

**Instructor's Manual**  
**For**  
*Principles and Applications of*  
*Assessment*  
*In Counseling:*  
*Fourth Edition*

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# CHAPTER 1

## ASSESSMENT IN COUNSELING

### Chapter Questions

1. What of the following is **not** common within the definitions of assessment?
  - a. measure or using some type of measurement
  - \* b. comparing people
  - c. samples of behavior
  - d. objective or systematic measure
  
2. When gathering information using assessments, counselors:
  - a. only use standardized tests
  - b. administer tests in groups rather than on an individual basis
  - \* c. gather samples of behavior and infer meanings from those behaviors
  - d. only use instruments published in the Mental Measurements Yearbooks
  
3. Surveys on counselor usage of assessment instruments (e.g., Ekstrom, Elmore, Schafer, Trotter, & Webster, 2004; Sampson, Vacc, & Loesch, 1998) indicate that:
  - a. counselors are using formal assessment instruments significantly less often than they did twenty years ago.
  - \* b. the majority of counselors interpret, communicate, and utilize assessment information in their practice of counseling.
  - c. counselors primarily use achievement tests.
  - d. the majority of counselors administer tests but are not involved in the scoring or interpretation of the results.
  
4. Which of the following is NOT provided as a reason for counselors to be knowledgeable about assessment?
  - a. Counselors use assessment in a variety of settings (including schools, mental health facilities, and community agencies).
  - \* b. Assessment is a distinct activity separate from the counseling process.
  - c. Research studies suggest that the majority of counselors interpret test/assessment information to parents and other professionals.
  - d. Assessment skills can help counselors to provide treatment quickly and efficiently.
  
5. Assessment is an integral component to counseling that encompasses four broad steps. The first step is assessing the client problem(s). Which one of the following is NOT part of the remaining three steps?
  - a. Conceptualizing and defining the client problem(s)
  - b. Selecting and implementing effective treatment(s)
  - \* c. Utilizing as many assessment instruments as possible to determine treatment progress
  - d. Evaluating the counseling
  
6. Assessments can not only be used to identify client problems, but to also identify client:

- \* a. strengths.
  - b. ability to complete counseling.
  - c. likelihood to develop additional problems.
  - d. propensity to seek counseling in the future.
7. In considering the counseling process, assessment:
- a. primarily plays a role in the initial stage.
  - b. primarily plays a role in evaluating the counseling.
  - \* c. is an integral part of the entire process.
  - d. is best considered as a separate process.
8. The \_\_\_\_\_ model has been suggested by Finn (2007) as more efficient means to facilitate positive changes in clients through the utilization of assessment instruments.
- a. positive-growth
  - b. information-gathering
  - c. problem-focused
  - \* d. therapeutic assessment
9. Researchers have identified the minimum competencies needed for proper test use, which can be coalesced into two main themes. These two themes involve knowledge of:
- a. the construct of personality and intelligence and knowledge of statistics.
  - b. reliability and knowledge of validity.
  - c. standard deviation and knowledge of percentiles.
  - \* d. the test and its limitations and knowledge related to competent test usage.
10. An instrument that has fixed directions for the administration and scoring of the instrument is said to be:
- \* a. standardized
  - b. valid
  - c. reliable
  - d. norm-referenced
11. An individually-administered instrument, as compared to a group-administered instrument, has the advantage of:
- a. being easier to administer
  - \* b. allowing the administrator to observe nonverbal behaviors
  - c. taking less time to administer
  - d. taking less training to administer
12. In categorizing instruments as either speed versus power, a power test means:
- a. the examinee's "power" is measured by the number of items answered correctly.
  - b. the instruments measure the more difficult achievement areas.
  - c. the instruments are highly rated by experts in the assessment field.
  - \* d. the items vary in difficulty, and more credit may be given for more difficult items.
13. Nonverbal instruments have been developed primarily in an attempt to:

- a. assess skill related to mathematics.
  - \* b. control for the influences of language and culture.
  - c. measure children's pre-reading skills.
  - d. assess issues that individuals cannot verbalize.
14. If a test requires individuals to manipulate objects, then it would be considered a(n):
- \* a. performance test
  - b. objective test
  - c. projective technique
  - d. computational technique
15. Cognitive testing is to affective testing, as \_\_\_\_\_ is to \_\_\_\_\_.
- a. structured; projective
  - b. achievement; aptitude
  - c. speed; power
  - \* d. intelligence; personality
16. Achievement test is to aptitude test, as \_\_\_\_\_ is to \_\_\_\_\_.
- \* a. acquired knowledge or proficiency; performance in the future
  - b. assessing strengths; assessing limitations
  - c. performance in the future; acquired knowledge or proficiency
  - d. assessing limitations; assessing strengths
17. Projective techniques:
- a. are structured personality tests or instruments.
  - b. are aptitude tests where projections are made about the individual's future performance.
  - \* c. involve the individual responding to relatively ambiguous stimuli.
  - d. require the individual to manipulate objects, such as arranging blocks in a design.
18. The basic theory underlying projective measures is that:
- \* a. the examinee's responses are projections of the individual's latent traits
  - b. they provide more accurate client information than structured personality instruments
  - c. they are easier for the examinee to fake
  - d. they provide counselors with a quick, informal means of assessing personality
19. As compared to objective measures, subjective instruments require the administrator to:
- a. receive advanced graduate training in order to administer them correctly.
  - b. use predetermined methods to score the assessment, without having to rely on professional judgment.
  - c. score whether the examinee's responses are correct or incorrect.
  - \* d. make professional judgments when scoring the assessment
20. The person credited with launching the testing movement is:

- a. Frank Parsons
  - \* b. Sir Francis Galton
  - c. Binet
  - d. Thurstone
21. In constructing his test of cognitive ability, which of these functions would not be considered important by Binet?
- a. Judgment
  - b. Reasoning
  - \* c. Perceptual speed
  - d. Comprehension
22. In 1917, during World War I, the army contacted Robert Yerkes, then president of the American Psychological Association, to have a group of psychologists developed the first group-administered intelligence test, which soon became known as:
- a. Army-Yerkes Intelligence Alpha
  - b. Yerkes Intelligence Test
  - c. Military Group Intelligence Test
  - \* d. Army Alpha
23. Which psychologist was the first to use the term *mental test*?
- a. Wilhelm Wundt
  - b. Alfred Binet
  - \* c. James McKeen Cattell
  - d. Francis Galton
24. The move from written essay examinations to large-scale standardized assessment to measure student achievement was prompted by:
- a. a need for a more cost-effective means of measuring student achievement.
  - \* b. a desire for more objectivity in testing, due to inconsistencies in grading essay items.
  - c. a federal mandate to create a universal mechanism for allocating funds and educational resources.
  - d. a desire to compare the achievement of students within and between states.
25. In 1939, a book developed to provide information and critique of the properties of testing instruments was first developed by Oscar Buros, and is entitled the:
- \* a. Mental Measurements Yearbook
  - b. Superior Testing Instrument Guide
  - c. Buros Best Practices Assessments
  - d. Instrument Critique Guide

26. A prominent personality inventory developed by Hathaway and McKinley in the early 1940s is called the:
- a. Myers-Briggs Type Indicator
  - b. Army Alpha
  - c. Hathaway-McKinley Personality Preference Schedule
  - \* d. Minnesota Multiphasic Personality Inventory
27. During the 1960s and 1970s, there was a lot of examination and evaluation of the use of tests and assessment instruments. There was significant scrutiny over:
- a. minimal use of assessment instruments.
  - b. development of projective techniques in personality assessment.
  - \* c. ethnic bias, fairness, and accuracy.
  - d. people being assessed without their knowledge or permission..
28. The thrust of authentic assessment is to use:
- a. multiple choice items that are good predictors of academic success.
  - b. instruments in Spanish for individuals with limited English proficiency.
  - c. engaging assessments, such as computerized assessments that closely resemble video games.
  - \* d. methods that are consistent with the instructional area and to gather multiple indicators of performance.
29. What are two potential issues and trends while looking ahead to the future of assessment?
- a. Having too many personality assessments available for counselors to choose from
  - \* b. Technology and the Internet and multicultural issues
  - c. Assessment instruments becoming increasingly difficult to score
  - d. Increased time and difficulty to administer assessment instruments



## Discussion Questions

1. What does the term *assessment* mean to you? How is that definition similar to or different from the definition of *appraisal*? What about the terms *test* and *instrument*? Is it important for practitioners and researchers to have common understandings of these words? Why or why not?
2. What are the types of assessment you have taken, and what were your experiences with those assessments? What factors contributed to you having a positive or negative opinion of the experience? Were there any behaviors on the part of the examiner that affected your impression of the testing?
3. Psychological assessment results vary in terms of their importance and/or impact on an individual; for example, with regards to self-understanding, decision-making, future plans, diagnosis, etc. Can you describe a situation in which the use of assessment had a negative effect on someone's life? Can you describe a situation where the use of assessment had a positive effect on someone's life? Should results that could have a negative effect be withheld from a client? Why or why not?
4. Is assessment part of counseling and, if so, what role does assessment play in the counseling process? Are there any points where you consider assessment to be a more important part of the process than at other points? What types of information are counselors typically looking for when they "assess" a client? Is it possible to "do" counseling without incorporating assessment procedures? Do you think it is important for all counselors to have training in assessment? How much is appropriate?
5. What are your thoughts on the *therapeutic assessment model* (i.e., promote positive changes in clients through the use of assessment instruments) versus the traditional *information-gathering model* (i.e., collecting information to guide subsequent treatment)? Do you think assessment can be therapeutic? If so, what are some examples of how this can be done? What are some concerns, or professional responsibilities, counselors should be aware of when using this approach?
6. What are your thoughts about the increasing role of assessment in accountability of the counseling profession? Do legislators, administrators, foundations, managed-care providers, clients, and parents have a right to demand that practitioners demonstrate that their services are beneficial? What are the advantages and drawbacks of placing these expectations on the counseling profession? In the future, if asked, how will you provide accountability regarding your competence?
7. Technology and the Internet appears to be a current and growing trend when considering the future of counseling assessment. What are some positive consequences and advantages that this trend could have for assessment and counselors using assessments? On the other hand, what are some possible concerns and/or disadvantages that could arise from this trend? In considering some of these possible concerns and disadvantages, what can counselors using assessments do to mitigate, or minimize, such possible negative effects?
8. Issues of cultural bias in assessment arose in the 1960s and 1970s and continue to be a focus of inquiry today. Why is it important for counselors to consider the impact of language and culture when assessing clients from diverse ethnic and socio-economic backgrounds? How can counselors increase their sensitivity to the impact of language and cultural factors when assessing clients? Are these issues also important when working with clients with disabilities? Why or why not?

## Classroom Exercises

### 1. Instrument Identification

Have the students identify an area of assessment that is interesting to them (e.g., self-esteem, personality, career interests, psychopathology) and then have them use library resources (e.g., the *Mental Measurement Yearbook*) to identify possible assessment instruments in that area.

A variation of the activity is to have students use the Internet to identify possible instruments. Students could access the Test Locator through the Buros Institute (<http://www.unl.edu/buros/>). Students can enter terms into the Test Locator, and it will sort through a database of descriptions of 9,500 testing instruments and identify instruments that correspond to the students' terms.

### 2. Classroom Debate

Divide the class into 2 groups and facilitate an informal debate on the consequences of assessment in counseling. Have one half of the class argue for the benefits of using assessment procedures in therapeutic work, while the other half of the class addresses the drawbacks of it. Act as moderator in the debate while emphasizing that one side is not more "right" than the other; both are important to consider. When making decisions in this area, the conscientious practitioner fully examines both the advantages and disadvantages of using assessment in the counseling process.

### 3. Research on Certification/Licensure Requirements

Have students spend time on their own researching the certification or licensure requirements for their future intended profession: school counselor, master's-level mental health practitioner, etc. The students should pay particular attention to requirements listed that relate to expertise in testing. And, because standards are different from state to state, make sure the students each pick a specific state, in addition to their profession of interest. Results could be compiled in 1-2 page papers that include a commentary on what they discovered in the search.

### 4. Competency Development

The American Counseling Association (2003) published a policy statement asserting that tests and assessments can be used in the practice of professional counselors. Seven specific criteria are outlined and described in order for counselors to possess the appropriate knowledge and skills. Divide the class into 7 small groups for each criteria. Have each group discuss how professional counselors can meet and maintain the expectations for their assigned criteria. Then have a member from each group share the main points of their discussion with the rest of the class. Allow input from other groups, ranging from feedback to additional thoughts/ideas. Also consider trying to recognize any significant themes across groups/criteria that may be beneficial to share with the class.

### 5. Multicultural Issues in Assessment

Do a class brainstorming session where students are asked to provide what they think would be important multicultural factors/issues to consider during the assessment process. While the students provide their responses list them in a fashion where they can be seen by all. Multicultural issues will continue to be a growing focus of research and practice of assessment. The purpose of doing this in an open class setting will allow all students to see and share their ideas with each other. Once the list is complete, pick a few specific examples of multicultural factors/issues and discuss as a class possible steps to be taken in order to competently use assessments as a professional counselor within that domain.