CHAPTER 8

Diversity Issues in Group Work

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Chapter Key Terms

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Agent Group
ACA *Cross-Cultural Competencies and Objectives*
ASGW *Principles for Diversity Competent Group Workers*
Autonomy
Collectivism
Conformity
Contact
Corrective recapitulation
Cultural encapsulation
Culture
Discrimination
Dissonance
Diversity
Emic
Ethnocentrism
Ethnicity
Etic
Generic social identity development model
"Good enough basic trust "
Group cohesion
High-context communication
Individualism
Identity development models
Immersion
Internalized oppression
Introspection
Kinesics
Low context communication
Multiculturalism
Oppression model
Paralanguage
People of Color Racial Identity Model
Personal responsibility
Prejudice
Privilege
Progressive awareness
Proxemics
Race
Resistance

Racial/Cultural Identity Development Model (R/CID)
Shifting protective strategies
Stereotypes
Social identity groups
Socializing techniques
Social microcosm
Stereotypes
Structural discrimination
Therapeutic factors
Three Levels of Identity (individual, group, and universal)
Universality
White Racial Identity Ego Statuses
White Racial Identity Model
Worldview

Chapter Summaries

CHAPTER 8

Diversity Issues in Group Work

Multicultural counseling has been termed the fourth force in counseling. It logically and practically extends into multicultural group counseling. The integration of the two specializations in counseling offers considerable promise for marshaling the resources of the behavioral sciences to facilitate future human development in the context of cultural diversity.

In this chapter, the author has defined a relevant view of multicultural counseling and multicultural group counseling. The author highlighted some of the many promises and challenges of this important work. One of the valuable aspects of this chapter is its thorough presentation and defining of terms and concepts. Furthermore, many of the theoretical models informing multicultural counseling are presented. These predominantly include racial identity development models, social group identity development, and group development models, but extend into models such as the Oppression model and value-orientation model.

This chapter reviewed the curative factors of group counseling in light of multicultural counseling with groups. Group development theories are also discussed with consideration of diverse group membership. For each stage of group development, implications and basic concerns are presented. The effects of diversity on leadership, prescreening, pregroup orientation, and other operational and organizational issues are also included.

Chapter URLs

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Association for Specialist in Group Work
http://www.asgw.org/

Code of Ethics and Standards of Practice of the American Counseling Association
http://www.counseling.org/

Counselors for Social Justice
http://www.counselorsforsocialjustice.org/

Association for Multicultural Counseling and Development
http://amcd-aca.org/amcd/

ASGW Principles for Diversity-Competent Group Workers
http://www.asgw.org/diversity.htm

Test Your Knowledge

CHAPTER EIGHT

Diversity Issues in Group Work

1. T   F   Changing demographics and the acknowledged priority of developing cultural competence in both counselors and group workers places diversity issues as a primary concern of group workers

2. T   F   U.S. Census Bureau projections estimate that racial and ethic minority populations will decrease from approximately 50 percent down to near 30 percent of the population by the year 2050

3. T   F   Social identity groups are described as a collection of people who share physical, cultural, or social characteristics within one of the categories of social identity.

4. T   F   The social identity group categories generally included in discussion of diversity are race, ethnicity, gender, sexual orientation, socioeconomic status, disability, age, and religion

5. T   F   The Smith and Kehe (2004) defined multiculturalism as a categorization of individuals based on skin color and other physical attributes, historical geographic origin, and the perceptions of the dominant group.

6. T   F   Sue and Sue (2003) conceptualized of five levels of identity related to race.

7. T   F   One critique of racial/cultural identity models is that they lack an adequate integration of gender, class, sexual orientation, and other sociodemographic group identities.

8. T   F   The first stage of R/CID is conformity and is marked by strong preference by minority racial and cultural individuals for dominant culture values over those of their own groups.

9. T   F   According to Sue and Sue (2003) the group level of identity is shaped by an individual's unique genetic variation and non-shared experiences.

10. T   F   According to the R/CIC model, an individual in the resistance and immersion stage endorses minority-held views to the exclusion of dominant group values and views.

11. T   F   According to the chapter, people experience several stages of social identity development simultaneously and thereby live a blend of social identities that result in complex views of themselves and the world.

12. T   F   The collection of social identities with more power constitutes what is known as the dominant or agent group.

13. T   F   Target groups are social identity groups that have more power. Target implies this groups desired or "targeted" status.

14. T   F   Privilege is much easier to identify and eradicate than overt discrimination since the key characteristics of privilege are that privileged groups 1) understand the target group 2) are much more likely to see disadvantage than racists.

15. T   F   Three necessary counselor characteristics of ACA's cultural competency include: 1) awareness of own assumptions, values, and biases, 2) understanding the worldview of the culturally different client, and 3) ability to refer when a counselor doesn't know an appropriate intervention strategies.

16. T   F   High context communication relies largely on the verbal content of communication.

17. T   F   Prejudices are judgments of social identity groups or group members made without adequate information or contact.

18. T   F   Prescreening is often done the same regardless of diversity.

19. T   F   Group members with target identities may be pressured into roles such as representative of their identity group or educator of agent group leaders or members.

20. T   F   Culturally appropriate structured activities may ease the diverse group through this early phase, though such activities should not be overused since they may decrease spontaneity and keep the group at a superficial level.

Chapter 8 Answers
1 T, 2 F, 3 T, 4 T, 5 F, 6 F, 7 T, 8 T, 9 F, 10 T, 11 T, 12 T, 13 F, 14 F, 15 F, 16 F, 17 T, 18 F, 19 T, 20 T