

# Test Bank for Groups A Counseling Specialty 8th Edition by Gladding

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# Test Bank



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# **Instructor's Manual with Test Bank**

***For***

## **Groups: A Counseling Specialty**

**Eighth Edition**

**Samuel T. Gladding, *Wake Forest University***

***Prepared by***

**Nathaniel N. Ivers, *Wake Forest University***

Boston Columbus Indianapolis New York San Francisco Hoboken  
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto  
Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo



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## PREFACE

This Instructor's Manual is designed to provide group work educators with several basic tools to enhance class preparation and instruction. It accompanies Samuel T. Gladding's *Groups: A Counseling Specialty*, Eighth Edition.

For each chapter, the chapter topic and major subtopics are written as *learner objectives* (written in "the learner will" format). Each chapter includes a brief chapter overview, key vocabulary, and where appropriate the names of people important to the chapter. Each chapter has an expanded selection of assessment items in multiple choice, fill-in the blank, short answer, and essay formats.

This manual is constructed to follow the text explicitly; however, in no way is this manual intended to minimize instructors' creativity to design, deliver, and facilitate effective learning environments and teaching methods. It is hoped this manual will be of help toward all group work educators' ambitious end: teaching students the wonders of effective group work.

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## **Chapter 1**

### **Types of Groups and Group Work**

#### **Learner Objectives**

1. The learner will understand and describe different classifications of groups
2. The learner will define and give examples for each of the following Models of Specialty Groups:
  - a. Task/Work Groups  
An Example of Task/Work Groups:  
Teams
  - b. Psychoeducational Groups  
An Example of Psychoeducational Group Work:  
Life-Skills Development Group
  - c. Counseling Groups  
An Example of Counseling Group:  
Counseling Group for Counselors
  - d. Psychotherapy Groups  
An Example of Group Psychotherapy:  
Group Work with Abusers and the Abused
  - e. Mixed Groups and a Proposed Regrouping of Categories  
An Example of a Mixed Group:  
Consumer-Oriented Group
3. The learner will be able to compare and contrast models of specialty groups.

#### **Chapter Overview**

The purpose of this chapter is to introduce core group skills and the four major types of groups. Also included are the hybrids or mixed groups that do not fall neatly into one specific category and a proposed reorganization of group types. Mastering basic group skills is essential for a group leader to be effective in leading all varieties of groups.

#### **Key Terms and Concepts**

adventure groups  
airtime  
closed-ended  
contact-focused group theory  
counseling/interpersonal problem-solving groups  
counseling groups  
educational groups or guidance groups  
group dynamics  
GAP matrix for groups  
group-as-a-whole approach  
group psychotherapy  
group work  
psychoeducational groups  
life-skill group

life-skill group  
life skills training  
mixed groups  
mutual help groups  
open-ended  
out-of-group homework exercises  
self-help groups  
specialty/standards model  
support groups  
task/work groups  
team  
TRAC model of groups  
yearbook feedback

## 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. For counseling groups, it is recommended that the number of members \_\_\_\_\_ for groups with children compared to groups for adults.
  - a. increase
  - b. remain constant
  - c. decrease
  - d. none of the above
5. In life-skills training for psychoeducational groups, it is believed that individuals 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 \_\_\_\_\_.
  - a. interpersonal dynamics
  - b. specific outcomes
  - c. changing individuals
  - d. all of the above

9. \_\_\_\_\_ groups encompass multiple ways of working with members and may change their emphasis at different times in the development of the group.
- 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. 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



17. Tina, a mental health professional in a community agency, wants to design and run a group to help individuals with mild to moderate mental health concerns improve their interpersonal skills and intrapersonal awareness. Based on this information, which type of group is Tina considering?
  - a. work/task
  - b. mixed
  - c. psychotherapy
  - d. counseling
18. Kyle, a school counselor, wants to get other school counselors together to develop a new classroom guidance curriculum that provides a greater emphasis on current challenges that students face, such as phone addictions and cyber-bullying. What kind of group is Kyle envisioning?
  - a. work/task
  - b. mixed
  - c. psychotherapy
  - d. counseling
19. Denise would like to start a group for mothers with fertility issues in which, she, herself, would participate because of her own fertility challenges. Based on this information, what kind of group is Denise envisioning?
  - a. mixed
  - b. counseling
  - c. psychotherapy
  - d. support
20. Richard, who works at an agency that provides intensive outpatient and inpatient services, is beginning a group with individuals with severe mental health issues. The focus of the group is to help these individuals work on personal and interpersonal problems of living. What type of group is Richard starting?
  - a. mixed
  - b. counseling
  - c. supervision
  - d. psychotherapy

### 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 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
17. d. counseling
18. a. work/task
19. d. support
20. d. psychotherapy

#### **Short Answer**

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

#### **Essay Questions**

Answers will vary.