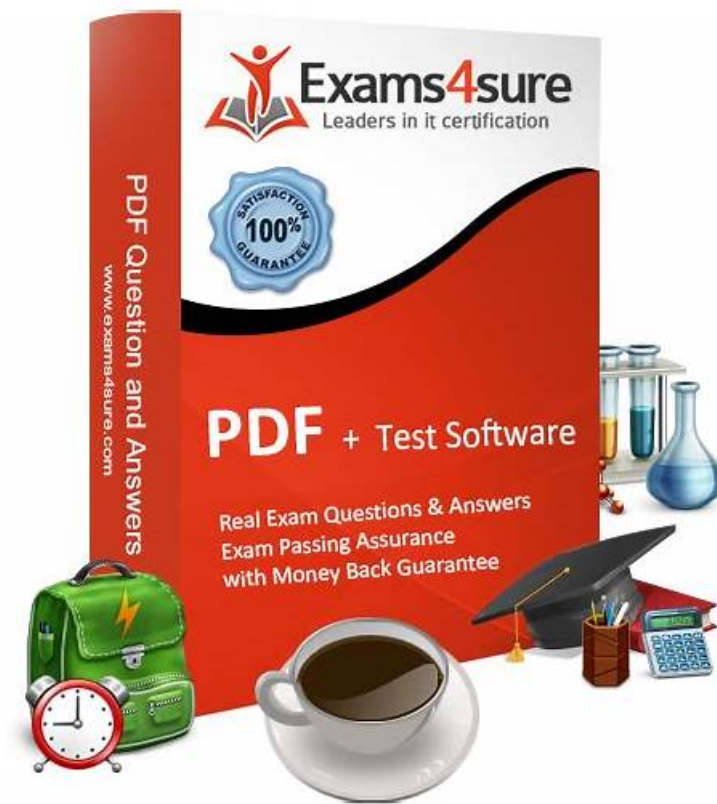


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NBCC National Counselor Examination Sample Questions (Q125-Q130):

NEW QUESTION # 125

What can happen when group rules are established and stated explicitly?

- A. Group members follow the group guidelines when participating.
- B. More work is required of the group leader to enforce the norms.
- C. Members' reliance on the group leader for guidance increases.
- D. Members move through group stages more slowly.

Answer: A

Explanation:

The Group Counseling and Group Work core area highlights the importance of group norms, ground rules, and structure in promoting effective group functioning. When group rules are clear and explicit:

- * Members know what behavior is expected and what is inappropriate,
- * There is a shared understanding of participation, confidentiality, respect, and attendance, and
- * Members can self-regulate and hold each other accountable, rather than relying solely on the leader.

Thus, Option A is correct: clearly stated rules increase the likelihood that members will follow the group guidelines in their participation.

Why the other options are less accurate:

- * B. Move through stages more slowly - Having explicit rules generally supports smoother movement through group stages by reducing confusion and conflict, not slowing development.
- * C. More work for the leader - Explicit rules typically reduce the leader's enforcement burden because expectations are shared and can be maintained by the group.
- * D. Increased reliance on the leader - Clear, agreed-upon rules foster greater group autonomy, not greater dependence on the leader.

Therefore, consistent with CACREP's emphasis on understanding and facilitating group norms, A is the best answer.

NEW QUESTION # 126

Group leaders have a responsibility to manage and contain their anxiety because

- A. Group members have this expectation of group leaders.
- B. Their anxiety can increase that of members.
- C. Doing so will improve group cohesion and effectiveness.
- D. These are ethical and professional standards.

Answer: B

Explanation:

In the Group Counseling and Group Work core area, CACREP emphasizes the importance of group leadership skills, including self-awareness, emotional regulation, and the impact of the leader on group dynamics.

A central principle is that affect in groups is contagious:

- * When leaders are visibly anxious and do not manage or contain that anxiety, members often mirror or absorb it, leading to increased tension, defensiveness, or withdrawal.
- * Effective leaders are aware of their own emotional reactions and manage them so the group environment remains safe, stable, and facilitative of growth.

While:

- * Ethical and professional standards (option A) do require competence and self-monitoring, the primary reason in group dynamics terms is the direct effect on members.
- * Option C (improving cohesion and effectiveness) is a positive outcome but is more general and indirect.
- * Option D (member expectations) may be true, but expectations alone are not the main professional rationale.

The most direct and group-dynamics-based reason is B. Their anxiety can increase that of members.

NEW QUESTION # 127

You have diagnosed your client with generalized anxiety disorder (GAD). Which of the following would you implement as the primary long-term goal for this client?

- A. Learn one or two strategies to reduce bouts of anxiety to 2-3 times per week.
- B. Develop relationships with others by attending regular group counseling sessions.
- C. Listen to relaxing music for 15 minutes, 3-5 times per week.
- D. Reduce frequency of anxiety so that daily routines are not interrupted or impaired.

Answer: D

Explanation:

Under Counseling and Helping Relationships, CACREP emphasizes treatment planning that:

- * Flows from the diagnosis and presenting problems, and
- * Includes long-term goals focused on improving overall functioning, with short-term objectives that support those goals.

For generalized anxiety disorder (GAD), diagnostic criteria emphasize excessive, persistent anxiety and worry that cause clinically significant distress or impairment in social, occupational, or other important areas of functioning. Therefore, the primary long-term goal should focus on reducing impairment in daily life:

- * Option D ("Reduce frequency of anxiety so that daily routines are not interrupted or impaired") directly addresses the functional impact of GAD and is appropriately broad and long-term.

The other options are more like short-term objectives or specific interventions:

- * A (attending group counseling) is a means or method, not the central functional outcome.
- * B (learning one or two strategies to reduce bouts of anxiety) is a concrete short-term skill-building objective.
- * C (listening to relaxing music) is a specific coping strategy, not a long-term treatment goal.

Thus, the best primary long-term goal for a client with GAD is to reduce anxiety so that it no longer disrupts daily routines, making D the correct answer.

NEW QUESTION # 128

Counselors working with adults in midlife know that there are some distinct but relatively generalizable characteristics of persons in this age group. What does human development theory tell us about people between the ages of 40 to 65?

- **A. For most people, there is a sense that time is running out and that earlier goals may not be achieved.**
- B. There is little difference in the developmental issues faced by men and women during this period.
- C. Deaths of peers result in severe emotional distress, usually followed by heightened spirituality.
- D. Short-term memory facility decreases while long-term memory facility increases.

Answer: A

Explanation:

In the Human Growth and Development core area, middle adulthood (approximately 40-65) is commonly associated with life review, reappraisal, and concerns about time and life goals. Theories such as Erikson's generativity vs. stagnation and life-span models emphasize:

- * Awareness that time is finite,
- * Reflection on accomplishments vs. unfulfilled goals,
- * A possible sense that some earlier aspirations may no longer be realistic or attainable.

This makes Option A consistent with core developmental theory for this age range.

- * Option B is inaccurate because men and women often experience different developmental stressors, roles, and expectations (e.g., caregiving, menopause, occupational shifts).

* Option C overgeneralizes; while peer deaths may trigger grief and reflection, severe distress and heightened spirituality are not universal or predicted outcomes.

* Option D is not characteristic specifically of ages 40-65; significant memory decline is more commonly associated with older adulthood, and even then, it tends to be more complex than "short-term down, long-term up." Therefore, A best reflects what human development theory tells us about midlife adults.

NEW QUESTION # 129

A client prefers ideas, words, and symbols. How would this individual be classified according to Holland's career theory?

- A. Enterprising
- **B. Investigative**
- C. Realistic
- D. Social

Answer: B

Explanation:

In the Career Development core area, counselors must understand major theories of career choice, including Holland's RIASEC model. Holland proposed six personality-environment types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

- * Investigative types prefer working with ideas, symbols, and abstract concepts, and enjoy activities that involve thinking, analyzing,

and problem-solving (often in scientific, mathematical, or theoretical areas). This matches the description in the question.

* Social types (A) prefer working with people, helping, teaching, or serving.

* Realistic types (B) prefer working with things, tools, machines, or hands-on activities.

* Enterprising types (C) prefer persuading, leading, or selling, often in business or leadership settings.

Because the stem emphasizes a preference for ideas, words, and symbols rather than people, things, or persuasion, the classification that best fits Holland's model is Investigative (Option D).

NEW QUESTION # 130

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