



Expanding Cultural Competency for Clinicians Encountering Third Culture Kids (TCKs)

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Credit: One (1) Continuing Education Credit Awarded

Posttest (For reference only. You must take and pass the test online for CE credit.)

1. What is a TCK?
 - a. An individual who has lived in a variety of cultures and/or environments as an adult
 - b. An individual with an interest in living and experiencing various cultures and places
 - c. An individual who has built relationships to multiple cultures they have lived in without having full ownership in any
 - d. An individual with a strong desire to explore heritage, immigration and culture

2. One commonality NOT frequently reported by TCKs is
 - a. Feeling “out of sync” with their passport country peers
 - b. Experiencing minimal loss
 - c. Having a strong sense of where “home” is
 - d. Struggling to blend in to and navigate new environments

3. Families that most typically include children who identify as TCKs are:
 - a. Families with strong religious belief systems
 - b. Tight knit Families
 - c. Overseas Military, Business and Missionary Families
 - d. Families with parents from two or more different cultures

4. A frequently reported TCK dilemma is:
 - a. Lacking of a sense of belonging
 - b. Not growing up with Sunday family dinners
 - c. Feeling bored much of the time
 - d. Weak family support

5. A common hurdle identified by TCKs includes:
 - a. Identity Crises
 - b. “Repatriation” to an unfamiliar culture
 - c. The inability to make friends
 - d. A and B

6. Challenges faced by TCKs may often include all but which one challenge:
 - a. Disenfranchised grief
 - b. Delayed cognitive development
 - c. Prolonged adolescence
 - d. Asynchronous development

7. Providers encountering TCKs should consider each of the following except:
 - a. Helping with language and vocabulary to identify and talk about loss
 - b. Assessing for current effective supports
 - c. Differentiating between adjustment and more significant mental health problems
 - d. Recognizing that TCKs may have learned to drive on the left side of the road

8. Components to consider when working on building resilience include:
 - a. Meeting developmental milestones
 - b. Meaning making, identifying social supports and getting back to normalcy
 - c. Family as an ambiguous form of support
 - d. Identifying deeply hidden or denied anger

9. Losses that may need to be identified, named and grieved by TCKs may likely include any of the following except:
 - a. Loss of community and relationships
 - b. Loss of basic language acquisition skills
 - c. Loss of possessions including pets
 - d. Loss of status and identity

10. Each of the considerations for clinicians below are accurate except for which one of the following:
 - a. Technology has diluted connection and impedes maintaining global and long distance relationships
 - b. Increased research, awareness and understanding continues to help facilitate transitions for individuals and families with TCK identities
 - c. Increased understanding of repatriation needs for both children and adults has resulted in more understanding and increased resources around transitions and ambiguous loss
 - d. Globally supportive communities and colleges have emerged to support transitions for “global citizens”