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January/February 2021 Hanging in There: Creating Lifelines for Today's Kids

MGT095633

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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

Was the technology user friendly? *

Yes No

Quiz completion process was user-friendly. *

Yes No

Questions/concerns were addressed effectively and in a timely manner.

Very satisfied

Somewhat satisfied

Neither satisfied not dissatisfied

Somewhat dissatisfied

Very dissatisfied

Comments?

Was evidence provided to substantiate material provided?

Yes

No

N/A

Was a commercial product promoted in the articles?

Yes

No

N/A

Was this publication free from commercial influence or bias?

Yes

No

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
Iowa Nurses: Please enter your license number.	
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? Apply Cormier's sentence stem technique in treatment.
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
-
- Was this objective met? Evaluate Lyons's view of shifting young clients' thinking about OCD.
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
-
- Was this objective met? Assess Siegel et al., view of IFS treatment for chronic pain.
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Post Test

- In Consultation - Page 17) Which is not one of the open-ended sentence stems Cormier uses?
- "Right now, I feel..."
- "The thing that scares me the most is..."
- "What makes me feel the saddest is..."
- "When I sleep..."
-
- In Consultation - Page 17) Which is not one of the four tasks of grief?
- Accept the reality of the loss
- Experience the pain of the loss
- Take comfort in the loss
- Adjust to the new situation
-
- Bridging the Gap- Page 28) One strategy to successfully motivate kids to engage with online learning is:
- Providing rewards, such as candy
- Speaking on the phone with the child before they log on to class
- Punishing class absences
- Having them practice power poses
-
- Bridging the Gap- Page 28) What valuable material can a client's teacher offer the therapist?
- An IQ test
- Extra homework exercises for the client
- Information on the client's behavior in school
- The client's report card
-
- The Black Youth Suicide Epidemic- Page 36) Conscientization refers to:
- Identifying contradictions in experience through dialogue
- Having a trancelike experience
- Thinking before speaking
- Applying science to conscience

The Black Youth Suicide Epidemic- Page 36) According to Baker, no cultural or social identity is a risk factor, in and of itself.	<input type="radio"/> True <input type="radio"/> False
A Field Day for OCD?- Page 40) According to Lyons, good treatment for young people with OCD involves:	<input type="radio"/> Focusing on the content <input type="radio"/> Showing them that they need a big shift in thinking <input type="radio"/> Asking teachers for special accommodations <input type="radio"/> Doing what OCD demands
Reaching “Unreachable” Teens & Tweens- Page 46) Sample says even the best laid “behavior management” plan won’t work without:	<input type="radio"/> A strict schedule <input type="radio"/> A relationship to anchor it <input type="radio"/> Written agreements <input type="radio"/> Daily phone calls between parents and therapists
Reaching “Unreachable” Teens & Tweens- Page 46) Which is not one of Sample’s recommendations for working with a heavily armored teen?	<input type="radio"/> Use a soft tone of voice <input type="radio"/> Allow them to teach you something <input type="radio"/> Know that you’ll make mistakes <input type="radio"/> Use sarcasm to make them laugh
IFS and Chronic Pain- Page 50) The authors argue that most chronic pain is the result of:	<input type="radio"/> Ineffective therapy <input type="radio"/> Complex mind–body interactions <input type="radio"/> Untreated infections <input type="radio"/> An inactive lifestyle
IFS and Chronic Pain- Page 50) Susan’s able to give up her fearful approach to back pain by:	<input type="radio"/> Tuning into her Self <input type="radio"/> Fixing her daughter’s pain first <input type="radio"/> Accepting that her doctors can be trusted <input type="radio"/> Believing she’ll never be hurt again
IFS and Chronic Pain- Page 50) Parts work can help pain clients:	<input type="radio"/> Avoid triggering activities <input type="radio"/> Disconnect from childhood traumas <input type="radio"/> Distract from fears <input type="radio"/> Mindfully accept painful sensations
Case Study- Page 61) Garcia terms the inner misconception that being trans is wrong as:	<input type="radio"/> Trans fear <input type="radio"/> Trans sadness <input type="radio"/> Trans crisis <input type="radio"/> Trans guilt
Case Study- Page 61) Garcia helps Alex reframe his mother’s disapproval as:	<input type="radio"/> Transphobia <input type="radio"/> A separate path <input type="radio"/> A childlike phase <input type="radio"/> Ignorance
Point of View- Page 65) In which direction does Mattu hope to see our culture move?	<input type="radio"/> Teaching kids about mental health earlier <input type="radio"/> Embracing online therapy

Honing self- diagnosis

Respecting therapists' rates
