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November/December 2021: Training for Today's Therapy:
What's Wanted? What's Needed?

MGT095638

10/31/2021

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.**

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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
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Ohio Counselors: Do you need your hours reported to CE Broker?	<input type="radio"/> Yes
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Ohio Marriage and Family Therapists: Do you need your hours reported to CE Broker?	<input type="radio"/> Yes
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Florida Nurses: Do you need your hours reported to Florida CE Broker?	<input type="radio"/> Yes
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Iowa Nurses: Please enter your license number.	
Florida Psychologists: Do you need your hours reported to Florida CE Broker?	<input type="radio"/> Yes
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Ohio Psychologists: Do you need your hours reported to the board?	<input type="radio"/> Yes
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	<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 Tripp's art therapy strategies.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Was this objective met? Assess the risks of sharing diagnoses with clients.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Was this objective met? Evaluate Hofmann's approach to learning core competencies.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Post Test

In Consultation - Page 15 - When introducing creative approaches:

- Some clients will have feelings of inadequacy about making art
- Some clients won't have art supplies
- Prior art-making experience is necessary
- Art therapy isn't suitable for most clients

In Consultation - Page 15 - The practice of "breath tracing" involves:

- Holding one's breath
- Inhaling for four counts
- Marking a page with lines while paying attention to one's breath
- Drawing squares while breathing in

In Consultation - Page 15 - Tripp suggests that scribbling:

- Is a useful way to expend energy
- Often yields an image with personal significance
- Is best used for anxiety
- Can help focus inattentive children

Therapy, Fast and Slow- Page 30 - According to Hazanov, therapists need what to inform their treatment:

- A note-taking system
- EMDR training
- Anonymous critique
- Feedback and metrics

Embracing Our Core Competencies- Page 36 - Hofmann says that therapists most need to learn:

- Therapy's philosophical underpinnings
- The latest modality
- Core competencies
- Meditation

Embracing Our Core Competencies- Page 36 - Hofmann says that when practicing CBT, therapists should:

- Incorporate other strategies and models
- Never incorporate other strategies and models
- Read to clients from the DSM
- Always give a diagnosis

The Perpetual Student- Page 38 - Today, Fisher would recognize Catherine's fear, grief, and despair as:

- Attention seeking
- Feeling memories
- Irrational
- Situational

The Perpetual Student- Page 38 - At first, Fisher saw Catherine's daily check-ins as:

- Manipulative
- Controlling
- A cry for help
- Necessary for successful treatment

Beyond the Brain–Body Split- Page 44 - Top-down approaches to behavior change in young children can fail because:

- Kids aren't as reward-deprived as adults
- The wrong rewards don't spark change
- They don't know how to calm themselves physiologically
- Their behavior patterns are too erratic

Beyond the Brain–Body Split- Page 44 - Our field can remedy its reliance on top-down thinking by:

- Following relational, neuroscientific principles
- Giving workbooks to parents
- Doing inner-child work during training
- Emphasizing adultification

Beyond the Brain–Body Split- Page 44 - Building physiological self-regulation in children involves:

- Offering neurofeedback games online
- Simple breathing exercises
- Helping them unmask feelings
- Creating attuned relationships

Decolonizing Mental Health- Page 50 - Murray-Browne encourages her trainees to:

- Take walks with their most anxious clients
- Practice mindfulness
- Accrue as many CE hours as possible
- Go into their communities

Decolonizing Mental Health- Page 50 - The work that Victoria did with Jackie helped to:

- Decolonize her referral list
- Show that therapists are people too
- Deepen her understanding of depression
- Reaffirm her understanding of trauma

Case Study- Page 69 - Sammak decided not to give one of her clients a BPD diagnosis because:

- She'd be covered by insurance anyway
- She disagreed with the diagnosis
- The client found the label so threatening
- It ran contrary to a psychiatrist's diagnosis

Point of View- Page 75 - How does Zen Buddhism distinguish between pain and suffering?

- Pain is momentary; suffering is perpetuated pain

- Pain is physical; suffering is emotional

- Suffering is momentary; pain is perpetuated suffering

- Suffering is physical; pain is emotional
