

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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