

Test Bank
to accompany

Groups: A Counseling Speciality
Seventh Edition

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PREFACE

This Test Bank is designed to provide group work educators with question sets to enhance class preparation and instruction. It accompanies Samuel T. Gladding's *Groups: A Counseling Specialty*, Seventh Edition. Each chapter has an expanded selection of assessment items in multiple choice, fill-in the blank, short answer, and essay formats. Answer keys can be found at the end of the manual. These keys include guidance for grading the essays as well.

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Chapter 1 Types of Groups

Multiple Choice Questions

1. Gazda's unique emphasis which distinguished among 'three group types' included that they could be _____
_____.
 - a. viewed as on a continuum.
 - b. conceived as identical.
 - c. conceptualized by leader responsibility.
 - d. all of the above

2. These groups may disband abruptly after accomplishing their goals.
 - a. encounter groups
 - b. work groups
 - c. T-groups
 - d. Psychotherapy groups

3. In general _____groups stress "growth through knowledge".
 - a. counseling
 - b. task
 - c. psychotherapy
 - d. psychoeducational

4. Counseling groups recommend the number of members _____for groups with children than for groups for adults.
 - a. increase
 - b. remain constant
 - c. decrease
 - d. none of the above

5. Life-skills emphasis in psychoeducational groups purports that people can be taught on a(n) _____ level how to stop potential problems from occurring.
 - a. intrapersonal
 - b. extrapersonal
 - c. interpersonal
 - d. relational

6. Kottler asserts that a "counseling group for counselors" can help counselors deal more effectively with the _____ that comes from working with people in pain.
 - a. anxiety
 - b. toxic effect
 - c. depression
 - d. burnout risk

7. One of the primary aims of a membership in a psychotherapy group is _____, meaning to improve personalities or intrapersonal functioning.
 - a. problem-solving
 - b. relationship enhancement
 - c. conflict-management
 - d. reconstruction

8. Task/work groups differ from the other three types of groups most dramatically in that they do not focus on _____.
- interpersonal dynamics
 - specific outcomes
 - changing individuals
 - all of the above
9. _____ groups encompass multiple ways of working with members.
- Psychotherapy
 - Psychoeducational
 - Mixed
 - Task/work
10. In Waldo and Bauman's GAP Matrix, the "P" in the acronym GAP stands for _____.
- progress
 - proficiency
 - process
 - product
11. This type of group may have 20 to 40 members on average.
- mixed
 - psychoeducational
 - counseling
 - psychotherapy
12. Although distinction between "self-help groups" and "support groups" can be subtle, a difference in _____ is often evident.
- leadership and membership
 - control and membership
 - leadership and control
 - membership and termination
13. Guidance/psychoeducational groups were originally designed for _____ settings.
- hospital
 - work
 - educational
 - community center
14. The Life-skills groups are an example of this type of group _____.
- counseling
 - psychoeducation
 - work/task
 - psychotherapy
15. The leader of group psychotherapy is responsible for _____ in the group
- dictating
 - yearbook feedback
 - facilitating
 - none of the above
16. In working with abusive individuals, _____ groups seem to be rather effective.
- psychotherapy
 - work/task
 - brief therapy
 - psychoeducational

Short Answer Questions

1. A style a group uses, designed to enhance emotional and physical abilities that involves safe, risk-taking events is _____.
2. The overall goal of psychoeducational groups is _____ rather than remediation.
3. Subgroups should be small enough in order to not limit the _____ of members.
4. _____ is the term given for saying nice but insignificant things about a person in a group.
5. _____ groups allow new members to join at any time as opposed to not admitting new members after the first session.
6. A group that is considered _____ might use multiple ways of working with members and may change emphasis often.

Essay Questions

1. Describe elements of a successful task/work group.
2. Compare and contrast psychotherapy groups with counseling groups.
3. What advantages can you identify if a psychotherapy group had a membership with diverse presenting issues and degrees of severity?
4. Define mixed-groups and then discuss the importance of the self-help group movement.
5. Describe several advantages that Waldo and Baum's GAP Matrix model (revised) offers over the current ASGW four group types for the classification of groups.

Chapter 2 Group Dynamics

Multiple Choice Questions

1. The first site for research on "group dynamics" occurred _____ in settings.
 - a. family
 - b. hospital
 - c. work
 - d. laboratory
2. The "interaction of group members with one another" is often referred to as _____.
 - a. process
 - b. universality
 - c. content
 - d. conflict
3. In regards to group content, "good decision making involves interaction with others in the pursuit of a _____".
 - a. process
 - b. career
 - c. chain
 - d. purpose
4. Members who believe that their environments control them and that they are at the mercy of that environment may benefit in group counseling from the process function called _____.
 - a. universality
 - b. family reenactment
 - c. installation of hope
 - d. contagion
5. According to Hulse-Killackey, Schumacher, and Kraus, the "balance" between content and process is _____.
 - a. inevitable
 - b. ideal
 - c. irrelevant
 - d. impossible
6. "Each element (in productive group dynamics) is affected by whatever happens to any other element" conceptualizes the group as a _____.
 - a. thread
 - b. strategy
 - c. structure
 - d. system
7. The physical structure of a group is often dependent upon that group's intended purpose. Which structure below is more likely to be employed as a command structure (e.g., military)?
 - a. "Y "
 - b. circle
 - c. chain
 - d. wheel

8. Yalom's curative factors within a group often affect the interactions of members and the group as a whole in complex ways. As members accept responsibility for their own lives, Yalom would assert that _____ is the curative factor.
- catharsis
 - altruism
 - interpersonal learning
 - existential factor
9. Glass and Benschoff's *PARS model*, to conceptualize "processing" in group work, is an acronym where "A" stands for _____.
- acrimony
 - assimilation
 - activity
 - appreciation
10. A social _____ emerges in a group that manifests itself by altering actions, attitudes, and feelings.
- role
 - influence
 - dynamic
 - circle
11. Group _____ involves the actual words, ideas, and information exchanged within a group.
- process
 - content
 - work
 - action
12. _____ refers to both the physical setup of a group as well as the interaction of each group member in relation to the group as a whole.
- Group alliance
 - Group structure
 - Group content
 - Group harmony
13. _____ behaviors make up more than 50% of interaction and are perceived as more honest and less subject to manipulation.
- Nonverbal
 - Covert
 - Verbal
 - Grandiose
14. A sociogram can be used as a tool of _____ to plot out group interactions.
- socioplot
 - sociometry
 - verbal behavior
 - sociochart
15. The "Law of _____" states that the time a group spends discussing any issue is in inverse proportion to the consequences of the issue.
- personality
 - individuality
 - triviality
 - verbosity

16. Which one of the following is **not** a type of role in a group setting?
 - a. Facilitative/building role
 - b. individualizing
 - c. maintenance
 - d. blocking

17. _____ refers to the phenomenon in which group members are given roles within the group that they do not want or are uncomfortable exercising
 - a. Narcissism
 - b. Role Incompatibility
 - c. Role refusal
 - d. Psychic numbing

18. _____ is experiencing and expressing feelings.
 - a. Emotion
 - b. Release
 - c. Catharsis
 - d. Catatonic

Short Answer Questions

1. The _____ refers to changes in behavior as a result of observation and manipulation of conditions in an environment.
2. Group _____ is the interaction of group members with one another.
3. Looking at a group as an organism and acknowledging "the group is greater than the sum of its parts" is using _____ to explain the group.
4. The first factor that must be addressed in the preplanning stage is labeled _____ or what the group is meant to do.
5. _____ groups are composed of persons with dissimilar backgrounds.
6. In a _____ activity, members may line up in rank of how they feel about a topic and then get a chance to compare where they stand in regard to other group members.

Essay Questions

1. Discuss both positive and negative group variables in therapy groups. Include specific examples and describe their impact on group dynamics.
2. Draw the "Process First, Content After" Model presented by Hulse-Killacky, Schumacher, and Kraus at the 1994 American Counseling Association Conference. Describe each element (e.g., lines) of this model. What does it attempt to explain?
3. Describe the development of group dynamics as a system. Include the three "crucial parts" identified by Dongian and Malnati (1997)
4. Identify five benefits of completing activities/exercises in group counseling.
5. Discuss two activities that may help a group gain insight into its functioning

Chapter 1 Answer Key

Multiple Choice Questions

1. a. viewed as on a continuum.
2. b. work groups
3. d. psychoeducational
4. c. decrease
5. a. intrapersonal
6. b. toxic effect
7. d. reconstruction
8. c. changing individuals
9. c. Mixed
10. c. process
11. b. psychoeducational
12. c. leadership and control
13. c. educational
14. b. psychoeducation
15. c. facilitating
16. a. psychotherapy

Short Answer

1. Adventure counseling
2. Prevention
3. Airtime
4. Yearbook
5. Open ended
6. Mixed

Essay Questions

Essay Questions

1. Describe elements of a successful task/work group.
 - Emphasis on accomplishment/efficiency
 - Collaboration
 - No focus on individual change
 - Success depends on healthy group dynamics
2. Compare and contrast psychotherapy groups with counseling groups.
 - Psychotherapy groups: address personal and interpersonal problems, remedial in nature, emphasis on helping people with serious psychological problems, meant to reconstruct and rectify interpersonal functioning
 - Counseling groups: preventive, growth oriented, focused on improvement of interpersonal relationships and intrapersonal growth

3. What advantages can you identify if a psychotherapy group had a membership with diverse presenting issues and degrees of severity?
 - Psychotherapy groups can effectively help people with a wide variety of disorders
 - These groups work best when they include a variety of individuals (a heterogeneous group), not simply individuals with severe disorders
4. Define mixed-groups and then discuss the importance of the self-help group movement.
 - Mixed groups encompass multiple ways of working with members
 - Mixed groups may overlap emphases or change emphasis at any given time
 - Self help groups effectively benefit racially and economically diverse individuals
5. Describe several advantages that Waldo and Baum's GAP Matrix model (revised) offers over the current ASGW four group types for the classification of groups.
 - There is more agreement regarding types of groups using the GAP model than the ASGW model
 - The GAP model lends utility, specificity, and research

Chapter 2 Answer Key

Multiple Choice Questions

1. c. work
2. a. process
3. d. purpose
4. c. installation of hope
5. b. ideal
6. d. system
7. c. chain
8. d. existential factor
9. c. activity
10. b. influence
11. b. content
12. b. group structure
13. a. nonverbal
14. b. sociometry
15. c. triviality
16. b. individualizing
17. b. role incompatibility
18. c. catharsis

Short Answers

1. Hawthorne Effect
2. Process
3. Systems theory
4. Clarity of purpose
5. Heterogeneous
6. Nonverbal Interpersonal

Essay Questions

1. Discuss both positive and negative group variables in therapy groups. Include specific examples and describe their impact on group dynamics.
Positive variables:
 - Installation of hope (assurance that treatment will work)
 - Universality (sharing experiences)
 - Imparting of information (instruction regarding mental health and coping skills)
 - Altruism (working for the common good)
 - Corrective recapitulation of the primary family group (reliving and resolving familial conflicts)
 - Development of socializing techniques (basic social skills)
 - Imitative behavior (modeling positive behaviors of other members)
 - Cohesiveness (healthy therapeutic relationships among members and leader)
 - Catharsis (experiencing and expressing feelings in group)
 - Existential factors (accepting responsibility for one's life)

Negative variables:

- Avoiding conflict (group focuses only on positives by silencing negatives)
 - Narcissistic group (group finds cohesion by creating an outside enemy)
 - Psychic numbing (members abdicate responsibility for the group, become dependent on leader)
2. Draw the "Process First, Content After" Model presented by Hulse-Killacky, Schumacher, and Kraus at the 1994 American Counseling Association Conference. Describe each element (e.g., lines) of this model. What does it attempt to explain?
 - See page 31 in the text for drawing
 - The drawing attempts to explain how a group can be out of balance when process and content are not connected
 3. Describe the development of group dynamics as a system. Include the three "crucial parts" identified by Dongian and Malnati (1997)
 - Three "crucial parts" are leader, members, and group as a whole
 - The group is a system in which is part is affected by the other parts
 - Leader must tend to group dynamics in order to help the group function as a whole
 4. Identify five benefits of completing activities/exercises in group counseling.
 - Generate discussion
 - Focus on specific issue
 - Shift focus
 - Promote experiential learning
 - Increase comfort level
 5. Discuss two activities that may help a group gain insight into its functioning.
 - Videotaping (group watches itself)
 - Journaling (group members write about the group immediately following sessions)
 - Outdoor experiences (encourage total participation)
 - Simulation games (task-focused process awareness)
 - Sociometrics (game-based activity combined with debriefing, discussion, and reflection)