

**Test Bank for Empowerment Series The Skills of Helping Individuals Families Groups and Communities 8th Edition by Shulman ISBN 1305259009 9781305259003**

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**Chapter 2: Oppression Psychology, Resilience, and Social Work Practice**

**MULTIPLE CHOICE QUESTIONS**

1. The “buffering hypothesis” is best exemplified by?
- an ability from infancy on to gain other’s positive attention
  - sporadic nurturing during the first year of life.
  - the absence of role models.
  - all of the above

ANS: A                      PG: 57                      EPAS: 2.1.3a

2. Which of the following is **NOT** a finding in the Werner study?
- Successful adaptation depends on professional intervention.
  - When stressful events outweigh the protective factors, even the most resilient child can have problems.
  - High-risk children can grow up to be competent adults
  - As long as the balance between stressful life events and protective factors is favorable, successful adaption is possible

ANS: C                      PG: 58                      EPAS: 2.1.6b

3. The use of support groups for the geriatric population illustrates how a social work program can:
- help decrease adaptive capacity
  - strengthen cognitive hardiness in the face of loss.
  - strengthen professional bonds
  - A&B

ANS: B                      PG: 63                      EPAS: 2.1.3a

4. An example of Fanon’s concept of “radicalization” by the women in the *Survivors of Sexual Abuse* case is the group’s decision to:
- join a “Take Back the Night” march
  - create group rules
  - write letters to their abusers
  - seek individual therapy

ANS: A                      PG: 53                      EPAS: 2.1.4a

5. All of the following are FALSE except:
- a. Having fixed views about issues of oppression aid in understanding clients.
  - b. It is not necessary to be culturally competent to do good practice.
  - c. Thinking broadly about issues of oppression aid in understanding clients.
  - d. The relationship between oppression and resiliency is most helpful during the contracting stage of the work.

ANS: C                      PG: 51                      EPAS: 2.1.7a

6. In the *Geriatric Reminiscence Group* the leader needed to learn which of the following?
- a. the idiosyncrasies of all group members.
  - b. how to take control of the group
  - c. how to side step issues.
  - d. the “language of the group”.

ANS: D                      PG: 65                      EPAS: 2.1.3b

7. Repeated exposure to oppression, subtle or direct, may lead vulnerable members of an oppressed group:
- a. internalize the negative self-images projected by the external oppressor
  - b. internalize the conflict of their family
  - c. to the contemplation stage of acceptance
  - d. none of the above

ANS: A                      PG: 51                      EPAS: 2.1.4b

8. Based on Tanner’s work, a good starting point for social workers working with older people is:
- a. to help their families accept eventual loss.
  - b. to help them plan for the future.
  - c. to focus on the client’s present lives.
  - d. none of the above

ANS: C                      PG: 62                      EPAS: 2.1.6b

9. The two types of reserve capacity are:
- a. baseline and environmental
  - b. buffering and developmental
  - c. baseline and developmental
  - d. evaluative and developmental

ANS: C                      PG: 61                      EPAS: 2.1.3a

10. Franz Fanon is credited with which of the following theories?
- a. domination theory
  - b. social learning theory
  - c. oppression theory
  - d. feminist theory

ANS: C                      PG: 50                      EPAS: 2.1.4a

11. Life stressors can lead to negative outcomes for people at high risk, however, \_\_\_\_\_ and \_\_\_\_\_ factors can help to provide the resilience to overcome adversity.
- familial and environmental
  - personal and environmental
  - community and personal
  - relational and contextual

ANS: B                      PG: 58                      EPAS: 2.1.3b

12. When we work with people “like us”, this is referred to as:
- intercultural practice
  - intracultural practice
  - extracultural practice
  - cultural competence

ANS: B                      PG: 52                      EPAS: 2.1.4b

13. Life-span theory suggests that the development throughout life is characterized by the joint occurrence of increases (\_\_\_\_), decreases (\_\_\_\_), and maintenance (\_\_\_\_) in adaptive capacity.
- gains, losses, consistency
  - gains, losses, stability
  - gains, losses, predictability
  - gains, transitions, stability

ANS: B                      PG: 62                      EPAS: 2.1.3a

14. According to Bulhan (1985), the six indicators of oppression are violations of:
- space, time, ideas, mobility, bonding, and identity
  - person, time, energy, mobility, bonding, and identity
  - space, time, energy, mobility, bonding, and procreation
  - space, time, energy, mobility, bonding, and identity

ANS: D                      PG: 53                      EPAS: 2.1.34a

15. The worker in the case example *Battered Women and Indicators of Oppression* uses which skill?
- empathy
  - humiliation
  - exception questions
  - contracting

ANS: A                      PG: 53                      EPAS: 2.1.4a

16. Resilience theory does not apply only to children and families.

ANS: T                      PG: 61                      EPAS: 2.1.3a

17. The life-span theory argues that as reserve capacity decreases, so does the potential for positive plasticity.

ANS: F                      PG: 61                      EPAS: 2.1.3b

18. All children who experience trauma have negative developmental outcomes.

ANS: F                      PG: 56                      EPAS: 2.1.3a

19. Focusing on resilience in individuals lends to both preventive and diagnostic approaches to clients.

ANS: F                      PG: 57                      EPAS: 2.1.3b

20. Oppression psychology is a theory of the impact of societal oppression on vulnerable populations.

ANS: T                      PG: 50 and Glossary                      EPAS: 2.1.4a