1. When we approach the internal system of parts in dissociative disorders:

1. Some degree of conflict between parts is often present
2. Normally, parts know each other well
3. We should ignore hostile and critical parts
4. We should begin with collaborative parts

2. If the internal experiences of the child are not recognized:

1. Children will learn by themselves
2. The child will learn to imitate and internalize the negative attitude towards the self
3. Psychoeducation about this will be enough to repair
4. Not a relevant issue for treatment

3. One of the factors that affect the internal conflict:

1. Is how clients deal with voices and parts
2. Clients who develop an understanding of different aspects of self, including hostile ones, usually do better than those who are avoidant
3. Clients who despise parts of themselves tend to do worse
4. All of the above are correct

4. Some of the first steps in the work with parts **include all except**:

1. Acknowledge the protective function the voices had and still have (and will have).
2. Re-name the parts when these names are negative, disrespectful or threatening.
3. Enlist other parts to shame protective parts to reduce their impact.
4. Remember parts “protect” how they learned to protect; they cannot not see a different way of functioning because nobody taught them.

5. In order to establish a good therapeutic relationship with a patient with dissociative parts, the therapist needs to:

1. Establish a working alliance with all parts of the patient’s personality.
2. First establish a working alliance with perpetrator-imitator parts as they can block reprocessing of traumatic memories.
3. Ignore the perpetrator-imitator parts as they are not truly part of the patient’s personality. This will lessen the blockages they may try to create in the reprocessing.
4. First, establish a harmonious relationship with all members of the patient’s actual family.

6. As recommended in the training, integrative capacity can be improved by **all except**:

1. Working with parts
2. Promoting curiosity from client to parts and between parts
3. Deciding what parts came first developmentally
4. Enhancing reflective thinking and understanding of the system

7. When we explore the internal system of parts

1. It´s important to make sure we include all the parts and voices, even the ones that cannot show themselves
2. To be respectful, we should ignore the ones that don´t want to show themselves.
3. We should avoid talking to the angry ones since they can´t become angrier
4. We should avoid talking to the angry ones since they can become angrier

8. When working with parts, the clinician should

1. Only work with the parts that are willing to work
2. Begin with the easier and more compliant parts
3. Begin with the parts that are more hesitant
4. None of the above
5. When clients say things that we don´t agree with, we should
6. Be very clear about our disagreement
7. Change the topic
8. Acknowledge the client´s experience without necessarily agreeing with it
9. All of the above
10. Some of the key ingredients to the work with parts are:
11. Promoting curiosity
12. Enhancing reflective thinking and the capacity to mentalize
13. Promoting compassion and understanding
14. All of the above
15. We can improve integrative capacity in the work with parts by:
16. Linking impulses / urges / reactions with triggers to traumatizing events
17. Exploring how parts experience therapy (or whatever is happening with the client in the moment).
18. Talking to parts separately and directly the whole time
19. A and B are correct
20. Promoting collaboration and cooperation can be done through **all except**:
21. Imagining the parts as different people with their own needs
22. Engaging parts, helping them feel they have an important role in achieving better functioning
23. Modeling new, more effective ways of communicating and relating between parts
24. Ignoring parts that seek attention
25. Clinicians can model new, more effective ways of communicating and relating between parts by exploring:
26. What that part thinks about what is going on
27. What the client as the adult thinks about what is happening
28. If any parts feel differently than the client does
29. All are correct
30. Why is it important to prepare clients for future difficulties with parts of themselves? **All are true except:**
31. It normalizes therapeutic challenges
32. It helps the client hold the dialectical tension between acceptance of where parts are and the need for change and avoids going back to conflictual responses between parts.
33. It helps the client anticipate potential problems and supports them in being more open and understanding to challenges from parts of their system
34. It reminds them that meaningful change cannot occur.
35. Potential goals during first sessions to reduce the conflict **include all except:**
36. Establishing a good alliance with the whole system.
37. Inviting all parts to speak at once
38. Avoiding insults and negative comments.
39. Showing the Adult how to respond differently, without getting into arguments or fights

16. In order to promote collaboration and cooperation between parts clinicians should consider doing, **all except**:

1. Engaging parts and helping them feel they have an important role in achieving better functioning
2. Ignoring parts that are critical until later in the integrative process
3. Modeling new, more effective ways of communicating and relating between parts
4. Inviting the client to develop ways for parts to communicate