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## NBCC National Counselor Examination Sample Questions (Q155-Q160):

### NEW QUESTION # 155

After giving a group intelligence test to a sample of students, a counselor found that the mean equaled 110 and the mode equaled 115. The counselor concluded that

- A. There was an error in the calculations.
- B. A few students showed very low intelligence scores.
- C. Most students scored below the mean.
- D. The test had high reliability.

**Answer: B**

Explanation:

Within the Assessment and Testing core area, counselors are expected to understand measures of central tendency (mean, median, mode) and how they relate to the shape of a distribution. When the mode is higher than the mean (mode = 115, mean = 110), this suggests a negatively skewed distribution, meaning that:

- \* There are some relatively low scores pulling the mean downward.
- \* The most frequent score (mode) is higher than the average score.

From this pattern, it is reasonable to infer that a few very low scores are present, which is reflected in option A).

\* Option B ("most students scored below the mean") is not necessarily true; in skewed distributions, many scores may actually be above the mean.

\* Option C (calculation error) is not supported by the information; mean and mode do not have to be equal.

\* Option D (high reliability) cannot be inferred from central tendency measures; reliability relates to consistency of measurement (e.g., test-retest, internal consistency), not mean vs. mode relationships.

Thus, the best conclusion consistent with assessment principles is A. A few students showed very low intelligence scores.

### NEW QUESTION # 156

A 17-year-old client wants to become a physician. With this client, what should the counselor and client focus on in evaluating the likelihood of this goal?

- A. Achievement test scores
- B. Previous academic record
- C. Aptitude test scores
- D. Socioeconomic situation

#### Answer: B

Explanation:

When working with adolescents on career and educational goals, counselors are expected to examine realistic indicators of readiness and likelihood of success in a chosen field. For highly demanding professions such as medicine, the best single indicator of future academic success is the client's previous academic record, including grades, rigor of coursework, and performance in relevant subjects (especially science and math).

\* Previous academic record (D) shows how the client has already handled structured academic demands over time, which closely parallels the long, intensive training path for physicians.

\* Aptitude test scores (A) reflect potential, but they are more abstract and less predictive than an established history of strong academic performance when it comes to long-term professional training.

\* Achievement test scores (B) focus on specific content knowledge at a given point in time, but do not give as rich a picture as an ongoing academic record.

\* Socioeconomic situation (C) may influence access to opportunities and support, but ethically, counselors should not treat it as the main determinant of whether the goal is realistic; instead, it becomes part of planning supports and resources, not the primary filter for possibility.

Therefore, in evaluating the likelihood of successfully becoming a physician, the previous academic record is the most appropriate focus, making D correct.

### NEW QUESTION # 157

Which of the following would be the best method for working with elementary school students who witness bullying of their peers?

- A. Determine the need for a referral.
- B. Conduct individual counseling.
- C. Conduct an assessment.
- D. Provide group psychoeducation.

#### Answer: D

Explanation:

In the Group Counseling and Group Work core area, CACREP emphasizes the counselor's ability to design and facilitate preventive and psychoeducational group interventions, especially in school settings.

For elementary school students who witness bullying, the primary need is often:

\* Understanding what bullying is,

\* Learning appropriate bystander behaviors (how to report, how to support peers), and

\* Developing social-emotional skills and empathy.

Group psychoeducation is developmentally appropriate and efficient for:

\* Teaching many students at once about bullying,

\* Normalizing their experiences as witnesses,

\* Practicing skills (role-plays, discussions) in a safe, structured group environment.

\* Not B (Individual counseling): May be appropriate for specific students in distress, but it is not the best first-line method for a general group of witnesses.

\* Not C (Conduct an assessment): Assessment may be part of the process, but the question asks for the best method for working with these students, which focuses on intervention.

\* Not D (Determine the need for a referral): Referrals are indicated when specialized services are needed; they are not the primary

method of working with a broad group of witnesses.

Thus, providing group psychoeducation (A) is the best method in this context.

#### **NEW QUESTION # 158**

What would a counseling researcher focus on at the termination of the counseling relationship?

- A. Needs assessment
- B. Formative evaluation
- **C. Outcome evaluation**
- D. Program development

**Answer: C**

Explanation:

At the end (termination) of counseling, the key research and evaluation task is to determine what changed as a result of the counseling process. This is called outcome evaluation. It looks at whether client goals were met, symptoms decreased, or functioning improved.

\* Needs assessment (A) is done before services begin to determine what services or programs are needed.

\* Formative evaluation (B) focuses on ongoing feedback during the counseling or program to improve it while it is happening.

\* Program development (D) is planning or revising services, typically done before or between implementation phases.

NBCC-related work behaviors emphasize that counselors should be able to evaluate the effectiveness of their services and use that information ethically to improve practice. That is exactly what outcome evaluation does at termination.

#### **NEW QUESTION # 159**

What do results of the Substance Abuse Subtle Screening Inventory (SASSI-4) indicate?

- A. Comparison of face-valid scores and subtle attributes of substance misuse
- B. Presence of a substance use disorder
- **C. Probability of having a substance use disorder**
- D. Subtle changes in substance use over time

**Answer: C**

Explanation:

Within the Assessment and Testing core area, counselors are expected to distinguish between screening instruments and diagnostic assessments.

The SASSI-4 (Substance Abuse Subtle Screening Inventory) is a screening tool, not a diagnostic instrument. It:

\* Uses both face-valid (obvious) and subtle items.

\* Classifies individuals into categories indicating the likelihood (probability) of having a substance use disorder.

Ethically and professionally, screening tools such as the SASSI-4 are used to:

\* Identify those with a high probability of SUD,

\* Guide decisions about further assessment or referral,

\* But not to independently confirm a diagnosis.

Therefore, the results indicate the probability that a person has a substance use disorder, making D correct.

#### **NEW QUESTION # 160**

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