

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Multicultural Assessment in Counseling and  
Clinical Psychology

Buros-Nebraska Series on Measurement and  
Testing

---

Spring 1996

## Preface

Gargi Roysircar Sodowsky

*University of Nebraska-Lincoln*, [sodowsky@unlinfo.unl.edu](mailto:sodowsky@unlinfo.unl.edu)

James C. Impara

*University of Nebraska-Lincoln*, [jimpara@unl.edu](mailto:jimpara@unl.edu)

Follow this and additional works at: <http://digitalcommons.unl.edu/burosbookmulticultural>

---

Sodowsky, Gargi Roysircar and Impara, James C., "Preface" (1996). *Multicultural Assessment in Counseling and Clinical Psychology*. 2.  
<http://digitalcommons.unl.edu/burosbookmulticultural/2>

This Article is brought to you for free and open access by the Buros-Nebraska Series on Measurement and Testing at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Multicultural Assessment in Counseling and Clinical Psychology by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

## Preface

This work evolved from the 1993 Buros-Nebraska Symposium on Testing and Measurement: Multicultural Assessment, held by the Buros Institute of Mental Measurements, Department of Educational Psychology, at the University of Nebraska-Lincoln. Among the symposium presenters, Stanley Sue, Juris Draguns, Guiseppe Costantino and Thomas Malgady, Janet Helms, Robert Carter, Sandra Choney and John Behrens, Joseph Ponterotto, Gargi Roysircar Sodowsky, and Donald Pope-Davis accepted the Buros Institute's invitation to contribute chapters to an envisioned multicultural assessment volume. The authors—some with the assistance of new collaborators—painstakingly revised their papers. They added measurement and statistical analyses that they have not previously published, advanced the theory-building of their respective topics, and wrote integrative literature reviews, thus providing substantive chapters for this book. With reference to the few multicultural and cross-cultural assessment books, book chapters, and journal reviews that are currently available in professional psychology, this book is an essential complement to them. Its uniqueness is that it responds to the paucity of measurement research in multicultural counseling. This collection might be characterized as recording multicultural assessment's empirical beginnings, a fairly uncharted territory.

Select multicultural instruments that are paper-and-pencil attitude and projective tests, developed recently and cited in refereed journals, are presented. New data are treated to multivariate statistics, exploratory and confirmatory factor analyses, structural equation modeling,

cluster analyses, reliability estimation, and norm transformations. Tests are shown to be construct-related to multicultural theories and/or criterion-related to sociocultural variables. That is, instrument validity is supported through the theoretical groundedness of obtained results, through theory-building based on data interpretation, or through criterion predictions.

Test bias of mainstream instruments are discussed statistically as well as conceptually. Differences in test scores are given an interpretation different from the conclusion that deviant scores indicate deficits. Clinical judgement is shown to be subject to individual bias and to clinicians' immersion in their racial and cultural contexts and their inability to see their imposed bias. Decision trees, guidelines, and assessment reports are provided to illustrate qualitative methods for contextual diagnosis and integrative clinical judgement. Methods to identify social desirability in multicultural self-reports are discussed. Classical measurement theory is argued to overlook the multiplicity of person-environment reactivity that merits investigation in a multicultural society and in a majority-minority sociopolitical system.

Thus, this work represents empiricism, ideology, and applications, the scientist-practitioner hallmark of professional psychology. True to their professional training in applications, the authors' discourse, tables, and figures are reader- and consumer-friendly. The book has been designed to give counseling and clinical psychology students, researchers, and practitioners information that aims to make them multiculturally effective in their respective roles.

There are three sections, and each section is preceded by an introduction that highlights every chapter in the section. Finally, we invite you, as you read through the book, to ask yourself whether instruments can ever be developed that will provide appropriate clinical interpretations for anyone without regard to cultural, racial, and ethnic heritage. Our question reminds us of Standard 2.04(c) of the 1992 American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct*, which states that on the basis of factors such as gender, age, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status certain tests should not be used, or it may be necessary to adjust the interpretation of results on such tests.

Once again the Buros Institute tradition of being at the cutting edge of measurement concerns is continued by this book.

Gargi Roysircar Sodowsky  
James C. Impara  
Spring 1996  
University of Nebraska-Lincoln