

# Group Counseling Practice Test (Sample)

## Study Guide



**Everything you need from our exam experts!**

**Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.**

**ALL RIGHTS RESERVED.**

**No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.**

**Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.**

**SAMPLE**

# Table of Contents

<b>Copyright</b> .....	<b>1</b>
<b>Table of Contents</b> .....	<b>2</b>
<b>Introduction</b> .....	<b>3</b>
<b>How to Use This Guide</b> .....	<b>4</b>
<b>Questions</b> .....	<b>5</b>
<b>Answers</b> .....	<b>8</b>
<b>Explanations</b> .....	<b>10</b>
<b>Next Steps</b> .....	<b>16</b>

SAMPLE

# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

**Remember:** successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

# How to Use This Guide

**This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:**

## **1. Start with a Diagnostic Review**

**Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.**

## **2. Study in Short, Focused Sessions**

**Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.**

## **3. Learn from the Explanations**

**After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.**

## **4. Track Your Progress**

**Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.**

## **5. Simulate the Real Exam**

**Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.**

## **6. Repeat and Review**

**Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.**

**There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!**

## Questions

SAMPLE

- 1. Donigian and Hulse-Killacky are cited as proponents of non-sequential activities in response to which condition?**
  - A. Crisis or regress**
  - B. Established norms**
  - C. Closure**
  - D. None of the above**
  
- 2. In existential groups, group members learn**
  - A. How Others View Their Behaviors**
  - B. How Their Behaviors Make Others Feel**
  - C. How Their Behaviors Create the Opinions Others Have of Them**
  - D. All of the Above**
  
- 3. In groups with older adults, socializing outside of group sessions is described as which of the following?**
  - A. Detrimental**
  - B. Favorable**
  - C. Neutral**
  - D. Irrelevant**
  
- 4. To promote positive interchange among group members, leaders should focus on which of the following?**
  - A. Being enthusiastic**
  - B. Shifting the focus when the topics are irrelevant**
  - C. Emphasizing similarities among members**
  - D. All of the above**
  
- 5. In reality groups, which term describes establishing an atmosphere in which work within the group can take place?**
  - A. Setting up the environment**
  - B. Creating group norms**
  - C. Assigning roles**
  - D. Clarifying goals**

- 6. When using exercises in group**
- A. At least twice as much time should be spent processing the exercise as for completing the exercise**
  - B. The exercises should best be used back to back**
  - C. The exercises should be mandated equally**
  - D. All of the above**
- 7. Thomas And Martin identify confinement, infringement of lifestyle, restricted social life, and physical and emotional stress as primary features of which group?**
- A. Groups For The Old-Old**
  - B. Groups For Caregivers**
  - C. Groups For The Young-Old**
  - D. Groups For The Cognitively Impaired**
- 8. In counseling and psychotherapy groups, member-to-member contact outside of group often results in \_\_\_\_\_ and \_\_\_\_\_.**
- A. Cohesion and Community**
  - B. Dual and Multi-Layered Relationships**
  - C. Increased Trust and Cohesion**
  - D. Formation of Subgroups and Hidden Agendas**
- 9. Multiple Family Group Therapy (MFGT) is especially beneficial for which type of families?**
- A. Families prone to violence**
  - B. Low-functioning families**
  - C. Families with legal problems**
  - D. High functioning families**
- 10. Creativity is essentially the ability to produce \_\_\_\_\_ and \_\_\_\_\_ thoughts, behaviors, and feelings in a socially appropriate context.**
- A. New and novel**
  - B. New and useful**
  - C. Useful and utilitarian**
  - D. Utopian and novel**

## **Answers**

SAMPLE

1. A
2. D
3. B
4. D
5. A
6. A
7. B
8. D
9. A
10. B

SAMPLE

## **Explanations**

SAMPLE

**1. Donigian and Hulse-Killacky are cited as proponents of non-sequential activities in response to which condition?**

- A. Crisis or regress**
- B. Established norms**
- C. Closure**
- D. None of the above**

When a group is in crisis or showing regression, flexibility in the activity flow becomes crucial. Donigian and Hulse-Killacky advocate using non-sequential activities to respond to these moments, because sticking to a rigid, planned sequence can overload participants or miss the coping cues they're signaling in real time. By choosing activities based on how the group is actually feeling and what they can handle safely at that moment, the facilitator can quickly ground members, reduce emotional intensity, and re-establish safety before continuing. This approach helps maintain engagement and trust when members are most vulnerable, which is why it's seen as the most appropriate response to crisis or regression. Established norms or closure involve different aims—sticking to a predefined structure or ending the group—so they aren't the situations these authors specifically highlight.

**2. In existential groups, group members learn**

- A. How Others View Their Behaviors**
- B. How Their Behaviors Make Others Feel**
- C. How Their Behaviors Create the Opinions Others Have of Them**
- D. All of the Above**

In existential group work, members develop self-awareness through the real-time feedback they receive from others in the group. They learn how their actions are interpreted by fellow members, which reveals how others view their behaviors. They also notice the emotional responses those actions evoke in others, understanding how their behavior makes people feel. As these perceptions and feelings unfold, members see how their conduct helps shape the opinions others form about them. This interconnected process—how others view their behavior, how it affects others' feelings, and how it constructs others' judgments—provides a comprehensive learning for living more authentically and taking responsibility for one's impact.

**3. In groups with older adults, socializing outside of group sessions is described as which of the following?**

- A. Detrimental**
- B. Favorable**
- C. Neutral**
- D. Irrelevant**

**Favorable:** Socializing outside of group sessions strengthens the supportive peer network and enhances cohesion among older adults. When members connect informally, trust grows, isolation decreases, and members are more likely to participate, share, and apply what they're learning in real life. This outside interaction complements the structured work in sessions and supports overall well-being. The other descriptors don't fit because they imply harm, no impact, or irrelevance, which contradicts the common understanding that built social ties among older adults can improve engagement and reduce loneliness. Boundaries and ethical considerations should still be observed, but the general effect is positive.

**4. To promote positive interchange among group members, leaders should focus on which of the following?**

- A. Being enthusiastic**
- B. Shifting the focus when the topics are irrelevant**
- C. Emphasizing similarities among members**
- D. All of the above**

**Fostering positive interchange in a group comes from leader behaviors that energize participants, keep discussions productive, and strengthen connections among members. Enthusiasm helps invite participation and sets a positive tone, signaling that members' contributions are welcome. When topics veer off track, shifting the focus keeps the group aligned with its purpose and prevents derailment, supporting smoother interaction. Emphasizing similarities among members builds trust and belonging, making people more willing to share and collaborate. Together, these elements create a supportive climate where interaction is constructive, respectful, and engaging. Therefore, all of the above best promotes positive interchange.**

**5. In reality groups, which term describes establishing an atmosphere in which work within the group can take place?**

- A. Setting up the environment**
- B. Creating group norms**
- C. Assigning roles**
- D. Clarifying goals**

**Shaping the group climate is what makes work possible in reality groups. It's about setting up an environment that feels safe, respectful, and predictable so members can participate openly and honestly. When the atmosphere supports trust, confidentiality, and constructive engagement, members are more willing to share, explore issues, and engage in the process itself. That broader environment is what enables all the other elements—norms, roles, and goals—to function effectively. Creating group norms focuses on agreed behavioral rules, assigning roles is about who does what, and clarifying goals is about specifying objectives; each of these needs a positive, workable environment to be meaningful.**

## 6. When using exercises in group

- A. At least twice as much time should be spent processing the exercise as for completing the exercise**
- B. The exercises should best be used back to back**
- C. The exercises should be mandated equally**
- D. All of the above**

In group work, the most important idea is that reflection and integration after an experiential exercise are where real learning happens. You want participants to think about what they did, express how it felt, and connect the experience to their goals and to group dynamics. That kind of processing requires time, emotion regulation, and discussion, which solidify insights and guide future behavior. Because of that, dedicating at least twice as much time to processing as to performing the exercise gives people the space they need to articulate reactions, learn from the experience, and apply it outside the group. When exercises are done back-to-back, there isn't enough room for this reflection, which can leave insights shallow and emotional material unresolved. Mandating equal time for every exercise isn't necessary or practical since some activities are more intense and require longer processing, while others may be quicker to debrief. So the approach that prioritizes substantial processing time after each exercise best supports meaningful learning and growth.

## 7. Thomas And Martin identify confinement, infringement of lifestyle, restricted social life, and physical and emotional stress as primary features of which group?

- A. Groups For The Old-Old**
- B. Groups For Caregivers**
- C. Groups For The Young-Old**
- D. Groups For The Cognitively Impaired**

Caregiver burden is what this item is tapping into. The described features—confinement to the caregiving routine, infringement of the caregiver's lifestyle, a restricted social life, and both physical and emotional stress—are classic signs of the strain people experience when they take on sustained caregiving duties. This reflects how the role can dominate daily life, limit personal time and activities, and take a toll on health and well-being. Among the options, groups for caregivers best fit these experiences, because they center on the experiences of those who provide care rather than on the conditions or ages of the people being cared for. The other groups describe characteristics of the elderly individuals or those with cognitive impairment themselves, not the caregiver's lived experience and burdens.

**8. In counseling and psychotherapy groups, member-to-member contact outside of group often results in \_\_\_\_ and \_\_\_\_.**

**A. Cohesion and Community**

**B. Dual and Multi-Layered Relationships**

**C. Increased Trust and Cohesion**

**D. Formation of Subgroups and Hidden Agendas**

When members interact outside the group, boundaries around the group process can be compromised, which tends to fragment the group rather than strengthen it. Outside contact often leads to the formation of subgroups or cliques, where smaller cohorts become allies and keep information within their circle. Along with that, hidden agendas can emerge—members may pursue personal goals, power dynamics, or alliances that aren't aligned with the group's therapeutic aims, and these ulterior motives are typically kept out of the main group discussion. This combination disrupts equal participation, trust, and transparency, and can undermine safety and cohesion in the group. Positive outcomes like increased cohesion or trust usually require open, in-session interaction and clear boundary management, not outside, covert interactions.

**9. Multiple Family Group Therapy (MFGT) is especially beneficial for which type of families?**

**A. Families prone to violence**

**B. Low-functioning families**

**C. Families with legal problems**

**D. High functioning families**

Multi-Family Group Therapy uses a group format where several families work on parenting and communication skills together. This setup creates peer support, real-time feedback, and multiple models of how to handle conflicts, which matters a lot when anger and disputes threaten safety. It is especially beneficial for families prone to violence because the group environment helps normalize concerns, reduces isolation, and provides concrete strategies for de-escalation and nonviolent problem solving. Families learn to observe and imitate effective responses from other families, receive accountability and encouragement from the group, and practice new interaction patterns in a structured, supportive setting. This collective learning helps break coercive cycles and strengthens supervision of youth behavior, reducing the risk of violent reactions.

**10. Creativity is essentially the ability to produce \_\_\_\_\_ and \_\_\_\_\_ thoughts, behaviors, and feelings in a socially appropriate context.**

**A. New and novel**

**B. New and useful**

**C. Useful and utilitarian**

**D. Utopian and novel**

Creativity involves producing ideas, behaviors, or feelings that are both new and useful within a socially appropriate context. The novelty part ensures originality and deviation from routine, so the response isn't just a repeat of what's already known. The usefulness part ensures there's real value and practical applicability in the situation, so the idea can function for others and fit real-world needs. If something is new but not useful, it may be interesting but irrelevant; if it's useful but not new, it may solve problems in a conventional way without true creativity. The emphasis on social appropriateness adds that the outcome should also align with norms and be acceptable in interaction with others. For these reasons, pairing new with useful best captures what creativity aims to achieve.

SAMPLE

## Next Steps

**Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.**

**As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.**

**If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at [hello@examzify.com](mailto:hello@examzify.com).**

**Or visit your dedicated course page for more study tools and resources:**

**<https://groupcounseling.examzify.com>**

**We wish you the very best on your exam journey. You've got this!**

SAMPLE