

Student Quiz Questions for Pamela A. Hays, *Addressing Cultural Complexities in Counseling and Clinical Practice: A Intersectional Approach*, Fourth Edition

~10 questions (multiple choice) and 2 short answer for 14 chapters

I: BECOMING A CULTURALLY RESPONSIVE THERAPIST

Chapter 1: Diversity, Complexity, and Intersectionality

Multiple Choice

1. Answer: b
2. Answer: d
3. Answer: c
4. Answer: b
5. Answer: a
6. Answer: a
7. Answer: d
8. Answer: a
9. Answer: b
10. Answer: b
11. Answer: b
12. Answer: c

Short Answer

1. Answers will vary from student to student.
2. Answers will vary from student to student.

Chapter 2: Essential Knowledge and Qualities

Multiple Choice

1. Answer: a
2. Answer: a
3. Answer: b
4. Answer: b
5. Answer: a
6. Answer: d
7. Answer: b
8. Answer: b
9. Answer: b
10. Answer: a
11. Answer: c
12. Answer: a

Short Answer

1. Answers will vary from student to student.
2. Answers will vary from student to student.

Chapter 3: Your Cultural Self-Assessment

Multiple Choice

1. Answer: b
2. Answer: b
3. Answer: d
4. Answer: a
5. Answer: d
6. Answer: d
7. Answer: d
8. Answer: c
9. Answer: a
10. Answer: d
11. Answer: c
12. Answer: b
13. Answer: b
14. Answer: a

Short Answer

1. Answers will vary from student to student.
2. Answers will vary from student to student.

II: MAKING MEANINGFUL CONNECTIONS

Chapter 4: That's Not What I Meant – Finding the Right Words

Multiple Choice

1. Answer: d
2. Answer: b
3. Answer: b
4. Answer: a
5. Answer: b
6. Answer: d
7. Answer: a
8. Answer: b
9. Answer: b
10. Answer: b
11. Answer: d
12. Answer: a
13. Answer: b

Short Answer

1. Answer:
 - a. Pick your battles. This is an especially important point for minority members who experience the daily onslaught of microaggressions.
 - b. Consider where and when to address the incident. Here I go back to Loretta Ross's point about calling in rather than calling out a microaggression that is not intentional and simply reflects ignorance.
 - c. Adjust your response to the situation. If the microaggression is unintentional, stick with a collaborative tone and focus on education rather than confrontation.
 - d. Consider relationship factors. The weaker the relationship, the less likely a microintervention will be effective.
 - e. Consider the consequences of naming a microaggression, that is, whether it places you, the client, or someone else at risk.
2. Answers will vary from student to student.

Chapter 5: Intersectionality – The Complexities of Identity

Multiple Choice

1. Answer: d
2. Answer: d
3. Answer: c
4. Answer: b
5. Answer: b
6. Answer: a
7. Answer: a
8. Answer: a
9. Answer: b
10. Answer: b
11. Answer: b
12. Answer: d

Short Answer

1. Answers will vary from student to student.
2. Answers will vary from student to student.

Chapter 6: Creating a Positive Therapeutic Alliance

Multiple Choice

1. Answer: d
2. Answer: b
3. Answer: a

4. Answer: a
5. Answer: a
6. Answer: a
7. Answer: d
8. Answer: a
9. Answer: a
10. Answer: b
11. Answer: a
12. Answer: c

Short Answer

1. Answers will vary from student to student.
2. Answers will vary from student to student.

III: SORTING THINGS OUT

Chapter 7: Conducting a Culturally Responsive Assessment

Multiple Choice

1. Answer: a
2. Answer: b
3. Answer: d
4. Answer: a
5. Answer: a
6. Answer: b
7. Answer: a
8. Answer: b
9. Answer: a
10. Answer: a
11. Answer: b
12. Answer: a

Short Answer

1. Answers will vary from student to student.
2. Answers will vary from student to student.

Chapter 8: Understanding Trauma

Multiple Choice

1. Answer: a
2. Answer: a
3. Answer: a
4. Answer: a

5. Answer: b
6. Answer: a
7. Answer: c
8. Answer: a
9. Answer: a
10. Answer: b
11. Answer: a
12. Answer: b

Short Answer

1. Answers will vary from student to student.
2. Answers will vary from student to student.

Chapter 9: Culturally Responsive Testing

Multiple Choice

1. Answer: a
2. Answer: d
3. Answer: b
4. Answer: a
5. Answer: b
6. Answer: b
7. Answer: b
8. Answer: a
9. Answer: a
10. Answer: b
11. Answer: b
12. Answer: b

Short Answer

1. Answer: A lack of appropriate norms, tests, and expert consultation/referral sources; limited training in multicultural testing competence; testing in a second language by assessors with limited second-language proficiency; and an underrepresentation of ethnic minority psychologists.
2. Answer: Tacit knowledge is action oriented, practical, and usually acquired without the help of others, which means that it is often unspoken and poorly articulated, unlike academic knowledge, which is practiced and reinforced by the academic environment and the dominant culture.

Chapter 10: Making a Culturally Responsive Diagnosis

Multiple Choice

1. Answer: a

2. Answer: b
3. Answer: a
4. Answer: b
5. Answer: b
6. Answer: b
7. Answer: a
8. Answer: c
9. Answer: a
10. Answer: a
11. Answer: d
12. Answer: b

Short Answer

1. Answers will vary from student to student.
2. Answer:
(a) the person's vulnerability to psychological distress based on childhood experiences;
(b) past and current stressors, including traumatic events that may have lingering effects;
and (c) strengths and supports.

II: BEYOND THE TREATMENT MANUALS

Chapter 11: Culturally Responsive Therapy: An integrative Approach

Multiple Choice

1. Answer: a
2. Answer: a
3. Answer: b
4. Answer: b
5. Answer: a
6. Answer: a
7. Answer: b
8. Answer: b
9. Answer: a
10. Answer: b
11. Answer: b
12. Answer: b

Short Answer

1. Answers will vary from student to student.
2. Answers will vary from student to student.

Chapter 12: Culturally Adapted Tools and Techniques

Multiple Choice

1. Answer: a
2. Answer: a
3. Answer: a
4. Answer: b
5. Answer: b
6. Answer: b
7. Answer: a
8. Answer: a
9. Answer: d
10. Answer: c
11. Answer: d
12. Answer: c

Short Answer

1. Answers will vary from student to student.
2. Answer:
For the first channel, the child is taught a breathing exercise called the leaky tire technique. This involves taking a deep breath and exhaling while making a continuous “s” sound until the breath is expelled. A second channel uses visual imagery to imagine a fun and relaxing place, with parents coaching the child to pay attention to all of the senses in the imagery. (As noted earlier regarding ethnic minority cultures, children are likely to name fun and relaxing moments that involve other people.) A third channel of cheerleading/coaching consists of helpful self-talk, such as “I can do this. It’ll be hard, but I’ve done it before.” For older kids, a fourth channel called Facing my Fears includes exposure activities with parental guidance.

Chapter 13: Indigenous, Creative, Mindfulness, and Social Justice Interventions

Multiple Choice

1. Answer: b
2. Answer: b
3. Answer: b
4. Answer: c
5. Answer: a
6. Answer: a
7. Answer: c
8. Answer: a
9. Answer: a
10. Answer: a
11. Answer: b
12. Answer: b

Short Answer

1. Answers will vary from student to student.
2. Answer: Visiting green spaces can improve attention, mood, and stress levels, while decreasing the risk of psychiatric disorders