

07. Which aspects of the supervision process in clinical psychology has been studied most thoroughly?
- A. educative and supportive
 - B. educative and evaluative
 - C. evaluative and supportive
 - D. educative and theoretical
08. One function of the instructional role of the clinical supervisor is to periodically evaluate the performance of the trainees being supervised.
- A. TRUE
 - B. FALSE
09. Which of the following statements is not true of clinical supervision?
- A. It takes place between two people.
 - B. It occurs during regular meetings.
 - C. Clinical and professional issues are discussed as they relate to the professional growth of the supervisee.
 - D. It is an informal, interpersonal relationship between peers.
10. In the social role model of supervision the trainee:
- A. depends exclusively on the supervisor for direction.
 - B. is expected to play certain roles in the supervisory relationship.
 - C. must define his/her expectations of the supervisor in a heuristic way.
 - D. always knows what to expect at each stage of his/her professional development.
11. If the learner stays solely dependent on the supervisor, then:
- A. successful supervision has not taken place.
 - B. successful supervision has taken place.
 - C. the supervision process is in an early stage.
 - D. the learner was not ready for the supervision experience.
12. The goal of supervision is the enhancement of the student's effective professional functioning.
- A. TRUE
 - B. FALSE
13. As the supervisor teaches, the trainee is further empowered by:
- A. acquiring skills and knowledge of the professional work.
 - B. gaining knowledge through experiencing and articulating interpersonal situations.
 - C. both A and B
 - D. neither A nor B.
14. Successful supervision:
- A. occurs within the context of a professional relationship.
 - B. requires involvement of the learner in reaching the goals of supervision.
 - C. bestows power on the supervisor and the trainee as the relationship develops.
 - D. All of the above.

15. Provision of an opportunity for empowerment of a trainee is:
- A. nice, but only to be attempted by experienced supervisors.
 - B. inappropriate to the supervision process.
 - C. a difficult and challenging task for the supervisor
 - D. A and C.
16. Declarative knowledge:
- A. refers to understanding when and where to access certain facts.
 - B. refers to factual information.
 - C. is the compilation of knowledge into functional units that incorporate domain-specific knowledge.
 - D. is unrelated to domain-specific knowledge.
17. Procedural knowledge:
- A. refers to understanding when and where to access certain facts.
 - B. refers to factual information.
 - C. is the compilation of knowledge into functional units that incorporate domain-specific knowledge.
 - D. is unrelated to domain-specific knowledge.
18. Conditional knowledge:
- A. refers to understanding when and where to access certain facts.
 - B. refers to factual information.
 - C. is the compilation of knowledge into functional units that incorporate domain-specific knowledge.
 - D. is unrelated to domain-specific knowledge.
19. Higher order skills in counseling include:
- A. integrating verbal and non-verbal data.
 - B. generating and testing hypotheses.
 - C. accessing and activating relevant semantic networks.
 - D. A, B, and C.
20. The trainee's awareness of the feelings, thoughts, and actions that result from working with the client and with the supervisor is know as:
- A. case conceptualization.
 - B. professional role.
 - C. emotional awareness.
 - D. self evaluation.
21. Recognition of the limits of competence, effectiveness and client progress is know as:
- A. case conceptualization.
 - B. professional role.
 - C. emotional awareness.
 - D. self evaluation.

22. Representation of the problem is known as:
- A. case conceptualization.
 - B. professional role.
 - C. emotional awareness.
 - D. self evaluation.
23. Application of the principles of ethical practice is known as:
- A. case conceptualization.
 - B. professional role.
 - C. emotional awareness.
 - D. eelf evaluation.
24. How important to successful supervision did Swain find interest in the client and client welfare?
- A. Not mentioned
 - B. Unimportant
 - C. Desirable
 - D. Critical
25. How important to successful supervision did Swain find involvement in personal therapy?
- A. Not mentioned
 - B. Unimportant
 - C. Desirable
 - D. Critical
26. How important to successful supervision did Swain find lack of racial prejudice?
- A. Not mentioned
 - B. Unimportant
 - C. Desirable
 - D. Critical
27. How important to successful supervision did Swain find openness to suggestions?
- A. Not mentioned
 - B. Unimportant
 - C. Desirable
 - D. Critical
28. How important to successful supervision did Swain find preparation for supervision?
- A. Not mentioned
 - B. Unimportant
 - C. Desirable
 - D. Critical

29. How important to successful supervision did Swain find theoretical knowledge?
- A. Not mentioned
 - B. Unimportant
 - C. Desirable
 - D. Critical
30. How important to successful supervision did Swain find familiarity with learning theory?
- A. Not mentioned
 - B. Unimportant
 - C. Desirable
 - D. Critical
31. How important to successful supervision did Swain find a clear understanding of the supervisor's role?
- A. Not mentioned
 - B. Unimportant
 - C. Desirable
 - D. Critical
32. Referent power:
- A. results from the personal and interpersonal attributes of the supervisor.
 - B. emerges only as a relationship develops.
 - C. A and B
 - D. Neither A nor B.
33. Which of the following types of power are not inherent in the role of supervisor?
- A. referent power
 - B. reward power
 - C. coercive power
 - D. expert power
34. The perception that the other person has the ability and resources to mediate reward is:
- A. legitimate power.
 - B. reward power.
 - C. coercive power.
 - D. expert power.
35. Attributed is a person because of his or her mastery of knowledge and skills.
- A. Legitimate power
 - B. Reward power
 - C. Coercive power
 - D. Expert power
36. When performing the evaluative function of supervision:
- A. only the opinions of the supervisor are important.
 - B. only the judgment of the supervisor is important.
 - C. only objective progress of the client is important.
 - D. both the opinion and judgement of the supervisor are important.

37. Poulin found in her research that _____ is the foundational element of supervision.
- instructing and advising
 - modeling
 - monitoring and evaluating
 - consulting
38. The instructing and advising function:
- consists of the supervisor's providing information, opinions and suggestions based on professional knowledge and skill
 - directing the trainee to obtain information independently
 - is a "teacher-student" function
 - A and C.
39. The more equally matched in expert power the trainee and the _____ supervisor are:
- the more likely the supervisor is to engage in the _____ advisory function.
 - the less likely the supervisor is to engage in the _____ advisory function.
 - has no effect on the use of the advisory function.
 - the less effective the supervisor will be when using the advisory function.
40. Modeling in the supervisory relationship:
- is an implicit and explicit function.
 - includes the use of expert and referent power by the _____ supervisor.
 - A and B
 - is appropriate only at the beginning of the supervision _____ period.
41. Communication during the modeling function of supervision is:
- largely bidirectional
 - B. largely unidirectional
 - unchanged
 - D. either A or C
42. Interpersonal distance is _____ during modeling.
- increased
 - unchanged
 - decreased
 - changeable
43. The exercise of power in the modeling process is:
- unilateral on the part of the supervisor.
 - collaborative between the supervisor and the trainee.
 - unilateral on the part of the trainee.
 - minimal because of the democratic nature of modeling.

44. For effective consultation to take place, the trainee and the supervisor must engage in a(n) _____ relationship.
- A. adversarial
 - B. professional
 - C. informal
 - D. collaborative
45. The consulting process is valuable in supervision because:
- A. it equalizes the power between the participants.
 - B. it offers the trainee the opportunity to learn skills of self-evaluation.
 - C. it engages the supervisee in an interpersonal process that places value on judgment and intuitive expertise.
 - D. A, B, and C.
46. To use supporting and sharing successfully the supervisor must:
- A. demonstrate empathic attention, encouragement and constructive confrontation.
 - B. avoid expressing his/her views on issues of a personal and interpersonal nature.
 - C. use confrontation constructively and appropriately.
 - D. A and C.
47. The interrelatedness of identifying what is the teaching task and how one will function to accomplish that task is known as:
- A. the SAS model of supervision.
 - B. the process of supervision.
 - C. the interchange between supervisor and trainee.
 - D. the interactional model of supervision.
48. Using the method of matching supervisory task to supervisory function allows a supervisor to:
- A. analyze the effectiveness of a prior session.
 - B. plan supervisory focus and strategies for subsequent sessions.
 - C. A and B.
 - D. neither A nor B.
49. Using a matrix analysis of the supervision process allows the supervisor to:
- A. identify the supervisor's choice of task and function.
 - B. question and reflect on past behavior.
 - C. evaluate the degree of empowerment the supervisor provides in the supervision setting.
 - D. all of the above.

50. The process of supervision is:
- A. enacted within the relationship of supervision.
 - B. defined as a systematic series of actions directed to some end.
 - C. A and B.
 - D. applicable only to the SAS model of supervision.
51. _____ is the dynamic element of supervision.
- A. Relationship
 - B. Process
 - C. Function
 - D. Task
52. Which party(ies) bring expectations of how the process of supervision will unfold in the supervision relationship?
- A. supervisor
 - B. trainee
 - C. both A and B
 - D. mentor
53. As a mentor, the supervisor becomes a role model of professional practice and conduct.
- A. TRUE
 - B. FALSE
54. Investigators of the supervision process have concluded that:
- A. supervision is a structured form of counseling.
 - B. counseling is a process distinct from supervision.
 - C. supervision and counseling require the same skills.
 - D. counseling and supervision are indistinct processes.
55. A supervisee is _____ to use deferential messages as the supervision relationship develops.
- A. more likely
 - B. less likely
 - C. not likely
 - D. expected
56. Supervisors' verbalizations are likely to be:
- A. provision of advice, information, opinions or suggestions.
 - B. supportive.
 - C. social-emotional statements.
 - D. B and C.

57. The _____ element of the supervision relationship is correctly defined as the relational development specific to the participants of the relationship.
- A. interpersonal structure
 - B. phases of the relationship
 - C. supervisory contract
 - D. none of the above
58. The _____ element of the supervision relationship is correctly defined as the establishment of a set of expectations for tasks and functions of supervision
- A. interpersonal structure
 - B. phases of the relationship
 - C. supervisory contract
 - D. none of the above
59. The _____ element of the supervision relationship is correctly defined as the dimensions of power and involvement.
- A. interpersonal structure
 - B. phases of the relationship
 - C. supervisory contract
 - D. none of the above
60. Power is:
- A. a property of the supervision relationship.
 - B. limited by the controlled party.
 - C. held solely by the supervisor.
 - D. A and B
61. Power in psychotherapy and supervision is:
- A. based on the intentional domination of the learner.
 - B. based on involvement and mutual influence.
 - C. the same as the concept of power in educational settings.
 - D. B and C.
62. In the supervisory relationship, power is:
- A. unrelated to involvement.
 - B. more important than involvement.
 - C. equally as important as involvement.
 - D. less important than involvement.
63. What causes change towards a more intimate relationship?
- A. The need to increase or decrease the likelihood of attaining a reward.
 - B. A decision that change can be made.
 - C. Changes in the content of communications between relational partners.
 - D. None of the above

64. Why does change occur in a relationship?
- A. Because of the need to increase or decrease the likelihood of attaining a reward.
 - B. One or both persons decide that change is desirable.
 - C. Both parties increase self-disclosure in the relationship.
 - D. A and B.
65. Supervision is:
- A. more rule bound than friendship.
 - B. a formal, professional relationship defined by certain relational rules.
 - C. A and B.
 - D. determined more by the level of training of the supervisor than general rules.
66. The urgency of the client's problem:
- A. has little effect on the trainee's need for a more structured and supportive approach by the supervisor.
 - B. has a significant effect on the trainee's need for a more structured and supportive approach by the supervisor.
 - C. either A or B depending on the level of preparation of the trainee.
 - D. neither A nor B.
67. It is the responsibility of the supervisor to inform the trainee of:
- A. the evaluative structure of the relationship.
 - B. the expectancies and goals for supervision.
 - C. A and B.
 - D. neither A nor B.
68. The supervisor initiates the contract in the supervision relationship.
- A. TRUE
 - B. FALSE
69. Research suggests that trainees who report positive supervision experiences were:
- A. evaluated the same as trainees who had a negative training experience.
 - B. evaluated less positively than trainees who had a negative training experience/
 - C. evaluated more positively than trainees who had a negative training experience.
 - D. less likely to complain about their supervisors.
70. The primary target of the supervisor's attention is:
- A. the supervisee.
 - B. the client.
 - C. themselves.
 - D. the relationship between the client and the supervisee and the relationship between the supervisor and the supervisee.

71. Gender, theoretical orientation and experience level have been found to be related to:
- A. supervisor satisfaction.
 - B. trainee satisfaction.
 - C. client satisfaction.
 - D. successful practice after completing supervision.
72. The most frequently recognized social roles for a clinical supervisor are:
- A. evaluator, lecturer and model of professional practice.
 - B. evaluator, teacher and consultant.
 - C. teacher, counselor and consultant.
 - D. Both A and C.
73. The more counseling experience a supervisor has:
- A. the more likely he/she is to focus on the situational characteristics that might be influencing the trainee's performance.
 - B. the more likely he/she is to make global personality judgments of the trainee.
 - C. the more empathy he/she is likely to display towards the trainee.
 - D. the more clearly he/she recognizes personal traits that affect trainee counseling performance.
74. During the course of clinical supervision:
- A. supervisors tend to adopt the theoretical orientation of the trainees they supervise.
 - B. trainees and supervisors tend to move towards each other's theoretical orientation.
 - C. theoretical orientation changes little, if at all.
 - D. trainees tend to adopt the theoretical orientation of the supervisor and the clinical director.
75. Goldberg's research led him to the conclusion that the supervisor's personality or character style and theoretical orientation is the single most influential factor in the supervisor's behavior.
- A. TRUE
 - B. FALSE
76. Matching gender between trainee and supervisor is:
- A. more important to supervisors than trainees.
 - B. more important to trainees than to supervisors.
 - C. unimportant to both supervisors and trainees.
 - D. equally important to supervisors and trainees.
77. Cultural perspective is relevant to:
- A. the conceptualization of professionalism.
 - B. the concept of mental health.
 - C. A and B
 - D. neither A nor B.

85. The correct term for the personality variable related to an individual's need to resist or comply with imposed structure or direction in interpersonal contexts is:
- A. oppositional defiance.
 - B. reactive potential.
 - C. histrionic potential.
 - D. self presentation.
86. Lemmons and Lanning's research showed that value similarity in values systems was related to:
- A. trainee satisfaction with supervision.
 - B. the quality of the supervisor-trainee relationship.
 - C. A and B
 - D. neither A nor B
87. Greater experience in supervision makes the supervisor _____ to focus on client conceptualization in supervision sessions.
- A. more likely
 - B. less likely
 - C. reluctant
 - D. none of the above
88. In SAS cultural characteristics are seen as salient to trainees' attitudes and actions towards:
- A. their clients
 - B. their supervisors
 - C. A and B
 - D. neither A nor B
89. Female trainees are _____ to be encouraged to use higher power responses in their interactions than male trainees.
- A. as likely
 - B. less likely
 - C. more likely
 - D. not likely
90. Higher power responses:
- A. are based on a religious belief system.
 - B. offer greater opportunity for supervisor feedback.
 - C. include giving of opinions and ideas.
 - D. B and C

91. Research concerning potentially problematic cross-cultural issues in the counseling relationship indicates these issues:
- A. are not problematic because of the professional nature of the relationship.
 - B. are easily identified by the trainee and the supervisor.
 - C. are not usually discussed by the trainee and the supervisor.
 - D. B and C.
92. Factors that may inhibit client progress are:
- A. cultural differences between the client and the trainee.
 - B. characteristics of the client.
 - C. characteristics of the counselor.
 - D. A, B, and C
93. _____ is often the first topic of discussion in supervision.
- A. The identification of the client's problem
 - B. The identification of the trainee's theoretical training
 - C. The identification of the client's cultural background
 - D. The identification of the trainee's previous experience
94. The reenactment of the relationship dynamics in the supervisory situation is called:
- A. reflective interviewing.
 - B. parallel process.
 - C. counseling.
 - D. A and B
95. Counselors experiencing "compassion fatigue":
- A. drastically reduce their involvement and emotional connection with others.
 - B. cease regarding the client as an individual.
 - C. A and B
 - D. usually have an underlying emotional or personality disturbance of their own.
96. The most comprehensive set of ethical guidelines in supervision is the:
- A. American Psychological Association Ethical Guidelines for Practice.
 - B. ACES Ethical Standards for Counseling Services.
 - C. American Counseling Association Ethical Guidelines.
 - D. Standards for the Private Practice of Clinical Social Work.
97. Ethics training and guidance is the responsibility of:
- A. the clinical supervisor.
 - B. the teaching institution.
 - C. A and B
 - D. neither A nor B

98. Sexual contact between the supervisor and the supervisee:
- A. is always a violation of the ethical code.
 - B. is discouraged as problematic in the supervisory relationship.
 - C. may be a violation of the ethical code.
 - D. is no longer considered a violation of the ethical code.
99. The majority of information about the supervision process is generated by:
- A. participants in the process.
 - B. observers of the process.
 - C. equal contribution by both participants and observers in the process.
 - D. retrospective analysis of the process.
100. The consultative group in supervision refers to:
- A. the group of supervisors who meet with a trainer to discuss and learn about their practice of supervision.
 - B. the group of trainees who meet with a trainer to discuss and learn about their practice of supervision.
 - C. either A or B
 - D. the professional oversight group assigned to monitor practice in teaching institutions.

CLINICAL SUPERVISION - 20 hours

DESCRIPTION: This advanced course introduces a theoretical framework for pragmatic training of counselors. The supervisor's role as teacher, counselor and agency representative are defined. **OBJECTIVES:** Upon completing this course the participant will be able to; 1) define the SAS process, functions, clinical applications and interactive model of supervision, 2) recognize the limitations of the supervisory relationship, 3) apply the principles of learning theory and role theory to clinical supervision 4) participate in the interactive process of supervision more effectively, and 5) explain culture, personal characteristics and professional responsibilities.

Text: Clinical Supervision by Elizabeth Holloway