

1. Ego strength refers to
 - a. how proud and self-centered the person is.
 - b. the energy required to overcome post-traumatic stress disorder.
 - c. the ability to understand the world realistically and act upon it to get one's needs met.
 - d. All of the above.

ANSWER: c

POINTS: 1

DIFFICULTY: Easy

REFERENCES: Other Factors Determining Danger or Opportunity

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_08 - Discern characteristics of effective coping people

NATIONAL STANDARDS: United States - CACREP 3 c. - Theories of normal and abnormal personality development

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2. The focus on client responsibility and choice best represents which theoretical approach?
 - a. Existential
 - b. Humanistic
 - c. Behavioral
 - d. Cognitive

ANSWER: a

POINTS: 1

DIFFICULTY: Medium

REFERENCES: Existential Theory

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_02 - Increase functioning in a person going through a crisis

NATIONAL STANDARDS: United States - CACREP 5 a. - Theories and models of counseling

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3. The concept of limited psychic energy comes from which theory?

- a. Existential
- b. Humanistic
- c. Cognitive
- d. Psychoanalytic
- e. Behavioral

ANSWER: d

POINTS: 1

DIFFICULTY: Medium

REFERENCES: Psychoanalytic Theory

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_02 - Increase functioning in a person going through a crisis

NATIONAL STANDARDS: United States - CACREP 5 a. - Theories and models of counseling

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4. A person who has experienced a crisis event can benefit from it through

- a. personal growth, as a result of successfully dealing with the crisis.
- b. financial opportunity, as a result of a lawsuit or worker's compensation claim.
- c. learning to use their ego defense mechanism.
- d. Both A and B.

ANSWER: a

POINTS: 1

DIFFICULTY: Medium

REFERENCES: Crisis as Both Danger and Opportunity

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_02 - Increase functioning in a person going through a crisis

NATIONAL STANDARDS: United States - CACREP 3 g. - Effects of crisis, disasters, and trauma on diverse individuals across the lifespan

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5. Trauma-Informed Care is used in many state and federal agencies. It focuses on three key elements, *not* including
- realizing the high incidence of trauma.
 - recognizing the effects of trauma on the individual.
 - reorganizing resources to minimize risk of crisis incidents.
 - responding by acting on the knowledge gained.

ANSWER: c

POINTS: 1

DIFFICULTY: Medium

REFERENCES: Trauma-Informed Care

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_06 - Be aware of trauma-informed care

NATIONAL STANDARDS: United States - CACREP 5 m. - Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

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6. Managed Care replaced the use of indemnity insurance companies for payment of mental health services in the
- 1960s.
 - 1970s.
 - 1980s.
 - 1990s.
 - 2000s.

ANSWER: c

POINTS: 1

DIFFICULTY: Easy

REFERENCES: The Rise of Managed Care

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_03 - Understand the beginning of the history of crisis intervention

NATIONAL STANDARDS: United States - CACREP 1 a. - History and philosophy of the counseling profession and its specialty areas

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7. Factors influencing a person's response to crisis include their
- a. social resources.
 - b. material resources.
 - c. personal (internal) resources.
 - d. Both A and C.

ANSWER: d

POINTS: 1

DIFFICULTY: Medium

REFERENCES: Other Factors Determining Danger or Opportunity

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_08 - Discern characteristics of effective coping people

NATIONAL STANDARDS: United States - CACREP 3 c. - Theories of normal and abnormal personality development

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8. Growth and optimism are ideas central to what theory?
- a. Cognitive
 - b. Existential
 - c. Psychoanalytic
 - d. Humanistic

ANSWER: d

POINTS: 1

DIFFICULTY: Medium

REFERENCES: Humanistic Approach

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_02 - Increase functioning in a person going through a crisis

NATIONAL STANDARDS: United States - CACREP 5 a. - Theories and models of counseling

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9. The crisis-prone person usually does not
- a. continue to function well when under stress.
 - b. access their ego to help deal with stress.
 - c. find solutions to their problems when under stress.
 - d. turn to a support network for help.
 - e. All of the above.

ANSWER: e

POINTS: 1

DIFFICULTY: Easy

REFERENCES: Crisis as Danger: Becoming a Crisis-Prone Person

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_05 - Recognize the crisis prone person

NATIONAL STANDARDS: United States - CACREP 3 g. - Effects of crisis, disasters, and trauma on diverse individuals across the lifespan

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10. The cognitive key refers to
- a. the precipitating event.
 - b. the coping strategies of the person.
 - c. the person's perception of the event.
 - d. Both B and C.

ANSWER: c

POINTS: 1

DIFFICULTY: Medium

REFERENCES: Other Factors Determining Danger or Opportunity

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_05 - Recognize the crisis prone person

NATIONAL STANDARDS: United States - CACREP 3 g. - Effects of crisis, disasters, and trauma on diverse individuals across the lifespan

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11. For the crisis worker, what is the most important part of a crisis event?

ANSWER: Answers will vary
POINTS: 1
DIFFICULTY: Medium
REFERENCES: Crisis Defined
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: KAN_CI_07_01_01 - Understand how a crisis state is formed and the factors that make up a crisis state
NATIONAL STANDARDS: United States - CACREP 5. c. - theories, models, and strategies for understanding and practicing consultation
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12. What are Caplan's seven characteristics of effective coping behavior?

ANSWER: Answers will vary
POINTS: 1
DIFFICULTY: Difficult
REFERENCES: The Wellesley Project: The Development of Crisis Intervention
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: KAN_CI_07_01_08 - Discern characteristics of effective coping people
NATIONAL STANDARDS: United States - CACREP 3 c. - Theories of normal and abnormal personality development
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13. When might medication be useful for someone in crisis?

ANSWER: Answers will vary
POINTS: 1
DIFFICULTY: Medium
REFERENCES: Emotional Distress
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: KAN_CI_07_01_02 - Increase functioning in a person going through a crisis
NATIONAL STANDARDS: United States - CACREP 3 h. - a general framework for understanding differing abilities and strategies for differentiated interventions
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14. How is stress different from a crisis?

ANSWER: Answers will vary

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: Crisis as Danger: Becoming a Crisis-Prone Person

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_07 - Decipher the difference between stress and crisis

NATIONAL STANDARDS: United States - CACREP 3 f. - Systemic and environmental factors that affect human development, functioning, and behavior

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15. Why is the Community Mental Health Act of 1963 still relevant today?

ANSWER: Answers will vary

POINTS: 1

DIFFICULTY: Medium

REFERENCES: Community Mental Health Act of 1963

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_03 - Understand the beginning of the history of crisis intervention

NATIONAL STANDARDS: United States - CACREP 1 a. - History and philosophy of the counseling profession and its specialty areas

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16. The focus of crisis intervention is on helping the client to win a favorable outcome to a lawsuit.

a. True

b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: Crisis Defined

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_02 - Increase functioning in a person going through a crisis

NATIONAL STANDARDS: United States - CACREP 3 g. - Effects of crisis, disasters, and trauma on diverse individuals across the lifespan

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17. How quickly a person receives intervention after a crisis event does not matter to their long-term ability to function.
- a. True
 - b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Medium

REFERENCES: Crisis as Danger: Becoming a Crisis-Prone Person

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_04 - Identify how a crisis can be both a danger and an opportunity

NATIONAL STANDARDS: United States - CACREP 3 g. - Effects of crisis, disasters, and trauma on diverse individuals across the lifespan

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18. It might be appropriate for a crisis worker to serve temporarily as their client's ego strength.
- a. True
 - b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Medium

REFERENCES: Other Factors Determining Danger or Opportunity

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_02 - Increase functioning in a person going through a crisis

NATIONAL STANDARDS: United States - CACREP 3 i. - Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

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19. Crisis intervention as a response to trauma first emerged when World War II soldiers began to return home.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: The Wellesley Project: The Development of Crisis Intervention

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_03 - Understand the beginning of the history of crisis intervention

NATIONAL STANDARDS: United States - CACREP 1 a. - History and philosophy of the counseling profession and its specialty areas

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20. Everyone who becomes stressed will experience a crisis state at one time or another.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: Crisis as Danger: Becoming a Crisis-Prone Person

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_05 - Recognize the crisis prone person

NATIONAL STANDARDS: United States - CACREP 3 g. - Effects of crisis, disasters, and trauma on diverse individuals across the lifespan

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21. Suicide prevention first became widespread during the time of Freud.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: Crisis Intervention and Suicide Prevention Strengthen Nationwide

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_03 - Understand the beginning of the history of crisis intervention

NATIONAL STANDARDS: United States - CACREP 1 a. - History and philosophy of the counseling profession and its specialty areas

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22. A person can effectively come out of a crisis state through use of ego defense mechanisms such as repression and denial.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: Crisis as Danger: Becoming a Crisis-Prone Person

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_05 - Recognize the crisis prone person

NATIONAL STANDARDS: United States - CACREP 3 g. - Effects of crisis, disasters, and trauma on diverse individuals across the lifespan

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23. The major goal of crisis intervention is to increase the client's functioning.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Medium

REFERENCES: Crisis Defined

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_02 - Increase functioning in a person going through a crisis

NATIONAL STANDARDS: United States - CACREP 3 i. - Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

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24. A typical reaction to a crisis event is an increase in anxiety.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: Emotional Distress

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_01 - Understand how a crisis state is formed and the factors that make up a crisis state

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25. Crisis intervention and brief therapy both use the same approach to client care.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Medium

REFERENCES: Brief Therapy

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: KAN_CI_07_01_07 - Decipher the difference between stress and crisis

NATIONAL STANDARDS: United States - CACREP 5. c. - theories, models, and strategies for understanding and practicing consultation

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