

# Counselor Education Comprehensive Exam (CECE) Practice Exam (Sample)

## Study Guide



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**SAMPLE**

## **Questions**

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- 1. Which measure of central tendency indicates the most frequently occurring score?**
  - A. Mean**
  - B. Median**
  - C. Mode**
  - D. Skewness**
- 2. Which type of test is designed to assess cognitive abilities?**
  - A. a. achievement tests**
  - B. b. projective tests**
  - C. c. intelligence tests**
  - D. d. personality tests**
- 3. Which therapeutic approach is linked to the concepts of inferiority complex and birth order?**
  - A. Alfred Adler**
  - B. Carl Jung**
  - C. Sigmund Freud**
  - D. Harry Stack Sullivan**
- 4. Which therapy technique is NOT typically associated with Rational Emotive Behavior Therapy?**
  - A. Cognitive restructuring**
  - B. Homework**
  - C. Empty chair technique**
  - D. Distorted thinking**
- 5. What is a common goal of the action stage in the transtheoretical model?**
  - A. To generate awareness of various problems**
  - B. To actively implement strategies for change**
  - C. To seek other opinions and gather information**
  - D. To take a conservative approach to problem solving**

- 6. Which term is least likely to be associated with privilege?**
- A. power**
  - B. control**
  - C. advantage**
  - D. minority status**
- 7. All of the following are considered forms of child abuse EXCEPT?**
- A. Separation**
  - B. Sexual abuse**
  - C. Physical abuse**
  - D. Neglect**
- 8. The validity of a test refers to:**
- A. a. the consistency of results across time**
  - B. b. whether a test measures what it claims to measure**
  - C. c. the reliability of the test**
  - D. d. the total score of a test**
- 9. In which setting are open groups typically most appropriate?**
- A. School settings**
  - B. Psychiatric hospitals**
  - C. Private practice**
  - D. All of the above**
- 10. Which of the following professionals has the legal authority to prescribe medication to their clients?**
- A. Psychiatrists**
  - B. Psychologists**
  - C. Professional counselors**
  - D. All of the above**

## **Answers**

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

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## **Explanations**

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**1. Which measure of central tendency indicates the most frequently occurring score?**

- A. Mean**
- B. Median**
- C. Mode**
- D. Skewness**

The mode is the measure of central tendency that indicates the most frequently occurring score in a data set. It identifies the value that appears most often, regardless of whether it is higher or lower than other values. This characteristic makes the mode particularly valuable in situations where the most common outcome is of interest, such as in surveys or categorical data analysis. In contrast, the mean represents the average of all scores, calculated by summing the scores and dividing by the number of scores. While the mean provides an overall view of the data, it does not specifically highlight the frequency of individual scores. The median represents the middle score when data is ordered, effectively dividing the data set into two equal halves, but like the mean, it does not reflect the most common score unless it coincidentally is the middle value. Skewness is a measure of the asymmetry of the data distribution rather than a measure of central tendency. It indicates whether data points are skewed toward one end of the distribution, but it does not provide information about the frequency of specific scores. Therefore, mode is the correct choice as it directly addresses the question of which score occurs most frequently within the data set.

**2. Which type of test is designed to assess cognitive abilities?**

- A. a. achievement tests**
- B. b. projective tests**
- C. c. intelligence tests**
- D. d. personality tests**

Cognitive abilities refer to mental skills used in the process of acquiring knowledge, reasoning, problem-solving, and understanding complex ideas. Intelligence tests are specifically designed to evaluate these cognitive abilities by measuring various intellectual functions, such as memory, comprehension, and logic. These tests often provide a standardized quantification of cognitive capacities, assessing areas like verbal reasoning, quantitative reasoning, and abstract thinking. The results can help in understanding an individual's cognitive framework, contributing to educational planning, and identifying areas that may need support. In contrast, achievement tests measure knowledge and skills in specific subjects or areas of learning rather than general cognitive ability. Projective tests explore personality and unconscious thoughts through ambiguous stimuli, while personality tests focus on individual traits and characteristics, providing insights into behavioral patterns rather than cognitive processing.

**3. Which therapeutic approach is linked to the concepts of inferiority complex and birth order?**

- A. Alfred Adler**
- B. Carl Jung**
- C. Sigmund Freud**
- D. Harry Stack Sullivan**

The therapeutic approach linked to the concepts of inferiority complex and birth order is primarily associated with Alfred Adler. Adlerian psychology emphasizes the importance of social interest and community feeling, positing that individuals are motivated by a desire to overcome feelings of inferiority that stem from their childhood experiences and relative social standing. Adler introduced the idea of the inferiority complex, suggesting that feelings of inadequacy can lead to various psychological issues if not addressed. He also explored how one's position within the family, particularly birth order, can significantly influence personality development and behavior. For example, firstborns, middle children, and youngest siblings are believed to develop differing characteristics as a response to their unique familial positions. In contrast, while Carl Jung, Sigmund Freud, and Harry Stack Sullivan made significant contributions to psychology, their theories do not emphasize the concepts of inferiority complex or birth order in the same way that Adler's work does. Jung focused on archetypes and the collective unconscious, Freud concentrated on psychoanalysis and the influence of unconscious processes, and Sullivan examined interpersonal relationships, but none specifically connect to Adler's notions regarding inferiority and family dynamics.

**4. Which therapy technique is NOT typically associated with Rational Emotive Behavior Therapy?**

- A. Cognitive restructuring**
- B. Homework**
- C. Empty chair technique**
- D. Distorted thinking**

Rational Emotive Behavior Therapy (REBT) focuses on identifying and challenging irrational beliefs to foster emotional and behavioral change. Techniques commonly associated with REBT include cognitive restructuring, where clients are taught to identify and modify distorted thoughts, as well as using homework assignments to practice new thinking patterns outside of therapy sessions. The empty chair technique, while a valuable intervention in Gestalt therapy for facilitating self-awareness and exploring relationships, is not a hallmark technique of REBT. This approach is more about experiencing emotions in the moment and addressing unfinished business, which contrasts with REBT's emphasis on cognitive processes and beliefs. Therefore, this technique is not typically linked to REBT practices, marking it as the correct choice in this context.

**5. What is a common goal of the action stage in the transtheoretical model?**

- A. To generate awareness of various problems**
- B. To actively implement strategies for change**
- C. To seek other opinions and gather information**
- D. To take a conservative approach to problem solving**

The action stage in the transtheoretical model, also known as the stages of change model, is characterized by actively implementing strategies for change. This stage follows the contemplation stage, where individuals recognize the need for change but have not yet taken steps to alter their behavior. During the action stage, individuals engage in specific and overt actions to modify their behaviors or circumstances, which is essential for making progress toward their goals. This stage may involve employing new coping strategies, learning new skills, or adopting new practices that directly address the issues at hand. The focus is on behavior modification through concrete actions rather than merely contemplating change or gathering information. By participating actively in this way, individuals can reinforce their commitment to change, monitor their progress, and increase the likelihood of successful long-term outcomes. This focus on implementation distinguishes the action stage from other stages in the transtheoretical model, which involve more reflective or preparatory phases.

**6. Which term is least likely to be associated with privilege?**

- A. power**
- B. control**
- C. advantage**
- D. minority status**

The term "minority status" is least likely to be associated with privilege because privilege typically refers to unearned advantages that certain groups have over others based on societal structures and norms. Individuals in a minority status often experience systemic disadvantages, social marginalization, or discrimination, which contrasts sharply with the concept of privilege. In contrast, power, control, and advantage directly relate to privilege, as they highlight the societal benefits and favorable positions that certain groups (often those in the majority or dominant culture) possess, allowing them access to resources, opportunities, and influence that are not equally available to others. Thus, while power, control, and advantage can contribute to a privileged status, minority status reflects a lack of these advantages, making it the term least associated with the concept of privilege.

**7. All of the following are considered forms of child abuse EXCEPT?**

**A. Separation**

**B. Sexual abuse**

**C. Physical abuse**

**D. Neglect**

Separation is not commonly categorized as a form of child abuse in the same way that the other options are. Child abuse typically refers to actions that cause harm or pose a threat to a child's physical, emotional, or psychological well-being. Sexual abuse involves the exploitation of a child for sexual purposes, which is a clear violation of their rights and can have lasting effects on their mental health and development. Physical abuse refers to the infliction of bodily harm or trauma through various means, such as hitting or beating, directly impacting a child's safety and welfare. Neglect, on the other hand, is defined as the failure to provide for a child's basic needs, which can lead to serious health and developmental issues. While separation might occur in various contexts (such as due to parents' divorce or foster care placements), it does not inherently involve the direct harm or mistreatment of the child. Hence, separation does not fit the traditional definitions of abuse in the same manner as the other options.

**8. The validity of a test refers to:**

**A. a. the consistency of results across time**

**B. b. whether a test measures what it claims to measure**

**C. c. the reliability of the test**

**D. d. the total score of a test**

The concept of validity is central to assessing the effectiveness of a test. Validity specifically refers to whether a test measures what it claims to measure. For instance, if a test is designed to assess mathematical ability, its validity is high if it effectively evaluates mathematical skills rather than unrelated abilities such as verbal reasoning. In the context of counseling and educational assessments, establishing validity ensures that the results can be accurately interpreted in relation to the intended construct. Validity can take several forms, including content validity (the extent to which the test covers the relevant content), criterion-related validity (how well one measure predicts another measure), and construct validity (how well the test measures a theoretical construct). The other choices address different aspects of testing; consistency over time pertains to reliability, which while important, is separate from the concept of validity. Similarly, reliability refers to the stability of test results rather than their accuracy in measuring the intended construct. The total score of a test merely represents the outcome of the assessment without indicating the validity of the questions asked. Thus, choice B captures the essence of validity in the context of testing.

**9. In which setting are open groups typically most appropriate?**

- A. School settings**
- B. Psychiatric hospitals**
- C. Private practice**
- D. All of the above**

Open groups are typically most appropriate in settings where the group dynamics can accommodate new members joining and leaving at different times. This type of group structure is often found in environments like psychiatric hospitals where clients may have varying lengths of stay, and ongoing engagement can be beneficial. In this context, open groups allow for fluid participation, fostering peer support among members who may be experiencing similar challenges, which can be particularly therapeutic in a clinical setting. In contrast, school settings and private practice often benefit more from closed groups. School groups usually aim for stability and consistency among participants, and a closed format allows for a structured environment where students can build relationships and feel a sense of security with their peers. Similarly, in private practice, closed groups are often preferred because they enable deeper exploration of issues as the participants build trust over time. Thus, while open groups might have some utility in all settings, their primary effectiveness and relevance are seen in places like psychiatric hospitals, making that the most appropriate choice.

**10. Which of the following professionals has the legal authority to prescribe medication to their clients?**

- A. Psychiatrists**
- B. Psychologists**
- C. Professional counselors**
- D. All of the above**

Psychiatrists possess the legal authority to prescribe medication because they are medical doctors who have completed medical school and specialized training in psychiatry. Their medical background allows them to assess mental health conditions and determine when pharmacological treatment may be necessary. This authority stems from their qualifications and the scope of practice defined in medical regulations, which grants them the ability to diagnose, treat, and prescribe medications for mental health issues. On the other hand, psychologists and professional counselors typically do not have this prescribing authority. While psychologists hold advanced degrees in psychology and can provide therapy and psychological assessments, they generally do not have medical training that qualifies them to prescribe medications. Professional counselors focus on therapeutic interventions and mental health support but also lack prescriptive authority. Therefore, the distinction lies in the additional medical training and licensure that psychiatrists have, enabling them to prescribe medications.