

## Chapter Two: Systemically Informed Youth Counseling

1. When working with a young person, context may include all of the following *except*:
  - a. Culture
  - b. Development
  - c. Gender
  - d. Diagnoses
  
2. When considering cultural contexts for working with youth, counselors should:
  - a. Assume that all clients from the same culture have similar values
  - b. Explore how culture influences the client's beliefs related to help-seeking
  - c. Avoid discussing culture unless the client introduces the topic first
  - d. Minimize the influence of culture on a young person to increase resilience
  
3. Which of the following is an example of a microaggression?
  - a. A counselor greets a young Caucasian client with a handshake
  - b. A counselor attends a meeting at school with a Caucasian client's parents after obtaining written consent
  - c. A counselor praises a young African American client for being articulate
  - d. A counselor consults with an African American client's pastor after obtaining written consent
  
4. A strengths-based approach to counseling involves:
  - a. Focusing on clients' strengths, previous successes, and resilience
  - b. Relying on outside systems to promote client success and resilience
  - c. Highlighting past failures to motivate the client the change
  - d. Using reinforcers and punishments to promote client change
  
5. When working with a young client, a counselor encourages the client to set goals for the session and to select an assignment to complete for between-session homework. This counselor is building resilience by promoting:
  - a. Social competence
  - b. Problem solving
  - c. Autonomy
  - d. A sense of purpose
  
6. A counselor works with a client to explore how the client can develop new friendships at school and in the after-school program she attends. This counselor is building resilience by promoting:
  - a. Social competence
  - b. Problem solving
  - c. Autonomy
  - d. A sense of purpose
  
7. Family risk factors include:
  - a. Lack of financial resources
  - b. Negative interactions with peers
  - c. Community-based violence
  - d. Racism/prejudice

8. School risk factors include:
  - a. Domestic violence
  - b. Bullying
  - c. Drug and weapon availability
  - d. High residential mobility
  
9. Community risk factors include:
  - a. Limited parental involvement
  - b. Delinquent peer influences
  - c. School violence
  - d. Drug and weapon availability
  
10. Family protective factors include:
  - a. Positive peer influences
  - b. Expressions of warmth
  - c. Motivation to achieve
  - d. Leadership opportunities
  
11. School protective factors include:
  - a. Positive peer influences
  - b. Strong cultural identity
  - c. Social and sports clubs
  - d. Religious values
  
12. Community protective factors include:
  - a. Leadership and volunteer opportunities
  - b. Consistent and reasonable discipline
  - c. Trusting friendships
  - d. Motivation for achievement
  
13. When defining family as it relates to a client, a counselor should:
  - a. Include all family members that are known to the counselor
  - b. Focus only on family members living in the child's household
  - c. Include only biological relatives as family members
  - d. Use the child's subjective definition of family
  
14. A young client has been experiencing stomachaches, avoidance of school, and decreased appetite as a result of the recent birth of a younger sibling in the family. This response is considered:
  - a. A sign that the child is at increased risk of mental health disorders
  - b. An indication that the child is angry at his parents
  - c. A reasonable response to sudden change in the family system
  - d. An indication of poor attachment in early childhood
  
15. According to Olsen, family roles and rules are most effective when they are:
  - a. Predictable and flexible
  - b. Predictable and inflexible
  - c. Unpredictable and flexible
  - d. Unpredictable and inflexible

16. To accurately assess communication styles in families, the counselor should:
- Ask parents directly about how they communicate
  - Observe family communication while discussing a range of topics
  - Have the child draw a picture of how the family communicates
  - Have the family complete a self-report assessment
17. Family factors that may negatively impact youth include all of the following *except*:
- A sibling with a mental or physical health disorder
  - Overindulgence of the child
  - Parents' role as caregivers for their parents
  - High expectations for academic success
18. Among the 3.5 million reports of child maltreatment, \_\_\_\_\_ percent involved allegations of neglect.
- 20
  - 40
  - 60
  - 80
19. Which of the following is true about child maltreatment?
- All children respond in similar ways to abuse or neglect by primary caregivers
  - A child's response to abuse or neglect is not influenced by the severity of the maltreatment
  - Most children will experience secondary traumatic responses including feelings of helplessness and post-traumatic stress disorder
  - Children who experience maltreatment often adapt and live healthy and productive lives
20. Which of the following is true about intimate partner violence and youth?
- Youth who are not physically involved in violence in the home are still likely to experience serious emotional consequences.
  - Youth who witness intimate partner violence are less likely to bully peers or siblings
  - Most mental health interventions for addressing the impact of intimate partner violence on youth are ineffective
  - Only children are at decreased risk of being emotionally impacted by intimate partner violence
21. A counselor is working with an adolescent who states that, "My parents think school is dumb. I'm going to quit school and get a job so I can start helping with bills." In the long term, this child's choice may lead to:
- Increased self-esteem stemming from work experience
  - Clear identity stemming from work experience
  - Decreased career opportunities later in life
  - Increased educational attainment later in life
22. When considering the relationship between school climate and youth resilience, it is important to note that:
- Family conflicts do not influence school performance
  - Negative experiences in school rarely impact family relationships

- c. Messages from teachers about capabilities often influence youth beliefs and attitudes
  - d. Inconsistent rules in school rarely lead to youth behavior problems or concerns
23. Factors that may increase the risk of bullying behaviors include all of the following *except*:
- a. High IQ
  - b. Substance use
  - c. History of victimization
  - d. Learning disorders
24. Factors that may increase the risk of school violence among youth include all of the following *except*:
- a. Substance use
  - b. Poor family boundaries
  - c. Poverty
  - d. Weapons in the home
25. A counselor working with a young person who lives in a high-risk community environment would benefit from:
- a. Avoiding discussing issues of diversity and discrimination to avoid provoking emotions
  - b. Encourage the family to relocate to a more stable community
  - c. Promote engagement of the youth and family in clubs, sports, or activities that promote resilience
  - d. Explain that some factors are uncontrollable and teach acceptance to the young person
26. In communities with neighborhood violence and crime, youth:
- a. Are likely to benefit from mentorship from positive role models
  - b. Are unlikely to be protected by family safety and support
  - c. Are unlikely to be influenced by peer behaviors
  - d. Are likely to be protected by avoiding extracurricular activities
27. When it comes to technology, youth:
- a. Are unlikely to be influenced through social media
  - b. Experience isolation if excessive time is spent online
  - c. Have limited access to information that informs learning
  - d. Derive little benefit from using technology and social media

## Chapter Two

- 1. D
- 2. B
- 3. C
- 4. A
- 5. C
- 6. A
- 7. A
- 8. B

- 9. D
- 10. B
- 11. A
- 12. A
- 13. D
- 14. C
- 15. A
- 16. B
- 17. D
- 18. D
- 19. D
- 20. A
- 21. C
- 22. C
- 23. A
- 24. D
- 25. C
- 26. A
- 27. C