclusive describes categories that can't overlap, which is a property of coding, not the signal used to indicate a case's value.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://crij.examzify.com

We wish you the very best on your exam journey. You've got this!