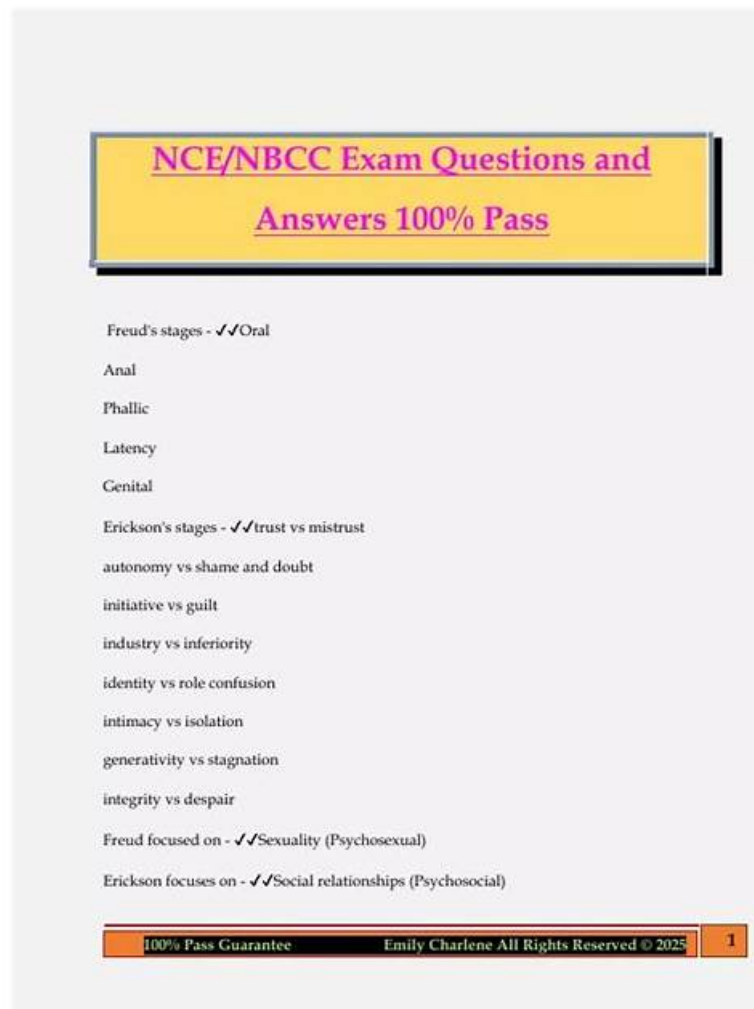


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NBCC National Counselor Examination Sample Questions (Q20-Q25):

NEW QUESTION # 20

Ethnography is traditionally focused on

- A. Group behavior
- B. Hermeneutic design
- C. Critical tales
- D. Storytelling

Answer: A

Explanation:

In the Research and Program Evaluation core area, CACREP includes knowledge of qualitative research methods, including ethnography.

* Ethnography is a qualitative approach in which the researcher studies a culture-sharing group (e.g., a community, organization, or subgroup) over time, focusing on patterns of group behavior, interactions, beliefs, and meanings in their natural context.

* The emphasis is on understanding how groups function and behave, often through participant observation and in-depth immersion. Storytelling (B) and critical tales (C) can be narrative products of qualitative work, and hermeneutic design (D) refers more broadly to interpretive approaches. But ethnography is most centrally concerned with the systematic study of group behavior and culture, making A the correct choice.

NEW QUESTION # 21

Which is true regarding the concept of circular causality in family counseling?

- A. Parental behaviors are necessarily the starting point for any family member's behaviors.
- B. Children's actions are fully predictable from parents' behaviors and attitudes.
- C. A child's behaviors are conceptually inseparable from parents' behaviors.
- D. Any family member can terminate interrelated behaviors by withdrawing from the situation.

Answer: C

Explanation:

In the Counseling and Helping Relationships core area, CACREP includes knowledge of systemic and family counseling concepts, including circular causality.

* Circular causality in family systems theory emphasizes that family members mutually influence one another in ongoing interaction cycles. Behaviors are not understood as simple "A causes B" in a straight line; rather, each person's behavior is both a response to and a stimulus for others' behavior.

Option B captures this idea: a child's behaviors are conceptually inseparable from parents' behaviors—each is understood in the context of reciprocal interaction patterns, not isolated cause-effect.

Options A and D both reflect linear causality, implying that parents cause children's actions in a one-way direction or that parents are always the "starting point." This contradicts the systemic view. Option C is not a defining feature of circular causality; withdrawal may change patterns, but it is not inherent to the concept.

Thus, the statement most consistent with circular causality is B.

NEW QUESTION # 22

At the beginning of a group counseling process, the counselor informs group members that after each group session each will be asked to provide brief, anonymous, and positive or negative written comments about the counselor's behaviors during the group sessions. The counselor states that the comments will be typed by a secretary to further protect clients' identities prior to review by the counselor. This counselor is proposing a process that will produce data most useful for:

- A. Group stage evaluation.
- B. Process gradient scaling.
- C. Outcome evaluation.
- D. Self-evaluation.

Answer: D

Explanation:

Within Professional Practice and Ethics, counselors are expected to monitor and evaluate their own effectiveness, seek feedback, and engage in ongoing professional development to improve their practice.

In this scenario, the counselor:

- * Asks for anonymous written comments after each session
- * Focuses specifically on the counselor's own behaviors in the group
- * Takes steps to protect confidentiality (having comments typed by a third party) This clearly frames the feedback as a tool for the counselor to evaluate and improve their own performance, which is an example of self-evaluation.
- * Group stage evaluation (A) would focus on where the group is developmentally (forming, storming, norming, etc.), not primarily on the counselor's behavior.
- * Outcome evaluation (B) assesses whether client or group goals are being met (symptom reduction, improved functioning), not how the counselor acted.
- * Process gradient scaling (D) is not what's being described here; this is not a formal scaling or rating method of session process variables.

Therefore, the process is best understood as self-evaluation, making C the correct answer.

NEW QUESTION # 23

A new blended family comes to a counselor with issues with their adolescent offspring from previous marriages. The stepsiblings complain that their parents are arguing too much. Which of the following techniques would be appropriate for a first session in helping with this issue?

- **A. See the family as a whole.**
- B. See each parent with their stepchildren.
- C. See the parents together.
- D. See each child separately.

Answer: A

Explanation:

In the Counseling and Helping Relationships core area, systemic and family counseling approaches emphasize that:

- * A family is a system, and problems (such as parental conflict and stepfamily tension) are best understood by observing the entire system interacting.
 - * Early sessions often focus on joining with the whole family, clarifying roles, boundaries, and interaction patterns, especially in blended families where alliances and loyalties can be complex.
- Option B, seeing the family as a whole in the first session, allows the counselor to:
- * Directly observe parent-child and stepparent-stepchild interactions,
 - * Hear each member's perspective on the arguing and its impact,
 - * Begin to restructure communication and set shared goals collaboratively.

The other options fragment the system:

- * A (see each child separately) misses the systemic interaction at the heart of the complaint.
- * C (see parents together) may be useful later but does not initially address how the conflict is affecting the children or the overall family dynamics.
- * D (each parent with their stepchildren) reinforces existing divisions and alliances rather than treating the family as a single integrated system.

Therefore, B is the most appropriate first-session technique for this blended family issue.

NEW QUESTION # 24

Face validity is established by

- A. Having experts judge the adequacy and appropriateness of the items.
- **B. Subjectively examining the items on the test.**
- C. Correlating the test with another test that measures the same thing.
- D. Eliminating items that do not correlate highly with the total test score.

Answer: B

Explanation:

In the Assessment and Testing core area, counselors must differentiate among types of validity:

* Face validity refers to the degree to which a test appears, on the surface, to measure what it claims to measure. It is based on a subjective judgment of the items by laypersons or test users-essentially, "does this look like it measures what it says it does?" This is captured by option D, which involves subjectively examining the items. By contrast:

- * Option A describes criterion-related or convergent validity (correlating with another established measure).
- * Option B reflects item analysis and relates to internal consistency/reliability, not face validity.
- * Option C describes content validity, which relies on expert judgment about whether items adequately represent the construct content.

Thus, D is the correct description of how face validity is established.

NEW QUESTION # 25

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