

Test Bank

Chapter 2: Dimensions That Influence Dynamics

Multiple Choice

1. Which of the following is a fundamental family survival task?
- a. welcoming new ideas and diverse people into the home
 - b. promoting rugged individualism in the children
 - c. sustaining stable expectation for each member regardless of developmental stage
 - d. providing emotional and physical nurturance and safety to the members

Ans: D

Learning Objective: 2.1: Identify the connection between families and societies by referencing *tasks*, *structure*, and *context*.

Cognitive Domain: Comprehension

Answer Location: Tasks

Difficulty Level: Medium

2. When did extended families fragment into smaller, close knit family units?
- a. prior to the Civil War in the United States
 - b. during and after the Industrial Revolution
 - c. after WWII
 - d. the beginning of the 21st Century

Ans: B

Learning Objective: 2.1: Identify the connection between families and societies by referencing *tasks*, *structure*, and *context*.

Cognitive Domain: Knowledge

Answer Location: Structure

Difficulty Level: Easy

3. What is an example of the bi-directional responsibility of society and families?
- a. parents restricting adolescent children from playing team sports
 - b. family members participating in cultivating a community garden
 - c. parents and children socializing only with extended family members
 - d. state government limiting funding and access to health care and childcare

Ans: B

Learning Objective: 2.1: Identify the connection between families and societies by referencing *tasks*, *structure*, and *context*.

Cognitive Domain: Application

Answer Location: Context

Difficulty Level: Medium

4. What do individualistic cultures foster?
- a. assertion of ideas and opinions
 - b. reliance on family for setting goals

- c. reluctance in open expression of differing ideas
- d. respect for the elders' views

Ans: A

Learning Objective: 2.1: Identify the connection between families and societies by referencing *tasks, structure, and context*.

Cognitive Domain: Comprehension

Answer Location: Context

Difficulty Level: Medium

5. Who has the most power to make decisions and influence family members in a family unit?

- a. help-rejecting complainer
- b. elders of the family
- c. parents who have access to resources and skills
- d. the children

Ans: C

Learning Objective: 2.2: Explain the different types of power an individual can assert on other family members as considered within the context of *influences in family dynamics*.

Cognitive Domain: Comprehension

Answer Location: The Influences on Dynamics

Difficulty Level: Medium

6. Salvador Minuchin focused on _____ in his work as a family systems theorist and therapist.

- a. moments of shared experiences that strengthened relationships
- b. hierarchies in the family structure
- c. destructive use of power in the family
- d. the importance of individuation in healthy family development

Ans: B

Learning Objective: 2.2: Explain the different types of power an individual can assert on other family members as considered within the context of *influences in family dynamics*.

Cognitive Domain: Knowledge

Answer Location: Hierarchical Power Inequities

Difficulty Level: Medium

7. Which of the following scenarios is a hierarchical parental concern that shouldn't be shared with children?

- a. consequences for children's misbehavior
- b. parents' job relocation and need to move to another community
- c. visiting arrangements with grandparents or other extended family members
- d. parents' sexual and intimacy difficulties

Ans: D

Learning Objective: 2.2: Explain the different types of power an individual can assert on other family members as considered within the context of *influences in family dynamics*.

Cognitive Domain: Comprehension | Application

Answer Location: Hierarchical Power Inequities

Difficulty Level: Medium

8. What is the difference between an absent estrangement and a secondary one?
- a. A secondary estrangement involves someone being forced to take sides.
 - b. A secondary estrangement involves someone getting drawn into a feud they don't want to be involved in.
 - c. An absent estrangement is centered on family loyalty, or lack thereof.
 - d. An absent estrangement involves someone being dragged into a feud because their relationship with the people feuding.

Ans: B

Learning Objective: 2.4: Discuss the impact of *family estrangement*.

Cognitive Domain: Comprehension

Answer Location: Patterns of Family Interaction

Difficulty Level: Medium

9. Which of the following statements is true about an enmeshed family?
- a. This family dynamic often results in a feud or estrangement.
 - b. It is seen as a positive form of functioning.
 - c. Enmeshed families are typically too close to each other.
 - d. It often results in minimal interest on the parts of the children.

Ans: C

Learning Objective: 2.3: Summarize the different *dimensions* that contribute to family dynamics.

Cognitive Domain: Comprehension

Answer Location: Proximity and Distance

Difficulty Level: Medium

10. _____ emphasized the process of individuation in healthy individual and family development.
- a. Salvador Minuchin
 - b. John Gottman
 - c. Avner Barcai
 - d. Murray Bowen

Ans: D

Learning Objective: 2.3: Summarize the different *dimensions* that contribute to family dynamics.

Cognitive Domain: Knowledge

Answer Location: The Choreography of the Family Dance | Spatial Dimension |
Boundaries and Individuation

Difficulty Level: Easy

11. When a family is experiencing a crisis, such as their home being flooded from a hurricane, the members tend to _____.
- a. count more on each other and seek out closeness with each other
 - b. demand time to be away from each other
 - c. express anger at other family members

d. have unrealistic expectations of the power of other family members

Ans: A

Learning Objective: 2.3: Summarize the different *dimensions* that contribute to family dynamics.

Cognitive Domain: Comprehension | Application

Answer Location: Proximity and Distance

Difficulty Level: Medium

12. A family member breaking a covert rule may result in _____.

- a. limited focus or discussion about the infraction
- b. more severe consequences
- c. less serious punishment or no punishment at all
- d. inconsistent and confusing response by those holding power

Ans: B

Learning Objective: 2.3: Summarize the different *dimensions* that contribute to family dynamics.

Cognitive Domain: Knowledge

Answer Location: Proximity and Distance

Difficulty Level: Easy

13. When a rift or cut-off occurs with an ex-partner or spouse in an immediate family, the _____ often experience the most deleterious and hurtful effects.

- a. parent responsible for initiating the cut-off
- b. grandparents
- c. family friends
- d. children

Ans: D

Learning Objective: 2.4: Discuss the impact of *family estrangement*.

Cognitive Domain: Knowledge

Answer Location: Patterns of Family Interaction

Difficulty Level: Easy

14. Conti (2015) found that in nuclear family contexts, estrangement from _____ as the most frequently occurring form.

- a. siblings
- b. biological fathers
- c. grandmothers
- d. biological mothers

Ans: B

Learning Objective: 2.4: Discuss the impact of *family estrangement*.

Cognitive Domain: Knowledge

Answer Location: Patterns of Family Interaction

Difficulty Level: Easy

15. Intergenerational family feuds or cut-offs tend to have which of the following characteristics?

- a. They are forgotten by the younger generation because they have not heard any of the conflictual issues from their parents or grandparents.
- b. The feuds are typically connected to linear or cause and effect patterns.
- c. The cut-offs or feuds can be easily rectified by family mediation or legal intervention.
- d. The feuds are very complicated with many layers of misunderstandings

Ans: D

Learning Objective: 2.4: Discuss the impact of *family estrangement*.

Cognitive Domain: Comprehension

Answer Location: Patterns of Family Interaction

Difficulty Level: Medium

16. When a person initiates a cut-off, they typically intend to have which effect on the individual being cut-off or ostracized?

- a. cajoling the other person in making amends
- b. seriously offending or causing emotional pain to the other person
- c. demonstrating their commitment to reuniting
- d. showing respect for the need to have some distance during times of conflict

Ans: B

Learning Objective: 2.4: Discuss the impact of *family estrangement*.

Cognitive Domain: Comprehension

Answer Location: Patterns of Family Interaction

Difficulty Level: Medium

17. John Gottman found that _____ is one of the most dangerous interpersonal weapons.

- a. nagging at family members
- b. stonewalling in the attempts at reconciliation
- c. making disparaging remarks about family members to those outside of the family
- d. being cynical with family members about reconciliation

Ans: B

Learning Objective: 2.4: Discuss the impact of *family estrangement*.

Cognitive Domain: Knowledge

Answer Location: Ending Family Quarrels: The Journey to Reconciliation

Difficulty Level: Easy

18. _____ described the *process-person-context-time* (PPCR) concept as the complex connection of the ecological systems in which individuals develop and exist.

- a. Urie Bronfenbrenner
- b. Salvador Minuchin
- c. Murray Bowen
- d. John Gottman

Ans: A

Learning Objective: 2.5: Define *ecological systems theory* and explain the relationship between the individual and the various nested systems in that individual's environment.

Cognitive Domain: knowledge

Answer Location: Family Dynamics and Ecological Systems Theory

Difficulty Level: easy

19. A distinction between the mesosystem and the exosystem in an individual's life can be described as the _____.

- a. closeness or distance of the members of the individual's family system
- b. extent of influence of the socio-historical events in an individual's life
- c. indirect influences of society and culture on the individual's life
- d. level of influence on an individual of the connections, from those of school and peers to community and legislative agencies

Ans: D

Learning Objective: 2.5: Define *ecological systems theory* and explain the relationship between the individual and the various nested systems in that individual's environment.

Cognitive Domain: Comprehension

Answer Location: Family Dynamics and Ecological Systems Theory

Difficulty Level: Medium

20. Which of the following is an example of a chronosystemic influence in an individual's life and development?

- a. the election of Barack Obama and his 8 years as president of the U.S.
- b. an individual's family moving to another home
- c. a parent getting a new job
- d. sharing holidays with family and friends

Ans: A

Learning Objective: 2.5: Define *ecological systems theory* and explain the relationship between the individual and the various nested systems in that individual's environment.

Cognitive Domain: Application

Answer Location: Family Dynamics and Ecological Systems Theory

Difficulty Level: Medium

True/False

1. Parents in collectivistic cultures encourage their children to assert their unique ideas and opinions.

Ans: F

Learning Objective: 2.1: Identify the connection between families and societies by referencing *tasks*, *structure*, and *context*.

Cognitive Domain: Knowledge

Answer Location: Context

Difficulty Level: Easy

2. Cultural traditions play a key role in hierarchical respect and family power positions.

Ans: T

Learning Objective: 2.2: Explain the different types of power an individual can assert on other family members as considered with the context of *influences in family dynamics*.

Cognitive Domain: Comprehension

Answer Location: The Influences on Dynamics
Difficulty Level: Easy

3. Celebrating and spending time together are more important than trust in forming family bonds and commitment.

Ans: F

Learning Objective: 2.3: Summarize the different *dimensions* that contribute to family dynamics.

Cognitive Domain: Knowledge

Answer Location: The Choreography of the Family Dance

Difficulty Level: Medium

4. A study with university students (Conti, 2015) revealed that family estrangement was relatively uncommon among the students.

Ans: F

Learning Objective: 2.4: Discuss the impact of *family estrangement*.

Cognitive Domain: Knowledge

Answer Location: Family Cutoffs: Rifts and Feuds

Difficulty Level: Easy

Short Answer

1. Compare the layers of influence in your ecological system with that of your parents.

Ans: Answers may vary.

Learning Objective: 2.5: Define *ecological systems theory* and explain the relationship between the individual and the various nested systems in that individual's environment.

Cognitive Domain: Analysis

Answer Location: Spotlight on Theories

Difficulty Level: Hard