

## **Chapter One: Diversity and Identity**

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### **MULTIPLE CHOICE**

1. Canada's publicly funded health care system is designed to ensure that everyone has the same access to health care services and providers regardless of their ability to pay for care. Which of these concepts is the basis of the design of this health-care system?
  - a. equality
  - b. inclusion
  - c. tokenism
  - d. equity

ANS: A

PTS: 1

REF: 4

BLM: Higher Order

2. You are a health-care planner working with a community affected by poverty. Your responsibility is to plan services and programs to ensure that members of the community have what they need to achieve and maintain health and well-being. Research evidence has told you that people who live in poverty are frequently less healthy than those with greater income. As a result, you develop additional services and programs, rather than just the standard ones, to offset the impact of substandard housing, limited access to fresh, nutritious foods, and exposure to unsafe environments. What concept does your approach use?
  - a. equality
  - b. inclusion
  - c. tokenism
  - d. equity

ANS: D

PTS: 1

REF: 4

BLM: Higher Order

3. Company XYZ is made up of 40 senior and mid-level executives who are all men and 45 administrative assistants who are all women. The president of the company, to show he is all about equal opportunity, agrees to hire a woman executive. What is this hiring practice an example of?
  - a. equality
  - b. inclusion
  - c. tokenism
  - d. equity

ANS: C

PTS: 1

REF: 6

BLM: Higher Order

4. A group of women who were survivors of sexualized violence decided to create a not-for-profit organization in their community to assist other survivors. In the planning and development of this organization, they were careful to ensure they would create an environment where everyone would feel welcomed, invited to participate, and valued for their contributions. They were also careful in developing hiring and service practices that recognized that people who experienced multiple or intersecting inequities—such as racism, classism, homophobia, transphobia, ableism, and so on—were often targeted to a greater extent for sexualized violence. What was this organization intentionally practising?
- a. equality
  - b. inclusion
  - c. tokenism
  - d. social stratification

ANS: B

PTS: 1

REF: 6

BLM: Higher Order

5. A human resource agency tells applicant Ms. A that Employer X looked at her resumé and said it looked great, but then found Ms. A's LinkedIn profile and decided she was a little too old for the job. Which stage of the continuum of diversity competence does this example represent?
- a. destructiveness
  - b. incapacity
  - c. blindness
  - d. pre-competence

ANS: B

PTS: 1

REF: 10

BLM: Higher Order

6. Acting on a policy of aggressive assimilation of Aboriginal People into non-Aboriginal, European-based Canadian society, the Canadian government forced Aboriginal children to leave their homes and live in state-funded residential schools. In those schools, Aboriginal children were forced to learn English and adopt Christianity and Canadian customs. Which stage of the continuum of diversity competence does this example represent?
- a. destructiveness
  - b. incapacity
  - c. blindness
  - d. pre-competence

ANS: A

PTS: 1

REF: 10

BLM: Higher Order

7. At the end of a diversity training exercise, the facilitator brings out two eggs, one with a white shell and the other with a brown shell. She cracks them open, throws the shells into the garbage, and pours the contents into the pan. She walks around the room displaying the pan's contents, saying "Like the eggs, we may differ on the outside, but we are all the same underneath the skin." Which stage of the continuum of diversity competence does this example represent?
- a. destructiveness
  - b. incapacity
  - c. blindness
  - d. pre-competence

ANS: C

PTS: 1

REF: 10

BLM: Higher Order

8. Sarah is a woman who has experienced oppression and who has been marginalized in the community where she lives. It is hard for Sarah to know if this oppression is a result of her race, gender, religion, sexual orientation, or physical abilities. She believes it is likely a combination of all of these. What is this complexity of identity called?
- a. fluidity
  - b. salience
  - c. homogeneity
  - d. intersectionality

ANS: D

PTS: 1

REF: 11

BLM: Higher Order

9. Chapter 1's In Their Shoes relates the story of a 21-year-old post-secondary student who, while studying at university, discovers he has a brain tumor. In a matter of days his life changes, as does his identity. What is this change of identity called?
- a. fluidity
  - b. salience
  - c. homogeneity
  - d. intersectionality

ANS: A

PTS: 1

REF: 11

BLM: Higher Order

10. I see myself as a hardworking student who is both confident and successful. I am going to get an "A" on this test. What is this an example of?
- a. avowed identity
  - b. hybrid Identity
  - c. ascribed Identity
  - d. collective Identity

ANS: A

PTS: 1

REF: 15

BLM: Higher Order

11. Friends on Facebook describe you as a hard-working, family-oriented, mother of three who is also a warm, outgoing, compassionate person. What is this an example of?
- a. avowed identity
  - b. hybrid Identity
  - c. ascribed Identity
  - d. collective Identity

ANS: C

PTS: 1

REF: 15

BLM: Higher Order

12. What term does professional golfer Tiger Woods use to describe his identity based on his Caucasian, black, Indian, and Asian ancestry?
- a. mixed Caucasian
  - b. Indo-African
  - c. Afro-Asian
  - d. Cablinasian

ANS: D

PTS: 1

REF: 15

BLM: Higher Order

13. Diversity-competent practitioners must begin with the concept of who they are and how diverse their own social and personal identities can be. What does this step in the process of becoming a diversity-competent practitioner build?
- a. awareness
  - b. understanding
  - c. commitment
  - d. competency

ANS: A

PTS: 1

REF: 12

BLM: Remember

14. Diversity-competent practitioners are motivated to expand their knowledge of diverse populations and critically analyze attitudes that marginalize them. What does this step in the process of becoming a diversity-competent practitioner build?
- a. awareness
  - b. understanding
  - c. commitment
  - d. competency

ANS: B

PTS: 1

REF: 12

BLM: Remember

15. According to David Suzuki in his article “Ancestors—The Genetic Source,” second- and third-generation immigrants to Canada are powerful evidence that the primary determinant of behaviour is defined by which of the following?
- a. genetics
  - b. nature
  - c. environment
  - d. heredity

ANS: C

PTS: 1

REF: 20

BLM: Remember

16. Chapter 1’s Picture This features the “We’re a Culture Not a Costume” campaign launched by students at Ohio University who were upset at the types of Halloween costumes that some students were wearing. The poster campaign slogan, “You wear the costume for one night. I wear the stigma for life” refers to what belief?
- a. Stereotypes can be used in ascribing identity. When they are negative, they can label people for a lifetime in ways that reinforce prejudice and justify discriminatory behaviour.
  - b. Halloween costumes are worn for one night as something playful and satirical and are not recognized as a real form of racism.
  - c. The wearing of costumes at Halloween should be abolished, since it is a cultural practice that makes negative generalizations about aspects of people’s identities.
  - d. Stereotypes are generalizations that are generally harmless, just as Halloween costumes are generally harmless.

ANS: A

PTS: 1

REF: 16

BLM: Higher Order

17. Alyssa attended a group session where she was asked to tell members something about herself. She described herself to the group as someone who was “well-educated with a great sense of humour and a contagious laugh.” What was Alyssa conveying aspects of?
- her ascribed identity
  - her social identity
  - her hybrid identity
  - her personal identity

ANS: D

PTS: 1

REF: 14

BLM: Higher Order

18. On the first day of class, the teacher asks Samantha to tell her classmates something about herself. Samantha responds, “The most important thing about me is that I am a loving daughter from a very happy family.” What is Samantha conveying aspects of?
- her ascribed identity
  - her social identity
  - her hybrid identity
  - her personal identity

ANS: B

PTS: 1

REF: 14

BLM: Higher Order

19. Your grandfather believes that all people of Asian descent are good at math. What is this an example of?
- cultural relativism
  - marginalization
  - stereotyping
  - tokenism

ANS: C

PTS: 1

REF: 15

BLM: Higher Order

20. If you live in Canada and are a white, heterosexual male who practises Christianity and speaks English, what are you considered to be, according to these aspects of your social identity?
- a marginalized member of society
  - a member of the dominant group
  - a member of a historically underserved population
  - a member of the non-dominant group

ANS: B

PTS: 1

REF: 4

BLM: Higher Order

21. If you live in Canada and are a woman of colour who does not speak English and you live below the poverty line, what are you considered to be, according to these aspects of your social identity?
- a member of the dominant group
  - a historically privileged member of society
  - a member of the non-dominant group
  - a socially included member of society

ANS: C

PTS: 1

REF: 4

BLM: Higher Order

22. The Diversity Wheel is an analytical tool used when examining dimensions of identity. However, it should NOT be used to do which of the following?
- a. describe the complexity of our personal and social identities
  - b. examine the ways that dimensions of our identity intersect with one another
  - c. describe our inner feeling and thoughts
  - d. examine ways that identity can change

ANS: C

PTS: 1

REF: 17

BLM: Higher Order

23. You attend a conference where lunch is provided to the participants. Everyone is seated at a table in the dining hall at noon. Servers deliver each person a plate with the same food of equal portions. The design and distribution of your lunch is an analogy for what concept?
- a. equality
  - b. inclusion
  - c. tokenism
  - d. equity

ANS: A

PTS: 1

REF: 4

BLM: Higher Order

24. You attend a wedding with a buffet dinner for guests. You are invited to serve yourself from a large variety of food dishes designed to meet a wide range of tastes, nutritional needs, and dietary requirements. The buffet style allows guests to choose their own portion sizes. The design and distribution of your dinner is an analogy for what concept?
- a. equality
  - b. inclusion
  - c. tokenism
  - d. equity

ANS: D

PTS: 1

REF: 4

BLM: Higher Order

25. What is the definition of culture?
- a. the customs and traditions that are unique to a particular ethnic group
  - b. everything in our social environment that we learn through socialization
  - c. the race, ethnicity, and language of a particular group
  - d. similarities and differences across human groups

ANS: B

PTS: 1

REF: 6

BLM: Remember

26. A community health centre was established in a neighbourhood whose residents were predominantly immigrants and refugees from Latin America. None of the staff at the community health centre spoke Spanish or Portuguese, but they were sincere in their intent to establish health programs that would meet the needs of neighbourhood residents. In order to accomplish this, the staff set up formal mechanisms for meaningful consultation with community members. Which stage of the continuum of diversity competence does this example represent?
- a. destructiveness
  - b. incapacity
  - c. blindness
  - d. pre-competence

ANS: D

PTS: 1

REF: 10

BLM: Higher Order

27. Which workplace diversity initiative is a good example of best practice?
- a. giving mandatory diversity training workshops that all employees attend in order to prevent lawsuits or human rights complaints
  - b. giving diversity training in which employees can learn what makes some groups different
  - c. creating an inclusive working environment by promoting equity and removing barriers that prevent full participation
  - d. creating an inclusive working environment by establishing affinity groups that people can identify with

ANS: C

PTS: 1

REF: 10

BLM: Higher Order

28. What is the most effective way to develop the skills and experience needed to be a diversity-competent professional?
- a. experience high immersion and have meaningful interactions with diverse populations
  - b. read to develop your knowledge about diverse populations
  - c. ask a friend who comes from a diverse community to tell you all about it
  - d. view documentaries to develop your knowledge about diverse populations

ANS: A

PTS: 1

REF: 10

BLM: Higher Order

29. Diversity as a concept has evolved over time. Today, it is used to refer to a framework that focuses on which of the following?
- a. cross-cultural sensitivity and being respectful of different cultures, ethnic groups, and races
  - b. an intercultural communication, since employees in the modern workplace require communication skills and cultural savvy to do business in a global context.
  - c. all forms of difference using guiding principles of social equity, social justice, and anti-oppression.
  - d. cultural competency as the ability to practise in a manner that is respectful of and consistent with a client's or patient's culture

ANS: C

PTS: 1

REF: 2

BLM: Remember

30. What is one of the claims typically made by people who believe in the concept of cultural relativism?
- a. Definitions of what is morally right and wrong are the same across all cultures.
  - b. The moral codes of more advanced civilizations are the ones to follow.
  - c. Western values are generally superior to non-Western values.
  - d. Different societies have different moral codes.

ANS: D

PTS: 1

REF: 7

BLM: Higher Order