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| 1. In Chapter 1, Raymond Corsini illustrates a change in an inmate’s life after learning he had a high IQ. This story demonstrates that psychotherapy can be broadly defined as any

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|   | a.  | interaction between a therapist and a patient. |
|   | b.  | technique that teaches a patient a new skill. |
|   | c.  | self-concept-altering experience. |
|   | d.  | interpretation provided to a patient. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Negotiating Fault Lines in the EBT Terrain |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.05 - Explore the fault lines in empirically based therapy: art vis-à-vis science. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 2. Hellenist physicians believed that the organ contributing to mental illness was the

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|   | a.  | heart. |
|   | b.  | liver. |
|   | c.  | brain. |
|   | d.  | blood. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Evolution of This Science and Profession |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.01 - Learn how psychotherapies evolved since Leibniz into the science and professions of the 21st century: studies of the subliminal mind, lab-based organic research, psychologist clinicians, the clash of organic and school-based approaches, and rise of the empiricists. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 3. Gottfried Wilhelm Leibniz is credited with the

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|   | a.  | first scientific study of the unconscious. |
|   | b.  | development of systematic psychotherapy. |
|   | c.  | creation of the nature versus nurture debate. |
|   | d.  | identification of defense mechanisms. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Evolution of This Science and Profession |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.01 - Learn how psychotherapies evolved since Leibniz into the science and professions of the 21st century: studies of the subliminal mind, lab-based organic research, psychologist clinicians, the clash of organic and school-based approaches, and rise of the empiricists. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 4. The psychotherapeutic term *dynamic* was first used by

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|   | a.  | Sigmund Freud. |
|   | b.  | Gottfried Wilhelm Leibniz. |
|   | c.  | Hippocrates. |
|   | d.  | Franz Anton Mesmer. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Evolution of This Science and Profession |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.01 - Learn how psychotherapies evolved since Leibniz into the science and professions of the 21st century: studies of the subliminal mind, lab-based organic research, psychologist clinicians, the clash of organic and school-based approaches, and rise of the empiricists. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 5. The idea that similar ideas attract and strengthen one another’s ability to be conscious is the result of the work of

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|   | a.  | Alfred Adler. |
|   | b.  | Hippocrates. |
|   | c.  | Thomas Mann. |
|   | d.  | Johann Friedrich Herbart. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Evolution of This Science and Profession |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.01 - Learn how psychotherapies evolved since Leibniz into the science and professions of the 21st century: studies of the subliminal mind, lab-based organic research, psychologist clinicians, the clash of organic and school-based approaches, and rise of the empiricists. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 6. Franz Anton Mesmer is often viewed as the pioneer of

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|   | a.  | manualized therapy. |
|   | b.  | free association. |
|   | c.  | hypnotherapy. |
|   | d.  | behavioral intervention. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Evolution of This Science and Profession |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.01 - Learn how psychotherapies evolved since Leibniz into the science and professions of the 21st century: studies of the subliminal mind, lab-based organic research, psychologist clinicians, the clash of organic and school-based approaches, and rise of the empiricists. |
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| 7. Herman von Helmholtz described the unconscious reconstruction of what our past taught us about an object as

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|   | a.  | restructuring objects. |
|   | b.  | psychic stimulation. |
|   | c.  | cognitive discovery. |
|   | d.  | unconscious inference. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Evolution of This Science and Profession |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.01 - Learn how psychotherapies evolved since Leibniz into the science and professions of the 21st century: studies of the subliminal mind, lab-based organic research, psychologist clinicians, the clash of organic and school-based approaches, and rise of the empiricists. |
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| 8. Which type of psychotherapy views the process of helping others as a form of teaching?

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|   | a.  | Humanistic therapy |
|   | b.  | Behavior therapy |
|   | c.  | Psychoanalytic therapy |
|   | d.  | Client-centered therapy |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Sources of Hope |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.06.01 - Describe how behavior therapy is similar and different from other related types of psychotherapy. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 9. Emil Kraepelin’s work focused heavily on

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|   | a.  | multicultural variants of illness. |
|   | b.  | classifications of diseases. |
|   | c.  | surgical approaches to mental illness. |
|   | d.  | use of hypnosis. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Evolution of This Science and Profession |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.06.01 - Describe how behavior therapy is similar and different from other related types of psychotherapy. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 10. The idea that nonlinear messages are systematically sent between the unconscious and the conscious in human interactions was developed by

|  |  |  |
| --- | --- | --- |
|   | a.  | Hippocrates. |
|   | b.  | Carl Gustav Carus. |
|   | c.  | Franz Anton Mesmer. |
|   | d.  | Gottfried Wilhelm Leibniz. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Evolution of This Science and Profession |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.01 - Learn how psychotherapies evolved since Leibniz into the science and professions of the 21st century: studies of the subliminal mind, lab-based organic research, psychologist clinicians, the clash of organic and school-based approaches, and rise of the empiricists. |
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| 11. Arthur Schopenhauer’s principle argument was that

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|   | a.  | unconscious material could easily be made conscious. |
|   | b.  | the unconscious did not exist at all. |
|   | c.  | free will prevailed over determinism. |
|   | d.  | we are largely driven by blind, irrational forces. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Evolution of This Science and Profession |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.01 - Learn how psychotherapies evolved since Leibniz into the science and professions of the 21st century: studies of the subliminal mind, lab-based organic research, psychologist clinicians, the clash of organic and school-based approaches, and rise of the empiricists. |
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| 12. Jungian therapy, based on the work of Moritz Benedikt, underscores the importance of

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|   | a.  | rewarding positive behavior. |
|   | b.  | unconditional positive regard. |
|   | c.  | purging pathogenic secrets. |
|   | d.  | cognitive distortions. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Evolution of This Science and Profession |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.01 - Learn how psychotherapies evolved since Leibniz into the science and professions of the 21st century: studies of the subliminal mind, lab-based organic research, psychologist clinicians, the clash of organic and school-based approaches, and rise of the empiricists. |
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| 13. Neurosciences suggest that elective psychotherapy leads to changes at the

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|   | a.  | cognitive level. |
|   | b.  | behavioral level. |
|   | c.  | neuronal level. |
|   | d.  | interpersonal level. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | The Impact of the Biological Sciences on Psychotherapy |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.02 - Examine the impact of emergent biological sciences on mentalistic approaches to mental health. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 14. The expression of certain genes that result from their activation by specific but common environmental events is referred to as

|  |  |  |
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|   | a.  | neuronal decay. |
|   | b.  | somatiker. |
|   | c.  | psychiker. |
|   | d.  | epigenetics. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Epigenetics: Neuroscience’s Novel Contributions to Psychotherapy |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.03 - Learn how controlling environmental events can therapeutically alter our genome and explore the impact of neuroscience on psychotherapy in the future. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 15. Pope and Wedding would argue that in deciding to use psychotropic medications

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|   | a.  | preset clinical objectives need to be determined. |
|   | b.  | immediate early genes are irrelevant. |
|   | c.  | psychotherapy’s common factors are undermined. |
|   | d.  | psychotherapy has occurred if patient’s suffering has been alleviated. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Epigenetics: Neuroscience’s Novel Contributions to Psychotherapy |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.03 - Learn how controlling environmental events can therapeutically alter our genome and explore the impact of neuroscience on psychotherapy in the future. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 16. Due to multicultural differences, segments of the population would likely benefit from

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|   | a.  | indigenized psychotherapies. |
|   | b.  | exporting Euro-American psychotherapists. |
|   | c.  | abandoning cultural philosophies. |
|   | d.  | accepting a universal approach to psychotherapy. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Cultural Factors and Psychotherapy |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.04 - Appreciate changing views of globalization, indigenizing psychology, and cross-cultural counseling. |
| *NATIONAL STANDARDS:* | United States - CACREP.2A - Social and Cultural Diversity – Multicultural and pluralistic characteristics within and among diverse groups nationally and internationallyUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.2A - Engage Diversity and Difference in Practice – Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. |
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| 17. Positive psychology has considerable momentum and is most commonly linked with the work of

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|   | a.  | Aaron Beck. |
|   | b.  | Sigmund Freud. |
|   | c.  | Martin Seligman. |
|   | d.  | Albert Ellis. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Who Can Do Psychotherapy? |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.08 - Examine who can do therapy and what constraints, personal and institutional, are imposed. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 18. Research suggests that interpersonal psychotherapy is effective in treating \_\_\_\_\_\_\_\_\_\_\_.

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|   | a.  | schizophrenia |
|   | b.  | bipolar disorder |
|   | c.  | phobias |
|   | d.  | depression |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Historical Foundations of Psychotherapy |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.06.01 - Describe how behavior therapy is similar and different from other related types of psychotherapy. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.3c - The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 19. Raymond Corsini describes how a prisoner’s life changed when he was told that he had a high IQ. Why does Dr. Corsini consider this psychotherapy?

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| *ANSWER:* | Answers will vary. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Negotiating Fault Lines in the EBT Terrain |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.05 - Explore the fault lines in empirically based therapy: art vis-à-vis science. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 20. Although Sigmund Freud is generally called the “father of psychotherapy,” describe the contributions of his key predecessors and contemporaries.

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| *ANSWER:* | Answers will vary. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Evolution of This Science and Profession |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.01 - Learn how psychotherapies evolved since Leibniz into the science and professions of the 21st century: studies of the subliminal mind, lab-based organic research, psychologist clinicians, the clash of organic and school-based approaches, and rise of the empiricists. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 21. What does epigenetic change mean? How can a therapist affect epigenetic change in a client?

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| *ANSWER:* | Answers will vary. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Epigenetics: Neuroscience’s Novel Contributions to Psychotherapy |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.03 - Learn how controlling environmental events can therapeutically alter our genome and explore the impact of neuroscience on psychotherapy in the future. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 22. Many attempts have been made historically to categorize or classify mental illnesses. Discuss the evolution of these attempts from beginning to current.

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| *ANSWER:* | Answers will vary. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Evolution of This Science and Profession |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.01 - Learn how psychotherapies evolved since Leibniz into the science and professions of the 21st century: studies of the subliminal mind, lab-based organic research, psychologist clinicians, the clash of organic and school-based approaches, and rise of the empiricists. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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| 23. What is a manualized psychotherapy? Discuss three practical advantages to manualized psychotherapies.

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| *ANSWER:* | Answers will vary. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Manualization of Treatment |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.01.06 - Examine manualization of psychotherapy and its limitations. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.1a - The historical roots of human services.United States - EPAS.6A - Engage with Individuals, Families, Groups, Organizations, and Communities – Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |
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