

### **Multiple Choice**

Please highlight your selected answer.

1. Your supervisor suggests that you give your client a Beck's Depression Inventory (BDI) Test. This is a(n) \_\_\_\_\_ C \_\_\_\_\_.
  - a. aptitude test
  - b. intelligence test
  - c. self-report test
  - d. achievement test
2. Self-report tests like the Beck Depression Inventory:
  - a. Consistently and accurately measure its intended criterion regardless of internal or environment factors
  - b. Depend much on the present state of the person taking it
  - c. May not always be accurate
  - d. Both b and c
3. Reliability tells:
  - a. if a test measures what it says it measures.
  - b. how consistently a test measures an attribute.
  - c. if the client can be trusted.
  - d. where the counseling process should focus.
4. Validity tells:
  - a. if a test measures what it says it measures.
  - b. how consistently a test measures an attribute.
  - c. if the client can be trusted.
  - d. where the counseling process should focus.

**1. What are the three most important concepts that you learned throughout this course that you can apply in a clinical setting? Give an example of how you would apply the concepts learned to conduct an intake assessment.**

The 3 most important concepts that I learned throughout this course that I can apply in a clinical setting is the focus for the initial sessions. Understanding the importance of developing a therapeutic alliance in the first session to build trust and a connection through support, the right assessment to get to know the client's personality and allow this to build a healthy foundation to challenge the client towards effective growth and change. The 3rd important concept is the different purposes and characteristics of different assessments like intelligent tests, achievement tests and aptitude tests. One is designated for determining intellectual disabilities in the present and future, the achievement test measures academic strengths and weaknesses in the present, and the aptitude test measures talents and performance abilities for the future job placements.

These are great concepts and resources that would greatly help me counsel my clients better by getting to know their personalities and areas of improvements. I would apply this concept in my initial intake session with my client by getting to know their different abilities, their values, strengths, and creating a safe space for them to express themselves enough for me to get to know them enough to create a strong therapeutic alliance for future results.

**2. Compare and contrast aptitude tests and achievement tests. Provide an example of each and why it would be that particular test.**

The purpose of an aptitude test measures talents, performance abilities for the future to predict specialized academic placement or job placement. An achievement test measures knowledge and skills learned as a result of instruction to identify academic strengths and weaknesses for placement into academic to vocational programs. This test is measured for the present to identify learning disabilities as part of a comprehensive clinical evaluation (C. Shapers,. R. Drummond,. K. Jones., 2020,. P. 210). Both of these tests are very similar however because they both measure the aspects of an individual's overall ability to be placed into an academic or vocational program. An example of each would be the Wechsler-Bellevue intelligence scale that is a series of three different age groups to assess their individual cognitive abilities. This test is proven to be the most used test of intelligence within the counseling field of counselors and psychologists.

**3. Discuss at least two ethical and multicultural considerations for clinical assessments.**

One ethical and multicultural consideration for clinical assessments is the competency of the professional to effectively administer and use the assessment instruments due to specific qualifications to administer, score, and interpret tests. Another ethical consideration is being aware of the clients rights and the professional responsibilities as a test administrator and counselor (C. Shapers,. R. Drummond,. K. Jones., 2020,. P. 30) A multicultural consideration is making sure to recognize any personal bias and how it can influence any results for fairness and equal opportunity depending on the specific population.

**4. Assessment process in clinical mental health counseling involves four key steps (Drummond, Sheperis, & Jones, 2015):**

- (a) Identifying the nature of problems/reasons for assessment (i.e. cognitive, behavioral, emotional, social, academic, or vocational).
- (b) Choosing and implementing methods of assessment/instruments for data collections (i.e. interviews, tests, observation).
- (c) Evaluating assessment information ( i.e. scores, interpretation, and information integration including documenting findings, identifying convergent findings, explaining discrepancies, formulating a hypothesis, and making an assessment report).
- (d) Reporting results of assessment and making recommendations (i.e. description of assessed client, making a hypothesis, providing supporting methods and sources data, recommending possible solutions).

**Briefly explain why each aforementioned step is vital in the assessment and counseling process.**

The first step to identify the reasoning for the specific assessment is vital because you want to be accurate with your results and you want to have the right focus for the specific clients needs and purpose for the initial counseling session. When you know the reason for the assessment you can know which one would be best for your client and if they need cognitive evaluation compared to vocational assessment. The next step of choosing the right method of assessment is also vital because your client may not experience test anxiety and prefer an interview-like assessment instead and this will allow a trust and stronger alliance between you and your client when you know what methods of assessments work best for them. The third step is assessment is evaluating the scores and interpreting the information pulled from the assessment. This allows you to formulate effective counseling goals with the client and formulate a report of their strengths and weaknesses and areas of improvement. The last step is reporting the results and making recommendations towards a necessary diagnosis, effective resources that can help assist with the counseling sessions with your clients, job recommendations that work best with your clients personality and strengths.

**Case Conceptualization**

Rachel is a 14 year old girl who has recently been caught shoplifting. She was reported to her school by a store clerk who recognized her uniform and had caught her stealing clothes. The police were also informed and gave Rachel a warning at the police station. Her father and stepmother were appalled, having caught her previously with other students' property in her school bag earlier in the year. She was banned from going out with her friends and was given extra chores. After promising she would never steal again, she was allowed to see her friends again and the chores went back to normal.

The first time Rachel had been caught stealing was when she had just turned twelve; just over two years ago. She has been caught on seven occasions since then, including her most recent incident. Her stepmother suspects she has stolen on more occasions than this and doesn't believe that the first time she was caught was the first time she'd stolen. This is the first time that Rachel has stolen from a store though; this information is agreed upon by both Rachel and her parents. All parties agree that this is the most serious incident so far. Rachel says that she knows stealing is wrong and her parents have tried driving this home to her. Having the police involved in the most recent episode of stealing made her realize that she could get into trouble with people other than her parents and teachers, but "the police were softer" on her than her parents and teachers ever had been, presumably because her father is a police officer as well.

Rachel's parents report that her behavior has worsened significantly over the past year. Her grades have fallen to slightly above failing and she frequently skips school. Rachel has lost about 15 pounds in the past year and she often dresses in baggy clothing. Her stepmother shared that Rachel can go "days it seems" without eating.

Based on the information provided, please answer the following:

1. What areas are of clinical concern?

The areas that are of clinical concern is the behavior pattern that Rachel has with stealing, skipping school, low test scores, and not eating. These are possible signs of depression and needs to be assessed more deeply.

2. What inventories would you administer (select at least two)?

I administer a Beck Depression inventory test and the Hamilton Depression rating scale (HAM-D)

3. Provide a rationale for why you would administer the selected inventories.

I would administer these tests for Rachel because her behaviors shows signs of possible depression like irregular eating habits, dress attire of baggy clothes, and constant trouble in school and with the law to seek attention.

4. What are your PROVISIONAL diagnoses?

My provisional diagnoses for Rachel would be Depression.

5. What would you include in your treatment goals?

I would include goals towards eating more regularly, creating a length of time of not stealing and staying out of trouble. Finding ways to build up school attendance and asking for help from teachers to get her grades back up to passing. Gradually working on these goals daily and individually until we see a incremental change in Rachel's psychological mood and behaviors.