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*Continuing Education Unit Questions*

**Using the Solving Problems Together Psychoeducational Group Counseling Model as  
an Intervention for Negative Peer Pressure**

**(Kimberly R. Hall, Jeri Lynn Rushing, and Ayesha Khurshid)**

1. Peer pressure research has shown that conformity to negative behaviors increases sharply:
  - a. between fifth and seventh grades
  - b. between third and ninth grades
  - c. between seventh and ninth grades
  - d. between pre-K and second grades
  
2. In a school setting, these types of interventions have been demonstrated to be one of the most effective group counseling interventions for children:
  - a. self-growth
  - b. behavioral
  - c. problem-focused
  - d. all of the above
  
3. The Solving Problems Together group counseling model incorporates the following steps in which order:
  - a. identify facts, ask open-ended questions, form hypotheses, identify key questions, research, and practice
  - b. ask open-ended questions, identify facts, form hypotheses, identify key questions, research, and practice
  - c. ask open-ended questions, identify facts, form hypotheses, research, identify key questions, and practice
  - d. identify facts, identify key questions, form hypotheses, research, ask open-ended questions, and practice

4. The key to writing an effective problem statement in the SPT model is to:
  - a. be concise and to the point
  - b. include points that the counselor would like the group to focus on, be concise, and describe the group member's struggles
  - c. describe the group member's struggles in detail so that each group member can identify with the statement
  - d. include every point that the counselor would like the group to focus on
  
5. During which step in the SPT group counseling model does the focus begin to shift to students' personal experiences?
  - a. identify facts
  - b. form hypotheses
  - c. ask questions
  - d. research

**Revisiting Experiential Group Training in Counselor Education: A Survey of  
Master's-Level Programs**

**(David Shumaker, Carolyn Ortiz, and Laura Brenninkmeyer)**

6. The Council for Accreditation of Counseling and Related Programs (CACREP) recommends \_\_\_\_\_ amount of student participation in a small group activity over the course of one academic term.
  - a. 0 hours
  - b. 5 hours
  - c. 10 hours
  - d. 20 hours
  
7. The authors in this article cite the following as the most examined ethical concern in experiential group training to date:
  - a. The issue of mandatory participation in experiential training groups
  - b. The use of informed consents in experiential training groups
  - c. The dual relationship or "two hat" problem
  - d. Group participants maintaining confidentiality

8. Survey results suggest the most frequently utilized experiential group training model remains the following:
  - a. No experiential Group
  - b. Instructor-led Group
  - c. Instructor-observed Group
  - d. No feedback Group
  
9. Over 80 percent of the informed consents used by survey respondents included all of the following except:
  - a. Statement of purpose and goals
  - b. Statement of potential risks and benefits
  - c. Statement of student expectations regarding confidentiality
  - d. Statement of resources available to students experiencing discomfort
  
10. The authors recommend all of the following safeguards to enhance the group experience except:
  - a. Informed consent
  - b. Instructor self-reflection and pursuit of supervision
  - c. Self-disclosure training
  - d. Non-mandatory groups

**Academic and Personal Development Through Group Work: An  
Exploratory Study**

**(Sam Steen)**

11. What is the main purpose of this study?
  - a. To examine whether the group intervention can positively impact students' academic issues
  - b. To examine whether the group intervention can positively impact students' learning behaviors
  - c. To examine whether the group intervention can positively impact students' social skills.
  - d. All of the above.

12. The mode or structure used to implement the group in this study is:

- a. Achieving Success Everyday Group Model
- b. Empowerment Groups for Academic Success Group Model
- c. 4 R Group Model
- d. Culturally Relevant Bibliotherapy in Group Work Model
- e. None of the above

13. What results did the findings of this research support?

- a. Students in the treatment group had significantly higher GPAs in both language arts and math than the control group
- b. Students in the treatment group scored significantly higher in learning behaviors than the control group
- c. Students in the treatment group scored significantly higher in social skills than the control group
- d. Students in the treatment group had significantly higher GPAs in only language arts than control group.

14. The research design used in this study is :

- a. True experimental design
- b. Exploratory and quasi-experimental
- c. Correlational
- d. None of the above

15. Which of the following statement is true?

- a. Since the results of the study didn't support all of the hypotheses, we can conclude that group counseling is not a favorable strategy to work with students
- b. Since the study found significant difference in math scores for the treatment group, we can conclude that group counseling intervention can positively impact students' academic achievement.
- c. Although the study didn't find significant results in most of the measures, it does add to the research base in the field of group work and provides valuable information for future research
- d. All of the above.

## **When Leaders Are Challenged: Dealing With Involuntary Members in Groups**

**(Christine J. Schimmel and Ed E. Jacobs)**

16. Leaders of involuntary groups have the following purpose(s):
  - a. Get members to be voluntary
  - b. Cover subject and get members to be voluntary
  - c. Cover subject only
  - d. Get members to vent out all negativity
  
17. Involuntary groups include all BUT the following:
  - a. Short-term in-patient groups with a history of suicide attempt
  - b. Court-mandated clients for DUI
  - c. Clients with specific Axis II disorders
  - d. Adolescent residential treatment center clients
  
18. Leaders of involuntary groups should be all the following EXCEPT:
  - a. Perceptive
  - b. Willing to cut off negative acting members
  - c. Thick-skinned
  - d. Tough and inflexible
  
19. “Doing the unexpected” only works if the involuntary group leader:
  - a. Asks members for permission
  - b. Utilized outside resources
  - c. Does it during the initial session
  - d. Presents a confident, take charge leadership style
  
20. A skilled leader of a group consisting of primarily involuntary members focuses on:
  - a. Only those who are resisting involvement
  - b. Only those who voluntary
  - c. Those who are resisting involvement and who are new to the group
  - d. Those who are resisting involvement and those who are voluntary