Group Work in Schools 2nd edition Erford Test Bank

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Test Bank Manual for

Group Work in the Schools (2/e)

by Bradley T. Erford

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Table of Contents

SECTION I: Foundations of Group Work

Chapter 1: The Value of Group Work: Functional Group Models and Historical Perspectives
Multiple Choice……..4
Extended Response ……10
Activities……11

Chapter 2: Ethical and Legal Foundations of Group Work in the Schools
Multiple Choice……..12
Extended Response ……14
Activities……15

Chapter 3: Multicultural Issues in Group Work
Multiple Choice……..16
Extended Response ……22
Activities……24

Chapter 4: Distinguishing Group Member Roles
Multiple Choice……..25
Extended Response ……29
Activities……29

Chapter 5: Leading Groups in the Schools
Multiple Choice……..31
Extended Response ……35
Activities……35

SECTION II: Systemic Group Work: Planning and Process

Chapter 6: Planning for Group Work in the Schools
Multiple Choice……..36
Extended Response ……38
Activities……39

Chapter 7: Forming and Orienting Groups
Multiple Choice……..40
Extended Response ……43
Activities……43

Chapter 8: The Transition Stage in Group Work
Multiple Choice……..44
Extended Response ……46
Activities……47

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Chapter 9: The Working Stage
Multiple Choice……..48
Extended Response ……54
Activities……55

Chapter 10: Termination in the School Setting
Multiple Choice……..56
Extended Response ……61
Activities……62

SECTION III: Group Work in Action: Models and Special Issues

Chapter 11: Leading Task Groups in Schools
Multiple Choice……..63
Extended Response ……66
Activities……67

Chapter 12: Psychoeducational Groups in Schools
Multiple Choice……..68
Extended Response ……72
Activities……73

Chapter 13: Theoretically Based Group Models Used in Counseling and Psychotherapy Groups
Multiple Choice……..74
Extended Response ……76
Activities……76

Chapter 14: Special Issues in Group Work in Schools
Multiple Choice……..77
Extended Response ……79
Activities……79

Chapter 15: Using Activities and Expressive Arts in Group Work
Multiple Choice……..80
Extended Response ……82
Activities……83

Chapter 16: Accountability in Group Work and School Counseling
Multiple Choice……..84
Extended Response ……86
Activities……87

Chapter 17: Outcome Research in Group Work
Multiple Choice……..88
Extended Response ……90
Activities……91

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Chapter 1: The Value of Group Work: Functional Group Models and Historical Perspectives

Chapter 1 - Multiple Choice Questions

1. The primary group concept
   a. is a "face to face" encounter between individuals.
   b. involves intimate cooperation.
   c. Both of the above.
   d. None of the above.

2. The development of groups in the late 1800s emerged from the fledgling disciplines of psychology, sociology, and philosophy as a result of the need for
   a. interdependence among the human race.
   b. social reform and education.
   c. a leader among those trying to solve problems.
   d. an expert in the field of human communication.

3. While counseling tuberculosis patients, Joseph Pratt was the first to find group counseling effective, primarily due to group members'
   a. concern about the well being of one another.
   b. newly found perspectives of how to deal with the disease.
   c. ideas of how they should be reacting to the disease.
   d. positive outlook on the outcome of his/her disease.

4. _____ emphasized the innate social nature of human beings to support a group treatment model, and conducted groups in the 1920s which focused on the relationship between children's problems and their family's behaviors.
   a. Sigmund Freud
   b. Carl Rogers
   c. Alfred Adler
   d. Victor Frankl

5. Lewis Wender found many difficulties in successful interventions with inpatient populations and as a result created the first
   a. guidelines for group therapeutic factors.
   b. group counseling session.
   c. guidelines for leader characteristics.
   d. None of the above.

6. The Developmental Period in group counseling occurred from
   a. 1900s – 1910s.
   b. 1930s – 1960s.
   c. 1920s – 1940s.
   d. 1970s – 2000s.

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7. Slavson reported that group activity sessions were as effective as _____ for stimulating change.
   a. classroom activities
   b. individual counseling
   c. family counseling
   d. None of the above.

8. During the 1930's which of the first major self-help groups in America was founded?
   a. T-groups
   b. Domestic Violence Victim Assistance
   c. Alcoholics Anonymous
   d. All of the above.

9. _____ increased interest and innovation in the use of groups due to a shortage of therapists and a need to treat large numbers of people.
   a. Domestic violence
   b. A rise in addiction
   c. The Great Depression
   d. World War II

10. Field theory emphasized the interaction between
   a. individuals and their environment.
   b. individuals and their family constellations.
   c. context and decision making skills.
   d. drives and consequences.

11. During the late 1940s, Wilfred Bion found that group dynamics
   a. depend greatly on the individuals involved.
   b. can vary from session to session.
   c. are similar to the dynamics of a family unit.
   d. differ greatly from the dynamics of a family unit.

12. During the 1950s, _____ grew considerably.
   a. family counseling settings
   b. school counseling settings
   c. AD/HD counseling sessions
   d. marriage counseling settings

13. Another hallmark of the 1950's was greater application of _____ in school settings.
   a. Adlerian therapy
   b. group work
   c. systems theory
   d. parental involvement

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14. Advances in group therapy from _____ were made between the 1960s and 1970s.
    a. existentialism and systems theory
    b. cognitive behaviorism and rational emotive behavior therapy
    c. object relations theory and psychoanalytic theory
    d. Adlerian theory and psychoanalytic theory

15. Carl Rogers initiated _____ to encourage and assist with the pursuit of individual growth and development.
    a. marathon groups
    b. self-help groups
    c. T-groups
    d. encounter groups

16. One side effect of the popularity of the newly found types of groups during the 1960s was the increase in
    a. incidences of misuse by untrained practitioners.
    b. the use of Rogerian techniques.
    c. practical application of group work.
    d. the use of Adlerian theory.

17. Group settings can often enhance
    a. members' motivation to follow through with commitments.
    b. feelings of security.
    c. ideas about the future.
    d. comfort among peers.

18. Disadvantages of group counseling include all of the following, EXCEPT
    a. pressure to conform.
    b. reality distortion.
    c. avoidance.
    d. transference of the problem.

19. _____ is a therapeutic factor that enhances the member's overall condition.
    a. Universality
    b. Altruism
    c. Catharsis
    d. All of the above.

20. The development of socialization techniques are important because
    a. they enhance the therapeutic experience.
    b. social skills are necessary to function in our everyday lives.
    c. Both of the above.
    d. None of the above.

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21. _____ cause(s) members to learn new ways of being while feeling safe and supported.
    a. Confidentiality
    b. Interpersonal learning
    c. Group cohesiveness
    d. Existential factors

22. Which of the following is NOT true about counseling groups?
    a. The development is based on leadership and transitions.
    b. When group members defy the leader, they should be asked to leave the group.
    c. Counseling groups may be easier for children and young adults to access than adults.
    d. Counseling groups may be more effective than individual counseling when dealing with certain issues.

23 . Counseling groups are typically
    a. goal oriented.
    b. problem oriented.
    c. people oriented.
    d. All of the above.

24. Counseling groups are designed to help individuals work on
    a. personal problems.
    b. academic problems.
    c. interpersonal problems.
    d. family problems.

25. When working with young children, groups of _____ individuals are recommended.
    a. 2 to 4
    b. 4 to 6
    c. 6 to 8
    d. 8 to 10

26. Group members spend time getting acquainted and sharing information about themselves in the
    a. second phase.
    b. beginning phase.
    c. middle phase.
    d. ending phase.

27. The ending stage usually lasts
    a. one session.
    b. one to two sessions.
    c. three to four sessions.
    d. six sessions.

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28. Psychotherapy groups are designed to treat individuals with _____ problems in their lives.
    a. severe or chronic
    b. situational
    c. academic
    d. social

29. The goal of psychotherapy is to
    a. help clients become self-aware and more sensitive to others.
    b. change people on a deeper level.
    c. accomplish a specific goal.
    d. help members change their perceptions.

30. Psychotherapy groups tend to be similar in size to _____ groups.
    a. psychoeducational
    b. task
    c. counseling
    d. All of the above

31. _____ should drive the length of treatment in psychotherapy groups.
    a. The number of group members
    b. The group topic
    c. The goals of individual members
    d. The process and dynamic of the group

32. Which of the following statements is NOT true about psychotherapy groups?
    a. Psychotherapy groups are only homogeneous in nature.
    b. Stages of psychotherapy groups depend on the theoretical orientation of the group leader.
    c. Psychotherapy groups are for more chronic, or serious, issues.
    d. All of the above are true statements.

33. Participants in _____ groups typically carry a DSM diagnosis.
    a. psychotherapy
    b. psychoeducational
    c. self-help
    d. counseling

34. Psychoeducational groups were originally developed for use in
    a. mental health agencies.
    b. hospitals.
    c. schools.
    d. All of the above.

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35. _____ groups may also be called guidance groups.
   a. Training
   b. Task
   c. Psychotherapy
   d. Psychoeducational

36. _____ group members are more homogeneous in terms of the presenting problem.
   a. Psychoeducational
   b. Psychotherapy
   c. Counseling
   d. All of the above are homogeneous in nature.

37. The leader of psychoeducational groups
   a. must be indirective and allow the members to explore their inner thoughts.
   b. needs to have expertise in the content area.
   c. acts as a group member and uses self-disclosure as a technique.
   d. None of the above.

38. The optimal number of group members in psychoeducational groups is
   a. 2-5.
   b. 4-6.
   c. 6-8.
   d. 6-50.

39. Well defined goals, addressing and processing conflicts between members, blending content and process, and encouraging members to give and receive feedback are elements of _____ groups.
   a. psychotherapy
   b. task
   c. self-help
   d. counseling

40. Task groups can vary greatly in size, but are most effective if there are fewer than _____ members.
   a. 6
   b. 10
   c. 12
   d. 20

41. The task group leader's role of process consultant is best completed when there is a balance between
   a. process and content.
   b. details and big picture.
   c. conflict and self-disclosure.
   d. goals and mediation.

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Answer Key: 1. c, 2. b, 3. a, 4. c, 5. a, 6. b, 7. b, 8. c, 9. d, 10. a, 11. d, 12. b, 13. b, 14. c, 15. d, 16. a, 17. a, 18. d, 19. d, 20. c, 21. b, 22. b, 23. b, 24. c, 25. b, 26. b, 27. b, 28. a, 29. b, 30. c, 31. c, 32. a, 33. a, 34. c, 35. d, 36. a, 37. b, 38. c, 39. b, 40. c, 41. a.

Chapter 1 – Extended Response Questions

1. Describe the major advances of group work throughout the 20th Century.
2. Describe the growth and changes in group work that have occurred after the beginning of the 21st Century.
3. List and explain the advantages of group work.
4. List and describe the disadvantages of group work.
5. Explain why group counseling is a safe environment to practice new skills.
6. Define confidentiality and describe its possible limits when used in group therapy.
7. List and describe Irvin Yalom's therapeutic factors.
8. Describe at least five therapeutic factors that can lead to therapeutic change.
9. Describe the foundations of early group work and what it was first used for.
10. Describe the advances of group counseling through the 1960s.
11. Discuss how counseling groups are used and the characteristics of counseling groups.
12. Describe the different stages of counseling groups and what the leader's roles and functions would be.
13. Describe what psychotherapy groups are and how they are used.
14. As a leader of a psychotherapy group how would you run the group? How would you conduct yourself as a leader?
15. Describe what psychoeducational groups are and how they are used.
16. What are the characteristics of psychoeducational groups? How would you as a leader run and structure a psychoeducational group?
17. Describe task groups and list examples of task groups. In what settings do they most often occur?
18. Describe the group leader's role in a task group. What are the stages the group leader must assist members in working through?
19. Choose two types of group models. Compare and contrast the group leader's role in the school setting.
20. List examples of psychoeducational groups. What techniques would you use with this group model to best address the topic?

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Chapter 1 – Activities

1. On a large sheet of construction paper, make a timeline of the important events that influenced the development of group work throughout history.
2. Choose two significant theorists that contributed to the developmental history of group work. Research these individuals further. Write a short biography simulating an "About the Author" section of a text book.
3. On a large sheet of paper, make your own table of the advantages and disadvantages of group work.
4. Pick three of the group models that most appeal to you and compare and contrast them.
5. Attend and observe two different types of groups mentioned in the chapter. Take notes on the process and what you see. Then write a brief synopsis and comparison of the two different types of groups observed.
6. Choose a type of group and then write an outline of how you would set up the group. Include the types, techniques and activities you might employ.
7. Run a group. Be sure to attend to the stages and characteristics of the group. Also try using some of the techniques associated with the type of group selected.
8. Select a type of group model and explain why you think you would prefer to run that type of group. Be sure to include personal characteristics to explain why you would be most comfortable with that group. Be sure to include any training that is relevant to running that particular type of group.
9. Look over the types of groups covered in chapter 1 and pick one or two that you think would be most effective for a given type of student concern. Explain why you think that type of group would be effective.
10. Look over the different types of groups and pick one or two group models that you think would be least effective for a given type of student issue. Explain why you think that type of group model would be least effective.

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Chapter 2: Ethical and Legal Foundations of Group Work in the Schools

Chapter 2 – Multiple Choice Questions

1. _____ are based on generally accepted societal norms, beliefs, customs and values.
   a. Laws
   b. Ethical standards
   c. Both of the above.
   d. None of the above.

2. The difference between laws and ethical standards is that laws
   a. are more prescriptive.
   b. dictate minimum standards of behavior.
   c. carry penalties for failure to comply.
   d. All of the above.

3. _____ are those which leaders try to attain at the highest standards and think about as their actions impact members.
   a. Mandatory ethics
   b. Aspirational ethics
   c. Nonmalificent ethics
   d. Beneficent ethics

4. _____ is NOT a moral principle named by Forester-Miller and Davis (2002).
   a. Autonomy
   b. Confidentiality
   c. Justice
   d. Fidelity

5. Which of the following is a purpose of the ACA Code of Ethics?
   a. Clarify the nature of ethical responsibilities
   b. Support the mission of the association
   c. Assist members in constructing a professional course of action
   d. All of the above.

6. The ACA Code of Ethics applies to counseling
   a. children.
   b. adults.
   c. married couples.
   d. all populations and settings**.**

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7. _____ is the cornerstone of all counseling.
   a. Trust
   b. Confidentiality
   c. Counselor competence
   d. Informed consent

8. When counseling minors, _____ confidentiality rights belong to the child, but _____ confidentiality rights belong to the parent.
   a. legal; ethical
   b. legal; legal
   c. ethical; ethical
   d. ethical; legal

9. If a parent demands to know what is going on in group, the leader may
   a. only divulge information about the parent's child as appropriate and may not share information about other students in the group.
   b. not tell the parent any information.
   c. ask the group members for permission.
   d. ask the members if they would like the parent to break the trust of the group.

10. It is necessary that leaders
   a. do not include siblings in groups.
   b. monitor their competence as different groups and clients require different skills.
   c. ignore their values and character influences.
   d. All of the above.

11. Group leaders who try to hide their values or are unaware of their values may
   a. be more effective.
   b. do more harm than good.
   c. prevent influencing group members' values.
   d. None of the above.

12. Group leaders must be aware of
   a. time constraints.
   b. hidden agendas.
   c. how backgrounds of members influence their behavior and acceptance into the group.
   d. gossiping outside of the group.

13. _____ exist to ensure appropriate behavior for professionals within a particular context to ensure that the best interests of the clients are met.
   a. Laws
   b. Ethical standards
   c. Both of the above.
   d. None of the above.

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14. If a conflict between ethical standards and laws exist, leaders must
    a. make the clients aware of the conflict.
    b. follow the law.
    c. choose which is best for the client.
    d. follow the ethical standards.

15. Which of the following laws governs student records?
    a. Health Insurance Portability and Accountability Act (HIPAA)
    b. Protection of Pupil Rights Amendment (PPRA)
    c. Group Work Act
    d. Family Educational Rights and Privacy Act (FERPA)

16. Under FERPA _____ can access a student's record.
    a. anyone who has custody of the child
    b. any staff member within the school
    c. those people with a legitimate educational interest
    d. only the child

17. Professional counselors conducting groups in schools must be aware of limitations that FERPA may impose on
    a. curriculum materials.
    b. assessments used to identify or evaluate members.
    c. types of information kept in counseling notes.
    d. All of the above.

Answer Key: 1. c, 2. d, 3. b, 4. b, 5. d, 6. d, 7. b, 8. d, 9. a, 10. b, 11. b, 12. c, 13. c, 14. a, 15. d, 16. c, 17. d.

Chapter 2 – Extended Response Questions

1. Compare and contrast the concepts of laws and ethical standards.
2. Describe the five main purposes of the ACA Code of Ethics.
3. Define confidentiality and describe its limits with regard to group work.
4. Choose, define, and describe two major ethical issues in group counseling.
5. Explain the Family Educational Rights and Privacy Act (FERPA) of 1974.
6. Explain the Health Insurance Portability and Accountability Act (HIPAA) of 1996.
7. Explain the Protection of Pupil Rights Amendment (PPRA) of 1978.
8. Describe how FERPA affects group work in public schools.
9. Describe the implications HIPAA has for group leaders.
10. Name and describe the five moral principles delineated by Forester-Miller and Davis (2002).

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Instructor's Manual for

Group Work in the Schools

by Bradley T. Erford, Ph.D., Editor

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Chapter 1: The Value of Group Work: Functional Group Models and Historical Perspectives

Chapter 1 - Multiple Choice Questions

1. The primary group concept
   a. is a "face to face" encounter between individuals.
   b. involves intimate cooperation.
   c. Both of the above.
   d. None of the above.

2. The development of groups in the late 1800s emerged from the fledgling disciplines of psychology, sociology, and philosophy as a result of the need for
   a. interdependence among the human race.
   b. social reform and education.
   c. a leader among those trying to solve problems.
   d. an expert in the field of human communication.

3. While counseling tuberculosis patients, Joseph Pratt was the first to find group counseling effective, primarily due to group members'
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   c. ideas of how they should be reacting to the disease.
   d. positive outlook on the outcome of his/her disease.

4. _____ emphasized the innate social nature of human beings to support a group treatment model, and conducted groups in the 1920s which focused on the relationship between children's problems and their family's behaviors.
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   b. Carl Rogers
   c. Alfred Adler
   d. Victor Frankl

5. Lewis Wender found many difficulties in successful interventions with inpatient populations and as a result created the first
   a. guidelines for group therapeutic factors.
   b. group counseling session.
   c. guidelines for leader characteristics.
   d. None of the above.

6. The Developmental Period in group counseling occurred from
   a. 1900s – 1910s.
   b. 1930s – 1960s.
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7. Slavson reported that group activity sessions were as effective as _____ for stimulating change.
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   b. individual counseling
   c. family counseling
   d. None of the above.

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   c. Alcoholics Anonymous
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   b. A rise in addiction
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   b. individuals and their family constellations.
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   d. drives and consequences.

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   b. can vary from session to session.
   c. are similar to the dynamics of a family unit.
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   b. school counseling settings
   c. AD/HD counseling sessions
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   b. group work
   c. systems theory
   d. parental involvement

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14. Advances in group therapy from _____ were made between the 1950s and 1970s.
    a. existentialism and systems theory
    b. cognitive behaviorism and rational emotive behavior therapy
    c. object relations theory and psychoanalytic theory
    d. Adlerian theory and psychoanalytic theory

15. _____ in one individual often stimulates reciprocation of that emotion in others.
    a. Open-mindedness
    b. Competitiveness
    c. Affection
    d. All of the above.

16. Carl Rogers initiated _____ to encourage and assist with the pursuit of individual growth and development.
    a. marathon groups
    b. self-help groups
    c. T-groups
    d. encounter groups

17. One side effect of the popularity of the newly found types of groups during the 1960s was the increase in
    a. incidences of misuse by untrained practitioners.
    b. the use of Rogerian techniques.
    c. practical application of group work.
    d. the use of Adlerian theory.

18. Group members can _____ to ease their anxiety about being the center of attention and feel safe in a group setting.
    a. use self-talk
    b. camouflage themselves
    c. use feedback
    d. All of the above.

19. _____ increases one's sense of belonging and reduces feelings of alienation and isolation.
    a. Speaking up
    b. Making friends
    c. Normalizing feelings
    d. Using feedback

20. Group settings can often enhance
    a. members' motivation to follow through with commitments.
    b. feelings of security.
    c. ideas about the future.
    d. comfort among peers.

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21. Disadvantages of group counseling include all of the following, EXCEPT
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23. The development of socialization techniques are important because
    a. they enhance the therapeutic experience.
    b. social skills are necessary to function in our everyday lives.
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    d. None of the above.

24. _____ cause(s) members to learn new ways of being while feeling safe and supported.
    a. Confidentiality
    b. Interpersonal learning
    c. Group cohesiveness
    d. Existential factors

25. According to chapter 1, a primary goal of therapy is for the individual to
    a. accept responsibility for oneself and one's actions in isolation from others.
    b. realize what is working for other members.
    c. become open to change.
    d. None of the above.

26. Additional therapeutic factors include
    a. love.
    b. group members' attitudes.
    c. relevance of purpose for members.
    d. All of the above

27. Which of the following is NOT true about counseling groups?
    a. The development is based on leadership and transitions.
    b. When group members defy the leader, they should be asked to leave the group.
    c. Counseling groups may be easier for children and young adults to access than adults.
    d. Counseling groups may be more effective than individual counseling when dealing with certain issues.

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28. Counseling groups are typically
    a. goal oriented.
    b. problem oriented.
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    d. All of the above.

29. Counseling groups are designed to help individuals work on
    a. personal problems.
    b. academic problems.
    c. interpersonal problems.
    d. family problems.

30. The goals of counseling groups help members
    a. decrease self-defeating behaviors.
    b. increase psychological health.
    c. become more self-actualized.
    d. All of the above.

31. When working with young children, groups of _____ individuals are recommended.
    a. 2 to 4
    b. 4 to 6
    c. 6 to 8
    d. 8 to 10

32. Group members spend time getting acquainted and sharing information about themselves in the
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    d. Psychoeducational

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42. _____ group members are more homogeneous in terms of the presenting problem.
   a. Psychoeducational
   b. Psychotherapy
   c. Counseling
   d. All of the above are homogeneous in nature.

43. The leader of psychoeducational groups
   a. must be indirective and allow the members to explore their inner thoughts.
   b. needs to have expertise in the content area.
   c. acts as a group member and uses self-disclosure as a technique.
   d. None of the above.

44. The optimal number of group members in psychoeducational groups is
   a. 2-5.
   b. 4-6.
   c. 6-8.
   d. 6-50.

45. Well defined goals, addressing and processing conflicts between members, blending content and process, and encouraging members to give and receive feedback are elements of _____ groups.
   a. psychotherapy
   b. task
   c. self-help
   d. counseling

46. Task groups can vary greatly in size, but are most effective if there are fewer than _____ members.
   a. 6
   b. 10
   c. 12
   d. 20

47. The task group leader's role of process consultant is best completed when there is a balance between
   a. process and content.
   b. details and big picture.
   c. conflict and self-disclosure.
   d. goals and mediation.

Answer Key: 1. c, 2. b, 3. a, 4. c, 5. a, 6. b, 7. b, 8. c, 9. d, 10. a, 11. d, 12. a, 13. b, 14. c, 15. b, 16. d, 17. a, 18. b, 19. c, 20. a, 21. d, 22. d, 23. c, 24. b, 25. a, 26. d, 27. b, 28. c, 29. a, 30. d, 31. b, 32. b, 33. b, 34. a, 35. b, 36. c, 37. c, 38. a, 39. a, 40. c, 41. d, 42. a, 43. b, 44. d, 45. b, 46. c, 47. a.

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Chapter 1 – Extended Response Questions

1. Describe the major advances of group work throughout the 20th Century.
2. Describe the growth and changes in group work that have occurred after the beginning of the 21st Century.
3. List and explain the advantages of group work.
4. List and describe the disadvantages of group work.
5. Explain why group counseling is a safe environment to practice new skills.
6. Define confidentiality and describe its possible limits when used in group therapy.
7. List and describe Irvin Yalom's therapeutic factors.
8. Describe at least five therapeutic factors that can lead to therapeutic change.
9. Describe the foundations of early group work and what it was first used for.
10. Describe the advances of group counseling through the 1960s.
11. Discuss how counseling groups are used and the characteristics of counseling groups.
12. Describe the different stages of counseling groups and what the leader's roles and functions would be.
13. Describe what psychotherapy groups are and how they are used.
14. As a leader of a psychotherapy group how would you run the group? How would you conduct yourself as a leader?
15. Describe what psychoeducational groups are and how they are used.
16. What are the characteristics of psychoeducational groups? How would you as a leader run and structure a psychoeducational group?
17. Describe task groups and list examples of task groups. In what settings do they most often occur?
18. Describe the group leader's role in a task group. What are the stages the group leader must assist members in working through?
19. Choose two types of group models. Compare and contrast the group leader's role in the school setting.
20. List examples of psychoeducational groups. What techniques would you use with this group model to best address the topic?

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Chapter 1 – Activities

1. On a large sheet of construction paper, make a timeline of the important events that influenced the development of group work throughout history.
2. Choose two significant theorists that contributed to the developmental history of group work. Research these individuals further. Write a short biography simulating an "About the Author" section of a text book.
3. On a large sheet of paper, make your own table of the advantages and disadvantages of group work.
4. Pick three of the group models that most appeal to you and compare and contrast them.
5. Attend and observe two different types of groups mentioned in the chapter. Take notes on the process and what you see. Then write a brief synopsis and comparison of the two different types of groups observed.
6. Choose a type of group and then write an outline of how you would set up the group. Include the types, techniques and activities you might employ.
7. Run a group. Be sure to attend to the stages and characteristics of the group. Also try using some of the techniques associated with the type of group selected.
8. Select a type of group model and explain why you think you would prefer to run that type of group. Be sure to include personal characteristics to explain why you would be most comfortable with that group. Be sure to include any training that is relevant to running that particular type of group.
9. Look over the types of groups covered in chapter 1 and pick one or two that you think would be most effective for a given type of student concern. Explain why you think that type of group would be effective.
10. Look over the different types of groups and pick one or two group models that you think would be least effective for a given type of student issue. Explain why you think that type of group model would be least effective.

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Chapter 2: Ethical and Legal Foundations of Group Work in the Schools

Chapter 2 – Multiple Choice Questions

1. _____ are based on generally accepted societal norms, beliefs, customs and values.
   a. Laws
   b. Ethical standards
   c. Both of the above.
   d. None of the above.

2. The difference between laws and ethical standards is that laws
   a. are more prescriptive.
   b. dictate minimum standards of behavior.
   c. carry penalties for failure to comply.
   d. All of the above.

3. _____ are those which leaders try to attain at the highest standards and think about as their actions impact members.
   a. Mandatory ethics
   b. Aspirational ethics
   c. Nonmalificent ethics
   d. Beneficent ethics

4. _____ is NOT a moral principle named by Forester-Miller and Davis (2002).
   a. Autonomy
   b. Confidentiality
   c. Justice
   d. Fidelity

5. Which of the following is a purpose of the *ACA Code of Ethics*?
   a. Clarify the nature of ethical responsibilities
   b. Support the mission of the association
   c. Assist members in constructing a professional course of action
   d. All of the above.

6. _____ is NOT one of the eight divisions of the *ACA Code of Ethics*?
   a. Coordination and Collaboration
   b. Relationships with Other Professionals
   c. Research and Publication
   d. The Counseling Relationship

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7. The *ACA Code of Ethics* includes
   a. an index of terms.
   b. an Editorial section.
   c. the infusion of multicultural issues.
   d. a section for addressing issues in a school setting.

8. The *ACA Code of Ethics* applies to counseling
   a. children.
   b. adults.
   c. married couples.
   d. all populations and settings.

9. _____ is the cornerstone of all counseling.
   a. Trust
   b. Confidentiality
   c. Counselor competence
   d. Informed consent

10. When counseling minors, _____ confidentiality rights belong to the child, but _____ confidentiality rights belong to the parent.
    a. legal; ethical
    b. legal; legal
    c. ethical; ethical
    d. ethical; legal

11. If a parent demands to know what is going on in group, the leader may
    a. only divulge information about the parent's child as appropriate and may not share information about other students in the group.
    b. not tell the parent any information.
    c. ask the group members for permission.
    d. ask the members if they would like the parent to break the trust of the group.

12. It is necessary that leaders
    a. do not include siblings in groups.
    b. monitor their competence as different groups and clients require different skills.
    c. ignore their values and character influences.
    d. All of the above.

13. Group leaders who try to hide their values or are unaware of their values may
    a. be more effective.
    b. do more harm than good.
    c. prevent influencing group members' values.
    d. None of the above.

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14. Group leaders must be aware of
    a. time constraints.
    b. hidden agendas.
    c. how backgrounds of members influence their behavior and acceptance into the group.
    d. gossiping outside of the group.

15. _____ exist to ensure appropriate behavior for professionals within a particular context to ensure that the best interests of the clients are met.
    a. Laws
    b. Ethical standards
    c. Both of the above.
    d. None of the above.

16. If a conflict between ethical standards and laws exist, leaders must
    a. make the clients aware of the conflict.
    b. follow the law.
    c. choose which is best for the client.
    d. follow the ethical standards.

17. Which of the following laws governs student records?
    a. Health Insurance Portability and Accountability Act (HIPAA)
    b. Protection of Pupil Rights Amendment (PPRA)
    c. Group Work Act
    d. Family Educational Rights and Privacy Act (FERPA)

18. Under FERPA _____ can access a student's record.
    a. anyone who has custody of the child
    b. any staff member within the school
    c. those people with a legitimate educational interest
    d. only the child

19. The Protection of Pupil Rights Amendment (PPRA) requires _____ for any psychological, psychiatric, or medical examination, testing or treatment of students.
    a. informed parental consent
    b. debriefing
    c. record keeping
    d. professional training

20. Professional counselors conducting groups in schools must be aware of limitations that FERPA may impose on
    a. curriculum materials.
    b. assessments used to identify or evaluate members.
    c. types of information kept in counseling notes.
    d. All of the above.

Answer Key: 1. c, 2. d, 3. b, 4. b, 5. d, 6. a, 7. c, 8. d, 9. b, 10. d, 11. a, 12. b, 13. b, 14. c, 15. c, 16. a, 17. d, 16. c, 19. d, 20. d.

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Chapter 2 – Extended Response Questions

1. Compare and contrast the concepts of laws and ethical standards.
2. Describe the five main purposes of the *ACA Code of Ethics*.
3. Define confidentiality and describe its limits with regard to group work.
4. Choose, define, and describe two major ethical issues in group counseling.
5. Explain the *Family Educational Rights and Privacy Act* (FERPA) of 1974.
6. Explain the *Health Insurance Portability and Accountability Act* (HIPAA) of 1996.
7. Explain the *Protection of Pupil Rights Amendment* (PPRA) of 1978.
8. Describe how FERPA affects group work in public schools.
9. Describe the implications HIPAA has for group leaders.
10. Name and describe the five moral principles delineated by Forester-Miller and Davis (2002).

Chapter 2 – Activities

1. Promotion of autonomy facilitates independence of group members and their right to make their own decisions. Explain to the group members that everyone is allowed to hold their own beliefs and make their own decisions. Read a controversial scenario to the group. Remind the group of the accepted autonomy. Ask each member for his/her thoughts and opinions regarding the scenario. Discuss these opinions among the group members.
2. In a group discussion on couples and family counseling, clearly define who "the client" is. Discuss expectations and limits of confidentiality, and then have small groups of students write an agreement among involved parties who have the capacity to give consent.
3. As a group, discuss what confidentiality is and the limits of confidentiality in a group setting. Discuss when the professional counselor might have to break confidentiality and the possible consequences for breaking confidentiality. Ask students to describe confidentiality in their own terms and add several statements to a banner that will be hung somewhere in the classroom. Review the banner and imply that these ideas could become rules for group members.
4. Prepare an informed consent form that includes: an explanation of the rights of every group member, the purpose of the group, expectations members can have, and an explanation that participation is voluntary.
5. To become aware of your own values and ideas about a given group topic, explore these values by speaking with a supervisor or coworker. Using self-reflection, examine your position on this issue and display a willingness to explore and accept diverse viewpoints, values, and beliefs.
6. Conduct an in-depth study of a cultural group you will likely encounter in your future counseling practice to become aware of the impact cultural differences can have on the group.

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Chapter 3: Multicultural Issues in Group Work

Chapter 3 - Multiple Choice Questions

1. People from oppressed backgrounds are more likely to
   a. avoid counseling experiences.
   b. drop out prematurely from group counseling.
   c. report lower outcomes.
   d. All of the above.

2. _____ is NOT considered to come from an oppressed background?
   a. A gay or lesbian person
   b. A disabled person
   c. A poor person
   d. None of the above.

3. Every person is influenced by their
   a. socioeconomic status.
   b. cultural background.
   c. social background.
   d. All of the above.

4. A group becomes a social _____ whereby the group members' values, beliefs, prejudices, cultural bias, and past experiences are played out in the group setting.
   a. microcosm
   b. macrocosm
   c. culture
   d. All of the above.

5. The color blind approach was deemed
   a. appropriate and ethical.
   b. inappropriate but ethical.
   c. inappropriate and unethical.
   d. appropriate but unethical.

6. Group cohesion is significant for
   a. commitment and attendance.
   b. goal and norm establishment.
   c. process factors.
   d. All of the above.

7. Members struggle to find their place in the _____ stage.
   a. initial
   b. transition
   c. working
   d. termination

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8. Struggles for power and control characterize the _____ stage of group development.
   a. initial
   b. transition
   c. working
   d. termination

9. A culturally competent group leader recognizes the importance of _____ during the transition stage of group development.
   a. building awareness
   b. providing support
   c. modeling
   d. All of the above.

10. Oppression and marginalization must be vigorously addressed during the _____ and _____ stages of group work.
   a. forming, transition
   b. transition, working
   c. working, termination
   d. All of the stages equally.

11. In order to combat _____ and _____ group leaders must first engage in a process of self-exploration.
   a. discrimination, prejudice
   b. oppression, discrimination
   c. oppression, marginalization
   d. marginalization, prejudice

12. Group work tends to be based upon
   a. cohesion.
   b. Eurocentric values.
   c. multiculturalism.
   d. All of the above.

13. It is important for group leaders to be
   a. accepting.
   b. nonjudgmental.
   c. appreciative of differences and diversity.
   d. All of the above.

14. Which of the following is a gender-based sociopolitical issue?
   a. Socioeconomic status
   b. Employment opportunities
   c. Child rearing
   d. All of the above.

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