

Instructors' Test Bank for

Second Edition

Interactive GROUP WORK



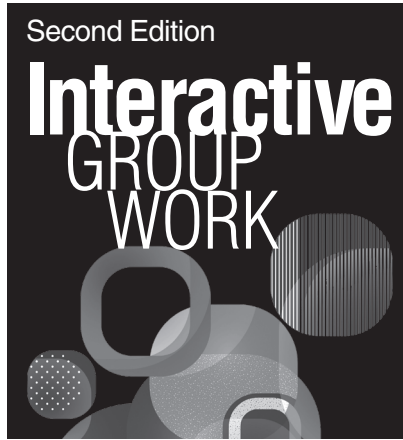
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Note to Instructors

The following questions address the entry-level learning outcomes of each chapter. These questions can be used to encourage reading and engagement or to assess basic learning (largely identifying, defining, or describing) as each chapter reading is completed. For advanced-level learning outcomes, we suggest assessment through exposure to a group interaction stimulus (case, scenario, or video segment) and application of key chapter concepts through a written conceptualization. Both assessment methods can easily be adapted to online learning systems.



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Part I

The Interactive NATURE of GROUPS



Chapter 1



The Social Context of Group Counseling

1. Which historic individual theory or theories describe(s) relationships as essential in meeting core human needs?
 - a. psychodynamic
 - b. humanistic
 - c. interpersonal
 - d. modern cognitive behavioral
 - e. all of the above
2. Decades of research on group psychotherapy have led to the conclusion that
 - a. group psychotherapy is the most effective form of therapy
 - b. group psychotherapy is as effective as individual therapy
 - c. group psychotherapy is slightly less effective than individual therapy but is preferred because of its greater cost effectiveness
 - d. group psychotherapy has been poorly researched

3. The rationale for using groups to promote human change includes
 - a. the primacy of relationships in human functioning
 - b. the primacy of group leader feedback in group change processes
 - c. the ability to exclude out-of-group member behavior patterns from in-group interaction
 - d. all of the above


4. Because groups are social microcosms, group leaders should expect that
 - a. they will need to prevent group members from talking about race and religion to keep them safe
 - b. group members will naturally find the group to be a safe and equitable place
 - c. societal dynamics will be reproduced in the group as a normal part of the process
 - d. none of the above

5. Several beliefs serve as the foundation for change in groups. Which of the following is NOT one of these beliefs?
 - a. individuals form and enact their personalities in relationship to others
 - b. peer pressure is coercive and unethical
 - c. as a result of their relationships, individuals develop a pattern of interpersonal behaviors
 - d. individuals are more likely to change their relational behaviors when they work within relationship.

6. The essential values of group work include
 - a. improving peoples' lives
 - b. improving peoples' relationships
 - c. improving the social environment
 - d. all of the above

7. Although group work has been evolving for over a century, more recent developments include
 - a. psychoanalytic and T-groups
 - b. guidance and support groups
 - c. manualized and online groups
 - d. encounter and growth groups

Chapter 2



The Interactive Group Environment

1. The term *norms* refers to which of the following?
 - a. an unwritten code of behavioral rules for the group
 - b. the way a person always behaves in the group
 - c. an identity that one assumes in the group
 - d. the guy at the end of the bar in the 1980s TV sitcom *Cheers*
2. When leaders observe members working hard to maintain a norm, they should also expect
 - a. members to ask for help in changing the norm
 - b. members to recognize the norm for themselves
 - c. members to resist changing that norm
 - d. members to not show up next week for group
3. How do group leaders facilitate the development of facilitative group norms?
 - a. by making rules governing group interaction
 - b. by criticizing group members when they appear to be obstructing group progress
 - c. by rewarding group members who self-disclose
 - d. by encouraging the inclusion of effective group behaviors and the exclusion of counterproductive behaviors

4. Group members' roles form
 - a. covertly early in the life of the group and are difficult to change
 - b. as the unwritten code of behavioral rules that guide the interaction of the group
 - c. before the group begins and continue after the group terminates
 - d. as a way to communicate to other group members

5. How do roles differ from norms?
 - a. roles form early in group development, whereas norms form later in the life of the group
 - b. norms are the behaviors expected of all group members, whereas roles are the unique behaviors group members expect from individual members
 - c. they do not differ
 - d. leaders have the ability to change member roles but cannot change group norms

6. Which of the following does NOT describe group process?
 - a. group process is the protocol the leader follows to counsel each group member
 - b. group process can include members' covert and overt negotiations about what is acceptable communication within the group
 - c. *group process* is another term for how the group is interacting
 - d. even when nobody is talking, group process is still occurring

7. Which of the following statements best describe(s) group norms?
 - a. norms are consistent patterns of group member behavior
 - b. norms can be either productive (conducive to change) or obstructive (not conducive to change)
 - c. norms are the product of negotiations and influence among group members
 - d. norms are a structural property of groups
 - e. all of the above

8. Which of the following does NOT describe group roles?
 - a. hindering and facilitative roles can be sociable, structural, divergent, or cautionary
 - b. roles are the behavioral expectations the group has for individual members
 - c. group members quickly become conscious of the roles within the group
 - d. the roles taken on by members have more to do with the needs of the group than the needs of the members
 - e. in a healthy group, members have the freedom to experiment with different roles

9. By being aware of, challenging, and shaping group norms and roles, group leaders can
 - a. create environments that are not conducive to group member learning and growth
 - b. influence members' attitudes toward participation, personal responsibility, risk-taking, and commitment to one another's learning
 - c. interfere with the natural process of change
 - d. discourage honest and open group interaction

10. Which of the following actions might a leader take with respect to group norms and roles?
 - a. a group leader might attempt to shape group norms by modeling and suggesting effective ways for group members to interact
 - b. group leaders may watch carefully for strong group reactions that indicate norms or roles have been violated
 - c. because effective leaders understand that norms and roles are most easily shaped during formation, they may begin intervening early in the group
 - d. all of the above

11. To understand how diversity affects group work, it is essential to understand which of the following?
 - a. impact of diversity upon relationships between members of different social identity groups
 - b. influence of culture upon individuals
 - c. impact of diversity upon individual identity development
 - d. influence of group leaders' culture and social identity upon their perceptions and actions
 - e. all of the above

Chapter 3



Group Development Theory

1. Which of the following does NOT refer to group development theory?
 - a. describes how issues common to group members surface
 - b. describes how issues temporarily resolve
 - c. depicts the conditions necessary for change
 - d. describes how issues recycle
2. According to Bion (1961), groups that act as if they are a work group
 - a. are very common
 - b. never occur
 - c. are rare
 - d. function on an irrational level
3. In Bion's (1961) theory of group development, the assumption group in which themes of fear and revenge may alternate rapidly is known as the
 - a. pairing assumption group
 - b. anxiety assumption group
 - c. dependency assumption group
 - d. fight/flight assumption group

4. Members face concerns related to their ability to influence others and to assume responsibility during Schutz's (1966) _____ phase of group development.
 - a. affection
 - b. inclusion
 - c. control
 - d. connection

5. The prevalence of emotional expression is the key to identifying which phase of Schutz's (1966) theory of group development?
 - a. connection phase
 - b. affection phase
 - c. control phase
 - d. inclusion phase

6. Group development theories describe which of the following?
 - a. the systematic actions that a group leader must take to help group members develop
 - b. the emotional and behavioral stages that almost all groups go through as they form and eventually end
 - c. the individual developmental tasks of group members
 - d. effective ways to conduct needs assessments, plan groups, and market groups in a setting or community
 - e. the predictable stages a novice group leader experiences as they learn new skills

7. Which of the following is NOT a common theme of group development theories?
 - a. the issues that arise during group development are separate from members' issues in the "real world"
 - b. at different times during the life of a group, members will tend to struggle with core interpersonal issues
 - c. there is always a certain level of anxiety in the group related to the dominant issues arising in group and the developmental phase
 - d. during the normal life cycle of a group, some level of conflict and anger is unavoidable and can be very productive

8. Which of the following characterize(s) Tuckman and Jensen's (1977) "storming" stage?
 - a. group members may challenge group leaders or other members
 - b. group members may resist participation and question the usefulness of the group
 - c. the demands of participating in the group may contradict how members are used to interacting in their lives
 - d. group members become defensive and may withdraw to avoid exposure and vulnerability
 - e. all of the above

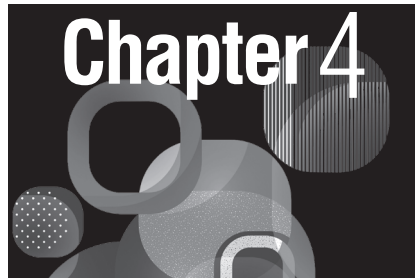
9. Interactive group development theory
 - a. includes stages in which interpersonal issues such as involvement, dependency, authority, individuation, intimacy, and loss and loneliness are faced by group members
 - b. posits that group member interpersonal issues, if successfully dealt with, will not resurface during future groups
 - c. includes an authority stage in which group members eagerly accept responsibility for group process and direction
 - d. includes an individuation stage that generally occurs after group members have decided that they cannot handle conflict

Part II

Group Leadership THEORIES and FOUNDATIONS

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Chapter 4



Focal Conflict Theory

1. Which of the following unfold in the context of here-and-now interaction?
 - a. restrictive habitual personal solutions
 - b. interpersonal perceptual distortions
 - c. solutions members negotiate to deal with shared disturbing and reactive motives
 - d. all of the above
2. Enabling solutions do which of the following?
 - a. satisfy disturbing motives and confront the fears associated with reactive motives
 - b. occur when members express opposing solutions
 - c. manage the intensity of the group's anxiety by avoiding the discussion or experience of the disturbing and reactive motive
 - d. address the focal conflict by ignoring anxiety
3. Which of the following is an example of a disturbing motive?
 - a. fearing rejection and criticism
 - b. wanting to share emotions
 - c. talking about cognitive topics
 - d. pretending there is no conflict

4. The focal conflict approach has the objective of helping members develop effective interpersonal solutions and complementary self-perceptions on the basis of which of the following assumptions?
 - a. individuals entering groups use restrictive, habitual personal solutions that limit their interpersonal effectiveness
 - b. for individuals to profit from their experiences as members, they must be involved in interactions that elicit change
 - c. leaders must intervene whenever needed to establish a level of anxiety that energizes members' interactions
 - d. all of the above

5. Which of the following is a key tenet of focal conflict theory?
 - a. group leaders must encourage conflict among members to move the group forward
 - b. themes in a group's interaction represent its members' common concerns
 - c. the disturbing motive represents a shared, but often covert, intent within the group
 - d. lowering anxiety is the underlying purpose of group interaction
 - e. all of the above

6. A reactive motive in focal conflict theory is best described as
 - a. a shared wish within a group
 - b. a group member's fear of conflict
 - c. the shared fear of vulnerability within the group
 - d. a desire to distance oneself from the group
 - e. the motivation to move forward productively in the group

7. Which of the following best describe(s) restrictive solutions?
 - a. restrictive solutions generally raise anxiety within groups
 - b. restrictive solutions allow open discussion of groups' shared concerns
 - c. restrictive solutions are harder for most groups to embrace than enabling solutions
 - d. restrictive solutions may include such things as intellectualization, there-and-then focus, and providing only positive feedback
 - e. none of the above

8. Leader interventions in focal conflict theory may do which of the following?
 - a. develop group norms that are enabling
 - b. help to maintain optimal anxiety levels
 - c. thwart restrictive solutions that are emerging
 - d. promote sufficient safety so that members can take risks
 - e. all of the above


9. The focal conflict is
 - a. something destructive that should not happen
 - b. two group members disagreeing about values
 - c. when the group or group members have something they wish to say or do in the here and now but fear the consequences of doing so
 - d. when the group as a whole wishes to do something that an individual does not want to do
 - e. none of the above

10. To optimize the group's facilitative qualities, group leaders should support enabling solutions and frustrate restrictive solutions. Which of the following are examples of either?
 - a. verbalizing the reactive motive
 - b. explaining how the group restrictive solution will not meet their goals
 - c. identifying an established obstructive norm to the group
 - d. setting a ground rule that parallels an enabling solution
 - e. all of the above

11. Members become *deviants* when they
 - a. go along with the group restrictive solution
 - b. do not behave according to the group-developed solution
 - c. challenge the leaders
 - d. have presenting issues that are different from those of others in the group

12. Jonathan has been attending group for 3 months. He is very active in the group and viewed as a leader by the other group members. Jonathan always makes sure that everyone has a chance to talk and makes great effort to mediate interactions between group members. Whenever discussions become heated, Jonathan always steps in to help end them. Which of the following in focal conflict theory is Jonathan?
- a. enabling solution
 - b. restrictive deviant
 - c. scapegoat
 - d. enabling deviant

Chapter 5



General Systems Theory

1. General systems theory and focal conflict theory
 - a. both describe the ways in which conflict and anxiety manifest in groups
 - b. are useful for understanding member interaction and communication
 - c. are different ways of explaining the same dynamics
 - d. describe the systemic interactions among larger and smaller systems
 - e. all of the above
2. When applied to group dynamics, general systems theory explains
 - a. the interaction of group members and their mutual influence on one another
 - b. the ways in which communication patterns develop among group members
 - c. how a group becomes a system that is maintained by member interactions
 - d. all of the above

3. When applied to groups, the general systems theory principle that *systems are isomorphic* means that
 - a. the behaviors of individuals influence the group
 - b. just as individuals' concerns hint at group concerns, social issues are reflected in individual and group issues
 - c. individuals have less influence than the group as a whole
 - d. systems are unique developmental entities that limit outside influences through appropriate boundary regulation

4. After last week's emotional group session, you expect your group members will be reluctant to talk much this week. The general systems theory concept that best explains this is
 - a. subsystems
 - b. homeostasis
 - c. permeable boundaries
 - d. isomorphy

5. Too much homeostasis can mean that
 - a. group membership does not accurately reflect the diversity of sexual orientation of larger society
 - b. group norms allow for the appropriate amount of change
 - c. groups become unpredictable and anxiety provoking
 - d. groups become stagnant

6. Developing autonomy in group members means the leader
 - a. helps members with rigid boundaries stay firm
 - b. helps members make intentional decisions regarding their boundaries
 - c. helps members with clear boundaries to become more flexible
 - d. helps members with diffuse boundaries to connect with others

7. Can you explain how group systems theory demonstrates the concept of homeostasis?
 - a. a group establishing itself then attempting to maintain itself as it is
 - b. a group seeming to have the goal of avoiding anxiety
 - c. a group attempting to consolidate after a period of change
 - d. all of the above

8. Boundaries are very significant to groups and to the application of systems theory to groups. In groups, boundaries do which of the following?
 - a. differentiate parts of a system based on social identity characteristics
 - b. dictate the type of information that can be shared
 - c. define what the leader can say but not what the members can say
 - d. apply to individuals in the group but not to the group itself

9. Groups with overly rigid boundaries may exhibit which of the following?
 - a. uncertain relationships
 - b. anxiety related to ambiguity
 - c. inflexible communication content
 - d. overinvolvement and intensity

10. In group systems theory, healthy autonomy occurs when
 - a. members can act intentionally to open and close their boundaries
 - b. members decide independently when to participate and how deeply to be involved in interaction
 - c. members are not influenced by others in the group
 - d. a and b

11. According to systems theory, the basic tasks of the group leader include but are not limited to
 - a. assessing boundary functioning of the group as a system, its subsystems, and individual systems
 - b. intervening when necessary to manage boundaries that are excessively open or closed
 - c. developing healthy external group boundaries
 - d. all of the above

Chapter 6



The Interpersonal Approach and Group Theory Summary

1. Which of the following statements about significant change in group is less true?
 - a. observing and identifying members' interpersonal issues is critical to the change process
 - b. change does not occur unless members give and receive feedback about their interpersonal behaviors
 - c. unless members define and experiment with more effective interpersonal behaviors, they do not experience significant change in their relationships
 - d. members acknowledging their habitual patterns of interacting results in meaningful change
2. A group member reacting to another group member unrealistically because of their own perceptions and internal reactions is an example of
 - a. giving feedback
 - b. a parataxic distortion
 - c. consensual validation
 - d. a here-and-now interaction

3. The process by which individuals learn to value themselves, their internal experiences, and their behaviors differently depending on the responses and perceived evaluations of others is _____
 - a. consensual validation
 - b. corrective emotional experience
 - c. self-reflective loop
 - d. engaging in new behaviors outside of group
4. Which of the following statements about here-and-now interactions is NOT true?
 - a. here-and-now interactions do not include cognitive sharing
 - b. here-and-now interactions focus on what is occurring in the present between members in the group
 - c. here-and-now interactions occurring in the group may contain group members' interpersonal distortions
 - d. here-and-now interactions are more likely to be affect laden
5. _____ characterize(s) how interaction actually occurs and the purpose of the interaction.
 - a. process
 - b. self-reflective loop
 - c. norms
 - d. rules
6. A _____ is an experience of intense emotion, reality testing, and cognitive processing that corrects interpersonal distortions.
 - a. consensual validation
 - b. self-reflective loop
 - c. corrective emotional experience
 - d. none of the above
7. As a group leader who uses the interpersonal approach to counseling, which of the following steps would be the last one that you would encourage group members to take?
 - a. giving each other feedback
 - b. interacting openly and honestly in the here and now
 - c. taking responsibility for using and changing ineffective interpersonal behaviors
 - d. trying on new behaviors outside the counseling group

8. Which of the following is the assumption on which the interpersonal approach is based?
 - a. individuals have a predisposition to clarify their perceptions of others
 - b. people develop effective interpersonal behaviors based on an internal evaluation system
 - c. interpersonal schemas are generally developed early in life and persist unchanged
 - d. parataxic distortions occur when one person relates to a second on the basis of a dishonest representation by the second person

9. Which of the following is NOT an example of a corrective emotional experience in group?
 - a. Angie usually agrees with everyone to gain approval. She does so in group, and several group members give her feedback that it is hard for them to trust her because they don't know how she really feels. Angie becomes sad and, after some thought, says that even she doesn't know how she really feels.
 - b. Brad was always rejected by his family when he was angry. In the group, he expresses anger inappropriately, and the group gives him feedback that they are put off by it. Brad refrains from expressing his anger in group from then on.
 - c. Angie usually agrees with everyone to gain approval. In group she fearfully expresses a reaction that is different from everyone else's. The group struggles with it but with some processing give her feedback that they trust and respect her more for being honest.
 - d. Brad habitually finds ways to distance himself from others, including using anger inappropriately. He successfully interacts in the group for a while, then blows up and curses as someone gives him feedback. The group continues to work with him to identify the fears that prompted his blowup and to support him.

10. In interpersonal group leadership, the *here and now*
 - a. refers to the most pressing issues brought to the group by members
 - b. means the thoughts a group member has in the moment about their life problem
 - c. is critical because this is when group members are free of their parataxic distortions
 - d. relies upon group members being open and authentic with one another

11. Which of the following are included in therapeutic process of interpersonal group work?
 - a. members' interpersonal distortions emerge in here-and-now interactions in the group
 - b. through feedback and self-observation, members become aware of these distortions
 - c. members take responsibility for changing their ineffective interpersonal behaviors
 - d. members learn about and begin to use more effective interpersonal behaviors in the group and, eventually, outside the group
 - e. all of the above

12. Which of the following is NOT the role of the interpersonal group leader?
 - a. creating a facilitative group culture through developing interactive norms, such as self-disclosure, support, use of the here and now, feedback, risk-taking, and observing interaction
 - b. activating the here and now by directing members to share immediate feelings and reactions and to give immediate feedback
 - c. processing and using the self-reflective loop so group members learn directly from the leader
 - d. focusing group members on the goals of altering interpersonal distortions, improving their ability to relate with others, and achieving healthy relationships

Chapter 7



Interactive Group Leadership

1. Numerous research studies have uncovered common themes in therapeutic factor research, regardless of the theoretical perspective, that strongly suggest that
 - a. a facilitative group environment is necessary for desirable therapeutic outcomes
 - b. members learn best when they have direct ongoing interactions with group leaders
 - c. members learning that other members share concerns enables the maintenance of problematic behaviors
 - d. feedback and input from leaders is crucial
2. When a group has a diverse membership, how may the therapeutic factors be affected?
 - a. interpersonal learning is less likely due to lack of trust
 - b. cohesion may take longer to develop
 - c. group members who differ significantly in social identity or life experiences may have a more difficult time garnering hope from the leader and other group members
 - d. b and c
 - e. all of the above

3. Processing or directing members to share, reflect upon, and more fully understand their here-and-now experiences is an important part of maintaining a facilitative group environment. Which of the following times are useful for processing with group members?
 - a. when the group has consistently let a member monopolize the interaction
 - b. when two group members have shared a powerful emotional connection and the group moves on without comment
 - c. when interaction becomes repetitive and nonproductive
 - d. when interaction is potentially harmful to a group member
 - e. all of the above

4. From the interactive perspective, which of the following describe(s) group leader functions?
 - a. group leaders support group members by expressing care and empathy
 - b. group leaders introduce, process, support, and enforce member behaviors that are conducive to safety, learning, and growth
 - c. group leaders educate, direct, and coach group members so that their interactions with each other are beneficial
 - d. all the above

5. Bloch and Crouch (1985) presented four critical therapeutic factors developed from their observations and research. Which of the following is not one of their therapeutic factors?
 - a. insight
 - b. self-disclosure
 - c. acceptance and cohesion
 - d. authority

6. Therapeutic factors
 - a. are techniques used by group leaders to promote change
 - b. are experienced in the same way by group members of all social locations and cultures
 - c. are elements of groups that promote change
 - d. occur naturally in groups and are not influenced by group leadership

7. Identify the function(s) that describe a group leader's role from an interactive perspective.
 - a. the responsibilities and tasks necessary to accomplish leadership objectives
 - b. insight, catharsis, cohesion, and learning from interpersonal action
 - c. the same as leadership skills
 - d. not including caring for group members

8. Although authors have conceptualized leadership functions in various ways, the interactive perspective of leadership functions
 - a. links leadership functions to leadership theory
 - b. uses leadership functions to further define how leaders should accomplish their objectives
 - c. includes the functions of norm setting, boundary management, structuring, instruction, regard, languaging, and administration
 - d. all of the above

9. The interactive group leadership function of languaging
 - a. involves extensive verbal intervention on the part of the group leader
 - b. assists group members in making sense of significant group occurrences
 - c. results in group members using respectful language at all times
 - d. requires the group leader to use the language of the group members

Part III

Interactive GROUP LEADERSHIP in ACTION



Chapter 8



Basic Group Leadership Skills and Interventions

1. Which of the following is NOT associated with group leaders' affective objectives?
 - a. these objectives are essential for members' learning and growth
 - b. affective objectives focus on group leaders learning to control their emotions
 - c. meeting these objectives requires group leaders to work at all three group levels
 - d. how affective objectives are met in a group may depend on the culture and life experience of group members
2. Which of the following is most true about group intervention levels?
 - a. intervention levels are all important and each serves several leadership purposes
 - b. intervention levels refer to the level of anxiety they provoke and consist of mild, moderate, and extreme intensity
 - c. the extreme level of intensity is the most underused and effective level
 - d. the individual level is the most underused and effective level

3. Which of the following is true regarding group leaders' use of technical expertise and personal involvement?
 - a. group leaders should not disclose their personal reactions
 - b. group leadership is similar to group membership, so group leaders should involve themselves emotionally in the group as members do
 - c. group leaders who rely heavily on technical expertise promote a very safe group environment
 - d. group leaders should strive to be open, honest, and direct with group members

4. In group counseling, facilitators must choose at which level to intervene. Which of the following is NOT true about intervention levels?
 - a. interventions can occur at the individual, subgroup or interpersonal, and group system level
 - b. the most important intervention level is the individual level
 - c. group system interventions are often used to facilitate awareness of existing group norms and to establish effective group norms
 - d. an example of an interpersonal intervention is "Riley, your anger seems to be directed toward Marcy. Can you tell her what is angering you?"

5. Which of the following accurately describes the timing of group work interventions?
 - a. leaders should always intervene if a group member is likely to be harmed
 - b. leaders should always intervene if group interaction is intense or angry
 - c. it is never productive to let group members struggle with an issue
 - d. timing is most critical during the working stage of groups

6. *Bridging* is a critical skill that facilitates necessary connections between group members. Which of the following is NOT a bridge?
- a. "James, it seems like you're having a reaction to what Alice is saying. Can you tell Alice what you're feeling?"
 - b. "Anna, Art just shared that he feels alone in this group, and you've mentioned feeling lonely in the group, too. Can you tell him what it's like for you?"
 - c. "Jenny, when you swear to express your anger, I get scared and tune out."
 - d. "Shawn, how are you reacting to Art and Anna talking to each other about their loneliness?"



Developing Effective Group Membership Skills

1. Three essential communication skills leaders should teach members are
 - a. interpretation, emotion regulation, and reflection
 - b. silence, authenticity, and empathy
 - c. feeling reflection, paraphrasing, and questioning
 - d. paraphrasing, questioning, and bridging
2. Which of the following does NOT describe essential group member skills?
 - a. essential group member skills include eliciting responses, clarifying, and connecting members
 - b. learning essential member skills should be a part of every group
 - c. interpersonal communication skills such as effective sending and receiving, reflecting feelings, paraphrasing, and appropriate questioning are essential group member skills
 - d. as group members acquire the essential skills, they are able to increase their own interpersonal learning as well as contribute to others' learning
 - e. essential member skills should be carefully evaluated and possibly adapted for cultural appropriateness

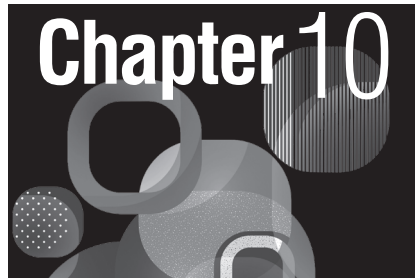
3. Intercultural awareness and self-sufficiency are a set of membership qualities that is associated with which of the following?
 - a. group members demonstrating understanding of their own cultural values, beliefs, and behavior and patience with others
 - b. group members rarely challenging or upsetting fellow group members who communicate differently or are culturally different
 - c. group members believing they do not rely on others in the group at all
 - d. group members being required to develop these qualities prior to joining the group so leaders can focus on membership skills within the group

4. Which of the following is evidence of ineffective or problem communication in a group?
 - a. members making assumptions about other members and not verifying these assumptions
 - b. frequent conflict that seems more related to how things are worded than to the content of sharing
 - c. members using language that elicits swift and intense negative reactions from others
 - d. members seeming to agree on issues when it is clear they do not understand what the other is conveying
 - e. all of the above

5. Which of the following statements about teaching effective communication skills is true?
 - a. most group members are able to use the skills easily right from the start
 - b. it is normal for interaction to feel unnatural when members first try out their new communication skills
 - c. group leaders should teach communication skills at the start of group and not move on until group members have mastered them
 - d. group leaders should not teach communication skills to members when they are frustrated with difficult interactions

6. Feedback is one of the most important member skills.
Effective feedback
- a. is not self-disclosure
 - b. implies the intentions of the receiver
 - c. does not describe the behavior that evoked a reaction
 - d. is essential to interpersonal learning
 - e. b and d

Chapter 10



Ongoing Leadership Tasks

1. Which of the following is true regarding the nature of group leaders' ongoing tasks?
 - a. ongoing leadership tasks are essentially the same as basic leadership skills
 - b. ongoing leadership tasks are the use of a combination of skills to remediate a group interaction problem
 - c. ongoing leadership tasks are aimed at creating facilitative group environments and enabling interpersonal learning
 - d. ongoing leadership tasks are discreet actions meant to influence one group member or one interaction
2. Which is NOT true regarding the set of ongoing leadership tasks described as *processing*?
 - a. the tasks direct members to share, reflect on, and more fully understand their here-and-now experiences
 - b. the tasks encourage and capitalize on interpersonal learning
 - c. it is a discussion between the leader and one member about group interaction or series of interactions
 - d. it is meant to increase members' understanding of how they are interacting and the consequences of their interactions

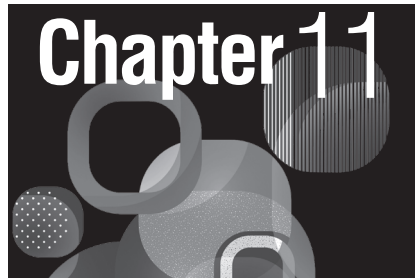
3. Ongoing leadership tasks include which of the following?
 - a. processing
 - b. optimizing the facilitative qualities of the group
 - c. establishing a shared perception of safety
 - d. protecting members from harm
 - e. all of the above

4. The set of ongoing leadership tasks related to processing does NOT include which of the following?
 - a. helping members share reactions
 - b. helping members gain membership skills
 - c. helping members conceptualize concerns
 - d. helping members define change

5. The ongoing leadership tasks associated with the objective of optimizing the group's facilitative qualities include
 - a. developing enabling solutions and frustrating restrictive solutions
 - b. building a shared perception of safety and protecting members from harm
 - c. monitoring group interaction for focal conflicts and themes
 - d. all of the above

6. While enacting the ongoing leadership task of protecting members from harm, group leaders should
 - a. not worry about members putting pressure on each other because this helps members develop emotion regulation
 - b. assume that when members isolate in group it is a sign of increasing autonomy
 - c. be vigilant for oppressive societal dynamics
 - d. focus primarily on the functioning of external group boundaries because internal boundaries are rarely problematic

Chapter 11



Intervention Strategies

1. Which of the following is NOT true regarding intervention strategies?
 - a. they are sequences of interventions made over the course of a session or several sessions
 - b. they are intended to improve the facilitative qualities of the group environment and encourage member change
 - c. an intervention strategy is primarily focused on an individual group member who is struggling
 - d. they can be the product of the group leader observing a problematic group interaction pattern over time
2. Common interaction patterns that should be the focus of intervention strategies include
 - a. the presence of persistent obstructing norms
 - b. problematic interpersonal and relationship and member roles
 - c. sociocultural issues, such as bias, discrimination, and stereotyping, that arise in group
 - d. all of the above

3. When planning intervention strategies for problematic member roles, which of the following is most important for leaders to focus on?
 - a. how to get the group member with the problematic role to take full responsibility
 - b. how their group leadership theory can inform understanding of this role
 - c. getting other group members to give the member in the role negative feedback to enable change
 - d. how the role affects the leader, because the group members are usually unaware of the impact of roles

4. Which of the following is NOT a challenge faced by leaders as they consider intervention strategies related to confronting social issues in groups?
 - a. it is difficult to gain experience with intervention strategies aimed at social issues in groups because they seldom arise
 - b. these intervention strategies may be intimidating to group leaders
 - c. group members may be reluctant to address social issues even when they are aware of them
 - d. group leaders should try not to intervene too early when they note a potential social issue affecting the group

5. Conflict may occur in groups with diverse composition. Leaders of diverse groups should
 - a. assume that the members will find conflict offensive and steer the group away from topics on which members might disagree
 - b. reassure group members that they will eventually get along and are more the same than different
 - c. normalize conflict and provide limits and culturally appropriate structure to facilitate resolution
 - d. continue to focus on differences, rather than common experiences until the conflict is resolved
 - e. wait until it happens to bring up the potential for disagreement

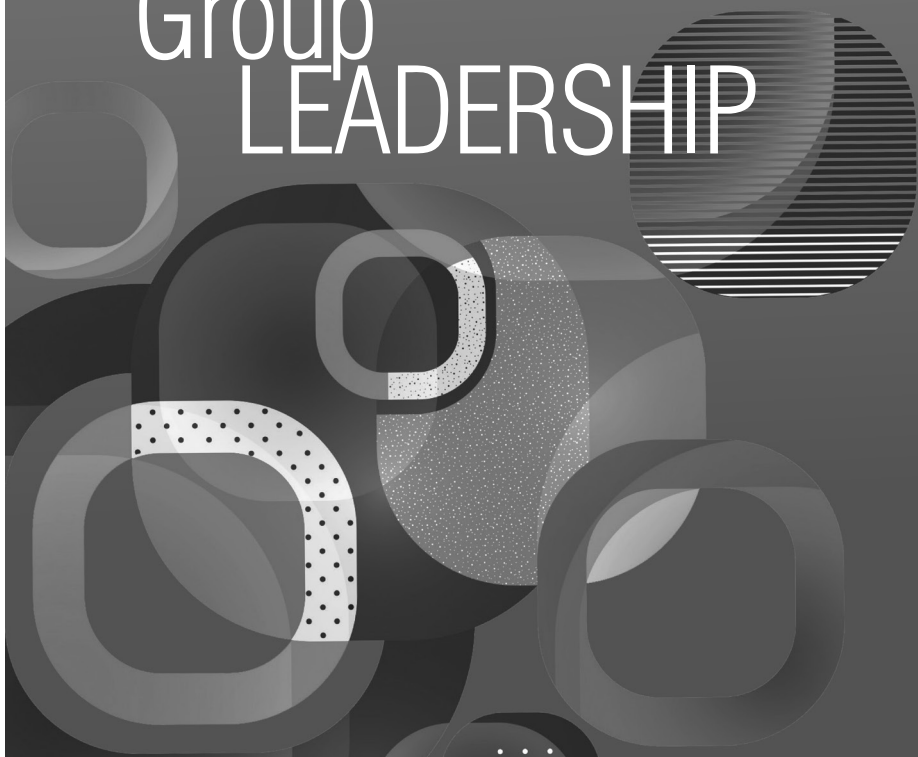
6. Early in its development, the group you are leading has established an interaction pattern of allowing several group members to offer profuse reassurance whenever someone expresses sadness or disappointment in the group. The group's focus then tends to shift quickly to how supportive they are of each other. Which of the following is the best intervention?
 - a. nothing is necessary—the group is doing a good job of taking care of itself
 - b. making an observation of the behavior that you're seeing
 - c. suggesting that the group experiment with validating the sadness rather than offering reassurance
 - d. confronting the behavior
 - e. none of the above

7. Later in group, you notice that although most members have not expressed any anger, one member has expressed frustration several times, including 2 weeks prior when she directly expressed anger after being interrupted by another member. Since then, the group has given her feedback several times that she is intimidating and inhibiting them from being spontaneous. You observe this member becoming angry and defensive. Which of the following is the best intervention?
 - a. encourage the “angry” group member to listen carefully to the feedback
 - b. explore the feelings the group experiences when they are around anger
 - c. process with the group members their feelings about giving the feedback
 - d. explore with the “angry” group member why she is so bothered by being interrupted
 - e. none of the above

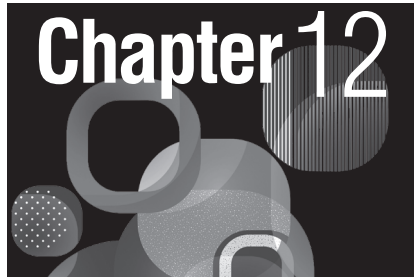
Part IV

Real-World

INTERACTIVE
Group
LEADERSHIP



Chapter 12



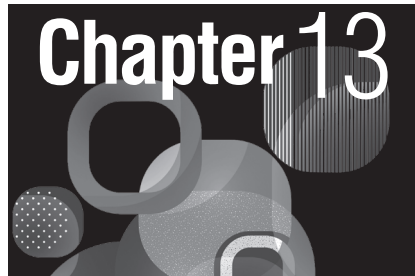
Ethical Practice of Group Work

1. What is NOT part of ethics at its most basic level for group workers?
 - a. moral action
 - b. the principles of autonomy, justice, and beneficence
 - c. laws
 - d. causing no harm
2. Compared with the ethics of individual helping, the ethics of group work are
 - a. not similar at all
 - b. exactly the same
 - c. much simpler
 - d. more complex
3. Ethical practice in group work is uniquely affected by which of the following general factors?
 - a. structural, process, and leadership issues
 - b. group member age, sex, and ethnicity
 - c. group size, session length, and session number
 - d. the theoretical, professional, and emotional orientation of the leader

4. Why should group workers use ethical decision-making models when facing ethical dilemmas during leadership?
 - a. their use guarantees ethical behavior
 - b. ethical codes are necessary but not sufficient for guidance
 - c. research shows that their use improves practitioner decision-making
 - d. b and c

5. Which of the following is NOT a key principle of interactive group work that has a direct impact on ethical practice of group work?
 - a. creating an environment that balances safety and challenge
 - b. increasing the power of the group leader so they can help more
 - c. encouraging interaction between group members
 - d. emphasizing group member responsibility for the group

Chapter 13



Contemporary Group Research

1. Members learning from each other via feedback exchange and emotionally stimulating interactions, according to therapeutic factor research, is
 - a. a bad idea when group members' presenting concern is interpersonal difficulties
 - b. important most of the time
 - c. less important than group leader feedback
 - d. only safe when using structured activities

2. Which of the following is NOT a defensible statement according to group work research related to the application of select group leadership theories and skills?
 - a. interpersonal theory has outcomes superior to those of other group leadership theories
 - b. evidence supports the utility of group systems theory
 - c. leadership style likely influences how group members experience therapeutic factors
 - d. all of the above

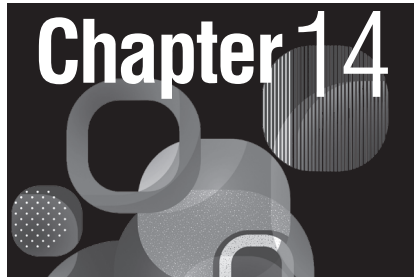
3. The research on group cohesion indicates which of the following?
 - a. cohesion is the best predictor of group outcomes
 - b. cohesion is a moderately strong predictor of group outcomes
 - c. cohesion does not predict outcome as much as previously thought
 - d. cohesion is nearly impossible in groups with very diverse composition

4. A recent meta-analysis of group therapy for bipolar and depression (Janis et al., 2021) indicated that
 - a. for both bipolar disorder and depression, group therapy is better than treatment as usual
 - b. group therapy for depression has an outcome similar to medication
 - c. attrition rates for group treatment of bipolar disorder and depression do not differ from treatment as usual
 - d. all of the above

5. Research on group therapy alliance and group outcomes (Allredge et al., 2021; Walling et al., 2012) indicates that group member alliance with the group leader is
 - a. as important as it is in individual therapy
 - b. not important at all in predicting group member outcomes
 - c. the same thing as group cohesion
 - d. a significant contributor to group member outcomes

6. Burlingame et al. (2014) indicated that interpersonal feedback in group therapy is
 - a. not beneficial enough to warrant the risk
 - b. a helpful part of group therapy with very good to excellent empirical support
 - c. less well supported than member self-disclosure as a helpful part of group therapy
 - d. always better when coming from the group leader versus another group member

Chapter 14



Introduction to Group Types and Settings

1. Which of the following represent the main types of groups as characterized by the Association for Specialists in Group Work?
 - a. behavioral, cognitive, humanistic, and postmodern
 - b. novice, intermediate, and advanced
 - c. work, psychoeducational, counseling, and therapy
 - d. inpatient, outpatient, developmental, and prevention
2. Psychotherapy groups are characterized by
 - a. a focus on remediation of long-standing group member distress
 - b. their suitability for interactive group leadership
 - c. a typically longer duration than psychoeducational or counseling groups
 - d. all of the above

3. The difference between psychoeducational groups and counseling groups can be characterized as
 - a. psychoeducational groups rely more on the leadership function of instruction than do counseling groups
 - b. psychoeducational groups do not use group process whereas counseling groups do
 - c. counseling groups focus more on content than do psychoeducational groups
 - d. interactive group leadership is useful in counseling groups but not in psychoeducational groups

4. Which of the following is NOT a challenge faced when conducting group work in the school setting?
 - a. schools are complex systems where group leaders may have dual roles with group members
 - b. children and adolescents do not benefit from groups because of their desire for privacy
 - c. school schedules may affect student accessibility, group session length, and number of sessions offered
 - d. training programs focused on work in schools may not include a deep focus on group work

5. Which of the following is a benefit of online groups?
 - a. increased accessibility
 - b. greater effectiveness than face-to-face groups for many issues
 - c. fewer ethical considerations
 - d. enthusiasm of group leaders for online group

6. Which of the following are the potential pitfalls of manualized groups?
 - a. ignoring group development
 - b. not encouraging the group to work in the here and now
 - c. assuming the structure will preclude oppressive societal dynamics from affecting the group
 - d. all of the above

Chapter 15



Organization and Operation

1. Which of the following is most true about the process of organization and operation of groups?
 - a. group leadership is the most important factor, so how groups are organized is of little concern
 - b. the seating or arrangement of group members is critical because it affects interaction
 - c. such process includes member recruitment and selection, group composition, and terminating groups and members
 - d. coleadership is contraindicated because of the difficulty of managing coleader relationships
2. Which of the following is true?
 - a. groups that last 10 sessions are considered long term
 - b. long-term groups generally need more structure than short-term groups in the form of information or carefully planned activities
 - c. short-term groups should not include interpersonal learning
 - d. heterogeneous membership is usually a good idea in short-term groups
 - e. none of the above

3. Which of the following elements is NOT part of a screening interview?
 - a. providing informed consent, including a guarantee of confidentiality
 - b. identifying the potential members' level of commitment, needs, and expectations
 - c. discussing potential members' assumptions about group membership and clarifying misconceptions
 - d. being prepared to give a referral for a more suitable group or treatment if the potential member is not appropriate for the group

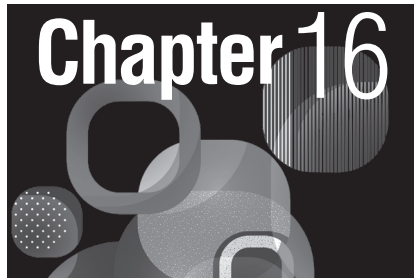
4. Group planning should address which of the following?
 - a. session length and group duration
 - b. intended outcomes
 - c. whether the group will be open or closed
 - d. all of the above

5. Which of the following is NOT true regarding group member preparation?
 - a. preparation includes information such as expectations of group members, the role of group leaders, the group therapy process, and how to get the most from group participation
 - b. overpreparing group members is contraindicated because they can use the information to better resist group pressure
 - c. group member preparation can have a positive effect on group outcomes
 - d. although it is not therapy, group member preparation should address individuals' fears about the process

6. Select the answer that is most true. Managing open groups is
 - a. easy because they most closely mimic groups that exist in the lives of group members
 - b. almost hopeless on account of the chaos and interruptions to group development and external boundaries
 - c. best handled through realistic expectations and structures that help each session operate usefully and independent of the others
 - d. an uncommon group operation challenge because so few settings use open groups

7. In terms of diversity and group composition, which of the following is most true?
- a. heterogeneous groups tend to develop cohesiveness more slowly, are more likely to have conflict, and suffer from early termination
 - b. decisions about group composition should be based mainly upon the social identity characteristics of potential group members
 - c. heterogeneous groups are not appropriate for clients who are recent immigrants
 - d. target or minority group members tend to benefit more from heterogeneous group composition
 - e. all of the above

Chapter 16



Becoming a Group Leader

1. Which of the following is true about learning to lead groups?
 - a. getting one-on-one supervision will speed the process of learning
 - b. novice group leaders can benefit from observing instructors leading groups and demonstrating both skills and acceptable faults
 - c. group skills supervision should not be introduced before individual skills supervision because it is anxiety provoking
 - d. advanced students benefit little from group member experiences because they already have group leadership skills and knowledge
2. Which of these statements about learning to lead groups is NOT true?
 - a. acquiring solid group skills is critical to effective groups
 - b. students do not need to have a group membership experience because it does not affect their acquisition of group skills
 - c. supervision of group skills and knowledge should be introduced at all levels of training
 - d. all of the above

3. When group leaders are not aware of their own emotional reactions while leading
 - a. they will tend to lead the group away from productive emotional interactions
 - b. they will miss out on important information that could help them understand the group and group members
 - c. they are less able to evaluate their motivations for choosing certain interventions
 - d. group members may feel disconnected and mistrustful
 - e. all of the above

4. Challenges encountered in training group workers and learning to lead groups include which of the following?
 - a. group skills are inherently complex
 - b. group workers must learn to use their skills while experiencing the forces of the group
 - c. acquiring group skills requires learners to unlearn some of their individual skills
 - d. all of the above
 - e. none of the above

5. I. D. Yalom and Leszcz (2020) described the benefits of group participation for leaders in training as
 - a. learning about both the constructive and the destructive power of the group
 - b. experiencing how natural and easy it is to self-disclose in group
 - c. learning how to resist peer pressure, which is invaluable as a leader
 - d. learning that no one really depends on the group leader reducing anxiety about leadership

6. Which of the following is NOT pertinent to supervision of group work?
 - a. leaders who have had multiple group membership experiences and colead do not really need supervision
 - b. although multiple formats are possible, group supervision of group work is uniquely useful
 - c. supervision of group work should address the individual, interpersonal, and group-as-a-whole levels of supervisees' groups and, if applicable, the supervision process
 - d. supervision can be useful for examining how supervisees' interpersonal style influences their group leadership

Answer Key

Chapter 1

1. e
2. b
3. a
4. c
5. b
6. d
7. c

Chapter 2

1. a
2. c
3. d
4. a
5. b
6. a
7. e
8. c
9. b
10. d
11. e

Chapter 3

1. c
2. a
3. d
4. c
5. b
6. b
7. a
8. e
9. a

Chapter 4

1. d
2. a
3. b
4. d
5. a
6. c
7. d
8. e
9. c

10. e
11. b
12. d

Chapter 5

1. e
2. d
3. b
4. b
5. d
6. b
7. d
8. c
9. c
10. d
11. d

Chapter 6

1. d
2. b
3. a
4. a
5. a
6. c
7. d
8. c
9. c
10. d
11. e
12. c

Chapter 7

1. a
2. e
3. e
4. d
5. d
6. c
7. a
8. d
9. b

Chapter 8

1. b
2. a
3. d
4. b
5. a
6. c

Chapter 9

1. b
2. a
3. a
4. e
5. b
6. d

Chapter 10

1. c
2. c
3. e
4. b
5. d
6. c

Chapter 11

1. c
2. d
3. b
4. a
5. c
6. c
7. b

Chapter 12

1. c
2. d
3. a
4. d
5. b

Chapter 13

1. b
2. a
3. b
4. d
5. d
6. b

Chapter 14

1. c
2. d
3. a
4. b
5. a
6. d

Chapter 15

1. c
2. e
3. a
4. d
5. b
6. c
7. a

Chapter 16

1. b
2. b
3. e
4. d
5. a
6. a