

TEST ITEM BANK

While most of the textbook does not lend itself well to multiple-choice evaluation, the first section maintains a focus on theory and frameworks. Learning of these chapters can be evaluated using multiple-choice items. The following test items are from the Section 1 chapters. The correct answer is in bold and has an asterisk (*) at the end of the answer.

CHAPTER 1 TEST BANK ITEMS

1. Family development theories help you understand.
 - a. How subsystems function
 - b. How families change over time***
 - c. How parental discipline is being used
 - d. How family tasks are accomplished
2. Three important elements in a family development theory include:
 - a. Optimal direction, developmental tasks and epigenetic principles***
 - b. Boundaries, interaction, and development
 - c. Birth order of children, kinship systems, and discipline
 - d. Nurturing functions, boundary maintenance, and child development.
3. Two common indicators that someone is using a developmental understanding include:
 - a. They focus on how discipline and nurturing are being applied
 - b. They talk about interaction and/or how boundaries are maintained
 - c. They refer to being stuck and/or deviating from what is normal***
 - d. They focus on the children and how the parents are raising the children
4. The epigenetic principle means that
 - a. You have to understand the deeper meaning in what family members say
 - b. You must master one stage before you can master subsequent stage***
 - c. You need other family members in order to survive
 - d. You are always changing over time
5. Four issues that keep adults from critically thinking about their fit with a potential romantic partner include:
 - a. Idealization, acquiescence, image management, and lack of scrutiny***
 - b. Sexual relations, friends, job demands, and drinking
 - c. Parental interference, relocation, pregnancy, and friends
 - d. Acquiescence, friends, job demands, and family interference
6. Identify three common problems that interfere with clearly negotiated couple relationship boundaries
 - a. Substance abuse, work demands, wanting to please each other
 - b. Loyalty to others, too much partying, working too hard
 - c. Having children, long distance relationships, substance abuse
 - d. No honest discussion, loyalty to others, failing to yield individual autonomy***

7. Which of the following does not influence systemic changes as the family develops.
 - a. Environmental demands/expectations
 - b. Developmental needs of family members
 - c. **Internal family mechanisms that naturally unfold***
 - d. Introduction of new interacting systems

8. Which aspects of family functioning do not change from stage to stage during family development?
 - a. **Family membership, level of commitment, and level of caring***
 - b. Family boundaries, relationships, and family role expectations
 - c. How members interact, support provision, and use of authority
 - d. How differences are processed, parenting functions, and boundaries

9. Which set of family attributes are not focused on when using systemic theories?
 - a. Energy, boundaries, interaction and exchanges
 - b. Boundaries, subsystem functioning and energy management
 - c. Interaction patterns, control mechanisms, and subsystem functioning
 - d. **Shared history, stage accomplishment, and developmental tasks***

10. When considering the energy management functions of the family system, which three family traits does one tend to ignore?
 - a. Patterns of affiliation, atmosphere, belief systems
 - b. **Task accomplishment, financial resources, and boundary organization***
 - c. Tension management, family rituals, and emotional expression
 - d. Atmosphere, affiliation systems, and morale

11. Which type of boundary is not usually considered when assessing family boundary systems?
 - a. Family/environment boundary
 - b. Subsystem boundaries
 - c. Generational boundaries
 - d. **Male/female boundaries***

12. When focusing on how parents and children access each other and interact, which type of boundary will one focus on?
 - a. **The generational boundary***
 - b. The filial boundary
 - c. The family/environment boundary
 - d. The sibling boundary

13. When exploring the inter-member exchanges and mechanisms of control, one four things will you focus on?
 - a. Privileges, provision of support, career aspirations, and standards of behavior
 - b. Privileges, task accomplishment, work schedules, and provision of support.
 - c. **Expressions of emotion, privileges, standards of behavior, and provision of support***
 - d. Affiliation patterns, task accomplishment, standards of behavior, and privileges

14. Triangulation is a term describing:
- a. When three people are in a conversation at the same time
 - b. When two people channel incomplete communication through a third family member***
 - c. When three people just can't agree on anything
 - d. When one person keeps interrupting two people who are already talking
15. When a parent controls a child through threats and punishment it is what type of power?
- a. Positional power
 - b. Reward power
 - c. Coercive power***
 - d. Referent power
16. Positional power is when:
- a. The parent expects compliance just because they are the parent***
 - b. The parent out-positions the child and tricks them into complying
 - c. The parent uses resources and privileges to make the child comply
 - d. The parent uses threats and punishments to make the child comply
17. Relational power is when:
- a. The parent asks other relatives to help make the child comply
 - b. The parent considers the problem in relation to goals and chooses a punishment that fits
 - c. The parent uses the power of their relationship with the child to promote compliance***
 - d. The parent relates what is happening with the child to their own childhood
18. When exploring the patterns of family interaction the therapist pays attention
- a. Who talks to whom and who is left out of the interaction***
 - b. The exact content of what is being communicated
 - c. The vocal tones being used
 - d. The reasons that people are communicating
19. The content and meaning of communication is conveyed:
- a. Only through the words that are being used
 - b. Only through the unspoken (non-verbal) communication
 - c. Through the spoken communication and thinking of the other person
 - d. Through the spoken words, tone, and gestures etc.***
20. The family subsystems include
- a. Spousal, couple, and sibling
 - b. Spousal, parental, and sibling***
 - c. Sibling, couple, and parent-child
 - d. Parent-child, extended kin, and spousal
21. Which is not a spousal subsystem function
- a. Cooperation and support
 - b. Balancing intimacy and autonomy
 - c. Raising the children***

- d. Establishing generational boundaries

22. The parental subsystem functions include:
 - a. **Discipline, guidance, nurturing, and access***
 - b. Discipline, punishment, nurturing, and access
 - c. Discipline, guidance, teaching, and nurturing
 - d. Discipline, nurturing, child-care, and guidance
23. The sibling subsystem functions include:
 - a. Teaching children how to make friends, cooperate, and follow rules
 - b. Teaching children how to follow rules, play, and succeed in school
 - c. Teaching children how to compete, follow rules, and succeed
 - d. **Teaching children how to compete, cooperate, and negotiate***
24. The response system framework focuses on which two broad response systems?
 - a. Propagation systems and interaction systems
 - b. **Action systems and processing systems***
 - c. Kinship systems and family interaction systems
 - d. Intimacy systems and behavior systems
25. Action systems focus on:
 - a. How people act and how people feel
 - b. How people behave and how people interpret
 - c. How people think and how people act
 - d. **How people behave and how people interact***
26. Processing systems focus on:
 - a. How people act and how people behave
 - b. How people think and how people relate
 - c. **How people think and how people feel***
 - d. How people act and how people think

CHAPTER 2 TEST BANK ITEMS

1. The two parental outcomes include:
 - a. Promoting positive mental health and scholastic success
 - b. Promoting scholastic success and following limits
 - c. **Promoting positive mental health and following limits***
 - d. Promoting scholastic success and positive mental health
2. Which is not an indicator of positive mental health (being loveable)
 - a. A positive self concept
 - b. Negative mood regulation
 - c. **Good grades at school***
 - d. Tolerance for differences
3. Which is not an indicator of instilling child limits (limitable)
 - a. Curbing violent tendencies
 - b. **Feeling good about one's abilities***
 - c. Balancing self rights with the rights of others
 - d. Doing well at school