



5145 Pontiac Trail • Ann Arbor, MI 48105 • USA
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OBJECTIVE MEASURE OF LEARNING QUIZ

Life Stress Reduction Techniques and Case Planning Workshop

The purpose of this quiz is to evaluate training methods and materials. If you are not sure whether or not you have answered a question correctly, please ask your trainer for clarification after you have handed in your quiz.

Name: _____ Degree/Specialty _____ Date: _____

Select the best answer to each of the following questions and mark it with an X.

1. Life Stress Reduction helps the client to:

- a. gain awareness.
- b. leave the past in the past..
- c. achieve positive states of mind.
- d. all of the above.

2. Addressing Positives as well as Negatives:

- a. is not needed.
- b. helps achieve balance.
- c. helps a bored facilitator.
- d. is only added to case plans of overwhelmed clients.

3. A case plan is based on:

- a. assessment of client distress ratings.
- b. a thorough interview and client interest.
- c. the same protocol for every client.
- d. the facilitator's trained instincts.

4. Unlayering:

- a. explores "earlier similar" events.
- b. always uses two questions or instructions.
- c. is brief.
- d. is a question or instruction (or a set of questions or instructions) given repetitively..

5. Exploration:

- a. is a repetitive technique.
- b. enables clients to examine a subject from different aspects and viewpoints.
- c. always takes the client to an "earlier similar" incident or issue.
- d. does not follow the Rules of Facilitation.
- d. is repetitive instruction(s) or question(s) done once, alternatively, or in sequence to an EP.

6. An end point is evidenced by:

- a. a sense of resolution.
- b. current accessible emotional charge reduced and visible indications of some improvement in the client's condition.
- c. outward focus, expression of relief, insights.
- d. all of the above.

7. You recover a missed end point by:

- a. using the same technique again..
- b. letting the client know s/he finished addressing the issue earlier..
- c. asking the viewer to describe what happened at the point where s/he felt better (at the end point)..
- d. employing a more suitable technique..

8. The Wrong Indication technique:

- a. is a repetitive technique..
- b. explores emotionally charged traumatic incidents..
- c. is a checklist technique which addresses emotional charge generated by statements made by one person to another..
- d. is similar to Recall Lists.

9. What is the primary use of Expanded Unblocking with Options?:

- a. to address light traumatic incidents.
- b. when you need to gather more information..
- c. to calm a client who gets upset during session.
- d. to reduce charge on people, places, things, and situations that are disturbing.

Please continue on page 2



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Circle True or False for each of the following statements:

CIRCLE ONE

- | | | |
|--|------|-------|
| A. Many Life Stress Reduction techniques fit nicely into 50-minute sessions. | True | False |
| B. You should acknowledge only positive responses from your client. | True | False |
| C. Some client issues are best addressed with multiple techniques. | True | False |
| D. Withheld communication can inhibit client progress. | True | False |
| E. Frequent sessions will obtain the best results because there is less opportunity for between session disturbances to occur. | True | False |
| F. Working with an experienced technical director on case plans and session agendas is recommended, to help a novice facilitator increase his/her confidence & competence. | True | False |
| G. Asking all the questions on an Expanded Unblocking list is required, no matter what.. | True | False |
| H. A case plan should give structure and confidence to your work as a facilitator. | True | False |

Circle the technique most appropriate to the presenting issue:

- | | | | |
|---|--------------------------------|----|-------------------------------|
| I. Long term difficult issues with spouse | Emotionally Charged
Persons | or | Help |
| J. Viewer has a guilty conscience | Done/Withheld/Problem | or | Give |
| K. Lingering anger or loss over a deceased person | Unfinished Business | or | Important/Not-
important |
| L. Identity confusion | Life Stress List | or | Differences &
Similarities |
| M. Weight concerns and problems | Recall Aesthetics | or | Body Image
Program |

In an LSR session, which of the following are indications that an end point may have been reached?

- | | | |
|---|-----|----|
| N. The client says s/he has lost interest in the technique. | Yes | No |
| O. Client talks about something unrelated to the issue being addressed. | Yes | No |
| P. The client experiences a positive cognitive shift or insight. | Yes | No |
| Q. The client says s/he has no more attention on the issue. | Yes | No |
| R. The client says s/he is too upset to continue the session. | Yes | No |
| S. The client's attention has shifted to the present and away from the issue being addressed. | Yes | No |

Thank you



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CO-SPONSOR/SERVICE ORGANIZATION		CO-SPONSOR
CO-SPONSORING TRAINERS NAME	<u>APPLIED METAPSYCHOLOGY INTERNATIONAL</u>	
PROGRAM TITLE Life Stress Reduction Techniques & Case Planning Workshop		
PROGRAM DATES		
CITY COUNTRY		

PARTICIPANT SATISFACTION EVALUATION

Please indicate your rating of the program in the categories below by circling the appropriate number, using a scale of 1 (low - least favorable) through 5 (high—most favorable). Thank you.

THIS PROGRAM MET THE STATED OBJECTIVES AS A RESULT I AM ABLE TO:	LOW ← → HIGH				
Explain the theory and practice of Life Stress Reduction	1	2	3	4	5
Demonstrate the use of directive repetitive techniques	1	2	3	4	5
Assess a client's readiness for Life Stress Reduction	1	2	3	4	5
Create a Life Stress Reduction case plan	1	2	3	4	5
Compare techniques used for relationship issues	1	2	3	4	5
List techniques for addressing difficult life situations	1	2	3	4	5
Practice positive memory techniques	1	2	3	4	5
Describe specialized techniques addressed to body image	1	2	3	4	5
Use these structured, directive techniques in a client-centered way	1	2	3	4	5
State that I had the opportunity to practice the techniques presented in the manual during the workshop and was given sufficient time to practice Life Stress Reduction in dyads	1	2	3	4	5
CONTENT:					
Program was appropriate for attendees	1	2	3	4	5
Program was suitable for professional level training	1	2	3	4	5
TEACHING METHODS:					
Teaching methods were appropriate for the subject matter	1	2	3	4	5
Suitability of instructional materials	1	2	3	4	5
RELEVANCY:					
Information presented could be applied to practice	1	2	3	4	5
Information presented is congruent with current needs and practices	1	2	3	4	5
How much did you learn as a result of this Continuing Education program?	1	2	3	4	5
FACILITY:					
Training site was adequate and appropriate for the program	1	2	3	4	5
Accommodations met the needs of any students with disabilities	1	2	3	4	5

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FACULTY	Instructor knowledge of subject matter	Instructor clarity and ability to teach	Instructor ability to use audio-visual aids	Instructor responsiveness to students' questions	
PRIMARY TRAINER	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
ASSISTANT TRAINER (IF APPLICABLE)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
The program enhanced my professional expertise (circle one) :			Substantially	Somewhat	Not at all
I would recommend this program to others. (circle one) :			Yes	No	Not sure

COMMENTS, OBSERVATIONS, SUGGESTIONS

What was your overall impression of the activity? What went well? What could have been improved?

Other comments and suggestions?

What I particularly liked about this workshop was?

PERMISSION TO PUBLISH? Yes No If Yes, please sign:

IN GENERAL:

- 1) Do you prefer (circle one): weekend programs weekday programs
- 2) How much time do you need to respond to a program announcement? _____
- 3) How did you learn about this program? (circle all that apply)
 Brochure Colleague Newsletter TIRA Website Other _____

If you would like to comment directly to AMI, please feel free to write to the Continuing Education Director at
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