



Seventh Edition

ASSESSMENT
in Counseling
Procedures and Practices

Danica G. Hays



American Counseling Association

2461 Eisenhower Avenue, Suite 300

Alexandria, VA 22314

counseling.org



Seventh Edition

ASSESSMENT in Counseling

Copyright © 2024 by the American Counseling Association. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

American Counseling Association
2461 Eisenhower Avenue, Suite 300 | Alexandria, VA 22314

Publisher | Carolyn C. Baker

Digital and Print Development Editor | Nancy Driver

Senior Production Manager | Bonny E. Gaston

Copy Editor | Elaine G. Dunn

Cover and text design by Bonny E. Gaston

Library of Congress Cataloging-in-Publication Data

Names: Hays, Danica G., author.

Title: Assessment in counseling : procedures and practices / Danica G. Hays.

Description: Seventh edition. | Alexandria, VA : American Counseling Association, [2023] | Revised edition of Assessment in counseling, [2017] | Includes bibliographical references and index.

Identifiers: LCCN 2023009272 | ISBN 9781556204159 (paperback)

Subjects: LCSH: Psychological tests. | Counseling.

Classification: LCC BF176 .H66 2023 | DDC 150.28/7—dc23/eng/20230227

LC record available at <https://lcn.loc.gov/2023009272>

For Grace Caroline and Charlotte Harper, always.



Table of Contents

Preface	xi
Council for Accreditation of Counseling and Related Educational Programs 2024 Standards and Corresponding Chapters	xv
Acknowledgments	xvii
About the Author	xix



Section I Foundations of Assessment in Counseling

Chapter 1

Use of Assessment in Counseling	3
Introduction to Assessment	3
Key Assessment Terms	4
Purpose of Assessment in Counseling	6
History of Assessment	11
Key Questions for Selecting Assessments	18
Assessment Usage in Counseling Settings	20
Chapter Summary	28
Review Questions	29
Resources for Further Learning	30

Chapter 2

The Assessment Process	31
Assessment Methods	31
Types of Assessments	33
An Overview of the Assessment Process	40
Monitoring Client Progress and Evaluating Counseling Outcomes	48
Chapter Summary	54
Review Questions	55
Resources for Further Learning	55

Chapter 3

Ethical, Legal, and Professional Considerations in Assessment	57
Core Values for Effective Assessment	58
Standards and Guidelines for Evaluating Assessments and Usage	58
Key Ethical and Legal Considerations in Assessment	65
Key Professional Issues in Assessment	71
Chapter Summary	75
Review Questions	76
Resources for Further Learning	76

Chapter 4

Multicultural and Social Justice Considerations in Assessment	77
Multicultural and Social Justice Counseling Competency and Assessment	78
Fairness and Cultural Bias in Assessment	82
Cultural Factors in Assessment	85
Multicultural and Social Justice Assessment	94
Culture-Fair Tests	103
Dynamic Assessment	107
Chapter Summary	109
Review Questions	110
Resources for Further Learning	110



Section II

Key Measurement, Statistical, and Qualitative Concepts

Chapter 5

Understanding and Transforming Raw Scores	113
Scales of Measurement	113
Raw Scores	115
Measures of Central Tendency	118
Measures of Variability	119
Characteristics of Data Distributions	120
Norms and Ranks	122
Standard Scores	125
Chapter Summary	129
Review Questions	130
Resources for Further Learning	130

Chapter 6

Measurement and Qualitative Assessment Concepts	131
The Correlation Coefficient	131
Reliability	133
Validity	141
Trustworthiness	147
Assessment Development	149
Chapter Summary	152
Review Questions	152
Resources for Further Learning	153



Section III Initial Psychological Assessment

Chapter 7

Initial Assessment in Counseling	157
Crisis and Trauma Counseling	158
Intake Interview	159
Mental Status Examination	160
Quantitative Screening Inventories	160
Qualitative Tools for Initial Assessment	166
Suicide Risk Assessment	170
Trauma Assessment	178
The Mental Health Ecosystem	181
Chapter Summary	182
Review Questions	183
Resources for Further Learning	183

Chapter 8

Mental Health and Addictions Assessment	185
<i>Diagnostic and Statistical Manual of Mental Disorders</i>	186
Mental Health Disorders and Assessment	188
Assessment of Depression	193
Assessment of Bipolar Disorders	195
Assessment of Anxiety and Fear	197
Assessment of Posttraumatic Stress Disorder	199
Assessment of Anger	200
Assessment of Self-Injury	200
Assessment of Eating Disorders	203
Assessment of Attention-Deficit/Hyperactivity Disorder	205
Assessment of Addictions	208
Chapter Summary	220
Review Questions	221
Resources for Further Learning	221



Section IV Types of Assessment

Chapter 9

Assessment of Intelligence	225
Introduction to Intelligence	225
Theories of Intelligence	227
Individual Intelligence Assessments	229
Group Intelligence Assessments	235
Intelligence Assessment and Special Education	238
Chapter Summary	242
Review Questions	243
Resources for Further Learning	243

Chapter 10

Assessment of Aptitude and Achievement	245
Introduction to Aptitude and Achievement Assessment	246
Aptitude Assessments for Higher Education	247

Graduate and Professional School Admissions Tests	251
Academic Achievement Tests	253
High-Stakes Testing	257
Study Habits Inventories	259
Chapter Summary	261
Review Questions	262
Resources for Further Learning	262
Chapter 11	
Assessment of Career Development and Wellness	263
Introduction to Career Assessment	264
Career Assessment Across the Life Span	266
Qualitative Career Assessment	269
Quantitative Career Assessment Programs	271
Wellness Assessment	278
Chapter Summary	280
Review Questions	281
Resources for Further Learning	281
Chapter 12	
Career Assessment Tools	283
Career Readiness Assessments	284
Interest Assessments	293
Values Assessments	313
Chapter Summary	321
Review Questions	322
Resources for Further Learning	323
Chapter 13	
Assessment of Personality	325
Introduction to Personality Assessment	326
Structured Personality Assessments	327
Unstructured Personality Assessments	342
Chapter Summary	350
Review Questions	351
Resources for Further Learning	351
Chapter 14	
Assessment of Interpersonal Relationships	353
Interpersonal Relationship Assessment	354
Genograms	354
Network Mapping Techniques	358
Assessment of Couples and Families	361
Assessment of Intimate Partner Violence	366
Assessment of Child Abuse	370
Assessment of Elder Abuse	372
Additional Interpersonal Assessment Inventories	373
Community Asset Mapping	375
Chapter Summary	378
Review Questions	379
Resources for Further Learning	379



Section V

The Assessment Report and Future Trends

Chapter 15		
	Communication of Assessment Findings	383
	Introduction to Communicating Assessment Findings	383
	The Assessment Interpretation Interview	385
	The Case Conference	389
	The Assessment Report	389
	Chapter Summary	394
	Review Questions	394
	Resources for Further Learning	394
Chapter 16		
	Future Trends in Counseling Assessment	395
	The Assessment Process: Looking Back to Look Ahead	396
	Changing Client Demographics and Assessment Practice	397
	Globalization and Problematizing Counseling and Assessment	399
	Greater Attention to Client, Counselor, and Community Wellness	400
	Technological Advances	401
	Increased Sophistication of Assessment Practice	401
	The Continuation and Adaptability of Educational Accountability	402
	Assessment and Managed Care	404
	Building Assessment Systems	404
	Building Partnerships With Health Professions	405
	Assessment as Relevant and Actionable	406
	The Next Frontier in Assessment Research and Training	406
	Chapter Summary	408
	Review Questions	409
	Resources for Further Learning	409
Appendix A		
	Statistical Formulas	411
Appendix B		
	Sample Assessment Report	413
Appendix C		
	Test Your Knowledge Answer Key	419
	References	421
	Subject Index	473
	Name Index	495



Preface

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, socio-economic 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:

- 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

- 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

Standard G. Assessment and Diagnostic Practices	Chapter
1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling	1, 16
2. Basic concepts of standardized and nonstandardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	2, 5
3. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	5
4. Reliability and validity in the use of assessments	6
5. Culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	4
6. Ethical and legal considerations for selecting, administering, and interpreting assessments	3
7. Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	4, 8
8. Use of assessments in academic/educational, career, personal, and social development	9–14
9. Use of environmental assessments and systematic behavioral observations	2, 4, 16
10. Use of structured interviewing, symptom checklists, and personality and psychological testing	2, 7, 13
11. Diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	8

(Continued)

(Continued)

Section 3: Foundational Counseling Curriculum

Standard G. Assessment and Diagnostic Practices	Chapter
12. Procedures to identify substance use, addictions, and co-occurring conditions	8
13. Procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	7, 8
14. Procedures for assessing clients' experience of trauma	7, 8, 14
15. Procedures for identifying and reporting signs of abuse and neglect	7, 8, 14
16. Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	7, 8, 9
17. Procedures for using assessment results for referral and consultation	7

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.



Acknowledgments

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.



About the Author

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.

