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CORRECT ANSWERS ARE LOCATED IN THE 2ND HALF OF THIS DOC.

MULTIPLE CHOICE - Choose the one alternative that best completes the statement or answers the question.

1) The American Psychological Association issues both guidelines and standards. *Standards* _____, while *guidelines* _____
   A) are aspirational / must be followed.
   B) must be followed / are aspirational.
   C) are presented as an ideal / are presented as mandatory.
   D) Both are aspirational / must be followed and are presented as an ideal / are presented as mandatory are correct.

2) Which of the following is a test in which an individual is assumed to convey through some ambiguous stimulus his or her own unique needs, fears, hopes, and motivation?
   A) a projective test
   B) an objective test
   C) a self-report test
   D) a structured test

3) In his clinical practice as a _____, Neil Krishan Aggarwal focuses on cultural aspects of mental health.
   A) psychologist
   B) social worker
   C) psychotherapist
   D) psychiatrist

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4) According to Neil Krishan Aggarwal, culture influences
   A) when, where, how, and to whom patients narrate their experiences of distress
   B) the patterning of symptoms recognized as illnesses
   C) expectations about how long treatment should take
   D) All of the answers are correct.

5) To better focus on the cultural identity of a patient, a tool of assessment used by Neil Krishan Aggarwal is
   A) the MMPI
   B) the Culture-Specific Battery (CSB)
   C) the Cultural Formulation Interview (CFI)
   D) the Culture Free Assessment Schedule (CFAS)

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6) The *Common Core State Standards* was the product of
   A) a Department of Education mandate to create a nationwide K-12 curriculum.
   B) a law passed in 1969 designed to go into effect at such time that No Child Left Behind expired.
   C) a state-led effort to bring interstate uniformity to proficiency standards in various academic subjects.
   D) All of the answers are correct.

7) The *Common Core State Standards* has been very controversial as evidenced by
   A) verbal attacks by politicians
   B) demonstrations by teachers
   C) demonstrations by parents
   D) All of the answers are correct.

8) Indirectly, the USSR's launch of Sputnik had the effect of
   A) increasing cold war fears and raising defense budgets.
   B) galvanizing public interest in education and testing.
   C) compelling significant changes to the MMPI.
   D) decreasing public skepticism with regard to the validity of the Myers-Briggs Type Indicator.

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9) The ruling of the U.S. Supreme Court in the case of Ricci v. DeStefano had implications for the ways in which government agencies can
   A) disclose test scores to test takers who have taken a psychological test.
   B) use test data from applicants who have received vocational rehabilitation services.
   C) institute race-conscious remedies in hiring and promotional practices.
   D) store and retain records of a psychological nature.

10) Many of the cases brought before federal courts under Title VII of the Civil Rights Act are employment *discrimination* cases. In this context,**discrimination** is defined as the practice of making distinctions in hiring, promotion, or other selection decisions that tend to systematically favor
   A) and preserve the civil rights of any United States citizen who has been convicted of a crime.
   B) and give preference to bona fide and naturalized citizens of the United States.
   C) members of a majority group regardless of actual qualifications for positions.
   D) members of any single group regardless of actual qualifications for positions.

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11) Discrimination may occur as the result of
A) intentional action on the part of an employer.
B) unintentional action on the part of an employer.
C) both intentional action on the part of an employer and unintentional action on the part of an employer are correct.
D) None of the answers is correct.

12) Typically, when a Title VII charge of discrimination in the workplace is leveled at an employer, a claim is made that hiring, promotion, or some related employment decisions are systematically being made
A) without regard to race or ethnic background.
B) in accordance with undefined rules that favor one race or another.
C) that exclude military veterans from consideration for positions.
D) on the basis of some non-job-related variable.

13) The practice of making distinctions in hiring, promotion, or other selection decisions that systematically tend to favor members of a minority group regardless of actual qualifications for a position is called
A) discrimination.
B) reverse discrimination.
C) compensation.
D) None of the answers is correct.

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14) The legal term **disparate treatment** refers to the consequence of an employer's hiring or promotion practice that
A) was intentionally devised to yield some discriminatory result or outcome.
B) unintentionally resulted in some discriminatory result or outcome.
C) both was intentionally devised to yield some discriminatory result or outcome and unintentionally resulted in some discriminatory result or outcome are correct.
D) None of the answers is correct.

15) The legal term**disparate impact** refers to the consequence of an employer's hiring or promotion practice that
A) intentionally resulted in a discriminatory result.
B) unintentionally resulted in a claim of libel.
C) resulted in a claim of libel regardless of the employer's intent.
D) None of the answers is correct.

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16) When a claim of discrimination is made, an evaluation of the quality of a test or selection procedure will typically entail scrutiny of all of the following EXCEPT
A) the competencies actually assessed by the test.
B) the relation of competencies assessed to the job.
C) differential weighting of items on the test.
D) whether the test was true/false or multiple-choice.

17) Many large companies and organizations, as well as government agencies, hire experts in assessment to help make certain that their hiring and promotion practices result neither in disparate treatment nor disparate impact. This is so because
A) the mere allegation of discrimination can be a source of great expense for any employer.
B) being found guilty of disparate treatment has resulted in jail time for corporate employees.
C) being found guilty of disparate impact has resulted in exorbitant fines to organizations.
D) None of the answers is correct.

18) An employer accused of discrimination under Title VII will typically have to budget for a number of expenses including all of the following EXCEPT
A) the costs of fees paid to attorneys.
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B) the cost of fees paid to judges.
C) the cost of retrieval, scanning, and storage of records.
D) the costs attendant to improving and restructuring hiring and promotion protocols.

19) When a test must be administered with an aid of a translator,
A) subtle nuances of meaning may be "lost in translation."
B) pre-training for the translator is desirable.
C) pre-training for the assessor is desirable.
D) All of the answers are correct.

20) "Does a court order for a compulsory psychiatric examination of the defendant in a criminal trial violate that defendant's fifth amendment right to avoid self-incrimination?" This was the question before the court in the case of
A) *Mitchell v. State.*
B) *Allen v. District of Columbia.*
C) *Tarasoff v. Regents of the University of California.*
D) *Jaffee v. Redmond.*

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21) Persons diagnosed with different psychiatric disorders may have differing capacities to provide truly informed consent. A person suffering from which of the following disorders would have the BEST probability of providing truly informed consent?
A) dementia
B) major depression
C) schizophrenia
D) bipolar disorder

22) Which of the following is an example of a projective test?
A) the Rorschach test
B) the Myers-Briggs Type Indicator
C) the Sally-Anne test
D) the mirror test

23) In general, which of the following refers to a process whereby assessees themselves supply assessment-related information by responding to questions, keeping a diary, or monitoring thoughts or behaviors themselves?
A) a projective test
B) a self-report
C) a nonobjective test
D) an administered report

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24) Which defendant argued (unsuccessfully) in his appeal that his death penalty conviction should be set aside because he was suffering from a mental disease?
A) Tarasoff
B) Daubert
C) Zink
D) Mitchell

25) Which of the following traits is most likely to be valued in an individualist culture?
A) conformity
B) cooperation
C) self-reliance
D) interdependence

26) Which of the following positions would Galton support?
A) Genius runs in families.
B) Environment is the most important determinant of genius.
C) Genius ruins families.
D) Darwin's theory was overstated.

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27) How did the work of Wundt differ from that of Galton, Binet, and James McKeen Cattell?
A) Wundt used standardized psychological tests.
B) Wundt utilized humans and not animal research subjects.
C) Wundt focused on how individuals were the same rather than different.
D) Wundt focused on how individuals were different rather than the same.

28) Who is credited with being the originator of the psychometric concept of *test reliability*?
A) Spearman
B) Pearson
C) Kraepelin
D) Titchener

29) Who coined the term *mental test* in 1890?
A) Binet
B) Cattell
C) Wundt
D) Galton

30) Much of nineteenth-century psychological measurement focused on
A) intelligence.
B) ethics and values.
C) sensory abilities.
D) personality traits.

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31) Which of the following would be LEAST likely to be used as an item on a projective test of personality?
A) ink spilled on paper
B) a painting of a rowboat on a lake
C) a cloud
D) a digital clock

32) Projective tests may be viewed as remedying a deficiency of which other type of psychological test?
A) intelligence tests
B) proficiency tests
C) self-report tests
D) neurological tests

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33) In addition to his test-related "claim to fame," this man was the first football coach at the University of Southern California. He is, of course,
A) Robert S. Woodworth.
B) Henry H. Goddard.
C) Ovide Decroly.
D) Lightner Witmer.

34) Which of the following traits is most likely to be valued in a collectivist culture?
A) conformity
B) autonomy
C) independence
D) competitiveness

35) Research published by Henry H. Goddard supported
A) the pro-life movement.
B) the anti-whaling movement.
C) the eugenics movement.
D) the labor union movement.

36) In the context of discrimination in the workplace, which of the following is true of the legal term disparate impact?
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A) It is not viewed as the product of motivation.
B) It is viewed as a product of planning.
C) It is not viewed as a result of unintentional employer practices.
D) It is usually devised to yield some discriminatory result.

37) Psychological test data gathered from immigrant assessees at Ellis Island by Henry Goddard was
A) cited extensively in Goddard's best-seller *Welcoming Europe's Gifted.*
B) used to argue against compulsory sterilization for the "feeble-minded."
C) cited to support anti-immigration arguments and legislation.
D) compiled to determine the incidence of feeble-mindedness worldwide.

38) The beginning of the group intelligence testing movement is best associated with
A) the need to identify slow learners in school.
B) the need to identify the best applicant for a job.
C) the military's need to screen the intellectual ability of recruits.
D) the civil service system's need to identify qualified postal workers.

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39) In the 1930s, *clinical psychology* was synonymous with
A) personality testing.
B) mental testing.
C) vocational testing.
D) educational testing.

40) Which of the following represents a problem unique to self-report personality tests?
A) Respondents might be unwilling to reveal something negative about themselves.
B) Respondents may be too "low" on the construct being measured for the trait to register properly on the test.
C) The reading ability of respondents may prevent them from responding accurately to items.
D) All of the answers are correct.

41) An approach to personality assessment that does not employ self-report methods is referred to as
A) a reflective method.
B) a projective method.
C) a factorial method.
D) a nonempirical method.

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42) Which of the following was the first personality test to be developed after the first world war?
A) the Bernreuter Personality Inventory
B) the Mooney Problem Checklist
C) the Personal Data Sheet
D) the MMPI

43) "Never shoot 'em in the back," "Do not fudge data," and "A captain goes down with his ship" are all BEST characterized under the general heading of
A) laws.
B) ethics.
C) rules.
D) traditions.

44) A body of principles of "right," "proper," or "good" conduct is referred to as a body of
A) laws.
B) ethics.
C) traditions.
D) rules.

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45) Which historical event was the impetus for the awarding of federal funds to schools in an effort to identify gifted and talented students?
A) World War I
B) World War II
C) the launch of Sputnik
D) the presidential election of 1960

46) Tests relevant primarily to white middle-class students produce inaccurate and misleading test scores when administered to lower-class African-American students. This was the conclusion of a court in which of the following cases?
A) *Diana v. State Board of Education* (1970)
B) *Hobson v. Hansen* (1967)
C) *Larry P. v. Riles* (1979)
D) *Debra v. Turlington* (1981)

47) In which case was it ruled that IQ tests cannot be administered to African-American students for the purpose of placement in special education classes?
A) *Diana v. State Board of Education* (1970)
B) *Hobson v. Hansen* (1967)
C) *Larry P. v. Riles* (1979)
D) *Smith v. Board of Education* (1981)

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48) In which case was it ruled that employment tests must measure the person for the specific job for which he or she is applying?
A) *Allen v. District of Columbia* (1993)
B) *Adarand Constructors, Inc. v. Pena et al.* (1985)
C) *Griggs v. Duke Power Company* (1971)
D) *Grutter v. Bollinger, et al.* (2003)

49) *Griggs v. Duke Power Company* and *Albemarle Paper Company v. Moody* had what issue in common?
A) the use of tests that discriminate against minorities because they do not measure the specific skills required for the job
B) the use of tests that discriminate against minorities in that they were unfairly used to terminate employment
C) the use of tests that discriminate against minorities because examiners administering the tests were biased
D) the use of tests that discriminate against minorities because the test data were used unfairly to determine promotions

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50) In which court case did the court find that minimum competency testing in the State of Florida perpetuated the effects of past discrimination?
A) *Diana v. State Board of Education* (1970)
B) *Hobson v. Hansen* (1967)
C) *Larry P. v. Riles* (1979)
D) *Debra P. v. Turlington* (1981)

51) What publication presents standards for constructing and using fair and non-discriminative employment tests?
A) *Ethical Standards of Psychologists*
B) *Guidelines for Fair and Nondiscriminative Employment Testing*
C) *Uniform Guidelines on Employee Selection Procedures*
D) *Specialty Guidelines in Administering and Interpreting Employment Tests*

52) *The Family Education Rights and Privacy Act* mandated that
A) parents and students have an opportunity to review their school records.
B) all children have a right to attend private schools with public funds.
C) parents and students have no right to challenge the content of school records.
D) families who are victims of identity theft are eligible for special grants.

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53) Truth-in-testing laws relate to tests typically administered in
A) elementary and secondary school.
B) nursery school.
C) postsecondary and professional school.
D) hair, makeup, and cosmetology academies.

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54) Which of the following is a key provision in truth-in-testing legislation?
A) Only tests approved by APA may be published.
B) Answers keyed "correct" must indeed be correct.
C) Two proofs of identification are required to sit for federal examinations.
D) Test questions and answers must be revealed to all test takers.

55) Tests are categorized as
A) level 1, 2, or 3, depending on how difficult it is to administer the test.
B) level A, B, and C, depending on how much testing-related knowledge is necessary to administer the test.
C) level alpha, beta, or gamma, depending on how many years of education are required by test takers to be admitted for testing.
D) "thumbs up" or "thumbs down" by the APA Council on Testing.

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56) *The Code of Fair Testing Practices in Education* was developed and endorsed by
A) test publishers.
B) professional organizations.
C) Congress.
D) Both test publishers and professional organizations are correct.

57) Which of the following statements is NOT true about Henry Goddard?
A) He raised questions about how meaningful intelligence tests were for people of diverse backgrounds.
B) He used intelligence test data to argue against capital punishment for the "feebleminded."
C) He advocated for the institutionalization or sterilization of the mentally retarded to prevent future generations from having low intelligence.
D) He developed a culturally sensitive intelligence test that measured culturally specific aspects of intelligence common to East Asian immigrants.

58) A client tells his psychologist that he is planning to kill his girlfriend. The psychologist has reason to believe that the client will act on this plan. In this situation, the psychologist has a duty to
A) keep the information privileged and address the problem in therapy.
B) keep the information confidential and address the problem in therapy.
C) warn the endangered third party or call the police.
D) contact the client for an emergency session to explore the client's motivation and plan of action.

59) In general, test takers have the right
A) to know why they are being tested.
B) to know the results of the test they took.
C) to know how the test data will be used.
D) All of the answers are correct.

60) The "privilege" referred to in the term *privileged communication* belongs to
A) the test developer.
B) the test user.
C) the test taker.
D) the test publisher.

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61) The matter of having test findings held confidential by psychologists is
- A) a matter of professional ethics.
- B) a right upheld by case law.
- C) a right cited in legislation.
- D) All of the answers are correct.

62) Which is TRUE of Oregon's Death with Dignity Act?
- A) Relatives of the patient must arrange a consultation with an Oregon-licensed psychologist or psychiatrist who must be available to consult with the family for a one-year period subsequent to the patient's demise.
- B) The patient must have less than a year to live to be covered by this Act.
- C) A psychologist or psychiatrist may be requested to evaluate the patient for impaired judgment and the presence of psychopathology.
- D) All of the answers are correct.

63) A psychologist licensed in Oregon may not accept a referral to evaluate a dying patient under the provisions of Oregon's Death with Dignity Act
- A) in the belief that it does not fall within the scope of their practice.
- B) if that psychologist had previously treated the dying patient for any psychosis.
- C) if the dying patient is a member of the psychologist's family.
- D) All of the answers are correct.

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64) In the psychological assessment of a dying patient in Oregon who is requesting "death with dignity" assistance, the role of the assessor is to evaluate the dying patient's
- A) family support system.
- B) competency to make a life-ending decision.
- C) level and sensitivity to pain.
- D) All of the answers are correct.

65) Which behavioral scientist viewed individual differences as a source of error in experimentation?
- A) Cattell
- B) Darwin
- C) Wundt
- D) Witmer

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66) Who coined the term "mental test"?
- A) Alfred Binet
- B) James Cattell
- C) Victor Henri
- D) Charles Spearman

67) During World War I, Robert Woodworth and his committee developed a measure of
- A) intelligence.
- B) emotional stability.
- C) conscientious objection.
- D) patriotism.

68) An intelligence test originally written in English is to be administered to a group of Japanese immigrants who do not speak English. In order to obtain an accurate measure of intelligence and attempt to eliminate any possible effects due to language, the test administrator should
- A) have a professional translator read the test to the group, simultaneously translating the items word-for-word.
- B) have a friend or family member of the group who is fluent in English and Japanese read the test to the group, simultaneously translating the items word-for-word.
- C) have a teacher fluent in Japanese and English conduct a brief tutorial in English prior to administering the test in English, with specific attention given to the meaning of the wording of key items and corresponding responses.
- D) None of the answers is correct.

69) According to your textbook, nonverbal communication or "body language" does NOT
- A) exist in all cultures.
- B) impact the perceptions of others.
- C) convey the same meaning across cultures.
- D) accurately predict which way a poor driver will turn.

70) Sigmund Freud believed that nonverbal behaviors provide clues regarding
- A) intelligence.
- B) achievement.
- C) ethnicity.
- D) motivation.

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71) Which organization published *Technical Recommendations for Psychological Tests and Diagnostic Tests*?
A) the American Psychological Association
B) the American Educational Research Association
C) the National Council on Measurement in Education
D) the Council for Exceptional Children

72) Consistent with recommendations regarding professional ethics, post-test feedback to test takers
A) must avoid any information that may arouse anxiety.
B) should focus on only "positive" findings.
C) should be accurate and understandable.
D) will always use diagnostic labels sparingly.

73) As mentioned in your text, which of the following is a means of safeguarding test records?
A) storing records at an external storage facility away from the office
B) only allowing security officials to have computer passwords
C) installing and maintaining a special alarm system in the record storage room
D) storing test records in a locked filing cabinet

74) One of the consequences of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) is that
A) it enabled clients to sue mental health professionals for overcharging.
B) psychotherapy notes require more stringent protection than other types of records.
C) mental health professionals may not bill for completing insurance paperwork.
D) service providers must provide confidential information to health insurance companies.

75) The fact that employment testing materials and procedures must be essential to the job and not discriminate against persons with disabilities is attributable to which legislation?
A) Americans with Disabilities Act of 1990
B) Civil Rights Act of 1964
C) Family Education Rights and Privacy Act of 1974
D) Education for All Handicapped Children Act of 1975

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76) Which legislation provided that all children with suspected mental or physical disabilities must be evaluated periodically by a team of professionals?
A) Americans with Disabilities Act of 1990
B) Civil Rights Act of 1964
C) Family Education Rights and Privacy Act of 1974
D) Education for All Handicapped Children Act of 1975

77) Which legislation provided that parents and eligible students be given access to school records?
A) Americans with Disabilities Act of 1990
B) Civil Rights Act of 1964
C) Family Education Rights and Privacy Act of 1974
D) Education for All Handicapped Children Act of 1975

78) Which legislation provided that employers, when making employment decisions with ability tests, cannot use different cutoff scores on the basis of race, religion, sex, or national origin?
A) Americans with Disabilities Act of 1990
B) Civil Rights Act of 1964
C) Family Education Rights and Privacy Act of 1974
D) Education for All Handicapped Children Act of 1975

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79) Which legislation modified privacy standards thus restricting the way that mental health providers can use patients' personal information?
A) Americans with Disabilities Act of 1990
B) Individuals with Disabilities Education Act of 1997
C) Family Education Rights and Privacy Act of 1974
D) Health Insurance Portability and Accountability Act of 1996

80) Ability tests developed using samples of white test takers cannot be used to track African-American students in the school system. This was the essence of the ruling in which of the following court cases?
A) *Griggs v. Duke Power Company* (1971)
B) *Larry P. v. Riles* (1979)
C) *Debra P. v. Turlington* (1981)
D) *Hobson v. Hansen* (1967)

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81) Which court case resulted in the ruling that intelligence tests could not be used to place African-American children in special classes in California?
A) *Hobson v. Hanson* (1967)
B) *Larry P. v. Riles* (1979)
C) *Debra P. v. Turlington* (1981)
D) *Griggs v. Duke Power Company* (1971)

82) A general ability test predicted job performance but was found to be discriminatory because whites scored better on it on average than African-Americans. This is a reference to which of the following court cases?
A) *Adarand Constructors, Inc. v. Pena et al.* (1995)
B) *Jaffee v. Redmond* (1996)
C) *Griggs v. Duke Power Company* (1971)
D) *Albemarle Paper Company v. Moody* (1976)

83) Which court case culminated in a ruling that a city fire department could use a test of specific firefighting abilities to make promotion decisions even if whites tended to outscore African-American firefighters?
A) *Allen v. District of Columbia* (1993)
B) *Adarand Constructors, Inc. v. Pena et al.* (1995)
C) *Regents of the University of California v. Bakke* (1978)
D) *Jaffee v. Redmond* (1996)

84) Which court case resulted in the ruling that the federal government cannot apply affirmative action principles in awarding federal contracts to companies unless there is a compelling reason to do so?
A) *Allen v. District of Columbia* (1993)
B) *Adarand Constructors, Inc. v. Pena et al.* (1995)
C) *Regents of the University of California v. Bakke* (1978)
D) *Jaffee v. Redmond* (1996)

85) Which court case resulted in the ruling for the first time that diversity considerations can be used in university admissions decisions?
A) *Allen v. District of Columbia* (1993)
B) *Regents of the University of California v. Bakke* (1978)
C) *Chan v. Yale University* (1996)
D) *Tarasoff v. Regents of the University of California* (1974)

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86) Which court case resulted in the ruling that the communication between a psychotherapist and a patient is privileged in federal courts?
A) *Allen v. District of Columbia* (1993)
B) *Adarand Constructors, Inc. v. Pena et al.* (1995)
C) *Regents of the University of California v. Bakke* (1978)
D) *Jaffee v. Redmond* (1996)

87) Which court case resulted in the ruling that psychotherapists must reveal privileged information if a third party is endangered?
A) *Allen v. District of Columbia* (1993)
B) Regents of the University of California v. Bakke (1978)
C) *Jaffee v. Redmond* (1996)
D) *Tarasoff v. Regents of the University of California* (1974)

88) Which court case reaffirmed the rights of universities to use race in admissions decisions on a time-limited basis to further the educational benefits that flow from a diverse student body?
A) *Allen v. District of Columbia* (1993)
B) *Malcolm v. Las Vegas Technical School* (2008)
C) *Grutter v. Bollinger* (2003)
D) *Jaffee v. Redmond* (1996)

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89) A psychologist who does not act in the same or similar way that other reasonable psychologists would have acted under the same or similar circumstances may be found liable for
A) incompetency.
B) negligence.
C) abuse.
D) malpractice.

90) In the everyday practice of psychological assessment, how do questions and issues about a test taker's proficiency in the English language typically get resolved?
A) by a determination based on the number of years of formal education in English
B) by the score achieved on a test of English as a Second Language
C) on a case-by-case basis
D) informal evaluation of comprehension of "knock-knock" jokes

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91) Many test taker characteristics are affected by culture including
A) a test taker's expressive communication skills.
B) a test taker's nonverbal communication.
C) a test taker's receptive communication skills.
D) All of the answers are correct.

92) With regard to litigation involving hiring and promotion, it is a fact that
A) tests that yield scores that systematically show differences by racial group cannot be used for any purpose.
B) local, state, and federal courts are in agreement as to which psychological tests may and may not be used.
C) only tests shown to predict job success may be used.
D) None of the answers is correct.

93) Which is the BEST example of malpractice by a psychologist?
A) A psychologist misdiagnosed a client.
B) A psychologist acted in a significantly different way as compared to the way that other psychologists would have acted under the same or similar circumstances.
C) A psychologist who did not hold a doctoral degree administered and interpreted tests while employed as a school psychologist.
D) A psychologist learned about principle of psychological test use by watching selected reruns of *Dr. Phil* on *Hulu*.

94) Which of the following is the MOST important reason why translating a test into another language is not recommended?
A) It can be extremely costly.
B) It can be extremely time-consuming.
C) Meanings of the items may change.
D) Translation must conform to the specific dialect of the test taker.

95) To ensure that a test developed for national use is indeed suitable for national use, test developers
A) employ a culturally representative group of examiners.
B) have a culturally representative panel of experts review test items.
C) post sample items on the Web to elicit feedback from various groups.
D) All of the answers are correct.

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96) Sir Francis Galton measured each of the following EXCEPT
A) the mental ability of humans.
B) genetic inheritance in sweet peas.
C) the standing height of humans.
D) the sitting height of humans.

97) Legal and ethical mandates regarding vocational assessment require that performance on vocational tests measure
A) important cultural factors.
B) job-related abilities.
C) unobtrusive variables.
D) All of the answers are correct.

98) Ultimately, which of the following parties to the assessment enterprise provides the guidance for determining what constitutes the fair use of tests in the hiring process?
A) test publishers
B) test users
C) society at large
D) test-takers

99) The *Daubert* case had implications for the role of
A) psychologists with respect to admitting patients to mental hospitals.
B) judges with respect to admitting expert testimony into evidence.
C) test publishers with respect to hiring test developers.
D) All of the answers are correct.

100) The origins of *Daubert v. Merrell Dow Pharmaceuticals* can be traced to
A) Mrs. Henry Daubert taking a prescription drug to relieve nausea.
B) Mr. Henry Daubert enduring five hours of discomfort after taking prescription *Viagra*.
C) Mrs. Henry Daubert enduring five hours of discomfort as a result of her husband taking prescribed medication.
D) None of the answers is correct.

101) In the case of *Daubert v. Merrell Dow Pharmaceuticals*, the plaintiff (Daubert)
A) did not win the case at the original trial.
B) did not win the case on appeal.
C) first won the case at the level of the Supreme Court.
D) All of the answers are correct.

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102) In the 1923 case of *Frye v. United States*, the Court held that scientific research is admissible into evidence
A) at the sole discretion of the Court.
B) only when successfully challenged by a competent second expert.
C) when the research enjoys general acceptance.
D) if the research was based on a scholarly review of the literature.

103) The significance of *Daubert v. Merrell Dow Pharmaceuticals* is that
A) trial judges were given wider discretion in terms of what shall be admitted into evidence.
B) trial judges were given a "gatekeeping" function.
C) trial judges could admit into evidence scientific testimony that had not yet won general acceptance in the scientific community.
D) All of the answers are correct.

104) From the intelligence test data he gathered at Ellis Island, Henry Goddard concluded that many of the people attempting to immigrate to the United States were "feebleminded." This conclusion was
A) entirely justified as shown in subsequent research by Lewis Terman.
B) largely the result of using a test that overestimated mental deficiency.
C) probably an exaggeration due to Goddard's known prejudice.
D) in keeping with the culture of the day which focused on nurture over nature.

105) Laws are rules of conduct that derive from a society's
A) legislatures.
B) courts.
C) code of ethics
D) Both legislatures and courts are correct.

106) Taken together, the cases of *PARC v. Commonwealth of Pennsylvania* (1971) and *Mills v. Board of Education of District of Columbia* (1972) illustrate
A) why psychological tests must be used responsibly.
B) how litigation can lead to legislation.
C) judicial enforcement of the right to privacy.
D) why public parks are ideally within walking distance from public schools.

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107) "If an expert claimed something that most other experts in the field would agree with, the testimony would be admitted into evidence." This statement BEST applies to the admission of expert testimony into evidence as provided by which litigation?
A) *Daubert*
B) *Frye*
C) *Kumho*
D) *Mathis*

108) The *right of informed consent* refers to test takers' right to know
A) why they are being evaluated.
B) how the test data will be used.
C) what, if any, information will be released to whom.
D) All of the answers are correct.

109) An issue in the case of *Mills v. Board of Education of District of Columbia* was whether or not
A) culturally different children could receive a public education.
B) children with physical impairments could receive a public education.
C) children with emotional impairments could receive a public education.
D) foster children of Heather Mills must pay for private tutoring.

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110) In the case of *Iverson v. Frandsen,* Carmel Iverson brought an unsuccessful lawsuit for libel against Dr. Frandsen on behalf of her daughter. According to the text, Frandsen may have prevailed in a lawsuit against
A) the school principal for sexual harassment.
B) Frandsen's assistant for failure to properly obtain informed consent.
C) the school guidance counselor for breach of confidentiality.
D) the daughter's teacher for her failure to refer for services.

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Answer Key

Test name: Chapter 02

1) B
2) A
3) D
4) D
5) C
6) C
7) D
8) B
9) C
10) C
11) C
12) D
13) B
14) A
15) D
16) D
17) A
18) B
19) D
20) A
21) B
22) A
23) B
24) C
25) C
26) A
27) C
28) A
29) B
30) C
31) D
32) C
33) B
34) A
35) C
36) A
37) C

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38) C
39) B
40) A
41) B
42) C
43) B
44) B
45) C
46) B
47) C
48) C
49) A
50) D
51) C
52) A
53) C
54) D
55) B
56) D
57) D
58) C
59) D
60) C
61) D
62) C
63) A
64) D
65) C
66) B
67) B
68) D
69) C
70) A
71) A
72) C
73) D
74) B
75) A
76) D
77) C

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78) B
79) D
80) D
81) B
82) D
83) A
84) B
85) B
86) D
87) D
88) C
89) D
90) C
91) D
92) D
93) B
94) C
95) B
96) A
97) B
98) C
99) B
100) A
101) D
102) C
103) D
104) B
105) D
106) B
107) B
108) D
109) C
110) C

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Chapter 2
Historical, Cultural, and Legal/Ethical Considerations

Brief Chapter Outline

I. A Historical Perspective
- A. Antiquity to the Nineteenth Century
- B. The Twentieth Century
  - The measurement of intelligence
  - The measurement of personality
  - The academic and applied traditions

II. Culture and Assessment
- A. Evolving Interest in Culture-Related Issues
- B. Some Issues Regarding Culture and Assessment
  - Verbal communication
  - Nonverbal communication and behavior
  - Standards of evaluation
- C. Tests and Group Membership
  - Psychology, tests, and public policy

III. Legal and Ethical Considerations
- A. The Concerns of the Public
  - Legislation
  - Litigation
- B. The Concerns of the Profession
  - Test-user qualifications
  - Testing people with disabilities
  - Computerized test administration, scoring, and interpretation
  - Guidelines with respect to certain populations
- C. The Rights of Testtakers
  - The right of informed consent
  - The right to be informed of test findings
  - The right to privacy and confidentiality
  - The right to the least stigmatizing label

Close-up: The Controversial Career of Henry Herbert Goddard

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Meet an Assessment Professional: Meet Dr. Neil Krishan Aggarwal

Everyday Psychometrics: Life-or-Death Psychological Assessment

Self-Assessment

References

Terms to Learn

Individualist culture versus collectivist culture

Individualist culture: This culture is characterized by value being placed on traits such as self-reliance, autonomy, independence, uniqueness, and competitiveness.

Collectivist culture: This is a culture in which value is placed on traits such as conformity, cooperation, interdependence, and striving toward group goals.

Some Relevant Reference Citations

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Smith, P. B., Torres, C. V., Hecker, J., et al. (2011). Individualism–Collectivism and Business Context as Predictors of Behaviors in Cross-National Work Settings: Incidence and Outcomes. *International Journal of Intercultural Relations,* 35(4), 440–451.

Vinall, J., Riddell, R. P., and Greenberg, S. (2011). The Influence of Culture on Maternal Soothing Behaviors and Infant Pain Expression in the Immunization Context. *Pain Research & Management,* 16(4), 234–238.

For Class Consideration

Although there is a traditional distinction between an individualist culture and a collectivist culture, how meaningful is this distinction? To what extent are cultures viewed as "individualist" in nature? To what extent are cultures viewed as "collectivist" in nature? What is the relevance of the distinction between the individualist culture and the collectivist culture for psychological assessors?

Class Discussion Questions

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Here is a list of questions that may be used to stimulate class discussion as well as critical and generative thinking with regard to some of the material presented in this chapter of the text.

1. A number of people are cited in the textbook as being influential in the development of modern-day psychological testing and assessment. Who would you nominate as the most influential, and why?

2. What impact does culture have on the process of psychological assessment, verbal communication, and nonverbal communications? What situations can students share from their personal experience that illustrate the impact?

3. In some countries, political dissidents are silenced on the basis of psychiatric tests that indicate that they need to be hospitalized involuntarily. Could that happen in your country? What is the role of professional organizations and other parties in the assessment industry in ensuring that such abuses do not occur? What might be the other ways in which it is possible to abuse psychological tests? Are students aware of any such abuses?

4. Initiate a class discussion on a scenario in which a clinician in an independent practice is treating a client whom he or she has self-referred for depression. During the course of therapy, the clinician learns that the client has recently tested positive for HIV. The client further reports that he has had a number of "one-night stands" in which he had unprotected sex with anonymous partners. What action should the clinician take?

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5. Here is a bit of television trivia that you may want to share with your class as a popular culture "sidebar" to Henry Goddard's book on *The Kallikaks*.

   In August 1977, NBC premiered a new television series entitled *The Kallikaks*. Much like the CBS sitcom that preceded it, *The Beverly Hillbillies*, this new comedy featured a family coming from a rural environment (in this case, Appalachia) to California. Unlike the long-running CBS sitcom *The Beverly Hillibillies*, however, *The Kallikaks* was cancelled after telecasting only five episodes.

   The cast of *The Kallikaks* was as follows:
   - Jasper T. Kallikak: David Huddleston
   - Venus Kallikak: Edie McClurg
   - Junior Kallikak: Patrick J. Peterson
   - Bobbi Lou Kallikak: Bonnie Ebsen (who, by the way, was the real-life daughter of "Jed Clampett" on *The Beverly Hillibillies*, actor Buddy Ebsen)

In-Class Demonstrations

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1. **Bring Something to Class.**

   Bring the following test-related reference materials to class for discussion.

   a. The *Standards*

      Bring the latest edition of the *Standards for Educational and Psychological Testing* to the class, and discuss selected topics such as the standards pertaining to professional behavior.

   b. The *APA Ethical Standards*

      Bring the latest edition of *Ethical Standards of Psychologists* (published by the American Psychological Association) to the class, and discuss selected topics exemplifying what constitutes the ethical use of tests.

   c. The ethical standards of another professional organization

      Bring to the class the latest edition of the published ethical guidelines of a specialty group within psychology or education, such as the guidelines published by the National Association of School Psychologist or those published by the Association for Counseling and Development. Discuss sample principles from these documents, and have students relate their own experiences with these tests and the assessment process that would either be consistent or inconsistent with the samples cited.

   d. A sample culture-specific test

      Bring to the class a sample of "culture-specific tests" such as the Black Intelligence Test of Cultural Homogeneity (Williams, 1975) or the Cultural/Regional Uppercrust Savvy Test (Herlihy, 1977). After reading aloud some of the items from the test to the class, discuss students' impressions of these tests. What are the pros and cons of using "culture-specific tests" in schools, in industries and organizations, and in other settings such as clinics?

2. **Bring Someone to Class.**

   Invite an individual (from the options listed below) to speak to the class.

   a. A person who immigrated to the United States

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With regard to the discussion of the psychological testing at Ellis Island, ask students to identify someone who is able and willing to share his or her recollections of his or her parents or grandparents immigrating to the United States. The instructor may wish to pre-interview this individual either in person or via a phone call to assess whether or not it would be appropriate to have this person address the class with his or her memories of immigration.

b. A faculty member from the History Department

Invite a faculty member of the History Department (in your university or a neighboring one) to shed some additional light on the historical aspects of testing and assessment from antiquity to modern times.

c. A faculty member from the Department of Ethnic Studies

Invite a faculty member who teaches an ethnic studies course (in your university or a neighboring one) from a department that deals with ethnic studies. Ask this faculty member to speak to the class about "culture and psychological assessment."

d. A faculty member from a law school

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Invite a faculty member who is affiliated with your university or a law school nearby to speak to your class. Ask this faculty member to present either a general overview of law and psychological assessment or a more specific presentation on law, such as "Psychological Assessment in the Era of Daubert."

e. A lawyer who practices civil law

Invite a local, practicing attorney to share his or her experience litigating civil cases that have involved issues of psychological assessment with your class.

f. A lawyer who practices criminal law

Invite a local, practicing attorney to share his or her experience litigating criminal cases that have involved issues of psychological assessment with your class.

g. A special education official

Invite a special education official, such as a due process hearing officer, to your class to discuss the implications of state and federal law for testing and assessment practices. Ask this person to discuss his or her firsthand experiences,

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if any, with any of the legislation or litigation cited in this chapter.

h. A personnel director

Invite a corporate personnel director to your class to discuss the implications of recent court decisions on employment selection procedures and the field of human resources in general.

i. The director of the office of students with disabilities

Invite a university coordinator of disability concerns or the director of the office of students with disabilities to the class. Ask the individual to discuss how the legislation and litigation discussed in the chapter relates to testing and assessment in practice.

j. A representative from a local hospice

Invite a representative from a local hospice to your class to discuss his or her perspective on the Oregon Death with Dignity Act. Ask the individual to discuss how the Oregon law corresponds to the philosophy of the hospice movement.

k. The coordinator of multicultural programs or bilingual education

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Invite a coordinator of multicultural or bilingual education at your university (or a neighboring university) to speak to your class, preferably one who is involved in determining the primary language of students. Ask this individual to discuss her or his perspective on the cultural issues that may affect the psychological assessment of an individual with English as his or her second language. Ask the speaker to elaborate on other issues of verbal and nonverbal communication that he or she feels is important for psychological assessors to keep in mind while performing the assessment. What does the speaker feel about the use of translators in psychological assessment?

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In-Class Role-Play and Debate Exercises

1. **Role-Play: Employment Interview**

In teams of two, have one student play the role of an employer and the other student that of a job applicant. The applicant has applied for the position of a research assistant to a professor who is involved in the teaching and practice of psychological testing and assessment. All students who role-play the employer ask the job applicant the usual types of questions that one might expect (for example, “Why do you think you are the

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best candidate for this position?"). The "twist" comes with each of the job applicants.

Each of them will argue for the use of a different alternative to the interview as the tool of assessment by which they can be assessed. In other words, each job applicant will be interviewed, but he or she will use the interview to argue for the use of another tool to assess them. For example, one student might argue that the case study approach would be a better assessment tool of his or her qualifications for the position, whereas another student might argue that behavioral observation might be the best assessment tool for his or her qualifications. Class members who do not play a role may comprise the panel that determines which job applicant is hired.

2. **Debate Exercises**

All students could be given an advance notice to prepare for the following debates, and then they could be assigned their roles on the day of the debate.

a. Debate: Henry Goddard: hero or villain?

Divide the class into three groups, and ask each group to do its own research on Henry Goddard. During class, ask one group to argue that he was a hero. Ask another group to argue that he was a villain because he did more harm than good. Ask the third group to serve as the audience for the debate and provide its own feedback and conclusions after the debate.

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b. Debate: Ethical issues in assessment

Choose two students for the debate, and ask them to take the opposing positions on an ethics case and argue the merits of their positions in front of the "board of ethics" (the rest of the class). Real-life ethics cases could be drawn from any source, such as the *Code of Fair Testing Practices* or publications by the American Psychological Association (APA).

c. Debate: Death with dignity

This exercise builds on the *Everyday Psychometrics* box in Chapter 2 titled "Life-or-Death Psychological Assessment." It is designed to stimulate a class discussion on the controversial topic of "death with dignity competency evaluations." The class is divided into three groups: (1) a pro group that argues in favor of death with dignity, (2) a con group that argues against death with dignity, and (3) a panel that judges the debate between the two groups. A member of the panel moderates the debate. All members of the pro group and the con group can contribute to the debate with their informed opinions on the matter. In the end, the

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panel renders its informed verdict on which group made the most compelling arguments.

Out-of-Class Learning Experiences

1. **Take a Field Trip.**

   Take the class on a field trip to the locations listed below.

   a. A courtroom to be a spectator at a civil proceeding

      Visit a local courtroom to attend a trial involving a civil matter. It could be an involuntary commitment hearing or a lawsuit involving a claim of emotional distress. Contact the court clerk's office in advance to learn when such proceedings have been placed on the court calendar.

   b. A courtroom to be a spectator at a criminal proceeding

      Visit a local courtroom to attend a trial involving a criminal matter such as a "not guilty by reason of insanity" defense or any criminal matter where a psychologist has been called upon to present an expert opinion on the psychology of the defendant. Contact the court clerk's office in advance to learn when such proceedings have been placed on the court calendar.

   c. A local business or corporate entity

      Visit a local business or an organization that uses psychological tests. Let students gain an understanding of the psychological tests that the business uses and how it uses them with specific reference to diversity issues in employment.

Suggested Assignments

1. **Critical Thinking Exercises**

   a. Critical evaluation of testing at Ellis Island

      Using information from the textbook as well as other sources, critically evaluate the turn-of-the-century psychological testing of immigrants at Ellis Island. In what ways could the procedures that were in place be improved?

   b. Improvement of published standards for the usage of psychological tests

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Using information from the textbook as well as an original document of a professional organization (such as the APA or the NASP or some other organization), develop some suggestions for improving the published standards.

2. **Generative Thinking Exercises**

   a. "There ought to be a law!"

   Use the phrase "There ought to be a law . . ." to introduce students to the sentence completion activity as a means of learning about respondents (and then proceed to learn about the class of respondents/students). Have students complete the phrase with reference to a legislation that they would like to amend regarding psychological testing and assessment. Have students read their responses aloud. Then, have them discuss those responses as a class. During the discussion, raise questions that might make students justify their responses, such as "Why might laws already on the books be viewed as insufficient to protect the public?" and "Why might some laws already on the books be viewed as overreaching?"

   b. What qualifies someone to use psychological tests?

   What do students believe are the requirements necessary for one to be a qualified user of psychological tests? Is it necessary to have different qualifications for administering different types of tests? Students should be assigned the task of listing the qualifications necessary to administer the tests listed below.

   - Intelligence tests
   - Personality tests
   - Neuropsychological tests
   - Tests for personnel selection
   - Other psychological tests

3. **Research-Then-Discuss Exercises**

   a. Ethical standards related to testing and assessment around the world

   To supplement their knowledge of legal, ethical, and cultural issues presented in the chapter, ask students to read the article titled "Ethics Standards Impacting Test Development and Use: A Review of 31 Ethics Codes Impacting Practices in 35 Countries" written by Mark M. Leach and Thomas Oakland. This article was published in the *International Journal of Testing*, Volume 7, Issue 1, pages 71–88, (2007).

   In this article, the authors examine 31 codes of ethics in 35 countries and compare

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them to the ethical principles promoted by the American Psychological Association. The assignment for each student is to choose one of the 35 countries profiled in the article. If possible, have each student select a different country. Ask the students to be prepared to represent their chosen country in a roundtable discussion. The students may also be required to update the information found in Leach and Oakland (2007).

b. Focusing on the timeline

The inside covers of the textbook contain a historical timeline. Each student in the class is assigned a different point on that timeline. He or she must present the point to the entire class. In a roundtable discussion, each student has a few minutes to discuss the historical events during the assigned time period.

4. **Research-Then-Report Exercises**

a. Standardization in the 1800s

Have students write a report on the culture of the 1800s by focusing on society's seeming obsession with standardization. The report should make references to standardization with respect to time (the Greenwich Mean Time or GMT) and building and industrial materials (such as those necessary for the industrial revolution, construction of machines, and mass manufacturing). The report should conclude with references of how those times may have helped foster standardization as a desirable element of psychological testing and assessment.

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b. "Necessity is the mother of invention."

Ask students to write an essay on how the statement given above applies to the development of psychological tests—particularly tests of intelligence and personality—in Europe and in America in the early part of the twentieth century.

5. **Other Assignments and Exercises**

a. A multicultural panel on cultural differences and psychological assessment

Organize a multicultural panel drawn from the faculty of the Psychology Department as well as other departments. Ask the speakers of the panel to address, individually and as a group, the class on the general topic "Cultural Differences and Psychological Testing and Assessment."

b. Criteria for admission to the university and admission to the university programs

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Divide the class into two groups of students designated as G1 and G2. G1's assignment is to contact the university/college admission office and enquire about the criteria considered in making student enrollment decisions. G2's assignment is to contact various departmental heads to enquire about the factors that they consider in making decisions about granting students admission to various graduate programs. Then, organize a panel discussion to discuss the findings of both the groups—including the common factors that emerged from the groups' assignments and the differential weight given to the various factors. Then, guide the students' discussion toward the importance of these multifaceted factors when making important decisions about the applicants and how this applies to psychological testing and assessment.

c. Personnel decisions, psychological tests, and the law

Ask students to interview the personnel director (or the I/O psychologist) for a local corporation or business entity. Their objective is to research the extent to which cases such as *Griggs versus Duke Power Company* (1971), *Albemarle Paper Company versus Moody* (1975), and *Allen versus District of Columbia* (1993) have influenced the organization's employee testing/selection procedures. Students could present their findings in the form of a written report or a class presentation.

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Media Resources

On the Web

The following are a sampling of some of the material available on the Internet.

1. http://people.wku.edu/sally.kuhlenschmidt/mttmln.htm
   This website provides the key events in psychological measurement throughout history.

2. http://www.testpublishers.org
   This is a website of the Association of Test Publishers. On this site, one will find, among other things, information on the legislation and litigation that affects the publication of psychological tests.

3. www.hhs.gov/ocr/hipaa/
   This website provides information on the Health Insurance Portability and Accountability Act (HIPAA) of 1996.

4. http://www.apa.org/science/ttrr.html

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This website provides a listing of the rights and responsibilities of testtakers.

5. http://www.SchoolResults.org
   Parents consult this website if they are interested in judging the quality of a school or a school district. It provides educational assessment data on schools, school districts, and states nationwide. The data displayed is required to be publicly reported under the No Child Left Behind legislation.

6. http://www.apa.org/science/standards.html
   This website provides information on the Standards for Educational and Psychological Testing.

7. http://www.ncme.org
   This website is the official website for the National Council on Measurement in Education.

8. http://www.aera.net/
   This website is the official website for the American Educational Research Association (AERA).

On DVD, VHS, CD, and Other Media

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1. *Body Language: Cultural Differences* (2007, DVD, 30 minutes, INS)
   This video provides a useful introduction to the cultural differences in terms of relatively simple variables such as eye contact and physical contact.

2. *The History of the Rorschach Inkblot Method* (2008, DVD, 57 minutes, SPA)
   This video shows Dr. Irving B. Weiner of the University of South Florida discussing not only the life and work of Hermann Rorschach but also the efforts of several others (Samuel Beck, Bruno Klopfer, Marguerite Hertz, Zygmunt Piotrowski, David Rapaport, and Roy Schafer) in the development of the Rorschach inkblot test method.

3. *Culturally Alert Counseling: A Six-DVD Set on Working with African American, Asian, Latino/Latina, Conservative Religious, and Gay/Lesbian Youth Clients* (2009, six-DVD set, 232 minutes, SAGE)
   This video series contains a set of six DVDs that present the skills and practices useful in interviewing and working with members of diverse populations.

4. *The Architecture of Doom* (1991, DVD, 114 minutes, FRF)
   The horror of eugenics taken to the extreme is evident in the ashes of the Nazi holocaust. There are many film resources available for in-class viewing or an in-home assignment on this subject. One intensely interesting and powerful film in this regard is

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Peter Cohen's *The Architecture of Doom*. Building on the theme of Adolf Hitler as a frustrated artist and architect, this absorbing feature was hailed by *Variety* as "a masterpiece of scholarship and imagination." The running time is 114 minutes, so this may be a film to assign to interested students to view at home or as a group out of class. The DVD is probably available for free rental from a local public library.

5. *The Americans with Disabilities Act: New Access to the Workplace* (1991, VHS, 40 minutes, UMN)
   This video explains the Americans with Disabilities Act (ADA) as a law that bans discrimination against people with disabilities by employers. It also shows how to manage the hiring and employment issues that may be encountered by employers.

6. *Assessing Diverse Populations* (1997, VHS, 29 minutes, FHS)
   This video explores various issues related to student diversity in assessment.

7. *Ethical Dilemmas Facing Psychologists* (1996, VHS, 41 minutes 47 seconds, MOU)
   This video shows five scenarios that cover multiple ethical issues including those involved in child custody evaluations and confidentiality. It also examines the choices that psychologists have to make under different scenarios.

8. *Reporting Results* (1994, VHS, 29 minutes, FHS)
   This video shows the survey techniques that schools could use for better communication of students' performances and expectations with their parents, the media, and the community. Mark Holmes, a professor of education administration, discusses the necessity for being accountable for students' education, educational inputs provided by parents, and more creative assessment and evaluation tools for students. Gareth Morgan, a research professor, explains the limitations of trusting hard data as the sole indicator of students' success.

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Other Media

Check with your state education agency and local citizens with disabilities advocacy groups for other available media dealing with the issue of legal requirements for psychological evaluations.

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