



*national board for certified counselors, inc.™  
and affiliates*

# **The Ohio Professional Counselor Licensure Candidate Handbook**

January 2004

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## FOR MORE INFORMATION

**All questions and requests for information about Ohio licensure should be directed to:**

Ohio Counselor, Social Worker and  
Marriage Family Therapist Board (CSWMFTB)  
77 High Street, 16th Floor  
Columbus, OH 43215  
Voice: 614/466-0912  
Website: [www.cswmft.ohio.gov](http://www.cswmft.ohio.gov)

**All questions and requests for information about examination scheduling should be directed to:**

Applied Measurement Professionals, Inc.  
8310 Nieman Road  
Lenexa, KS 66214  
Voice: 913/541-0400  
Fax: 913/541-0156  
Website: [www.goAMP.com](http://www.goAMP.com)

**All questions and requests for information about the Ohio licensure examination program should be directed to:**

NBCC  
3 Terrace Way, Suite D  
Greensboro, NC 27403  
Voice: 336/547-0607  
Fax: 336/547-0017  
Website: [www.nbcc.org](http://www.nbcc.org)

## INTRODUCTION

This handbook provides information about the examination and application process for the Ohio Professional Counselor Licensure Examination (Ohio PCLE). It outlines the design and content of the examination and guides candidates throughout the entire examination process from application through test taking. For your convenience, this handbook may also be downloaded from AMP's website, located at [www.goAMP.com](http://www.goAMP.com).

### ■ ABOUT THE NBCC

The state of Ohio has contracted with the National Board of Certified Counselors and Affiliates (NBCC) to develop and administer the Ohio PCLE. The NBCC is internationally recognized as a leading provider of counseling credentialing examinations.

### ■ INDEPENDENT TESTING AGENCY

The NBCC has contracted with Applied Measurement Professionals, Inc. (AMP) to assist in the development, administration, scoring and analysis of the National Board for Certified Counselors examination. AMP, located in the greater Kansas City area, is a leading provider of licensing and certification examinations for professional organizations.

### ■ NONDISCRIMINATION POLICY

NBCC and AMP do not discriminate among candidates on the basis of race, color, creed, gender, religion, national origin, disability or marital status.

### ■ ELIGIBILITY REQUIREMENTS

Please check with the Ohio Counselor, Social Worker and Marriage Family Therapist Board (CSWMFTB) for specific information about application procedures and any additional requirements. If you have achieved a passing score on an NBCC examination, contact the CSWMFTB to determine if you are exam-exempt. The CSWMFTB determines who is eligible to sit for the examination. Approved candidates will be sent a letter of approval and the NBCC Examination Registration Form by the CSWMFTB. Candidates may not schedule an examination until they have registered with NBCC.

### ■ EXAMINATION ADMINISTRATION

The examinations are delivered by computer at over 120 AMP Assessment Centers geographically located throughout the United States. There are no application deadlines and a candidate may submit a registration form and fee at any time. The examination is administered by appointment only Monday through Friday at 9:00 a.m. and 1:30 p.m. on dates authorized by NBCC. Available dates will be indicated when scheduling your examination. Candidates are scheduled on a first-come, first-served basis.

### ■ HOLIDAYS

The examination is not offered on the following holidays:

- New Year's Day
- Martin Luther King Day
- Presidents' Day
- Good Friday
- Memorial Day
- Independence Day (July 4)
- Labor Day
- Columbus Day
- Veterans' Day
- Thanksgiving Day (and the following Friday)
- Christmas Eve Day
- Christmas Day
- New Year's Eve Day

## REGISTERING FOR AN EXAMINATION

Candidates should ensure that the NBCC Examination Registration Form has been properly completed and that the information provided is accurate. Your careful attention will enable prompt and efficient processing. Candidates will not be able to schedule an examination appointment with AMP until the NBCC Registration Form has been processed. NBCC will send written notification to registered candidates with examination scheduling procedures.

### ■ REGISTRATION FORM EXPIRATION

The candidate's eligibility to take the examination is valid for six (6) months from the date the candidate is approved by the CSWMFTB and will expire without further notice at that time. A candidate who fails to schedule an appointment for examination within the six-month period forfeits the registration form and all fees paid to take the examination. A candidate must contact the CSWMFTB if the candidate's eligibility expires.

## ■ EXAMINATION REAPPLICATION

If you were unsuccessful in your examination attempt, you may reregister once every 90 days by completing another NBCC Examination Registration Form. Another examination fee is required. Candidates may take the examination three times before they must contact the CSWMFTB.

## ■ FEES AND REFUND POLICY

Candidates must submit the appropriate fee with the NBCC Registration Form. Payment may be made by credit card (Visa, MasterCard or American Express), cashier's check, money order or personal check made payable to NBCC. Examination fees are not refundable or transferable and expire in six (6) months.

The examination fee is \$145.

Checks for nonsufficient funds (NSF) will not be redeposited. If your check does not clear the bank for any reason, you will incur a fee of \$20. Credit card transactions that are declined will also be subject to a \$20 handling fee. You must send a certified check or money order for the amount due, including the NSF fee, to NBCC to cover returned checks or declined credit card transactions. Postdated checks are not an acceptable form of payment.

## SCHEDULING AN EXAMINATION

After eligibility requirements are approved by the CSWMFTB and the candidate has received written confirmation from NBCC, there are two ways to schedule an appointment for the examination.

1. **Schedule Online:** The candidate may schedule a testing appointment online at any time by using AMP's online application/scheduling service. To use this service, follow these easy steps:
  - Go to [www.goAMP.com](http://www.goAMP.com) and select "Examinees Start Here."
  - Follow the simple, step-by-step instructions to select your examination program and register for an examination.

OR

2. **Telephone Scheduling:** Call AMP at 888/519-9901 to schedule a testing appointment. This toll-free number is answered from 7:00 a.m. to 7:00 p.m. (Central Time) Monday through Thursday and 7:00 a.m. to 5:00 p.m. (Central Time) on Friday.

When scheduling an examination, be prepared to confirm a location, a preferred date and time for testing, and to provide your Social Security number as a unique identification number. AMP will use your Social Security number only as an identification number in maintaining your record. When you contact AMP to schedule an examination appointment, you will be notified of the time to report to the center. Please make a note of it because you will NOT receive an admission letter.

If special accommodations are being requested, submit the Request for Special Examination Accommodations form included in this handbook with your NBCC Examination Registration Form. To schedule your examination, contact AMP at 888/519-9901.

If you call AMP by 3:00 p.m. Central Time on...	Depending on availability, your examination may be scheduled as early as...
Monday	Thursday
Tuesday	Friday
Wednesday	Monday
Thursday	Tuesday
Friday	Wednesday

## ■ ASSESSMENT CENTER LOCATIONS

AMP Assessment Centers have been selected to provide accessibility to the most candidates in all states and major metropolitan areas. AMP Assessment Centers are typically located in H&R Block offices. A current listing of AMP Assessment Centers, including addresses and driving directions, may be viewed at AMP's website located at [www.goAMP.com](http://www.goAMP.com). Specific address information will be provided when a candidate schedules an examination appointment.

## ■ SPECIAL ARRANGEMENTS FOR CANDIDATES WITH DISABILITIES

NBCC and AMP comply with the Americans with Disabilities Act and strive to ensure that no individual with a disability is deprived of the opportunity to take the examination solely by reason of that disability. AMP will provide reasonable accommodations for candidates with disabilities.

Wheelchair access is available at all Assessment Centers. Candidates with visual, sensory or physical disabilities that

would prevent them from taking the examination under standard conditions may request special accommodations and arrangements. To request special accommodations, complete the Request For Special Examination Accommodations and Documentation of Disability forms included in this handbook and submit the completed forms with your NBCC Examination Registration Form and fee. Please inform AMP of your need for special accommodations when calling to schedule your examination.

## ■ TELECOMMUNICATION DEVICES FOR THE DEAF

AMP is equipped with Telecommunication Devices for the Deaf (TDD) to assist deaf and hearing-impaired candidates. TDD calling is available 8:30 a.m. to 5:00 p.m. (CST) Monday-Friday at 913/495-4437. This TDD phone option is for individuals equipped with compatible TDD machinery.

## ■ EXAMINATION APPOINTMENT CHANGES

A candidate may reschedule an examination appointment at no charge **once** by calling AMP at 888/519-9901 **at least four business days** prior to the scheduled testing session. (See table below.) See page 2 for observed holidays.

If the Examination is scheduled on...	AMP must be contacted by 3:00 p.m. Central Time to reschedule the Examination by the previous...
Monday	Tuesday
Tuesday	Wednesday
Wednesday	Thursday
Thursday	Friday
Friday	Monday

## ■ MISSED APPOINTMENTS AND CANCELLATIONS

A candidate will forfeit the examination registration and all fees paid to take the examination under the following circumstances.

- The candidate wishes to reschedule an examination but fails to contact AMP at least four business days prior to the scheduled testing session,
- The candidate wishes to reschedule a second time,

- The candidate appears more than 15 minutes late for an examination, or
- The candidate fails to report for an examination appointment.

A complete NBCC Examination Registration Form and examination fee are required to re-register for the examination.

## ■ INCLEMENT WEATHER, POWER FAILURE OR EMERGENCY

In the event of inclement weather or unforeseen emergencies on the day of an examination, AMP will determine whether circumstances warrant the cancellation, and subsequent rescheduling, of an examination. The examination will usually not be rescheduled if the Assessment Center personnel are able to open the Assessment Center. If power to a testing center is temporarily interrupted during an administration, your examination will restart where you left off and you may continue the examination.

Candidates may contact AMP's Weather Hotline at 913/495-4418 (24 hours/day) prior to the examination to determine if AMP has been advised that any Assessment Centers are closed. Every attempt is made to administer the examination as scheduled; however, should an examination be canceled at an Assessment Center, all scheduled candidates will receive notification following the examination regarding rescheduling or reapplication procedures.

## TEST CONTENT

The four (4) hour, 210 question computer-based examination is designed to assess the candidate's knowledge of counseling information deemed appropriate for safe and effective counselor functioning. The examination is developed by NBCC. A group of experts drawn from a wide variety of work environments and geographical areas write the examination questions. The examination consists of four-option, multiple-choice questions written at three different cognitive levels:

1. Recall: The ability to recall or recognize specific information is required.
2. Application: The ability to comprehend, relate or apply knowledge to new or changing situations is required.
3. Analysis: The ability to analyze and synthesize information, determine solutions and/or to evaluate the usefulness of a solution is required.

These levels represent an organized way to identify the performance that practitioners will utilize on the job. A short description of the examination content follows.

The Ohio PCLE is comprised of two sections: Counselor General Knowledge and Counselor Clinical Knowledge. The Counselor General Knowledge section consists of 160 multiple-choice questions. While the Counselor Clinical Knowledge section consists of five (5) counselor cases with ten multiple-choice questions corresponding to each case. Due to the length of some of the counseling cases candidates may be required to use the scroll bar that appears on the right of the testing screen.

	# items
<b>Counselor General Knowledge</b>	<b>160</b>
1. Human Growth and Development	12
2. Social and Cultural Foundations	11
3. Helping Relationships	36
4. Group Work	16
5. Career & Lifestyle Development	20
6. Appraisal	20
7. Research & Program Evaluation	16
8. Professional Orientation & Ethics	29
 <b>Counselor Clinical Knowledge</b>	 <b>50</b>
Five clinical cases, with ten items each	

### Counselor General Knowledge

The General Knowledge content is based on the eight original core areas of the *Standards for Preparation* used by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The following is an outline showing the eight CACREP domains on which the examination questions are based:

**Human Growth and Development** – studies that provide an understanding of the nature and needs of individuals at all developmental levels.

**Social and Cultural Foundations** – studies that provide an understanding of issues and trends in a multicultural and diverse society.

**Helping Relationships** – studies that provide an understanding of counseling and consultation processes.

**Group Work** – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

**Career and Lifestyle Development** – studies that provide an understanding of career development and related life factors.

**Appraisal** – studies that provide an understanding of individual and group approaches to assessment and evaluation.

**Research and Program Evaluation** – studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

**Professional Orientation and Ethics** – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

The **context** of the General Knowledge questions are derived from the national job analysis conducted by the NBCC. Therefore the questions are not only anchored in the **content** validity of the eight CACREP areas, but are also representative of the empirically determined five clusters of professional counselor work behaviors.

The following is an outline of the five domains:

- a. fundamentals of counseling
- b. assessment and career counseling
- c. group counseling
- d. programmatic and clinical interventions
- e. professional practice issues

### Counselor Clinical Knowledge

Counselor Clinical Knowledge content is based on the following significant sets of features: (a) **diagnosis**, (b) **treatment**, (c) **evaluation**, and (d) **professional practice**. Features of a case reflect the elements or dynamics important for case understanding and planning, and for counseling effectiveness. Diagnostic features are significant for good case understanding and planning. Treatment features are central to the provision of counseling services. The third set of features, evaluation, is important for effective counseling process and/or outcome evaluations. The fourth set, professional practice, includes features pertaining to ethical, legal, or other professional considerations.

## ■ PREPARING FOR THE EXAMINATION

Your primary objective in preparing for the examination is to pass. Other objectives such as learning new material and reviewing old material are critical toward this objective. Begin your study by developing your strategy for success.

A good study strategy includes preparation. To prepare, determine first what you need to learn, choose your study materials, and select a quiet, comfortable place that allows you to focus. Before you begin, check to make sure you have everything you need. Try to avoid interruptions for any reason.

Developing a study plan will allow you to learn the most as you study. Include setting goals in your study plan. Review what you have studied as often as possible. The more you review, the more you will retain.

## ■ SAMPLE EXAMINATION QUESTIONS

Following are sample questions in the same style and similar content as will be on your examination. Use the sample questions to verify your understanding of the topics in the examination. Answers are provided for the sample questions.

### Counselor General Knowledge

*The following are presented as representative examples of the items which appear on the examination; actual examination items will vary from these examples by length, content, and difficulty levels but not by format.*

1. In attempting to understand the life perspectives and characteristics of their clients, some counselors use Kohlberg's theory of moral development as a theoretical framework. These counselors know that Kohlberg's theory includes three progressive levels culminating in
  - A. self-actualization, wherein the individual is fully humanistic.
  - B. principled thought, wherein the individual adopts a self-accepted set of standards of behavior.
  - C. androgyny, wherein the individual exhibits both male and female stereotypic behaviors.
  - D. personhood, wherein the individual is free from moral dilemmas.
2. A professional counselor determines fees for monthly consultation services on a job-by-job basis. This is an example of which of the following types of reinforcement schedules?
  - A. variable interval
  - B. fixed interval
  - C. variable ratio
  - D. fixed ratio
3. Research on the development of a person in a so-called "humanistic life outlook" has shown that it is facilitated by
  - A. formal educational experiences.
  - B. observational learning experiences.
  - C. diverse interpersonal interactions.
  - D. all of the above.
4. When persons who are characteristically shy and withdrawn participate in "assertiveness training," initially they experience uncertainty and self-doubt. Counselors refer to this social psychological concept as
  - A. cognitive dissonance.
  - B. dissociation.
  - C. individuation.
  - D. acculturation.
5. "Men (used here to mean all people) are disturbed not by things, but by the view which they take of them." This quote, attributable to Epictetus, most closely describes the counseling theory developed by
  - A. Rogers.
  - B. Carkhuff.
  - C. Freud.
  - D. Ellis.
6. The counseling technique in which the counselor intensifies the client's emotional state in order to help the client understand the irrationality of the emotional reaction is known as
  - A. confrontation.
  - B. paradoxical intention.
  - C. systematic desensitization.
  - D. reconfiguration.

7. Counselors know that groups are formed for different purposes. For example, in some groups the primary goal is to yield some specified outcome, or “product,” while in others the primary goal is to focus on the “process” of interaction within the group. Which of the following types of groups is more product than process oriented?
  - A. Behavioral
  - B. Transactional-analysis
  - C. Adlerian
  - D. Client-centered
  
8. In the context of group counseling, members that are high in conformity also tend to be high in
  - A. independence.
  - B. authoritarianism.
  - C. intelligence.
  - D. superiority.
  
9. A counselor who structures a career counseling group to help group members understand a “fields and levels” approach to careers is following the theory of
  - A. Super.
  - B. Roe.
  - C. Holland.
  - D. Tiedeman.
  
10. The concept of “career maturity” has been described and researched most extensively by
  - A. Crites.
  - B. Hoyt.
  - C. Tiedeman.
  - D. Ginzberg.
  
11. Person A and Person B both took the same test. Person A got a score of 100 while Person B got a score of 75. In order for a counselor to determine whether the difference between their scores was because of “chance,” the counselor would need to know which of the following characteristics of the test?
  - A. mean
  - B. standard deviation
  - C. standard error of measurement
  - D. standard error of the mean
  
12. A counselor conducted a study intended to evaluate the effectiveness of on-going group career counseling on the vocational maturity of high school sophomores. The study was begun in September and continued until June. This study is particularly susceptible to which of the following threats to the validity of an experiment?
  - A. regression
  - B. maturation
  - C. reactive effects of experimentation
  - D. multiple treatment interference
  
13. A counselor designs a study where two experimental groups and one control group complete pre- and post-experiment measures of self-concept. The subjects were not randomly assigned to the groups because of scheduling problems. Which of the following techniques is MOST appropriate for analyzing the resultant data?
  - A. analysis of covariance
  - B. correlated t-tests
  - C. analysis of variance
  - D. Wilcoxon matched-pairs signed-ranks test
  
14. You have been providing career counseling to a client who is seeking employment. Concurrent with the counseling, and with your knowledge, the client has made application for employment with several employers. A potential employer calls you and asks for your opinion as to your client’s suitability for the employer’s job opening. Under which of the following conditions are you free; i.e., not in violation of professional ethics, to provide the information requested?
  - A. When it is clear that the client will not get the job unless the information is given.
  - B. When you are certain that the information you would provide would assure that the client would get the job.
  - C. When in your best judgment you believe the information would enhance the client’s chances for getting the job.
  - D. None of the above.

15. As applied to professional licensure of counselors, the term “reciprocity” means that
- one licensing agency agrees to accept the licensing standards of another as sufficient for its own.
  - a licensed counselor may legally perform the functions of a licensed psychologist.
  - certification is synonymous with licensure.
  - graduation from a fully accredited counselor education program automatically constitutes eligibility for licensure.

### Counselor Clinical Knowledge

*The following case and test items can be used to familiarize yourself with the nature of the Clinical Knowledge component and to assess your strengths and weaknesses. It is recommended that you first carefully read the case and then respond to the items.*

**Case Number:** 106 (Tamara)

Tamara is in a relationship with another of the counselor’s clients, who had confronted her about her bulimia and subsequently referred her to the counselor. She acknowledged that she is bulimic and wants to deal with it because “it’s time,” her boyfriend thinks it’s important, and she believes it’s likely to get in the way of their relationship. Tamara addressed her problems from a very intellectual perspective. There was no emotion when she was talking about her bulimia, and her affect was flat. She talked about it as if she was talking about somebody else.

Tamara, who is approximately 5’8” tall and weighs 125 to 130 pounds, is an attractive 36-year-old, Caucasian, former long-distance runner. She has never met her father and indicated that her parents had a “one night stand.” Her mother never told Tamara’s father that she was pregnant, so he does not know that she exists. She is an only child and was raised by her mother who, based on Tamara’s description, had little, if any, parenting skills. Her mother was a teacher, but she never showed much interest in Tamara as a child. She told Tamara that she loved her, but never gave her very much attention, guidance, or instruction in anything. As an example, Tamara never had a birthday party while she was growing up, except when she was 10 years old. That year, one of the local store merchants asked her when her birthday was. When she told him it was in a couple of weeks, he asked her if she was going to have a party. When she replied that she’d never had a party, he gave her \$50 for one. Rather than getting her mother to help her, Tamara

bought and completed the invitations, arranged for the cake, and took care of all the other particulars in order to create a party for herself.

Tamara believes that her mother had sex only once (i.e., when Tamara was conceived) and that her mother is an asexual person; she never dates. Tamara did some experimenting sexually as she was growing up, but it was within the realm of what is considered normal. She is definitely heterosexual and monogamous; she is in a relationship with the man who referred her to the counselor and enjoys frequent and normal sex.

Tamara was married for approximately three years to a man who had been termed manic depressive. He was on medication which he needed in order to be stable. The marriage was also one characterized by emotional abuse, physical abuse, and lies. At one point, her husband faked that he had a job; he left for work every morning and didn’t come back until about 5:00. He did this for 4 months during which time Tamara never knew he was unemployed. Tamara was very afraid of her husband, but she was hesitant to get a divorce because she was scared he might harm her or their child. She finally made the decision to get divorced because she was even more afraid that he might hurt their child if they remained married. He had started to abuse her physically and to push her around. On one occasion when he pushed her, she fell on the floor. It was then that she started to worry that he might also do that with their son, who was two years old at the time. Once the divorce proceedings were initialized, she sought counseling and remained in counseling for about five years.

Tamara’s significant other family member is her aunt who appears to have an obsessive-compulsive personality disorder. For example, she cut her hair and then continued to cut her hair to the point that she had no hair and had to wear wigs all the time. It was also this aunt who initially gave Tamara the idea about vomiting in order to relieve herself from foods she didn’t want in her system. Tamara loves her aunt and indicated that her aunt loves her. Her aunt’s attitude when Tamara was growing up was that Tamara was an independent person and should be allowed to do whatever she wanted to do. Tamara was never disciplined, never taught right from wrong, and never given morality-training by her mother or aunt; she really was “self-parented.”

Tamara dropped out of school for two years when she was fifteen years old. At the age of 17, she decided that she needed to do something with her life. She took and passed the high school equivalency exami-

nation (GED) and then decided to go to college. She completed her bachelor's degree in accounting and subsequently became a CPA. Her performance in academic pursuits was adequate; she earned mostly B's and C's. She kept teachers and other educators "at a distance." She really didn't care very much about them, except that she knew that she had to pass the classes. She's had a few close friends, but probably no more than two at a time. She has experimented with drugs, but does not use any of them on a regular basis. Tamara enjoys being with her son, going to the beach, running, and exercising a lot.

Tamara has been relatively healthy all her life. She is currently not taking any medication or receiving any treatments and has never had any major illnesses except for the bulimia. It began at age 19 when she was in college. She was running on the track team and was put on a very strict, very limited-fat diet. She decided, with the help of the other people on the team and at the suggestion of her aunt, whom she said suggested it in jest, that throwing up was a way to control the diet because then one gets to eat anything and it doesn't count. Tamara previously has not attempted to alleviate the problem, but she did stop vomiting for approximately 7 months when she was pregnant. She found out that she could stop, but it was only for the child and not for herself.

Prior to completing the college degree, Tamara worked in menial kinds of jobs to help finance her way through school. This included work in fast-food restaurants and work-study jobs. Upon graduation from college, she worked for a large firm and began to rise through the ranks. However, she decided that she was not interested in trying to become a partner because it would take an incredible amount of her energy and time and she had a child. So, she instead opted to become self-employed about 4 years ago and has been successful in creating a small practice as a CPA, which keeps her busy and financially stable. She is able to afford a condominium and support herself and her child. Her self-employment also gives her the kinds of flexibility that she wants.

Tamara had a very "up-front" relationship with her previous employers and supervisors. However, she frequently allows people to take advantage of her; as she indicated, she's not very good at saying no. This is evident in her current position as a business owner, accountant, and sole practitioner. When people owe her money and give her excuses, she doesn't go after them for payment. She allows people to be lax in paying and renegotiates their bills, thus giving them major

discounts because her attitude is that "some money is better than no money." She never "plays hard ball." She doesn't insist, and she's not yet turned people over to a collection agency. She appears to be very nonassertive when it comes to taking care of herself.

Tamara has buried a lot of her feelings, and may not be 100% self-motivated to address the bulimia although she is motivated because of the boyfriend. She's not sure how she feels, and she doesn't know how to describe her feelings. When asked how she feels about having been bulimic for the past ten years, she provides an intellectual understanding of what it's like giving in to her health. She's very unsure of what is "normal" behavior, but indicated that she tries to please other people and to be a "good girl." She also indicated that she believes her boyfriend and she should be together all or most of the time or else break up.

Although Tamara has friends, it's very difficult for her to open up and express what she's really feeling. Partially this is because she doesn't always know what she's feeling. However, she also doesn't think anybody will really care how she feels. She doesn't believe anyone can really help her because she does take pride in her own ability to solve issues.

1. The most important initial activity in counseling Tamara would be to
  - A. provide empathy and emotional support.
  - B. evaluate her commitment to counseling.
  - C. explore her feelings about being a parent.
  - D. obtain a complete psychosocial history.
2. If Tamara was constrained by her insurance to twenty sessions with the counselor, which therapeutic approach would be least appropriate?
  - A. psychoanalytic
  - B. behavior modification
  - C. family of origin
  - D. transactional analysis
3. An ethical concern to which Tamara's counselor would have to be particularly sensitive is that
  - A. Tamara's motivation for counseling is apparently external.
  - B. an allegation of physical abuse has been made.
  - C. there may be a conflict of interest.
  - D. Tamara admitted experimenting with drugs.

4. Assume that Tamara’s counselor sought your consultation for assistance in case planning. Which of the following topics would you suggest that the counselor first explore in-depth with Tamara?
  - A. her reactions to her divorce
  - B. her “intellectualization” of her emotions
  - C. her relationship with her mother
  - D. her susceptibility to other’s influence
5. Establishment of an effective diagnosis for Tamara would be enhanced most through
  - A. information from a physician about Tamara’s health status.
  - B. administration of a relationship-with-spouse/partner inventory.
  - C. further exploration of her motivation to participate in counseling.
  - D. discussion with Tamara’s mother about her childrearing practices.
6. All of the following would be significant treatment goals for Tamara EXCEPT a(n)
  - A. increased ability to express feelings.
  - B. enhanced relationship with her boyfriend.
  - C. increased ability to be assertive.
  - D. larger network of social friendships.
7. Within the context of a humanistic approach to counseling with Tamara, subsequent achievement of counseling goals would be facilitated if she first achieved the goal of
  - A. identifying the outcomes of her previous counseling.
  - B. delineating her personal accomplishments.
  - C. increasing her feeling-words vocabulary.
  - D. decreasing her negative self-statements.
8. It would be a violation of professional ethics to
  - A. refer Tamara for inpatient treatment if her bulimia remains uncontrolled.
  - B. request that Tamara’s boyfriend secretly monitor and report her bulimic episodes to the counselor.
  - C. recommend that she join an Overeater’s Anonymous (OA) support group.
  - D. consult with a physician about the physiological effects of purge behavior.

9. A significant factor to be considered in deciding whether to accept Tamara as a counselee is the
  - A. low probability for success with a counselee who exhibits flat affect.
  - B. perception that counseling is necessary for maintenance of her relationship.
  - C. difficulty in working with a person raised without a paternal role model.
  - D. lack of clearly defined boundaries between the counselor and each counselee.
10. Which of the following is not significant in arriving at a diagnosis in this case?
  - A. sexual molestation issues
  - B. eating disorder issues
  - C. trust and relationship issues
  - D. previous treatment issues

## ■ SAMPLE QUESTIONS – ANSWER KEY

Please use this answer key to evaluate your responses.

### Counselor General Knowledge:

#### Answer Key

- |      |       |       |
|------|-------|-------|
| 1. B | 6. B  | 11. C |
| 2. C | 7. A  | 12. B |
| 3. D | 8. B  | 13. A |
| 4. A | 9. B  | 14. D |
| 5. D | 10. A | 15. A |

### Counselor Clinical Knowledge:

#### Answer Key

Case Number: **106** (Tamara)

- |      |       |
|------|-------|
| 1. B | 6. B  |
| 2. A | 7. C  |
| 3. C | 8. B  |
| 4. D | 9. D  |
| 5. A | 10. D |

Study guides are available from NBCC. Please contact the NBCC for more information.

## TAKING THE EXAMINATION

Your examination will be given by computer at an AMP Assessment Center. You do not need any computer experience or typing skills to take your examination. On the day of your testing appointment, report to the Assessment Center no later than your scheduled testing time. Look for the signs indicating AMP Assessment Center Check-in. **A CANDIDATE WHO ARRIVES MORE THAN 15 MINUTES AFTER THE SCHEDULED TESTING TIME WILL NOT BE ADMITTED.**

### ■ IDENTIFICATION

To gain admission to the Assessment Center, you need to present two forms of identification, one with a current photograph. Both forms of identification must be current and include the candidate's current name and signature. The candidate will be required to sign a roster for verification of identity.

Acceptable forms of photo identification include a current driver's license with photograph, a current state identification card with photograph, a current passport, or a current military identification card with photograph. Employment ID cards, student ID cards and any type of temporary identification are NOT acceptable as the primary form of identification.

**You Must Have Proper Identification To Gain Admission To The Assessment Center. Failure to provide appropriate identification at the time of the examination is considered a missed appointment. There will be no refund of your testing fee.**

### ■ SECURITY

NBCC and AMP maintain test administration and test security standards that are designed to assure that all candidates are provided the same opportunity to demonstrate their abilities. The Assessment Center is continuously monitored by audio and video surveillance equipment for security purposes.

The following security procedures apply during the examination:

- Examinations are proprietary. No cameras, notes, tape recorders, Personal Digital Assistants (PDAs), pagers or cellular phones are allowed in the testing room.
- No calculators are permitted.
- No guests, visitors or family members are allowed in the testing room or reception areas.

- No personal items, valuables, or weapons should be brought to the Assessment Center. Only keys and wallets may be taken into the testing room and AMP is not responsible for items left in the reception area.

### ■ EXAMINATION RESTRICTIONS

- No personal belongings will be allowed in the Assessment Center. Pencils will be provided during check-in.
- You will be provided with scratch paper to use during the examination. You must return the scratch paper to the supervisor at the completion of testing, or you will not receive a score report. No documents or notes of any kind may be removed from the examination room.
- No questions concerning the content of the examination may be asked during the examination.
- Eating, drinking or smoking will not be permitted in the Assessment Center.
- You may take a break whenever you wish, but you will not be allowed additional time to make up for time lost during breaks.

### ■ MISCONDUCT

Individuals who engage in any of the following conduct may be dismissed from the examination, their scores will not be reported and examination fees will not be refunded. Examples of misconduct are when a candidate:

- creates a disturbance, is abusive, or otherwise uncooperative;
- uses electronic communications equipment such as pagers, cellular phones, PDAs;
- gives or receives help or is suspected of doing so;
- attempts to record examination questions or make notes;
- attempts to take the examination for someone else; or
- is observed with notes, books or other aids.

### ■ COPYRIGHTED EXAMINATION QUESTIONS

All examination questions are the copyrighted property of NBCC. It is forbidden under federal copyright law to copy, reproduce, record, distribute or display these examination questions by any means, in whole or in part. Doing so may subject you to severe civil and criminal penalties.

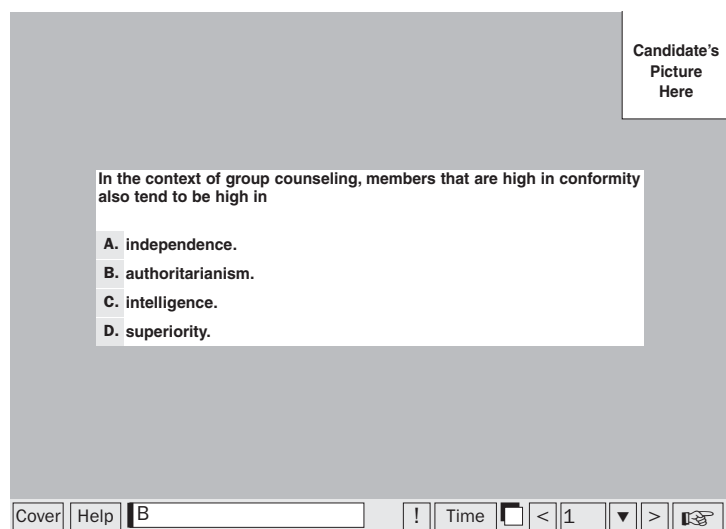
## ■ PRACTICE TEST

After your identification has been confirmed, you will be directed to a testing carrel. You will be instructed on-screen to enter your Social Security number. You will take your photograph which will remain on screen throughout your testing session. This photograph will also print on your score report.

Prior to attempting the examination, you will be given the opportunity to practice taking a test on the computer. The time you use for this practice test is NOT counted as part of your examination time or score. When you are comfortable with the computer testing process, you may quit the practice session and begin the timed examination.

## ■ TIMED EXAMINATION

Following the practice test, you will begin the actual examination. Before beginning, instructions for taking the examination are provided on-screen.



The computer monitors the time you spend on the examination. The examination will terminate if you exceed the time allowed. You may click on the "Time" box in the lower right-hand corner of the screen or select the Time key to monitor your time. A digital clock indicates the time remaining for you to complete the examination. The Time feature may be turned off during the examination.

Only one examination question is presented at a time. The question number appears in the lower right hand corner of the screen. Choices of answers to the examination question are identified as A, B, C, or D. You must indicate your choice by either typing in the letter in the response box in the lower left hand of the computer screen or clicking in the option using the mouse. To change your answer, enter a different option by pressing the A, B, C, or D key or by clicking on the option using the mouse. You

may change your answer as many times as you wish during the testing time limit.

To move to the next question, click on the forward arrow (>) in the lower right portion of the screen or select the NEXT key. This action will move you forward through the examination question by question. If you wish to review any question or questions, click the backward arrow (<) or use the left arrow key to move backward through the examination.

An examination question may be left unanswered for return later in the testing session. Questions may also be bookmarked for later review by clicking in the blank square to the right of the Time button. Click on the hand icon or select the NEXT key to advance to the next unanswered or bookmarked question on the examination. To identify all unanswered and bookmarked questions, repeatedly click on the hand icon or press the NEXT key. When the examination is completed, the number of examination questions answered is reported. If not all questions have been answered and there is time remaining, return to the examination and answer those questions. **Be sure to provide an answer for each examination question before ending the examination. There is no penalty for guessing.**

## ■ CANDIDATE COMMENTS

During the examination, online comments may be provided for any question by clicking on the button displaying an exclamation point (!) to the left of the Time button. This opens a dialogue box where comments may be entered. Comments will be reviewed, but individual responses will not be provided.

## FOLLOWING THE EXAMINATION

After completing the examination, candidates are asked to complete a short evaluation of their testing experience. Then, candidates are instructed to report to the testing supervisor to receive their score report. Scores are reported in written form only, in person or by U.S. mail. Scores are not reported over the telephone, by electronic mail or by facsimile.

Your score report will indicate a "pass" or "fail." Your pass/fail status is determined by your raw score and you must achieve a passing score on both sections of the examination to pass. Additional detail is provided in the form of raw scores by major content category. A raw score is the number of questions you answered correctly.

The methodology used to set the minimum passing score is the Angoff method, in which expert judges estimate the passing probability of each question on the examination. These ratings are averaged to determine the minimum passing score (i.e., the number of correctly answered questions required to pass the examination).

### ■ **SCORES CANCELLED BY NBCC OR AMP**

NBCC and AMP are responsible for the validity and integrity of the scores they report. On occasion, occurrences, such as computer malfunction or misconduct by a candidate, may cause a score to be suspect. NBCC and AMP reserve the right to void or withhold examination results if, upon investigation, violation of its regulations is discovered.

### ■ **IF YOU PASS THE EXAMINATION**

Candidates who pass the examination should complete the CSWMFTB application and send it with required documentation to the CSWMFTB.

### ■ **IF YOU DO NOT PASS THE EXAMINATION**

Candidates who do not pass the Ohio PCLE will receive new eligibility letters from the CSWMFTB. Candidates are allowed to take the examination once every ninety days. The candidate must re-register by submitting a new NBCC Examination Registration Form with the appropriate fee. Candidates may take the examination three times before they must submit a remediation plan to the CSWMFTB.

### ■ **FAILING TO REPORT FOR AN EXAMINATION**

A candidate who fails to report for an examination forfeits the registration and all fees paid to take the examination. A completed NBCC Registration Form and examination fee are required to reapply for examination.

### ■ **CONFIDENTIALITY**

Information about candidates for testing and their examination results are considered confidential. Studies and reports concerning candidates will contain no information identifiable with any candidate, unless authorized by the candidate.

### ■ **DUPLICATE SCORE REPORT**

Candidates may purchase additional copies of their results at a cost of \$15 per copy. Requests must be submitted to NBCC, in writing. The request must include the candidate's name, Social Security number, mailing address, telephone number, date of examination and examination taken. Submit this information with the required fee payable to NBCC in the form of a money order or cashier's check. Duplicate score reports will be mailed within approximately two weeks after receipt of the request and fee.





# Request for Special Examination Accommodations

If you have a disability covered by the Americans with Disabilities Act, please complete this form and the Documentation of Disability-Related Needs on the reverse side so your accommodations for testing can be processed efficiently. The information you provide and any documentation regarding your disability and your need for accommodation in testing will be treated with strict confidentiality.

## Candidate Information

Social Security # \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

\_\_\_\_\_  
Name (Last, First, Middle Initial, Former Name)

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_

\_\_\_\_\_  
City State Zip Code

\_\_\_\_\_  
Daytime Telephone Number

## Special Accommodations

I request special accommodations for the \_\_\_\_\_ examination.

Please provide (check all that apply):

- Accessible testing site
- Special seating
- Reader
- Extended testing time (time and a half)
- Distraction-free room
- Other special accommodations (Please specify.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



# Documentation of Disability-Related Needs

Please have this section completed by an appropriate professional (education professional, physician, psychologist, psychiatrist) to ensure that AMP is able to provide the required test accommodations.

## Professional Documentation

I have known \_\_\_\_\_ since \_\_\_\_ / \_\_\_\_ / \_\_\_\_ in my capacity as a  
Test Candidate Date

\_\_\_\_\_  
Professional Title

The candidate discussed with me the nature of the test to be administered. It is my opinion that, because of this candidate's disability described below, he/she should be accommodated by providing the special arrangements listed on the reverse side.

Description of Disability: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Title: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone Number: \_\_\_\_\_

Date: \_\_\_\_\_ License # (if applicable): \_\_\_\_\_

Return this form with your examination registration form and fee to: NBCC, 3 Terrace Way, Suite D, Greensboro, NC 27403. If you have questions, call the NBCC at 336/547-0607.