

Mindful Continuing Education

Clinical Supervision Approaches in Counseling Professions

Infusing Postmodernism Into Counseling Supervision: Challenges and Recommendations

1. Each of the following is an accurate statement about postmodernism EXCEPT:

- A. Postmodernism is based on the assumption that there is no universal “truth” in the world, and that the socially formulated discussions in which a person participates leads to his or her unique view of their world
 - B. Postmodernists place absolute value upon rational, objective, and positivist traditions
 - C. There is a focus on meaning-making at the individual level with the assumption that culture is made up of an infinite variety of equally valid viewpoints of the world
 - D. Postmodernists contend that reality and truth cannot be measured empirically because they are constantly changing entities constructed by each individual through his/her language and interactions
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2. Themes that emerge when examining postmodern supervision include:

- A. There is an increased focus of the importance of language in supervision, a central tenet of the postmodern paradigm
 - B. The value of using strength-based approaches over deficit-based techniques in supervision is receiving more attention, which reinforces the postmodern notion that no one perspective is "correct"
 - C. More and more authors are arguing for the removal of hierarchy within the supervision relationship
 - D. All of the above
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Clinical Applications of Postmodernism

3. Pure postmodern approaches assume that the solutions to supervisees’ challenges dwell primarily in the interpretation of the supervisory hierarchy.

- A. True
 - B. False
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Narrative Supervision

4. In narrative therapy, clients examine and create stories they tell themselves about who they are and how they interact with others.

- A. True
 - B. False
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5. When postmodern supervisors help fellow counselors to identify their own narratives, while adhering to chosen identity concepts, they are able to model intervention that is:

- A. Compassionate and thoughtful
 - B. Explorative and functioning
 - C. Dynamic and reliable
 - D. Insightful and pertinent
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Solution-Focused Supervision

6. Solution-focused approaches may serve as a prominent model for contemporary clinicians and advisors, as counseling and supervision systems must be cognizant of:

- A. Progress monitoring
 - B. Concise goal setting
 - C. Time constraints and brevity
 - D. Organizational missions and values
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7. Unlike existentialism, postmodernism often provides the level of pragmatic application some supervisors want and/or need to serve as alternatives to more established clinical and supervisory practices.

- A. True
 - B. False
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Infusing Postmodernism into Supervision

8. Postmodern approaches to supervision such as honoring the supervisee's perspective, working to identify supervisee strengths, and raising supervisee awareness regarding power and gender-bias can produce positive effects and enrich the supervisory experience.

- A. True
 - B. False
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Lessons from Triadic Supervisors: Maximizing Effectiveness

9. Which of the following is NOT one of the likely benefits of triadic supervision?

- A. Triads of supervisees with disparate skills and personalities generally contribute to the building of new knowledge and skills, therefore enhancing progress and potential
 - B. Trust that occurs among participants of triadic supervision often leads to meaningful and productive working relationships
 - C. Triadic supervision has generally resulted in insightful, valuable, challenging feedback while supportive to the growth of supervisees
 - D. Feedback between and among the triad can create a dynamic synergy that enhances learning and fosters a sense of community
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Results

10. One challenge of triadic supervision is that if the relationship between the two supervisees is not a strong one, it may actually impede a person's ability to share the situations for which they need assistance.

- A. True
 - B. False
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11. Participants of triadic supervision, including those who strongly favor this method, recommend that supervisee concerns of a personal nature be addressed in an individual session.

- A. True
 - B. False
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12. Supervisees in triadic supervision can benefit from exposure to additional clinical cases and client presentations, as well as experiencing ways to:

- A. Conceptualize cases
 - B. Address clinical dilemmas
 - C. Create communities of support
 - D. Enhance professional development
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Matching Supervision

13. Consideration of supervisees' skill level, emotional maturity, and general psychological well-being is crucial in creating healthy, functioning supervision triads.

- A. True
 - B. False
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Implications-Time Management

14. Evidence clearly indicates that the most effective way to conduct triad supervision is to divide the time equally between the supervisees within each session.

- A. True
 - B. False
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15. When matching supervisees based on theoretical approach, for supervisees who are newly identifying with a theory, a theoretically similar supervision partner may be best, while those who are more theoretically secure may experience more personal growth when matched with a supervisee from a different orientation.

- A. True
 - B. False
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Preplanning for Feedback in Clinical Supervision: Enhancing Readiness for Feedback Exchange

16. Experts contend that if clinical supervision is to be effective, the supervisor has the responsibility to gain the trust of the supervisee, and preplanning for feedback can enhance the development of this relationship.

- A. True
 - B. False
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The Corrective Feedback Instrument-Revised (CFI-R)

17. The Corrective Feedback Instrument-Revised (CFI-R) has been used as a tool to address counselor concerns about feedback by addressing the feelings factor, the evaluative factor, the leader factor, the clarifying factor, the written feedback factor, and the:

- A. Guidance factor
 - B. Connection factor
 - C. Behavioral factor
 - D. Childhood memories factor
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Conclusion

18. Supervisors should discuss concerns, expectations, and fears about corrective feedback only after the supervisory relationship is well-established.

- A. True
 - B. False
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Integrating Continuous Client Feedback into Counselor Education-Client Feedback in Practice

19. Monitoring feedback is an essential way to gauge the client's perspective on both the provisions of treatment and the developing client-therapist relationship.

- A. True
 - B. False
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Integrating Continuous Client Feedback into the Curriculum

20. As a means to help supervisors avoid the pitfalls of personal opinion or personality clashes entering the feedback arena, such feedback should be grounded in:

- A. Proactive associations
 - B. Observable factors
 - C. Timely considerations
 - D. Collaborative connection
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