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QUESTIONS & ANSWERS

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NBCC National Counselor Examination Sample Questions (Q16-Q21):

NEW QUESTION # 16

The concept of self-actualization, as a goal in personal development, is primarily attributable to which of the following theorists?

- A. Maslow
- B. Perls
- C. Rogers
- D. Glasser

Answer: A

Explanation:

In the Human Growth and Development core area, counselors study major developmental and personality theories, including humanistic and existential approaches.

* Abraham Maslow proposed the hierarchy of needs, a motivational model in which human needs are arranged from basic physiological needs to safety, love/belonging, esteem, and finally self-actualization at the top.

* In Maslow's framework, self-actualization is the realization of one's full potential and is explicitly presented as a central goal of personal development.

* Carl Rogers (Option C) also discussed an actualizing tendency and the movement toward becoming a "fully functioning person," but the classic concept of self-actualization as the pinnacle of a hierarchy of needs is most directly associated with Maslow.

* Fritz Perls (Option B) is associated with Gestalt therapy, focusing on awareness, here-and-now experience, and integration of the self, but not primarily on the hierarchical notion of self-actualization.

* William Glasser (Option D) developed Reality Therapy and Choice Theory, emphasizing responsibility and needs satisfaction (love/belonging, power, freedom, fun, survival), but again, not self-actualization as framed in Maslow's model.

Because self-actualization as a specific, named goal in development is most strongly and classically linked with Abraham Maslow, the correct answer is A (Maslow).

NEW QUESTION # 17

The group leader can recognize that the group is in stage II (transition, storming, or conflict) when:

- A. Members openly express disagreement with the group leader.
- B. Members are tentative, cautious, and uncertain.
- C. Members ask many questions of the leader.
- D. The group as a whole is quiet and withdrawn.

Answer: A

Explanation:

In the Group Counseling and Group Work core area, CACREP-based training and the NCE require familiarity with stages of group development (often described similarly to forming, storming, norming, performing):

* Stage I (Initial/Forming/Orientation):

* Members are cautious, tentative, and dependent.

* They often ask many questions of the leader.

* The group may be quiet or withdrawn as members test safety and structure. (These correspond to options B, C, and D.)

* Stage II (Transition/Storming/Conflict):

* Characterized by anxiety, resistance, and control issues.

* Members may challenge the leader or one another.

* Open disagreement, power struggles, and expressions of frustration are common.

Therefore, the clearest indicator that the group is in Stage II is when members openly express disagreement with the leader, reflecting conflict and challenge—hallmarks of the transition/storming stage.

Thus, A is correct.

NEW QUESTION # 18

The primary purpose of the facilitation of positive addiction within the context of reality therapy approaches when counseling an adolescent is to:

- A. Help the client believe in the worth of self-actualization.

- B. Help the client abandon negative addictions.
- C. Help clarify new support systems for the client.
- D. Increase the physical fitness of the client.

Answer: A

Explanation:

Within Counseling Skills and Interventions, counselors must understand how specific theories (such as reality therapy) are applied in practice, including the use of concepts like positive addiction.

In reality therapy (developed by William Glasser), positive addictions refer to healthy, constructive activities that a person engages in regularly (for example, running, meditation, or creative pursuits) which:

- * Enhance psychological strength and self-esteem
- * Support a sense of competence and control
- * Contribute to personal growth and self-actualization

The primary purpose of encouraging positive addiction, especially with adolescents, is to help them develop life patterns that support growth, responsibility, and a stronger, more confident sense of self-essentially encouraging movement toward self-actualization and a belief in their own worth and potential.

- * A. Increase physical fitness may be a side benefit (e.g., with exercise-based activities) but is not the central counseling purpose.
- * B. Help the client abandon negative addictions can be an important outcome, but the core rationale in reality therapy is to build new, healthy patterns that support growth rather than focusing solely on stopping negative behavior.
- * C. Help clarify new support systems can be useful, but this is not the primary definition or goal of positive addiction.

The central therapeutic aim is to foster healthy, growth-oriented habits that strengthen the self and support self-actualization, making D the best answer.

NEW QUESTION # 19

Which of the following is consistent with a strengths-based approach that can improve the client's ability to attain goals?

- A. Discover and utilize client resources and resilience.
- B. Recognize the effects of social structures on the client.
- C. Reward the client for challenging negative thoughts.
- D. Strengthen the client's perceived self-worth.

Answer: A

Explanation:

A strengths-based approach emphasizes identifying, affirming, and using the client's existing resources, abilities, and resilience to support change. Within core counseling attributes, counselors are expected to maintain a positive, hopeful view of the client, focusing on what the client already does well and how those capacities can be applied toward goals.

- * Option A directly reflects this: discover and utilize client resources and resilience is the essence of a strengths-based stance- locating inner and outer strengths and using them in planning and intervention.
 - * Option B (rewarding the client for challenging negative thoughts) is more characteristic of cognitive- behavioral techniques, not specifically a strengths-based orientation.
 - * Option C (strengthening perceived self-worth) is valuable and related to positive regard, but it does not explicitly capture the process of identifying and using strengths as the main pathway to change.
 - * Option D (recognizing the effects of social structures) is more aligned with social justice and multicultural counseling perspectives.
- Therefore, the option most consistent with a strengths-based approach as emphasized in core counseling attributes is A.

NEW QUESTION # 20

Which lack of bonding factor between caregiver and child has been found to contribute to academic underperformance by a child?

- A. Decreased practice with delaying gratifications
- B. Inhibited cognitive and emotional growth due to low stimulation
- C. Indiscriminate attachments to adults due to lack of attachment
- D. Decreased experience with attending behaviors

Answer: B

Explanation:

When there is a significant lack of bonding or secure attachment between a caregiver and a child, one major consequence is often

low levels of stimulation, interaction, and responsive caregiving. This can lead to:

- * Inhibited cognitive growth (e.g., delayed language, problem-solving, and conceptual skills).
- * Inhibited emotional growth, including difficulty regulating emotions and forming relationships.

These developmental limitations directly affect school readiness and academic performance, making A the best answer.

The other options describe possible effects of attachment problems but are less directly and broadly tied to academic underperformance:

- * B. Indiscriminate attachments to adults - seen in some severe attachment disturbances, but this focuses more on social behaviors than academic performance per se.
 - * C. Decreased experience with attending behaviors - could play a role but is more narrow and not the primary developmental factor emphasized in research.
 - * D. Decreased practice with delaying gratifications - relates more to impulse control and behavior, which can affect school, but the core academic underperformance is more strongly linked to global cognitive and emotional inhibition due to low early stimulation.
- Within Areas of Clinical Focus, counselors are expected to understand how early attachment and caregiving environments influence later functioning, including academic achievement, and to recognize how disruptions in bonding can affect a child's cognitive and emotional development.

NEW QUESTION # 21

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