


Who Wants to be a Culturally Competent Professional?

 **Directions:** Choose one correct response to each statement and cite the rationale which supports your decision.

1. When providing services to families with African American roots:
 - a. focus on the nuclear family.
 - b. capitalize on kinship bonds.
 - c. exclude extended family members from the intervention.
 - d. engage the entire community.

2. In developing and implementing services for families with African American roots:
 - a. focus on family strengths.
 - b. focus on family weaknesses.
 - c. use formal service systems only.
 - d. it isn't necessary to use resources in the African American community in your area.

3. In addressing African American family members:
 - a. informality is most effective.
 - b. seek permission to be informal.
 - c. use titles and last names until given permission to be more informal.
 - d. do not waste time deciding how to address each family member.

4. A point to remember in working with families with African American roots is:
 - a. poverty equates with dysfunction.
 - b. it is not necessary to assess the effects of poverty on the family.
 - c. it is not necessary to determine which issues are related to culture and which are related to socioeconomic status.
 - d. many impoverished families manage to provide strong, nurturing care for their children.

5. When dealing with the health and medical care needs of families with African American roots:
 - a. determine the family's attitudes and beliefs and work to match their preferences with appropriate services.
 - b. choose providers that you know will be most effective.
 - c. do not consider holistic, natural approaches to health.

 - d. make appointments with any providers that will see the family.

6. In visiting families with Hispanic roots:
 - a. ensure that you meet with them briefly and discuss issues quickly.
 - b. disregard interpersonal cues.
 - c. do not appear to be in a hurry.
 - d. interact with them just as you would with any other family.

7. If an immigrant family is not legally documented:
 - a. tell them you will report them to the Immigration and Naturalization Service if they do not properly care for their children.
 - b. refer to them as illegal aliens.
 - c. consider if and who might be suffering from post traumatic stress disorder.
 - d. assume that their life in the United States is better than in their country of origin.

8. When approaching a family with Hispanic roots:
 - a. speak to the husband before the wife when both are present.
 - b. speak to the wife before the husband when both are present.
 - c. arrange to meet with the wife privately to seek agreement with the plan.
 - d. do not ask whether the father is in agreement with the plan.

9. When meeting with a family with Hispanic roots:
 - a. use teasing to break the ice.
 - b. engage in an informal and relaxed exchange before beginning on work or tasks.
 - c. sit in a slouched or extremely relaxed manner.
 - d. make jokes about cultural artifacts or rituals.

10. When working with families with Hispanic roots:
 - a. assume that a parent is literate in at least Spanish.
 - b. avoid Hispanic community celebrations so that you don't bump into the family in public.
 - c. assess basic needs and learn about the class/economic backgrounds of the families.
 - d. assume that basic issues, such as childproofing a home, were the same in their country of origin.

11. Critical to the process of gaining initial access to selected Asian American families is a recognition of:

- a. the tendency to warmly welcome outsiders.
 - b. the trust factor.
 - c. the tendency to be rude to outsiders.
 - d. the Laotian factor.
12. When meeting with a family with Asian roots:
- a. engage in an informal and relaxed exchange before beginning on work or tasks.
 - b. use teasing to break the ice.
 - c. use an initial formality with well-defined roles and clear communication.
 - d. use a nondirective, neutral or nonjudgmental demeanor.
13. Asian parents:
- a. assert their authority over that of teachers and other professionals.
 - b. make decisions about their children independent of teachers and other professionals.
 - c. assert their parental rights, responsibilities, and entitlements.
 - d. respect and honor teachers and professional specialists.
14. The disclosure of child- or family-related problems by families with Asian roots is:
- a. extremely difficult.
 - b. an act of strength.
 - c. a method of maintaining the family's reputation.
 - d. an act of respect.
15. When meeting with professionals, Asian American family members may convey respect for authority by:
- a. asking lots of questions.
 - b. interrupting for clarification.
 - c. avoiding direct eye contact and affective expression.
 - d. making their needs and/or desires explicit.
16. When extended family members participate in a meeting with a family with Native American roots, communication should be directed to:
- a. the parents.
 - b. the entire group.
 - c. the interpreter.
 - d. the spokesperson for the family.
17. When meeting with a family with Native American roots:

- a. use teasing to break the ice.
 - b. engage in "small talk" at the beginning of each visit.
 - c. use an initial formality with well-defined rules and clear communication.
 - d. make jokes about cultural artifacts or rituals.
18. When interacting with a family with Native American roots:
- a. do not admit that you know little or nothing about the family's culture.
 - b. remove any amulets or markings that the child may have on his or her body.
 - c. do not ask a lot of questions about their tribal ceremonies.
 - d. assume that the family is consulting tribal healers.
19. During a home visit to a family with Native American roots:
- a. ask the family where they would like you to sit.
 - b. assume that because an appointment was made it is convenient to visit.
 - c. family members or other relatives will not be coming and going.
 - d. do not address all those who are present.
20. In families with Native American roots:
- a. grandparents have the primary parental role.
 - b. parents have the primary parental role.
 - c. tribal leaders have the primary parental role.
 - d. the roles of the family should be discussed with the family.