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### NBCC National Counselor Examination Sample Questions (Q179-Q184):

#### NEW QUESTION # 179

What term describes the phenomenon of an adolescent girl who complains about being grouped with other girls in math because, she says, "Most girls are not good at math, but I am"?

- A. Internalized privilege
- B. Internalized sexism
- C. Gender role conflict
- D. Gender identity

**Answer: B**

Explanation:

The Social and Cultural Diversity core area requires counselors to understand oppression, privilege, and internalized oppression, including internalized racism, sexism, and other forms of bias.

\* Internalized sexism occurs when individuals from a marginalized gender group adopt and believe sexist stereotypes about their own group.

\* In this example, the adolescent states, "Most girls are not good at math," which reflects a negative stereotype about girls' abilities, and then claims to be the exception ("but I am"). This is a classic presentation of internalized sexism: accepting a harmful cultural stereotype about one's own gender group.

Gender role conflict refers to distress that arises from rigid gender-role expectations and how they conflict with a person's behavior or self-concept; it does not necessarily involve endorsing a demeaning stereotype about one's group. Gender identity is simply one's internal sense of gender. Internalized privilege would refer to members of a dominant group accepting and benefiting from their unearned advantages; she is not in the privileged group in this stereotype.

Therefore, the term that best matches CACREP's description of internalized oppression in this scenario is A. Internalized sexism.

#### NEW QUESTION # 180

You have diagnosed your client with generalized anxiety disorder (GAD). Which of the following would you implement as the primary long-term goal for this client?

- A. Listen to relaxing music for 15 minutes, 3-5 times per week.
- B. Develop relationships with others by attending regular group counseling sessions.
- C. Learn one or two strategies to reduce bouts of anxiety to 2-3 times per week.
- D. Reduce frequency of anxiety so that daily routines are not interrupted or impaired.

**Answer: D**

Explanation:

Under Counseling and Helping Relationships, CACREP emphasizes treatment planning that:

\* Flows from the diagnosis and presenting problems, and

\* Includes long-term goals focused on improving overall functioning, with short-term objectives that support those goals.

For generalized anxiety disorder (GAD), diagnostic criteria emphasize excessive, persistent anxiety and worry that cause clinically significant distress or impairment in social, occupational, or other important areas of functioning. Therefore, the primary long-term goal should focus on reducing impairment in daily life:

\* Option D ("Reduce frequency of anxiety so that daily routines are not interrupted or impaired") directly addresses the functional impact of GAD and is appropriately broad and long-term.

The other options are more like short-term objectives or specific interventions:

\* A (attending group counseling) is a means or method, not the central functional outcome.

\* B (learning one or two strategies to reduce bouts of anxiety) is a concrete short-term skill-building objective.

\* C (listening to relaxing music) is a specific coping strategy, not a long-term treatment goal.

Thus, the best primary long-term goal for a client with GAD is to reduce anxiety so that it no longer disrupts daily routines, making D the correct answer.

### NEW QUESTION # 181

A diagnosis of attention-deficit/hyperactivity disorder is

- A. more frequently diagnosed in females than in males.
- B. typically diagnosed before children enter formal educational settings.
- C. more prevalent in individuals whose family members suffer personality disorders.
- D. justified primarily when social and academic/occupational functioning have been impaired.

**Answer: D**

Explanation:

Within the Assessment and Testing core area, counselors are expected to understand the principles of diagnosis, including that mental disorder diagnoses (such as ADHD) are based not only on the presence of symptoms but also on clinically significant impairment in social, academic, or occupational functioning across settings.

\* Diagnostic criteria for attention-deficit/hyperactivity disorder specify that symptoms must cause clear evidence of interference with, or reduction in quality of, social, academic, or occupational functioning, and must be present in two or more settings (e.g., home and school). Therefore, a diagnosis is justified primarily when functioning is impaired, which matches Option D.

\* ADHD is more commonly diagnosed in males than females, particularly in childhood; thus, Option A is incorrect.

\* Although symptoms often begin in early childhood, ADHD is commonly identified after increased demands in school; it is not typically diagnosed before formal schooling, so Option B is incorrect.

\* ADHD is associated with a familial pattern of ADHD and related conditions, not specifically with family members having personality disorders, so Option C is incorrect.

Therefore, D is the correct answer because diagnosis must be tied to meaningful impairment in functioning, not just the presence of symptoms.

### NEW QUESTION # 182

Counselors use which type of group to help clients emphasize personal growth through increasing awareness, decreasing inhibitions, and exploring interpersonal issues via marathon sessions?

- A. Psychoanalytic
- B. Encounter
- C. Psychoeducational
- D. Humanistic

**Answer: B**

Explanation:

In Group Counseling and Group Work, one of the classic group formats covered is the encounter group (closely related to sensitivity or T-groups). Encounter groups typically:

\* Emphasize personal growth and here-and-now interpersonal awareness,

\* Aim to decrease inhibitions and increase authenticity and emotional expression,

\* Often use intensive or "marathon" sessions to facilitate deep exploration of interpersonal issues.

This description matches encounter groups (A) exactly.

\* Psychoanalytic groups (B) emphasize insight into unconscious processes, using interpretation and transference analysis.

\* Psychoeducational groups (C) focus on structured teaching of skills or information (e.g., health, coping skills).

\* Humanistic (D) is a broader theoretical orientation; many encounter groups are humanistic, but the specific term used for this kind of intensive, awareness-focused marathon group is "encounter group."

### NEW QUESTION # 183

Which of the following should a counselor do when using a diagnostic interview to identify client strengths?

- A. Use clinical impressions to anticipate client resistance.

- B. Discuss research-based strategies in reaching client goals.
- C. Observe and comment on client body paraverbal and nonverbal cues.
- D. Ask what has previously worked in navigating the problem.

**Answer: D**

Explanation:

In the Assessment and Testing core area, CACREP emphasizes that assessment is not only about diagnosing problems but also about identifying client strengths, resources, and resilience. A diagnostic interview that is strengths-informed will:

- \* Explore times when the client has successfully coped with similar situations,
- \* Identify effective coping strategies and supports, and
- \* Highlight existing abilities that can be built upon in treatment.

Option A ("Ask what has previously worked in navigating the problem") directly reflects this approach, because it:

- \* Invites the client to recall past successes,
- \* Identifies effective strategies and resources, and
- \* Frames the client as competent and capable, consistent with strengths-based, CACREP-aligned practice.

Why the others are less appropriate for identifying strengths:

- \* B. Discuss research-based strategies - This is more about sharing interventions or psychoeducation, not identifying the client's existing strengths.
- \* C. Observe and comment on nonverbal cues - Observation is important, but by itself it does not systematically elicit strengths.
- \* D. Use clinical impressions to anticipate resistance - This focuses on problems and barriers, not strengths.

Therefore, A is the correct action when using a diagnostic interview to identify client strengths.

## NEW QUESTION # 184

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