

SOCIAL WORK EXAMINATION SERVICES (SWES) HUMAN BEHAVIOR PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

<https://swes-humanbehaviour.examzify.com>



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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. Which medication is best for treating a patient diagnosed with bipolar affective illness?**
 - A. Antidepressants
 - B. Lithium
 - C. Antipsychotics
 - D. SSRI
- 2. Thorazine is primarily prescribed for the treatment of which mental health condition?**
 - A. Major depression
 - B. Schizophrenia
 - C. Anxiety disorders
 - D. Bipolar disorder
- 3. Which ego state is characterized by a sense of loss and low self-esteem?**
 - A. Happiness
 - B. Anger
 - C. Depression
 - D. Excitement
- 4. Which treatment goal is least likely for clinical work with pedophiles?**
 - A. Increasing accountability
 - B. Decreasing sexual impulse control
 - C. Promoting healthier coping mechanisms
 - D. Reducing the risk of reoffending
- 5. What principle is key to Carl Rogers' client-centered therapy?**
 - A. Focus on past experiences
 - B. Self-determination
 - C. Behavior modification
 - D. Medication adherence

- 6. What is the term for when a client channels their aggression towards an innocent bystander instead of the actual source?**
- A. Projection
 - B. Displacement
 - C. Repression
 - D. Reaction formation
- 7. How should a social worker approach a college student who is ambivalent about taking a leave of absence from school?**
- A. Maintain a fixed position regarding education
 - B. Impose pre-established attitudes about graduation
 - C. Avoid fixed positions and be open to discussion
 - D. Discourage exploration of options with parents
- 8. What psychological principle describes indecisiveness and ambivalence in choosing a desired goal?**
- A. Conflict
 - B. Dissonance
 - C. Analysis
 - D. Resolution
- 9. At what stage of life do schizophrenic episodes most frequently first occur?**
- A. Early childhood
 - B. Adolescence
 - C. Middle age
 - D. Later adulthood
- 10. In formulating a client assessment, which of the following should not be included?**
- A. Client's personal history
 - B. Client's goals for treatment
 - C. Client's presenting problems
 - D. Client's strengths

Answers

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

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Explanations

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1. Which medication is best for treating a patient diagnosed with bipolar affective illness?

- A. Antidepressants
- B. Lithium**
- C. Antipsychotics
- D. SSRI

Bipolar affective illness, often referred to as bipolar disorder, requires specific treatment strategies to stabilize mood and prevent both manic and depressive episodes. Lithium is considered a first-line treatment for managing this condition because it has well-established efficacy in reducing the frequency and severity of manic episodes and helps in maintaining mood stability over time. Lithium works by stabilizing neuronal activity and has a unique ability to reduce the risk of suicide in individuals with bipolar disorder, making it a critical option in therapeutic management. Additionally, lithium has mood-stabilizing properties that are particularly beneficial for the cycling moods seen in bipolar disorder, which can fluctuate between episodes of mania and depression. While antidepressants and SSRIs might be used in some cases, particularly for the depressive phases of bipolar disorder, they carry the risk of triggering manic episodes if not used in conjunction with a mood stabilizer like lithium. Antipsychotics can be beneficial for managing acute manic symptoms, but lithium directly targets the long-term management of the disorder. Therefore, lithium is recognized as the most effective and safest medication for the overall treatment of bipolar affective illness, making it the appropriate choice in this scenario.

2. Thorazine is primarily prescribed for the treatment of which mental health condition?

- A. Major depression
- B. Schizophrenia**
- C. Anxiety disorders
- D. Bipolar disorder

Thorazine, also known as chlorpromazine, is primarily prescribed for the treatment of schizophrenia. It is classified as an antipsychotic medication, which works by affecting the neurotransmitters in the brain, particularly dopamine. Schizophrenia is characterized by symptoms such as hallucinations, delusions, and disorganized thinking, which Thorazine helps to alleviate. In contrast, while major depression, anxiety disorders, and bipolar disorder may also require medication, they are typically treated with different classes of drugs. For instance, antidepressants are the primary treatment for major depression, anxiolytics are often used for anxiety disorders, and mood stabilizers or atypical antipsychotics are more common for managing bipolar disorder. The specific effectiveness of Thorazine in addressing the symptoms associated with schizophrenia is what fundamentally distinguishes it as the appropriate answer in this context.

3. Which ego state is characterized by a sense of loss and low self-esteem?

- A. Happiness
- B. Anger
- C. Depression
- D. Excitement

The ego state characterized by a sense of loss and low self-esteem is depression. In this state, individuals often experience profound feelings of sadness and hopelessness, coupled with a diminished sense of self-worth. This emotional state can manifest as a reaction to various life events, such as loss, trauma, or disappointment, leading to an overwhelming feeling of inadequacy and disconnection from oneself and others. In contrast, the other options represent different emotional states. Happiness is associated with positive feelings, high self-esteem, and contentment; anger reflects frustration or aggression often arising from perceived injustices or unmet needs; and excitement denotes high energy and enthusiasm, typically linked to positive experiences. Each of these states serves different psychological functions but does not inherently involve the sense of loss and diminished self-worth that define depression.

4. Which treatment goal is least likely for clinical work with pedophiles?

- A. Increasing accountability
- B. Decreasing sexual impulse control
- C. Promoting healthier coping mechanisms
- D. Reducing the risk of reoffending

The goal of decreasing sexual impulse control is least likely to be a focus in clinical work with pedophiles. In the context of treatment for individuals with pedophilic tendencies, the emphasis is placed on increasing accountability, promoting healthier coping mechanisms, and reducing the risk of reoffending. These goals are aligned with the overarching aim of managing impulses and behaviors in a socially responsible and legal manner. Increasing accountability is vital for helping clients recognize the impact of their actions on victims and society, facilitating a sense of responsibility. Promoting healthier coping mechanisms equips individuals with alternative ways to deal with their thoughts and feelings, thus reducing the likelihood of harmful behaviors. Reducing the risk of reoffending focuses on strategies and interventions to ensure that individuals do not re-engage in harmful actions, prioritizing the safety and well-being of potential victims. In contrast, focusing on decreasing sexual impulse control would not align with ethical and therapeutic standards in working with this population, as it could inadvertently suggest a permissive stance toward their impulses rather than prioritizing their management and reduction.

5. What principle is key to Carl Rogers' client-centered therapy?

- A. Focus on past experiences
- B. Self-determination**
- C. Behavior modification
- D. Medication adherence

The key principle of Carl Rogers' client-centered therapy is self-determination. This therapeutic approach emphasizes the importance of the client's autonomy and capacity for self-direction in the therapeutic process. Rogers believed that individuals have an inherent tendency toward growth and self-actualization when they are in a supportive environment characterized by unconditional positive regard, empathy, and genuineness from the therapist. In client-centered therapy, the therapist facilitates a space where the client can explore their thoughts and feelings without fear of judgment, which allows them to make decisions about their own life and uncover their true self. This principle of self-determination empowers clients to trust their own instincts and choices, ultimately leading to personal growth and healing. The other options, such as focusing on past experiences, behavior modification, and medication adherence, do not capture the essence of Rogers' approach. Instead, they involve different therapeutic modalities or frameworks that do not prioritize the client's autonomy and self-defined path to healing in the same way that self-determination does.

6. What is the term for when a client channels their aggression towards an innocent bystander instead of the actual source?

- A. Projection
- B. Displacement**
- C. Repression
- D. Reaction formation

The term that describes when a client channels their aggression towards an innocent bystander rather than addressing the actual source of their feelings is displacement. Displacement involves redirecting emotions, often anger or hostility, away from the provoking object or person and onto a different target that is less threatening or more convenient. This mechanism serves as a coping strategy to deal with feelings that may be overwhelming or uncomfortable to confront directly. In this case, the client might be experiencing frustration from a situation, such as a difficult workplace conflict, but instead of confronting the actual source of their anger, they might yell at a friend or family member who is not involved in the situation. This allows the individual to release pent-up emotions in a way that feels safer than confronting the real issue head-on. Understanding displacement can help social workers identify patterns in client behavior and guide therapeutic interventions effectively. The other listed terms represent different psychological defense mechanisms. For instance, projection involves attributing one's own unacceptable thoughts or feelings to someone else, while repression refers to unconsciously blocking unwanted thoughts or impulses from consciousness. Reaction formation entails behaving in a manner opposite to one's true feelings. Each of these mechanisms operates differently and serves distinct purposes in the context of emotional regulation and psychological defense.

7. How should a social worker approach a college student who is ambivalent about taking a leave of absence from school?

- A. Maintain a fixed position regarding education
- B. Impose pre-established attitudes about graduation
- C. Avoid fixed positions and be open to discussion**
- D. Discourage exploration of options with parents

The most effective approach for a social worker in this scenario is to avoid fixed positions and remain open to discussion. This approach acknowledges the student's ambivalence about taking a leave of absence, allowing for a space where the student can express their feelings, concerns, and aspirations without feeling judged or pressured. By fostering an open dialogue, the social worker can help the student explore their motivations for considering a leave of absence while validating their feelings. This process not only promotes self-reflection but also empowers the student to make an informed decision that aligns with their personal needs and goals. It is crucial for the social worker to facilitate a supportive environment where the student feels safe to explore all options, rather than simply imposing certain views or decisions on them. Maintaining a fixed position about education doesn't account for the complexities of the student's situation, which may include mental health challenges, personal issues, or academic stress. Imposing pre-established attitudes about graduation similarly fails to acknowledge the unique circumstances facing the student, which can lead to further resistance or feelings of inadequacy. Discouraging exploration of options with parents would inhibit the student from considering important support systems that may provide additional perspectives and insights. Engaging with the student in an open, non-judgmental manner enhances their ability

8. What psychological principle describes indecisiveness and ambivalence in choosing a desired goal?

- A. Conflict**
- B. Dissonance
- C. Analysis
- D. Resolution

The principle of conflict aptly describes indecisiveness and ambivalence when individuals are faced with choosing a desired goal. In psychology, conflict refers to a situation where there are competing motivations or desires pulling an individual in different directions, leading to uncertainty about which path to take. This can manifest as ambivalence—where one feels torn between two or more choices—resulting in difficulty making a decision. When someone experiences conflict, it may involve an internal struggle, often related to weighing the pros and cons of each choice or evaluating the potential outcomes and associated risks. This inner turmoil can cause a sense of frustration and anxiety, further complicating the decision-making process. For instance, a person might desire to pursue a career change but also feel apprehensive about leaving their current job due to security concerns. Such an internal conflict perfectly exemplifies the ambivalence that comes with indecisiveness, as the individual grapples with competing priorities. In contrast, the other options, while related to psychological principles, do not specifically capture the essence of indecisiveness and ambivalence in decision-making. Dissonance relates more to the discomfort experienced when holding contradictory beliefs or attitudes, which, while it can lead to conflict, is not the core reason for indecisiveness itself. Analysis

9. At what stage of life do schizophrenic episodes most frequently first occur?

- A. Early childhood
- B. Adolescence**
- C. Middle age
- D. Later adulthood

Schizophrenic episodes most frequently first occur during adolescence. This developmental stage is particularly significant as it coincides with major changes in brain development and social functioning. Emerging evidence points to the late teens and early twenties as critical periods when the risk for the onset of schizophrenia symptoms increases, largely due to biological, environmental, and psychological factors. Adolescence is a time when individuals are undergoing significant physical and emotional changes, which can often trigger or exacerbate underlying vulnerabilities related to mental health disorders. The stressors commonly experienced during this period, such as educational pressures and the search for identity, can also play a role in the onset of psychotic symptoms. In contrast, the onset of schizophrenia during early childhood is less common, as the disorder is typically associated with more advanced cognitive and social development, which is not fully realized until later in life. Middle age can show an increase in various psychiatric disorders, but it is not the typical age for the first presentation of schizophrenia symptoms. Later adulthood generally sees a decrease in new cases of schizophrenia, as most individuals have already experienced the onset earlier in their lives, if at all. Thus, adolescence stands out as the stage of life where the first episodes of schizophrenia most frequently occur.

10. In formulating a client assessment, which of the following should not be included?

- A. Client's personal history
- B. Client's goals for treatment**
- C. Client's presenting problems
- D. Client's strengths

In formulating a client assessment, it is vital to include comprehensive information that outlines the client's current situation, challenges, and resources. While understanding a client's goals for treatment is important, it is primarily a directive aspect of the therapy process rather than a foundational component of the assessment itself. The client's personal history offers crucial context about their life experiences, relationships, and significant events that may influence their current behavior and mental health. Presenting problems highlight the specific issues that led the client to seek help, serving as a primary focus for intervention. Identifying a client's strengths is essential as it allows social workers to build on these assets to foster resilience and encourage positive changes. Including this information ensures that the assessment provides a well-rounded view of the client, necessary for effective planning and intervention in treatment.

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://swes-humanbehaviour.examzify.com>

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

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