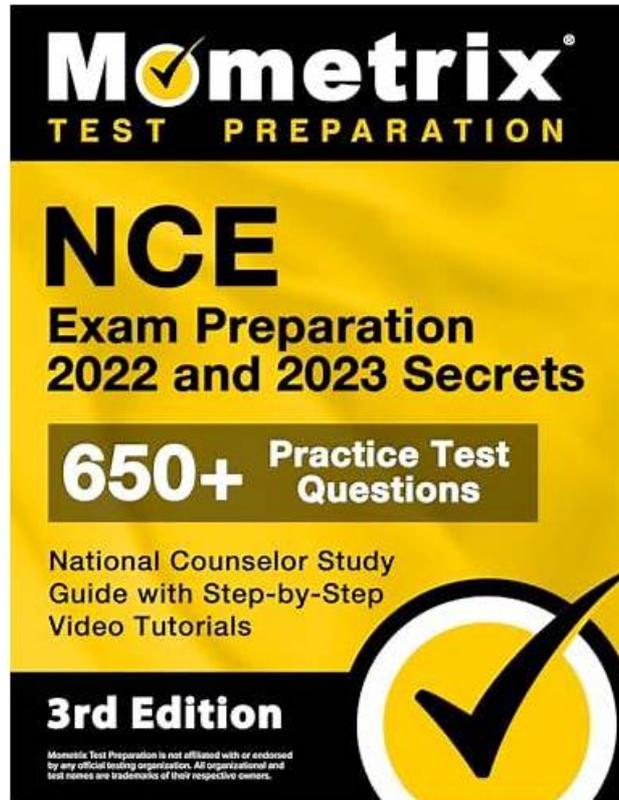


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NBCC National Counselor Examination Sample Questions (Q172-Q177):

NEW QUESTION # 172

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

Answer: C

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 # 173

When is broaching implemented in the counseling relationship?

- A. By the second session and at termination
- B. When the client requests it in writing
- C. When the counselor considers referring the client
- D. In the first session and throughout counseling

Answer: D

Explanation:

In the Social and Cultural Diversity core area, counselors are expected to demonstrate multicultural competence, including the ability to broach topics such as race, ethnicity, culture, oppression, identity, and power dynamics.

Broaching is the counselor's intentional effort to:

* Acknowledge and invite discussion of cultural and sociopolitical factors affecting the client,

* Normalize and validate the significance of the client's cultural identities, and

* Address how these factors may shape the counseling relationship and presenting concerns.

Best practice is for broaching to occur early and repeatedly:

* It should be introduced in the first session to set a foundation that cultural and identity-related issues are welcome topics.

* It should continue throughout the counseling process, as relevance may change or deepen over time.

* Limiting broaching to referral considerations (A) or only when a client formally requests it (B) contradicts multicultural counseling competencies, which emphasize counselor responsibility.

* Doing it only by the second session and at termination (C) makes it infrequent and procedural, rather than an ongoing part of the relationship.

Thus, broaching is implemented in the first session and throughout counseling, making D the correct answer.

NEW QUESTION # 174

What statistical technique determines the degree of the relationship between one dependent variable and multiple independent variables?

- A. Stratified sampling
- B. Point-biserial correlation
- C. Chi-square test
- **D. Multiple regression**

Answer: D

Explanation:

In the Research and Program Evaluation core area, CACREP emphasizes knowledge of quantitative methods, including the use of regression techniques, correlations, and appropriate statistical procedures.

* Multiple regression is a statistical technique used when there is one dependent (criterion) variable and two or more independent (predictor) variables. It estimates how well the set of independent variables predicts or explains variance in the dependent variable and provides coefficients indicating the strength and direction of each relationship.

* Stratified sampling is a sampling method, not a statistical technique for analyzing relationships.

* Chi-square tests are used primarily for categorical data, examining associations between variables, but do not involve multiple predictors predicting one continuous dependent variable in the same way as multiple regression.

* Point-biserial correlation measures the relationship between one continuous and one dichotomous variable, not between multiple independent variables and one dependent variable.

Thus, the method that specifically examines the relationship between one dependent variable and multiple independent variables is A. Multiple regression.

NEW QUESTION # 175

A primary distinction between content and construct validity is the:

- A. Nature of the judges evaluating the test.
- B. Statistical analyses used on the test.
- **C. Nature of the rationale underlying the test.**
- D. Types of items included in the test.

Answer: C

Explanation:

In the assessment domain, counselors are expected to understand different forms of test validity and how they are established.

* Content validity is based on a logical, rational match between test items and a clearly defined content domain (for example, a math test sampling the full range of skills taught in a course). The rationale is:

does this set of items adequately represent the domain it claims to cover?

* Construct validity is based on a theoretical rationale: the test is intended to measure an underlying psychological construct (such as depression, anxiety, or intelligence), and multiple forms of evidence (correlations, factor analysis, group differences, etc.) are used to support that claim.

Thus, the primary distinction is the nature of the rationale underlying the test (Option B):

* Content validity relies on rational, expert judgment about content coverage.

* Construct validity relies on theory and empirical evidence regarding how the construct should behave and relate to other variables.

Why the others are incorrect:

* A. Nature of the judges: While expert judges are often involved in evaluating content validity, this is not the primary distinction; construct validity can also involve experts plus statistical evidence.

* C. Types of items: The same items could, in theory, be examined for either type of validity; items themselves do not define the distinction.

* D. Statistical analyses: Statistical evidence is especially important for construct validity, but simply saying "statistical analyses" does not capture the fundamental conceptual difference in rationale.

NBCC Counselor Work Behavior Areas expect counselors to use tests appropriately, which includes understanding these validity distinctions when selecting and interpreting assessment instruments.

NEW QUESTION # 176

Client A: "I don't believe you are being entirely honest about the amount of alcohol you use." Client B: "Are you saying I'm a liar? Nobody calls me a liar! I'll talk to you about this when we get outside." What is the most appropriate intervention for a group

counselor to use in this exchange?

- A. Advise client B to apologize for the response.
- **B. Acknowledge the anger response.**
- C. Encourage client A to provide evidence for the accusation.
- D. Remain silent to facilitate further interaction.

Answer: B

Explanation:

Within Group Counseling and Group Work, CACREP emphasizes that group leaders should:

- * Attend to here-and-now interactions,
- * Acknowledge and name feelings expressed in the group,
- * Promote safety and constructive processing of conflict.

Client B's response shows clear anger, defensiveness, and possible threat of confrontation outside the group. The group leader's first responsibility is to contain and process the emotional intensity in the moment.

* Option D, acknowledging the anger response (e.g., "I see you're really angry about what was just said"), aligns with core group leadership skills: recognizing and reflecting affect, de-escalating potential conflict, and opening space to explore what is happening between members.

The other options are less appropriate:

- * A (telling B to apologize) is prematurely directive and may escalate defensiveness rather than explore the underlying issue.
 - * B (pressuring A to provide "evidence") can intensify conflict and shift the group into a debate rather than a therapeutic exploration.
 - * C (remaining silent) neglects the leader's responsibility for group safety and guidance, especially when a verbal threat is implied.
- Therefore, D is the most appropriate leader intervention.

NEW QUESTION # 177

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