



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

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

MGT095633

12/31/2020

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

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☐ Honing self- diagnosis

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☐ Respecting therapists' rates

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