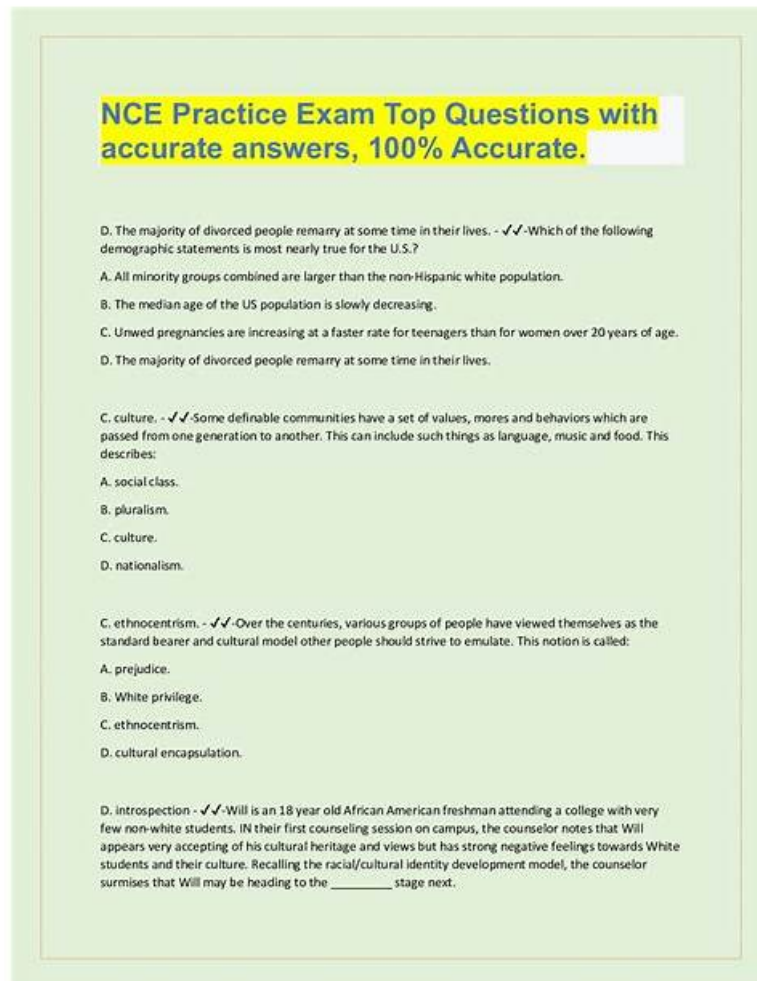


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## NBCC National Counselor Examination Sample Questions (Q202-Q207):

### NEW QUESTION # 202

Which lack of bonding factor between caregiver and child has been found to contribute to academic underperformance by a child?

- A. Indiscriminate attachments to adults due to lack of attachment
- B. Decreased experience with attending behaviors
- **C. Inhibited cognitive and emotional growth due to low stimulation**
- D. Decreased practice with delaying gratifications

**Answer: C**

Explanation:

When there is a significant lack of bonding or secure attachment between a caregiver and a child, one major consequence is often low levels of stimulation, interaction, and responsive caregiving. This can lead to:

\* Inhibited cognitive growth (e.g., delayed language, problem-solving, and conceptual skills).

\* Inhibited emotional growth, including difficulty regulating emotions and forming relationships.

These developmental limitations directly affect school readiness and academic performance, making A the best answer.

The other options describe possible effects of attachment problems but are less directly and broadly tied to academic underperformance:

\* B. Indiscriminate attachments to adults - seen in some severe attachment disturbances, but this focuses more on social behaviors than academic performance per se.

\* C. Decreased experience with attending behaviors - could play a role but is more narrow and not the primary developmental factor emphasized in research.

\* D. Decreased practice with delaying gratifications - relates more to impulse control and behavior, which can affect school, but the core academic underperformance is more strongly linked to global cognitive and emotional inhibition due to low early stimulation. Within Areas of Clinical Focus, counselors are expected to understand how early attachment and caregiving environments influence later functioning, including academic achievement, and to recognize how disruptions in bonding can affect a child's cognitive and emotional development.

### NEW QUESTION # 203

What diagnostic criteria would a counselor consider while assessing the severity of intellectual disability of a seven-year-old client?

- A. Pressured speech
- **B. Concept formation**
- C. Genetic factors
- D. Agitation

**Answer: B**

Explanation:

When assessing intellectual disability, severity is determined primarily by adaptive functioning, particularly in conceptual, social, and practical domains, rather than by etiology or isolated mental status features. For a seven-year-old, the counselor would consider how the child:

\* Understands and uses concepts (e.g., time, quantity, basic academic skills).

\* Solves problems and learns new information appropriate to their developmental level.

Option D. Concept formation aligns with this focus on conceptual functioning, which is central to determining the severity of intellectual disability.

\* A. Pressured speech and B. Agitation are more associated with mood or anxiety disorders (e.g., mania, acute distress) rather than severity of intellectual disability.

\* C. Genetic factors may help explain the cause of the disability but do not determine its severity.

The NBCC Counselor Work Behavior Areas emphasize accurate use of diagnostic criteria and understanding that severity ratings for intellectual disability are based on everyday functioning in key domains, not just on symptoms or etiology.

### NEW QUESTION # 204

Using a psychodynamic approach, how can you relate reported symptoms to the best treatment process?

- A. By including a reinforcement learning model in the treatment process.
- B. By utilizing the DSM-5-TR to associate symptoms with disorders.
- **C. By examining the client's attachment to symptoms and the therapeutic alliance.**
- D. By researching the optimal interventions for the treatment process.

**Answer: C**

Explanation:

Within a psychodynamic framework, the counselor's clinical work emphasizes the meaning and function of symptoms, the client's unconscious conflicts, and the relational patterns that are re-enacted in the counseling relationship. Treatment planning in this approach relies heavily on understanding how the client is attached to their symptoms (e.g., how symptoms may protect against painful feelings or maintain familiar relational roles) and on using the therapeutic alliance as the primary vehicle for change.

Option D reflects this: examining the client's attachment to symptoms and the quality of the therapeutic alliance is consistent with psychodynamic treatment planning, where the counselor links symptoms to deeper emotional and relational processes and uses insight and the counseling relationship to facilitate change.

\* A focuses on diagnostic classification using the DSM-5-TR, which is important for diagnosis but not specific to a psychodynamic understanding or treatment planning process.

\* B refers to "reinforcement learning," a behavioral concept not central to psychodynamic work.

\* C describes a general evidence-based stance but does not capture the distinct psychodynamic emphasis on symptom meaning and the therapeutic relationship.

This aligns with the NBCC Counselor Work Behavior Areas expectation that counselors integrate theoretical orientation into conceptualization and treatment planning, using the counseling relationship and client insight as core components of psychodynamic treatment.

### NEW QUESTION # 205

When should a counselor discuss the purpose of a group?

- A. If the group members ask
- B. As the group evolves
- **C. During the screening process**
- D. During the first session

**Answer: C**

Explanation:

Effective group work requires that members understand the group's purpose, goals, and expectations before they commit to participate. Within NBCC-aligned work behaviors for group counseling, counselors are expected to:

\* Clarify the purpose, structure, and expectations of the group during the screening or pre-group orientation phase (Option A).

\* Ensure that clients can make an informed decision about whether the group fits their needs.

\* Promote psychological safety by reducing uncertainty from the outset.

Although the counselor may restate or refine the purpose in the first session or as the group progresses, ethically and professionally it should not be delayed:

\* Waiting until the first session (Option B) means members are already committed and may feel pressured to stay even if the group is not appropriate.

\* Only discussing it as the group evolves (Option C) or if members ask (Option D) fails to meet expectations for informed consent and clear contracting.

Thus, according to professional group counseling standards embedded in the Counselor Work Behavior Areas, the counselor should discuss the group's purpose during the screening process.

### NEW QUESTION # 206

What is true about group career counseling?

- A. It should be based on individual assessments.
- B. It works best if all members are interested in the same career path.
- C. It should be focused on overcoming the storming phase.
- **D. It allows members to learn and support each other's career exploration.**

**Answer: D**

Explanation:

Within the Career Development core area, group career counseling is recognized as an effective method because it promotes peer learning, mutual support, and normalization of career concerns. Members share information, experiences, and perspectives, which can broaden each person's understanding of options and strategies. This is exactly what option B describes-group members learning from and supporting one another's exploration.

- \* Option A is incorrect because groups do not need to share the same career goal; diversity of interests can enrich the group process.
- \* Option C confuses general group development stages with the purpose of career groups; storming is not the focus of career counseling.
- \* Option D overemphasizes individual assessment; while individual data can be included, group career counseling is not "based on" individual assessment alone, but on shared exploration and interaction.

## NEW QUESTION # 207

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