

1. How do you find that rules in dysfunctional family systems create serious problems?

- a. The number of rules is small and is applied consistently.
- b. Rules may vary for different situations.
- c. Rules are rigid and serve the function of masking fears about differences.
- d. Rules tend to make all members act with self-esteem.

**ANSWER:** c

**FEEDBACK:**

- a. Dysfunctional families are characterized by closed communication, by the poor self-esteem of one or both parents, and by rigid patterns. Rules serve the function of masking fears about differences. See "Working With Your Family of Origin."
- b. Dysfunctional families are characterized by closed communication, by the poor self-esteem of one or both parents, and by rigid patterns. Rules serve the function of masking fears about differences. See "Working With Your Family of Origin."
- c. Dysfunctional families are characterized by closed communication, by the poor self-esteem of one or both parents, and by rigid patterns. Rules serve the function of masking fears about differences. See "Working With Your Family of Origin."
- d. Dysfunctional families are characterized by closed communication, by the poor self-esteem of one or both parents, and by rigid patterns. Rules serve the function of masking fears about differences. See "Working With Your Family of Origin."

**POINTS:** 1

**DIFFICULTY:** 5

**REFERENCES:** Working With Your Family of Origin

**QUESTION TYPE:** Multiple Choice

**HAS VARIABLES:** False

**LEARNING OBJECTIVES:** 2.3 - Describe how understanding your family of origin is key in your development as a professional helper.

**KEYWORDS:** Bloom's: Understand

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2. While growing up, Patrick was told to always be appropriate, be perfect, and do his best. Now as an adult, Patrick is rigid socially and devotes most of his energy to his work. Consequently, his wife has threatened to leave him. Patrick is seeking counseling in order to save his marriage. As a counselor, you recognize that his early childhood rules

- a. were impossible for him to escape and Patrick had no choice but to accept them.
- b. need to be given up so that Patrick can mend his relationship with his wife.
- c. can be transformed into something useful and functional.
- d. were dysfunctional and he needs to confront his parents about their behavior.

**ANSWER:** c

**FEEDBACK:**

- a. During early childhood, it is essential that feelings such as anger be accepted rather than judged. If anger is not accepted, children may not be able to deal with anger in their interpersonal relationships later in life. See "Working With Your Family of Origin."
- b. During early childhood, it is essential that feelings such as anger be accepted rather than judged. If anger is not accepted, children may not be able to deal with anger in their interpersonal relationships later in life. See "Working With Your Family of Origin."
- c. During early childhood, it is essential that feelings such as anger be accepted rather than judged. If anger is not accepted, children may not be able to deal with anger in their interpersonal relationships later in life. See "Working With Your Family of Origin."
- d. During early childhood, it is essential that feelings such as anger be accepted rather than judged. If anger is not accepted, children may not be able to deal with anger in their interpersonal relationships later in life. See "Working With Your Family of Origin."

**POINTS:** 1  
**DIFFICULTY:** 5  
**REFERENCES:** Working With Your Family of Origin  
**QUESTION TYPE:** Multiple Choice  
**HAS VARIABLES:** False  
**LEARNING OBJECTIVES:** 2.3 - Describe how understanding your family of origin is key in your development as a professional helper.  
**KEYWORDS:** Bloom's: Apply  
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3. In doing a review of your family history, it is important to remember that
- a. your commitment to exploration and change may bring discomfort to significant people in your life.
  - b. you should avoid adopting an attitude that others should change.
  - c. self-exploration is a must while you work with families.
  - d. a crisis may erupt when you discover a family secret.

**ANSWER:** b

**FEEDBACK:**

- a. Patience and respect are critical. To make changes in your life, you probably had to get through layers of your own defenses. See "Working With Your Family of Origin."
- b. Patience and respect are critical. To make changes in your life, you probably had to get through layers of your own defenses. See "Working With Your Family of Origin."
- c. Patience and respect are critical. To make changes in your life, you probably had to get through layers of your own defenses. See "Working With Your Family of Origin."
- d. Patience and respect are critical. To make changes in your life, you probably had to get through layers of your own defenses. See "Working With Your Family of Origin."

**POINTS:** 1  
**DIFFICULTY:** 5  
**REFERENCES:** Working With Your Family of Origin  
**QUESTION TYPE:** Multiple Choice  
**HAS VARIABLES:** False  
**LEARNING OBJECTIVES:** 2.3 - Describe how understanding your family of origin is key in your development as a professional helper.  
**KEYWORDS:** Bloom's: Apply  
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4. What kind of therapist might want clients to challenge words like "must" and "always" and "never" as irrational?
- a. Cognitive
  - b. Humanistic
  - c. Psychodynamic
  - d. Behavioral

**ANSWER:** a

**FEEDBACK:**

- a. Cognitive therapists might want clients to challenge words like "must" and "always" and "never" as irrational. See "Working With Your Family of Origin."
- b. Cognitive therapists might want clients to challenge words like "must" and "always" and "never" as irrational. See "Working With Your Family of Origin."
- c. Cognitive therapists might want clients to challenge words like "must" and "always" and

- "never" as irrational. See "Working With Your Family of Origin."
- d. Cognitive therapists might want clients to challenge words like "must" and "always" and "never" as irrational. See "Working With Your Family of Origin."

**POINTS:** 1  
**DIFFICULTY:** 3  
**REFERENCES:** Working With Your Family of Origin  
**QUESTION TYPE:** Multiple Choice  
**HAS VARIABLES:** False  
**LEARNING OBJECTIVES:** 2.3 - Describe how understanding your family of origin is key in your development as a professional helper.  
**KEYWORDS:** Bloom's: Analyze  
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5. As an abused child, Robin made the early decision that anger was a useless emotion and that she would never allow herself to feel angry. Robin is presently going into the counseling field and realizes that her denial of anger will
- a. make it easier for clients to express their anger constructively.
  - b. contribute to trust on the part of her clients, since she never expresses negative reactions to anything.
  - c. make it difficult for her to allow clients to express their anger and deal constructively with it.
  - d. help create a positive climate for the client who fears anger.

**ANSWER:** c

**FEEDBACK:**

- a. During early childhood, it is essential that feelings such as anger be accepted rather than judged. If anger is not accepted, children may not be able to deal with anger in their interpersonal relationships later in life. See "Working With Your Family of Origin."
- b. During early childhood, it is essential that feelings such as anger be accepted rather than judged. If anger is not accepted, children may not be able to deal with anger in their interpersonal relationships later in life. See "Working With Your Family of Origin."
- c. During early childhood, it is essential that feelings such as anger be accepted rather than judged. If anger is not accepted, children may not be able to deal with anger in their interpersonal relationships later in life. See "Working With Your Family of Origin."
- d. During early childhood, it is essential that feelings such as anger be accepted rather than judged. If anger is not accepted, children may not be able to deal with anger in their interpersonal relationships later in life. See "Working With Your Family of Origin."

**POINTS:** 1  
**DIFFICULTY:** 5  
**REFERENCES:** Working With Your Family of Origin  
**QUESTION TYPE:** Multiple Choice  
**HAS VARIABLES:** False  
**LEARNING OBJECTIVES:** 2.3 - Describe how understanding your family of origin is key in your development as a professional helper.  
**KEYWORDS:** Bloom's: Apply  
**DATE CREATED:** 9/21/2019 12:54 AM  
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6. Which of the following are not included in family rules?
- a. Myths
  - b. Secrets
  - c. Injunctions

d. No rules

ANSWER:

d

FEEDBACK:

- a. Family rules include myths, secrets, and injunctions. See "Working With Your Family of Origin."
- b. Family rules include myths, secrets, and injunctions. See "Working With Your Family of Origin."
- c. Family rules include myths, secrets, and injunctions. See "Working With Your Family of Origin."
- d. Family rules include myths, secrets, and injunctions. See "Working With Your Family of Origin."

POINTS: 1

DIFFICULTY: 1

REFERENCES: Working With Your Family of Origin

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2.3 - Describe how understanding your family of origin is key in your development as a professional helper.

KEYWORDS: Bloom's: Remember

DATE CREATED: 9/21/2019 12:57 AM

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7. Which of the statements does not hold for self-exploration and personal therapy for helpers?

- a. If helpers are unaware of issues stemming from their family experiences, they are likely to find ways to avoid acknowledging and dealing with potentially painful areas with their clients.
- b. As clients confront events that trigger their pain, memories of helpers' own pain may come forth.
- c. As you review your family history, you will NOT gain some insight into patterns you have "adopted" from your family of origin.
- d. Identifying and resolving unfinished business related to your family of origin allows you to establish relationships that do not repeat negative patterns of interaction.

ANSWER: c

FEEDBACK:

- a. As you review your family history, you will no doubt gain some insights into patterns that you have "adopted" from your family of origin. See "Value of Self-Exploration for the Helper."
- b. As you review your family history, you will no doubt gain some insights into patterns that you have "adopted" from your family of origin. See "Value of Self-Exploration for the Helper."
- c. As you review your family history, you will no doubt gain some insights into patterns that you have "adopted" from your family of origin. See "Value of Self-Exploration for the Helper."
- d. As you review your family history, you will no doubt gain some insights into patterns that you have "adopted" from your family of origin. See "Value of Self-Exploration for the Helper."

POINTS: 1

DIFFICULTY: 3

REFERENCES: Value of Self-Exploration for the Helper

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2.1 - Articulate the value of self-exploration experiences for helpers.

TIVES:

**KEYWORDS:** Bloom's: Analyze  
**DATE CREATED:** 9/21/2019 1:00 AM  
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8. By studying their own families of origin, helpers are able to
- a. be in a position to offer therapy to family members that may not seek professional assistance.
  - b. improve their own ability to counsel families.
  - c. completely resolve unfinished business from their own childhood.
  - d. learn how to manipulate family members to do what they want.

**ANSWER:** b

**FEEDBACK:**

- a. Identifying and resolving unfinished business related to your family of origin allows you to establish relationships that do not repeat negative patterns of interaction. See "Working With Your Family of Origin."
- b. Identifying and resolving unfinished business related to your family of origin allows you to establish relationships that do not repeat negative patterns of interaction. See "Working With Your Family of Origin."
- c. Identifying and resolving unfinished business related to your family of origin allows you to establish relationships that do not repeat negative patterns of interaction. See "Working With Your Family of Origin."
- d. Identifying and resolving unfinished business related to your family of origin allows you to establish relationships that do not repeat negative patterns of interaction. See "Working With Your Family of Origin."

**POINTS:** 1

**DIFFICULTY:** 5

**REFERENCES:** Working With Your Family of Origin

**QUESTION TYPE:** Multiple Choice

**HAS VARIABLES:** False

**LEARNING OBJECTIVES:** 2.3 - Describe how understanding your family of origin is key in your development as a professional helper.

**KEYWORDS:** Bloom's: Analyze  
**DATE CREATED:** 9/21/2019 1:03 AM  
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9. Which of the following is a characteristic of a healthy family?
- a. The family may have secrets.
  - b. The family allows its members to be in their own stances.
  - c. The family may cope with stress by showing a singular style.
  - d. The family functions in open ways and allows all members the possibility for changing.

**ANSWER:** d

**FEEDBACK:**

- a. A healthy family is one which functions in open ways and allows all members the possibility for changing. See "Working With Your Family of Origin."
- b. A healthy family is one which functions in open ways and allows all members the possibility for changing. See "Working With Your Family of Origin."
- c. A healthy family is one which functions in open ways and allows all members the possibility for changing. See "Working With Your Family of Origin."
- d. A healthy family is one which functions in open ways and allows all members the possibility for changing. See "Working With Your Family of Origin."

**POINTS:** 1

**DIFFICULTY:** 1

**REFERENCES:** Working With Your Family of Origin

**QUESTION TYPE:** Multiple Choice

**HAS VARIABLES:** False

**LEARNING OBJECTIVES:** 2.3 - Describe how understanding your family of origin is key in your development as a professional helper.

**KEYWORDS:** Bloom's: Analyze

**DATE CREATED:** 9/21/2019 1:11 AM

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10. What do you think an integrated person can best achieve?

- a. Strive for that is almost never achieved.
- b. Recognize the many and varied aspects of his or her being and accept both positive and negative sides.
- c. Encourage clients to do what is reflected on his or her life.
- d. Identify personal attributes that may be either strengths or limitations.

**ANSWER:** b

**FEEDBACK:**

- a. An integrated person can recognize the many and varied aspects of his or her being and accept both positive and negative sides. See "Working With Your Family of Origin."
- b. An integrated person can recognize the many and varied aspects of his or her being and accept both positive and negative sides. See "Working With Your Family of Origin."
- c. An integrated person can recognize the many and varied aspects of his or her being and accept both positive and negative sides. See "Working With Your Family of Origin."
- d. An integrated person can recognize the many and varied aspects of his or her being and accept both positive and negative sides. See "Working With Your Family of Origin."

**POINTS:** 1

**DIFFICULTY:** 3

**REFERENCES:** Working With Your Family of Origin

**QUESTION TYPE:** Multiple Choice

**HAS VARIABLES:** False

**LEARNING OBJECTIVES:** 2.3 - Describe how understanding your family of origin is key in your development as a professional helper.

**KEYWORDS:** Bloom's: Analyze

**DATE CREATED:** 9/21/2019 1:19 AM

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11. Identify one of the dangers encountered during middle adulthood.

- a. Slipping into secure but stale ways of being and failing to take advantage of opportunities for enriching life
- b. Withdrawal from taking an active stance toward life due to guilt over life's failures
- c. Dealing with separation from the family system and establishing an identity based on one's own experiences
- d. Lack of initiative in establishing and maintaining social relationships

**ANSWER:** a

**FEEDBACK:**

- a. Some of the dangers encountered during middle adulthood include slipping into secure but stale ways of being and failing to take advantage of opportunities for enriching life. See "Understanding Life Transitions."
- b. Some of the dangers encountered during middle adulthood include slipping into secure but stale ways of being and failing to take advantage of opportunities for enriching life.

See "Understanding Life Transitions."

- c. Some of the dangers encountered during middle adulthood include slipping into secure but stale ways of being and failing to take advantage of opportunities for enriching life. See "Understanding Life Transitions."
- d. Some of the dangers encountered during middle adulthood include slipping into secure but stale ways of being and failing to take advantage of opportunities for enriching life. See "Understanding Life Transitions."

**POINTS:** 1

**DIFFICULTY:** 5

**REFERENCES:** Understanding Life Transitions

**QUESTION TYPE:** Multiple Choice

**HAS VARIABLES:** False

**LEARNING OBJECTIVES:** 2.4 - Explain how life transitions are a part of life-span development.

**KEYWORDS:** Bloom's: Analyze

**DATE CREATED:** 9/21/2019 1:30 AM

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12. Which of the following descriptions about Erikson's stage of development is not true?

- a. It represents a psychosocial crisis, or turning point, when individuals are faced with fulfilling their destinies.
- b. It builds on the psychological outcomes of earlier stages.
- c. It has a psychosocial task to be mastered before moving to the next stage.
- d. Personal transformation demands an awareness of how you deal with developmental tasks currently with no connection to your past.

**ANSWER:** d

**FEEDBACK:**

- a. All the above about Erikson's stage of development are true except personal transformation. See "A Theoretical Basis for Understanding Life Stages."
- b. All the above about Erikson's stage of development are true except personal transformation. See "A Theoretical Basis for Understanding Life Stages."
- c. All the above about Erikson's stage of development are true except personal transformation. See "A Theoretical Basis for Understanding Life Stages."
- d. All the above about Erikson's stage of development are true except personal transformation. See "A Theoretical Basis for Understanding Life Stages."

**POINTS:** 1

**DIFFICULTY:** 5

**REFERENCES:** A Theoretical Basis for Understanding Life Stages

**QUESTION TYPE:** Multiple Choice

**HAS VARIABLES:** False

**LEARNING OBJECTIVES:** 2.5 - Describe the key developmental tasks from infancy to late adulthood.

**KEYWORDS:** Bloom's: Analyze

**DATE CREATED:** 9/21/2019 1:34 AM

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13. Nancy, a high school senior, feels pressured by her parents to pursue a nursing degree right after graduation; however, she is uncertain about her future direction. She recently started dating, has developed new friendships, and would like to postpone college to see what it's like to have a life. Nancy is working on which of Erikson's developmental tasks?

- a. Intimacy versus isolation
- b. Industry versus inferiority
- c. Initiative versus guilt
- d. Identity versus identity confusion

**ANSWER:** d

**FEEDBACK:**

- a. Adolescence is a period of searching for an identity, continuing to find one's voice, and balancing caring of self with caring about others. The core struggle is for identity versus identity confusion. See "A Theoretical Basis for Understanding Life Stages."
- b. Adolescence is a period of searching for an identity, continuing to find one's voice, and balancing caring of self with caring about others. The core struggle is for identity versus identity confusion. See "A Theoretical Basis for Understanding Life Stages."
- c. Adolescence is a period of searching for an identity, continuing to find one's voice, and balancing caring of self with caring about others. The core struggle is for identity versus identity confusion. See "A Theoretical Basis for Understanding Life Stages."
- d. Adolescence is a period of searching for an identity, continuing to find one's voice, and balancing caring of self with caring about others. The core struggle is for identity versus identity confusion. See "A Theoretical Basis for Understanding Life Stages."

**POINTS:** 1

**DIFFICULTY:** 3

**REFERENCES:** A Theoretical Basis for Understanding Life Stages

**QUESTION TYPE:** Multiple Choice

**HAS VARIABLES:** False

**LEARNING OBJECTIVES:** 2.5 - Describe the key developmental tasks from infancy to late adulthood.

**KEYWORDS:** Bloom's: Apply

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14. According to Erikson, during the late adulthood stage, in which the task to be accomplished is integrity versus despair, the older adults who have succeeded in achieving ego integrity would NOT

- a. accept that they have been productive and have coped with whatever failures they faced.
- b. concentrate on what they have not done and yearn for another chance to live in a different way.
- c. tend to integrate their past experiences with current realities.
- d. necessarily welcome the notion of death but view it as an inevitable part of the life cycle.

**ANSWER:** b

**FEEDBACK:**

- a. During the late adulthood stage, the older adults who have succeeded in achieving ego integrity would concentrate on what they have not done and yearn for another chance to live in a different way. See "A Theoretical Basis for Understanding Life Stages."
- b. During the late adulthood stage, the older adults who have succeeded in achieving ego integrity would concentrate on what they have not done and yearn for another chance to live in a different way. See "A Theoretical Basis for Understanding Life Stages."
- c. During the late adulthood stage, the older adults who have succeeded in achieving ego integrity would concentrate on what they have not done and yearn for another chance to live in a different way. See "A Theoretical Basis for Understanding Life Stages."
- d. During the late adulthood stage, the older adults who have succeeded in achieving ego integrity would concentrate on what they have not done and yearn for another chance to live in a different way. See "A Theoretical Basis for Understanding Life Stages."

**POINTS:** 1

**DIFFICULTY:** 5

**REFERENCES:** A Theoretical Basis for Understanding Life Stages

**QUESTION TYPE:** Multiple Choice

**HAS VARIABLES:** False

**LEARNING OBJECTIVES:** 2.5 - Describe the key developmental tasks from infancy to late adulthood.

**TIVES:**

**KEYWORDS:** Bloom's: Evaluate

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15. After questioning Joe, the counselor discovers that he has had learning problems all of his life and that school was a painful place since he was constantly taunted by his peers. Joe's fear of new challenges and lack of initiative is a result of failing to achieve mastery over which of the following tasks?

- a. Industry versus inferiority
- b. Initiative versus guilt
- c. Autonomy versus shame and doubt
- d. Trust versus mistrust

**ANSWER:** a

**FEEDBACK:**

- a. During the middle childhood stage, in which the struggle is for industry versus inferiority, the central task is to achieve a sense of industry. See "A Theoretical Basis for Understanding Life Stages."
- b. During the middle childhood stage, in which the struggle is for industry versus inferiority, the central task is to achieve a sense of industry. See "A Theoretical Basis for Understanding Life Stages."
- c. During the middle childhood stage, in which the struggle is for industry versus inferiority, the central task is to achieve a sense of industry. See "A Theoretical Basis for Understanding Life Stages."
- d. During the middle childhood stage, in which the struggle is for industry versus inferiority, the central task is to achieve a sense of industry. See "A Theoretical Basis for Understanding Life Stages."

**POINTS:** 1

**DIFFICULTY:** 5

**REFERENCES:** A Theoretical Basis for Understanding Life Stages

**QUESTION TYPE:** Multiple Choice

**HAS VARIABLES:** False

**LEARNING OBJECTIVES:** 2.5 - Describe the key developmental tasks from infancy to late adulthood.

**TIVES:**

**KEYWORDS:** Bloom's: Evaluate

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16. Phyllis, a 35-year-old housewife and mother, has returned to college. Her educational experiences have led her to broaden her view of sex roles, although she still feels unsure of herself. Her counselor might conclude that her sex-role foundation is confused and she may have not formed a healthy picture of appropriate feminine behavior during her

- a. middle childhood.
- b. preschool age.
- c. early childhood.
- d. adolescence.

**ANSWER:** b

**FEEDBACK:**

- a. During the preschool period, the foundations of gender-role identity are laid, and children begin to form a picture of appropriate masculine and feminine behavior. See "A Theoretical Basis for Understanding Life Stages."
- b. During the preschool period, the foundations of gender-role identity are laid, and children begin to form a picture of appropriate masculine and feminine behavior. See "A Theoretical Basis for Understanding Life Stages."
- c. During the preschool period, the foundations of gender-role identity are laid, and children begin to form a picture of appropriate masculine and feminine behavior. See "A Theoretical Basis for Understanding Life Stages."
- d. During the preschool period, the foundations of gender-role identity are laid, and children begin to form a picture of appropriate masculine and feminine behavior. See "A Theoretical Basis for Understanding Life Stages."

**POINTS:** 1

**DIFFICULTY:** 3

**REFERENCES:** A Theoretical Basis for Understanding Life Stages

**QUESTION TYPE:** Multiple Choice

**HAS VARIABLES:** False

**LEARNING OBJECTIVES:** 2.5 - Describe the key developmental tasks from infancy to late adulthood.

**KEYWORDS:**

Bloom's: Evaluate

**DATE CREATED:** 9/21/2019 1:48 AM

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17. What do you think as a helper that group counseling will best do in your work?

- a. Identify personal attributes that may be either strengths or limitations.
- b. Maintain self-care and competence.
- c. Resolve past conflicts.
- d. Enable overcoming emotional reactivity.

**ANSWER:** a

**FEEDBACK:**

- a. The reactions you receive from others can help you identify personal attributes that may be either strengths or limitations in your work as a helper. See "Value of Self-Exploration for the Helper."
- b. The reactions you receive from others can help you identify personal attributes that may be either strengths or limitations in your work as a helper. See "Value of Self-Exploration for the Helper."
- c. The reactions you receive from others can help you identify personal attributes that may be either strengths or limitations in your work as a helper. See "Value of Self-Exploration for the Helper."
- d. The reactions you receive from others can help you identify personal attributes that may be either strengths or limitations in your work as a helper. See "Value of Self-Exploration for the Helper."

**POINTS:** 1

**DIFFICULTY:** 3

**REFERENCES:** Value of Self-Exploration for the Helper

**QUESTION TYPE:** Multiple Choice

**HAS VARIABLES:** False

**LEARNING OBJECTIVES:** 2.1 - Articulate the value of self-exploration experiences for helpers.

**KEYWORDS:**

Bloom's: Understand

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18. Which of the following in the context of family therapy would refer to emotional barriers that protect and enhance the integrity of members of a system?

- a. Family rules
- b. Self-exploration
- c. Self-understanding
- d. Boundaries

ANSWER: d

FEEDBACK:

- a. In family therapy, boundaries refer to emotional barriers that protect and enhance the integrity of members of a system. See "Value of Self-Exploration for the Helper."
- b. In family therapy, boundaries refer to emotional barriers that protect and enhance the integrity of members of a system. See "Value of Self-Exploration for the Helper."
- c. In family therapy, boundaries refer to emotional barriers that protect and enhance the integrity of members of a system. See "Value of Self-Exploration for the Helper."
- d. In family therapy, boundaries refer to emotional barriers that protect and enhance the integrity of members of a system. See "Value of Self-Exploration for the Helper."

POINTS: 1

DIFFICULTY: 3

REFERENCES: Value of Self-Exploration for the Helper

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2.2 - Articulate the value of self-exploration experiences for helpers.

TIVES:

KEYWORDS: Bloom's: Remember

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19. Identifying and resolving \_\_\_\_\_ related to your family of origin is essential if you hope to establish relationships that do not repeat negative patterns of interaction.

- a. boundaries
- b. individuation
- c. unfinished business
- d. self-discipline

ANSWER: c

FEEDBACK:

- a. Identifying and resolving unfinished business related to your family of origin allows you to establish relationships that do not repeat negative patterns of interaction. See "Value of Self-Exploration for the Helper."
- b. Identifying and resolving unfinished business related to your family of origin allows you to establish relationships that do not repeat negative patterns of interaction. See "Value of Self-Exploration for the Helper."
- c. Identifying and resolving unfinished business related to your family of origin allows you to establish relationships that do not repeat negative patterns of interaction. See "Value of Self-Exploration for the Helper."
- d. Identifying and resolving unfinished business related to your family of origin allows you to establish relationships that do not repeat negative patterns of interaction. See "Value of Self-Exploration for the Helper."

**POINTS:** 1  
**DIFFICULTY:** 1  
**REFERENCES:** Value of Self-Exploration for the Helper  
**QUESTION TYPE:** Multiple Choice  
**HAS VARIABLES:** False  
**LEARNING OBJECTIVES:** 2.1 - Articulate the value of self-exploration experiences for helpers.  
**TIVES:**  
**KEYWORDS:** Bloom's: Understand  
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20. \_\_\_\_\_ generally has its roots in a client's unresolved personal conflicts with significant others.

- a. Transference
- b. Countertransference
- c. Boundaries
- d. Unfinished business

**ANSWER:** a

**FEEDBACK:**

- a. Transference generally has roots in a client's unresolved personal conflicts with significant others. See "Value of Self-Exploration for the Helper."
- b. Transference generally has roots in a client's unresolved personal conflicts with significant others. See "Value of Self-Exploration for the Helper."
- c. Transference generally has roots in a client's unresolved personal conflicts with significant others. See "Value of Self-Exploration for the Helper."
- d. Transference generally has roots in a client's unresolved personal conflicts with significant others. See "Value of Self-Exploration for the Helper."

**POINTS:** 1  
**DIFFICULTY:** 3  
**REFERENCES:** Value of Self-Exploration for the Helper  
**QUESTION TYPE:** Multiple Choice  
**HAS VARIABLES:** False  
**LEARNING OBJECTIVES:** 2.1 - Articulate the value of self-exploration experiences for helpers.  
**TIVES:**  
**KEYWORDS:** Bloom's: Understand  
**DATE CREATED:** 9/21/2019 2:02 AM  
**DATE MODIFIED:** 9/21/2019 2:04 AM

21. Unless helpers have identified their own \_\_\_\_\_, they are likely to be constantly triggered by the stories of your clients.

- a. healed psychological wounds
- b. sources of vulnerability and completely worked through them healing all wounds
- c. sources of strength and psychological health
- d. sources of vulnerability and to some extent worked through experiences that may have left them psychologically wounded

**ANSWER:** d

**FEEDBACK:**

- a. Unless helpers have identified their own sources of vulnerability and to some extent worked through experiences that may have left them psychologically wounded, they may be constantly triggered by the stories of your clients. See "Value of Self-

Exploration for the Helper.”

- b. Unless helpers have identified their own sources of vulnerability and to some extent worked through experiences that may have left them psychologically wounded, they may be constantly triggered by the stories of your clients. See “Value of Self-Exploration for the Helper.”
- c. Unless helpers have identified their own sources of vulnerability and to some extent worked through experiences that may have left them psychologically wounded, they may be constantly triggered by the stories of your clients. See “Value of Self-Exploration for the Helper.”
- d. Unless helpers have identified their own sources of vulnerability and to some extent worked through experiences that may have left them psychologically wounded, they may be constantly triggered by the stories of your clients. See “Value of Self-Exploration for the Helper.”

**POINTS:** 1

**DIFFICULTY:** 3

**REFERENCES:** Value of Self-Exploration for the Helper

**QUESTION TYPE:** Multiple Choice

**HAS VARIABLES:** False

**LEARNING OBJECTIVES:** 2.1 - Articulate the value of self-exploration experiences for helpers.

**KEYWORDS:** Bloom's: Analyze

**DATE CREATED:** 9/21/2019 2:04 AM

**DATE MODIFIED:** 9/21/2019 2:07 AM

22. What do family therapists generally assume to be inevitable?

- a. No family will truly become a healthy unit.
- b. They will meet parts of their family in every other family with whom they have a professional relationship.
- c. All families with severe issues will NOT seek assistance through counseling.
- d. Families cannot change unhealthy boundaries and family rules.

**ANSWER:** b

**FEEDBACK:**

- a. Family therapists generally assume that it is inevitable that they will meet parts of their family in every other family with whom they have a professional relationship. See “Working With Your Family of Origin.”
- b. Family therapists generally assume that it is inevitable that they will meet parts of their family in every other family with whom they have a professional relationship. See “Working With Your Family of Origin.”
- c. Family therapists generally assume that it is inevitable that they will meet parts of their family in every other family with whom they have a professional relationship. See “Working With Your Family of Origin.”
- d. Family therapists generally assume that it is inevitable that they will meet parts of their family in every other family with whom they have a professional relationship. See “Working With Your Family of Origin.”

**POINTS:** 1

**DIFFICULTY:** 3

**REFERENCES:** Working With Your Family of Origin

**QUESTION TYPE:** Multiple Choice

**HAS VARIABLES:** False

**LEARNING OBJECTIVES:** 2.3 - Describe how understanding your family of origin is key in your development as a professional helper.

**KEYWORDS:** Bloom's: Analyze

DATE CREATED: 9/21/2019 2:07 AM

DATE MODIFIED: 9/21/2019 2:11 AM

23. What is a state of psychological separateness from one's family?

- a. Transference
- b. Unfinished business
- c. Individuation
- d. Family rules

ANSWER: c

FEEDBACK:

- a. Individuation is a state of psychological separateness from one's family. See "Working With Your Family of Origin."
- b. Individuation is a state of psychological separateness from one's family. See "Working With Your Family of Origin."
- c. Individuation is a state of psychological separateness from one's family. See "Working With Your Family of Origin."
- d. Individuation is a state of psychological separateness from one's family. See "Working With Your Family of Origin."

POINTS: 1

DIFFICULTY: 1

REFERENCES: Working With Your Family of Origin

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2.3 - Describe how understanding your family of origin is key in your development as a professional helper.

KEYWORDS: Bloom's: Understand

DATE CREATED: 9/21/2019 2:11 AM

DATE MODIFIED: 9/21/2019 2:16 AM

24. What refers to emotional-behavioral reactions toward a client that originated from some part of the helper's life?

- a. Countertransference
- b. Transference
- c. Family of origin
- d. Family structure

ANSWER: a

FEEDBACK:

- a. Countertransference refers to emotional-behavioral reactions toward a client that originate from some part of the helper's life. See "Value of Self-Exploration for the Helper."
- b. Countertransference refers to emotional-behavioral reactions toward a client that originate from some part of the helper's life. See "Value of Self-Exploration for the Helper."
- c. Countertransference refers to emotional-behavioral reactions toward a client that originate from some part of the helper's life. See "Value of Self-Exploration for the Helper."
- d. Countertransference refers to emotional-behavioral reactions toward a client that originate from some part of the helper's life. See "Value of Self-Exploration for the Helper."

POINTS: 1

DIFFICULTY: 1

**REFERENCES:** Value of Self-Exploration for the Helper

**QUESTION TYPE:** Multiple Choice

**HAS VARIABLES:** False

**LEARNING OBJECTIVES:** 2.1 - Articulate the value of self-exploration experiences for helpers.

**TIVES:**

**KEYWORDS:** Bloom's: Understand

**DATE CREATED:** 9/21/2019 2:16 AM

**DATE MODIFIED:** 9/21/2019 2:19 AM

25. \_\_\_\_\_ are characterized by closed communication, by the poor self-esteem of one or both parents, and by rigid patterns.

- a. Transferences
- b. Family secrets
- c. Functional families
- d. Dysfunctional families

**ANSWER:** d

**FEEDBACK:**

- a. Dysfunctional families are characterized by closed communication, by the poor self-esteem of one or both parents, and by rigid patterns. See "Working With Your Family of Origin."
- b. Dysfunctional families are characterized by closed communication, by the poor self-esteem of one or both parents, and by rigid patterns. See "Working With Your Family of Origin."
- c. Dysfunctional families are characterized by closed communication, by the poor self-esteem of one or both parents, and by rigid patterns. See "Working With Your Family of Origin."
- d. Dysfunctional families are characterized by closed communication, by the poor self-esteem of one or both parents, and by rigid patterns. See "Working With Your Family of Origin."

**POINTS:** 1

**DIFFICULTY:** 1

**REFERENCES:** Working With Your Family of Origin

**QUESTION TYPE:** Multiple Choice

**HAS VARIABLES:** False

**LEARNING OBJECTIVES:** 2.3 - Describe how understanding your family of origin is key in your development as a

**TIVES:** professional helper.

**KEYWORDS:** Bloom's: Understand

**DATE CREATED:** 9/21/2019 2:19 AM

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