

# NCE-ABE New Guide Files - NCE-ABE Valid Brainsdumps Ebook

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**Oracle 1z0-1065-22 Exam Syllabus Topics:**

Topic	Details
Topic 1	<ul style="list-style-type: none"> <li>• Deploy Oracle Fusion Middleware on SOA</li> <li>• Provision the Application Developer</li> <li>• Configure applications for Provisioning</li> </ul>
Topic 2	<ul style="list-style-type: none"> <li>• Configure Fusion Middleware components, internal and external services, and plug-in providers</li> <li>• Create and Deploy and Change Content, and assign Provisioning agents</li> </ul>
Topic 3	<ul style="list-style-type: none"> <li>• Configure Integration as one aware application, SOAP/REST Gateway, Oracle Message, The Single PDP</li> <li>• Configure Integration and Migration activities</li> </ul>
Topic 4	<ul style="list-style-type: none"> <li>• Set up SOA Processes and manage them, including Initiatives, Processes, Provision of Applications, and Object Models</li> <li>• Manage Integration configurations and types of its assignment</li> </ul>
Topic 5	<ul style="list-style-type: none"> <li>• Set up Provisionment of Composite Integration from Supplier, The Oracle Message, Service Service Center, B2B Communication</li> <li>• Define Publish Document Configuration and Document Styles</li> </ul>

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## NBCC National Counselor Examination Sample Questions (Q98-Q103):

### NEW QUESTION # 98

Your client had a setback in the treatment for anxiety. You note that the client's reactions were less intense than in the past, and you review how the client changed their thought process for getting through bouts of anxiety. What would you cite as the reason for the decrease in intensity?

- A. Using an acquired skill
- B. Time heals all wounds
- C. Collaborative goal-setting
- D. Counselor's emotional support

**Answer: A**

Explanation:

The scenario highlights that:

- \* The client changed their thought process during anxious episodes.
- \* Their reactions were less intense than before.

This indicates the client is applying a coping or cognitive skill learned in counseling- for example, cognitive restructuring, grounding, or other anxiety-management techniques. That is using an acquired skill (B).

- \* A. Collaborative goal-setting is important early in treatment but does not itself explain why symptom intensity decreased.
- \* C. Counselor's emotional support can be helpful, but the change described is specifically tied to the client's own cognitive work, not simply emotional support.
- \* D. Time heals all wounds ignores the active, skill-based nature of counseling progress.

NBCC Counselor Work Behavior Areas emphasize helping clients develop, practice, and generalize skills so that they can independently manage symptoms-exactly what is described here.

### NEW QUESTION # 99

In analyzing potential statistically significant differences among three or more sample means, a counseling researcher would use

- A. A discriminant function analysis.
- B. A t-test.
- C. A multiple regression analysis.
- D. An analysis of variance.

**Answer: D**

Explanation:

In the Research and Program Evaluation core area, counselors are expected to understand basic inferential statistics used in counseling research. When comparing three or more group means (for example, mean scores for three different treatment conditions), the standard procedure taught for the NCE is:

- \* Use analysis of variance (ANOVA), which tests whether there are statistically significant differences among three or more group means.
- \* ANOVA uses an F statistic internally, but the name of the procedure for comparing multiple means is "analysis of variance."

Option A (F-test) refers to the test statistic used in ANOVA, but in counseling research courses and NCE exam language, the procedure is properly identified as ANOVA, not simply "an F-test." Option C (discriminant function analysis) is used to predict group membership from a set of predictors, not to test mean differences among groups.

Option D (multiple regression) evaluates the relationship between one dependent variable and multiple predictors, not the difference among three or more group means.

Therefore, when a counseling researcher wants to test for significant differences among three or more sample means, the appropriate method is B. An analysis of variance.

### NEW QUESTION # 100

Clients' defense mechanisms help them cope with various factors in their lives. In working with clients' defense mechanisms, counselors rely on the knowledge that defense mechanisms either deny or distort reality and operate on the level of which of the following?

- A. Preconscious
- B. Conscious
- C. Subconscious
- **D. Unconscious**

**Answer: D**

Explanation:

Within the CACREP core area of Counseling and Helping Relationships, students are expected to understand major counseling theories, including psychodynamic concepts such as defense mechanisms. In classical and contemporary psychodynamic theory, defense mechanisms are defined as automatic psychological processes that protect an individual from anxiety or internal/external stressors by distorting, denying, or falsifying reality.

A key feature taught in counselor education is that defense mechanisms:

- \* Are involuntary and automatic (not under conscious control),
- \* Function to reduce anxiety and protect self-esteem, and
- \* Operate primarily at the unconscious level of awareness.

Therefore:

- \* Conscious (A) is incorrect because, if a person is fully aware they are distorting reality, it is not considered a classic defense mechanism.
  - \* Subconscious (C) and preconscious (D) are sometimes used colloquially, but in counseling theory aligned with NCE content, the standard wording emphasizes that defenses operate unconsciously.
- Because defense mechanisms deny or distort reality and operate unconsciously, B (unconscious) is the correct answer.

### NEW QUESTION # 101

Which of the following should a counselor do when using a diagnostic interview to identify client strengths?

- A. Discuss research-based strategies in reaching client goals.
- B. Use clinical impressions to anticipate client resistance.
- C. Observe and comment on client body paraverbal and nonverbal cues.
- **D. Ask what has previously worked in navigating the problem.**

**Answer: D**

Explanation:

In the Assessment and Testing core area, CACREP emphasizes that assessment is not only about diagnosing problems but also about identifying client strengths, resources, and resilience. A diagnostic interview that is strengths-informed will:

- \* Explore times when the client has successfully coped with similar situations,
- \* Identify effective coping strategies and supports, and
- \* Highlight existing abilities that can be built upon in treatment.

Option A ("Ask what has previously worked in navigating the problem") directly reflects this approach, because it:

- \* Invites the client to recall past successes,
- \* Identifies effective strategies and resources, and
- \* Frames the client as competent and capable, consistent with strengths-based, CACREP-aligned practice.

Why the others are less appropriate for identifying strengths:

- \* B. Discuss research-based strategies - This is more about sharing interventions or psychoeducation, not identifying the client's existing strengths.
- \* C. Observe and comment on nonverbal cues - Observation is important, but by itself it does not systematically elicit strengths.
- \* D. Use clinical impressions to anticipate resistance - This focuses on problems and barriers, not strengths.

Therefore, A is the correct action when using a diagnostic interview to identify client strengths.

### NEW QUESTION # 102

Which behavior are group members likely to exhibit when anticipating termination of the group?

- A. Regressing to an earlier stage of group development
- B. Being more open and genuine in their interactions with each other
- C. Becoming more hopeful and optimistic
- D. Working harder on their issues and concerns

**Answer: A**

Explanation:

Within the Group Counseling and Group Work core area, counselors are expected to understand stages of group development, including typical member behaviors during the termination/ending stage. When a group is approaching termination, members frequently experience feelings of loss, anxiety, and uncertainty.

Human development and group counseling theories (such as those commonly taught in CACREP-aligned programs) note that:

\* As termination nears, unresolved issues and dependency needs may surface.

\* Members may revert to earlier patterns characteristic of the initial or transition/storming stages, such as increased dependence on the leader, renewed resistance, or emotional distancing.

This return to earlier patterns is essentially a regression to an earlier stage of group development, making D the best answer.

Options A, B, and C can occur in some groups but are not the most typical or defining reaction to the anticipation of termination.

Regression to earlier-stage behaviors due to anxiety around endings is the response most strongly supported by group development theory.

### NEW QUESTION # 103

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It is very applicable to many other roles in cybersecurity, including NCE-ABE policy, so I don't want to diminish its overall value, The details of the recording information are discussed in the next section.

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