

# 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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