

JPCA Test to Earn CE Credit

*Note:* Earn 2 Free Continuing Education Credits by reading selected articles in this issue. Read the articles identified below and answer 7 of the 10 questions correctly to earn 2 CE credit.

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**READY, MindSET, GO!**

**Increasing Students’ Resilience in Counselor Education Programs (pp. 2-12**)

1. A person with a growth mindset holds which of the following beliefs?

a. A person should be able to advance themselves professionally if they grow their professional network

b. With concerted effort and perseverance, a person can increase their intellectual abilities.

c. A person is born with a certain amount of intelligence and it does not grow throughout their life.

d. People with larger families are more intelligent.

2. Following the needs assessment, these researchers found which four areas of need related to students’ resilience?

a. Fixed mindset, academic self-efficacy, anxiety, and academic contingent self-worth

b. Academic enjoyment, goal choice, academic self-efficacy, and academic contingent self-worth

c. Academic enjoyment, fixed mindset, anxiety, and academic contingent self-worth

d. Fixed mindset, goal choice, anxiety, and academic contingent self-worth

**Calling and Gatekeeping in Counselor Training**

**(pp. 13-22)**

3. What sources does the author reference from the Christian tradition for discernment of calling?

a. internal prompting and interests

b. gifting and abilities

c. external confirmation by the faith community

d. all of the above

4. What intervention did the author suggest to help students process their perceived “failure” in a training program?

a. Cognitive reframe

b. Disputing distorted thoughts

c. Reality testing

d. Desensitization

**Developing Spiritual Competence: A Look at a Counseling and Spirituality Course (pp. 23-31)**

5. Mention of the role of spirituality and religion in counseling can be found in:

a. the American Counseling Association (ACA) Code of Ethics

b. the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards

c. the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) Competencies

d. all of the above

6. How did participants' personal spirituality mean score (ISI) at post-test compare to the norming sample's mean score?

a. participants' mean score was lower than the norming sample's mean score

b. participants' mean score was higher than the norming sample's mean score

c. participants' mean score was the same as the norming sample's mean score

d. participants' mean score was not compared to the norming sample's mean score

**Triadic or Individual? Developmental Considerations for Clinical Supervision (pp. 32-42)**

7. Based on the article, Triadic or Individual? Developmental Considerations for Clinical Supervision, which of the following statements is the most accurate about beginning students.

a. Beginning students should never be placed in triadic supervision.

b. Peer presence almost always creates added pressure for the supervisee

c. The limitations of triadic supervision generally outweigh the advantages at this stage

d. Students at this stage tend to all be working on similar issues so triadic supervision is ideal

8. Based on the article, Triadic or Individual? Developmental Considerations for Clinical Supervision, at what stage is triadic supervision almost always considered appropriate?

a. For beginning student supervisees because they need peer support

b. For advanced student supervisees because they benefit from receiving additional feedback from peers

c. For novice professionals because they benefit from the opportunity to be exposed to multiple perspectives

d. Triadic supervision is rarely considered appropriate for any developmental level of supervisee

**Zip Code Matters: A Comparison of Rural and Urban School Counseling Funding (pp. 43-49)**

9. For the purpose of this study, rural schools were classified as those that:

a. Had less than 684 persons per square mile

b. Had more than 684 persons per square mile

c. Had less than 284 persons per square mile

d. Had more than 284 persons per square mile

10. The findings of this study indicated

a. No significant differences in guidance spending per pupil between rural and urban districts for any of the years examined

b. Significant differences in guidance spending per pupil between rural and urban districts for each of the years examined

c. Significant differences in guidance spending per pupil between rural and urban districts for six of the ten years examines

d. Significant differences in guidance spending per pupil between rural and urban districts for eight of the ten years examines

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I certify that I have completed this test without receiving any help choosing the answers.

**Feedback**

Please rate the following items according to the following scale:

5 – Superior 4 – Above Average 3- Average 2 – Below Average 1 – Poor

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| --- | --- | --- | --- | --- | --- |
|  | Superior | Above Average | Average | Below Average | Poor |
| The authors were knowledgeable on the subject matter | 5 | 4 | 3 | 2 | 1 |
| The material that I received was beneficial | 5 | 4 | 3 | 2 | 1 |
| The content was relevant to my practice | 5 | 4 | 3 | 2 | 1 |
| This journal edition met my expectations as a mental health professional | 5 | 4 | 3 | 2 | 1 |
| How would you rate the overall quality of the test? | 5 | 4 | 3 | 2 | 1 |

Comments/Suggestions?

**Instructions**

**Email:** Complete the test, sign the form, and email to: **PCA.profdev@gmail.com.** Allow 2-4 weeks for processing.

**For further assistance, please contact Ashley Deurlein, Professional Development Chair of the Pennsylvania Counseling Association at PCA.profdev@gmail.com**

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