

4. Group Work

1. Definition of a group

A straightforward definition of any group is: two or more individuals interacting together to achieve some goal. The more classic definition of group counseling comes from George Gazda and states: Group work refers to the dynamic interaction between collections of individuals for prevention or remediation of difficulties or for the enhancement of personal growth/enrichment through the interaction of those who meet together for a commonly agreed-on purpose.

2. Advantages of group counseling

Some advantages of group counseling include:

- people learn in a social context
- experience social support
- source of new behaviors
- learn some counseling skills
- peer confrontation
- able to play a variety of roles
- group norms develop
- any biases of the counselor may be addressed more readily
- more nearly replicates the participants' everyday world
- spreads out the counselor(s) further in schools and agencies
- the counseling is less costly per individual

3. Goals of group counseling

Some goals of group counseling include:

- learn to trust self and others
- self-knowledge
- recognize the commonality among members
- find alternative ways of resolving conflicts
- increase self-direction
- learn more effective social skills
- become more sensitive to others' needs
- learn how to confront appropriately
- clarify expectations, goals, and values
- make specific plans for changing certain behaviors and to commit to these plans

4. Types of groups

Differences between groups revolve around their goals. The types of groups include:

- **Guidance:** the purpose of these groups is to provide information. Discussions are focused on how this information is relevant to members of the group. Guidance groups are often found in school settings.

- **Counseling:** the purpose of these groups is growth, development, removing blocks and barriers, and prevention. Group members have problems they are trying to address in a group format.
- **Psychotherapy:** the purpose of these groups is remediation, treatment, and personality reconstruction. Such groups may run longer than others and are found in mental health agencies, clinics, and hospitals. Therapists in private practice also conduct such groups.
- **Psychoeducation:** these groups focus on acquiring information and skill-building and can be preventive, growth-oriented or remedial. Psychoeducation groups are found in a variety of social service agencies, mental health settings, and universities.
- **Structured:** these groups are focused on a central theme. Examples of structured groups are: Learning job seeking skills, anger management, dealing with 'drinking and driving' issues, and loss/grief.
- **Self-help:** these are support systems to help with psychological stress. These groups are focused on issues such as weight control, survivors of incest, parents who have lost a child, etc. These groups are usually not professionally led.
- **T-Group (training group):** the focus of these groups is to examine and improve interpersonal skills. How one functions within a group (e.g., at a work site) is examined.
- **Task/Work groups:** Such groups include committees, planning groups, and study groups formed to accomplish specific goals. Teams of individuals operating interdependently and sharing one or more goals found in work settings is another example.

5. Group dynamics; content and process

Group dynamics refers to the development and interaction of the forces inherent between and among members of a group. Forces relating to the roles members play, the goals of the group, and the norms the members adopt will influence how the group behaves. Group behavior may range from positive and socially acceptable to negative and destructive.

Group members and the leader may focus on the **content which is the subject under discussion** or the focus may be on the **process which is how the interaction or discussion is occurring**. Focus on the process results in examining the meaning of an experience with its attendant feelings which leads to affective learning and the development of trust in the group. In conducting counseling and therapy groups, the leader must be skilled in processing and is able to model this skill for group members. In addition to content and process issues, each group session can be characterized as having a warm-up, action, and closure sections. In successful groups, there is usually a balance between content and process in all three sections which allows for the best experience for group members.

6. Group cohesion

A cohesive group means that members find the group attractive and it provides them a feeling of belonging and inclusion. Cohesion is not automatic but occurs when group members take risks including self-disclosure, drop defenses, and make commitments to each other. The unifying force of a cohesive group leads to an effective working group. Some similarities between group members encourages the formation of cohesion, and attacks on a cohesive group results in greater cohesion.

Group members are **likely to identify with members** who are **perceived as attractive** or **who have power**. Modeling the behaviors of such members is likely, however, such behavioral changes are more apt to persevere if the behaviors are internalized because of a change in motivation.

7. Roles of group members

Group members may assume a number of different roles which may impact the dynamics of a group. Some common roles are:

- **Facilitative/building role** which may help group members feel a part of the group and contribute to the positive and constructive functioning of the group.
- **Maintenance role** contributes to the bonding of the group by encouraging the social and emotional bonding of the group members.
- **Blocking role** often attempts to hinder group formation and accomplishment of goals through negative and diverting behaviors.

8. Styles of leadership

Leader styles have been described as autocratic (authoritarian), democratic, or laissez faire.

- In **laissez faire groups**, members are free to do as they choose. Each style has its advantages.
- The **autocratic style** is best for quick decision- making but may generate resentment.
- Although liked, the **democratic style** doesn't always generate the most production.

If the group is committed to a common goal, the laissez faire approach often yields the best results.

9. Group counselor's core skills

Core skills of competent group leaders:

Active Listening

Restating

Clarifying

Summarizing

Questioning

Interpreting

Confronting

Reflecting Feelings

Supporting
Empathizing
Facilitating
Initiating
Setting Goals
Evaluating
Giving Feedback
Suggesting
Protecting
Disclosing Oneself
Modeling
Terminating

10. Group leader's general knowledge and responsibilities Leaders of groups should:

- Know theories of group counseling
- Understand the principles of group dynamics
- Know ethical issues involved in group work
- Linking: look for themes (common issues) and connect them. This facilitates members working on each other's problems.
- Blocking: stop unproductive behaviors such as scapegoating, storytelling and gossiping.

11. Universality

Mutuality (universality) is the feeling that one is not alone or unique, and that others have similar problems or have been in similar situations.

12. Intellectualization

This is the process of keeping material or content in the group on a cognitive level.

13. Scapegoating

This is a process whereby several members of a group gang up on an individual member and 'dump' on him or her.

14. Dealing with resistance

Resistance is individual or group behavior that impedes group progress.

These behaviors might include arriving late, appearing unable to set goals, silence, talking too much, preoccupation with side issues, fear, etc. Resistive behaviors may psychologically protect the group member. Discussing resistive behaviors with the group before they begin may help prevent them. Counselors can address resistive behaviors and model for others how to deal with them. Confrontation is a powerful technique.

15. Issues regarding co-leaders

- With co-leaders the group members benefit from the experiences and insights of two leaders.
- Co-leaders can recreate roles and serve as models so more linking is possible.
- Co-leaders should give each other feedback.
- It is helpful if the co-leaders are male and female.
- Different reactions and feedback from the leaders may enhance group energy and discussion.
- Co-leaders should have a good working relationship and should not have conflicting theoretical orientations.
- They should not have a power struggle which may fragment the group.
- Co-leaders should process the 'co-leading' experience regularly.
- Co-leading is a good way to start out 'new' group leaders, that is, pairing an inexperienced counselor with one who has group experience.

16. Group formation issues

1. Homogeneous vs. heterogeneous.

Groups that are homogeneous are composed of similar kinds of members. If the members are too heterogeneous, the group members may not be able to relate to each other and their problems. However, heterogeneity is more like the real world and stimulates interactions.

2. Open vs. closed group.

In an open group you replace members who leave; new members provide new ideas, stimulation, and resources.

In a closed group where you do not admit new members, building and maintaining trust and cohesion is facilitated.

3. Group size.

- For an adult group with no co-leader, the optimum size is 8.
- With children who are five or six years of age, three or four members may be ideal.
- For older children, counseling groups may be larger.

4. Duration.

The number of weeks a group will run should be set in advance and group members should be advised of the duration.

- The time length of a session with adults may be up to two hours.
- For outpatient groups, 90 minutes may be appropriate while inpatient groups may meet for a shorter time.
- For children, length of session should be shorter depending upon their age and may be only 20-30 minutes for five and six year olds.

17. Screening

Selection of appropriate members for a group requires advance preparation including screening. Screening is usually conducted through an interview (typically with the group leader) during which time the goals and purpose of the group are explained to the prospective member. Characteristics of the potential member and motivation should be ascertained. Some individuals, such as those who function below the level of other group members and those who are disruptive or dominating, will retard the group process. Screening should include a review of the group norms (rules), confidentiality issues and appropriateness of that particular group focus to the prospective member. The screening should also be an opportunity for the individual to determine whether the group is the right one to join.

18. Ethical guidelines for group counseling

- **Informed consent:** tell the client before counseling about the rights and expectations. Get this 'informed' consent before counseling begins.
- **Confidentiality:** difficult to assure ingroup counseling. The leader must impress the need for confidentiality on all group members. There are exceptions to confidentiality such as danger to self or others, court actions, or whether signed waivers have been obtained.
- **Research:** group members are asked for permission before participating in research.
- **Group counselor training:** counselors have acquired skills and competencies through education and experience.

19. Norms

Group members' rights include:

- Freedom from undue pressure
- Participation is voluntary (if it is)
- Freedom of exit
- Right to the use of the group's resources.

Norms are a group's rules of behavior which provide parameters to members about acceptable behaviors. There are formal and informal rules, spoken and unspoken ones. The rules may be different from the norms outside, in the 'real world.'

For example, sharing and expressing feelings is okay; self-disclosure is okay.

There may be pressure on members to conform to the norms. Consequences for not doing so may be established.

20. Stages of a group

Some writers have identified five stages of a group.

- **Tuckman** called them: forming, storming, norming, performing, and mourning (adjourning).
- **Yalom** identified four stages: orientation, conflict, cohesion, and termination.
More recently

- **Corey** identified six stages of a group although the middle four stages are commonly acknowledged as core. His stages are:

Stage 1: Formation – Pre-group Activities

Issues: planning, leader preparation, recruiting, and screening and selecting group members.

Leader: identifies goals and purposes of group and announces the group. Potential group members are screened and selected. Practical, operational details are identified and addressed.

Stage 2: Orientation and Exploration

Issues: orientation and structuring of group process, inclusion, identity, and establishing cohesion and trust.

Leader: models, helps identify goals and structures. The leader states expectations and ground rules for the group and models interpersonal honesty and spontaneity. Helps group members share thoughts and feelings and teaches interpersonal skills. The leader should be psychologically present and genuine.

Stage 3: Transition - Dealing with Resistance

Issues: anxiety, conflict, resistance, intellectualization; questioning; challenging leader.

Leader: creates a supportive, trusting climate; addresses anxiety and resistance; provides a role model. Identifies behaviors both positive and negative to group process. Keeps group goals in focus. The leader supports but also challenges group members.

Stage 4: Working - Cohesion and Productivity

Issues: cohesion, effective working group, using resources within the group. The group is now productive with less dependence on the leader. Self-exploration increases. More focus on here-and-now. Group members help each other through the issues.

Leader: provides reinforcement; links themes; supports risks; models appropriate behavior; encourages translating insight into action.

Stage 5: Consolidation and Termination

This is the final stage of the group process and will determine how effective the group experience was for the members.

Issues: feelings about termination including sadness and anxiety; unfinished business; feedback; preparing for the outside world; decisions about what courses of action to take.

Leader: deals with feelings; reinforces changes; helps members make plans and contracts. Assists members to understand and integrate what happened in the group.

Confidentiality continues. Just because the group ends, doesn't mean the members can start talking/gossiping.

Stage 6: Postgroup Activities - Evaluation and Follow-up

Issues: evaluation of outcomes; follow-up referral for other services.

Leader: processes the group experience with others (including supervisor) if possible; evaluates the process and outcomes; conducts follow-up session with the group members to reinforce learnings, provides support, and helps evaluate outcomes.

21. Irvin Yalom

Yalom postulated 11 curative factors which existed in successful group work:

1. altruism,
2. universality,
3. interpersonal learning,
4. imparting information,
5. developing socialization techniques,
6. imitative behavior,
7. group cohesiveness,
8. catharsis,
9. corrective recapitulation of the primary family group,
10. instillation of hope, and
11. existential factors (such as one is alone and responsible).

If these were present, participant growth and development would occur.

22. Group leader functions

Yalom suggested leadership functions were present in group counseling no matter what the theoretical orientation of the counselor.

These leader functions were:

- **Emotional stimulation:** encouraging the expression of feelings, values and beliefs; deep emotional concerns. Leader uses: confrontation, challenge, self-disclosure: and the leader models behaviors.
- **Caring:** characterized by warmth, acceptance, genuineness, and concern. Leader: is honest, open; leader promotes growth of trust in the group.
- **Meaning attribution:** the leader provides cognitive understanding of the events in the group experiences are named and feelings are put into words. Leader: interprets, clarifies and explains.
- **Executive leadership function:** the leader structures, suggests limits and norms, and provides direction. Leader: is active in terms of pacing, blocking, stopping. Emphasis is on 'managing' the group as a social system.

Effective leaders used:

- moderate amounts of emotional stimulation
- moderate amounts of executive direction
- consistent use of meaning attribution

A poor style of group leadership meant:

- very low or very high emotional stimulation
- very low or very high executive behavior
- low use of caring function

- low use of meaning attribution

Zander Ponzio's studies found some support for Yalom's factors and he found some different ones which were present in successful groups.

These are: openness, participation, risk-taking, conflict-confrontation, and caring support.

23. Michael Waldo

Waldo suggested different levels of leadership functions were needed depending on the needs of the group (diagnostic category) and the clinical setting such as inpatient vs. outpatient, and time limits, stated goals and objectives of the group.

For example: For a psychiatric inpatient group:

- the **executive function** of group counseling might be stressed:
- **emotional stimulation** might be de-emphasized or closely moderated;
- **meaning attribution** might be carefully geared to the kind and level of information this population can understand ;
- the **caring function** might depend whether the population is schizophrenic, borderline or sociopathic.

24. Jacob Moreno

Moreno began the 'Theater of Spontaneity' in Vienna in 1921.

Psychodrama emphasizes enacting conflicts or crisis situations in the present. The focus is on the here and now. The goal is to reorganize individuals' perceptions. It allows for catharsis, insight, and reality testing.

Psychodrama has a:

- **director/producer** (usually the group leader)
- **protagonist** who is a group member (either a volunteer or selected)
- **auxiliary ego** (may be several, also called actors) representing people or objects
- **an audience**

The psychodrama occurs on a stage which may be an actual stage or part of the room.

Three parts of the psychodrama are

- warm-up (preaction)
- action
- integration.

Moreno was the first to use the term 'group psychotherapy' in the literature in the 1920's. He founded the American Society of Group Psychotherapy and Psychodrama in 1941.

25. Family counseling and couples counseling

Family counseling is a special application of group counseling. The parents and children will be seen together and often alone as well. Much of the emphasis in family counseling is identification of the family problems, defining personal and family goals, and teaching family members new behaviors and interaction patterns.

Group couples counseling often focuses on educating couples to improve communication between themselves and their children, resolve conflicts, and learn parenting skills. A number of parent education training programs have been developed.

26. Primary, secondary, tertiary prevention groups

- **Primary groups:** the emphasis is on preventing problems and developing healthy behaviors. (These may be called guidance or psychoeducational groups.) For example: educational programs on drugs, alcohol or AIDS.
- **Secondary groups:** there are preventative and remedial elements in these groups. The focus may be on reducing the length or severity of a problem. (These may be called counseling groups.) For example: dealing with grief, adjusting to a death, problem solving.
- **Tertiary groups:** the focus of these groups is to return members to healthy, full functioning. (These may be called counseling or therapy groups.) This may involve personality change or rehabilitation. For example: counseling individuals with post-traumatic stress disorder.

27. Group counseling and multicultural issues

In counseling groups with multicultural clients, special issues may be present. Cross-cultural clients may not understand how counseling works. Extent of group members' acculturation may be a significant factor in their understanding of and willingness to participate. Some cultures discourage sharing of personal problems or family concerns with others; this may be defying traditional family customs. In the group it may appear to be resistance.

Also, silence is valued in some cultures. Participants in a diverse counseling group may be insensitive or lack understanding of cultural differences among members.

The use of some techniques such as confrontation may have a different impact cross-culturally.

Leaders of multicultural groups should be trained in group counseling and multicultural issues. They must be aware of how their own cultural background influences their perceptions and actions. Systemic and historical factors pertinent to group members must be recognized.

Clients in a multicultural group may gain much from feedback from other group members. Watching others learn new behaviors and modeling may be effective. Learning new ways of dealing with cultural prescriptions and family reactions can be beneficial to cross-cultural clients.

Typical goals of multicultural groups may be:

- from a cultural perspective, understand the circumstances that brought the person to the group
- provide learning for the individual in the group process
- help the group member understand how new behaviors and skills fit within the context of their culture

28. Research on groups can be outcome or process oriented

- **Outcome research** shows evidence of effectiveness of group work; data supports group counseling.
- **Process research:** has shown a higher level of quality of research-more laboratory studies.

Research demonstrates that perceptions, expectations and beliefs of group members can be changed. The continuing question about researching the effectiveness of any counseling is: Who has been helped with which method or technique, applied by what kind of helper, under what conditions? This applies to group as well as individual counseling.

29. Counseling theory applied to group work

This list contains a number of major and historical theoretical approaches for conducting group counseling. Newer trends and approaches to group counseling should not be ignored. These include family groups, brief and narrative therapy groups, and the groups working from a feminist therapy perspective.

Person-centered Group

Goal: encourage openness; explore full range of feelings; increasing self-understanding; develop openness, honesty and spontaneity.

Techniques: active listening and reflection; support and 'being there' and altering self-concepts; few structured techniques.

Content: feelings, personal meanings, attitudes, sense of trust in the group.

Focus: insight and affect oriented.

Leader: group member centered and process oriented; leader creates climate, conveys acceptance, facilitates and links.

Multicultural: person-centered therapy respects cultural values; encourages active listening; group members may not like 'lack of direction'; they may want more structure, and a more directive problem-solving approach.

Gestalt Group

Goal: awareness, experience in the moment, personality change.

Techniques: focus on the here and now; experiential; use of exercises including confrontation, empty chair, guided fantasy; catharsis.

Content: clients have responsibility for moment-to-moment experiencing and awareness; deal with unfinished business.

Focus: action/insight and affect oriented.

Leader: group member centered and process oriented; leader brings structure to group; serves as catalyst for change; encourages working through unfinished business.

Multicultural: different techniques can be adapted to different clients; focus may be on nonverbals and what they mean; many clients are less apt to respond with intense feelings and be less willing to participate in some techniques.

Transactional Analysis Group

Goal: awareness; making new decisions; become free of scripts and games; altering course of life.

Techniques: interacting with others; making contracts; use script- analysis checklist; teaching/learning; role-playing.

Content: life script; three dynamic ego states-parent, adult and child; games people play.

Focus: a combination of insight/action and rational/affect oriented.

Leader: leader is teacher and diagnostician; group is leader-centered with equal process and outcome orientation.

Multicultural: clients like the structure of the TA group; the contracts they design can account for cultural values. Clients may have difficulty understanding some TA concepts and processes; narrow interpretation of human nature.

Cognitive Behavior Group

Goal: eliminate problem behaviors and teach self-management skills.

Techniques: examine the learning process and find ways of changing/learning behaviors, cognitions and emotions; use of reinforcement, contracts; modeling.

Content: target behavior, environmental circumstances maintaining the behavior, and environmental changes and intervention strategies that can change the behavior.

Focus: action and rational oriented.

Leader: leader centered and action oriented (teacher, expert); teaches coping skills and methods of modifying behavior.

Multicultural: behavioral groups de-emphasize focus on feelings; they are often short-term and structured and work toward specific goals: clients learn new coping strategies; clients may learn new behaviors they will have to integrate with family and cultural values as well as with historical/systemic factors.

Rational Emotive Behavior Group

Goal: constructive changes in client's thinking and behavior leading to a greater acceptance of self; move past self-defeating behaviors.

Techniques: learning A-B-C theory; practicing disputing; exercising self-discipline; role-playing; homework assignments.

Content: irrational beliefs and values and consequent problem behaviors.

Focus: action/insight and rational oriented.

Leader: leader centered and both process and outcome oriented; confronts illogical thinking and serves as model for others.

Multicultural: counselor would be viewed as a teacher versus a therapist and teaches clients to cope better with life-eliminate self-defeating behaviors; many clients will value expert role and leader directiveness. Rational-emotive approach may be too directive/forceful for some clients and the highly active role of the group leader could create dependence; what leader views as irrational behavior may not be.

Reality Group

Goal: improve the quality of life by achieving increasing control over one's life; taking responsibility.

Techniques: confront and encourage honest self-examination; evaluate behavior; formulate a plan for change (contract); commit to such a plan and follow through.

Content: member's awareness and present behavior; wants and needs; responsibility.

Focus: rational and action oriented.

Leader: leader centered and outcome oriented; assist members make

Multicultural: group work takes on a teaching/learning approach often resulting with contracts by group members; contracts can be consistent with their own identity and cultural values; no strong emphasis on feelings; group members may feel leaders do not understand the strong influence of discrimination and other socio- historical factors; the cultural emphasis may be to work for the community good and not just for the individual.

Adlerian Group

Goal: explore basic life assumptions; understand lifestyles; recognize strengths and accept responsibility; increase self-esteem; develop social interest.

Techniques: psychoeducational; analysis and assessment; explore family constellation; cognitive restructuring.

Content: cognitive, behavioral and affective sides of human nature; early history; lifestyles; belief systems.

Focus: action oriented; goal directed;

Leader: leader centered; challenges beliefs and goals; models; encourages members to action.

Multicultural: members can view culture from their own unique perspective and background. They can create their own meaning from their own personal experiences. Members may be reluctant to share family background details in the group.

Existential group

Goal: self-awareness; help group members use freedom and assume responsibility.

Techniques: group members determine issues to explore; self- disclosure of group leader; counseling and psychoeducation.

Content: search for meaning; dealing with freedom, anxiety and guilt.

Focus: insight oriented.

Leader: active and reflective; builds relationships with members; confronts members in a caring way.

Multicultural: approach encourages understanding clients in their own cultural and phenomenological world; encourages empowerment; explores values and lifestyles. Emphasis on individual may conflict with culture's focus on collectivism.

30. Adlerian influences

Adlerian theory maintains a belief in the strong social nature of people. Adler's approach is also known as individual psychology but the focus is not on the individual but the individual in the group. This approach has a holistic view of the person with more emphasis on interpersonal than intrapersonal factors. The role of the family is critical in Adlerian counseling. The meaning clients give to their position in the family, sibling relationships and birth order are important. The individual's orientation to life and its themes called lifestyle are also addressed. Adler's psychological concepts have been successfully implemented into family counseling centers and family education programs and materials. Rudolf Dreikurs transplanted Adler's ideas to the U.S. and expanded the use of Adlerian concepts to the group process. The Adlerian group approach has been transformed into successful psychoeducation models for parent education and for use in schools. One of these is the Systematic Training for Effective Parenting (STEP) program which was developed by Don Dinkmeyer.

31. Association for Specialists in Group Work (ASGW)

This is one of the divisions of ACA. ASGW has a Best Practice Guidelines statement for group workers which serves as its code of ethics.

Group Work Study Questions

1. On a college campus, a group of students of color has been protesting their treatment alluding to harassing comments by whites and what they believe to be discrimination in the grading system by their professors. Eleven of these students have come to the campus counseling center and want to begin a group experience to arrive at some answers and find solutions. The most appropriate theoretical orientation of the counselor assigned to lead the group is
 - A. behavioral.
 - B. psychoanalytic.
 - C. gestalt.
 - D. person-centered.
2. In a behavioral group context, which of the following are key terms?
 - A. Self-monitoring and contracts.
 - B. 'Here and now' and blocks to energy.
 - C. Value judgment and positive addiction.
 - D. Catharsis and ego integrity.
3. Corey identified six stages that groups go through. The first stage is highly leader oriented and includes group formation and planning. Which stage follows this one?
 - A. Orientation and exploration.
 - B. Working.
 - C. Transition.

D. Consolidation and termination.

4. Which of the following statements characterizes the termination stage of a group?

- A. This is the easiest stage for a counselor to handle.
- B. Group members are excited about leaving and going their own way.
- C. There is seldom any unfinished business.
- D. Members need to make decisions regarding what they have learned and what they will implement.

5. In a person-centered approach to groups, which of the following dynamics or process patterns is **NOT** likely to occur?

- A. Expression of negative feelings.
- B. Confrontation.
- C. Cracking of facades.
- D. Practicing disputing.

6. A counselor is about to begin a short-term group for whom generating insight is **NOT** an issue. The counselor is most likely to choose

- A. psychoanalytical or TA approaches.
- B. behavioral or reality approaches.
- C. client-centered or Gestalt approaches.
- D. Adlerian or cognitive approaches.

7. A counseling group begins with ten individuals. By the end of the third session, two members have dropped. One of the remaining members knows of an individual who would like to join the group. The member asks the group leader if this is possible and he tells her no. It is likely that this is a _____ group.

- A. closed
- B. homogeneous
- C. working
- D. structured

8. Eliminating the need for counseling intervention through prevention activities is an important community function. Primary prevention typically occurs with

- A. a population under some stress.
- B. a normal population.
- C. elementary school population.
- D. a dysfunctional population.

9. Groups may be designed and structured for different purposes including information sharing, skill building, and problem resolution. Unlike guidance, structured, or self-help groups, counseling groups are unique in their focus upon

- A. conveying information.

- B. skill training in groups.
- C. the attitudes, emotions, choices, and values involved in interpersonal relationships.
- D. psychotic behaviors.

10. Two counselors at a mental health center are asked to begin co-facilitating groups which will meet no more than six times. The principal reason the counselors are reluctant to co-facilitate is because

- A. one has group experience and the other has none.
- B. one practices REBT and the other cognitive-behavioral.
- C. one is comfortable with the six-session limit and the other is not.
- D. one is client-centered and the other is behavioral in orientation.

11. Occasionally some group members select another on whom they vent their anger and blame for events occurring in the group. This is called

- A. blocking.
- B. storytelling.
- C. scapegoating.
- D. catharsis

12. A counselor is asked to do group counseling with several young adult males who are court-referred because of violent tendencies. During the first few weekly sessions the counselor is determined **NOT** to provide which of the following sets of group counseling conditions

- A. high emotional stimulation (confrontation and challenge) and low executive management (structure) of the group.
- B. high caring (warmth and acceptance) and consistent use of meaning attribution (providing understanding and clarification).
- C. high executive management (structure) of the group and low emotional stimulation (confrontation and challenge).
- D. Low emotional stimulation and a high caring approach.

13. In psychodrama, a variety of roles may be assigned to group members. The protagonist is

- A. the group facilitator.
- B. an imaginary figure.
- C. one of the group members.
- D. someone from the audience.

14. Each week several individuals meet to discuss their feelings about their weight and their efforts at weight loss. Often, their work situations and job stress are discussed. At least once a month, a guest expert joins the group to talk about nutrition, exercise, etc. This group could be accurately called a

- A. counseling group.

- B. guidance group.
- C. task group.
- D. self-help group

15. In conducting a group, both content and process are important. During each session, one can designate a warm-up, action, and closure portions. In general, one would want the following combination of content/process and warm-up/action/closure.

- A. More content in warm-up and more process in closure.
- B. Equal amounts of content and process in all three portions.
- C. More content in warm-up, mostly process in action, and more content in closure.
- D. More process in warm-up and action and more content in closure.

16. An elementary school counselor decided to offer parents an opportunity to come together to learn or review parenting skills. Because such a group provides information and skill building, it is appropriately called a

- A. support group.
- B. counseling group.
- C. psychoeducational group.
- D. structured group.

17. In terms of establishing an effective and trusting multicultural group, one of the most important variables may be

- A. size.
- B. number of languages spoken.
- C. experience in previous groups.
- D. open vs. closed nature of the group.

18. A counselor works at a hospital which allows a maximum of eight group counseling sessions on an outpatient basis. The counselor is to begin a new group consisting primarily of recovering alcoholics. Under these circumstances, because the counselor is flexible in the theoretical approach she can use, she decides that the best approach would be

- A. transactional analysis.
- B. client-centered.
- C. psychoanalytical.
- D. existential.

19. A number of core skills have been identified for group counselors. Which of the following is **NOT** one of them?

- A. Model effective behavior.
- B. Encourage members to meet socially outside group.
- C. Ask open-ended questions.
- D. Impart information in the group when necessary.

20. The Systematic Training for Effective Parenting (STEP) program is based on the theoretical concepts of

- A. Rogers.
- B. Haley.
- C. Adler.
- D. Glasser.

Group Work Question Answers

- 1. A
- 2. A
- 3. A
- 4. D
- 5. D
- 6. B
- 7. A
- 8. B
- 9. C
- 10. D
- 11. C
- 12. A
- 13. C
- 14. D
- 15. B
- 16. C
- 17. D
- 18. A
- 19. B
- 20. C