

## Chapter 1 Assessment in Counseling

### Multiple Choice

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

**ANSWER: b**

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.

**ANSWER: c**

3. Surveys on counselor usage of assessment instruments (e.g., Ekstrom, Elmore, Schafer, Trotter, & Webster, 2004) 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.

**ANSWER: b**

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.

**ANSWER: b**

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

**ANSWER: c**

6. Assessments cannot 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.

**ANSWER: a**

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.

**ANSWER: c**

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

**ANSWER: d**

9. 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.

**ANSWER: a**

10. 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.

**ANSWER: b**

11. In categorizing instruments as either speed versus power, a power test means the:

- a. examinee's "power" is measured by the number of items answered correctly.
- b. instruments measure the more difficult achievement areas.

- c. instruments are highly rated by experts in the assessment field.
- d. items vary in difficulty, and more credit may be given for more difficult items.

**ANSWER: d**

12. 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.

**ANSWER: b**

13. 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.

**ANSWER: a**

14. Cognitive testing is to affective testing, as \_\_\_\_\_ is to \_\_\_\_\_.

- a. structured; projective
- b. achievement; aptitude
- c. speed; power
- d. intelligence; personality

**ANSWER: d**

15. 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

**ANSWER: a**

16. 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.

**ANSWER: c**

17. 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.

**ANSWER:** a

18. 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.

**ANSWER:** d

19. The person credited with launching the testing movement is:

- a. Frank Parsons.
- b. Sir Francis Galton.
- c. Binet.
- d. Thurstone.

**ANSWER:** b

20. 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

**ANSWER:** c

21. Which psychologist was the first to use the term mental test?

- a. Wilhelm Wundt
- b. Alfred Binet
- c. James McKeen Cattell
- d. Francis Galton

**ANSWER:** c

22. 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.

**ANSWER:** c

23. 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.

**ANSWER:** d

24. 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

**ANSWER:** b

### Essay

25. What does the term assessment mean to you? How is that definition similar to or different from the definition of appraisal?

**ANSWER:** Answers will vary.

26. 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?

**ANSWER:** Answers will vary.

27. 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?

**ANSWER:** Answers will vary.

28. Technology and the Internet appear 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?

**ANSWER:** Answers will vary.

29. 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?

**ANSWER:** Answers will vary.