

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 Peterson Hall Room 1105 - Fairfax

Faculty

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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.

CACREP Standards/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. Apply basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (2.F.7.f.)
3. 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.)
4. Examine the importance of reliability and validity in the use of assessments (2.F.7.h.)
5. Develop strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (2.F.4.e.)
6. Examine methods of identifying and using assessment tools and techniques relevant to career planning and decision making (2.F.4.i.) and clinical mental health counseling (5.C.1.e.)
7. Apply methods of effectively preparing for and conducting initial assessment meetings (2.F.7.b.)

8. Examine the use of assessments for diagnostic and intervention planning purposes (2.F.7.e.)
9. Understand the use of results for diagnosis of developmental, behavioral, and mental disorders (2.F.7.l.)
10. Explore the use of assessments relevant to academic/educational, career, personal, and social development (2.F.7.i.)
11. 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.)
12. Understand ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (2.F.7.m.)

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. ISBN-10: 1-285-45424-3; ISBN-13: 978-1-285-45424-5

Required Assessments (*do not order - information provided in class*)

Cattell, R. B., Cattell, A. K., & Cattell, H. (2002). 16 PF Profile Report (5th ed.). [Mail-in scoring profile report]. San Antonio: Pearson Clinical Assessment

Myers, J. E. and Sweeney, T. J. (2005). Five Factor Wellness Inventory. Menlo Park, CA: Mind Garden, Inc.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA (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 write a brief, yet comprehensive, summary of the assessment. The summary will be approximately 3-5 pages and will 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 (including how to access / purchase the assessment)
- 5) Areas of concern (limitations) and ethical considerations
- 6) Multicultural considerations
- 7) A discussion of clinical utility

Submission of this assignment is two-phased. The first is a peer-review (15% [45 pts.]). Peers will be assigned and will review the assignment based upon the Career Assessment Review Rubric. Peer reviews will be turned in to the instructor via Blackboard by the reviewer. The second phase is final submission which will include the revised assignment, including a summary of changes made based upon peer feedback.

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. It is strongly recommended that you do not use a setting in which you are employed, have close familial ties, or would have any reason to not be fully objective in your observation. It is expected that students will use the Observation Report guidelines posted on Blackboard in conducting the observation and preparing the report. The report is to be a **maximum of three pages** in length. See rubric on BB under this assignment for evaluation criteria.

Self-analysis Report (300 points): Students will complete a personality assessment (16PF) and a wellness assessment (5F-WEL) and, following standard procedures for writing a psychological report, integrate these results into a comprehensive self-analysis report. The final report should be 4-6 pages, 12 pt. font, double-spaced, and adhere to the *Publication Manual of the APA, 7th Edition*. See examples on blackboard, Appendix D in the text, and the rubric for specific guidance on this assignment. See **Obtaining the 16PF** section below course schedule.

Group Assessment Presentation (150 pts): In groups of 3-4, students will 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 assessment instruments relevant to the population and area of interest. Groups will choose one assessment of interest. Students may choose the format in which they wish to present the information – presentations are limited to 15 minutes (with 5 minutes for questions and discussion). Regardless of medium, presentations should include: assessment name; author(s); where / how the group found the assessment; publisher (including where to get the assessment, manual(s), and cost); purpose and target population; administration; psychometric properties; scoring; interpretation; and the group's assessment of clinical utility. It is understood that presentation of this materials will infuse strengths and limitations, based upon the discussion. 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 should be provided for the instructor outlining major points. **ALL STUDENTS MUST POST THE HANDOUT AND THE PRESENTATION ON BB TO RECEIVE A GRADE.** Submitted on Blackboard by the due date, not presentation date.

Participation & Attendance (100 points): Class participation and attendance is both encouraged and expected. Class discussion and exercises, including 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 an emergency, it is expected that all cell phones will be turned off during class. 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.

uTeach Activities: uTeach activities allow students an opportunity to concurrently learn and teach a concept relevant to their assigned readings. The *only requirement* is that the activity is brief (5 min) and involve experiential learning (i.e., not lecture). FUN and CREATIVITY is strongly encouraged! The idea is to teach your peers about the concept in a way that fosters long term understanding – not rote memorization. Topics/due dates assigned by the instructor.

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>

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.

- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

N/A: Not Applicable – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

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

Class / Date	Topic	Readings / Assignments Due
(Wk 1) 1/23	<ul style="list-style-type: none"> • Introductions • Course Objectives & Expectations • Course Assignments 	16PF Roster (in class)
(Wk 2) 1/30	<ul style="list-style-type: none"> • History of testing • Role and Purpose of Assessment • Methods and types of Assessment • Considerations in Using Assessments 	TXT Chapter 1 (History) Order 16PF (in class) See 16PF note below uTeach Assignments (in class)
(Wk 3) 2/6	<ul style="list-style-type: none"> • Ethics in Testing and Assessment • Library Resources for Assessment <ul style="list-style-type: none"> ○ Review of test selection and presentation requirements (Career & Group Presentation) 	TXT Chapter 2 (Ethics) Appendix B (p. 308) & C (p. 314) Optional: Ethics in Testing and Assessment (recorded)
(Wk 4) 2/13	<ul style="list-style-type: none"> • Assessment and the DSM-5 • Diagnostic and Structured Interviewing • Clinical Assessment and Mental Status • School Counselors & Student Assessment 	TXT Chapter 3 (Diagnosis), Chapter 4 (Report Writing), & Appendix D (p. 321)
(Wk 5) 2/20	<ul style="list-style-type: none"> • Test Worthiness: <ul style="list-style-type: none"> ○ Measures of Relationship ○ Validity ○ Reliability ○ Item Response Theory • Test Bias and multicultural issues 	TXT Chapter 5 (Test Worthiness) uTeach: Statistical Concepts (in class) BB: EDCD 604 Student Inventory Observation Report DUE <i>(submit on BB-bring copy to class)</i>
(Wk 6) 2/27	<ul style="list-style-type: none"> • Statistical Concepts: Making Meaning out of Raw Scores • Scales of Measurement • Standard scores Bring laptop to class: Descriptive Statistics / Running Frequencies/ Graphs/ Correlations	TXT Chapter 6 (Raw Scores) & Chapter 7 (Interpreting Scores) uTeach: Statistical Concepts (in class)
(Wk 7) 3/5	<ul style="list-style-type: none"> • Interpreting Test Data • Distributing Assessment Results & Report Writing • Educational Assessments 	Chapter 7 (Review) TXT Chapter 8 (Education) Complete 16PF & 5F WEL <i>(Bring both to class)</i>
(Wk 8) 3/12	Spring Recess - No Class	
(Wk 9) 3/19	<ul style="list-style-type: none"> • Intellectual and Cognitive Functioning • Intelligence Testing • Neuropsychological Assessment 	TXT Chapter 9 (Cognitive) Career Assessment Review DUE TO PEER VIA EMAIL (cc: Dr. Dailey)

(Wk 9) 3/26	<ul style="list-style-type: none"> • Career Assessments • Occupational Assessments 	TXT Chapter 10 (Career) Summary of Peer Review (submit <i>your</i> review of your peer's work on BB)
(Wk 10) 4/2	<ul style="list-style-type: none"> • Clinical Assessment: Objective and Projective Tests • Informal Assessments 	TXT Chapter 11 (Clinical) Career Assessment Review (submit on BB-bring copy to class)
(Wk 11) 4/9	No In-Person Class – Online Module	TXT Chapter 11
(Wk 12) 4/16	No In-Person Class – Group Meetings	TXT Chapter 11 (review)
(Wk 13) 4/23	Group Assessment Presentations	TXT Chapter 12 (Informal Assessment)
(Wk 14) 4/30	Group Assessment Presentations	Self-Assessment Report Due (submit on BB-bring copy to class)

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

Obtaining the 16PF Assessment & Scoring Profile (results): As a class we will:

1. Wk 1: Submit a class roster to the test publisher
2. Wk 2: In groups of 5, students will complete an order form. In order to save on shipping (\$10 per individual report), one group member must be responsible for managing the group's payment and distribution of the 16PF to group members (~2 wks for shipping)
3. Wk 7: Bring completed 16PF to class, instructor will mail completed forms to publisher (allow 2-3 weeks for processing). When filling out the 16PF:
 - a. Allow time, at least 45 minutes, to read the instructions and complete the assessment
 - b. Read the instructions carefully – you only have 1 copy of this assessment
 - c. Use pencil, forms submitted in pen may be rejected by the publisher
 - d. Under "ID Number" include your date of birth (MM/DD/YYYY) and a '1'
EX: If your DOB is May 27, 1975 you would put - 052719751
 - e. For date taken, include the date you took the assessment
 - f. Do not write your name on the assessment, your birth date and ID number (DOB and '1') will link the assessment to you

Orders may be delayed due to publisher backlog. In the event of a PUBLISHER DELAY, the instructor will modify the due dates accordingly. Alternate due dates will not be given if a student fails to submit the completed 16PF to the instructor (Wk 7) or a group lead fails to distribute the reports to peers.

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek

assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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
1. Assessment description and composition 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.
2. Psychometric properties of assessment 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.
3. Assessment administration and scoring protocols 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>4. Administration and interpretation in career planning and decision making 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>5. Areas of concerns, ethical, multicultural, and social justice considerations 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>6. Discussion of clinical utility 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