# *Group Counseling 8th edition Jacobs Test Bank*

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1. A well structured group is less likely to go through a _____ stage.
*ANSWER:* storming
*REFERENCES:* 38

2. A _____ group does not admit new members once it has been established.
*ANSWER:* closed
*REFERENCES:* 50

3. During the _____stage members share what they've learned and how they have changed as a result of group membership.
*ANSWER:* closing (ending)
*REFERENCES:* 37

4. When group members check their comfort level with one another and discuss what may happen in the group, the group is in the _____ stage.
*ANSWER:* beginning
*REFERENCES:* 36

5. The authors use the terms *group process* and *group* _____ to refer to the attitudes and interaction of group members and leaders.
*ANSWER:* dynamics
*REFERENCES:* 34

6. Conflict among members, testing the leader, and resistance are characteristic of the _____ stage described by Corey (2007).
*ANSWER:* storming
*REFERENCES:* 38

7. During the _____ stage group members focus on the purpose of the group and engage in personal sharing.
*ANSWER:* working
*REFERENCES:* 37

8. Many counseling, therapy, and growth groups go through a _____stage.
*ANSWER:* transition
*REFERENCES:* 37

Available choices:

A. counseling/therapy
B. discussion
C. education
D. growth/experiential
E. self-help
F. support
G. task

9. Members of a parenting group in the working stage carefully listen to the leader, and then discuss the topic and share their reactions to the material.
*ANSWER:* c
*REFERENCES:* 41



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10. The purpose of the group is to team build, however, members still begin to form small cliques, struggle for leadership, and compete with one another as they enter a storming stage.
*ANSWER:* d
*REFERENCES:* 42

11. New members are welcome at a weekly weight loss group started by a local counselor.
*ANSWER:* f
*REFERENCES:* 43

12. Group meetings are led by a different member each week, although the counselor periodically drops in to check the progress of the group and to provide structure or redirection when needed.
*ANSWER:* e
*REFERENCES:* 45

13. When planning to lead a community agency group for adolescents with severe behavioral problems, the group leader is keenly aware of the potential for complex personal dynamics to disrupt group functioning. In preparation for the group, the leader has read and trained extensively on the nature of behavioral disorders and has co-lead a group on the topic.
*ANSWER:* a
*REFERENCES:* 44

14. Members of a breast cancer survivors' group are in their second session of closing. They have met weekly for fifteen weeks and many are deeply saddened that the group is ending. Members have developed trust and care for one another, and will miss the support and camaraderie of the group.
*ANSWER:* f
*REFERENCES:* 43

15. In the beginning stage of a voluntary therapy group, it is not uncommon for members to
a. Take the first session or two to feel comfortable in the group
b. Bring photographs of significant persons in their lives to show
c. Refuse to talk until the leader tells her life story
d. Open themselves up immediately to other group members
*ANSWER:* a
*REFERENCES:* 44

16. In a support group, when members do not trust one another
a. the leader should insist that they do trust each other if they are to stay
b. the leader usually tells her own story of suffering to encourage others to share
c. the group is not effective
d. non-trusting members are asked to leave the group
*ANSWER:* c
*REFERENCES:* 43

17. Which is NOT a therapeutic force in a group setting as defined by the authors?
a. Clarity of purpose
b. Marital status of the members
c. Adequacy of setting
d. Level of trust among members
*ANSWER:* b



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*REFERENCES:* 47

18. The authors use which terms to refer to the attitudes and interaction of group members and leaders?
    a. Group cohesion and group think
    b. Group processes and group dynamics
    c. Group unity and group structure
    d. Group development and group interface

*ANSWER:* b
*REFERENCES:* 35

19. This stage is the core of the group process; it is the period when members most benefit from being in the group
    a. Beginning
    b. Middle
    c. Closing
    d. Ending

*ANSWER:* b
*REFERENCES:* 37

20. The authors of this text propose a _____ stage group model
    a. Six
    b. Five
    c. Three
    d. Seven

*ANSWER:* c
*REFERENCES:* 35

21. One sign of the *storming* stage of a group is
    a. Increased group cohesion
    b. Increased conflict between members
    c. Increased comfort among members
    d. Increased productivity among members

*ANSWER:* b
*REFERENCES:* 38

22. The authors recommend that non-voluntary group members who contribute to a negative group dynamic be
    a. sent to sit outside the group and rest.
    b. ignored.
    c. excused early from the group.
    d. Choices A & C

*ANSWER:* d
*REFERENCES:* 52

23. Which is **NOT** a characteristic of members who lack commitment to the group?
    a. They try to argue with the leader.
    b. They contribute very little to discussions.
    c. They develop trust within one or two sessions.
    d. They vie to be the center of attention in the group.



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*ANSWER:* c
*REFERENCES:* 52

24. When a group member comes under attack from another member of a counseling or therapy group, the leader can preserve trust in the group by
    a. explaining that attacks will not be permitted in the group.
    b. showing concern and support for the member under attack.
    c. discussing how the comments may have been better said, so that the attacking member could feel heard without hurting others.
    d. doing any of the available choices.

*ANSWER:* d
*REFERENCES:* 53

25. In this stage, which may last a few minutes or for a few sessions, members are building trust to set the stage for meaningful sharing.
    a. Closing
    b. Transition
    c. Beginning
    d. Middle/working

*ANSWER:* c
*REFERENCES:* 36

26. In this stage, some members will have an emotional experience saying goodbye to the group.
    a. Closing
    b. Transition
    c. Beginning
    d. Middle/working

*ANSWER:* a
*REFERENCES:* 38

27. For groups with a culturally diverse membership, this stage may need to last a couple of sessions or longer because members may be uncomfortable with one another.
    a. closing
    b. transition
    c. beginning
    d. middle/working

*ANSWER:* c
*REFERENCES:* 36

28. Storming is **LEAST** likely to occur when
    a. leaders provide structure.
    b. members are forced to attend.
    c. group goals include team building.
    d. none of the available choices

*ANSWER:* a
*REFERENCES:* 38



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29. According to the authors, the single most important therapeutic force of a group is the:
    a. leader's attitude.
    b. clarity of purpose.
    c. adequacy of the setting.
    d. level of trust among members.

*ANSWER:* b
*REFERENCES:* 47

30. Which of the following would benefit the group leader in creating a positive therapeutic force?
    a. Recognizing and acknowledging nervousness in front of the group.
    b. Experience in individual therapy.
    c. Presence of a co-leader, supervisor or a colleague to help lead the group
    d. All of the available choices

*ANSWER:* d
*REFERENCES:* 47

31. Regardless of the purpose of a group, the more members in the group the greater chances the group will go well and have impact.
    a. True
    b. False

*ANSWER:* False
*REFERENCES:* 48

32. Non-voluntary members of a group can never be convinced that the group experience may be helpful.
    a. True
    b. False

*ANSWER:* False
*REFERENCES:* 51

33. A leader's feeling about leading groups will definitely affect how well the group will go.
    a. True
    b. False

*ANSWER:* True
*REFERENCES:* 50

34. The *beginning stage* of group is a time when group members learn new material, thoroughly discuss various topics, complete tasks, and engage in personal sharing and therapeutic work.
    a. True
    b. False

*ANSWER:* False
*REFERENCES:* 36

35. Most counseling, therapy, support, and growth groups do NOT experience a transition stage
    a. True
    b. False

*ANSWER:* False
*REFERENCES:* 37



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36. One of the most important observable group dynamics is who talks to whom and how often each member speaks.
a. True
b. False
*ANSWER:* True
*REFERENCES:* 39

37. It is important that the group leader respond to each group member after they make a comment.
a. True
b. False
*ANSWER:* False
*REFERENCES:* 40

38. If the beginning stage of a group lasts for more than one session, the leader is obviously doing something wrong or the members are not ready for a group experience.
a. True
b. False
*ANSWER:* False
*REFERENCES:* 36

39. *Group process* refers to the interaction and energy exchange between and among members and leaders.
a. True
b. False
*ANSWER:* True
*REFERENCES:* 35, 39

40. The closing stage of an Education Group is likely to be filled with a great deal of emotion that goes beyond the leader merely providing a summary of the material covered.
a. True
b. False
*ANSWER:* False
*REFERENCES:* 41-42

41. Why is it important to attend to the therapeutic forces influencing the group?
*ANSWER:* Therapeutic forces can be positive, neutral, or negative. A group with positive or neutral therapeutic forces is likely to be more successful than one with anti-therapeutic forces in effect. In attending to these forces, the leader can make changes to influence the group dynamic present.
*REFERENCES:* 45

42. What can the leader do when faced with a group member that she does not like?
*ANSWER:* If the leader has to lead a group that includes members that she does not like, the authors recommend trying to find a co-leader or making the group as interesting as possible for both members and herself. If the leader cannot avoid leading the group or change her feelings about it, then planning thoroughly may lessen the anti-therapeutic effects of this force.
*REFERENCES:* 50

43. Why is it important for a leader to monitor both the process and the content of the group?



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*ANSWER:* A skilled leader should always monitor process and content because both are important in ensuring that the group functions well and at meaningful depth. It is especially important to monitor during sessions so that the purpose and needs of the group are always met. Balance between them should be sought, since some researchers argue that content and process are mutually interactive.

*REFERENCES:* 55

44. How do the interaction patterns of members effect group dynamics?

*ANSWER:* By noting how members interact in a group, the leader can decide which skills to use in order to promote good group dynamics. For instance, if a member tries to dominate discussions early in the group, the leader can use cutting off skills to give others the chance to share. If a member is frequently silent, the leader can use drawing out skills to facilitate greater participation. In addition, the leader can attend to whether or not he or she talks after each member so that members have more opportunities to interact with one another.

*REFERENCES:* 39

45. How does the setting where a group meets help or hinder group dynamics?

*ANSWER:* With regard to the adequacy of the setting, the privacy, comfort, and use of furniture can affect group dynamics. If a room is quiet and away from high traffic areas, members may feel more comfortable opening up and sharing. By contrast, if privacy is not intact, other anti-therapeutic forces may be at work, such as concerns about confidentiality. Lighting, décor, and seating arrangements can add to or detract from members' level of comfort in the setting. The use of a table or chairs of different sizes may put physical or psychological barriers between people. Using a circular seating arrangement allows people to see one another and feel more included. The leader should attend to the adequacy of the setting as much as possible.

*REFERENCES:* 49

46. Discuss the processes that take place during the *working* stage of a group.

*ANSWER:* The middle, or working stage is the stage of the group when members focus on the purpose of the group. In this stage, the members learn new material, thoroughly discuss various topics, complete tasks, or engage in personal sharing and therapeutic work. This stage is the core of the group process; it is the period when members benefit from being in the group. During the working stage many dynamics can occur because members are interacting in many different ways. The leader must attend to the interaction patterns and attitudes of the members toward each other and the leader.

*REFERENCES:* 37

47. How do education groups differ from counseling and therapy groups?

*ANSWER:* Education groups differ from counseling and therapy groups in many ways. In an education group, the leader usually presents some information that will be beneficial for members to learn. Although members of an education group may interact with one another, personal interaction is not the most important group dynamic. In counseling and therapy groups, members deal with sensitive, personal issues. Complex group dynamics can exist in counseling and therapy groups, so the leader must be keenly aware of group dynamics, attending to how members feel about the leader and one another.

*REFERENCES:* 41, 44

48. What role does commitment play in the development of group process?

*ANSWER:* Members lacking commitment are often those who are forced to attend, as well as those who want to



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direct the group or be the center of attention. When commitment is low, members tend to get off track, show little interest, contribute very little, display disruptive behavior, argue with the leader or attack each other. These behaviors prevent the group from moving forward and achieving it's purpose.

*REFERENCES:* 52



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