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## Book Reviews / Comptes rendus

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Groth-Marnat, Gary (1990). *Handbook of Psychological Assessment*. John Wiley and Sons. Toronto, Ontario

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*Reviewed by:* L. D. Klas, Ph.D., Faculty of Education, Memorial University of Newfoundland.

In the author's words, this text aims to serve as "a reference and instructional guide for professionals and students who are conducting psychological assessments," an aid to developing "a large number of variety of interpretive hypotheses," and a guide for organizing an "integrated psychological assessment" (p. 1). This second edition incorporates a wide variety of perspectives on assessment, both empirical and clinical, both behavioural and cognitive, both trait (skill) identification and integrative.

The first four chapters deal with several basic assessment issues. First among these is the role of the clinician, a role that the author sees as combining both artistic and empirical skills and knowledge. Clinicians in medical, educational, legal and psychological clinic settings are best served by the material in this text; private practitioners, however, would find their clinical roles and concerns well represented, since some of the reviewers of this second edition were in private practice. A second issue is that of how best to evaluate and select assessment instruments and approaches. Checklists of selection criteria are provided, including a section on computer-assisted assessment procedures. A third issue is that of conducting the assessment interview, which is a useful addition to any text on assessment, and one often ignored in favour of focusing on the actual standardized tests used. The author, with his integrative philosophy, sees the interview as a critical assessment tool and provides some excellent checklists of areas to cover and approaches to use. A fourth issue covered is that of behavioural assessment strategies, which here incorporates self-report inventories and their use.

The next seven chapters cover specific tests which the author feels are the most used (and useful?) in the various settings alluded to. These tests include the Wechsler Intelligence series, the Bender Visual Motor Gestalt Test, the MMPI, the California Psychological Inventory, the Rorschach, the Thematic Apperception Test, and Selected Projective Drawings Tests. Each test is covered thoroughly, including such concerns as history and development, reliability and validity, sample questions, administration issues and approaches, scoring, interpretation, and write-up. The Appendices in this text are replete with tables on interpretive criteria, scoring criteria, norms, summary and scoring sheets, and sample interpretations and write-ups. The reviewer is of the opinion that these seven chapters and the Appendices would, in themselves, make this book worth having in the reference library, if not even as a text for a graduate level assessment course.

The last chapter deals with what is often reported to be the psychological assessor's most demanding task, namely that of actually writing up the results in a clear, concise, and understandable format that teachers, parents, fellow clinicians, and clients can understand and use. After presenting some gen-

eral guidelines and a suggested format, the author proceeds to provide a good variety of sample test reports, integrating the results of the clinical interviews and the standardized tests previously covered in the book. This chapter effectively ties in the principles and knowledge previously presented. Certainly this chapter underscores the author's point that diagnostic assessment is essentially a problem-solving/decision-making process rather than an attempt to identify traits.

This text should come under careful consideration by any clinical, school, or private practitioner and by any academic reviewing a text for use in teaching clinically focussed assessment courses. It is, in the opinion of the reviewer, not written to serve as an introductory assessment text, even at the graduate level, since it assumes a certain degree of sophistication with the principles and processes of assessment and covers tests which in themselves require a great deal of supervised practice to learn.

A test which the author may consider for inclusion in future editions (or a supplement) would be the Woodcock-Johnson Psycho-educational Battery—Revised, which has gained great acceptance in school and clinical settings. This battery of over 30 subtests assesses cognitive, visual, auditory, academic, and neurological areas and is recommended as a component in many assessment batteries today.

The author's inclusion of a section on cognitive behavioural assessment is most timely; however, the reviewer sees some inconsistency in dividing approaches to assessment into "behavioural" and "traditional" (p. 82). Many "traditional" approaches, although not essentially behavioural, still incorporate behavioural concepts/approaches; also, the "traditional" approaches are far too varied, too new, and too "non-traditional" to be lumped into one such category, and likely deserve their own categories.

Overall, the reviewer finds the *Handbook of Psychological Assessment* (Second Edition) to be timely, integrative, and very practical to use, whether one is in a practitioner or an academic setting. It is available from John Wiley and Sons out of Toronto, ISBN 0-471-51034-3. The second edition represents a significant updating.

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Griggs, Shirley A. (1991). *Learning Styles Counselling*. Ann Arbor, MI: ERIC/CAPS 161 pages.

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*Reviewed by:* Anastassios Stalikas, Ph.D., McGill University.

The major purpose of this book is to introduce the concept of learning style and its usefulness in counselling children and adolescents in the elementary and secondary schools. The central proposition of the book is that learning style is an important variable in counselling elementary and secondary students, and, as such, it should be taken into consideration. The basis of the argument is that learning style or learning preferences, which are being defined as ". . . the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment" (p. 7), are important for the process of counselling inasmuch as counselling is seen