

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

EDCD 604.A12 – Assessment and Appraisal in Counseling
3 Credits, Summer 2020
Asynchronous Online

Faculty

Name: Stephanie F. Dailey, EdD, LPC, NCC, ACS
Office Hours: WebEx or by phone – please email for an appointment
Office Location: Krug Hall Suite 202
(Counseling Office – Closed for Summer due to Covid-19)
Email Address: sdailey@gmu.edu
WebEx Room: <https://gmu.webex.com/meet/sdailey>

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 will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 22, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- It is recommended that students use a headset microphone (ear buds are fine) for use with the Blackboard Collaborate/WebEx web conferencing tools.
- Students will be asked to create a login and password on supplemental websites (e.g., Cengage / MindTap) and/or to download trial software (e.g., SPSS) to their computer or tablet as part of course requirements. **Students may also use the Mason Virtual Computing Lab for SPSS:** <https://its.gmu.edu/service/virtual-computing-lab/>
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday. Each student will be assigned to a learning cohort which will meet weekly on a regular schedule determined by the cohort members.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students meet with their Learning Cohort at least one time per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions for the week they are assigned. If you choose to work ahead, be aware that additional materials may be added or changes to the assignments can be made up until the module / week start date.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times. **When emailing the instructor, be sure to include your FULL NAME and COURSE SECTION (A12).**

- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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 (Wk 1; 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 (Wk 2; 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 (Wk 2; 2.F.7.g.)
4. Examine the importance of reliability and validity in the use of assessments (Wk 2; 2.F.7.h.)
5. Develop strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (Wk 3; 2.F.4.e.)
6. Examine methods of identifying and using assessment tools and techniques relevant to career planning and decision making (Wk 3 & 5; 2.F.4.i.) and clinical mental health counseling (Wk 4 & 5; 5.C.1.e.)
7. Apply methods of effectively preparing for and conducting initial assessment meetings (Wk 1; 2.F.7.b.)
8. Examine the use of assessments for diagnostic and intervention planning purposes (Wk 3 & 4; 2.F.7.e.)
9. Understand the use of results for diagnosis of developmental, behavioral, and mental disorders (Wk 1,3, & 4; 2.F.7.l.)
10. Explore the use of assessments relevant to academic/educational, career, personal, and social development (Wk 3, 2.F.7.i.)
11. Examine the use of environmental assessments, systematic behavioral observations (Wk 4; 2.F.7.j.), symptom checklists, personality and psychological testing (Wk 4; 2.F.7.k.), and assessments specific to P-12 education (Wk 3; 5.G.1.e.)
12. Understand ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (Wk 1; 2.F.7.m.)

Required Text

MindTap for Neukrug/Fawcett's Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers and Psychologists, Enhanced, 1 term – ISBN: 9780357040584

Required Assessments

NERIS Analytics Limited, *16 Personalities*. Retrieved from
<https://www.16personalities.com/free-personality-test>

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

Other assessments may be assigned by the instructor, please see Blackboard for details.

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

Weekly Assignments on BlackBoard/MindTap (300 total points): Each week students will complete assignments (approximately 2-3 per week) related to the course reading and associated lecture/supplemental media on Blackboard/MindTap. Each assignment is dependent upon reading the text and associated course materials (e.g., recorded lectures, videos, articles) assigned for that week. See blackboard for specific assignments, some assignments may include interactions with your Learning Cohort (see below).

Learning Cohorts: To supplement your learning experience, you will be assigned to a learning cohort. Learning Cohorts will meet weekly to discuss course materials, complete assignments, post responses to the discussion board (if applicable), and engage in uTeach exercises. Full weekly participation in your learning cohort is required (see Participation and Attendance guidelines).

uTeach Activities: uTeach activities occur in Learning Cohorts and give 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 will be assigned by the instructor.

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 typically required in this assignment. Because it is unrealistic for you to conduct a naturalist observation this summer – I want you to select a television show/video you have never watched before. It is strongly recommended that you do not have any prior knowledge of this show/video, but you feel you will be able to get to know at least one of the characters by watching briefly. Your Learning Cohort members are encouraged to make suggestions. If you have other opportunities to observe individuals in a natural environment, safely, please email the instructor.

Use the Observation Report guidelines and protocol posted on Blackboard in conducting the observation. Prepare a report as if you were providing recommendations to that individual or their parent/guardian. The report should be a maximum of three pages in length and include: the person observed; the environment; behaviors of the person; problems with the observation; and your hypotheses, interpretations, and recommendations. See rubric on BB under this assignment for evaluation criteria. Stick to the page limit! Counseling reports need to be succinct, yet well written.

Career Assessment Review (300 points): 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 prepare a brief, yet comprehensive, PowerPoint / Prezi of the assessment. The summary 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 in a succinct manner:
 - a. how to access / purchase the assessment,
 - b. how to administer the test,
 - c. different administration methods,
 - d. how to score the test (including raw scores, if applicable),
 - e. what the test means and how it is interpreted by the administrator, and
 - f. types of reports are available to the test taker;
- 5) areas of concern (limitations): ethical, legal, and social justice considerations;
- 6) multicultural considerations,
- 7) a discussion of clinical utility, and
- 8) references.

Students must submit this assignment in VIA (click on the assignment in Blackboard and you will be taken to VIA). Students are welcome to ask individuals in their Learning Cohort to review their presentation.

Learning Cohort Assessment Presentation (150 pts): In your Learning Cohort, students will identify a population (i.e., child, adolescent, adult, or geriatric) and an area of assessment that is of interest (i.e., achievement, behavior, pathology, education, intelligence, personality, etc.) and prepare a 10-15-minute recorded presentation. To begin, using GMU library databases: *PsychTests* (likely best source), the *Mental Measurement Yearbook* (2014), and/or *The Buros Center for Testing* website (<http://www.unl.edu/buros/>), groups will identify at least THREE assessment instruments relevant to their population and area of interest. After researching information available (including assessment/manual access, relevant research, and psychometric properties), groups will choose one assessment and develop a presentation which covers:

- assessment name, developer/author(s), where/how the group found the assessment, why this assessment was chosen (list other assessments considered);
- a brief description of the assessment (e.g., purpose, target population, theoretical basis);
- assessment composition (e.g., items, response format, scales/subscales);
- psychometric properties (e.g., reliability, validity, norm data);
- administration, scoring, interpreting, and reporting. Including in a *succinct* manner:
 - how to access / purchase the assessment,
 - how to administer the test (online, in-person, clinician rated, self-report, more than one administration method, etc.),
 - how to score the test (including raw scores, if applicable),
 - what the test means and how it is interpreted by the administrator, and
 - types of reports available to the test taker (profile report, clinician report, etc.);
- areas of concern (limitations): ethical, legal, and/or social justice considerations;
- multicultural considerations; and
- a discussion of clinical utility (would you recommend it?).

It is understood that your presentation will infuse research from scholarly resources (including at *least* two peer-reviewed articles) and/or test manuals. You can find information on assessments using the GMU databases you typically use for literature reviews and the following: *PsychTests* (GMU database), *Mental Measurement Yearbook & Tests in Print* (GMU database), AARC website (<http://aarc-counseling.org/test-reviews>) and other publications.

Once your presentation is complete you must:

1. Have one group member upload the recorded presentation on the DISCUSSION BOARD under *Learning Cohort Presentations*
2. Submit your presentation on Blackboard (each student MUST submit their assignment to receive a grade)
3. Review all other learning cohort presentations prior to the last day of class, being prepared to complete an online poll during to determine, based on the information provided, whether you would purchase the other group's assessment for wide-spread use (i.e. if you were the director of a state-wide school counseling division or mental health counseling agency).

Participation & Attendance (100 points [50 points each]): Class participation (50 pts) and attendance (50 pts) is both encouraged and expected. Submission of late assignments will be deducted from the assignment – not reflected in your participation grade. Class discussion and exercises, including engagement in the Learning Cohorts 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 absent from any portion of the class. For both synchronous and asynchronous courses, you must post an introduction (video preferred) within the first three days.

Unless an emergency or extenuating personal circumstances, it is expected that all scheduled meetings and coursework will be completed by the due date. It is your responsibility to communicate with the instructor if you have any issues with prevent you from being fully immersed in the course. It is understood there are many extenuating circumstances at this time – so please communicate these as soon as you can.

Other Requirements

Course Expectations: APA Format: Students in Counseling courses are expected to use APA style (7th ed.) for written papers.

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 engaged for the entire class period, (4) participate in discussions and in-class/on-line work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard/MindTap as assigned.

Assignments: The main assignments for the course (Blackboard/MindTap Assignments, Observation Report, Career Assessment Review, and the Group Presentation are to be submitted on the course Blackboard site or within MindTap (as applicable). 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/polices-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

Week	Topic	What you will learn	Readings / Assignments Due
Wk1 6/1-6/7	History and Purpose of Assessment Methods/types of Assessment Ethical considerations Assessment and the DSM-5 Diagnostic and Structured Interviewing & Mental Status Exam (learning cohort activity)	Historical perspectives concerning the nature and meaning of assessment (LO1) Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment results (LO12) Preparing for/conducting initial assessment meetings (LO7) Use of assessments for diagnosis of developmental, behavioral, and mental disorders (LO9)	Readings Due 6/2 <ul style="list-style-type: none"> Chapter 1 (History) Chapter 2 (Ethics: pp 21-33) Chapter 4 (Report Writing) Review Appendix D (p. 321) Lecture Materials & Weekly Assignments <ul style="list-style-type: none"> Review all Wk1 materials by 6/7 Complete all MindTap weekly assignments by 6/7 Post an introduction to the discussion board (video preferred) Major Assignment: Do not submit <ul style="list-style-type: none"> Select show/video for observation report and select 3 Career Assessments by 6/7
Wk2 6/8-6/14	Standardized & Non-standardized Assess. Summative & Formative Assess. Test Worthiness Test Bias & Multicultural Issues Selecting a “good” test Interpreting Test Data Distributing Results & Report Writing	Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (LO2) The importance of reliability and validity in the use of assessments (LO4) Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (LO3)	Readings Due 6/8 <ul style="list-style-type: none"> Chapter 5 (Test Worthiness) Chapter 6 (Raw Scores) Chapter 7 (Interpreting Scores) Lecture Materials & Weekly Assignments <ul style="list-style-type: none"> Review all Week 2 materials/lecture and complete all Wk 2 assignments by 6/14 Major Assignment: <ul style="list-style-type: none"> Observation Report (upload on Blackboard) by 6/14 11:59PM Select Career Assessment (do not turn this in) by 6/14

Week	Topic	What you will learn	Readings / Assignments Due
Wk3 6/15-6/21	Measuring Achievement, Learning DisABILITY, Readiness, & Cognitive Ability Testing Intelligence Testing & Neuro-psychological Assessment Career & Occupational Assessments	Using assessments for diagnostic and intervention planning (LO8) Using results for diagnosis of developmental, behavioral, and mental disorders (LO9) Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (LO5) Using assessments relevant to academic/ educational, career, personal, and social development (LO10) and specific to P-12 education (LO11)	Readings Due 6/15 <ul style="list-style-type: none"> Chapter 8 (Education) Chapter 9 (Cognitive) Chapter 10 (Career) Lecture Materials & Weekly Assignments <ul style="list-style-type: none"> Review Week 3 materials/lecture and complete all Wk 3 assignments by 6/21 Major Assignment: <ul style="list-style-type: none"> None
Wk4 6/22-6/28	Objective & Subjective Personality Testing Suicide & Risk Assessment	Using assessment results for diagnosing developmental, behavioral, and mental disorders (LO9) Assessments for diagnostic and intervention planning (LO8) Assessing abilities, interests, values, personality and other factors that contribute to career development (LO5) Methods of identifying and using assessment tools and techniques relevant to clinical mental health counseling (LO6) Using environmental assessments, systematic behavioral observations, symptom checklists, personality and psychological testing (PO11)	Readings Due 6/22 <ul style="list-style-type: none"> Chapter 11 (Clinical) Chapter 12 (Informal Assess.) Lecture Materials & Weekly Assignments <ul style="list-style-type: none"> Review Week 4 materials/lecture and complete all Wk 4 assignments by 6/28 Major Assignment: <ul style="list-style-type: none"> Learning Cohort Presentation (upload on Blackboard/ Discussion Board [no duplicates]) Due 6/25 11:59 PM
Wk5 6/29-7/4	Lecture Brief 1: A Review of Informal Assessment Tools Lecture Brief 2: The Role of the Counselor in Assessment	Examine methods of identifying and using assessment tools and techniques relevant to career planning and decision making and clinical mental health counseling (LO6)	Readings: None Lecture Materials & Weekly Assignments <ul style="list-style-type: none"> Review Week 5 materials/lecture and complete all Wk 5 assignments by 7/1 Review all Learning Cohort presentations and complete poll Major Assignment: <ul style="list-style-type: none"> Career Assessment (upload on Blackboard/VIA) by 7/1 11:59PM Celebrate the end!

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 (300 Points)

		4	3	2	1
Standard	Pts	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	60	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	60	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	45	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>	45	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>	45	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>	45	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