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## NBCC National Counselor Examination Sample Questions (Q132-Q137):

### NEW QUESTION # 132

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

**Answer: D**

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 # 133

An example of a counselor preparing developmental/preventive media is:

- A. Having students in a drama club create a video about sexual violence to show in school classes
- B. Compiling a list of local counseling agencies specializing in substance abuse counseling
- C. Creating a needs assessment survey to be distributed to potential clients
- D. Compiling a report on the services provided by the counseling staff over the previous year

**Answer: A**

Explanation:

In the Professional Counseling Orientation and Ethical Practice core area, CACREP highlights counselors' roles in prevention, psychoeducation, and developmental interventions, including creating and using media and materials that promote mental health, safety, and wellness.

\* Developmental/preventive media refers to educational materials or presentations (e.g., videos, brochures, classroom presentations, campaigns) designed to promote healthy development and prevent problems before they occur.

\* In option B, the counselor is facilitating the creation of a video about sexual violence to be shown in school classes. This is clearly a preventive educational tool (media) targeting a large audience to increase awareness, promote safety, and reduce risk—exactly what developmental/preventive media are used for.

\* Option A (compiling a referral list) is about resource referral, not the creation of media.

\* Option C (compiling a service report) is program evaluation/administrative documentation, not preventive media.

\* Option D (creating a needs assessment survey) is used to assess needs, not to directly deliver developmental/preventive content.

Therefore, the best example of a counselor preparing developmental/preventive media is B. Having students in a drama club create a video about sexual violence to show in school classes.

D). creating a needs assessment survey to be distributed to potential clients.

### NEW QUESTION # 134

A client comes to you for counseling because they identify with a gender that is not typically associated with their sex at birth. This could be diagnosed as gender dysphoria. A counselor would only make this diagnosis if

- A. The client was considering surgical reassignment.
- B. The client showed a desire for the secondary sexual characteristics of another gender.
- C. The client exhibited a strong dislike for their anatomy.
- D. There was clinically significant distress.

**Answer: D**

Explanation:

In the Assessment and Testing core area, CACREP requires that counselors understand:

\* The use of diagnostic classification systems (such as DSM),

\* The difference between identity or behavior and a mental disorder, and

\* The central role of distress or impairment in making a diagnosis.

For gender dysphoria, diagnostic criteria emphasize that:

\* A person may experience incongruence between their experienced/expressed gender and assigned sex,

\* However, this incongruence alone is not sufficient for a mental health diagnosis,

\* A diagnosis is appropriate only when the experience is associated with clinically significant distress or impairment in social, occupational, or other important areas of functioning.

Evaluating the options:

\* A. Considering surgical reassignment - Not required for diagnosis. Many individuals with gender dysphoria may never seek surgery.

- \* B. Strong dislike for their anatomy - This can be one feature, but by itself does not justify a diagnosis without associated distress or impairment.
  - \* C. Desire for secondary sexual characteristics of another gender - Again, this can be part of the experience but is not sufficient alone to meet diagnostic criteria.
  - \* D. There was clinically significant distress. - This is the essential condition across DSM diagnoses: the symptoms must cause clinically significant distress or impairment. Without that, a formal diagnosis of gender dysphoria should not be made.
- Therefore, the counselor would only diagnose gender dysphoria if D (there was clinically significant distress) is present.

### NEW QUESTION # 135

When counselors build an alliance and demonstrate an understanding of the client's issues and concerns, they are using which foundational skills?

- A. Treatment planning, interventions, and referral skills
- **B. Listening, attending, and reflection skills**
- C. Clarifying, assessing, and problem-solving skills
- D. Summarizing, challenging, and reframing skills

**Answer: B**

Explanation:

A strong therapeutic alliance is built through basic counseling skills (microskills) that help the client feel heard, understood, and respected. These include:

- \* Listening - giving full, focused attention to the client's words and emotions.
  - \* Attending - using verbal and nonverbal behaviors (eye contact, posture, vocal tone) to show presence and engagement.
  - \* Reflection - accurately reflecting the client's content and feelings to convey understanding and facilitate deeper exploration.
- Option A lists the skills most directly associated with forming an alliance and demonstrating understanding.
- \* B (summarizing, challenging, reframing) are valuable but often more advanced/intervention-focused and can feel confrontational if used before a strong alliance is built.
  - \* C (clarifying, assessing, problem-solving) are important but emphasize structure and analysis more than empathic connection.
  - \* D (treatment planning, interventions, referral) are broader clinical tasks, not moment-to-moment foundational relationship skills.
- These basic microskills are central to the Counseling Skills and Interventions work behavior area, which highlights the counselor's ability to build rapport, facilitate safety, and promote client engagement.

### NEW QUESTION # 136

Clients who experience financial stress are more likely to focus on which area of concern?

- A. Developmental needs
- B. Intrapersonal needs
- C. Interpersonal needs
- **D. Survival needs**

**Answer: D**

Explanation:

In the Human Growth and Development core area, CACREP includes understanding theories of human needs, such as Maslow's hierarchy. According to this framework:

- \* When individuals are under significant financial stress, their basic needs (e.g., housing, food, safety, security) are threatened.
  - \* Under such conditions, people are more likely to be preoccupied with survival-level concerns (physiological and safety needs) than with higher-order needs such as development, self-exploration, or complex interpersonal growth.
- Options A, B, and C refer to important but higher-level needs relative to basic survival and security. In the presence of acute financial stress, clients understandably prioritize D. Survival needs.

### NEW QUESTION # 137

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