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## NBCC National Counselor Examination Sample Questions (Q138-Q143):

### NEW QUESTION # 138

What term is used for the act a counselor displays when they set aside personal values to provide services for a diverse client?

- A. Ethical bracketing
- B. Developmental maturation
- C. Acculturation
- D. Countertransference

**Answer: A**

Explanation:

Within the CACREP Core Area of Social and Cultural Diversity, counselors are expected to demonstrate skills that allow them to work effectively with clients from diverse backgrounds. A key competency is the ability to avoid imposing personal values and to maintain an unbiased, respectful stance toward clients' cultural identities, beliefs, and worldviews.

\* Ethical Bracketing (Correct Answer) Ethical bracketing refers to a counselor's intentional process of setting aside personal values, beliefs, or biases in order to provide competent, culturally responsive services. This aligns with ethical expectations that counselors:

\* Maintain value neutrality,

\* Avoid personal value imposition, and

\* Uphold client autonomy, dignity, and cultural uniqueness. Ethical bracketing is specifically encouraged as an important skill when working with diverse populations.

\* Countertransference (Incorrect) This refers to a counselor's emotional reactions toward the client, often based on the counselor's unresolved issues. It is not about intentionally setting aside personal values; instead, it is a internal emotional process that must be managed during therapy.

\* Acculturation (Incorrect) Acculturation refers to the process of adapting to a dominant or new culture, not the counselor's act of setting aside personal values during counseling.

\* Developmental Maturation (Incorrect) This refers to normal growth processes across the lifespan. It has no direct connection to value management in counseling.

Because only ethical bracketing describes consciously setting aside personal values to serve clients without bias, A is the correct answer.

#### NEW QUESTION # 139

A counseling researcher must examine the contemporary history, differential mortality, pretesting procedures, statistical regression, and other variables in order to determine which type of validity of an experimental design?

- A. Content
- B. Internal
- C. Construct
- D. External

**Answer: B**

Explanation:

In the Professional Practice and Ethics domain, counselors are expected to understand basic research concepts so they can evaluate the quality of studies and apply findings responsibly. When a researcher examines factors such as:

\* History (events occurring between pretest and posttest),

\* Differential mortality (attrition of participants from groups),

\* Pretesting procedures (testing effects),

\* Statistical regression (regression toward the mean),

they are evaluating threats to internal validity.

Internal validity (Option C) refers to the degree to which changes in the dependent variable can confidently be attributed to the independent variable, rather than to extraneous or confounding factors. Examining these threats is central to determining how well the experimental design supports cause-and-effect conclusions.

Why the other options are incorrect:

\* A. Content validity - Concerns whether a measure adequately samples the domain of content it is supposed to cover (e.g., whether a test of math skills adequately represents the math curriculum), not the design's vulnerability to history or mortality threats.

\* B. External validity - Involves the generalizability of findings to other populations, settings, and times, not the internal threats listed.

\* D. Construct validity - Refers to whether a test or procedure actually measures the theoretical construct it purports to measure, not the impact of history, testing effects, or attrition on experimental outcomes.

NBCC-aligned counselor work behaviors emphasize that ethically responsible practitioners must be able to critically evaluate research methods, including recognition of internal validity threats, to determine how much confidence to place in study results they might use to inform practice.

### NEW QUESTION # 140

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

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

**Answer: D**

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 # 141

A client-centered counselor would agree that people are:

- A. Incongruent in most aspects of their lives.
- B. Incapable of unassisted change (i.e., without a counselor).
- C. Seeking to purge the evil from their lives.
- **D. Forward moving and realistic.**

**Answer: D**

Explanation:

Client-centered (person-centered) counseling, based on Carl Rogers' theory, is grounded in a fundamentally positive view of human nature. People are seen as having an innate actualizing tendency—a built-in drive to grow, develop, and move constructively toward fulfillment when provided with appropriate conditions such as empathy, congruence, and unconditional positive regard from the counselor.<sup>1</sup> Because of this, client-centered counselors view people as essentially:

\* Forward moving - oriented toward growth, change, and self-improvement.

\* Capable of realistic perception when not distorted by conditions of worth or external pressures.<sup>1</sup> This aligns directly with Option A: forward moving and realistic.

Why the other options are incorrect:

\* B. Incongruent in most aspects of their lives. While Rogers acknowledges that incongruence (a mismatch between self-concept and experience) can occur and lead to distress, he does not define people primarily as incongruent in "most aspects" of their lives. Rather, incongruence is seen as a condition that can be reduced in a supportive therapeutic relationship.<sup>1</sup>

\* C. Incapable of unassisted change. Person-centered theory emphasizes that clients possess their own resources for growth. The counselor's role is to provide facilitative conditions, not to act as the expert who "changes" the client. People are not viewed as fundamentally incapable of change without a counselor.<sup>1</sup>

\* D. Seeking to purge the evil from their lives. This reflects a moral or theological framing, not the humanistic, nonjudgmental stance of client-centered counseling. Rogers did not conceptualize people as evil; he saw them as basically trustworthy and constructive.<sup>1</sup> In the Core Counseling Attributes area, NBCC emphasizes that counselors hold attitudes that respect the client's inherent capacity for growth, autonomy, and self-direction—exactly the view reflected in Option A.

### NEW QUESTION # 142

What strategy would a counselor use with a client whose cultural background is different from their own?

- **A. Ask the client about any cultural issues or beliefs that may be impacting them.**
- B. Wait for the client to share their cultural experiences.

- C. Address presenting concerns separately from culture, race, and ethnic background.
- D. View cultural background as secondary to treatment planning.

**Answer: A**

Explanation:

Within the Social and Cultural Diversity core area, counselors are expected to demonstrate multicultural competence, which includes recognizing how culture, race, ethnicity, and worldview affect clients' experiences and concerns, and actively exploring these with clients. Ethical and culturally responsive practice involves:

- \* Openly inviting discussion of cultural beliefs, values, and experiences that may influence the client's presenting concerns.
- \* Avoiding assumptions or minimizing culture as "secondary" to treatment.

Option D reflects this standard: the counselor asks the client directly about any cultural issues or beliefs that may be impacting them, honoring client expertise about their own cultural context and integrating it into case conceptualization and treatment planning.

- \* A places the responsibility fully on the client and can lead to important cultural issues being overlooked.
- \* B contradicts multicultural counseling principles by treating culture as unimportant.
- \* C suggests separating concerns from culture, which ignores the fact that many problems are embedded in cultural, racial, and systemic contexts.

Therefore, D is the strategy that aligns with CACREP's multicultural and social justice competencies.

## NEW QUESTION # 143

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