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# Clinical Supervisor Ed. Course

## Exam Questions Packet

### Part 2

- Course No:** CS-1801P2
- Course Title:** Clinical Supervisor Education Course – Part 2
- Course Objective:** Includes an examination of leadership in clinical supervision, strategic planning tools, preventing sexual harassment, transference and countertransference, and the development of competent counselors.
- CE Credit / Hours:** This segment of the Clinical Supervisor Education Course also qualifies for 15.0 hours Clinical Supervision Continuing Education (CE) credit.
- Course Material:** Chapters 2.5 through 3.3, Breining Research and Education Foundation (2010), ***The Clinical Supervisor: Training Manual for Clinical Supervisor Competency in the Addiction Treatment Setting***, Sacramento, California: Breining Institute.
- Exam Questions:** Sixty (60) multiple-choice questions.
- Answer Sheet:** The on-line Answer Sheet will automatically grade your exam, and a Certificate of Completion will be automatically generated and sent to you by e-mail upon your successfully answering 70% of the questions correctly and completing your payment for the course.
- Recommendation:** Review the exam questions before you read the Course Material. The Exam Questions are based upon the information presented in the Course Material. You should choose the best answer based upon the information contained within the Course Material.

GOOD LUCK!



These Exam Questions are based upon the information presented in the Course Material. You should choose the best answer based upon the information contained within the Course Material. Answers which are not consistent with the information provided within the Course Material will be marked incorrect. A score of at least 70% correct answers is required to receive Course credit. GOOD LUCK!

The following questions are based upon the material contained in  
**Chapter 2.5 – Leadership in Clinical Supervision**

1. This chapter identifies and describes a number of leadership theories. Which theory examines the combination of intelligence and experience with stress as the moderator and argues that although cognitive ability is a significant trait, experience, intelligence, and other cognitive abilities are necessary for leadership success, especially when decisions must be made under stress?
  - a. Great Man theory.
  - b. Trait theory.
  - c. Cognitive resource theory.
  - d. Behavioral theory.
  
2. This chapter identifies and describes a number of leadership theories. Which theory assumes that leadership can be learned and focuses on the behavior of the leader rather than their traits?
  - a. Great Man theory.
  - b. Trait theory.
  - c. Cognitive resource theory.
  - d. Behavioral theory.
  
3. This chapter identifies and describes a number of leadership theories. Which theory asserts that people inherit certain traits and these traits make them more suitable for a leadership role?
  - a. Great Man theory.
  - b. Trait theory.
  - c. Cognitive resource theory.
  - d. Behavioral theory.
  
4. This chapter identifies and describes a number of leadership theories. Which theory maintains that leaders are born and not made?
  - a. Great Man theory.
  - b. Trait theory.
  - c. Cognitive resource theory.
  - d. Behavioral theory.
  
5. A survey developed by Kouzes and Posner called "The Leadership Practices Inventory" listed common leadership characteristics, and were identified in the



order of importance. Which of the following is more important than the others listed?

- a. Inspiring.
  - b. Supportive.
  - c. Honest.
  - d. Fair-minded.
6. A survey developed by Kouzes and Posner called "The Leadership Practices Inventory" listed common leadership characteristics, and were identified in the order of importance. Which of the following is more important than the others listed?
- a. Imaginative.
  - b. Mature.
  - c. Courageous.
  - d. Dependable.
7. Recommendations for leaders resulting from the survey developed by Kouzes and Posner included which of the following?
- a. Modeling expected behavior.
  - b. Having and sharing a vision.
  - c. Allowing and enabling others to take action, and being passionate about your work.
  - d. All of the above.
8. The Managerial Grid, built on the behavioral approach, categorizes leaders by the amount of emphasis they put on tasks versus people and concluded with five leadership outcomes. Which of the following is described as "High concern for task, low concern for people; the greatest attention is on the getting the work done with very little significance given to the people."
- a. Impoverished management.
  - b. Authority-compliance
  - c. Middle-of-the-road management.
  - d. Team management.
9. The Managerial Grid, built on the behavioral approach, categorizes leaders by the amount of emphasis they put on tasks versus people and concluded with five leadership outcomes. Which of the following is described as "High concern for both the people and the task results in tasks being completed through the performance contributions by committed subordinates."
- a. Impoverished management.
  - b. Authority-compliance
  - c. Middle-of-the-road management.
  - d. Team management.
10. The Managerial Grid, built on the behavioral approach, categorizes leaders by the amount of emphasis they put on tasks versus people and concluded with five



leadership outcomes. Which of the following is described as “Low concern for people, low concern for task; very little attention to how or if the work gets done.”

- a. Impoverished management.
  - b. Authority-compliance
  - c. Middle-of-the-road management.
  - d. Team management.
11. In Participative Leadership theory the leader collaborates with the team in decision-making thus achieving a commitment from each member of the team as they have participated in the decision-making. Within this theory there are three decision-making leadership styles within include all of the following, except:
- a. Autocratic.
  - b. Democratic.
  - c. Republican.
  - d. Laissez-faire.
12. The Technical Assistance Protocol (TAP 21-A) defines leadership as “a bidirectional social influence process in which supervisors seek voluntary participation of supervisees to achieve organizational goals, while providing leadership in the management structure of the agency.” In explaining this definition, which of the following is correct?
- a. This bidirectional influence empowers staff to take personal responsibility for their work improving productivity and the outcomes for the consumer of services.
  - b. A bidirectional or team approach to leadership accounts for the fact that no one person has all the answers and allows for the experience and education of all members of the team to effect decision-making and implementation of tasks.
  - c. Both A and B above.
  - d. Neither A nor B above.
13. David Powell has developed ten principles, which he describes as the "cornerstones of leadership." These include all of the following, except:
- a. Push, prod and persuade your subordinates to do the right thing.
  - b. Be fully accountable for your decisions.
  - c. Credit others with their contributions.
  - d. Defend and shield subordinates from unwarranted attack or reprimand.
14. David Powell has developed ten principles, which he describes as the "cornerstones of leadership." These include all of the following, except:
- a. Promptly make decisions.
  - b. Be an educator.
  - c. Be fair; no playing favorites.
  - d. Sometimes order your subordinates around to make certain they know who is in charge.



The following questions are based upon the material contained in  
Chapter 2.6 – Challenges of Clinical Supervision: A Case Study

15. After presenting the factual components of the case study, this article identifies four distinct areas of concern that were called into play throughout the treated administrative action, which included:
  - a. Inappropriate versus appropriate self-disclosure.
  - b. Impaired professionals and boundary issues.
  - c. Supervisor's role in effective administration and staff management.
  - d. All of the above.
  
16. This article suggests that the established aim of appropriate self-disclosure is to:
  - a. Build trust and to move the therapeutic relationship to deeper levels more rapidly.
  - b. Provide an opportunity for the counselor work out his/her own issues in a therapeutic environment.
  - c. Both A and B above.
  - d. Neither A nor B above.
  
17. Within the section of this article that addresses professional co-dependency, the result of not having good boundaries can cause which of the following?
  - a. Can cause the counselor to take on too much responsibility for the client's success in treatment.
  - b. The counselor begins to work harder than the client because his feeling good about himself is dependent upon the client's doing well.
  - c. Both A and B above.
  - d. Neither A nor B above.
  
18. Discussing errors in supervision, Powell and Brodsky suggested that untrained supervisors who are forced to operate with only their clinical experience and instincts as guides are prone to certain characteristic errors, which include:
  - a. Confusing clinical supervision with case management, thereby attending inappropriately to the client's rather than the counselor's needs.
  - b. Falling back on what they do know – their counseling skills – so that they become counselors to the counselors, a form of role confusion that may give rise to boundary issues.
  - c. Taking a laissez-faire attitude, even to the point of excessive familiarity or other serious boundary violations.
  - d. All of the above.



The following questions are based upon the material contained in  
Chapter 2.7 – Strategic Planning Tools

19. The planning that focuses on overall agency goals and direction and positions the agency in the market it is trying to serve, is identified as:
  - a. Strategic planning.
  - b. Tactical planning.
  - c. Both A and B above.
  - d. Neither A nor B above.
  
20. The planning that provides specific details of how we are going to meet strategic goals, is identified as:
  - a. Strategic planning.
  - b. Tactical planning.
  - c. Both A and B above.
  - d. Neither A nor B above.
  
21. The search for the best practices among competitors and non-competitors that lead to their superior performance, is identified as:
  - a. Competitive intelligence.
  - b. Benchmarking.
  - c. Both A and B above.
  - d. Neither A nor B above.
  
22. An environmental scanning activity that seeks to identify who competitors are, what they are doing, and how their actions will affect the focus of your agency, is identified as:
  - a. Competitive intelligence.
  - b. Benchmarking.
  - c. Both A and B above.
  - d. Neither A nor B above.
  
23. The development of a decision-making process helps to lead the supervisor away from “fire-fighting” and toward organization of time. The eight steps to this process suggested by this chapter include all of the following. Which step, of those listed below, is done before the others?
  - a. Allocation of weight to the criteria.
  - b. Identification of a problem.
  - c. Analyses of alternatives.
  - d. Identification of decision criteria.
  
24. The development of a decision-making process helps to lead the supervisor away from “fire-fighting” and toward organization of time. The eight steps to this process suggested by this chapter include all of the following. Which step, of



- those listed below, is done before the others?
- Evaluation of the decision effectiveness.
  - Selection for an alternative.
  - Development of alternatives.
  - Implement the decision.

The following questions are based upon the material contained in  
Chapter 2.8 – Preventing Sexual Harassment

25. Sexual harassment can take different forms, including which of the following:
- Verbal harassment.
  - Physical harassment.
  - Both A and B above.
  - Neither A nor B above.
26. The U.S. Equal Employment Opportunity Commission provides that sexual harassment is a form of sex discrimination that violates which of the following?
- Common decency and manners.
  - Title VII of the Civil Rights Act of 1964.
  - Title IX of the California Code of Regulations.
  - Title X of the U.S. Code of Health and Human Services.
27. Sexual harassment can arise in several different types of relationships, including which of the following?
- Male-to-female.
  - Female-to-male.
  - Same-sex harassment.
  - All of the above.
28. The harasser can be which of the following individuals?
- The victim's supervisor.
  - A supervisor in another area.
  - A co-worker.
  - All of the above.
29. The authors describe "sexual harassment" unwelcome conduct that can be all of the following except:
- Conduct that is sexual in nature and would offend a reasonable person and used as a basis for making employment decisions.
  - Conduct that unreasonably interferes with an individual's work performance.
  - Conduct that can be considered offensive by an unreasonable person.
  - Conduct that creates an intimidating, hostile or offensive work environment.



30. Sexual harassment is judged by:
- The intent of the harasser.
  - The impact on its victim.
  - Both A and B above.
  - Neither A nor B above.
31. If unwelcome conduct of a sexual nature is sufficient to alter the victim's working (counseling) conditions, whether intentional or not, it meets the definition of sexual harassment. "Unwelcome conduct" includes which of the following components?
- Uninvited conduct.
  - Uninitiated conduct.
  - Unwanted conduct.
  - All of the above.
32. The standard used by the courts for assessing whether particular conduct constitutes sexual harassment is whether a reasonable woman or man would find it offensive. Which of the following statements is incorrect in making this determination?
- In determining whether conduct is offensive, the sensitivities of a "reasonable person" are considered.
  - Some people are overly sensitive about sex, and these are the individuals who set the standard of reasonableness.
  - It is not a defense for a male to say that the conduct complained of would not bother him if he were in the victim's shoes.
  - Someone does not have to suffer unduly before they can complain of sexual harassment. The conduct need only be offensive to a reasonable person.
33. Sexual harassment can take different forms:
- It must be a blatant request for sexual favors.
  - It can never be unintentionally offensive comments.
  - It can range from blatant requests for sexual favors to unintentionally offensive comments.
  - None of the above.
34. The authors identify "quid pro quo sexual harassment" and "hostile environment harassment." Which of the following describes "quid pro quo sexual harassment"?
- Arises when employment decisions are based on whether or not an employee gives in to sexual advances.
  - Requires the offer of payment or other direct compensation in order to avoid the sexual harassment.
  - It does not require a counselor or person in power to trade benefits in return for sex.





- d. None of the above.
35. The authors identify “quid pro quo sexual harassment” and “hostile environment harassment.” Which of the following describes “hostile environment harassment”?
- Arises when employment decisions are based on whether or not an employee gives in to sexual advances.
  - Requires the offer of payment or other direct compensation in order to avoid the sexual harassment.
  - It does not require a counselor or person in power to trade benefits in return for sex.
  - None of the above.

The following questions are based upon the material contained in  
**Chapter 3.1 – Counselor Development**

36. This article suggests that the primary factor of success in treatment is:
- The client’s motivation.
  - The counselor’s motivation.
  - The agency’s motivation.
  - The client’s family’s motivation.
37. This article suggests that the second most important factor of success in treatment is:
- The human qualities of the client.
  - The human qualities of the counselor.
  - The human qualities of the agency leadership.
  - The human qualities of the client’s family.
38. Client transference:
- Is the unconscious re-enactment of psychodynamics from previous relationships, which distorts the perception of current relationships.
  - Can be experienced toward specific individuals, groups, (from parents to authority figures or helping professionals, and from family of origin to treatment peers and therapeutic groups), or it can even be global perceptions.
  - Both A and B above.
  - Neither A nor B above.
39. Clients with substance abuse histories commonly have post-traumatic stress disorder, abandonment, abuse and/or enmeshment issues prior to substance abuse and during active addiction. It’s important for counselors to understand the meaning of behaviors and attitudes arising from transference, in order to positively intervene and assist the client in healing. Match the reason that the



identified behaviors arise with the following attitude or behavior: “excessive seeking of external gratification, stimulation, and adrenalin charges”:

- a. These are usually attempts to distract oneself from internal pain, and to fill or cover up feelings of emptiness.
- b. These are attempts to counter the feelings of past hurt and prevent future harm.
- c. These behaviors arise from the continuing fear and power of past harm and internalized negative self-beliefs.
- d. None of the above.

40. Clients with substance abuse histories commonly have post-traumatic stress disorder, abandonment, abuse and/or enmeshment issues prior to substance abuse and during active addiction. It’s important for counselors to understand the meaning of behaviors and attitudes arising from transference, in order to positively intervene and assist the client in healing. Match the reason that the identified behaviors arise with the following attitude or behavior: “people pleasing, passivity, fear of vulnerability and self-destructiveness”:

- a. These are usually attempts to distract oneself from internal pain, and to fill or cover up feelings of emptiness.
- b. These are attempts to counter the feelings of past hurt and prevent future harm.
- c. These behaviors arise from the continuing fear and power of past harm and internalized negative self-beliefs.
- d. None of the above.

41. Clients with substance abuse histories commonly have post-traumatic stress disorder, abandonment, abuse and/or enmeshment issues prior to substance abuse and during active addiction. It’s important for counselors to understand the meaning of behaviors and attitudes arising from transference, in order to positively intervene and assist the client in healing. Match the reason that the identified behaviors arise with the following attitude or behavior: “dishonesty, defiance, violence, over-controlling others, blame and entitlement”:

- a. These are usually attempts to distract oneself from internal pain, and to fill or cover up feelings of emptiness.
- b. These are attempts to counter the feelings of past hurt and prevent future harm.
- c. These behaviors arise from the continuing fear and power of past harm and internalized negative self-beliefs.
- d. None of the above.

42. It is critical to examine our motivations for choosing this profession. The more that our motivations are defensive, the greater our likelihood for incompetence, stress, anger, disappointment, fatigue, burnout, or relapse if we are recovering ourselves. Negative reasons to become a counselor include which of the following?

- a. To seek control or a sense of superiority over others.



- b. To scapegoat and project personal weaknesses onto others.
  - c. To avoid personal insight and growth by over-focusing on others.
  - d. All of the above.
43. The author of this article suggests that the best motivations to work in this profession include which of the following?
- a. Gratitude for deep, personal healing and positive engagement with continuing insight and growth.
  - b. Understanding of Twelve Step recovery.
  - c. A divine calling for this work.
  - d. All of the above.

The following questions are based upon the material contained in  
**Chapter 3.2 – Transference and Countertransference**

44. Transference is a term denoting attribution to the counselor via projection of subjective unconscious emotions, ideas, and motivations. In essence, when something about someone reminds the client of someone or something in the clients past:
- a. The counselor transfers emotional and psychological needs from the past onto the client.
  - b. The client transfers emotional and psychological needs from the past into the present.
  - c. Both A and B above.
  - d. Neither A nor B above.
45. What kind of transference can exist between the client and the counselor?
- a. Only positive.
  - b. Only negative.
  - c. Both positive and negative.
  - d. None of the above.
46. When the counselor identifies with someone based on the fact that they remind the counselor of someone from the past, the counselor's experience is described as which of the following?
- a. Transference.
  - b. Countertransference.
  - c. Messed up.
  - d. Therapeutic.
47. Carl Roger's theory on conditions for therapeutic change suggests that, for constructive personality change to occur, it is necessary that six conditions exist and continue over a period of time. Those conditions include which of the following?



- a. The therapist experiences unconditional positive regard for the client.
  - b. The therapist experiences an empathetic understanding of the client's internal frame of reference and endeavors to communicate this experience to the client.
  - c. Both A and B above.
  - d. Neither A nor B above.
48. A good supervisor provides the counselor with oversight that will help develop three personal characteristics, or attitudes, from the therapeutic relationship. Those include all of the following, except:
- a. Positivity.
  - b. Congruence.
  - c. Unconditional positive regard.
  - d. Accurate empathetic understanding.
49. Which of the following describes "congruence"?
- a. Is the deep and genuine unconditional caring and acceptance of the client as they are.
  - b. When the counselor understands the client's experience and feelings as if they were his/her own, without becoming lost in those feelings.
  - c. Exists in a continuum where inner experience matches the outer expression of that experience. It is the ability to openly express negative and positive attitudes about self.
  - d. Living vicariously through the client.
50. Which of the following describes "unconditional positive regard"?
- a. Is the deep and genuine unconditional caring and acceptance of the client as they are.
  - b. When the counselor understands the client's experience and feelings as if they were his/her own, without becoming lost in those feelings.
  - c. Exists in a continuum where inner experience matches the outer expression of that experience. It is the ability to openly express negative and positive attitudes about self.
  - d. Living vicariously through the client.
51. Which of the following describes "accurate, empathetic understanding"?
- a. Is the deep and genuine unconditional caring and acceptance of the client as they are.
  - b. When the counselor understands the client's experience and feelings as if they were his/her own, without becoming lost in those feelings.
  - c. Exists in a continuum where inner experience matches the outer expression of that experience. It is the ability to openly express negative and positive attitudes about self.
  - d. Living vicariously through the client.



The following questions are based upon the material contained in  
Chapter 3.3 – Developing Competent Counselors

52. One of the simplest methods to explore whether countertransference issues are present is through listening to the ways in which clients' cases are presented and discussed by the counselors whom are being supervised, as well as other staff. Some indicators of countertransference issues identified in this chapter may include which of the following?
- Nicknames given to the client by counselors or staff.
  - Negative labels placed on the client.
  - Speaking about the client case in such a way that the counselor appears hopeless about the client's ability to change behaviors or progress in treatment.
  - All of the above.
53. Signs of the counselor becoming over-involved with the client may include all of the following, except?
- Counselor taking time with the client to articulate clear client-counselor boundaries.
  - Talk of overstepping boundaries.
  - Having strong emotional reactions when discussing the client's case.
  - Providing supplementary assistance to the client at the expense of the rest of the counselor's caseload.
54. When is co-therapy with the supervisor NOT useful?
- When a counselor and supervisor share similar personal issues that can benefit from therapeutic intervention.
  - When a counselor reports being stuck with a client.
  - When a counselor is having difficulty addressing a particular issue with clients.
  - When a counselor is having trouble utilizing a particular theoretical framework during treatment.
55. Which of the following nonjudgmental, useful questions for the supervisor to ask in order to elicit transference and countertransference issues were included in this chapter?
- Is your client's situation reminiscent of any experiences you have had during your life? If so, how does that impact or alter your work?
  - Are you finding it difficult to establish or maintain boundaries with your client?
  - Do you ever get the feeling that you are becoming more invested with this client than others in your caseload?
  - All of the above.



56. Of the following questions for the supervisor to ask in order to elicit transference and countertransference issues, which was NOT included in this chapter?
- Are you aware of any difficulties you have working with clients from a particular gender, ethnicity, sexual orientation, religious background, socio-economic status, age group, or other cultural group?
  - Are your feelings toward your supervisor mostly positive and constructive?
  - Do you believe that your client is reacting to you in a particular way (positively or negatively) because you are part of a particular gender, ethnicity, sexual orientation, religious background, socio-economic status, age group, or other cultural group?
  - Are you aware of any transference issues the client might be experiencing with you?
57. If the counselor's countertransference issues appear to necessitate more attention than can be provided during individual or group supervision, many other tools are available for continued exploration, development, and growth. Which of the following describes the "case reflections" practice?
- The counselor reviews the program rules and type of counseling/theory practiced at the program.
  - The counselor speaks about countertransference and other clinical concerns with his or her peers to develop an awareness of how they would react to a similar issue differently.
  - The counselor writes down his or her personal reactions immediately following a counseling session.
  - At the end of the day, the counselor writes about countertransference issues that arose for him or her and attempts to explore these through writing.
58. If the counselor's countertransference issues appear to necessitate more attention than can be provided during individual or group supervision, many other tools are available for continued exploration, development, and growth. Which of the following describes the "journaling" practice?
- The counselor reviews the program rules and type of counseling/theory practiced at the program.
  - The counselor speaks about countertransference and other clinical concerns with his or her peers to develop an awareness of how they would react to a similar issue differently.
  - The counselor writes down his or her personal reactions immediately following a counseling session.
  - At the end of the day, the counselor writes about countertransference issues that arose for him or her and attempts to explore these through writing.
59. If the counselor's countertransference issues appear to necessitate more attention than can be provided during individual or group supervision, many other tools are available for continued exploration, development, and growth. Which of



the following describes the “peer consultation” practice?

- a. The counselor reviews the program rules and type of counseling/theory practiced at the program.
- b. The counselor speaks about countertransference and other clinical concerns with his or her peers to develop an awareness of how they would react to a similar issue differently.
- c. The counselor writes down his or her personal reactions immediately following a counseling session.
- d. At the end of the day, the counselor writes about countertransference issues that arose for him or her and attempts to explore these through writing.

60. If the counselor’s countertransference issues appear to necessitate more attention than can be provided during individual or group supervision, many other tools are available for continued exploration, development, and growth. Which of the following describes the “reviewing accepted practices” idea?

- a. The counselor reviews the program rules and type of counseling/theory practiced at the program.
- b. The counselor speaks about countertransference and other clinical concerns with his or her peers to develop an awareness of how they would react to a similar issue differently.
- c. The counselor writes down his or her personal reactions immediately following a counseling session.
- d. At the end of the day, the counselor writes about countertransference issues that arose for him or her and attempts to explore these through writing.

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Breining Institute, 8894 Greenback Lane, Orangevale, California USA 95662-4019



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Course No. CS-1801P2: Answer Sheet

SECTION 1. Please use this sheet only if you have not already submitted your answers on-line.

Grid for First Name

First Name

Grid for Middle Name

Middle Name

Grid for Last Name

Last Name

Grid for Address

Address (Number, Street, Apt or Suite No.)

Grid for City

City

Grid for State

State (or Province)

Grid for USA Zip Code

USA Zip Code

Grid for Country

Country (other than USA)

Grid for Country Code

Country Code

Grid for Primary Telephone Number

Primary Telephone Number (including Area Code)

Grid for Facsimile Number

Facsimile Number (including Area Code)

Grid for E-mail Address

E-mail Address

SECTION 2. Credit Card Payment information if paying by credit card: Circle which card used - VISA or MasterCard

Grid for Credit card number and Expiration date

Credit card number

Expiration date

Grid for Full name on credit card

Full name on credit card.

Grid for Billing Address

Billing Address where you receive the credit card bill, if different than address above (Number, Street, Apt or Suite No.)

Grid for City

City

Grid for State

State (or Province)

Grid for USA Zip Code

USA Zip Code

Breining Institute is authorized to charge Fifty-nine dollars (\$59.00) to this card.

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Date





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**SECTION 3. Course Title: CS-1801P2 / Clinical Supervisor Education Course – Circle correct answer**

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

21	A	B	C	D
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26	A	B	C	D
27	A	B	C	D
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34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
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40	A	B	C	D

41	A	B	C	D
42	A	B	C	D
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52	A	B	C	D
53	A	B	C	D
54	A	B	C	D
55	A	B	C	D
56	A	B	C	D
57	A	B	C	D
58	A	B	C	D
59	A	B	C	D
60	A	B	C	D

THE UNDERSIGNED ATTESTS that he/she is the person who completed this exam.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

IF YOU HAVE NOT ALREADY COMPLETED THE ON-LINE ANSWER SHEET,

return both pages of this Answer Sheet, with Course examination fee, by mail or facsimile to:

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