

**George Mason University**  
**College of Education and Human Development**  
**Counseling and Development**

EDCD 604.001 – Assessment and Appraisal in Counseling  
3 Credits, Fall 2019  
Thursdays 7:20 – 10:00 PM Thompson Hall L019 - Fairfax

**Faculty**

Name: Stephanie F. Dailey, EdD, LPC, NCC, ACS  
Office Hours: Tuesdays 11-1, or by appointment  
Office Location: Krug Hall Room 201C  
Office Phone: (703) 993-2087 (C&D Office)  
Email Address:

**Prerequisites/Corequisites**

Admission to the CNDV program; EDCD 601.

**University Catalog Course Description**

Prepares students to become informed about psychological and educational tests and assessment procedures that are used and applied in a counseling context.

**Course Overview**

The course will cover basic psychometric properties of tests, methods of gathering and interpreting data, the development and use of assessment tools, resources for learning about tests, and how to choose, administer, and interpret individual and group tests within a culturally appropriate framework.

**Course Delivery Method**

This course is designed to expose students to a wide range of assessment types and approaches. A variety of reading material and experiential activities will be provided during this course. Students should come to class prepared to actively participate in class discussion and activities. Class activities will include lecture, small group work, role play, computer lab work, library instruction, and videos. Each student will choose a specific assessment tool as a focus for exploration during the semester, and also complete a minimum of three additional assessments provided in class.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Examine historical perspectives concerning the nature and meaning of assessment and testing in counseling (2.F.7.a.)
2. Understand technology's impact on the counseling profession (2.F.1.j.)
3. Apply basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (2.F.7.f.)
4. Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (2.F.7.g.)
5. Examine the importance of reliability and validity in the use of assessments (2.F.7.h.)
6. Develop strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (2.F.4.e.)
7. Examine methods of identifying and using assessment tools and techniques relevant to career planning and decision making (2.F.4.i.)
8. Apply methods of effectively preparing for and conducting initial assessment meetings (2.F.7.b.)

9. Examine the use of assessments for diagnostic and intervention planning purposes (2.F.7.e.)
10. Understand the use of results for diagnosis of developmental, behavioral, and mental disorders (2.F.7.l.)
11. Explore the use of assessments relevant to academic/educational, career, personal, and social development (2.F.7.i.)
12. Examine the use of environmental assessments, systematic behavioral observations (2.F.7.j.), symptom checklists, personality and psychological testing (2.F.7.k.), and assessments specific to P-12 education (5.G.1.e.)
13. Understand ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (2.F.7.m.)

**Professional Standards Council for Accreditation of Counseling and Related Education Programs (CACREP):** Upon completion of this course, students will have met the following professional standards:

<b><i>CACREP Standard</i></b>	<b><i>Course Content (Reading, Assignment, and/or Lecture/Discussion); KPI measured (if applicable)</i></b>
2.F.1.j. technology's impact on the counseling profession	Reading(s): Ch. 7, 8; Assignment(s): uTeach: Innovations in Technology & Assessment; Lecture/Discussion: Wk. 8
2.F.4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Reading(s): Ch. 10; Assignment: Career Assessment Review, KPI Measured: A.4.a; Lecture/Discussion: Wks. 11, 12, & 14
2.F.4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	Reading(s): Ch. 10; Assignment: Career Assessment Review, KPI Measured: A.4.a; Lecture/Discussion: Wks. 11, 12, & 14
2.F.7.a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	Reading(s): Ch. 1; Lecture/Discussion: Wk. 1
2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings	Reading(s): Ch. 1, 2, 4; Assignment: uTeach: Clinical Assessment Best Practices; Lecture/Discussion: Wks. 2, 4
2.F.7.e. use of assessments for diagnostic and intervention planning purposes	Reading(s): Ch. 3, 4, & Appendix D; Assignments: Career Assessment Review, KPI Measured: A.7.a, Group Presentation of Standardized Assessment, & uTeach: Clinical Assessment Best Practices; Lecture/Discussion: Wks. 4, 8, 10, & 11
2.F.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Reading(s): Ch. 5, 6; Assignment(s): Career Assessment Review, Group Presentation of Standardized Assessment; Lecture/Discussion: Wks. 5, 6
2.F.7.g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Reading(s): Ch. 5, 6; Assignment(s): Career Assessment Review, Group Presentation of Standardized Assessment; Lecture/Discussion: Wks. 5, 6
2.F.7.h. reliability and validity in the use of assessments	Reading(s): Ch. 5, 6; Assignment(s): Career Assessment Review, Group Presentation of Standardized Assessment; Lecture/Discussion: Wks. 5, 6
2.F.7.i. use of assessments relevant to academic/educational, career, personal, and social development	Reading(s): Ch. 10; Assignment: Career Assessment Review; KPI Measured: A.4.a, Self Analysis & Report Writing; Lecture: 11, 12, & 14
2.F.7.j. use of environmental assessments and systematic behavioral observations	Reading(s): Ch. 1, 12; Assignment(s): Observation Report, Reflections Paper: Ethical Parameters of Informal Assessment; Lecture/Discussion: Wks. 1, 7, 4
2.F.7.k. use of symptom checklists, and personality and psychological testing	Reading(s): Ch. 11; Assignment(s): Self Analysis & Report Writing; Lecture/Discussion: Wks. 11, 12

2.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders	Reading(s): Ch. 3, 4, & Appendix D; Assignments: Career Assessment Review, KPI Measured: A.7.a, Group Presentation of Standardized Assessment, & uTeach: Clinical Assessment Best Practices; Lecture/Discussion: Wks. 4, 8, 10, & 11
2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	Reading(s): Ch. 1, 2, 5; Assignment(s): Reflections Paper: Ethical Parameters of Informal Assessment; Lecture/Discussion: Wk 2, 3, 5, 7
5.G.1.e. assessments specific to P-12 education	Reading(s): Ch. 8,9, 10; Assignment(s): Observation Report; Lecture/Discussion: Wks. 4, 9, 7

### Required Texts

Neukrug, E. S., & Fawcett, R. C. (2015). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists* (3rd edition - enhanced version). Nelson Education.

Cattell, R. B., Cattell, A. K., & Cattell, H. (2002). 16 PF Profile Report (5<sup>th</sup> ed.). [Mail-in scoring profile report]. San Antonio: Pearson Clinical Assessment  
*Note: This report will be ordered in class*

Myers, J. E. and Sweeney, T. J. (2005). Five Factor Wellness Inventory. Menlo Park, CA: Mind Garden, Inc.  
*Note: This assessment will be provided in class*

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### Assignments and/or Examinations

**Career Assessment Review [300 points (A.4.a.1)]:** This assignment is designed to evaluate your ability to apply the knowledge you have gained in this course concerning the topics of reliability, validity, multicultural considerations, and ethical test utility. You will comprehensively evaluate a career assessment commonly used in counseling practice. You will present a brief summary of your review to your peers during class. The presentation will be brief (10 min.) and informal (no slides) and will include copies of a two-page summary of your review for distribution to your classmates and the instructor. Career Assessment Reviews will take towards the end of the semester. Your review should include:

- 1) A description of the assessment (e.g., purpose, target population, theoretical basis)
- 2) Assessment composition (e.g., items, response format, scales/subscales)
- 3) Psychometric properties (e.g., reliability, validity, norm data)
- 4) Administration, scoring, interpreting, and reporting
- 5) Areas of concern (limitations) and ethical considerations
- 6) Multicultural considerations
- 7) A discussion of clinical utility

**Observation Report (150 points):** This assignment is designed to provide practice in conducting behavioral observations and writing observation reports. This method of assessment is most commonly used with children, so observing a child in a classroom setting or other setting (i.e., after-school program, extra-curricular activity, etc.) is highly desired. If you do not have access to a child for the purpose of this assignment, please discuss alternative options with Dr. Dailey. Use the guidelines posted on Blackboard in conducting the observation and preparing the report. The report is to be a **maximum of three pages** in length.

**Self-analysis and Report Writing (300 points):** Students will complete a personality assessment (16PF) and a wellness assessment (WEL-5) as a part of the course requirements. Students will be expected to integrate the results of the assessments and develop a comprehensive assessment report. The report should be between 5-6 pages in length, 12 pt. font, double-spaced, and adhere to the *Publication Manual of the APA, 6<sup>th</sup> Edition*. Further instructions will be given in class.

**Group Presentation of Standardized Assessment (150 pts):** Identify a population (i.e., child, adolescent, adult, or geriatric) and an area of assessment that is of interest to you (i.e., achievement, behavior, pathology, education, intelligence, personality, etc.). Using GMU library resources, the *Mental Measurement Yearbook* (2014) and/or The Buros Center for Testing website (<http://www.unl.edu/buros/>), identify possible assessment instruments in that area. Groups will choose one standardized assessment instrument of interest to research, evaluate, and present to the class.

Students may choose the format in which they wish to present the information – presentations are limited to 10 minutes. Regardless of medium, presentations should include the title, author, publisher, and purpose of the instrument, as well as its strengths and limitations. You are to use the research from scholarly resources (including at least two peer-reviewed articles), test manuals, *Mental Measurement Yearbook*, *Tests in Print*, AARC website (<http://aarc-counseling.org/test-reviews>) and other publications. A one-page handout (hard copy and submitted via BB) should be provided for the instructor outlining major points. All students will post the handout and the presentation on BB (e.g., video links will be posted on BB, presentations in class/papers uploaded to BB). Each student **MUST** submit on BB by the due date.

**Participation & Attendance (100 points):** Class participation and attendance is both encouraged and expected. Class discussion and exercises, including the reflection paper and uTeach exercises, will be held on a regular basis and engagement will significantly enhance your learning experience. Please alert the instructor if you will be missing class or significantly late. Attendance at the first class is mandatory. Only one unexcused absence is permitted, and excessive missed time may impact your grade. Unless there is an emergency, it is expected that all cell phones will be turned off during class time. Laptops should be used for notetaking or class-related purposes only. Please do not check email, Facebook, etc. during class out of courtesy for your instructor and fellow students.

In general, my grading of class participation is determined as follows:

**100:** Attends all classes, arrives on-time, actively participates in most classes, clear attention to course instruction and the syllabus, exhibits a high level of professionalism with faculty and staff, and shows exemplary support to others in class.

**90:** Attends all classes, arrives on-time, and moderately participates in most classes OR misses one class (unexcused), arrives on-time, clear attention to course instruction and the syllabus, and actively participates in most classes, professional, and supportive of others in class.

**80:** Misses one class, arrives on-time, moderately participates in most classes, clear attention to course instruction and the syllabus, and professional with faculty and peers in the class.

**70:** Misses one class and/or several times late to class and/or low participation in most classes, lack of attention to course syllabus/class procedures, instances of unprofessional behavior/demeanor with faculty or peers.

**60-below:** Exhibits any of the following: misses more than one class, chronic lateness, minimal participation in most classes, one or more instance(s) of unprofessional behavior/demeanor with faculty or peers.

### **Other Requirements**

Course Expectations: APA Format: Students in Counseling courses are expected to use APA style (6th ed.) for written papers.

Electronic Devices: Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction of your participation grade. Notify the instructor prior to class if you have an emergency situation that requires accommodation.

Attendance: In accordance with the policies of the Counseling Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Two or more unexcused absences will result in loss of course credit. Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements: Each student is expected to do the following: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Assignments: The main assignments for the course (Career Assessment Review, Observation Report, Self-analysis and Report Writing, and the Group Presentation of Standardized Assessment) are to be submitted in two ways: (1) Submit an electronic copy prior to the beginning of class on the date due via SafeAssign on the course Blackboard site, and (2) Bring a paper copy to class on the date due. Late homework assignments will be subject to a penalty of 20% for each day late. Additional assignments and/or assessments may be added at the instructor's discretion.

**Plagiarism:** Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling Program. The GMU English Department has developed the following statement regarding plagiarism: “Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism.”

## **Grading**

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

**Professional Dispositions:** See <https://cehd.gmu.edu/students/policies-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

## Class Schedule

*Readings/assignments are due by class for the week indicated on the class schedule.*

Class / Date	Topic	Readings / Assignments Due
(Wk 1) 8/29	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Objectives &amp; Expectations</li> <li>• Course Assignments</li> </ul>	<b>16PF Roster</b> ( <i>in class</i> )
(Wk 2) 9/5	<ul style="list-style-type: none"> <li>• History of testing</li> <li>• Role and Purpose of Assessment</li> <li>• Methods and types of Assessment</li> <li>• Considerations in Using Assessments</li> </ul> <p>Review of test selection and presentation requirements (Career &amp; Group Presentation)</p>	TXT Chapter 1  <b>16PF Order Form</b> ( <i>in class</i> )  <b>BB Link: Assessment Interest Inventory</b>
(Wk 3) 9/12	<p>Library Resources for Assessment</p> <p><b>Guest Speaker: Anne Melville, Education librarian</b></p> <p><b>BB Lecture: Ethics in Testing and Assessment</b></p>	TXT Chapter 2  <b>Ethics in Testing and Assessment (recorded)</b>  <b>Order 16PF</b> ( <i>in class</i> )
(Wk 4) 9/19	<ul style="list-style-type: none"> <li>• Assessment and the DSM-5</li> <li>• Diagnostic and Structured Interviewing</li> <li>• Clinical Assessment and Mental Status</li> <li>• The role of the school counselor in student assessment</li> </ul>	TXT Chapter 3, Chapter 4, & Appendix D  <b>uTeach: Clinical Assessment Best Practices</b>
(Wk 5) 9/26	<ul style="list-style-type: none"> <li>• Test Worthiness: Measures of relationship, Validity, Reliability, &amp; Item Response Theory</li> <li>• Test Bias and multicultural issues</li> </ul>	TXT Chapter 5:  <b>BB Survey: EDCD 604 Student Inventory</b>
(Wk 6) 10/3	<ul style="list-style-type: none"> <li>• Statistical Concepts:</li> <li>• Scales of Measurement</li> </ul> <p><i>Computer Lab TLO18 SPSS: Descriptive Statistics / Running Frequencies/ Charts / Graphs/ Correlations Standard scores</i></p>	TXT Chapter 6: Basic Test Statistics  <b>Observation Report DUE</b>
(Wk 7) 10/10	<p><b>Would YOU Do? Confronting Ethical Dilemmas</b></p> <p>7:30PM - Johnson Center, 3rd Floor, Room E (see description following class schedule)</p>	<b>TXT Chapter 12</b>  <b>16PF &amp; 5F WEL (email Dr. Dailey)</b>  <b>Reflections Paper: Ethical Parameters of Informal Assessment</b>

(Wk 8) 10/17	<ul style="list-style-type: none"> <li>• Interpreting Test Data (16PF)</li> <li>• Distributing Assessment Results &amp; Report Writing</li> <li>• Technology and Testing</li> </ul>	TXT Chapter 7  <b>uTeach: Innovations in Technology &amp; Assessment</b>
(Wk 9) 10/24	<ul style="list-style-type: none"> <li>• Intellectual and Cognitive Functioning</li> <li>• Intelligence Testing</li> <li>• Neuropsychological Assessment</li> </ul>	TXT Chapter 9
(Wk 9) 10/31	<b>No Class – Finalize Assessment Presentations</b>  <b>BB Lecture:</b> Interpreting the 5F-WEL	BB: Wheel of Wellness, Wellness Counseling  <b>BB Lecture on 5F-Wel (recorded)</b>
(Wk 10) 11/7	Assessment of educational ability & assessment data in schools  <b>Guest Speaker: Dr. Ellen W. Rowe</b>	TXT Chapter 8  <b>Group Assessment Presentation DUE</b>
(Wk 11) 11/14	Career and Occupational Assessment	TXT Chapter 10  TXT Chapter 11
(Wk 12) 11/21	Objective and Projective Personality Tests <b>Career Assessment presentations 1, 2, 3, &amp; 4</b>	TXT Chapter 11 (review)  <b>Self-Analysis &amp; Report Writing DUE</b>
(Wk 13) 11/28	Thanksgiving Break- No Class	
(Wk 14) 12/5	<b>Career Assessment presentations 5, 6, 7 &amp; 8</b>	

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.*

### **What Would YOU Do? Confronting Ethical Dilemmas – 10/10 7:30 pm**

Based on his book, *In Who Says You're Dead? Medical & Ethical Dilemmas for the Curious & Concerned*, psychiatrist Jacob M. Appel explores a complex variety of issues surrounding counseling, genetic screening, sexuality, privacy, and doctor-patient confidentiality that mental health experts will find fascinating and stimulating. In thinking about clinical assessment and ethical decision making, students will take a look at different ways in which counselors utilize ethical decision in making critical judgement calls.

### **Counseling and Development Mission Statement**

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research,



service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://catalog.gmu.edu/polices/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students>.**

## Career Assessment Review Rubric

		4	3	2	1
Standard	%	Exceeds Standards	Meets Standards	Approaching Standards	Below Standards
<b>1. Assessment description and composition</b> KPI A.4.a.1; CACREP 2.F.4.e; 2.F.4.i	20	Systematic and thorough description of assessment, including background information, purpose, target population, and theoretical basis. Comprehensive discussion of assessment composition. Assessment clearly addresses abilities, interests, values, personality and other factors that contribute to career development.	Systematic and adequate description of assessment and relevant background information, purpose, target population, and theoretical basis. Sufficient discussion of assessment composition. Assessment addresses abilities, interests, values, personality and other factors that contribute to career development.	Included a basic description of assessment but lacked a clear description of the purpose, target population, and/or theoretical basis. Rudimentary discussion of assessment composition. It is not clear that assessment addresses abilities, interests, values, personality and other factors that contribute to career development.	Inadequate description of assessment did not include purpose, target population, and/or theoretical basis. Discussion of assessment composition was either missing or inadequate. Assessment does not address abilities, interests, values, personality and other factors that contribute to career development.
<b>2. Psychometric properties of assessment</b> KPI A.7.a.1; CACREP 2.F.7.i; 2.F.7.e	20	Includes a detailed description regarding the reliability and validity of the assessment, including a historical account of reliability and validity studies as well as norm data.	Includes an appropriate statement regarding the reliability and validity of the assessment. Sufficient discussion of reliability and validity studies and norm data.	Includes an appropriate statement regarding the reliability and validity of the assessment. Rudimentary or deficient discussion of reliability and validity studies and norm data.	Does not include an appropriate statement regarding the reliability and validity of the test. Little to no information about reliability and validity studies or norm data.
<b>3. Assessment administration and scoring protocols</b> KPI A.7.a.1; CACREP 2.F.7.i; 2.F.7.e	15	Thorough description of administration and scoring protocols.	Adequate description of administration and scoring protocols.	Basic description of administration and scoring protocols.	Inadequate description of administration and scoring protocols.

<p><b>4. Administration and interpretation in career planning and decision making</b> KPI A.4.a.1; CACREP 2.F.4.e; 2.F.4.i</p>	15	Sophisticated discussion and rationale for when / why caution should be used in the administration or interpretation of the test results or other parameters which would influence assessment outcomes as related to career planning and decision making.	Provides a clear and appropriate rationale for when / why caution should be used in the administration or interpretation of the test results as related to career planning and decision making.	Provides a weak rationale for when / why caution should be used in the administration or interpretation of the test results as related to career planning and decision making.	Lacked description of circumstances which would warrant caution in administration or interpretation of test results.
<p><b>5. Areas of concerns, ethical, multicultural, and social justice considerations</b> KPI A.7.a.1; CACREP 2.F.7.i; 2.F.7.e</p>	15	Provides a sophisticated and thoughtful discussion of areas of concern and ethical, multicultural, and social justice considerations.	Provides an adequate and accurate discussion of areas of concern and ethical, multicultural, and social justice considerations.	Provides a perfunctory discussion of areas of concern and ethical, multicultural, and social justice considerations.	Provides an incomplete or inaccurate discussion of areas of concern and ethical, multicultural, and social justice considerations.
<p><b>6. Discussion of clinical utility</b> KPI A.4.a.1; CACREP 2.F.4.e; 2.F.4.i</p>	15	Provides an accurate and thoughtful discussion of how the test could support career planning and decision making	Provides an accurate consideration of how the test might specifically support career planning and decision making	Provides a perfunctory discussion of professional contexts that lacks a depth of knowledge of the test or purpose	Provides an incomplete or inaccurate consideration of purpose