

Introduction to Group Work

Fifth Edition

Instructor's Manual

CONTENTS

1. Group Work: An Introduction ... 1
2. Group Work: Stages and Issues ... 4
3. Group Work: Elements of Effective Leadership ... 7
4. Group Work: Theories and Applications ... 10
5. The Efficacy of Group Work ... 13
6. Approaches to Evaluating Groups ... 16
7. Group Work: Ethical/Legal Considerations ... 19
8. Diversity Issues in Group Work ... 22
9. Task/Work Groups ... 25
10. Guidance/Psychoeducational Groups ... 28
11. Psychotherapy Groups ... 31
12. Groups in Schools ... 34
13. Groups in Mental Health Settings ... 37
14. Groups in Rehabilitation Settings ... 40
15. Group Work: Loss ... 43
16. Group Work: Addictions ... 46
17. Group Work: Elderly People and Their Caregivers ... 49
18. Group Work: Gay, Lesbian, and Bisexual Clients ... 52
- Answer Keys for Test Questions ... 55



All rights reserved. This manual is intended for direct reproduction or adaptation for class or professional development uses. Reproduction or dissemination of contents for commercial purposes is strictly prohibited. Instructors are asked to use discretion and treat the test information herein in confidence with respect to students.

Copyright © 2009 Love Publishing Company
Printed in U.S.A.

Chapter 1

Group Work: An Introduction

True/False

1. Group counseling is descriptive of a classroom group in a K–12 setting in which the leader presents information or conducts mental health education.
 - a. True
 - b. False
2. T-groups provided a fresh concept with tremendous appeal as opportunities were provided for group members to become more sensitive, to grow emotionally, and to realize their human potential.
 - a. True
 - b. False
3. Psychodrama is long-term, more remedially and therapeutically focused, and is more likely to be facilitated by an individual with doctoral-level preparation having a more clinical orientation.
 - a. True
 - b. False
4. Self-help groups are voluntary group experiences for participants who share a common problem or need.
 - a. True
 - b. False
5. Closed groups permit members to resolve issues and problems in their own time-frame and then leave the group.
 - a. True
 - b. False

Multiple Choice

6. Group work in the United States
 - a. can be traced back to the first decade of the twentieth century.
 - b. was influenced by Pratt, Moreno, Adler, Slavson, and Bender.
 - c. became a priority for the profession by the chartering of ASCA.
 - d. a and b.

7. The assumptions underlying heterogeneous group composition are
 - a. that such a group is a microcosm of society.
 - b. that self-defeating behavior can more easily be identified and confronted in a group that approximates the composition of society.
 - c. that the group focus is on the past rather than on the present.
 - d. a and b.

8. Therapeutic factors in groups
 - a. have been addressed by Bloch, Corsini & Rosenberg, Hill, Berzon, Pious, and Parson, Ohlsen & Yalom.
 - b. are only important to charismatic leaders.
 - c. are not as important to group members as to the group leader.
 - d. are important only in the definitive state.

9. In the discussion of the personal characteristics of group work specialists, “personal power” was equated with the leader’s
 - a. assertiveness.
 - b. confrontiveness.
 - c. stamina.
 - d. none of the above.

10. A closed group
 - a. is characterized by the formation of a group composed of members who remain together until the group is terminated.
 - b. is a group to which new members may be added only with the permission of the group leader.
 - c. is always problem specific and focused on a single issue commonly shared by all members of the group.
 - d. is always superior to an open group.

Matching

11. _____ Marathon groups
12. _____ Group myth
13. _____ Group guidance
14. _____ Group therapy
15. _____ Task groups

- a. Descriptive of a classroom group in a K–12 setting in which the leader presents information or conducts mental health education
- b. Long-term, more remedially and therapeutically focused, and more likely to be facilitated by an individual with doctoral-level preparation having a more clinical orientation
- c. The group revolves around the charisma of the leader.
- d. Emphasis is on control, efficiency, and completing some kind of a project through collaborative efforts.
- e. Groups that have intense experiences extending 24 hours, 48 hours, or even longer

Chapter 2

Group Work: Stages and Issues

True/False

1. The fact that groups are often designed around special themes and populations adds to the challenge and complexity of group work.
 - a. True
 - b. False

2. A closed group, which maintains the same membership through its lifetime, is less easily described in terms of stages of development than is an open group.
 - a. True
 - b. False

3. Authors such as Thelen & Dickerman, Bales, and Miles conceptualized stages of groups based on the problem-solving behaviors exhibited in therapy groups.
 - a. True
 - b. False

4. Reid, building on the work of Bennis & Sheppard, discussed the developmental stages of groups in terms of an “authority cycle.”
 - a. True
 - b. False

5. Stage 1 in group development includes not only the preparatory work that needs to take place prior to group formation but also member inclusion in the process.
 - a. True
 - b. False

Multiple Choice

6. Early authors who wrote about stages in groups dealt with which of the following types of groups?
 - a. Therapy groups
 - b. Analytic groups
 - c. Task groups
 - d. All of the above

7. Which of the following is the stage/phase conceptualization of Yalom?
 - a. Orientation - conflict - cohesiveness
 - b. Orientation - cohesiveness - conflict
 - c. Cohesiveness - orientation - conflict
 - d. Conflict - orientation - cohesiveness

8. Which of the following is the stage/phase conceptualization of Tuckman & Jensen?
 - a. Storming - forming - norming - performing - adjourning
 - b. Norming - forming - storming - performing - adjourning
 - c. Forming - norming - storming - performing - adjourning
 - d. Forming - storming - norming - performing - adjourning

9. According to the authors reviewed in this chapter, which of the following behaviors generally occur during the 2nd stage of group development?
 - a. Polarization
 - b. Resistance
 - c. Control
 - d. All of the above

10. According to the authors of the chapter, which of the following are generally leader behaviors during the personal involvement stage?
 - a. Attempts to foster inclusion of all group members
 - b. Allows members to move through the stages at their own pace
 - c. Encourages members in their development of group identity and solidarity
 - d. Assists members in evaluating their growth and development

Matching

11. _____ Tuckman
12. _____ Corey
13. _____ Bennis & Shepard
14. _____ Authority cycle
15. _____ Trotzer

- a. Stage 1 — security
- b. Reid
- c. Counterdependence-fight
- d. Adjourning
- e. Consolidation

Chapter 3

Group Work: Elements of Effective Leadership

True/False

1. The laissez-faire leadership style is preferred by professionals with strong psychoanalytic, medical, or teaching backgrounds.
 - a. True
 - b. False
2. Group work specialists who are perceived by others as charismatic may have an advantage during the later stages of a group.
 - a. True
 - b. False
3. The *Professional Standards for Training of Group Work Generalists and of Group Work Specialists* specifies both knowledge and skill competencies as well as education and supervision requirements for group workers.
 - a. True
 - b. False
4. Pre-group screening interviews should only be done through individual interviews.
 - a. True
 - b. False
5. The agency or the setting may dictate the length of time and the frequency with which groups meet.
 - a. True
 - b. False

Multiple Choice

6. Yalom describes a number of organizational possibilities for group workers to consider. These include
 - a. weekly written summaries for group members.
 - b. movie or videotape viewing.
 - c. pre-group training sessions.
 - d. all of the above.

7. Facilitative role(s) may be that/those of
 - a. initiator.
 - b. encourager.
 - c. harmonizer.
 - d. blocker.

8. "Ground rules" established during the definitive stage of a group may include
 - a. attendance at all meetings.
 - b. no physical violence.
 - c. no sexual relations with other members of the group.
 - d. all of the above.

9. When members of a group feel threatened by the dynamics of the personal involvement stage of a group, they may react by
 - a. intellectualization.
 - b. questioning.
 - c. advice-giving.
 - d. all of the above.

10. Members of a group may benefit from techniques such as capping, unfinished business, making the rounds, and saying good-bye because
 - a. they facilitate resolution of the issues connected with the closure and termination stage.
 - b. they facilitate movement from the definitive to the personal involvement stage.
 - c. they help the leader identify members who should have been referred for individual counseling during pre-group screening interviews.
 - d. they are the techniques that keep the group interacting.

Matching

11. _____ Making the rounds
12. _____ A “difficult” member of a group
13. _____ A leader-centered group
14. _____ Blocking roles
15. _____ Authoritarian leaders
- a. Often inhibit the progress of a group
 - b. Assume a position as the “expert” in a group and direct the movement of a group
 - c. Provides members with the opportunity to look at each person and provide final feedback
 - d. Focuses on the leader and what the leader thinks would be beneficial for members
 - e. May suggest, “I’ve always been that way”

Chapter 4

Group Work: Theories and Applications

True/False

1. Current practice indicates that all theoretical/therapeutic systems have been applied with varying degrees of success across both individual and group counseling or therapy.
 - a. True
 - b. False
2. Adlerian psychology is both an individual and a social psychology.
 - a. True
 - b. False
3. The implosive layer in Gestalt psychology is the point at which the individual becomes alive and authentic.
 - a. True
 - b. False
4. According to Ellis, irrational behavior is the result of individuals controlling their thoughts and behavior.
 - a. True
 - b. False
5. TA is based on ideas and concepts originally developed by Thomas Harris.
 - a. True
 - b. False

Multiple Choice

6. The selection of a theoretical system by a group leader is often based on which of the following?
 - a. Philosophical position of the individual
 - b. The experiential position of the individual
 - c. The individual's educational background
 - d. All of the above

7. One of the views that Gestalt theory holds regarding the individual is that he/she is
 - a. fully responsible for determining his/her essence.
 - b. determined by environmental forces.
 - c. motivated by unconscious drives.
 - d. none of the above.

8. Which of the following terms, according to Rogers, provides the individual with the capacity to make wise choices?
 - a. Unconditional positive regard
 - b. The organismic valuing process
 - c. Empathic understanding
 - d. Congruence

9. In rational-emotive behavioral therapy, the "A" part of the A-B-C-D-E paradigm refers to which of the following?
 - a. Sequence of thoughts or self-verbalizations
 - b. The effective and behavioral consequences
 - c. The external event to which a person is subjected
 - d. None of the above

10. According to Greenberg, which of the following is **not** one of the precepts undergirding the role-play process in psychodrama?
 - a. Spontaneity/creativity
 - b. Situation
 - c. Transference
 - d. Catharsis

Matching

11. _____ Adler

12. _____ Rogers

13. _____ Moreno

14. _____ Ellis

15. _____ Goulding

- a. Redecision theory
- b. Social interest
- c. Protagonist
- d. REBT
- e. Organismic valuing process

Chapter 5

The Efficacy of Group Work

True/False

1. *Efficacy* is a term that refers to the degree to which a desired goal or projected outcome is achieved.
 - a. True
 - b. False

2. Quantitative research relies upon thick description.
 - a. True
 - b. False

3. *Specific factors* is the term that refers to the counselor's acts that are unique to a particular theory.
 - a. True
 - b. False

4. *Externalizing* is a term that refers to psychological disorders where the client's aggression is directed against the self.
 - a. True
 - b. False

5. CACREP accredits rehabilitation counselor preparation programs.
 - a. True
 - b. False

Multiple Choice

6. The casualty rate in counseling falls
 - a. between 2% and 4%.
 - b. between 5% and 7%.
 - c. between 9% and 11%.
 - d. above 11%.

7. The casualty rate in group counseling is
 - a. about the same as for counseling.
 - b. much lower than counseling.
 - c. higher than counseling.
 - d. none of the above.

8. Which of the following terms is descriptive of quantitative research methods?
 - a. Narratives
 - b. Surveys
 - c. Interviews
 - d. None of the above

9. Which of the following are examples of specific factors as utilized in group counseling?
 - a. Applying structure
 - b. Providing alternatives
 - c. Providing instruction
 - d. All of the above

10. Which of the following is most descriptive of the task/work group mode discussed in the chapter?
 - a. Sensitivity groups
 - b. Encounter groups
 - c. Study circles
 - d. Assertiveness training

Matching

11. _____ Psychoeducational group mode
12. _____ Counseling group mode
13. _____ Qualitative research methods
14. _____ Quantitative research methods
15. _____ Nonspecific factors

- a. Thick description
- b. Working alliance
- c. Assertiveness training
- d. T-groups
- e. Control

Chapter 6

Approaches to Evaluating Groups

True/False

1. It is important to evaluate the implementation of a group to determine whether or not the group was delivered as planned.
 - a. True
 - b. False

2. Sometimes group evaluations are done for both formative and summative reasons.
 - a. True
 - b. False

3. In the case example of evaluating an alternative high school psychoeducational group, the participant observer, who evaluated the group's process and leadership, watched videos of the group in action.
 - a. True
 - b. False

4. In the case examples of a psychoeducational group for alternative high school students, video of actual group meetings was used by the expert observer to evaluate student development of communication skills.
 - a. True
 - b. False

5. In the case example of evaluating a supervision group, group process and outcomes were assessed at termination through a leader-developed survey completed by group participants.
 - a. True
 - b. False

Multiple Choice

6. Two important domains of group work that are commonly evaluated are
 - a. group definition and practice.
 - b. process and outcomes.
 - c. practice and time.
 - d. group definition and outcomes.

7. Dwivedi and Mymin (1993) state that evaluation creates an educational process in which results can improve a counselor's effectiveness by
 - a. clarifying the counselor's deficits as a group leader.
 - b. identifying destructive group processes.
 - c. providing constructive and corrective feedback.
 - d. clarifying the pathologies of group members.

8. Two kinds of measures are commonly used in evaluation of groups and other counseling interventions. They are
 - a. symptom and behavior change.
 - b. quantitative and qualitative.
 - c. leadership and symptom.
 - d. process and dynamic.

9. Evaluations of group work and other programs can be
 - a. formative and/or quantitative.
 - b. formative and/or customary.
 - c. quantitative and/or open-ended.
 - d. formative and/or summative.

10. All of the following were identified as measures of group process **except**
 - a. Group Dynamics Protocol.
 - b. Therapeutic Factors Inventory.
 - c. Group Sessions Rating Scale.
 - d. Group Counseling Helpful Impacts Scale.

Matching

11. _____ Quantitative measurement

12. _____ Qualitative measurement

13. _____ Formative evaluation

14. _____ Summative evaluation

15. _____ Measures of symptom reduction

- a. Ongoing feedback
- b. Beck Depression Inventory
- c. Surveys to measure attitudes and behavior change
- d. Information gathered at conclusion of group
- e. Open-ended questioning

Chapter 7

Group Work: Ethical/Legal Considerations

True/False

1. Members of groups have the freedom to exit the group at any time.
 - a. True
 - b. False
2. It is essential for group leaders to be aware of how their cultural backgrounds, attitudes, and values influence the way they facilitate and conceptualize a group.
 - a. True
 - b. False
3. Screening group members is not necessary if they all are the same age and gender.
 - a. True
 - b. False
4. Group leaders are obligated to explain issues of confidentiality to members on an ongoing basis.
 - a. True
 - b. False
5. Legally, the rights of children belong to the parents and need to be exercised through the parents.
 - a. True
 - b. False

Multiple Choice

6. Which of the following statements about group leader competence is **false**?
 - a. Achieving competence is an ongoing developmental process that occurs throughout the group leader's professional life.
 - b. Different types of groups require different leader competencies.
 - c. It is essential for group leaders to be diversity competent.
 - d. Only incompetent group leaders can benefit from peer supervision.

7. Which of the following is **not** a good way to recruit members for your group intended for young people whose family members are addicted to alcohol?
- a. Recommend the group to some of your individual clients who are nearing termination and who have parents who suffer from alcoholism.
 - b. Ask fellow mental health professionals to refer clients they believe would be good candidates for the group.
 - c. In a school, ask the teachers to give you names of children who have alcoholic parents and form the group from this list.
 - d. Seek permission to post a description of the group in an inpatient substance abuse treatment facility where family members of patients can see the posting.
8. Which of the following would probably be the best candidate for a social skills development group?
- a. A person with borderline personality disorder who has difficulty maintaining relationships
 - b. A shy young woman who wants to be more outgoing
 - c. A self-centered individual who loves to be the center of attention
 - d. A lonely depressed individual who has a long history of suicide attempts
9. Which of the following dual relationship behaviors is **never** ethically acceptable for a group leader?
- a. Entering into a sexual relationship with a current group member
 - b. Bartering with a client who cannot afford to pay the fee
 - c. Allowing a former individual counseling client to join the group
 - d. Self-disclosing that you have struggled with an issue similar to that of a group member
10. To bring closure to a group, the leader has an ethical responsibility to
- a. help members make meaning of the experience.
 - b. give members a posttest to assess the group's effectiveness.
 - c. require members to sign a contract that they will never discuss what went on in the group.
 - d. offer to extend the group for one or two more months if members are experiencing difficult emotions related to saying good-bye.

Matching

11. _____ Scapegoating
12. _____ Negligence
13. _____ Inability to give informed consent
14. _____ Coercion
15. _____ Boundary violation
- a. Occurs when a group leader admits a relative or close friend into the group
 - b. Applies in a legal sense to underage children
 - c. Group members put undue pressure on one member to conform to their behavioral expectations.
 - d. Harm to a member caused by a group leader's action or failure to act to protect the member from harm
 - e. Members target one participant as the cause of the group's problems in functioning.

Chapter 8

Diversity Issues in Group Work

True/False

1. The counseling and group work professions have fully adapted to the diversity of this society.
 - a. True
 - b. False
2. The traditional theories and practices of group work are sufficient for competent practice with nearly all populations.
 - a. True
 - b. False
3. To adequately understand the culturally different client, counselors should have some specific information about that culture.
 - a. True
 - b. False
4. An important step in becoming a culturally competent counselor or group worker is gaining awareness of one's own cultural influences.
 - a. True
 - b. False
5. Groups with heterogeneous membership will tend to develop trust more easily and quickly than those with homogeneous membership.
 - a. True
 - b. False

Multiple Choice

6. To understand the impact of diversity upon group work, it is essential to understand which of the following?
 - a. The impact of diversity upon relationships between social identity groups
 - b. The impact of culture upon social identity groups and individuals
 - c. The impact of diversity upon individual identity development
 - d. All of the above

7. Which of the following is true regarding social identity development models?
- They are often based on the assumptions that individuals have varying degrees of awareness and acceptance of their social identities.
 - They characterize an individual's level of identification with a social identity group through the individual's display of pathology.
 - They only address the identity development of racial and ethnic minorities.
 - They describe the social identity development process as culminating in mainstreaming into dominant society.
8. The American Counseling Association's (ACA) *Cross-Cultural Competencies and Objectives* and the Association for Specialists in Group Work's (ASGW) *Principles for Diversity-Competent Group Workers* both emphasize
- self-awareness, knowledge of counseling theories, and knowledge of diagnosis.
 - knowledge of different cultures, their customs, and traditional foods.
 - self-awareness, awareness of clients' worldviews, and awareness of culturally appropriate interventions.
 - knowledge of specific strategies to use with clients who are from minority racial groups.
9. Group leaders who are aware of the common social dynamics that may play out in diverse groups will be
- more effective in protecting target group members from harm.
 - more effective in planning and screening diverse groups.
 - more effective in steering diverse groups towards constructive interaction.
 - all of the above.
10. Conflict may occur in diverse groups. Leaders of diverse groups should
- steer the group away from topics where members might disagree.
 - assure group members that they will eventually get along and are more the same than different.
 - normalize conflict and provide limits and structure to facilitate resolution.
 - continue to focus on differences and minimize common experiences.

Matching

11. _____ Prejudice
12. _____ Privilege
13. _____ Agent group
14. _____ Culture
15. _____ Social identity group

- a. Characteristic values, behaviors, products, and worldviews of a group of people with a distinct sociohistorical context
- b. A collection of people who share physical, cultural, or social characteristics within a category such as race, ethnicity, gender, sexual orientation, socioeconomic status, disability, age, or religion
- c. Judgment of social identity groups or group members made without adequate information or contact that may be used to justify unequal treatment of that group
- d. Unearned access to resources that are readily available to members of some social identity groups but not to others
- e. A collection of people, in the context of a particular society, whose social identities are more esteemed than others and, therefore, have more power

Chapter 9

Task/Work Groups

True/False

1. Task/work groups are perhaps least formally investigated and less written about than the other three types of group work according to the Association for Specialists in Group Work (1991).
 - a. True
 - b. False
2. Gladding (1999) asserts, “All task/work groups emphasize accomplishment and efficiency in successfully completing identified work goals through competition.”
 - a. True
 - b. False
3. Task/work groups differ from counseling or psychotherapy groups primarily by emphasizing the completion of some product, one that is not specifically an individual’s growth and development.
 - a. True
 - b. False
4. An aspect of task/work groups, which sets these groups apart from other specializations in group work, is their beginnings.
 - a. True
 - b. False
5. The responsibility for successful outcome or productivity from a task/work group lies in part with the effectiveness of the group’s leadership.
 - a. True
 - b. False

Multiple Choice

6. The product produced by task/work group members can be conceptualized as being
 - a. an internalized outcome.
 - b. an externalized outcome.
 - c. a balanced outcome.
 - d. a negligible outcome.

7. When issues of “closure” are not attended to, task/work groups characteristically
 - a. have a very prolonged ending.
 - b. disband abruptly.
 - c. disband angrily following group conflict.
 - d. end prior to the completion of their task.

8. “Choice points” for leaders of task/work groups in the Task Group Performance model represent
 - a. critical incidents or moments.
 - b. behavioral rewards.
 - c. training opportunities.
 - d. intermittent reinforcers.

9. Greenberg and Baron (2000) define a group as broadly based on four criteria. Which of the following is **not** one of these criteria?
 - a. A stable pattern of relationships between members
 - b. The interdependence of members
 - c. The sharing of common goals
 - d. Members who perceive themselves as being a group

10. One characteristic of task/work groups, encountered less often in the other specializations, is that group leadership is often provided by individuals with
 - a. inadequate training in group work.
 - b. little understanding about group work in general.
 - c. both a and b.
 - d. neither a nor b.

Matching

11. _____ Faulty agendas
12. _____ Task Group Performance model
13. _____ Content
14. _____ Action phase
15. _____ Individualists
-
- a. Actual goal of the group
- b. Unreasonable tasks
- c. "My way or the highway"
- d. Open system
- e. Work stage

Chapter 10

Guidance/Psychoeducational Groups

True/False

1. A strength of the psychoeducational group approach is that members benefit from the universality inherent in issue-specific groups.
 - a. True
 - b. False
2. From a multicultural perspective, psychoeducational groups are less appropriate than counseling or psychotherapy groups.
 - a. True
 - b. False
3. Psychoeducational groups are less dependent upon the relationships among group members than counseling groups.
 - a. True
 - b. False
4. Storming, or transitional state behavior, is rarely seen in psychoeducational groups.
 - a. True
 - b. False
5. Psychoeducational groups are often useful for educating individuals with serious emotional disorders.
 - a. True
 - b. False

Multiple Choice

6. While the term *guidance* is generally associated with groups in educational settings, *psychoeducational* is often applied
 - a. to groups that focus on emotional illness concerns.
 - b. broadly to groups in educational, community, and clinical settings.
 - c. when groups emphasize the importance of member interactions.
 - d. to less structured guidance groups.

7. According to Brown, psychoeducational groups may be classified by their primary purpose, including
 - a. education, skills training, and self-understanding/self-knowledge.
 - b. prevention, remediation, and growth.
 - c. affective, cognitive, and behavioral.
 - d. self-awareness, cognitive-behavioral, and support.

8. Furr's model of structured group design includes a conceptual phase and an operational phase. The conceptual phase includes
 - a. selection of content, designing experiential activities, and evaluation.
 - b. modeling, role play, feedback, and homework.
 - c. statement of purpose, establishing goals, and setting objectives.
 - d. brainstorming group activities, selecting activities with appropriate intensity, and choosing beginning stage activities.

9. All **except** which of the following might prove effective as psychoeducational group exercises?
 - a. Self-assessment exercises designed to increase self-knowledge
 - b. Group games designed to promote cooperative learning
 - c. Group hypnotism designed to retrieve material from the unconscious
 - d. Role playing employed to facilitate behavioral change

10. Group exercises should be designed to
 - a. reflect the theoretical orientation of the group.
 - b. be brief, be simple to implement, and require active participation.
 - c. match the intensity that would be expected for the group's stage.
 - d. include all of these as they are important in choosing group exercises.

Matching

11. _____ Prevention-focused groups
12. _____ Joseph Pratt
13. _____ Furr
14. _____ Worthington & Drikard
15. _____ Guidance groups
- a. Psychoeducational groups for tuberculosis patients
 - b. Bridge with six planks
 - c. Feelings yes, feelings no
 - d. Model of structured group design
 - e. Groups generally conducted in school settings

Chapter 11

Psychotherapy Groups

True/False

1. World War II and the subsequent influx of soldiers in need of psychiatric care was the catalyzing force behind today's widespread use of group psychotherapy.
 - a. True
 - b. False

2. The terms *group counseling* and *group psychotherapy* can be used interchangeably.
 - a. True
 - b. False

3. Humanistic group psychotherapy enhances self-actualization.
 - a. True
 - b. False

4. A leader does not have to understand group dynamics in order to make the best possible selection of group members.
 - a. True
 - b. False

5. Personal leadership style should always yield to theory.
 - a. True
 - b. False

Multiple Choice

6. Pratt's 1905 class method for treatment of individuals with tuberculosis was originally intended to
 - a. save time in teaching patients hygiene practices.
 - b. have a psychotherapeutic effect.
 - c. aid patients in dealing with the illness.
 - d. all of the above.

7. What is different about psychotherapeutic groups as opposed to counseling or task/work groups?
 - a. Diagnostic foundation
 - b. Transference
 - c. Influence change
 - d. All of the above

8. What kind of psychotherapy can be used with effectiveness in group settings?
 - a. Psychoanalytic
 - b. Adlerian
 - c. Cognitive-behavioral
 - d. All of the above

9. How many knowledge competencies are outlined in the ASGW Training Standards for Group Counselors?
 - a. 9
 - b. 17
 - c. 20
 - d. 3

10. The genesis of managed care is rooted in
 - a. staggering costs of health care.
 - b. social demand.
 - c. attempts to consolidate services.
 - d. none of the above.

Matching

11. _____ MMHCs
12. _____ Cyber-counseling
13. _____ Leadership style
14. _____ Transference
15. _____ Brief therapy
- a. Client expectations, impressions, and feelings
 - b. Technical expert
 - c. Oversee provider networks
 - d. Goal specific, symptom focused
 - e. World Wide Web (www)

Chapter 12

Groups in Schools

True/False

1. Group work in schools differs from group work in other settings because all students have to participate in group counseling in schools.
 - a. True
 - b. False
2. A student who is struggling with changing family dynamics (e.g., divorce) would benefit most from a psychoeducational group in school.
 - a. True
 - b. False
3. A student who is in need of anger management would benefit from a remedial group.
 - a. True
 - b. False
4. When a teacher is resistant to let students out of class to participate in small-group counseling, group leaders should inform the administration about the importance of group counseling and the teacher's defiance.
 - a. True
 - b. False
5. One of the biggest challenges for group work in schools is being able to provide group consistency due to changing school schedules and unexpected interruptions.
 - a. True
 - b. False

Multiple Choice

6. Which of the following school personnel may conduct group counseling in schools?
 - a. School psychologists
 - b. Student assistance personnel
 - c. School counselors
 - d. All of the above

7. One of the benefits of group counseling in schools is that
 - a. group counseling is the only way students can be served in schools.
 - b. students do not have the stigma of being in “therapy.”
 - c. students can feel supported in a nonthreatening environment.
 - d. students can practice behaviors outside of the group before sharing with group members.

8. When forming a group in schools, group leaders should consider
 - a. the developmental stage of group members.
 - b. the chronological age of group members.
 - c. members who all share the same concern.
 - d. members who do not know each other.

9. When considering a small group on a controversial topic, group leaders in schools must
 - a. run the group for the sake of the students who have concerns.
 - b. run the group but “mask” it with a title that doesn’t reveal the true topic.
 - c. check school board policy and consult with colleagues regarding the topic.
 - d. refuse to run the group because it might result in getting fired.

10. Group work in schools is positive because
 - a. it takes the burden off agencies to provide group counseling.
 - b. it is an efficient way to address student issues in a safe environment.
 - c. it helps the teachers by removing disruptive students from the class.
 - d. large classes do not provide the exposure to counseling that students need.

Matching

11. _____ Support group
12. _____ Confidentiality
13. _____ Psychoeducational group
14. _____ High school group work challenge
15. _____ Parental consent
- a. Based on common issues that occur at certain stages of youth development
- b. Required before a student can participate in group counseling
- c. E.g., children of incarcerated parents
- d. Limited time schedules
- e. Difficult to guarantee in group work

Chapter 13

Groups in Mental Health Settings

True/False

1. The Community Mental Hygiene Centripetal Act (CMHC) of 1963 called for community-based mental health services.
 - a. True
 - b. False
2. A movement toward funding only “evidenced-based” mental health practices is gaining ground.
 - a. True
 - b. False
3. Research suggests that women may be able to speak just as freely in mixed-gender groups.
 - a. True
 - b. False
4. The Mental Health Parity Act of 1996 barred insurance companies and larger self-insured employers from creating lifetime or annual dollar limits on mental health coverage..
 - a. True
 - b. False
5. Because clients with bulimia nervosa do not necessarily display significant weight loss, they are often harder to diagnose if they are not willing to talk about their bingeing and purging behaviors.
 - a. True
 - b. False

Multiple Choice

6. Some common physical signs of bulimia nervosa include
 - a. irregular bowel movements or constipation.
 - b. dehydration from electrolyte imbalance.
 - c. inflammation of the esophagus.
 - d. all of the above.

7. Which one of the following intervention techniques is **not** mentioned for relationship-enrichment groups?
 - a. Repair attempts
 - b. Self-regulation
 - c. Reality dialogue
 - d. Increasing constructive communication

8. According to this chapter, effective problem solving with couples includes
 - a. agreeing on the origin of the problem.
 - b. taking individual time for contemplation.
 - c. brainstorming.
 - d. b and c.

9. Halford, Sanders, and Behrens (1994) proposed that self-regulation of relationships has four phases. Which of the following is **not** a phase?
 - a. Self-evaluation
 - b. Self-motivation
 - c. Self-implementation of change
 - d. Self-approval

10. Screening for groups should include
 - a. an orientation to the group process.
 - b. prospective risks.
 - c. therapeutic expectations.
 - d. all of the above.

Matching

11. _____ Emotional catharsis
12. _____ Normalization
13. _____ Intimacy
14. _____ Client fit
15. _____ Definitive stage

- a. Individual connects well with others in the group.
- b. Individuals see that they are not so odd or different from others.
- c. Clients express deep and complex emotions in a safe process.
- d. To self-disclose without punishment and comment
- e. Clients may be experiencing enormous stress and vulnerability related to entering group counseling process.

Chapter 14

Groups in Rehabilitation Settings

True/False

1. The ethical considerations involved in counseling with offender groups are **not** different from considerations with other groups.
 - a. True
 - b. False
2. Given the special context of group counseling with mandated clients, it is less critical that the leader is clear about the rules and the consequences of breaking them during the definitive stage.
 - a. True
 - b. False
3. Fundamental guidelines in group formation in hospital/medical settings include that groups are not smaller than 4–5 people or larger than 12 people.
 - a. True
 - b. False
4. The Code of Professional Ethics for Rehabilitation Counselors no longer includes a section dedicated to the ethical conduct of group counseling.
 - a. True
 - b. False
5. In the job club approach to employment counseling, the group format is generally open and ongoing.
 - a. True
 - b. False

Multiple Choice

6. Since the origin of the profession in 1920, opportunities for rehabilitation counselors to conduct group work in different settings has
 - a. increased significantly.
 - b. decreased significantly.
 - c. remained about the same.
 - d. fluctuated over time.

7. Advantages to group counseling in rehabilitation counseling settings include all but which one of the following?
 - a. The opportunity to learn and practice new ways of effectively relating to others
 - b. The opportunity to gain vocational and disability- or illness-related information
 - c. Group counseling is more efficient in terms of time and money.
 - d. All of the above

8. A group in which participants learn to manage their diabetes symptoms by learning about the impact of lifestyle behaviors on treatment would be described as
 - a. an educational group.
 - b. a social support group.
 - c. a psychotherapeutic group.
 - d. none of the above.

9. A group in which participants experience support from peers in a forum designed to foster the sharing of ideas, information, concerns, and problem-solving methods would best be described as
 - a. an educational group.
 - b. a social support group.
 - c. a psychotherapeutic group.
 - d. none of the above.

10. A group in which the focus is on the affective domain and promoting increased self-understanding by directly addressing such emotional issues as anxiety, depression, anger, and changes in identity would best be described as
 - a. an educational group.
 - b. a social support group.
 - c. a psychotherapeutic group.
 - d. none of the above.

Matching

11. _____ Psychoeducational group

12. _____ Social support group

13. _____ Azrin and Besalel

14. _____ Psychotherapy group

15. _____ Mandated clients

- a. Job club
- b. Share ideas, information, and concerns
- c. Remediation of problematic behavior
- d. Required to attend treatment by a governing agency
- e. Acquire information and facilitate growth and change

Chapter 15

Group Work: Loss

True/False

1. An example of a silent loss would be abduction.
 - a. True
 - b. False
2. An example of an ambiguous loss would be incarceration.
 - a. True
 - b. False
3. Not getting promoted in a job after many years of service is an example of a nonfinite loss.
 - a. True
 - b. False
4. The relationship between attachment and loss determines the impact of the loss.
 - a. True
 - b. False
5. In differentiating between a primary and a secondary loss involving moving to a new home because a person could not manage the steps, the primary loss would be leaving the home and moving to a new one.
 - a. True
 - b. False

Multiple Choice

6. The feelings commonly associated with most types of loss are
 - a. anger, denial, sadness, anxiety, and depression.
 - b. anger, guilt, denial, sadness, anxiety, and depression.
 - c. anger, guilt, sadness, anxiety, helplessness, frustration, and depression.
 - d. anger, guilt, denial, sadness, anxiety, loneliness, helplessness, frustration, and depression.

7. According to Bridges, which of the following is true?
 - a. Every transition begins with an ending.
 - b. Endings must be resolved before we can make transitions.
 - c. Lostness and emptiness is the second phase of transition.
 - d. All of the above

8. According to Schlossberg, transitions can be categorized as
 - a. elected transitions.
 - b. surprise transitions.
 - c. sleeper transitions.
 - d. all of the above.

9. According to Shuchter and Ziscook, grief
 - a. is a process that takes two to three years for most people.
 - b. will continue several years after the loss or will never be totally resolved.
 - c. is, for the most part, supported by members of our society.
 - d. is influenced by five important factors.

10. According to Zimpfer, there are five purposes for loss groups. They are
 - a. support, dealing with grief, developing coping skills, gathering information and education, and considering existential issues.
 - b. support, dealing with grief, sharing of feelings, developing coping skills, and considering existential issues.
 - c. support, sharing of feelings, developing coping skills, gathering information and education, and considering existential issues.
 - d. none of the above.

Matching

11. _____ Mourning
12. _____ Grief
13. _____ Survivor guilt
14. _____ Schlossberg
15. _____ Nolen, Hoeksema, & Larson

- a. Instrumental support
- b. Elected transitions
- c. Influenced by culture, traditions, and customs
- d. "Why him and not me?"
- e. A highly individualized process that differs from person to person

Chapter 16

Group Work: Addictions

True/False

1. Group counseling has been described as the best treatment for most clients with addiction problems.
 - a. True
 - b. False
2. If a person relapses after discharge, the treatment should be considered a failure.
 - a. True
 - b. False
3. When establishing an addictions group, it is best practice to gather the members together and let them decide the topics for the group.
 - a. True
 - b. False
4. It is universally believed and backed by research that women should lead women's groups.
 - a. True
 - b. False
5. Open groups should have between 4–15 members.
 - a. True
 - b. False

Multiple Choice

6. Substance abuse contributes to more than _____ percent of domestic violence.
 - a. 20
 - b. 30
 - c. 56
 - d. 65

7. Substance abuse is _____ serious than substance dependence.
 - a. more
 - b. less
 - c. equally
 - d. none of the above

8. Since the 1960s, the medical community and contemporary society at large has moved away from which of the following models?
 - a. Medical model
 - b. Moral weakness model
 - c. Sociocultural model
 - d. Biopsychosocial model

9. The deadliest addictive substance is
 - a. alcohol.
 - b. LSD.
 - c. nicotine.
 - d. heroine.

10. Alcohol is what category of drug?
 - a. Opiate
 - b. Depressant
 - c. Stimulant
 - d. None of the above

Matching

11. _____ Medical model of addictions
12. _____ Stimulant
13. _____ Opiate
14. _____ Minnesota model
15. _____ IOP

- a. Demerol
- b. Outpatient program
- c. Jellinek
- d. Nicotine
- e. Inpatient program

Chapter 17

Group Work: Elderly People and Their Caregivers

True/False

1. By 2004,, the number of persons over 65 years of age in the United States had increased by approximately 12 times since 1900.
 - a. True
 - b. False
2. Erikson said that old age is a time when people need to develop close relationships.
 - a. True
 - b. False
3. The type of group responsible for the extension of groups outside institutions was the reminiscing group.
 - a. True
 - b. False
4. Reminiscing groups are synonymous with reality orientation groups.
 - a. True
 - b. False
5. The focus of brief solution-focused groups is past experiences.
 - a. True
 - b. False

Multiple Choice

6. The goals of groups for caregivers of the elderly include all except
 - a. finding more effective sedatives for agitated older persons.
 - b. obtaining social support from other caregivers.
 - c. learning new ways of coping with changed roles.
 - d. developing realistic expectations of the functional level of older persons.

7. Groups designed to stimulate involvement in life and increase communication and interaction are what kind of groups?
 - a. Reminiscing
 - b. Reality orientation
 - c. Remotivation
 - d. Psychotherapy

8. The topic of theme-focused groups might include
 - a. retirement issues.
 - b. loss.
 - c. independent living.
 - d. all the above.

9. A concern about using brief solution-focused group therapy with older persons is that
 - a. older people do not have solvable problems.
 - b. serious concerns of members may be ignored.
 - c. time has little meaning to the elderly.
 - d. all of the above.

10. Recommendations for organizing eGroups include
 - a. face-to-face screening of potential members.
 - b. providing technological assistance to members.
 - c. adhering to the *Ethical Standards for Internet Online Counseling*.
 - d. all of the above.

Matching

11. _____ Psychotherapy groups
12. _____ Topic- and theme-focused groups
13. _____ Reminiscing groups
14. _____ Remotivation groups
15. _____ Reality orientation groups
- a. Group issues often shared by elderly persons
 - b. Naturally occurring universal process
 - c. Elderly persons suffering from dementia
 - d. Clients progress toward resocialization
 - e. Manage life stresses and annoying personal problems

Chapter 18

Group Work: Gay, Lesbian, and Bisexual Clients

True/False

1. It is important for counselors to be sensitive to the varying degrees of normal distress experienced by HIV-positive individuals so that they will neither overreact to typical expressions of grief, anger, and anxiety nor minimize or ignore statements or behaviors that indicate that an individual is in need of crisis intervention.
 - a. True
 - b. False

2. There has been a tendency by both the gay, lesbian, and bisexual community and mental health professionals to overlook the needs of elderly gays, lesbians, and bisexuals.
 - a. True
 - b. False

3. The term *sexual orientation* implies that individuals choose to be gay, lesbian, or bisexual.
 - a. True
 - b. False

4. Homophobia is an attitude of fear and loathing toward individuals perceived to be gay, lesbian, or bisexual.
 - a. True
 - b. False

5. PFLAG is a group for older gays, lesbians, and bisexuals.
 - a. True
 - b. False

Multiple Choice

6. The process of developing an identity as gay, lesbian, or bisexual is termed
- community identity.*
 - identity conflict.*
 - self-identification.*
 - coming out.*
7. To be effective with gay, lesbian, and bisexual clients, counselors should do all of the following except:
- be well trained in gay, lesbian, and bisexual issues.
 - encourage gay, lesbian, and bisexual clients to change sexual orientation.
 - value heterosexuality and homosexuality equally..
 - be aware of terminology and directly ask group members about language choices..
8. Which of the following best describes "common interest groups" for gays, lesbians, and bisexuals?
- Professional.
 - Students.
 - Political action committees.
 - All of the above.
9. Youth groups assist gay, lesbian, and bisexual adolescents with which of the following issues/areas?.
- Providing positive role models
 - Approval and inclusion
 - Addressing self-destructive thoughts
 - All of the above
10. Gay-affirmative counseling is based on a set of six interlocking assumptions. Which of the following is **not** one of these?
- Being gay, lesbian, or bisexual is a pathological condition.
 - The origins of sexual orientation are not clearly understood or completely known.
 - Gays, lesbians, and bisexuals lead fulfilling and satisfying lives.
 - There are a variety of gay, lesbian, and bisexual lifestyles.

Matching

11. _____ Homophobia
12. _____ Heterosexism
13. _____ Gay-affirmative counseling
14. _____ Internalized homophobia
15. _____ Counselor homophobia
- a. Threatens the self-esteem and identity development of the individual
 - b. A set of political assumptions that empowers heterosexuals
 - c. The fear, dread, and loathing of gays, lesbians, and bisexuals
 - d. Being sensitive to sexual orientation issues
 - e. Considers gays, lesbians, and bisexuals as abnormal and in need of change

Answer Keys for Test Questions

Chapter 1

1 b, 2 a, 3 b, 4 a, 5 b, 6 d, 7 d, 8 a, 9 d, 10 a, 11 e, 12 c, 13 a, 14 b, 15 d

Chapter 2

1 a, 2 b, 3 b, 4 a, 5 a, 6 c, 7 a, 8 d, 9 d, 10 b, 11 d, 12 e, 13 c, 14 b, 15 a

Chapter 3

1 a, 2 b, 3 a, 4 b, 5 a, 6 d, 7 a, 8 d, 9 d, 10 a, 11 c, 12 e, 13 d, 14 a, 15 b

Chapter 4

1 a, 2 a, 3 b, 4 b, 5 b, 6 d, 7 a, 8 b, 9 c, 10 c, 11 b, 12 e, 13 c, 14 d, 15 a

Chapter 5

1 a, 2 b, 3 a, 4 b, 5 b, 6 c, 7 a, 8 d, 9 d, 10 c, 11 c, 12 d, 13 a, 14 e, 15 b

Chapter 6

1 a, 2 a, 3 b, 4 b, 5 a, 6 b, 7 c, 8 b, 9 d, 10 a, 11 c, 12 e, 13 a, 14 d, 15 b

Chapter 7

1 a, 2 a, 3 b, 4 a, 5 a, 6 d, 7 c, 8 b, 9 a, 10 a, 11 e, 12 d, 13 b, 14 c: 15 a

Chapter 8

1 b, 2 b, 3 a, 4 a, 5 b, 6 d, 7 a, 8 c, 9 d, 10 c, 11 c, 12 d, 13 e, 14 a, 15 b

Chapter 9

1 a, 2 b, 3 a, 4 b 5 a, 6 b, 7 b, 8 a, 9 b, 10 c, 11 b, 12 d, 13 a, 14 e, 15 c

Chapter 10

1 a, 2 b, 3 a, 4 b, 5 a, 6 b, 7 a, 8 c, 9 c, 10 d, 11 c, 12 a, 13 d, 14 b, 15 e

Chapter 11

1 a, 2 b, 3 a, 4 b, 5 b, 6 a, 7 d, 8 d, 9 a, 10 a, 11 c, 12 e, 13 b, 14 a, 15 d

Chapter 12

1 b, 2 b, 3 a, 4 b, 5 a, 6 d, 7 c, 8 a, 9 c, 10 b, 11 c, 12 e, 13 a, 14 d, 15 b

Chapter 13

1 b, 2 a, 3 b, 4 a, 5 a, 6 d, 7 c, 8 c, 9 b, 10 d, 11 c, 12 b, 13 d, 14 a, 15 e

Chapter 14

1 b, 2 b, 3 a, 4 b, 5 a, 6 b, 7 d, 8 a, 9 b, 10 c, 11 e, 12 b, 13 a, 14 c, 15 d

Chapter 15

1 b, 2 a, 3 b, 4 a, 5 b, 6 c, 7 d, 8 d, 9 b, 10 c, 11 c, 12 e, 13 d, 14 b, 15 a

Chapter 16

1 a, 2 b, 3 b, 4 b, 5 b, 6c, 7 b, 8 b, 9 c, 10 b, 11 c, 12 d, 13 a, 14 e, 15 b

Chapter 17

1 a, 2 b, 3 a, 4 b, 5 b, 6 a, 7 c, 8 d, 9 b, 10 d, 11 e, 12 a, 13 b, 14 d, 15 c

Chapter 18

1 a, 2 a, 3 b, 4 a, 5 b, 6 d, 7 b, 8 d, 9 d, 10 a, 11 c, 12 b, 13 d, 14 a, 15 e