

Chapter 1: Human Behavior Test Bank

Multiple Choice

1. Understanding human behavior to be the result of interactions of biological, psychological, and social systems is known as the _____.

- a. multidisciplinary approach
- b. transactional approach
- c. biopsychosocial approach
- d. life course approach

Ans: C

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Personal Dimensions

Difficulty Level: Easy

2. Understanding human behavior as changing configurations of person and environment over time is the _____.

- a. deductive reasoning approach
- b. life course approach
- c. multidimensional approach
- d. interpretist perspective

Ans: C

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Comprehension

Answer Location: A Multidimensional Approach

Difficulty Level: Easy

3. Which of the following is not considered a personal dimension that affects behavior?

- a. psychological
- b. spiritual
- c. biological
- d. culture

Ans: D

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Personal Dimensions

Difficulty Level: Easy

4. _____ refers to a feature that can be focused on separately but also needs to be understood by considering other features.

- a. Dimension
- b. Life course
- c. Life events
- d. Culture

Ans: A

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: A Multidimensional Approach

Difficulty Level: Easy

5. Systems that involve direct face-to-face contact among members are known as _____.

- a. mesosystems
- b. macrosystems
- c. exosystems
- d. microsystems

Ans: D

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Environmental Dimensions

Difficulty Level: Easy

6. Interconnections within personal networks are known as _____.

- a. mesosystems
- b. macrosystems
- c. exosystems
- d. microsystems

Ans: A

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Environmental Dimensions

Difficulty Level: Easy

7. Linkages and interconnections with larger institutions are known as _____.

- a. mesosystems
- b. macrosystems
- c. exosystems
- d. microsystems

Ans: C

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge
Answer Location: Environmental Dimensions
Difficulty Level: Easy

8. Systems of broader influences like culture, subculture, and social structure are known as _____.

- a. mesosystems
- b. macrosystems
- c. exosystems
- d. mircosystems

Ans: B

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge
Answer Location: Environmental Dimensions
Difficulty Level: Easy

9. Social categorizations of gender, race, and class create _____, or unearned advantage for some groups and disadvantage other groups.

- a. prejudice
- b. institutional racism
- c. social inequality
- d. privilege

Ans: D

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Knowledge
Answer Location: Inequality
Difficulty Level: Easy

10. The building blocks of theory which allow us to communicate about the phenomena of interest are known as _____.

- a. assumptions
- b. concepts
- c. propositions
- d. frameworks

Ans: B

Learning Objective: 1-5: Analyze the roles of theory and research in guiding social work practice.

Cognitive Domain: Knowledge
Answer Location: Theory
Difficulty Level: Easy

11. Social and behavioral science theories are based on _____ or beliefs held to be true without testing or proof, about the nature of human social life.

- a. assumptions
- b. concepts
- c. propositions
- d. frameworks

Ans: A

Learning Objective: 1-5: Analyze the roles of theory and research in guiding social work practice.

Cognitive Domain: Knowledge

Answer Location: Theory

Difficulty Level: Easy

12. Theories are a form of _____ that lay out general, abstract assertions that we can use to generate specific hypotheses to test in unique situations.

- a. inductive reasoning
- b. assumptions
- c. deductive reasoning
- d. propositions

Ans: C

Learning Objective: 1-5: Analyze the roles of theory and research in guiding social work practice.

Cognitive Domain: Knowledge

Answer Location: Theory

Difficulty Level: Medium

13. When a social work researcher uses methods to measure concepts, standardize the collection of data, preselects variables, and uses statistical methods, this is known as _____.

- a. quantitative research
- b. bidirectional research
- c. standard research
- d. qualitative research

Ans: A

Learning Objective: 1-5: Analyze the roles of theory and research in guiding social work practice.

Cognitive Domain: Knowledge

Answer Location: Empirical Research

Difficulty Level: Medium

14. When a social worker uses methods that are flexible and experiential this is known as _____.

- a. quantitative research
- b. bidirectional research
- c. standard research
- d. qualitative research

Ans: D

Learning Objective: 1-5: Analyze the roles of theory and research in guiding social work practice.

Cognitive Domain: Knowledge

Answer Location: Empirical Research

Difficulty Level: Medium

15. Differences among individuals, or individual variations, refers to _____.

- a. diversity
- b. inequalities
- c. heterogeneity
- d. genetic factors

Ans: C

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Diversity

Difficulty Level: Medium

16. Patterns of group differences refers to _____.

- a. diversity
- b. inequality
- c. heterogeneity
- d. genetic factors

Ans: A

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Diversity

Difficulty Level: Medium

17. When a social worker considers the personal dimensions of any person in a story, they are thinking about _____.

- a. the physical environment, the community, culture, and families
- b. the life course, life events, cycles, and trends
- c. the biological, psychological, and spiritual
- d. the past, present, and future

Ans: C

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Personal Dimensions

Difficulty Level: Medium

18. When a social worker considers the environmental dimensions of any person in a story, they are thinking about _____.

- a. the physical environment, the community, culture, and families
- b. the life course, life events, cycles, and trends
- c. the biological, psychological, and spiritual
- d. the past, present, and future

Ans: A

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Personal Dimensions

Difficulty Level: Medium

19. When a social worker considers the time dimensions of any person in a story, they are thinking about _____.

- a. the physical environment, the community, culture, and families
- b. the life course, life events, cycles, and trends
- c. the biological, psychological, and spiritual
- d. the past, present, and future

Ans: D

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Personal Dimensions

Difficulty Level: Medium

20. When people believe that they are free and proactive agents in the creation of their behavior, this is related to _____.

- a. voluntarism
- b. objective reality
- c. determinism
- d. subjective reality

Ans: A

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Theory

Difficulty Level: Medium

21. When people believe that there are forces beyond their control, this is related to _____.

- a. voluntarism
- b. objective reality
- c. determinism
- d. subjective reality

Ans: C

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Theory

Difficulty Level: Medium

22. When something exists outside of a person's consciousness, this is _____.

- a. voluntarism
- b. objective reality
- c. determinism
- d. subjective reality

Ans: B

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Theory

Difficulty Level: Medium

23. When something is based on personal perception, this is _____.

- a. voluntarism
- b. objective reality
- c. determinism
- d. subjective reality

Ans: D

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Theory

Difficulty level: Medium

24. The multidimensional approach is rooted in _____.

- a. research
- b. systems perspective
- c. commitment to social justice
- d. social work history and practice

Ans: D

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: A Multidimensional Approach

Difficulty Level: Medium

25. The organization responsible for accrediting social work educational programs is _____.

- a. NASW
- b. CSWE
- c. SWEA
- d. ASWA

Ans: B

Learning Objective: 1-4: Summarize four ingredients of knowing how to do social work.

Cognitive Domain: Knowledge

Answer Location: A Multidimensional Approach

Difficulty Level: Easy

26. Which of the following is considered one of the personal dimensions?

- a. family
- b. culture
- c. spiritual
- d. chronological age

Ans: C

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Personal Dimensions

Difficulty Level: Easy

27. _____ is/are where we fit in a system of social identities, such as race, social class, sexual orientation, and ability/disability.

- a. Social locations
- b. Social determinants
- c. Culture identities
- d. Globalization

Ans: A

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Inequality

Difficulty Level: Easy

28. There is growing evidence of the impact of the _____ environment on human well-being.

- a. time
- b. social
- c. biological
- d. physical

Ans: D

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge
Answer Location: Personal Dimensions
Difficulty Level: Medium

True/False

1. The three major aspects of an approach to human behavior that helps us think about the nature and complexities of the people and situations are person, the environment, and transactions.

Ans: F

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge
Answer Location: Personal Dimensions
Difficulty Level: Easy

2. One of the basic tenets of the person and environment approach is that the same person in a different environment, or the same environment with a different person, most likely will yield different behaviors.

Ans: T

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Application
Answer Location: Environmental Dimensions
Difficulty Level: Easy

3. Recognizing human behavior as an interaction of person and environment is a new concept in the social work profession.

Ans: F

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge
Answer Location: Personal Dimensions
Difficulty Level: Easy

4. Human behavior is multidetermined, which basically assumes that it is developed as a result of many causes.

Ans: T

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Knowledge
Answer Location: Personal Dimensions
Difficulty Level: Easy

5. There has been a steady increase in racial, ethnic, and religious diversity in the U.S.

Ans: T

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Diversity

Difficulty Level: Easy

6. Time orientation describes the extent to which individuals and collectivities are invested in two temporal zones, which include present and future time.

Ans: F

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Time Dimensions

Difficulty Level: Medium

7. Linear time is measured by clocks and calendars.

Ans: T

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Time Dimensions

Difficulty Level: Easy

8. Chronological age refers to the specific block or period of time which individual and collective lives are enacted.

Ans: F

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Time Dimensions

Difficulty Level: Easy

9. Diversity is used to refer to patterns of individual differences.

Ans: F

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Diversity

Difficulty Level: Medium

10. Globalization is a process by which the world's people are becoming more interconnected economically, politically, environmentally, and culturally.

Ans: T

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Knowledge

Answer Location: Diversity, Inequality, and the Pursuit of Social Justice: A Global Perspective

Difficulty Level: Easy

Essay

1. Define the dimension of the biological person and give two examples.

Ans: The body's biochemical, cell, organ, and physiological systems; nervous, endocrine, muscular, respiratory, etc.

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Application

Answer Location: Personal Dimensions

Difficulty Level: Medium

2. Define the dimension of the psychological person and give two examples.

Ans: The mind and mental processes; cognitions, emotion, self

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Application

Answer Location: Personal Dimensions

Difficulty Level: Medium

3. Define the dimension of the spiritual person and give two examples.

Ans: The aspect of the person that searches for meaning and purpose in life; morality, ethics, justice, mystical states, relationships with a higher power, etc.

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Application

Answer Location: Personal Dimensions

Difficulty Level: Medium

4. Define the dimension of the physical environment and give two examples.

Ans: The natural and human-built material aspects of the environment; water, sun, trees, buildings, landscapes, parks, beaches, etc.

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Application

Answer Location: Personal Dimensions
Difficulty Level: Medium

5. Define the dimension of culture and give an example of something from your own culture.

Ans: A system of knowledge, beliefs, values, language, symbol, patterns of behavior, material objects, and institutions created, learned, shared, and contested by a group of people; student may give examples of their own cultures' values, ideology, symbols, language, norms, subcultures, etc.

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Application

Answer Location: Personal Dimensions
Difficulty Level: Medium

6. Define the dimension of family and give two examples.

Ans: A social group of 2+ people characterized by ongoing interdependence with long-term commitments that stem from blood, law, or affection; nuclear, extended, chosen,

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Application

Answer Location: Personal Dimensions
Difficulty Level: Medium

7. Define the dimension of small groups and give two examples.

Ans: Two or more people who interact with each other due to shared goals, interests, experiences, and/or needs; friendship, self-help, therapy, committee, task group, interdisciplinary, etc.

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Application

Answer Location: Personal Dimensions
Difficulty Level: Medium

8. Define the dimension of formal organizations and give an example of one that you have interacted with.

Ans: Collectivities of people, with a high degree of formality of structure, working together to meet a goal or goals; examples include civic/social organizations, businesses, professional associations.

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Application

Answer Location: Personal Dimensions
Difficulty Level: Medium

9. Define the dimension of community and give two examples.

Ans: People bound by either geography or network links (webs of communication), sharing common ties, and interacting with one another; includes territorial communities (e.g., neighborhoods), relational communities (e.g., social groups), disability communities, faith communities, sports leagues, activity groups, etc.

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Application

Answer Location: Personal Dimensions

Difficulty Level: Medium

10. Define the dimension of social movements and give two examples.

Ans: Consciously organized and sustained attempts by ordinary people working outside of established institutions to change some aspect of society; civil rights movement, gay rights movement, Black Lives Matter, Occupy Wall Street, March for Our Lives, the #MeToo movement, etc.

Learning Objective: 1-2: Outline the elements of a multidimensional person-in-environment approach to human behavior.

Cognitive Domain: Application

Answer Location: Personal Dimensions

Difficulty Level: Medium

11. Discuss three of the common mechanisms of oppression in our society.

Ans: Mechanisms include myth of scarcity, defined norm, the other, invisibility, distortion, stereotyping, violence and the threat of it, lack of prior claim, blaming the victim, internalized oppression, horizontal hostility, isolation, assimilation, tokenism, and emphasis on individual solutions.

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Analysis

Answer Location: The Pursuit of Justice

Difficulty Level: Hard

12. Identify and define the criteria for evaluating theory.

Ans: Criteria include coherence and conceptual clarity, testability and evidence of empirical support, comprehensiveness, consistency with social work's emphasis on diversity and power arrangements, and usefulness for social work practice.

Learning Objective: 1-5: Analyze the roles of theory and research in guiding social work practice.

Cognitive Domain: Comprehension

Answer Location: Critical Use of Theory and Research

Difficulty Level: Hard

13. Identify and define four of the criteria for evaluating research.

Ans: Criteria include corroboration, multidimensionality, definition of terms, limitation of sample, influence of setting, influence of the researcher, social distance, specification of inferences, and suitability of measures.

Learning Objective: 1-5: Analyze the roles of theory and research in guiding social work practice.

Cognitive Domain: Comprehension

Answer Location: Critical Use of Theory and Research

Difficulty Level: Hard

14. Use the story of Joshua's determination to survive to explain the relevant dimensions of person, environment, and time. Define each of the dimensions and give examples of Joshua's journey for each dimension.

Ans: Some examples include the following. An aspect of the person dimension is spirituality—Joshua's Methodist faith that he practiced when he was young may have been part of his eventual employment as a pastor. An aspect of the environment dimension is culture, including language. Joshua spoke three languages growing up, and this may have made his acclimation to speaking another new language upon his American location easier, even if it was challenging. The physical element of the environment dimension can also be seen in Joshua's family's reaction to the weather differences in Boise compared to the Congo. The time dimension certainly had an impact on Joshua's family—regarding the historical era, his family was impacted by the Congo Civil War, which caused them to flee their home and seek refugee status. Their different chronological ages also had an impact on how relocation impacted them.

Learning Objective: 1-1: Recognize one's own emotional and cognitive reactions to a case study.

Cognitive Domain: Analysis

Answer Location: Knowledge About the Case

Difficulty Level: Hard

15. Explain why effective social work practice draws on general knowledge of theory and research when working with clients. Compare and contrast the use of theory and research with the importance of understanding the unique configurations of person and environment dimensions.

Ans: It is important to recognize that both theorists and researchers have their own implicit biases (often favoring dominant groups), and their ideas and findings must be viewed through a critical lens. The philosophy of post-positivism posits that we can never fully understand human behavior or cultural issues, despite our best efforts, in part due to our inability to be fully objective. Social workers can glean a lot of information about current best practices through research and theory, but this knowledge must be applied in the context of the unique individuals with whom we work. It is important to recognize that every individual is impacted by multidimensional factors that create a truly unique situation, and theories may be overly simple in their reaction to these multitudes of scenarios and people.

Learning Objective: 1-5: Analyze the roles of theory and research in guiding social work practice.

Cognitive Domain: Analysis

Answer Location: Scientific Knowledge: Theory and Research
Difficulty Level: Hard

16. Differentiate between the terms heterogeneity and diversity. How does knowledge of these terms contribute to culturally sensitive social work practice?

Ans: Heterogeneity refers to individual-level differences, while diversity relates to patterns of group differences. It is important to recognize that groups are not monolithic. While there may be overarching patterns or norms that hold true for most members of a particular group, no group is homogenous. The concept of heterogeneity holds that we must still treat clients as individuals and not make cognitive and practice errors by painting them with a broad brush, so to speak, simply because of the group to which they may belong. This may even be as simple as the names or terminology individuals within a group choose to use for themselves (e.g., Native Americans, American Indians, and First Nations peoples; Black and African-American people).

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Application

Answer Location: Diversity

Difficulty Level: Medium

17. Use the idea of American privilege to discuss gender, race, and class, which influence social identities and life chances. Cite examples from Joshua's story to demonstrate this influence.

Ans: American privilege (or, as the author prefers, U.S. privilege) reflects the comfort Americans have in not having to learn much about other cultures, as they are not typically perceived as having much of an impact on our own—even though our policies and trends may have great influence on those other cultures. For example, our obsession with technology has been a catalyst for the civil strife in Congo as people clash over the natural resource *coltan* used for components in some of these products. Americans may be less likely to understand major differences in status by gender in other cultures (even though we have our own gender gaps to confront here). While racism continues to be an issue in many ways here as well, it is driving genocide and war in other parts of the world. Our ignorance of worldwide class issues is meant to help keep us comfortable, as we might feel differently about our cell phone if we knew that the average person in the country that helps provide some of its necessary components is making only about one-ninth of the average American's income.

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Application

Answer Location: Inequality

Difficulty Level: Hard

18. Define, compare and contrast 'event' time and 'clock' time and discuss why these concepts are important to understand in social work practice.

Ans: People in affluent countries tend to think in terms of clock time, given that business and the working life are driving, organizing factors of life in those countries. In non-industrialized countries (and some subcultures in industrialized countries), event time is more common—where people do not find their schedules and understanding of time dictated by the clock, but rather events around them. It is important to understand that a client's concept of time can even impact their health—people with biases toward what Zimbardo calls past-negative and present-fatalistic perspectives are at greater risk for problems with both physical and mental health.

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Comprehension

Answer Location: Time Dimensions

Difficulty Level: Medium

19. Identify six of the common mechanisms of oppression and define them. How does understanding these mechanisms of oppression help you to recognize injustice when you see it?

Ans: Mechanisms of oppression include myth of scarcity, defined norm, the other, invisibility, distortion, stereotyping, violence and the threat of it, lack of prior claim, blaming the victim, internalized oppression, horizontal hostility, isolation, assimilation, tokenism, and emphasis on individual solutions. Students may define any of these.

Recognizing the multitude of mechanisms can help us to be aware of the challenges faced by our clientele and our fellow people, especially those who may not share some of the privileged dimensions we experience in our own lives. As an example, the myth of scarcity is used to pit people against one another by suggesting a certain resource is limited and some people are taking more than their fair share (e.g., poor people cost us too much tax money because they are too lazy to go out and find jobs for themselves). Tokenism can be observed when people claim that the majority of NBA players are nonwhite, and most of them are millionaires with tons of fame and prestige; therefore, racism can be argued to be nonexistent, and those who suffer as a result of it can be blamed for their lack of status due to personal shortcomings instead (blaming the victim).

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Application

Answer Location: The Pursuit of Social Justice

Difficulty Level: Hard

20. Describe what it means to have a global perspective and identify the 6 aspects of a global perspective provided in the text. How would these aspects be helpful to you in working with families like Joshua's?

Ans: The aspects of global perspective include awareness that one's view of the world is not universally shared; a growing awareness of the diversity of ideas and cultural practices found in societies around the world; curiosity about conditions in other parts of

the world and how they relate to conditions in one's own society; understanding where one fits in the global social structure and institutions; a growing awareness of how people in other societies view one's own; and a growing understanding of how the world works, with special attention to mechanisms of oppression. This could help, for example, a white social worker trying to help Joshua's family adjust to life in Idaho. A white social worker could avoid engaging in the 'white savior' complex sometimes exhibited by whites toward people from significantly different cultures with significant barriers to health, success, and basic safety.

Learning Objective: 1-3: Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work's approach to human behavior.

Cognitive Domain: Application

Answer Location: Human Behavior: Individual and Collective

Difficulty Level: Hard

21. Discuss why it is important for social workers to understand the differences between 'knowing about,' 'knowing that,' and 'knowing how to.'

Ans: 'Knowing about' and 'knowing that' is different than 'knowing how to.' We can know about our clients, and know that they come from a particular culture, but that doesn't mean we 'know how to' treat them with respect, let them teach us about themselves, or how to avoid common misconceptions people make about individuals from that particular culture. We need to be guided by our experiences with other clients in similar situations, knowing what has worked before with that particular issue; we need to know more about their population while still remembering that any group is heterogeneous and individual clients should be treated individually.

Learning Objective: 1-4: Summarize four ingredients of knowing how to do social work.

Cognitive Domain: Analysis

Answer Location: Knowing and Doing

Difficulty Level: Hard