

The Discovery of the Self – BPD by Dolores Mosquera, M.S.

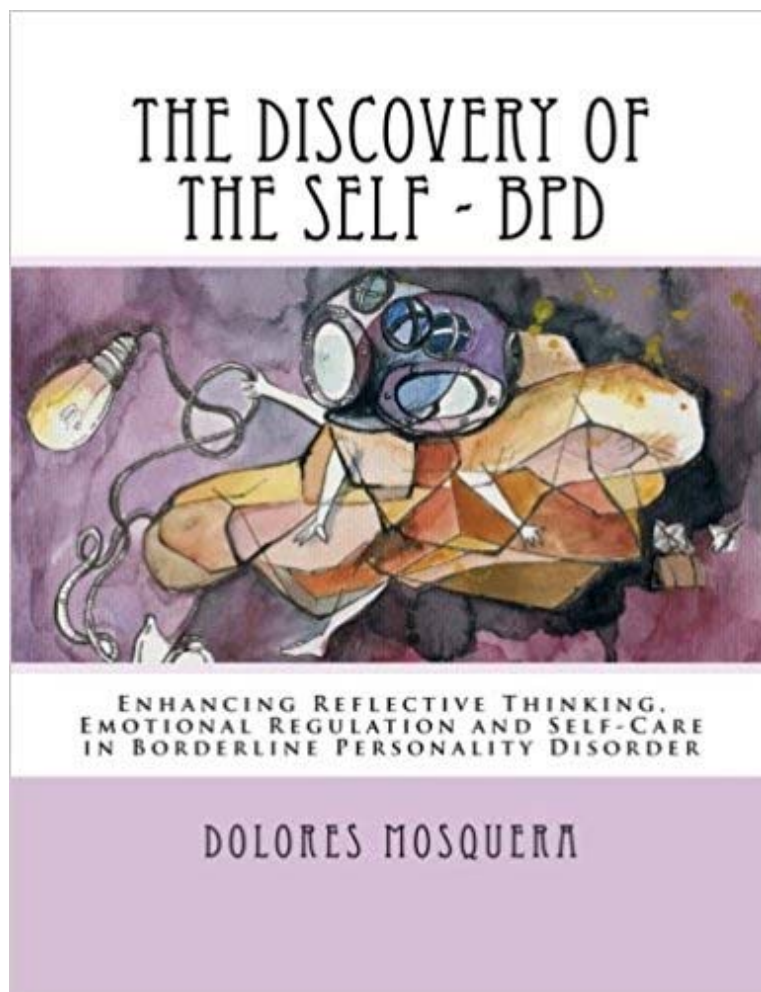
BOOK STUDY PROGRAM

Post-test

To complete the book study program and earn CEs, you must complete the online quiz and evaluation. Links are provided with your order. What follows are 38 questions based on the information presented in *The Discovery of the Self - BPD*.

The 12 EMDRIA credits and 12 NBCC* CEs will be dated on the day you pass the quiz. You must score 75% or better, but you can take the test multiple times if needed.

**NBCC is approved for most Masters-level Mental Health Professional Disciplines*



Chapter 3: Steps in Making the First Contact

1. The author has observed that most people with BPD feel more comfortable with structured or organized interviews and the chance to ask clarifying questions and has noted reasons for this including all EXCEPT:
 - a. it is easier to talk about problems
 - b. it reduces the fear of "not doing well"
 - c. it reduces concern about the therapist being interested in them
 - d. it reduces concern about "not being understood"

2. The author suggests several initial goals of therapy which include all EXCEPT:
 - a. establishing a strong therapeutic alliance
 - b. making a quick diagnosis
 - c. clarifying and addressing patient safety
 - d. setting long and short-term treatment goals

Chapter 4: The Approach and Structure of the Program

3. Goals of the program outlined in the manual include all EXCEPT:
 - a. to improve a person's understanding of feelings, thoughts, and behaviors that interfere with their lives
 - b. to increase impulsive action rather than reflection
 - c. to stop being self-destructive
 - d. to take advantage of adaptive life skills

4. Other specific objectives related to the therapeutic process include all EXCEPT:
 - a. reinforce the patient's work
 - b. adapt to a work structure format
 - c. delay addressing patient's vulnerabilities
 - d. identify steps to create change

5. Reasons that the psychoeducational component for people with BPD is important include all EXCEPT:
 - a. to help them understand what is happening to them
 - b. to help them develop alternative responses to destructive behaviors
 - c. to complete the program even if not motivated
 - d. to build motivation

6. Results reported regarding the impact of the program on clients include all of the following EXCEPT:
- a. increased understanding of their problems
 - b. differentiation between specific reactions and ways of being
 - c. increased feeling of dependence on others
 - d. increased internalization and assimilation of information

Psychoeducation Program for Patients

Part 1: Introduction and Goal Setting

7. Session 1

The purpose of client goal setting includes all EXCEPT:

- a. achieving personal knowledge
 - b. as an alternative to therapy
 - c. to help manage past situations that still hurt
 - d. to develop resources
8. Session 2
- Items consistent with the DSM diagnosis for BPD include all EXCEPT:
- a. frantic efforts to avoid abandonment
 - b. overly strong self-image or sense of self
 - c. affective instability
 - d. chronic feelings of emptiness

Part 2: Possible Interference with Therapy

9. Session 3

Behaviors that might interfere with the therapeutic process cited by the author include all EXCEPT:

- a. missing appointments
- b. transgressing boundaries
- c. assuming hyper-responsibility
- d. trying to please

Part 3: Self-Observation

10. Session 4

In this exercise, the person is asked to self report as a part of treatment. With regard to a reported event, the person is asked to record all of the following aspects of the experience EXCEPT:

- a. who caused this to happen to you?
- b. what were your feelings about this?
- c. how did you cope?
- d. what happened afterward?

11. Session 5

In this session, the person is asked to record the evidence of symptoms or alternatives to symptoms with yes/no responses. The following are mentioned as questions for the designated categories EXCEPT:

- a. self-care: today I thought about hurting myself
- b. boundaries: today I tried provoking someone to abandon me
- c. identity: today I was clear about what I want to do with my life
- d. practicing alternatives: today I acted out an old pattern of behavior

12. Session 6 and 7

In these exercises, the person is encouraged to list things that make them “feel good”, then identify personal skills necessary to create that feeling. One reason, the author observes, that this is important is because many people with PBD :

- a. rely on “magical thinking,” waiting for something outside of them will create the feeling they want
- b. forget what feels good or bad
- c. need to make lists
- d. don't really want to feel good

Part 4: Self-Care

13. Session 8

Reasons mentioned why it may be hard to care for oneself, that relate to BPD, include all EXCEPT:

- a. putting others first
- b. putting self after others
- c. being too tired or not feeling well
- d. not caring about others

14. Session 9

Key elements of healthy self-care include all EXCEPT:

- a. looking at oneself through the eyes of others
- b. looking at oneself realistically
- c. recognizing and validating one's own needs
- d. reaching a balance between one's needs and the needs of others

15. Session 10

In the exercise, the person is asked to identify components of self-harm behaviors including all EXCEPT:

- a. how they self-harm
- b. what emotions trigger self-destructive behaviours
- c. why it is bad to self-harm
- d. skills that can be used to stop self-harming

16. Session 11

The important reasons provided for listening and making available a list of alternative behaviors for self-care include all EXCEPT:

- a. to prepare for alternatives ahead of time
- b. to have resources easily accessible when feeling bad
- c. because when one feels bad it is harder to think of resources
- d. so a person can make more mindful choices when avoiding self-care

Part 4: Defenses

17. Session 12

The following are mentioned as components of defenses EXCEPT:

- a. they can be seen as "protective layers"
- b. they serve no useful purpose
- c. they usually function unconsciously
- d. there are simple defenses and more complex defenses

18. Session 13

Regarding simple defenses, perfectionism may include the following components EXCEPT:

- a. a focus on doing everything right
- b. it is often related to pleasing others
- c. it may relate to a fear of failure
- d. recovery from perfectionism generally requires steady vigilance

19. Session 14

Regarding complex defenses, amnesia is discussed as having three forms which the client can work with. These include all EXCEPT:

- a. amnesia of the past
- b. memory lapses or other recent conscious amnesia
- c. retrograde amnesia
- d. unconscious amnesia as in not periodically noticed by the client

20. Session 15

An example of derealization would be:

- a. "I have hurt myself on purpose to feel pain and know that I am real"
- b. "I feel like I am looking at the world with foggy glasses"
- c. "I have mood swings I can't control"
- d. "I feel like I have a public persona and a private one"

Part 6: Boundaries and Interpersonal Relationships

21. Session 16

The personal boundaries explored in this session include all EXCEPT:

- a. physical boundaries
- b. spiritual boundaries
- c. mental or psychological boundaries
- d. emotional boundaries

22. Session 17

An example of difficulties involved in dealing with other people's mental and emotional boundaries would be:

- a. agreeing with other people's opinions
- b. doubting one's own opinion because of the certainty of another person
- c. borrowing things without asking for permission
- d. when one's mood depends upon the mood of others

23. Session 18

In this session on exploring boundary setting, the person is asked to explore the following boundaries EXCEPT:

- a. physical boundaries
- b. money boundaries
- c. sexual boundaries
- d. emotional boundaries

24. Session 19

This session explores the importance differentiation of the self. Differentiation difficulties mentioned can include the following reasons EXCEPT:

- a. feeling like someone is an extension of oneself
- b. an inability to tolerate other people's needs
- c. it can relate to being unable to adequately grieve losses
- d. it is resolved if we trust that others will look out for us

25. Session 20

To be able to sustain stable, loving relationships, a person may have to consider the following EXCEPT:

- a. true love requires tolerating intense emotional ups and downs
- b. it is important to separate past failed relationships from current relationships
- c. intimacy can include good personal boundary setting
- d. comfort being alone is a good sign that one is ready for a relationships

Part 7: Identity and Differentiation

26. Session 21

An example of false identity is:

- a. placing feelings one has onto another person
- b. not understanding our needs in relationship to others
- c. feeling we are hidden behind roles we play
- d. a radically changing sense of self from one minute to the next

27. Session 22

In this session, a person who struggles because they feel incomplete is encouraged to complete exercises involving the following EXCEPT:

- a. identifying people who seem complete
- b. exploring feelings about "unfinished" experiences
- c. drawing a picture of "what is happening inside of you" without thinking of what it may look like
- d. thinking of an image or metaphor to describe how they feel

28. Session 23

In this session, the client is invited to discover who they are with the following exercises EXCEPT:

- a. list aspects that are clear "about myself"
- b. list aspect that others like "about me"
- c. identify things that "awaken my curiosity"
- d. draw a picture that represents oneself in the moment

29. Session 25

The exercise in this session is primarily designed:

- a. to differentiate oneself from others
- b. to learn to care less about others
- c. to activate the imagination
- d. to prepare to confront those people a person discovers in the circle

Part 8: Emotions and Emotional Regulation

30. Session 26

This session explores emotions for purposes that include all EXCEPT:

- a. to understand the power of emotions
- b. to learn to feel the emotional impact of "how others treat you" more deeply
- c. to be able observe how one perceives experiences that trigger emotion
- d. to be less likely to "personalize" other people's actions that affect a person

31. Session 27

Secondary emotions as discussed in this session are:

- a. less important than primary emotions
- b. a second wave of emotions that comes with a prolonged experience
- c. an emotion that was learned when a primary emotion was unacceptable
- d. what someone else is feeling

32. Session 28

The author supports the importance of engaging clients in the exercise involving observing emotional states by asserting that the following is impossible to do with emotions

- a. not feel them
- b. attribute them to others
- c. get confused about them
- d. distort them

33. Session 29

The author describes three ways that people may experience emotional intensity including all EXCEPT:

- a. projecting inwardly such as “swallowing it”
- b. projecting it outward
- c. meditating to achieve a transcendental zone above the emotion
- d. accepting, tolerating, and managing the emotion

34. Session 30

Many people have experienced invalidation of their emotions. Understanding when and how this has happened can be important because:

- a. it can help eliminate emotion
- b. it creates awareness that can make a person more accepting of their true emotions
- c. it can prepare a person to confront people who were invalidating
- d. it teaches new ways to invalidate people we don't like

Part 9: Coping Techniques and Maintaining Improvement

35. Session 31

This session speaks to the importance of:

- a. repeating the exercises from earlier in the book
- b. appreciating one's progress
- c. trusting that the work from earlier in the book will lead to sustained improvement
- d. strengthening the implementation of what has been learned from prior units in the book

36. Session 32

Johnny Depp's character, Edward Scissorhands, is used as a metaphor of:

- a. how sad life can be when you are different
- b. how misunderstood some people are
- c. how good things can be made even when people have had difficulties or limitations
- d. how movies can create things that are unrealistic

37. Session 33

In this session about fighting against negative thoughts, the example suggests that the person waiting in line is better off trying to focus on "taking it easy" rather than being nervous and angry, because:

- a. it will take the same amount of time anyway so why not be relaxed
- b. no one cares if the person is nervous
- c. it will bring ridicule if the person looks nervous
- d. the nervousness is just a fake feeling

38. Session 34

This exercise is designed to help the client change negative thoughts into positive thoughts for reasons that include all EXCEPT:

- a. old habits of negative thinking are hard to break
- b. a history of feeling guilt may make it hard to sustain positive thoughts
- c. negative thoughts can consume emotional energy
- d. negative thoughts mean a person is bad

EVALUATION - BOOK COURSE: *THE DISCOVERY OF THE SELF - BPD*

Please indicate below the extent to which the course's learning objectives were achieved:

1. I gained or reinforced conceptual understanding related to issues described in this book:
 - a. strongly agree
 - b. agree
 - c. neutral
 - d. disagree
 - e. strongly disagree
2. I gained or reinforced knowledge about the issues described in this book:
 - a. strongly agree
 - b. agree
 - c. neutral
 - d. disagree
 - e. strongly disagree
3. I gained or reinforced useful clinical approaches and skills related to issues described in this book:
 - a. strongly agree
 - b. agree
 - c. neutral
 - d. disagree
 - e. strongly disagree