

# 5330 COUNSELING SKILLS PRACTICE TEST (SAMPLE)

## STUDY GUIDE



## SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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<https://5330counselingskills.examzify.com>



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# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

# How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

## 1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

## 2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

## 3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

## 4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

## 5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

## 6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

## Questions

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- 1. Engaging in developmentally appropriate counseling with young people presents important implications for both the \_\_\_\_\_ and the \_\_\_\_\_ of our counseling with students.**
  - A. Manner, Content
  - B. Purpose, Ethics
  - C. Interventions, Strategies
  - D. Intent, Effectiveness
- 2. A select portion of the working portfolio used for a specific purpose is referred to as a**
  - A. assessment portfolio.
  - B. evaluation portfolio.
  - C. presentation portfolio.
  - D. working portfolio.
- 3. Bolman and Deal identified four frames of leadership. They are:**
  - A. structural, human resource, political, and symbolic.
  - B. systemic, collaborative, administrative, and support.
  - C. structural, collaborative, political, and administrative.
  - D. systemic, human resource, administrative, and symbolic.
- 4. To function as a group process facilitator in a multisystemic view, school counselors need which three skills?**
  - A. Individual Counseling; Family Counseling; Collaboration
  - B. Group Facilitation; Collaboration; Building Consensus
  - C. Collaboration; Consultation; Facilitation
  - D. Wraparound; Group Facilitation; Family Counseling
- 5. Secondary school counselors generally focus more of their attention on:**
  - A. Academic issues
  - B. Personal/social issues
  - C. Academic issues and Career
  - D. Career issues

- 6. When counselors articulate what the school can do for students and how the counseling program moves toward that goal, they are establishing a:**
- A. Mission statement
  - B. Vision
  - C. Goal statement
  - D. Purpose and focus
- 7. Caplan identifies four sources of difficulties that consultees face, with increasing levels of anxiety and resistance. They are:**
- A. lack of knowledge, lack of skill, lack of confidence, and lack of objectivity.
  - B. lack of resources, lack of skill, lack of confidentiality, and lack of objectivity.
  - C. lack of integration, lack of time, lack of confidence, and lack of objectivity.
  - D. lack of knowledge, lack of skill, lack of confidence, and lack of confidentiality.
- 8. Which statement best reflects the CACREP standard for school counselors?**
- A. Demonstrate professional school counselor competencies.
  - B. Become nationally certified.
  - C. Encourage students to remain in school.
  - D. Accurately diagnose students' mental health issues.
- 9. Which statement best reflects a not-focused domain or aspect of development according to the model?**
- A. Increasing the number of students who graduate from high school and go on to post-secondary options
  - B. Addressing transitional issues
  - C. Meeting developmental needs and articulating grade-level benchmarks
  - D. Maximizing academic, career, and personal/social development
- 10. The \_\_\_\_\_ of the model indicates the directionality of the elements and the manner in which feedback moves through the program elements to ensure the highest efficacy of the school counselor's work.**
- A. Themes
  - B. Elements
  - C. Flow
  - D. Philosophy

## **Answers**

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

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## **Explanations**

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**1. Engaging in developmentally appropriate counseling with young people presents important implications for both the \_\_\_\_\_ and the \_\_\_\_\_ of our counseling with students.**

**A. Manner, Content**

**B. Purpose, Ethics**

**C. Interventions, Strategies**

**D. Intent, Effectiveness**

*The key idea is tailoring both how you work with a young person and what you cover to fit their developmental level. Manner refers to the way you interact—your tone, warmth, pace, use of concrete language, and ability to build rapport in a way that the student can trust and engage with. Content refers to what you discuss and the materials you use—topics, activities, and examples that are appropriate for the student's age, cognitive level, and emotional development. When you align both the delivery (manner) and the material (content) with a young person's development, counseling becomes accessible, meaningful, and effective. For instance, using simple language and tangible activities for younger students, while offering more collaborative discussion and autonomy with older youth, keeps engagement high and supports real understanding. If you focus only on content or only on manner, you risk topics missing the mark or the student not feeling connected enough to engage. So the best fit is the combination of how you interact and what you cover.*

**2. A select portion of the working portfolio used for a specific purpose is referred to as a**

**A. assessment portfolio.**

**B. evaluation portfolio.**

**C. presentation portfolio.**

**D. working portfolio.**

*A presentation portfolio is a curated subset of a broader working portfolio chosen to showcase specific skills or progress to a particular audience. The goal is to select artifacts that best demonstrate relevant competencies, and present them in a clear, organized way with brief context for each item so the viewer understands why they matter. This focused collection is distinct from a full working portfolio, which is kept for ongoing reflection and development, and from assessment or evaluation portfolios, which are intended for formal measurement of learning or program outcomes. In contexts like counseling practice, a presenter might pull representative case notes, treatment plans, and progress summaries to illustrate approach and growth, making a concise, persuasive demonstration rather than a comprehensive record.*

**3. Bolman and Deal identified four frames of leadership. They are:**

**A. structural, human resource, political, and symbolic.**

**B. systemic, collaborative, administrative, and support.**

**C. structural, collaborative, political, and administrative.**

**D. systemic, human resource, administrative, and symbolic.**

*Bolman and Deal use four lenses to understand leadership and organizations: the structural lens (design, roles, rules), the human resource lens (people, needs, motivation, relationships), the political lens (power, conflict, coalitions), and the symbolic lens (culture, meaning, rituals, symbols). The option that lists these four exactly fits their model, making it the best answer. Other options mix in terms not part of their four frames, such as systemic, collaborative, administrative, or support, which shifts the framework away from Bolman and Deal's approach. Recognizing these four lenses helps explain why a situation looks different depending on which perspective you apply, guiding more nuanced leadership decisions.*

**4. To function as a group process facilitator in a multisystemic view, school counselors need which three skills?**

- A. Individual Counseling; Family Counseling; Collaboration
- B. Group Facilitation; Collaboration; Building Consensus
- C. Collaboration; Consultation; Facilitation**
- D. Wraparound; Group Facilitation; Family Counseling

*Working across multiple systems means guiding group efforts that involve students, families, school staff, and community partners. The three skills that best fit this role are collaboration, consultation, and facilitation. Collaboration is about actively working with diverse stakeholders to share information, align goals, and create joint plans. This helps ensure everyone is on the same page and owns the process and outcomes. Consultation provides the guidance, expertise, and resource connections needed to shape appropriate strategies and support across different systems. It involves seeking input from others and offering informed recommendations that help the group move forward. Facilitation is the skill of steering group discussions, designing effective agendas, encouraging participation from all voices, and keeping conversations productive and focused on concrete next steps. Together, these three enable a school counselor to lead group processes that cross boundaries between school, family, and community, ensuring coordinated action and shared responsibility. While other skills like direct individual or family counseling are valuable in their own right, they don't capture the cross-system, group-level focus essential for multisystemic facilitation. Wraparound is a model or framework, not the core set of facilitation skills by itself.*

**5. Secondary school counselors generally focus more of their attention on:**

- A. Academic issues
- B. Personal/social issues
- C. Academic issues and Career**
- D. Career issues

*In secondary schools, the emphasis is on helping students stay on track academically while also preparing for life after high school. Counselors guide course selection, monitor progress toward graduation, and teach study skills to ensure students can meet academic requirements. At the same time, they actively engage students in career development—exploring interests, taking career assessments, and planning postsecondary options such as college, vocational training, or apprenticeships. This combination reflects the typical role at this level: supporting academic success and linking that success to future career or postsecondary paths. Personal and social concerns are addressed as well, but they are not the primary focus for most secondary-school counseling programs.*

**6. When counselors articulate what the school can do for students and how the counseling program moves toward that goal, they are establishing a:**

- A. Mission statement
- B. Vision**
- C. Goal statement
- D. Purpose and focus

*The main idea is describing the future direction and desired outcomes of the counseling program. When counselors articulate what the school can do for students and how the program moves toward that goal, they're painting a picture of where they want to head and what success looks like down the line. That forward-looking, aspirational statement is a vision. It focuses on the long-term impact and the ideal state the program aims to achieve for students. To contrast briefly, a mission statement would outline the program's current purpose and operations—what services are provided, to whom, and why. Goals are specific, measurable targets the program aims to reach, often tied to short- or mid-term milestones. The idea of purpose and focus gets at why the program exists and its scope, but without necessarily describing the future direction in the aspirational sense captured by a vision. So the best fit for describing the intended future and direction is the vision.*

**7. Caplan identifies four sources of difficulties that consultees face, with increasing levels of anxiety and resistance. They are:**

- A. lack of knowledge, lack of skill, lack of confidence, and lack of objectivity.**
- B. lack of resources, lack of skill, lack of confidentiality, and lack of objectivity.
- C. lack of integration, lack of time, lack of confidence, and lack of objectivity.
- D. lack of knowledge, lack of skill, lack of confidence, and lack of confidentiality.

*The main idea here is Caplan's framework for what makes consultees struggle in the consultation process. He identifies four areas where a consultee may be deficient, and these gaps tend to produce anxiety and resistance as the professional tries to engage with the process. The four sources are lack of knowledge, lack of skill, lack of confidence, and lack of objectivity. Knowledge gaps mean the consultee doesn't know what to do, skill gaps mean they don't know how to do it, confidence gaps mean they doubt their ability or their role in the process, and objectivity gaps mean they're biased or unable to see the issue clearly. These four categories capture different facets of readiness and capability that can hinder progress in consultation. The other options introduce factors not described by Caplan as the core difficulties—things like resources, confidentiality, integration, or time—so they don't map to the four foundational sources Caplan identified. Noting the distinction between objectivity and confidentiality helps clarify why the correct set is the only one that aligns with Caplan's model.*

**8. Which statement best reflects the CACREP standard for school counselors?**

- A. Demonstrate professional school counselor competencies.**
- B. Become nationally certified.
- C. Encourage students to remain in school.
- D. Accurately diagnose students' mental health issues.

*CACREP standards focus on school counselors demonstrating professional competencies across multiple areas, such as counseling skills, ethics, collaboration with families and staff, program planning and evaluation, assessment, and advocacy. The statement that best fits this framework is the one that emphasizes actively showing these competencies in practice. It captures the ongoing, integrated role of a school counselor who applies knowledge and skills across contexts rather than relying on a single credential or a general outcome. The other options are not aligned with CACREP's emphasis. Becoming nationally certified refers to a credential rather than the program-wide expectation of demonstrated competencies. Encouraging students to remain in school describes a goal or outcome but not the professional capability standard. Accurately diagnosing mental health issues falls outside a school counselor's scope, which centers on counseling, support, and referral rather than clinical diagnosis.*

**9. Which statement best reflects a not-focused domain or aspect of development according to the model?**

- A. Increasing the number of students who graduate from high school and go on to post-secondary options
- B. Addressing transitional issues
- C. Meeting developmental needs and articulating grade-level benchmarks
- D. Maximizing academic, career, and personal/social development**

*In this model, there are three main domains of development: academic, career, and personal–social. A not-focused domain is one that doesn't zero in on a single domain but instead speaks to development across multiple areas. The statement about maximizing academic, career, and personal–social development is the best fit for a not-focused domain because it references all three domains at once rather than focusing on just one. It signals an overarching goal that spans the entire framework rather than a specific domain to develop. The other options point more clearly to a single domain. Increasing graduation rates and postsecondary options centers on academic readiness and outcomes. Addressing transitional issues aligns with personal–social development, helping students cope with changes. Meeting developmental needs and articulating grade-level benchmarks is about understanding and guiding development across grades, which ties to the overall developmental process but is still more about planning for development rather than asserting development in all three domains together.*

10. The \_\_\_\_\_ of the model indicates the directionality of the elements and the manner in which feedback moves through the program elements to ensure the highest efficacy of the school counselor's work.

A. Themes

B. Elements

C. Flow

D. Philosophy

*Direction and feedback movement in a program are described by flow. This term captures how the parts of a model connect in a path and how information and responses travel through the sequence of activities. In a school counseling program, flow shows how you move from initial assessment to planning and delivering interventions, and then back to evaluation and refinements. The idea is that outcomes feed back into earlier steps, guiding adjustments so the work remains effective and responsive to students' needs. Themes refer to recurring topics or issues and don't describe movement or feedback. Elements are the parts themselves, but they don't convey how those parts interact over time. Philosophy is about underlying beliefs or approaches, not the operational path or feedback loops of the program.*

## Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at [hello@examzify.com](mailto:hello@examzify.com).

Or visit your dedicated course page for more study tools and resources:

<https://5330counselingskills.examzify.com>

We wish you the very best on your exam journey. You've got this!

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