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Continuing Education Unit Questions

**Mbizi: Empowerment and HIV/AIDS Prevention for Adolescent Girls in Botswana
(Amy Nitza, Bagele Chilisa, and Veronica Makwinja-Morara)**

1. Which of the following is NOT a goal of the Mbizi group model as described in this article?
 - a. Critical examination of dangerous cultural practices that influence girls' sexual decision making.
 - b. Awareness of important new issues in HIV transmission including mother-to-child transmission and the role of male circumcision.
 - c. Development of skills needed by members to effectively cope with barriers they face.
 - d. Development of a peer support network for dealing with challenges.

2. Specific skills to be addressed in the Mbizi group are:
 - a. HIV prevention methods including abstinence and proper condom use.
 - b. Conflict resolution, communication skills, and assertiveness.
 - c. Identified via a needs assessment conducted prior to the beginning of the group.
 - d. Decided based on the expressed needs of the members during the goal setting process.

3. Recommendations in planning for this particular group include all of the following except:
 - a. Combining male and female group members to promote effective communication between genders.
 - b. Utilizing male and female co-leader pairs who can model healthy gender roles and communication.
 - c. Having at least one leader who speaks Setswana fluently.
 - d. All of the above are recommendations for this group

**Promoting Distributive Justice for Intimate Partner Survivors with Group
Intervention**

(Krista Chronister and M Meghan Davidson)

4. Women lose how many paid days of work every year because of violence perpetrated against them by an intimate partner?

- a. 5 million
- b. 8 million
- c. 10 million
- d. 12 million

5. Researchers have documented which outcomes for women survivors who participate in ACCESS?

- a. Increased vocational self-efficacy
- b. Increased motivation
- c. Increased critical consciousness
- d. All of the above

6. It is theorized that the process of critical consciousness leads to which of the following?

- a. Stronger identification with oppressed groups
- b. Liberation behavior
- c. Increased community engagement
- d. Self-esteem

**Justice Making in Groups for Homeless Adults: The Emancipatory Communitarian
Way**

(Michael Brubaker, Michael Garrett, Edil Torres-Rivera, and Kevin Tate)

7. Which of the following is NOT one of the suggested ways that Emancipatory Communitarianism (EC) creates an empowering environment for adults who have become homeless?

- a. By encouraging clients to deconstruct their history of oppression
- b. By persuading clients take responsibility for their personal shortcomings
- c. By helping participants take responsibility for their choices in the present
- d. By helping counseling groups to identify positive ways to contribute to the greater social good.

8. According to the article, who of the following should counselors carefully screen when implementing an EC group?

- a. men who are chemically dependent
- b. women who are living with their children
- c. adults have experienced natural or human-made traumas
- d. adults who have experienced oppression because of their homeless status

9. According to the Three-Phase EC Model of Group Work, which group goal is central in the first phase?

- a. discovery and volunteerism
- b. triggering a problematization
- c. establishing a community project to focus the group
- d. understanding the relationship of historical context to self and community

Honoring the Ways of American Indian Women: A Group Therapy Intervention

(Paula McWhirter, Rockey Robbins, Karen Vaughn, Natalie Youngbull, Derek Burks, Sadie Willmon-Haque, Susan Schuetz, Joyce Brandes, Andrea Zainab Omidy Nael)

10. Which of the following was not listed as a goal of the intervention reviewed in the article:

- a. to promote hope and a positive sense of self and well being
- b. to improve acceptance and trust in self
- c. to promote greater acceptance in one's tribal customs and traditions
- d. to improve acceptance and trust in other women inter-tribally

11. Which of the following statements is true according to the authors:

- a. The Narrative approach holds that reality is created through interaction with others.
- b. The Narrative approach holds that reality is absolute and its identification is a primary task of the therapist.
- c. The Narrative approach holds that reality is created through the story and its telling.
- d. The Narrative approach holds that reality is best interpreted with input from all group members collectively.

12. Which of the following list includes topics not among those included in the described intervention:

- a. self-exploration, aging, body image
- b. work, friendship, nurturance/motherhood
- c. work, childhood, alcoholism
- d. love commitment, aging

**Experiences of School Counselors-in-Training in Group Work with LGBTQ
Adolescents
(Kristopher Goodrich and Melissa Luke)**

13. Where does the American School Counselor Association affirm the role and responsibilities of school counselors with LGBTQ youth?

- a. Their ethical standards
- b. A position statement
- c. Both their ethical standards and in a position statement
- d. None of the above

14. What instruments did researchers use to study the experience of school counselors-in-training?

- a. Trainees' subjectivity journals
- b. Observer notes
- c. Researchers' subjectivity journals
- d. All of the above

15. The findings of this study suggest that school counselors-in-training grew in their:

- a. Knowledge of LGBTQ adolescents
- b. Skills in group co-facilitation
- c. Awareness of concerns of LGBTQ youth
- d. All of the above

**The Dimensions of Social Justice Model: Transforming Traditional Group Work
into a Socially Just Framework**

(Manivong Ratts, Loni Anthony, and KristiAnna Santos)

16. In this article, social justice is described as both a process and a _____.
- a. transition
 - b. goal
 - c. challenge
 - d. perspective
17. Whose developmental model of group work was used as a framework in developing this social justice model?
- a. Yalom
 - b. Erikson
 - c. Tuckman & Jensen
 - d. Bowen
18. How is this social justice model organized?
- a. linear-stage like steps
 - b. independent processes that cannot co-occur
 - c. dependent processes that must be achieved in order to advance to the next stage
 - d. fluid stages where individuals can go back and forth between stages

Recognizing members' experiences of oppression and marginalization in group process: Strategies for group counseling practice

(Theodore Burnes and Katherine Ross)

19. An analysis of current group counseling practice and training suggests that traditional group theory (e.g., Yalom, 1995; Brabender, 2002):

- a. often do not address how group counselors should work with oppression and marginalization.
- b. does not address how counselors can facilitate conversations about diversity and multiculturalism that occurs between group members within a group counseling setting (Smith & Shin, 2008).
- c. does not address how counselors advocate for equality and use the group counseling modality to promote social justice.
- d. highlights that there is a clear need for theories and techniques of group process that are designed to incorporate social justice-based approaches to group theory (Fambrough & Comerford, 2006; Macnair-Semands, 2007; Smith & Shin).
- e. All of the above.

20. Which of the following is untrue?

- a. Some scholars (e.g., Black and Stone, 2005) have documented that oppression is often allowed to occur in group settings because group members' privilege is left unchecked and unchallenged.
- b. It is important to define terms such as "privilege" and "oppression" for clients receiving groups counseling services.
- c. It is important for group counselors to examine and discuss privilege within the context of multiple oppressions in order to include issues surrounding sexual orientation, socioeconomic status, age, differing degrees of ability, and religious affiliation.
- d. It is important to recognize that social privilege and the resulting oppression can only be counteracted through the group leader's social justice work if the leader identifies with a culturally disadvantaged group/community