

Chapter 2
Oppression Psychology, Resilience, and Social Work Practice

Multiple Choice Questions

1. The “buffering hypothesis” is best exemplified by?
 - a. an ability from infancy on to gain other’s positive attention
 - b. sporadic nurturing during the first year of life.
 - c. the absence of role models.
 - d. all of the above

ANS: A PG: 57 EPAS: 2.1.3a

2. Which of the following is **NOT** a finding in the Werner study?
 - a. Successful adaptation depends on professional intervention.
 - b. When stressful events outweigh the protective factors, even the most resilient child can have problems.
 - c. High-risk children can grow up to be competent adults
 - d. As long as the balance between stressful life events and protective factors is favorable, successful adaption is possible

ANS: C PG: 58 EPAS: 2.1.6b

3. The use of support groups for the geriatric population illustrates how a social work program can:
 - a. help decrease adaptive capacity
 - b. strengthen cognitive hardiness in the face of loss.
 - c. strengthen professional bonds
 - d. A&B

ANS: B PG: 63 EPAS: 2.1.3a

4. An example of Fanon’s concept of “radicalization” by the women in the *Survivors of Sexual Abuse* case is the group’s decision to:
 - a. join a “Take Back the Night” march
 - b. create group rules
 - c. write letters to their abusers
 - d. seek individual therapy

ANS: A PG: 53 EPAS: 2.1.4a

5. All of the following are FALSE except:
 - a. Having fixed views about issues of oppression aid in understanding clients.
 - b. It is not necessary to be culturally competent to do good practice.
 - c. Thinking broadly about issues of oppression aid in understanding clients.

- d. The relationship between oppression and resiliency is most helpful during the contracting stage of the work.

ANS: C PG: 51 EPAS: 2.1.7a

6. In the *Geriatric Reminiscence Group* the leader needed to learn which of the following?
- a. the idiosyncrasies of all group members.
 - b. how to take control of the group
 - c. how to side step issues.
 - d. the “language of the group”.

ANS: D PG: 65 EPAS: 2.1.3b

7. Repeated exposure to oppression, subtle or direct, may lead vulnerable members of an oppressed group:
- a. internalize the negative self-images projected by the external oppressor
 - b. internalize the conflict of their family
 - c. to the contemplation stage of acceptance
 - d. none of the above

ANS: A PG: 51 EPAS: 2.1.4b

8. Based on Tanner’s work, a good starting point for social workers working with older people is:
- a. to help their families accept eventual loss.
 - b. to help them plan for the future.
 - c. to focus on the client’s present lives.
 - d. none of the above

ANS: C PG: 62 EPAS: 2.1.6b

9. The two types of reserve capacity are:
- a. baseline and environmental
 - b. buffering and developmental
 - c. baseline and developmental
 - d. evaluative and developmental

ANS: C PG: 61 EPAS: 2.1.3a

10. Franz Fanon is credited with which of the following theories?
- a. domination theory
 - b. social learning theory
 - c. oppression theory
 - d. feminist theory

ANS: C PG: 50 EPAS: 2.1.4a

11. Life stressors can lead to negative outcomes for people at high risk, however, _____ and _____ factors can help to provide the resilience to overcome adversity.
- a. familial and environmental
 - b. personal and environmental
 - c. community and personal
 - d. relational and contextual

ANS: B PG: 58 EPAS: 2.1.3b

12. When we work with people “like us”, this is referred to as:
- a. intercultural practice
 - b. intracultural practice
 - c. extracultural practice
 - d. cultural competence

ANS: B PG: 52 EPAS: 2.1.4b

13. Life-span theory suggests that the development throughout life is characterized by the joint occurrence of increases (____), decreases (____), and maintenance (____) in adaptive capacity.
- a. gains, losses, consistency
 - b. gains, losses, stability
 - c. gains, losses, predictability
 - d. gains, transitions, stability

ANS: B PG: 62 EPAS: 2.1.3a

14. According to Bulhan (1985), the six indicators of oppression are violations of:
- a. space, time, ideas, mobility, bonding, and identity
 - b. person, time, energy, mobility, bonding, and identity
 - c. space, time, energy, mobility, bonding, and procreation
 - d. space, time, energy, mobility, bonding, and identity

ANS: D PG: 53 EPAS: 2.1.34a

15. The worker in the case example *Battered Women and Indicators of Oppression* uses which skill?
- a. empathy
 - b. humiliation
 - c. exception questions
 - d. contracting

ANS: A PG: 53 EPAS: 2.1.4a

True or False Questions

16. Resilience theory does not apply only to children and families.

ANS: T PG: 61 EPAS: 2.1.3a

17. The life-span theory argues that as reserve capacity decreases, so does the potential for positive plasticity.

ANS: F PG: 61 EPAS: 2.1.3b

18. All children who experience trauma have negative developmental outcomes.

ANS: F PG: 56 EPAS: 2.1.3a

19. Focusing on resilience in individuals lends to both preventive and diagnostic approaches to clients.

ANS: F PG: 57 EPAS: 2.1.3b

20. Oppression psychology is a theory of the impact of societal oppression on vulnerable populations.

ANS: T PG: 50 and Glossary EPAS: 2.1.4a