Instructor’s Manual with Test Bank
to accompany

Groups: A Counseling Speciality
Sixth Edition

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PREFACE

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

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

This manual is constructed to follow the text explicitly; however, in no way is this manual intended to minimize instructors’ creativity to design, deliver, and facilitate effective learning environments and teaching methods. It is hoped this manual will be of help toward all group work educators' ambitious end: teaching students the wonders of effective group work.
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Chapter 1
Types of Groups

Learner Objectives

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

Chapter Overview

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

Key Terms and Concepts

adventure counseling
airtime
closed-ended
contact-focused group theory
counseling/interpersonal problem-solving groups
counseling groups
"educational groups"
GAP matrix for groups
group psychotherapy
"guidance groups"
psychoeducational groups
life-skill group

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

1. Gazda's unique emphasis which distinguished among 'three group types' included that they could be ________
   a. viewed as on a continuum.
   b. conceived as identical.
   c. conceptualized by leader responsibility.
   d. all of the above

2. These groups may disband abruptly after accomplishing their goals.
   a. encounter groups
   b. work groups
   c. T-groups
   d. Psychotherapy groups

3. In general __________________________ groups stress "growth through knowledge".
   a. counseling
   b. task
   c. psychotherapy
   d. psychoeducational

4. Counseling groups recommend the number of members __________________________ for groups with children than for groups for adults.
   a. increase
   b. remain constant
   c. decrease
   d. none of the above

5. Life-skills emphasis in psychoeducational groups purports that people can be taught on a(n) ____________ level how to stop potential problems from occurring.
   a. intrapersonal
   b. extrapersonal
   c. interpersonal
   d. relational

6. Kottler asserts that a "counseling group for counselors" can help counselors deal more effectively with the ____________ that comes from working with people in pain.
   a. anxiety
   b. toxic effect
   c. depression
   d. burnout risk

7. One of the primary aims of a membership in a psychotherapy group is ________________, meaning to improve personalities or intrapersonal functioning.
   a. problem-solving
   b. relationship enhancement
   c. conflict-management
   d. reconstruction

8. Task/work groups differ from the other three types of groups most dramatically in that they do not focus on ____________.
   a. interpersonal dynamics
   b. specific outcomes
   c. changing individuals
   d. all of the above
9. ___________ groups encompass multiple ways of working with members.
   a. Psychotherapy
   b. Psychoeducational
   c. Mixed
   d. Task/work

10. In Waldo and Bauman's GAP Matrix, the "P" in the acronym GAP stands for _________________.
    a. progress
    b. proficiency
    c. process
    d. product

11. This type of group may have 20 to 40 members on average.
    a. mixed
    b. psychoeducational
    c. counseling
    d. psychotherapy

12. Although distinction between "self-help groups" and "support groups" can be subtle, a difference in ________ is often evident.
    a. leadership and membership
    b. control and membership
    c. leadership and control
    d. membership and termination

13. Guidance/psychoeducational groups were originally designed for ________________ settings.
    a. hospital
    b. work
    c. educational
    d. community center

14. The Life-skills groups are an example of this type of group _________________.
    a. counseling
    b. psychoeducation
    c. work/task
    d. psychotherapy

15. The leader of group psychotherapy is responsible for ___________________ in the group
    a. dictating
    b. yearbook feedback
    c. facilitating
    d. none of the above

16. In working with abusive individuals, ___________________ groups seem to be rather effective.
    a. psychotherapy
    b. work/task
    c. brief therapy
    d. psychoeducational
Short Answer Questions

1. A style a group uses, designed to enhance emotional and physical abilities that involves safe, risk-taking events is ____________________________.

2. The overall goal of psychoeducational groups is ____________________________ rather than remediation.

3. Subgroups should be small enough in order to not limit the ______________ of members.

4. ____________________________ is the term given for saying nice but insignificant things about a person in a group.

5. ____________________________ groups allow new members to join at any time as opposed to not admitting new members after the first session.

6. A group that is considered ____________________________ might use multiple ways of working with members and may change emphasis often.

Essay Questions

1. Describe elements of a successful task/work group.

2. Compare and contrast psychotherapy groups with counseling groups.

3. What advantages can you identify if a psychotherapy group had a membership with diverse presenting issues and degrees of severity?

4. Define mixed-groups and then discuss the importance of the self-help group movement.

5. Describe several advantages that Waldo and Baum's GAP Matrix model (revised) offers over the current ASGW four group types for the classification of groups.
Chapter 2
Group Dynamics

Learner Objectives

1. The learner will demonstrate an understanding of Group Dynamics

2. The learner will define and give examples of:
   - Group Content
   - Group Process

3. The learner will be able to describe and illustrate the Balance Between Content and Process

4. The learner will describe the group as a system as a way of explaining group dynamics.

5. The learner will describe and give examples of factors influencing group dynamics including:
   - Preplanning
   - Group Structure
   - Group Exercises and Activities
   - Group Interaction
   - Members' Roles

6. The learner will identify and describe possible effects of positive and negative variables on group dynamics.

7. The learner will describe the use of these tools for learning group dynamics
   - Videotaping
   - Journaling
   - Outdoor Experiences
   - Simulation Games for Team Building
   - Sociometrics and Learning Integration

8. The learner will identify, compare and contrast group, individual, and family dynamics in relationship to these factors
   - Person
   - Processing
   - Consequences

Chapter Overview

The focus of this chapter is on group dynamics. Both members and leaders should be aware of group dynamics as they can have either a positive or negative impact on the development of the group. Group structure, the purpose of the group and members' roles are all-important areas to be considered under the broad umbrella of group dynamics.
Key Terms & Concepts

altruism
anxiety
avoiding conflict
awareness
blocking role
catharsis
chain
circle
clarity of purpose
conflict
consensual validation
contagion
corrective recapitulation of the primary family group
curative (therapeutic) factors within the group
development of socializing techniques
existential factors
facilitative/building role
family reenactment
group cohesiveness
group content
group dynamics
group exercises
group interaction
group process
group setting
group structure
Hawthorne effect
heterogeneous groups
homogeneous groups
imitative behavior
imparting of information
instillation of hope
interpersonal learning
Law of Triviality
linear
maintenance role
narcissistic groups
negative group variables
nonverbal behaviors
nonverbal interpersonal
nonverbal intrapersonal
PARS Model
physical structure
positive group variables
primary affiliation groups
processing
psychic numbing
role
role ambiguity
role collision
role confusion
role incompatibility
role transition
secondary affiliation groups
social influence
Sociogram
Sociometry
subgrouping
system
systemically
systems theory
theater style
universality
verbal behaviors
verbal interpersonal
verbal intrapersonal
Wheel
"Y"
Multiple Choice Questions

1. The first site for research on "group dynamics" occurred __________ in settings.
   a. family
   b. hospital
   c. work
   d. laboratory

2. The "interaction of group members with one another" is often referred to as __________.
   a. process
   b. universality
   c. content
   d. conflict

3. In regards to group content, "good decision making involves interaction with others in the pursuit of a _____________."
   a. process
   b. career
   c. chain
   d. purpose

4. Members who believe that their environments control them and that they are at the mercy of that environment may benefit in group counseling from the process function called _____________.
   a. universality
   b. family reenactment
   c. installation of hope
   d. contagion

5. According to Hulse-Killackey, Schumacher, and Kraus, the "balance" between content and process is ______
   a. inevitable
   b. ideal
   c. irrelevant
   d. impossible

6. "Each element (in productive group dynamics) is affected by whatever happens to any other element" conceptualizes the group as a _____________.
   a. thread
   b. strategy
   c. structure
   d. system

7. The physical structure of a group is often dependent upon that group's intended purpose. Which structure below is more likely to be employed as a command structure (e.g., military)?
   a. "Y"
   b. circle
   c. chain
   d. wheel

8. Yalom's curative factors within a group often affect the interactions of members and the group as a whole in complex ways. As members accept responsibility for their own lives, Yalom would assert that ____________ __________is the curative factor.
   a. catharsis
   b. altruism
   c. interpersonal learning
   d. existential factor
9. Glass and Benshoffs *PARS model*, to conceptualize "processing" in group work, is an acronym where "A" stands for ________________.
   a. acrimony
   b. assimilation
   c. activity
   d. appreciation

10. A social ________________ emerges in a group that manifests itself by altering actions, attitudes, and feelings.
    a. role
    b. influence
    c. dynamic
    d. circle

11. Group ________________ involves the actual words, ideas, and information exchanged within a group.
    a. process
    b. content
    c. work
    d. action

12. ________________ refers to both the physical setup of a group as well as the interaction of each group member in relation to the group as a whole.
    a. Group alliance
    b. Group structure
    c. Group content
    d. Group harmony

13. ________________ behaviors make up more than 50% of interaction and are perceived as more honest and less subject to manipulation.
    a. Nonverbal
    b. Covert
    c. Verbal
    d. Grandiose

14. A sociogram can be used as a tool of ________________ to plot out group interactions.
    a. socioplot
    b. sociometry
    c. verbal behavior
    d. sociochart

15. The "Law of ________________" states that the time a group spends discussing any issue is in inverse proportion to the consequences of the issue.
    a. personality
    b. individuality
    c. triviality
    d. verbosity

16. Which one of the following is not a type of role in a group setting?
    a. Facilitative/building role
    b. individualizing
    c. maintenance
    d. blocking
17. ________________ refers to the phenomenon in which group members are given roles within the group that they do not want or are uncomfortable exercising
   a. Narcissism
   b. Role Incompatibility
   c. Role refusal
   d. Psychic numbing

18. ________________ is experiencing and expressing feelings.
   a. Emotion
   b. Release
   c. Catharsis
   d. Catatonic

Short Answer Questions

1. The ________________ refers to changes in behavior as a result of observation and manipulation of conditions in an environment.

2. Group ________________ is the interaction of group members with one another.

3. Looking at a group as an organism and acknowledging "the group is greater than the sum of its parts" is using ________________ to explain the group.

4. The first factor that must be addressed in the preplanning stage is labeled ________________ or what the group is meant to do.

5. ________________ groups are composed of persons with dissimilar backgrounds.

6. In a ________________ activity, members may line up in rank of how they feel about a topic and then get a chance to compare where they stand in regard to other group members.

Essay Questions

1. Discuss both positive and negative group variables in therapy groups. Include specific examples and describe their impact on group dynamics.

2. Draw the "Process First, Content After" Model presented by Hulse-Killacky, Schumacher, and Kraus at the 1994 American Counseling Association Conference. Describe each element (e.g., lines) of this model. What does it attempt to explain?

3. Describe the development of group dynamics as a system. Include the three “crucial parts” identified by Dongian and Malnati (1997)

4. Identify five benefits of completing activities/exercises in group counseling.