



PO Box 1000
Eau Claire, WI 54702
(888) 851-9498

July/August 2023: Facing the Teen Mental Health Crisis: What's Really Going On?

Post Test/Evaluation Form
Price for CE Certificate: \$30

MGT095648

6/30/2023

PERSONS interested in receiving credit may print this form, complete and return with a payment of \$30 per person CE fee.

A certificate of successful completion will be emailed/faxed/mailed to you. You will receive your CE certificate within two weeks from date of receipt of your request form and test. To receive your certificate sooner than two weeks, rush processing is available for a fee. Please attach check* or include credit card information below. **Customers outside the US: We will only accept payments for Continuing Education Credits by use of a credit card. All other forms of payment will not be accepted.**

For office use only

Rcvd _____
Graded _____
Cert Mailed _____

CE Fee: \$30 (Rush Processing Fee: \$10) Total to be charged: _____

Credit Card Information

Credit Card Number

Expiration Date

Security Code*

Name on Card (Please print)

Authorized Signature

***MC/VISA/Discover:** 3 digits on signature panel on back of card
American Express: 4 digits above account # on face of card

Contact Information (Please Print)

Last Name

First Name

Middle Initial

Address

City

State

Zip

Email

Daytime Phone

Fax

Signature

Mail or Fax entire packet to: Psychotherapy Networker PO Box 1000, Eau Claire, WI 54702 Fax#: 800-554-9775

Evaluation

I certify that I have participated in this program in its entirety. *

☐ Yes

☐ No

Course content was relevant to objectives. *

☐ Very satisfied

☐ Somewhat satisfied

☐ Neither satisfied not dissatisfied

☐ Somewhat dissatisfied

☐ Very dissatisfied

How useful was the content for your practice or other professional development? *

☐ Very satisfied

☐ Somewhat satisfied

☐ Neither satisfied not dissatisfied

☐ Somewhat dissatisfied

☐ Very dissatisfied

The author's delivery supported the asynchronous activity. *

☐ Very satisfied

☐ Somewhat satisfied

☐ Neither satisfied not dissatisfied

☐ Somewhat dissatisfied

☐ Very dissatisfied

Overall, the content met my expectations. *

☐ Very satisfied

☐ Somewhat satisfied

☐ Neither satisfied not dissatisfied

☐ Somewhat dissatisfied

☐ Very dissatisfied

Donna Jackson Nakazawa: Author showed knowledge and expertise in content. *

☐ Very satisfied

Kaytee Gillis: Author showed knowledge and expertise in content. *

☐ Very satisfied

Margaret Nichols: Author showed knowledge and expertise in content. *

☐ Very satisfied

Donna Jackson Nakazawa: Author showed knowledge and expertise in content. *

☐ Somewhat satisfied

Kaytee Gillis: Author showed knowledge and expertise in content. *

☐ Somewhat satisfied

Margaret Nichols: Author showed knowledge and expertise in content. *

☐ Somewhat satisfied

Donna Jackson Nakazawa: Author showed knowledge and expertise in content. *

☐ Neither satisfied not dissatisfied

Kaytee Gillis: Author showed knowledge and expertise in content. *

☐ Neither satisfied not dissatisfied

Margaret Nichols: Author showed knowledge and expertise in content. *

☐ Neither satisfied not dissatisfied

Donna Jackson Nakazawa: Author showed knowledge and expertise in content. *

☐ Somewhat dissatisfied

Kaytee Gillis: Author showed knowledge and expertise in content. *

☐ Somewhat dissatisfied

Margaret Nichols: Author showed knowledge and expertise in content. *

☐ Somewhat dissatisfied

Donna Jackson Nakazawa: Author showed knowledge and expertise in content. *

☐ Very dissatisfied

Kaytee Gillis: Author showed knowledge and expertise in content. *	<input type="radio"/>	Very dissatisfied
Margaret Nichols: Author showed knowledge and expertise in content. *	<input type="radio"/>	Very dissatisfied
Donna Jackson Nakazawa: Author had an organized delivery. *	<input type="radio"/>	Very satisfied
Kaytee Gillis: Author had an organized delivery. *	<input type="radio"/>	Very satisfied
Margaret Nichols: Author had an organized delivery. *	<input type="radio"/>	Very satisfied
Donna Jackson Nakazawa: Author had an organized delivery. *	<input type="radio"/>	Somewhat satisfied
Kaytee Gillis: Author had an organized delivery. *	<input type="radio"/>	Somewhat satisfied
Margaret Nichols: Author had an organized delivery. *	<input type="radio"/>	Somewhat satisfied
Donna Jackson Nakazawa: Author had an organized delivery. *	<input type="radio"/>	Neither satisfied not dissatisfied
Kaytee Gillis: Author had an organized delivery. *	<input type="radio"/>	Neither satisfied not dissatisfied
Margaret Nichols: Author had an organized delivery. *	<input type="radio"/>	Neither satisfied not dissatisfied
Donna Jackson Nakazawa: Author had an organized delivery. *	<input type="radio"/>	Somewhat dissatisfied
Kaytee Gillis: Author had an organized delivery. *	<input type="radio"/>	Somewhat dissatisfied
Margaret Nichols: Author had an organized delivery. *	<input type="radio"/>	Somewhat dissatisfied
Donna Jackson Nakazawa: Author had an organized delivery. *	<input type="radio"/>	Very dissatisfied
Kaytee Gillis: Author had an organized delivery. *	<input type="radio"/>	Very dissatisfied
Margaret Nichols: Author had an organized delivery. *	<input type="radio"/>	Very dissatisfied
Was the technology user friendly? *	<input type="radio"/> Yes <input type="radio"/> No	
Quiz completion process was user-friendly. *	<input type="radio"/> Yes <input type="radio"/> No	
Questions/concerns were addressed effectively and in a timely manner.	<input type="radio"/> Very satisfied	
	<input type="radio"/> Somewhat satisfied	
	<input type="radio"/> Neither satisfied not dissatisfied	
	<input type="radio"/> Somewhat dissatisfied	
	<input type="radio"/> Very dissatisfied	
Comments?		
Was evidence provided to substantiate material provided?	<input type="radio"/> Yes	
	<input type="radio"/> No	
	<input type="radio"/> N/A	
Donna Jackson Nakazawa: Did the author list the limitations and potential risks of the content/research?	<input type="radio"/> Yes	
Kaytee Gillis: Did the author list the limitations and potential risks of the content/research?	<input type="radio"/> Yes	
Margaret Nichols: Did the author list the limitations and potential risks of the content/research?	<input type="radio"/> Yes	
Donna Jackson Nakazawa: Did the author list the limitations and potential risks of the content/research?	<input type="radio"/> No	
Kaytee Gillis: Did the author list the limitations and potential risks of the content/research?	<input type="radio"/> No	
Margaret Nichols: Did the author list the limitations and potential risks of the content/research?	<input type="radio"/> No	
Donna Jackson Nakazawa: Did the author list the limitations and potential risks of the content/research?	<input type="radio"/> N/A	
Kaytee Gillis: Did the author list the limitations and potential risks of the content/research?	<input type="radio"/> N/A	

Margaret Nichols: Did the author list the limitations and potential risks of the content/research?	<input type="radio"/> N/A
Was a commercial product promoted in the articles?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Was this publication free from commercial influence or bias?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
My request for disability accommodations was addressed respectfully and promptly.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
I have gained knowledge today that will enhance my skills and/or abilities.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
The total length of time to complete the course (hours and minutes):	
<i>REQUIRES WRITTEN RESPONSE *</i>	
My attendance today will contribute toward improved patient/client outcomes in the future.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Florida Mental Health Counselors: Do you need your hours reported to Florida CE Broker?	<input type="radio"/> Yes <input type="radio"/> No
Ohio Counselors: Do you need your hours reported to CE Broker?	<input type="radio"/> Yes <input type="radio"/> No
Florida Marriage and Family Therapists: Do you need your hours reported to Florida CE Broker?	<input type="radio"/> Yes <input type="radio"/> No
Ohio Marriage and Family Therapists: Do you need your hours reported to CE Broker? *	<input type="radio"/> Yes <input type="radio"/> No
Florida Nurses: Do you need your hours reported to Florida CE Broker?	<input type="radio"/> Yes <input type="radio"/> No
Florida Psychologists: Do you need your hours reported to Florida CE Broker?	<input type="radio"/> Yes <input type="radio"/> No
Ohio Psychologists: Do you need your hours reported to the board?	<input type="radio"/> Yes <input type="radio"/> No
Colorado Social Workers: Do you need your hours reported to the board?	<input type="radio"/> Yes <input type="radio"/> No
Florida Social Workers: Do you need your hours reported to Florida CE Broker?	<input type="radio"/> Yes <input type="radio"/> No
Ohio Social Workers: Do you need your hours reported to CE Broker?	<input type="radio"/> Yes <input type="radio"/> No

Objectives	
Was this objective met? Assess Mintz's approach to treating low desire in female clients.	<input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Disagree <input type="radio"/> Strongly disagree
Was this objective met? Evaluate Ascanio and Rathbone's use of DBT skills in treating suicidal thoughts.	<input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Disagree <input type="radio"/> Strongly disagree
Was this objective met? Apply Gillis's approach to addressing IPV in couples work.	<input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Disagree <input type="radio"/> Strongly disagree

Post Test	
In Consultation – Page 17 – According to Mintz, the first step in working with women experiencing diminished sexual desire is:	<input type="radio"/> Becoming more comfortable asking clients about sexual issues <input type="radio"/> Taking a medical history <input type="radio"/> Taking an inventory of their sexual likes and dislikes <input type="radio"/> Referring them out to a specialist
In Consultation – Page 17 – To assess whether a client is having issues with desire or with both desire and arousal, Mintz says to ask the client:	<input type="radio"/> If they're sexually attracted to their partner <input type="radio"/> If they have sex despite not feeling horny <input type="radio"/> If they get pleasure from self-stimulation <input type="radio"/> If they have sexual fantasies
In Consultation – Page 17 – Which is one of the suggestions Mintz says can help clients reignite the sexual spark?	<input type="radio"/> Watching porn with their partner <input type="radio"/> Buying sexy lingerie or cologne <input type="radio"/> Working out or going for a run with their partner <input type="radio"/> Developing a personalized sex mantra
Trans Kids Under Fire – Page 20 – What are puberty blockers?	<input type="radio"/> A type of binder <input type="radio"/> Gonadotropin-releasing hormone analogues <input type="radio"/> A type of vitamin <input type="radio"/> Non-medical cosmetic treatments
Trans Kids Under Fire – Page 20 – In her work with Shannon, Nichols says she clearly met the criterion of:	<input type="radio"/> "Resistant, insistent, and concealment" <input type="radio"/> "Repeated, ever-present, and enduring" <input type="radio"/> "Loud, proud, and confident"

Girls on the Brink – Page 29 – According to Nakazawa, the single most important ingredient in a child’s physical and mental health is:	<input type="radio"/> “Persistent, consistent, and insistent” <input type="radio"/> Being able to feel safe with and connected to caregivers and adults <input type="radio"/> Having a lot of friends <input type="radio"/> Having low levels of testosterone and estrogen <input type="radio"/> Nutritious food
Girls on the Brink – Page 29 – The social stress response is most beneficial when:	<input type="radio"/> It helps predict threats that might happen in the future <input type="radio"/> It shifts from a moment into a lingering state <input type="radio"/> It’s engaged and active even when nothing bad is happening <input type="radio"/> It turns on quickly, alerts you to something bad, and turns off when the stressor has passed
Boy’s Friendships – Page 34 – According to Way, what generally happens to boys’ friendships with other boys as they grow older?	<input type="radio"/> They grow stronger <input type="radio"/> They shift toward friendships with girls <input type="radio"/> They’re sacrificed in the name of protecting their “manhood” <input type="radio"/> They become less emotional and more physical
Boy’s Friendships – Page 34 – What’s one suggestion Way has for therapists in terms of helping address the crisis of connection?	<input type="radio"/> Having clients interview therapists about their lives <input type="radio"/> Allowing friends to come to therapy sessions <input type="radio"/> Reaching out to friends they’ve lost touch with <input type="radio"/> Sharing personal stories about their own friendships
When Teens Talk about Suicide – Page 40 – The DBT skill “checking the facts” involves	<input type="radio"/> Understanding if emotional pain originates from real events or our interpretation of those events <input type="radio"/> Analyzing what happened just prior to our upset <input type="radio"/> Looking back at old journaling entries <input type="radio"/> Brandishing the facts of brain science to win arguments
When Teens Talk about Suicide – Page 40 – According to the authors, what is one potential contributor to the rise in suicidality in today’s teens?	<input type="radio"/> Smartphones <input type="radio"/> A high-fat, high-sugar diet <input type="radio"/> The idea that feeling bad is abnormal <input type="radio"/> Violent video games
When Teens Talk about Suicide – Page 40 – When clients have an immediate, lethal plan or won’t commit to not ending their lives, what’s the therapist’s next step?	<input type="radio"/> Going to the hospital <input type="radio"/> Bringing in the extended family <input type="radio"/> A referral to their prescribing psychiatrist <input type="radio"/> A journaling exercise
Case Study – Page 65 – What was one red flag Gillis noticed when working with Jake and Susan?	<input type="radio"/> Susan admitted to having hit Jake in the past

-
- ☐ Jake was constantly excusing Susan's behavior
-
- ☐ Jake and Susan didn't want to separate or divorce
-
- ☐ Jake said he'd been abused by partners in the past
-

Case Study – Page 65 – Why did Gillis initially decide against working with Jake individually?

-
- ☐ She suspected Jake might have been abusive as well
-
- ☐ She couldn't see Jake individually without offering the same to Susan
-
- ☐ Susan was vehemently against it
-
- ☐ She thought Jake would have problems trusting her
-

Point of View – Page 71 – According to Gibson, the four types of emotionally immature parents are:

-
- ☐ The emotional parent, the cold parent, the perfectionistic parent, and the needy parent
-
- ☐ The emotional parent, the rejecting parent, the driven parent, and the passive parent
-
- ☐ The emotional parent, the self-centered parent, the driven parent, and the passive parent
-
- ☐ The immature parent, the rejecting parent, the perfectionistic parent, and the needy parent
-