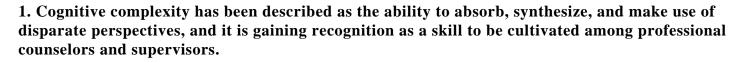
## **Mindful Continuing Education**

## **Encouraging Cognitive Complexity in the Counseling Profession**



- A. True
- B. False

## Influence on Empathy

- 2. In a study investigating the relationship between an individual's cognitive complexity and one's style of relating to simulated client situations, master's-level counselors who displayed higher cognitive complexity were more likely to respond to client affect, display an understanding toward the client, encourage client exploration, and:
- A. Demonstrate compassion and remain non-judgmental
- B. Display authenticity
- C. Maintain attention to core issues
- D. Exhibit patience while processing with clients
- 3. Therapeutic receptivity is the term used to describe a counselor's ability to understand and integrate cognitive and affective information when developing clinical interventions with clients.
- A. True
- B. False

## **Counselor Characteristics in Predicting Cognitive Complexity**

- 4. Research indicates that significant predictors of counselor cognitive complexity include level of education, years of counseling experience, and recovery status.
- A. True
- B. False

- 5. In addition to establishing positive counseling relationships with clients, counselors with higher cognitive complexity have demonstrated each of the following characteristics EXCEPT:
- A. They have been more open to multiple perspectives
- B. They have been less reliant on concrete rules or external authority figures for decisionmaking
- C. They have shown flexibility in their interventions during challenging situations
- D. They display a sophisticated set of interpersonal skills, including verbal fluency, interpersonal perception, and affective modulation and expressiveness
- 6. Problem-based learning is one pedagogical tool grounded in constructivism that can be utilized to foster cognitive complexity in counselor training programs, and problem-based tasks that can be integrated into counselor training include adaptation tasks, role-taking and observation tasks, and:
- A. Collaborative inquiry
- B. Goal setting and planning
- C. Brainstorming and evaluation
- D. None of the above

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