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## NBCC National Counselor Examination Sample Questions (Q55-Q60):

### NEW QUESTION # 55

A counselor in private practice has been asked to teach a course in the counselor education department of the local university. Soon after beginning the course, one of the students in the class requests personal counseling from the counselor. Ethically, what should the counselor do?

- A. Ask the student to wait until the course is over.
- B. Refer the student to another appropriate professional.
- C. Schedule a counseling appointment at the earliest convenience.
- D. Suggest that the student redirect the request to another faculty member.

**Answer: B**

Explanation:

Ethical practice requires counselors to avoid multiple relationships when they could impair professional judgment, increase the risk of harm, or exploit the client. Serving simultaneously as both instructor and personal counselor to the same individual creates:

- \* A power differential (grading authority and evaluative role)
- \* Potential for role confusion
- \* Risk that the student may feel pressured or may not be fully free in the counseling relationship. Therefore, the counselor should not enter into a counseling relationship with a current student. The ethically appropriate action is to provide a referral to another qualified mental health professional, as in Option B.
- \* A (asking the student to wait until the course is over) still allows for a future dual relationship and does not completely remove the risk tied to the existing power dynamic.
- \* C (scheduling counseling) directly creates a problematic multiple relationship.
- \* D (redirecting to another faculty member) could create another dual relationship (faculty-student and counselor-client) and is not the cleanest or safest option.

Thus, the counselor should refer the student to another appropriate professional, making B the correct answer.

#### **NEW QUESTION # 56**

Which of the following counseling approaches maintains that emotional and behavioral disorders are the result of clients' self-maintained illogical beliefs?

- A. Transactional analysis
- B. Behavior therapy
- **C. Rational-emotive behavior therapy**
- D. Reality therapy

**Answer: C**

Explanation:

Within Counseling and Helping Relationships, counselors must understand major counseling theories and their conceptualizations of emotional and behavioral problems.

Rational-Emotive Behavior Therapy (REBT), developed by Albert Ellis, holds that:

- \* People do not simply become disturbed by events themselves; rather, they become disturbed by how they interpret the events through irrational or illogical beliefs.
- \* These beliefs are often rigid ("musts," "shoulds," "have tos") and self-maintained by ongoing self-talk and interpretations.
- \* Emotional and behavioral disturbances are thus seen as the result of these self-sustained, irrational thought patterns, and counseling focuses on identifying, disputing, and replacing them with more rational beliefs.
- \* Reality therapy (A) emphasizes choice, responsibility, and meeting basic needs, not primarily irrational beliefs.
- \* Transactional analysis (C) focuses on ego states (Parent, Adult, Child) and life scripts.
- \* Behavior therapy (D) emphasizes learned behaviors through conditioning and reinforcement, typically without the central emphasis on irrational beliefs as the main cause.

Therefore, the approach that specifically maintains that emotional and behavioral disorders stem from clients' self-maintained illogical beliefs is Rational-Emotive Behavior Therapy (B).

#### **NEW QUESTION # 57**

What is a major limitation of using groups when providing career counseling?

- **A. The leader can find it difficult to meet the wide range of individual interests.**
- B. The psychological functioning of group members cannot be assessed.
- C. It is more difficult to assess members' occupational functioning.
- D. There are no limitations to using groups in career counseling.

**Answer: A**

Explanation:

The Group Counseling and Group Work core area requires counselors to know the advantages and limitations of using groups in various settings, including career counseling.

One commonly noted limitation is that:

- \* Group members often have a wide range of individual needs, interests, and career concerns.
- \* A group format can make it challenging for the leader to tailor content, activities, and feedback to each person's unique interests and decision-making stage.

This is exactly what option D describes: the leader may struggle to address the full variety of individual interests in a group setting.

Why the others are not best:

- \* A: It is possible (and common) to assess members' occupational functioning through intakes, assessments, and individual check-ins, even in group programs.
- \* B: Psychological functioning can be assessed in a group setting; group counselors are trained to observe behavior, collect histories, and use assessment tools.
- \* C: All formats (individual, group, family) have limitations; stating there are none is inconsistent with CACREP's emphasis on critical evaluation of methods.

Thus, a major limitation in career groups is that the leader can find it difficult to meet the wide range of individual interests, making D the correct answer.

#### NEW QUESTION # 58

A client-centered counselor would agree that people are:

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

#### Answer: C

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 # 59

Which of the following types of data is considered to have the greatest impact when collecting career counseling program data for accountability purposes?

- A. Process
- B. Context
- **C. Outcome**
- D. Input

#### Answer: C

Explanation:

In accountability and program evaluation, counselors are expected to use data that reflects actual client change to demonstrate effectiveness. Within professional practice, the most powerful and persuasive evidence is outcome data, because it shows:

- \* What changed for clients (e.g., improved career decision-making, job placement, satisfaction with career choice).
- \* The degree to which program goals and client objectives were met.
- \* The impact of services on client functioning and development.

By comparison:

- \* Input data focuses on what resources went into the program (e.g., staff, time, materials).

\* Context data describes the environment or client population characteristics.

\* Process data shows what was done (activities, number of sessions), but not whether it worked.

NBCC-aligned counselor work behaviors emphasize using results-focused (outcome) data for accountability to stakeholders and for improving services, which is why outcome data has the greatest impact.

## NEW QUESTION # 60

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