2. Social Cultural Diversity

1. Demographics and other characteristics in the U.S.

- Hispanics (over 41 million) encompass more than 20 nationalities with Mexican and Puerto Rican the largest groups.
- By 2050, all the minority groups combined will become larger than the Non-Hispanic White population.
- Over 20 percent of the population over 4 years of age speaks a language at home other than English.
- The median age of the U.S. population is over 37-the oldest ever; non- Hispanic Whites are the oldest group.
- The aging of the baby boomers (born between 1946 and 1964) continues to result in the graying of the U.S. About 10,000 baby boomers reach 65 years of age every day. Over 14.5 percent of the population is over 65.
- The baby busters (born between 1965 and 1976) are sometimes referred to as 'Generation X.' They are characterized by seeking stimulation wanting the facts -- the right answers, wanting exciting, non-boring jobs, and keeping options open.
- Millennials (Echo Boomers, Internet Generation, Nexters, and Generation Y) follow Gen X individuals. They were raised to be self-confident, tech aware, goal oriented, civic minded, and multiculturally inclusive.
- More than 50 percent of marriages begin as cohabitations decreasing the marriage rate, increasing the age of first marriage, and increasing the number of children born out of wedlock. Over 40 percent of children are born to unmarried women.
- Under 20 percent of households consist of a married couple and their children; families are averaging about two children; 10 percent of grandparents live with a grandchild.
- Over 40 percent of first marriages end in separation or divorce. Remarriages have declined in number as cohabitation has become more accepted.
- 'Sandwich generation' parents are those who are caring for their own children as well as their elderly parents.
- Females comprise about 51 percent of the population; for anyone born now in the U.S., life expectancy is about 79 years of age.
- Women comprise about 47 percent of the labor force. They are nearly twice as likely as men to work part-time and nearly 50 percent work in public sector jobs.

2. Socialization processes
Biological factors, including hormones, influence development. Many social factors interact with biological and physical characteristics during the individual's development.

Some major social factors are:
- Parents and parenting styles such as authoritarian and permissive

- Peers and the modeling of peer behaviors including play
- Television is the most influential mass medium affecting children's behavior.

Most children achieve a sense of being male or female, gender identity, by the age of three.

Each gender has a role, a set of gender expectations prescribing how girls and boys should think, act, and feel. These expectations are promoted by family, school, religion, peers, culture, and society in general.

3. People are products of five different cultures
- **Universal:** as human beings we are biologically alike; we have the same biological needs.
- **Ecological:** humans are influenced by where they live such as northern versus temperate climates. Language is influenced by the region we live in-also by what we eat, wear, and live in.
- **National:** this represents a country often with one predominant language. A central government establishes laws, policies, and institutions. Each country has a world view and citizens socialize each other accordingly through education and other means.
- **Region:** this is a culture specific to a region within a nation. In the U.S., this could be the South, Midwest, etc.
- **Racio-ethnic:** race refers to assumed biological differences including physical features that are used by people to identify majority and minority groups. One may be treated as inferior; race related cultures develop. **Ethnic** refers to practices, language, and learnings of a group and style of living which are often regionally or culturally based.

4. Differences within ethnic minority groups
Most ethnic group minorities are characterized by large differences between members of the group. These differences are found across a range of variables including values, attitudes, behaviors, education, racial identity development and acculturation. Socioeconomic differences within an ethnic group must also be recognized.

5. Culture and social class
- **Culture is the set of values** and behaviors that are learned and passed on within an identifiable community. It includes the symbols and products of that community including such things as language, music, food, and rituals.
- **Social class** relates to differential levels of material possessions or economic advantage including assets and money.
- **Related to social class** are values, language, interpersonal relationship style, worldview, different levels of opportunity, respect and influence.

- Counselors and clients are the products of their respective cultures and social class. In cross cultural counseling, the behaviors, thoughts and values of clients must be viewed from that culture's perspective.

6. Cultural pluralism
Cultural pluralism refers to the broad categories of individuals who may have special concerns and needs or seek respect, representation, and development in society. These categories include: racial, ethnic and religious classifications, women, elderly, single-parent families, divorced, handicapped, gays and lesbians, poor, children, and young adults.

7. Cultural norms
These norms represent a group's basic interpretation of life.Norms provide the values for living and lifestyle.

8. Prejudice
Prejudice is a preconceived judgment or opinion without just grounds or sufficient knowledge. Prejudice may be positive or negative. It is often an irrational attitude or behavior directed against an individual or group. Many 'isms' exist such as racism, classism, ageism, sexism, weightism, and handicapism.

9. Racism
Racism is the belief that some races are inherently superior to others. It can be expressed on an:
- individual basis
- institutional basis
- cultural basis (all or most members of a society express it)

Disproportionality is the process of treating some school-age children differently than others by referring them to special education or disciplinary procedures. The result is these children may experience unneeded special services, less-rigorous curricula, lower expectations, and more disciplinary consequences.

10. Ethnocentrism
Ethnocentrism is the belief that one's own group is the center of everything; it sets the standard. This may cause intergenerational conflict when younger members begin to adopt attitudes and behaviors of other cultures around them.

11. White privilege
This refers to the subtle advantages and entitlements that European Americans (whites) experience, usually without their awareness. Such individuals have been raised with the perception that their lives are normative, average and ideal and that the lives of other white people are the same. Benefits and entitlements accrue to white men. White

women and other white individuals of special groups such as sexual minorities and people with disabilities, would experience the privilege differentially.

12. Acculturation and assimilation
- **Acculturation** is the extent to which an individual from a racial or ethnic minority adopts and incorporates the values, beliefs and customs of the dominant culture.
- **Assimilation** is the extent to which an individual has changed so much that he or she is absorbed into the dominant group losing their own original values and behaviors.

13. Cultural differences
Historically, the scientific literature argued for differences between minorities and whites. Pathology and deficiency were more associated with minorities. Arthur Jensen and others suggested genetic differences in intelligence. *The Bell Curve* by Hernstein and Murray, continued that line of thinking. Testing for differences predictably found differences between cultural and racial groups, often a function of the assessment instruments. Environment and class factors explain academic achievement differences.

14. Cultural encapsulation
From Gilbert Wrenn, this term refers to:
- the substitution of model stereotypes for the real world;
- disregarding cultural variations-believing in some universal notion of truth
- use of a technique-oriented definition of the counseling process. For example, a Gestalt therapist might only use certain Gestalt techniques, no matter who the client or what the problem.

15. World view
Worldview is how an individual perceives his or her relationship to the world including its institutions, other peoples, things, and nature. World views are comprised of our attitudes, values, opinions, and concepts and affect how we think, make decisions, behave and define events.

Two views of the world are:
- **Emic:** the belief that you need to understand and help groups from their perspectives-their culture-a specific focus.
- **Etic:** the belief that you have a global view of humanity, that is, we are more similar than different. The focus is on the similarities instead of the differences.

16. Multicultural counseling
This is counseling which addresses and comprises all components of various cultural environments together with pertinent theories, techniques, and practices of counseling. Cross-cultural counseling takes place within the larger socio-political environment which cannot be ignored.

Counseling might involve network therapy. Such network therapy may include intervention with immediate family members, extended family and important persons in the client's community including religious/spiritual leaders and other respected individuals.

Introductions may be important; someone from the culture (a respected person. perhaps) could introduce the counselee to the counselor. To be effective with many cross-cultural clients, the counselor may need to foster a relationship on a personal level through 'small talk' and more personal sharing than may be true with white clients. With Hispanics, the counselor must be sensitive to and aware of 'familism,' the client's strong identification with and attachment to family.

Ivey, A E., D'Andrea, M. J., and Ivey, M. B. (2011) developed a multicultural counseling theory and believe multicultural counseling should make use of indigenous helping roles and strike a balance between individual, family and cultural issues.

Atkinson suggested that the traditional 'time-bound, space-bound, cathartic psychotherapy ' may not be relevant to many cross-cultural clients.

The following roles of the counselor may be more relevant: advocate, change agent, consultant, adviser, facilitator of indigenous support systems, and facilitator of indigenous healing methods.

17. Counselors have underlying assumptions (typical of white middle-class counselors)
- concern and respect for the uniqueness of clients
- emphasis on inherent worth and dignity of all regardless of race, creed, etc.
- high priority placed on helping others reach their self-determined goals
- valuing freedom and opportunity to explore one's characteristics
- future oriented promise of a better life

White counselors often have a Eurocentric perspective and view of the world. There is a need to ascertain the assumptions which cross-cultural clients bring.

18. Characteristics of counseling
The following characteristics may pertain to counseling:
- **Culture-bound values:** counseling tends to be individual centered with verbal/emotional and behavioral expressiveness, with defined communication patterns, openness and intimacy.
- **Class-bound values:** strict adherence to a time schedule (50 minutes, each week), ambiguous/unstructured approach to problems, and seeking long-range goals or solutions.
- **Language variables:** there is use of Standard English and the emphasis is on verbal communication.

These values and use of language could be sources of conflict between the counselor and culturally different client.

19. Issues of culture and class in cross cultural counseling

- **Normative behavior:** each culture has a set of norms pertaining to almost every phase of existence.
- **Structuring:** defining the counseling situation may be necessary. Client and counselor roles may need to be defined.
- **Transference and Countertransference:** feelings and attitudes toward each other's culture are likely to be present.
- **Language:** verbal and nonverbal language may be highly specific to cultures; there may be little or no English spoken.
- **Personalism:** clients from some cultures like to get to know the counselor first as a person.
- **Diagnosis:** there must be sensitivity to making judgments about clients and their problems: what is 'strange' to you may not be strange to them. Use of tests may be contraindicated.

20. Responsibilities as Counselors

- Confront, become aware of biases, stereotype, values, etc.
- Become aware of culturally different worldviews, values, biases, etc.
- Develop appropriate help-giving practices, intervention strategies, ect. that take into account the historical, cultural, political, and environmental experiences and influences of the culturally different.
- Develop awareness for and competence in client/student advocacy, systems advocacy and social/political advocacy. The ACA Advocacy Competencies can be found in 8.Professional Orientation and Ethical Practice Comps Preparation Study Section.

Additional suggestions include the following from ACA Past President, Cirecie West-Olatunji: develop an awareness of transnationalism, access and use culture-centered interventions, understand the intersectionality of multiple identities within the same individual, and understand the diverse White identities.

Hanna and Cardona in a Journal of Counseling and Development article believe counselors working cross-culturally should use a variety of techniques to help the client achieve freedom from any ongoing oppression they feel. Without achieving this freedom, they will continue to experience pain and anger.

21. Racial/Cultural Identity Development Model

This is a conceptual framework to help counselors understand the attitudes and behaviors of culturally different clients. These have implications for counseling.
Five stages of development of a minority individual:

- **Conformity:** self-depreciation attitude and identification with the majority.
- **Dissonance:** current self-concept is challenged; there is a conflict between appreciating and depreciating self.
- **Resistance and Immersion:** the individual accepts/endorses the minority views and rejects the majority resulting in self-appreciating.
- **Introspection:** the individual moves from the intensity of feelings in the Resistance & Immersion stage and becomes concerned with the basis of self-appreciating.
- **Integrative Awareness:** the individual can own and appreciate minority and dominant aspects of both cultures.

In writing of this process, Janet Helms speaks of ego statuses (not stages) and suggests a dynamic evolution rather than static structures or types. Some believed this process occurred for Whites as well as people of color.

22. White identity development model

Whites may go through similar racial/cultural identity development because they also experience societal forces including racist attitudes and beliefs. The same stages are possible, culminating for some whites in integrative awareness from which a nonracist identity emerges.

23. Counselor training issues

Counselors should develop competencies in cross-cultural counseling. Courses should include a consciousness-raising component, an affective component, a knowledge component, and a skills component. Training programs should realize that we are feeling, thinking and behaving, social, cultural and political beings. This might be termed 'systematic eclecticism.' In addition to affective empathy, counselors may develop cognitive empathy. This reflects the counselor's learning about the client's cultural background, daily life, hopes, fears, and aspirations.

24. Cross-cultural family counseling

Because of between and within family differences in a culture, the family counselor must learn about the counseling issues within the particular family in its particular culture. World views and values of family members should be ascertained. Traditional cultural family structure and extended family ties must be recognized. Family members' interpersonal relationships must be identified. The cross-cultural family counselor should identify the usual help-giving networks and structures- which already exist for the cross-cultural family.

25. Gender-based counseling

Counselors must be aware that men and women have been socialized differently in this country. Stereotyping and such issues as societal discrimination and different role expectations are based on gender.

Counseling women
- The application of long-standing theories of development and personality to women may be inappropriate because of their focus on men. Women's development, interactions and expressive patterns are different than men's.
- **Sexism** is the belief that women should be treated differently because of and not according to their abilities. Women are more susceptible to some psychological problems (e.g., depression) than are men.
- Women are more apt to initiate counseling than men, and to be more emotionally expressive. Focus must include attention on their unique attributes, history, and socialization patterns. Developmental and physiological issues cannot be ignored. Many women experience conflicts in the multiple roles they are expected to fulfill including childbearing and child-rearing, homemaking, and career.
- The feminist approach to therapy directs awareness of counselors to the historical oppression, marginalization, and cultural limitations to which women have been subjected.

Counseling men
- Socialization patterns for men include expectations that they be active, competitive and generally, emotionally unexpressive. Their lives are more clearly laid out for them in terms of work and family responsibilities. The words and behaviors men use are less revealing of their inner worlds.
- Men are less apt to initiate counseling than women, and once there tend to deal with their problems cognitively rather than affectively. Denial of problems and feelings, or simple inability to express them, may characterize the male in counseling.
- Men in counseling may be very goal oriented.
- Group work for men may be effective in allowing members to build a community, make them aware that other men have similar problems, and provide a comfort level to challenge each other around defenses and denials.

26. Counseling lesbian, gay, bisexual and transgendered persons
Counselors should be aware of the history of abuse and discrimination which gay, lesbian, bisexual, and transgendered persons have experienced and continue to face. The emotional and psychological difficulties of 'coming out' to family, significant others, and in school and workplace are often overwhelming. Counselors must educate themselves about different sexual orientations and be able to assist their clients, not just in problem resolution and adjustment, but in accommodating themselves to an often hostile world. It is important for counselors to let clients know that they are accepting and sensitive to clients with varying sexual orientations. The last ten years have seen significant progress on behalf of the LGBT population which include:
- According to a 2011 UCLA Survey, 3.5 percent of Americans identify as lesbian, gay or bisexual.

- As of 2013, 14 countries had legalized same-sex marriages.
- As of 2013, the US Supreme Court ruled the US Congress-passed Defense of Marriage Act was unconstitutional. State laws banning same-sex marriages began to fall and as of 2014, no state law banning same-sex marriage was legal although a few states were still appealing.
- About 91 percent of Fortune 500 companies protect workers based on sexual orientation.
- Gay-Straight Alliance clubs inhigh schools grew in number to o\'er 5,000.
- The number of openly LGBT elected state and national officials is increasing each year. All states have such openly identified individuals.

27. Social influence model of counseling
Stanley Strong viewed counseling as an interpersonal influence process. The counselee may view the counselor as having these characteristics:
- **expert:** has formal training, experience, and special knowledge
- **attractive:** the counselor is perceived as similar to the client; the client has a desire to gain the counselor's approval,
- **trustworthy:** the counselor is perceived as wanting to help and is caring.

28. YAVIS and QUOID
Acronyms for certain kinds of (desirable and undesirable) clients:
- **YAVIS:** Young, Attractive, Verbal, Intelligent, Successful
- **QUOID:** Quiet, Ugly, Old, Indigent, Dissimilar culturally

29. Motivation
- **Intrinsic motivation** -- internal desire to be competent and to do something for its own sake.
- **Extrinsic motivation** -- drive to do something influenced by external rewards and punishments.

J. Rotter and others formulated the concept of internal-external control.
- **Internal control:** this is the belief that rewards and satisfaction are contingent on their own actions and that people can shape their own fate.
- **External control:** this is the belief that events occur independently of their own actions and that the future is determined more by chance and luck.

Attribution theory -- the explanations (causal attributions) we offer for our out- comes influence our future expectancies of success and our future motivation to succeed.

30. Self-fulfilling prophecy
This is an expectation that individuals will act in a certain way. It is a powerful attitude especially significant in its ability to influence school children's performance. Differential expectations by teachers of various racial and ethnic minorities based on stereotypes are common. 'Bloomers' are those expected to perform well.

31. Disability and handicap

A disability is the actual physical or mental limitation. A handicap exists if the disability impacts performance in one or more of life's major roles because of some barrier, e.g., the need for a ramp to access a place of employment. Alternative conceptualizations of handicap are: physically challenged, mentally challenged, other-abled or differently-abled, and 'handicapable'.

32. Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

In 1997, IDEA replaced PL94-142 Education for All Handicapped Children's Act.
The provisions of IDEA 2004 include:
* free, appropriate public education must be assured to all children and youngsters between 3 and 21,
* these individuals with handicaps will be placed in the least restrictive environment,
* each person has an individualized education plan (IBP), and
* children with qualifying disabilities attending private schools or those institutionalized are also eligible for services.

Furthermore, the law provides for supplemental funds to communities for services to eligible children from birth through age 2 if the state meets requirements of the law.
The law requires that children with disabilities should be placed/educated with other children including those without disabilities. Mainstreaming and inclusion can be inferred from the language in the law.

33. Americans with Disabilities Act (ADA-1990)

The act prohibits employers of 15 or more workers to discriminate in employment (or even applying for employment) against the disabled (including substance abusers who are in rehabilitation, AA, etc.). The act also prohibits discrimination in public and private transportation as well as access to public buildings and facilities.Officially, a disability substantially limits the individual in one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, learning and working. Based on 2010 data, the US Census Bureau estimates there are over 56 million Americans with varying degrees of disability. The increasing older population is a prime contributor to this estimate.

34. Older Adults

Over 14 percent of the population is 65 and over. At age 65, the individual has a life expectancy of about 20 years. The oldest old (85 and over) numbered about 6 million in 2012. **Ageism** includes negative attitudes and stereotypes which may suggest that older people are incompetent, forgetful, and useless.

Characteristics of older adults:
* By age 60 to 70 most adults have a physical impairment such as a chronic disease, sensory impairment, etc.
* Some intellectual decline into the 70s is possible but not inevitable.

- Most characteristic personality traits remain stable.
- Estimates suggest 10 percent of older adults may have depression and other mental illness.
- Few older adults receive mental health services.
- Typical issues older adults contend with include: loss -death of friends and spouse, retirement and increased leisure time, physical changes, changing family roles including dealing with adult children.

In counseling older adults, help them:
- build and maintain positive attitudes toward their worth and dignity
- educate society and advocate for a change in attitudes about obsolescence
- use a problem-solving approach; deal with specific and immediate problems
- use a structured life review process to integrate the past and prepare for the future

In terms of older workers, they:
- tend to have longer unemployment periods than younger ones
- their intellectual functioning is not impaired
- there is a persistent and progressive decline on speeded tasks
- their age is related positively to overall job satisfaction
- there is an increasing need for security and affiliation

35. Family abuse and violence

Child abuse and neglect is sometimes referred to as child maltreatment.
- Abuse and neglect can be physical or psychological.
- Abuse occurs in all ethnic groups and cultures as well as at all socioeconomic levels.
- Most at risk may be children from families under stress including single parent families with few resources or social support.
- Often the family believes in physical punishment. Hyperactive, irritable, ill, premature and defiant children are more apt to be abused than others.
- Although not definitively documented, most experts believe that there is a greater tendency to abuse as an adult by someone who was abused as a child.
- Child sexual abuse occurs most often between the ages of 7 and 13 by a male known to the child.
- Spousal abuse and abuse of family members who are elderly or have disabilities also occurs frequently.
- Treatment of violence in the family requires services to the high-risk parent, the high-risk child and other family members. The social context of the family system must be considered.
- State laws require reporting suspected or actual child abuse and elder abuse.

36. Teenage suicide

Suicide is the third leading cause of death among 10 to 24 year olds. Although the rate has declined in recent years, about 4,500 adolescents kill themselves each year. At greatest risk of suicide in this age range are American Indian and Alaska Native, and gay and lesbian youth. Although more girls attempt suicide, boys are more successful (about 80 percent of all suicides).

Indicators to look for include

- depression and anger
- someone talking about committing suicide
- having a plan and the means to commit suicide
- giving away valuable possessions
- suffering loss or rejection.

Comprehensive school programs include

- trained staff
- psychoeducational programming on coping skills, stress reduction, self-esteem,
- the use of support groups
- a crisis plan
- community involvement.

37. Leon Festinger

The concept of **cognitive dissonance** is associated with Leon Festinger. Cognitive dissonance is a source of motivation--we try to reduce dissonance. For example: Under pressure to make a career decision (e.g., chose a college major) the individual selects an occupation to reduce the stress. However, to make that selection, the person may need to rationalize that he or she will learn to like that occupation, that there will be jobs, etc.

38. Kubler-Ross

Kubler-Ross believed that dying persons experienced the following behaviors and feelings:

- Denial and isolation - "It's not really happening."
- Anger - "Why me?"
- Bargaining - "If I don't die, I will...."
- Depression - characterized by silence, suffering, and grief.
- Acceptance - a sense of peace, it's okay.

In this process, individuals might skip or come back to a previous stage before moving on. Others believed that these stages did not adequately represent the dying person's complex and often recurring feelings. Kubler-Ross also indicated that caregivers' conscious or unconscious concerns could be an issue to the dying person in their moving through these stages of grief. It has been suggested that experiencing any loss can lead to this series of emotions.

39. Masters and Johnson

Sexual interest and activity generally decline with age, however, men and women may be sexually active into old age. Later sexual activity and practices reflect earlier activity and practices. Physical and psychological factors (including perceived attitudes of others) may influence sexual activity. The Masters and Johnson approach was to use male-female co-therapy teams to work with the marital partners together. They believed that a primary reason for sexual dysfunction was that the participant was "critically watching and evaluating" their own sexual performance. Masters and Johnson's therapy tried to suspend this self-evaluation.

40. Nonverbal communication
Counselors and clients use nonverbal communication. Counselors interpret it intuitively. When a discrepancy exists between verbal and nonverbal messages, the nonverbal one will be believed.
Paralanguage: These are the other vocal cues individuals use to communicate with and include loudness of voice, pauses, silences, hesitations, rate of speech, and inflections.

41. Conflict resolution
One method of resolving conflict is through mediation. **Mediation:**
- may present new methods of solution, or
- may present a solution that would not be acceptable unless it was presented by a third party.

42. Assertiveness training
Assertiveness training promotes:
- an ability to express all manner of emotion,
- the capacity to express one's rights without denying others' rights,
- differentiating between aggression and assertion.

43. Androgyny
Every individual has both male and female characteristics. Sandra Bern (Bern Sex-Role Inventory) found that approximately 30 percent of children and college samples are androgynous. Androgynous counseling is helping clients find/uncover both male and female characteristics.

44. Program accountability
Accountability is justifying activities engaged in by counselors to those served and to those who finance their work. Program accountability had origins in government bureaucracies. Accountability argues for performance evaluation. For counseling program management and evaluation, see 8. Professional Orientation and Ethical Practice Comps Preparation Section.

2. Social and Cultural Diversity Study Questions

1. European Americans often enjoy benefits, without their awareness, that people of color do not. This phenomenon is referred to as
A. ethnocentrism.
B. double standard.
C. acculturation.
D. white privilege.

2. Gender role socialization occurs in most cultures and includes the development of role stereotypes which may be rigid and fixed. Imitation and identification with a same-sex model facilitates the learning of gender roles. Gender role socialization
A. is primarily based on heredity.
B. seldom occurs within the family.
C. becomes a basic component of our self-concept.
D. is usually complete by six years of age.

3. People of similar cultural background occasionally believe that their group is the center of everything - that it sets the standard for other groups to follow. This belief is called
A. racism.
B. prejudice.
C. cultural awareness.
D. ethnocentrism.

4. A sixth grader has lost interest in school work. Her attitude is evident in her statement, "What's the use? It doesn't matter what I do, I still get bad grades." Her attitude may reflect
A. external locus of control.
B. internal locus of control.
C. academic deficiencies.
D. cognitive dissonance.

5. There have been many positive steps taken in regard to the LGBT population in recent years. Which of the following statements is **NOT** true?
A. Over 90 percent of Fortune 500 companies protect workers based on sexual orientation.
B. No states have yet allowed "marriages" between LGBT couples.
C. The number of openly LGBT elected officials is growing each year.
D. Over a dozen countries have now legalized same-sex marriages.

6. Many individuals have both female and male characteristics, although one is usually dominant and visible. Counselors who focus in this area are said to be doing counseling.
A. sexual orientation
B. androgynous
C. developmental
D. re-education

7. Research indicates that hiring older workers has advantages over their younger counterparts. Which of the following is **NOT** true?
A. There is minimal difference in output between older and younger workers.
B. Older workers take less frequent days off because of illness than do younger workers.
C. Older workers tend to leave their jobs sooner than younger workers.
D. The ability to learn many tasks at age 50 is about equal to that of age 16.

8. A key provision of the Individuals With Disabilities Education Improvement Act is
A. inclusion of the child in all regular classes and activities.
B. identify high school students for vocational training.
C. develop new intelligence tests.
D. institutionalize the mentally retarded.

9. A 25-year old African American male has been involved in several arguments and fights. He has been arrested twice. Besides a fine, a court has ordered him to undergo counseling with a report of that counseling due back to the court. Assuming that he knows about various counseling approaches, the judge would most likely choose a counselor with the following orientation.
A. Rational-emotive.
B. Gestalt.
C. Client-centered.
D. Existential.

10. Older adults experience a number of developmental demands. Many of these demands relate to transitions they experience such as those related to changing physical capacities, family and social relationships, and social roles. One successful counseling approach with older adults is to
A. identify the obsolescence the older adult represents and help him or her face it.
B. encourage older adults to transition themselves into appropriate nursing homes.
C. use a problem solving approach focusing on specific and immediate problems.
D. review their past life in considerable detail.

11. The largest minority group in the United States is now Hispanic Americans. Which of the following statements is **most accurate**?

A. Few Hispanic students are acculturated and most speak little English.
B. Hispanics are characterized by high academic interest and low dropout rates.
C. One can find diverse value systems among Hispanics.
D. Most assessment instruments are appropriate for all Hispanic cultures.

12. In terms of counseling men and counseling women, in general,
A. men are more likely to initiate counseling.
B. women more readily share affective material.
C. men are less likely to focus on cognitive material.
D. women are less likely to experience conflicts because of multiple roles.

13. In a counseling relationship, both the client and counselor have worldviews. The worldview for some counselors is to see "all of us in this together. We are all more similar than we are different." This worldview has sometimes been referred to as a(n) _____ perspective.
A. etic
B. encapsulating
C. emic
D. pluralistic

2. Social and Cultural Diversity Question Answers

1. D
2. C
3. D
4. A
5. B
6. B
7. C
8. A
9. A
10. C
11. C
12. B
13. A