Mindful Continuing Education

Clinical Supervision in Behavioral Health

1. Clinical supervisors generally balance four different roles in supervision. Identify the role that does not fit.

A. Coach
B. Teacher
C. Developer
D. Consultant

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2. Clinical supervision relies heavily on the supervisory relationship. Identify which of the following strategies is helpful in establishing the supervisory relationship.

A. Identifying objective goals
B. Becoming friendly with the supervisee/supervisor
C. Understanding the person's personal identity
D. Telling the supervisee what their plan should be

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3. Clinical supervision must adhere to all of the following EXCEPT:

A. State law
B. Federal law
C. Social norms
D. Supervision guidelines

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4. All of the following strategies are helpful for identifying burnout, EXCEPT:

A. Direct observation
B. Asking the supervisee how they are doing
C. Asking clients about their experience
D. Relying on feedback heard in the lunch room at the office

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5. Which is the helpful strategy for reducing burnout?

A. Ensuring caseload sizes are healthy
B. Prioritizing supervisee burnout rather than the fatigue and overload of the supervisor
C. Avoiding work when possible
D. Taking all your time off at once rather than in smaller increments

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6. Which of the following definitions correctly defines the role of the consultant as a supervisor?

A. this function helps the learner by building and promoting morale, modeling, cheerleading, promoting strengths, suggesting approaches, and helping the learner to avoid burnout.
B. this function facilitates the overall personal and professional development of the learner. It helps promote the learner's identity and really focuses on the next generation of professionals as a whole.
C. this function allows the learners to staff their client cases, monitor the performance of their client's progress, and assess the application of theory in the learner's work.
D. this function helps the learner to develop his/her knowledge and skills through the process of identifying tools that help promote learning, identifying the learner's strengths and weaknesses, and helping the learner to become more self-aware.

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7. The developmental model for supervision has three stages: Beginner, intermediate, and advanced. Which of the following defines the goals in the intermediate level?

A. The goal of this stage is to develop professional identity
B. The goal in this stage is to focus on the ability to work in complex cases
C. The goal in this stage is to begin to function independently
D. The goal in this stage is to need the supervisor less often

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8. Which of the following are examples of cognitive-behavioral models of supervision?

A. Focusing on thoughts and outcomes
B. Micro-skill
C. Client centered
D. Psychoanalytic

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9. Cultural competency is identified on a continuum in behavioral health. It should be addressed in supervision. Cultural blindness must be avoided. How is cultural blindness defined?

A. A basic understanding and appreciation for cultures and understanding of importance to work for minority groups
B. A person who sees culture but believes that all people are alike. This group discriminates by ignoring culture
C. A commitment to excellence and proactive work at the highest capacity for minority populations
D. The capacity to work with complex issues and cultural nuances

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10. The following are examples of guidelines for Marriage and Family Therapy clinical supervision, EXCEPT for:

A. Understanding that supervisors act as gatekeepers and not exploiting this
B. Peer to peer supervision
C. Documenting progress made during supervision

D. Seeking supervision as needed

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11. Clinical supervisors should prioritize training opportunities that address employee burnout as well as secondary trauma and:

A. The root cause of employee dissatisfaction
B. Assumptions regarding supervisee needs
C. Limit setting
D. Compassion fatigue

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12. Examples of orientation-specific models of clinical supervision include each of the following EXCEPT:

A. Client-centered supervision that focuses on stepping into the role of the supervisees and helping them through their experiences
B. Comprehensive supervision that identifies the supervisor as the teacher, counselor, therapist, facilitator, consultant, and auditor
C. Micro-skill focused supervision that prioritizes the following processes: teaching one skill at a time, presenting the skill through modeling, practicing the skill, and mastering the skill through practice and feedback
D. Psychoanalytic supervision focuses on teaching the supervisee how to psychoanalyze and develop treatment plans in psychotherapy

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