Veterans Health Administration
Employee Education System

PROGRAM EVALUATION

COURSE NUMBER: 07.ST.MH.PTSD10112.A

ACTIVITY TITLE: PTSD 101: PTSD & CULTURALLY COMPETENT TREATMENT OF ASIAN-AMERICAN & PACIFIC ISLANDERS

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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**

☐☐ ☐☐ ☐☐☐☐

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

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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 |
|---|---|---|---|---|---|
| 1. relate the continuum of cultural competence | ○ | ○ | ○ | ○ | ○ |
| 2. recognize the role of family for each of the cultures highlighted from the lecture | ○ | ○ | ○ | ○ | ○ |
| 3. restate some of the beliefs about mental health for each of the cultures discussed in the lecture | ○ | ○ | ○ | ○ | ○ |
| | ○ | ○ | ○ | ○ | ○ |
| | ○ | ○ | ○ | ○ | ○ |
| | ○ | ○ | ○ | ○ | ○ |
| | ○ | ○ | ○ | ○ | ○ |
| | ○ | ○ | ○ | ○ | ○ |
| | ○ | ○ | ○ | ○ | ○ |
| | ○ | ○ | ○ | ○ | ○ |

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POST-TEST QUESTIONS COURSE NUMBER: 07.ST.MH.PTSD10112.A

**1.** Cultural competence implies

- ☐ A having the capacity to function in a particular way
- ☐ B having the capacity to function within the context of culturally integrated patterns of human behavior defined by a group
- ☐ C knowledge and understanding of a particular culture's norms
- ☐ D a and b
- ☐ E

**2.** Cultural issues of mental health treatment with Hawaiians include

- ☐ A the family (Ohana) is central and is the first resource for problem resolution and resolving emotional problems
- ☐ B being a warrior is considered an honorable role
- ☐ C psychological issues are not separate from physical or spiritual determinants
- ☐ D all of the above
- ☐ E

**3.** Cultural issues of mental health treatment with Chinese Americans include

- ☐ A the group rather than the individual is the major unit of society
- ☐ B parents sacrifice in order to provide for their children (filial piety without resentment)
- ☐ C personal issues are not disclosed outside of the family
- ☐ D valuing the ability to control one's own emotional problems privately and for as long as is tolerable with psychotherapy viewed/accessed as a last resort
- ☐ E all of the above

**4.** Cultural issues of mental health treatment with Chamorrans (Guam) include

- ☐ A the family determines social status
- ☐ B all family members have cooperative roles with an emphasis on support, cooperation, and reciprocity
- ☐ C kindness, compassion and generosity are valued
- ☐ D intergenerational households are common
- ☐ E all of the above

**5.** Cultural issues of mental health treatment with Filipino Americans include

- ☐ A the nuclear and extended family are held in high regard
- ☐ B honor and respect is bestowed on parents and older relatives, and women often have decision-making authority
- ☐ C when disclosing emotional issues, may appear passive, restrained
- ☐ D interventions usually come from community, spouses and coworkers
- ☐ E all of the above

**6.** Cultural issues of Pacific Islanders include

- ☐ A family is central to the culture
- ☐ B extended family involved in upbringing of children
- ☐ C individuals are expected to make sacrifices on behalf of the family
- ☐ D older people have more authority and wisdom
- ☐ E all of the above

**7.** Cultural issues of mental health treatment with Samoans include

- ☐ A personal problems are considered to be family business only, except under highly distressing situations
- ☐ B seeking professional MH services is not generally accepted
- ☐ C be cautious about inferring mental status from behavior--stoic response may be cultural norm not emotionally-based
- ☐ D goal-setting – include strengthening ties with extended family and community
- ☐ E all of the above

**8.** Cultural and ethnic competence is a developmental process that occurs

- ☐ A spontaneously
- ☐ B when conditions allow
- ☐ C sometimes
- ☐ D along a continuum
- ☐ E

**9.** Cultural issues of MH treatment with Americans of Japanese Ancestry (AJAs) generally include

- ☐ A AJAs won't seek professional help for problems and are likely to suffer alone rather than shame the family
- ☐ B discussing personal problems outside of family is considered shameful toward the family, due to the perception that the family has failed the affected member
- ☐ C AJAs are likely to attribute emotional discomfort to problems related to physical health and physical ailments are culturally acceptable way of expressing distress
- ☐ D all of the above
- ☐ E

**10.** The process of cultural and ethnic competence contains the polarities of:

- ☐ A cultural incapacity and cultural proficiency
- ☐ B cultural incapacity and cultural blindness
- ☐ C cultural pre–competence and cultural competency
- ☐ D cultural destructiveness and cultural proficiency
- ☐ E

**11.** If a person is aware of his/her own cultural behaviors, he/she can learn to modify them when appropriate

- ☐ A true
- ☐ B false
- ☐ C
- ☐ D
- ☐ E

**12.** Cultural competency emphasizes the idea of effectively operating in different cultural contexts

- ☐ A true
- ☐ B false
- ☐ C
- ☐ D
- ☐ E

**13.** American Pacific Islander client, it is crucial to build a strong rapport

- ☐ A true
- ☐ B false
- ☐ C
- ☐ D
- ☐ E

**14.** Overall recommendations for treating Asian American/Pacific Islander clients with PTSD include teaching the client coping skills and encouraging access to social supports

- ☐ A true
- ☐ B false
- ☐ C
- ☐ D
- ☐ E

**15.** PTSD treatment for Asian American/Pacific Islander clients should include helping the survivor identify "triggers" connected to memories and helping to break the cycle of avoidance and detachment

- ☐ A true
- ☐ B false
- ☐ C
- ☐ D
- ☐ E

**16.**

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ E

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FACULTY EVALUATION

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| Lori Daniels / PTSD 101: PTSD & Culturally Competent Treatment of Asian-American & Pacific Islanders | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. Was able to effectively present content | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 |
| 2. Was knowledgeable about the topic | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 |
| 3. Engaged participants effectively | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 |

Comments

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. Was able to effectively present content | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 |
| 2. Was knowledgeable about the topic | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 |
| 3. Engaged participants effectively | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 |

Comments

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. Was able to effectively present content | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 |
| 2. Was knowledgeable about the topic | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 |
| 3. Engaged participants effectively | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 |

Comments

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. Was able to effectively present content | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 |
| 2. Was knowledgeable about the topic | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 |
| 3. Engaged participants effectively | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 |

Comments