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Continuing Education Unit Questions

Post-Disaster Social Justice Group Work and Group Supervision
(Fred Bemak and Rita Chi-Ying Chung)

1. Identify which one of the following is *not* essential in post-disaster counseling:
 - a. reconstruct meaning for one's life
 - b. create psychological safety
 - c. reestablish social connections
 - d. change one's personality

2. During Phase II of the Disaster Cross-Cultural Counseling model it is important to:
 - a. depend on usual ways of coping
 - b. try and avoid the intense issues of pain and loss in order to feel better
 - c. find new ways to handle the post-disaster situation
 - d. reminisce with others about better times in the past

3. There are three components to group supervision in the DCCC model. Which one of the following is *not* one of the three components?
 - a. practicing and role playing counseling sessions
 - b. clinical supervision and skill development
 - c. infusing social justice action personal healing
 - d. working with countertransference

4. An important aspect of the DCCC model is to:
 - a. generate activities to take clients' minds off the destruction
 - b. get people back to work as soon as possible
 - c. help foster psychological stability.
 - d. Assist people in relocating to another geographical area

5. Guidelines have been identified for doing post-disaster work. Which one of the following is included in these guidelines?
 - a. people should expect and be prepared for disasters
 - b. use of traditional counseling methods is important in post-disaster counseling
 - c. clinical diagnoses are important and helpful during a post-disaster situation
 - d. mental health support following a disaster does not follow traditional practices and is frequently more practical than psychological in nature

The LGBTQ Responsive Model for Supervision of Group Work
(Kristopher M. Goodrich and Melissa Luke)

6. Advantages of having parents involved in prevention programs with their children include all of the following except which of the following?
- a. They gain knowledge about child sexual abuse and techniques to assist their children
 - b. They will not be better equipped to identifying child victims and responding to disclosures.
 - c. They will learn ways to communicate about child sexual abuse to their children
 - d. They can test children's knowledge at home
7. Although children can be victimized at any age, the group at highest risk appears to be those aged _____.
- a. 5 to 8 years of age
 - b. 14-18 years of age
 - c. 7 to 15 years of age
 - d. 7 to 13 years
8. According to England and Connors (2004), educational groups can have _____ membership.
- a. open
 - b. closed
 - c. on-going
 - d. limited
9. All of the following except one were components of the *Parents as Teachers of Safety* program. Which one was not a component?
- a. General safety rules
 - b. Communication skills
 - c. Assertive responses: saying no
 - d. The importance of keeping secrets
10. One of the biggest challenges in the parent portion of this program was the parents' resistance to:
- a. teaching their children the correct names for private parts
 - b. reading their children books on safety
 - c. having them attend the sessions
 - d. getting parents to pay attention to videos

**Reclaiming the MaidenL Use of Archetypes in a 6-Week Women's Empowerment
Group
(Anneliese Singh and Christy D. Hofsess)**

11. The Tiger Mother story helped group members:
 - a. Explore the concept of boundaries within the woman of the world archetype
 - b. Explore the concept of motherhood within the woman of the world archetype
 - c. Explore the concept of power within the maiden archetype
 - d. Explore the concept of motherhood within the maiden archetype

12. A primary theme of the archetype of the maiden as used in the group represents:
 - a. Women's sexuality
 - b. Women's intuition
 - c. Women's playfulness
 - d. Women's freedom

13. Who was the psychologist whose work most influenced this intervention?
 - a. Jung
 - b. Rogers
 - c. Pinkola-Estes
 - d. Johnston

14. The author's cite Horne (1999) to support the following position.
 - a. Archetypes can be useful in helping college women identify common developmental struggles.
 - b. Group work can be a place for women to cope with interpersonal stressors.
 - c. Archetypes can help women understand their interpersonal stressors more intimately.
 - d. Group work that is empowerment focused can encourage women to be self-advocates for positive change in their lives.

15. The benefit(s) of a 6-week Women's Empowerment Group include:
 - a. Challenging the idea that the use of archetypes is most effective in long-term, individual psychoanalytic work.
 - b. Creating an effective solution to meeting the needs of university women within a short-term model.
 - c. Providing university women the opportunity to explore their developmental challenges in a supportive environment
 - d. All of the above

**The Goal Wheel: Adapting Navajo Philosophy and the Medicine Wheel to Work With
Adolescents
(Holly Garner, Mary Alice Bruce, and John Stellern)**

16. The Goal Wheel is based on philosophies directly from the
 - a. Mongolian peoples of Eastern Asia
 - b. Kisii tribe of Kenya, East Africa
 - c. Khugyanis of Pakistan's Punjab Province
 - d. Brazilian Tupinambá tribe
 - e. Navajo Nation

17. The Goal Wheel is designed to support adolescents by
 - a. Identifying the mistakes of others
 - b. Setting meaningful goals
 - c. Achieving a daily goal related to homework
 - d. Appealing to parents
 - e. Using the school's reward system

18. The medicine wheel involves
 - a. Colors
 - b. Cardinal directions
 - c. Seasons of the year
 - d. Emotions
 - e. All of the above

19. Adolescent group counseling can be particularly effective due to
 - a. Questions of sexuality
 - b. Relationship issues of adolescence
 - c. Positive modeling and reinforcement
 - d. Established timelines
 - e. Police presence as appropriate

20. One of the theories germane to the Goal Wheel is
 - a. Bandura's Social Learning Theory
 - b. Skinner's Operant Conditioning
 - c. Cattell's Intelligence Theory
 - d. Wechsler's Success System
 - e. Ellis' Rational Emotive Behavior Therapy