

NCE GROUP COUNSELING AND GROUP WORK PRACTICE EXAM (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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. Which organization was spawned by Jacob Moreno in 1942?**
 - A. AGPA.
 - B. APA.
 - C. ASGPP.
 - D. NASW.
- 2. Which of the following is an example of a macro-skill in group facilitation?**
 - A. Active listening
 - B. Paraphrasing
 - C. Session design
 - D. Nonverbal mirroring
- 3. Which therapeutic factor is demonstrated when the group fosters a sense of belonging and support among members?**
 - A. Universality
 - B. Interpersonal learning
 - C. Catharsis
 - D. Cohesion
- 4. Coleadership:**
 - A. Reduces burnout and helps ensure safety.
 - B. Increases burnout.
 - C. Has no impact on burnout.
 - D. Should not be used for open groups.
- 5. During the initial session of a group, the leader states that no smoking and no cursing are allowed. This is known as**
 - A. Setting ground rules
 - B. Ambivalent transference
 - C. Blocking
 - D. Scapegoating

- 6. When an adolescent complains about parents in the group, the best approach is to:**
- A. Jump on the bandwagon and agree with the child.
 - B. Avoid taking sides but help him or her see the parents' point of view via role-playing.
 - C. Talk only about positive experiences.
 - D. Immediately put the child on the hot seat.
- 7. Primary groups are primarily described as?**
- A. Preventive and attempt to ward off problems.
 - B. Always followed by a person-centered paradigm.
 - C. Generally utilized for long-term psychotherapy.
 - D. Always focused on the client's childhood.
- 8. When might termination planning be introduced, and what should it include?**
- A. Late in the cycle; focus on paperwork rather than planning.
 - B. At the first session; include only scheduling.
 - C. Only after termination; include post-group surveys.
 - D. Early to mid-cycle; include progress review, transition planning, referrals, follow-up options, and reflection on gains.
- 9. Which technique involves intentionally arguing against the majority to surface alternatives?**
- A. Devil's advocate: intentionally argues against the majority to surface alternatives.
 - B. Democratic vote: everyone votes.
 - C. Silence: no participation.
 - D. Strict majority rule: majority decides.
- 10. Fights between subgroups and rebellion against the leader generally occur in which stage?**
- A. The second stage known as the control stage or the transition stage.
 - B. The first stage known as the orientation stage or formation stage.
 - C. The separation stage.
 - D. The intimacy stage.

Answers

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

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Explanations

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1. Which organization was spawned by Jacob Moreno in 1942?

- A. AGPA.
- B. APA.
- C. ASGPP.**
- D. NASW.

Jacob Moreno's groundbreaking work centered on bringing groups together for therapeutic change through methods like psychodrama and group-oriented interventions. To support and advance this field, he helped establish a formal professional home that would organize training, conferences, and standards specifically for group psychotherapy and the use of psychodrama. In 1942, he spawned the American Society for Group Psychotherapy and Psychodrama, abbreviated ASGPP. This organization embodies his dual focus on group processes and dramatized enactment as a therapeutic technique, providing a dedicated community for practitioners and researchers in this niche. Other organizations mentioned serve broader or different professions (for example, the American Psychological Association and the National Association of Social Workers) or are not tied to Moreno's founding efforts in group psychotherapy and psychodrama. ASGPP remains the direct legacy of Moreno's early push to professionalize and advance this specific approach.

2. Which of the following is an example of a macro-skill in group facilitation?

- A. Active listening
- B. Paraphrasing
- C. Session design**
- D. Nonverbal mirroring

Macro-skills involve planning and organizing the overall flow of a group session—setting goals, selecting activities, timing, transitions, and creating a safe, inclusive structure. Designing the session fits this because it covers the big picture: what the session aims to achieve, how the activities are arranged to move participants toward those goals, how time is allocated, and what norms or contingencies are put in place for smooth progression. The other options are micro-skills—specific, moment-to-moment techniques used within a session to support interaction, such as listening attentively, restating or clarifying what someone said, or mirroring nonverbals. These enhance engagement and understanding, but they operate within the designed structure rather than constituting the overall design itself. So, session design is the macro-skill because it shapes the entire facilitation process.

3. Which therapeutic factor is demonstrated when the group fosters a sense of belonging and support among members?

- A. Universality
- B. Interpersonal learning
- C. Catharsis
- D. Cohesion**

The main idea here is group cohesion—the sense of belonging, acceptance, and mutual support that grows when members feel connected to the group. When a group works well, members trust one another, feel safe to share, and support each other, creating a supportive system that sustains participation and growth. Universality involves recognizing that others share similar experiences, which can reduce isolation, but it doesn't by itself establish the ongoing sense of belonging and mutual backing that cohesion describes. Interpersonal learning is about understanding how we relate to others and what those interactions reveal about ourselves, not the shared sense of belonging. Catharsis refers to emotional release, not the sustained feeling of unity and support. So the best fit for fostering belonging and support is cohesion.

4. Coleadership:

A. Reduces burnout and helps ensure safety.

B. Increases burnout.

C. Has no impact on burnout.

D. Should not be used for open groups.

Coleadership means two qualified facilitators share planning, monitoring, and intervention during a group, so responsibilities and emotional labor are distributed rather than resting on one person. That shared load lowers the risk of burnout because each leader can step back when needed, problem-solve together, and provide mutual support. It also enhances safety because two sets of eyes are monitoring dynamics, boundaries, and potential crises, making it easier to notice warning signs, intervene promptly, and debrief after challenging moments. In open groups, coleadership is especially helpful. When new members join or others leave, two leaders can orient them, maintain a consistent process, and handle transitions smoothly, which reduces disruption and protects safety. The idea that it increases burnout or has no impact isn't supported by how shared leadership works in practice, and the notion that it shouldn't be used for open groups misses the ways two leaders can maintain continuity and safety through turnover.

5. During the initial session of a group, the leader states that no smoking and no cursing are allowed. This is known as

A. Setting ground rules

B. Ambivalent transference

C. Blocking

D. Scapegoating

Establishing behavior expectations and group norms at the outset. When a facilitator lays out rules like no smoking and no cursing in the first session, they're setting boundaries that create a safe, predictable environment and outline what conduct is acceptable. This helps reduce ambiguity, prevents conflicts, and supports respectful interaction, which is essential for trust and productive group functioning. Ambivalent transference describes mixed feelings toward the facilitator, not a procedural rule. Blocking is about interrupting or restricting participation, a specific intervention rather than a general guideline. Scapegoating is a group dynamic where blame is placed on one member, not about establishing norms. So the scenario best fits setting ground rules.

6. When an adolescent complains about parents in the group, the best approach is to:

- A. Jump on the bandwagon and agree with the child.
- B. Avoid taking sides but help him or her see the parents' point of view via role-playing.**
- C. Talk only about positive experiences.
- D. Immediately put the child on the hot seat.

Handling adolescents who complain about parents in a group setting requires neutrality and a method that builds empathy and constructive dialogue. The best approach avoids taking sides and uses an experiential technique, like role-playing, to have the adolescent explore the parents' perspective. This helps the young person understand possible pressures or constraints their parents face, teaches them how to express concerns without blaming, and models how to listen and respond more calmly in real conflicts. The goal is to foster perspective-taking and healthier communication rather than winning agreement or shutting down discussion. Jumping on the bandwagon may validate anger but creates bias and can silence others, undermining safety and learning in the group. Talking only about positive experiences ignores real conflicts and misses opportunities to develop coping and communication skills. Immediately putting the child on the hot seat is punitive and can erode trust, making members less willing to share openly.

7. Primary groups are primarily described as?

- A. Preventive and attempt to ward off problems.**
- B. Always followed by a person-centered paradigm.
- C. Generally utilized for long-term psychotherapy.
- D. Always focused on the client's childhood.

Primary groups are about prevention—they're designed to ward off problems before they arise by building skills, knowledge, and supports for individuals or communities. In group work, these are often universal or targeted interventions that aim to reduce the incidence of future issues, such as parenting education, stress management, or health promotion programs. This preventive aim is what sets primary groups apart from other types of groups that focus on treating problems after they appear. The other descriptions don't fit as well. A person-centered paradigm is just one possible approach among many used in group work; it isn't what defines a primary prevention group. Long-term psychotherapy is typically associated with treatment rather than prevention, so it doesn't characterize primary groups. And focusing only on childhood is too narrow—primary prevention can address needs across the lifespan, not just with children.

8. When might termination planning be introduced, and what should it include?

- A. Late in the cycle; focus on paperwork rather than planning.
- B. At the first session; include only scheduling.
- C. Only after termination; include post-group surveys.
- D. Early to mid-cycle; include progress review, transition planning, referrals, follow-up options, and reflection on gains.**

Introducing termination planning early to mid-cycle allows the group to prepare for endings while progress is still being made, normalizing the process and ensuring continuity of care. This timing gives enough time to address unfinished work and to lay a solid foundation for what comes after the group ends. Including a progress review helps everyone see what has been achieved toward goals and what may still need attention, informing concrete decisions about how to wrap things up. Transition planning provides steps for applying new skills in real life, clarifying supports, routines, and strategies that will carry gains forward. Referrals ensure access to ongoing support if needs persist, while follow-up options like booster sessions or alumni groups offer opportunities to maintain momentum and accountability. Reflection on gains helps members recognize growth, fostering a sense of closure and motivation to maintain change. Placing termination planning only late in the cycle or focusing narrowly on scheduling misses these essential elements and can lead to abrupt endings or gaps in care.

9. Which technique involves intentionally arguing against the majority to surface alternatives?

- A. Devil's advocate: intentionally argues against the majority to surface alternatives.**
- B. Democratic vote: everyone votes.
- C. Silence: no participation.
- D. Strict majority rule: majority decides.

Intentionally challenging the majority view to surface alternatives is a technique used to prevent quick consensus and reveal overlooked options. This approach, often called a devil's advocate role, is about deliberately arguing against the prevailing position to test assumptions, weigh pros and cons more thoroughly, and push the group to consider counterarguments and potential risks. By presenting opposing perspectives or critiquing the dominant viewpoint, the group can uncover gaps in reasoning, explore a wider range of solutions, and strengthen the final decision. Democratic vote would simply reflect which option has more support, without a built-in mechanism to stress-test ideas. Silence means no participation, which leaves ideas unchallenged. Strict majority rule focuses on how decisions are made, not on creating space to surface alternatives.

10. Fights between subgroups and rebellion against the leader generally occur in which stage?

- A. The second stage known as the control stage or the transition stage.
- B. The first stage known as the orientation stage or formation stage.
- C. The separation stage.
- D. The intimacy stage.

Conflicts and challenges to leadership tend to surface when a group is trying to establish its structure and authority. This happens in the Storming phase, the second stage, where members test boundaries, voice different goals, and vie for influence. Subgroups often form as people align with others who share similar views, and there can be rebellion or pushback against the leader as roles and power dynamics are negotiated. This phase is a normal, transitional part of group development that signals the group is moving toward clearer norms and cohesion. In contrast, the initial formation (orientation) phase is about getting to know one another and figuring out goals with relatively less conflict. The separation or termination phase is about ending the group's work. An intimacy stage isn't a standard label in this model and would describe closeness rather than the conflict that characterizes storming.

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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.

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

<https://ncegroupcounselinggroupwork.examzify.com>

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

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