Theory and Practice of Group Counseling 9th edition Corey Test Bank

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1. Opening up clear and direct communication among the participants and helping them assume increasing responsibility for the group's direction is defined as

a. suggesting.
b. facilitating.
c. goal setting.
d. giving feedback.

ANSWER: b
POINTS: 1
REFERENCES: Group Leadership Skills
LEARNING OBJECTIVES: THEO.CORE.16.02.01 - Developing an awareness of students' own personal characteristics and how these are related to group leadership.
THEO.CORE.16.02.03 - Having opportunities to practice basic intervention and group leadership skills
THEO.CORE.16.02.04 - Recognizing the importance of developing one's own unique style of group leadership

2. Appraising the ongoing group process and the individual and group dynamics is defined as

a. blocking.
b. facilitating.
c. evaluating.
d. interpreting.

ANSWER: c
POINTS: 1
REFERENCES: Group Leadership Skills
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3. Offering possible explanations for certain thoughts, feelings, and patterns of behavior is defined as

a. interpreting.
b. evaluating.
c. giving feedback.
d. active listening.

ANSWER: a
POINTS: 1
REFERENCES: Group Leadership Skills
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4. Saying in slightly different words what a member has said to clarify its meaning is defined as

a. reflecting feelings.
b. supporting.

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c. facilitating.
d. restating.

ANSWER: d
POINTS: 1
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5. Expressing concrete and honest reactions based on observation of members' behaviors is defined as
a. disclosing oneself.
b. giving feedback.
c. confronting.
d. clarifying.

ANSWER: b
POINTS: 1
REFERENCES: Group Leadership Skills
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6. Grasping the essence of a message at both the feeling and the thinking levels; simplifying client statements by focusing on the core of the message is defined as
a. active listening.
b. clarifying.
c. restating.
d. summarizing.

ANSWER: b
POINTS: 1
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7. To prepare members to assimilate, integrate, and apply in-group learning to everyday life is defined as
a. modeling.
b. suggesting.
c. terminating.
d. initiating.

ANSWER: c

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POINTS: 1

REFERENCES: Group Leadership Skills

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8. Leaders bring to every group all of the following **EXCEPT**

a. an unwillingness to change.
b. personal qualities.
c. values.
d. life experiences.

ANSWER: a

POINTS: 1

REFERENCES: The Group Leader as a Person

LEARNING OBJECTIVES: THEO.CORE.16.02.01 - Developing an awareness of students' own personal characteristics and how these are related to group leadership.

9. _____ is to foster trust in the therapeutic relationship; to communicate understanding and to encourage deeper levels of self-exploration.

a. Questioning
b. Empathizing
c. Reflecting feelings
d. Giving feedback

ANSWER: b

POINTS: 1

REFERENCES: Group Leadership Skills

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10. _____ is to let members know that they are heard and understood beyond the level of words.

a. Active listening
b. Restating
c. Clarifying
d. Reflecting feelings

ANSWER: d

POINTS: 1

REFERENCES: Group Leadership Skills

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of group leadership

11. ____ is to help members develop alternative courses of thinking and action.
    a. Giving feedback
    b. Suggesting
    c. Interpreting
    d. Supporting

ANSWER: b
POINTS: 1
REFERENCES: Group Leadership Skills
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12. _____ is to offer an external view of how the person appears to others; to increase the client's self- awareness.
    a. Giving feedback
    b. Suggesting
    c. Facilitating
    d. Goal setting

ANSWER: a
POINTS: 1
REFERENCES: Group Leadeship Skills
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13. _____ is to warn members of possible risks in group participation; to reduce these risks.
    a. Blocking
    b. Evaluating
    c. Protecting
    d. Facilitating

ANSWER: c
POINTS: 1
REFERENCES: Group Leadership Skills
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14. _____ is to avoid fragmentation and give direction to a session; to provide for continuity and meaning.
    a. Reflecting feelings
    b. Summarizing

c. Initiating

d. Blocking

ANSWER: b

POINTS: 1

REFERENCES: Group Leadership Skills

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15. _____ is to help group members work more effectively; to increase the pace of the group process.

a. Modeling

b. Protecting

c. Blocking

d. Initiating

ANSWER: d

POINTS: 1

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16. _____ is to encourage deeper self-exploration; to promote full use of potentials; to bring about awareness of self-contradictions.

a. Clarifying

b. Interpreting

c. Confronting

d. Supporting

ANSWER: b

POINTS: 1

REFERENCES: Group Leadership Skills

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17. Group leaders become an influential force in a group when they are

a. able to model effective behavior rather than merely describe it.

b. able to use an authoritarian leadership style.

c. licensed and certified.

d. approved by the ASGW.

ANSWER: a

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POINTS: 1

REFERENCES: The Group Leader as a Person

LEARNING OBJECTIVES: THEO.CORE.16.02.01 - Developing an awareness of students' own personal characteristics and how these are related to group leadership.

18. Authentic group leaders
    a. share every fleeting thought, perception, feeling, fantasy, and reaction they have.
    b. are willing to appropriately disclose oneself and share feelings and reactions to what is going on in the group.
    c. never hold back their true feelings toward members.
    d. share every fleeting thought, perception, feeling, fantasy, and reaction they have and never hold back their true feelings toward members.

ANSWER: b

POINTS: 1

REFERENCES: The Group Leader as a Person

LEARNING OBJECTIVES: THEO.CORE.16.02.01 - Developing an awareness of students' own personal characteristics and how these are related to group leadership.

19. The main rationale for the group leader's personal disclosures is the assumption that
    a. he or she is the expert who has the answers to members' problems.
    b. such sharing will facilitate the work of the group.
    c. his or her stories will be more interesting than members' stories.
    d. self-disclosure is a good strategy to use when he or she cannot think of other strategies.

ANSWER: b

POINTS: 1

REFERENCES: Special Problems and Issues for Beginning Group Leaders

LEARNING OBJECTIVES: BECO.CORE.16.02.02 - To invite students to explore family rules, beliefs, patterns, and experiences in their family of origin

20. Highly effective therapists can be described as having all of the following **EXCEPT**
    a. the ability to provide an emotionally safe environment for clients while challenging them.
    b. an ability to deeply enter the world of another without losing a sense of self.
    c. the ability to accept feedback about themselves without becoming destabilized by this feedback.
    d. to become a master who does not need further training.

ANSWER: d

POINTS: 1

REFERENCES: The Group Leader as a Person

LEARNING OBJECTIVES: THEO.CORE.16.02.01 - Developing an awareness of students' own personal characteristics and how these are related to group leadership.

21. Opening a group session effectively
    a. allows the session to end early.
    b. causes problems later on in the session.
    c. sets the tone for the rest of the session.
    d. has no effect on the rest of the session.

ANSWER: c

POINTS: 1

REFERENCES: Special Skills for Opening and Closing Group Sessions

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LEARNING OBJECTIVES: THEO.CORE.16.02.05 - Learning about the skills and techniques involved in opening and closing group sessions

22. The way each session is closed is
    a. has no effect on the group members.
    b. as important as the way it is initiated.
    c. is not as important as the way it is opened.
    d. is more important than the way it is initiated.

ANSWER: b
POINTS: 1
REFERENCES: Special Skils for Opening and Closing Group Sessions
LEARNING OBJECTIVES: THEO.CORE.16.02.05 - Learning about the skills and techniques involved in opening and closing group sessions

23. Diversity-competent group leaders recognize and understand all of the following **EXCEPT**
    a. their own values, biases, and ethnocentric attitudes.
    b. their own assumptions about human behavior.
    c. to not allow their personal values or problems to interfere with their work with clients who are culturally different from them.
    d. it is not important to understand cultures different from their own.

ANSWER: d
POINTS: 1
REFERENCES: Becoming a Diversity-Competent Group Counselor
LEARNING OBJECTIVES: THEO.CORE.16.02.06 - Identifying specific beliefs and attitudes, knowledge, and skills that are essential in becoming a diversity-competent group counselor

24. Theory can be viewed as a set of general guidelines that provide direction and guidance in all of the following **EXCEPT**
    a. a unique, limited, and non-therapeutic manner.
    b. examining your basic assumptions about human beings.
    c. in determining your goals for the group.
    d. in clarifying your role and functions as a leader.

ANSWER: a
POINTS: 1
REFERENCES: Developing Your Group Leadership Style
LEARNING OBJECTIVES: THEO.CORE.16.02.07 - Gaining an understanding of the importance of the group leader's willing¬ness to adapt his or her techniques to the multicultural context of group work

25. A key reason research findings often are not integrated into clinical practice is
    a. collaboration between practitioners and researchers is never beneficial.
    b. because clinical practitioners do not agree with researchers because they utilize only illegal methods to retrieve data.
    c. due to the constraints of experimental research that limit the applicability of findings to a real-world context.
    d. because researchers do not believe clinical practitioners can be useful in any way.

ANSWER: c
POINTS: 1
REFERENCES: The Role of Research in the Practice of Group Work

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LEARNING OBJECTIVES: THEO.CORE.16.02.08 - Acquiring an understanding of the role research can play in enhancing group work and recognizing the importance of developing a research orientation

26. Some personal characteristics are vital for effective group leadership. Name and describe some of these characteristics.

ANSWER: Answers will vary.

POINTS: 1

REFERENCES: The Group Leader as a Person

LEARNING OBJECTIVES: THEO.CORE.16.02.01 - Developing an awareness of students' own personal characteristics and how these are related to group leadership.

27. Successful leadership requires specific group leadership skills and the appropriate performance of certain functions. Identify and explain five of these skills.

ANSWER: Answers will vary.

POINTS: 1

REFERENCES: Group Leadership Skills

LEARNING OBJECTIVES: THEO.CORE.16.02.03 - Having opportunities to practice basic intervention and group leadership skills

28. With groups that meet on a weekly or regular basis, group leaders have a variety of options for opening the session. List and explain at least two.

ANSWER: Answers will vary.

POINTS: 1

REFERENCES: Special Skills for Opening and Closing Group Sessions

LEARNING OBJECTIVES: THEO.CORE.16.02.05 - Learning about the skills and techniques involved in opening and closing group sessions

29. Explain evidence-based practice in group work.

ANSWER: Answers will vary.

POINTS: 1

REFERENCES: The Role of Research in the Practice of Group Work

LEARNING OBJECTIVES: BECO.CORE.16.02.09 - Recognizing the trend toward using approaches such as Evidence-Based Practice and Practice-Based Evidence

30. Describe practice-based evidence and its differences when compared to evidence-based practice.

ANSWER: Answers will vary.

POINTS: 1

REFERENCES: The Role of Research in the Practice of Group Work

LEARNING OBJECTIVES: BECO.CORE.16.02.09 - Recognizing the trend toward using approaches such as Evidence-Based Practice and Practice-Based Evidence

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