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| 1. A common assumption across psychoanalytic perspectives is that humans are motivated by

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|   | a.  | unconscious factors. |
|   | b.  | learning principles. |
|   | c.  | relationship stressors. |
|   | d.  | biological predispositions. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Overview |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.01 - Explain the basic principles that tend to cut across the different psychoanalytic perspectives, and be able to identify how they emerge within each tradition. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 2. Psychoanalytic therapists view the therapeutic relationship as

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|   | a.  | the vehicle for change. |
|   | b.  | irrelevant to the process. |
|   | c.  | secondary to the theory. |
|   | d.  | solely defined by the patient. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Overview |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.01 - Explain the basic principles that tend to cut across the different psychoanalytic perspectives, and be able to identify how they emerge within each tradition. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 3. During psychoanalysis, a patient discusses a fantasy. The psychoanalytical therapist would see this fantasy as linked to a(n)

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|   | a.  | irrational belief system. |
|   | b.  | cognitive distortion. |
|   | c.  | behavioral pattern warranting change. |
|   | d.  | instinctually derived wish. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Overview |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.01 - Explain the basic principles that tend to cut across the different psychoanalytic perspectives, and be able to identify how they emerge within each tradition. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 4. Psychoanalytic theory would assert that the behavior of a newborn is dominantly controlled by

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|   | a.  | collective unconscious. |
|   | b.  | reaction formation. |
|   | c.  | primary process. |
|   | d.  | secondary process. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Overview |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.01 - Explain the basic principles that tend to cut across the different psychoanalytic perspectives and be able to identify how they emerge within each tradition. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 5. Secondary process refers to thinking that is

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|   | a.  | instinctual. |
|   | b.  | logical. |
|   | c.  | primitive. |
|   | d.  | visual. |

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| --- | --- |
| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Overview |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.01 - Explain the basic principles that tend to cut across the different psychoanalytic perspectives, and be able to identify how they emerge within each tradition. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 6. The process by which emotionally painful intrapsychic elements are pushed out of awareness is termed as

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|   | a.  | abreaction. |
|   | b.  | determinism. |
|   | c.  | conceptualization. |
|   | d.  | defense. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Overview |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.01 - Explain the basic principles that tend to cut across the different psychoanalytic perspectives, and be able to identify how they emerge within each tradition. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 7. Every time Charles feels insecure in his relationship with Megan, he accuses Megan of being insecure. This is an example of

|  |  |  |
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|   | a.  | intellectualization. |
|   | b.  | projection. |
|   | c.  | reaction formation. |
|   | d.  | splitting. |

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| --- | --- |
| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Overview |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.01 - Explain the basic principles that tend to cut across the different psychoanalytic perspectives, and be able to identify how they emerge within each tradition. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 8. Sally’s view of her therapist continuously shifts from “good” to “bad.” This is an example of

|  |  |  |
| --- | --- | --- |
|   | a.  | intellectualization. |
|   | b.  | projection. |
|   | c.  | reaction formation. |
|   | d.  | splitting. |

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| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Overview |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.01 - Explain the basic principles that tend to cut across the different psychoanalytic perspectives, and be able to identify how they emerge within each tradition. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 9. Bob talks rationally about the fact that his wife of 30 years has unexpectedly asked for a divorce and discusses the practical aspects of moving out, totally avoiding any show of emotion. This is an example of

|  |  |  |
| --- | --- | --- |
|   | a.  | intellectualization. |
|   | b.  | projection. |
|   | c.  | reaction formation. |
|   | d.  | splitting. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Overview |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.01 - Explain the basic principles that tend to cut across the different psychoanalytic perspectives, and be able to identify how they emerge within each tradition. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 10. When someone denies a threatening feeling and is proclaiming to feel the opposite, they are displaying the defense mechanism of

|  |  |  |
| --- | --- | --- |
|   | a.  | intellectualization. |
|   | b.  | projection. |
|   | c.  | reaction formation. |
|   | d.  | splitting. |

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| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Overview |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.01 - Explain the basic principles that tend to cut across the different psychoanalytic perspectives, and be able to identify how they emerge within each tradition. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 11. Joan becomes agitated with her psychoanalyst’s interpretations, perceiving the comments as judgmental, which reminds her of interactions with her father. This is known as

|  |  |  |
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|   | a.  | regression. |
|   | b.  | transference. |
|   | c.  | resistance. |
|   | d.  | autoeroticism. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Overview |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.01 - Explain the basic principles that tend to cut across the different psychoanalytic perspectives, and be able to identify how they emerge within each tradition. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 12. The shift in psychoanalytic therapies from a one- versus two-person psychology refers to the emphasis psychoanalytical therapy places on

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|   | a.  | couples counseling to address distress. |
|   | b.  | the role of family in development of pathology. |
|   | c.  | mutual influence of therapist and patient in therapy. |
|   | d.  | transference and countertransference. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Overview |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.01 - Explain the basic principles that tend to cut across the different psychoanalytic perspectives, and be able to identify how they emerge within each tradition. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 13. Which of the following theorist was psychoanalytically trained prior to developing a distinct form of psychotherapy?

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| --- | --- | --- |
|   | a.  | Albert Ellis |
|   | b.  | Martin Seligman |
|   | c.  | Albert Bandura |
|   | d.  | B. F. Skinner |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Other Systems |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.02 - Describe the social, political, cultural, and historical forces that contextualize the public reception of psychoanalytic practices over time, and explain why it is difficult to compare psychoanalysis to other systems of psychotherapy. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 14. People’s fantasies play an important role in their psychic functioning. Which of the following concepts is correct in context with the given statement?

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| --- | --- | --- |
|   | a.  | The unconscious |
|   | b.  | Fantasy |
|   | c.  | Defenses |
|   | d.  | Transference |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Basic Concepts |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.01 - Explain the basic principles that tend to cut across the different psychoanalytic perspectives, and be able to identify how they emerge within each tradition. |
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| 15. In *Studies on Hysteria*, Freud wrote about his early theoretical ideas derived from work with hypnosis and hysterics. This manuscript includes a summary of the work with Anna O., whose treatment was provided by

|  |  |  |
| --- | --- | --- |
|   | a.  | Jean Charcot. |
|   | b.  | Josef Breuer. |
|   | c.  | Hermann Helmholtz. |
|   | d.  | Charles Darwin. |

|  |  |
| --- | --- |
| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | History |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 16. Freud’s early view of hysteria described the symptoms as resulting from

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|   | a.  | hypnotic states for which the patient lacked awareness. |
|   | b.  | behaviors learned early in childhood from role models. |
|   | c.  | suppressed emotions connected with painful experiences. |
|   | d.  | an unresolvable sense of social inferiority. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | History |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
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| 17. A type of intrapsychic defense that is particularly important to Kleinian theory is called

|  |  |  |
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|   | a.  | splitting. |
|   | b.  | projection. |
|   | c.  | intellectualization. |
|   | d.  | transference. |

|  |  |
| --- | --- |
| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Basic Concepts |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.01 - Explain the basic principles that tend to cut across the different psychoanalytic perspectives, and be able to identify how they emerge within each tradition. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 18. According to drive theory, starting during infancy, there is a psychobiological push to repeat experiences that lead to tension reduction. This concept is known as

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|   | a.  | defense mechanisms. |
|   | b.  | confident expectancy. |
|   | c.  | embodiment actions. |
|   | d.  | pleasure principle. |

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| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | History |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 19. The psychological theory created by Carl Jung is termed

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|   | a.  | analytical psychology. |
|   | b.  | individual psychology. |
|   | c.  | psychodynamic psychology. |
|   | d.  | complex psychology. |

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| --- | --- |
| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | History |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 20. Jung described emotionally charged ideas that were repressed because they were too emotionally threatening as

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|   | a.  | shadows. |
|   | b.  | complexes. |
|   | c.  | libidos. |
|   | d.  | egos. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | History |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 21. Several variations on psychoanalytic theory have emerged. The theorist who emphasized the internal representations one makes of others was

|  |  |  |
| --- | --- | --- |
|   | a.  | Anna Freud. |
|   | b.  | Melanie Klein. |
|   | c.  | Margaret Mahler. |
|   | d.  | Albert Ellis. |

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| --- | --- |
| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | History |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 22. Heinz Kohut, who studied the narcissistic personality, viewed its development as the result of the parental figures’ failed attempts to appropriately respond to a child’s early attention seeking. Therefore, he underscored the importance of a therapist

|  |  |  |
| --- | --- | --- |
|   | a.  | role modeling narcissism to offset patient’s behavior. |
|   | b.  | discussing patient’s expression of sexual impulses. |
|   | c.  | reviewing the patient’s formative years. |
|   | d.  | establishing an empathic stance. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | History |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 23. Jacques Lacan would argue that the ego is a(n)

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|   | a.  | biological entity. |
|   | b.  | psychic discharge. |
|   | c.  | illusion. |
|   | d.  | catharsis. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | History |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 24. John Bowlby theorized that infants develop early representations of attachment figures and referred to these representations as

|  |  |  |
| --- | --- | --- |
|   | a.  | projective identification. |
|   | b.  | transitional objects. |
|   | c.  | internal working models. |
|   | d.  | self psychology. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | History |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 25. In contrast to therapy offered according to classic psychoanalytical theory, newer approaches focus less on childhood sexuality and more on

|  |  |  |
| --- | --- | --- |
|   | a.  | dream analysis. |
|   | b.  | id impulses. |
|   | c.  | determinism. |
|   | d.  | attachment. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | History |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 26. In contrast to traditional psychoanalysis, current psychodynamic psychotherapy approaches are less

|  |  |  |
| --- | --- | --- |
|   | a.  | directive. |
|   | b.  | empirically based. |
|   | c.  | intensive. |
|   | d.  | helpful. |

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| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Psychotherapy |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.04 - Describe the significance of the therapeutic alliance in modern psychoanalytic and psychodynamic psychotherapy, and explain how basic principles (e.g., transference, countertransference, fantasy) manifest within alliance-focused practices. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 27. A therapist points out the similarities between her female patient’s current anger at a female boss and the childhood anger she felt toward her mother. The goal of psychoanalysis this illustrates is

|  |  |  |
| --- | --- | --- |
|   | a.  | narcissistic. |
|   | b.  | strategic. |
|   | c.  | transference. |
|   | d.  | tactical. |

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| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Psychotherapy |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.04 - Describe the significance of the therapeutic alliance in modern psychoanalytic and psychodynamic psychotherapy, and explain how basic principles (e.g., transference, countertransference, fantasy) manifest within alliance-focused practices. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 28. From a contemporary psychoanalytic perspective, the most fundamental intervention is

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|   | a.  | resolution of intrapsychic conflicts. |
|   | b.  | empathy. |
|   | c.  | breaking down defenses. |
|   | d.  | strengthening the superego. |

|  |  |
| --- | --- |
| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Process of Psychotherapy |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.05 - Describe the typical process of contemporary psychoanalytic psychotherapy, noting its characteristic features, stages, mechanisms, and interventions. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 29. Psychoanalytical therapies rely heavily on therapists providing clients with ways to become aware of aspects of their intrapsychic experiences that have previously been unconscious. In other words, they rely on

|  |  |  |
| --- | --- | --- |
|   | a.  | interpretations. |
|   | b.  | enactments. |
|   | c.  | reconstructions. |
|   | d.  | confrontations. |

|  |  |
| --- | --- |
| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Process of Psychotherapy |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.05 - Describe the typical process of contemporary psychoanalytic psychotherapy, noting its characteristic features, stages, mechanisms, and interventions. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 30. In working with patients, therapists must learn to attend to their own emotional reactions and process disturbing emotions in a nondefensive, nonjudgmental manner. This is referred to as

|  |  |  |
| --- | --- | --- |
|   | a.  | rupture. |
|   | b.  | interpretations. |
|   | c.  | enactments. |
|   | d.  | containment. |

|  |  |
| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Process of Psychotherapy |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.05 - Describe the typical process of contemporary psychoanalytic psychotherapy, noting its characteristic features, stages, mechanisms, and interventions. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 31. Just like how a mother will fail to attend to the needs of a child, no matter how well intended, a therapist will occasionally fail to attend to the needs of a patient. Negotiating this pattern within a relationship has been termed

|  |  |  |
| --- | --- | --- |
|   | a.  | transference and countertransference. |
|   | b.  | rupture and repair. |
|   | c.  | idealization and fixation. |
|   | d.  | disappointment and despair. |

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| --- | --- |
| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Process of Psychotherapy |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.05 - Describe the typical process of contemporary psychoanalytic psychotherapy, noting its characteristic features, stages, mechanisms, and interventions. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 32. In contrast to short-term therapies, Leichsenring and Rabung (2008) found that, in the treatment of complex psychological disorders, long-term psychoanalytical therapies were

|  |  |  |
| --- | --- | --- |
|   | a.  | less effective overall. |
|   | b.  | more effective overall. |
|   | c.  | less satisfying to patients. |
|   | d.  | more satisfying to patients. |

|  |  |
| --- | --- |
| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Process of Psychotherapy |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.05 - Describe the typical process of contemporary psychoanalytic psychotherapy, noting its characteristic features, stages, mechanisms, and interventions. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 33. The psychobiological push to repeat experiences that have become associated with tension reduction is known as the \_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| *ANSWER:* | pleasure principle |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Basic Concepts |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 34. The publication of Freud’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in 1900 began to attract attention from a wider professional audience.

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| *ANSWER:* | *The Interpretation of Dreams* |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Basic Concepts |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 35. In 1923, Freud published *The Ego and the Id* and laid out the foundations for what subsequently became known as his \_\_\_\_\_\_\_\_\_\_\_\_.

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| *ANSWER:* | structural theory |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Basic Concepts |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 36. The major psychoanalytic tradition emerging out of some of Freud’s more mature thinking came to be known as\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| *ANSWER:* | object relations theory |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Basic Concepts |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 37. \_\_\_\_\_\_\_\_\_\_\_\_\_ is conceptualized as the tendency for an individual to resist change or act in a way that undermines the therapeutic process.

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| *ANSWER:* | Resistance |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | Basic Concepts |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.04 - Describe the significance of the therapeutic alliance in modern psychoanalytic and psychodynamic psychotherapy, and explain how basic principles (e.g., transference, countertransference, fantasy) manifest within alliance-focused practices. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 38. When Freud revised his psychological model to a structural model, he proposed \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

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| --- | --- |
| *ANSWER:* | id, ego, superego |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | History |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
| *NATIONAL STANDARDS:* | United States - CACREP.1A - Career Development – Theories and models of career development, counseling, and decision makingUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 39. The ability to hold onto one’s own experience while simultaneously experiencing another as an independent center of subjectivity is termed \_\_\_\_\_\_\_\_\_\_\_.

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| --- | --- |
| *ANSWER:* | intersubjectivity |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Psychotherapy |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.04 - Describe the significance of the therapeutic alliance in modern psychoanalytic and psychodynamic psychotherapy, and explain how basic principles (e.g., transference, countertransference, fantasy) manifest within alliance-focused practices. |
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| 40. If a therapist finds himself/herself reacting to a patient in a manner similar to a previous person in his or her life, this is known as \_\_\_\_\_\_\_\_\_.

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| *ANSWER:* | countertransference |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Psychotherapy |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.04 - Describe the significance of the therapeutic alliance in modern psychoanalytic and psychodynamic psychotherapy, and explain how basic principles (e.g., transference, countertransference, fantasy) manifest within alliance-focused practices. |
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| 41. As part of the process of normal development, children defend against feelings that are threatening by projecting them onto an attachment figure. When patients attempt to project their distress onto the therapist, it is important for the therapist to engage in \_\_\_\_\_\_\_\_\_\_ (i.e., attend to their own painful emotions).

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| --- | --- |
| *ANSWER:* | containment |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Process of Psychotherapy |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.05 - Describe the typical process of contemporary psychoanalytic psychotherapy, noting its characteristic features, stages, mechanisms, and interventions. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 42. The most rigorous evidence supporting psychoanalytical therapies comes from randomized clinical trials examining the efficacy of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| *ANSWER:* | short-term dynamic psychotherapy (STDP) |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Process of Psychotherapy |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.05 - Describe the typical process of contemporary psychoanalytic psychotherapy, noting its characteristic features, stages, mechanisms, and interventions. |
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| 43. Psychoanalysis explains human nature from the perspective of conflict. What is viewed to be in conflict? Do you agree that psychological development is best viewed from this perspective? Why or why not?

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| *ANSWER:* | Answers will vary. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Difficult |
| *REFERENCES:* | Overview |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.01 - Explain the basic principles that tend to cut across the different psychoanalytic perspectives, and be able to identify how they emerge within each tradition. |
| *NATIONAL STANDARDS:* | United States - CACREP.3A - Human Growth and Development – Theories of individual and family development across the lifespanUnited States - CSHSE.2a - Theories of human development.United States - EPAS.7B - Assessment and Testing – Methods of effectively preparing for and conducting initial assessment meetings. |
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| 44. Many of Freud’s ideas about psychosexual theory have been controversial, tracing back to the time they were introduced. Explain the core ideas of psychosexual theory and its explanation of psychological development.

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| *ANSWER:* | Answers will vary. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Difficult |
| *REFERENCES:* | History |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
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| 45. Psychoanalysis and psychoanalytic theory have fallen out of favor for many reasons. Discuss some of the reasons. Describe how newer models of relational psychodynamic psychotherapy differ from Frued’s foundational thinking.

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| *ANSWER:* | Answers will vary. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Difficult |
| *REFERENCES:* | History |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.03 - Trace the development of psychoanalytic thinking from classical Freudian psychoanalysis to the contemporary psychoanalytic traditions. |
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| 46. Psychoanalytic theory postulates a host of different change mechanisms. Explain three of these mechanisms with a focus on how each mechanism is thought to facilitate psychological growth and development.

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| --- | --- |
| *ANSWER:* | Answers will vary. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Difficult |
| *REFERENCES:* | Process of Psychotherapy |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.05 - Describe the typical process of contemporary psychoanalytic psychotherapy, noting its characteristic features, stages, mechanisms, and interventions. |
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| 47. What does intersubjectivity mean? How it is central to the therapeutic process, according to a relational perspective?

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| *ANSWER:* | Answers will vary. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Difficult |
| *REFERENCES:* | Psychotherapy |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | WEDD.CURR.19.02.04 - Describe the significance of the therapeutic alliance in modern psychoanalytic and psychodynamic psychotherapy, and explain how basic principles (e.g., transference, countertransference, fantasy) manifest within alliance-focused practices. |
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