Veterans Health Administration
Employee Education System

COURSE NUMBER: 14.EL.MA.MH.PTSD202STAIR.A

PROGRAM EVALUATION

ACTIVITY TITLE: PTSD 202: SKILLS TRAINING IN AFFECTIVE AND INTERPERSONAL REGULATION (STAIR)

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SUBMISSION INSTRUCTIONS

1. Complete this registration and evaluation form within 30 days of completing the activity.
2. Please save and email a copy of your completed evaluation to EESEPC@va.gov
3. Your certificate will be sent via email to the email address provided below.
4. For questions or concerns regarding the Program Evaluation or Certificate, the following contact methods are available: EPC by email at EESEPC@va.gov, or the EES Customer Service by phone at 1.877.EES.1331 Opt.5

OCCUPATIONAL CATEGORY

- ☐ Administrative
- ☐ Advanced Practice Nurse
- ☐ Associated/Allied Health
- ☐ Clinical Psychologist
- ☐ Dentist
- ☐ Licensed Clinical Social Worker
- ☐ Pharmacist
- ☐ Pharmacy Tech
- ☐ Physician
- ☐ Physician Assistant
- ☐ Podiatrist
- ☐ Registered Dietitian
- ☐ Registered Nurse
- ☐ Speech/Language Pathologist
- ☐ Other Clinical
- ☐ Other

EMPLOYER CATEGORY

- ☐ VHA
- ☐ VBA
- ☐ NCA
- ☐ VA OTHER
- ☐ DOD
- ☐ IHS
- ☐ OTHER FEDERAL
- ☐ NON FEDERAL

Date Completed

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ACCREDITATION/CERTIFICATE REQUESTED:

Activity must be approved for the certificate type in order for such a certificate to be issued.

- ☐ General/Non-Accredited
- ☐ ACCME
- ☐ ACCME - Non Physician
- ☐ ACHE
- ☐ ACPE
- ☐ ACPE-Technician
- ☐ ADA
- ☐ ANCC
- ☐ APA
- ☐ ASHA
- ☐ ASWB
- ☐ CA BBS
- ☐ CA BRN
- ☐ CDR
- ☐ NBCC

EMAIL ADDRESS: Enter Complete Email Address

LAST NAME:

FIRST NAME:

I assert that I attended 100% of this program: e-Signature:

Type your full name in the block above

PRIVACY ACT STATEMENT

AUTHORITY: Title 50, Appendix, U.S.C., Title 10, U.S.C., Public Law 96-357 96th Congress, September 24, 1980 (Amendment to 10 U.S.C. 2107).
PRINCIPAL PURPOSE(S): To develop policies and procedures, compile statistics and render analytical reports, and to track participation in EES activities.
ROUTINE USES: The information provided on the application will be used to maintain data on EES activities, provide requested reports on participation, and to provide activity original and duplicate certificates to EES activity participants.
MANDATORY AND VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL PROVIDING INFORMATION: Disclosure of information requested in the EES registration form (the application) is voluntary; however, the information must be furnished in order to ensure the applicant will receive a certificate of completion for EES activities and appropriate education credit.

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PLEASE CIRCLE THE APPROPRIATE RESPONSE CORRESPONDING WITH EACH QUESTION BELOW:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
Overall, I was satisfied with this learning activity.	O 1	O 2	O 3	O 4	O 5	O NA
The learning activities and/or materials were effective in helping me learn the content.	O 1	O 2	O 3	O 4	O 5	O NA
I learned new knowledge and skills from this learning activity.	O 1	O 2	O 3	O 4	O 5	O NA
The scope of the learning activity was appropriate to my professional needs.	O 1	O 2	O 3	O 4	O 5	O NA
The content of the learning activity was current.	O 1	O 2	O 3	O 4	O 5	O NA
Was the content presented in a manner that was fair and balanced? If no, please explain:		O Yes	O No	O NA		
If you feel you will be successful in applying this learning, please provide a few specific examples of how you will apply it.						
I will be able to apply the knowledge and skills learned to improve my job performance.	O 1	O 2	O 3	O 4	O 5	O NA
If you required any accommodations for a disability your request was addressed respectfully and in a timely manner.	O 1	O 2	O 3	O 4	O 5	O NA
The appropriate technology was utilized to facilitate my learning.	O 1	O 2	O 3	O 4	O 5	O NA
The training environment (face to face, video conference, web based training) was effective for my learning.	O 1	O 2	O 3	O 4	O 5	O NA
I found that the technology in this learning activity was easy to use.	O 1	O 2	O 3	O 4	O 5	O NA
Overall, I was satisfied with the use of technology in this learning activity.	O 1	O 2	O 3	O 4	O 5	O NA
The technology in this learning activity was responsive and provided access to further support.	O 1	O 2	O 3	O 4	O 5	O NA
What about this learning activity was <u>most useful</u> to you?						
What about this learning activity was <u>least useful</u> to you?						

Thank you for your helpful feedback.

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PROGRAM OBJECTIVES

COURSE NUMBER: 14.EL.MA.MH.PTSD202STAIR.A

Please rate each of the following program objectives.

After attending this learning activity, I have the ability to:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
describe the STAIR Treatment process	○	○	○	○	○
discuss emotions, emotion regulation and trauma impact in relation to STAIRS treatment	○	○	○	○	○
summarize methods to develop emotion regulation skills	○	○	○	○	○
explain distress tolerance	○	○	○	○	○
define interpersonal schemas and relationship patterns	○	○	○	○	○
discuss the application of alternative adaptive schemas	○	○	○	○	○
describe the effects of abuse and assault of experience of agency and assertiveness	○	○	○	○	○
summarize interpersonal expectations and actions within a social context	○	○	○	○	○
	○	○	○	○	○
	○	○	○	○	○

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POST-TEST QUESTIONS COURSE NUMBER: 14.EL.MA.MH.PTSD202STAIR.A

1. Which of the following clients is STAIR designed to help?

- ☐ A Clients with PTSD whose primary response is extreme avoidance of trigger issues
- ☐ B Clients with complicated forms of PTSD primarily related to extreme violence and sexual assault.
- ☐ C Clients with PTSD who have repressed memories and have not responded to other therapies.
- ☐ D Answers A,B & C.
- ☐ E Answers A & B only.

2. Which of the following is NOT a component or benefit of Focused Breathing?

- ☐ A Can help manage states of anxiety or anger.
- ☐ B Can have a meditative, calming effect.
- ☐ C Requires that clients focus on both their in and out breaths.
- ☐ D Requires the patient to come up with an alternative thought to say whenever they are anxious
- ☐ E

3. One goal of STAIR therapy is to teach clients:

- ☐ A How they can get other people to take on their feelings rather than dealing with them on their own.
- ☐ B How they can learn to suppress or avoid their feelings.
- ☐ C How they can experience feelings without becoming overwhelmed.
- ☐ D How they can develop empathy for other trauma survivors with PTSD
- ☐ E

4. The three symptom clusters of PTSD are?

- ☐ A Avoidance, growing, and psychosis.
- ☐ B Re-experiencing, avoidance, and hyperarousal.
- ☐ C Re-experiencing, shadowing, and distress.
- ☐ D Hyperarousal, psychosis, and fighting.
- ☐ E

5. Which of the following best defines emotional awareness?

- ☐ A It is a daily snapshot of your emotions.
- ☐ B It is a way to describe feelings.
- ☐ C It is determined by a traumatic experience.
- ☐ D It is learned over the course of a lifetime.
- ☐ E

6. The Feelings Monitoring Form is NOT used as a tool used to:

- ☐ A Identify automatic thoughts which accelerated feelings during a particular situation.
- ☐ B Increase skills in identifying feelings and triggers related to a situation.
- ☐ C Identify the intensity of a feeling during an emotional situation.
- ☐ D Identify pleasant activities.
- ☐ E

7. The ability to identify, label, modulate and effectively express feelings is also known as?

- ☐ A Emotion regulation
- ☐ B Emotional awareness
- ☐ C Distancing oneself from one's emotions
- ☐ D An emotional rollercoaster
- ☐ E

8. Trauma survivors often have difficulty with:

- ☐ A Identifying feelings.
- ☐ B Labeling their feelings
- ☐ C Controlling their feelings.
- ☐ D Identifying, labeling, and controlling feelings
- ☐ E

9. What should you NOT do when helping clients identify feelings on the Feelings Monitoring Form?

- ☐ A Study the completed Feelings Monitoring Forms to identify a pattern of when these negative feelings occur.
- ☐ B Review the completed Feelings Monitoring Forms with your clients and discuss the situations which may have triggered these negative feelings.
- ☐ C Review the completed Feelings Monitoring Forms to determine if the negative feelings are triggered by the same situation.
- ☐ D Tell clients how you would feel in the same situation.
- ☐ E

10. Which of the following regulation strategies is an example of a thought strategy?

- ☐ A Attention Shifting
- ☐ B Calling a Friend
- ☐ C Focused Breathing
- ☐ D Have a Smoke
- ☐ E

11. Which is NOT a true statement about coping skills?

- ☐ A Exercise, listening to music, and talking to a friend are all positive coping skills.
- ☐ B Some coping skills work better than others for all people
- ☐ C Coping skills can target the mind, behavior or thoughts
- ☐ D Over-eating, using drugs or alcohol, and keeping feelings to oneself are unhealthy coping skills.
- ☐ E

12. Three channels of emotion are:

- ☐ A Thought, behavior, and body.
- ☐ B Thought, behavior, and psychological.
- ☐ C Transference, counter-transference, and projection.
- ☐ D Denial, rage, and acceptance.
- ☐ E

13. Mood regulation skills are intended to:

- ☐ A Eliminate pain and suffering.
- ☐ B Suppress feelings so they cannot ruin your life
- ☐ C Minimize feelings and hide them until they pass.
- ☐ D Help people tolerate negative feelings and create more opportunities to experience positive feelings.
- ☐ E

14. What is distress tolerance?

- ☐ A The process of avoiding distress.
- ☐ B Dealing with negative feedback after experiencing trauma.
- ☐ C Listing the pros and cons of achieving a goal.
- ☐ D The ability to endure pain or hardship without resorting to actions or behaviors that are damaging to your client or others.
- ☐ E

15. Positive feelings and enthusiasm for a goal:

- ☐ A Can help motivate a person to persist in the face of setbacks.
- ☐ B Often lead to skills practice and mastery.
- ☐ C May have been undermined by repeated negative and hostile feedback in individuals who have experienced trauma.
- ☐ D Answers A, B, & C
- ☐ E Answers A & B

16. Which of the following statements is true regarding the interpersonal schemas of trauma clients?

- ☐ A Individuals exposed to trauma always have strong interpersonal schemas related to anger, which contribute to their inability to relate positively to others.
- ☐ B Individuals exposed to trauma tend to have rigid interpersonal schemas, which limit their options about possible ways to interact with people.
- ☐ C Individuals exposed to trauma have not established interpersonal schemas, contributing to their sense of despair and loneliness.
- ☐ D Individuals exposed to trauma only have negative interpersonal schemas.
- ☐ E

29673

POST-TEST

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17. What is the purpose of the Interpersonal Schemas Worksheet I?

- ☐ A To help clients articulate new behavioral patterns they could apply when interacting with others.
- ☐ B To help clients identify alternative ways of thinking in regards to interpersonal schemas and interactions with others.
- ☐ C To help clients identify and name emotions that may arise during interpersonal interactions.
- ☐ D To help clients articulate key interpersonal schemas and to identify ways these schemas are negatively affecting their current relationships.
- ☐ E

18. Interpersonal schemas:

- ☐ A Impact the client's feelings and feelings about current interpersonal situations.
- ☐ B Impact the way the client interacts in current relationships.
- ☐ C Cannot be changed
- ☐ D Answers A & B
- ☐ E

19. What is the primary difference between the Interpersonal Schemas Worksheets I and II?

- ☐ A Interpersonal Schemas Worksheet I is more focused on the client, whereas the second worksheet is focused on the other person involved in the situation.
- ☐ B Interpersonal Schemas Worksheet II provides more space for the therapist to make notes during role-plays.
- ☐ C Interpersonal Schemas Worksheet II expands upon the first worksheet by offering alternative possibilities for the client's feelings, beliefs, and expectations of the other person.
- ☐ D The two worksheets do not differ at all.
- ☐ E

20. Which of the following is a benefit of role-playing in STAIR?

- ☐ A Role-playing gives the client an idea of what it would be like to be the therapist.
- ☐ B Role-playing allows clients to see how much they would enjoy particular jobs and/or careers.
- ☐ C Role-playing allows clients to experiment with different social roles, such as mother or husband.
- ☐ D Role-playing allows the client to practice difficult interactions and receive immediate feedback in a safe environment.
- ☐ E

21. When giving clients feedback on their interpersonal style, it’s important NOT to:

- ☐ A Emphasize alternative ways of approaching an interpersonal situation.
- ☐ B Ask clients how they feel about the feedback the therapist has provided.
- ☐ C Give feedback from the therapist's point of view. Example: "If you said that to me, I would feel...".
- ☐ D Provide information about both the client's strengths and weaknesses.
- ☐ E

22. What information should the therapist gather before beginning a role-play? (Select ALL the answers that apply)

- ☐ A If the client has a crisis situation that needs to be attended to before the role play
- ☐ B The client's main goal of the interaction.
- ☐ C The context for the interaction.
- ☐ D The nature of the client's relationship with the other person in the interaction.
- ☐ E When the client is going to practice what they learned in the role play

23. Which of the following are the three types of boundaries found in relationships?

- ☐ A Distress Boundaries, Healthy Boundaries, and Emotional Boundaries.
- ☐ B Fused Boundaries, Holding others at a distance and Physiological Boundaries.
- ☐ C Healthy Boundaries, Keeping others close by, and Fused Boundaries.
- ☐ D Holding others at a distance, Fused Boundaries, and Healthy Boundaries.
- ☐ E

24. Which of the following is NOT a component of an "I Message?”

- ☐ A Assertiveness
- ☐ B Consequence
- ☐ C Feeling
- ☐ D Behavior
- ☐ E

25 "I Messages" are expressions of needs or perceptions which do not necessarily require any negotiations or efforts to balance the needs between people. Making requests are an important function of "I Messages" which should be practiced. When making a request which of the following are good practices to follow?

- ☐ A Be specific - state your request clearly and simply.
- ☐ B Use "I" language.
- ☐ C State the positive or negative consequences of the other's compliance with your request.
- ☐ D Answers A, B, & C are correct
- ☐ E Answers A & B are correct

26. If the client is unable to identify a situation in the upcoming week which requires assertive behavior, the therapist can:

- ☐ A Eliminate the exercise.
- ☐ B Select exercises from the list of assertiveness situations instead.
- ☐ C Focus on having the client read through a revised interpersonal schema.
- ☐ D State that clients can find an assertiveness situation if they really tried.
- ☐ E

27. When the therapist takes on the role of the client in practicing effective assertiveness:

- ☐ A The therapist is demonstrating how much more skilled the therapist is in assertive behavior.
- ☐ B The therapist should approach the task by indicating that she will try to provide alternative actions and reactions to the situation that might be helpful.
- ☐ C The therapist should query whether the client could realistically picture using the technique.
- ☐ D Both B and C.
- ☐ E

28. The following is an example of which type of Power Balance?The power balance in this relationship is equal, but clients who have experienced trauma might see themselves as having more or less power than another person.For example, they may relate to a coworker as an abusive authority figure and have difficulty seeing that the person does not hold that type of power over them.

- ☐ A Type I
- ☐ B Type II
- ☐ C Type III
- ☐ D
- ☐ E

29. In the Three Step Process for refusing a request in Type I, which of the following are steps you would take to maintain a relationship? (Select the three answers that apply)

- ☐ A Acknowledge the other person's request by repeating it.
- ☐ B Give a brief explanation of the reason for your decline without apologizing.
- ☐ C Give an in-depth explanation including the negative impact on you for the reason for your decline and apologize.
- ☐ D Say "No" or end the conversation by suggesting an alternative plan
- ☐ E End on a positive note by saying you will try to say yes the next time or that you have a better idea.

30. Which of these responses is NOT a component of effective assertiveness behaviors?

- ☐ A Recognizing the importance of one's personal right to express one's wishes.
- ☐ B Apologizing before expressing desires and needs.
- ☐ C Presenting one's wishes/needs in a way that is respectful of both oneself and others.
- ☐ D Recognizing that others might not agree with or accept your point.
- ☐ E