

Exploring a Method for Transference Assessment in Group Therapy Using the Social Relations Model: Suggestions for Future Research

(Rayna Markin)

- 1) All of the following are common problems in group research, except:
 - a. Combining scores from different groups
 - b. Accounting for the different levels that naturally exist in a group
 - c. Accounting for the fact that group members' behaviors and perceptions are often dependent on one another
 - d. *Accounting for the fact that group members' behaviors and perceptions are independent of one another*

- 2) The following are common problems in transference research
 - a. Assessing the distortion aspect of transference
 - b. There is only one rigid definition of transference
 - c. Deciding whose perspective should judge client transference ratings
 - d. *Both a and c*

- 3) The Social Relations Model perceiver variance component best captures transference from a _____ perspective, while the relationship variance best captures transference from an _____ perspective.
 - a. Intersubjective; Classical analytic
 - b. *Classical analytic; Intersubjective*
 - c. Classical analytic; Empirical
 - d. Intersubjective; Empirical

Emotional Regulation: Considerations for School-Based Group Interventions
(Kristine M. Augustyniak, Morgan Brooks, Vincent J. Rinaldo, Roselind Bogner,
and Shannon Hodges)

- 4) When conducting group counseling in schools, The American School Counseling Association (ASCA) recommends:
 - a. completing pre and posttests to evaluate group effectiveness.
 - b. conducting a needs assessment to determine what types of groups are needed by students.
 - c. screening students to make sure they are appropriate for a particular group.
 - d. *all of the above.*
 - e. none of the above.

- 5) In this study, the following type of emotional regulation skills proved to be most robust in their contributions to measured clinical maladjustment and adaptive skills:
 - a. social skills
 - b. *cognitive skills*
 - c. physical skills
 - d. behavioral skills
 - e. intellectual skills

- 6) Some examples of activities focusing on cognitive skills in younger children provided by this article include all of the following except:
 - a. puppet play
 - b. modeling
 - c. role plays
 - d. *genograms*
 - e. storytelling

- 7) The term Emotional Regulation in the manuscript refers to:
 - a. Teaching group participants self-monitoring of cognitions.
 - b. Modeling pro-social behavior for group participants.
 - c. *The ability to inhibit, subdue, minimize, maintain, accentuate, or prolong a particular emotional state.*
 - d. Controlling negative automatic thoughts.
 - e. Teaching group participants to monitor self-talk.

- 8) The treatment in the manuscript was based on the Problem Solving Training portion of Goldstein's Prepare Curriculum. Which of the following statements is most accurate:
- The treatment utilized a 10 week group session cognitive treatment approach to modify maladaptive thoughts and behaviors into more adaptive thoughts and behaviors.*
 - The treatment utilized a 12 week group session behavioral format to instill insight in group participants.
 - The treatment utilized an eight week group session cognitive treatment approach to modify maladaptive thoughts and behaviors into more adaptive thought and behaviors.
 - The treatment utilized a 14 week session group session approach to instill positive thoughts through role plays.
 - The treatment utilized a 10 week group session treatment approach as a means of establishing baseline data for desirable behavior.

The Impact of Experiential Groups on Master Students' Counselor and Personal Development: A Qualitative Investigation
(Kara P. Ieva, Jonathan H. Ohrt, Jacqueline M. Swank, and Tabitha Young)

- 9) According to Merta Wolfgang, & McNeil's 1993 study what is the most commonly used group format (at 39%) within masters-level training programs?
- Instructor-led groups*
 - Instructor observes but does not lead
 - Instructor does not lead or observe, but receives feedback
 - Instructor does not lead, observe, or receive feedback
- 10) What percentage of counselors-in-training did Anderson and Price (2001) find viewed the experiential group as a positive learning experience?
- Between 47% and 57%
 - Between 57% and 77%
 - Between 77% and 97%*
 - Between 17% and 37%

- 11) What Strauss & Corbin (1998) processes did Ieva, Ohrt, Swank, & Young utilize to analyze their data?
- Closed coding, axial coding, and content coding
 - Open coding, axial coding, and process coding*
 - Closed coding, axial coding, and process coding
 - Open coding, axial coding, and content coding
- 12) What three themes emerged in Ieva, Ohrt, Swank, & Young's study when examining the impact personal growth groups had on counselors-in-training?
- Interpersonal learning, professional development, and program requirements
 - Personal self-awareness and development, professional development, and knowledge about group process and dynamics
 - Personal self-awareness and development, professional development, and program requirements*
 - Personal self-awareness and development, empathy for future clients, and program requirements

**A Psychoeducational Support Group for Serious Mental Illness
(Harriet Lefley)**

- 13) Group discussions rarely deal with:
- Family relationships
 - Current events
 - Self-assertiveness
 - Intrapsychic explorations*
- 14) Which one of these statements is correct?
- Substance abusers are welcome regardless of diagnosis
 - Applicants with psychotic symptoms are unwelcome
 - Some members have been helped by a peer-led group*
 - Psychotropic medications rarely help members recover
 - Visitors rarely receive members' approval

- 15) Which role is least important for a group leader?
- Reinforces coping strengths of members
 - Models appropriate behavior
 - Adapts expectations to members' functional capabilities
 - Helps members recognize their strengths
 - Helps members deal with boundary violations*
- 16) The goals of the group do not include
- Providing companionship
 - Helping members with illness management
 - Strengthening coping capabilities
 - Helping resolve childhood traumas*
 - Improving social skills

Current Events Groups in Long-Term Care: A Guide to Facilitating a Successful Group
(Tammy Vacha-Haase, Krystle B. Archibald, Natalie E. Brescian, Kate L. Martin, and Kathryn Fitzpatrick)

- 17) Those who will reside in long-term care or a nursing home at some point in their life:
- include the majority of those individuals over 65; possibly 70-75%
 - are very few; less than 5%
 - include 1 out of 4 people over the age of 65*
 - d. is unknown, as statistics vary from 1% to over 75%
- 18) Members who are selected to participate in a group in long-term care should be :
- cognitively similar, with comparable levels of memory and thought functioning*
 - of similar ages, as more than 10 years between group members decreases ability to relate to each other's cohort
 - of the same gender to enhance group cohesiveness and gender-specific empowerment needed in late-life
 - similar in physical ability, as their medical status will be significant for their group attendance

- 19) When facilitating a group with older adults in a long-term care facility, leaders may find themselves:
- a. feeling unaware of past events and how those contribute to current events group if they as facilitators they are too different in age from the group members
 - b. using none of their general clinical skills, as the generalizability of one's clinical competence is limited when working with older adults
 - c. having no need to have discussions regarding how disagreements will be handled, as older adults tend to be passive and agree with each other the majority of the time
 - d. paraphrasing more often, to help members follow the discussion, but also assist those with hearing impairment*
- 20) Topics for discussion when facilitating a current events group in a long-term care facility:
- a. should never focus on events on the facility, as this may cause increased negative feelings among group members
 - b. may sometimes stray from current events, and should be assessed by the facilitators as to the relevance to the group goals that were established in the first meeting*
 - c. should never focus on grief or loss, as this will cause increased distress for older group members
 - d. should be very structured and fairly formal, with limited personal information being shared, as the focus of the group is on current events