

# ASSESSMENT in COUNSELING

A Guide to the Use of  
Psychological Assessment Procedures

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FOURTH EDITION

Albert B. Hood and Richard W. Johnson



AMERICAN COUNSELING ASSOCIATION  
5999 Stevenson Avenue  
Alexandria, VA 22304  
[www.counseling.org](http://www.counseling.org)

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Psychological Assessment Procedures

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American Counseling Association  
5999 Stevenson Avenue  
Alexandria, VA 22304

Director of Publications  
Carolyn C. Baker

Production Manager  
Bonny E. Gaston

Copy Editor  
Judith O. Johnson

Editorial Assistant  
Catherine A. Brumley

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# Foreword

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*Written for the First Edition*

PSYCHOLOGICAL TESTS first became available in the United States during the early part of the century. Lewis Terman's Stanford–Binet Intelligence Test, a carefully standardized and individually administered intelligence test that initiated the famous  $MA/CA = IQ$ , became public in 1916. This remained a basic test for the next 7 decades and beyond. In 1921 Arthur Otis, a former student of Terman's, published the first group intelligence test, a paper-and-pencil test using the extensive research performed on the Army Alpha and the Army Beta tests of World War I. E. K. Strong, Jr., opened another area when the Vocational Interest Blank was published in 1927. This test, with major revisions and additions, has become one of the most widely used tests of the century. Robert Woodworth's Personal Data Sheet appeared early in the 1920s. Around 1930 personality tests began to make their appearance, with pioneering productions by Robert Bernreuter and Hugh Bell. All but one of these early productions originated at Stanford University. They became part of my life because I did my graduate work at Stanford at about that time (1928–1932) with Terman and Strong as my MA and PhD advisors. I did my bit in these early ventures by bringing out the first edition of the Study Habits Inventory in 1935.

Let me add to the personal note of these years by recalling that during my first year at Stanford I was given an appointment as what we would now call a student personnel assistant—Stanford's first. This involved counseling in the registrar's office and giving admissions tests for the university. Stanford had pioneered in those early days by giving what we would now call scholastic aptitude tests as part of the admissions process. I made trips each spring throughout the state giving the Thorndike Intelligence Test to prospective students at Stanford testing centers. Kathleen, my wife, accompanied me and scored the tests as we moved along—at 25¢ an hour!

After 8 years at Stanford, I accepted an appointment at the University of Minnesota (1936–1964) and again moved into another center of intense test activity. Over these past 75 years, I have seen an accelerating development of psychological tests and other types of assessment, tests for many purposes. During World War II, tests were used in selecting millions of war workers, in assigning other millions in the Armed Forces, and in diagnosing the mental and social health problems of men and women under stress. Today also, tests are used to make decisions for or against a client. This is not a counselor's use of tests; a counselor uses tests or other assessment measures to help clients understand themselves. The authors of this book state this very clearly in words that should appear in large black type: "*In the counseling setting . . . psychological tests are used to help clients to understand themselves. . . . [They are used] primarily to assist individuals in developing their potential to the fullest and to their own satisfaction*" [italics mine] from "Final Statement," Chapter 18, p. 242.

This is a significant book in my experience, a book written by two professionals whose scholarship, depth of experience with assessment in counseling, and sheer desire to be helpful to the reader are apparent on every page. It is a pragmatic book, focusing on what has been useful to others and using a simple problem-solving model. The authors clearly indicate how tests are used differently in different counseling settings: schools, university counseling centers, hospitals and mental health centers, banks, business, government, and private practice.

The first four chapters (Chapters 1–4) introduce the reader to basic concepts in psychological assessment and to the statistical understandings necessary in the selection and interpretation of tests, not in their construction. The last three chapters (Chapters 16–18) deal with special populations, communications, and ethics in the use of tests.

Chapters 5–15 treat with care and skill the use of more than 100 tests, inventories, and other assessment measures in each of 11 categories. Numerous tables, figures, appendices, and reference citations provide a great deal of information in compact bundles. The treatment of the literature is admirable—no long quotations in varying styles of writing, but interpretations and applications all in the same simple, consistent wording of the two authors.

By this time, the reader may begin to suspect that I like this book. I do indeed! I commend it to counselors and psychologists without reservation. I wish that it had been available to me during my lifetime of service. I would have been a better counselor.

—*C. Gilbert Wrenn*  
April 2, 1902–December 28, 2001

## Preface

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The purpose of this book is to provide information about the various psychological assessment procedures that are specifically relevant for practicing counselors. The book deals with the use of these assessment procedures in the counseling process and includes illustrative case studies. It emphasizes the selection, interpretation, and communication of psychological test results and highlights the basic principles of psychological assessment. It emphasizes the importance of integrating test results with other information about the client.

The book is not designed to be a comprehensive textbook or desk manual on the various tests themselves. There are a number of excellent books that describe psychological tests and other assessment procedures in detail (such as Kapes & Whitfield, 2002, and the *Mental Measurements Yearbooks*). We expect that counselors will make use of such publications along with other resources, including the test manuals themselves, that deal with the construction, reliability, and validity of the various assessment instruments. This book assumes that the reader possesses basic knowledge of statistics often required in the evaluation and use of psychological tests. As with the previous editions, we have attempted to include the latest developments regarding those assessment instruments commonly used by counselors and other mental health professionals—and there have been many such recent developments. Some are well known, such as the revision of College Board’s SAT, which has become more of an academic achievement test like the ACT and now includes a written essay. Changes in statewide school achievement tests required by the No Child Left Behind Act have resulted in much controversy regarding “high-stakes” testing results for both students and their schools. The concept of intelligence has been broadened as reflected in new and revised intelligence tests, including the Stanford–Binet, Kaufman, and Das Naglieri tests.

We have presented, in particular, new developments in assessment instruments that are widely used by counselors, including those in career counseling, personality assessment, values measurement, and intelligence testing. Major test revisions since the last edition of this book include Stanford–Binet–5th Edition, several of the popular Wechsler intelligence tests, Kaufman assessment tests for adults and children, Strong Interest Inventory, Allport–Vernon–Lindzey Study of Values, and Work Values Inventory. A new set of scales (Restructured Clinical Scales) has been added to the Minnesota Multiphasic Personality Inventory. The California Psychological Inventory (CPI) has been updated (now called CPI-260). New instruments such as the Kuder Skills Assessment, Expanded Skills Confidence Inventory, Career Futures Inventory, and Schwartz Value Survey have been constructed. Some tests have increased significantly in popularity during the past few years, such as the Kuder Career Search with Person Match, U.S. Department of Labor’s O\*NET Career Exploration Tools, Substance Abuse Subtle Screening Inventory–3, Career Decision-Making Difficulties Questionnaire, and Career Factors Inventory. All of these changes

are discussed in some detail in this new edition. Instruments that have become increasingly outdated and that have declined in popularity, such as the Kuder General Interest Survey, Career Assessment Inventory, and Minnesota Importance Questionnaire, now receive less attention.

We have also provided information concerning new standards and guidelines for the use of psychological assessment procedures, including the new *ACA Code of Ethics* of the American Counseling Association and similar codes established by the American Psychological Association and different specialty counseling groups such as the American School Counselor Association and the American Rehabilitation Counseling Association. Information regarding the revised version of the “Responsibilities of the Users of Standardized Tests” (RUST Statement) and the revised *Code of Fair Testing Practices* is presented. We have added a new section on Outcome Measurement that includes a discussion of client satisfaction forms, client self-report scales, counselor rating scales, client feedback interviews, and tailor-made measures.

There is a trend toward the use of briefer instruments and behavior rating scales, and a number of these measures are described in this edition. We discuss the continuously expanding use of the computer in psychological assessment. Publishers of most widely used assessment instruments now make available programs for test administration, scoring, and interpretation either on an individual computer or over the Internet, or both. New simulations, sophisticated graphics, and resources not feasible by traditional testing are being developed. For example, we describe the Test of English as a Foreign Language that, in addition to reading and writing, assesses listening and speaking skills over the Internet.

New research is reported, including studies of the use of tests to assess different types of client problems, long-term validity studies, and the applicability of particular tests or procedures with different types of populations (racial, ethnic, age, or gender). Also reported are the findings that test results and their interpretation alone, when understood by the client, can be growth producing and/or therapeutic; and that psychological tests have been shown to predict outcomes as well as most medical tests.

As with the previous editions, we have again organized this volume into five sections. Section I presents basic concepts of psychological assessment. It includes an introduction to the nature and use of psychological assessment procedures in counseling, briefly describes certain important measurement concepts, and discusses initial and outcome assessment procedures. This section provides an overview of the commonly used descriptive statistical concepts but is not intended as a substitute for a basic knowledge of psychological statistics. Section II covers cognitive assessment and the various tests that assess intelligence, academic aptitude, and academic achievement. Section III deals with assessment procedures used by counselors to assist clients in making decisions regarding careers and life plans. In Section IV, personality assessment is considered, including the use of personality inventories and other personality measures in counseling. This section also reviews instruments used for assessment of interpersonal relationships, various aspects of mental health, and certain mental disorders. Finally, Section V deals with professional practices and considerations. It includes assessment of ethnic and special populations; guidelines for the communication of test results, both in interviews and in case reports; and a discussion of the significant ethical and social issues that arise with psychological assessment procedures used in counseling.

Appendices A, B, and C provide excerpts from the ethical codes and test standards of professional organizations that are particularly appropriate for counselors. Appendix D lists the names, addresses, and Web sites of publishers of tests commonly used by counselors, along with the names of the instruments that may be ordered from these publishers.

In graduate courses that cover the use of tests and other appraisal procedures in counseling, information about the various instruments is typically covered, but the actual use of psychological assessment procedures in counseling often must be learned through trial and error. This volume should help remedy that situation by providing information to assist the counselor in choosing, administering, and interpreting psychological assessment procedures as part of the counseling process.

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Richard W. Johnson would like to acknowledge the influence of his mentors at the University of Minnesota, especially Donald G. Paterson, Ralph F. Berdie, Lloyd H. Lofquist, and Wilbur L. Layton, all of whom taught him to appreciate the importance of assessment in counseling. He is thankful to his colleagues, graduate students, and clients at the University of Wisconsin–Madison and elsewhere, who have contributed to his knowledge and understanding of the use of psychological assessment in counseling.

Both authors appreciate the expertise and guidance provided by Carolyn Baker, Director of Publications for the American Counseling Association, in producing the last three editions of this book. Both authors continue to be grateful to their wives—Jean and Adelle—for their patience with curtailed social activities and deferred home maintenance schedules during the time that this volume was being written and revised.

—*Albert B. Hood*  
Iowa City, Iowa

—*Richard W. Johnson*  
Madison, Wisconsin



## About the Authors

---

**A**LBERT B. HOOD is emeritus professor of education and former chair of the Division of Counselor Education at the University of Iowa. He received his BA degree (1951) from the University of New Hampshire in psychology and his EdD degree (1957) from Cornell University in counseling and student personnel administration.

He has been the assistant director of the Student Counseling Service at Princeton University and a counseling psychologist in the Student Counseling Bureau at the University of Minnesota. In addition to using psychological tests regularly in his counseling practice, he worked with several colleagues at the Educational Testing Service in Princeton and consulted with various test authors as he conducted research studies on academic aptitudes (with Ralph Berdie; the Minnesota Scholastic Aptitude Test), interest inventories (with David Campbell; the Strong Vocational Interest Blank), and personality measures (with Starke Hathaway; the Minnesota Multiphasic Personality Inventory). At the University of Iowa, he coauthored several student development inventories and consulted with staff members of the American College Testing Program. He held a research fellowship in Kyoto, Japan, and a Fulbright lectureship in the Soviet Union, and he has been a visiting faculty member at the University of Utah, at San Francisco State University, and at IKIP Yogyakarta, Indonesia.

Author of more than 100 books, monographs, and professional articles, Dr. Hood received the Contribution to Knowledge Award of the American College Personnel Association (ACPA) in 1985, the American Counseling Association's Extended Research Award in 1994, and the University of Iowa Alumni Association's Distinguished Faculty Award in 2005. He was the editor of ACPA's *Journal of College Student Personnel* from 1970 to 1976 and is a fellow in the American Psychological Association's Division 17 (Counseling) and in the American Psychological Society. Dr. Hood's scholarly work has dealt primarily with research on the psychological, educational, and vocational development of college students, and a large proportion of the over 60 PhD dissertations he has directed have dealt with psychological assessment.

His e-mail address is [albert-hood@uiowa.edu](mailto:albert-hood@uiowa.edu).

**R**ICHARD W. JOHNSON is former director of training for Counseling and Consultation Services, a unit of University Health Services at the University of Wisconsin–Madison, where he also served as adjunct professor of counseling psychology until his retirement in 1997. He obtained his PhD degree in counseling psychology at the University of Minnesota in 1961, after graduating with honors in psychology from Princeton University in 1956. Prior to joining the staff at the University of Wisconsin–Madison in 1968, he taught and counseled at the University of Massachusetts–Amherst and at the University of North Dakota.

Dr. Johnson has served on the editorial boards for three journals of the American Counseling Association: *Journal of College Student Development*, *Measurement and Evaluation in Counseling and Development*, and *The Career Development Quarterly*. He has been a frequent contributor to scholarly journals in the field of counseling psychology. His professional interests include psychological assessment, career development, cognitive-behavioral counseling, and individual differences. He was the recipient of the Exemplary Practices Award from the Association for Assessment in Counseling in 1998.

His e-mail address is [rwjohnso@wisc.edu](mailto:rwjohnso@wisc.edu).