For Grace Caroline and Charlotte Harper, always.
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Welcome to the seventh edition of *Assessment in Counseling: Procedures and Practices*! The purpose of this book is to provide information about the various assessment procedures that are specifically relevant for practicing counselors across a variety of settings. The book showcases how these assessment procedures can be applied throughout the counseling process; emphasizes the selection, interpretation, and communication of assessment findings; and highlights the basic principles of ability, intelligence, career, and personality assessment. It stresses the importance of integrating assessment findings with other information about the client. One primary assumption undergirds this text: Counselors engage in assessment practices *every day*, and these practices affect relationships, treatment decisions, and culturally responsive counseling. Furthermore, assessment involves both quantitative and qualitative approaches.

This book is not designed to be a comprehensive textbook or desk manual on the various assessment tools themselves. A number of excellent books describe specific assessments and assessment procedures in detail. It is expected that counselors will make use of such publications along with other resources as they evaluate assessment tools.

The seventh edition continues some key features from the previous two editions:

- Bolded key terms to facilitate comprehension of major concepts
- Chapter pretests ("Test Your Knowledge") to gauge previous learning
- Self-development activities, such as reflective exercises and class and field activities
- "Tip Sheets," or practical, user-friendly information about major assessment concepts, issues, and practices
- The inclusion of practitioner voices on various assessment topics ("Assessment in Action")
- Case examples of fictional clients that highlight assessment issues and considerations
- Sample assessment items with an expanded list of common assessment tools
- Review questions and chapter summaries
- Resources for further learning
- A sample assessment report (Appendix B)
- Common statistical formulas used in assessment
- Supplemental instructor materials available from the American Counseling Association (e.g., chapter outlines, chapter PowerPoints, a test bank of multiple-choice and true/false items, a sample syllabus)
Furthermore, this edition includes the following additions and updates:

- Greater focus on assessment and assessment use in multiple counseling settings, including schools, colleges/universities, and telehealth platforms
- Increased attention to interprofessional collaboration to support assessment practices and procedures
- Addition of new qualitative assessment approaches and how they can be infused throughout counseling and assessment
- Greater infusion of culture and social justice considerations and assessment practices
- Updated assessment research trends related to gender, race and ethnicity, socioeconomic status, disability, and age
- Attention to wellness assessment, counseling, and advocacy
- Increased discussion of crisis and trauma assessment
- Updated references for assessment tools and scholarship in assessment-related procedures and practices
- Updated assessment information to reflect recent versions of popular intelligence, ability, career, and personality assessments

In the remainder of this preface, I highlight more specific additions and changes for the seventh edition.

The book is organized into five sections. Section I, “Foundations of Assessment in Counseling,” includes introductory concepts of assessment that are useful for conceptualizing measurement and statistical concepts and working with various types of assessment. The four chapters in this section include a discussion of basic assessment terms; the history of assessment; the purpose and use of assessment; wellness assessment and counseling; the assessment process related to selection, administration, interpretation, and communication; ethical, legal, and professional issues in assessment and related assessment standards; and multicultural and social justice assessment practices. Some of the new and/or expanded material in Section I is as follows:

- Multicultural and social justice counseling competency and assessment
- Wellness counseling, assessment, and advocacy
- Assessment in telehealth, school, and college settings
- Qualitative assessment methods, including story circles, graphic methods, body mapping, lifelines, self-characterizations, and ethnographic interviewing in clinical assessment
- Core ethical values for effective assessment
- Ethical standards and guidelines for career, mental health, group, and telehealth settings
- Client cultural and explanatory models, and how these models help to explain client self-assessment of symptomatology, diagnosis, and prognosis; help-seeking behaviors; and mobilization and uses of social networks
- Counselor implicit bias and discrimination in assessment

Section II, “Key Measurement, Statistical, and Qualitative Concepts,” includes two chapters that address foundational knowledge in statistics and qualitative measurement. In this edition, concepts of scales of measurement, measures of central tendency and variability, and norms are presented before technical concepts of reliability, validity, trustworthiness, and assessment development. Some of the new and/or expanded material in Section II is as follows:
Preface

- Norms and normed samples
- Steps in the norming process
- Trustworthiness and evaluating qualitative assessment data
- Evaluating reliability estimates in the context of sample size and alpha levels
- Measurement invariance

Section III, “Initial Psychological Assessment,” includes two chapters related to common assessment tasks typically used at the beginning of the counseling relationship to gauge mental health and substance abuse symptoms. This section addresses the use of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*, the intake interview; mental status examination; quantitative screening inventories; qualitative tools for initial assessment; specialized assessment of suicide risk, crisis and trauma, depression, anxiety, anger, self-injury, eating disorders, attention-deficit/hyperactivity disorder; and substance abuse. For this edition, the discussion of the *DSM* is presented earlier in Section III. Some of the new and/or expanded material in Section III is as follows:

- Crisis and trauma counseling, with attention to the mental health ecosystem for crisis intervention
- Qualitative tools for initial assessment
- Trauma assessment tools
- Counselor vicarious trauma and self-care
- Updated information on the *DSM Fifth Edition–Text Revision*
- Mental health disorders and assessment, with updated prevalence data for major mental health disorders, including gender, age, and race/ethnicity data when available
- Longitudinal assessment of mental health disorders as well as mental health service usage statistics
- Updated prevalence data on depression, anxiety or fear, posttraumatic stress disorder, anger, self-injury, eating disorders, attention-deficit/hyperactivity disorder, and addictions
- Bipolar disorder assessment
- Process addictions assessment and additional screening tools for addictions
- Biological changes due to trauma that present during posttraumatic stress disorder assessment

Section IV, “Types of Assessment,” is the largest section and includes six chapters. The section is devoted to specific classes of assessment, including intelligence, ability, career development, and personality. In this edition, you will find expanded coverage in areas such as high-stakes testing, projective assessments, and interpersonal assessment involving intimate partner violence and child abuse. Furthermore, recent revisions in intelligence and ability assessment are discussed. In this edition, specific career assessment tools are presented later in Section IV to allow space for an expanded discussion of career assessment history and wellness assessment earlier in the section. Some of the new and/or expanded material in Section IV is as follows:

- Inclusion of assessment to evaluate Howard Gardner’s multiple intelligences
- Intelligence assessment and special education, with specific attention to intellectual disability and giftedness
- The school counselor’s role in intelligence assessment data and college and career readiness
- Cultural and social justice considerations in special education assessment and high-stakes testing
Preface

- History of career assessment, including attention to three waves of career assessment
- Career assessment across the life span
- Qualitative career and interpersonal relationship assessments
- Wellness assessment tools and counseling processes
- New projective assessments and case examples of fictional clients
- Elder abuse and assessment
- Community asset mapping

Section V, “The Assessment Report and Future Trends,” first provides a chapter that outlines general guidelines for communicating assessment findings to a client and other stakeholders as well as developing a research report. The second chapter in this section focuses on future trends in assessment, including ways that counselors can expect to respond to issues such as a changing cultural landscape, globalization, and technology. Some of the new and/or expanded material in Section V is as follows:

- Communicating qualitative assessment findings
- Self-monitoring after the assessment findings are reported
- Positive assessment trends expected for telehealth and qualitative assessment
- Future trends regarding wellness assessment and advocacy
- Attention to Indigenous and global assessment trends
- Future trends in assessment training

The book also includes several appendixes: common statistical formulas (Appendix A), a sample assessment report (Appendix B), and an answer key for “Test Your Knowledge” items (Appendix C).

I hope you enjoy this journey into the world of assessment—an integral part of the work we do every day as counselors.

—DGH
## Council for Accreditation of Counseling and Related Educational Programs

### 2024 Standards and Corresponding Chapters

#### Section 3: Foundational Counseling Curriculum

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*Note.* The parts of the CACREP Standards that are reproduced in this publication represent only selected parts of the 2024 CACREP Standards. This inclusion of the CACREP Standards reproduced is in no way intended to imply CACREP endorsement or approval of this work and that use of the seventh edition of *Assessment in Counseling* as a teaching tool does not establish or connote compliance with CACREP Standards for purposes of determining CACREP accreditation of any education program.
I thank Carolyn Baker, American Counseling Association (ACA) publisher, for her support and responsiveness throughout the writing and production process. I am also grateful for the work of Bonny Gaston, senior production manager, and the other ACA staff members who made this edition possible.

I appreciate the contributions of Albert B. Hood and Richard W. Johnson to the practice of psychological assessment in general and as authors of the first four editions of this text. The counseling profession has certainly been influenced by their countless achievements in research and practice, and I have been humbled to build on their work in the last three editions.

Finally, I am thankful for my students and mentors in the assessment world who remind me every day of the important role of assessment.
Danica G. Hays, PhD, is a professor and dean in the College of Education at the University of Nevada–Las Vegas. She earned a PhD in counselor education and supervision, with an emphasis in multicultural research, from Georgia State University. She has published more than 130 journal articles and book chapters in her areas of research expertise, which include assessment and diagnosis, research methodology and program evaluation, leadership development, domestic violence prevention, and multicultural and social justice issues in community mental health and counselor preparation.

In addition to authoring the last three editions of this book, Dr. Hays coauthored Qualitative Research in Education and Social Sciences (2nd ed.; Cognella), Counseling Theory and Practice (3rd ed.; Cognella), and Mastering the NCE and CPCE (3rd ed.; Pearson). In addition, she is coeditor of Developing Multicultural Counseling Competency: A Systems Approach (4th ed.; Pearson) and is associate and content editor of the ACA Encyclopedia of Counseling (1st ed.; American Counseling Association [ACA]), A Counselor’s Guide to Career Assessment Instruments (6th ed.; National Career Development Association), and Corona Chronicles (two volumes; Dio Press).

Dr. Hays has extensive leadership history in the Association for Assessment and Research in Counseling (AARC) and the Association for Counselor Education and Supervision (ACES), including serving as AARC president, AARC founding journal editor for Counseling Outcome Research and Evaluation, ACES journal editor for Counselor Education and Supervision, and president of an ACES region. She is an ACA fellow and the recipient of numerous awards, including the ACES Legacy Award; the AARC Patricia B. Elmore Excellence in Measurement and Evaluation and President’s Special Merit awards; and the ACA Outstanding Research, Outstanding Counselor Educator Advocacy, Extended Research, and Glen E. Hubele National Graduate Student awards.