

PSYD AND PHD INTERVIEW PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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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. How can students access advanced emphasis courses, according to the material?**
 - A. Random enrollment
 - B. Pay extra prerequisites
 - C. Talk to advisor and prerequisites
 - D. Request permission from dean
- 2. Who is commonly cited as the source for discussing whether the emphasis is split between research and clinical work in PhD programs?**
 - A. Students
 - B. Professors in PhD programs
 - C. Alumni
 - D. Administrative staff
- 3. Which personal-therapy topic is mentioned as having been addressed in college?**
 - A. Therapy for my GAD and Panic Disorder
 - B. Medication for my GAD
 - C. Therapy for depression during high school
 - D. Couples therapy for anxiety
- 4. How would you demonstrate your clinical skills in evaluating, diagnosing, and forming a treatment plan during an internship interview?**
 - A. Describe using structured interviews (SCID-5-CV or MINI), mental status exam, risk assessment, psychodiagnostic impressions, and a brief, collaborative treatment plan
 - B. Focus only on research methods
 - C. Talk about clinical skills in general terms
 - D. Provide a resume
- 5. What action is recommended to learn about internship placements and post-graduate jobs historically attained by students?**
 - A. Look up beforehand
 - B. Ask current students
 - C. Read the student handbook
 - D. Attend an information session

- 6. Which statement is listed as not to say in an interview?**
- A. That you are scared of research, even if you are!
 - B. I have extensive experience with data analysis.
 - C. I am very good at time management.
 - D. I enjoy working in teams.
- 7. Which documentation practices are essential in crisis intervention to support safety and accountability?**
- A. Document risk assessment, safety planning, and referrals
 - B. Hide details to protect privacy
 - C. Only document after a month
 - D. Avoid including risk information in the record.
- 8. How many topics of possible interest are suggested for research?**
- A. 1-2 topics
 - B. 3-4 topics
 - C. 2-3 topics
 - D. 4-5 topics
- 9. What are common ethical dilemmas in psychology research and how would you navigate them?**
- A. Dilemmas like deception, participant risk, and data integrity; ignore IRB requirements
 - B. Deception should be avoided entirely in all cases with no exception
 - C. Potential risks should be minimized and IRB-approved protocols followed, with debriefing and ongoing monitoring
 - D. Ethical concerns can be deferred to the principal investigator
- 10. What is measurement invariance and why is it important in diverse samples?**
- A. Ensures that measures assess the same construct across groups, preventing bias
 - B. Allows different constructs across groups
 - C. Not important
 - D. Only relevant in biology

Answers

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

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Explanations

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1. How can students access advanced emphasis courses, according to the material?

- A. Random enrollment
- B. Pay extra prerequisites
- C. Talk to advisor and prerequisites**
- D. Request permission from dean

Access to advanced emphasis courses is managed through advising and checking that prerequisites are met. The student should meet with an academic advisor who can review their current coursework, verify that all required prerequisites have been completed, and help plan the right sequence for enrolling in the advanced course. This collaborative review ensures you meet any specific requirements, such as completed prerequisite classes or minimum GPA, and that you're eligible to take the higher-level course at the appropriate time. Randomly enrolling without guidance doesn't ensure readiness or compliance with program rules, and attempting to bypass prerequisites by paying extra isn't how access is granted. Asking the dean for permission is typically reserved for exceptional petitions, not standard enrollment. So, the best approach is to talk with an advisor and confirm that all prerequisites are satisfied before enrolling.

2. Who is commonly cited as the source for discussing whether the emphasis is split between research and clinical work in PhD programs?

- A. Students
- B. Professors in PhD programs**
- C. Alumni
- D. Administrative staff

The balance between research and clinical training in PhD programs is established by the faculty running the program. They design the curriculum, set degree requirements, supervise doctoral projects, and produce official program descriptions and accreditation materials. These elements define whether the emphasis leans toward research, clinical work, or a blend, and they're the sources frequently cited when discussing the program's focus. While students, alumni, or administrative staff can share experiences or data, the formal articulation of the program's emphasis comes from the professors who shape and oversee it.

3. Which personal-therapy topic is mentioned as having been addressed in college?

- A. Therapy for my GAD and Panic Disorder**
- B. Medication for my GAD
- C. Therapy for depression during high school
- D. Couples therapy for anxiety

The main idea here is to identify a personal-therapy topic that was described as having been addressed during college. The topic that fits this best is therapy for generalized anxiety disorder and panic disorder. This shows that, during college, the person actually engaged in psychotherapy aimed at anxiety-related conditions, giving insight into their firsthand experience with talk therapy and managing symptoms. It's more about the personal therapy experience than about medication, high school depression therapy, or couples therapy, which either isn't centered on individual psychotherapy in college or involves different kinds of treatment or contexts.

4. How would you demonstrate your clinical skills in evaluating, diagnosing, and forming a treatment plan during an internship interview?

- A. Describe using structured interviews (SCID-5-CV or MINI), mental status exam, risk assessment, psychodiagnostic impressions, and a brief, collaborative treatment plan**
- B. Focus only on research methods
- C. Talk about clinical skills in general terms
- D. Provide a resume

Demonstrating clinical skills during an internship interview hinges on showing a concrete, systematic approach to evaluation, diagnosis, and treatment planning. Using structured interviews like the SCID-5-CV or MINI communicates that you rely on standardized, evidence-based methods to establish diagnoses rather than making clinical impressions from memory alone. A mental status examination provides a clear snapshot of current functioning, which is essential for grounding your assessment in observable facts. Conducting a risk assessment highlights your ability to identify and address safety concerns that could impact care. Forming psychodiagnostic impressions shows you can integrate data from interviews, testing, and observation into a coherent diagnostic picture. Presenting a brief, collaborative treatment plan demonstrates you can translate assessment findings into practical, patient-centered steps and engage the patient in planning. This combination signals reliability, safety, clinical reasoning, and the ability to work with supervisors and clients in real-world settings. Focusing only on research methods, speaking in general terms about clinical skills, or simply providing a resume does not demonstrate the concrete clinical capabilities programs look for in an internship candidate.

5. What action is recommended to learn about internship placements and post-graduate jobs historically attained by students?

- A. Look up beforehand**
- B. Ask current students
- C. Read the student handbook
- D. Attend an information session

Looking up information beforehand is most effective because official placement or career outcomes data published by a program provides a historical view of where past graduates have interned or been employed. These reports compile outcomes across multiple cohorts, showing trends, typical employers, internship partners, fields, and time to first job. This lets you assess how well a program aligns with your goals, compare programs, and set realistic expectations before you apply. Asking current students can be helpful for recent experiences, but it reflects a small, potentially biased sample and may not capture longer-term outcomes. Reading the student handbook is great for policies and resources, but it usually doesn't provide systematic data on historical placements. Attending an information session offers current, structured information, yet it may not include detailed historical outcomes or allow for in-depth data you'd get from official reports.

6. Which statement is listed as not to say in an interview?

- A. That you are scared of research, even if you are!**
- B. I have extensive experience with data analysis.
- C. I am very good at time management.
- D. I enjoy working in teams.

In interviews, you want to project readiness and confidence about handling the work you're being evaluated for. Saying you are scared of research, even if it's true in a moment, signals insecurity about a core job task and can raise doubts about your ability to learn, persist, and contribute. That kind of admission can undermine your credibility and make interviewers question whether you're truly prepared for rigorous research or scholarly activity. The other statements align with what interviewers typically want to hear: having extensive experience with data analysis demonstrates technical capability; being good at time management shows you can plan, prioritize, and meet deadlines; enjoying working in teams indicates collaboration and adaptability, which are essential in most graduate training environments. If you need to acknowledge challenges, it's more effective to present them as areas you're actively developing and to emphasize concrete strategies you use to improve, rather than expressing fear about the field itself.

7. Which documentation practices are essential in crisis intervention to support safety and accountability?

- A. Document risk assessment, safety planning, and referrals
- B. Hide details to protect privacy**
- C. Only document after a month
- D. Avoid including risk information in the record.

Thorough documentation in crisis intervention is essential for safety and accountability. The notes should capture the risk assessment: what risks were identified, factors that heighten or reduce danger, the clinician's judgment about imminent risk, and when the assessment was conducted. The safety plan needs to be detailed: specific de-escalation strategies used, concrete steps to reduce risk, who is responsible for each step, contingency plans, and planned follow-up. Recording referrals or services arranged is also crucial, including the types of supports engaged, contact information, and how the plan will be integrated with ongoing care. Throughout, use objective, nonjudgmental language and document observable information—what was seen, said, and done—along with dates, times, location, who was present, and the sequence of events. Include notes on consent and any confidentiality limits, as well as mandatory reporting when applicable. Timeliness matters too; notes should reflect the situation as it stood at the time of contact to support effective handoffs and continuity of care. Hiding or omitting details about risk, safety actions, or referrals undermines safety and accountability. It can obscure important warning signs, hinder coordinated response, and expose practitioners and organizations to liability. Balancing privacy with safety means documenting the necessary risk and safety information and sharing it appropriately with the care team.

8. How many topics of possible interest are suggested for research?

- A. 1-2 topics
- B. 3-4 topics
- C. 2-3 topics**
- D. 4-5 topics

The key idea is to identify explicit numeric qualifiers that indicate how many topics are mentioned. If the text states there are "two to three topics of possible interest," it means there are two topics at minimum and up to three. The best answer is the one that directly reflects that range—two to three topics—because it matches the exact wording and conveys the intended breadth without assuming a single exact number or a broader count. Other ranges like one to two or four to five would only be correct if the text had said those numbers. When you see a phrase like "two to three," map it to the option that lists that same range.

9. What are common ethical dilemmas in psychology research and how would you navigate them?

- A. Dilemmas like deception, participant risk, and data integrity; ignore IRB requirements
- B. Deception should be avoided entirely in all cases with no exception
- C. Potential risks should be minimized and IRB-approved protocols followed, with debriefing and ongoing monitoring**
- D. Ethical concerns can be deferred to the principal investigator

The main idea here is how researchers navigate ethical dilemmas in psychology by putting participant welfare first, using formal oversight, and maintaining accountability throughout the study. The best approach is to minimize potential risks and follow IRB-approved protocols, with debriefing and ongoing monitoring. This aligns with beneficence and respect for persons: carefully designing to reduce harm, obtaining institutional review board scrutiny to weigh risks and benefits, and ensuring participants understand what happened (through debriefing) so their autonomy is respected. If any distress or misunderstandings arise, ongoing monitoring lets researchers respond promptly, adjust procedures, or stop the study if needed. This framework helps protect participants, maintain scientific integrity, and preserve trust in research. Options that suggest ignoring IRB requirements or deferring all responsibility to the principal investigator don't meet these standards, and a blanket rule that deception must be avoided in all cases is too rigid—deception can be permissible in certain justified studies with proper debriefing and safeguards.

10. What is measurement invariance and why is it important in diverse samples?

- A. Ensures that measures assess the same construct across groups, preventing bias**
- B. Allows different constructs across groups
- C. Not important
- D. Only relevant in biology

Measurement invariance is about whether a test or questionnaire works the same way in different groups so that we're measuring the same underlying construct across those groups. When a measure is invariant, the items function similarly, and any differences we see reflect true differences in the construct rather than differences in interpretation, language, or response styles. Why this matters in diverse samples is that cultural, linguistic, or demographic differences can change how items are understood or answered. If invariance isn't established, comparisons across groups can be biased: you might conclude that groups differ on the construct when in fact the measurement itself is producing different scores for reasons unrelated to the construct. By testing invariance—looking at factors like whether the factor structure is the same (configural), whether item loadings are equal (metric), and whether item intercepts are equal (scalar)—researchers can determine whether it's appropriate to compare scores or relationships across groups. They can also identify items that function differently across groups (differential item functioning) and refine measures accordingly. So the best answer captures that invariance ensures the same construct is being measured across groups, preventing bias in cross-group comparisons.

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://psydphdinterview.examzify.com>

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

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