



## **PART II - CEAP TEST CONTENT INFORMATION AND EXAM BLUEPRINT**

### **About the CEAP Test**

The CEAP test is professionally developed to objectively measure the knowledge and skills required of EA professionals across each of the three EA domains, and to foster uniform standards for measuring such knowledge and skills. Commission members and experienced adjunct CEAPs develop each test question in cooperation with psychometric experts to assess the knowledge and skills required to perform the EA tasks defined via the job analysis.

The test consists of 230 multiple-choice questions, 200 of which are scored. Candidates are presented with a question and are asked to choose the correct answer from among four possible answers. The 200 scored items are equally weighted so that each correct answer is worth one point.

30 non-scored CEAP test questions are scattered throughout the test to collect meaningful statistics about new questions that may be used on future exams. There is no way for examinees to tell which items will be scored and which items will not be scored.

### **CEAP Test Validity**

The test is demonstrably content-valid, meaning that test questions directly relate to what it takes to successfully perform the EA job.

The number of scored questions on the test is proportional to the respective weights of each of the three EA domains, determined via formal job analysis which identified what EA professionals do at work (task listing) and the amount of time they spend doing each activity (task weighting).

The international version of the CEAP excludes the 30 U. S.-specific test questions, but to preserve validity, the Commission took the added step of adjusting the remaining content to formally link the international version with CEAP Test Specifications. Thus, the demonstrably valid international version contains 155 questions.

### **Test Cognitive Level**

Cognitive level refers to the level of CEAP test question complexity. Each correct CEAP test question earns one point, regardless of its cognitive level. Rather than simply present recall questions, the lowest cognitive level, the CEAP test contains questions across three cognitive levels to more accurately reflect EA practice:

#### **Recall.**

The examinee has to recall or recognize specific factual information, which generally does not vary relative to the situation. Recall questions solicit information found in a study guide or textbook. Memory alone is needed to correctly answer the question.

### Application.

These more difficult questions require examinees to comprehend, interpret or manipulate data, in which the response or outcome is situationally dependent, but not overly complex. Examples include: basic calculations by “applying” a formula, recognition of a pattern, finding relationships between concepts (How does X relate to Y?), and questions such as “If ‘X’ happens, than what would be result ‘Y’?”

### Analysis/Evaluation.

The most difficult CEAP questions require examinees to integrate or synthesize a variety of concepts or elements to solve a specific problem (evaluating and making judgments on complex problems with many situational variables). Examinees may need to complete several steps to answer these questions.

## The Three CEAP Domains

The three major Domains identified by job analysis as underlying EA professional job performance are listed below.

### **Domain I. EA Program Design, Administration and Management.**

There are about 34 questions on the test from this domain.

### **Domain II. EA Services to the Organization.**

There are about 66 questions on the test from this domain

### **Domain III. EA Services to Employees and Family Members.**

There are about 100 questions on the test from this domain.

## **Domain 1: Employee Assistance Program Design, Administration, and Management**

This domain is about the work organization and HR management, tasks which constitute about one-sixth of EA work, and involves more of the administrative side of program management and design. Accordingly, approximately 17 % of the questions on the CEAP exam come from this Domain. This domain discusses program models matching organization structure, HR policies and practices, regulatory considerations, and coordination of EAP services with related services such as work-life. This domain also addresses quality assurance measures, program effectiveness, and knowledge of EA trends, technologies, ethical and legal standards.

## **Domain 2: Employee Assistance Services to the Organization**

This domain is about the Work Organization, and constitutes about one-third of EA work. Accordingly, approximately 33 % of the questions on the exam come from this Domain. This domain centers around the EA professional providing internal services to the organization, addressing awareness of evolving strategic, operational and change management issues through communication with organizational stakeholders. It also involves providing consultation to the organization about HR and EA related issues and policies.

The domain addresses consultation with key decision makers about behavioral, developmental, relationship, and behavioral risk management issues. Consultation also includes discussions around appropriate referral procedures, resources, constructive confrontation, written limits of confidentiality, collective bargaining agreements, and organizational policies in order to address job performance problems. Ongoing program evaluation and reporting of outcome data is addressed, as are supervisory and union trainings on EA services, employee orientation and training involving regulatory compliance (i.e., sexual harassment, threat of violence) and provision of education on behavioral topics (e.g., substance abuse, parenting) for all organizational levels.

### **Domain 3: Employee Assistance Services to Employees and Family Members**

This domain focuses on chemical dependency and other addictions, personal, emotional and psychological problems, constituting about half of our work. Accordingly, approximately 50 % of the questions on the exam come from this Domain. This domain is not all clinical work as it interacts with and is contingent on workplace knowledge and experience, including:

Knowledge and skills in providing clinical work is required, along with knowledge of the interaction and impact of psychological issues in both the client's personal life and work environment. Assess employee concerns using standards interview and assessment techniques. Construct an individualized assistance plan based on assessment; motivate and refer employee(s) to comply with assistance plan; and referral of clients to appropriate treatment resources.

Provide effective short-term problem resolution services; follow-up with clients; and maintain client confidentiality in accordance with applicable regulations and organizational policies and EACC Code of Conduct. Develop multi-faceted approaches to program promotion for all employees and their immediate family members; and provide appropriate crisis intervention strategies to the organization.

## CEAP Test Content Outline

<p><i>Certified Employee Assistance Professional (CEAP)</i> © EACC, 2002</p> <p>Each item must be classified as a skill and may include multiple knowledge classifications. Each item must also carry a cognitive level classification.</p>	Items			
	Cognitive Level			Totals
	Recall	Application	Analysis	
<b>I. EMPLOYEE ASSISTANCE PROGRAM DESIGN, ADMINISTRATION, AND MANAGEMENT (16.7%)</b>	<b>15</b>	<b>18</b>	<b>9</b>	<b>42</b>
<b>Design the EAP and related services by matching the program model with the client organization's structure, needs, and resources in order to optimize utilization and success.</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>6</b>
<p><b>Skill</b></p> <p>Write policies and procedures Gather, analyze, and interpret data Gather, analyze, and interpret information Design service delivery systems Communicate recommendations, options, and their impact on the organization Marshal resources for the program</p>	<p><b>Knowledge</b></p> <p>Elements of EAP design, including EAP functions, EAP-related services, and program models Needs assessment EAP trends Organizational structure, policies, employee demographics and geographic distribution, processes, and organizational dynamics Available internal and external resources Applicable laws and regulations (e.g., ADA, EEOC, FMLA, drug-free workplace, etc.) Budgeting Factors affecting utilization EAPA Standards and Professional Guidelines for Employee Assistance Programs and others Applicable professional codes of ethics Information management systems Internet and web technology</p>			

<b>Maintain knowledge of the client organization's human resource policies, benefits, performance management system, applicable regulations and statutes, and other characteristics and practices through ongoing communication with stakeholders to ensure program relevance and effectiveness.</b>		<b>3</b>	<b>1</b>	<b>2</b>	<b>6</b>
<b>Skill</b> Gather, analyze, and interpret data Gather, analyze, and interpret information Apply knowledge to program management Communicate orally and in writing Communicate knowledge to other people involved in the program Persuade stakeholders Consult with identified stakeholders	<b>Knowledge</b> Organization's human resource policies and systems Organization's benefits and related policies Organization's performance management system Applicable laws and regulations (e.g., ADA, EEOC, FMLA, drug-free workplace, etc.) Organizational structure Organization's collective bargaining agreement Organization's stakeholders				
<b>Coordinate the EAP with related services (e.g., work/life program, risk management, etc.) by becoming informed of workplace needs, internal and external resources, and linkage points in order to provide for operational efficacy.</b>		<b>2</b>	<b>2</b>	<b>1</b>	<b>5</b>
<b>Skill</b> Evaluate program efficacy Implement constant improvements to program operation Maintain key contacts and linkage points Maintain positive professional relationships with primary client contact and reestablishing relationship with successors	<b>Knowledge</b> Specific additional services related to the organization's EAP Integration strategies pertaining to the program Ongoing evaluation of needs in the workplace Changing policies, business conditions, regulations, and laws				

<b>Promote quality assurance in all aspects of service delivery by following documented operational policies and procedures that include performance benchmarks and accountability standards in order to ensure a consistently high level of customer satisfaction and program effectiveness.</b>		<b>1</b>	<b>2</b>	<b>2</b>	<b>5</b>
<b>Skill</b> Gather, analyze, and interpret data Gather, analyze, and interpret information Follow established quality and operational procedures Seek guidance from within the EAP organization Design quality assurance protocols Respond to customer problems in an expedient manner Understand and implement EAP organization's policy and procedures Meet or exceed performance benchmarks	<b>Knowledge</b> Quality assurance standards and methodology Customer service standards EAPA Standards and Professional Guidelines for Employee Assistance Programs and others EAP's policies and procedures Applicable professional codes of ethics Evaluation systems and approaches Customer expectations Performance benchmarks Accountability standards Organization's policies and procedures EA scope of practice				
<b>Manage suppliers (e.g., vendors, affiliates, providers, etc.) by establishing eligibility, performance, cost, and communication standards in order to best serve all covered populations.</b>		<b>2</b>	<b>3</b>	<b>0</b>	<b>5</b>
<b>Skill</b> Negotiate contracts Maintain partnerships with suppliers Motivate suppliers to meet contract expectations Evaluate suppliers' performance Terminate existing contracts/vendors Transition to new suppliers Manage contract(s) Interview Evaluate proposals Resolve conflicts	<b>Knowledge</b> Vendor contracts Eligibility requirements Performance standards Budget limitations Scope of services to be provided Strengths and weaknesses of suppliers Marketplace and universe of vendors Vendor core competencies Negotiation techniques				

<b>Maintain knowledge of employee assistance trends, technological advances, models, strategies, and ethical, legal, and professional standards by pursuing appropriate educational opportunities in order to ensure ongoing expertise.</b>		<b>2</b>	<b>2</b>	<b>1</b>	<b>5</b>
<b>Skill</b> Identify appropriate learning strategies Network with other EA professionals Apply knowledge to one's job performance Identify appropriate supervision and mentoring opportunities Integrate supervision and mentoring into practice Maintain appropriate professional development Evaluate research and other types of publications Assess personal needs for skill development	<b>Knowledge</b> Current EAP publications, journals, and websites EAP conferences and other applicable professional development opportunities EAP professional associations EAPA Standards and Professional Guidelines for Employee Assistance Programs Applicable codes of conduct Applicable legislation, regulation, and case law Basic principles of research design				
<b>Develop an appropriate information management strategy (e.g., utilization, outcomes analysis, etc.) using accepted techniques and record keeping practices (e.g., appropriate forms, charts, hardware, software, etc.) in order to document EAP direct services and support continuous quality improvement.</b>		<b>1</b>	<b>2</b>	<b>2</b>	<b>5</b>
<b>Skill</b> Determine and understand the client organization's information needs Gather, analyze, and interpret data Gather, analyze, and interpret information Communicate client needs to information systems specialists Manage client expectations regarding confidentiality Use up-to-date information technology, including electronic data transmission Implement continuous quality improvement based on up-to-date information and analysis	<b>Knowledge</b> EAP record keeping practices and rationale Charting process for direct client services Applicable legal and contractual charting requirements Utilization calculation Standard reporting formats EAP outcomes literature Application of information technology to record keeping and reporting Confidentiality requirements and limitations, electronic data applications				

<b>Promote the development and success of the EAP by advocating its benefits to organizations and employees and using all available technology and media in order to stimulate program initiation, growth, utilization, and effectiveness.</b>		<b>1</b>	<b>4</b>	<b>0</b>	<b>5</b>
<b>Skill</b> Communicate orally and graphically Use presentation software applications Apply principles of adult learning Design materials taking into account organizational and product life cycles Develop budgets Market and sell	<b>Knowledge</b> Internet applications Sales and marketing techniques Organization's communication channels Visual-aid software Target audiences Timetable for promotional efforts Principles of adult learning Organizational and product life cycles Strategies for communicating EAP features Strategies for demonstrating program cost-effectiveness				



<b>II. EMPLOYEE ASSISTANCE SERVICES TO THE ORGANIZATION</b>		<b>18</b>	<b>31</b>	<b>11</b>	<b>60</b>
<b>Obtain information on evolving strategic, operational, and change-management issues by communicating with stakeholders in the organization on an ongoing basis in order to provide responsive EAP services (33.3%).</b>		<b>2</b>	<b>2</b>	<b>1</b>	<b>5</b>
<b>Skill</b> Gather, analyze, and interpret data Gather, analyze, and interpret information Consult with identified stakeholders Identify stakeholders and decision makers Modify program design and services in accordance with needs	<b>Knowledge</b> Organizational structure Organizational dynamics Organizational culture Management theory and practice Business finance and budget Current business trends Organizational mission Organizational roles Change management Consultation techniques				
<b>Provide consultation to the organization about human resource issues and policies (e.g., benefit design, work/life balance, performance management, diversity, and cross-cultural competence, etc.) by developing and maintaining communication links with key decision makers in order to enhance employee well being and organizational effectiveness.</b>		<b>1</b>	<b>2</b>	<b>2</b>	<b>5</b>
<b>Skill</b> Manage diversity Coach Recognize and respond to culturally based cues Develop and maintain communication links	<b>Knowledge</b> Behavioral healthcare benefit design Various benefit programs Human resource policies Wellness programs Work/life programs Cultural differences Vendor selection process Applicable law and regulation (e.g., ADA, EEOC, FMLA, drug-free workplace, etc.)				

<b>Provide consultation to the client organization about behavioral, developmental, and relationship issues that commonly impact organizational and workgroup planning or functioning by developing and maintaining communication links with key decision makers in order to enhance employee well being and organizational effectiveness.</b>		<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>
<b>Skill</b> Assess dynamics of interpersonal relationships Recognize the interaction of organizational issues with life-cycle stages Mitigate the impact of systemic issues on various populations Apply life-cycle knowledge to organizational change and functioning	<b>Knowledge</b> Life-cycle developmental issues Group dynamics Interpersonal relationships Cultural impact on interpersonal and group dynamics Systems theory Change theory				
<b>Provide consultation to the organization about behavioral risk management issues (e.g., violence prevention and response, conflict resolution, disability management, etc.) by developing and maintaining communication links with key decision makers in order to enhance employee well being and provide a safe workplace.</b>		<b>3</b>	<b>3</b>	<b>1</b>	<b>7</b>
<b>Skill</b> Identify at-risk employees Consult and advise key decision makers about potential or actual violent situations Coordinate and facilitate critical incident response Intervene in crises Consult on disability issues Develop and maintain communication links with key personnel Apply methods of conflict resolution Consult about violence response protocols	<b>Knowledge</b> Applicable laws and regulations (e.g., ADA, EEOC, FMLA, drug-free workplace, etc.) Safe workplace practices Crisis intervention strategies Critical incident response theory and practice Disability management Conflict management and/or resolution theory and technique				

<b>Provide consultation on specific employee problems to managers, supervisors, union leadership, work teams, human resources, or other appropriate parties by discussing available options (e.g., referral procedures, resources, constructive confrontation, etc.) within the limits of confidentiality requirements, collective bargaining agreements, and organizational policies in order to address job performance problems.</b>		<b>2</b>	<b>4</b>	<b>1</b>	<b>7</b>
<b>Skill</b> Adhere to confidentiality requirements and limitations Identify appropriate parties to address performance problems Coach personnel on constructive confrontation Support follow-up activities of appropriate personnel Monitor progress		<b>Knowledge</b> Confidentiality requirements and limitations Collective bargaining agreements Client organization's performance management policy and procedures Behavioral healthcare benefits of the organization Organizational policies regarding behavioral expectations Treatment modalities Applicable laws and regulations (e.g., ADA, EEOC, FMLA, drug-free workplace, etc.) Constructive confrontation techniques Relevant behavioral topics			
<b>Conduct ongoing program evaluation by collecting, analyzing interpreting, and reporting utilization and outcome data to ensure the EAP is contributing to the client organization's goals.</b>		<b>1</b>	<b>2</b>	<b>1</b>	<b>4</b>
<b>Skill</b> Gather, analyze, and interpret evaluation data Format and present evaluation results		<b>Knowledge</b> Program evaluation methods Data requirements for analytical techniques Confidentiality requirements and limitations Reporting formats			

<b>Enhance service delivery by employing current technology and information systems to increase access to information and services.</b>		<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>
<b>Skill</b> Develop and maintain technological competency as related to client services	<b>Knowledge</b> Internet and Web Service delivery models Confidentiality requirements and limitations as they apply to the electronic environment				
<b>Train managers, supervisors, and union leaders in the identification, intervention, and referral to EAP of employees with performance problems using a variety of media and strategies in order to improve their ability to address performance problems.</b>		<b>2</b>	<b>4</b>	<b>1</b>	<b>7</b>
<b>Skill</b> Evaluate existing service competencies in performance management Coach Identify key decision makers in unions and management Make effective presentations Tailor presentations to specific audiences Use appropriate technology to enhance presentation effectiveness	<b>Knowledge</b> Principles of adult learning Role of union leaders and management Client organization's performance management policy and procedures Organizational policies regarding behavioral expectations				
<b>Participate in the training of employees on all organizational levels on such topics as sexual harassment, threats of violence, drug-free workplace, etc., in order to promote regulatory compliance.</b>		<b>3</b>	<b>3</b>	<b>0</b>	<b>6</b>
<b>Skill</b> Tailor training content to the needs and work responsibilities of the participants Make effective presentations	<b>Knowledge</b> Applicable laws and regulations (e.g., ADA, EEOC, FMLA, drug-free workplace, etc.) Relevant organizational policies and procedures regarding legislative mandates Relevant subject matter Principles of adult learning				

<b>Provide education on behavioral topics (e.g., substance abuse, parenting, interpersonal relations, stress reduction, etc.) to employees on all organizational levels using a variety of media and strategies in order to enhance well being.</b>		<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>
<b>Skill</b> Develop appropriate materials for dissemination of information (e.g., printed materials, audiovisual materials, web-based resources, lending libraries) Assess educational needs Make effective presentations	<b>Knowledge</b> Resources on relevant behavioral topics Applications of relevant technology Relevant subject matter Principles of adult learning				
<b>Facilitate return-to-work processes, as needed, for employees who have been out of the workplace by working with appropriate interested/affected parties in order to improve employee reintegration.</b>		<b>1</b>	<b>3</b>	<b>2</b>	<b>6</b>
<b>Skill</b> Balance needs of the employee and the employer Facilitate discussion of sensitive information Apply organization's policies and procedures to specific situations Coach supervisors regarding realistic performance expectations Reinforce performance expectations with employee Establish proactive plan to prevent failure Establish timetable for successful conclusion of reintegration process Maintain ongoing contact with relevant parties to monitor progress	<b>Knowledge</b> Applicable laws and regulations (e.g., ADA, EEOC, FMLA, drug-free workplace, etc.) Relevant case information, including reason for absence History of case interventions Organization's policies and procedures (e.g., disciplinary, workplace performance, management system) Treatment provider information Work limitations Employee's position requirements and responsibilities Employer's expectations Potential obstacles to reintegration Confidentiality requirements and limitations				

<b>III. EMPLOYEE ASSISTANCE SERVICES TO EMPLOYEES AND FAMILY MEMBERS (50.0%)</b>		<b>35</b>	<b>45</b>	<b>18</b>	<b>98</b>
<b>Promote program services to employees and family members using multiple means of communication (e.g., brochures, newsletters, websites, orientation sessions, etc.) in order to ensure that all potential clients understand the employee assistance program and how to access its services.</b>		<b>2</b>	<b>6</b>	<b>1</b>	<b>9</b>
<b>Skill</b> Make effective presentations Develop promotional strategies Design promotional materials Analyze areas of under-utilization Conduct training needs analysis	<b>Knowledge</b> EAP services available EAP promotional strategies Organizational structure, policies, employee demographics and geographic distribution, processes, and organizational dynamics				
<b>Assess the needs of employees and family members using standard interview and measurement techniques in order to identify personal problems or other issues that may affect job performance.</b>		<b>2</b>	<b>3</b>	<b>5</b>	<b>10</b>
<b>Skill</b> Conduct assessment interviews Determine appropriate intervention Evaluate risk to clients and others Recognize and respond to culturally based cues Sort and analyze data and develop assessment Develop rapport Interpret non verbal communication Document	<b>Knowledge</b> Psychopathology Normal development Addiction and substance abuse Confidentiality requirements and limitations Applicable professional codes of ethics Interview techniques Testing resources Mental status evaluations Basic pharmacology				

<b>Respond to crises using accepted intervention techniques in order to ameliorate or minimize the impact of the crisis on the employee, family member, work group, or organization.</b>		<b>3</b>	<b>6</b>	<b>3</b>	<b>12</b>
<b>Skill</b> Determine and implement appropriate interventions Recognize and respond to culturally based cues	<b>Knowledge</b> Accepted intervention techniques Resources Psychopathology Normal development Addictions Substance abuse Applicable reporting procedures and requirements Limitations to confidentiality Commitment procedures Mental status				
<b>Construct an individualized assistance plan based on the findings of the assessment in order to address the identified problems.</b>		<b>3</b>	<b>4</b>	<b>4</b>	<b>11</b>
<b>Skill</b> Develop measurable goals based on assessment findings Determine the most appropriate intervention Determine if resolution or intervention can be accomplished with the EAP Communicate the plan and intervention to the client Plan for unforeseen contingencies	<b>Knowledge</b> Treatment modalities and models Specific resources Benefits Treatment plan EAP design Human resource policies and procedures Relapse issues				
<b>Motivate clients to follow through with the assistance plan using various techniques, including constructive confrontation when appropriate, in order to facilitate resolution of the problem(s).</b>		<b>2</b>	<b>6</b>	<b>2</b>	<b>10</b>
<b>Skill</b> Apply appropriate motivational approach to client Respond effectively to resistance	<b>Knowledge</b> Motivation techniques Constructive confrontation Cultural factors Company policies Regulated policies Treatment options Developmental, demographic, and cultural characteristics of client				

<b>Refer clients to appropriate resources using established procedures in order to connect the clients with the type and level of assistance needed.</b>		<b>3</b>	<b>8</b>	<b>1</b>	<b>12</b>
<b>Skill</b> Communicate effectively with the clients and resources Match clients with appropriate resources Evaluate resources Facilitate effective transition to resources	<b>Knowledge</b> Treatment and community resources Available benefits Referral procedures Treatment modalities/models HR policies and procedures				
<b>Provide short-term problem resolution services in accordance with the individualized assistance plan in order to address the client's problem(s).</b>		<b>5</b>	<b>5</b>	<b>0</b>	<b>10</b>
<b>Skill</b> Develop rapport Apply short-term problems resolution techniques Teach coping skills	<b>Knowledge</b> Psychopathology Normal development Addictions Substance abuse Pharmacology Crisis intervention techniques Confidentiality Short-term problem resolution techniques Conflict resolution Stress management Group/ family dynamics				
<b>Follow up with clients using established policies and procedures in order to monitor compliance with the individualized assistance plan and/or encourage attainment of goals.</b>		<b>9</b>	<b>1</b>	<b>0</b>	<b>10</b>
<b>Skill</b> Design plan protocols Document follow up Recognize cues that may indicate problems	<b>Knowledge</b> Specific follow-up policies and procedures Usual and customary policies and procedures Applicable regulatory requirements				
<b>Maintain client confidentiality in accordance with applicable regulations, organizational policies, and the EACC code of conduct in order to protect the client's rights and interests.</b>		<b>6</b>	<b>6</b>	<b>2</b>	<b>14</b>
<b>Skill</b> Recognize circumstances that may require further inquiry	<b>Knowledge</b> Confidentiality requirements Exceptions to confidentiality Release of information procedures				
<b>Totals</b>		<b>68</b>	<b>94</b>	<b>38</b>	<b>200</b>



## **Sample CEAP Test Questions**

The following questions are similar in content to those appearing on the current CEAP test. An asterisk shows the keyed (correct) answer:

- 1. On the body, nicotine acts as a:**
  - a. sedative
  - b. stimulant \*
  - c. depressant
  - d. muscle relaxant
  
- 2. Which of the following best describes why the Disability Management Model is used:**
  - a. Reduce substance abuse in the workplace
  - b. Reduce the rising cost of medical insurance claims \*
  - c. To screen potential employees toward improving the quality of new employees
  - d. Assist EA counselors to make referrals to mental health and substance abuse providers
  
- 3. When assessing a suicidal employee, the most critical concern is whether the employee:**
  - a. has a specific suicide plan \*
  - b. has a strong support system
  - c. is under a therapist's care
  - d. has a history of substance abuse, mental illness or marital discord
  
- 4. Which of the following is a current business strategy used to increase profit margins?**
  - a. Increasing workforce size
  - b. Intensifying short-term planning services
  - c. Improving employee benefits
  - d. Diversifying products and services \*
  
- 5. Which area of managed care has the least degree of interface with EA programs?**
  - a. Substance abuse case management
  - b. Prepaid prescription plans \*
  - c. In-patient certification
  - d. Outpatient case review

- 6. Each of the following are healthcare cost-containment strategies implemented by employers, except:**
- a. Benefit exclusions
  - b. Cost caps
  - c. PPOs
  - d. Second Surgical Opinion (SSO) Option \*
- 7. Which of the following best defines “survivor guilt”?**
- a. An employee showing a general sense of resentment toward coworkers
  - b. “How come I kept my job when my good friends and coworker was laid off?” \*
  - c. Realizing that the next employee to be RIFed or laid off could be “me”, and taking preventative measures
  - d. Depression and general loss of affect over termination or the possibility of termination
- 8. The first priority in developing a workplace violence protection program is to:**
- a. Educate employees, including management, about what EAP and related resources are available
  - b. Determine whether particularly stressful workplace events, such as downsizing, may be in the near future
  - c. Establish a system for documenting violent incidents in the workplace \*
  - d. Conduct independent research into the effectiveness of various violence prevention and mitigation strategies
- 9. When counseling a recently laid off employee due to downsizing, it is important to first:**
- a. Focus on the positive, such as where the employee might find other job opportunities
  - b. Respond to employee feelings, assisting the employee in prioritizing concerns\*
  - c. Determine if the employee has hostile feelings toward the workplace, employer, employees or management
  - d. Emphasize to the employee that s/he is not alone, many others have also been laid off, and discuss with the employee why the layoff has occurred

**10. Which of the following age groups tends to be most concerned about having skills to keep up with changing technology?**

- a. 20-29
- b. 30-39
- c. 40-55 \*
- d. 55 and over

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