https://selldocx.com/products/test-bank-counseling-today-foundations-of-professional-identity-2e-granello-1

| 8. | | When counselors are hired by prosecutors or defendants to provide input on legal cases, they are operating in | | |
|-----|---|--|--|--|
| | | role of: | | |
| | a. | Legal Aide | | |
| | b. | Expert Witness Court Ordered Counselor | | |
| | c. d. | Legal Counselor | | |
| | u. | Legal Counseloi | | |
| 9. | Cou | nselor as Prevention Specialist helps clients: | | |
| | a. | Build resilience | | |
| | b. | Encourage healthy development through the lifespan Take a proactive, rather than reactive, approach to their wellness | | |
| | c. d. | All of the above | | |
| | u. | All of the above | | |
| 10. | The examples of advocacy in the chapter have which of the following element in common: | | | |
| | a. | They use a national platform to get their message across | | |
| | b. | They have advanced degrees and specialized training in advocacy | | |
| | C. | They have a personal commitment to enhancing the lives of others All of the above | | |
| | d. | All of the above | | |
| 11. | The | 20 roles of the counselor listed in the chapter include all of the following except: | | |
| | a. | Counselor as businessperson | | |
| | b. | Counselor as researcher or scientist | | |
| | c. | Counselor as advisor | | |
| | d. | Counselor as disciplinarian | | |
| 12. | Which of the following has been identified by the American School Counseling Association (ASCA) as an | | | |
| | inap | propriate role for school counselors: | | |
| | a. | Teaching classes when teachers are absent | | |
| | b. | Counseling students with excessive tardiness or absenteeism | | |
| | C. | Ensuring student records are maintained in accordance with state and federal regulations | | |
| | d. | Providing teachers with suggestions for better study hall management | | |
| 13. | In th | In the Snapshot by Susie Boggs, Licensed Professional School Counselor, she stated that she, like most high | | |
| | | ool counselors, spends the majority of her time in: | | |
| | a. | Individual counseling and crisis management | | |
| | b. | Program planning | | |
| | c. | Classroom guidance activities | | |
| | d. | Supervising new counselors and interns | | |
| 14. | It has been argued that counselors are particularly well suited to the role of prevention specialist because: | | | |
| | | Prevention activities are the most popular type of counseling | | |
| | b. | Prevention is a defining characteristic of the counseling profession that helps distinguish counselors | | |
| | | from other helping professionals | | |
| | c. | Prevention is the only type of counseling that is legally permitted by the counseling licensure laws of | | |
| | | most states | | |
| | d. | Prevention activities are well reimbursed by insurance companies and businesses | | |
| 15. | When counselors write grant proposals to seek funding to support their programs, they should do all of the | | | |
| | | owing except: | | |
| | a. b. | Identify specific programmatic objectives that the funds will be used to support Specify how programmatic objectives will be met | | |
| | о. с. | Develop a budget that does not include a salary or fee for the counselor, since that would be a conflict of | | |
| | ٠. | interest | | |
| | d | Target grant opportunities that align with the mission and goals of their program | | |

| 16. | The advocacy competencies required of school counselors include: | | |
|-----|---|--|--|
| | a. Having the disposition (personality, temperament) to advocate on behalf of students | | |
| | b. Possessing the knowledge of resources necessary to advocate for students | | |
| | c. Using communication and collaboration skills to become advocate | | |
| | d. All of the above | | |
| 17. | When counselors are negatively affected by the difficult stories that they hear from clients or the effects of | | |
| | violence or destruction that they see, that is an example of: | | |
| | a. Secondary trauma | | |
| | b. Counselor impairment | | |
| | c. Advanced empathy | | |
| | d. Secure boundaries | | |
| 18. | Practitioner-scientist is the term used to describe counselors who: | | |
| | a. Engage in large-scale research studies | | |
| | b. Believe that research is the most important activity for counselors | | |
| | c. Use existing research to inform their practice | | |
| | d. All of the above | | |
| 19. | When counselors work with other professionals to help them improve the service they provide, that is an | | |
| | example of counselor as: | | |
| | a. Mediator | | |
| | b. Therapist | | |
| | c. Consultant | | |
| | d. Administrator | | |
| 20. | Counselors in the role of group leader typically operate in which of the following settings: | | |
| | a. Schools | | |
| | b. Mental health agencies | | |
| | c. Rehabilitation centers | | |
| | d. All of the above | | |
| TD | UE/FALSE | | |
| 1 1 | UE/FALSE | | |
| 1. | The term "counseling" is a protected term in most states, meaning that only licensed counselors can use that word. | | |
| | True False | | |
| 2. | Researchers found that when school counselors engaged in interventions that focus on the development of | | |
| | cognitive, social, and self-management skills, students' standardized test scores improved. | | |
| | True False | | |
| 2 | | | |
| 3. | Licensed counselors can diagnose mental and emotional disorders in all 50 states and the District of Columbia. | | |
| | True False | | |
| 4. | According to legal precedent, school counselors can be held accountable for providing accurate information to high school students about credits and courses needed to pursue post-high school endeavors. | | |
| | True False | | |
| | | | |