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Continuing Education Unit Questions

Time-Limited Service Alternatives: Reply to Commentators
(Patrice Alison Keats)

1. Regular attendance in the university therapeutic enactment groups was:
 - a. Three sessions
 - b. Eight sessions
 - c. A single session**
 - d. More than two sessions

2. Brief group therapy of less than three sessions has been researched:
 - a. Never
 - b. Seldom**
 - c. Regularly
 - d. Extensively

3. Twelve group sessions has been shown to be the optimal number for growth. According to the data collected by Draper, Jennings, Baron, Erdur and Shankar, how many sessions did the average college student attend?
 - a. nine
 - b. twelve
 - c. one
 - d. three**

4. Further research needs to be conducted on college therapeutic enactment groups to:
 - a. Explore group cohesion
 - b. Understand members' experiences of therapeutic factors
 - c. Assess p pre-post treatment comparisons re-post treatment comparisons
 - d. All of the above**

**Teaching Social Skills in a Virtual Environment: An Exploratory Study
(Jason Baker, Agatha Parks-Savage, and Mark Rehfus)**

5. A MUVE can best be described as:
 - a. **An internet-based virtual environment where avatars interact**
 - b. A software program to help school counselors track records and contacts
 - c. A device worn by group members to facilitate interaction
 - d. A special computer designed to help people communicate

6. One of the biggest advantages of the virtual environment experience noted by the authors is:
 - a. The ability to gain complete control over the user experience
 - b. The ability to silence or mute certain group members
 - c. **The ability to “practice” skills in a moderated environment**
 - d. The ease of use

7. In this study, the construct of “social skills” contained all of the following elements except:
 - a. Academic Competence
 - b. **Conscientiousness**
 - c. Problem Behaviors
 - d. Empathy

8. Which of the following elements was not part of the group procedure discussed in this article:
 - a. Introduction of initial skill
 - b. Modeling
 - c. Interaction and demonstration in the virtual environment
 - d. **Scripted role-playing**

**The Expert Group Work Supervision Process: Apperception, Actions, and Interactions
(Deborah Rubel and Jane E. Atieno Okech)**

9. One of the purposes of this study was to:
 - a. Inform psychoeducational group work practice.
 - b. **Expand the discussion of intentionality in group work supervision.**
 - c. Provide data supporting more supervision of group work.
 - d. None of the above.

10. The participants of this study :
- Had supervised group workers in the past, but not currently.
 - Were new to supervising group workers.
 - Were currently supervising group workers.**
 - Were all counselor educators.
11. *Supervisor apperception* is a concept that describes group work supervisors' development of understanding in the multilayered group work supervision system. *Supervisor apperception* includes which of the following descriptive dimensions or characteristics?
- assessment focus, assessment outcome, and assessment level.**
 - assessment experience, assessment quality, and assessment level.
 - assessment, intervention, and outcome.
 - None of the above.
12. The group work supervisors in this study described using cross-level assessment or parallel process while trying to understand different levels of the group work supervisory system. Examples of this given in the article include:
- The supervisor gaining self-awareness through therapy.
 - The supervisor gaining understanding of supervisees and supervisees' groups through self-awareness.
 - The supervisor gaining understanding of supervisees through understanding the system in which they practice.
 - Both B and C.**

**Integration of Structured Expressive Activities Within a Humanistic Group Play
Therapy Format for Preadolescents
(Sue Bratton, Peggy L. Ceballos, and Kelly Webb Ferebee)**

13. The authors recommend the following group format with pre-adolescents:
- Using only structured activities to decrease members' anxiety
 - Using a combination of structured expressive activities and unstructured time as both are uniquely beneficial
 - Using only non-directive unstructured group time
 - Allow members to decide what they prefer to do
 - Decide on either one, but never mix structured and unstructured time during group sessions

14. The article proposes using structured creative activities because:
 - a. It offers a developmentally appropriate media for pre-adolescents to express thoughts and emotions
 - b. It gives the group leader an activity that can be used to change undesired behaviors
 - c. It is the only way that growth and healing is facilitated with this age group
 - d. It is fun for group members
 - e. Cognitively, pre-adolescents have already developed abstract thinking

15. The article refers to a humanistic approach as:
 - a. An approach based on the belief that pre-adolescents need to be guided/led order for personal growth to occur
 - b. An approach based on the belief that misbehaviors should be addressed directly during the group process
 - c. An approach based on a belief that pre-adolescents have an inner self-actualizing force that is nurtured through the establishment of a therapeutic environment guided by the core conditions (e.g. acceptance, respect, empathy)
 - d. An approach that does not rely on the therapeutic core conditions
 - e. An approach where the group leader takes total control and problem solves situations because pre-adolescents do not have the capacity to engage in problem-solving

16. Pre-adolescents groups should:
 - a. Have members of opposite sex because during this developmental stage forming intimate friendships with the opposite sex is imperative
 - b. Have members whose copying styles are the same. Ex: Have all members exhibiting aggressive behaviors
 - c. Have members who vary in age from 3 to 4 years
 - d. Have only members who already know each other outside of the group
 - e. Have members who complement each other's coping styles and who are not more than 1 year apart

Task Groups in the School Setting: Promoting Children's Social and Emotional Learning
(Patricia Val Velsor)

17. Social and emotional intelligence, acquired through social and emotional learning (SEL), has been associated:
- a. negatively with depression.
 - b. positively with academic achievement.
 - c. negatively with teen pregnancy.
 - d. negatively with gang involvement.
 - e. **all of the above**
18. Children in the schools can benefit from a task group that operates like a team. Teams are *different* from task groups in organizations, because:
- a. team members are mainly accountable for their own contributions.
 - b. **teams are more interdependent and collaborative.**
 - c. teams focus on results.
 - d. team members develop a name and logo for the team.
 - e. team members identify a leader early in the group process.
19. The best way to identify a task for a school group is to:
- a. get to know teachers, because they decide what goes on in the classroom.
 - b. collaborate with administrators, because they are in charge.
 - c. ask students, because they will participate in the task groups.
 - d. **gain familiarity with the school context and then collaborate with all school stakeholders.**
 - e. ask individuals not involved in the school, because they will be the most objective.
20. When structuring a task group in the school, it is important to:
- a. provide more structure for older children, who may clash over group leadership.
 - b. focus mainly on the content, which will best expedite task completion.
 - c. provide more structure later in the group after students get to know each other well.
 - d. **balance content and process appropriately, which supports task completion.**
 - e. focus mainly on the process, which will best expedite task completion.

Task Groups in the School Setting: Promoting Children's Social and Emotional Learning

Online Quiz Key

1. E
2. B
3. D
4. D
5. C