

**UNIVERSITY OF ESWATINI**



**FACULTY OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT**

**FINAL EXAMINATION PAPER NOVEMBER 2021**

**TITLE OF PAPER:** APPRAISAL OF INDIVIDUALS IN GUIDANCE AND COUNSELLING

**COURSE CODE:** EFM 612

**TIME ALLOWED:** THREE (3) HOURS

**INSTRUCTIONS:** THERE ARE THREE SECTIONS IN THIS PAPER – SECTION A, B AND C.

SECTION A AND B ARE COMPULSORY. CHOOSE ONE QUESTION FROM SECTION C.

TOTAL MARK ALLOCATION: 100

**DO NOT OPEN THE QUESTION PAPER UNTIL WHEN TOLD TO DO SO BY THE CHIEF INVIGILATOR**

## SECTION A: COMPULSORY

### Multiple Choice Questions (40 marks)

#### INSTRUCTIONS

You are to write all your answers in your examination booklet provided. Read the following instructions carefully and use the sample below as a guide.

1. This exam section contains 20 multiple choice questions, each worth 2 points.
2. On this MultipleChoice examination each question or item is followed by a series of possible answers or choices.
3. Read each question and decide which answer or choice is best. [Make sure you read thoroughly any special instructions that may apply to a given portion of the examination.]
4. Write the letter of the **best** choice in your answer booklet with your PEN.
5. Write **LEGIBLY**.
6. Cross out any answers you wish to change and write afresh. **DO NOT USE CORRECTIONAL FLUID. Use of correction fluid will result in a zero being awarded for the answer.**
7. Answer all questions. Your examination score will be based on the number of questions you answer correctly. There is no penalty for guessing.
8. This exam paper contains **nine** (9) pages including cover page.

Review the example below to see the right way to present your best answer or choice. This is a **SAMPLE** question. Do not answer this question in YOUR answer booklet. Choice "A" is the correct answer.

**QUESTION #1: The following are characteristics of a good leader except...**

- A. crowd pleaser
- B. confronts
- C. patient
- D. organized

#### **RIGHT WAY!**

1. A

#### **WRONG WAY**

1.  X

1. What is assessment?
  - a. a process of collecting data for the purpose of making decisions about individuals and groups
  - b. a broad array of testing procedures
  - c. an instrument that yield scores based on collected data
  - d. any systematic procedure for collecting information that is used to make inferences or decisions about the characteristics of a person.
  
2. The following include some general purposes of assessment **except** for:
  - a. screening
  - b. identification and diagnosis,
  - c. intervention planning,
  - d. improvement and measurement
  
3. Assessment procedures include the following except...
  - a. personality testing
  - b. informal assessment
  - c. ability testing
  - d. consultations
  
4. The following are broad methods of assessment in Assessment except....
  - a. interviews
  - b. tests
  - c. observations
  - d. focus groups
  
5. The ICF stands for \_\_\_\_
  - a. the International Classification of Functioning, Disability and Health
  - b. the International Classification of health and health-related domains.
  - c. typicality of functioning within environments
  - d. pathology for diagnostic purposes

6. The Standards for Educational and Psychological Testing include guidelines for each of the following aspects of assessment, except for:
- fairness in testing
  - test construction, evaluation and documentation
  - testing applications
  - assessment report writing
7. Aptitude tests are often used in career counselling because they are good predictors of:
- occupational success
  - job satisfaction
  - career direction and occupational choice
  - career interests
8. Tests that measure what a person can do in the cognitive realm are...
- Ability tests
  - Achievement tests
  - Aptitude tests
  - Personality tests
9. It has been recommended that the development of assessments should be \_\_\_\_\_ rather than lengthy and broad range.
- theoretically robust and precise
  - simple and diagnostic
  - short, practical, and treatment-centered
  - solely focused on specific outcomes
10. The two major types of informal personality assessment techniques are observation and \_\_\_\_\_.
- performance techniques
  - interviewing
  - projective techniques
  - unstructured instruments

11. Case conceptualization is:
- only done once during therapy
  - solely concerned with the selection of specific treatment strategies and techniques
  - never includes factors related to the therapeutic relationship
  - an ongoing process throughout therapy
12. Which of the following statements is true about issues of reliability, validity, and fairness
- cut across all aspects of assessment and pertain to all individuals
  - mainly concern only culturally diverse groups
  - have been largely resolved through the use of current tools and no longer is a major concern
  - are not significant concerns in rehabilitation health and assessment
13. Which of the following is the least sufficient standard for selection of tests?
- Review materials provided by test developers and select tests for which clear, accurate, and available information is provided
  - Evaluate only evidence of the technical quality of the test that is provided by independent reviewers
  - Select tests with appropriately modified forms or administration procedures for test takers with disabilities who need special accommodations
  - Define the purpose for testing, the content and skills to be tested, and the intended test takers
14. This type of scale of measurement has discrete, qualitative variables...
- Nominal
  - Ratio
  - Ordinal
  - Interval

15. This scale of measurement has qualities including magnitude, equal intervals, and absolute 0
- Nominal
  - Ratio
  - Ordinal
  - Interval
16. This statistical method is used in the analysis of relationships among variables for predictive purposes...
- regression
  - t-test
  - correlation
  - analysis of variance
17. When counsellors refer to a test as a standard test, they mean that ...
- the test is widely used throughout the country
  - the test is published by a reputable company
  - there is an equal number of items on each form of test
  - there is uniformity in the administration and scoring of the test
18. The series of tests which help identify academic strengths and weaknesses in both individuals and groups so educators can make informed curriculum and advisement decisions are the...
- Stanford Achievement Test Series
  - Army Alpha and Beta Test Series
  - Binet-Simon Scale Mental Age Series
  - Henry Goddard Mental Ability Test Series
19. While each goal listed below can be part of an assessment, a primary goal of assessment in a rehabilitation setting is to:
- assist with medical, psychological and psychiatric diagnosis
  - identify areas of impairment, disability and handicap
  - identify qualities that may promote (or impede) functional outcomes
  - identify negative mood states and overall ability profile

20. The confidence interval is derived from the
- standard error of measurement
  - estimate of construct validity
  - estimate of convergent validity
  - construct of the test
21. In the history of testing and assessment who is mostly credited for having worked to analyze correlations between academic performance and intelligence?
- Alfred Binet
  - William Stern
  - Henry Goddard
  - James Cattell

### SECTION B: COMPULSORY (40 marks)

#### Instruction

Answer all questions in this section

#### Question 2 (20 marks)

- A high school-aged male, who resides with his four younger siblings, a visually impaired homemaker mother, and middle-aged unemployed father, always comes to school late and poorly groomed. He became depressed as he faces the challenges from his home environment. His grades have dropped tremendously and he risks dropping out of school. He has been referred to you for mental status assessment as the guidance and counselling teacher. Outline and discuss the four components of a mental status examination you would include in your report and why (12 marks).
- You have been appointed by the Director of Guidance and Counselling in the Ministry of Education and Training to make a presentation to in-service teachers struggling with comprehensive assessment report writing to assist them in comprehensive assessment report writing. What **eight** (8) approaches to be avoided in comprehensive assessment report writing would you include in your presentation and why? (8 marks)

**Question 3 (20 marks)**

African societies view people living with disabilities differently from Western societies. Thus people living with disabilities may be mistreated and poorly assessed due to lack of understanding of disability issues. **Refer to CASE STUDY 1, below for questions I to V of question 3 in this section.**

**CASE STUDY 1**

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Three girls with mobility impairments attended an ordinary Eswatini primary school. They were between 8 and 9 years of age and attending grade 3. For a certain period each morning, the class would stand and recite poems and times tables. All the three girls had physical impairments that made it difficult for them to stand. For this reason, the principal of the school allowed these three girls to sit and do the recitations. However, the class teacher refused to allow the girls to sit. Unfortunately, during the recitations, one or more of the girls would fall over the other children in class would laugh. The teacher punished these girls for not standing by threatening to send them to a special school. The principal became aware of the problem when one of the girls came to complain about the teacher. The principal initiated a workshop for all the teachers in the school to address the attitudes of the teachers towards learners with disabilities. The workshop also provided information that enabled teachers to understand the impact of impairments on children.

Adopted from Ntinda, K., Mpofu, E., Dunbar-Krige, H., Makuane, M.R., & Umeasiegbu, V. I. (2019) Community-based rehabilitation for inclusive social development in Southern Africa. In T. Chataika (Ed). *The Routledge Handbook of Disability in Southern Africa*. New York, NY: Routledge. Pp. 171-183.

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- I. How do you assess the teacher's attitude to the three girls with disabilities? (4 marks)
  - II. What in your opinion could have been done differently by the teacher for the three girls to be comfortable during recitations? (4 marks)
  - III. To what extent has the way in which you have been socialized within your community fostered treatment of people living with disabilities? (4 marks)



- IV. Do you agree that, the principal's approach was in the best interest of the three girls? Justify your position. ( 4 marks)
- V. How would you describe the way in which people with disabilities are treated in your work/community settings? (4 marks)

### SECTION C

**Answer ONE (1) question from this section.**

**Question 4 (20 marks)**

- I. Differentiate between objective and projective personality tests for a second year student of counselling to comprehend giving concrete examples in each case (4 marks)
- II. With reference to the assessment report process: Interviewing the client and writing the report outline and discuss any three aspects considered important when conducting clinical interviews (3 marks)
- III. Explain what it means to select an assessment instrument with "breadth and depth" (3 marks)
- IV. Discuss what is meant by assessment report and **four** (4) main purposes of the report (10 marks).

**Question 5 (20 marks)**

Having taken the course Appraisal of Individuals in Guidance and Counselling reflect on your prescribed texts, lectures, experiential learning exercises and assigned readings in this course. What have you learnt regarding appraisal techniques in Guidance and counselling across diverse populations that you did not know before? Point out what you wished you learned but did not. Would you recommend guidance and counselling teachers to enroll for this course? Justify your position. How beneficial will the knowledge for this course impact the way you will deal with clients in your respective work contexts.

(20 marks)

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