**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:
	1. Task/Work Groups

 An Example of Task/Work Groups:

 Teams

* 1. Psychoeducational Groups

 An Example of Psychoeducational Group Work:

 Life-Skills Development Group

* 1. Counseling Groups

 An Example of Counseling Group:

 Counseling Group for Counselors

* 1. Psychotherapy Groups

 An Example of Group Psychotherapy:

 Group Work with Abusers and the Abused

* 1. Mixed Groups and a Proposed Regrouping of Categories

 An Example of a Mixed Group:

 Consumer-Oriented Group

1. 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 life-skills training

airtime mixed groups

closed-ended mutual help groups

contact-focused group theory open-ended

counseling/interpersonal problem-solving groups out-of-group homework exercises

counseling groups self-help groups

"educational groups" specialty/standards model

GAP matrix for groups support groups

group psychotherapy task/work groups

"guidance groups" team

psychoeducational groups TRAC model of groups

life-skill group yearbook feedback

**Multiple Choice Questions**

1. Gazda's unique emphasis which distinguished among 'three group types' included that they could be .
	1. viewed as on a continuum.
	2. conceived as identical.
	3. conceptualized by leader responsibility.
	4. all of the above
2. These groups may disband abruptly after accomplishing their goals.
	1. encounter groups
	2. work groups
	3. T-groups
	4. Psychotherapy groups
3. In general groups stress "growth through knowledge".
	1. counseling
	2. task
	3. psychotherapy
	4. psychoeducational
4. Counseling groups recommend the number of members for groups with children than for groups for adults.
	1. increase
	2. remain constant
	3. decrease
	4. 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.
	1. intrapersonal
	2. extrapersonal
	3. interpersonal
	4. 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.
	1. anxiety
	2. toxic effect
	3. depression
	4. burnout risk
7. One of the primary aims of a membership in a psychotherapy group is , meaning to improve personalities or intrapersonal functioning.
	1. problem-solving
	2. relationship enhancement
	3. conflict-management
	4. reconstruction
8. Task/work groups differ from the other three types of groups most dramatically in that they do not focus on .
	1. interpersonal dynamics
	2. specific outcomes
	3. changing individuals
	4. all of the above
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ groups encompass multiple ways of working with members.
	1. Psychotherapy
	2. Psychoeducational
	3. Mixed
	4. Task/work
10. In Waldo and Bauman's GAP Matrix, the "P" in the acronym GAP stands for .
	1. progress
	2. proficiency
	3. process
	4. product
11. This type of group may have 20 to 40 members on average.
	1. mixed
	2. psychoeducational
	3. counseling
	4. psychotherapy
12. Although distinction between "self-help groups" and "support groups" can be subtle, a difference in is often evident.
	1. leadership and membership
	2. control and membership
	3. leadership and control
	4. membership and termination
13. Guidance/psychoeducational groups were originally designed for settings.
	1. hospital
	2. work
	3. educational
	4. community center
14. The Life-skills groups are an example of this type of group .
	1. counseling
	2. psychoeducation
	3. work/task
	4. psychotherapy
15. The leader of group psychotherapy is responsible for in the group
	1. dictating
	2. yearbook feedback
	3. facilitating
	4. none of the above
16. In working with abusive individuals, groups seem to be rather effective.
	1. psychotherapy
	2. work/task
	3. brief therapy
	4. 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. Agroup 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.