

Home Study Audio Course

“Creative Ways of Administering the EMDR Protocol with Children”

Session 331 Presented at the EMDR International Association Annual Conference September 29, 2007 by Ana M. Gomez, MC, LPC

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A) How to take the online exam.

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B) How to take the paper exam.

1) Print this **exam and circle the correct answers**. Return it with the included **course evaluation** and **course affirmation** pages by fax or mail.

2) Note there is an additional paper exam fee of \$5 (for EMDRIA Conference exams). We suggest you pay the paper exam fee at the time of original exam purchase. You may also add \$5 per paper exam later.

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EMDRIA CE Credit Examination

1. Type I trauma cases involve all of the following except:
 - A. Single incident trauma.
 - B. Good support system.
 - C. Foster care placement.
2. Type II trauma cases involve all of the following except:
 - A. Good support system.
 - B. Multiple, more severe or chronic trauma.
 - C. Challenging but possible to do EMDR.
3. Type III trauma cases involve all of the following except:
 - A. Multiple, severe and chronic trauma.
 - B. In touch with emotions.
 - C. Poor support system or CPS placement.
4. The skills building model proposed by Ana Gomez focuses on all of the following except:
 - A. Staying true to the model and the standard EMDR protocol.
 - B. Introducing elements of the EMDR protocol through EMDR games to create safety through familiarity.
 - C. Skipping cognitions when working with younger children.
5. In new situations in therapy traumatized children are likely to:
 - A. Want to play.
 - B. Become disorganized due to excess arousal.
 - C. Become combative.
6. The skills building model is used primarily:
 - A. For Type I trauma cases.
 - B. For all kids who have experienced trauma.
 - C. For Type II trauma cases.
7. Skills building with EMDR games:
 - A. Makes the EMDR process familiar, safe and predictable.
 - B. Allows children to discharge tension.
 - C. Is needed with nearly all children before starting reprocessing.

8. All of the following are true about the EMDR games model except:
 - A. Assist the child to develop skills needed for accessing different aspects of the memory network and assess the target in the trauma protocol.
 - B. Helps the child to develop emotional, cognitive and sensory literacy.
 - C. Is needed to work with Type I trauma cases.
9. The EMDR Kit for Kids:
 - A. Follows the same sequence as the steps in the assessment phase.
 - B. Uses characters from Sesame Street familiar to most kids.
 - C. Is color-coded to help kids match feelings to colors.
10. EMDR Games can be used to do all of the following except:
 - A. Identify the lack of resources.
 - B. Decide when not to assess the VoC.
 - C. Identify potential targets.
11. EMDR Games include all of the following except:
 - A. Feelings books.
 - B. Feelings detector.
 - C. Sensation scrubber.
12. In the EMDR Games model negative cognitions are called:
 - A. Mixed up thoughts.
 - B. Dark thoughts.
 - C. Bad thoughts.
13. In the EMDR Games model kids learn to find the feelings with all the following except:
 - A. The feelings cube.
 - B. A paper body outline.
 - C. An anatomically correct doll.
14. In the EMDR Games model kids learn about negative cognitions by.
 - A. Generating their own statements.
 - B. Listening to possible negative cognitions offered by the clinician.
 - C. Playing with the mixed up thoughts dice.
15. In the EMDR Games model kids learn about rating the VoC with all of the following except:
 - A. The good thoughts cube.
 - B. The good thought thermometer.
 - C. The thought scale detector.
16. In the EMDR Games model kids can learn about rating the SUD with all of the following except:
 - A. The mixed-up feelings scale.
 - B. Putting pennies on a scale.
 - C. SUDs bracelets.
17. To deal with kids' fears of dealing with "bad memories" Ana Gomez recommends:
 - A. The metaphor of packing what's needed for trip together.
 - B. The metaphor of riding on the train with other passengers.
 - C. Waiting until the child develops more trust in the therapist.

18. In using the sand tray and doll house Ana Gomez recommends:
 - A. The clinician provides the characters and starts the story; the child continues the story.
 - B. The clinician or a parent tells the story for the child with figures the child selects
 - C. The clinician and the child take turns selecting the characters.
19. In working with children and the Cognitive Interweave.
 - A. Using Cognitive Interweaves consistently helps assure more complete reprocessing.
 - B. Using Cognitive Interweaves should be limited working with older children.
 - C. Spontaneous processing is preferred to avoid distortions.
20. Common types of Cognitive Interweaves with children deal with all of the following except:
 - A. Missing information on the freeze response.
 - B. What older brother said.
 - C. Thoughts causing events.

Course Evaluation
Session 331

Ana M. Gomez, MC, LPC - Creative Ways of Administering the EMDR Protocol with Children
Credit Provider Andrew M. Leeds, Ph.D.

Please rate the following items using the scale below.

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

OVERALL COURSE RATING: _____

- | | | | | | |
|--|---|---|---|---|---|
| 1. Presentation was consistent with objective and title..... | 1 | 2 | 3 | 4 | 5 |
| 2. Content was valuable and/or useful..... | 1 | 2 | 3 | 4 | 5 |
| 3. Course was appropriately challenging..... | 1 | 2 | 3 | 4 | 5 |
| 4. Course was taught at the promised level..... | 1 | 2 | 3 | 4 | 5 |
| 5. The following objective were met. | | | | | |
| A. Learn creative ways to acquaint and prepare children for
the different components of the EMDR protocol | 1 | 2 | 3 | 4 | 5 |
| B. Learn how integrate play therapy methods with the EMDR
approach..... | 1 | 2 | 3 | 4 | 5 |

Comments:

Please rate the following using the scale below.

1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Excellent

PRESENTER:

_____ Communication Skills	_____ Knowledge of EMDR model
_____ Ability to answer questions	_____ Responsive to participants' needs

MATERIALS:

_____ Quality of audio recording	_____ Usefulness of course manual
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ADMINISTRATION:

_____ Administration of course	_____ Helpfulness of staff
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Course Affirmation

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By signing below you affirm that you: 1) listened to the entire Distance Learning Audio Course; 2) you read the corresponding handout that you have indicated; and 3) you completed the examination(s) by yourself without assistance from anyone else.

Print Name: _____ Date: _____

Signed: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-mail: _____

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