

Georgia Psychology Jurisprudence Practice Exam (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

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- 1. Who oversees activities performed by trainees or supervisees in psychological settings?**
 - A. Assistants**
 - B. Consultants**
 - C. Supervisors**
 - D. Clients**

- 2. Who is responsible for providing inactive status licenses for professional licensing boards?**
 - A. The Division Board**
 - B. The Division Director**
 - C. The State Licensing Authority**
 - D. The Professional Ethics Committee**

- 3. How does a board member become appointed?**
 - A. By election from peers**
 - B. By the Commissioner of Education**
 - C. By the governor**
 - D. By local school districts**

- 4. Which of the following is NOT part of the definition of child abuse?**
 - A. Physical injury resulting from discipline**
 - B. Emotional distress due to parental neglect**
 - C. Ministerial oversight in care**
 - D. Sexual exploitation of a child**

- 5. When is it necessary for psychologists to repeat discussions on confidentiality?**
 - A. Only if there is a legal requirement**
 - B. Only at the start of therapy**
 - C. As new circumstances arise or as needed**
 - D. There is no need to discuss again**

- 6. How many CE credits are required for psychologists licensed in the second year of the biennium?**
- A. 10 CE credits**
 - B. 20 CE credits**
 - C. No CE credits required**
 - D. 15 CE credits in any category**
- 7. What does OCGA state about privileged communication between psychologists and clients?**
- A. It is not protected under any circumstances**
 - B. It is treated similarly to attorney-client privilege**
 - C. It can be disclosed if the psychologist deems it necessary**
 - D. It only applies to verbal communications**
- 8. How long does a physician have to evaluate a person claiming mental illness after initial contact?**
- A. 24 hours**
 - B. 48 hours**
 - C. 72 hours**
 - D. 96 hours**
- 9. A predoctoral internship must last a minimum of how many months?**
- A. 9 months**
 - B. 11 months**
 - C. 12 months**
 - D. 14 months**
- 10. True or False: A psychologist can earn a maximum of 6 ethics CE credits for serving on the Ethics committee for a full biennium.**
- A. True**
 - B. False**
 - C. None of the above**
 - D. Only if they serve additional terms**

Answers

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

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Explanations

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1. Who oversees activities performed by trainees or supervisees in psychological settings?

- A. Assistants
- B. Consultants
- C. Supervisors**
- D. Clients

Supervisors play a critical role in overseeing the activities performed by trainees or supervisees in psychological settings. They are responsible for providing guidance, support, and evaluation to ensure that the work being done is competent, ethical, and aligned with the standards of the profession. Supervisors help trainees develop their skills, offer feedback, and monitor the quality of care being provided to clients. In a supervisory relationship, the supervisor not only ensures that the supervisee is following ethical guidelines but also facilitates their professional growth through mentoring and training. This oversight is essential for both the protection of clients and the professional development of those in training. Such support structures are vital for maintaining high standards within the field of psychology, where client welfare is paramount. The other roles listed, such as assistants, consultants, and clients, do not have the same formal responsibility for overseeing trainee activities. Assistants may support the work of professionals but lack the authority and accountability that supervisors have. Consultants provide specialized advice and expertise but are not responsible for the direct oversight of trainees. Clients are the individuals receiving psychological services and are not involved in the supervisory process.

2. Who is responsible for providing inactive status licenses for professional licensing boards?

- A. The Division Board
- B. The Division Director**
- C. The State Licensing Authority
- D. The Professional Ethics Committee

The Division Director is responsible for providing inactive status licenses for professional licensing boards. This role typically involves overseeing the operations of the licensing boards and ensuring that all regulations and guidelines are followed regarding the issuance of different license statuses, including inactive statuses. Inactive licenses allow licensed professionals to maintain their credentials without practicing actively, which may be needed for various personal or professional reasons. The Division Director ensures that the appropriate procedures are in place for managing these licenses, thereby supporting the integrity of the profession and aiding professionals in regulating their practice status effectively. In contrast, other entities like the Division Board and the State Licensing Authority may focus on broader regulatory matters, while the Professional Ethics Committee typically deals with ethical standards and practices rather than directly issuing license statuses. Thus, the responsibility for inactive licenses specifically lies with the Division Director.

3. How does a board member become appointed?

- A. By election from peers
- B. By the Commissioner of Education
- C. By the governor**
- D. By local school districts

A board member, specifically in the context of Georgia's governance structure regarding education and public boards, is appointed by the governor. This process highlights the governor's role in overseeing the educational framework and ensuring that individuals with the appropriate qualifications and interests are placed in positions of influence within educational boards. This appointment process is significant as it allows the governor to select individuals who align with the state's educational goals and priorities. The selection by the governor underscores a centralized responsibility in addressing the need for effective leadership within educational bodies. Additionally, it provides a mechanism for maintaining accountability in educational governance, as appointed members can be reviewed by the governor based on their performance and adherence to state educational policies. In contrast, positions filled by local districts or through elections from peers would imply a structure that is more decentralized or democratized, which does not reflect the standard for the specific appointment of certain board members in Georgia. The nuances of educational governance are essential for understanding how policy is shaped and implemented at a state level, particularly regarding the strategic decisions influencing public education.

4. Which of the following is NOT part of the definition of child abuse?

- A. Physical injury resulting from discipline
- B. Emotional distress due to parental neglect
- C. Ministerial oversight in care**
- D. Sexual exploitation of a child

The selection of "Ministerial oversight in care" as the option that is NOT part of the definition of child abuse is appropriate because it refers to oversight roles rather than actions that directly inflict harm or pose a risk to a child's well-being. Child abuse is typically defined in terms of specific harmful actions or neglectful behaviors that lead to physical, emotional, or sexual harm to a child. Physical injury from discipline, emotional distress stemming from neglect, and sexual exploitation all clearly fall within the parameters of abusive behavior as they involve direct harm or severe neglect that affects a child's health and development. Conversely, ministerial oversight does not imply any direct harm; rather, it suggests a bureaucratic or administrative function related to the care of a child, which is not classified under child abuse definitions. This distinction emphasizes that for an action to qualify as child abuse, it must involve a tangible form of harm or neglect rather than an administrative aspect.

5. When is it necessary for psychologists to repeat discussions on confidentiality?

- A. Only if there is a legal requirement**
- B. Only at the start of therapy**
- C. As new circumstances arise or as needed**
- D. There is no need to discuss again**

Psychologists must repeat discussions on confidentiality as new circumstances arise or as needed to ensure that clients fully understand the implications of their privacy. This ongoing dialogue is crucial for several reasons. First, as therapy progresses, different situations may emerge that could change the context of confidentiality, such as new interventions, changes in the client's condition, or when involving other professionals. Each of these circumstances may warrant a fresh discussion to clarify how confidentiality applies in those instances. Secondly, it helps to reinforce the trust and understanding within the therapeutic relationship. Clients may have questions or concerns at different stages of therapy, so revisiting the topic helps to address those and alleviate any anxiety about their privacy. Additionally, ethical standards and legal guidelines emphasize the importance of informed consent, which includes clear communication about confidentiality. By revisiting this discussion, psychologists ensure that clients are continuously informed and that their consent is genuinely informed, adapting to any changes in the therapeutic relationship. This ongoing clarity strengthens the therapeutic alliance and empowers clients in their treatment process.

6. How many CE credits are required for psychologists licensed in the second year of the biennium?

- A. 10 CE credits**
- B. 20 CE credits**
- C. No CE credits required**
- D. 15 CE credits in any category**

For psychologists licensed in the second year of the biennium, it is indeed the case that no continuing education (CE) credits are required. This situation arises because Georgia law stipulates specific requirements for continuing education that typically come into play during the first year of a biennium, after which psychologists have fulfilled their CE obligations for that cycle. As a means to maintain professional competence and enhance the practice, the requirement for CE credits generally focuses on ensuring that new knowledge and advancements in psychology are integrated into practice. However, in the second year of the biennium, licensed psychologists are not mandated to accrue additional CE credits. They have already met the requirements during the first year, which allows for a pause in the accumulation of CE credits until the beginning of the next cycle. This approach aligns with regulatory standards that balance the need for ongoing professional development with the recognition of those who have already complied with their educational requirements. It also helps to prevent potential burnout from continuous education demands and allows practitioners to focus on applying what they have learned.

7. What does OCGA state about privileged communication between psychologists and clients?

- A. It is not protected under any circumstances
- B. It is treated similarly to attorney-client privilege**
- C. It can be disclosed if the psychologist deems it necessary
- D. It only applies to verbal communications

The correct answer highlights that privileged communication between psychologists and clients in Georgia is treated similarly to attorney-client privilege. This means that communications made in the context of therapy are confidential and protected from disclosure in legal proceedings, promoting a safe environment where clients can share sensitive information without fear of it being used against them. This privilege encourages open and honest discussions, which are essential for effective therapy. In Georgia, certain exceptions do exist where this privilege may not apply, such as if there is a risk of harm to the client or others, or when the client is a minor and the disclosures are necessary to protect their welfare. However, the fundamental principle remains that these communications are confidential, akin to the protections offered to attorney-client communications, thus ensuring a level of security and trust in the therapeutic relationship.

8. How long does a physician have to evaluate a person claiming mental illness after initial contact?

- A. 24 hours
- B. 48 hours**
- C. 72 hours
- D. 96 hours

The correct timeframe for a physician to evaluate a person claiming mental illness, following the initial contact, is 48 hours. This requirement is rooted in Georgia's commitment laws, which emphasize the importance of timely assessment for individuals who may pose a risk to themselves or others due to mental health issues. The 48-hour timeframe provides a balance between the need for urgent evaluation and the respect for due process rights that individuals in this situation are afforded. This ensures that individuals receive the necessary mental health care without unnecessary delays, allowing for an appropriate determination of their mental state and the need for further intervention. Understanding this timeframe is crucial for practitioners who may need to navigate legal and ethical considerations when dealing with mental health assessments in urgent situations.

9. A predoctoral internship must last a minimum of how many months?

- A. 9 months**
- B. 11 months**
- C. 12 months**
- D. 14 months**

A predoctoral internship in psychology must last a minimum of 12 months in a full-time capacity. This duration is established to ensure comprehensive training experiences that cover a range of competencies essential for professional practice. Completing a full year allows interns to engage sufficiently with clinical work, supervision, and a variety of therapeutic practices, thereby enhancing their skills and knowledge before they enter professional practice. The significance of the 12-month requirement lies in the nature of psychological training, which demands ample time to immerse oneself in the complexities of patient care and the workings of mental health systems. Such an extensive period is critical for the development of professional competence, as it offers opportunities for both practical application and theoretical learning. In contrast, shorter periods, such as 9 or 11 months, do not meet the established standards set forth by accrediting bodies, which seek to guarantee that professionals are adequately prepared to handle the demands of psychological practice.

10. True or False: A psychologist can earn a maximum of 6 ethics CE credits for serving on the Ethics committee for a full biennium.

- A. True**
- B. False**
- C. None of the above**
- D. Only if they serve additional terms**

A psychologist can earn a maximum of 6 ethics continuing education (CE) credits for serving on the Ethics committee for a full biennium. This reflects the professional standards and regulations governing continuing education requirements in the field of psychology. Serving on such a committee is seen as a valuable contribution to the community, as it involves the oversight of ethical practices within the profession, which is why it is eligible for CE credits. In this context, the term "biennium" refers to a two-year period, during which the credits can be accumulated. The limitation of 6 credits acknowledges the significant yet finite contribution that committee participation entails; it ensures psychologists engage in other forms of continued professional development beyond just committee work to maintain a well-rounded skill set. Other options might suggest additional terms being necessary or imply a misunderstanding of the credit allocation system in this context, but the correct answer reflects the established cap on ethics credits from committee service within the given timeframe accurately.

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://gapsychjurisprudence.examzify.com>

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

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