



5145 Pontiac Trail • Ann Arbor, MI 48105 • USA
Phone: 734-761-6268 Fax: 734-663-6861 Website: www.AppliedMetapsychology.org
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OBJECTIVE MEASURE OF LEARNING QUIZ

Ability Enhancement Facilitator Applied Metapsychology Workshop Level 1

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. The Curriculum:

- ___a. is a long general case plan that addresses fundamental aspects of living.
- ___b. has eight sections.
- ___c. is designed to gradually improve a viewer's abilities.
- ___d. is all of the above.

2. A person's case:

- ___a. is a result of the bad things that have been done to him or her
- ___b. is a result of the bad things s/he has done.
- ___c. is the entirety of charge material the person has.
- ___d. is handled by Life Stress Reduction.

3. In the theory of Applied Metapsychology, learning consist of:

- ___a. integrative learning.
- ___b. deductive learning.
- ___c. receptive learning.
- ___d. is both a. and c. above.

4. The shift from *unburdening to discovery* as a major focus:

- ___a. is difficult for the viewer.
- ___b. is used throughout the Curriculum.
- ___c. is a new skill for both viewer and facilitator.
- ___d. is both b. and c. above.

5. In Applied Metapsychology, a *method* is:

- ___a. another word for a technique.
- ___b. refers to whether we are using facilitation or consultation.
- ___c. is an overall type of techniques, such as objective techniques, Unlayering, or checklist techniques.
- ___d. is both b. and c. above.

6. Self directed viewing:

- ___a. occurs when a viewer stops needing viewing instructions on questions in order to view.
- ___b. can be confused with compulsive and unproductive talking by an inexperienced facilitator.
- ___c. shows that the facilitator has lost control of the session.
- ___d. is both a. and b. above.

Please continue on page 2



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OBJECTIVE MEASURE OF LEARNING QUIZ

Page 2

Circle True or False for each of the following statements:

CIRCLE ONE

- | | | |
|---|------|-------|
| A. An instructor's job is simply to get the information across to the student. Is the student's job to integrate it into his/her world view. | True | False |
| B. A client does the curriculum in a classroom with others. | True | False |
| C. The Curriculum represents a gradient of actions from easier to more challenging for both viewer and facilitator. | True | False |
| D. <i>Discovery</i> involves deliberately restimulating sections of the viewer's case. | True | False |
| E. In viewing techniques the viewer is not only doing the work of removing charge, but also in increasing his/her ability to locate sources of charge. | True | False |
| F. Disturbance Handlings are <i>retrospective</i> techniques. | True | False |
| G. On the Help and Control Section we use the general form of the viewer's items in the techniques that call for an item. | True | False |
| H. The facilitator and technical director must take great care to handle every bit of charge a viewer has on each subject addressed in the Curriculum. | True | False |
| I. The logic of the order of sections of the Curriculum follows the order of human abilities that need to be unblocked and developed in order to achieve maximum case progress. | True | False |
| J. Technical direction for the Curriculum is more complicated than for LSR. | True | False |
| K. <i>Help</i> is defined as "assisting someone to accomplish something that s/he intends to accomplish". | True | False |
| L. control is domination. | True | False |

Thank you



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CO-SPONSORING TRAINERS NAME		<u>APPLIED METAPSYCHOLOGY INTERNATIONAL</u>
PROGRAM TITLE Applied Metapsychology-Facilitator Ability Enhancement Facilitator Workshop Level 1		
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 OF:					
<u>AS A RESULT I AM PARTICIPANTS SHOULD BE ABLE TO:</u>					
LOW ← → HIGH					
Understand the relationships between Life Stress Reduction and the Curriculum	1	2	3	4	5
Have a working knowledge of the design and philosophy of the Curriculum	1	2	3	4	5
Facilitate the techniques of the Help & Control Section of the Curriculum	1	2	3	4	5
Understand the difference between unburdening and discovery	1	2	3	4	5
Work with the phenomenon of self-direction for the Curriculum	1	2	3	4	5
Have a working knowledge of the basics of technical direction for the Curriculum	1	2	3	4	5
<u>State that I had the opportunity to practice the techniques presented in the manual during the workshop</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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

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



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I would recommend this program to others. (circle one) : Yes No Not sure

Please continue on page 2

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 5145 Pontiac Trail • Ann Arbor, MI 48105 • USA



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OBJECTIVE MEASURE OF LEARNING QUIZ

Ability Enhancement Facilitator Applied Metapsychology Workshop Level 2

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. Exploration:

- ___a. is one of the easiest techniques for a viewer to do.
- ___b. is on of the most challenging techniques for a facilitator to do.
- ___c. is only something you do to prepare for using another technique.
- ___d. is both a. and b. above.

2. Viewing:

- ___a. allows the viewer to relieve charge.
- ___b. helps a viewer to re-order his/her mental world.
- ___c. increases viewer ability to find and focus on sources of charge.
- ___d. includes all of the above.

3. Exploration:

- ___a. has only a few pre-determined questions
- ___b. allows the viewer to range around from one topic to another.
- ___c. is a good technique to use with both fragile, overwhelmed viewers and those who are functioning at a high level.
- ___d. is good for steering a viewer to a particular conclusion.

4. In doing Exploration, a facilitator needs to:

- ___a. be able to predict how the viewer is going to feel about the topic by the end of the session.
- ___b. keep the viewer's attention focused on the topic being addressed.
- ___c. be able to keep thinking up new questions while staying person centered.
- ___d. is both b. and c. above

5. A viewer has a long, complex trauma. You:

- ___a. think about it and try to find out which part s/he has most attention on.
- ___b. tell the viewer, "We can't do TIR on such a long incident."
- ___c. Explore: "Tell me the whole story."
- ___d. refer the client to another practitioner.

6. A viewer says, "I feel OK about that now." You:

- ___a. stop the session.
- ___b. go on to the next step on the case plan.
- ___c. keep going because that isn't a good enough end point.
- ___d. ask an Exploration question or two to draw out the end point.

7. The end point of the Memory Section of the Curriculum:

- ___a. comes when the viewer only has pleasant memories.
- ___b. comes when the viewer can contact non-traumatic memories without falling into traumatic ones.
- ___c. comes when the viewer has no further interest in the past.
- ___d. is all of the above.

Please continue on page 2



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OBJECTIVE MEASURE OF LEARNING QUIZ

Page 2

Circle True or False for each of the following statements:

CIRCLE ONE

- | | | |
|--|------|-------|
| A. An Exploration need not follow the Rules of Facilitation. | True | False |
| B. A facilitator should know going into an Exploration all of the questions s/he is going to ask. | True | False |
| C. It is possible to perceive when you have lost a person's comprehension even if she doesn't change body language. | True | False |
| D. A Domain Assessment for the purpose of case progress can take several sessions. | True | False |
| E. A Domain Assessment can be used to find items to address using other techniques. | True | False |
| F. Memory Techniques make use of a different sort of remembering than does TIR. | True | False |
| G. It is the technical directors job to set up some "questions within the question" for Explorations on the case plan. | True | False |
| H. Exploration is only going to produce very light end points. | True | False |
| I. There is something wrong if a viewer jumps back and forth through time while doing a memory technique. | True | False |
| J. We consider a viewer's memories to be something s/he has, part of his/her mental environment. | True | False |

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PROGRAM TITLE Applied Metapsychology-Facilitator Ability Enhancement Facilitator Workshop Level 2	
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 OF:					
<u>AS A RESULT I AM PARTICIPANTS SHOULD BE ABLE TO:</u>					
LOW ← → HIGH					
Demonstrate a complete theoretical and practical knowledge of Exploration to maximize client engagement	1	2	3	4	5
Use Exploration to produce significant case progress	1	2	3	4	5
Facilitate the techniques of Memory Enhancement	1	2	3	4	5
Do a Domain Assessment, either as a way to find items to address, or as a stand alone technique at a gentle gradient	1	2	3	4	5
Understand memory as it relates to session work	1	2	3	4	5
Get a client more able to work with memory	1	2	3	4	5
<u>State that I had the opportunity to practice the techniques presented in the manual during the workshop</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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

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	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5



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(IF APPLICABLE)				
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	

Please continue on page 2
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 _____



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OBJECTIVE MEASURE OF LEARNING QUIZ

Ability Enhancement Facilitator Applied Metapsychology Workshop Level 3

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. The importance of doing CEs 1 and 2 is to:

- a. practice sitting still.
- b. deepen your capacity for being present.
- c. practice not thinking.
- d. see how well the other person does at remaining present.

2. A viewer's over all success at viewing:

- a. derives from the shared intention of viewer and facilitator for the viewer to succeed.
- b. is an accumulation of smaller successes.
- c. comes from the use of techniques that help him/her to view.
- d. is all of the above.

3. The key indicator of charge is:

- a. the viewer turns red.
- b. interest.
- c. the viewer's breathing pattern changes.
- d. the viewer tries to avoid the subject.

4. Session rapport depends upon:

- a. the viewer's ability to be present.
- b. the skill of the technical director.
- c. the facilitator's ability to be present.
- d. the mood of the viewer that day.

5. A physical reaction such as a flinch or twitch:

- a. means that the viewer is withholding something.
- b. means that the viewer is going to get upset unless you do something about it.
- c. indicates that some charge may be present.
- d. indicates all of the above.

6. In the technique Talking to Difficult People, we get items to address from:

- a. asking the viewers friends and family
- b. asking the viewer
- c. looking through session notes to find people who keep coming up
- d. both b. and c. above.

7. The end point of the Communication Section of the Curriculum is:

- a. The viewer will experience a great deal more ease, pleasure and effectiveness in communication.
- b. the viewer will now be able to listen to people s/he could not comfortably listen to before.
- c. the viewer will be able to communicate easily with anyone, on any subject, at any time.
- d. the viewer will feel that Communication is not nearly as important as s/he had thought it was before.

Please continue on page 2



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OBJECTIVE MEASURE OF LEARNING QUIZ

Page 2

Circle True or False for each of the following statements:

CIRCLE ONE

A. Creating a safe space through use of the Communication Exercises and Rules of Facilitation is sufficient to bring about excellent case progress.	True	False
B. The viewer grappling with something difficult to face means that s/he is not engaged in the session.	True	False
C. You can generate interest in someone or something that would not normally attract your attention.	True	False
D. The purpose of studying the parts of the various types of communication is to understand where our clients may be failing in life.	True	False
E. It is important to understand what the viewer is saying.	True	False
F. Communication Exercises can benefit viewers as well as facilitators.	True	False
G. There are times when it is all right not to understand what the viewer is saying.	True	False
H. A facilitator should point out the fact when a viewer manifests some physical indicator of charge.	True	False
I. Communication is a key to success in both viewing and life.	True	False
J. We take care to use the specific form of an item when doing the Communication Section.	True	False

Thank you



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PROGRAM TITLE Ability Enhancement Applied Metapsychology Facilitator Workshop Level 3		
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 OF:					
<u>AS A RESULT I AM PARTICIPANTS SHOULD BE ABLE TO:</u>					
LOW ← → HIGH					
More effectively build and maintain rapport	1	2	3	4	5
Recognize and make use of physical indicators of charge	1	2	3	4	5
Facilitate the techniques of the Communication Section	1	2	3	4	5
Understand the component parts of the complete communication cycle	1	2	3	4	5
Differentiate between social and session communication	1	2	3	4	5
Build a client's ability to communicate	1	2	3	4	5
<u>State that I had the opportunity to practice the techniques presented in the manual during the workshop</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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

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



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I would recommend this program to others. (circle one) : Yes No Not sure

Please continue on page 2

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_____

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OBJECTIVE MEASURE OF LEARNING QUIZ

Ability Enhancement Facilitator Applied Metapsychology Workshop Level 4

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. Objective techniques:

- ___a. are so called because they require a viewer to thing objectively.
- ___b. should not be done with all clients.
- ___c. are so called because they direct a viewer's attention onto the outer, physical world.
- ___d. are all of the above.

2. Objective techniques:

- a. like subjective discovery techniques, ~~reactivate~~ ~~restimulate~~ something in the viewer's mind.
- ___b. by-pass unwanted habit patterns.
- ___c. can lead to unexpected realizations.
- ___d. are all of the above.

3. Objective techniques:

- ___a. bring a viewer's attention into the present.
- ___b. cause a viewer to confront his/her overly complex thinking patterns..
- ___c. are often well suited to addressing such issues as control and change.
- ___d. are both a. and c. above

4. Problems:

- ___a. offer challenges that one can enjoy.
- ___b. are highly undesirable.
- ___c. are always completely of the viewer's own causing.
- ___d. are both b. and c. above.

5. An activity cycle includes:

- ___a. all the physical objects one is planning to use while carrying out a plan.
- ___b. forming the intention to do something.
- ___c. telling other people about one's plan.
- ___d. both a. and c. above.

6. Objective techniques:

- ___a. are not well liked by viewers because of being so different from traditional therapy.
- ___b. can take a long or short time to reach and end point.
- ___c. don not require any special ability or intention on the part of the facilitator.
- ___d. are used as Remedies, not as major actions to produce case progress.

7. Problems:

- ___a. can fixate attention.
- ___b. often contain an element of indecision.
- ___c. often do not seem problematic any more after a viewer has addressed them with a Resolution technique.
- ___d. all of the above.

Please continue on page 2



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OBJECTIVE MEASURE OF LEARNING QUIZ

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Circle True or False for each of the following statements:

CIRCLE ONE

A. Because objective techniques do not directly address the mind, they have little effect on the mind.	True	False
B. Objective techniques can produce profound end points.	True	False
C. Viewers who have their attention firmly stuck in the past should not be run on objective techniques.	True	False
D. Many issues that can be addressed by using a subjective technique can also be addressed with and objective technique.	True	False
E. People who have difficulties with either starting or stopping things will have many problems in life.	True	False
F. It is possible to complete an <i>activity cycle</i> without finishing the activity once you have started it.	True	False
G. Problems are never useful to the person who has them.	True	False
H. Objective techniques are not useful for someone high on the Emotional Scale, but are meant for more heavily charged cases.	True	False
I. Because objective techniques focus the viewer's attention outward, communication between viewer and facilitator is less important than when using subjective techniques.	True	False
J. A physical reaction during an objective technique is handled in the same way as is a concern voiced by the viewer during a subjective technique.	True	False
K. Objective techniques can bring up or "turn on" FESAPs	True	False

Thank you



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CO-SPONSORING TRAINERS NAME		<u>APPLIED METAPSYCHOLOGY INTERNATIONAL</u>
PROGRAM TITLE Ability Enhancement Applied Metapsychology Facilitator Workshop Level 4		
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 OF:					
<u>AS A RESULT I AM PARTICIPANTS SHOULD BE ABLE TO:</u>					
LOW ← → HIGH					
Facilitate an array of objective techniques	1	2	3	4	5
Understand the theory of problems and problem resolution	1	2	3	4	5
Facilitate the techniques of the Resolution Section	1	2	3	4	5
Understand theory of how and why objective techniques work	1	2	3	4	5
Understand the theory and use of the Expanded Orientation and Awareness Program	1	2	3	4	5
Know how to use objective techniques from the point of view of a technical director	1	2	3	4	5
<u>State that I had the opportunity to practice the techniques presented in the manual during the workshop</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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

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



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I would recommend this program to others. (circle one) :	Yes	No	Not sure
--	-----	----	----------

Please continue on page 2

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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OBJECTIVE MEASURE OF LEARNING QUIZ

Ability Enhancement Facilitator Applied Metapsychology Workshop Level 5

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. The Reconciliation Section:

- ___a. includes the People Program.
- ___b. could include either the People Program or the Integrity Program.
- ___c. includes the Integrity Program
- ___d. includes neither the People Program nor the Integrity Program

2. At this point in the Curriculum we switch from general to specific forms of items:

- ___a. to aid the viewer in getting access to the charge addressed in this section.
- ___b. by asking for specific items when a viewer gives general ones.
- ___c. because by now a viewer will be tired of addressing general items.
- ___d. both a. and b. above.

3. The People Program:

- ___a. is primarily for shy, timid people.
- ___b. is for people who are critical and hostile towards others.
- ___c. is for someone who has any sort of difficulties with people.
- ___d. affects the viewer's attitudes, but not actual relationships.

4. Whether you use TIR or Recall techniques in the People Program depend on:

- ___a. the resilience or fragility of the viewer.
- ___b. which technique the facilitator thinks will bring about the most benefit.
- ___c. whether the viewer has already had a major end point on TIR.
- ___d. both a. and c. above.

5. We address misdeeds and withholds during the Reconciliation Section:

- ___a. because doing so is productive of relief and freedom.
- ___b. because a viewer is now ready to face up to them.
- ___c. because neglecting to face up to them inhibits personal growth.
- ___d. all of the above.

6. People justify having harmed others:

- ___a. by adopting negative attitudes toward them.
- ___b. because the other people deserved what happened to them.
- ___c. because they were first harmed by those others.
- ___d. both b. and c. above.

7. An endangered withhold:

- ___a. occurs because the person let something slip.
- ___b. occurs because someone else does something to make the viewer wonder if a withhold, or part of one, has been revealed.
- ___c. is better left alone.
- ___d. will have no significant effect in a session.

8. During the Integrity Program:

- ___a. the viewer works out his/her own personal ethical code.
- ___b. discovers the code by which all people should live.
- ___c. the viewer will significantly change most of his/her ideas about what is ethical.
- ___d. both b. and c. above.

Please continue on page 2



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OBJECTIVE MEASURE OF LEARNING QUIZ

Page 2

Circle True or False for each of the following statements:	CIRCLE ONE	
A. The People Program can be used as part of a Life Stress Reduction Program.	True	False
B. Asking a viewer to focus his/her attentions more narrowly causes less charge to be removed.	True	False
C. In the People Program the people List is modified to fit the viewer's life.	True	False
D. In the People Program we do not check interest on the first flow addressed.	True	False
E. Guilt and hostility come from unforgiven misdeeds.	True	False
F. Understanding why someone did something is not sufficient to bring about forgiveness.	True	False
G. It is not really possible to be constructively critical.	True	False
H. When addressing a withheld misdeed it is important to get the viewer to tell you all of it.	True	False
I. It is unimportant to deal with withholds that were only nearly found out.	True	False
J. We do Information Correction when a viewer has the wrong idea about something	True	False
K. In the Integrity Program you want to address precepts by which the viewer wants to live, in addition to hose s/he is actually putting into practice	True	False

Thank you



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CO-SPONSORING TRAINERS NAME	<u>APPLIED METAPSYCHOLOGY INTERNATIONAL</u>
PROGRAM TITLE Ability Enhancement Facilitator, Applied Metapsychology Facilitator Workshop Level 5	
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 OF:					
<u>AS A RESULT I AM PARTICIPANTS SHOULD BE ABLE TO:</u>					
LOW ← → HIGH					
Demonstrate an understanding of the difference between the general and specific form of an item, why we shift emphasis at this stage of the Curriculum from general to specific items, and why we work to get specific answers from viewers at this level.	1	2	3	4	5
Apply the People Program	1	2	3	4	5
Apply the techniques of the Reconciliation Sections	1	2	3	4	5
Understand the theory behind the People Program and when it is used	1	2	3	4	5
Understand the theory of the Reconciliation Section of the Curriculum, and how misdeeds, withheld communications, and regretted statements affect a person's abilities and vie of him/herself and the world.	1	2	3	4	5
Apply the Integrity Program and use it to meet a variety of client needs	1	2	3	4	5
<u>State that I had the opportunity to practice the techniques presented in the manual during the workshop</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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

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



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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_____



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OBJECTIVE MEASURE OF LEARNING QUIZ

Ability Enhancement Facilitator Applied Metapsychology Workshop Level 6

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. Selection:

- ___a. requires speed and accuracy on the part of the facilitator.
- ___b. is a powerful, high velocity technique.
- ___c. brings new clarity to a viewer's mind.
- ___d. is all of the above.

2. In Selection:

- ___a. the wording of the Item may not matter all that much.
- ___b. if a viewer says that an Item is wrong, you try to get him/her to take another look at it.
- ___c. all the charge transfers to the Item when it is found and indicated.
- ___d. the viewer writes down potential Items in the form of a list.

3. In selection:

- ___a. you will sometimes find a question that produces an end point without an Item being found.
- ___b. on rare occasions you may find that a question not designed to find an Item does act like a Selection technique.
- ___c. if a Selection session goes awry as long as you correct it within the next week or so, that will be fine.
- ___d. both a. and b. above.

4. A cardinal point:

- ___a. cannot be a person.
- ___b. is something that relates closely to a person's intentions.
- ___c. is always right.
- ___d. both a. and c. above.

5. A core assumption:

- ___a. is a key idea someone uses to align and prioritize information.
- ___b. is a benefit to a viewer's thinking process.
- ___c. is a detriment to a viewer's thing process.
- ___d. is usually made under duress.

6. The reason we be quiet after indicating an Item back to the viewer in Selection is:

- ___a. to catch up with our note taking, which needs to be very accurate in Selection.
- ___b. to allow for the cascade effect as charge comes off and the viewer's mental world becomes re-ordered.
- ___c. to watch the client's indicators carefully.
- ___d. both b. and c. above.

7. We address change in the Resilience Section:

- ___a. because no one really likes change.
- ___b. because we want the viewer to do TIR on every traumatic change that has happened in his/her life.
- ___c. because the ability to deal with change well is necessary for a good quality of life.
- ___d. both a. and c. above.

8. We do the General TIR Section of the Curriculum:

- ___a. because the viewer may now be able to find and look at some things s/he wasn't aware of before.
- ___b. to get the viewer through the *Turning Point*.
- ___c. because some clients do very little TIR during Life Stress Reduction.
- ___d. both a. and b. above.

Please continue on page 2



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OBJECTIVE MEASURE OF LEARNING QUIZ

Page 2

Circle True or False for each of the following statements:	CIRCLE ONE	
A. In Selection when a viewer finds the Item, you sit quietly and do nothing.	True	False
B. In Selection it doesn't much matter whether or not you indicate the Item back to the viewer.	True	False
C. An idea used to avoid looking at something tends to become more stuck over time.	True	False
D. We use Selection in the final sections of the Curriculum to help a client get rid of core assumptions.	True	False
E. We orient a viewer fully to the technique and rules of Selection so that s/he can participate in the process of finding the correct Item.	True	False
F. In coping with change, we exercise our ability to be resilient.	True	False
G. Most or all of the charge on the subject of change will have been dealt with during Life Stress Reduction.	True	False
H. After the Resilience Section, no change could happen in a viewer's life that would be upsetting.	True	False
I. We find items to address with TIR at this point by asking for FESAPs as well as asking other trauma-related questions.	True	False
J. Clearing up upsets from the past boosts resilience.	True	False

Thank you



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CO-SPONSORING TRAINERS NAME		<u>APPLIED METAPSYCHOLOGY INTERNATIONAL</u>
PROGRAM TITLE Ability Enhancement Applied Metapsychology Facilitator Workshop Level 6		
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 OF:					
<u>AS A RESULT I AM PARTICIPANTS SHOULD BE ABLE TO:</u>					
LOW ← → HIGH					
Use the technique of Selection, allowing a client to pinpoint and work with core assumptions	1	2	3	4	5
Facilitate the techniques of the Resilience Section	1	2	3	4	5
Discover and handle previously unrecognized traumas	1	2	3	4	5
Understand the theory of resilience	1	2	3	4	5
Understand the relationship between change and upsets	1	2	3	4	5
Understand the theory of mental processing and why Selection works	1	2	3	4	5
<u>State that I had the opportunity to practice the techniques presented in the manual during the workshop</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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

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



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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

Please continue on page 2

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 _____



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OBJECTIVE MEASURE OF LEARNING QUIZ

Ability Enhancement Facilitator Applied Metapsychology Workshop Level 7

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. "Success" means:

- ___a. having shelter and enough to eat.
- ___b. never having to worry about things.
- ___c. having all the domains in good condition.
- ___d. both a. and c. above.

2. Charge affects our ability to be right:

- ___a. to no appreciable degree.
- ___b. by impeding our perception and ability to think clearly.
- ___c. because it makes us tend to blame others for things.
- ___d. both b. and c. above.

3. Actual rightness comes from:

- ___a. continuing to learn, grow, and test new strategies.
- ___b. examining one's own behavior.
- ___c. observing and taking responsibility for the outcomes of one's actions.
- ___d. all of the above.

4. To learn, we:

- ___a. take in some information, then go through a process of interpretation, verification, and acceptance.
- ___b. take in some information and then do some research to see what other people think about this.
- ___c. receive information and file it away in our mental schema.
- ___d. come up with a concept and then work on aligning what we see to what we have decided is true.

5. Core Assumptions:

- ___a. get in the way of clear thinking.
- ___b. can facilitate the data sorting process.
- ___c. can sometimes be learned from someone who has studied a subject in depth.
- ___d. both b. and c. above.

6. The experience of study:

- ___a. is generally difficult for most people.
- ___b. is greatly enhanced by good audio-visual presentations.
- ___c. if effective, includes pleasure, learning potential, and drive.
- ___d. depends almost entirely on the skills of the teacher.

7. Words, phrases, and symbols that are wrongly or incompletely understood:

- ___a. have little or no effect on a person's study of a subject.
- ___b. can cause someone to lose interest in studying something.
- ___c. are caused by the teacher going too fast through the material.
- ___d. both a. and c. above.

8. The Mental Freedom Program:

- ___a. helps a person to think more clearly by getting rid of past traumas.
- ___b. helps a viewer to think more clearly by clearing up concepts they have misunderstood in the past.
- ___c. allows a viewer to find, inspect, and release fixed ideas.
- ___d. is an optional step in the Rightness Section of the Curriculum.



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OBJECTIVE MEASURE OF LEARNING QUIZ

Page 2

Circle True or False for each of the following statements:

CIRCLE ONE

- | | | |
|--|------|-------|
| A. If something is right, it is true. | True | False |
| B. After the Rightness Section, a viewer's actions will naturally be correct. | True | False |
| C. According to a person-centered context, everyone is right according to his/her viewpoint and awareness at the time. | True | False |
| D. People would often rather be right than happy. | True | False |
| E. Because of the accumulation of trauma, people get stupider as they get older. | True | False |
| F. Looking at every fact as having equal weight or value makes it difficult to learn. | True | False |
| G. Boredom impedes effective study. | True | False |
| H. Heuristic value is the same as order and beauty. | True | False |
| I. A fixed idea can be called "anesthetic" because it releases endorphins into the blood stream. | True | False |
| J. To hold off undesirable inflows from others, people feel that they need to engage in the same sort of outflow towards others. | True | False |
| K. One can eventually reach a point where life itself is therapeutic. | True | False |

Thank you



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CO-SPONSORING TRAINERS NAME		<u>APPLIED METAPSYCHOLOGY INTERNATIONAL</u>
PROGRAM TITLE Ability Enhancement Applied Metapsychology Facilitator Workshop Level 7		
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 OF:					
<u>AS A RESULT I AM PARTICIPANTS SHOULD BE ABLE TO:</u>					
LOW ← → HIGH					
Use an expanded theory of learning, knowledge, and data sorting	1	2	3	4	5
Increase a client's ability to study and to effectively apply what s/he has learned	1	2	3	4	5
Facilitate techniques of the Rightness Section	1	2	3	4	5
Have clarification of "rightness" and ability	1	2	3	4	5
Understand the effect of fixed ideas in a person's life and how to address them	1	2	3	4	5
Understand the effects of words and symbols that are misunderstood or not understood on a person's functional intelligence	1	2	3	4	5
<u>State that I had the opportunity to practice the techniques presented in the manual during the workshop</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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

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



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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

Please continue on page 2

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 _____



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OBJECTIVE MEASURE OF LEARNING QUIZ

Ability Enhancement Facilitator Applied Metapsychology Workshop Level 8

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. Technical direction for the Curriculum involves:

- ___a. gathering up and collecting fruitful items to address with the various techniques that call for an item.
- ___b. Determining when a viewer needs some more LSR vs. when to continue with the Curriculum
- ___c. ensuring that a good end point is reached..
- ___d. all of the above.

2. Good clear session notes:

- ___a. make it possible for a TD to understand what happened in the session.
- ___b. may be useful if you have to go to court.
- ___c. aren't really necessary if you have a good memory.
- ___d. both b. and c. above.

3. The technical director's attitude toward the facilitators /he supervises:

- ___a. is one of interest in their well-being and that of their clients.
- ___b. is a strict one when it comes to any mistakes they have made.
- ___c. is irrelevant from the viewer's point of view.
- ___d. is one of superiority due to having studied the subject more than they have.

4. If a TD has a facilitator who is not doing well, s/he:

- ___a. gets stricter on the Rules of Facilitation.
- ___b. provides opportunities for that facilitator to get confusions sorted off and skills updated.
- ___c. writes a report to the Certification/Accreditation Committee of AMI.
- ___d. sends the facilitator back for more training.

5. If you are TDing for someone whose viewer has done all of the techniques for the Resolution Section without having reached an end point on that section:

- ___a. you go back through the session notes, as there must have been a mistake.
- ___b. you get that facilitator's knowledge and skills checked into.
- ___c. you extend the case plan for that section with further Resolution techniques.
- ___d. you realize that this viewer must be a resistive case

6. The specialized programs taught in the 8th workshop:

- ___a. should not be done while a viewer is on the Curriculum.
- ___b. are used as needed according to the situation.
- ___c. are specialized skills that the facilitator may want to charge more for.
- ___d. cannot be done before Life Stress Reduction is complete.

7. The Fixed Identities Program:

- ___a. is for people who have an identity that seems beneficial, but that is rigid and inflexible.
- ___b. includes a technique for looking at possible false assumptions.
- ___c. is to address identities that a viewer doesn't want any more.
- ___d. both a. and b. above.

8. The Program for Serious Illness:

- ___a. gives the viewer a good chance of being cured.
- ___b. addresses wrong indications with some thoroughness.
- ___c. would be used the same way for any ill person.
- ___d. both a. and c. above.

9. Looking over the specialized programs we find:

- ___a. that some utilize Action Plans, worked out in consultation mode.
- ___b. that the viewer is really better off doing the Curriculum first.
- ___c. that some are basically templates for a case plan specific to an individual's circumstances.
- ___d. both a. and c. above.

10. Difficult cases:

- ___a. of any sort have low ego strength in common.
- ___b. need a facilitator with very good skills and rapport.
- ___c. show an on-going lack of case progress.
- ___d. all of the above.



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and order the Comprehensive Case Assessment to be done.

Please continue on page 2

OBJECTIVE MEASURE OF LEARNING QUIZ

Page 2

11. Defenses:

- a. are something we want to get rid of.
- b. are evidence of a resistive case.
- c. are something a person who gets successful facilitation will need less and less.
- d. both a. and b. above

12. The Comprehensive Case Assessment:

- a. is ideally done by a fully trained Ability Enhancement Applied Metapsychology Facilitator.
- b. is not done more than once.
- c. allows for a more extensive case plan to be written, based on the results of the first pass through.
- d. both a. and c. above

Circle True or False for each of the following statements:

CIRCLE ONE

A. A technical director should not act as a trainer because then s/he would have a dual relationship with students.	True	False
B. You are better off making a case plan that is well within the capabilities of the facilitator in question than one that contains a more sophisticate approach that this facilitator is not up to.	True	False
C. Doing technical direction for the Curriculum is more demanding than for Life Stress Reduction.	True	False
D. It is possible for two people at the same training level to do TDing for each other.	True	False
E. A facilitator who is chronically low on the Emotional Scale may miss end points on a viewer who is chronically much higher on the Emotional Scale.	True	False
F. We generally plan to cycle through the Curriculum more than once, perhaps at different points in a viewer's life to get the maximum benefit from it.	True	False
G. It doesn't make sense to use the Creative Person Program with a business person.	True	False
H. It is all right for TDs to validate the facilitators they supervise.	True	False

Thank you



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CO-SPONSOR/SERVICE ORGANIZATION		CO-SPONSOR
CO-SPONSORING TRAINERS NAME		<u>APPLIED METAPSYCHOLOGY INTERNATIONAL</u>
PROGRAM TITLE Ability Enhancement Applied Metapsychology-Facilitator Workshop Level 8		
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 OF:					
<u>AS A RESULT I AM</u> PARTICIPANTS SHOULD BE <u>ABLE TO:</u>					
LOW ← → HIGH					
Utilize programs addressed to specific conditions such as: pregnancy, serious illness, oppressive relationships, and creative blocks	1	2	3	4	5
Develop programs for difficult and resistive clients	1	2	3	4	5
Demonstrate effective case planning to see a client through the entire viewing Curriculum	1	2	3	4	5
Use a range of supplemental techniques and the understanding of how and when to use them throughout each section of the viewing Curriculum	1	2	3	4	5
Understand the theory and practice behind effectively supervising others to expand their own professional development and avoid burnout.	1	2	3	4	5
Produce expanded results using <u>se</u> imple, familiar, techniques	1	2	3	4	5
<u>State that I had the opportunity to practice the techniques presented in the manual during the workshop</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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

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



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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			
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AEMFW Quiz Answers
(do not send out – internal use only)
AEMFW Quiz Answers

AEMFW 1

1. d
2. c
3. d
4. c
5. c
6. a

- A. F
- B. F
- C. T
- D. T
- E. T
- F. T
- G. T
- H. F
- I. T
- J. F
- K. T
- L. F

AEMFW 2

1. d
2. d
3. c
4. d
5. c
6. d
7. b

- A. F
- B. F
- C. T
- D. T
- E. T
- F. F
- G. F
- H. T
- I. F
- J. T

AEMFW 3

1. b
2. d
3. b
4. c
5. c
6. d
7. a

- A. F
- B. F
- C. T
- D. F
- E. T
- F. T
- G. T
- H. F
- I. T
- J. F

AEMFW 4

1. c
2. d
3. d
4. a
5. b
6. c
7. d

- A. F
- B. T
- C. F
- D. T
- E. T
- F. T
- G. F
- H. F
- I. F
- J. T
- K. T

AEMFW 5

1. b
2. d
3. c
4. d
5. d
6. a
7. b
8. a

- A. T
- B. F
- C. T
- D. T
- E. F
- F. F
- G. F
- H. T
- I. F
- J. F
- K. T

AEMFW 6

1. d
2. c
3. d
4. b
5. a
6. d
7. c
8. a

- A. F
- B. F
- C. T
- D. F
- E. T
- F. T
- G. F
- H. F
- I. T
- J. T

AEMFW 7

1. d
2. b
3. d
4. a
5. c
6. b
7. b
8. c

- A. F
- B. F
- C. T
- D. T
- E. F
- F. T
- G. T
- H. F
- I. F
- J. T
- K. T

AEMFW 8

1. d
2. c
3. a
4. c
5. c
6. b
7. d
8. b
9. d
10. d
11. c
12. d

- A. F
- B. T
- C. F
- D. T
- E. T
- F. T

| **AEMFW** 8 continued

- G. F
- H. T
- I. T
- J. F
- K. F
- L. F
- M. T