

Neurobiology of Trauma and Mindfulness for Children

Instructions:

- Read the article. The test for this CE activity is to be taken online at <http://www.NursingCenter.com/CE/JTN>.
- You will need to create (it is free!) and login to your personal CE Planner account before taking online tests. Your planner will keep track of all your Lippincott Professional Development online CE activities for you.
- There is only one correct answer for each question.
- A passing score for this test is 14 correct answers. If you pass, you can print your certificate of earned contact hours and access the answer key. If you fail, you have the option of taking the test again at no additional cost.
- Questions? Contact Lippincott Professional Development: 800-787-8985.

Registration Deadline: June 5, 2020

Provider Accreditation:

LPD will award 1.5 contact hours for this continuing nursing education activity.

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Disclosure Statement:

The authors and planners have disclosed that they have no financial relationships related to this article.

Payment and Discounts:

- The registration fee for this test is \$17.95.

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CE TEST QUESTIONS

JTN0518B

General Purpose Statement: To provide evidence-based information about the neurobiology of trauma and mindfulness intervention for children who have experienced traumatic events or adverse child experiences (ACEs).

Learning Objectives/Outcomes: After completing this continuing education activity, you should be able to:

- Summarize the review of the literature related to the neurobiology of trauma and mindfulness for children.
- Outline the evidence-based practice project developed to educate staff regarding the care of youth who have experienced traumatic events or ACEs.
 - The body's stress system is known as the**
 - positive feedback inhibition loop.
 - hypothalamus–pituitary–thyroid axis.
 - hypothalamic–pituitary–adrenal axis.
 - Which hormone might be released for several hours after a traumatic event?**
 - somatostatin
 - cortisol
 - vasopressin
 - Repeated activation of the body stress system during critical periods of brain development can lead to alterations in parts of the brain that underlie which adult behavior and functioning?**
 - emotional and cognitive
 - motor and sensory
 - speech and comprehension
 - Danese and Baldwin (2017) found that chronic activation of the body's stress system can lead to**
 - cognitive delays.
 - mood dysregulation in adulthood.
 - heightened reactivity to new stressors.
 - According to The National Child Traumatic Stress Network, when facing triggers, youth struggle with**
 - self-esteem and interpersonal relationships.
 - self-perception and reality testing.
 - self-regulation and impulse control.
 - What did Horner (2017) find could facilitate physical and psychological growth in children who had been through ACEs?**
 - education
 - diet and exercise
 - supportive relationships
- A purposeful awareness of one's presence through breathing, thoughts, emotions, and sensations without judgment is how Bethell et al. (2016) defined**
 - faith.
 - consciousness.
 - mindfulness.
- The key to mindfulness is**
 - a belief in a higher being.
 - an unbiased awareness.
 - the ability to "let go."
- Mindfulness allows an individual to**
 - consciously choose to respond.
 - react in a programmed approach.
 - unconsciously respond with a successful approach.
- What process described by Leitch (2017) occur during periods of heightened self-awareness?**
 - neurogenesis.
 - differentiation.
 - neurospecificity.
- With the application of mindfulness in youth, connections are made between relevant prefrontal structures in the brain that**
 - inhibit negative memories.
 - decrease inhibitions.
 - stabilize arousal.
- Outcomes of mindfulness in youth as analyzed by Ortiz and Sibinga (2017) include**
 - improved school attendance and grades.
 - decreased somatization.
 - decreased drug use.
- Leitch (2017) found that for youth, mindfulness was a practical way to self-regulate and build**
 - hope.
 - resiliency.
 - self-esteem.
- Ortiz and Sibinga (2017) wrote that mindfulness allows youth to**
 - choose responses.
 - forget.
 - take risks.
- The format of the evidence-based project's training module was a**
 - lecture and instructor-led discussion.
 - computer-based interactive simulation.
 - PowerPoint presentation.

- 16. Mindfulness structured programs introduced in the second half of the training module included mindfulness-based**
- a. behavioral therapy.
 - b. relaxation therapy.
 - c. relapse prevention.
- 17. What mindful-based, mind–body method was included in the training module?**
- a. 3-min meditation
 - b. body–mind journal
 - c. I am mindful
- 18. How was the training module presented to the staff of the organization?**
- a. in person, with individual instruction
 - b. directly, during staff meetings
 - c. indirectly via e-mail
- 19. The training module was created for utilization among adult staff members with an end goal of**
- a. enhanced professional development.
 - b. improved child–staff interactions.
 - c. reduced neurochemical triggers.