A Message from the President

Serving as AACE President has been an honor and pleasure! I have had a great time serving the membership and representing AACE on COPARC. AACE continues to be a vibrant, dynamic, and active division in ACA, and no doubt this activity will continue throughout 2009-2010 and beyond. Marie Shoffner, from the University of Virginia, will be taking over the helm.

Our first event for the year will be the AACE National Assessment and Research Conference in Norfolk, VA, September 11-12. Danica Hays is planning an excellent conference and calls for programs are posted on our website and open until July 1, 2009.

Another added benefit coming this year is online access to Measurement and Evaluation in Counseling and Development (MECD). Currently, there is an 18-month moratorium to access MECD through library databases. However, SAGE publications will be providing access to the current issues as a service to our membership in addition to receiving a hard copy of the journal.

I would like to say that AACE continues to be vibrant because of the service of our members. Despite the hardships of the economy, AACE is growing with nearly 500 members. To that end I am truly grateful to the members who continue to be involved and the new members who are taking an interest in AACE. I enjoyed meeting new people at our AACE breakfast like Dr. Bob Eschenauer, an assistant professor at St. John’s University and Lyle Holin, a doctoral student at Texas A&M University-Corpus Christi. I appreciate the hard work from the AACE board who are instrumental in engaging new members and providing guidance for the organization to be successful. Finally, I want to give a special thank you to some individuals who have truly made a difference this year.

Vicki Sutherland: Thank you for your service as AACE’s first graduate student representative. Your help with the conference and leadership have been invaluable.

Amanda Healey: Thank you for your service as AACE NewsNotes Editor. You have enhanced our newsletter and provide an important service to communicating with our members.

Carl Sheperis: From overseeing the journal transition to SAGE publications to your advocacy for testing and measurement issues on FACT, thank you for your ongoing service to AACE.

Drs. Juhnke, D. Sheperis, C. Sheperis, Watson, and Lundberg: Thank you for bringing students and professionals to the conference and initiating a new era of activity to the AACE family.

I look forward to seeing everyone in Norfolk, VA.
A MESSAGE FROM THE PRESIDENT-ELECT

On July 1, I will have the privilege, honor and responsibility to serve as the 2009-2010 AACE President. The past year has been one of learning and ascertaining the direction of our Division and the needs of our membership. I hope that in the upcoming year, the executive board and I can continue to move the Division forward while working on those aspects of assessment, evaluation and measurement that are of most concern for our members.

During this past year, we were fortunate to have actively participating members, a dedicated and energetic executive council, and the exemplary leadership of Rick Balkin. The coming year looks to be another active one for our Division, with many opportunities for our members to make their voice heard and put their passions into action.

During the recent Annual Conference of the American Counseling Association in Charlotte, North Carolina, we had time to connect with friends, develop our professional expertise and honor our dedicated members in their remarkable research, mentoring and service. At that time, the executive council met for a day and a half, working to further the Division and provide better services to members.

We also had our Annual Breakfast where Dr. Craig Cashwell spoke eloquently about the importance and centrality of assessment to the work of counselors and counselor educators. As a Division, we have the opportunity and responsibility to ensure that measurement and evaluation is used in positive ways.

I look forward to continuing to promote the mission of AACE and working with the executive council, committees, and members to make 2009-2010 a year of continuing success for our division.

AACE COMMITTEE INFORMATION

Executive Council:
- President: Rick Balkin, Texas A&M University - Commerce
  Rick_Balkin@TAMU-Commerce.edu
- President-Elect: Marie Shoffner, University of Virginia
  mfs2f@virginia.edu
- Past President: Donna Gibson, University of South Carolina
  gibsond@gwm.sc.edu
- Treasurer: Shawn Spurgeon, University of Tennessee - Knoxville
  sspurgeon@utk.edu
- Secretary: Amy McLeod, Argosy University - Atlanta
  amymcleod1@gmail.com
- Member-at-Large Membership: Danica Hays, Old Dominion University
- Member-at-Large Publications: Carl Sheperis, Mississippi State University
- Member-at-Large Awards: Joshua Watson, Mississippi State University-Meridian
- ACA Governing Council Representative: Brad Erford, Loyola University MD
- Graduate Student Representative: Vickie Sutherland, Texas A&M University - Commerce

Committees:
- Standards and Statements Chair: Janet Wall
- Diversity Issues Chair: Savita Abrahams
- Bylaws and Ethics Chair: Donna Gibson
- Conference Committee Chair: Danica Hays
- Newsletter Committee Chair: Amanda Healey
Review of the Personality Assessment Inventory (PAI)

By Daniel Russell, Mississippi State University

GENERAL INFORMATION

Title: Personality Assessment Inventory (PAI)

Author: Leslie C. Morey

Publisher: Psychological Assessment Inventory, Inc.

Date of publication: 1991

Forms, groups to which applicable: The standard format PAI is composed of 344 items which ask the respondent to rate how well a statement describes her or him using a 4 point Likert-type scale. The PAI was developed to assess respondents over 18 years of age. A shorter version of the PAI has also been developed. This form assesses personality according to the scales noted above using only 160 items. Given the decrease in items per scale, the reliability of the shorter form is questionable (Kavan, 1995). An electronic form of the standard test is available for computer administration. In addition to the test items, the software includes scoring and interpretation functions. A Spanish and audiotape form are available for the Spanish-speaking populations and the visually impaired, respectively (PAR, n. d.).

General Type: The PAI was constructed for the assessment of personality in adult populations, indentifying abnormal traits in particular

Practical features: Paralleling the Minnesota Multiphasic Personality Inventory (MMPI), the PAI is used in the diagnosis, treatment planning, and screening for psychopathology (PAR, n. d.). The assessment items were written on a fourth grade reading level according to the Flesch-Kincaid index (PAR, n. d.).

Cost: A comprehensive assessment kit including the newest manual and material for 25 assessments cost $295.00. A packet of 25 hand-scoring to supplement this kit costs $79.00. (PAR, n.d.)

Time required to administer: Typically, the PAI can be completed within 40-50 minutes (PAR, n. d.).

PURPOSE AND NATURE OF THE INSTRUMENT:

Stated Purpose: The PAI was designed for the assessment of personality in adult populations, indentifying abnormal traits in particular. The PAI is used in the diagnosis, treatment planning, and screening for psychopathology (PAR, n. d.).

Description of test items and scoring: The standard format PAI is composed of 344 items which ask the respondent to rate how well a statement describes her or him using a 4 point Likert-type scale. Differing from other personality assessments (e.g. MMPI), the PAI does not force responses and accordingly offers the following options: False, Slightly True, Mainly True, and Very True (Boyle, 1995).

The test items are classified by 22 non-overlapping scales measuring the areas of validity, clinical, treatment, and interpersonal. Validity is further divided into the four subscales of inconsistency, infrequency, negative impression, and positive impression. Likewise, the clinical scale is composed of 11 subscales measuring somatic complaints, anxiety, anxiety related disorders, depression, mania, paranoia, schizophrenia, borderline features, antisocial features, alcohol problem, and drug problems. The treatment scale measures aggression, suicidal ideation, stress, nonsupport, and treatment rejection. Lastly, the interpersonal scale measures the constructs of dominance and warmth (Boyle, 1995).
The PAI can be scored either by hand or using optical scanning. To score by hand, the top page of the answer sheet is removed to reveal that a number from 0-3 has been marked by carbon paper during the administration of the test. These numbers are matched to the scales and subscales by color-coding and the way the page is ruled or formatted. The sum of each scale is then calculated and recorded on the profile sheet. The only notable exception is the inconsistency scale which uses the absolute value of the difference of 10 pairs of item (PAR, n.d.).

The calculated raw scores are converted into T-scores using the profile sheet. The respondent’s T-score can then be compared with a standard sample and a clinical sample (PAR, n.d.).

A Critical Items Form is also used to assess delusions, hallucinations, potential self-harm, potential for aggression, substance abuse, potential malingering, unreliability or resistance, and traumatic stressors and indicates a need for a more detailed analysis on this subject (Boyle, 1995).

**Practical Evaluation:**

Adequacy of directions, training required to administer: The PAI is suitable for use in individual or group settings with minimal instruction as a self-reporting instrument. Demographic information is reported first and respondents are instructed to proceed onto the personality assessment using the directions provided (PAR, n.d.). Administrators of the PAI must have graduate degree that provided instruction in the administration and interpretation of psychological tests or a license or certificate from an agency that is qualified in training individuals in the appropriate and ethical use of the test (PAR, n.d.).

**Technical Considerations:**

Norms and Scoring: The means and standard deviations used for interpreting the PAI are comprised of standardization, clinical and college samples. The standardization sample was composed using the U.S. Bureau of Census demographic projections for 1995 (PAR, n.d.). The calculated raw scores are converted into T-scores using the profile sheet. The respondent’s T-score can then be compared with a standard sample and a clinical sample (PAR, n.d.).

Adequacy of Norms: Given the normative college sample used in the interpretation of scores, this personality assessment lends itself best to use in the college counseling setting. Counselors in this setting have three normative sample groups to which they can compare their clients’ T-scores. This unique condition gives these counselors a larger pool of data upon which to base their interpretations.

Reliability: Internal consistency, using alpha coefficients, for the 22 scales was determined to range from .45 to .90 in the census-based sample; from .22 to .89 in the college sample; and from .23 to .94 in the clinical sample. After a 3 to 4 week interval, test-retest reliabilities were found to be between .31 and .92 (Boyle, 1995).

Validity: Several studies have been conducted to determine the validity of the PAI. The majority of these studies examined the concurrent validity of the instrument using other personality assessments (e.g. MMPI), but did not derive any significant results. Other studies examined the convergent and discriminant validity of the instrument. In the future, more research should be conducted regarding the construct validity of the PAI (Boyle, 1995). Though much of the validity data seems insignificant, it has suggested the validity of the PAI in assessing specific constructs (e.g. feigned schizophrenia and depression) and the its inability to assess for feigned generalized anxiety disorder (Boyle, 1995).

Cross-cultural fairness: The PAI scales seem to be consistent across demographic groups. In addition to providing alternate forms of the test to accommodate for linguistic differences, the PAI avoids the use of slang and colloquialisms and can therefore be used among diverse groups. However, having been developed in the USA it should be used among other groups (even other English-speaking groups) to determine how universal it is in assessing abnormal personality traits (Boyle, 1995).
EVALUATION

Practicality and Aids to user: Given the normative college sample used in the interpretation of scores, this personality assessment lends itself best to use in the college counseling setting. However the validity data available for the PAI mandates caution. This assessment should be used in conjunction with other assessments (e.g. MMPI) in order to insure the highest quality in personality assessment.

REFERENCES


AACE AT ACA

DIVISION AWARDS

DONALD HOOD STUDENT RESEARCH GRANT

L. Marinn Pierce, University of Tennessee-Knoxville "The Relationship among Wellness, Spirituality, and Personal Dispositions in Practicing Professional Counselors"

ELMORE AACE/MECD EDITOR'S RESEARCH AWARD

Walter P. Anderson, Jr. and Sandra I. Lopez-Baez Patricia B. "Measuring Growth with the Posttraumatic Growth Inventory.” Walter Anderson is in private practice in Virginia and Sandy Lopez-Baez is a counselor educator at the University of Virginia.
This advanced training conference will provide two days of high-energy, intensive workshops packed with useful skills and information for assessment professionals in counseling and education. These workshops will feature many nationally known and respected presenters who are experts/authors in the field. This event is a “must attend” for all professional counselors, counselor educators and supervisors, school testing coordinators, district accountability specialists and graduate students. Don’t miss this outstanding advanced training opportunity!!!

Training will focus on assessment, research, and diagnosis. The Keynote Speaker will be Dr. Ted Remley who will present and discuss issues related to the ethical considerations regarding admissions testing. Presentations will be useful for the professional development of school counselors, counselor educators, as well as counselors working in agency settings and private practice. More information is available on our website at www.theaaceonline.com.

NBCC CREDIT – The conference will provide up to 13.5 NBCC continuing education hours.

Complete the registration form below and mail or fax with payment. Institutions registering three or more professionals in the same payment can deduct 10% from the cost. This cost includes all program events, refreshments, and receptions. Written confirmation of registration will be sent within two weeks of receipt of the form below. Space is limited, so please register early at the discounted rate. Refund Policy: A full refund can be obtained until July 9, 2009. After this date no refunds can be processed. Refunds are assessed a $5.00 processing fee.

Housing, Airport, and Transportation: Accommodations will be provided by Spring Hill Marriott in Norfolk at a conference rate of $119 per night including breakfast, free parking and Wi-Fi service. Reservations must be booked by August 1st, 2009 in order to receive the conference rate. If flying into Norfolk (ORF) the airport connection service is available through www.careVIP.net and at number (757) 965-0423. Attendees may also choose to fly into the airport in Newport News (PHF), which is a 30 minute drive from Norfolk.

Registration Form
Friday-Saturday, September 11-12, 2009

| Name: | Position: |
| Address: | City: | State: | Zip: |
| Home Phone: | Work Phone: |
| Fax: | E-mail: |

(Schools, school systems, or institutions registering three or more professionals in the same payment can deduct 10% from the cost.)

Conference Registration Fee:

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<tr>
<th>Professional Rate</th>
<th>Graduate Student/Retired Member Rate</th>
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<td>$169 by 1 August 2009</td>
<td>$89 by 1 August 2009 ($119)</td>
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<td>$199 after 1 August 2009</td>
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<td>$99 single day: Friday or Saturday (circle)</td>
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Payment Options:
Check payable to “AACE”
I authorize the charge of $____________ to be applied to my ____________
Account: ____________
Expiration Date: __/______ Signature: __________________________

Mail or fax registration with payment to:
AACE C/O Dr. Danica Hayes, Old Dominion University, 110 Education Bldg, Norfolk, VA 23529 Fax (757) 683-5756
For Further Information contact Dr. Danica Hayes at 757-683-6692 or preferably dhaye@odu.edu or check
www.theaaceonline.com
CALL FOR PROGRAM PROPOSALS

Friday and Saturday, September 11-12, 2009

The Program Committee for the Association for Assessment in Counseling and Education’s (AACE) “2009 National Assessment Conference” invites members, colleagues, students, and other interested assessment specialists to submit proposals for stimulating and creative assessment- and evaluation-related presentations related to diagnosis and treatment issues in counseling. Proposals related to current and futurist practice and creative integration of technology and counseling or educational practice are especially encouraged. Topics of general interest to assessment specialists and professional counselors are also welcome. Students are invited to send proposals in conjunction with faculty.

Simply plan for a poster session, 30-minute Content Session, 60-minute Content Session, or 90-minute Special Interest Session. complete the proposal form below, and e-mail to dhays@odu.edu or return to 110 Education Building, Norfolk, VA 23529. Multiple proposals are encouraged. The program application deadline is July 1, 2009 and program decisions will be made by July 15, 2009. All presenters must register for the conference.

AACE brings together professionals from across the diverse education and counseling fields who have a special interest in improving test use, decision making and technology. Our mission is to promote the professional use of counseling, psychological tests and educational assessments to benefit the clients and students we serve. Our website is located at http://www.theaaceonline.com.

CALL FOR PROGRAM PROPOSALS

Friday-Saturday, September 11-12, 2009

Title of Program: ________________________________

Type of Presentation: (Check All That Apply)

___ Poster Session           ___ 30-Minute Content Session           ___ 60-Minute Content Session

___ 90-Minute Special Interest Session

Days Available to Present (Circle All That Apply): Friday—September 11, 2009   Saturday—September 12, 2009

Name of Presenter(s): ____________________________

Address of Lead Presenter:

City: ____________________________ State: ________ Zip: __________

Home Phone: (___)____________ Work Phone: (___)____________

Fax: (___)____________ E-mail: ____________________

Provide a brief summary of the presentation, not to exceed 75 words, also include additional information you believe helpful to the committee in determining the quality of the proposal. An edited version of the summary will appear in the conference program. Please type or print neatly. Also, please provide a brief biographical description of all presenters. This is required by the NBCC.

What type of A/V equipment and software will you need (Check all that apply)

☐ Overhead Projector   ☐ Slide Projector   ☐ Internet

☐ Overhead Screen   ☐ Flip Chart   ☐ Power Point/Microsoft

☐ Computer (PC)   ☐ Document Camera   ☐ TV/VCR/DVD
TEST CRITIQUE TEMPLATE

If you would like to submit a test critique to the AACE, please use the following updated template to review the instrument or test of interest.

TEST CRITIQUES

[Insert instrument name here]

[Insert your name here]

[Insert your university name here]

General Information

Title: [Insert title of instrument here]

Author(s): [Insert full names and credentials of instrument author(s) here]

Publisher: [Insert the publisher’s name and address here]

Publication Date: [Insert the publication date of the latest edition here]

General Type: [Insert the general type of the instrument here. Is the instrument a measure of aptitude (vocational, academic), achievement (survey battery, diagnostic test, readiness test), intelligence, personality (identifies normal vs. psychopathology), or vocational interests?]

Alternate Test Forms: [Insert any alternative forms of the instrument here and include a brief description of their use.]

Instrument Purpose and Use

Purpose(s) of the Instrument: [Insert a clear and specific description of the instrument’s purpose(s). What are its intended uses? What was the instrument designed for? What specific population(s) is the test designed for?]

Description of Instrument Scales and Items: [Insert a description of all the instrument’s major scales and the construct(s) being measured (e.g., NEO = Neuroticism, Extraversion, Openness, Conscientiousness, and Agreeableness). Also list and describe any major subscales. Include information regarding the total number of items, number of scale items, and item format(s) (e.g., multiple choice, Likert scale).]

Scoring Method and Score Reporting: [Insert information concerning how the instrument is scored (e.g., self-scored, hand-scored, electronic, publisher-scored). How are the scores interpreted (criterion-referenced, norm-referenced)? How are the test results reported to test-takers? What materials and resources are available to aid in interpreting test results?]

Uses in Counseling: [Insert how this instrument can be implemented in the practice of counseling. What settings can this instrument be used in (e.g., individual counseling, career counseling, couples counseling)? What clinical issues/topics does this instrument address (e.g., learning disabilities, marital distress, career indecision)? What type of clientele can counselors use this instrument with (e.g., adults, those with limited literacy skills, )]

Uses in Research: [Insert how this instrument can be implemented in counseling research. What populations can researchers use this instrument with (e.g., adolescents, minority individuals)? What constructs can be measured using this instrument (e.g., self-esteem, depression)? What type of data does the instrument yield (e.g. qualitative, quantitative, self-report)?]

Administration Information

Administration Time: [Insert the expected administration time.]
**Student Perspectives: Get Involved!**

Leigh Falls, Student Perspectives Editor

Student Perspectives is a new column for the AACE Newsletter developed in response to a recommendation from the AACE executive council to increase participation by student members. In the age of managed care and limited fiscal resources, research-based practice is a growing need among counselors. In order to facilitate counselor development, students are encouraged to integrate assessment and research best practices throughout their education and emerging practice as counseling professionals. AACE assists students by providing resources for developing efficacious standards-based counseling practice among students. However, counselor educators and long-time practicing counselors often have a different perspective than those of new professionals and students who are in the process of becoming professional counselors.

Student Perspectives fills an important gap in the organization’s existing services by providing an outlet for students to identify, discuss, and make recommendations regarding research-based practice that may be less evident to experienced professional counselors. In this light, both master’s and doctoral level students are encouraged to submit contributions to the column editor, Leigh Falls, at lhalls@twu.edu. Submissions should highlight issues related to the process of research proposal development; teaching methods they have experienced that have assisted their development as researchers and as users of assessment measures; topics related to research design, dissertation writing, and presentation of research; experiences as students learning research methods; perspectives on assessment use among counselors, particularly related to training and professional development in using assessment measures; experiences with finding funding support and writing small grants; as well as locating and participating in professional development activities related to the AACE mission. Submissions should range between 500-800 words, with a writing style that is consistent with the APA 5th edition Style Manual, and clearly indicate a student-based perspective on the topic featured. Further questions and comments regarding this column may be forwarded to the column editor. If you have thoughts about a particular experience or if you are unsure about a topic, you may email the column editor for assistance with further idea development. The approach taken will be developmental in nature, assisting emerging professionals with their first efforts at writing and publication in a less formal context, although with the opportunity for national exposure.

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**Update Developed by Dr. Danica Hays and Stephanie Crockett, Old Dominion University**
The National Science Foundation (NSF) in conjunction with the Joint Committee on Standards for Educational Evaluation (JCSEE) held a conference in Washington DC on February 23 and 24, 2009. The purpose of the conference was to bring together a group of education researchers and classroom educators to learn how The Student Evaluation Standards can be used as an integral component in the development of sound evaluation practices. The conference attendees included representatives from several JCSEE sponsoring organizations, including the American Educational Research Association (AERA), the American Counseling Association (ACA), the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE), the National Council on Measurement in Education (NCME), the Council of Chief State School Officers (CCSSO), and the National Education Association (NEA). In addition, each sponsoring organization invited one or more teachers and/or other practitioners who also attended the conference.

The conference began with an overview of The Student Evaluation Standards, including an historical overview of the standards development by the Joint Committee, and an overview of the actual standards book. The purpose of the overview was to provide conference attendees with an increased awareness and knowledge of the work of the Joint Committee and The Student Evaluation Standards with a special focus upon the important role the Standards play in today’s educational evaluation systems. The overview presentation was provided by former Chair of the Joint Committee, Dr. Arlen Gullickson, The Evaluation Center, Western Michigan University.

In addition to the overview, a series of presentations were given by leading researchers in the field of assessment for learning and classroom evaluation practices. These presenters included the following: Dr. Judy Arter, Dr. Katharine Cummings, Dr. Stephan Henry, Dr. Joan Herman, and Dr. Caroline Wylie. The presentations provided by these leading researchers included such topics as helping teachers and other practitioners understand the alignment between The Student Evaluation Standards and classroom evaluation practices including formative assessments, classroom-based assessment, assessments for learning, and summative assessments. Overall, the goal of each presentation was to provide examples of how The Student Evaluation Standards can be used to help teachers, as well as other stakeholders, build reliable, fair, and valid sound evaluation systems. The researchers’ presentations also included a review of the existing Student Evaluation Standards, including feedback for consideration by the Joint Committee as the Committee begins to plan for the next revision of the standards.

In addition to presentations provided by leading researchers, a presentation was provided by Mr. Benjamin Sinwell, a National Board-certified mathematics teacher. Mr. Sinwell’s presentation included hands-on application of The Student Evaluation Standards, including specific examples demonstrating the alignment of the standards and classroom-based assessment.

The second day of the conference focused upon providing attendees with a benchmarking tool kit. The tool kit serves to aid teachers in interpreting their own benchmarking results as well as suggestions for how to use The Student Evaluation Standards to guide initial as well as future development of sound evaluation practices. After the conference, teachers were encouraged to use the benchmarking tool kit and to provide follow-up feedback to the Joint Committee.

If you have any questions about the conference and/or The Student Evaluation Standards, or you would like to be involved in the revision of The Student Evaluation Standards, please contact Patty McDivitt, American Counseling Association liaison to the Joint Committee pmcdvittt@earthlink.net, Don Yarbrough, the Chair of the Joint Committee at d-yarbrough@uiowa.edu, or former Chair, Dr. Arlen Gullickson at arlen.gullickson@wmich.edu.

**IMPORTANT STEPS IN RESEARCH, EVALUATION AND ASSESSMENT: THE SOCQS**

By Rebekah Byrd, M.S.Ed., NCC, Doctoral Student, Old Dominion University

Lesbians and gay males seek counseling, at a rate of two to four times higher than that of heterosexual individuals (Savage, Harley, & Nowak, 2005). Much research has been dedicated to exhibiting the need for supportive and accepting counselors and educators. Even though educators and counselors may believe that they exhibit a non-biased, non-judgmental demeanor, when working with individuals from a non-dominant group, their feelings and attitudes are often still communicated in subtle ways (Fontaine, 1998). Understanding the needs of this population will equip counselors and educators in assisting these individuals and can provide the support system needed to promote success.
As multicultural competency is continuously examined in our CACREP accredited counseling programs, and with more and more counseling programs preparing and applying for this accreditation, valid and reliable instruments that assess knowledge, awareness and skills are necessary tools. Markus Bidell sought to expand research and instrumentation on competency as it related to lesbian, gay and bisexual individuals. Bidell’s 2005 study established the first valid and reliable scale for measuring counselors’ competency levels in the areas of knowledge, awareness and skills when assisting and counseling lesbian, gay and bisexual clients (LGB).

When developing this instrument, Bidell drew on Sue et al.’s (1982) sexual orientation counselor competency model. An important distinction noted in Bidell study, (2005) is that the biases and prejudices against LGB individuals are different from biases and prejudices against other minorities. For this reason, counselors must develop LGB specific knowledge, attitudes and skills in order to be effective and competent in assisting LGB individuals. The Sexual Orientation Counselor Competency Scale (SOCCS) is a 42 question instrument on a 7-point Likert scale (of 1=not at all true, 7=totally true). Participants are asked to rate the truth about the question as it applies to them. An example of a item is “LGB clients receive "less preferred" forms of counseling treatment than heterosexual clients” (Bidell, 2005). Another example statement reads “Being born a heterosexual person in this society carries with it certain advantages” (Bidell, 2005). Higher scores indicate increased levels of counselor competency regarding sexual orientation. Exploratory factor analysis was conducted using principal-axis procedures and oblique rotation. A coefficient alpha of .90 was obtained for the overall SOCCS. An overall test re-test reliability coefficient was .84. Criterion, convergent, and divergent validity was established and a statistically significant regression equation was also found.

The author cautions against counselor educators using the survey to evaluate student performance as the instrument is relatively new. Another major limitation that exists is the fact that this is a self-report instrument and that the results may be difficult to generalize. However, this scale provides counselor educators, counselors, and counselor trainees with a psychometrically sound instrument that can be used in a variety of ways. As the first valid and reliable scale to assist our LGB clients, this is an important step in research, evaluation and assessment.

**REFERENCES**


Rebekah Byrd, M.S.Ed., NCC, is a doctoral student at Old Dominion University in Norfolk, Virginia. She currently works as a coordinator of a grant funded character education program in a local middle school. She also supervises master’s counseling students and teaches undergraduate and master’s classes. Rebekah is the president-elect of the Old Dominion Chapter of Chi Sigma Iota and also serves as the Human Rights and Social Justice Chair for Virginia School Counseling Association. She is currently involved in several areas of academic research. For example, she is actively engaged in writing and research on LGBTQ students in the schools, self-injury in adolescence, self-destructive behaviors and interpersonal violence among adolescence with ethical and legal concerns for school counselors, multicultural development for master’s counseling trainees, resiliency and character education in middle school, and counseling lesbian couples.
The Association for Assessment in Counseling and Education (AACE) is an organization of counselors, educators, and other professionals that advances the counseling profession by providing leadership, training, and research in the creation, development, production, and use of assessment and diagnostic techniques. The mission of AACE is to promote and recognize scholarship, professionalism, leadership, and excellence in the development and use of assessment and diagnostic techniques in counseling.

CALL FOR SUBMISSIONS

If you have any information related to the activities of AACE members that you think should be highlighted, please send pictures and commentary to Amanda Healey at ahealey@odu.edu. Of particular interest are stories related to conference activities, publication, inventory development/review, program evaluation, and members who have received professional awards or service recognition. Please submit any information as a Microsoft Word attachment and send photographs as a .jpg file attachment. Do not send more than three photographs related to any individual article. Interest articles from students, practitioners, and counselor educators are equally welcome and encouraged. Newsletters are published in February, May, August, and November of each year. Any submissions will be due on the 10th day of those publication months. Please consider serving AACE by contributing your voice to this publication.