CITI ASSESSING RISK - SBE PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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.

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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!

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Questions

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1. Which aspect does HIPAA protect regarding health information used for research?

A. It eliminates the need for Common Rule compliance

B. It supplements the protections of the Common Rule and FDA

C. It allows unrestricted access to health information

D. It requires disclosure of all research findings publically

2. Census data published by the Census Bureau is considered what type of information?

A. Private Information

B. Public Information

C. Confidential Information

D. Restricted Information

3. In a focus group dealing with sensitive topics, what is a true statement about participant confidentiality?

A. The researcher can guarantee complete confidentiality.

B. Participants cannot be held accountable for sharing information outside the group.

C. Participants are obligated to keep information confidential.

D. The researcher cannot control what participants repeat about others outside the group.

4. In a research study of classrooms, when is it appropriate for investigators to collect data on reading comprehension?

A. After surveying teachers about teaching methods.

B. When varying the time of day reading is taught systematically.

C. Within a one-week observation period.

D. During a single semester assessment.

5. Under which circumstance is it not appropriate to provide subjects with additional information post-study?

A. A study using established psychological assessments.

B. A study involving research on educational practices.

C. A study assigning participants based on unflattering physical characteristics.

D. A study involving surveys on political opinions.

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6. What is a potential issue regarding parental permission in therapeutic settings for children?

A. Parents might not understand the research implications

B. Parents might feel pressured to consent for data usage

C. Parents may refuse to participate altogether

D. Parents are not informed about their rights

7. What is the primary ethical violation in the Harvard "Tastes, Ties, and Time (T3)" study?

A. Collecting data without participant consent

B. Failing to protect subjects from deductive disclosure

C. Using misleading advertisements for recruitment

D. Investigating subjects without their knowledge

8. When conducting international research, how should researchers approach cultural sensitivities?

A. By applying a one-size-fits-all solution.

B. By recognizing and adapting to local cultural practices.

C. By using only standardized procedures.

D. By focusing solely on the research objectives.

9. When may an IRB use expedited review for a new study?

A. When the study has high risk

B. When the study involves minimal risk and meets specified categories

C. When the study is conducted by a new investigator

D. When the study is a continuation of past research without changes

10. The Belmont principle of beneficence requires that:

A. All subjects are paid equally.

B. Risks to subjects are reasonable in relation to anticipated benefits.

C. Research occurs in isolation from other studies.

D. Research funding is guaranteed.

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Answers

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

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Explanations

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1. Which aspect does HIPAA protect regarding health information used for research?

A. It eliminates the need for Common Rule compliance

B. It supplements the protections of the Common Rule and FDA

C. It allows unrestricted access to health information

D. It requires disclosure of all research findings publically

The correct choice highlights that HIPAA, or the Health Insurance Portability and Accountability Act, supplements the protections established by the Common Rule and the FDA concerning the use of health information in research. This means that while the Common Rule outlines ethical considerations related to human subjects research, and the FDA provides additional regulations for clinical trials, HIPAA adds an extra layer of protection specifically for the privacy and security of health information. HIPAA ensures that personal health information is safeguarded when used for research purposes. It requires researchers to obtain consent from participants or to de-identify data to protect individual privacy. This complementary relationship emphasizes the importance of protecting sensitive health data, ensuring that individuals' privacy rights are respected in conjunction with adherence to ethical research guidelines. In contrast, the first choice incorrectly suggests that HIPAA eliminates the need for Common Rule compliance, which is not accurate since both sets of regulations exist alongside each other. The third choice implies that HIPAA allows unrestricted access to health information, which goes against HIPAA's purpose of safeguarding personal health data. Finally, the fourth choice regarding disclosure of all research findings publically does not align with HIPAA's focus on privacy and confidentiality, as HIPAA does not mandate such disclosures.

2. Census data published by the Census Bureau is considered what type of information?

A. Private Information

B. Public Information

C. Confidential Information

D. Restricted Information

Census data published by the Census Bureau is classified as public information because it is collected and disseminated for the purpose of informing the public, policymakers, and researchers about various demographic, social, and economic characteristics of the population. This data is available to anyone and can be accessed without restrictions, reflecting the Bureau's commitment to transparency and public accountability. Private information, on the other hand, pertains to data that is specific to individual persons or entities and is not shared publicly for privacy concerns. Confidential information is data that is intended to be kept secure and restricted to specific individuals or entities due to its sensitive nature. Restricted information typically refers to data that has limited access, often due to legal, ethical, or security concerns, which is not the case with census data as it is freely available for public review.

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3. In a focus group dealing with sensitive topics, what is a true statement about participant confidentiality?

A. The researcher can guarantee complete confidentiality.

B. Participants cannot be held accountable for sharing information outside the group.

C. Participants are obligated to keep information confidential.

D. The researcher cannot control what participants repeat about others outside the group.

In the context of focus groups discussing sensitive topics, the statement that the researcher cannot control what participants repeat about others outside the group is accurate. This acknowledges a fundamental issue in confidentiality within social research: while researchers can encourage participants to maintain confidentiality and create a trusting environment, they cannot impose rules on what individuals may choose to share once they leave the group setting. Given that participants are aware that their discussions may touch on sensitive or personal information, it's important for researchers to communicate the limitations of confidentiality clearly. Even when participants agree to keep discussions confidential, the reality is that interpersonal dynamics and individual discretion mean this cannot be guaranteed. The other statements present misconceptions about participant confidentiality in focus groups. While researchers strive to protect participants' identities and data, complete confidentiality cannot be promised due to factors outside the researcher's control. Additionally, participants should be encouraged to maintain confidentiality about what they discuss in focus groups, rather than being obligated or that accountability can be enforced.

4. In a research study of classrooms, when is it appropriate for investigators to collect data on reading comprehension?

A. After surveying teachers about teaching methods.

B. When varying the time of day reading is taught systematically.

C. Within a one-week observation period.

D. During a single semester assessment.

The appropriate time for investigators to collect data on reading comprehension in a research study of classrooms is when varying the time of day reading is taught systematically. This choice is valid because it allows researchers to examine the impact of timing on students' reading comprehension. By systematically varying the time at which reading instruction occurs, researchers can observe whether different times of the day lead to different outcomes in comprehension skills. This approach can highlight the influence of external factors, such as students' attentiveness or energy levels throughout the day, on their reading performance. In contrast, the collection of data following the surveying of teachers about teaching methods doesn't directly relate to the comprehension outcomes for students but rather focuses on the opinions and practices of teachers. A one-week observation period may not provide a sufficiently robust dataset to draw conclusions about reading comprehension, as learning and retention may require longer observation to reflect the true effects. Similarly, conducting assessments during a single semester might limit the understanding of comprehension, as it does not control for variations that may occur over multiple time points or different instructional environments. Thus, systematic variation in teaching timing stands out as the most effective way to gather meaningful data on reading comprehension.

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5. Under which circumstance is it not appropriate to provide subjects with additional information post-study?

A. A study using established psychological assessments.

B. A study involving research on educational practices.

C. A study assigning participants based on unflattering physical characteristics.

D. A study involving surveys on political opinions.

It is important to recognize that certain sensitive issues, such as those involving unflattering physical characteristics, require careful handling of information and the potential impact on participants. In this context, if participants were assigned based on characteristics that could lead to stigmatization or distress, providing additional information post-study could exacerbate feelings of embarrassment or lead to negative emotional consequences. In studies where sensitive aspects about participants are involved, ethical considerations dictate that researchers must prioritize the well-being of participants. Therefore, offering additional information after such a study might not only be unnecessary but could also have harmful implications for the participants involved. This makes it inappropriate to disclose further information that could affect their self-esteem or mental health. In contrast, studies using established psychological assessments, educational practices, or political opinion surveys generally do not carry the same level of risk regarding participant sensitivity and, therefore, can support post-study debriefing or information provision to enhance understanding or provide closure for participants.

6. What is a potential issue regarding parental permission in therapeutic settings for children?

A. Parents might not understand the research implications

B. Parents might feel pressured to consent for data usage

C. Parents may refuse to participate altogether

D. Parents are not informed about their rights

In therapeutic settings for children, one potential issue regarding parental permission is that parents might feel pressured to consent for data usage. This pressure can stem from various factors, such as the authority of the clinician or the structure of the therapy program. When parents feel that their consent is expected or required for their child to receive certain therapeutic benefits, it can compromise their ability to make an informed and voluntary decision. Informed consent is a foundational ethical principle in research and therapeutic settings, which necessitates that participants— or in this case, their guardians—are able to freely choose whether or not to partake without coercion. If parents are influenced by the setting or the circumstances of therapy to provide consent, it raises concerns about the validity of that consent and the autonomy of the parents in making decisions for their children. This issue underscores the importance of ensuring that parents have a clear understanding of the implications of the consent they provide, as well as the context and potential outcomes of the data usage associated with their child's therapy. By acknowledging the pressures they might face, professionals can strive to create an environment where parents feel comfortable making decisions free from undue influence.

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7. What is the primary ethical violation in the Harvard "Tastes, Ties, and Time (T3)" study?

A. Collecting data without participant consent

B. Failing to protect subjects from deductive disclosure

C. Using misleading advertisements for recruitment

D. Investigating subjects without their knowledge

The primary ethical violation in the Harvard "Tastes, Ties, and Time (T3)" study revolves around failing to protect subjects from deductive disclosure. This means that the study did not adequately ensure the confidentiality and anonymity of participants, which is essential in ethical research practices. When research involves collection and analysis of data, particularly in studies that address sensitive topics or individual behaviors, it's crucial to safeguard the identities of participants in order to prevent the possibility of others deducing their identities from the shared data. In this context, protecting subjects from deductive disclosure is a matter of respecting their privacy and ensuring that their participation does not expose them to potential harm, especially in studies that might reveal personal or sensitive information. Ethical guidelines demand that researchers take steps to anonymize data and implement measures that prevent identification, thereby protecting the subjects' rights and well-being. While issues like collecting data without consent, using misleading advertisements, or investigating subjects without their knowledge may pose ethical concerns, they do not directly pertain to the specific violation of deductive disclosure protection that occurred in the T3 study. By focusing on this violation, we highlight the critical importance of maintaining confidentiality and ethical standards in research practices.

8. When conducting international research, how should researchers approach cultural sensitivities?

A. By applying a one-size-fits-all solution.

B. By recognizing and adapting to local cultural practices.

C. By using only standardized procedures.

D. By focusing solely on the research objectives.

Researchers conducting international research must recognize and adapt to local cultural practices to ensure their studies are respectful, relevant, and effective. Each culture has unique beliefs, values, and norms that can significantly influence how research is perceived and how participants respond. Adapting to these cultural practices demonstrates respect for the individuals involved and can facilitate better engagement and cooperation, leading to more accurate and reliable data collection. By being aware of cultural sensitivities, researchers can avoid misunderstandings or offensive actions that could arise from imposing their own cultural perspectives. This approach allows for the development of more nuanced methodologies that align with the local context, increasing the validity of the research findings. Utilizing a one-size-fits-all solution, standardized procedures, or focusing solely on research objectives without considering cultural factors could lead to flawed data, ethical issues, and unproductive interactions with participants. Therefore, embracing cultural adaptation is essential for ethical and effective international research.

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9. When may an IRB use expedited review for a new study?

A. When the study has high risk

B. When the study involves minimal risk and meets specified categories

C. When the study is conducted by a new investigator

D. When the study is a continuation of past research without changes

The use of expedited review by an Institutional Review Board (IRB) is specifically designed for studies that involve minimal risk to participants and fall into certain predefined categories outlined in federal regulations. Expedited review is a mechanism that allows for a streamlined process to approve research that doesn't pose significant risk while still ensuring the protection of participants. When a study meets the criteria for minimal risk, it can qualify for expedited review if it aligns with specific categories established by regulatory guidelines. These categories include research activities such as certain types of clinical studies, surveys, or the collection of data that involves benign behavioral interventions, among others. This helps facilitate research that is considered less burdensome in terms of risk management while still adhering to ethical standards. In contrast, studies involving high risk, those conducted by new investigators without prior oversight, or studies simply continuing from past research may require a full board review to address any potential ethical concerns or complexities, which do not align with the expedited review criteria. Thus, the correct answer focuses on the specific conditions under which expedited review is applicable, establishing a clear understanding of the IRB's responsibilities in balancing risk and ethical oversight.

10. The Belmont principle of beneficence requires that:

A. All subjects are paid equally.

B. Risks to subjects are reasonable in relation to anticipated benefits.

C. Research occurs in isolation from other studies.

D. Research funding is guaranteed.

The Belmont principle of beneficence emphasizes the importance of maximizing benefits while minimizing potential harm to research subjects. This principle dictates that risks associated with research must be reasonable and justifiable when weighed against the anticipated benefits of the study. This ensures that participants are treated ethically, and their well-being is prioritized. In this context, if the risks imposed on participants are excessive in relation to the possible benefits, the ethical integrity of the research is compromised. Hence, maintaining a balanced relationship between risk and benefit is fundamental to ethical research practices, aligning with the principle of beneficence.

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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:

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

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