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Question: 1

William Glasser posits that the foundation of self-control is:

- A. Accepting responsibility for current thinking and behaviors
- B. A proper psychotropic medication regimen
- C. Altering one's subconscious drives and defenses
- D. Timely penalties for misbehavior

Answer: A

Explanation:

Choice theory teaches that all choices can be internally controlled. Thus, circumstances do not control choices; rather, thoughts control choices. Most mental health challenges arise from the perception of externally controlled, limited choices. Internalizing the perception of choice empowers new choices and alternatives. Choice motivations arise from five basic needs: 1) fun, 2) freedom, 3) recognition and self-accomplishment, 4) love and belonging, and 5) survival (often unconsciously driven and including food, clothing, shelter, and reproduction). Clients prioritize these needs differently in the images ("photo album") of the mind (called the "quality world"). Frustration arises through comparative perceptions of wants vs. haves, which leads to choices. Behavioral choices arise from an organized behavior database of options. Limited learned behaviors lead to problems (e.g., alcohol relieves stress is problematic; learning that exercise relieves stress can gradually supplant the past alcohol solution). The "total behavior" concept indicates that thinking and behavior will drive feelings and physiology (e.g., positive activities will alleviate depression, etc.).

Question: 2

Wubbolding's reality therapy mnemonic for strategic client questioning is:

- A. WKRP (radio)
- B. WNBC (radio)
- C. WDEP (radio).
- D. WRNK (radio)

Answer: C

Explanation:

Reality therapy behaviorally grounds and operationalizes "choice theory" (formerly known as "control theory"). Reality therapy proposes three key components: 1) a comfortable counseling environment; 2) procedures that lead to change (primarily effective questions leading to positive choices); and 3) planning, measuring, and follow-up. Effective questions are represented by the WDEP mnemonic (like a radio station's call letters) offered by Robert Wubbolding (1988): W (wants): What does the client want

vs really want to be happy, and what would life look if these wants were met vs unmet? D (direction and doing): What does the client do to meet his/her wants, based on what thinking, with what positive or negative outcomes, and resulting in what feelings and health states? E (evaluation): Will the client's present behaviors produce his/her wants, move him/her in the right direction, help vs hurt, and what alternate behaviors might be better? P (planning and commitment): simple, measurable, and client-centered action plans based on the client's skills and knowledge.

Question: 3

The foundation for rational emotive behavior therapy (REBT) is Ellis's ABC Model, which is a mnemonic for:

- a. Articulation, beliefs, cognition
- b. Analysis, balancing, creation
- c. Actions, boundary setting, change
- d. Activating event, beliefs, consequences

Answer: D

Explanation:

Rational emotive behavior therapy (REBT) posits that human beings are able to determine their wants in life. Preferences emerge through upbringing, social supports, and culture. Thoughts and beliefs, whether rational or irrational, shape behaviors. Illogical attitudes and values result in irrational beliefs, which may lead to "masturbatory thinking" (a negative feedback loop that arises from and returns to illogical thinking). The goal of REBT is to identify and eliminate irrational beliefs and destructive thinking. The foundational ABCs of REBT are: "activating events" (A) that trigger automatic irrational "beliefs" (B), leading to problematic "consequences" (C). Clients are typically unaware of their irrational beliefs, which become the focus of counseling. The remaining ABCs are designed to address this by: "disputing" (D) or challenging beliefs in a safe manner, offering "effective" (E) remedial thinking, in order to produce positive "feelings" (F).

Question: 4

The rational emotive behavior therapy (REBT) technique of "functional disputing" involves:

- A. Encouraging a client to offer specific rational (functional) outcome evidence drawn from her or his current (irrational) thinking-e.g., why do you believe he has to react that way?
- B. Questioning the practical value of irrational thinking-e.g., how is that thinking helping you?
- C. Illustrating how current irrational beliefs do not serve the client's interests.
- D. Exploring worst-case scenarios to clarify irrational thinking.

Answer: B

Explanation:

This is known as "functional disputing." "Empirical disputing" (A, above) involves encouraging clients to offer specific rational (functional) outcome evidence drawn from their current (irrational) thinking-e.g.,

Why do you believe he has to react that way? "Disputing strategy" (C, above) involves illustrating how current irrational beliefs do not serve the client's best interests, at times using role play, pro-and-con option analyses, etc. "Philosophical disputing" explores extremes and worst-case scenarios to highlight and clarify irrational thinking. The form of disputing used may depend on the specific belief pattern noted. Common patterns include: 1) poor tolerance for frustration (giving up too easily); 2) inordinate self-criticism (negative self- attacking or blaming); 3) overgeneralization (e.g., moving from singular-specific to the general, as in "everyone dislikes me" from one negative comment, etc.); 4) all-or-nothing thinking (defining the world through extremes); 5) self-labeling (negatively, e.g., "stupid," etc.).

Question: 5

All but one of the following techniques can be used with REBT to teach clients new core thinking skills:

- A. Measuring the impact of current thinking via a satisfaction baseline
- B. Using analogies/images to illustrate problems
- C. Belittling an irrational belief or behavior
- D. Using humor to illustrate thinking errors

Answer: C

Explanation:

Any strategy that belittles a client will damage trust and create resistance. Measuring the impact of current thinking via a satisfaction baseline (e.g., rating feelings from one to 10) is known as the "continuum line" strategy. Using analogies or images to take the focus off the client and more gently illustrate problems is known as the "analogy/image" technique. The "humor" technique attempts to reduce tension and resistance through humor, provided it is not offensive to the client. Another technique is using standardized REBT self-help forms to explore client situations and/or as homework to help clients develop insight and/or to better incorporate the ABC model into their thinking processes.

Question: 6

Aaron Beck's "cognitive-behavioral therapy" (CBT) was influenced by:

- A. William Glasser
- B. Albert Ellis
- C. Alfred Adler
- D. Carl Rogers

Answer: B

Explanation:

Beck shares the view that pain, hurt, and loss arise from negative thinking in response to environmental stimuli. Dysfunctional thinking occurs from "systematic bias errors" that are internally derived. Examples of errors include: 1) polarized thinking (dichotomous black-and-white thinking); 2) overgeneralization; 3) labeling and mislabeling (self, others, and the world); 4) magnification and minimization (exaggeration or over-reduction of issues faced); 5) selective abstraction (ignoring positives in favor of negatives); 6)

arbitrary interference (drawing conclusions in the absence of evidence); 7) personalization (presuming a negative or positive relationship to oneself that does not exist); 8) mind reading (determining others' feelings or thoughts in absence of evidence). Therefore, a core element of CBT is to focus on the client's misinterpretations. Cognitive schemas (beliefs, values, assumptions, etc.) shape personal views and determine reactions to stressful stimuli. Cognitive schemas can be either functional (supportive) or dysfunctional (nonsupportive) in challenging circumstances.

Question: 7

The purpose of Beck's cognitive triad is to:

- A. Improve family relationships
- B. Treat cognitive errors
- C. Enhance cognitive skills
- D. Help reveal one's world view

Answer: D

Explanation:

At the top of the pyramidal triad image is the client's awareness of self; at the lower left is the client's world experiences; at the lower right is the client's view of the future. By evaluation of the cognitive schemas in each area, clients can seek the origins of dysfunctional thinking, faulty logic, and the connections to mental health issues such as depression, etc. Cognitive-behavioral therapy (CBT) typically unfolds in stages: 1) present reality testing; 2) reduction of client distress (e.g., anxiety, etc.) to enhance preparation for growth; 3) aid the client in discovering how faulty beliefs and assumptions are negatively affecting his/her life; and 4) development of an action plan (including necessary skills and knowledge) for success. Clients who succeed are motivated, internally committed, and actively participate. Shared correction of faulty thinking is called "collaborative empiricism." The use of Socratic dialogue (mutually asking and answering questions in a natural, conversational style) allows the unimpeded processing of thinking errors, leading to cognitive shifts in understandings and awareness.

Question: 8

The technique of Socratic dialogue referred to in cognitive-behavioral therapy is:

- A. A counselor lecturing to impart learning
- B. A shared exchange of questions and answers
- C. Pitting opposing points of view against each other
- D. The use of rules of logic to prove a point

Answer: B

Explanation:

Historically, the Socratic method involved both rules of logic and defending opposing points of view in a process designed to illuminate flawed thinking and assumptions. In cognitive behavioral therapy (CBT), however, it involves more mutual asking and answering questions in a natural conversational style to

facilitate the unimpeded and nonthreatening processing of thinking errors, leading to cognitive shifts in understandings and awareness, the reframing of negative cognitive schemas, and the identification of cognitive misrepresentations. Other CBT techniques include: 1) problem redefinition (reducing perceptions of failure and fears); 2) cognitive restructuring (realistic self- acknowledgements that promote action and problem solving); 3) triple-column formatting (faulty thought underlying distortion → rational response); and 4) Beck inventories (formal tools to explore depression, anxiety, hopelessness, and suicidality).

Question: 9

Classical conditioning refers to the work of which researcher?

- A. Albert Bandura
- B. BF Skinner
- C. Ivan Pavlov
- D. None of the above

Answer: C

Explanation:

Classical conditioning occurs when a neutral (unconditioned) stimulus is paired with an active but unconditioned (natural) stimulus that leads to an automatic (unconditioned or natural) response (e.g., the ringing of a bell paired with food being served, leading to salivation in a canine). Repeated pairing will lead to the previously neutral/unrelated stimulus becoming a conditioned active stimulus that produces a conditioned automatic response (e.g., the bell directly inducing salivation in the absence of food). Conditioning may involve: 1) generalization (a similar stimulus can be substituted for a specific one-e.g., a sound much like the bell induces salivation); 2) discrimination (only a specific and singular stimulus will induce a response); 3) extinction (when the active stimulus [e.g., food] is repeatedly omitted when the conditioned stimulus is provided, causing the loss of its conditioned effects); 4) spontaneous recovery (when an active stimulus and conditioned stimulus are unexpectedly paired after extinction, causing return of the conditioned response).

Question: 10

In "operant conditioning," the four stages of new behavior learning are:

- A. Goal, voluntary response, emitted response, and consequence Correct
- B. Target, conditioned response, evoked response, and consequence
- C. Outcome, targeted response, conditioned response, and consequence
- D. Resultant, determined response, emitted response, and consequence

Answer: A

Explanation:

Operant conditioning is a learning process by which any voluntary behavior that operates on the environment can be conditioned to produce predetermined consequences or outcomes. Operant

responses can be either positively or negatively associated with the consequence. Behavior is shaped by predictable sequences of conditioned learning, following which the shaped behaviors become automatic. The four foundational learning stages are: 1) goal (an increase or decrease in a selected behavior); 2) voluntary response (the behavior must be voluntarily carried out by the learner); 3) emitted response (behavior that is "emitted" or carried out in the learning environment); and 4) consequence (desired conditioned response). Importantly, poor conditioning or even the conditioning of unwanted behaviors may occur if the contingent consequence (whether positive or negative) does not occur directly after the emitted behavior.



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