

Helwig NCE & CPCE - Human Growth and Development (HGrD) 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

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- 1. In etiology, which dimensions are involved?**
 - A. Biological, Psychological, and Social**
 - B. Genetic only**
 - C. Environmental factors only**
 - D. Cultural influences only**

- 2. During ages 6 to 11, which Eriksonian stage involves mastering social and academic skills?**
 - A. Industry vs Inferiority**
 - B. Identity vs Role Confusion**
 - C. Intimacy vs Isolation**
 - D. Generativity vs Stagnation**

- 3. Which two individuals are credited with Behaviorism?**
 - A. Pavlov and Bandura**
 - B. Watson and Skinner**
 - C. Freud and Jung**
 - D. Piaget and Vygotsky**

- 4. Which statement best reflects the transition in self-concept during development?**
 - A. The shift to describing self in psychological terms occurs during adolescence.**
 - B. The shift to abstract reasoning occurs in infancy.**
 - C. Self-concept remains concrete throughout life.**
 - D. Self-concept is entirely determined by environment.**

- 5. Which of the following is a principal component of self-in-relation theory?**
 - A. People grow toward relationships throughout life.**
 - B. Individual growth is achieved primarily through solitary reflection.**
 - C. Development is driven by competition and power.**
 - D. Growth is not influenced by relationships.**

- 6. Who was among the first to critique masculine bias in psychoanalytic theory in the mid-1970s?**
- A. Nancy Chodorow**
 - B. Carl Jung**
 - C. Jean Baker Miller**
 - D. Judith Jordan**
- 7. Daniel Levinson is best known for which book?**
- A. The Seasons of a Man's Life**
 - B. The Seasons of a Woman's Life**
 - C. The Stages of a Man's Life**
 - D. Life Phases and Transitions**
- 8. Havighurst's theory implies that developmental tasks require what?**
- A. Completion of the previous task**
 - B. No prerequisite conditions**
 - C. Only social interaction**
 - D. Exclusive focus on cognitive skills**
- 9. Which description best captures psychological dysfunction?**
- A. A breakdown in cognitive, emotional, or behavioral functioning that is distressing or impairing and outside cultural norms.**
 - B. A temporary feeling of sadness with no impairment.**
 - C. A common personality trait.**
 - D. An occasional memory lapse.**
- 10. Bandura's central concept of social learning theory is what?**
- A. Self-efficacy.**
 - B. Operant conditioning.**
 - C. Unconditioned stimulus.**
 - D. Attachment.**

Answers

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

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Explanations

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1. In etiology, which dimensions are involved?

A. Biological, Psychological, and Social

B. Genetic only

C. Environmental factors only

D. Cultural influences only

Etiology is best understood through the biopsychosocial model, which holds that biological, psychological, and social factors all contribute to the development of a disorder. The biological dimension covers genetics, brain chemistry, and physical health that can influence vulnerability or resilience. The psychological dimension involves thoughts, emotions, coping styles, temperament, and learned behavioral patterns. The social dimension includes relationships, family dynamics, cultural expectations, socioeconomic context, and support systems that shape how risks manifest and are managed. These factors don't act in isolation; they interact to shape outcomes—for example, a genetic predisposition may increase risk, but its expression can be amplified or mitigated by coping strategies and social environment. Choosing only genetics, only environmental factors, or only cultural influences overlooks these interconnected influences, which is why the full set of biological, psychological, and social dimensions best explains etiology.

2. During ages 6 to 11, which Eriksonian stage involves mastering social and academic skills?

A. Industry vs Inferiority

B. Identity vs Role Confusion

C. Intimacy vs Isolation

D. Generativity vs Stagnation

In the 6-11-year-old period, the Eriksonian stage at play is industry versus inferiority. Here, children focus on mastering social and academic skills—reading, writing, math, teamwork, following rules, and taking pride in group projects. When kids receive encouragement, opportunities to succeed, and constructive feedback, they develop a sense of industry: they feel competent, confident in their abilities, and motivated to take on new challenges. This sense of mastery becomes a foundation for future learning and self-esteem. Conversely, if they experience repeated failure, excessive criticism, or lack of support, they may develop feelings of inferiority, doubting their abilities and withdrawing from tasks. The outcome in this stage is the cultivation of a sense of competence versus a fear of not measuring up. Other stages occur at different life periods—for example, adolescence centers on forming an identity, young adulthood on developing intimate relationships, and middle adulthood on contributing to the next generation and society.

3. Which two individuals are credited with Behaviorism?

- A. Pavlov and Bandura
- B. Watson and Skinner**
- C. Freud and Jung
- D. Piaget and Vygotsky

Behaviorism centers on learning as a change in observable behavior resulting from environmental stimuli and reinforcement, rather than focusing on internal thoughts or feelings. The two figures most closely linked to this approach are John B. Watson, who helped establish behaviorism by arguing psychology should study observable behavior and ignore consciousness, and B. F. Skinner, who expanded the theory with operant conditioning, showing how reinforcement and punishment shape behavior over time. Pavlov is associated with classical conditioning—pairing a neutral stimulus with a meaningful one to elicit a response—which is foundational but not the umbrella label of behaviorism. Bandura developed social learning theory and emphasized observational learning, which broadens behaviorist ideas but isn't the same as traditional behaviorism. Freud and Jung belong to psychoanalysis, focusing on unconscious processes, while Piaget and Vygotsky focus on cognitive development and thinking processes.

4. Which statement best reflects the transition in self-concept during development?

- A. The shift to describing self in psychological terms occurs during adolescence.**
- B. The shift to abstract reasoning occurs in infancy.
- C. Self-concept remains concrete throughout life.
- D. Self-concept is entirely determined by environment.

The transition in self-concept hinges on moving from describing oneself in concrete, observable terms to expressing more abstract psychological traits and internal states, a shift that becomes most evident in adolescence. As thinking becomes more sophisticated and reflective during adolescence, people start to articulate beliefs, motivations, values, and personality traits rather than just physical features or possessions. This change reflects cognitive maturation alongside identity exploration, where individuals form a more nuanced sense of who they are. The other ideas don't fit as well: describing self in psychological terms doesn't emerge in infancy, self-concept isn't fixed in concrete form for life, and while environment influences self-view, it isn't the sole determinant—internal processes and personal interpretation play key roles.

5. Which of the following is a principal component of self-in-relation theory?

- A. People grow toward relationships throughout life.**
- B. Individual growth is achieved primarily through solitary reflection.**
- C. Development is driven by competition and power.**
- D. Growth is not influenced by relationships.**

Self-in-relation theory centers on growth through connection with others. It holds that the self develops and flourishes through relationships, and that relational experience shapes who we become across life. Therefore, the statement that people grow toward relationships throughout life fits this view best, because relational ties, empathy, mutuality, and care are seen as foundational to healthy development. The other ideas clash with this perspective: focusing on solitary reflection emphasizes independence rather than connection; emphasizing competition and power shifts attention to dynamics not central to this theory; and claiming growth isn't influenced by relationships directly contradicts the core relational assumption of the approach.

6. Who was among the first to critique masculine bias in psychoanalytic theory in the mid-1970s?

- A. Nancy Chodorow**
- B. Carl Jung**
- C. Jean Baker Miller**
- D. Judith Jordan**

Feminist critiques of psychoanalytic theory focus on exposing and correcting masculine biases that have shaped how development is explained. Nancy Chodorow argued that traditional psychoanalytic theories center male experiences and use male norms as the standard, which minimizes and often misinterprets women's development. She showed how family life, especially the mothering role, helps shape gender identities, offering a female-centered view that reveals the bias in earlier theories. This work emerged in the mid- to late-1970s and helped shift psychodynamic thinking toward gender-aware explanations. While Jung is rooted in earlier, male-centered psychoanalytic ideas, and Miller and Jordan contributed important feminist perspectives later, Chodorow is the figure most closely associated with the early critique of masculine bias in psychoanalytic theory during that period.

7. Daniel Levinson is best known for which book?

- A. The Seasons of a Man's Life**
- B. The Seasons of a Woman's Life**
- C. The Stages of a Man's Life**
- D. Life Phases and Transitions**

Daniel Levinson's best-known book is *The Seasons of a Man's Life*. This work introduced his life-structure approach to adult development and used the seasons as a metaphor for the typical phases people move through as they mature. It explores how men form a life structure, encounter major transitions, and experience a midlife turning point that prompts reevaluation and change. This framing of adulthood as a series of meaningful stages made the book highly influential in psychology and psychotherapy, establishing Levinson as a leading figure in adult development. He did publish *The Seasons of a Woman's Life* later, but it's not as foundational as the first, and the other two options are not his works.

8. Havighurst's theory implies that developmental tasks require what?

- A. Completion of the previous task**
- B. No prerequisite conditions**
- C. Only social interaction**
- D. Exclusive focus on cognitive skills**

Havighurst's theory sees developmental tasks as age-appropriate challenges that a person must master as they grow, and crucially, each stage's tasks depend on having completed tasks from earlier stages. This means readiness and successful mastery of previous tasks pave the way for the next set of tasks; you can't fully tackle later tasks without having completed the earlier ones. For example, gaining basic independence and self-care lays the groundwork for later tasks like forming intimate relationships or choosing a vocation. If earlier tasks aren't completed, later tasks are harder to achieve, leading to maladjustment. Developmental tasks aren't about a single domain; they involve physical maturation, social roles, emotional regulation, and moral development, rather than focusing only on cognitive skills.

9. Which description best captures psychological dysfunction?

- A. A breakdown in cognitive, emotional, or behavioral functioning that is distressing or impairing and outside cultural norms.**
- B. A temporary feeling of sadness with no impairment.**
- C. A common personality trait.**
- D. An occasional memory lapse.**

Psychological dysfunction is shown when thinking, feeling, or behaving breaks down in a way that causes clear distress or impairment in daily life and goes beyond what is culturally expected. This description combines three crucial elements: altered functioning, significant distress or impairment, and deviation from cultural norms, which together signal a clinically meaningful problem rather than a normal fluctuation. The other scenarios describe normal moods, typical personality variation, or ordinary cognitive slips and do not involve persistent impairment or distress.

10. Bandura's central concept of social learning theory is what?

- A. Self-efficacy.**
- B. Operant conditioning.**
- C. Unconditioned stimulus.**
- D. Attachment.**

Self-efficacy—the belief in one’s own ability to succeed in specific situations—is the central concept in Bandura’s social cognitive theory, which grew from social learning ideas. This belief shapes how people think, feel, and act. When you feel capable, you set higher goals, persist longer in the face of obstacles, and use effective strategies to overcome challenges. Mastery experiences boost self-efficacy the most, while watching others succeed (vicarious experiences) and receiving encouragement (verbal persuasion) also build it; how you interpret physiological arousal—for example, nervousness or excitement—can either strengthen or weaken your confidence. In this framework, learning often happens by observing others, but whether that learning leads to action depends on your self-efficacy. If you doubt your abilities, you’ll be less likely to try, give up sooner, or choose easier tasks, even if you’ve seen someone else do well. Conversely, strong self-efficacy helps you approach tasks proactively and persistently. The other concepts mentioned—operant conditioning focuses on reinforcement shaping behavior, unconditioned stimuli come from classical conditioning, and attachment relates to early bonds—address different theories and mechanisms, not the core driving force Bandura highlights here.

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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://helwigncecpcehgrd.examzify.com>

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

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