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SKU: 9781305865716-TEST-BANK

1. The term “framework” rather than model is used to describe the problem-management process because the term _____.

a. model is an overused term in counseling and psychotherapy
b. framework reflects a systematic but flexible, nonlinear approach
c. framework promotes a strategic, an efficient, and a linear approach
d. framework better captures the simplicity of the helping process

ANSWER:	b
POINTS:	1
DIFFICULTY:	Medium
REFERENCES:	Review the Stages of Problem Management and Opportunity Development
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	EGAN.SKIL.19.02.01 - Review the Stages of Problem Management and Opportunity Development
NATIONAL STANDARDS:	United States - CACREP 5a - Theories and models of counseling United States - CSHSE 3.13c - The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning United States - EPAS 8b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
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2. Egan reworked two stages of change models, by Yankelovich (1992) and by Prochaska and colleagues (Norcross, Krebs, & Prochaska, 2011; Prochaska & DiClemente, 2005; Prochaska & Norcoss, 2010), that serve to describe a client’s readiness to change. Which of the following is *not* a part of this combined model?

a. Unawareness
b. Preliminary actions
c. Urgency
d. Rehearsal

ANSWER:	d
POINTS:	1
DIFFICULTY:	Medium
REFERENCES:	Help Clients Determine Whether They Are Ready for Change
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	EGAN.SKIL.19.02.04 - Help Clients Determine Whether They Are Ready for Change
NATIONAL STANDARDS:	United States - CACREP 5a - Theories and models of counseling United States - CSHSE 3.13c - The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning United States - EPAS 8b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical

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frameworks in interventions with clients and constituencies

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3. The approach to helping developed by Egan is all about helping _____.

a. clients to manage their problems and to develop opportunities

b. helpers to develop their skills

c. clients to identify and solve their problems and to brainstorm future possibilities

d. helpers to gain the skills necessary for state licensure

ANSWER: a

POINTS: 1

DIFFICULTY: Easy

REFERENCES: Review the Stages of Problem Management and Opportunity Development

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: EGAN.SKIL.19.02.01 - Review the Stages of Problem Management and Opportunity Development

NATIONAL STANDARDS: United States - CACREP 5a - Theories and models of counseling
United States - CSHSE 3.13c - The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning
United States - EPAS 8b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

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4. All helping frameworks, models, or processes should help clients ask and answer for themselves which of the following questions?

a. What does a better future look like?

b. How do I get there?

c. How do I make it all happen?

d. All these choices are correct

ANSWER: d

POINTS: 1

DIFFICULTY: Easy

REFERENCES: Review the Stages of Problem Management and Opportunity Development

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: EGAN.SKIL.19.02.01 - Review the Stages of Problem Management and Opportunity Development

NATIONAL STANDARDS: United States - CACREP 5a - Theories and models of counseling
United States - CSHSE 3.13c - The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy

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functioning
United States - EPAS 8b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

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5. The tasks of Stage I of *The Skilled Helper* approach developed by Egan all have to do with which of the following?
   a. The client's past
   b. The client's present situation
   c. The client's future goals
   d. Integrating the client's past, present, and future

ANSWER: b

POINTS: 1

DIFFICULTY: Medium

REFERENCES: Review the Stages of Problem Management and Opportunity Development

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: EGAN.SKIL.19.02.01 - Review the Stages of Problem Management and Opportunity Development

NATIONAL STANDARDS: United States - CACREP 5a - Theories and models of counseling
United States - CSHSE 3.13c - The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning
United States - EPAS 8b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

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6. Which of the following is *not* a task of Egan's *The Skilled Helper* Stage I approach to helping?
   a. Helping clients to appreciate fully their decision to begin the helping situation
   b. Helping clients to explore their concerns
   c. Helping clients develop new perspectives
   d. Helping clients to identify key issues to work on

ANSWER: a

POINTS: 1

REFERENCES: Review the Stages of Problem Management and Opportunity Development

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: EGAN.SKIL.19.02.01 - Review the Stages of Problem Management and Opportunity Development

NATIONAL STANDARDS: United States - CACREP 5a - Theories and models of counseling
United States - CSHSE 3.13c - The major models used to conceptualize and

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	integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning United States - EPAS 8b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
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7. Helping clients discover possibilities for a better future is a task in which stage of the helping process?

a. Stage IV
b. Stage III
c. Stage II
d. Stage I

ANSWER:	c
POINTS:	1
DIFFICULTY:	Medium
REFERENCES:	Review the Stages of Problem Management and Opportunity Development
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	EGAN.SKIL.19.02.01 - Review the Stages of Problem Management and Opportunity Development
NATIONAL STANDARDS:	United States - CACREP 5a - Theories and models of counseling United States - CSHSE 3.13c - The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning United States - EPAS 8b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
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8. Robert, a high school senior, tells his helper that he wants to get into Princeton University but he knows that his grades and SAT scores are not good enough to be accepted. He says, “I think I will apply anyway. What have I got to lose?” He goes on to say that he is only going to apply to Ivy League schools because his life will not be worth living if he does not attend one of these prestigious schools.
According to Task B of Stage II of the helping framework, Robert’s helper should help Robert to _____.

a. focus on issues that will make a difference
b. find incentives that will promote acceptance to an Ivy League school
c. choose realistic and challenging goals that are real solutions to key issues
d. focus on improving his relationships with women

ANSWER:	c
POINTS:	1
DIFFICULTY:	Medium
REFERENCES:	Review the Stages of Problem Management and Opportunity Development

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QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: EGAN.SKIL.19.02.01 - Review the Stages of Problem Management and Opportunity Development
NATIONAL STANDARDS: United States - CACREP 5a - Theories and models of counseling
United States - CSHSE 3.13c - The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning
United States - CSHSE 5.15b - Development of goals, design, and implementation of a plan of action
United States - EPAS 7c - Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
United States - EPAS 8b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
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9. Helpers should choose goals that are ____.
   a. ambitious, so as to help the client achieve truly great things
   b. modest, so that if failure occurs, the client is not devastated
   c. incremental, so that the client changes in an orderly fashion
   d. realistic and challenging, to create solutions that are reasonable and likely to promote change

ANSWER: d
POINTS: 1
DIFFICULTY: Easy
REFERENCES: Review the Stages of Problem Management and Opportunity Development
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: EGAN.SKIL.19.02.01 - Review the Stages of Problem Management and Opportunity Development
NATIONAL STANDARDS: United States - CACREP 5i - Development of measurable outcomes for clients
United States - CSHSE 5.15b - Development of goals, design, and implementation of a plan of action
United States - EPAS 7c - Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
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10. Stage III of the helping process involves helping clients ____.
   a. choose strategies that best fit their resources
   b. pull strategies together into a manageable plan
   c. generate possible strategies for achieving goals

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d. all these choices are correct

ANSWER: d
POINTS: 1
REFERENCES: Review the Stages of Problem Management and Opportunity Development
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: EGAN.SKIL.19.02.01 - Review the Stages of Problem Management and Opportunity Development
NATIONAL STANDARDS: United States - CACREP 5a - Theories and models of counseling
United States - CSHSE 5.15b - Development of goals, design, and implementation of a plan of action
United States - EPAS 7c - Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
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11. The "action arrow" of the problem-management framework indicates that clients need to act _____-.
    a. from the beginning of the helping process
    b. only at the end of the helping process
    c. after Stage I when the problem is understood
    d. after Stage II when a plan is formulated

ANSWER: a
POINTS: 1
DIFFICULTY: Medium
REFERENCES: Review the Stages of Problem Management and Opportunity Development
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: EGAN.SKIL.19.02.01 - Review the Stages of Problem Management and Opportunity Development
NATIONAL STANDARDS: United States - CACREP 5a - Theories and models of counseling
United States - CSHSE 3.13c - The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning
United States - EPAS 8b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
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12. According to Egan, how would you know whether your services are working for your clients?
    a. At the end of your work together, directly ask the client, "How successful has this experience been for you?"
    b. Examine the notes you took throughout the helping experience and note how the client changed from the beginning to the end.
    c. Check on progress with the client throughout the helping process.

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d. Ask them at the ends of Stages I, II, and III.

ANSWER: c
POINTS: 1
DIFFICULTY: Medium
REFERENCES: Use N = 1 to Continually Evaluate the Helping Process
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: EGAN.SKIL.19.02.06 - Use N = 1 to Continually Evaluate the Helping Process
NATIONAL STANDARDS: United States - CACREP 5a - Theories and models of counseling
United States - CSHSE 5.15c - Evaluation of the outcomes of the plan and the impact on the client or client group
United States - EPAS 9c - Critically analyze, monitor, and evaluate intervention and program processes and outcomes
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13. Which of the following is one reason for helpers using *The Skilled Helper* approach to remain flexible in its use?
    a. Clients who have the same issues need to be helped in the same way.
    b. Clients start and proceed through the helping process in more or less the same way.
    c. Clients engage in each stage and task of the model differently.
    d. In actual practice, the stages and tasks of the model occur in more or less the same way.

ANSWER: c
POINTS: 1
DIFFICULTY: Medium
REFERENCES: Be Flexible in the Use of the Problem-Management Process
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: EGAN.SKIL.19.02.02 - Be Flexible in the Use of the Problem-Management Process
NATIONAL STANDARDS: United States - CACREP 5a - Theories and models of counseling
United States - CACREP 5f - Counseling and Helping Relationships - Counselor characteristics and behaviors that influence the counseling process.
United States - CSHSE 6.16c - Knowledge and skill development in the following areas: 1. Case management, 2. Intake interviewing, 3. Individual counseling, 4. Group facilitation and counseling, 5. Location and use of appropriate resources and referrals, and 6. Use of consultation
United States - CSHSE 9.19b - Client self-determination
United States - EPAS 2b - Present themselves as learners and engage clients and constituencies as experts of their own experiences
United States - EPAS 8b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
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14. Which of the following is the most important outcome of the helping process?
    a. Problem-managing action
    b. Relief from suffering
    c. Self-insight
    d. Improved communication skills

ANSWER: a
POINTS: 1
DIFFICULTY: Easy
REFERENCES: Review the Stages of Problem Management and Opportunity Development
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: EGAN.SKIL.19.02.01 - Review the Stages of Problem Management and Opportunity Development
NATIONAL STANDARDS: United States - CACREP 5a - Theories and models of counseling
United States - CSHSE 6.16a - Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning
United States - EPAS 9b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
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15. Which of the following is *not* true about the helping approach presented in your textbook?
    a. It can be used as a tool for mining, organizing, and evaluating concepts and techniques that work for clients, no matter what their origin is.
    b. It is designed to be a stand-alone approach to helping.
    c. It can be incorporated within the helper's own model or approach to helping.
    d. It places the client in the role of decision maker throughout the helping process.

ANSWER: b
POINTS: 1
DIFFICULTY: Medium
REFERENCES: Use the Problem-Management Framework as "BROWSER"
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: EGAN.SKIL.19.02.05 - Use the Problem-Management Framework as "Browser"
NATIONAL STANDARDS: United States - CACREP 5a - Theories and models of counseling
United States - CSHSE 3.13c - The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning
United States - CSHSE 9.19b - Client self-determination
United States - EPAS 8b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
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16. Which of the following, as noted in the chapter, is important to understand in using helping models?
    a. Other helping approaches (outside the problem-management process) are not needed, as they unnecessarily complicate things.
    b. Helpers should have a specific model for each disorder/problem that clients are trying to manage.
    c. Staying current with research in the helping professions is typically pointless, given the current fads and tendency to replicate ideas.
    d. Helpers need to share the helping process to help clients be in the driver's seat for making decisions.

ANSWER: d
POINTS: 1
DIFFICULTY: Difficult
REFERENCES: Deal with the Shadow Side of Helping Models
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: EGAN.SKIL.19.02.07 - Deal with the Shadow Side of Helping Models
NATIONAL STANDARDS: United States - CACREP 5a - Theories and models of counseling
United States - CSHSE 4.14d - Disseminating routine and critical information to clients, colleagues, or other members of the related services system that is: 1. Provided in written or oral form, and 2. Provided in a timely manner
United States - CSHSE 9.19b - Client self-determination
United States - EPAS 8b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
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17. Identify and discuss the stages of problem management as well as the tasks at each stage. Why does your text refer to these stages as a framework rather than a model and why is this important? What are the particular challenges of implementation in the counseling context? Identify and discuss guidelines for implementation.

ANSWER: Answers will vary.
POINTS: 1
DIFFICULTY: Medium
REFERENCES: Review the Stages of Problem Management and Opportunity Development
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: EGAN.SKIL.19.02.01 - Review the Stages of Problem Management and Opportunity Development
NATIONAL STANDARDS: United States - CACREP 5a - Theories and models of counseling
United States - CSHSE 3.13c - The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning
United States - CSHSE 6.16a - Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning
United States - EPAS 8b - Apply knowledge of human behavior and the social

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environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

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18. Why is flexibility in the problem-management process so important? Identify and discuss specific reasons.

ANSWER: Answers will vary.

POINTS: 1

DIFFICULTY: Medium

REFERENCES: Be Flexible in the Use of the Problem-Management Process

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: EGAN.SKIL.19.02.02 - Be Flexible in the Use of the Problem-Management Process

NATIONAL STANDARDS: United States - CACREP 5f - Counseling and Helping Relationships - Counselor characteristics and behaviors that influence the counseling process.
United States - CSHSE 3.13 c - The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning
United States - CSHSE 6.16b - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
United States - CSHSE 9.19b - Client self-determination
United States - EPAS 8b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

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19. Your text describes stages of change model with 13 stages. Identify and discuss each stage as applied to a college student with severe social anxiety. The student is currently struggling even to speak in class and has become socially isolated.

ANSWER: Answers will vary.

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: Help Clients Determine if They Are Ready for Change

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: EGAN.SKIL.19.02.04 - Help Clients Determine Whether They Are Ready for Change

NATIONAL STANDARDS: United States - CACREP 5a - Theories and models of counseling
United States - CSHSE 3.13c - The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning
United States - CSHSE 6.16b - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
United States - CSHSE 9.19b - Client self-determination

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	United States - EPAS 8b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
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20. How can the problem-management process help the client and counselor mine, organize, and evaluate concepts and techniques? Why is evaluation such an important task in problem management?

ANSWER:	Answers will vary.
POINTS:	1
DIFFICULTY:	Medium
REFERENCES:	Use N = 1 to Continually Evaluate the Helping Process
QUESTION TYPE:	Essay
HAS VARIABLES:	False
LEARNING OBJECTIVES:	EGAN.SKIL.19.02.06 - Use N = 1 to Continually Evaluate the Helping Process
NATIONAL STANDARDS:	United States - CACREP 5a - Theories and models of counseling United States - CACREP 8b - Identification of evidence-based counseling practices United States - CSHSE 3.13c - The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning United States - CSHSE 5.15c - Evaluation of the outcomes of the plan and the impact on the client or client group United States - CSHSE 6.16c - Knowledge and skill development in the following areas: 1. Case management, 2. Intake interviewing, 3. Individual counseling, 4. Group facilitation and counseling, 5. Location and use of appropriate resources and referrals, and 6. Use of consultation United States - EPAS 4a - Use practice experience and theory to inform scientific inquiry and research United States - EPAS 9b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
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21. Identify and discuss six potential pitfalls that are part of the shadow side of problem management.

ANSWER:	Answers will vary.
POINTS:	1
DIFFICULTY:	Medium
REFERENCES:	Deal with the Shadow Side of Helping Models
QUESTION TYPE:	Essay
HAS VARIABLES:	False
LEARNING OBJECTIVES:	EGAN.SKIL.19.02.07 - Deal with the Shadow Side of Helping Models
NATIONAL STANDARDS:	United States - CACREP 5a - Theories and models of counseling United States - CSHSE 6.16c - Knowledge and skill development in the following areas: 1. Case management, 2. Intake interviewing, 3. Individual counseling, 4. Group facilitation and counseling, 5. Location and use of appropriate resources and

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	referrals, and 6. Use of consultation United States - EPAS 8b - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
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