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| 1. The most noted leader in the settlement-house movement was   |  |  |  | | --- | --- | --- | |  | a. | Florence Nightingale. | |  | b. | Clara Barton. | |  | c. | George Hitchcock. | |  | d. | Jane Addams. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj0 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | Career Development – Theor - Career Development – Theories and models of career development | |

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| 2. \_\_\_\_\_\_ served as a model for the establishment of settlement houses in many large cities in the United States.   |  |  |  | | --- | --- | --- | |  | a. | Hull House | |  | b. | Humphrey Home | |  | c. | House of Hope | |  | d. | Habitat for Humanity |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj1 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | Career Development – Theor - Career Development – Theories and models of career development | |

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| 3. The Young Men’s Christian Association   |  |  |  | | --- | --- | --- | |  | a. | was founded by Joseph Addams. | |  | b. | began with a prayer circle in a Chicago community center. | |  | c. | was the first organization to aid troops during wartime in the field and in prison camps. | |  | d. | began at Hull House in Chicago. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj2 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | Career Development – Theor - Career Development – Theories and models of career development | |

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| 4. An ad hoc committee is an example of a(n) \_\_\_\_\_\_\_\_\_ group.   |  |  |  | | --- | --- | --- | |  | a. | education | |  | b. | task | |  | c. | social conversation | |  | d. | self-help |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj3 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | Career Development – Theor - Career Development – Theories and models of career development Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 5. The family group conferencing approach with abused or neglected children originated in   |  |  |  | | --- | --- | --- | |  | a. | Australia. | |  | b. | Great Britain. | |  | c. | New York. | |  | d. | New Zealand. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj4 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | Career Development – Theor - Career Development – Theories and models of career development | |

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| 6. A group with an increased focus on tasks with the objective of improving a set of skills in an enjoyable way, and which is guided by an adviser, coach, or instructor is a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ group.   |  |  |  | | --- | --- | --- | |  | a. | recreational | |  | b. | informal recreational | |  | c. | skill-building recreational | |  | d. | education |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj5 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | Career Development – Theor - Career Development – Theories and models of career development Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 7. An informal or formal association of people who share certain problems and meet regularly in small groups with professional leaders who provide emotional support, information, assistance in problem solving, and other help for each other is called   |  |  |  | | --- | --- | --- | |  | a. | socialization. | |  | b. | self-help and mutual aid. | |  | c. | social conversation. | |  | d. | treatment. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *LEARNING OBJECTIVES:* | LearningObj6 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | Career Development – Theor - Career Development – Theories and models of career development Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 8. \_\_\_\_\_\_ occurs in encounter groups when members decide certain patterns of present behavior need to be changed and are psychologically ready to explore ways to make changes and become increasingly effective in interacting with others.   |  |  |  | | --- | --- | --- | |  | a. | Change | |  | b. | Freezing | |  | c. | Refreezing | |  | d. | Thawing |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *LEARNING OBJECTIVES:* | LearningObj7 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | Career Development – Theor - Career Development – Theories and models of career development Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 9. Which of the following would be considered a goal of treatment groups?   |  |  |  | | --- | --- | --- | |  | a. | Develop and select, from various resolution approaches, a strategy to resolve the problem, | |  | b. | Help a person become more aware of him-or herself and how he or she affects others in interpersonal interactions, | |  | c. | Help a person develop more effective interaction patterns, | |  | d. | Have members participate in experiential activities to improve interpersonal awareness, |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj8 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 10. Research on group size found that members considered a group size of \_\_\_\_\_ people most satisfactory.   |  |  |  | | --- | --- | --- | |  | a. | three | |  | b. | five | |  | c. | seven | |  | d. | ten |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj9 - Recognize sources that guide professional values and ethics in practice. | | *NATIONAL STANDARDS:* | Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 11. The Garland, Jones and Kolodny Model of group development includes which of the following stages of group development?   |  |  |  | | --- | --- | --- | |  | a. | Forming | |  | b. | Norming | |  | c. | Intimacy | |  | d. | Mutuality |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj10 - Recognize sources that guide professional values and ethics in practice. | | *NATIONAL STANDARDS:* | Assess Individuals Career Development – Theor - Career Development – Theories and models of career development Engage with Individuals Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 12. The Tuckman model of group development includes which of the following stages?   |  |  |  | | --- | --- | --- | |  | a. | Preaffiliation | |  | b. | Adjourning | |  | c. | Intimacy | |  | d. | All of these are correct |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj11 - Describe the wide range of practice skills used to target systems of any size. | | *NATIONAL STANDARDS:* | Assess Individuals Career Development – Theor - Career Development – Theories and models of career development Engage with Individuals Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 13. In the \_\_\_\_\_ stage of the Northen and Kurland model of group development, the major theme pertains to issues of power and control.   |  |  |  | | --- | --- | --- | |  | a. | inclusion-orientation | |  | b. | mutuality-goal achievement | |  | c. | uncertainty-exploration | |  | d. | separation-termination |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj12 - Differentiate client empowerment, strengths, and resiliency. | | *NATIONAL STANDARDS:* | Assess Individuals Career Development – Theor - Career Development – Theories and models of career development Engage with Individuals Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 14. A(n) \_\_\_\_\_\_\_ group is a group with which an individual shares values and acceptance.   |  |  |  | | --- | --- | --- | |  | a. | membership | |  | b. | ad hoc | |  | c. | process | |  | d. | reference |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj13 - Differentiate client empowerment, strengths, and resiliency. | | *NATIONAL STANDARDS:* | Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 15. A leader of a newly formed group has a professional responsibility to   |  |  |  | | --- | --- | --- | |  | a. | observe and interact primarily with the most active participants. | |  | b. | foster an environment in which participants will feel comfortable. | |  | c. | challenge participants’ pre-held beliefs. | |  | d. | clearly record all interactions for further study and analysis. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *LEARNING OBJECTIVES:* | LearningObj14 - Engage human diversity. | | *NATIONAL STANDARDS:* | Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 16. When considering ethics and guidelines for conducting classroom exercises, all of the following are true *except*   |  |  |  | | --- | --- | --- | |  | a. | The class should understand the importance of keeping sensitive personal information confidential. | |  | b. | After completion, each exercise should be discussed and evaluated in an open, relaxed atmosphere. | |  | c. | Even the most carefully designed exercises sometimes fail. | |  | d. | Sometimes it is preferable for the instructor to leave the room when an exercise is being conducted. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *LEARNING OBJECTIVES:* | LearningObj15 - Engage human diversity. | | *NATIONAL STANDARDS:* | Career Development – Theor - Career Development – Theories and models of career development Demonstrate Ethical and Professi - Demonstrate Ethical and Professional Behavior – Make ethical decisions by applying the standards of the NASW Code of Ethics Professional Counseling Orientat - Professional Counseling Orientation and Ethical Practice – Ethical standards of professional counseling organizations and credentialing bodies | |

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| 17. The success of Jane Addams and Hull House led to the development of the first Young Women’s Christian Association (YWCA).   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj16 - Engage human diversity. | | *NATIONAL STANDARDS:* | Career Development – Theor - Career Development – Theories and models of career development | |

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| 18. Due to their overlap with task groups, problem-solving and decision-making groups can be considered a subcategory of task groups.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *LEARNING OBJECTIVES:* | LearningObj17 - Advocate for human rights and social and economic justice. | | *NATIONAL STANDARDS:* | Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 19. Two examples of focus groups are Parents Anonymous and Alcoholics Anonymous.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj18 - Advocate for human rights and social and economic justice. | | *NATIONAL STANDARDS:* | Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 20. A socialization group is formed to achieve a specific set of objectives, similar to the objective of an ad hoc committee.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *LEARNING OBJECTIVES:* | LearningObj19 - Advocate for human rights and social and economic justice. | | *NATIONAL STANDARDS:* | Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 21. The helper therapy principle generally is operative in treatment groups as members at times interchange roles and become the helper for someone else.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj20 - Work effectively within an organizational structure. | | *NATIONAL STANDARDS:* | Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 22. The addition of new members introduces synergy to close -ended groups.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *LEARNING OBJECTIVES:* | LearningObj21 - Attend to a wide range of professional social work roles. | | *NATIONAL STANDARDS:* | Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 23. The steps involved in planning and implementing educational and treatment groups are similar to the steps taken by social workers who work with clients individually.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *LEARNING OBJECTIVES:* | LearningObj22 - Attend to a wide range of professional social work roles. | | *NATIONAL STANDARDS:* | Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 24. Meetings that are one hour or less are the most preferred duration for optimizing productivity and ensuring that members do not become drowsy.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj23 - Attend to a wide range of professional social work roles. | | *NATIONAL STANDARDS:* | Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 25. During the selection of members, the presenting concerns and needs of prospective members are identified.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *LEARNING OBJECTIVES:* | LearningObj24 - Attend to a wide range of professional social work roles. | | *NATIONAL STANDARDS:* | Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 26. The termination of a group often produces the same reactions that characterize the termination of other significant relationships, including the feeling of being rejected.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj25 - Attend to a wide range of professional social work roles. | | *NATIONAL STANDARDS:* | Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 27. The Northern and Kurland model of group development proposes a four-stage model with emphasis on socioemotional themes.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj26 - Attend to a wide range of professional social work roles. | | *NATIONAL STANDARDS:* | Assess Individuals Engage with Individuals Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 28. Tuckman developed a model of group development in which groups go through five predictable developmental stages.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj27 - Use critical thinking skills. | | *NATIONAL STANDARDS:* | Assess Individuals Engage with Individuals Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 29. A group’s cohesion will generally decrease when there is a long-term disagreement on how to define or resolve a major problem.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | LearningObj28 - Use critical thinking skills. | | *NATIONAL STANDARDS:* | Assess Individuals Engage with Individuals Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 30. Reference groups and membership groups are synonymous.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *LEARNING OBJECTIVES:* | LearningObj29 - Use critical thinking skills. | | *NATIONAL STANDARDS:* | Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 31. Anya is a member of a political group with values and goals that are in alignment with her own. This group would thus be considered a reference group.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *LEARNING OBJECTIVES:* | LearningObj30 - Use a planned change process. | | *NATIONAL STANDARDS:* | Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. | |

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| 32. To avoid pitfalls when conducting class exercises, the leader should not seek to meet his or her emotional needs through exercises.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *LEARNING OBJECTIVES:* | LearningObj31 - Use a planned change process. | | *NATIONAL STANDARDS:* | Career Development – Theor - Career Development – Theories and models of career development Demonstrate Ethical and Professi - Demonstrate Ethical and Professional Behavior – Make ethical decisions by applying the standards of the NASW Code of Ethics Responsibility to the Profession - Responsibility to the Profession – Human service professionals conduct research that adheres to all ethical principles | |

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| 33. Settlement house workers focused on teaching poor residents from diverse backgrounds to live moral lives and improve their circumstances by teaching the prevailing middle class values of “work, thrift, and abstinence as the keys to success.” Groups also focused on social relationships, sports, music, painting, arts, discussion of current affairs, and social activism to improve living conditions. How has the focus of group work changed? What aspects of group work remain similar today?   |  |  | | --- | --- | | *ANSWER:* |  | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *LEARNING OBJECTIVES:* | LearningObj32 - Use a planned change process. | | *NATIONAL STANDARDS:* | Career Development – Theor - Career Development – Theories and models of career development Human Growth and Development &nd - Human Growth and Development – Theories of individual and family development across the lifespan Intervene with Individuals Professional Counseling Orientat - Professional Counseling Orientation and Ethical Practice – The multiple professional roles and functions of counselors across specialty areas Professional Counseling Orientat - Professional Counseling Orientation and Ethical Practice – Counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams | |

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| 34. You have been asked to develop a group on campus to help social work students improve their assertiveness skills. Identify the type of group you will be leading, two objectives of the group, and how you will handle the determination of size, format, and duration. Describe your answers in detail, with explanations regarding why you chose the parameters you did.   |  |  | | --- | --- | | *ANSWER:* |  | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *LEARNING OBJECTIVES:* | LearningObj33 - Use a planned change process. | | *NATIONAL STANDARDS:* | Assess Individuals Evaluate Practice with Individua - Evaluate Practice with Individuals Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. Group Counseling and Group Work - Group Counseling and Group Work – Approaches to group formation Intervene with Individuals | |

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| 35. Write a brief (2-3 sentence) summary of each of the four models of group development discussed in the text. Reflecting on your own experience as a member of a group, describe which model best explains the stages of group development. What are the limitations of the model you’ve selected?   |  |  | | --- | --- | | *ANSWER:* |  | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *LEARNING OBJECTIVES:* | LearningObj34 - Use a planned change process. | | *NATIONAL STANDARDS:* | Assess Individuals Engage with Individuals Group Counseling and Group Work - Group Counseling and Group Work – Theoretical foundations of group counseling and group work. Group Counseling and Group Work - Group Counseling and Group Work – Approaches to group formation | |