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Assessment in Counselling and Guidance

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By: Rakesh Kumar



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**Sample Preview
of the
Solved
Sample Question
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QUESTION PAPER

June – 2024

(Solved)

M.P.C.E.-22

ASSESSMENT IN COUNSELLING AND GUIDANCE

Time: 2 Hours]

[Maximum Marks: 50

Note: All Sections are compulsory.

SECTION-A

Note: Answer the following questions:

Q. 1. Explain the meaning and purpose of psychological assessment.

Ans. Ref.: See Chapter-1, Page No. 1, 'Meaning of Psychological Assessment' and 'Purpose of Assessment'.

Q. 2. Explain the pre-requisites for assessment.

Ans. Ref.: See Chapter-2, Page No. 14, 'Pre-requisites for Assessment'.

Q. 3. Define interview. Describe the characteristics of the interview.

Ans. Ref.: See Chapter-5, Page No. 38, 'Definition of Interview' and 'Characteristics of the Interview'.

Q. 4. Describe the characteristics of an effective counsellor.

Ans. Ref.: See Chapter-8, Page No. 88, 'Characteristics of an Effective Counsellor'.

SECTION-B

Note: Answer the following questions:

Q. 5. Differentiate between psychological assessment and psychological testing.

Ans. Ref.: See Chapter-1, Page No. 7, Q. No. 8.

Q. 6. Describe the five types of mindsets and the respective strategies to deal with client to improve the relationship between client and counsellor.

Ans. Ref.: See Chapter-3, Page No. 26, Q. No. 3.

Q. 7. Describe mental status examination used to obtain information about client's level of functioning.

Ans. Ref.: See Chapter-5, Page No. 40, 'Mental Status Examination', 'Higher Mental Process' and Page No. 41, 'Choice of Therapy'.

Q. 8. Discuss the Alfred Adler neo-Freudian psychodynamic therapy.

Ans. Ref.: See Chapter-6, Page No. 51, 'Alfred Adler', 'Basic Concepts' and Page No. 52, 'Process of Counselling'.

Q. 9. Explain the ABC model of Rational-Emotive therapy.

Ans. Ref.: See Chapter-10, Page No. 105, Q. No. 6 and Chapter-6, Page No. 59, Q. No. 14.

SECTION-C

Note: Write short notes on the following:

Q. 10. Empathy

Ans. Ref.: See Chapter-3, Page No. 26, 'Empathy' and Page No. 30, 'Skill of Empathy'.

Q. 11. Personality test

Ans. Ref.: See Chapter-5, Page No. 41, 'Personality Tests' and Chapter-4, Page No. 30, 'Assessment of Personality'.

Q. 12. Need for guidance at micro level

Ans. Ref.: See Chapter-14, Page No. 142, 'Need for Guidance at Micro Level'.



QUESTION PAPER

December – 2023

(Solved)

M.P.C.E.-22

ASSESSMENT IN COUNSELLING AND GUIDANCE

Time: 2 Hours]

[Maximum Marks: 50

Note: All Sections are compulsory.

SECTION-A

Note: Answer the following questions:

Q. 1. Describe the principle and process of assessment.

Ans. Ref.: See Chapter-1, Page No. 2, 'Principles of Assessment' and 'Process of Assessment'.

Q. 2. Explain Freudian psychodynamic theory.

Ans. Ref.: See Chapter-6, Page No. 50, 'Freudian Psychodynamic Theory'.

Q. 3. Explain the various areas of assessment.

Ans. Ref.: See Chapter-4, Page No. 30, 'Areas of Assessment'.

Q. 4. Explain the person-centered approach to counselling.

Ans. Ref.: See Chapter-7, Page No. 66, Q. No. 1 and Page No. 68, Q. No. 10.

SECTION-B

Note: Answer the following questions:

Q. 5. Differentiate between psychological assessment and psychological testing.

Ans. Ref.: See Chapter-1, Page No. 4, 'Types of Psychological Tests'.

Q. 6. Explain the characteristics of an effective counselor.

Ans. Ref.: See Chapter-8, Page No. 88, 'Characteristics of An Effective Counselor'.

Q. 7. Discuss Gestalt therapy.

Ans. Ref.: See Chapter-10, Page No. 99, 'Gestalt Therapy' and 'Role of the Counselor'.

Q. 8. Explain the decision-making process.

Ans. Ref.: See Chapter-11, Page No. 114, 'Decision-Making'.

Q. 9. Describe the requirements of setting up a school guidance resource center.

Ans. Ref.: See Chapter-13, Page No. 134, 'Setting up of A School Guidance Resource Centre'.

SECTION-C

Note: Write short notes on the following:

Q. 10. Need for Guidance at micro level.

Ans. Ref.: See Chapter-14, Page No. 142, 'Need for Guidance at Micro Level'.

Q. 11. Types of Evaluation.

Ans. Ref.: See Chapter-16, Page No. 171, 'Types of Evaluation'.

Q. 12. Positive Psychology.

Ans. Ref.: See Chapter-12, Page No. 122, 'Positive Psychology'.

Sample Preview of The Chapter

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ASSESSMENT IN COUNSELLING AND GUIDANCE

Introduction to Assessment: Definition, Description and Differentiating Between Testing and Assessment

1

INTRODUCTION

The process of assessment involves learning more about a person's skills, interests, tendencies, personality, attitudes, and beliefs. It is an essential component of daily living and one of a counselor's key duties. A counselor cannot provide recommendations without doing an evaluation, so learning more about the client is a crucial step. For psychological assessments in counseling, counselors use a variety of assessment techniques, the best known of which are standardized instruments called psychometric tests to assess client behaviour. Formal assessments are planned and based on certain predetermined criteria, while some assessment techniques are not standardized, such as case studies, interviews, observations, etc. In this unit, you will learn the principles, purposes, and methods of assessment, the differences between assessment and psychological tests, and different psychological tests.

CHAPTER AT A GLANCE

MEANING OF PSYCHOLOGICAL ASSESSMENT

First, let's define the term "evaluation." It can be defined as "using systematic norms or procedures to observe our behaviour." An assessment describes the state of a phenomenon at a particular time; it describes a general situation without making value judgments; it does not attempt to explain root causes; and no action is suggested. It can deal with opinion, knowledge, practice, or general situations.

Psychological assessment is the process of integrating information from multiple sources, such as tests related to aptitude, intelligence, interests, or attitudes, and information from face-to-face interviews.

Other information about personal, professional, or medical history is also collected, such as records or interviews with parents, spouses, teachers, or former therapists or doctors. Psychological evaluations gather information about individuals to provide his/her with directions and advice. This is the first step in any situation requiring guidance and advice. The process usually begins with raising a major complaint or problem - which often prompts people to seek help. A comprehensive psychological evaluation should include a biopsychosocial history, a neurologic assessment, psychological testing, and a physical examination.

Maloney and Ward describe the evaluation as follows:

1. Often there are no clear procedures or steps.
2. Often uses tests.
3. Contribute to the decision-making process of the problem, usually by reframing the problem, breaking it down into smaller chunks, or highlighting one or more parts of a problem.
4. Ask reviewers to consider, evaluate and integrate data.
5. Produce results that cannot be judged solely on psychometric grounds.

Evaluation can be both process-oriented and product-oriented. Process-oriented assessments do not necessarily result in finished products; they are primarily tools for translating ongoing relationships into immediate plans and activities.

PURPOSE OF ASSESSMENT

The purposes of assessment in guidance and counseling situations are as follows:

- Self-understanding
- To diagnose the student's problem
- To help in career planning and education
- To help predict the future performance
- To evaluate the outcome of counseling

PRINCIPLES OF ASSESSMENT

Shertzer and Linden gave evaluation principles, pointing out that evaluation should be comprehensive, continuous, balanced, accurate, and confidential. These are explained below.

(i) Assessment should be holistic: This principle includes different methods of gathering information. Using a combination of assessment techniques increases the likelihood of applying aggressive interventions and achieving desired goals. The principles of holistic assessment follow a systematic process of getting to know the individual. Evaluation measures and procedures should be based on condition. The choice of tools and procedures to be used will depend on the urgency of the situation presented. Therefore, basic data should be collected and evaluated before obtaining supporting factor information through various tests.

Holistic assessment requires the counselor to understand the client's cultural and social background, as this can explain the client's nature and personality. Different customer characteristics, such as autonomy, assertiveness, competitiveness, and adaptability to group membership, can be understood in the context of the customer's cultural background.

(ii) Assessments should be continuous: Continuous assessments compare the customer's initial problems with their current functionality. It assesses the counselor's new and urgent needs that may arise after the initial assessment, so psychological assessment must take into account the dynamic nature of human behaviour in relation to their needs, goals, abilities, etc.

(iii) Assessment should be balanced: Assessment uses both individualized and normative data. The combination of these sorts of data aims to provide more insight into the client. Which form of assessment data is necessary depends on the situation and the objective.

(iv) The assessment should be accurate: the counselor should be skilled at interpreting the data, and the assessment tool should be accurate. Counselors must be aware that mistakes could happen because no instrument is 100% accurate, and they must work to reduce mistakes by following regular methods.

(v) Assessment should be confidential: Clients should be guaranteed that the information about them that is being evaluated is secret. As a result, you will gain the counselor's trust. It is also a fundamental

counseling ethical principle. Additionally, the client will be able to establish a strong rapport based on respect and trust.

PROCESS OF ASSESSMENT

Setting or creating counseling goals is always the first stage in the assessment process. The methods and strategies for assessment are identified in accordance with the chosen aims. The purpose of these assessment tools is to provide information about the set goals. The real process of gathering data then begins, and the results are subsequently evaluated. As a result, information about the client and his circumstances is obtained. However, the interpretation of the data collected is also combined with data gathered from many sources for a thorough picture of the client.

METHODS OF ASSESSMENT

The Interview Method

There are two types of interviews: structured and unstructured. That said, interviews can range from completely unplanned (i.e., unstructured) to well-crafted (i.e., fully structured).

Structured interviews: Most structured interviews feature standardized questions, well-trained interviewers, and a specific sequence of questions, controlled timing, and a standardized response assessment format. Structured interviews will be more reliable and effective. It is designed to provide a diagnosis to the client by means of detailed questioning of the client in a "yes/no" or "definitely/somewhat/not at all" mandatory choice format. It is divided into different sections to reflect the relevant diagnoses. Structured interviews typically use closed questions, which require a simple, predetermined answer. An example of a closed-ended question is "When did this problem start? Were there any particular stressors at the time? Can you tell me how this problem arises?"

Unstructured interviews: Interviews can also be less structured, giving the client more control over the topics and focus of the interview. Unstructured interviews are best for gathering general information. Unstructured interviews typically use open-ended questions, which require more explanation and elaboration from the client.

The main features of the interview method are:

- **Description:** Interviews are particularly useful for gaining insight into the quality of interactions in social life. Verbal interactions allow researchers to understand how people perceive their subjects.
- **Exploration:** In this case, the interviewer tries to explore new variables to be studied, as this also helps with conceptual clarity.

Observation Method

Ovservation method is a fundamental technique of the data collection.

Types of Observation Method

(i) Naturalistic observation: This method is excellent for watching particular subjects. It offers recordings of natural behaviour that are reliable ecologically. Behaviours that come on suddenly are more likely to occur.

(ii) Structured observation: It enables the control of unimportant elements, and a subsequent study can be used to assess the validity of the findings. It offers a secure setting for researching controversial ideas like newborn attachment.

(iii) Unstructured observation: It provides a general picture of a situation. Useful for studying an unclear circumstance or subject.

(iv) Participant observation: It offers a perspective from “insiders.” Because the researcher is a participant, behaviours are less likely to be misinterpreted. It gives the researcher the chance to fit in and become part of the community.

Case Study Method

An extensive research or analysis of a single person is called a case study. A case study is used by a counselor to thoroughly examine a particular circumstance or person. Case studies are frequently used in clinical contexts or when it is impractical

or impossible to do lab research. Data are typically obtained from a range of sources and by employing a number of different techniques. A case study may make use of experiments, interviews, questionnaires, observations, diaries, and psychometric testing. A case study may center on a person, a family, a social group, an occasion, or a sequence of occasions.

MEANING OF PSYCHOLOGICAL TESTING

Psychometric testing is a field that uses behavioural samples to evaluate a specific individual’s mental constructs, such as cognitive and emotional performance. Psychometrics is the scientific word for psychological testing. The observation of persons completing a pre-specified task, usually suggesting test results, is referred to as behavioural sampling. Psychological tests are written, visual, or conversational examinations used to evaluate children’s and adults’ cognitive and emotional performance.

A psychometric test, according to Anastasi (2003), is a sample of an individual’s behaviour taken under standard settings and graded according to a specified set of standards, culminating in a numerical score.

As a result, a psychometric test is a technique for measuring unobserved entities known as latent variables. Psychological tests are typically, but not always, a sequence of exercises or questions that respondents must complete.

Difference between Psychological Assessment and Psychological Testing

Psychological Assessment	Psychological Testing
1. A more general phrase for assessment.	Testing is a limited concept.
2. Information is gathered during the assessment process using a variety of methodologies, including formal, informal, qualitative, and quantitative methods.	A test is a standardized technique for assessment created to gauge traits like aptitude, personality, interest, and more.
3. A professional psychological evaluation typically also involves an interview, demographic and medical data, personal history, and third-party observations.	As part of the psychological evaluation process, psychological testing (such as an IQ test, a personality test, or a mental health test) is conducted.
4. A very difficult problem-solving (question-answering) process where psychological exams are frequently employed as a technique of gathering pertinent information.	A measurement that is objective and consistent for a sample of behaviour.
5. All of the data obtained about a person is combined and evaluated during the evaluation phase.	A test only gives a partial image of a person.

PURPOSE OF PSYCHOLOGICAL TESTING

Numerous mental skills and traits, such as achievement and ability, personality, and neurological functioning, are evaluated through psychological tests. Basically, a psychometric test can be said to be a formal measurement

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of mental functioning. Most are objective and measurable; however, some projection tests may involve a degree of subjective interpretation. Also known as a checklist, measure, questionnaire, or scale, a psychological test is managed in a variety of settings, including kindergartens, schools, universities, hospitals, healthcare facilities, and social institutions. They come in many forms, including written, oral, and computerized.

CHARACTERISTICS OF A GOOD PSYCHOLOGICAL TEST

Counseling/mentoring or training and development testing is considered good if it can be said that:

1. A test measures what it claims to measure. For example, mental ability tests actually measure mental ability, not some other trait.
2. The test consistently or reliably measures what it claims to measure. This means that if someone took the test again, they would get similar results.
3. Tests are relevant. In other words, the test measures one or more characteristics that are important for specific career decisions or for predicting or monitoring educational and developmental outcomes.
4. Using tests allows individuals to make more effective decisions. For example, an interest list can help you direct clients to careers they are more likely to be happy with. Mechanical aptitude tests can help you predict who will benefit from mechanical training.

However, there are a few things to keep in mind when using psychometric testing. Proper use of tests requires:

- Complete assessment using test history and results.
- Accept responsibility for proper use of testing.
- Be aware of standard errors of measurement and other psychometric knowledge.
- Maintain the integrity of test results (e.g. correct use of marks).
- Accurate scores.
- Proper use of standards.
- Willingness to provide explanatory comments and guidance to candidates.

TYPES OF PSYCHOLOGICAL TESTS

Intelligence Tests: IQ tests are designed to measure intelligence, and IQ (or cognitive) tests and performance tests are common benchmarks. In this type of test, test takers are presented with a series

of tasks, and their responses are scored according to carefully defined guidelines. After the test is complete, the results can be aggregated and compared to the answers of a reference group, usually composed of people of the same age or grade as the person being tested. IQ tests that involve a series of tasks are usually divided into verbal and non-verbal and performance testing tasks.

Interest and Ability Tests: Interest tests assess a client's likes and dislikes, while ability tests are designed to gauge a client's potential in a particular area. These are mainly used for education and career guidance.

Attitude Tests: Attitude tests assess how a person feels about events, people, or objects. Attitude scales are used in marketing to determine individual (and group) preferences for brands or items. Typically, attitude tests use Thurston or Likert scales to measure specific items.

Performance Tests: Performance tests measure an individual's performance in a specific area. It assesses the knowledge and skills an individual has acquired after completing a course/training. Performance tests can be standardized or informal, and administered by educators.

Neuropsychological Tests: These tests include tasks specifically designed to measure mental functions known to be associated with specific brain structures or pathways.

Personality Tests: Personality tests and checklists assess the thoughts, feelings, attitudes, and behaviours that make up personality.

Objective Tests, i.e., rating scales or self-report measures: These have limited answer formats, such as allowing correct or incorrect answers or using an ordinal scale for grading. The MMPI, MCMI, and Child Behaviour Checklist are some good examples of objective personality tests.

Projective Test (free response measure): Attempts to measure personality according to the theory that individuals tend to project their own unconscious attitudes into ambiguous situations.

Direct Observation Tests: These are also used in many situations. While most psychometric tests are "rating scales" or "free response" measures, psychological assessments can also include observing people going about their activities. This type of assessment is usually given to children in the laboratory, at home, or in the classroom.