

## Unit 5 Online Training Review Quiz

**1. We used 3 terms online to describe the various forms of communication. What were those terms? Define them.**

- a. Verbal – accounts for only 7% of a communication; this includes the words we use, our vocabulary, grammar,
- b. Paraverbal – accounts for about 38% of a communication; this is HOW we say what we say, includes inflection, pacing, pitch, rate, and tone.
- c. Nonverbal – accounts for over half.

**2. Name some of the factors that impact communication.**

- a. Quality of information (accurate?)
- b. Quantity of information (too much or too little?)
- c. Emotional state of both sender and receiver (tired, ill, hungry, angry, in crisis?)
- d. Cultural factors
- e. Language
- f. Beliefs, attitudes, assumptions (role of DCFS, police and CPS, etc.)
- g. Physical surroundings (noisy, chaotic, uncomfortably hot or cold, in court)
- h. Distance, proximity (across the yard or room, too near)

**3. Identify three (3) behaviors that enhance effective communication.**

- a. Appropriate and direct eye contact (given cultural considerations)
- b. Warmth and concern in facial and vocal expressions
- c. Eyes on same level
- d. Animated facial and verbal expressions
- e. Appropriate gestures with arms and hands
- f. Body leaning forward, attentive but relaxed
- g. Voice audible but not too loud
- h. Moderate rate of speech

**4. Identify three (3) behaviors that inhibit effective communication.**

- a. Avoiding eye contact or Staring - remember that rules about eye contact vary across cultures
- b. Positioning yourself higher or lower than the other person
- c. Nodding excessively
- d. Using your eyebrows excessively
- e. Pursing, biting, or compressing your lips
- f. Arms tightly folded
- g. Body turned away or at an angle
- h. Fidgeting, squirming, slouching
- i. Pointing finger for emphasis
- j. Mumbling, monotone or halting speech
- k. Looking at watch or phone
- l. Trying to do something else while talking
- m. Planning ahead what you will say next

**5. Examples of verbal barriers to communication. {hint: you may get one of these on a Sunday}**

- a. **Moralizing / sermonizing:**  
Messages framed in terms of “should” and “ought” often result in the client “shutting down” and becoming defensive.
- b. **Advising or giving suggestions prematurely:**  
Early advising is one of the most common mistakes made by people new to the field.
- c. **Persuading, lecturing, instructing, arguing:**  
Arguing with clients can cause the client to “dig in” or develop a stronger commitment to their viewpoint.
- d. **Judging, criticizing, or placing blame:**  
This type of verbal response violates one of the basic social work values of maintaining a nonjudgmental attitude and accepting the client where they are at

this time.

e. **Analyzing, diagnosing, making superficial or rigid interpretations:**

A “diagnostic” explanation of one’s behavior is inappropriate and counterproductive. People tend to resist attempts to classify their behavior.

f. **Reassuring, sympathizing, consoling, excusing:**

Reassurance and communicating support are appropriate at times. Inappropriate reassurance or consoling shows a lack of understanding of the complexity of the problem(s). Using this strategy can mean you miss the chance to help someone identify underlying feelings about the situation.

g. **Using sarcasm or humor, making light of the problem:**

Be careful that humor is not used to maintain a superficial or meaningless interaction.

h. **Threatening, warning, or counterattacking:**

The use of threats and warnings causes active opposition. Avoid. Using threats or attacking indicates strong negative feelings and/or inexperience.

**6. Empathic responding is a component of active listening. T or F**

TRUE

**7. How do you formulate an active listening response?**

- a. You think/feel \_\_\_\_\_ about \_\_\_\_\_ because \_\_\_\_\_. Is that right?

**8. List 3 phrases that are good “lead ins” to a reflective response.**

- a. You seem to be feeling...
- b. If I’m hearing you correctly...
- c. What I think I’m hearing...
- d. Listening to you, it seems that...
- e. Correct me if I am wrong, but I’m sensing that you...
- f. Perhaps you’re...

**9. When we refer to the “Multidimensional” nature of assessment, what does that mean?**

- a. The assessment of human problems involves multiple and complex factors, takes into account that human existence happens within multiple systems, all impacting our lives; no one explanation or reason provides an adequate picture of a person’s situation.

**10. Describe 2-3 ways that caseworkers can perform culturally competent assessments. Provide examples.**

Ask questions. Be curious. Read. Search out information from trusted resources.  
Recognize the limits of translations.

Allow more time

Gather thorough background and history.

Remember that culture influences how people understand, interpret and respond to themselves, others, and the world around them.

Keep in mind that the manner in which someone shows or expresses concern, fear, distress may vary from the “typical” way depending on culture.

- a. Tell me about your culture.
- b. Has your culture ever caused problems for you? How?
- c. Tell me about rituals and celebrations that were important in your family.
- d. Are there things that you did in \_\_\_\_\_(country or culture) that are misunderstood here? Tell me about that.
- e. What are rules about appropriate behavior? What is considered polite? Within the family. Within a social interaction.
- f. What are rules (or norms) in your culture about...?

**11. We outlined 3 different types of interviews in online training. Identify the types of interviews and list the purposes of those interviews.**

- a. Investigation
  - Determine if the child has suffered harm or is likely to suffer harm
  - determine the cause of the harm

- determine the nature and extent of the harm
- determine if the child is in immediate danger
- make a case determination gather forensic evidence for use in prosecution of the crime of child abuse
- set the stage for future work between the family and DCFS

b. Casework Assessment

- gather information about the family to assist the worker and agency in protecting the child and meeting the needs of the family
- identify the factors within the family that contribute to child maltreatment (risk factors)
- identify needs of family members
- identify strengths and support systems (resources) available to family members
- determine what needs to change
- determine level of cooperation with DCFS
- engage the family in planning for change
- gather the information necessary to the development of a case plan

c. Ongoing Assessment

- continue to identify factors within the family that contribute to child maltreatment
- determine if the child is in danger
- identify progress (or lack of) that family has made
- inform the case planning process
- NOT a social call

**12. What are the stages of an interview? Describe some of the tasks within each stage.**

a. Preparation

- What is the purpose of the interaction?
- Cultural considerations
- Case review
- Logistics

- Child/youth considerations
- Collaterals, law, previous FSW
- SOP tools,
- Supervisor consult
- b. Introduction/Engagement
  - Provide the first impression
  - Identify yourself and your agency
  - Avoid acronyms
  - Identify your role
  - Honest and direct – up front about who you are and why you are there
  - Establish your credibility
  - Continue to clarify your role
  - Acknowledge client's feelings about the interview process
  - Be aware of your feelings about the situation you are encountering
  - Build trust and rapport
  - Goal is to join with the family in a mutual problem solving effort
- c. Fact finding or Information gathering
  - Gather information – either related to a maltreatment investigation or for a casework assessment and
  - planning; clarifying information
  - Who
  - What
  - When
  - Where
- d. Closure
  - Summarize briefly and generally
  - Clarify if needed
  - Invite questions
  - Talk about what happens next
  - Review who will do what before you meet again
  - Set time to meet again
  - Thank the person
  - Switch to a neutral topic
  - Provide them with your contact information
- e. Documentation

**11. What is the FUNNEL approach to interviewing?**

- a. Starting general and becoming more specific.

**12. Name 4 common mistakes that less experienced interviewers sometimes make.**

- a. Not allowing silence
- b. Giving advice and solutions
- c. Interrupting
- d. Asking leading questions
- e. Stacking questions
- f. Dominating the interaction
- g. Parroting
- h. Overusing “stock” phrases
- i. Overrelating
- j. Dwelling on remote past
- k. Going fishing