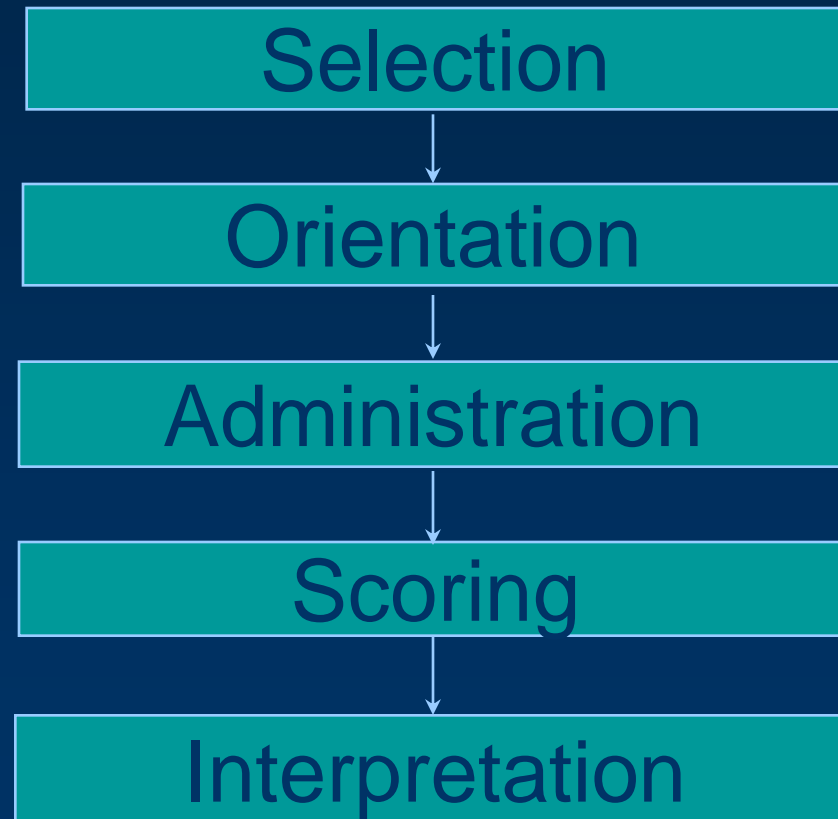


Using the Internet to Enhance Testing in Counseling

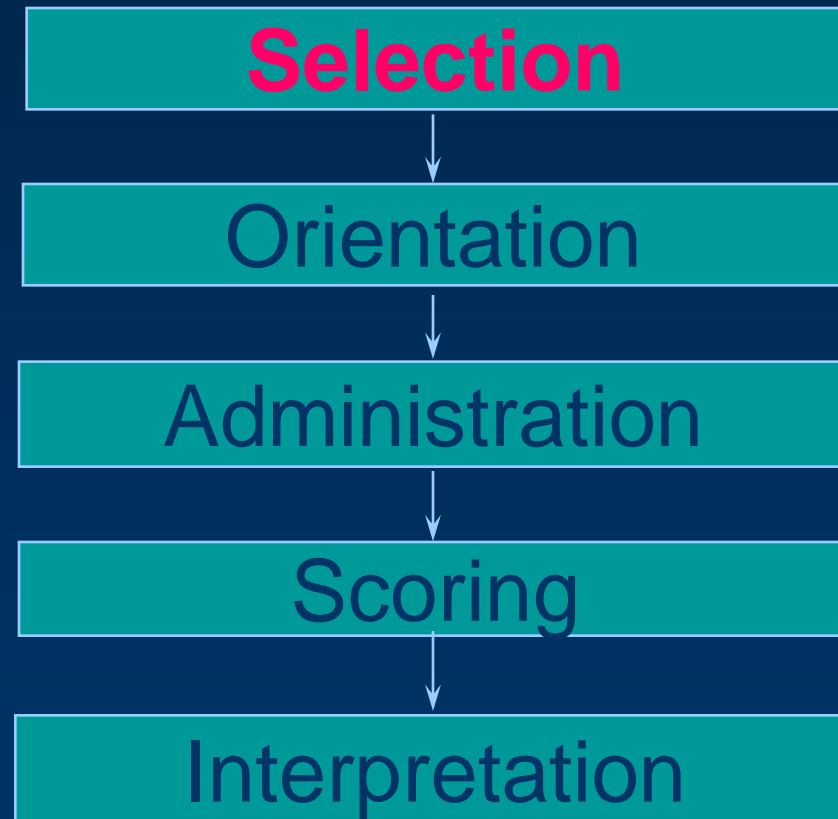
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Common Elements of Assessment



Common Elements of Assessment



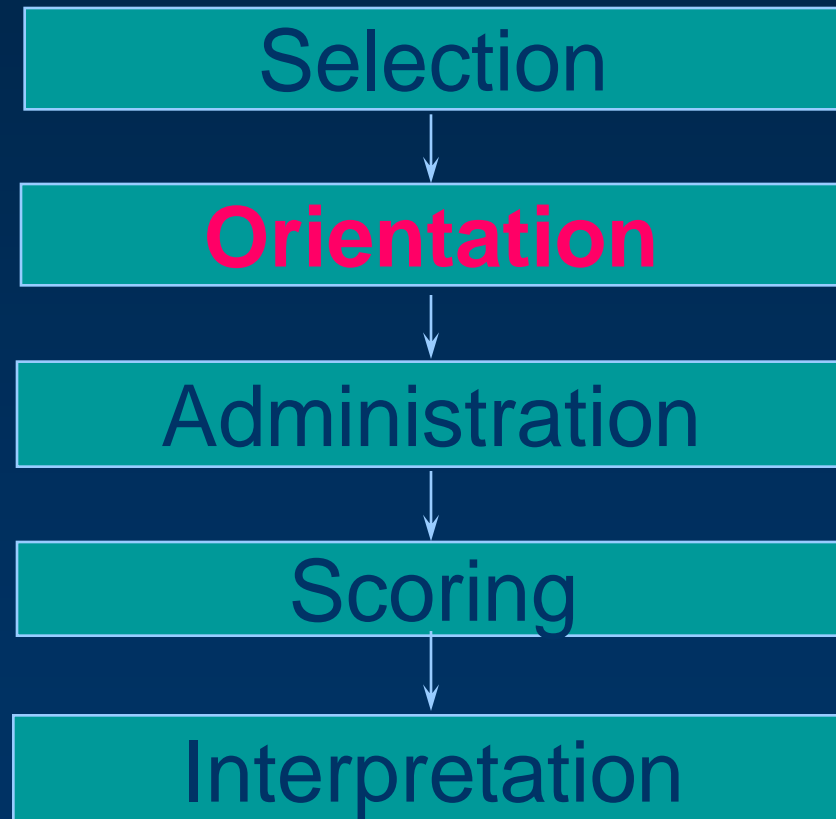
Test Selection

- Identify potential instruments related to client needs
- Select measure on technical quality

Test Selection

- Download standardized descriptions of potentially appropriate assessments
- Access links to published test reviews
- Cross-reference assessments with literature on special populations
- Access links to test publishers to obtain specimen sets or sample reports

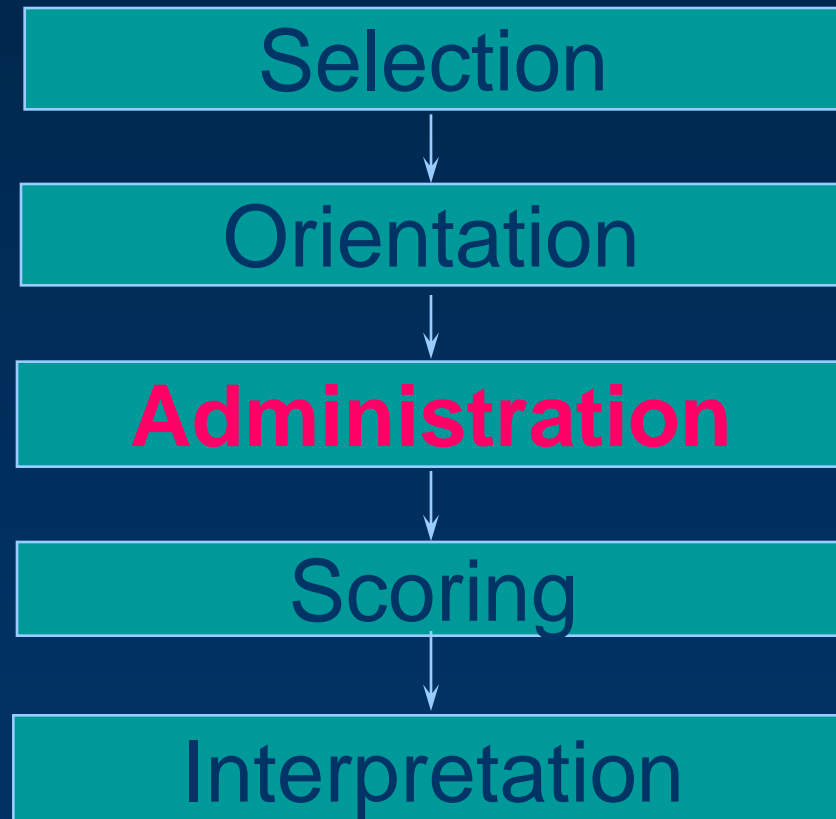
Common Elements of Assessment



Test Orientation

- Delivered to test taker or test-taker's parents or guardians
 - computer-assisted instruction
 - frequently asked questions (FAQ's)
- Theory-based or atheoretical
- Description of assessment process
- Orientation to self-assessment adds description of circumstances where counseling may be needed

Common Elements of Assessment



Test Administration

- Access tests from password-protected publisher web sites
- Access self-assessments from free self-help web sites by completing links
- Access to fee charging self-assessments require individual or org. prepayment
- E-mail or videoconferencing to seek assistance when problems occur with self-help tests

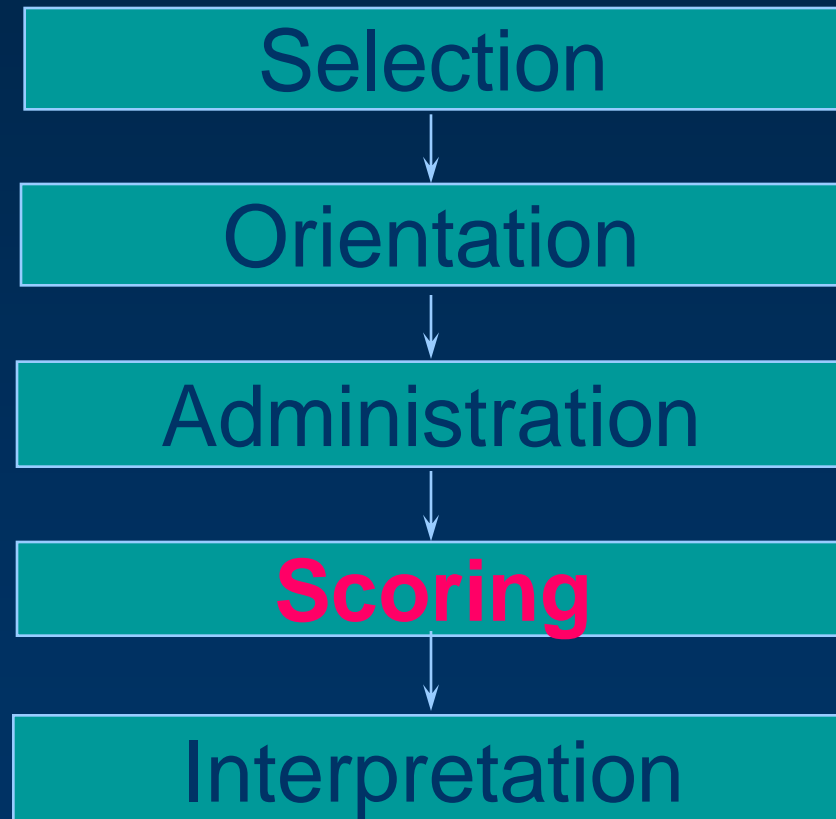
Test Administration

- Advantage
 - Remote administration - fewer barriers
- Disadvantages
 - potentially compromises standardization
 - aptitude, achievement, IQ, neurological
 - environmental factors (distractions)
 - psychological factors (intimidation)
 - no opportunity to record deviations

Test Administration

- Use of visual images as well as text
- Benefits:
 - manipulation tasks - card sorts
 - individuals with limited reading ability
- Limitations:
 - higher developmental costs
 - reactivity to irrelevant data in images

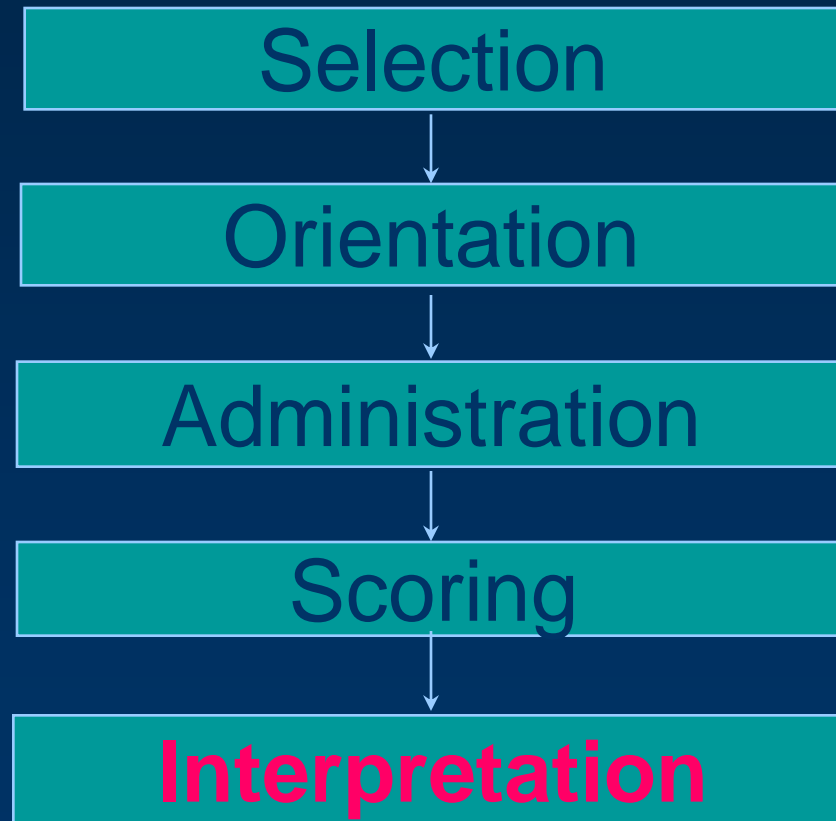
Common Elements of Assessment



Test Scoring

- Proceeds immediately after administration
- Self-assessment - no practitioner is available to explain scoring
- “Black-box” scoring may increase perceptions of “magical” answers

Common Elements of Assessment



Test Interpretation

Three aspects of test interpretation:

1. Client Preparation
2. Generalized Test Interpretation
3. Specific Test Interpretation

Client Preparation

- Begins in orientation
- Purpose and process of testing
- Repetitive information - boredom - poor counselor performance
- Computer effective with repetition
- Counselor provides specific info

Specific Test Interpretation

- Counseling: Face-to-face or distance
- Computer-based test interpretation

Specific Test Interpretation

Four options:

1. Computer-based test interpretation
2. Two-way videoconferencing
3. Moderated list servers
4. Moderated computer conferences
5. Follow-up resource links

Generalized Test Interpretation

- Basic terminology and concepts
- Repetitive information - **bored counselor** - poor performance
- Counselor may appear disinterested
- Knowledge gaps - less prepared
- Better delivered by computer
- Time used for insight and application

Computer-Based Test Interpretation (CBTI)

- Provides an **expanded** and **consistent** knowledge base
- Uses research **data** and practitioner **experience**
- More **objective** and **comprehensive**
- Less subject to interpreter **bias**

Types of CBTI

Four types of CBTI:

1. Descriptive
2. Clinician-modeled
(renowned clinician type)
3. Clinician-modeled
(statistical model type)
4. Clinical actuarial

CBTI Variation

- Self-assessment
- Counselor-mediated assessment
 - Client as consumer
 - Practitioner as consumer

Self-Assessment

- Designed for little or no practitioner assistance
- Example: Self-Directed Search
- Both generalized and specific interpretation

Counselor-Mediated Assessment

- Client as primary consumer
- Designed to include practitioner
- Example: Strong Interest Inventory
- Password-protected web site
- Generalized test interpretation
- Practitioner intervention
- CBTI specific interpretation

Counselor-Mediated Assessment

- Practitioner as primary consumer
- Example: MMPI-2
- Password-protected web site
- No generalized test interpretation
- CBTI specific interpretation
- Practitioner intervention

Relationship Issues

- Videoconferencing and face-to-face interaction - **similar**, but not **identical**
- **Equivalency** is not the issue
- **Effectiveness** is the issue
- Research and development needed

Ethical Issues

- Confidentiality
- Attractive, but invalid assessment
- Lack of needed counselor intervention
- Misuse of, or dependency on, CBTI
- Awareness of local circumstances
- Limited access to the Internet - SES
- Limited auditory and visual privacy

Ethical Standards

- National Board for Certified Counselors - Practice of Internet Counseling
- National Career Development Association - Guidelines for the Use of the Internet for Provision of Career Information and Planning Services

For Additional Information

www.career.fsu.edu/techcenter/

Thank You