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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) _____.

- 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 most valuable lessons I have learned throughout this course are clinical reasoning, decision making and action. Decision-making is part of our days as counselors. Counselors make daily decisions, not just in our personal lives but also in our professions. As a mental health expert, making a rational clinical decision is critical to diagnose patients and establish an effective treatment intervention accurately. These clinical decisions that mental health makes impact the result of the treatment interventions.

For example, my expertise is cognitive-behavioral therapy, and my client originally entered treatment to become a more emphatic relationship with her mother. But during a session, the client shared that she was abused as a child. Although these issues could affect how the client interacts with her mother, I will continue utilizing cognitive-behavioral approaches to help her protect herself from her mother.

Nevertheless, I will refer her to an associate to help her work on childhood trauma. Therefore, enhancing my clinical decision-making skills is something that I need to work on every day to come up with a practical clinical judgment that will benefit my patients. Also, taking action toward the client's early trauma is decision-making to provide the client with professional help.

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

1 Aptitude tests measure a person's natural ability or potential to learn, while achievement tests measure what has been learned.

- i. Aptitude tests are issued more often than achievement tests, as aptitude tests provide helpful information about a person or client's cognitive abilities. An example of aptitude tests are the SAT, ACT, and GRE; these tests are required of students before entering college. These tests are an example of how the student will achieve at the next level. The Aptitude tests are also helpful in career counseling to help clients find a job based on their performance and responses while Achievement tests are vital for measuring a person's improvement and deciding whether or not content is being learned. For example, the Wechsler Individual Achievement Test is one of the more standard achievement tests in the education system to test students' reading, written language, mathematics, and oral language knowledge. The point of these tests is to determine the outcome of students' achievement scores.

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

1. ACA Code of Ethics provides: "E.8. Multicultural Issues Diversity in Assessment Counselors select and use with caution assessment techniques normed on populations other than that of the client. Counselors recognize the effects of age, color, culture, disability, ethnic group, gender, race, language preference, religion, spirituality, sexual orientation, and socioeconomic status on test administration and interpretation, and they place test results in proper perspective with other relevant factors" (ACA Code of Ethics, 2014).

a) For instance, Ashley is a middle student who relocated with her parents to the United States from Haiti after the earthquake. As a result, English is her second language Ashley can not cannot speak the English language. In addition, the school district does not have a Haitian Creole speaker; her teachers usually conduct daily routine middle readiness assessments. Nevertheless, Ashley's teacher only feels comfortable performing these assessments in English. The teacher failed to evaluate Ashley because the teacher did not want to communicate in Creole, the native language of Ashley. The teacher is worried about whether Ashley is ready for the next grade because of Ashley's behavior of whimpering during school days and lack of social skills. Therefore, the teacher is not performing the assessments in Creole, the native language of the student who cannot speak English. The teacher should be conscious that Ashley is a non-English speaking student who only knows how to communicate in her native language, Creole. Therefore, the teacher should have completed the examination in a language understood by Ashley. Instead, she still operated according to her impulses by her preference for the English language in teaching evaluations. Consequently, the result of her assessment is wrong for failure to comply with the student's essential assessment requirement. She must also accept that Ashley came from a foreign land. As such being the case, the teacher must be able to identify and comprehend the cultural background and experiences of the student and prevent making biased decisions.

2. The American Counseling Association's Code of Ethics (2014) serves to clarify ethical responsibilities of all counselors:

Objectives of ethical multicultural practice

a) Self-awareness

Counselors need to be aware of their own values, biases, and assumptions about their clients behavior.

b) Knowledge

Counselors need to be knowledgeable about the cultural values, biases, and assumptions of diverse groups of clients with whom they

work. In other words, counselors need to understand without negative judgments of the worldviews and assumptions of culturally diverse clients instead they should educate themselves about clients' culture.

c) Skills

Counselors must develop culturally appropriate intervention strategies for assisting diverse clients.

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).

The reasoning Assessment is identifying the nature and causes of a client's crisis. During the early sessions of treatment, counselors collect data and increase their understanding of their clients. At the session, clients would ask questions and explain their role in counseling. During this, the counselors would explain confidentiality and other expectations. This step is vital to the process because it will help the counselor understand how to help the client with their issues better.

(b) Choosing and implementing methods of assessment/instruments for data collections (i.e. interviews, tests, observation).

Data collection is vital and allows counselors to learn more about their clients. Also, it helps counselors understand what is most vital to the clients. Collecting and evaluating counseling data will enable counselors to develop and improve with clients during sessions. In addition, collecting data is vital during counseling because it can assist in ensuring that counselors remain in their learning and training in their practices.

When interviewing, the client's counselor must gather background information, including family history, work, educational background, social history, and environmental factors. Also, counselors should carefully evaluate a client's cognitive functioning, knowledge, skills, abilities, or personal characteristics. Finally, counselors should observe and record a client's behavior in a particular setting.

(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).

Evaluation involves scoring, interpreting, and integrating information obtained from all assessment methods and sources to answer referral questions using basic

skills such as statistical concepts, psychometric principles, and procedures. Counselors can manage accumulated data by identifying concurrent findings across methods and sources, Identifying and explaining differences in information across methodologies and sources. Finally, this step is vital to the process because it helps them reach an undetermined formulation or hypothesis of the individual's problem and Distinguish the information to include in the 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.

A report of the assessment results is an overall interpretation and diagnostic impressions. In addition, all the assessment data, behavioral observations, and relevant background information are incorporated. Also, Recommendations should relate to the problem and the general purpose of the assessment and report. Mainly if the case is a referral, recommendations can include further testing or activities that the client or others should undertake about the problem.

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

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 dressed 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 of clinical concern that are present are “Rachel can go days without eating”, “often dresses in baggy clothing”, “failing grades”, and “frequently skips school”.

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

The Beck Depression Inventory (BDI) and Beck Anxiety Inventory (BAI)

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

Rachel testified to various symptoms during the assessment. Rachel's parents had reported that they had caught her stealing multiple times. In addition, she has stolen from her parents and store. As previously Rachel has shown signs of sadness and a loss of interest in her daily routine. She has lost interest in her scholarly academics. Rachel has also reported additional symptoms. She has complained about having a loss of appetite. Rachel's stepmother said that Rachel could go "days, it seems," without eating. This has even caused weight loss. She lost about 15 pounds in the past year. In addition, Rachel has not been able to upkeep herself. She frequently dresses in baggy clothing. Her parents reported that her behavior had worsened significantly over the past year. For example, her parents prohibited her from going out with her friends and gave her extra tasks. Rachel became very emotional and told her parents she would not steal again. Rachel missed several school days as a result of her behavior.

4) What are your PROVISIONAL diagnoses?

Rachel meets diagnostic criteria for the following DSM-5 disorders:

(300.3) Obsessive-Compulsive Disorder

(296.23) Major Depressive Disorder, Severe

5) What would you include in your treatment goals?

Self-management is another technique that can be used to help Rachel. Rachel gives the appearance that her life is disorganized. Rachel has lost her ability to care for herself due to low confidence, and she is not eating. Therefore, this form of therapy is best for her. In Self-management, the counselor will use this approach to help clients manage their own lives. Treatment in this form of therapy is different from other forms of therapy. Clients play a tremendous role in this treatment—the procedures are tools to self-change, stress participation, and dedication. Self-management is used to teach people to cope with situations clients can not control. In addition, this form of management also guides clients

to develop realistic goals, how to analyze these goals for their planned behaviors and what needs to be put in place to make the change. The client then is held accountable for ensuring these techniques become successful. Finally, this form of therapy encourages clients to form resolutions about behaviors they would like revision in. Also, I would include family counseling for the parents since she is living with her stepmother. I suggest parents take proper measures if the stealing does not stop as Rachel gets counseling. The Parents can have Rachel pay for the object out of her allowance or return the stolen merchandise and apologize to the owner. However, once she completes these measurements, her parents should not talk about this matter or punish her. Therefore, Rachel would understand she has done the right thing and should be celebrated.

Systematic Desensitization is a skill that would help Rachel in her crisis to better her life. Systematic Desensitization is established on concepts of classical conditioning, which is also an approach used in behavioral therapy. In other words, it is a step-by-step strategy to get the client used to an object or situation. In this treatment, clients learn to overcome and cope with their anxiety or issues. The first thing I would do as a counselor would be to teach Rachel how to practice relaxation strategies such as meditation. It will encourage her to visualize herself not giving in to her impulses to steal. Lastly, review the order list and use the coping mechanisms to address each stressor. Covert sensitization is exposing the client to the present and giving them ways to train the brain and body to react differently to stimuli than they originally were. Rachel will learn to visualize herself stealing and then visualize the negative consequences. Also, I believe that the covert sensitization would make her feel ashamed and her desire would decrease. It could be a very effective form of treatment for Rachel.

Rachel may also benefit from a psychiatric evaluation, as she might consider taking psychotropic medication if her symptoms do not improve with therapy.