Counseling the Culturally Diverse 8th edition Sue Test Bank

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Chapter 1: Obstacles to Cultural Competence & Cultural Humility: Understanding Resistance to Multicultural Training

Test Questions

Below are questions that can be used to test the students' knowledge of the material covered in Chapter 1 of the 8th edition of *Counseling the Culturally Diverse: Theory and Practice* (CCD, Sue 8th edition). Questions are presented in various formats (True/False, Multiple Selection, Multiple Choice, Text Entry, and Essay Type). After each series of questions, you will find the correct answers along with accompanying explanations. Bloom's taxonomy is provided to indicate the style of learning needed to answer the respective question. Additionally, you will also find a descriptor, EASY, MEDIUM, HARD, indicating the difficulty level of each question.

Question 1
Question Type: True/False

Question: The journey to becoming a competent culturally sensitive counselor in working with diverse populations is not complex as humans have innate characteristics that are relatively consistent across cultures with similar hopes and dreams that mark their humanness.

Answer: False
Solution: According to the authors, becoming culturally competent in working with diverse populations is a complex interaction of many dimensions that involves broad theoretical, conceptual, research, and practice issues. Moreover, the journey will be filled with obstacles to self-exploration, to understanding yourself as a racial/cultural being, and to understanding the worldview of those who differ from you in race, gender, ethnicity, sexual orientation, and other sociodemographic characteristics. The subject matter in this book and course requires the reader to explore biases and prejudices, a task that often evokes defensiveness and resistance.
Bloom's Level: Comprehension
Difficulty Level: EASY

Question 2
Question Type: Multiple Selection

Question: Becoming culturally competent in mental health practice demands that nested or embedded emotions be openly experienced in which of the following sociodemographic dimensions of difference?
a. race
b. culture
c. gender
d. sexual orientation
e. only a and b

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Answer: a, b, c, d
Solution: The authors point out that the journey to becoming culturally competent therapists is filled with obstacles to self-exploration, to understanding oneself as a racial/cultural being, and to understanding the worldview of those who differ from others in terms of race, gender, ethnicity, sexual orientation, and other sociodemographic dimensions.
Bloom's Level: Knowledge
Difficulty Level: MEDIUM

Question 3
Question Type: Text Entry

Question: The three types of resistance that are often encountered by students studying diversity training are: _____, _____, _____.
a. cognitive; emotional; behavioral
b. psychological; physiological; emotional
c. dissonance; isolation; invalidation
d. physical; emotional; spiritual

Answer: a
Solution: The authors report that in work with resistance to diversity training, research reveals how it is likely to be manifested in three forms: cognitive resistance, emotional resistance, and behavioral resistance (Sue, 2015, as cited in Sue 8th edition).
Bloom's Level: Knowledge
Difficulty Level: MEDIUM

Question 4
Question Type: Essay Type

Question: Identify at least three emotions you experienced as you read the reactions of the four students. Reflect on why you feel those emotions surfaced.

Solution: Responses will vary but, according to the authors, one of the greatest concerns of instructors is the strong emotive reactions of students to the material: grief, anger, depression, and guilt in working through the content.

Bloom's Level: Synthesis
Difficulty Level: HARD

Question 5
Question Type: True/False

Question. The burden to become multiculturally competent rests on the trainees from dominant

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culture as in most cases they have been the ones to marginalize, stereotype, and oppress minority cultures. Thus, it is the responsibility of the dominant culture to help rectify this in raising awareness and also in becoming competent in working with diverse populations.

Answer: False
Solution: Understanding multicultural counseling competence applies equally to trainees from dominant and marginalized groups and to helping professionals.
Bloom's Level: Application
Difficulty Level: MEDIUM

Question 6
Question Type: Multiple Selection

Question: According to Kiselica (1999, as cited in Sue 8th edition), White psychologists avoid topics of race because
a. It may reveal their own prejudices and biases
b. They are racked with guilt over the way people of color have been treated
c. They are fearful of being labeled a racist or blamed for the oppression
d. a and c only

Answer: a, b, c

Solution: Kiselica, a White psychologist who addresses his own ethnocentrism and racism, contends that these topics (ethnocentrism and racism) are subjects that most Whites tend to avoid. He adds that most shy away from discussing these issues for many reasons. He posits that Whites are racked with guilt over the way people of color have been treated in our nation. Whites fear that they will be accused of mistreating others, and particularly fear being called the "R" word—racist. Many grow uneasy whenever issues of race emerge. Whites tend to back away, change the subject, respond defensively, assert their innocence and "color blindness," and deny that they could possibly be ethnocentric or racist. (Kiselica, 1999, as cited in Sue 8th edition).
Bloom's Level: Application
Difficulty Level: MEDIUM

Question 7
Question Type: Essay Type

Question: Describe recent conversations you have had about diversity. What were the settings for those conversations to occur? What was the makeup of those participating in the discussion?

Solution: Responses will vary but, according to the authors, the powerful feelings aroused in some students prevent them from being open to diversity issues, and from making classroom discussions on the topic a learning opportunity. Instead, conversations on diversity become "shouting matches" or become monologues rather than dialogues.

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Bloom's Level: Synthesis
Difficulty Level: HARD

Question 8
Question Type: Essay Type

Question: How has your worldview shaped you? Consider, for example, the country you were born in, the family you had, the home or neighborhood you lived in or school you attended, opportunities you had, and any religious affiliation and how have each of these areas and/or others helped form you as a person?

Solution: Responses will vary but, according to the authors, each of these areas will influence the worldview. To become multiculturally competent counselors they must understand the client's worldview but they must first understand their own. As a counselor or therapist working with culturally diverse clients, understanding differences in worldviews is an important first step to becoming culturally competent. However, to recognize the differences or similarities, one must first examine their own understanding of themselves and how their worldview has shaped them as persons.
Bloom's Level: Synthesis
Difficulty Level: HARD

Question 9
Question Type: True/False

Question: In order to be a culturally competent therapist, one should avoid personal feelings and previous experiences with race, culture and gender and therefore be free to explore the client's experience with prejudices or racism.

Answer: False
Solution: The journey to cultural competence requires an emotional awakening in the area of one's knowledge, beliefs, attitudes, and behaviors related to race, culture, ethnicity, gender, and other diverse groups. Furthermore, the authors state that becoming culturally competent in counseling/mental health practice demands that nested or embedded emotions associated with race, culture, gender, and other sociodemographic differences be openly experienced and discussed.
Bloom's Level: Application
Difficulty Level: MEDIUM

Question 10
Question Type: Multiple Selection

Question. The authors state that in multicultural counseling, best practice dimensions operate at which of the following levels?

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a. individual
b. familial
c. group
d. institutional
e. societal

Answer: a, b, c, d, e
Solution: The authors state that the *Practice Dimensions of Multicultural Counseling/Therapy* integrates multicultural premises developed from the first two parts into the domain of clinical work. In that it reviews, analyzes and points to best practices in working with diverse populations at the individual, familial, group, institutional, and societal levels.
Bloom's Level: Knowledge
Difficulty Level: MEDIUM

Question 11
Question Type: Text Entry

Question. The subject matter in this book and course requires you to explore your _____ and _____ a task that often evokes _____ and _____.

Answer: biases; prejudices; defensiveness; resistance
Solution: The authors posit that the subject matter in this book and course requires you to explore your biases and prejudices, a task that often evokes defensiveness and resistance. Furthermore, they state that it is important to recognize personal resistance to the material, to explore its meanings, and to learn about yourself and others. They add that sometimes what is revealed about you may prove disturbing, but having the courage to continue is necessary to becoming a culturally competent counselor or therapist.
Bloom's Level: Application
Difficulty Level: EASY

Question 12
Question Type: Essay Type

Question: What current news stories demonstrate the different reactions to racism between dominant and marginalized group members?

Solution: Responses will vary but may include current news stories making headlines and the strong protests and responses from both dominant and marginalized group members.
Bloom's Level: Synthesis
Difficulty Level: HARD

Question 13

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Question Type: True/False

Question: When counselors explore their own emotional reactions to race and culture, feelings such as defensiveness and anger can be destructive and are better left untouched.

Answer: False
Solution: The subject matter in this book and course requires you to explore your biases and prejudices, a task that often evokes defensiveness and resistance. Furthermore, it is important to recognize personal resistance to the material, to explore its meanings, and to learn about yourself and others. Sue (2011, as cited in Sue 8th edition) adds that it is these intense feelings that often block our ability to hear the voices of those most oppressed and disempowered. Moreover, Sue 8th edition states that how we, as helping professionals, deal with these strong feelings can either enhance or impede a deeper understanding of ourselves as racial/cultural beings and our understanding of the worldviews of culturally diverse clients.
Bloom's Level: Application
Difficulty Level: MEDIUM

Question 14
Question Type: Multiple Choice

Question: Microaggressions are best described as
a. minor offenses that are typically unintentional and thus harmless in nature
b. the everyday slights, put-downs, invalidations, and insults directed toward a group
c. racist statements that cause minimal harm because they are micro in nature as opposed to macro
d. feelings of inferiority that racism and prejudice cause minority groups
e. underlying anger that oppressed groups feel but do not allow to surface

Answer: b
Solution: Microaggressions are the everyday slights, put-downs, invalidations, and insults directed toward socially devalued group members by well-intentioned people who are unaware that they have engaged in such biased and harmful behaviors. Furthermore, a lifetime of microaggressions can have a major harmful impact on the psychological well-being of victims.
Bloom's Level: Knowledge
Difficulty Level: EASY

Question 15
Question Type: Text Entry

Question: For practicing professionals and trainees in the helping professions, understanding the differing _____ of our culturally diverse clients is tantamount to effective multicultural counseling.

Answer: worldviews

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Solution: The authors point out that the journey to becoming culturally competent therapists is filled with obstacles to self-exploration, to understanding oneself as a racial/cultural being, and to understanding the worldview of those who differ from others in terms of race, gender, ethnicity, sexual orientation, and other sociodemographic dimensions. Likewise, as a counselor or therapist working with culturally diverse clients, understanding differences in worldviews is an important first step to becoming culturally competent.
Bloom's Level: Knowledge
Difficulty Level: EASY

Question 16
Question Type: Essay Type

Question: Have you ever been a victim of racial prejudice, racial profiling, or microagression? If so, what emotions did that provoke in you?

Solution: Responses will vary but may include anger, sadness, disgust, fear.
Bloom's Level: Application
Difficulty Level: MEDIUM

Question 17
Question Type: True/False

Question: The four students reading the textbook all reacted in relatively similar fashion to the material, indicating the authors were successful in producing a politically correct textbook without "tiptoeing" around the emotionally charged topics.

Answer: False

Solution: Both White students reacted with anger and resentment and believe that the authors are unjustly accusing U.S. Society and White Americans of racism. The White students claim the authors are themselves "racist" but of a different color, whereas the two students of color felt heard, liberated, and validated. In addition, they describe the book content as "honest" and "truthful," indicating that their lived experiences were finally validated rather than silenced or ignored.
Bloom's Level: Analysis
Difficulty Level: HARD

Question 18
Question Type: Text Entry

Question: One of the greatest concerns of instructors is the strong emotive reactions of students to the material. Some of these reactions may include: _____, _____, _____, _____.

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a. depression; withdrawal; anger; guilt
b. grief; anger; depression; guilt
c. hate; inferiority; aggression; cognitive dissonance
d. passive aggression; anger; overcompensation; guilt

Answer: b
Solution: The authors state that one of the greatest concerns of instructors is the strong emotive reactions of students to the material: grief, anger, depression, and guilt in working through the content. This has been a perennial issue for students and instructors since the first edition, which was published in 1981. The authors state that they have been aware from the beginning that CCD is very likely to elicit strong emotions among readers because the content of the book challenges racial, gender and sexual orientation realities and traditional therapeutic beliefs. On one hand, CCD can be said to have accomplished one of its major goals by indicating that cultural competence is more than an intellectual exercise, and that it must include dealing with strong and powerful nested and hidden emotions and biases on the part of the helper. On the other hand, these powerful feelings can become so intense in students and arouse defensiveness, guilt, and anxiety to such an extent that they prevent self-exploration, which is a vital component of cultural competence in the helping professions.
Bloom's Level: Application
Difficulty Level: MEDIUM

Question 19
Question Type: True/False

Question: Anger is the primary subjective emotion encountered by White trainees exposed to multicultural content and its implications.

Answer: False
Solution: Anxiety is the primary subjective emotion encountered by White trainees exposed to multicultural content and its implications. However, anger is a common emotion expressed, but it is not the primary emotion, according to the authors. The authors share that instructors of multicultural counseling utilizing the text indicate that the content of the book challenges many White students about their racial, gender and sexual orientation realities, and that the book's writing style (passionate, direct, and hard-hitting) also arouses deep feelings of defensiveness, anger, anxiety, guilt, sadness, hopelessness, and a multitude of other strong emotions in many. The authors add that unless properly processed and understood, these emotions act as roadblocks to exploring issues of race, gender, and sexual orientation.
Bloom's Level: Synthesis
Difficulty Level: HARD

Question 20
Question Type: Text Entry

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Question: Marginalized group members often sense _____ from the dominant culture.
a. emotional invalidation
b. emotional isolation
c. emotional dissonance
d. emotional affirmation

Answer: a
Solution: The authors describe how many people of color describe how their thoughts and feelings about race and racism are often ignored, dismissed, negated, or seen as having no basis in fact by majority group members. They are often told that they are misreading things, overly sensitive, unduly suspicious, or even paranoid when they bring up issues of bias and discrimination; in other words, they are "crazy" to think or feel that way.
Bloom's Level: Knowledge
Difficulty Level: EASY

Question 21
Question Type: Essay Type

Question: Did you experience any positive feelings when you read this chapter? What did those mean for you?

Solution: According to Sue 8th edition, reading and digesting the content of this book may prove difficult and filled with powerful feelings for the reader. Students who have taken a course on multicultural counseling/therapy or multicultural mental health issues have almost universally felt both positive and negative feelings that affect their ability to learn about diversity issues. It is important not to allow those emotions to go unacknowledged or to avoid exploring the psychological meanings they might have.
Bloom's Level: Analysis and synthesis
Difficulty Level: HARD

Question 22
Question Type; True/False

Question: As can be seen from the students' reactions to the text, many marginalized group members react equally strongly as their White counterparts when issues of oppression are raised.

Answer: True
Solution: This is especially true when their stories of discrimination and pain are minimized or neglected. Their reality of racism, sexism, and homophobia, they feel, is relatively unknown or ignored by those in power because of the discomfort that pervades such topics. Worse yet, they contend that many well-intentioned majority persons seem disinclined to hear the personal stories of suffering, humiliation and pain that accrue to persons of color and other marginalized groups in our society (Sue, 2015, as cited in Sue 8th edition).

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Bloom's Level: Application
Difficulty Level: MEDIUM

Question 23
Question Type: Multiple Selection

Question: The author states as a "people of color" he directs his anger not at White Americans or the country but rather at
a. White supremacy
b. the government, which imposes inequality in its practices
c. White Western society
d. ethnocentrism
e. White privilege
f. a and d
g. all of the above

Answer: f
Solution: The authors write that as people of color, we must realize that our enemies are not White Americans, but White supremacy! Additionally, by extension, our enemy is not White Western society, but ethnocentrism.
Bloom's Level: Analysis
Difficulty Level: HARD

Question 24
Question Type: Text Entry

Question. The *Impact and Social Justice Implications of Counseling and Psychotherapy* discusses the need to recognize that counseling and psychotherapy may represent a _____ of race relations, gender relations, and other unequal status relations in our larger society.

Answer: microcosm
Solution: Part II of the text reads that the *Impact and Social Justice Implications of Counseling and Psychotherapy* discusses (a) the need to acknowledge the political bases of Western European approaches; (b) the necessity to recognize that counseling and psychotherapy may represent a microcosm of race relations, gender relations, and other unequal status relations in our larger society; and (c) how the modern forms of bias (microaggressions) may affect both the psychological health of socially marginalized groups and our and their standard of living.
Bloom's Level: Application
Difficulty Level: HARD

Question 25
Question Type: Essay Type

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Question: According to Todd and Abrams (2011, as cited in Sue 8th edition), understanding our own reactions to issues of diversity, multiculturalism, oppression, race, gender, and sexual orientation is equally important to our development as counselors/therapists. After reading this chapter, how do you plan to use this information in your profession?

Solution: Todd and Abrams (2011, as cited in Sue 8th edition) state that understanding our own reactions to issues of diversity, multiculturalism, oppression, race, gender, and sexual orientation is equally important to our development as counselors/therapists. Sue 8th edition points out that this understanding can be quite anxiety provoking, especially when we are asked to confront our own biases, prejudices and stereotypes. They add that the old adage “counselor or therapist, know thyself” is the basic building block to cultural competence in the helping professions.
Bloom’s Level: Synthesis
Difficulty Level: HARD