**AGPA Connect 2023 Presenter Information**

**Course Code:** 42-5

**Course Title:** Creating Safe Spaces for Marginalized Populations at University Counseling Centers and Other Settings

**Course Times:** 4:30 PM - 6:00 PM

**Course Dates:** Friday, March 10

**Instructors:** Olivia Scott

 Markie Silverman

**Course Description:** Affinity groups are a way to make safe spaces for students from marginalized populations. With increasing diversity at universities, it is important for counseling centers to create spaces where students with minoritized identities can feel safe, gain support, and explore their identity development. This workshop covers the importance of providing affinity groups and strategies to overcome barriers to providing these spaces. It will conclude with discussion/consultation among workshop participants. All individuals interested in group program development and affinity groups are welcomed.

**Learning Objectives**

The attendee will be able to:‎

1. ‎‎‎‎‎Describe the importance of affinity groups.‎
2. ‎Design and create affinity spaces for marginalized groups that are inclusive and empowering.‎
3. ‎Specify strategies for marketing affinity spaces and recruiting participants.‎
4. ‎Identify amendments to current group practice to better serve marginalized populations.‎

**Significant Articles:**

1. French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. ‎A. (2020). Toward a psychological framework of radical healing in communities of color. The Counseling ‎Psychologist, 48(1), 14-46. https://doi.org/10.1177/0011000019843506‎
2. Chen, E. C., Boyd, D. M., & Cunningham, C. A. (2020). Demarginalizing stigmatized identities of ‎transgender and gender nonconforming individuals through affirmative group therapy. International ‎Journal of Group Psychotherapy, 70(4), 552-578. https://doi.org/10.1080/00207284.2020.1755291‎
3. Pour-Khorshid, F. (2019). Cultivating sacred spaces: a racial affinity group approach to support critical ‎educators of color. Teaching Education, 29(4), 318–329. ‎https://doi.org/10.1080/10476210.2018.1512092‎
4. Darby, M. E., Bolland-Hillesheim, K., Cervantes, A., & Hitter, T. L. (2020). Ethical considerations in group ‎work with transgender/gender diverse clients. International Journal of Group Psychotherapy, 70(4), ‎‎579–598. https://doi-org./10.1080/00207284.2020.1787173‎
5. Poquiz, J. L., Shrodes, A., Garofalo, R., Chen, D., & Coyne, C. A. (2021). Supporting pride, activism, ‎resiliency, and community: A telemedicine-based group for youth with intersecting gender and racial ‎minority identities. Transgender Health. https://doi.org/10.1089/trgh.2020.0152‎

**Agenda:**

Introduction of presenters, overview of objectives and agenda (5 minutes, all Silverman and Scott)

Poll of attendees (5 minutes, Silverman)

Didactic Presentation (30 minutes, all presenters) Review literature regarding the need and benefits of affinity groups (Silverman and Scott; learning objectives

1. Presenters will share their respective experiences regarding development of affinity spaces at their institutions (Silverman and Scott; learning objectives 1, 2, 3, 4).
2. Identify strategies for group development of affinity spaces that are inclusive and empowering
3. Identify systemic barriers and identify strategies for overcoming systemic barriers Identify strategies to improve recruitment and retention
4. 4.Break-out groups prompted with the following questions (25 minutes; Silverman and Scott; learning objectives (1, 2, 3, 4): What affinity groups do you currently offer at your institutions? What barriers have you experienced when trying to create safe spaces for marginalized populations? What strategies have you tried to make group spaces more inclusive and empowering? What are some strategies that you have found to be effective/would like to try in managing challenges with creating safe spaces?
5. Large discussion group (15 minutes, Scott and Silverman; learning objective 2, 3, 4) Break-out groups report out Groups discuss strategies to move forward
6. Conclusion and Questions (5 minutes, Silverman and Scott)
7. Session evaluation (5 minutes)

**Assessment Questions:**

Question 1 (include possible answers)

T/F Affinity groups are safe spaces where group members from marginalized communities can share experiences and gain support.

Correct Answer 1

True

Question 2 (include possible answers)

Benefits of affinity groups at college counseling centers include: A) Developing a healthy self-identity B) Building networks and support systems C) Sharing and gain resources D) Combating oppressive socialization E) All of the above

Correct Answer 2

E

Question 3 (include possible answers)

Which of the following is NOT an example of an Affinity group? A) Combating Anxiety Group B) African American Women’s Group C) Gender Identity and Attractionality group

Correct Answer 3

A

Question 4 (include possible answers)

Important factors to consider when developing affinity groups include: A) Location the group is being offered B) Cultural representation of the group facilitators C) Marketing and advertisement of the groups D) All of the above

Correct Answer 4

D

Question 5 (include possible answers)

Group facilitators may improve recruitment and retention by: A) Providing outreaches to marginalized communities B) Offering groups in locations preferred by group members C) Increasing staff and administration buy-in D) All of the above

Correct Answer 5

D

Question 6 (include possible answers)

All of these are examples of promoting member empowerment in affinity groups except: A) addressing power differentials between facilitators and members B) having facilitators dictate the group’s agenda to ensure topics are appropriate C) eliciting member feedback about their group experience D) sharing, exploring, and practicing strategies for addressing microaggressions

Correct Answer 6

B

Question 7 (include possible answers)

In the interest of ethical practice, group facilitators should: A) always have the same identities as the affinity group members B) place responsibility on group members to advertise the space to their community C) discourage all contact between members outside of group D) reflect on how their identities and roles impact the group

Correct Answer 7

D

Question 8 (include possible answers)

Affinity groups are a DEI strategy/initiative intended to: A) Increase social justice and provide safe spaces for marginalized populations B) Exclude others C) Create division

Correct Answer 8

A

Question 9 (include possible answers)

A common barrier to offering affinity groups is: A) Systemic resistance B) Lack of administrative support C) Lack of representation amongst clinical staff/facilitators D) All of the above

Correct Answer 9

D

Question 10 (include possible answers)

Group facilitators of affinity groups should consider partnerships with the following: A) Campus partners B) Partnerships are not important C) Training programs D) Both A and C

Correct Answer 10

D