

Assignment: Task Model in your assessment Multicultural Counseling Inventory (MCI)

The function of a task model is to provide a framework for describing the situations in which examinees act. It includes features of stimulus material, conditions, or the environment in which the student will produce evidence about the targeted knowledge or behavior. Task model variables thus concern characteristics of the situations by which evidence is obtained (Mislevy, et al, 2002). The following is the sketch of a task model inherited in the Multicultural Counseling Inventory (MCI).

Stimulus material specifications & Work product specifications

Multicultural Counseling Inventory is an individual paper-pencil assessment that is used to measure the competencies of any counselor working with a minority or culturally diverse client. It consists of four subscales of self-report statements on multicultural and general counseling competencies that were rated on 4-point Likert scale (4=very accurate, 3=somewhat accurate, 2=somewhat inaccurate, and 1=very inaccurate). The items, including the attitudinal and sensitivity items, were behaviorally stated, (e.g., statements began with expressions such as “I am able to,” “I use,” “I am skilled at,” “I am effective with,” “I am comfortable,” “I make,” “I recognize,” and “I am successful at”), and randomly arranged throughout the scale. The work product is the vector of the person’s responses to all the items.

Rationale

Instead of using third-party observation and evaluation, the authors of MCI employed the common first-person method of self-report to measure multicultural counseling competency.

- cost-effectiveness
 - 1) because multicultural counseling competency is but one of many abilities that counselor educators might want to assess, the ease of administration and low financial cost of the self-report method of gauging this competency make it preferable to potentially cost prohibitive alternative methods such as third-party observation and evaluation)
 - 2) moreover, because this instrument is commonly used in large research studies rather than individual assessments, the large sample sizes typically used in such studies would make alternative third-party assessments particularly cumbersome.
- assumption of counselor’s self-awareness--because counselors are trained to be aware of how they deal with others, the designers of this instrument assumed—rightly or wrongly—that they would be sufficiently aware of their multicultural competencies to provide accurate self-portrayals

Task-model variables

- Questionnaire is administered in *exclusively* written format, not typically provided as part of an oral interview or other types of spoken appraisals,
- Likert scales were chosen to create continuous parameters for counseling characteristics, because the test designers believe that these characteristics exist on a continuum, i.e., they

are qualities that all counselors have to varying degrees, rather than qualities that counselors either have or do not have; if the latter was the case, categorical scales (e.g., a yes-no forced choice format) would be a more appropriate means of eliciting responses that accurately reflect these qualities,

- Four categories of statements: According to the article describing the development of the MCI, the four subscales contain different dimensions of multicultural counseling skills or knowledge. These subscales are constructed from self-reports of behavior that the assessment designers predict will elicit the particular characteristic of multicultural competency. For instance, the subscale “counseling knowledge” includes items that are referring to “culturally relevant case conceptualization and treatment strategies, cultural information, and multicultural counseling research”, such as “I make referrals or seek consultations based on the clients’ minority identity development,” because the test designers predict that, if the self-report is accurate, then such behavior would elicit multicultural counseling knowledge. To provide a more concrete example, if a counselor, having met with a blind client, sought out a consultation with the Blind Students Association, the test designers assume that such behavior would elicit knowledge about this cultural minority. The Association might tell the counselors problems blind students have with safety on campus, with arranging to take exams in oral format or in Braille, or with stereotypes about blind people (e.g., their hearing is great because they compensate) that would enhance the pertinent cultural knowledge that the counselor would bring to sessions with blind students.

Conditions for examinee interaction

Due to the limited information I can collect and have reviewed as to MCI, I am not clear about the exact procedure by which the examiners administer this assessment. In the paper addressing the development of MCI, there is no detailed descriptions in regard to rules, comprehensive context, and instructions.