

## Section II

NOTE TO INSTRUCTORS:

**This manual contains over 700 multiple-choice questions, arranged so that there are 35-40 questions for each chapter in the textbook. The designation of a test item (for example, 5.7) provides information about the pool from which it is drawn (in this example, Chapter 5) and the item within that pool (question 7). There is one best answer for each item, and it is marked by an asterisk.**

### CHAPTER 1 Adopting a Family Relationship Framework

#### MULTIPLE CHOICE QUESTIONS

- 1.1 A family member's longest set of relationships are likely to be with:
- a. parents if a family remains intact.
  - \*b. siblings.
  - c. friends and co-workers.
  - d. children and grandchildren.

A-Head: Family Systems: Fundamental Concepts

- 1.2 A family's influence over its members is likely to cease upon:
- a. death of the patriarch.
  - b. death of the matriarch.
  - c. physical separation by large distances.
  - \*d. none of the answers are correct.

A-Head: Family Systems: Fundamental Concepts

- 1.3 In the view of the authors, entrance into a family can occur:
- a. only through marriage.
  - b. through birth but not adoption.
  - \*c. through birth, adoption, or other committed relationships.
  - d. only through parenthood.

A-Head: Today's Families: A Pluralistic View

Learning Objective: Describe the diversity of contemporary families

- 1.4 By definition, a nuclear family refers to:
- \*a. husband, wife, and offspring living together.
  - b. a married couple, children, and nearby relatives.
  - c. one's suprafamily.
  - d. a stepfamily.

A-Head: Family Structure

Learning Objective: Explain the importance of family structure and interactive patterns

- 1.5 The risk of not growing up in an intact family:
- a. is a new phenomenon first appearing in the second half of the 20<sup>th</sup> century.
  - \* b. has been part of American life for a long period of time.
  - c. is largely the result of teenage pregnancies.
  - d. is largely the result of widespread adoptions by single women.

A-Head: Today's Families: A Pluralistic View

Learning Objective: Describe the diversity of contemporary families

- 1.6 Family narratives:
- a. negate family myths.
  - b. challenge family stories.
  - \*c. help explain and justify family patterns.
  - d. none of the answers are correct.

A-Head: Family Narratives and Assumptions

- 1.7 Which of the following statements is true?
- a. Families that show dysfunctional behavior lack strengths and resources.
  - b. Families that show dysfunctional behavior lack those interactive processes that strengthen hardiness.
  - c. Members of functional families never engage in damaging behavior with one another.
  - \*d. All families have resources to call upon.

A-Head: Family Resiliency

Learning Objective: Justify a resiliency-based understanding of family dynamics

- 1.8 Which of the following has not been identified by Walsh as a key process in family resiliency?
- a. Family's positive belief system
  - b. Family's organizational processes
  - \* c. Family's life cycle stage
  - d. Family's communication and problem-solving processes

A-Head: Family Resiliency

Learning Objective: Justify a resiliency-based understanding of family dynamics

- 1.9 Increased interest in cultural factors in family functioning has led to renewed interest in:
- a. genetic differences between men and women.
  - b. medication to reduce symptomatology.
  - \* c. spirituality in family life.
  - d. none of the answers are correct.

A-Head: Family Resiliency

Learning Objective: Justify a resiliency-based understanding of family dynamics

- 1.10 As the result of differing socialization experiences, men and women typically:
- a. develop distinct behavioral expectations.
  - b. are granted disparate opportunities.
  - c. have different life experiences.
  - \*d. All of the answers are correct.

A-Head: Gender, Race, and Ethnicity and Family Therapy

Learning Objective: Explain how gender, race, and ethnicity influence families and family therapy

- 1.11 Two-income families represent:
- a. mostly working class people.
  - b. successful efforts to balance work and family responsibilities.
  - c. families in which men enjoy child care-giving.
  - \*d. women who spend less time doing household chores than in the past.

A-Head: Gender, Race, and Ethnicity and Family Therapy

Learning Objective: Explain how gender, race, and ethnicity influence families and family therapy

- 1.12 Clinical theories that focus on the individual probably emphasize:
- a. transaction events.
  - b. interactional events.
  - c. interpersonal events.
  - \*d. intrapsychic events.

A-Head: Shifting Perspectives of Family Therapy

- 1.13 From a family systems perspective, the appearance of symptoms in a family member represents the manifestation of:
- \*a. a current family transaction pattern.
  - b. a past family transaction pattern.
  - c. genetic vulnerabilities.
  - d. pervasive physical deficits.

A-Head: Shifting Perspectives of Family Therapy

- 1.14 Epistemology refers to:
- \*a. rules for gaining knowledge and drawing conclusions about the world.
  - b. the anthropological investigation of tribal family customs.
  - c. the practice of family therapy rather than individual therapy.
  - d. none of the answers are correct.

A-Head: Shifting Perspectives of Family Therapy

- 1.15 An ecosystemic approach to family assessment and treatment focuses on:
- a. the family's immigration status.

- \*b. the larger systems in which the family is embedded.
- c. racial and ethnic factors primarily.
- d. the family's social class membership.

A-Head: Shifting Perspectives of Family Therapy

1.16 Dyads and triads refer to:

- \*a. two- or three-person relationships.
- b. two or three generations in this country.
- c. two or three family members who regularly attend family therapy sessions.
- d. therapist-couple transactions.

A-Head: Shifting Perspectives of Family Therapy

1.17 Cybernetics refers to a system's method of:

- a. linear causality.
- \*b. feedback control.
- c. therapeutic efficacy.
- d. conceptualizing family dysfunction.

A-Head: Cybernetics: The Paradigm Shift Continues

Learning Objective: Discuss the evolution of family therapy from cybernetics to constructivism

1.18 According to the text, the major credit for applying cybernetic principles to human communication belongs to:

- a. Wiener.
- b. Haley.
- c. Sluzki.
- \*d. Bateson.

A-Head: Cybernetics: The Paradigm Shift Continues

Learning Objective: Discuss the evolution of family therapy from cybernetics to constructivism

1.19 The mathematician who is credited with coining the term "cybernetics" is:

- \*a. Wiener.
- b. Haley.
- c. Sluzki.
- d. Bateso.

A-Head: Cybernetics: The Paradigm Shift Continues

Learning Objective: Discuss the evolution of family therapy from cybernetics to constructivism

1.20 Reciprocal determinism refers to:

- \*a. adopting a relationship outlook.
- b. attending to content rather than process.

- c. linear causality.
- d. None of the answers are correct.

A-Head: Cybernetics: The Paradigm Shift Continues

Learning Objective: Discuss the evolution of family therapy from cybernetics to constructivism

1.21 A central idea in family psychology is:

- a. psychopathology.
- \*b. circular causality.
- c. intrapsychic organization.
- d. determining who in the family is most in need of therapy.

A-Head: Cybernetics: The Paradigm Shift Continues

Learning Objective: Discuss the evolution of family therapy from cybernetics to constructivism

1.22 Adopting a family psychology framework permits one to:

- a. negate the significance of individual internal processes.
- \*b. focus on the context in which individual behavior is but one part.
- c. give equal power to adults and children alike.
- d. All of the answers are correct.

A-Head: Shifting Perspectives of Family Therapy

1.23 Systems-oriented clinicians are most interested in:

- \*a. the process that is taking place within a family.
- b. the content of the family's problems.
- c. why problematic behavior has arisen.
- d. family history.

A-Head: Shifting Perspectives of Family Therapy

1.24 "A disturbed mother produces disturbed children." This statement is offered by the authors as an example of:

- a. epistemology.
- \*b. linear causality.
- c. circular causality.
- d. a paradigmatic shift now accepted by most family therapists.

A-Head: Cybernetics: The Paradigm Shift Continues

Learning Objective: Discuss the evolution of family therapy from cybernetics to constructivism

1.25 If content is the language of linear causality, then \_\_\_\_\_ is the language of circular causality.

- a. structure
- \*b. process

- c. stimulus
- d. response

A-Head: Cybernetics: The Paradigm Shift Continues

Learning Objective: Discuss the evolution of family therapy from cybernetics to constructivism

1.26 Behavior is best understood by examining its interactional context, according to:

- a. linear causality.
- \*b. circular causality.
- c. symptom appearance.
- d. resiliency.

A-Head: Cybernetics: The Paradigm Shift Continues

Learning Objective: Discuss the evolution of family therapy from cybernetics to constructivism

1.27 “So-called objectivity does not exist, since each member has his or her legitimate viewpoint regarding family reality.” This statement is likely to be made by an adherent of:

- \*a. social construction theory.
- b. social learning theory.
- c. structural theory.
- d. None of the answers are correct.

A-Head: Cybernetics: The Paradigm Shift Continues

Learning Objective: Discuss the evolution of family therapy from cybernetics to constructivism

1.28 In the view of second-order cyberneticists, which of the following is apt to see family systems as analogous to mechanical systems?

- a. Constructionists
- b. Psychoanalysts
- \*c. First-order cyberneticists
- d. All of the answers are correct.

A-Head: Cybernetics: The Paradigm Shift Continues

Learning Objective: Discuss the evolution of family therapy from cybernetics to constructivism

1.29 The family therapist who joins a family and engages in a dialogue rather than observing from outside is probably an advocate of:

- a. first-order cybernetics.
- \*b. second-order cybernetics.
- c. both first-order and second-order cybernetics.
- d. neither first-order nor second-order cybernetics.

A-Head: Second-Order Cybernetics and Postmodernism

- 1.30 The “identified patient” is the person in the family who:
- a. manifests the disturbed behavior
  - b. initially seeks or is sent for treatment.
  - c. may be expressing family disequilibrium.
  - \*d. All of the answers are correct.

A-Head: The Identified Patient as Seen from the Different Family Therapy Perspectives

- 1.31 In the view of family therapists with a functional outlook, the appearance of symptoms in a family member serves as a:
- a. sign of illness in the family.
  - b. manifestation of genetic predispositions.
  - \*c. family stabilizing device.
  - d. None of the answers are correct.

A-Head: The Identified Patient as Seen from the Different Family Therapy Perspectives

- 1.32 Minuchin, a structuralist, views symptomatic behavior in a family member as arising from:
- a. stories families develop about themselves.
  - b. repeated use of the same flawed solutions.
  - c. unresolved problems from childhood.
  - \*d. dysfunctional family transactions.

A-Head: The Identified Patient as Seen from the Different Family Therapy Perspectives

- 1.33 According to the view of narrative therapists, symptomatic behavior in a family member:
- a. reflects underlying family problems.
  - b. represents repetitive previous solutions.
  - \*c. oppresses rather than protects a family.
  - d. protects rather than oppresses a family.

A-Head: Second-Order Cybernetics and Postmodernism

- 1.34 White views the symptoms of an identified patient as rooted in:
- a. intrapsychic conflict.
  - b. family negotiations.
  - \*c. family constructions.
  - d. None of the answers are correct.

A-Head: The Identified Patient as Seen from the Different Family Therapy Perspectives

- 1.35 This has added sustainably to our appreciation of the primacy of cultural diversity in our society.
- a. Nuclear families
  - \*b. Increased immigration

- c. The intrapsychic world
- d. Cybernetics

A-Head: Cultural Diversity and the Family

#### KEYWORDS/FILL IN THE BLANK

1. \_\_\_\_\_ A set of interacting units or component parts that together make up a whole arrangement or organization.

Answer: System

2. \_\_\_\_\_ A set of assumptions, delimiting an area to be investigated scientifically and specifying the methods to be used to collect and interpret the forthcoming data.

Answer: Paradigm

3. \_\_\_\_\_ The study of the origin, nature, and methods, as well as the limits, of knowledge; thus, a framework for describing and conceptualizing what is being observed and experienced.

Answer: Epistemology

4. \_\_\_\_\_ A view of an observing system in which the therapist, rather than attempting to describe the system by being an outside observer, is part of what is being observed and treated.

Answer: Second-order cybernetics

5. \_\_\_\_\_ A view from outside the system of the feedback loops and homeostatic mechanisms that transpire within a system.

Answer: First-order cybernetics

#### ESSAY QUESTIONS

1. Discuss the importance of adopting a family relationship framework when working with individuals and families. Identify the differences between an intrapersonal and an interpersonal approach. Evaluate the advantages and disadvantages of both.

Answers may vary.

2. Identify and describe 1st order cybernetics and 2nd order cybernetics. What do they have in common and how are they different? Note the importance of reciprocal determinism and explain how it impacts the family.

Answers may vary.

3. Describe the role of culture on a family and explain how families from similar cultural



backgrounds can have unique family cultures. What role do rules play in families (in regard to family culture)?

Answers may vary.

4. Define how one's epistemological perspective determines how one sees the world and consequently how one is likely to view families.

Answers may vary.

5. Define the role of family strengths and resiliency. Do all families have strengths? How can a helping professional increase the strengths within a family?

Answers may vary.